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THE DEVELOPMENT OF SECONDARY SCHOOL GEOGRAPHY
AS AN INDEPENDENT SUBJECT IN THE
UNITED STATES AND CANADA

by
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A dissertation submitted in partial fulfillment
of the requirements for the degree of
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CHAPTER I

THE DE-FUSION OF NORTH AMERICAN SECONDARY SCHOOL GEOGRAPHY

The major concern of this study is the comparison of the status and development of secondary school geography as a separate and independent subject in the United States and Canada, and the identification and explanation of the forces which have contributed to the subject's present state. The thesis is that North American secondary school geography is returning to its independent status, or in other words, is becoming de-fused from history and the other social sciences, due to these factors:

- (1) Its historical role as a separate subject in the secondary curriculum;
- (2) The professional attitudes and organized activities of educators concerned with establishing geography's independence from history, which have resulted from the last World War and the ensuing Air Age;
- (3) The role of college and university departments of geography both directly through demonstrating the need for geography, and indirectly through teacher training; and
- (4) The European educational influence evident in the

French Catholic schools of Quebec; in the British-oriented provinces such as Ontario and Newfoundland; and in the United States to the extent that comparative educational literature affects our curriculum.

Consideration of all of these factors involves the basic issue of the curricular fusion of secondary school geography with history into the social studies approach, one which has been the predominant instructional media for the social sciences in United States and Canadian secondary schools for the past several decades.

In the determination of the present-day status of secondary school geography in the educational systems of these two nations, and the history of its evolution to what it is today, value judgments as to whether geography is more successfully taught as a fused subject with history or as a discrete subject will be avoided. This is a matter that may never be resolved between geographers and social scientists.

It should be noted that "status" for the purpose of this dissertation will be:

- (1) Whether geography is taught as a separate or integrated subject.
- (2) Whether it is optional or compulsory.
- (3) The nature of its instruction by grade level (physical, human, economic etc.).
- (4) The certification requirements for teachers of the subject.

During the recent operation of the Manitoba Royal Commission on Education, it became quite apparent that comparative information concerning the status of secondary geography instruction was not available for the several Canadian provinces. Further, the January, 1961, edition of UNESCO's Education Abstracts was concerned with a world review of the materials relating to the status of geography, and the section on Canada submitted by the Canadian National Commission for UNESCO was almost without text concerning comparative information for Canadian geographic education or in bibliographical information on the subject.¹

The most recent survey of high school curriculum in the United States is What High School Pupils Study, published by the United States Office of Education in 1962.² All of the statistics in this study concerned with enrollments in social studies courses are based on social studies with no specific sub-division to cover components such as geography. One appendix to this study indicated that included, but not separately enumerated in the social studies enrollment statistics, are eight independent geography courses.

In addition, the other recent sources which exist pertaining to the status of North American secondary school

¹UNESCO, "Geography Teaching," Education Abstracts, Vol. XIII (January, 1961).

²Edith S. Greer and Richard M. Harbeck, What High School Pupils Study, United States Department of Health, Education and Welfare, Office of Education (Washington, D.C.: Government Printing Office, 1962).

geography as an independent subject are:¹

- (1) A 1959 Journal of Geography article,² "The Status of Geography in the Social Studies Curricula of Canadian Schools," a brief (six page) but excellent article which is now outdated by five years of changes in various provincial curricula affecting secondary Canadian geography.
- (2) A 1956 study³ by the National Council of Geography Teachers, "The Status of Geography in the Secondary Schools of the United States," is the last such survey in this Country. Approximately 5,000 schools were polled by a questionnaire to which there was a 46 per cent response. This study was not one of pupil registrations in geography courses but of course offerings.
- (3) A February, 1964 Journal of Geography article,⁴ "Certification Requirements and Standards for Elementary and Secondary Teachers of Geography,"

¹(A more thorough analysis of these research contributions appears in Chapter IV.)

²Thomas R. Weir and William J. Russell, "The Status of Geography in the Social Studies Curricula of Canadian Schools," The Journal of Geography, Vol. LVIII (September, 1959), pp. 280-285.

³National Council of Geography Teachers, "The Status of Geography in the Secondary Schools of the United States," Special Publication No. 4 (Chicago: The National Council of Geography Teachers, 1962) (mimeographed).

⁴National Council for Geographic Education, "Certification Requirements and Standards for Elementary and Secondary Teachers of Geography," Report of Certification and Standards Committee, The Journal of Geography, Vol. LXII (February, 1964), pp. 53-59.

representing a Committee Report by the National Council for Geographic Education, which appeared as this author's study was drawing to a close, was concerned with United States certification standards for geography teachers, but no specific information by States was published.

- (4) A University of Nebraska dissertation,¹ "Geography in Secondary Education," was concerned with the status of secondary school geography in 12 North Central States, and a questionnaire was sent to 529 urban school systems to which a 66 per cent reply was received.

- (5) Several state studies concerning the status of geography include: California, New Jersey, New Hampshire, and Michigan.

For this study, a determination of the present status of the subject in Canada required direct communication with the provincial departments of education, as well as an inspection of their programs of studies, curriculum guides, and model lessons plans. Therefore, during November, 1963, each Province, with the exception of Newfoundland, Prince Edward Island, and Manitoba was visited. In each Province not only were the respective Department of Education officials interviewed, but contact was also made with other key individuals familiar with the status and development of

¹Randall C. Anderson, "Geography in Secondary Education" (unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1963).

geographic education in their area.

The status of the subject in the United States was taken partially from other investigations to give a comprehensive picture, but a letter-questionnaire directed to each state department of education was devised to determine teacher certification requirements for geography and the general status of the subject in the secondary schools of the States.

Replies were received from 46 of the 50 States, and virtually all replies were of a direct use in the compilation of the resulting tables. The previous attempt made to poll the States concerning the status of geographic education was made by the International Geographical Union under the auspices of UNESCO in 1956¹ and brought only 16 replies.

Library study relating to material about the theory of geographic education and the history of the teaching of the subject was required, and this was carried out at the University of Michigan, the University of Toronto, and Harvard University.

It is hoped that this study may be an aid in determining future curricular action affecting secondary school geography. The availability of comparative information by state and province which this project brings to light may be of value to those concerned with the future of geographic instruction.

¹International Geographical Union, Report of the Commission on the Teaching of Geography in Schools (Chicago: Denoyer-Geppert, 1956).

Summary

This research takes a broad look at independent secondary school geography in the United States and Canada. It is concerned with tracing the history of the teaching of the subject in the two countries; the identification and analysis of the forces which have contributed to its growing return to curricular independence from history; and an analysis of the present-day picture of secondary school geography in both nations.

The thesis is that geography is returning to its independent status due to certain causal factors, the first of which--its historical role as a separate subject in the secondary curriculum--is discussed in the following chapter.

CHAPTER II

HISTORICAL REVIEW OF THE DEVELOPMENTS IN GEOGRAPHIC EDUCATION IN THE UNITED STATES AND CANADA

No record is found of geography instruction in the town schools, or common schools, of the colonial period in America. Likewise in the colonial Latin grammar schools geography as such was not offered, although books containing geographical material were assigned as outside reading by the school-masters of the day.

Heber Rumble points out, however, that many children of the colonial period must have been acquainted with the elements of geography through listening to the conversations of sailors, trappers, explorers and other persons whose interests made travel and a knowledge of geography necessary.¹ Also, many children may have obtained geographical knowledge through apprenticeship education.

The first secondary school geography courses offered in the United States appeared in the private academies, and

¹Heber Eliot Rumble, "Early Geography Instruction in America," The Social Studies, Vol. XXXVII (October, 1946), p. 266.

these courses usually consisted of general world geography.¹ The geography instruction of the academies was further, a practical science and exemplified the utilitarianism in American educational thought during the early Nineteenth Century.² Much was claimed for early geography instruction. It was expected to furnish knowledge constantly needed for practical application in every walk of life, and a knowledge of geography was of value, it was maintained, in carrying on an interesting conversation. Geography instruction, particularly astronomical geography, was expected to elevate and enlarge the pupil's views of the wisdom, power and greatness of the Creator.

The appearance in 1784 of the Reverend Jedidiah Morse's famous Geography made it possible for almost anyone to teach the subject. The most popular method of instruction was catechetical, the prevailing system of teaching most subjects then. A pupil's progress depended upon his ability to memorize answers to standard sets of questions. One of the more quaint and amusing results of this kind of teaching

¹Dewey Marion Stowers, Jr., "Geography in American Schools, 1892-1935: Textbooks and Reports of National Committees" (unpublished Ed.D. dissertation, Duke University, 1962), p. 42.

²Sidney Rosen, "A Short History of High School Geography (to 1936)" (adapted from "A History of Science Teaching in the American Public High School, 1820 to 1920," unpublished Ph.D. dissertation, Harvard University, 1955), The Journal of Geography, Vol. LVI (December, 1957), p. 405.

³Rumble, The Social Studies, Vol XXXVII (October, 1946), p. 266.

was the publication of geography texts in verse.¹ In one of these works, New England's equality of educational opportunity was proudly described in this quatrain:

There is no spot on this earthly ball
Where common people one and all
Of male and female population,
Can boast of equal education.²

The Morse Texts for many years largely monopolized the field in schools and colleges. When Jedidiah Morse died in 1826, Sidney Morse, his son, took up from where he left off, and the Morse geography texts continued to prosper for many years. From 1820 to 1828 there were five issues of the Morse School Geography, of ten to twenty thousand each.³ Dr. Morse claimed that no other science, than geography, was so well adapted for correct impressions on the youthful mind, combined as it was with both astronomy and history. This view is best seen in the preface of his text of 1789.

To discharge the duties of public office with honor and applause, the history, policy, commerce, productions, particular advantages, and interests of the several states ought to be thoroughly understood . . . There is no science better adapted to the capacities of youth and

¹Rosen, The Journal of Geography, Vol. LVI (December, 1957), p. 405.

²Victoriannus Clark, A Rhyming Geography (no additional bibliographical citation provided), quoted in E. B. Andrews, "Geography and the Muses," The National Teacher, Vol. III (March, 1873), p. 84.

³Albert Perry Brigham and Richard E. Dodge, "Nineteenth Century Textbooks of Geography," Thirty-Second Yearbook of the National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Company, 1933), Chapter I, p. 5.

more apt to captivate their attention than geography.¹

Until the 1820's the geography textbooks were generally encyclopedic. They were intended to be memorized and were of a descriptive nature with little basic explanation. The method of beginning with the whole and analyzing through to the smaller parts was employed by all authors. A general view of the world, the continents, the countries, and finally the states was the plan generally followed.²

By the 1820's the Pestalozzian concepts of teaching were beginning to find their way from Europe to the United States, and textbook authors were beginning to strive to make their works not volumes of knowledge with facts to be rotely memorized, but attractive and interesting books to the students. Maps and illustrations became an intricate part of the texts, and the catechetical way of teaching began to be abandoned. American educators began to spread the gospel of teaching geography by the drawing of maps, the study of the pupil's home region, and the observation of globes.³

Advances were made during this period in regard to the illustrations. From the appearance of the first pen

¹Jedidiah Morse, Geography (Boston: Thomas and F. T. Andrews, 1789), quoted in Brigham and Dodge, Thirty-Second Yearbook of the National Society for the Study of Education, Chapter I, p. 7.

²Rumble, The Social Studies, Vol. XXXVII (October, 1946), p. 266.

³Rosen, The Journal of Geography, Vol. LVI (December, 1957), p. 406.

sketches in 1824, there was a rapid improvement in illustrations culminating in the actual reproduction of photographs after 1860. The first haphazard use of sketches to depict simple scenes evolved to more accurate and meaningful illustrations.

By 1827 geography was taught in most of the common schools, grammar schools and new high schools. Academies and seminaries offered instruction at the junior high school level. In 1827 both Massachusetts and Vermont passed laws requiring geography to be taught in their common schools. In the same year a New York State Academy appropriation law required pupils to have a knowledge of geography such as was usually obtained in the common schools, before being considered as pursuing the higher branches of an English education.¹

By 1852 the majority of public secondary schools were offering four-year programs, and there was an increase in the number of geography courses, and they were becoming broader in scope. For example, in the Springfield, Massachusetts, public schools in 1852, geography was included under the science department and meteorology was included in a course of general elements of geography. This was a new practice in the placing of geography in the curriculum, and it showed the tendency toward teaching geography as an earth science. In Madison, Wisconsin, by 1863, geography

¹Rumble, The Social Studies, Vol. XXXVII (October, 1946), p. 267.

courses were offered in the second year and were clearly entitled physical geography. In Jacksonville, Illinois, two courses in geography had been established in the normal course by 1869.¹

The first physical geography textbook appeared in 1855; it was a text treating natural phenomena only, and it was divided into three basic parts: the three spheres of atmosphere, hydrosphere and lithosphere. Other texts added parts on plants and animals or sometimes on the physical geography of the United States. Among the popular authors of physical geography textbooks were George W. Fitch, David Warren, S. S. Cornell, James Monteith, W. F. Maury, and Arnold Guyot.²

By 1860 the trend toward physical geography was apparent, and the publication of Guyot's Physical Geography in 1873 fully ushered in a new era of geography teaching. In 1849 Arnold Guyot was asked to write a series of lectures on physical geography for the Boston Daily Traveler. This series of lectures was published May 1, 1849 under the title of The Earth and Man.³ This volume consisted of twelve lectures, and he stated that geography should not be just a mere description, but it should compare and interpret, and rise

¹Stowers, "Geography in American Schools, 1892-1935," p. 44.

²Rumble, The Social Studies, Vol. XXXVII (October, 1946), p. 267.

³Arnold Guyot, The Earth and Man, A Comparative Physical Geography (New York: Charles Scribner's Sons, 1849).

to the how and wherefore of the phenomena which it observed. This new era, which introduced the teaching of physical geography, was also known as reasoning geography.

Arnold Henri Guyot (1807-1884) came to Massachusetts from Switzerland as a state lecturer and school inspector. In 1854 he was appointed professor of physical geography at Princeton University and thus became the first professor of geography in American higher education. While at Princeton University, Guyot wrote in association with Mary H. Smith a series of four textbooks of geography, and all these textbooks were written under the subtitle of The Earth and Its Inhabitants.¹

Guyot brought to America enthusiasm for Pestalozzian methods, particularly a firm conviction that physical geography was best taught through the medium of pictures. Most important, his textbook introduced into American education the ideas of the German geographer, Karl Ritter (1779-1859). Ritter's fundamental ideology was to treat the earth as a whole organism comprising nature, man, and the moral and intellectual life. Guyot's Physical Geography was hailed as a milestone in the teaching of high school geography. Reviewers extravagantly praised the many beautiful illustrations and the fine maps, printed and multi-colored. It was emphasized particularly that Guyot, a

¹Arnold Guyot, The Earth and Its Inhabitants, Intermediate (New York: Charles Scribner's Sons, 1869, 1870 and 1879; New York: Scribner, Armstrong and Company, 1874, 1873 and 1875).

foreigner, had written a book admirably adapted to the needs of America, illustrating the spirit and methods of American teaching and written it from the standpoint of the American school. The popularity of Guyot's work was evidenced by its immediate acceptance by two widely separated schools: The Boston, Massachusetts, English High School and the Milwaukee, Wisconsin, High School.¹

These new ideas of method advanced by Arnold Guyot gave a basis for the development of a new concept in the teaching of geography. This concept was many years in its development and was a product of many minds rather than the ideas of one man or of one series of textbooks, but the realization of the need for a fresh approach enabled Guyot to begin a virtual revolution among textbook writers of geography.²

In spite of Guyot's undeniable contribution in popularizing physical geography in this country, plus inaugurating a pedagogical approach based on having the student reason rather than memorize, at least one critic, Harold W. Fairbanks, feels that he fell short of implementing his theory into practice. Fairbanks points out that Guyot contradicted his own preachings against using meaningless facts, by making one of his geography texts just such an offender.

¹Rosen, The Journal of Geography, Vol. LVI (December, 1957), pp. 407-408.

²Stowers, "Geography in American Schools, 1892-1935," p. 39.

A remarkably interesting thing about the work of Guyot, and one which we see illustrated in the work of others down to almost the present time, is his almost total failure to put his theoretical views in practice in his textbook. Guyot says in his grammar school Geography: 'Geography is the science which treats of the earth as the home of man' and then proceeds throughout the book to make his presentation mere statements of fact. He says that geography is a science and then violates his own assertion by filling the book with facts without any attempt to draw conclusions as to the significance of these facts. If he had demonstrated his theories in his textbooks, the influence of his work for good would have been much greater and more permanent. One can scarcely find a suggestion in Guyot's school books of the thought which both he and Ritter held in common, namely, that the earth is an organism the parts of which cannot be understood unless they are examined from the point of view of their relation to each other and to the organism as a whole.¹

The trend toward the emphasis upon physical geography was strengthened by the appearance of M. F. Maury's series of geography textbooks in 1868. Maury was a noted expert in the fields of oceanography and meteorology before he entered the discipline of geography. During his lifetime he published six successful geography textbooks, each of which underwent at least seven revisions. His most successful volume, Manual of Geography,² was adopted in at least sixty per cent of the states existing in 1875.³ In 1887, Maury, to increase the popularity of the Manual of Geography, published special state editions, and these special editions,

¹Harold W. Fairbanks, Real Geography and Its Place in the Schools (San Francisco: Harr Wagner Publishing Company, 1927) 1927) p. 11.

²M. F. Maury, Manual of Geography (New York: University Publishing Company, 1870, 1887 and 1892).

³Stowers, "Geography in American Schools, 1892-1935," p. 39.

in reality, were all identical with the exception of a special supplement at the end of each volume devoted to the particular geography of the selected state.

In 1870 both Harvard University and the University of Michigan accepted physical geography for admission to the A.B. degree course. In most secondary schools the subject was an elective and was usually taught as a half-year course. In the eyes of many educators during the latter part of the Nineteenth Century, however, physical geography, in spite of an incipient popularity, was being poorly taught in the schools. This charge was well substantiated by the lack of qualified teachers. Few specialists in geography were being turned out by the colleges and universities. For example, in 1897 there were only three professors of geography in the entire United States.

Authors disagreed as to whether physical geography should be treated as a separate unit or in connection with political geography material, and frequently text book authors compromised by treating both subjects within a single text.

Through the efforts of Superintendent William H. Harris of the St. Louis Public Schools, in 1871 a general plan for science curriculum was introduced into that city. The subject matter provided for the seventh year as well as the eighth year was physical geography, and Harris's plan received widespread publicity.

Although the number of high schools established by

the sixth decade of the Nineteenth Century was not large, geography was taught in the first year of many of them and continued to be offered in some throughout the remainder of the century. From about 1850 to 1880 high schools commonly offered a science subject or even two or three in the first year. The science usually taught was either physical geography or physiography. Where there were three terms each year, physical geography, when offered, was almost always required for one or two terms and was rarely an elective subject in the first year of high school. During the last decades of the Nineteenth Century physical geography, while continuing to be popular, was unable to hold an equal place with physiography.

By the end of the Nineteenth Century the trend was to substitute biological sciences for physical geography at the ninth grade level and to offer physical geography material in the higher grammar grades. In fact, the National Education Association conference on geography in 1893 recommended that physical geography, a broad treatment of the physical features of the earth, atmosphere, and ocean, and of the forms of life and their physical relations, be pursued in the later grammar years rather than in the first year of high school.

However, when the Committee of Ten of the National Education Association presented its recommendations for various types of high schools, physical geography was chosen as a science subject to be offered in the first year

of all high schools.¹

An article written at the turn of the century of Thomas N. Balliet, then Superintendent of Schools of Springfield, Massachusetts, provides a key to the prevailing philosophy of the nature and placement of physical geography in the curriculum. We see in this article the strong influence of Pestalozzi on his thinking, whereby the motivational aspects of geography instruction are taken into consideration.

Our courses of study in geography are based too much on the logical order of the subject. In our best schools certain phases of geography are taught several years before children feel any natural interest in them. The fact that these phases of the subject are well within the comprehension of children is no justification for teaching them unless they are found to appeal also to their spontaneous interests.

From what has been said, it would seem to follow that the early emphasizing of the physiographic phase of geography is undesirable, not so much because it is beyond the comprehension of children as because it does not naturally appeal to their interest. The fact that any teacher could interest some few children in it and an enthusiastic teacher a good many, is not a conclusive argument for such work.²

Superintendent Balliet felt that physical geography as an independent subject belonged to the high school and college, but that the groundwork should begin to be laid in the middle and higher grammar grades.

When pupils are able to grasp the simple truth in physics, the study of physiographic processes should be begun by actual observation and the foundation be laid

¹Rumble, The Social Studies, Vol. XXXVII (October, 1946), p. 268.

²Thomas N. Balliet, "Notes on Teaching Geography," The Journal of School Geography, Vol. IV (February, 1900), p. 43.

for the study of the elements of physical geography. The elements of erosion, the work of rivers, and the meaning of drowned coasts and river valleys, the various stages in the life of a river, the elements of glacial geology, in so far as they determine geography and related topics, appeal to the interest of children in the higher grammar grades and can be taught with profit. To these may be added the elements of meteorology in so far as they relate to winds, rainfall and climate.¹

Because of the significant rise of the popularity of geography instruction in the high schools toward the end of the Nineteenth Century, the Committee of Ten of the National Education Association in 1892 decided to consider the status of secondary school geography. The section on geography instruction of the Committee of Ten held meetings in Chicago, Illinois, during December, 1892, and the ten members of the conference concerned with the teaching of geography were as follows:

D. C. Chamberlain, University of Chicago;
 George L. Collie, Beloit College;
 W. M. Davis, Harvard University;
 Delwyn A. Hamlin, Rice Training School, Boston;
 Mark V. Harrington, Weather Bureau, Washington, D.C.;
 Edwin J. Houston, Philadelphia;
 Charles F. King, Dearborn School, Boston;
 Francis W. Parker, County Normal School, Chicago;
 Israel C. Russell, University of Michigan²

Making an attempt to raise physical geography to the scholastic status of Greek, Latin and mathematics in the high school, this Committee recommended that physical geography should contain elements of botany, zoology, astronomy, meteorology, commerce, government, and ethnology. The

¹Ibid., p. 44

²National Education Association, Report of the Committee of Ten on Secondary School Studies (New York, Cincinnati and Chicago: The American Book Company, 1894), p. 11.

Committee recommended that physical geography should be pursued as a course of study in late grammar school and early high school and physiography should be pursued in the later high school years. Physical geography would include the detailed study of the features of the earth in relation to the forces that create and destroy them. Physiography, in addition to being a study of the formation and features of the earth's surface, is also the study of the seas and their relationships to the land.¹ The Committee recommended that the special subject of geography should "take on a more advanced form and should relate more specifically to the features of the earth's surface, the agencies that produce and destroy them, the environing conditions under which these act, and the physical influences by which man and creatures of the earth are so profoundly affected."²

One interesting aspect of the geography section of the Committee of Ten report is that one of the members, Edwin J. Houston, did not agree with the recommendations of the other nine members which formed the Majority Report, a part of which has just previously been quoted, and therefore offered his own recommendations in a Minority Report. Houston felt that the minds of the geologist and the meteorologist in his opinion were far too evident in the

¹Stowers, "Geography in American Schools, 1892-1935," p. 51.

²United States Bureau of Education, Report of the Committee of Secondary School Studies of the National Education Association, July 9th, 1892 (Washington: Government Printing Office, 1893), pp. 205-206.

recommendations of the Majority Report and that the extremes of specialization were too prevalent.

The proposition to replace the general subject of physical geography in the high school by specialized branches of the study appears to me to be one of the worst features of the Majority Report, and its adoption, I believe would work an irreparable injury to the intelligent study of natural science not only in the schools, but also in the colleges and universities.

The peculiar fitness of physical geography for the presentation and classification of geographic facts is well known. Under its generalizations, the numerous, and to the child, the often disconnected facts of geography fall into orderly groupings, and much that has hitherto perplexed and harassed its naturally inquisitive mind first finds intelligent explanation.

In my long experience as a teacher of natural science, I have found the study of physical geography always to attract and often to charm the mind of the student. Moreover, physical geography forms the natural introduction to elementary natural science, since it treats of the causes and effects of the things that are constantly before the child's observation. Here is taught, or should be taught, the mutual interdependence of the three dead geographic forms: the land, the water, the air, and the two living forms: plant and animal life. The proposition to change all this for the doubtful and untried advantages of a so-called new study is, I think, unwarranted and means retrogression and not progression.¹

In the introduction to the entire Report of the Committee of Ten the editor viewed with some surprise not only the dissent between the two Reports, but the fact that in general the members were calling for geographic education which would encompass many other disciplines in both the natural and social sciences.

Considering that geography has been a subject of recognized value in elementary schools for many generations, and that a considerable portion of the whole school time of children has long been devoted to a study called by this name, it is somewhat startling to find the report of the Conference on Geography deals with

¹Ibid., pp. 238-239.

more novelties than any other report; exhibits more dissatisfaction with prevailing methods; and makes on the whole the most revolutionary suggestions.

It is obvious from even a cursory reading of the Majority and Minority Reports that geography means for all the members of this Conference something entirely different from the term geography as generally used in school programs. Their definition of the word makes it embrace not only a description of the surface of the earth, but also the elements of botany, zoology, astronomy and meteorology, as well as many considerations pertaining to commerce, government and ethnology. The physical environment of man expresses as well as any single phase can the Conference's conception of the physical subject which they wish to have taught.

They also wish that the instruction of geography may be connected with the instruction in drawing, history and English.

In short, they recommend a study of physical geography which would embrace in its scope the elements of half a dozen natural sciences and would bind together in one sheaf the various gleanings which the pupils would have gathered from widely separated fields. There can be no doubt that the study would be interesting, informing and developing or that it would be difficult and in every sense substantial.¹

According to Rosen, there were three major results of this Committee's action:

- (1) The domination of the course content and methods of high school geography by a single college professor (who served on the Committee), William Morris Davis of Harvard University;
- (2) The introduction of the physical geography laboratory into the high school; and
- (3) The acceptance of physical geography as a college admission subject by the College Entrance Examinations Board.²

¹National Education Association, Report of the Committee of Ten on Secondary School Studies, pp. 32-33.

²Rosen, The Journal of Geography, Vol. LVI (December, 1957), p. 409.

William Morris Davis (1850-1934) came to the Lawrence Scientific School of Harvard University in 1878 as an instructor in geology. By 1885 he was an assistant professor of physical geography and the leading figure of a small group of geographers who were proselytizing their students (and future geography teachers) to the view point of modern, dynamic, evolutionary physiography. In 1904, Davis organized the Association of American Geographers and helped found the Journal of School Geography (whose first editor was Richard E. Dodge of Columbia University).¹

Davis did much to upgrade the image of geography on the mind of the educator of the day. He decried the fact that geography was too generally treated as an elementary study and that there were very few students of geography as a mature subject. He pointed out that very few original investigations in geography were carried out as there were in the other sciences, and that the effect of this inattention to mature geography had a bad effect on school geography.

There can be no question that the neglect of geography as a subject for mature study has had and still has an injurious effect upon the condition of geography in the schools. Special emphasis must be given to this point for it is not generally enough recognized. One may attend a conference of superintendents and teachers before whom geography is the subject for discussion and hear much said about this or that device for its presentation, and yet hardly a suggestion may be made to the effect that teachers of geography should be better taught and still less is there an intimation offered that geography itself is in need of more mature development as a scientific study. It is not in our own country alone that this complacent

¹Ibid.

attitude prevails.¹

According to Lawrence Cremin² the report of the Committee of Ten had wide influence and the acceptance given it was overwhelming, and within a decade after its publication, most American secondary schools had moved into line behind its proposals. According to Stowers³ as a result of the report of the Committee of Ten, physical geography toward which a trend had begun in the 1850's, was established as the basis for the teaching of geography in the public schools. This statement of emphasis by the Committee revitalized the study of geography, and physical geography reached its peak as the basis for the study of geography within the next decade.

The age of the specialist of the Twentieth Century made it evident that geography could be divided into a large group of derivative or allied sciences: astronomy, geology, minerology, oceanography, meteorology, climatology, biology, ethnology, demography, cartography, and this stratification was considered by some to be the cause of the downfall of

¹William M. Davis, "The Progress of Geography in the Schools," Geographical Essays (as reprinted from the 1st Year Book - National Society for the Scientific Study of Education, 1902, Part II) (New York: Dover Publications, 1954), p. 27.

²Lawrence A. Cremin, "The Problems of Curriculum Making: An Historical Perspective," in What Shall the High Schools Teach? 1956 Yearbook of the Association for Supervision in Curriculum Development (Washington: A.S.C.D., 1956), p. 9.

³Stowers, "Geography in American Schools, 1892-1935," p. 54.

physiography in the American high school. One geographer in 1904 described the average physiography course as "the dry bones without the flesh and spirit, as if each daughter born took something away from the mother. This is unnatural: bearing is not a process of subdivision and dismemberment of the parent . . . The remnant has been stuffed out with what is not living geography and the result is we have a corpse . . . in place of a live science."¹

During the first decade of the Twentieth Century it appeared that general science courses were beginning to replace physical geography and physiography. In 1910 Dr. H. W. Fairbanks, writing in the journal School Science and Mathematics, pointed out the growing disappointment in physical geography.

