Teaching of Geography in the United States of America: Like most countries of the world, the teaching of geography in the United States has experienced a rather noticeable process of evolution. Aims and methods in the subject have been quite different at different periods...quite different at the present time from what they were a century, or even a few decades ago.

From a study of some of the text books used at various times in American schools which were available in libraries round Washington D.C. area, and in the library of the University of Missouri, at Columbia, Missouri, as also from what various historians, research students and others have recorded concerning the history of geography teaching, the writer was able to summarize briefly the main trends of geographic education in general, and geography teaching in particular in the American high school system.

No record is found of geography instruction in the town schools or common schools of the colonial period in the United States. Likewise, in the colonial Latin Grammar schools, geography as such was not offered, though books containing geographical material have been found and which were assigned as outside reading material by the teachers of the day.

Like in other countries, it is almost sure that many children of the colonial period must have been acquainted with the elements of geography through listening to the conversations of sailors, explorers, trappers, traders, and others whose interests made travel and a knowledge of geography necessary. It is also quite possible that many children may have obtained geographical knowledge through hearsay and through apprentice education.

The first secondary school geography courses offered in the United States
appeared in the private academies. These courses usually consisted of general world geography. The instruction in the subject at the academies was a practical science and exemplified its utilitarianism in American educational thought which persisted till early nineteenth century. Much was claimed for early geography instruction. It was expected to furnish knowledge constantly needed for practical application in every walk of life. It was also maintained that a knowledge of geography was of value in carrying on an interesting conversation in society. Further, instruction in geography, and particularly astronomical geography, was expected to elevate and enlarge the students' views of the wisdom, powers, and greatness of the Creator.

However, it is interesting to note that the first geography textbooks used in the United States were 'Made in England'. One such early text book entitled 'Geography made Familiar and Easy' by J. Newberry, London, 1748, depicts the title and favourite form of the time. This book, like many others up to 1850, was decidedly of the memory type. Many of them were organized on the 'question and answer' basis, and were to be studied in the same way as the catechism. There were enormous masses of facts concerning boundaries, capitals, products, exports and imports, and other statistics, all to be learned largely by rote memory. In other words, these early books were organized more on the type of an encyclopaedia, being classified compendia of information. These facts were to be learned and recited by the pupils, and the teacher's task was to see that the informations were memorized.
Another primer of geography, published by J. Johnston, London, 1787, aimed at improving the judgement of the students through the process of memorizing facts, and claimed that this particular text book 'Geography for Children' had such an easy method that even young ladies could be instructed in the rudiments of geography in two months' time.

The first really American geography was written by the Rev. J. Morse, New Haven, 1774. It was called 'Geography Made Easy'. In it the author emphasized the value of the subject as a patriotic study, and a preparation for good citizenship. Not very different from the previous English texts, except in a better application to American geography, it contained some history, and the descriptions of the customs of the day. Being the most popular geography text, it passed through twenty-five editions, and was in use till 1865. In fact, the Morse texts largely monopolized the field in schools and colleges for many, many years. The most popular method of instruction was catechetical, the prevailing system of teaching most subjects then. The progress of students depended upon their ability to memorize answers to standard sets of questions. From this, resulted some texts in which the materials to be memorized were put in verse to facilitate memorization and this contributed to many quaint and amusing results in the classroom.

In 1822, William Woodbridge published at Hartford his 'Rudiments of Geography'. The treatment was analytic-deductive with a fair general view of the physical features, manufacturing, commerce, and peoples of different countries. Evidently, the author wished the pupils to exercise judgment as well as memory, and to learn by making comparisons. The book was based
chiefly on map study (atlas), and the descriptive text was meagre.
By about this time, geography was being taught in most of the common
schools, grammar schools, and new high schools. Academies and seminaries
offered instruction at the junior high school level, and at least one
state passed a law which required students to have a knowledge of the
subject such as is commonly obtained in the common schools, before being
considered as pursuing the higher branches of an English education.

Thus far, no attempt had been made to adapt geography to child psycho­
logy. But by 1830, the influence of Pestalozzi and his school of thought
began to influence American education. The influence of Ritter in empha­
sizing the human element was also noticeable.

