THE REGIONAL COURSE IN GEOGRAPHY: ITS GROWTH AND FUNCTIONS IN AMERICAN HIGHER EDUCATION

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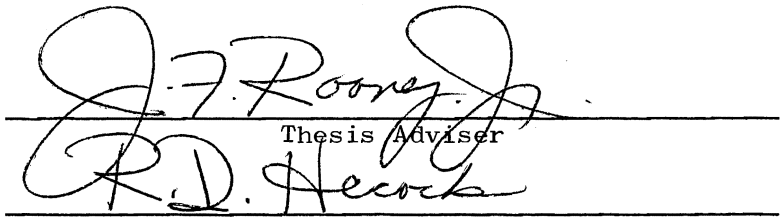

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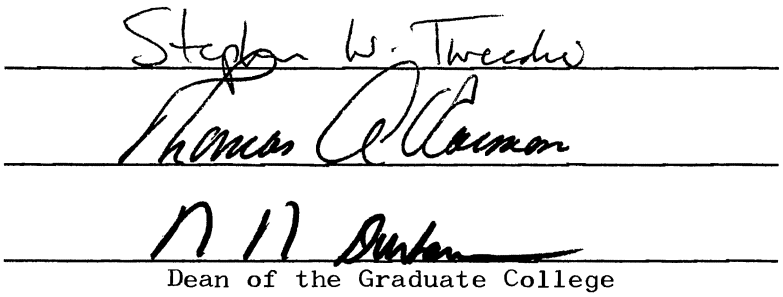

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PREFACE

Sometimes I wish that I could say that my affinity for regional geography resulted from a surge of interest subsequent to a chance reading of a work such as Nystuen and Dacey's "A Graph Theory Interpretation of Nodal Regions."[1]

On the contrary, my geographical inclinations grew slowly during a year of undergraduate study in Rome. My initial curiosity concerning the scope and variety of regional differences was piqued by my vagabonding throughout Italy's diverse provinces and became more pronounced during travels throughout North Africa and the Middle East.

I do find solace in Sauer's observations:

> The geographer and the geographer-to-be are travelers, vicarious when they must, actual when they may. They are not of the class of tourists who are directed by guidebooks over the routes of the grand tours to the starred attractions, nor do they lodge at grand hotels. When vacation bound they may pass by the places one is supposed to see and seek out byways and unnoted places where they gain the feeling of personal discovery. They enjoy striking out on foot, away from the roads and are pleased to camp out at the end of the day.[2]

After completing my bachelor's in humanities and my master's in geography, I began teaching regional courses to undergraduates.

During vacations, my travels took me to such places as Afghanistan, Nepal, India, Panama, Ecuador, Peru, and Venezuela. I even took thirty-five of my geography students to Europe and North Africa. Plans were being formulated for a group voyage to India when my teaching was interrupted by my doctoral pursuits.

Yet, in spite of my enthusiasm for regional geography, I have come to understand the pejorative sense with which some of geography's more systematic souls refer to geographers such as I as "National Geographic Types." Although we are sometimes euphemistically called "humanistic geographers," is not the golden age of Vidal de la Blache passé and is not much of what Preston James writes anachronistic in this age of Leslie King and his fellow quantifiers?

What, then, is the status and function of regional geography in American higher education today? Does it, in fact, rest upon a foundation of intellectual and pedagogic mediocrity? Does it have a future in this fast changing discipline? These are the issues which motivated this study.

With love and appreciation, I acknowledge my father, James; my mother, Frances; my husband, Carlos; and my cousin, Peggy.

I extend sincere thanks to Dr. John Rooney, Dr. Steven Tweedie, Dr. Richard Heacock, and Dr. Thomas Karman.

FOOTNOTES

[1]John D. Nysteun and Michael F. Dacey, "A Graph Theory Interpretation of Nodal Regions," Papers and Proceedings of the Regional Science Association, Vol. 7 (1961).

[2]Carl Sauer, "The Education of a Geographer," Annals of the Association of American Geographers, Vol. 46, No. 3 (Sept., 1956), p. 289.

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INTRODUCTION

1. Preface

The greatest growth in the number of regional course offerings in American colleges and universities has occurred since World War II. Accompanying this growth, however, has been a great amount of controversy among geographers concerning the role and value of such courses in the curriculum. The various views concerning the role and value of regional courses constitute the subject matter of this chapter.