It has been some years since the report of the Committee of Ten which resulted in the inauguration of a new departure in physical geography teaching. To many the results do not seem to fulfill the expectations and they have been casting about for something which shall better serve as an introduction to formal science in the latter years of the high school course. In Calpointe as in other parts of the country, there are those who for a long time have been advocating a course combining the elements of the various sciences for the first year, and this idea has at last found an actual expression.

Because of wrong ideas as to what physical geography should be for the first-year high school pupils, because of the wrong conceptions of laboratory work, and too formal demands of college entrance requirements, and finally because of the still widely held view that anybody can teach physical geography whether he has had any preparation or not, the matter has reached such a stage that we have got to defend one of the most

¹M. H. Paddock, "Physical Geography in our Public Schools," Education, Vol. XXV, (November, 1904), p. 162.

practical as well as broadly cultural subjects of the whole high school curriculum.¹

Dr. Fairbanks then pointed out that the proposal to place a general science course in the first year of high school carries with it academically no direct or indirect reference to physical geography and yet he realized that the relation between the two is so close that the question had to be reckoned with; for, as he surmised, "there is no room for both of them as a first year subject."

Some of the causes which led to the attempt to substitute general science for the broader science of physical geography according to Dr. Fairbanks were:

- (1) The complete ignorance of the meaning of the simplest physical phenomenon on the part of pupils entering the high school;
- (2) A growing feeling on the part of many science teachers that in order to maintain the technical standard of their work, and satisfactory university requirements an introductory science course was needed; and
- (3) A conviction on the part of many, due to lack of knowledge of the possibilities of the subject, that physiography or physical geography could not offer this preliminary training.²

¹H. W. Fairbanks, "Physical Geography vs. General Science," School Science and Mathematics Vol. X, (December, 1910), pp. 761-762.

²Ibid., p. 763

By 1910 the general science course in the American high schools was a reality and this course was on its way to considerable popularity. Physical geography proved to be a dull and uninteresting subject to the student and the new interest centered order was pushing general science into the high schools. The problem of the student's interest in physical geography vs. general science was aptly identified in a contemporary article of the day by C. R. Mann of the University of Chicago, when he brought the issue squarely to one of motivation.

The real contest is thus not one between rival systems of classifications of science but is one between formal discipline on the one hand and motivation on the other. The real question involved is whether it is possible to develop character by drilling pupils in an effort to make them learn a logically arranged and purely intellectual system of thought for the purpose of attaining some distant and vaguely perceived end or whether the emotions and feelings of the pupils during the process must be taken into account, and the effort made to foster such motives in them as will impel them to work because they appreciate the value and the significance of the work. In other words, the fundamental question is whether we are going to try and select and present the materials of science in such a way that science will become significant to the pupils in the hope that they will then work at it for all they are worth under the spur of their own desire to master it; or whether better results are gained by attempting to teach formal systems of science thereby driving the pupils through a drudgery which we justify to them by telling them that everybody has to do disagreeable things sometime, and the sooner they learn to do them pleasantly from a sense of duty and a fear of authority, the better for them.¹

By 1922 the percentage of high school pupils electing physical geography had dropped to 4.3 per cent from 21.5 per

¹C. R. Mann, "Physical Geography vs. General Science," School Science and Mathematics Vol. XI (January, 1911), p. 18.

cent in 1905, and 18.3 per cent were already enrolled in general science. Geography was also swallowed by a survey course in history called social science.¹

A rebellion against factual emphasis and pure descriptive geography had been undertaken by a majority of textbook authors in 1910. Although physical geography remained as the basis for the study of geography, the study of man began to play an increasingly more important role in geography instruction. A trend toward the study of the relationship between man and his physical environment was well established by the turn of the century. Ralph S. Tarr and Frank N. McMurry are two such authors. In 1900 they published their first geography textbook. Ralph S. Tarr was a professor of dynamic geology and physical geography at Cornell University, and Frank N. McMurry was a professor of the theory and practice of teaching at Columbia University. The combination of a professional geographer and of a professional educator as co-authors of a geography textbook was unique during this period. Their books included excellent chapters on physical geography, but the emphasis was shifted to mankind. This emphasis helped solidify the trend away from the dominance of the study of physical geography, by 1910. The authors, while not treating their subject material on a regional basis, exhibited tendencies toward this method throughout the revised series. The

¹Rosen, The Journal of Geography Vol. LVI (December, 1957), p. 412.

inclusion of reference reading lists and suggestions for methods of study were important contributions to new humanized geography of the first decade of the Twentieth Century.¹

In the preface to Home Geography the authors stated their case for the humanization of the subject, and suggested that student observation of geographical phenomena replace pure "book learning."

A study of books alone can never furnish an adequate knowledge of geography. Therefore it has been thought expedient to add numerous suggestions at the end of each section in order to remind both teacher and pupil of suitable excursions, experiments, etc., and to show at the same time the breadth of the subject. In this way physical activity--the love of exercise--may be employed in the service of study and a habit of investigating the home environment encouraged.²

Another important contributor to the teaching of geography in this period was Richard Elwood Dodge. He was at the time of his first publication the editor of the Journal of Geography as well as professor of geography at Teachers' College, Columbia University. The majority of the textbooks written by Dodge were published before 1912; however, many of his volumes received wide use during the 1920's. Dodge's Geography by Grades, his most popular series, underwent revision as late as 1923.³

¹Stowers, "Geography in American Schools, 1892-1935," pp. 95-104.

²Ralph S. Tarr and Frank N. McMurry, Home Geography - First Book (New York: MacMillan Co., 1900), p. vii.

³Stowers, "Geography in American Schools, 1892-1935," p. 104.

Although confining most of his educational experimentation in writing elementary geography, Dodge continued to express interest in all phases of geography, and for many years he supervised the teaching of secondary physical geography in the Horace Mann School. This association with the Horace Mann School led Dodge to take a positive stand in defense of secondary geography during the hectic days of its existence. He struggled to strengthen its position.¹ Acting as chairman of the Earth Science Section of the Central Association of Science and Mathematics Teachers, Dodge was instrumental in having a resolution adopted which materially strengthened the human geography movement.

Resolved that the Earth Science Section of the Central Association of Science and Mathematics Teachers express its sympathetic attitude toward the proposed course of study for geography in secondary schools to the effect that the present course be modified so as to incur a large amount of human geography, that the final goal should be regional geography in some form, that this regional geography should be based on a thorough study of physical geography and should include the most important principles and details of industrial and commercial geography.²

Thus we see that high school geography in the early decades of the Twentieth Century began to be humanized with a new spirit and content. Yet, much was to be accomplished, and Dodge stated in the early 1900's that much progress in

¹Paul F. Griffin, "The Contribution of Richard Elwood Dodge to Educational Geography" (unpublished Ph.D. dissertation, Columbia University, 1952), p. 138.

²R. E. Dodge, "The Secondary Course in Physical Geography of the Horace Mann School," The Journal of School Geography, No. 5 (June, 1901), p. 215.

this area was necessary in order to offset the de-humanized aspect of the subject in the past.

In recent years some teachers and writers have made significant advances in humanizing physical geography, but so great is the inertia of the past that no-one has yet put forth any complete constructive program for the future high school geography which must be educationally sound, geographically sound and broad and really worth studying for the usability of its content.¹

At the turn of the Twentieth Century the study of economic geography had grown with increasing popularity in the European secondary schools, and in the United States a new emphasis on commercial and economic geography had begun as the natural consequence of what A. M. Schlesinger has called "the crumbling of national isolation."² This country was beginning to look elsewhere to distribute its growing surplus of goods, and American capitalists began to scan the globe for opportunities to supplement their domestic investments. It was during this period that the political and economic power of the United States began to increase and isolationism became a thing of the past with the conclusion of the Spanish-American War. The turn of the century also saw the ushering in on the American educational scene of a growing interest in the concept of the vocational high school. One of the more popular developments of the Smith-Hughes Act of 1917, which made vocational education the business of the Federal Government, was the High School of

¹Ibid., p. 141.

²A. M. Schlesinger, Political and Social Growth of the American People, 1865-1940 (New York: MacMillan Co., 1941), p. 256.

Commerce, and in these schools commercial geography came not only to stay but to outlive all other kinds of high school geography through to the period of World War II.¹

By 1910 the study of commercial geography had become an important part of the geography curriculum of high schools throughout the United States. The interest in commercial geography had been fostered by the demands of industry for better trained high school graduates. Prior to 1900 the essential character of textbooks on commercial geography was the mere recitation of pertinent facts usually preceded by a general introduction to physical geography, with very little attention being paid to causal relationships. As a result of the phenomenal growth of industry after 1900 and the increased interest in foreign commerce fostered by World War I, attempts were made during the period to modernize the scope of commercial geography. The emphasis on the study of geography by regions, which had become recognized as an important basis for geographical study in the standard textbooks of this period, was also adopted by leading authors of commercial geography textbooks.²

Edward Van Dyke Robinson, a professor of economics at Columbia University, who in 1910 published his Commercial Geography, presented his concept of the scope of commercial

¹Rosen, The Journal of Geography Vol. LVI, (December, 1957), pp. 411-412.

²Stowers, "Geography in American Schools, 1892-1935," p. 162.

geography as a bridge between the social and natural sciences.

Commercial geography, introducing economic considerations and economic modes of reasoning, is consequently the point of contact between the group of sciences dealing with nature and the group dealing with human society; yet it is not a mere mixture of geography and economics. On the contrary it is a unified scientific discipline so long as it deals with all such facts, and only such facts, as can be shown to have relation to the localization of industry; for unity of purpose¹ in view point constitutes the unity of every science.

Robinson believed that the content of a good commercial geography textbook should be divided into two main parts. He asserted that the control of industries by physical environment should be considered first since it underlies all other factors. The systematic controls discussed by Robinson were: (1) relief; (2) climate; (3) soils; and (4) natural resources. The explanation of these controls made up Part I of his textbook. Part II consisted of a regional presentation of the major countries with the emphasis placed on their commercial relation to the rest of the world.²

Thus we see that by 1910 due to the rise of general science courses, physical geography as such had been virtually absorbed into that program, but on the other hand, commercial geography was increasing. Even though the subject continued to partake of some of the faults of older geography in its emphasis upon facts and ephemeral information, it presented

¹Edward Van Dyke Robinson, Commercial Geography (Chicago: Rand McNally, 1920), p. vii.

²Stowers, "Geography in American Schools, 1892-1935," p. 164.

an appearance of being functional and contemporary. A survey of 371 high schools completed in 1930 showed that commercial geography was being taught in 238 and physical geography in only 79. During the school year 1935-1936 a survey of 575 high schools in Illinois showed that 357 of them were offering commercial geography. The percentage of schools offering this subject was about 62 in both surveys. Other geography courses under such titles as "high school geography," "human geography," "social geography," "human ecology," and "world geography" appeared in 23 schools. In 1928 there were 153,351 students enrolled in high school geography classes in the United States. Some basis of comparison is afforded by the fact that in the same year 204,694 students were enrolled in chemistry, 198,402 in physics, 153,848 in economics, 80,375 in sociology, and 691,202 in civics and government.¹ Professor Earl Rugg of Columbia University stated in 1928 that it was his belief that on the senior high school level about the only kind of geography being taught was commercial geography and that in reality a great percentage of students electing commercial geography course were those students who were pursuing the commercial curriculum.²

At the turn of the century the study of geography,

¹Edgar Bruce Wesley, Teaching the Social Studies, 2nd ed. (Boston: D. C. Heath and Co., 1942), pp. 192-193.

²Earle U. Rugg, Curriculum Studies in the Social Sciences and Citizenship, 2nd ed. (Greeley, Colorado: Tribune - Republican Publishing Co., 1928), p. 115.

as we have seen, was still firmly entrenched as a physical science, but by around 1925 geography was becoming largely humanized due in no small part to this Country's breaking away from political isolation and a consequential rise of the study of commercial geography in the schools. As the study of geography became more humanized, its relations to the social sciences became much stronger. This trend toward the humanization of geography was well established by the early 1930's and was evidenced specifically by the inclusion of a volume, Geography and its Relation to the Social Sciences, as a part of the Report of the Commission on the Social Sciences of the American Historical Association which was published in 1934.

The author of this volume was Isaiah Bowman, a distinguished geographer of the day and director of the American Geographical Society. Bowman felt very strongly that the study of geography was an integral part of the social studies.

Geography has an important place in the social studies not by proving things about complex reality, but by introducing a point of view, by expertly handling specialized data, and by expressing generalizations with the same caution that the chemist exhibits when he thinks he has discovered a new mode of occurrence.

The world is not merely a collection of factors or conditions and laws, but a series of processes always but partially worked through and then halted or deflected by new or modified processes. Only by seeing life on the run do we see life at all. So long as geography concerns itself primarily or chiefly with the fragments of life that happen to be in the apparently recognizable relation to physical factors, so long would it be of limited value in the study of society however valuable it may be as a physical science to anyone who happens frequently to require data about the

earth. To look at natural regions and social forms and processes in relation to them is to be aware of a very complex reality.¹

The period from 1930 until World War II saw the gradual absorption of the independent human or commercial geography course into the fused social studies course. In 1933 the 32nd Yearbook of the National Society for the Study of Education reported that geography was beginning to lose its separate identity in the secondary schools.² Some educators of the day began to decry this loss of geography's separate identity and its apparent fusion with other disciplines of the social studies area. Professor H. H. Russell, writing in the above named Yearbook illustrated this point of view after reporting that the results of a survey taken at that time revealed that some social studies are taught with no distinct geography.

In some cases this part of the curriculum is entitled social science. In others it is social studies. These courses are admirable in their purposes and aims, but they fail in making plans for the achievement of a goal which is outstanding in geography; namely a knowledge and appreciation of the likenesses and the differences today in the problems of people in the various sections of our country and among the various nations of the world as related to the natural environment. This is fundamental knowledge in the development of an attitude of friendliness and a desire for mutual helpfulness among groups of people.³

¹Isaiah Bowman, Geography in Relation to the Social Sciences (New York: Charles Scribner's Sons, 1934), p. 31.

²H. Harrison Russell, "The Status of Geography in the Junior High School," in the 32nd Yearbook of the National Society for the Study of Education (Bloomington, Illinois: Public School Publishing Co., 1933), p. 540.

³Ibid., p. 544.

Still the basic appeal of social studies was winning out; for, as Edgar Bruce Wesley stated, social studies "went far toward destroying the notion that school subjects must faithfully and fully reflect the scholarly bodies of materials from which they are drawn. It did much to popularize the needs of pupils and to emphasize the desirability of providing for pupil growth rather than of merely storing up information for the future."¹

By 1934 only 1.6 per cent of high school pupils were electing physical geography, while only 4 per cent were enrolled in commercial geography courses. Most liberal arts colleges were no longer accepting geography for admission. Harvard University removed physical geography from their admissions list in 1936. This same year marked the publication of the last College Board examination in geography. Only the ghost of independent geography remained in the American high school as a short elective course for students in commercial or general studies.²

With the coming of World War II, geography was to have its first inkling of rebirth. For one thing, many college teachers of geography were called to Washington to work in the Army Map Service, the O.S.S. and many other war agencies; but even more important than this, thousands of G.I.'s were to see other lands first-hand. George Renner has aptly pointed out this major influence of World War II

¹Wesley, Teaching the Social Studies, 2d ed., p. 85.

²Rosen, The Journal of Geography, Vol. LVI (December, 1957), pp. 412-413.

on geography,¹ and Earl B. Shaw has expanded on this same idea.² Perhaps geography's biggest impetus turned out to be the Sputnik and the I.C.B.M.'s which so vividly dramatized the shrinking world that we are living in. These scientific developments, coupled with the less recent development of fast airplane transportation, began to make geography necessary as a study of "near neighbors," relatively speaking, and not the concept of "far-off lands."

A member of the faculty of the laboratory school of the University of Chicago, Dorothy Merideth, sent a questionnaire to survey social studies courses being offered in the American public schools during 1944-1945. A table which presented the results showed tendencies by grades for social studies offerings as follows: Grade 7 - United States History and Geography, Grade 8 - United States History and Geography, Grade 9 - Civics and Geography, Grade 10 - World History, Grade 11 - United States History, and Grade 12 - Modern Problems and Problems of Democracy. One of the most interesting parts of the survey dealt with courses added or dropped during the last five years. Courses mentioned as new included Global Geography, Economic Geography, Air Age Geography, World Geography, Culture of Canada

¹George T. Renner, "Education in the Geographic World," The British Columbia Teacher (December, 1954), p. 5.

²Earl B. Shaw, "Forces Contributing to Changes in Geographic Education" (a paper presented at the annual meeting of the National Council for Geographic Education, St. Louis, November 29-30, 1957).

and Latin America, and International Relations.¹

Still paradoxically in spite of this inkling of the rebirth of popularity of geography, the subject as an independent course in the junior high school was still losing ground. In grades 7 and 8 in 1933 to 1934 the percentage of pupils electing geography courses was 29, whereas in 1946 to 1947, this had dropped to 15.6 per cent.²

However, in the senior high school, geography was definitely on the increase, however modest. In 1933 to 1934 government statistics indicate that 2.5 per cent of all students in grades 9 through 12 were electing geography as a separate course, whereas in 1946 to 1947, 4.3 per cent were electing geography courses.³

In 1953 the National Council for the Social Studies published a book, The Social Studies in the Senior High School - Programs for Grades 10, 11 and 12. The pattern of subject offerings which were reported at that time to be most frequently used in grades 9 to 12 were as follows: "Grade 9 - Community Civics and Vocations, Grade 10 - World History, Grade 11 - American History, and Grade 12 - Problems of American Democracy." Surprisingly enough, nowhere in

¹Dorothy Merideth, "Secondary School Social Studies in 1945," Social Education, Vol. IX (December, 1945), pp. 345-350.

²Howard R. Anderson, "Offerings and Registrations in Social Studies," Social Education, Vol. XIV (February, 1950), pp. 73-76.

³U.S. Office of Education, Offerings and Registrations in High School Subjects (Washington: Government Printing Office, 1938).

the report was there any mention of geography in the social studies program of the American high school.¹

In 1956 the National Council for Geographic Education conducted a survey of the status of geography in the secondary schools of the United States.² This educational research program into the question of the status of geography in our secondary schools was based on a questionnaire on the subject which was sent out to 5,059 schools. Of this number 2,318 or 46 per cent were returned. The most glaring lack to be noted in this study is that it is not a study of per pupil registrations, but nevertheless it includes several other important facets of the problem which will shed some light on its nature.

Table II of the report indicates that in 66.5 per cent of the cases, geography was taught as a separate subject; however Table III indicates that only 36 per cent of the schools replying required geography for graduation.

Further information in the report reveals that geography was taught in all grades in both the junior and senior high school but that it was found most frequently in the tenth grade (25 per cent). Near equal numbers of schools taught it in grades 9, 11, and 12 (about 16 per cent each). Of course there were many regional exceptions

¹Eunice Johns (editor), Social Studies in the Senior High School, Curriculum Series No. 7 (Washington, D.C.: National Council for the Social Studies, 1953), pp. 4-5.

²National Council for Geographic Education, "The Status of Geography in the Secondary Schools of the United States," Publication No. 4 (Norman, Oklahoma: NCGE, 1956).

which were pointed up in this report. The Middle West schools, for instance, placed geography most often (33 per cent) on the twelfth grade level. Michigan, for example, however, had almost an equal amount of geography taught at the seventh and tenth grade level (25 per cent each).

The fact that some 64 per cent of the questionnaires were not returned would tend only to illuminate the extent to which geography was not taught; for it seems likely to assume that in a majority of the cases in which there was a failure to reply there was no geography offered in these instances.

Professor Richard Tuthill, writing in the 19th Year Book of the National Council for the Social Studies perhaps best summed up the possible future of geography within the social studies framework. He first pointed out that geography has been depressed by a rapidly changing technological era which too often neglects or minimizes the more permanent physical foundation upon which it rests. Secondly, he pointed out that geography cannot be woven into the fabric of secondary school social studies until and unless the teachers at that level have a clear understanding of geography and its importance. All social studies teachers, he maintained, should be trained to appreciate the role of geography in the current world scene and that no school social studies program should be without a geography teacher.

There is every reason why a geography teacher should be included in every social studies department of every secondary school, and this teacher should contribute to every social studies course. No social studies program is worthy of the name, if geographic understandings or the geographic point of view are not included.¹

Thirdly, Dr. Tuthill stated, that students "must be taught to appreciate the vital significance of geographic knowledge and understandings. They must be taught that no analysis is complete that does not involve geographic patterns which so determine and always modify the solutions to modern problems." And fourthly, "Geographers must not ignore integration as an approach to social education; rather they should participate in the development, the guidance and the teaching of social studies courses. Geography will not lose its identity in so doing."²

¹Richard L. Tuthill, "The Treatment of Geographic Understandings in Core Curriculum," in 19th Year Book of the National Council for the Social Studies, Geographic Approaches to Social Education (Washington, D.C.: NCSS, 1948), p. 276.

²Ibid.

The history of the teaching of geography in Canada in general closely parallels the historical development of the subject in the United States. Certain influences from outside Canada are noticeable in the history of the teaching of geography there, these being:

- (1) The French influence in Quebec Province which has traditionally made the teaching of geography there on an independent and separate basis from the other school subjects. Also, geography has traditionally always been a strong subject in Quebec Province following the pattern of the development of the subject in France itself.
- (2) The influence of Great Britain, particularly so in the more British of the Provinces; the primary influence being the retention and emphasis of physical geography as we have seen in the early days of American education.
- (3) The influence of the United States, particularly in the western Provinces, which closely followed the development of the social studies approach in the United States.

Historically, a review of the history of the teaching of geography in Canada will reveal three fairly distinct periods which closely parallel a similar development in the United States which we have just covered, but with certain exceptions which will be noted later, such as in French

Canada, which has an educational history of its own, and a certain time lag in the retention of physical geography due to the British influence, past the point where it was expiring in the United States.

The geography of the Nineteenth Century, during the first stage, was a period when pupils learned great masses of facts about the earth by rote. The textbooks of the Nineteenth Century were encyclopedic and were meant to be memorized, just as in the United States. Much of the content was simple, some of it bizarre, and the fundamental assumptions as to child nature were often amusing. A list of facts was to be learned in an orderly fashion, and no effort was made to present geography in any other way than that which used political boundaries as a criteria of division. Maps, wall maps, globes and instructional films, of course, were not known. Mathematical and physical geography were stressed as was vocational geography. What is particularly noticeable about this period is the emphasis that was placed on the teaching of physical geography to the detriment of human geography. Physical geography was not related in any way to human geography.

The preface to the text Public School Geography, which was used in the schools of Ontario, starting around 1885, points out some of the evils to the teacher of the traditional method of instruction of the Nineteenth Century, such as the curse of rote memorization of facts.

The study of geography is often the driest and most wearisome the pupil has to deal with and will always be so unless the teacher, to his knowledge adds understanding, and presents the subject so that while he satisfies the child's eager curiosity by offering to it well arranged facts, he also enkindles the child's imagination, and thus makes possible the mental assimilation of these facts. The teacher should be careful to remember that all geography is not to be committed to memory, or indeed more than a small part of it; --he who should insist upon his pupils memorizing the number representing the square miles in the various countries of the world, or a table of their relative sizes, would be worse than an intellectual tyrant--he would be a destroyer of intellect. But the skillful teacher will find no trouble in devising ways and means whereby he shall assure himself that his pupils understand what their textbook contains; then, what is useful for them to remember they will remember without much subsequent effort.¹

It appears from the number and character of the textbooks that physical geography was given a prominent place in the high schools in the Nineteenth Century. Such texts as Dr. Page's Physical Geography and Geikie's Physical Geography in use in the Provinces of Ontario, Quebec and Manitoba, in the period 1860-1890, dealt very thoroughly with the subject. It is not unreasonable to find an emphasis being placed on this aspect of geography at that time. The content of physical geography was more likely, as in the case of political or vocational geography, memorized, and its use as an instrument for reasoning out and explaining geographical problems was seldom employed. This type of physical geography has been tagged with the name "capes and bays geography." The student who could

¹Public School Geography (Ontario: 1889) as quoted in Rhodes Clarke Oulton, "The Teaching of Geography in Canadian Schools" (unpublished Masters thesis, McGill University, 1955), p. 97.

remember a great mass of facts would do well on examination day. He was not asked to reason; he was simply asked a lot of facts.¹

The second stage in the history of the teaching of geography in Canada saw an improvement in textbooks, teaching aids, and general view point. As in the United States, starting about the turn of the century, geography was beginning to be humanized. This period in Canada may be said to have started about 1900 and lasted for about 30 years. A better balance began to develop between the human and physical aspects of geography. The idea that modern geography was a study seeking to trace and explain the lives and activities of man as influenced by the varied elements to be found in the world, was catching on. Pupils were not nearly so concerned with the catechismic memorization of unrelated facts. Beginning with the home environment, the study of geography was expanded to include the entire world through imaginary journeys and stories. This was a direct influence of the United States in Canadian educational history, as home geography and journey geography were said to have been invented by the former. Thus the human aspects of geography, such as occupations and industries of man, began to be popularly related to the environmental factors which influenced them, and geography took on more meaning. Some of the Provinces began to drop the over-emphasis on physical geography, experimentation with courses in

¹Oulton, "The Teaching of Geography in Canadian Schools," p. 97.

human geography began to be carried out, and the overall picture became more encouraging. Physical geography continued to be taught in the high schools of the Provinces of Canada during the first 20 years of the Twentieth Century, but a marked decline in its importance is noted. The study of continents on a regional basis, particularly the study of North America, began to be a popular aspect of teaching during this period. A knowledge of physical geography was required, but the facts of physical and human geography were combined in the solution of geographical problems. Thus geography began to be diversified and to break away from the old memorization of physical facts. During the period 1920-1935 a great variety of textbooks stressing different aspects of geography could be found throughout the schools of the Provinces of Canada. A rash of commercial and economic geography courses came into some of the Provincial programs, and it became a period of experimentation into the humanization of the subject. As Canada became more conscious of her role in world affairs, economy and trade, the study of commercial geography became more widespread in the high schools. There is probably somewhat of a time lag here following the similar development in the United States; for commercial geography was beginning to expand there in the first decade of the Twentieth Century; in Canada it probably did not reach any significance until after World War I.

As Canada was experimenting into the humanization of

the subject, a trend which began in the United States several decades previous, the social studies movement, began to influence itself in her schools. The philosophy of John Dewey in the United States, which helped to socialize education there and give it a more practical content and to interpret to the child the new social and industrial conditions of modern society by connecting the activities of the school closely with those of real life, had great influence in Canada. Geography in particular was involved, and beginning with Nova Scotia in 1933, the Provinces of New Brunswick, Prince Edward Island, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia, or in short, all but Quebec and Newfoundland re-organized their curricula in such a way that geography was no longer taught as a separate subject but was integrated with history and civics under the new program called "social studies." This re-organization marks the most radical change in the history of the teaching of geography in Canada. Within the short period of a few years the study of geography as a science lost its individuality.¹ Regarding Canadian social studies Oulton further pointed out the great strength the movement achieved in that country and the fact that only recently has geography been returning to its separate status.

It was claimed that a knowledge of the geographical background was necessary to the proper understanding of history, and for this reason the two subjects should be combined for greater correlation. To this was added civics and in some quarters health and guidance. The latter subjects were added as the result of a new

¹Ibid., p. 107

emphasis laid on the role the school must play in the teaching of correct understandings, social attitudes and habits of living. The school was to become a miniature society after the wishes of John Dewey and his converts. Since the school was also to be a practical place for work through active pupil participation, and since the subject matter of social studies lent itself very well to project work, this method was adopted with the new theories by more than half of the schools in Canada at the elementary and high school levels. A social studies program has continued to exist in the schools, with the exception of those in Quebec and Newfoundland, to the present day. It has been very active in the elementary schools and in the grades of junior high. It is noted that its popularity in the senior high school is not as great, since in many Provinces separate courses in history and geography are once again offered.¹

In tracing the history of the teaching of geography in the various Canadian Provinces, or for that matter for the country in general, there exists virtually no literature on the subject; therefore the researcher into this topic must consult early textbooks, programs of study and teaching manuals to determine the nature of geography taught and the extent to which it was taught.

Canada's Constitution assigns public education, except for that of the native Indians, to the jurisdiction of each of the ten Provinces. The general administrative plans of the educational system for the Provinces are similar, except that in Quebec there are two systems, the Roman Catholic which has developed in the French tradition, and the Protestant which is in the English tradition of the other nine Provinces. The public school systems of Ontario, Saskatchewan and Alberta include separate schools which are

¹Ibid., pp. 108-109.

mostly Roman Catholic. In Newfoundland the schools are denominational, Anglican, Roman Catholic, United Church, Salvation Army, and Seventh Day Adventist, with a few non-denominational. In each Province except Quebec education is administered by a separate department of government headed by a Minister of Education. In Quebec education comes under the jurisdiction of the Provincial Secretary. In the systems of the English tradition, the elementary school includes the first eight grades and the secondary course extends over four years from grade 9 to 12, except that in British Columbia and Ontario there is an additional 13th grade. In some Provinces grades 7 through 9 are designated intermediate or junior high and are given a broadened curriculum.¹

In Canada the responsibility for education, resting as it does in the hands of the Province, results in the outcome that there usually exist in any certain year ten different courses of study for the schools and ordinarily ten different sets of textbooks. Therefore, in tracing the more detailed history of the teaching of geography in Canada as it pertains to the individual Provinces, one must attempt to reconstruct the history of the subject Province by Province.