Among the earliest American textbooks which made an attempt to adapt to
the beginner was 'The System of School Geography' written by Goodrich
in 1836, at Hartford. The author was inspired by the monumental work of
Malta-Brun of France. This book began with 'home' geography in language
simplified and adapted to young readers, and had a mathematical part made
very simple. The third part was descriptive with historical connections
leaning towards the aesthetic treatment. In these respects, the book was
pedagogically planned. But the map work was of an advanced nature. In
general, however, these books were a blessed relief when compared to the
dull stuff that preceded.

Another book of the period 'New and Improved School Geography', by Jacob
Willett, published in 1826, went back to the catechism style without
illustrations to suit the demands of some who were against the idea of
pictures from a conviction that they served to divert the attention of the student rather than to inform his mind or improve his taste.

At the death of J. Morse, in 1826, his son Sidney Morse took up from where his father left and Morse's geography text books continued to prosper for many years. In fact, it was claimed that no other science, other than geography, was so well adapted for the correct impression on the youthful mind since it was compiled in such a way that it included both astronomy and history.

The middle decades of the nineteenth century were a period of very formal geography in the United States. Arbitrary facts characterized its teaching and the subject gave little intimation of the relationship that existed between controls and responses. Other books 'Made in the United States' appeared in the markets, among them authors like Monteith, Cornell, Smith, Colton, much on the pattern of Morse's where there was much classifying and systematizing of the descriptive matter. However, the materials in these books differed among themselves mainly as to scope and emphasis on one topic or another. In one, the emphasis was on mathematical geography, in another, on historical correlation, and still another, on map study, etc.

As mentioned earlier, Ritter's influence in recognizing physical geography as related to human life was felt at this time, and all texts admitted that physical geography should be the basis of political geography. But though space was devoted to physical geography in the text books, none of them really applied the causal principle.
The rejuvenation of geography teaching in the United States was due largely to the visit to that country by A. Guyot of Switzerland, in 1849. His lectures to American teachers on the teaching of geography clearly showed the influence of Ritter's geographic philosophy and Pestalozzi's doctrine of pedagogy, for in his methodology, he broke away from the choppy, systematic, and categoric treatment, and put new life and unity into the subject. In collaboration with Mrs. Mary Howe Smith, of the then famous Oswego Normal School, he wrote a series of three graded geography texts, from 1866 to 1871, each of a distinct scope and order of treatment, and designed for particular grades. The primary book was an improvement on the older series concerned mainly with the home locality, followed by imaginary travel to areas farther from home having physical, scenic, commercial, and historic significance. These travels were finally unified and summarized so as to present a picture of the whole country. Use of maps was restricted to the end of the unit study and this too was limited to essentials.

In the Intermediate and Grammar School Geographies, of the same series, written by Guyot and Mary Howe Smith, under the sub-title of 'The Earth and Its Inhabitants', the arrangement was analytical-deductive and the physical was really brought to bear on the political. The map study was reduced to a better selection and included exercises on the development of topography and climate as well as slightly advanced location. Map drawing was popular with both authors and teachers of the time, though it became very elaborate and time-wasting at times.

Briefly stated, advances in geographic education made during this period
in the United States, included: (i) the spread of Pestalozzian concepts of teaching and the incorporation of such concepts in the teaching of geography, (ii) drawing of maps, (iii) the study of the student's home region, (iv) the observation of globes, (v) the inclusion of illustrations and fine maps, printed and multi-coloured, etc., etc.,

With the seventies, came more emphasis upon physical geography, a reduction in memoriter work both in text and in map study. There was a better balance of the different branches and the relegation of mathematical geography until after home geography in the plan of studies. The cartography was finer and there was better application of physical geography. However, it must be remembered that the early geography texts could hardly be said to have been physical geographies in the sense in which the term is used today. It is true that these books emphasized the locations of mountains, streams, and water bodies, but they did not enter into the laws which explain the actions of physical forces of nature. In other words, physical geography books were mainly descriptive in the past, but from now on they became more scientific. Some of these books treated natural phenomena only, which were divided into three basic parts: the three spheres of atmosphere, hydrosphere, and lithosphere. Other books added parts on plants and animals, and sometimes on the physical geography of the United States. Among the popular authors of physical geography textbooks of the period, besides those already mentioned, included G.W. Fitch, Warren, Maury, etc., etc., and others.