2. Post-war Growth of Regional Geography

Almost twenty-five years have passed since Preston James delivered his now famous address, "Toward a Further Understanding of the Regional Concept" at the forty-eighth meeting of the Association of American Geographers in Washington. In his speech, James defined the regional concept as that ". . . of area differentiation based on patterns and associations of phenomena . . . meaningful in terms of (the) continuing process of change." Furthermore, he called it "the common denominator of geographical study."[3]

In 1954, just two years after the James address, Derwent Whittlesey wrote what has since become another classical statement germane to regional geography. For him, the region is ". . . an intellectual

concept, an entity for the purposes of thought, created by the selection of certain features that are relevant to an areal interest or problem by the disregard of all features that are considered to be irrelevant."[4]

That these definitive statements should occur in the post-war period is indicative of the great resurgence of interest in regional geography at that time. Chauncey Harris comments on the reasons for that interest:

> On the eve of World War II such area programs were few, scattered, and weak. But suddenly the United States faced military and political operations in parts of the world about which the country had little knowledge, less understanding, and poor resources. Even the greatest libraries failed, for example, to contain key documents such as the census of Japan or the basic maps of the Soviet Union.[5]

John Studebaker, the U. S. Commissioner of Education, was clear in his call to remedy the situation:

> Now is the time to begin really to teach the American people geography. Apart from rather backward nations, we are more illiterate geographically than any civilized nation I know. . . .[6]

The attack on this illiteracy was launched by both private and governmental forces. The Carnegie Corporation and the Rockefeller Foundation made grants to universities to assist them in the development of various area study programs. By 1964, governmental aid to programs in geography was advanced by additions to the 1958 National Defense Education Act appropriations.

Initial progress seemed encouraging. In the Association of American Geographer's Report of the Committee on the Status and Trends of Geography in the United States in 1960-1963, it was noted that "Enrollments in regional geography may be seen . . . to have expanded

markedly both in absolute numbers of students enrolled and in percentage terms relative to total geography enrollments."[7]

In what areas was the increase in enrollment of particularly great significance? The answer given in the report is that the most notable increases occurred in regional courses. These courses showed an increase in enrollment of 46% since 1957. Between the years 1957 and 1972, total student enrollment in regional courses in the Geography of North America jumped by 57% (Table I). Although general student numbers in courses in the Geography of South America went up by 23% (Table II), by far the most dramatic increase was in student enrollment in courses in the Geography of Europe. For this region, the number of students jumped by 80% (Table III).

3. Problems With Growth

The impressive growth of regional geography courses has not been without problems. When James wrote that "the regional concept constitutes the core of geography. . ." he was quick to add that assertions such as that "will not stand unchallenged."[8]

For example, Miller noted that he ". . . has heard rather caustic denouncements of regional and area courses. The accusations are basically that one such course is like another in goals and method, consisting of unrelated facts that must be memorized. . . ."[9]

Concerning regional courses in Geography in Liberal Education, Chauncey Harris related his "personal apprehensions" concerning such programs of study. His criticisms dwell upon such supposed faults of regional courses as their tendency toward excessive regional subdivisions, their characteristically irrelevant assemblages of facts, and

TABLE I

STUDENT ENROLLMENT IN COURSES IN THE GEOGRAPHY OF NORTH AMERICA; PER CENT CHANGE 1957-58 THROUGH 1972-73

State	1957-58	1972-73	Percent Change
Alabama	902	1418	57
Alaska	None	8	New Program
Arizona	55	26	-53
Arkansas	202	117	-42
California	333	1483	345
Colorado	575	1319	129
Connecticut	223	342	53
Delaware	95	None	Program Discontinued
Dist. of Columbia	105	42	-60
Florida	39	405	938
Georgia	29	50	72
Hawaii	10	21	110
Idaho	12	64	433
Illinois	701	758	8
Indiana	78	222	185
Iowa	321	82	-74
Kansas	121	132	9
Kentucky	583	696	19
Louisiana	181	757	318
Maine	18	27	50
Maryland	108	201	86
Massachusetts	919	1517	65
Michigan	708	1109	57
Minnesota	505	299	-41
Mississippi	128	84	-34
Missouri	308	257	-17
Montana	5	65	1200
Nebraska	141	243	72
Nevada	19	19	No Change
New Hampshire	46	55	20
New Jersey	560	829	48
New Mexico	157	70	-55
New York	1050	478	-54
North Carolina	825	681	-17
North Dakota	130	230	77
Ohio	1047	2340	123
Oklahoma	61	196	221
Oregon	186	84	-55
Pennsylvania	778	2322	198
Rhode Island	None	35	New Program
South Carolina	76	333	338
South Dakota	26	72	177

TABLE I (Continued)

State	1957-58	1972-73	Percent Change
Tennessee	290	143	-51
Texas	398	899	126
Utah	186	217	17
Vermont	91	46	-49
Virginia	134	267	99
Washington	158	200	27
West Virginia	79	270	242
Wisconsin	563	781	39
Wyoming	15	None	Program Discontinued

Source: Directory of College Geography of the United States, Academic Year 1957-1958, Editor J. R. Schwendeman, No. 1, Vol. IX, p. 2.