Perhaps one reason for the lack of research work into the history of the teaching of geography in the various Provinces has been the lack of scholars concerned with this

¹Ibid., p. 80

subject at the college and university level. One must appreciate that geography in higher education is a relatively new phenomenon in Canada. Indeed, when Professor Griffith Taylor, a noted Australian geographer, who had come to this Country in 1928 to join the staff of the University of Chicago, set up the first geography department at the University of Toronto in 1935, this was the first independent department of geography in Canada! In Professor Taylor's autobiography, he relates that this fact came as a great surprise to him.

In Toronto the University authorities asked for my guidance in the establishment of a geography department. I was now to discover--and not without some amazement,--that there existed not a single lecturer in geography at any of Canada's six universities. It would seem that the younger a country (where so much depends on the unknown environment), the less it studies geography!¹

The dull and uninteresting manner that geography had traditionally been taught in hounded Professor Taylor in his attempt to popularize the teaching of geography in Canada not only at the university level, but also at the secondary and elementary school level.

It is interesting to note the technique in these early school books. They were more like gazeteers than geographies. Many tables appeared, containing lists of industrial products. The positions of capes and bays is stressed, and of towns on rivers. There is no reference of value to topography. All my later life, as a pioneer geographer in the Universities of two great Dominions, I have been faced in committees by colleagues whose ideas of geography must have been based on similar books studies at dame schools!²

¹Griffith Taylor, Journeyman Taylor (London: Robert Hale Ltd., 1958), p. 210.

²Ibid., p. 19.

The history of the development of the teaching of geography in British Columbia is the result of many changes and revisions that have taken place in the curriculum since the public school system was first introduced in 1849. During the colonial period, the choice of textbooks and selection of content was left to the individual teachers, most of whom had been recruited from Great Britain. Geography ranked as one of the five core subjects. Following confederation in 1871 the British influence was modified by prescribing textbooks that were produced in Ontario. These books, as would be expected, were little more than gazetteers of place names and glossaries of terms to be memorized. The limited course outlines that appeared toward the end of the century had little effect on teaching methods.¹

The first high schools were established in British Columbia in 1876, and this necessitated the prescribing of suitable textbooks. One of the books which was prescribed was a textbook, entitled Ancient Geography by Dr. J. Pillans. This textbook was a study of classical geography, and his introduction to the second edition of this work published in 1855, introduced the pupil to his slavish dedication to detail, so much a part of this period of educational history.

. . . I have invited the student to accompany me, staff in hand as it were, and right shoulder to the sea from one of the Pillars of Hercules at the southern extremity of Spain to the other at the northwestern extremity of

¹William Ellis Topping, "The Historical Development of the Teaching of Geography in British Columbia" (unpublished Master of Arts Thesis, The University of British Columbia, 1963), pp. i-ii.

Africa. In making this tour, the moment we set foot on the soil of a new country, we quit the coasts for a time, and explore the interior in every direction, noting as we go along those physical characteristics and localities which are most fertile in classical associations, and to which interesting allusions are most frequently made by writers and especially the poets of antiquity or by the most admired poets of our own Island. Then resuming our journey along the coast from the point where we left it to explore the interior, we add to our previous enumeration of localities the towns, seaports, capes, river mouths that may be worthy of notice . . .

. . . I have a principle in selecting the things worthy of note, that is no town or locality shall be inserted to the mention of which is not appended some fact, circumstance or peculiarity, which may not only give it a chance of being treasured up in the memory, but likely to awaken in the inquiring minds the desire to know more about the place in history.¹

Other textbooks used at the high school level during this period show that this text was typical of those used in the teaching of geography. For the most part they consisted of a gazetteer of names including classical and modern spellings and selected on the basis of past significance rather than present importance. The emphasis in all these books was place location. The Inspectors' reports of the time indicated that most teachers did little more than require the memorization of the location of places listed in the textbook.²

Referring to the Annual Report of the British Columbia Education Department for the years 1899-1900, geography was in eighth place in popularity in the curriculum

¹James Pillans, First Steps in the Physical and Classical Geography of the Ancient World (Edinburgh: Adams and Charles Black, 10th edition, 1873), p. iv-v.

²Topping, "The Historical Development of the Teaching of Geography in British Columbia," p. 14.

with 424 students enrolled in such courses. It was preceded in rank by algebra with an enrollment of 512 students, arithmetic with 476, grammar with 469, composition with 458, Latin with 458, book-keeping with 449, and French with 424 students.¹

In 1923 geography had retained virtually its same place as far as incidence of enrollment in the curriculum, and was preceded by, in order of rank: (1) English, (2) algebra, (3) French, (4) history, (5) physical culture, (6) Latin, (7) geometry, and (8) arithmetic. In this year, secondary school geography courses had a total enrollment of 35,617, while first-ranked English had a total enrollment of 86,229.²

The comparative study by W. F. Dyde, of British Columbia high school curriculum compared with that of the rest of Canada indicates that for the year 1923 geography was also in ninth place in six other Provinces of Canada.³

The official course of study for this period indicates that physical geography was still the primary type of

¹Annual Report of the Superintendent of Schools of British Columbia, 1899-1900, p. XXV, quoted in George H. E. Green, "The Development of the Curriculum in the Secondary Schools of British Columbia Including Academic, Commercial, Technical, Industrial Arts and Correspondence Courses" (Doctor of Pedagogy thesis, University of Toronto, 1944), p. 43.

²Green, "The Development of the Curriculum in the Secondary Schools of British Columbia Including Academic, Commercial, Technical, Industrial Arts and Correspondence Courses," p. 150.

³Ibid.

geography taught in British Columbia schools. In 1919 the recommended geography text for the intermediate grades was Tarr's Physical Geography, the author of which has already been mentioned in the section on the United States. The chapters of this book which were to be studied were concerned with: "the earth, the universe, the general features of the air, the sun's heat, the temperature of the earth's surface, the winds, storms, moisture in the atmosphere, light, electricity and magnetism."¹

In the senior grades Tarr's Physical Geography was also the prescribed text, and the topics to be followed were prescribed as: "the general characteristics of the ocean, ocean waves and currents, tides, the crust of the earth, denudation of the land, river valleys, waterfalls and lakes, glaciers, the coast line and sea and lake shores, plateaus and mountains, volcanoes, earth-quakes and geysers."²

It should be noted that the edition of Tarr which was prescribed was published by the MacMillan Company of Canada; although the book was the same as its American counterpart.

The courses in the British Columbia high schools reflected the American influence through their emphasis on physical geography. However, in 1921 these courses were

¹Department of Education, British Columbia, Courses of Study for the Public High and Normal Schools of British Columbia (Victoria, British Columbia: William H. Cullin, Printer to the King's Most Excellent Majesty, 1919), p. 20.

²Ibid., p. 21.

dropped due to a revision in the curriculum, and this brought to a near end geography teaching in the British Columbia high schools. Geography was no longer included as part of the senior grade (senior matriculation) course, and although the name history and historical geography was retained in the junior matriculation (intermediate grade) course, the textbook prescribed was exclusively a history book on Europe. The Education Department in 1921 prescribed that "the geography required will be that of relating to the history required."¹

A number of reasons for the decline in the position of geography in British Columbia have been offered. In 1910, R. H. Whitbeck had pointed out that in the United States the position of geography was being weakened because much work was based on too hasty generalization and presented in vague and indefinite forms the influence of geography on human affairs. He went on to point out that too many geography teachers were unprepared to teach the new humanized geography.²

The shortage of teachers trained in the new human geography was more acute in Canada due to the fact that very little university training in this area was available, as

¹Department of Education, British Columbia, Courses of Study for the Public High and Normal Schools of British Columbia (Victoria, British Columbia: William H. Cullin, Printer to the King's Most Excellent Majesty, 1921), p. 25.

²R. H. Whitbeck, "Present Trends of Geography in the United States," Geographical Journal, Vol. XXXV (1910), p. 425.

has been pointed out previously in quoting Professor Griffith Taylor. Up until 1922 it was not possible even to take a university training course in geography within British Columbia, and, as was previously pointed out, there were no separate departments of geography in Canada until 1935 when Professor Taylor established such a department at the University of Toronto.¹ Further, G. W. Freeman has pointed out that a shortage of suitable textbooks during this period hampered the revival of geography in the schools² while W. S. Hutchings indicated that the "lack of trained geographers as teachers has . . . been a fundamental difficulty in promoting the claims of geography as a secondary school subject."³

Perhaps the most basic reason for the downfall of geography as an independent subject in British Columbia, as of course in the rest of the Canadian educational system, was the influence of the social studies movement which found its way to British Columbia from the United States in the middle 1920's. Dr. George Green points out that for some years prior to this time the British Columbia curriculum had been influenced by a logical organization of

¹H. A. Wood, The Teaching of Geography in Canada (Rio de Janeiro: Comissao de Geografia, 1953), p. 53.

²Topping, "The Historical Development of the Teaching of Geography in British Columbia," Chapter III, p. 27.

³Ibid.

subject matter, an organization which had a division of the broad areas of logically organized knowledge into smaller and smaller units. ". . . thus there was engendered a kind of specialization in the various subjects that was common in practically all secondary schools."¹

The socializing philosophy of John Dewey in the United States began to be studied in the University of British Columbia by its students of education soon after 1920. Dewey, of course, was proposing that the base of the curriculum be shifted from the subject matter of the textbook to the realities of life, and he believed that the curriculum should be determined by the needs of the child which are transitional and created by the immediate social situation. The British Columbia school system began to recognize the child centered philosophy of education and, soon the fusion of civics, history and geography into one subject, social studies, and the integration of social studies with other subjects on the curriculum were inaugurated. According to George Green, there was a marked American influence in the social studies movement in British Columbia.

British Columbia educationists, taking graduate and post-graduate work in American universities, had come in contact with the progressive school of thought, and in time had introduced the newer ideas into the British Columbia curriculum. This resulted in one of the cardinal principles of our new secondary school curriculum

¹Green, "The Development of the Curriculum in the Secondary Schools of British Columbia Including Academic, Commercial, Technical, Industrial Arts and Correspondence Courses," p. 181.

being to provide greater diversity of studies. Instead of every child following the same course as was the system for many years, we now have compulsory courses in English, social studies, etc.¹

The Putnam-Weir Survey of 1925 reflected the American influence and resulted in the new secondary school social studies program, particularly in the junior high school. The new interest-centered courses allowed for the inclusion of a limited amount of general geography as part of social studies.

Putnam and Weir devoted considerable space to a discussion of the works of Professor John Dewey and concurred with his philosophy.

The child should be taught, as a child, in terms of the life about him, in which he is an active and interested participant, and not merely as an adult for future life. Education should take account of present as well as deferred values . . . Education is life, not the memorization of facts and principles and the mastery of a formal curriculum.²

Teaching methods in both history and geography were severely criticized by the Putnam-Weir report.

Considerable work of a formal, deadening, factual nature was generally in evidence in the teaching of history and geography. The tendency of many teachers is to dictate notes which the pupils slavishly copy and memorize against the dread day of the written examination.³

Although the term social studies had been recognized in the United States by the National Education Association

¹Ibid., p. 200.

²J. N. Putnam and G. M. Weir, Survey of the School System, Province of British Columbia Department of Education (Victoria: King's Printer, 1925), p. 2.

³Ibid.

since 1916, we thus see that in British Columbia it was not introduced into the schools until the advent of the Putnam-Weir report in 1925. Topping points out that since no Canadian textbooks had been written in anticipation of the new unified social studies course, geography textbooks already in use were retained but with revisions adapted to the new procedure.

The courses in grades 7 and 8 continued to use Canadian School Geography as the textbook. . . The grade 7 course continued to study British Columbia, Australia, Asia and Africa, while the grade 8 course emphasized the British Empire. The units on physical geography were omitted or combined with the new units stressing human geography, and as was to be expected, greater emphasis was placed on Canada and the British Empire.¹

The British Columbia Official Program of Studies for the year 1927 for the junior high school level reflected a significant bias towards history. The Program of Studies states that the purpose of social studies is "to develop intelligent, responsible, and socially conscious citizens," and went on to enumerate certain objectives leading toward the achievement of this fundamental process which favored history.

According to Topping, a strong bias for history was evident in the courses themselves. The history of Canada from 1492 to the present comprised the grade 7 course and the first half of the grade 8 course. The rest of grade 8 and the first year of grade 9 were devoted to the historical development of the British Empire and Empire problems, while

¹Topping, "The Historical Development of the Teaching of Geography in British Columbia," Chapter IV, p. 10.

the remainder of grade 9 considered community problems and vocational opportunities. Very little geography was included in these grades, and the basic intent behind the inclusion of a short geography unit was to assist in explaining the historical events that led to the more rapid expansion in North America than South America. Further, according to Topping, geography as a part of the social studies was included only where it could conveniently add to studies pertaining to Man.¹

Topping concludes of the Putnam-Weir reorganization of the schools, that history was favored to the exclusion of geography.

The report almost completely ignored geography and geography teaching, while placing great emphasis on the teaching of history. Historical study dominated the newly formed social studies with the other social sciences being included only to augment the history. The result was a further decline in the position of geography.²

Some major revisions in the British Columbia curriculum of 1936-1937 reintroduced geography into the high school in the form of two optional courses, and this marked the beginning of the revival of interest in the teaching of geography. As in the United States, the Second World War also gave considerable added impetus to interest in geography teaching, and geography was re-introduced into the high school at almost all levels.

A revision of the British Columbia curriculum in

¹Ibid., p. 90.

²Ibid., p. 25.

1946 marked the culmination of the trend toward the interest centered curriculum which had been recommended by the Putnam-Weir Survey in 1925. In succeeding revisions greater emphasis was to be placed on independent geography.

Between 1950 and 1956 the social studies underwent the most extensive and carefully planned revision that had taken place since the 1920's. Four advanced electives were offered, including a new geography course. In the first year of its offering this new elective course, Geography No. 91, had an enrollment of 1,742 students, placing it on a near equal status with History 91, which had an enrollment of 1,797 students. In addition to this elective course, two other separate required geography courses resulted from the revision, and one of these courses was a course in economic geography. Clearly the increased number of geography courses following World War II and evidenced in the curriculum changes of this period, indicate that educators were becoming more aware of the role geography could play in the curriculum.

At most levels of the school system the geography content of the courses was increasing at the same time a strong bias towards history began to decline, and more of the other social sciences were added to the social studies courses. The study of geography was gradually becoming recognized as having a place within the social studies, and therefore the amount of geography included began to increase. The course revisions of this period marked the beginning of

the trend.

Regarding the source of textbooks used in the British Columbia high schools during this entire period, prior to 1900, of 61 books prescribed, 38 were published in England, 4 in the United States, and 4 in Ontario. In 1940, of 83 prescribed, only 17 were published in England or were written by English authors, 19 were American, and 46 were Canadian. Thus the English influence is shown to have declined considerably, and the American influence has increased, and there has been a decided swing to the use of textbooks written and published by Canadians.¹

A significant force in the shaping of the present British Columbia curriculum has been the University. The role of the professional geographer on the University level in propagating independent geography into the secondary school curriculum will be noted later on.

¹Green, "The Development of the Curriculum in the Secondary Schools of British Columbia Including Academic, Commercial, Technical, Industrial Arts and Correspondence Courses," p. 198.

A history of the teaching of geography in the Province of Ontario can be said generally to parallel that of British Columbia, and the other English speaking Provinces, but there appear the usual deviations with regard to the use of texts and placement of geography in the curriculum, which will be of interest in tracing the general pattern of the history of the teaching of the subject in Canada.

Nineteenth Century geography instruction in Ontario, as in the rest of Canada and the United States, may be said to be based on the "funnel" method.¹ Books were encyclopedic and meant to be memorized. The contents were simple and descriptive rather than explanatory, and cause relationships were never even suggested. One of the earliest geography textbooks used in Ontario employed the question and answer method; the pupil "coming up" to the teacher for examination was expected to repeat the memorized answers verbatim. Beginners memorized astronomical geography as an initiation into the wonders of this new subject. The dictionary-encyclopedic unorganized type of teaching was the method extensively used in Ontario before the influence of Ritter and Guyot began to be felt as it did in the United States. Few globes and maps were used in Ontario schools prior to 1850, and this of course was to be expected. Croal reports that a Mr. Robert Phillips, a teacher at

¹In the City of Nurnberg in Germany there is a famous carving known as the Nurnberger Trichter, which represents a school-master holding a funnel to an opening in the top of the head of a luckless school-boy into which he is supposed to be pouring knowledge.

Fergus, Ontario, in 1842, drew a map of the world on the blackboard and gave the pupils a general idea of the principal countries and their peculiarities, and that this method of instruction was very popular in the schools of the day due to the lack of printed maps.¹

Croal further reports that a Mr. Edmund Harrison, a teacher in Howard Township, Ontario, when inspected by Judge Elliott in 1844, was able because of the training he had received in England, to sketch a map of Europe and to locate certain cities, rivers, mountains, etc., and that it was doubtful that many teachers in Upper Canada at this time could have passed a similar test.²

Geography Generalized by Robert Sullivan, was used in the public high schools of Ontario during this period and was written and published in Ireland in 1843. This book filled a much needed requirement for a geography text in that Country and became one of the first geography textbooks to be used in Ontario. The text not only contained mathematical, physical and political geography, but a section recommending the best ways of teaching the subject. The preface was an introduction to the study of geography, and attempted to portray the science as a pleasant one to study if not based on meaningless facts.

¹A. G. Croal, "The History of the Teaching of Science in Ontario, 1800-1900" (Doctor of Pedagogy thesis, University of Toronto, 1940), p. 109.

²Ibid.

It will be found to contain much more information upon this important and interesting branch of education than is usually met with in much longer volumes. This is entirely owing to the plan upon which it has been drawn up. Instead of dividing the attention and oppressing the memory of the young student by obliging him to learn and recollect the unconnected facts and innumerable details with which this, the most extensive of all sciences abounds, the essential facts and leading principles have been presented to his view under general and separate heads. In this way he learns with ease and recollects without effort the general and fundamental principles of the science, and having thus fixed in his mind a clear and connected outline of the whole subject, he will be able to fill it up as he proceeds not only without difficulty, but with pleasure.¹

The first section of the Sullivan text dealt with mathematical and physical geography, and it handled these branches very well as far as the written word is concerned, but there was a definite lack of interesting and helpful diagrams, sketches or illustrations. The information was exacting, but very little was said about vegetation and climate and little emphasis was placed on the adaption of Man, plants and animals to environment. The section dealing with political geography was not so well executed. It had the weakness of the time in that its material was encyclopedic. The sizes of cities, lakes, rivers and mountains were compared and contrasted and did not help to make the geography more meaningful, but perhaps it made the learning of facts easier. Much material was included which is not a part of geography. An example of this was the listing of the numbers of men in the army and navy and figures

¹Robert Sullivan, Geography Generalized (Dublin and Toronto: Sullivan Bros., 1843), pp. i-iii.

representing the revenue in national debt.¹

It has been found that some American texts were used in the early days of Ontario as well as the Irish and British texts. Notable are Woodbridge's Geography and Atlas, and Morse's Geography. Both these texts were used in the 1830's and 1840's in Ontario.

About 1850 in schools where geography was taught, we find a variety of methods used. These corresponded partly to the educational achievements of the teacher, but mostly to the available texts of which there were several. In 1847, five books, four of which could definitely be termed geography texts, were used in approximately half of the schools in Upper Canada. These were: National Geography, used in 230 schools, Morse's Geography, used in 651 schools, and the Irish National Readers used in 1,317 schools, Olney's geography text used in 344 schools, and Stewart's geography text used in 91 schools. The Irish National Readers was the only source of geographical information as can be seen for the majority of pupils in Upper Canada. In the third book of the Irish National Readers, geographic and descriptive outlines of Europe, Asia, Australasia, Africa and America were given in story form, the intention being to render the sketches more amusing and instructive. The fifth book of lessons shifted to physical geography, emphasizing

¹Oulton, "The Teaching of Geography in Canadian Schools," p. 91.

the "striking proof of Divine skill and omnipotence."¹

Morse's Geography, an important text in the history of the development of the subject in the United States, received the sanction of the General Board of Education of Ontario in 1849.² It was typical of the early geographies that the pupil underwent question and answer exercises. An example of this taken from the 1860 edition, points this up:

- (1) Geography is a description of the earth.
- (2) The earth is a great globe, sphere, or ball, composed of land and water.
- (3) About one-quarter of the surface is land and three-quarters water.

Questions:

- (1) What is geography?
- (2) What is the earth? Of what is it composed?
- (3) How much of the surface is land and how much water?³

There is evidence that Ontario school officials were dissatisfied with Morse and other American geography texts because of the skimpy treatment of Canada in these geographies; however, there was little they could do about it at that time because there were no Canadian geography texts. It is interesting to note that in the 1860 edition of Morse only two pages were devoted to Canada.

About 1860, because of the agitation against the use

¹Croal, "The History of the Teaching of Science in Ontario, 1800-1900," p. 110.

²Ibid., p. 111.

³J. Morse, School Geography (New York: Harper and Bros., 1859).

of American geographies, due to their scanty treatment of Canada, which has already been mentioned, the Compendium of Geography of the Irish National Series was brought into use for a short period. However, the treatment of Canada was still not adequate; so subsequently native Canadian geography texts began to make their appearance. One of the first of these texts was The Geography and History of British America, by J. C. Hodgins, which was on the recommended list from 1857 to 1865, and was an effort to correct this deficiency. Formerly, of course, the stress had been on the other countries of the world, whereas now the emphasis was on the geography of Canada proper.¹

Physical geography began to occupy a prominent place in the textbooks of Ontario about midway through the Nineteenth Century. It was pointed out in a text of 1887 that the physical or geological structure of the earth, together with the character of exposure to climatic influences, determine nearly all the phenomena of the earth. High School Geography, by G. A. Chase, was used in the high schools of Ontario during the last two decades of the Nineteenth Century and the first decade of the Twentieth Century. Divided into two parts, it first dealt with physical geography and later with descriptive geography, but the emphasis of the book was on physical geography. Its treatment gave the students an excellent knowledge of the

¹Croal, "The History of the Teaching of Science in Ontario, 1800-1900," p. 115.

controlling factors of environment and the structural framework of the earth. The physical geography in this particular text was written by such great geologists of the time as Sir Charles Lyle, Dr. J. W. Dawson, and others. Unfortunately, the text made little effort to show relationships between the physical and the human factors.¹

Interestingly enough, about the turn of the century in Ontario, an inkling of the introduction of commercial and economic geography began to make itself noticed. This is probably due primarily to the fact that Ontario had a close economic relationship with the United States and Western Europe. In the "prescribed course" for science for the year 1896, it was directed that geography instruction include not only the physical but also the economic aspects of the subject.

The building up of the earth; its land surface; the oceans; comparison of continents as to physical features; natural products and inhabitants; relations of physical conditions to animal and vegetable products and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth, lines drawn on the map, with reasons for their position; relation of the positions of the earth with respect to the sun, light and temperature; the air; its movements; causes affecting climate. Natural and manufactured products of the countries of the world with their exports and imports; trans-continental commercial highways and their relationship to centres of population; the internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of Great Britain and her colonies. Forms of governments

¹Oulton, "The Teaching of Geography in Canadian Schools," p. 99.

in the countries of the world and their relation to civilization.¹

Geography did not appear in the senior grades of the Ontario public schools, that is grades 11 and 12, until 1940. An examination of the courses of study for previous years during the first quarter of the Twentieth Century reveals that in 1914 in the ninth grade the geography taught was "commercial and map geography," and in the tenth grade the geography taught was "physical geography."²

The Course of Study for the Ontario high schools for 1922 reveals that again in the ninth grade geography was entitled "commercial and map geography" and involved "the study of the following with regard to their physical features: the influence of geographic conditions on the political, industrial and commercial development of countries; their principle resources, industries and production; the chief centers of population; the condition in the people and their forms of government."³

A remarkable item appeared in the Course of Study for the year 1922 in that the teacher was directed to avoid trivial detail. The outlook as well as the methodology of

¹Croal, "The History of the Teaching of Science in Ontario, 1800-1900," p. 227.

²Ontario Department of Education, Regulations, Courses of Study and Examinations of the High Schools and Collegiate Institutes (Toronto: A. T. Wilgress, Printer to the King's Most Excellent Majesty, 1914), p. 29.

³Ontario Department of Education, Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools (Toronto: Ryerson Press, 1922), p. 25.

geography instruction was truly changing!

The course in commercial and map geography, even when studied in detail, should not deal with minute particulars; nor should the pupil be required to memorize the exact statistics even in the case of the most important; as statistics change from time to time, round numbers will be sufficient. With such general knowledge the pupil will have sufficient for the ordinary purposes of life. When he needs special particulars he may readily find them in books of reference.¹

Further, in the Course of Study for 1922 there appeared on the tenth grade level the prescription of a course in physiography rather than physical geography, and the preface to the section of this prescription dictated that it be a practical laboratory type course with broad objectives.

The course in physiography is intended to be as far as possible an experimental and practical one carried on in the science laboratory and in the field by teachers who are skilled in laboratory practice. The only textbooks available at present are the Ontario High School Physical Geography and the Ontario High School Physics, but while most of the headings are taken from the titles of chapters or sections in these books, it is obvious that they will have to be supplemented by students' notebooks containing records of experiments and observations, drawings of apparatus, etc.

Under no condition should an attempt be made to subdivide the subject of physiography into physical geography and physics taught by different members of the staff. To do so would be to defeat one of the main objects of the course.²

The 1936 Course of Study for Ontario high schools reveals that on the ninth grade level there continued a commercial type of geography in which products, "centres of commerce," and transportation was emphasized. The section

¹Ibid.

²Ibid., p. 26.

under transportation in the Course of Study emphasized trade routes and continental rail systems.¹

It appears that the use of the Ontario High School Physics in regard to its place as a dual textbook in the eleventh grade physiography course was found to be impractical, and despite the dire warning of the 1922 Course of Study that both the Ontario High School Physical Geography and the Ontario High School Physics be used concurrently, in the 1936 Course of Study, the Ontario High School Physical Geography is the only prescribed text. The teaching of physiography became a study of experimenting and reason.

Notebooks in physiography should contain records of experiments, drawings of apparatus, observations and conclusions based on experiments and practical studies, but elaborate notes on other parts of the work are not called for, as it should be borne in mind that one of the objects of the course is to teach pupils how to use the textbook. The dictation of notes is detrimental to the pupil's power to think and to give expression to his thoughts. Pupils should be carefully trained to compile their own written records.²

Thus we can see that the teaching of geography in Ontario had transformed itself in a hundred years from a subject to be learned based on the rote memorization of facts to a laboratory type science in which the pupil was to be trained to think for himself.

It is probably because of the more pronounced British influence in the Province of Ontario that physical geography

¹Ontario Department of Education, Courses of Study and Examinations of the High Schools, Collegiate Institutes and Continuation Schools (revised) (Toronto: Ryerson Press, 1936), p. 24.

²Ibid., p. 25.

remained thereto such a late date. Certainly it was retained longer in that curriculum than, for instance, in British Columbia, where the American influence of the social studies approach to geography is more prevalent. The stronger British influence in Ontario than in the Western Provinces also leads one to believe that the shorter duration of popularity of the social studies approach in Ontario is due again to the British influence. Certainly in British Columbia and the other Western Provinces the social studies approach gained much more momentum and remains considerably stronger today than in Ontario.

The period of the social studies approach can be said to run from 1937 until 1950 in the Province of Ontario. During this period the Courses of Study which pertained to geography came under the major heading of social studies; however, it is important to note that at least on the basis of the study of the official Courses of Study that very little actual integration between geography and history and the other social sciences really ever developed in Ontario. Certainly such integration was far more pronounced in the western Provinces and remains today in some of them.

An examination of the Courses of Study in 1937 for grade 9 for the social studies in Ontario reveals that even the geography content was prescribed in an entirely separate booklet from history, and in noting the contents of the Course of Study for geography for the ninth grade, there

appears no prescribed integration or fusion with history material.¹

In the 1940 Regulations Relating to the Subjects of Study for grades 9 to 13 in the Ontario schools, for the first time geography was introduced as a separate subject into the senior grades or grades 11 and 12. Interestingly enough, for these two grades English and history (not social studies) were included as obligatory subjects, while optional courses in geography were prescribed which ranked equally in time allotment to mathematics, science, French, Latin, German, Greek, Spanish and Italian.²

At the end of the 1940's under Dana Porter, who was then Minister of Education for the Province of Ontario, a Royal Commission was formed called the Hope Commission, which issued their report at the end of 1950. The recommendations of this report, which were subsequently carried out, reorganized the Provincial Department of Education, and one of the primary curriculum changes was that intermediate schools were permitted to offer either history and geography separately or together as social studies. Therefore, there was to be local option on the question as to whether geography was to be offered as a separate course in the junior

¹Ontario Department of Education, Courses of Study, Grade IX, Social Studies - Geography and Economics, and Courses of Study, Grade IX, Social Studies - History (Toronto: Ministry of Education, 1937).