The older texts seem to have been written with the assumption that they
were to be studied in a spirit of effort rather than in a spirit of interest. They contained information regarding exports and imports because statistics of these items were available in government records and state supplements.

In the nineties, physical geography and geology began to be emphasized in the high schools as well as in the normal schools and colleges, more and more. Quite naturally, more books with this emphasis appeared in the markets, the chief among them being those written by Frye, Redway, Hinman, and Morton. This was due in large measure to the efforts of Maury, Hinman, Redway, Davis, Shaler, and others who were teachers, first and last, and who taught the geography teachers of the time the modern, dynamic, and evolutionary physiography which had made great strides during the two previous decades.

The first named, 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 text books, each of which underwent at least seven revisions. His most successful volume was 'The Manual of Geography' which, to increase the popularity, published special state editions, and these special editions 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.

The chief merits of the above mentioned books by Maury and others mentioned above were: (i) the adaptation of physical geography to the age of the pupils, and (ii) the better application of the causal relation principle. But in the
descriptive and/or political parts, these were not much better than their predecessors, though the commercial phase continued to show improvement.

In other words, the well developed science of physical geography, became a part of the study of geography in schools at that period, namely, the latter part of the nineteenth century. In fact, the Committee of Ten in 1893, proposed that a complete geography course should consist of elementary geography, physical geography, physiography, meteorology, and geology, to be studied in the order named, thereby elevating the subject to the position of a natural science.

This movement culminated in what has been called the 'New Geography' and was well illustrated by the books of Frye and others mentioned above, and the earlier texts by Tarr and Murray. It was a very wholesome movement, in a sense, because it meant getting away from the former memorization of unconnected and unimportant facts, and aimed at an increase in the amount of real thinking.

Nevertheless, in spite of the prevailing philosophy of the nature and placement of physical geography in the curriculum, and the strong Pestalozzian influence regarding the motivational aspects of geography, there was a feeling in some areas that geographical studies in the schools of that time, were based too much on the logical order of the subject and that the best schools taught certain phases of geography several years before students felt any natural interest in them. It
was also the general opinion that there was no justification for teaching these phases of geography unless they were found to appeal also to their spontaneous interests.

Quite a few educators felt that the minds of the geologist and the meteorologist were far too evident in the recommendations for the teaching of this phase of geography and that the extremes of specialization were too prevalent. They were calling for a type of education in geography which would encompass many other disciplines in both the natural and social sciences. They were recommending a study of physical geography which would embrace in its scope the elements of other natural sciences, and which would bind together in one sheaf the various gleanings which the students had gathered from widely separated fields.

The upshot of all these discussions, for and against, led to the formulation of the course content and methods of high school geography, the introduction of a laboratory for physical geography in the high schools, and the acceptance of physical geography as a college admission subject by the College Entrance Board. This was a kind of proselytization of students of that period to the viewpoint of 'modern, dynamic evolutionary physiography' by a handful of American geographers under the leadership of William Morris Davis (1850-1931). Within a decade, most American high schools established physical geography as a basis for the teaching of geography in the school curriculum. The study of geography was re-vitalized, its image on the mind of the educator upgraded, and physical geography in the high school curriculum reached its peak.
Thus with physiography at its peak, at the beginning of the present century, geography, in the schools, including the high schools, of the United States, as in England, and the European countries, came to mean an emphasis on physical geography. But it had the drawback of emphasizing pure scientific detail at the expense of human interest.

With the dawn of the twentieth century, came the age of specialization, and it became evident that geography, like other disciplines, could be divided into a large number of derivative or allied sciences: astronomy, geology, mineralogy, oceanography, climatology, biogeography, demography, cartography, etc., and this stratification was considered by some to be the cause of the downfall of physiography in the American high schools. Physical geography became, as some educators expressed it, 'the dry bones without the flesh and spirit... like a corpse... in place of a live science.'