²Ontario Department of Education, Regulations Relating to the Subjects of Study for Grades IX, X, XI, XII and XIII (Toronto: Ministry of Education, 1940), p. 4.

high school. This was a second look at social studies methodology which resulted in decentralization of Provincial authority, giving the local authorities more responsibility for curriculum planning,¹ and became what is referred to by some as the beginning of the diffusion of social studies in that Province.

While there had been some experimentation during this period with social studies and the integration of geography and history in the seventh and eighth grades, senior high school geography had really never fallen from its independent status. In a review of the courses of study for grades 9, 10, 11 and 12, for geography from 1943 to 1947, we find geography offered as a separate subject on all grade levels. For grade 9 in the general and vocational course there was offered a regional geography course in Africa, Australasia and the British Isles. For grade 10 in the general course was offered a regional geography in North and South America. For grade 10 in the vocational course there was offered an economic geography course, based on modern industrialism. For grade 11 in the general course was offered a regional geography course covering Europe and Asia, and for grade 12 in the general course was offered an economic geography course. The last mentioned course clearly indicated the concern of Ontario educators for Canada's growing place during and following World War II in

¹Interview with Dr. Neil F. Morrison, former Head, Social Studies Department, Guppy High School of Commerce, Windsor, Ontario, November 11, 1963.

world commerce and trade.

In Ontario in 1956 the first grade 13 geography examination was written by the Ontario Geography Teachers' Association and was approved by the Provincial Department of Education, and at the close of that year 400 students took this examination. By 1963 this number was to have risen for the grade 13 exam to 2100 students.¹

Mr. David Clee, Assistant Superintendent of Curriculum for the Province of Ontario, is of the opinion that up until 1950 when the local option regulation was put into effect, geography was somewhat of a side-line subject. It is his feeling that the total emphasis in the social studies program was on history; however because of the "diffusion" of geography and history about 1950 and reaching a nearly complete separation by 1959, the popularity of geography has grown by leaps and bounds in Ontario due in no small part to the pressures of the Ontario Geography Teachers' Association.²

Professor William Sager of the Ontario College of Education of the University of Toronto, in his lectures, traditionally states that with the drowning of Thornton Mustard on the Athenia in 1939, the social studies movement in Ontario lost much of its impetus. In 1935 Professor

¹Interview with Professor William Sager, Associate Professor of Education, Ontario College of Education, University of Toronto, Toronto, November 11, 1963.

²Interview with Mr. David Clee, Assistant Superintendent of Curriculum, Ontario Department of Education, Toronto, November 15, 1963.

Griffith Taylor had started the first separate geography department in Canada at the University of Toronto, and an honors course in geography began to be offered there in subsequent years. Due in no small part to the activities of Professor Griffith Taylor, geography began to become a subject which was intellectually challenging, and it consequently became up-graded in the secondary school curriculum of the Province.¹

¹Interview with Professor William Sager, Toronto, November 15, 1963.

The history of the teaching of geography in the secondary schools of Quebec Province as far as the philosophy of the approach to the subject goes, somewhat closely parallels the education epochs of the other Provinces and of the United States; that is, geography started out in the Nineteenth Century as an encyclopedic type subject where facts were committed to memory by rote, and then progressed over the years into the Twentieth Century into a period of the humanization of the subject, whereby economic and human geography were introduced into the curriculum. It can be said that as far as the humanization of the subject goes, this probably progressed faster in the English Protestant schools than in the French-speaking Catholic schools of Quebec Province.

At the outset one must appreciate that the French Catholic schools of Quebec Province have traditionally followed the curriculum of France itself in that geography has always been taught as a separate subject and has always held a very important place in the curriculum as it has in the history of the geographic education in France. The French Catholic school system of Quebec is the only Canadian school system that has historically offered geography on every grade level from the first grade of elementary school to the last grade of high school as a compulsory, separate and independent subject.

John C. Gallagen gives us some insight into the importance of French culture and education on the French

Catholic school curriculum of Quebec Province when he points out that the educational system of the latter serves as an instrument in promulgating the French way of life.

A small people surrounded on the American continent by an Anglo-Saxon civilization, the French Canadians have experienced the constant pressure of the forces of assimilation. These forces working silently are a more serious threat to their national character than the more directly applied forces to which they were subjected immediately after the conquest . . .

They feel that if they relax their vigilance momentarily, they will fall victims. For this reason, as time has gone on, they have looked more and more to France for aid in rekindling the flame of French culture and keeping it alive. They feel that unless they draw upon France, their own powers are not yet sufficient, considering their great numerical inferiority, to permit them to stand of themselves.

In determining how the field of education should be shared and in fixing the basic form of the school system of Quebec, French Canadians have been largely influenced by pre-revolutionary France. These things having been determined, they look to modern France for much that is necessary to give the system effect in order to preserve their national character and develop it according to their traditions.

It is in secondary education that France has executed her greatest influence in Quebec . . .¹

Professor Louis-Edmond Hamelin has prepared an annotated bibliography of approximately 300 geography textbooks which have been used in the Province of Quebec during their educational history. The earliest geography textbook listed was published in the year 1804. The early geography textbooks of Quebec Province are similar, as was previously pointed out, in their philosophy of teaching the subject, to the other Provinces of Canada and to the United States. Perhaps the best example of the early approach to the

¹John C. Gallagen, "A Study of French Influences on Canadian Education with Special References to Quebec" (unpublished Masters thesis, McGill University, 1941).

teaching of geography is seen in the title of a geography textbook by Pinnock called Catechism of Geography published in 1823 and in Montreal in 1833.¹ Following the period of simple factual geography based on the catechismic treatment, we progress into the period of physical geography as it was known in the other Provinces in the latter half of the Nineteenth Century and the start of the Twentieth Century and a text that was in long time use during this period was J. G. Hodgins' revision of Lovell's General Geography. This was published in Montreal in 1861 and subsequently republished in 1869 and 1876.

Around the period of World War I economic and commercial geography began to be of importance in the curriculum of the French Catholic schools, and certain Belgian geography textbooks along these lines began to be introduced into the French Catholic Quebec school system. Notable among these was Henri Laurey's Essai de geographie economique du Canada published in Brussels in 1914. Although social studies as such was never introduced into the French Catholic schools of Quebec, certainly the humanization of the subject followed closely the development of the socialization of education in the United States and the other Provinces. Human and economic geography began to be studied in the 1920's, 1930's and 1940's, and two of the standard textbooks used were both by R. Tanghe, Initiation a la geographie humaine

¹Louis-Edmond Hamelin, "Bibliographie non annotee concernant la penetration de la geographie dans le Quebec," II Notes et Documents (Quebec: T.I.G.U.L., 1960), pp. 8-46.

and Geographie economique du Canada.¹

It should be noted that prior to the time that there were no published textbooks by Canadians, that is before the year 1804, Morse's Geography was being used, and before this time, students copied texts that were dictated by their teachers during the period when there were no distinct manuals of geography.

The compulsory and independent nature of geography instruction in the Quebec French Catholic schools can be dated from the year 1835 (although it may have been earlier); for in the Journals of the Assembly of Lower Canada for that year a government report is mentioned which recommends the teaching of geography in all primary and secondary school sources. In 1836 the New Norman School in Montreal began to instruct prospective teachers in geography, and in the following years the Brothers of the Christian Schools arrived in Montreal and began to issue their manuals for the courses of study which had been set up. As Professor Hamelin points out, most of the geography textbooks of the Nineteenth Century were written by Catholic clergy, such as the Brothers of the Christian Schools, and actually these texts extended themselves into the first quarter of the Twentieth Century when the texts of the Marist Brothers of Montreal and the Abbe Garnot of Quebec saw wide use.

¹Louis-Edmond Hamelin, "Bibliographie annotée concernant la pénétration de la géographie dans le Québec," Cahiers de géographie de Québec Quatrième Année No. 8 (April - September, 1960), p. 350.

Starting with the 1930's a new period in the history of French Catholic textbooks is noted in that they began to be produced more and more by university professors of geography, and notable among these is the series which is used to this day done by Professor Dagenais.¹ Thus we note the late entry of professional geographers into the text geography text field in the Quebec French Catholic schools.

In the Protestant English-speaking schools of Quebec geography has also traditionally been a strong subject. Geography was taught in 1855 in the Protestant schools from a series of Books of Lessons authorized by the Council of Public Instruction for Upper Canada. The series of four Books of Lessons as they were called, were originally published in Dublin and republished by special sanction at Montreal by John Lovell. This book is probably one of the very few textbooks possessed by children at that time, and in it are included lessons on natural history, geography, religion, political economy and poetry. The only mention made of geography in the preface is a sentence which states that the book contains "a whole section of lessons devoted to subjects connected with geography which ought to be explained from maps." The text contains no maps, sketches, or illustrations and makes no attempt to present the work in an interesting manner. Book 4, which presumably is intended for the senior grades, contains notes on Europe, the British Empire, Asia, Africa, America and a number of

¹Ibid., p. 346.

special articles on such topics as the pyramids, Niagara Falls and the scenery of the Upper Orinoko. It is interesting to note that the articles written about South America came from the pen of Alexander Humboldt. These articles are very interesting as are the others, but the political geography is very sketchy, and it would be difficult even to imply that pedagogical theories had been used in its arrangement and presentation. Maps of the world began to be utilized in the schools, but one inspector complained that the teachers still stuck too much to the text and there were not enough map exercises.¹

During the period 1870 to 1890 Lovell's Easy Lessons in General Geography with Maps and Illustrations was typical of the texts used and was a good example of how uninteresting the learning of geography presented in this fashion must have been.

Lesson XX Province of Quebec

- Q. Name the principal rivers of the St. Lawrence.
- A. The Saguenay, St. Maurice and the Ottawa.
- Q. Name the longest river.
- A. The St. Lawrence.
- Q. For what is Quebec noted?
- A. For its shipping, lumbering, fisheries, iron and copper mines and its beautiful scenery.

¹Oulton, "The Teaching of Geography in Canadian Schools," p. 94.

Q. Point out and name the nine counties on the Ottawa and their chief towns.

etc.¹

Although the social studies movement was never introduced into Quebec Province, about the time of World War I geography began to be humanized in the English Protestant schools of that Province and certainly became of a more social nature. It is interesting to note in Memoranda of Instructions for Teachers, Protestant Model Schools and Academies of the Province of Quebec, published by the Department of Public Instruction in 1916, that the aim of geography as prescribed by the Department was to develop broad understandings of geographical phenomena.

To elicit ideas, not to teach words; to secure the understanding of geographical facts and the building of mental images of distant places, peoples and conditions, not to have statements about them memorized. The ideal in this teaching is to seek the facts of geography in the world of out-of-doors when we can get at them there, in photographs and maps that symbolize this world, and in the textbook, which is perhaps the least vivid of these sources.

Class-work in geography should appeal to both reason and to memory. Lead the pupils to build images from observation out of doors, from the study of maps and photographs, and from these to reason out and image distant geographical facts, and lastly, to memorize them.²

The elements of geography which were prescribed for instruction were:

(1) Surface conditions and surface changes,

¹Ibid.

²Department of Public Instruction, English Protestant Schools of Quebec, Memoranda of Instructions for Teachers, Protestant Model Schools and Academies of the Province of Quebec (Quebec: Department of Public Instruction, 1916), p. 26.

- (2) The elements of climate,
- (3) The forms and causes of drainage,
- (4) The conditions which directly affect plant and animal life,
- (5) Plant life particularly useful to Man,
- (6) Animal life, particularly those forms which aid Man,
- (7) Food, clothing and shelter,
- (8) School, church and home,
- (9) Government and industries.¹

Summary

Early American geography instruction was characterized by its practicality; it was a utilitarian and descriptive science, nearly monopolized by the Morse geography texts from the 1780's through the 1820's. During the 1820's the pedagogical ideas of Pestalozzi began to develop a new group of geography text authors especially in the United States, and illustrations and maps became widely used.

The first physical geography text appeared in the United States in 1855, written by Guyot, who was the first university professor of geography in this Country. His texts not only popularized that subject, but practiced pedagogical methods based on reason rather than memorization.

By the end of the Nineteenth Century the trend was to substitute biological sciences for physical geography in the high school, but the influence of a Harvard professor,

¹Ibid., p. 27.

William Morris Davis, perpetuated its life in the high school into the first decade of the Twentieth Century. In 1905, 21.5 per cent of all high school students were enrolled in physical geography courses.

However, the age of specialization which the Twentieth Century had brought to education meant the downfall of physical geography. Its various components were carried off into other courses. There was no room, for instance, at the ninth and tenth grade levels for both physical geography and general science, and general science by 1910 had almost completely won out. High school courses in biology were also coming in at the tenth grade level. By 1922 only 4.3 per cent of high school pupils were enrolled in physical geography courses.

The half-century period of 1855-1905, then, saw the popularity of physical geography in the United States. The Twentieth Century, which saw the decline of this school subject, gave birth, however, to human geography which got its real start in this country with the advent of the Tarr and McMurry and Dodge texts during the first two decades.

The Spanish-American War and the turn of the century saw the crumbling of American isolationism and greatly increased world trade. Economic or commercial geography was also born during this period and was given real impetus by World War I and the Smith-Hughes Act of 1917, which firmly planted commercial geography in this country, especially in the commercial and vocational high

schools, which were created by that Act. It was a school subject which was to outlive all other forms of secondary school geography.

The 1920's saw physical geography nearly completely absorbed into the general science course, but commercial geography remained. Surveys in the 1930's showed commercial geography a rather widely taught subject, but in 1934 only 1.6 per cent of high school students were electing physical geography.

The rise of the social studies movement in the 20's and 30's had absorbed the human or social aspects of the subject. In 1933 the 32nd Yearbook of the National Society for the Study of Education reported that geography was losing its separate identity in the secondary schools.

By 1940 most liberal arts colleges were no longer accepting geography for admission. Harvard University had removed it from its admission list and there were no longer College Board examinations in the subject. Only the ghost of independent geography remained in the American high school as a short elective course in commercial or general studies.

World War II spelled a rebirth for Anglo-American secondary school geography. Pearl Harbor had shattered the last remnants of isolationism for Americans, and as an increasing interest in world affairs followed the War, so a greater knowledge of world geography was required in the schools. Many new separate geography courses evolved in the high school such as World Geography, Global Geography,

Air Age Geography, but separate geography in the junior high school was still of minor importance as compared to the integrated or fused social studies approach.

A re-assessment of geography's importance in the social studies framework followed the War. In 1948 the 19th Yearbook of the National Council for the Social Studies was devoted to geography, and many of its authors recognized the issue that more and better geography content was needed in social studies courses and that physical geography was being almost entirely neglected. Also social studies teachers were admittedly poorly trained in geography.

Post-War social scientists warned that geographers must not ignore integration or fusion of their subject with history and other social sciences; however, the War had given secondary school geography its greatest opportunity for re-independence in a quarter century, and geographers were united for concerted action. A review of periodical literature for the period 1944-64 in the Third Chapter will indicate to the reader the climate of hostility which had engendered itself in the geographer. This is an important causal factor in separate secondary school geography rebirth.

The first significant evidence of this rebirth was a startling finding made by the National Council for Geographic Education in 1956, that at the high school level in the United States, geography was being offered as a separate subject in 66.5 per cent of the secondary schools

polled. As a separate subject its real strength was on the high school level, being offered 25 per cent of the cases at the tenth grade level and 16 per cent each at the eleventh and twelfth grade level. The ninth grade level was the only significant instance in which it was a separate subject in the junior high school.

The history of geographic education in Canada closely parallels that of the United States due to the strong American educational influence there; nevertheless there are certain modifications due to European influences, particularly that of the French tradition in Quebec Province.

The periods of development of secondary school geography in Canadian educational history resemble the like development in the United States. The geography of the Eighteenth Century, characterized by its encyclopedic and descriptive nature and the American Morse texts, gave way to physical geography about the middle of the Nineteenth Century. In the United States we saw the first physical geography text appearing in 1855, and in Ontario, Quebec and Manitoba the Page and Geikie physical geography texts were widely used during the period 1860-1890.

Around the turn of the Century Canadian secondary school geography began to develop a better balance between the physical and human aspects. "Home geography," which had been developed by Tarr and McMurry and others in the States, became popular in Canada for Pestalozzianism had also found favor there.

Physical geography, as in the United States, went into decline in the Twentieth Century, but its influence remained longer in such strongly British provinces as Ontario and British Columbia. Tarr's Physical Geography remained in use in British Columbia until 1921, while in 1936 in Ontario the Ontario High School Physical Geography was still the prescribed text. Certainly in the United States by 1936 there could be found no corresponding strength of physical geography in the secondary schools as that seen in Ontario. This lingering of physical geography in Ontario can probably be attributed to the British educational influence, for in England the physical aspects of the subject have always been emphasized.

Commercial and economic geography also became popular in Canada, but not as early or as wide-spread as in the United States. While the Spanish-American War really brought a close to American isolationism, it took World War I to produce a similar change in the Canadian nation, and thus in the geography curriculum. Except in Ontario, which had close commercial and educational ties to the United States, commercial geography in Canadian secondary schools had not gained popularity until the 1920's.

The British influence, which had retained physical geography in the Ontario secondary schools so long, was also a force in retarding the acceptance of the social studies movement there, a movement which had come to British Columbia in 1925 when separate geography was dropped in that

Province. In the early 1930's virtually all the other Provinces had reorganized their curricula so that geography was no longer taught as a separate subject, but became integrated or fused with history under social studies. The social studies approach did not find adoption in Ontario until 1936 and was never adopted in either Newfoundland or Quebec. At this time Newfoundland was a British colony and hence the strong British educational influence of separate subjects dominated there, while in Quebec the obviously similar French tradition always prevailed.

The "de-fusion" of the social studies was to be first embarked upon by Ontario, a Province which had significantly experimented the shortest time with this approach. In 1950 local option was extended to the Ontario junior high schools regarding the issue of separate subjects as opposed to social studies. The separate geography movement has in more recent years gained momentum in British Columbia, Manitoba, and Saskatchewan, and this action will be described in the last section of this study, which is concerned with the present status of the subject in the United States and Canada.

First we will want to examine the climate of educational attitudes which made possible geography's rebirth.

CHAPTER III

THE MOVEMENT TO CREATE GEOGRAPHY AS A SEPARATE SUBJECT IN THE SECONDARY SOCIAL STUDIES FRAMEWORK

The reader is reminded that the thesis of this work is that geography is returning to its independent status in the secondary schools of the United States and Canada, after a period of integration with history in the social studies approach. The second chapter of this study should indicate to the reader the fact that geography has traditionally been a separate, independent subject, first as primarily a physical science, and latterly as a social science. Geography's ultimate integration with history in the social studies approach was to no small extent, the result of the almost universal dull and uninteresting manner in which it was taught, since it was too concerned with an unending string of impractical and uninteresting facts unrelated to "real life." We have seen that geography became a dismembered science, its physical aspects, such as surface features and climate being absorbed into the general science courses which developed early in this century, and the social aspects of its content being absorbed into and expanded upon by the social studies program.

World War II and the ever-shrinking world in which we live were to bring about a rebirth of independent geography in the secondary schools of the two nations under review in this study. It is the purpose of this chapter to expound upon some of the causal factors which created a rebirth for geography. First, it is important to have an appreciation of the professional climate following World War II into which geography as an independent subject was to have its first inkling of rebirth. For this purpose a review was made of some of the leading geography and social studies periodicals for the twenty-year period, 1944-1964, in order to appreciate the attitudes of educators concerned with the advocacy that geography be returned to its traditionally independent status.

The author is careful to point out here that it is not the concern of this study to make value judgments as to whether geography is more successfully taught in the social studies approach or as a separate subject discipline. In this regard in his analysis of the periodical literature under review no attempt has been made to demonstrate fully the social studies viewpoint that geography should be retained in that framework. Every indication appears to point towards geography's return to an increasingly separate status from history during the last twenty years following the close of World War II, and since the thesis of this study is that such a return is under-way and that one of the causal factors for its return to separate status is

the aggressive professional attitude of geographers themselves, it is the purpose herewith to review their thinking on this subject during the period under surveillance.

The following periodicals were reviewed for the twenty-year period (in addition to various theses and studies):

Journal of Geography

Social Studies

American School Board Journal

Social Education

High School Journal

School and Society

Peabody Journal of Education

Education

National Association of Secondary School Principals' Bulletin

The Journal of Education

Ontario Social Studies Teachers' Federation Bulletin

Canadian School Journal

Canadian Journal of Economics

Canadian Research Digest

Canadian Geographer

In the review of the journals for this period, three major aspects of educational concern were discovered, namely (1) that there was (and is) a lack of geographical content in the social studies approach; (2) that there is a need for geography in today's education; and (3) that geography should be once again an independent subject in

the secondary school curriculum. The significant passages which reflect the concern of the respective writers for each of these categories are located in Appendix A.

The claims by these writers, who are social scientists and geographers, reflecting the concern over the lack of geography in the social studies curriculum, can be categorized as follows: (1) physical geography has been neglected almost completely; (2) even in the relatively sparse offerings of human geography, factual material is left out in favor of the interest-centered appeal; (3) as a fused content subject, geography is not given equal time with history or other social sciences; (4) geography does not extend into the senior high school except rarely, and it is even left out in the junior high school to a large extent; (5) there is indifferent teaching in social studies concerning geography due to the lack of preparation of the teacher whose background is usually primarily in history courses; (6) the chronological or time approach inherent to history wins out over the spacial or geographical approach; (7) there is a lack of understanding on the part of school administrators and teachers as to what geography is and what it should encompass; (8) there is a lack of adequate class time in the curriculum for both history and geography on equal time levels.

In considering the foregoing statements a strong bias of the sources in favor of geography must be recognized. Undoubtedly many teachers of social studies

incorporate important geographic learnings into their history units and lessons. However, these criticisms are sufficient to raise concern and there is considerable evidence as to the lack of preparation of social studies teachers for instruction in geography and also for the preference of many teachers that geography be taught as a separate subject.

Willard Gandy in a recent doctoral study on the status of geography in the secondary schools of California found that 97.3 per cent of the teachers interviewed preferred geography as a separate subject.¹ Lee Hammell found that 67 per cent of the social studies teachers of Utah who responded to his questionnaire favored separate courses in geography.²

Several studies show that there has been a uniformly poor preparation for teachers of geography. Rex Miller in his study for Nebraska found that 54 per cent of the teachers had less than a one semester course of college preparation in the subject they were teaching.³ Henry Caldwell reported that 70 per cent of the geography teachers in Idaho had six semester hours or less of college training

¹Willard E. Gandy, "The Status of Geography in the Public Senior High Schools of California " (unpublished Ed.D. dissertation, Stanford University, 1960) p. 151.

²Lee S. Hammell, "The Status of Geography Instruction in the Secondary Schools of Utah " (unpublished M.A. thesis, University of Utah, 1948), quoted in Gandy, p. 151.

³Rex C. Miller, " High School Geography in Nebraska," The Journal of Geography, Vol. XLVII (December, 1949), pp. 380-89.

in geography.¹ Robert Marcus surveyed teacher education in institutions in the South to determine the extent to which geography teachers were prepared. He found the average number of semesters required by all institutions for both elementary and secondary social studies teachers to be 3.7 semester hours for elementary teachers and 4.9 semester hours for secondary teachers.² Willard Gandy's study on California indicates that 65.8 per cent of the geography teachers there have but one semester course or less of preparation in geography.³

The literature in the field of geography and geographic education abounds in similar criticisms. The topic of teacher certification in geography will be analyzed in a later section of this dissertation.

Summarizing the statements made over the past twenty years by geographers and educators in general, concerning the need for geography in the secondary school curriculum of the United States and Canada, the following points emerge: (1) geography has tremendous value in understanding current events, a factor which was especially appreciated during the Second World War; (2) one of the

¹Harry H. Caldwell, "Geography in the High Schools of Idaho," The Journal of Geography, Vol. XLVIII (December, 1949), pp. 380-89.

²Robert B. Marcus, "The Status of Geography in the Teacher Education Institutions of the South," The Journal of Geography, Vol. LVII (May, 1958), pp. 236-241.

³Gandy, "The Status of Geography in the Public Senior High Schools of California " p. 152.

values of geography lies in the stressing of relationships between man and environment and man's adjustment of his environment; (3) geography contributes to world understanding and is an avenue to peace through an enlightened world citizenry; (4) geography makes a particular contribution to education in that spatial patterns are established and the significance and personality of place is appreciated. Geography is a distributive science, the principles of which can be applied to the understanding of virtually any other science; (5) geography is a bridge or correlation between the natural and social sciences and is an ideal core subject. In this respect it has been called "a mother science"; (6) within the social sciences, geography is a necessary background to the understanding of history and economics which geographers claim build themselves upon their science; (7) the shrinking world demands a geographical knowledge of it, especially when the leadership of the United States and Canada in world affairs is considered; (8) a highly mobile population in North America has brought about a demand for increased geographical knowledge for the simple reason that people are moving about more and are more interested in learning about their environment.

According to the geographer, his subject studies the world, seeking to describe and to interpret the difference among its parts as seen at any one time, commonly the present time, and this to him is its uniqueness. Further

he claims: it integrates the materials that other sciences establish. Not only does it borrow knowledge from the systematic sciences, but it also contributes to the systematic sciences through the inter-relation of phenomena which is basic to the understanding of the common characteristics and processes of each science. Geography is essential to the full understanding of reality. It is a comprehensive field and attempts to acquire a complete knowledge of the areal differentiation of the world. In the study of inter-relationships of areal phenomena geography depends first and foremost on the comparisons of maps showing either individual phenomena or inter-related phenomena. Geography possesses a core of man-land relationships which can lead pupils to understand man to man problems, man to land problems, nation to nation problems, and give insight into world to universe problems.¹

A geographer is expected to describe and interpret the surface features, the climate, the more important plant and animal groups, the resources, industries, and products, trade and transport. The inhabitants and political aspects of these must be presented not as isolated bits of knowledge but as correlated items in their independent relationships because it is thought that they constitute the landscape and manifest the activities of their region.

As a field of thoughtful knowledge, geography emphasizes the inter-relationships of environmental factors in the inter-dependence of regions and nations. . . . It places before the minds of students a whole-some philosophy of life and draws their attention into channels of consideration and tolerance, as well as into the realm of understanding points of view other

¹Casper, "Scope and Sequence of Geographic Education in the Modern School Curriculum," p. 231.

than those held as a result of their own limited experiences.¹

Modern geography, it is maintained, plays a vital role in that the processes that are taken apart and studied separately in the systematic fields must be put back together again and studied in their unsystematic areal associations in particular places. Areal association and time sequence are the twin dimensions of social studies. The examination of things in their areal association is geography. The examination of things in their time sequence is history. The concepts and methods of history are widely understood and competently applied. However, the concepts and methods of geography are not so widely understood and are often crudely applied.²

There can be no question that World War II awakened the American and Canadian educator to the real need for re-examining the scope and status of geography in the respective curricula of these two countries, which had so nearly completely neglected this highly useful science.

The arguments from those who prefer that history and geography be taught as two separate subjects can be summarized as follows: (1) historians who make up the bulk of the social studies teachers do not have adequate background

¹Nels A. Bengtson, "Geography as an Element in General Education," The Journal of Geography, Vol. XLVIII (April, 1948), pp. 121-131.

²Roy A. Price (Editor), New Viewpoints in the Social Sciences, 28th Yearbook of the National Council for the Social Studies (Washington: National Education Association, 1958), Chapter 3.

in geography to adequately teach its principles; (2) history and geography cannot be fused due to their distinctly different approach and methodology; (3) when history and geography are fused, geography typically is submerged in the program of instruction; (4) the United States and Canada (plus Australia) are the only countries in the world which have experimented with integrating geography and history. The implication is that the majority of the world's educational systems still do not favor this approach and therefore its value in North American secondary education is very questionable; (5) history is based on a time or chronological approach, while geography is based on a space or distributive approach, and therefore it is basically impossible to integrate them properly; (6) since geography is the only subject that deals with the effect of man's physical environment upon his living patterns and is therefore partly a natural science, it cannot be successfully integrated with a subject such as history which is a social science; (7) our global living requires more attention to a geography which cannot be adequately taught when integrated with a subject which is primarily historical in approach; (8) modern educational theory does not support the thesis that separate subjects cannot be taught in an interesting and successful manner; (9) when history and geography are taught separately, there is no assurance that each subject gets its full share of the time allotment; (10) history and geography taught separately avoid the tendency of social

studies to strain for relationships between geography and history where they do not exist to any important extent; (11) physical and regional geography is neglected and is not taught as a system in the social studies approach; (12) integration of time and of space in their true perspective is too difficult a concept for most students in secondary schools; (13) when taught separately, the content of history and geography courses is more precisely defined than in the social studies approach. When geography and history are taught separately, there is not the danger of prematurely drawing conclusions from a basis of insufficient facts; (14) the charge that the separate teaching of history and geography results in a piling of fact upon fact without relating them is not accepted as a valid argument by most teachers of geography and many teachers of history. They maintain that an adequate teaching of these subjects must of necessity relate fact to fact effectively.

Geographers continually stress the basic difference in methodology of their subject apart from history in their stand that the two subjects be taught separately. The geographer claims that his subject refers itself back to its field, and therein lies its reality, out in the earth to be surveyed and mapped. History, the geographer claims, falls back on the document or artifact. It has to piece together a narrative to tell a story. It is further claimed that the two studies have different approaches. The geographical approach is through distance and density and

is a discipline in distance. It measures the meaning of things by the area they take up. It is also a study in density. It measures significance by the intensity with which an area is developed. A meaningful civilization is one that has spread far and developed its territory intensively. That is how geography reckons significance, by how significantly things appear on the map. History, on the other hand, the geographer will say, is a discipline in motion. It shows significance by the adaptability and perpetuity of things. A meaningful civilization is one that influences the course of events over a considerable period. The geographer will claim that few historians know how to use maps, far less make them, and will admit that they do not know how to interpret documents, far less check their authenticity and value. Their crafts are too different. But even more fundamental than this is the way they organize their material. The historian describes a country chronologically giving the story of its development. A geographer treats it regionally showing the patterns it has developed. It is the geographers' viewpoint (and also, of course, that of some historians) that it is very difficult to do these things at the same time. Start chronologically and you are soon in and out of all your regions; describe things region by region, and you have to repeat the story again and again.¹

¹Watson, The Monograph (January-February, 1961), pp. 3-4.

This time-worn dispute of separate subjects versus the integrated or social studies approach persists without final resolve. Perhaps the greatest danger to any positive gain in the improvement of the social studies program in which both the "separatists" and the "integrationists" maintain that more geography is needed, is the demand of jealous vested interests that geography and history must be either completely isolated or completely integrated. By taking these extreme viewpoints certainly both the "separatists" and the "integrationists" lose much of what they should be trying to accomplish, which is an improved secondary school curriculum in which both sides agree that geography is lacking.

Recently the Ontario Teachers' Federation, after thoroughly studying the problem of social studies versus separate history and geography, came to the conclusion that for the intermediate division (that is, grades 7 through 9) "neither the social studies approach nor the history and geography approach is unconditionally superior," and that "the choice of the approach should be left to the teacher, such choice dictated by his background and his training," and that it is "imperative that the teacher be trained in the approach which he is expected to follow." For the senior division (that is, grades 10 through 13) the Ontario Teachers' Federation recommended that "a more specialized knowledge is required than can be provided by the social studies approach, and therefore the traditional

treatment of history and geography is preferable."¹

Professor Stanley Dimond points out that for years social studies teaching in the elementary school was dominated by geography, while the secondary school social studies content was predominantly history; however, he indicates that history has now come to share the content of social studies with geography on the elementary school level, but that on the secondary level "geography knocked at the door but was rarely admitted."² Geography has had to compete traditionally on the secondary level with other much stronger contenders for space in the curriculum such as history and general science and other better-established older subjects, which have the strong backing of special interest groups. However, the geographers of the United States and Canada have for the past decade been slowly uniting for an all-out assault on the social studies program in the secondary schools, to gain for their subject separate status.

Perhaps the strongest argument for more geography in the secondary school curriculum and perhaps more geography as a separate subject lies in the now well-established appreciation of the geographical illiteracy of our secondary school students. This point has been treated

¹Ontario Teachers' Federation, Social Studies, section 32.

²Stanley E. Dimond, "The Future of the Social Studies," The University of Michigan School of Education Bulletin, Vol. XXXI (December, 1959), p. 38.

frequently in recent periodicals in what amounts to a sales promotion program for the improvement of the status in secondary school geography. Dr. Marion J. Levy points out that on a comparative basis with other countries, the American educational system is grossly negligent in geographic education.

Ignorance of geography in the United States may be a deficiency in American education second only to the more prominently publicized lag in mathematics and physics teaching . . . Almost any test of geographical literacy would separate American students from students trained abroad, and the same may be said of a vast majority of American faculty members.¹

It must be appreciated that it is not within the scope of the present study to present the other side of the separate subjects versus social studies approach argument, and therefore the quotations which have been given in this section have been exclusively from the geographer's separate-subject point of view. The reader should realize, of course, that the social studies approach whereby geography and other social sciences are integrated with history, is still a very strong movement within the United States and to a lesser extent in Canada. However, there are definite signs that social studies representatives are re-appraising the content of their program, and that one aspect of this re-appraisal includes the admission that more geography is needed; thus, the actual need for more geography in the secondary school curriculum is acknowledged by almost

¹Marion J. Levy, Jr., Statement to the New York Times of November 12, 1961, as quoted in Cramer and Gritzner, The Journal of Geography, Vol. LXII, p. 3.

everyone, but the crux of the argument lies in whether this additional geography will be included in the secondary curriculum incorporated in the social studies approach or as additional geography offered as separate subject material.

Evidence that the social studies may be finding a new focus and that once again the curriculum may reflect the post-progressive orientation of the American school is reflected in recent writings of social scientists. Dr. Samuel P. McKutchen has recently called for a greater sense of discipline in the social studies, of which he claims the curriculum has been a complicated melange, "approximating more to a goulash."¹ These harsh words, coming from the President of the National Council for the Social Studies, indicate the awareness of the need for the reform that is beginning to affect the movement.

Jarolimek takes a similar view, decrying those who would belittle the importance of subject matter content. He sees no necessary conflict between the twin aims of transmitting the cultural heritage on the one hand and providing a socializing function on the other. He is critical of the lack of priorities in aims and of the attempt to "do things in our social studies program which

¹Samuel P. McCutchen, "A Discipline for the Social Studies," Social Education, Vol. XXVII (February, 1963), pp. 61-65, as quoted in George S. Tomkins, "The Social Studies Movement as a Reflection of the Changing Character of School and Society in the United States, 1876-1957" (unpublished research paper, University of Washington, 1963), p. 44.

are simply impossible to accomplish."¹ Martin Mayer's significant study, Where, When and Why Social Studies in American Schools, is a recent report made to the American Council of Learned Societies and to the Carnegie Corporation. Mayer, a journalist, had previously made his name as a writer on education in his best-seller, The Schools. In this present account on the current state of social studies curriculum, he feels that few of the exciting changes under way in other areas of the curriculum are evident in the social studies. It is his conviction that the basic approaches that have brought about reform elsewhere also have relevance to the social studies. Of course many educators will disagree with his viewpoint and some will dismiss him as an amateur.²

The more official publication was The Social Studies and the Social Sciences, sponsored by the Council of Learned Societies and the National Council for the Social Studies, published in 1962, and the foreward describes the field as in a state of ferment, characterized by cooperative efforts of scholars in the universities and teachers in the schools to "re-fashion the various segments of the curriculum in order to bring them into line with current knowledge and current needs." What is particularly

¹John Jarolimek, "Curriculum Content and the Child in the Elementary School," Social Education, Vol. XXVI (February, 1962), pp. 58-62, as quoted in Tomkins, p. 44.

²Martin Mayer, Where When and Why: The Social Studies in American Schools (New York: Harper and Row, 1962), as quoted in Tomkins, p. 45.

significant about this volume is the presence of the academic specialists and, one might add, the absence of the list of "aims and objectives" that have usually characterized such volumes. The introduction affirms that the participating scholars are quite clear that "preparation for citizenship" ought not to be used as a facade for "how to do it" forces in the social studies.¹

Those who favor the social studies approach as opposed to the separate subject approach claim such advantages for their methodology as follows: (1) since most of the problems in the world today arise out of social problems, the very term social studies places the emphasis in its proper place. It is the study of Man and all his relations, including the appreciation of the inter-dependence of peoples and nations; (2) in social studies the students progress with a deeper realization of the relationship between geographical conditions and the lives of people. The fact that geographical conditions affect history leads to an understanding attitude and a greater measure of tolerance; (3) social studies brings more emphasis from different viewpoint; (4) social studies saves time by eliminating duplication of subject matter; (5) the study of any particular subject is much more interesting when geographical location is linked with historical growth;

¹American Council of Learned Societies and National Council for the Social Studies, The Social Studies and the Social Sciences (New York: Harcourt Brace and World, Inc., 1962), as quoted in Tomkins, p. 43.

(6) social studies helps pupils gain an understanding of other people by showing the influence of environment in culture; (7) social studies leads to a correlation without which certain historical developments could not be satisfactorily explained; and (8) social studies avoids teaching that may become too factual, too itemized, and too mechanical.

The subject-fields organization or separate-subject approach has been characterized by one social scientist as a fixed routine in which little attention is paid to the social value of the subject matter being presented.

The subject-fields plan emphasizes separation of subject matter into channels of development or subjects. The mastery by the pupil of factual materials is the aim, and no attempt is made to use the subject matter in the solution of problems of pupil experience or of community interest. By the subject matter approach to learning, the curriculum becomes a fixed routine and the school is set apart from the life of the community.¹

In the opinion of many geographers, geography to be most effective must be presented within a regional framework. When geographic phenomena are presented within a particular sequence of events based upon a chronological approach, the typical methodology of history, there is danger that the geographic factors may in actuality become historical factors, since the geography becomes the means to an historical end. It was the consensus of these geographers that when treated in this respect geography would become geographic history, a very limited and deterministic phase

¹Clarence D. Samford and Eugene Cottle, Social Studies in the Secondary School (New York: McGraw Hill Book Company, 1952), p. 75.

of geography as opposed to even historical geography.¹

The recent statements of leading social studies educators reveal that geography either as a discrete or a correlated subject in the contemporary social studies curriculum, continues to be delimited to an interpretative study of the relationships between the natural environment and human life and activity. The evidence indicates that the primary function of geography is a social studies to show how the natural habitat influences human beings with respect to where they live, how they attain their livelihood, and how their environment influences their thinking in consideration upon social, economic, national and international problems. For more than five decades the subject has been considered in this context. Therefore the rationale for geography in the social studies curriculum continues to persist in its ecological organizing concept. The role of educational geography as the science of human ecology has been reaffirmed.²

By 1960, an appraisal of the professional literature, indicates the ever-increasing resistance to correlation, fusion, or integration in the secondary school social studies program emerging even within the ranks of social studies people. More demand is being made for specific labels for courses such as geography and history. A

¹Randall C. Anderson, "Geography in Secondary Education " (unpublished Ed.D. dissertation, University of Nebraska Teachers' College, 1963), p. 115.

²Ibid., p. 118.

former president of the National Council for the Social Studies expressed the view that the social studies have become a repository for most all instructional material and that the value of organized subject matter outweighed the advantages of integrated approaches!

As the social scientists were having some misgivings about their approach, professional geographers began to react positively to the challenge in a number of ways. One of these is the High School Geography Project which is an experimental program sponsored jointly by the two leading professional geography groups, The Association of American Geographers and the National Council for Geographic Education. Funds for the Project have come from the Ford Foundation, and the Project's headquarters have been housed in the Department of Geography of the University of California at Los Angeles.¹

This Project was undertaken because of the fact that recent studies of the status of geography have shown that in the secondary schools of the United States there is an increasing awareness of the basic importance of elementary geographical ideas and skills, and the fact that numerous school systems have expressed interest in making large scale improvement in their geography teaching. The organizers of this Project felt that the rate of improvement in geography instruction on the secondary level would be likely to be distressingly slow unless certain unorthodox

¹Ibid., p. 131.

steps were taken to make available the ideas and skills of professional geographers quickly on a wide base and in such form that teaching might be affected promptly. Without discounting the value of the urgently needed new textbooks of changes in school curricula and of revisions in teacher training efforts, the project decided that in its initial stage it would seem wise to attempt to plan a high school course which could be produced on tape for use with film and on television. Rather than do away with the teacher, the object would be to suggest fruitful ways of assisting the teacher through tape and associated study guides, map and globe materials, and other laboratory materials. The Project feels that the acute need for disciplined training in looking at our complex world from a geographic point of view and the rapidly growing volume of geographic thought makes the time ripe for a spread and an improvement in high school geography. The Project, being concerned about the status of geography as a separate or required subject in grades 9 through 12 of the nation's high schools, established a working relationship between secondary school geography teachers and professional geographers in the capacity of consultants in ten urban secondary systems across the nation for the 1962 to 1963 academic year.

Teachers from the following secondary systems were chosen for the initial year of the Project: (1) New York City; (2) Chicago; (3) Atlanta, Georgia; (4) Syracuse, New York; (5) Portland, Oregon; (6) Newtonville,

Massachusetts; (7) Baltimore, Maryland; (8) Oxford, Ohio; and (9) Hanover, New Hampshire. To link these teachers to professional geography during their work of the academic year, each one was assigned to a geographer consultant. These consultants came from: (1) The City College of New York; (2) The University of Chicago; (3) The University of Georgia; (4) Syracuse University; (5) Portland State College; (6) University of Illinois-Chicago; (7) Clark University; (8) Miami University; and (9) Dartmouth College. The teachers and their consultants attended a seminar held in Cleveland, Ohio, during August, 1962, during which time various seminars were presented and the experimenting teachers kept a daily journal of class events and submitted monthly progress reports to Project headquarters. In addition, they were charged with the preparation of an extensive report at the end of each major unit of instruction, which is to cover the following: (1) unit design, including objectives reading and assigned activities; (2) materials: an account not only of materials created for the unit, but also of those purchased or borrowed and of those needed for further improvement of the unit; (3) identification of the specific sponsored project given a try-out in the unit; (4) evaluation program: an account of all the means used to test the effectiveness of the unit, a copy of each exam given and a record of exam results; and

(5) an over-all appraisal by the teacher.^{1,2}

The viewpoint of the High School geography Project is that geography is primarily concerned with the interpretation of the variable character of the earth's surface, based upon the study of spatial distributions and areal differentiation, and takes cognizance of the apprehension felt by some geographers that consignment to the social studies implies the exclusion from earth science courses, and because of a conviction held by others that geography cannot find adequate breadth of opportunity if confined either to an earth science or a social studies program.³

Whatever the appropriate position of geography may be, the High School Geography Project has been looked upon as a social studies project by persons and organizations outside the field of geography.

Social studies acceptance has taken the form for example of invitations to Project representatives to take part in the Conference on the Development of New Curriculum Materials in the Social Sciences (Center for Advanced Study in the Behavioral Sciences) and in organizing sessions of the Social Studies and Humanities Curriculum Program (Dedham, Massachusetts). Noteworthy too is published cognizance taken of the Project with clear implication of social studies identity by the Association for Supervision in Curriculum Development, the National Association of Secondary School Principals, the National Council for the Social Studies, and the

¹Gilbert F. White, "A Joint Effort to Improve High School Geography," The Journal of Geography, Vol. LX (November, 1961), pp. 357-358.

²High School Geography Project, Newsletter, No. 2 (October, 1962), pp. 1-4.

³High School Geography Project, Newsletter, No. 3 (April, 1963), pp. 1-4.

Project on the Instructional Program of the Public Schools.¹

Notwithstanding its assumed social studies role, the High School Geography Project has at all times aimed to include in its course definite units demonstrating the earth science capabilities of geography. The life of the Project to date has been marked by evidences of increasing interest in geography, much of which centers on the high school geography program itself. The number of school systems voluntarily consulting the Project has risen to more than 300. All but the three Northern Rocky Mountain States are represented in files of resulting correspondence. To quote from typical letters, a teachers' committee reports rediscovering "an area with exciting prospects for study and teaching," and a coordinator writes of "a new look at the entire social studies program with revived curiosity about geography."²

The Project not only has been cited as a general source of hope in many articles, including Robert Saveland's "Whatever Happened to Geography?"³ but has emerged in the role of a major potential transmitter of contemporary geographic thought, perhaps most emphatically in a recent editorial declaration that the American public's knowledge

¹Ibid., p. 4.

²Ibid., p. 1.

³Saveland, The Education Digest, Vol XXVIII (March, 1963) (from The Saturday Review, November 17, 1962).

of the field of geography tomorrow will largely depend on what the High School Geography Project is doing today.¹

There can be little doubt that the concerted professional activities of geographers going on today will have its effect in improving the status of geography in the secondary school curricula of the United States and Canada. In the United States two very active professional geographical associations are constantly striving for a more significant place for geography in the secondary school curriculum. The Association of American Geographers, although primarily counting amongst its members college teachers of geography, through its support of the High School Geography Project is striving for a better place for secondary school geography. In addition, a new project, the Geography in Liberal Education Project, is designed for the improvement of undergraduate geography courses in higher education; and this is bound to have results in the long run for the improvement of secondary school geography because of the relation between higher education and secondary school education in this country. The National Science Foundation has granted \$56,000.00 to the Association of American Geographers to support this Project during the 1963-64 year. The Project, as stated, is concerned with the improvement of the undergraduate geography courses and will consist of several national and regional conferences to formulate guide-lines for the development of experimental and model introductory

¹Geography and Map Division, Special Libraries Association, Bulletin (December, 1962).

courses. Further support will be sought by the Association to finance model course improvement programs and specific institutions during the second and third year of the overall Project. For many years American geographers have been concerned with the fact that several outstanding liberal arts colleges, which have been so highly productive in the development of scientists in other areas, have had little or no geography in their curricula. and it is important to point out that where geography does not exist in the curriculum of institutes of higher education, secondary schools in the educational hinterland which send their students to these colleges also tend to neglect geography. In addition to the major theme of improvement of geography in liberal education, topics such as the preparation of college majors and teacher training in geography will be investigated.¹

The National Council for Geographic Education, the other major professional geographical association in the United States, is extremely active in its efforts to better secondary school geography, as can be attested by reading through back issues of their publication, The Journal of Geography, which is a professional journal circulated primarily amongst elementary and secondary school teachers of geography and social studies. The High School Geography Project already mentioned is jointly sponsored by this professional group. The only recent study which was carried

¹Lawrence Latour, "High School Geography Project Workshop," The Professional Geographer, Vol XV (September, 1963), p. 35.

out on the status of secondary school geography in the United States, which was conducted back in 1956, was sponsored by the National Council for Geographic Education.¹

In various states of the United States committees are at work in cooperation with the National Council for Geographic Education to improve the secondary school picture in the respective states. One such committee is the Production Committee of the Pennsylvania Council for Geography Education, which has recently produced A Program of Geography Education from Kindergarten through Grade 12 for Improving Curriculum in the Pennsylvania Schools.² The Pennsylvania Council has produced this bulletin to guide teachers, school administrators and curriculum planners in improving the program of geography education in the elementary and secondary schools of that state. The bulletin gives suggestions for a geographer running this program for the primary grades and outlines the scope and sequence of units for more formal geography courses for grades 4 through 12. It includes a list of major abilities, skills, attitudes and understandings to be obtained at each grade level and a plan for a modern geography class-room.

In Canada there are also to be found various

¹National Council for Geographic Education, The Status of Geography in the Secondary Schools of the United States, Special Publication No. 4 (Norman Oklahoma: National Council for Geographic Education, 1956).

²Perry V. Phillips (Chairman), A Program of Geography Education from Kindergarten through Grade 12 for Improving Curriculum in the Pennsylvania Schools (Chicago: Denoyer Geppert, 1960).

professional associations working for the improvement of secondary school geography in that country. In the Association of Canadian Geographers, although their membership is largely composed of people in higher education, can be found some high school teachers of geography who are working towards the inclusion of more compulsory geography in the various provinces of Canada. In additions, various professors of geography and of education, who are members of this Association, are actively engaged in the same objectives. Among these are Professor Pleva of Western Ontario College of Education, Professor Hills of McGill University and Professor Sager of the University of Toronto's Ontario College of Education. In the various provinces there are active teachers' groups striving for better and more geography in the curriculum. Perhaps the most outstanding of these is the Ontario Geography Teachers Association, which publishes a monthly official newsletter called The Monograph. The purposes of The Monograph are to provide a means of exchange of ideas, of maps and other teaching aids which are useful in the teaching of geography; to provide up-to-date news of occurrences in the world of geography; to provide geography teachers with a sounding-board for the purpose of finding out whether new ideas will be generally accepted by other geography teachers; to provide a means of communication between teachers of geography in the Province of Ontario as well as in other provinces; and for the general

"up-grading" of the subject in the secondary schools.¹

There can be little doubt that there is a relationship between the increased demand for the teaching of geography above the elementary level where strong college and university departments of geography exist in the United States and Canada. This fact is seen particularly in Canada in the provinces where departments of geography have been established in the universities, namely Quebec, Ontario, British Columbia, Manitoba, and Alberta. In these provinces secondary school geography is relatively strong, but the opposite is true of the Maritimes and Saskatchewan where no voice is heard at the university level to advocate the teaching of geography in the senior grades and in the training of future teachers. In four of the ten provinces, geography may be elected as a university entrance subject, namely in British Columbia, Ontario, Quebec and Newfoundland. In the first three provinces departments of geography have been well and long established. In the remaining six provinces the departments are still relatively young or, as in the case of the Maritimes, with the exception of Newfoundland, there are no departments of geography.²

In the United States, again, there is a relationship between the incidence of higher geography instruction with

¹G.E. Carswell (Editor), The Monograph (November-December, 1959), pp. 1-2.

²Thomas R. Weir and William J. Russell, "The Status of Geography in the Social Studies Curricula of Canadian Schools," The Journal of Geography, Vol. LVIII (September, 1959), p. 285.

secondary school instruction state by state. To determine the role of college and university geography departments in improving the teaching and course content of high school geography, Professor George Swain of the University of Chicago recently polled the geography departments of 444 colleges and universities throughout the United States. The questionnaire was sent out for two purposes: to find out some of the things that members of geography departments of colleges and universities are doing to elevate the status of high school geography, and to serve as a guide for helping them to improve this status. The questionnaire was divided into two broad fields. One dealt with teacher preparation, the other dealt with contacts with high school administrators, faculty and students. The first part of the questionnaire was an attempt to find out whether or not the institutions have teacher preparation programs and if so, whether the geography departments participate in them. In the second part of the questionnaire an attempt was made to ascertain what contacts geographers have with high school teachers through the distributions of bulletins, through conferences, and through special courses. Also an attempt was made to discover the extent to which departments help initiate or improve high school geography courses and expand the geographic content of social science courses.¹ This

¹George W. Swain, Jr., "The Role of College and University Geography Departments in Improving the Teaching and Course Content of High School Geography," The Journal of Geography, Vol. LXII (November, 1963), pp. 339-352.

report by Professor Swain noted, for example, the direct relationship between geographic activity in higher education and in the secondary schools. Wisconsin is one of the states where geography commands a relatively strong position in the secondary schools, and it was noted in this report that at the Wisconsin State College at Oshkosh there was the greatest degree of participation reported in teacher training programs by a department of geography. There the geography department has installed a program whereby members handle all supervision of practice teachers in geography. On most other institutions this work is done by members of the education department. Comments from the questionnaire indicated that in several other universities with large schools of education, geography departments do not participate in teacher preparation programs or do so only half-heartedly due to the differences of opinion with the schools of education. One school reported that "students preparing to teach social studies don't take more geography because the education department doesn't want them to. They want them to take more education courses."¹

The respondents in this study were asked to state the number of geography courses required of those students working towards certification as social studies teachers. Among the respondents answering this question 32 per cent stated that no geography courses were required, while 29 per cent said one course and 39 per cent stated that two

¹Ibid.

or more courses were required. In more than half of those 76 schools which have no course requirements in geography for prospective social studies teachers, there are no efforts being made to have such requirements established. When reasons were given for the lack of geography requirements, the most frequent was that no such requirements had been established for state certification. The report further stated that frequently one institution in a state makes no requirement for this reason and other institutions do require their students to take courses in geography. For instance the State of Arkansas has no requirements nor does the University. However, Arkansas State College requires six hours in geography for social science majors. There does not seem to be any set pattern.¹

The most optimistic and favorable report on the efforts of a geography department to improve the quality and quantity of high school geography came from Dr. Merle Prunty of the University of Georgia whose report is quoted in part:

We have just about completed a thorough-going revision of the public school curriculum in geography from grades 3 through 12 for the State Department of Education and the State Board of Education. Our recommendations have for the most part been accepted probably mostly because we have been able to convince our colleagues in our college of education of the value of them. Henceforth all high schools will offer a year course in world regional geography to sophomores and the top two-thirds in size will be urged to offer a course in economic geography of North America, then a year course in principles of physical geography on an optional basis.

¹Ibid.

Georgia's projected solutions for the training of teachers to fill the needs of the new program include: (1) summer-long graduate credit course sequences designed for teachers; (2) year-length ten-hour courses on Friday and Saturday in convenient locations; (3) remedial non-credit short courses or conferences with the expenses of participants borne by the state; (4) an expansion of graduate credit summer school courses, and a year-length course for teachers offered by television is also under consideration in the Atlanta area.¹

Professor Swain's report concludes that the status of geography in the nation's high schools is in need of improvement. He has attempted in this report to disclose some of the things that college geographers are or could be doing to improve this status. It appears from the response that when a great deal of effort is expended, the results are fairly gratifying. However, it also appears that such effort is often lacking. There does not seem to be any definite pattern for geography requirements for students planning to teach geography or social studies judging from the report. It does appear, however, that the geography departments in public institutions of higher learning are making a greater effort to improve high school geography than those in private institutions, particularly those in small liberal arts colleges. This can be explained in part by the nature of the departments in these colleges.²

Having now considered some of the causal factors which seem to move geography toward independence in the curriculum, such as the professional activities of educators,

¹Ibid.

²Ibid.

including the great array of professional literature advocating that the subject be taught separately; and the role of higher and teacher education in which there appears to be a direct relationship between the teaching of the subject in higher education and in secondary education; and teacher certification practices which bear a direct link to the status of geography in our schools; we now turn to one final causal influence which is particularly prevalent in Canada and to a lesser degree in the United States, and that is the influence of European educational systems upon those of North America.

There can be little doubt, of course, concerning the French educational influence in Quebec Province, where geography as a separate compulsory subject is in the strongest position in Canada today. It has already been demonstrated in Chapter II that the French educational system has considerable influence on Quebec secondary schools. This to no small extent results from the place of geography in French education. There, geography as a content subject is emphasized at all levels of learning. The French child is introduced to geography as soon as he enters primary school. In the high school curriculum it is a required subject taught at least one hour per week during each of the first four years of the first cycle of secondary education. Also, the emphasis given by the French educational system to geography gains impetus as one enters the realm of higher education. Geography departments exist in all

eighteen state universities and in the five Catholic universities. Writers have pointed out that geography in the French high school curriculum occupies a much more important place than in the United States, and certainly in Quebec the French influence has maintained geography there at a near equal level with geography in France.¹

In the English-speaking provinces of Canada there is likewise a European influence upon the geography curriculum. Not only have many geography books published in England been traditionally used in the English-speaking provinces, but some of the educational leaders of today in Canada who are striving for a more prominent place for geography in the secondary school curriculum are themselves natives of Great Britain. One such example is David Clee, Assistant Superintendent of Curriculum for the Province of Ontario, who has for many years in a position of influence in that Province, not only striven for more recognition of geography in the curriculum, but has also contributed textbooks for secondary school geography. Mr. Clee is likewise of the opinion that the British educational system with reference to geography is having an influence in Canada. Various educators from Great Britain have set up geography departments in Canadian higher education, such as Dr. G. H. T. Kimble, who founded the geography department at McGill University at Montreal in 1946. Dr. Kimble has had a most

¹Roger H. Charlier and Patricia S. Charlier, "The Place of Geography in French Education " The Journal of Geography, Vol. LIX (October, 1960), p. 322.

marked influence on the development of geography throughout Canada and is now a director of the American Geographical Society in New York. The influence of Professor Griffith Taylor, an Australian, in connection with his founding of the first collegiate geography department in Canada at the University of Toronto, has already been mentioned in the First Chapter. It should be mentioned also, for example, that Mr. Archie Canahan, who is the Chief Staff Inspector for Geography in the Province of Ontario and very active in the geography movement in Canada, is also a Britisher by birth.¹

Neville Scarfe, who is presently the Dean of the Faculty of Education at the University of British Columbia in Vancouver, presents another native Britisher exercising a strong educational influence in the Canadian secondary geography curriculum today. Dean Scarfe is by training a geographer, having been in charge for many years of research in the teaching of geography at the University of London. In 1951, Dean Scarfe came to Canada to become the Director of Education in the Province of Manitoba. While he was in Manitoba, geography underwent a separation from history in the curriculum. Ever since 1956 when Dean Scarfe became associated with the University of British Columbia, the secondary school system in that Province has been moving toward a total separation of geography and history. Alberta, which has been traditionally one of the most social studies

¹Interview with David Clee, Toronto, November 15, 1963.

mind of all the provinces, has in recent years been breaking down in the direction of separate subjects again due to the influence of former Scarfe students, such as Professor Wonders of the University of Alberta at Edmonton.¹

Considering the relatively wide-spread influx of British educators into the Canadian system, it is small wonder that there would be a certain amount of transplanting of the British philosophy about separate subjects and its strong geography program in the secondary schools to the Canadian scene. Professor Leslie Jay points out that in the British secondary system their students from the age of 11, until they leave school at the age of 15 or 16, are given two or three geography lessons per week throughout the academic year in a program which has been designed as a continuous course, lasting three, four, or five years.²

Geography has now attained an important place in the English secondary schools, which can be shown by quoting the statistics for secondary school students sitting the ordinary level of the general certification of education for the summer of 1959. Geography ranked fifth in the number of candidates presented when 113,167 students took

¹Interview with Neville Scarfe, Dean of the Faculty of Education, University of British Columbia, Vancouver, November 18, 1963.