Actually, many educators of the day expressed dissatisfaction with the emphasis which this form of geography placed upon the analytical study of physical relationships. Generally, the main criticisms of the subject involved a belief that physiography as such was of little significant value in contributing to the emerging objectives of secondary education, since it did not stress 'cause and effect' in human relationships. This situation, coupled with the reaction against the over-emphasis upon the physical aspects of other forms of the subject, contributed to the rapid decline of geography before the end of the first decade of the present century.
About the year 1910, another subject area, this time, general science was rapidly gaining popularity in the secondary school, and was affecting adversely the status of physical geography. General science was becoming increasingly attractive in school, and according to most educators, was meeting, broadly, citizenship objectives. In fact, many educators felt that there was a close relation between physical geography and general science, and that there was room for both of them as a first year subject in the high school.

As a result of its popularity, general science replaced physiography in grade nine, that is, the first year of high school, which, in turn, served as a sort of foundation to a further study of physics and chemistry in the remaining three grades of the high school.

Some of the causes which led to the substitution of general science for the broader science of physical geography were: (a) the complete ignorance of the meaning of the simplest physical phenomenon on the part of students entering high school, (b) 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 was needed, and, (c) a conviction on the part of many, due to lack of knowledge of the possibilities of the subject, that physical geography or physiography could not offer the preliminary training.

Therefore, from 1910 onwards, the general science course in the American high schools, was a reality, and physical geography came to be regarded as dull and uninteresting. Quite naturally, therefore, by the second decade
of the present century, there was a steep decline in high school students electing physical geography, while those enrolled in general science showed a steady rise.

At about the same period, which was also the period of change in geographic philosophy, in other countries as well, there was much emphasis on the study of man while physical geography remained as the basis of the study of geography. This was quite evident in a majority of text book authors of the period. The study of man began to play an increasingly more important role in geographic instruction. In fact, this trend toward the study of the relationship between man and his physical environment had its beginnings about the turn of the century. It gained momentum especially as the result of the textbooks which slowly appeared in the markets, the authors of which being in the form of co-authors combining a professional geographer and a professional educator. These novel books included excellent chapters on physical geography but the emphasis was shifted to man. The authors, while not treating their subject material on a regional basis, exhibited tendencies toward this method throughout the revised series.

In recommending the humanization of the subject, it was suggested that observation of geographical phenomena of the home environment replace pure 'book learning', and it was thought expedient to add numerous suggestions for appropriate excursions, experiments, field trips, etc., at the end of each section of the text. Typical examples of such approach are evident in the text book writings of Tarr, Mc Murray, and Richard E. Dodge, the last
named being a more important contributor to the teaching of geography during this period.

Thus, geography came to be humanized and with it the idea gained gradual credence that geography is both a science and a humanity. As such, during the second decade of the present century, there was a demand for its place in the programme of secondary education with a shift from the physical to the social which took the form of 'commercial' or economic geography.

Many educators, however, felt that geography should not be strictly defined as either a 'physical' science or a 'social' science, but comprise elements of both and should emphasize the study of human responses to the natural environment. Thus, the human side, which had been neglected in the enthusiasm for the new physical geography, was now again recognized. The early period involved only a small amount of emphasis on the social and human phases of geography. It had been the study of the earth, rather than a study of the earth as the home of man, or of man at home on the earth.

But from this time onwards, the tendency came to be reversed and the trend was to place more and more emphasis on man, instead of upon the earth which he inhabited. Hence, this new geography, as a subject which could contribute to the explanation of the human reaction to the natural environment, succeeded neither in checking the decline of the subject, nor in substantially encouraging social or human geography to emerge as an independent area of study in the high school curriculum of the American school system.
Therefore, in the geography text books, of this period, there was greater emphasis on human life and occupations, and through them, an approach to the physical environment.

About the same period, right from the turn of the century, the study of economic geography was growing with increasing popularity in the secondary schools of Europe, in relation with the import and export of raw materials from the colonies, and the export of finished goods for trade back to the markets of the same colonies. In the case of the United States, a new emphasis on commercial and economic geography was due to the crumbling of national isolation as a result of looking elsewhere to distribute its growing surplus of goods which were the outcome of the phenomenal growth of industry in the country. World War I, and the fact that America was not involved in that war in the early stages, fostered American foreign commerce, and this had an outstanding influence upon geography as a high school subject.