²Leslie J. Jay, "Geography in the Schools of England and the United States," Notes and Abstracts in the Social Foundations of American and International Education (June, 1962), p. 1.

the geography exam.¹

Up until the 1930's in the United Kingdom geography was considered a Cinderella subject, the main object of which was to acquaint the pupil with a knowledge of the map of his country and of the world; however, Professor Jay points out that the concerted efforts of enthusiastic geography teachers in North America contains the ingredients for a successful campaign in the improvement of North American secondary school geography precisely as "this kind of concerted action during the last half-century . . . established geography on a firm base in the curriculum of the English secondary schools."²

In the American secondary schools the European educational influence is, of course, not so direct as already pointed out in Canada, such as the French influence in Quebec Province and the British influence in the English-speaking provinces. However, there is no doubt that recent comparative educational literature which has been so popular on the American publishing market, comparing several different European educational systems to our own, has raised questions for curriculum makers in the United States not only about the adequacy of their geography program, but of many other subjects. In one recent book by A. S. Trace, What Ivan Knows that Johnny Doesn't, the recent weakness of

¹William Macdonald, "Geography in the English School," The Journal of Geography, Vol. LX (October, 1961), p. 310.

²Jay, Notes and Abstracts in the Social Foundations of American and International Education (June, 1963), p. 4.

the geography curriculum in the United States as compared to the Soviet Union is clearly pin-pointed.

Summary

World War II and the dawn of the Air Age brought to the American educator the full awareness of what United States Commissioner of Education Studebaker called our geographical illiteracy.

We have seen that geography had, by the time of the War, virtually lost its separate identity in the secondary schools of the United States and Canada.

It was the purpose of this Chapter to focus on the professional climate following the War, and the twenty-year period (1944-64) which witnessed the establishment of a trend in North American secondary school geography towards re-independence in the curricula of these two Nations.

A review of the professional literature for the period revealed a number of salient issues arising in geographic education, the most important of which for this study being the advocacy that geography be returned as a separate discrete subject to the secondary curriculum of the United States and Canada.

Geographers, and to some extent, social scientists feel that geography and history are not, and cannot be, successfully fused due to their distinctly different approach and methodology, the former science being based on space and the latter one on time. The argument for separate

subjects is based on many other issues, the most vital being that in the social studies approach, geography always suffers in attention, a fact which is often due to the lack of preparation in geography by a teacher who is frequently an historian by training.

It is not the purpose of this study, the author is careful to point out, to arrive at final value judgments as to whether geography is more successfully taught as a separate subject or as part of the integrated or fused social studies approach. The purpose of this study is to identify the trend toward the return of geography to its separate status in the North American secondary school curriculum. This chapter has attempted to identify some of the causal factors which are now, or have in the past, led towards geography's separateness in the secondary school.

Certainly, with regard to the causal factors, the attitudes of North American educators in general and geographers in particular, as revealed by their professional writings, identify a change of attitude toward geography in the past twenty years. A review of this literature can leave little doubt as to an increasingly aggressive stand for their subject's independence by the school geographers and a correspondingly compromising stand by the social scientists.

In addition to the attitudes of educators on this issue, other causal factors influencing geography's place in the curriculum are identified. These include the professional

activities of educators engaged in such endeavors as the High School Geography Project in the States; such aggressive professional organizations as the National Council for Geographic Education and the Ontario Geography Teachers' Association; the relationship between the increased demand for secondary school geography where strong collegiate departments of geography exist; and the various European influences such as the French educational influence on Quebec, the British--notably on Ontario, and to a lesser extent, the whole spectrum of the European separate subjects approach on the United States.

CHAPTER IV

THE PRESENT STATUS OF GEOGRAPHY AS AN
INDEPENDENT SECONDARY SCHOOL
SUBJECT IN THE UNITED
STATES AND CANADA

An examination has now been made of the history of the teaching of secondary school geography in the United States and Canada (Chapter II), and the causal factors which have seemed to move geography towards independence in the curriculum, have been identified (Chapter III). It remains for this chapter to present an analysis of the present status of the subject as a separate secondary course or courses in the curricula of the 50 American states and the 10 Canadian provinces.

As previously noted, "status" for the purpose of this study concerns:

- (1) The extent to which geography is taught as a separate subject.
- (2) Whether it is optional or compulsory.
- (3) The nature of geographic instruction by grade level.
- (4) The certification requirements for teachers of the subject.

In order to determine these points for United States secondary education, a letter-questionnaire, a facsimile of which appears in Appendix B, was mailed to each of the

50 State superintendents of education in November, 1963. Representatives of approximately one-half of the states replied to this letter, and in order to secure a wider response, a follow-up letter-questionnaire was mailed special delivery air mail to the remaining superintendents in January, 1964. The total number of states responding was 46 or 92% (see Table I). Of the 46 replies only two (Louisiana and North Carolina) were unuseable. The remaining 44 replies were useable to varying degrees in formulating the 4 tables (Tables II - V) concerning the status of the United States secondary school geography.

It was decided to use individually typed letters to each of the state superintendents, in place of the ordinary duplicated questionnaire, because it was believed that the number of respondents would be greater. This was done with the realization that the replies could not be uniform; that they would be more difficult to analyze; and that some questions would be unanswered. However, these drawbacks of the letter approach, it was decided would be outweighed by the probability for a higher percentage of replies.

The last polling of the states on this question was made by the International Geographical Union, under the auspices of UNESCO in 1956,¹ and in this case only 16 states replied to a duplicated questionnaire. Moreover, the study

¹International Geographical Union, Report of the Commission on the Teaching of Geography in Schools (Chicago: Dencoyer-Geppert, 1956).

TABLE I

Responding StatesSTATES REPLYING

Alabama
Alaska
Arizona
California
Colorado
Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Iowa
Kansas
Kentucky
Louisiana

Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota

Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin
Wyoming

STATES NOT REPLYING

Arkansas
Connecticut
Indiana
Vermont

TOTALS:

No. of States Questioned 50
No. of States Replying 46
No. of States Not Replying 4
Percentage of Returns 92%

was not one of pupil registrations in geography but of the nature of geography taught and whether as a separate or integrated subject.

Previous surveys other than the IGU study have approached the question of status on an individual school basis. In 1946 the United States Office of Education polled 449 high schools on this matter¹ and found that for that school year there were 9.9% (15.6% junior high and 4.3% senior high) of the total secondary school students enrolled in separate geography courses. There might be some question as to the size of the sample used, that is 449 high schools out of 23,947 which existed in that year (1946); however, the United States Office of Education states the samples were selected proportionately based on race, type of school and size of school. As previously noted, this survey reported that separate geography was most frequently offered at the 7th grade level followed by grade 9 and 10 respectively.

The national study on status² by the National Council of Geography Teachers in 1956 was based on a questionnaire sent to 5,059 schools. Of this number, 2,318 or 46% were returned, and significantly, 36% of the

¹United States Office of Education, Division of Secondary Education, Offerings and Registrations in History (1946-47) (Washington: Government Printing Office, 1950).

²National Council of Geography Teachers, "The Status of Geography in the Secondary Schools of the United States," Special Publication No. 4 (Chicago: The National Council of Geography Teachers, 1962) (mimeographed).

schools replying reported that they required geography for graduation. This survey in contrast to the 1946 United States Office of Education study, indicated that geography is most frequently offered at the 10th grade level. Since this study was not one of pupil registrations in geography, no nation-wide percentage of students enrolled in separate geography courses was ascertained.

The latest study of high school enrollments by the United States Office of Education was published in 1962¹ based on the school year 1957-58. In this survey, 679 United States secondary schools were polled, but of great significance in terms of this dissertation, is the fact that no separate statistics are given for any of divisions of the broad social studies field.

There are available four recent state studies on the status of secondary school geography. These are concerned with Michigan,² New Hampshire,³ New Jersey,⁴ and

¹Edith S. Green and Richard M. Harbeck, What High School Pupils Study.

²Richard G. Bucksar, "The Status of Geography in the Public Secondary Schools of Michigan" (under the auspices of Michigan Schoolmasters' Club) (unpublished manuscript, 1964).

³Robert B. Monier and Clairia P. Campbell, "The Status of Geography in the Secondary Schools of New Hampshire," The Journal of Geography, Vol. LXII (December, 1963).

⁴Leeana Del Duca and Daniel Jacobson, "The Status of Geography in the Secondary Schools of New Jersey," The Journal of Geography, Vol. LXI (March, 1962).

California,¹ but none approach the question of actual pupil registrations in the subject.

A recent doctoral dissertation² by Randall C. Anderson of the University of Nebraska examined the current status and trends of geography as a required and separate subject in the secondary school curriculum of the 12 states comprising the North Central Region,³ and likewise this study does not attempt to report pupil registrations.

In effect, then, this thesis undertakes, as one part of its investigation into status, the first inquiry into pupil registrations in secondary school geography on a state basis. The other concerns of this study, as previously mentioned, are: the extent to which geography is offered as a separate subject; whether it is optional or compulsory; the nature of geographic instruction; and the state certification requirements for teachers of the subject.

Table II reports the replies of the 20 states which had available state-wide statistics of student enrollment in separate secondary school geography courses. First, total secondary (grades 7 - 12) separate geography

¹Willard E. Gandy, "The Status of Geography in the Public Senior High Schools of California" (unpublished Ed.D. dissertation, Stanford, 1959).

²Randall C. Anderson, "Geography in Secondary Education" (unpublished Ed.D. dissertation, University of Nebraska Teachers' College, 1963).

³Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

TABLE II
Student Registration in Separate Geography Courses Compared
with Total Secondary Enrollments by States 1962-63

STATES REPLYING	STATES NOT ANSWERING RE: ENROLLMENT	TOTAL SECONDARY SEPARATE GEOGRAPHY COURSE ENROLLMENT	TOTAL SECONDARY ENROLLMENT ¹	PERCENTAGE ENROLLED IN SEPARATE GEOGRAPHY COURSES
Alabama	X			
Alaska	X			
Arizona	X			
California		70,016	1,346,000	05.2%
Colorado		22,019	180,000	12.2%
Delaware		633 ²	24,000 ²	02.6%
Florida		82,950	498,000	16.7%
Georgia	X			
Hawaii	X			
Idaho	X			
Illinois	X			
Iowa	X			
Kansas	X			
Kentucky		9,431	228,000	04.1%
Louisiana	X			
Maine	X			
Maryland	X			
Massachusetts		12,737	385,000	03.3%
Michigan	X			
Minnesota	X			
Mississippi		3,253	217,000	01.5%
Missouri	X			
Montana		10,963	55,000	19.9%
Nebraska		9,436	116,000	08.1%
Nevada	X			
New Hampshire		1,543	44,000	03.5%
New Jersey	X			
New Mexico	X			
New York		not offered		
North Carolina	X			
North Dakota		3,679	55,000	06.7%
Ohio		20,233	747,000	02.7%
Oklahoma	X			
Oregon		24,002	167,000	14.4%
Pennsylvania		203,211	936,000	21.7%
Rhode Island	X			
South Carolina		12,839	237,000	05.4%
South Dakota		1,637	52,000	03.1%
Tennessee	X			
Texas		208,000 (est.) ³	564,000	36.9%
Utah	X			
Virginia		42,591	310,000	13.7%
Washington		14,200	309,000	04.6%
West Virginia		31,279	186,000	16.8%
Wisconsin	X			
Wyoming	X			
TOTALS		784,670	6,656,000	11.8%

1. United States Office of Education, United States Department of Health, Education and Welfare, Digest of Education Statistics (Washington: Government Printing Office, February, 1963).

2. Senior high school enrollments only.

3. This is a minimum figure since it includes only 7th and 9th grades. The Texas Education Agency advises that there are a large number of 8th grade students taking a separate United States geography course.

enrollments are listed by states along with the respective total secondary enrollments, and then the concluding column indicates the percentage of students enrolled in separate secondary geography courses. It should be noted that these figures include both optional and compulsory geography course enrollments but that the figures in many cases must be taken as minimal in nature, as several states reported enrollments for only key grades where geography is typically offered.

The percentages of student enrollments in geography courses for the reporting states ranged from a low of 1.5% for Mississippi to a high of 36.9% for Texas. The reason for the high percentage in the latter state is that a one-semester state geography course is required of all 7th grade pupils.

That these figures are minimal can be seen by a review of the replies from the two afore-mentioned states. The Director of the Division of Instruction of the State of Mississippi advises that a study of a recent high school graduating class shows that approximately 30% had taken a course in world geography while in high school. The Texas Education Agency was only able to report statistics for the 7th and 9th grades. They indicate the majority of schools teach United States geography as a separate course in the 8th grade. Since the total Texas 8th grade enrollment is 181,000, if the exact geography enrollments for this grade were known, it could well upgrade that State's percentage

figure to over 50%!

The 1962-63 total separate secondary school geography enrollments of the 20 states,¹ as statistics were available, and taken as a minimal figure, is 784,670. Out of a total secondary school enrollment for these states of 6,656,000, the resulting total percentage is 11.8%. This would not be a startling rise from the 9.9% figure reported for the 1946-47 school year,² if it were not for the nature of the former figure. The true percentage must be considerably higher and could only be ascertained in an absolute sense by the polling of every secondary school in the United States.

Table III concerns the role geography plays as an elective or compulsory subject by grade level. It should be noted that 40 states replied to this question and that only one, New York, indicated an official complete absence of separate geography courses. The State Education Department at Albany, however, did indicate that in effect the 9th grade course was often devoted entirely to world geography. Officially it is an integrated social studies course concerned with "the economic world" and contains material on geography, economics and vocational guidance.

¹California, Colorado, Delaware, Florida, Kentucky, Massachusetts, Mississippi, Montana, Nebraska, New Hampshire, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Virginia, Washington, West Virginia.

²United States Office of Education, Division of Secondary Education, Offerings and Registrations in History (1946-47) (Washington: Government Printing Office, 1950).

TABLE III

States Offering Geography as a Separate Course
Showing Required or Elective Status 1962-63

S: separate geography course (no indication whether elective or required);
 G: compulsory geography course; g: elective geography course

STATES REPLYING	STATES NOT ANSWERING RE: NO SEPARATE SEPARATE COURSES	SEPARATE COURSES OFFERED	SEPARATE COURSES OFFERED						EXACT GRADE NOT GIVEN
			GRADE LEVEL						
			7	8	9	10	11	12	
Alabama									R
Alaska					R	R	R	R	
Arizona									R
California									R & G
Colorado									R
Delaware					R	R	R	R	R
Florida			S	S	S	S			
Georgia			G		G				
Hawaii									R
Idaho					R				
Illinois	X								
Iowa			R	R	R	R			
Kansas			G				R		
Kentucky					R	R			
Louisiana	X								
Maine					G				
Maryland									S
Massachusetts									R
Michigan			G	G	R	R	R	R	
Minnesota				G					
Mississippi					R	R			
Missouri					R			R	
Montana									R
Nebraska					R				
Nevada					S	S			
New Hampshire					R	R	R		
New Jersey						S			
New Mexico									S
New York		X							
North Carolina	X								
North Dakota					R ¹	R ²	R ²	R ²	
Ohio			S	S					
Oklahoma			G						
Oregon					G				
Pennsylvania			S	S	S	S		S	R & G
Rhode Island	X								
South Carolina						R			S
South Dakota									R
Tennessee			S	S	S	S	S	S	
Texas			G	G	R	R	R	R	
Utah					G				
Virginia				S	G				
Washington			G	S	S	S	S	S	
West Virginia			G	G					S
Wisconsin									S
Wyoming									S
TOTALS	4	1							

Total Offerings 12 11 22 16 9 9 89

Total Required Courses 7 4 5 0 0 0 15

1. Geography to be offered as a 9th grade elective subject beginning with 1964-65 school year.

2. Required in one grade, 11-12.

In practice, many schools do spend the entire ninth year on world geography. We encourage this practice as long as the economics and the guidance are included in some other way by the end of grade 12. I cannot give you even an estimate of the number of schools, or their student registration, which actually teach geography for the whole school year. We do not ask for this information on our secondary school reports.¹

While it might be conceded that probably at every grade level in every state a separate geography course is currently being offered, it is the aim of Table III to show the grade level at which separate geography is typically taught and whether it be elective or compulsory. The findings show that geography is most frequently offered at the 9th grade level, thereby differing with the previously cited studies which place its highest incidence of frequency variously at the 7th and 10th grade levels.

It should be noted, however, from the results of this dissertation's survey, that compulsory geography is most frequently offered at the 7th grade level.

Lastly, it was found that, of 89 grade levels in the 40 states replying which had separate geography courses, at 14 grade levels geography was compulsory.

Table IV shows the nature of separate geographic instruction by state and typical grade level. Thirty-six states supplied information on this topic. It is readily apparent that world geography is the most frequently offered course as a typical high school offering in 29 states. It

¹Private communication to the author dated November 27, 1963, from Laura M. Shufelt, Associate in Secondary Curriculum, The University of the State of New York, The State Education Department, Albany, New York.

TABLE IV

Nature of Separate Geographic Instruction
by States and Typical Grade Level 1962-63

S: separate geography course--grade level not specified

STATES REPLYING	STATES NOT ANSWERING	WORLD GEOGRAPHY	ECONOMIC GEOGRAPHY	PHYSICAL GEOGRAPHY	REGIONAL GEOGRAPHY	HUMAN GEOGRAPHY	UNITED STATES GEOGRAPHY	POLITICAL GEOGRAPHY	COMMERCIAL GEOGRAPHY	STATE GEOGRAPHY
Alabama		S								
Alaska		9-12								
Arizona			9-11	6-8	9-11	6-8				
California		S	S	S	S			S		
Colorado		S	S		S		S	S		
Delaware	X				S					
Florida		7	9		S					
Georgia		9		S	7					
Hawaii		9-12								
Idaho		9								
Illinois	X									
Iowa		11								
Kansas				S	7, 11					
Kentucky		9, 10								
Louisiana	X									
Maine		9								
Maryland	X									
Massachusetts		S	S							
Michigan		7-11	11-12							
Minnesota		8								
Mississippi		9-10								
Missouri		9, 12								
Montana	X									
Nebraska		9								
Nevada			9-10	9-10						
New Hampshire		9-11	9-11							
New Jersey		S	10							
New Mexico	X									
New York		Geography not Offered Separately								
North Carolina	X									
North Dakota		11-12	11-12	11-12	7					
Ohio	X									
Oklahoma		10-12								
Oregon		9								
Pennsylvania	X									
Rhode Island	X									
South Carolina		10								
South Dakota		S		S						
Tennessee		S		S					S	
Texas		9-12			S		8			7
Utah			S	S		S				
Virginia		9								
Washington		9	7			9	8			
West Virginia		10-12	10-12	10-12			7			
Wisconsin						S				
Wyoming	X									
TOTALS		29	13	10	8	4	4	2	1	1

is offered at every secondary grade level but most frequently at the 9th grade level. (This concurs with Table III.)

Economic geography appears to be second in popularity as a typical offering in 13 states. This course, which was the most popular form of geography instruction in the United States during the 1920's and 1930's, and now dropped to second place after World Geography, seems to be typically offered in the 10th and 11th grades.

Physical Geography, the rage of the last half of the 19th Century, and the first decade of the 20th, now appears to be third in rank, and is typically offered in 10 states. Not enough data is available to indicate clearly its typical grade placement.

Following physical geography in order of popularity are: regional geography, human geography, United States geography, political geography, commercial geography, and state geography, respectively.

Two states, namely Texas and New York, reported mandatory instruction in state geography, but New York advised that state geography was integrated, as their program typically is, in general social studies courses.

Table V is concerned with certification requirements for secondary geography teachers by states. Forty-four states supplied information on this subject, and this data probably provides the gloomiest aspect of geography's status in the United States.

Eighteen states had no specific geography course

TABLE V

Certification Requirements for Secondary Geography Teachers by States 1962-63

STATES REPLYING	STATES NOT ANSWERING RE: CERTIFICATION	NO SPECIFIC GEOGRAPHY REQUIRED	HOURS OF GEOGRAPHY REQUIRED
Alabama		X	
Alaska		X	
Arizona			2-3 hours
California		X	
Colorado		X	
Delaware			2-3 hours
Florida			6 hours
Georgia		X	
Hawaii		X	
Idaho		X	
Illinois		X	
Iowa			6 hours
Kansas			5 hours
Kentucky		X	
Louisiana	X		
Maine		X	
Maryland			24 hours
Massachusetts			9 hours
Michigan		X	
Minnesota		X	
Mississippi		X	
Missouri			5 hours
Montana			30 quarter hours
Nebraska			6 hours
Nevada		X	
New Hampshire			6 hours
New Jersey			18 hours
New Mexico			5 hours
New York		X	
North Carolina	X		
North Dakota			5 hours
Ohio			15 hours
Oklahoma			6 hours
Oregon			9 quarter hours
Pennsylvania			24 hours
Rhode Island		X	
South Carolina			12 hours
South Dakota			5 hours
Tennessee			9 quarter hours
Texas		X	
Utah			9 quarter hours ¹
Virginia			12 hours
Washington		X	
West Virginia			3 hours ²
Wisconsin			1 course
Wyoming			1 course
TOTALS		18	26

1. Effective July 1, 1965; old requirement was 1 course in geography.

2. Will be increased to 6 hours in 1968.

Total number of states answering, specifically requiring geography. . . . 26
 Total number of states answering, with no specific geography requirement. 18

requirement at all for teachers of the subject.¹ The 26 states which did require varying degrees of geography course preparation of their teachers averaged only 8 hours. There is considerable disparity between states, the minimum being one course required² and the maximum, 24 semester hours.³

As pointed out earlier in this study, there seems to be a direct relationship between the incidence of secondary geography instruction and the relative strength of the collegiate geography departments in the states in question. Pennsylvania, rating very high in secondary geography instruction with 21.7% of its students enrolled in separate geography courses (see Table II), and requiring 24 semester hours in geography preparation of its secondary teachers (see Table V), has 5 institutions⁴ of higher learning with geography departments enrolling more than 900 students each in course work. Missouri, on the other hand, a relatively weak state in secondary geography instruction, has only one major institution of higher learning, the University of Missouri, offering geography course work. The Director of Curriculum of the Missouri State Department of

¹Alabama, Alaska, California, Colorado, Georgia, Hawaii, Idaho, Illinois, Kentucky, Maine, Michigan, Minnesota, Mississippi, Nevada, New York, Rhode Island, Texas and Washington.

²Arizona, Delaware, West Virginia and Wisconsin.

³Maryland and Pennsylvania

⁴Penn State University, State Teachers Colleges at California, Indiana, Millersville and West Chester.

Education reported that geography as a separate course had actually declined there from 225 school districts offering it in 1953 to 180 school districts in 1963; thereby giving that state a dubious distinction. He further reports that "perhaps the basic reason for not offering geography as a separate course is the fact that very few of our colleges and universities in the State offer a major in this field."¹

It should be noted in Table V that although 26 states have specific geography requirements, this does not mean that they issue separate certificates for geography teachers. (Only 10 states actually do this.) The majority of the states permit a teacher certified in social studies to teach geography with the minimum geography requirements within that framework running typically from 3 to 12 hours. Of course, in several states, it is possible for a social studies teacher to be teaching a high school geography course with no geography course work.

Five state studies have previously been mentioned which concerned themselves with secondary geography's status. They do not cover actual student enrollments in secondary geography classes (which is one of the key aspects of this dissertation), so comparative analysis with this author's research is not altogether possible (see Appendix D). However, certain common points of interest have value.

¹Personal communication to the author, dated January 9, 1964, from Raymond A. Roberts, Director of Curriculum, State Department of Education, Division of Public Schools, Jefferson City, Missouri.

Bucksar's research on the status of geography in Michigan¹ is of distinct added value to the national picture presented by this author, for no enrollment figures were available from that State superintendent. While Bucksar has no enrollment figures, his polling of each secondary school in the state indicates geography is offered as a separate subject in 59% of the schools.

Monier and Campbell's study of New Hampshire secondary school geography² concurs with this dissertation by reporting that only four schools replying in that State offered geography as "entirely separate." (The State Superintendent reported to this author a total separate secondary geography enrollment of only 1,543). Likewise, when these authors report a group of "ill-equipped geography teachers" in New Hampshire, this fact is substantiated by this dissertation's Table V which indicates a New Hampshire teacher preparation requirement of only six hours in geography.

Del Duca and Jacobson's work on New Jersey secondary school geography³ reports that geography is offered as a

¹Richard G. Bucksar, "The Status of Geography in the Public Secondary Schools of Michigan" (under the auspices of Michigan Schoolmaster's Club) (unpublished manuscript, 1964).

²Robert B. Monier and Clair P. Campbell, "The Status of Geography in the Secondary Schools of New Hampshire," The Journal of Geography, Vol. LXII (December, 1963).

³Leeanna Del Duca and Daniel Jacobson, "The Status of Geography in the Secondary Schools of New Jersey," The Journal of Geography, Vol. LXI (March, 1962).

separate course in 75% of that State's schools. This information is again of distinct value to the national picture, as New Jersey is another State not sending this author enrollment figures. The revelation by Del Duca and Jacobson that the average New Jersey geography teacher has between 3 and 10 semester hours in geography, tarnishes the official requirement of the State for 18 hours in geography (see Table V).

Anderson's study¹ encompasses twelve states (by urban centers) comprising the North Central Region, and since several of these states were without complete information on the state level for this author's work, his results are of some added value. Anderson reports that in Indiana, Iowa, Illinois, Michigan, Minnesota, and Ohio, in urban secondary school systems, that geography is a discrete subject in over 80% of the schools, while in North Dakota in all systems reporting, geography is a separate subject. It is difficult to compare offerings and enrollments statistics, and since this author's tabulation (see Table II) reports only 2.7% of secondary students enrolled in separate geography classes and 6.7% in North Dakota, there remains a distinct question as to the significance of the 80-100% course offerings figure of Anderson. The reader must be very careful to realize that there is inevitably much disparity between offerings and enrollments

¹Randall C. Anderson, "Geography in Secondary Education" (unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1963).

statistics. Offerings simply mean that the course is available, but it may have very few sections and be an optional course with small enrollments. Thus when Anderson says that in all reporting North Dakota systems geography is a separate subject, one must resist the temptation to believe that a large proportion of that State's 55,000 secondary school pupils are actually enrolled in geography. In effect, this author's Table II indicates the total secondary geography enrollment to be only 3,679!

The question of the status of secondary school separate geography in Canadian education has been dealt with in only one other recent piece of research, the results of which appeared in the previously mentioned September, 1959 Journal of Geography article.¹ This work by Weir and Russell was concerned with both history and geography but closely parallels this author's analysis which appears in Table VII in other respects. Weir and Russell established the degree to which separate secondary school geography was taught in the Canadian provinces in 1959 and whether it was compulsory or optional (by grade levels). This dissertation has brought the picture up to date, and the reader will note the numerous changes which have occurred in the five-year interim (see Tables VII and VIII). One aspect of this dissertation not previously covered by any other research is the nature of separate geography taught by province and grade level, and a more detailed discussion of the Canadian tables will follow.

Since one of the key contributions of this section of this dissertation concerns itself with an up-to-date survey of the status of Canadian secondary geography, and since the availability of government manuals does not always reflect the latest curricular developments, it was decided to visit personally the various provincial departments of education, which was accomplished in November, 1961.

¹Weir and Russell, The Journal of Geography, Vol. LVIII (September, 1959), p. 281.

Tables VI-IX show the result of this and subsequent investigation.

Table VI indicates that all of the ten Canadian provinces were questioned on the status of secondary school separate geography, seven of them through personal interview¹ and three by correspondence.² All of the provincial departments of education furnished information on this subject, and therefore the incidence of replies was 100%.

Table VII reports the status of present-day separate geography in Canadian secondary education. Because of the semi-centralized nature of the Canadian educational system, whereby curricular programs are fairly uniform throughout any given province, the status of geographic instruction by grade can be taken in a more absolute sense than the corresponding United States table (see Table III) which was based on typical offerings.

In Canadian secondary education, Table VII indicates that as an offering, separate geography classes are most commonly found in grades 7 and 10. Grades 8, 9 and 11, with equal offerings, follow, and grades 12 and 13 have the least incidence of geographic instruction. Although the incidence of instruction in grade 7 and 10 is the same, geography is nearly always compulsory at grade 7 (8 out of 9 systems), and it is compulsory in less than half of the systems at grade 10 (4 out of 9 systems).

¹Nova Scotia, New Brunswick, Quebec, Ontario, Saskatchewan, Alberta, and British Columbia.

²Newfoundland, Prince Edward Island, and Manitoba.

TABLE VI

Responding ProvincesPROVINCIAL INFORMATION BY INTERVIEW:

Nova Scotia
 New Brunswick
 Quebec
 Ontario
 Saskatchewan
 Alberta
 British Columbia

PROVINCIAL INFORMATION BY CORRESPONDENCE:

Newfoundland
 Prince Edward Island
 Manitoba

TOTALS:

No. of Provinces Questioned	10
No. of Provinces Replying	10
No. of Provinces Not Replying	0
Percentage of Replies	100%

TABLE VII

The Status of Separate Geography in Canadian Secondary Education - 1964

G: Compulsory Separate geography; g: Elective Separate Geography

<u>PROVINCES:</u>	<u>GRADES:</u>						
	7	8	9	10	11	12	13
NEWFOUNDLAND	G	G	g	g	g		
PRINCE EDWARD ISLAND	G	G	G	G			
NOVA SCOTIA	G	G	G	g	g ¹		
NEW BRUNSWICK	G	G	2	2			
QUEBEC - English Protestant ³	G	g ⁴	g ⁴	g	g		
QUEBEC - French Catholic	G	G	G	G	G	G	
ONTARIO	G ⁵	G ⁵	G	G	g	g	g
MANITOBA	6	6	6	G	g	g	
SASKATCHEWAN	G			g ⁷	7	7	
ALBERTA					g ⁸	g ⁸	
BRITISH COLUMBIA			G	g	g	g	

1. The Chief Supervisor of Curriculum and Research for Nova Scotia (A.B. Morrison) advised that only one school in Nova Scotia offers geography above grade 10; but that the Committee on the Social Studies "has considered the feasibility of extending the elective." (Interview: Halifax, November 13, 1963).