The first World War, a colossal struggle, brought many of the nations of the world into direct relationships and involved an entirely new problem in international relations. Nations became more interested in other nations mainly as a result of the keen interest in the progress of the conflict. Maps were very much in demand, and the public formed the habit of watching the news from other countries in a way that it never before had done. Sources of war materials and the necessities of life had to be discovered, under emergency conditions, in countries which previously had not supplied them. An enormous amount of attention was centred on the economic phase of
world affairs and a new interest in human problems developed among the peoples. As a result of all these combined influences, geography changed into a study much more human in type, and the subject in the school curriculum became a social tool to enable students to adjust themselves to the other nations of the world, whereas formerly it was simply a collection of uninteresting and relatively useless facts to be learned for the mental exercise of the learning, and to display a little pedantic knowledge.

It was World War I, therefore, which has had an outstanding influence upon geography as a high school subject in the United States. The increased interest in foreign commerce helped in modernizing 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.

In fact, while physical geography as such was being virtually absorbed into the general science courses, commercial geography, on the other hand, was increasing, and though the subject continued to lay emphasis upon facts and ephemeral information, it presented an appearance of being functional and contemporary, while, at the same time, it served as a bridge between the social and natural sciences. This attractive and interesting subject, therefore, gained a foothold in the American school system, with more and more schools teaching the subject, and quite naturally, a higher percentage of student enrollment each year. It is interesting to note that allied
courses under the titles of 'High School Geography', 'Human Geography', 'Social Geography', 'Human Ecology', 'World Geography', and others appeared in some schools to the entire satisfaction of all students who took these courses.

Thus, in the United States, during World War I, a reality was given to the teaching of geography which had never before been experienced, and in a way that motivated many a school project and led to vitalized instruction in world affairs and world relationships. The study of current events, a natural corollary to the above mentioned courses, helped to keep in close touch with the march of world affairs and world problems, in the light of the home setting, all this with a new emphasis.

When World War I was over, the urgent problems of peace in the context of social, material, and political needs resulted in a steady demand for more information and clearer understanding of the people of other nations of the world... all these influenced school instruction.

School geography in the United States, therefore, in the post World War I period was not the same as prior to World War I. It was now the study of the adjustment of the life, the activities, and the distribution of man to the conditions of his environment, and so the teaching of the subject was experiencing a rather noticeable process of evolution. What was happening was that geography was becoming more humanized, and its relations to the social sciences 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 by Isaiah Bowman: 'Geography and Its Relation to the Social Sciences', as a part of the Report of the Commission on Social Sciences of the American Historical Association which was published in 1931. Bowman felt very strongly that the study of geography was an integral part of the Social Studies.

Geography, then, came to be considered as an ecological study and was not to be concerned with the origin and development of physical features. Nor was it to deal specifically with cause and effect as applied to human relationships, the content of history, and civic education. The advocates of social geography considered it primarily as a coordinating subject including elements of both the natural and social sciences, but comprising no exclusive body or source materials. This was the result of reducing the subject almost solely to a consideration of man's adjustment to the environment.

This study of geography as the study of man-land relationships provided the rationale for the inclusion of geography in the social studies programme, with a greater emphasis on human life and human occupations. And, through them, an approach to the environment in geographical study resulted in a more direct use of the causal order with a prominence in the industrial and social life of man. This rationale persists to the present time.

As an interpretative study, geography further encouraged correlation with other social sciences or subjects, particularly with history and science. And this was quite in keeping with the application of such pedagogical principles as correlation and fusion. The method of comparative review and
the use of topical or type study, permitting a more connected or unified presentation, were other reforms of the period in the United States in the teaching of geography in the high schools, of the period.

In the social studies programme, however, it became increasingly evident apparent that a geographic factor was to imply an environmental factor while human relationships continued to be presented, mainly from historical and political viewpoints. Furthermore, early in the social studies area, it became evident that the numerous citizenship values which were to be advanced for the teaching of geography implied its interpretative role, and were to be attained indirectly, in grades nine through twelve, through the study of history and the more prominent non-historical social studies.

Then came another period of change. It was the period between the two world wars during which time, there was a rise of World History and modern problems, and which became full-fledged courses in the high school social studies programme. At the same time, there was a gradual absorption of the independent human or commercial geography course into the fused social studies course. Geography was thus beginning to lose its separate identity in the secondary schools. Some educators of the day began to decry the loss of the separate identity of geography and its apparent fusion with other disciplines of the of the social studies group. Results of surveys taken at that time revealed that many social studies courses were taught with no distinct geography. Very few high schools offered geography and that, too, as a short elective course for the students in commercial or general education.
With the advent of World War II, geography was to have its first inkling of rebirth. There emerged a renewed interest in the subject particularly in the area of world affairs education. But the general view at the time favoured improving the effectiveness of geography as an integral study rather than introducing it as a discreet subject. Similarly to the anxiety voiced during the inter-war period, some educators, and geographers particularly, continued to express apprehension that social geography taught as a correlating subject would be reduced to a deterministic study. This apprehension was motivated largely by the belief that, as a rational or integral study, the primary function of geography would continue to be limited to that of providing an environmental basis for the study of other social studies subjects, especially history. However, problems involving the introduction of the concept of spatial analysis appear to be basic to several of the more recent criticisms. Some scholars seriously doubt that this concept will be presented or applied adequately if geography continues to be considered as an environmental or interpretative study in the secondary school curriculum.

With progress of this second World War and with America's cumulative interest in the developments that were taking place in Europe and in other fronts, many college teachers of geography were called to the Federal Capital, for service in war agencies of all kinds. And finally, with America's direct involvement in the war, with thousands of American forces in land overseas, there emerged a new interest in geography in the school systems of the country.
But the interest in geographic education which resulted from World War II did not have an immediate effect upon the general status of geography as a discreet or required subject in the social studies curriculum of the American high school. It continued to assume its role as a social study with its main emphasis to be reflected in the study of human relationships. And, although the concept of democratic citizenship was being extended to encompass education for world-mindedness, it was apparent that historical study, the traditional agent for citizenship, would be paramount in the undertaking.

However, surveys and individual studies under the auspices of the National Council of Geography Teachers, and others, revealed an increasing awareness of the value and function of geography as a separate subject in the social studies curriculum of grades nine through twelve. Another study conducted in 1960 confirmed this growing interest for geography, and there were some significant increases in the offerings, taking the country as a whole. In most cases, geographic principles were correlated within the general social studies programme though most of the urban school systems offered the subject at least once in the middle school and again during the last four years of secondary school.

During the years from grade seven to the senior class, a great variety of courses in geography are being taught, the most popular offering is World Geography, which generally takes the form of a world survey course. When offered as a separate subject, it is taught more frequently as a two-semester course than as a one-semester offering.
Since 1950, the number of courses added to the social studies curriculum, have increased, among them, the most popular being, Economic Geography, and the study of the Eastern and Western Hemisphere, besides World Geography, Human and Political Geography. Geography of the United States is an elective in one or other of the four high school grades.

The increased emphasis in geography in the high school brought a renewed interest in world affairs which, in turn, gave the students an opportunity to achieve a sufficient understanding or appreciation of the geographic principles involved in current affairs, both domestic and international. Through these courses, many of the students were able to visualize the spatial distributions of natural and cultural phenomena on the earth's surface and to get a meaningful understanding of the contemporary international community. And above all, these students were able to interpret the relationships of these distributions and their effect upon the social and political problems confronting mankind.

But it was also noticed that some school systems were experiencing a decrease in separate geography courses during the same period, that is, the post World War II period, and consequently a sudden depletion in the number of students taking up these courses. This was due, in no small measure to the renewed emphasis upon the teaching of science and courses in citizenship education.

The 'Sputniks' in 1957, and the I. C. B. M's, not very long after, which so vividly dramatized the shrinking world that we are living in, gave geography the biggest 'impetus'. These scientific developments...
coupled with the less recent advances in faster air transport, began to make geography necessary as a study of 'near neighbours' relatively speaking, and not the concept of 'far-off lands', as in the past. And so, since that time, there has been every indication pointing to the return of geography to an increasingly separate status from history in the high school curriculum. A major causal factor of such a return is the aggressive professional attitude of American geographers themselves.