2. The Director of Curricula (P.J.H. Malmberg) of New Brunswick, in an interview November 13, 1963, at Fredericton, advised that "within three years optional courses in geography at the tenth and eleventh grade levels were likely to be introduced."

3. The English Catholic high schools form a very small segment of Quebec education and offer geography on the same basis as the English Protestant high schools. This information was derived from an interview with E.W. Wescott, Director of Curricula, and from Catholic Committee of the Council of Education, "Course of Studies for the English Catholic High Schools" (Quebec: Department of Education, Province of Quebec, 1962).

4. Dr. E. Owen, Director of Curricula for Quebec's English Protestant Schools, advised in an interview in Quebec City, November 14, 1963, that "eighth and ninth grade geography was likely to be made compulsory."

5. Assistant Superintendent of Curricula (David Clee) of Ontario, in an interview with the author in Toronto on November 15, 1963, advised that although there is local option at the seventh and eighth grade levels as to whether geography should be integrated or separate, in fact only three schools are teaching it in the former fashion.

6. The Director of Curricula (G.M. Davies) of Manitoba, in a private communication to the author, dated December 31, 1963, advised that separate but parallel courses in history and geography will be introduced at the junior high school level.

7. According to the Director of Curricula for Saskatchewan (H. Janzen) in an interview held in Regina, November 21, 1963, it is expected to inaugurate an elective course in physical geography in the fall of 1964. Mr. Janzen had advised in a private communication to the author, dated November 8, 1963, that this new grade 10 course "might extend to the senior grades."

8. The same course, Geography 20, is offered to both eleventh and twelfth grade students in Alberta.

In terms of incidence of offerings on a compulsory basis, grade 7, which is first, is followed by grades 8, 9, 10, 11 and 12 respectively. In one provincial system, namely the Quebec French Catholic, geography is a separate compulsory subject at every secondary grade level. The reasons for this strength may be found in the European influence previously discussed.

The French Catholic system of Quebec is followed in order of incidence (by grade level) of compulsory geography by Ontario and Prince Edward Island (at 4 grade levels each), Nova Scotia (at 3 grade levels), New foundland and New Brunswick (at 2 grade levels each), Manitoba, Saskatchewan, British Columbia, and the Quebec English Protestant system (at one grade level each), and Alberta as the only province with no compulsory geography.

The areal separation on this basis is quite clear. Compulsory, separate secondary school geography in Canada is clearly strongest in the Eastern provinces including Ontario. The one Eastern system rating with the Western provinces in low incidence of compulsory separate geography is likely to make changes soon (see footnote 4, Table VII) which could make the areal separation complete.

Table VIII, which considers the same factors of secondary geography's status in Canada for 1959, can be compared with Table VII to view the changes which have occurred in the five-year period. The most striking curricular alterations have come about in Ontario and Manitoba.

TABLE VIII

The Status of Separate Geography in Canadian Secondary Education - 1959*

G: Compulsory Separate Geography; g: Elective Separate Geography

<u>PROVINCES:</u>	<u>GRADES:</u>						
	7	8	9	10	11	12	13
NEWFOUNDLAND	G	G	g	g	g		
PRINCE EDWARD ISLAND	G	G	G	G			
NOVA SCOTIA	G	G	G	g			
NEW BRUNSWICK	G	G					
QUEBEC - English Protestant	G	g	g	g	g		
QUEBEC - French Catholic	G	G	G	G	G	G	
ONTARIO					g	g	g
MANITOBA				G	g	g	
SASKATCHEWAN	G						
ALBERTA							
BRITISH COLUMBIA			G	g	g	g	

* Adapted from Thomas R. Weir and William J. Russell, "The Status of Geography in the Social Studies Curricula of Canadian Schools," The Journal of Geography, Vol. LVIII (September, 1959), p. 281.

In Ontario, where formerly separate geography was offered only as an elective at grades 11, 12 and 13, it has now been added as a compulsory subject at grades 7, 8, 9 and 10 and still retained as an elective at grades 11-13. This is the result of the division of history and geography on the junior high level in Ontario, and the local option as to whether separate subjects or social studies would be retained. It is significant that only three schools in the Province have elected to retain the social studies approach (see footnote 5, Table VII). In Manitoba, a similar reorganization of the junior high curriculum is planned, and therefore the picture should become similar to Ontario's changes (see footnote 6, Table VII).

Saskatchewan plans to extend elective courses in geography to the senior high grades (see footnote 7, Table VII) and Alberta, which had the dubious distinction of offering no separate geography in 1959 (see Table VIII), now offers one such course at two grade levels, the 11th and 12th.

New Brunswick, the weakest Eastern province in separate secondary geography, may introduce further such courses within three years (see footnote 2, Table VII).

Significantly, no province reports a decline in the incidence of geography instruction for the five-year period. In fact, from the foregoing, it can be seen that quite the opposite is true.

Table IX lists, by grade level and province, the titles of separate secondary geography courses in present-day

TABLE IX

Nature of Separate Geography Taught by Grade Level
in Canadian Secondary Education 1964

QUEBEC - French Catholic	7 General Geography
	8 General Geography (Physical and Human)
	9 The World (less Americas)
	10 The American Continent (less Canada)
	11 Canada
QUEBEC - English Protestant	7 Europe and Asia
	8 Earth Science I
	9 Earth Science II
	10 The World I
	11 The World II
BRITISH COLUMBIA	9 Man and His Physical and Human Environment
	10 The Physical and Human Geography of British Columbia
	11 World Regional Geography
	12 World Regional Geography
SASKATCHEWAN	7 Nations Overseas
	10 Science of Geography (Physical)
ALBERTA	11 World Physical and Human Geography
	12 World Physical and Human Geography
NEWFOUNDLAND	7 Canada and the United States
	8 Southern Lands
	9 Europe and Asia
	10 World Geography - Physical and Human
	11 General World Geography - Regional
NOVA SCOTIA	7 Canada and the United States
	8 Southern Lands
	9 Europe and Asia
	10 World Geography
NEW BRUNSWICK	7 World Regional Geography
	8 World Regional Geography
ONTARIO	7 Geography of Canada
	8 United States, Middle and South America
	9 Australia, Antarctica, Africa, British Isles
	10 Lands and Peoples of Eurasia
	11 Canada and the United States
	12 World Economic Geography
	13 Geography of Canada
MANITOBA	10 World Regional and Systematic Geography
	11 World Regional and Systematic Geography
	12 World Regional and Systematic Geography
PRINCE EDWARD ISLAND	7 Canada and the Western Hemisphere
	8 Southern Lands
	9 Europe and Asia
	10 Europe and Asia

Canadian education. Although there is a wide diversity of course titles, basic course types can be assigned to them, much the same as United States Table IV. A tabulation of Table IX indicates that world geography is the most popular form of offering, followed by regional geography and Canadian geography (sometimes in combination with other countries). In only three instances (by grade level and province) is physical geography offered as a separate course in Canada, and surprisingly in only one instance is there a separate course in economic geography. Finally, in one instance, namely British Columbia, a course in provincial geography is offered.

The decline in physical geography in Canadian education is to be expected, following a similar trend in the United States; however, the low degree of incidence of economic geography as a separate course is startling. The lack of courses entirely devoted to economic geography, however, do not preclude its inclusion as content in world and regional courses. In fact, an examination of texts used for such courses indicates that economic and commercial geography does receive a share of the content of these general courses.

No table has been provided as a counterpart to the United States table on teacher preparation in geography, the reason being that it is not the practice in Canada to certify teachers in specific subject areas. Naturally, secondary school teachers are assigned in as much as is

possible to teach in the area of their collegiate preparation, but such is not the law.

Summary

Previous parts of this study have examined the history of the teaching of secondary school geography in the United States and Canada, and the causal factors which seem to move geography towards independence in the curriculum. This section analyzes the present status of the subject as a separate secondary course or courses in the curricula of the 50 American states and 10 Canadian provinces.

Status for the purpose of this study is: (1) the extent to which geography is taught as a separate subject; (2) whether it is optional or compulsory; (3) the nature of geographic instruction by grade level; and (4) the certification requirements for teachers of the subject.

In order to determine these points for United States secondary education, a letter-questionnaire was sent to the 50 State Superintendents of Education to which 46 replied. The results are presented in five tables and reveal these salient facts: (a) the percentages of student enrollments (out of the total state secondary enrollment) in separate secondary geography courses range from a low of 1.5% for Mississippi to a high of 36.9% for Texas; (b) the average such percentage for the United States as a whole is 11.8% representing a rise from a corresponding 9.9% which the United States Office of Education reported

for the school year 1946-47; (c) only one state, namely New York, reported no separate secondary geography being offered; (d) the highest incidence of offering of separate secondary geography is at the 9th grade level in the United States, while the highest such incidence for compulsory geography is at the 7th grade level; (e) in the United States, world geography is the most popular secondary geography course, offered most frequently at the 9th grade level; and (f) regarding certification laws for teachers of the subject, 18 states have no specific requirements for preparation in geography and the remaining states' requirement averaged only a few courses.

The status of Canadian secondary education was investigated primarily by personal interviews by the author throughout that country. The results are four tables which indicate these points: (a) separate geography classes are found most commonly at the 7th and 10th grade levels and it is typically compulsory at the former and elective at the latter grades; (b) the Quebec French-Catholic system is the only one in which geography is a separate and compulsory course for every secondary grade level; however, all the Eastern Provinces including Ontario are relatively strong in separate geography offerings; (c) the Western Provinces, excepting British Columbia and Manitoba, are considerably weaker in separate geography offerings; (d) the five-year period 1959 to 1964 has seen geography gain a much stronger foothold in Canadian secondary education. This is especially

accounted for by curricular action in Ontario and Manitoba; and (e) world geography is the most popular course.

A comparative analysis of the status of secondary school geography remains for the final chapter.

CHAPTER V

WHAT EXTENT DE-FUSION?

In comparing the status of separate secondary school geography in the United States and Canada, certain key similarities and differences are to be noted:

- (a) There has been a basic lack of comprehensive information on this subject for both nations. A valuable contribution was made by Weir and Russell in 1959 on this matter (see Table VIII), but because of many Canadian curricular changes, that work has become outdated. For the United States, no previous attempts have been made to obtain and analyze actual pupil enrollment figures.
- (b) Secondary school separate geography appears to be in a much stronger relative position in Canada than the United States. Based on comparable offerings (Tables III and VII), in the United States separate geography is typically offered in 89 out of a possible 264 grade level possibilities,¹ while in

¹On 89 grade levels in 44 states separate geography is typically offered. The total possible is 264 grade levels (44 states x 6 grade levels).

Canada the corresponding figure is 44 out of a possible 66.¹

- (c) In both countries separate secondary geography is offered more frequently in the senior high school grades as an elective than a compulsory subject.
- (d) In all the junior high school grades in Canada separate geography is more frequently compulsory but at all other grade levels it is typically an elective subject.
- (e) In terms of incidence of offerings by grade level, including both compulsory and elective geography, in the United States the highest frequency of geography offerings is at the 9th grade level, while in Canada the 7th and 10th grades are the most typical.
- (f) In secondary schools, world geography is in first place in both countries. Economic geography places second in the United States while regional courses enjoy this rank in Canada. In third place are physical geography in the United States and Canadian geography in Canada. Provincial and state geography rank the lowest in order of incidence in both countries.
- (g) Teacher preparation in the subject appears to be poor in general in both Canada and the United States. Table V indicated the average state requirement to

¹On 44 grade levels in 11 provincial systems separate geography is offered. The total possible is 66 grade levels (11 provincial systems x 6 grade levels).

be just a few courses in geography, and the author's interviews with Canadian educational officials seem to confirm a like situation there. The Maritimes are notably weak in this area due to the lack of any collegiate geography departments, except in Newfoundland. On the other hand, the picture is much brighter in Ontario, Manitoba, and British Columbia where strong departments exist. Similar disparities exist in the United States, and the contrast between states like Pennsylvania and Missouri was previously noted.

In general separate secondary school geography seems to enjoy a somewhat better position in Canada than the United States, in so far as offerings of the subject go. On the other hand, taking the nations as wholes, the United States secondary geography teacher is probably better prepared in the subject, although both nations are notably weak in this area in comparison to history. In terms of trends, the curricula of both nations are moving towards separation of the subject from history, and in this respect Canada is seemingly moving at a faster rate. A comparison of Table II, which indicates 11.8% of United States secondary school students enrolled in geography, with the United States Office of Education's figure of 9.9% for 1946-47, does not reveal too marked a rise (keeping in mind, however, the limitations of the statistics as previously pointed out); while the Canadian incidence of course offerings by grade

and province has risen to a total of 44 out of a possible 66 from a corresponding figure of 36 out of 44 in 1959.

This does not mean that the movement has less momentum in the United States, and as a matter of fact the opposite is probably true. The fact that the Canadian system is a semi-centralized one, with curricula being controlled at the provincial level (as contrasted with the local level in the United States), makes for more pronounced changes. For example, when even a large system like Chicago inaugurates separate geography on a large scale, it does not affect the national average much, but when a populous province like Ontario adds separate geography to 3 or 4 grade levels in nearly every secondary school system in the Province, the percentage results are impressive. Thus, that the United States movement is perhaps a slower one does not detract from its strength.

There can be little question after a thorough assessment of current secondary geographic education in the United States and Canada, that interest in this subject is high and that curricular action is moving geography toward de-fusion from history.

It was the thesis of this study that North American secondary school geography is taking this curricular direction, and based on the statistics in Chapter IV for the two educational systems, there seems little doubt that secondary school geography and history now stand in their most separated form since the advent of the social studies

approach, nearly a half-century ago.

This movement towards separatism of a secondary school geography can be easily identified in Canada by the curricular changes discussed in the previous Chapter. The ease of identifying this process is due to the semi-centralized nature of Canadian education. Nearly all the Canadian provinces either have a high degree of separation or are moving in that direction. The Prairie Provinces, which have traditionally been the most committed to the fused social studies approach, are making significant curricular changes which betray their doubts about the value of that method, especially in light of changes being adopted elsewhere in the two nations' educational systems. In the United States the direction of separation of secondary geography is not quite so clear, and in a small percentage of systems (estimated at 5% in one study), there is actually a decline in geography as a discrete subject. When this Country is taken as a whole, however, the direction of secondary geography towards separation is still quite unmistakable.

The North American school geographer acting out of a resentment that his subject has been neglected in the social studies approach, is striving in an increasingly aggressive and organized manner to win separateness for geography, and a larger time allotment in an already beleaguered social studies curriculum.

The social studies movement still has considerable

strength in North America however, and what will eventually be the outcome in this educational argument over the status of geography is a moot question. The decision will probably never have that degree of finality in the de-fused direction. That secondary school geography has returned, and continues to do so, to a degree of autonomy in the United States and Canada is unmistakable--yet the contribution to the humanization of the subject made by the social studies approach will always be present.

APPENDIX - A

QUOTATIONS FROM PROFESSIONAL LITERATURE, 1944-1964,
TYPIFYING EDUCATORS' ATTITUDES TOWARDS
SECONDARY SCHOOL GEOGRAPHY'S
DE-FUSION

A. LACK OF GEOGRAPHICAL CONTENT IN THE SOCIAL STUDIES APPROACH

1. There are areas chiefly in North America where geography is taught as part of a fused or integrated course called social studies. Normally the human aspects of geography only are included. 'How people live' 'Ways of life in neighboring lands' are titles commonly given to such courses. A good deal of material about traditional customs, dress, rituals and marriage, religious taboos . . . is included with much historical data about famous composers, artists, physicists, . . . Often the peculiar, unique and spectacular aspects of the area are stressed, but little effort is made to create an accurate mental picture of what it ordinarily looks or feels like to live and work in the area concerned . . . If offered in secondary schools (geography) is almost always submerged in social studies.¹
2. The United Nations established with fifty-one (51) countries in 1945 had increased its membership to one hundred nine (109) in 1962. This community of nations . . . is seeking a peaceful way to help all people realize aspirations for freedom . . . These revolutionary changes which have characterized the last two decades cannot be adequately understood by a basic program which stresses only United States history and government with the study of geography ending for a majority of the pupils at grade 7.²
3. In the main, at elementary and secondary levels, geography as a fused content subject in social studies has been grossly neglected. Social scientists such as Preston, Johnson, Wesley, Wronski and Michaelis have given only token recognition to the nature and function of geography as a major discipline in the social studies curriculum.³

¹International Geographical Union, 18th International Geographical Congress, Rio de Janeiro, 1955-56, Report of the Commission on the Teaching of Geography in Schools (Chicago, Illinois: Denoyer-Geppert Company, 1956), pp. 18-22.

²National Council for the Social Studies, "The Social Studies and the National Interest," (Report of an ad hoc Committee, November, 1962) (Mimeographed.)

³Berenice M. Casper, "Scope and Sequence of Geographic Education in the Modern School Curriculum: Grades 4 through 12," (unpublished Ed.D. dissertation, The University of Nebraska Teachers' College, 1959), pp. 33-34.

4. (An analysis of social studies textbooks was made to determine the kind and amount of geography they contained.) The results of the study indicate that the emphasis given geography in these social studies textbooks range from a low of 15.67 per cent to a high of 40.29 per cent.¹
5. There are still Provinces in Canada where geography is not taught in any grade. In some Provinces an attempt has been made to fuse geography with history and other social studies, but too often geography loses its identity completely so that in effect geography is missing from the curriculum.²
6. Why has geography been integrated into the social studies curriculum? The reason given by educators is that geography and history overlap . . . This argument is convincing in theory, but what are the results in practice? One result is that less time is spent on either geography or history . . . A less easily measured result, but one to which many teachers will testify, is the general neglect of geography when it is fused into the social studies. The usual practice is to follow a chronological organization when converting to a social studies curriculum . . . A teacher who attempts to incorporate more geography into his social studies instruction finds himself jumping from the present to the past with the result that his class does not follow. The difficulty is that while each enriches the other, geography and history are separate entities, each having its own dimension. Space is the dimension of geography, time is the dimension of history.³
7. . . . The principals and the superintendents had to be shown proof in facts and figures that the geographic ignorance of their graduates was both appalling and dangerous. To achieve this objective

¹Michael G. Mensoian, Jr., "Comparative Study of Geography in Social Studies Textbooks to Determine the Relative Emphasis " (unpublished Ph.D. dissertation, University of Connecticut, 1962), p. 15

²Theo L. Hills, "A Suggested Resolution on the Teaching of Geography," Bulletin No. 8 (Montreal: Canadian Association of Geographers, Education Committee, 1961), p. 2. (Mimeographed.)

³Robert N. Saveland, "Whatever Happened to Geography?," The Education Digest, Vol. XXVIII (March, 1963), pp. 34-35.

. . . a geography was given college students on the first day of the introductory geography course, thereby testing them on their high school training in geography . . . 38 per cent of the students failed to locate our forty-ninth State, Alaska, . . . 40 per cent mislocated China, a major threat to world peace, and 61 per cent could not locate England. During a time when we are locked in a life and death ideological struggle with the Soviet Union, about 60 per cent of the students failed to come near the correct rate of population of the U.S.S.R. and the United States.¹

8. At present there is a wide-spread confusion about the meaning of the term social studies. . . Many of us recall its appearance in the late 1920's and early 1930's when its advocates launched it as one means of helping to reconstruct a faltering society. Geography . . . became lost along with history in a mish-mash of school social studies.²
9. There is growing dissatisfaction with social studies by teachers, administrators, newspapermen, parents, and the general public, accompanied by the recognition of the ignorance in geography. What formerly might have been just natural curiosity about people and regions of the world has become a quest for knowledge and understanding that is paramount to peaceful existence on the earth . . . There is abundant evidence that social studies teachers are inadequately equipped in geography, yet it is also true that geography is often taught by these teachers. Worse than that is the fact that there are those who teach geography without ever having had it as a subject in elementary high school or college. With the advent of social studies in the school this is

¹R.E. Cramer and C. F. Gritzner, Jr., "Let's Sell Geography," The Journal of Geography, Vol. LXII (January, 1963), p. 4.

²J. S. Tomkins and F. C. Hardwick, "Current Trends in School Geography with Special Reference to the Responsibility of the Professional Geographer and some Comments on the Training of Geography Teachers" (Vancouver, British Columbia: College of Education, University of British Columbia, 1962) (a reprint of a speech presented at the annual meeting of the British Columbia Division of the Canadian Association of Geographers, Vancouver, March 16, 1963), p. 10. (Mimeographed.)

true of more and more of our teachers.¹

10. In the United States the trend from 1945 to 1950 was to construct a hodge-podge of geography, history civics government, citizenship, conservation, and economics under the heading of social studies. This has proved unsatisfactory to the teacher and inadequate for the student.²
11. World War II found Canada and the United States unprepared from the point of view of possessing adequate geographical knowledge. Dr. John W. Studebaker, United States Commissioner of Education, has been quoted as saying that his country was 'Geographically illiterate.' We in Canada are not very different. The war suddenly created a need for skill in interpreting and making maps and in providing geographical data of all sorts . . . As we look for the causes of this unpreparedness, we must concede that is is partly due to the minor role which geography has played in the high schools and the universities of Canada and the United States.³
12. There has been a death in the family; geography has been swallowed up by the social studies. Once upon a time we treated geography, history, economics and government as separate disciplines; tools to be mastered so that intelligent inter-relationships were possible at the more advanced levels, and the reforms which swept the educational world about a generation ago the pundits decreed that compartmentalized learning must give way to more integrated courses . . . history, geography economics, and government, along with a host of life-adjustment courses, were hereafter to be known as the social studies. The status seekers amongst the latter group, hoping to bask in some of the reflected glory of today's sacred cow 'science,' went on one step further and identified themselves as social scientists. In the proliferation of courses identified vaguely as the social sciences, geography has become conspicuous by its absence. . . .

¹Mabel L. McGirr, "Junior High Geography--Growing Pains or Arrested Development," The Journal of Geography, Vol. LX (May, 1961), pp. 231-33.

²Alexander Campbell, "Geography Today," Ontario Social Studies Teachers' Federation Bulletin, Vol. XXXIV (January, 1954), p. 32.

³M. E. Baker, "Geography in the High School," Educational Record, Vol. LXI (January, 1954), p. 29.

Geography has disappeared from the curriculum of so many schools to be replaced by a variety of social studies courses with no identifiable body of knowledge.¹

13. . . . If social scientists receive little training in areas related to geography, how would this affect their attitudes toward geography and their own professional competency? At the present time, social scientists are often antagonistic toward geography, a situation which arises in part from an ignorance of its nature . . . (There are) evidences of a renewed interest in geography among social scientists. Social science educators are permitting geography to re-appear in the high school curriculum as an independent subject and as an element in a series of combined courses. This development will satisfy the historians who are complaining that their students do not know enough geography to understand history.²
14. The significant change in educational techniques that is called the progressive movement minimized rote learning and attempted to present information in such a way as to attract the interests of students and to relate it to the ordinary lives. Under this concept, history and geography, two rather dull subjects, were combined with two more glamorous ones, economics and sociology, and presented as a package deal labeled social studies. This was good in general but has some serious weaknesses from the point of view of geography. In practice the social studies major studied mostly history, and geography as such almost disappeared from the curricula of secondary schools.³
15. The majority of the social studies curricula contain a minimum of geography, and that all too frequently taught indifferently by someone unprepared in geography. The social studies curriculum with its multi-varied content does not provide the pupil with all of the basic skills for interpreting the current

¹A. C. O'Connell, "The Social Scientists Bury Geography," The Social Studies, Vol. LIII (February, 1962), p. 60.

²William M. McKinney, "Geography in the Social Sciences--A New Approach," The Journal of Geography, Vol. LX (February, 1961), p. 69.

³William W. Bricman, "More Stress on Geography Teaching," School and Society, No. 2168 (February 13, 1960), p. 59.

problems of our land in the modern world . . . A recent Gallup poll showed that about one-half of our adult citizens when tested at random could identify Ohio on a map, and only one in five could spot Texas or California correctly. As for France, the great battle-ground of American youth, only half of the adults could locate it. This is a serious defect of our schools. . . . (There is) a situation that makes it impossible for geography to make its full contribution . . . It should be elevated from its subordinate role and given a chance. It is the weakest link in the high school social studies program.¹

16. Geography presented as part of a social studies course is questioned because the geographical aspect of the course is neglected in favor of history, political science, etc. This is due to the poor preparation of the instructor and the poor geographical background of the students.²
17. . . . Geography as brought in incidentally in history classes, especially when most secondary school students never were exposed to courses in world history, was not doing the job of acquainting our future citizens with the rest of the world.³
18. I have serious doubts about the present integration of social studies in the school. I find it inconsistent that scholars at the college level are unable to integrate the disciplines, while the high school finds it so easy . . . In a recent pilot study the writer found that only rarely did social science programs involving geography make use of supplementary material other than the encyclopedia and atlas. Some schools did not even use an atlas.⁴
19. Nobody teaches geography any more. Why, when I was a boy, we really learned the hard facts--none of

¹Villa B. Smith, "Geography for the Secondary Schools," Education, Vol. LXIX (September, 1948), pp. 47-49.

²John F. Travers, "Geography--the Forgotten Science," Education, Vol. LXXXII (October, 1961), p. 90.

³Carl G. F. Franzen, "Why Geography?," National Association of Secondary School Principals' Bulletin, Vol. XLV (February, 1961), p. 130

⁴Gerald K. Mathis, "Needed Better Geographic Education," Illinois Education, Vol. LXVIII (March, 1960), p. 286.

this social studies stuff in the good old days.¹

20. While we recognize many of the real advantages that accompany modern education with its emphasis on 'functional' rather than factual teaching, is there not something wrong with the curriculum that leaves a fourteen-year old child of average intelligence with absolutely no concept of the appearance of his own country on a map or of the physical relationships of even its greatest cities and states. Whatever these children have learned about 'social studies' in the grades, it obviously must have been done with no aid from geography, from maps, or from any effort to impress upon them that where people live is sometimes just as important as how they live.²
21. Although we live in a geographical world, one would never know that fact by examining American or Canadian curricula. Education in the United States and Canada goes to great length to ignore geography.³
22. Geography content is often integrated into social studies courses when it is relevant to the course topic being studied and thus supposedly made 'more meaningful.' There are, of course, relationships between geography, history, and other social sciences' content included in the integrated social studies course. However, building a course on these relationships has often led to superficial and impractical content organization. Teachers who have taught geography in this manner and have been satisfied with it have a very superficial understanding of the nature of geography and most likely taught a very superficial geography. The current status of geographic illiteracy leaves much to be desired, and there is a serious question as to whether this curriculum arrangement imparts adequate geographical understanding.⁴

¹Wilber S. Beasley, "What has Happened to Geography?," Clearing House, Vol. XXXVII (September, 1962), p. 28.

²Leonard B. Irwin, "Geography and History are Partners," The Social Studies, Vol. XI (December, 1949), p. 370

³George T. Renner, "The Baby that became a Giant-- Geography," Michigan Education Journal, Vol XXVIII (October, 1950), p. 174.

⁴Willard E. Gandy, "Geography in International Understanding," The Journal of Geography, Vol. LXII (May, 1963), p. 195.

23. Today many schools have abandoned (the separate studies approach) and have substituted instead a confused type of program that consists of either too much geography or too much history . . . A careful look at many modern social studies textbooks will soon convince the teacher that either geography or history has been sacrificed in a fused presentation.¹
24. The lack of knowledge of even fundamental aspects of American life is appalling, the present survey shows . . . American geography has been by-passed by the vast majority of our students. The amount of misinformation is unbelievably large. It would seem almost impossible for anyone who has gone through high school and in many instances are about to receive their college diploma to have such vast misconceptions of what the United States looks like.²
25. America is the best half-educated nation in the world. Geography is certainly one of the things in which it is least half educated.³
26. To place the whole of geographical instruction in the elementary school, excellent as some of the textbooks may be, is to risk the dissipation of the capital so provided before the time comes for its use. Nor is it enough to bury whatever geography may be taught in the high schools in the amalgam called social studies.⁴
27. Irreparable harm has been done to education by those who try to confuse the geographic with the historic or scientific point of view in the school. It has helped neither history nor science and certainly not geography. The fact that all knowledge is whole and very closely inter-related does not mean that

¹Fred M. King, "What Happened to History and Geography?," Education, Vol. LXXXIII (February, 1963), p. 338.

²Benjamin Fine, "U.S. College Students Flunk in Knowledge of Geography," The Journal of Geography, Vol. L (November, 1951) (reprinted from the New York Times of June 11, 1951).

³George T. Renner and Paul F. Griffin, "Geographic Education for Survival," School and Society, Vol. LXX (August 6, 1949), p. 83.

⁴I. L. Kandel, "Neglected Subject," School and Society, Vol. LXV (April 26, 1947), p. 303.

several different ways of looking at total knowledge should be muddled together.¹

¹N. V. Scarfe, "Geography Across the Curriculum,"
The Journal of Geography, Vol. LVIII (March, 1959), p. 120.

B. NEED FOR GEOGRAPHY IN TODAY'S CURRICULUM

1. Geography . . . is above all the great integrating core of the content side of any school curriculum . . . Since geography is concerned with the thoughtful discussion and investigation of the relationship between men and their environment all over the world at the present time, it obviously fits right into the middle of modern education. Its importance . . . (is in) the light that the study of the space factor throws on the political and social problems of the world and the way in which it lends to national and international understanding and good will . . . In addition geography is a particularly fine medium for the stimulation of the thought processes and for improving the quality of the mind to apply knowledge in wise action. No day passes when a knowledge of geography would not help in understanding the daily newspaper.¹
2. Geography is essential in understanding much of the news on the radio and in the daily papers. This past semester such items as the eruptions of Mount Mayan in Luzon and Mount Etna in Sicily, the Byrd expedition into Antarctica during the southern summer, the visit of the British King to South Africa, etc., and many more news items were subjects we should have been able to discuss at a university level, but before we could discuss them at that level, we had to clear up such elementary geographic ideas as where Luzon is, even where Sicily is, etc.²
3. Geography could have--should have--a place in secondary school social studies. It does have, regardless of whether it is recognized in the curriculum or not, since geography is a study of relationships among the environmental factors. Its neglect can only reflect ignorance, and high school teachers are far from being an ignorant lot.³
4. If the world is to have an air of peace and organizations like the United Nations are to be given their opportunities for success, it is imperative

¹Scarfe, The Journal of Geography, Vol. LVIII (March, 1959), pp. 115-17.

²Monica H. Kusch, "We Badly Need More and Better Geography Teaching in Public Schools," American School Board Journal, Vol. CXIV (June, 1947), p. 34.

³James High, "Geography: Coordinating Element in the Secondary Social Studies," The Journal of Geography, Vol. LIX (September, 1960), p. 273.

that nations understand one another. The basic foundation upon which world understanding is to be built can be realized in the study of geography. The secondary school curriculum, often the last stopping place in the program of formal education before a pupil takes the step into the active and practical citizenship in the community, state, nation and world, is sadly lacking in the shouldering of teaching this important subject.¹

5. Is it essential for the American student to be geographically informed? Let us point out the values of geography, the essential values! Geography is education for survival. The fate of civilization, even the survival of mankind itself rests upon the race between education and catastrophe . . . The time to acquire this knowledge is during school years and those to whom this training should be given are the American students . . . Logic demands that education today include geography, the study of the relations of peoples to their environment and a consideration of the spatial patterns of living which mankind has evolved . . . No one seems to question the necessity of history in the American system of education, and yet it has been said that 'History without geography is a romance in a land of nowhere.'²
6. The study of geography could be of great value as a bridge between science and the humanities. There is no subject that better illustrates the influence of climate, geographical location, and natural resources on the way in which Man lives and works in different parts of the world . . . Geography as a subject provides an excellent intellectual medium for the promotion of understanding Man and his environment.³
7. The social studies program of every school must be cognizant of geography and its contribution; for the science of geography studies the stage in which history unfolds and without which historical and sociological conditions cannot be fully understood

¹George D. Stevens, "Geography A Path to World Understanding," The Journal of Geography, Vol. LIV (October, 1955), p. 359.

²Elizabeth Hoffmann, "Is It Essential for the American Student to be Geographically Informed?," The Journal of Geography, Vol. LIII (April, 1954), p. 150.

³Kandel, School and Society, Vol. LXV (April 26, 1947), p. 302.

. . . There is a critical need for more and better geography teaching, especially in the senior high school.¹

8. We live in a geographical world, whether we like the fact or not. To seek to understand the problems of world citizenship by approaching them through other than the avenue of geography is to attempt something wholly unreal, unreal because it is unrelated to earth reality. We live in one world in an inescapably geographical sense . . . During the recent war General George Marshall was reported as having declared to the press that 'the nations whose leaders know the most and best geography are going to win this war.'²
9. Few subjects have greater importance for the child of today or the citizen of tomorrow than geography. . . . There is geography behind every history. I am quite convinced along with the American historian, F. J. Turner, that 'civilization has followed the arteries made by geology.'³
10. There is no reason why the average secondary school student cannot engage successfully in a scientifically oriented geography program. In fact an injustice is done to a student who does not receive such an education. Why? When we reflect upon our narrowing world, the troubled and awesome times in which we live, and the need for responsible, enlightened citizenry, we realize that the high school is abandoning its duty if it neglects the vital segments of youth's education.⁴
11. We live in a geographical world. To understand it requires that we be able to do geographical thinking as readily as we read, write and cipher. It is the primary tenet of geography that no situation, social

¹Granville Jensen, "Geography the Basis of the Social Studies Program," Social Education, Vol IX (January, 1945), p. 15.

²Renner and Griffin, School and Society, Vol. LXX (August 6, 1949), p. 82.

³J. Wreford Watson, "Geography and History versus Social Studies," The Journal of Geography LXI (March, 1962), p. 125.

⁴John F. Travers, "Let's Teach Geography," American School Board Journal, Vol. CXXXVII (July, 1963), p. 16.

problem or current event can be adequately understood apart from the natural environmental setting in which it occurs. To think geographically, therefore, is to examine every situation in the light of its environmental setting and to relate it properly to the conditioning factors therein which impinge upon it. . . . Moreover, it is one of the most difficult things in the educative process to teach successfully.¹

12. The place of geography in the school curriculum gains particular significance in this country. No matter what form or thought, what medium it is imparted, every child in the school should be provided, whether through literature, poetry, history, etc. some basic facts about the different countries of the world, the peoples inhabiting them and how they live. In other words, they should be equipped with a realistic picture of place, folk, and work. Of course, it will be universally admitted that modern geography is the best instrument for this purpose.²
13. Every high school pupil should be trained in modern geography. He is a citizen of the world and should be at home in any region and conversant with its conditions. There are certain fundamentals that he should master.³
14. In this aerospace age, geographic understandings are more important than ever before. It is essential to know about people and their countries throughout the world. Time and space relationships are of increasing significance. Climate and weather information has become more important to a mobile population. More is known about our earth, its shape, its polar areas, the depth of its oceans, the nature of its glaciers, and the sun and outer space.⁴
15. Canada cannot adequately take its place in the world nor solve its domestic problems without a sounder appreciation of geography. This calls for education

¹Renner, Michigan Education Journal, Vol. XXVIII (October, 1950), p. 174.

²K. Kularatnum, "America's Pressing Need," The Social Studies, Vol. LVII (March, 1956), p. 89.

³Smith, Education, Vol. LXIX (September, 1948), p. 48.

⁴Woodson W. Fishback, "The Importance of Geography in the Curriculum," The Journal of Geography, Vol. LX (October, 1961), p. 329.

at all levels, from elementary through adult. For example, children need to understand the significance of location; high school pupils need a vastly greater appreciation of resources; and college students must learn their responsibilities as members of the world community. Geography is concerned with all the phenomena which give personality and meaning to place. Therefore geography is a study which parallels the chronological interests of history and goes hand in hand with the advancements of science.¹

¹Campbell, Ontario Social Studies Teachers' Federation Bulletin, Vol. XXXIV (January, 1954), p. 31.

C. GEOGRAPHY SHOULD ONCE AGAIN BE AN INDEPENDENT SUBJECT
IN THE SECONDARY SCHOOL CURRICULUM

1. (Although history and geography) are parallel, they are separate. Cradlelands, corridors, and climax-areas are geographic entities. They must be studied by the geographer. The historian is not equipped to say what arrangement of relief, climate, soil, water, wild-life, and mineral wealth may cradle a great event, or a great leader, a movement, or a system. The historian can scarcely determine what alignments of relief, drainage, or vegetation constitute corridors for migration, just as he cannot evaluate the natural circumstances that tend to set a boundary to the spread of peoples or ideas. On the other hand, the geographer is at a loss to say why one cradleland has developed over another; why some cradlelands become static and even neglected; or above all, why those that are operative, produce the kinds of culture they do. We need therefore, to stress the separateness of the two studies. Though history and geography work together, they are not fused with each other; they stand apart, and they should be studied apart.¹

2. We consider that where geography is integrated or fused with other subjects, it loses its identity and special function. Under the heading of social studies the attempt is made to fuse geography most often with history. Though there is a universal and mutual relation between these two subjects, they each have a distinct point of view, geography in terms of space and history in terms of periods of time. To develop a complete understanding of the landscape, the geographer requires some knowledge of historical development, and likewise the historian must rely partly on geography to correctly interpret historical events. But the complete fusion of two different points of views is surely an impossibility. The forced marriage of geography and history in the social studies programs of many Canadian schools makes it impossible for the teacher to present logically either history or geography unless, as is often done, he ignores one and teaches only the other, or unless he teaches them alternately. In either case the official union of the two subjects would appear to have no effect other than the confusion of the student and the teacher. When geography is taught

¹J. Wreford Watson, "Geography and History versus Social Studies," The Monograph (January - February, 1961), p. 3.

within the social studies, emphasis is usually placed upon relationships to the neglect of areas or landscapes. Geography is above all a study of the earth's surface.¹

3. Chaunce E. Harris reports that geography 'occupies an important position in Soviet schools The Soviet approach to the teaching of geography and history is not one of amalgamation but rather of individual courses in each discipline taught by teachers specifically qualified in that subject.' From this and other reports it is safe to conclude that geography is in a strong position today in the Soviet Union.²
4. (In the secondary school) the problem faced by the teacher of social studies (is as follows:) History and geography are not always parallel in their development. History deals with the growth of ideas, of institutions and states, and has reference to the life and work of individuals. Geography deals with the development of world regions and the inter-relationship of man to his physical and cultural environment. In both cases there occur elements of time and of space, but the intensity of the relative emphasis on these elements is necessarily different. History deals with time and man, while geography deals with space and man. History is a trip in time, while geography is a trip in space. At this point in the curriculum, integration is sometimes rather difficult because there are certain basic facts that must be mastered, yet are often difficult to integrate.³
5. Among the contributions of those who are not directly involved in geographic education, is Conant's report on junior high schools. He advocates that all students have social studies each year but the emphasis be on geography and history.⁴

¹Hills, A Suggested Resolution on the Teaching of Geography, p. 6.

²Saveland, The Education Digest, Vol. XXVIII (March, 1963), p. 36.

³Ontario Teachers' Federation, Social Studies (Toronto: Ontario Teachers' Federation) (undated), unit 27.

⁴McGirr, The Journal of Geography, Vol. LX (May, 1961) p. 233.

6. Geography is the only subject that deals directly and fully with the influence of the physical environment upon human action and life. History and geography are equally important and need to be given the same amount of time in the curriculum. History and geography are not the same. Both have different ways of interpreting facts and should be taught as different disciplines.¹
7. When geography loses its identity in general courses, the awareness of special relationships is endangered. The crux of the situation is the importance of teaching geography as geography. This subject cannot make its full contribution unless its character is preserved.²
8. It is time we stopped trying to teach geography in anthropologically oriented pot-pourri social studies courses, utilizing a fusion text which claims to integrate history, geography, economics, and government. This is a meaningless and impossible task. Neither should geography be treated as incidental knowledge involved in other courses of study. The time for a renaissance in geographic education is long overdue. Geography must return as a formal aspect of the school curriculum at all grade levels including college. Maybe then we can turn out young men and women better prepared to teach children more pertinent facts about India than what Dick and Jane eat for breakfast in Bombay.³
9. A force that does geography no good is the argument by one group that geography belongs in the social sciences and the contention by another group that geography should be classified with the physical sciences. Regardless of the merits of either side of the argument, geography suffers from this disintegrating force.⁴

¹N. V. Scarfe, "La Géographie dans les Programmes d'Enseignement des Sciences Sociales au Niveau Primaire et Secondaire," Cahiers de Géographie de Québec, Vol. II (October, 1957), p. 107.

²Campbell, Ontario Social Studies Teachers' Federation Bulletin, Vol. XXXIV (January, 1954), p. 31.

³O'Connell, The Social Studies, Vol. LIII (February, 1962), p. 61.

⁴Earl B. Shaw, "Forces Contributing to Changes in Geographic Education," The Journal of Geography, Vol. LVII (February, 1958), p. 61.

10. Today due to the time element and content volume, the curriculum has become a huge tapestry. Geography should be the warp in the weaving of the intriguing tapestry but not lost in the scenes portrayed. In other words, geography should be correlated as well as all areas of the curriculum just as they are in living but not submerged. This has happened in social studies--undue emphasis is being placed on history and losing sight of the real causes for many of the social phenomenon.¹
11. I think that more geography should be taught in the schools. It should be taught in the same grades where it has been taught for a long time and in the upper grades in correlation with history and the other social studies as well, and in a separate course if that is at all possible. The curriculum must catch up with our thinking, and that thinking must continue to be international in its scope.²
12. I have serious doubts about present integration of social studies in the high school. I find it inconsistent that scholars at the college level are unable to integrate the disciplines while the high school finds it so easy.³
13. It should be noted that both these great countries (The United States and Canada) are youngsters in the world family of nations and that they possess no very impressive national history. They have accordingly gone to great lengths to inflate their history in an exorbitant over-stressing of history in their systems of education. Thus American and Canadian education today seeks to understand the present and future by looking at the past and its essays to understand human society in a geographical world by employing a topical institutional approach and ignoring the geographical approach to social studies. Our inaptitude in global relations and our inability to view our own acts from national policy in an

¹Grace E. Toerner, "The Vital Role and Scope of Geography," The Journal of Geography, Vol. LVI (April, 1957), p. 179.

²O. W. Stephenson, "Still More Geography in the Schools?," The Journal of Geography, Vol. XLIV (January, 1945), p. 11.

³Mathis, Illinois Education, Vol XLVIII (March, 1960), p. 286.

objective manner is convincing evidence that our geographical approach to external affairs has been neglected far too long.¹

14. James Fairgrieve once said of the trend which produced the social studies, 'In their effort to get away from no formalism, they have also run away from scholarship.' A return to the dull formalism is not advocated, but a return to scholarship seems most essential. The obvious means to accomplish this end is to offer geography in the social studies curriculum as a separate subject to be taught by well-prepared teachers. The separate subjects organization has been widely condemned in the past but there is a growing awareness that past abuses of this type of organization are no longer present. Strong arguments can be made to show that separate subjects are amenable to every improvement obtained by other forms of content organization.²
15. Some educators have been so anxious to bring the two images created by geography and history into one that they have rolled the two studies together. This does not help. It imposes a terrible burden on the teachers. A good historian can make a botch of reality by being a poor geographer and visa-versa. The child is presented with a lot of mixed-up facts or unevenly balanced facts or falsely correlated facts or even downright falsities, all scrambled together and presented to him as the truth about his country.³
16. The attempt at fusion was allowed by educators who either (1) did not understand their own program to the extent that they could see what they were voluntarily relinquishing, or (2) failed to follow up their new program to see whether or not it was doing the job that had formerly been done by teaching history and geography as separate subjects. It is now time for these same educators to assume their responsibility in returning these two fundamental subjects to the class-room.⁴

¹Renner, Michigan Education Journal, Vol. XXVIII (October, 1950), p. 175.

²Gandy, The Journal of Geography, Vol. LXII (May, 1963), p. 195.

³Watson, The Journal of Geography, Vol. LXI (March, 1962), p. 127.

⁴King, Education, Vol. LXXXIII (February, 1963), p. 340.

17. Each subject which one teaches uses material belonging to other subjects. At times geography assignments make use of decisions regarding words, pronunciations and the grouping of sentences. However, if the only teaching of English composition were that which is gotten from geography assignments, it would be inadequate teaching of English composition. In teaching geography, arithmetic is frequently used. But if the only teaching of arithmetic were that used in geography science, the pupils would have inadequate teaching of arithmetic. Geographers are glad that history teachers use information from geography in teaching their subject. However, if that is all the geography the pupils get in school, it is a very limited type of geography and totally inadequate. The adequate teaching of geography and history requires separate courses.¹

¹Raus M. Hanson, "Adequate Teaching of Geography and History Requires Separate Courses," The Journal of Geography, Vol. LIII (January, 1954), p. 25.

APPENDIX - B

FACSIMILE OF LETTER-QUESTIONNAIRE TO
U.S. STATE SUPERINTENDENTS
OF EDUCATION

THE ROYAL CANADIAN GEOGRAPHICAL SOCIETY

54 PARK AVENUE

PRESIDENT
MAJOR-GENERAL M. A. YOUNG, C.B., C.B.E., D.S.O., C.D., R.M.E.



OTTAWA 4, CANADA

EXECUTIVE SECRETARY AND EDITOR
MAJOR-GENERAL W. J. MCKEL, D.S.O., C.D., R.M.

PLEASE REPLY TO:

U.S. Representative:

PROFESSOR WILLIAM L. MAYO
P.O. Box 1
Ann Arbor, Michigan, U.S.A.

Department of Education

State of -----

(City, State)

Attention: -----

Dear -----:

In cooperation with the University of Michigan I am presently engaged in a research project concerned with the present status of secondary school geography instruction in the United States and Canada.

I write you at this time to seek your cooperation in providing me with certain data which will be incorporated in the final report of the project, which will be presented to the 20th International Geographical Congress meeting in London during July-August, 1964. All individuals thus assisting will be given proper credit in the report, which will be in its final stages in December, so your early reply would be greatly appreciated.

An outline of the study is enclosed which will pretty well indicate the scope of the research, and your comments or your direction to references on any of the points as they pertain to your State would be most helpful. Specifically, we seek information from your Department pertaining to the present status of secondary school geography instruction (see IV). Will you please advise:

- A. The extent to which separate geography courses are offered in your State, by grade level, and the actual total student registrations, if possible.
- B. If geography is integrated with other courses such as history into social studies, the per cent of course content devoted to geography.
- C. The extent to which separate geography courses are required.
- D. The nature of geographic instruction, by grade level (human, physical, economic, regional, etc.)
- E. Your teacher certification requirements. If there is no certification specifically for geography teachers, then please advise how much geography a social studies teacher is required to have.
- F. Any action contemplated in your State regarding geography instruction.

Copies of any documents which relate to the above questions would be greatly appreciated, and we look forward with great interest to your reply.

WLM/gr
Enc.

Sincerely,

William L. Mayo
U.S. Representative

PUBLISHERS OF CANADIAN GEOGRAPHICAL JOURNAL

A Comparison of the Status of Secondary School Geography
as an Independent Subject in the United States and Canada

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| (History) | <p>I. Introduction</p> <p style="padding-left: 20px;">A. Acknowledgements</p> <p style="padding-left: 20px;">B. Purpose and significance of the study</p> <p>II. Brief historical review of the developments of geographic education in the United States and Canada</p> <p style="padding-left: 20px;">A. Geography as a descriptive study</p> <p style="padding-left: 20px;">B. Geography as a physical science</p> <p style="padding-left: 20px;">C. Geography as a social science integrated with history</p> <p>III. The movement to create geography as an independent subject in the social studies framework</p> <p style="padding-left: 20px;">A. A review of post-war literature advocating that geography be an independent subject</p> <p style="padding-left: 40px;">1. Written by geographers</p> <p style="padding-left: 40px;">2. Written by historians and social scientists</p> <p style="padding-left: 20px;">B. Causal factors in the creation of geography as an independent subject</p> <p style="padding-left: 40px;">1. Professional activities of educators</p> <p style="padding-left: 40px;">2. Correlation between increased demand for teaching of geography above the elementary level where strong college and university departments of geography exist</p> <p style="padding-left: 60px;">a) Indirectly through the education of prospective teachers</p> <p style="padding-left: 60px;">b) Directly through entrance requirements and demonstration of the need for geography</p> <p style="padding-left: 40px;">3. The European influence that geography be independent. This is evident primarily in the French Catholic Schools of Quebec Province.</p> |
| (Causal factors) | |
| (Present status) | <p>IV. The present status of geography as an independent secondary school subject in the United States and Canada</p> <p style="padding-left: 20px;">A. Offerings and registrations</p> <p style="padding-left: 20px;">B. Independent or integrated</p> <p style="padding-left: 20px;">C. Optional or required</p> <p style="padding-left: 20px;">D. Nature of geographic instruction -- primarily as a social or physical science</p> <p style="padding-left: 20px;">E. Factors to consider regarding the future trend of geography as an independent subject</p> <p style="padding-left: 40px;">1. Teacher certification requirements in the various states and provinces</p> <p style="padding-left: 40px;">2. Other forces such as official action currently being taken in some areas to ensure geography's independent status</p> <p>V. Conclusions -- the future of geography's independent status in the United States and Canada</p> |

APPENDIX - C

SAMPLE OF TYPICAL REPLY TO
LETTER-QUESTIONNAIRE

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 14

November 26, 1963

EVERETT T. CALVERT
Chief Deputy Superintendent
FRANCIS W. DOYLE
Deputy Superintendent, Chief,
Division of Special Schools and Services
RICHARD M. CLOWES
Associate Superintendent, Chief,
Division of Instruction
RONALD W. COX
Associate Superintendent, Chief,
Division of Public School Administration
WALLACE W. HALL
Associate Superintendent, Chief,
Division of Higher Education

Dr. William L. Mayo
U. S. Representative
Royal Canadian Geographical Society
Post Office Box 1
Ann Arbor, Michigan

Dear Dr. Mayo:

Your letter of November 16, 1963 addressed to the Department of Education has been referred to this office.

I shall attempt to reply to your questions in their order of presentation:

- A. During 1961 there were 70,016 high school students enrolled in separate geography courses. During the same period there were 1,134,636 students enrolled in the high school. Separate courses in geography were offered by 135 junior high schools and 215 senior and four-year high schools during this period.
- B. To a certain extent geography is integrated in other courses offered in the social sciences at the high school level. Our best estimate is certainly not more than two to five percent of such courses would include geography content.
- C. Prior to 1961 there was no requirement for a separate geography course. However, the 1961 Legislature added Education Code 7700. A resume of this Code section appears on page 2 of the document entitled Education Code Requirements Concerning Specific Subjects which we are enclosing for your information. You will note that 20 semester periods (2 units) of credit are required in a block of world history, the history of western civilization and world geography. As a result of this requirement most high schools are offering a course of at least a semester in length in world geography.
- D. The geography offered in connection with history courses is largely physical and political in nature. In meeting the Education Code requirements provided by Code Section 7700 there seems to be a

Dr. William L. Mayo

- 2 -

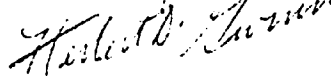
November 26, 1963

demand for more physical and regional geographies. Current interest in economic education has to a certain extent stimulated an interest in economic geography. The State Department of Education, in cooperation with the Northern California Council on Economic Education, is in the process of preparing a semester course outline in economics designed for twelfth graders. This outline schools may offer on an elective basis to their students. We feel that this action will also stimulate considerable interest in economic geography.

- E. We are enclosing a copy of the new teacher certification regulations that will become effective on 1 January 1964. Under the current requirements, a teacher having a major in the social sciences would be considered qualified to teach geography. As a matter of fact, the issuance of the present General Secondary Credential authorizes a teacher to give instruction in any subject offered at the high school level. The new credential regulations are designed to prevent teachers from teaching out of the fields of their major and minor interest. There will be, of course, some exceptions to this in order to meet the very special problems of small high schools.
- F. There is no official action contemplated by the State Department of Education regarding geography instruction at the present time. Naturally, we are reviewing with interest newer materials in connection with geography and also are watching any studies that may be produced by geographical societies and others interested in this field of instruction.

We trust that this information will be helpful to you. Should you have any further questions in relation to this matter, please feel free to contact us again.

Sincerely yours,



Herbert D. Gwinn, Consultant
Bureau of Secondary Education

HDG:ol

Enclosures

cc: Dr. Max Rafferty
Dr. Richard M. Clowes

APPENDIX - D

OTHER STATE STUDIES ON THE STATUS
OF GEOGRAPHIC EDUCATION

OTHER STATE STUDIES ON THE STATUS OF GEOGRAPHIC EDUCATION

1. Richard G. Bucksar, "The Status of Geography in the Public Secondary Schools of Michigan" (under the auspices of Michigan Schoolmaster's Club) (unpublished manuscript, 1964).
 - a. A single-page questionnaire was mailed to every school in the State of Michigan containing grades 7-12 or a part thereof. This amounted to 1,048 schools polled to which 1,012 or 96.5% replied.
 - b. "Interest in the status of geography is apparently good (in Michigan) if the school replies are used as indicators. (96% reply.)"
 - c. "At least one course in geography is offered as a separate discipline in 59% of the schools in the State of Michigan."
 - d. "(In Michigan) the leading offering is world geography and is taught at all levels."
 - e. "Geography courses and classes have real strength in grade 7 (in Michigan) but offerings are limited after that."
 - f. "Geography is required in more schools than it is non-required (in Michigan)."
 - g. "Areal studies rank second with only 9% of the total courses offered (in Michigan)."
2. Robert B. Monier and Clairia P. Campbell, "The Status of Geography in the Secondary Schools of New Hampshire," The Journal of Geography, Vol. LXII (December, 1963).
 - a. A two-page questionnaire was mailed to 106 schools, administrative personnel and teachers on a representative basis throughout New Hampshire. There were 63 completed responses.
 - b. "Just a little more than 57 per cent of the schools responding have some geography offered in their curriculum. If projected to the total number of state (New Hampshire) secondary schools, this would mean that less than 79 schools have geography available for student enrollment."
 - c. "Of the total indicating that geography is taught, only 31 indicated it is taught as a separate course within any specified curriculum, and only four thought it was entirely separate

as an offering (in the secondary schools of New Hampshire)."

- d. "Whatever geography is being taught in the secondary schools of New Hampshire is being taught by ill-equipped (geography) teachers who may have majored in Social Sciences, Physical Sciences, Education, English, Driver Education, Business education and so forth--but did not major in geography or in related majors where geography formal course completion was required for graduation."
 - e. "Economic Geography seems to be the major single entity for geography as a course in itself. It was interesting to note that the Physical Science curriculum still contains about 20 per cent of the geography teaching (in the secondary schools of New Hampshire)."
3. Leeanna Del Duca and Daniel Jacobson, "The Status of Geography in the Secondary Schools of New Jersey," The Journal of Geography, Vol. LXI (March, 1962).
- a. A single-page questionnaire was sent to each of the 233 secondary schools in New Jersey to which 181 or 78% replied.
 - b. "At least one course in geography is taught in 75 per cent of the high schools of New Jersey."
 - c. "The leading offering is Economic Geography, taught in 47 per cent of the schools (in the State of New Jersey)."
 - d. "World Geography ranks second, taught in 32 per cent of the schools (in the State of New Jersey)."
 - e. "Geography is more often than not an elective course rather than a required one, (in the secondary schools of the State of New Jersey)."
 - f. "The great bulk of geography instruction (in New Jersey) lies in the hands of teachers who have between 3 and 10 semester hours of training in the field."
 - g. "Twenty-one per cent of the schools (in the State of New Jersey) have plans for adding new geography courses."

4. Willard E. Gandy, "The Status of Geography in the Public Senior High Schools of California" (unpublished Ed.D. dissertation, Stanford, 1959).
 - a. "The purpose of this study was to determine the status of geography, both qualitatively and quantitatively, in the Public Senior High Schools of California."
 - b. "This study indicated that geography was being offered as a separate course in one of every three Public Senior High Schools in California, either in a course with 'geography' in its title or in a course titled Social Studies, the content of which was composed predominantly of geographic learnings."
 - c. "The World Geography type course was most frequently found, outnumbering all other courses combined (in the Public Senior High Schools in California)."
 - d. "The survey which the writer undertook indicated that while the teachers of geography in California Public Senior High Schools have a very high educational level, their preparation in geography is shockingly lacking. The credentialing structure of California requires five years of college preparation to qualify for the General Secondary Credential which authorizes teaching at the Secondary level, but no course work in geography is required in order to secure a credential as a social studies major, which permits teaching geography at the secondary level."
5. Randall C. Anderson, "Geography in Secondary Education" (unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1963).
 - a. "A survey was conducted to discover the current status and recent trends of geography in cities of 10,000 and above in the twelve North Central States. A questionnaire was sent to the director of secondary school curriculum and instruction in each of the 529 systems included in the survey. Of the 529 questionnaires sent, 349, or 65.9 per cent, were returned."
 - b. "Geography is taught as a separate subject in the secondary social studies program by approximately seven-eighths (86.0 per cent) of the central urban school systems which responded to this question."

- c. "More than ninety percent 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. North Dakota was the only state in which all systems reporting indicated that geography was taught as a separate subject in the secondary curriculum."
- d. "Geography is taught as a discrete subject in the social studies program of all grades in both the junior and senior high school in the systems of the North Central States."
- e. "It is significant that near equal numbers of systems (in the North Central States) teach geography in grades nine (18.3 per cent) and ten (17.7 per cent)."
- f. "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 (from schools in the North Central States)."
- g. "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 (in the schools in the North Central States)."
- h. "More 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)."
- i. "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. Thus, only twenty-five (7.1 per cent) teach geography in general program, other

than the social studies, during the last four years of secondary school."

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