The review of periodicals, studies and theses on the teaching of geography in the United States reveals three major aspects of educational concern: (i) that there was and is a lack of geographical content in the social studies approach, (ii) that there was a need for geography in today's education, and, (iii) that geography should once again be an independent subject in the secondary school curriculum.

By 1960, there was an ever increasing resistance to correlation, fusion, or integration of geography in the secondary social studies programme. Even the former pro-social studies integrationists were asking for a change. More demand was being made for specific labels for courses such as geography and history. The value of organized subject matter outweighed the advantages of integrated approaches. Professional geographers began to react positively to the challenge in a number of ways.

One of these was the High School Geography Project which was an experimental programme sponsored jointly by the two leading professional American groups: (i) The Association of American Geographers, and, (ii) The National Council
for Geographic Education. Funds for the Project came from the Ford Foundation, and the headquarters of the Project was housed in the Department of Geography, University of California, Los Angeles.

In its initial stage, a high school course which could be produced on tape for use with film and on television was planned under the project. The object was to suggest fruitful ways of assisting teachers through tapes and associated study guides, maps, globes, and other laboratory materials. The Project felt that the acute need for disciplined training in looking at the complex world from a geographical point of view, and the rapidly growing volume of geographic thought would make the time ripe for a spread and an improvement in high school geography.

As the Project was concerned with the status of geography as a separate or required subject in grades nine through twelve of the nation's high schools, it established a working relationship between secondary school geography teachers and professional geographers or university professors, the latter working in the capacity of consultants, in ten urban systems across the country from the 1962 to the 1963 academic year.

This innovation in the form of a huge Project has been aiming, since its inception, to include in its course definite units demonstrating the earth science capabilities of geography. There are already evidences of increasing interest in the subject much of which centres on the high school geography programme itself. The Project aims at re-discovering an area with exciting prospects for study and teaching, and a new look has been given to the entire social studies programme with renewed curiosity about geography.
The High School Geography Project begun in 1961, with university geographers and educators working together, clarified the nature and purposes of high school geography. It aimed at closing the gap between ideas newly developed in the research laboratories and the graduate schools, and what is taught in the high schools. Faced with the many ways in which geography instruction might be improved, this project chose to focus its initial effort on the development of new curriculum materials to be used directly by the teacher with the students.

The High School Geography Project course materials are organized systematically though unlike traditional systematic geography courses that begin with the study of the physical world and progress through a consideration of tribal cultures, the spread of agriculture, and perhaps into transportation or world economic geography. In the Project course on a 'Settlement Theme', for example, the initial units deal with urban geography. A unit on Manufacturing Geography follows, then Agriculture, Culture Change, Habitat, Water Resources, and Political Geography in succession. A unit on Japan will then consider many of the concepts in a single regional illustration.

Early in the 'Settlement Theme' course, students work with city growth including the clustering of different land uses in response to site factors and variations in accessibility within a city. The lesson comes alive with the use of a model on which students actually build a city.
A significant part of the unit on Manufacturing calls for role playing. The class is divided into management teams. Each group is to select a location for a metal fabricating factory. Data is given to each treasurer about taxes and banking facilities, to each sales manager about market areas and travel costs for salesmen, and so on.

Given the chance to teach other team members from the data they have, each team arrives at a solution to the location selection problem. It is to be expected that solutions will differ though the data be the same. Multiple solutions are part of the realism of the activity.

The Political Geography unit also involves a game where students learn about competition for public investment by pretending they are residents of different parts of an imaginary state. They stimulate reality and teach other as they play the game.

In 1961, with support from the National Science Foundation, the Project began to develop a year-long course at the tenth-grade level. The materials were up to date and representative of the best the field had to offer. Each of the ten units of the course were under the direction of the authors who gathered around them teachers and educational psychologists and other geographers to help with the preparation of the unit. After initial development, each author's efforts were tested in actual classrooms. The authors observed how the materials worked and then revised them, if necessary. Limited trials were held in 1965-66 on parts of the course and supervised by the Project office. Further trials over
more units were in progress by the end of 1966. National trials were planned in 1967-68 over the complete course. And it was expected that the course would be ready for commercial production and widespread adoption by 1969.

The whole idea behind the High School Geography Project, it must be remembered, is the commitment to conceptual and skill objectives with an emphasis on an enquiry approach...one that involves the student in discovering principles himself, encouraging inductive thinking, and problem solving. The thrill of discovery, of fitting the pieces together, of finding an explanation that fits, is the strongest kind of motivation for the student. The approach is a crucial learning objective. If it can be achieved, students will come away with new ways of approaching problems and of collecting and organizing information in a meaningful way.

With the conceptual objectives, the discovery-learning approach, and the stress on problem solving, in topical presentation, and in the wider variety of instructional media and teaching strategies, the High School Geography Project course differs radically from conventional geography teaching materials. These revolutionary new materials for high school geography do not eliminate the need for a teacher with a limited background in geography to conduct a lively and effective course and to learn a good deal in the process. It is hoped that the High School Geography materials of this project may establish a new standard. They may help this generation of teachers and students to enliven and rejuvenate geography, bringing it to its meaningful place in the curriculum, and at the same time stimulating further efforts by others to improve geographic instruction.
It has been felt that the high school geography project in the United States has emerged in the role of a major potential transmitter of contemporary geographic thought and many critics are of the opinion that the American public's knowledge of the field of geography tomorrow will largely depend on what this project is doing today. Already, it is having its effect in improving the status of geography in the secondary school curriculum.

Revision in geography curricula in other parts of the United States includes a two-year tryout of a junior high school course called Scientific Geography which integrates World Regional Geography and Earth Science and which builds on the elementary school background. This course is taught by a daily thirty-minute lesson on television, followed by supplementary teaching. Especially for this course, two school auditoriums have been equipped with theater-type projecting devices that amplify a television picture on an eight by twelve foot screen. Among the advantages is that this type of teaching guarantees a systematic coverage of subject matter. It also lays the foundation for high school geography as a separate subject in the senior school. Evaluate studies of this project have shown good results so far.

Another type of project recently tried out in curriculum study and revision included some innovations in geography courses offered to high school students in the Princeton City Schools, Hamilton County, Ohio.
An experiment was initiated which combined world geography and world history and this was offered to every student in the high school at the sophomore level. The first ten weeks of this forty-week course was devoted solely to geography. During this period, the student was introduced to the earth-sun relationships, maps and methods used to describe location of the earth's surface, landform characteristics, world patterns of climate, natural vegetation, soil distribution and significance of the earth's natural resources, and the economic, social and political nature of the world today. In the next twenty weeks, the traditional world history course was taught. The last ten weeks of the course were devoted to a geographically-oriented study of the world, emphasizing the significance of various world and regional associations, both political and economic, such as The United Nations, N.A.T.O., S.E.A.T.O., European Common Market, etc., etc. Some time was also spent on the meaning and importance of the Cold War.

In addition to the combined world geography-world history course, an elective course in geography was offered in the senior year. This was a one semester course offered every semester. It dealt with large areas or regions of the world, such as, Latin America, Southeast Asia, Anglo-America, etc., It was a combined course lasting twenty weeks in which the first several weeks were devoted to geography. During this time, the physical setting, the political framework, and the economic pattern were discussed as part of the general survey and this was followed by a more detailed regional analysis of specific areas.
During the second seven weeks, history was taught, and the final six weeks were devoted to political, social and economic considerations. At the end of this experiment, it was felt that this procedure enabled all high school students to become more intimately acquainted with the world and its people. It also seemed that a combination of subject-matter areas giving geography a wider exposure was a step in the right direction.

Another project, The 'Geography in Liberal Education' Project, designed for the improvement of undergraduate courses in geography in higher education at college level, is under way. This project is bound to have results in the long run for the improvement of secondary school education in this country, geography because of the relation between higher education and secondary school education in this country. The project is concerned with the improvement of the undergraduate geography courses, and will consist of several national and regional conferences to formulate the guidelines for the development of experimental and model introductory courses.