Directory of College Geography of the United States, Academic Year 1972-1973, Editor J. R. Schwendeman, No. 1, Vol. XXIV, p. 2.

TABLE II

STUDENT ENROLLMENT IN COURSES IN THE GEOGRAPHY OF SOUTH AMERICA; PERCENT CHANGE 1957-1958 THROUGH 1972-73

State	1957-58	1972-73	Percent Change
Alabama	315	224	-29
Alaska	None	None	No Program
Arizona	123	80	-35
Arkansas	18	18	No Change
California	347	615	77
Colorado	81	278	243
Connecticut	20	77	285
Delaware	None	None	No Program
District of Columbia	19	88	363
Florida	64	263	311
Georgia	24	67	179
Hawaii	None	None	No Program
Idaho	None	None	No Program
Illinois	261	259	-1
Indiana	63	67	6
Iowa	70	54	-23
Kansas	48	111	131
Kentucky	126	44	-65
Louisiana	103	180	75
Maine	44	None	Program Discontinued
Maryland	43	88	104
Massachusetts	204	207	1
Michigan	287	352	23
Minnesota	94	191	103
Mississippi	86	75	-13
Missouri	189	119	-37
Montana	1	23	2200
Nebraska	114	151	32
Nevada	None	None	No Program
New Hampshire	52	47	-10
New Jersey	364	173	52
New Mexico	68	100	47
New York	188	252	34
North Carolina	323	223	-31
North Dakota	28	158	464
Ohio	315	257	-18
Oklahoma	98	99	1
Oregon	121	123	1
Pennsylvania	273	495	81
Rhode Island	None	18	New Program
South Carolina	19	50	163
South Dakota	3	66	2100
Tennessee	140	193	38

TABLE II (Continued)

State	1957-58	1972-73	Percent Change
Texas	183	238	30
Utah	19	123	547
Vermont	70	18	-74
Virginia	63	130	106
Washington	129	52	-60
West Virginia	34	126	271
Wisconsin	264	200	-24
Wyoming	None	3	New Program

TABLE III

STUDENT ENROLLMENT IN COURSES IN THE GEOGRAPHY OF EUROPE; PERCENT CHANGE 1957-58 THROUGH 1972-73

State	1957-58	1972-73	Percent Change
Alabama	260	252	-3
Alaska	None	None	No Program
Arizona	32	92	188
Arkansas	None	54	New Program
California	371	1013	173
Colorado	78	121	55
Connecticut	33	182	452
Delaware	None	29	New Program
District of Columbia	63	49	-22
Florida	23	38	65
Georgia	13	75	477
Hawaii	None	None	No Program
Idaho	6	None	Program Discontinued
Illinois	137	340	148
Indiana	113	140	24
Iowa	96	67	-30
Kansas	27	89	230
Kentucky	181	146	-19
Louisiana	63	134	113
Maine	None	66	New Program
Maryland	64	61	-5
Massachusetts	191	244	28
Michigan	405	1065	163
Minnesota	161	193	20
Mississippi	70	76	9
Missouri	110	166	51
Montana	19	None	Program Discontinued
Nebraska	116	82	-29
Nevada	7	None	Program Discontinued
New Hampshire	18	32	78
New Jersey	33	202	512
New Mexico	16	19	19
New York	298	472	58
North Carolina	322	208	-35
North Dakota	87	159	83
Ohio	156	697	347
Oklahoma	47	139	196
Oregon	62	339	447
Pennsylvania	390	361	-7
Rhode Island	None	None	No Program

TABLE III (Continued)

State	1957-58	1972-73	Percent Change
South Carolina	None	None	No Program
South Dakota	40	45	13
Tennessee	148	144	-3
Texas	165	181	10
Utah	136	144	6
Vermont	None	18	New Program
Virginia	23	131	470
Washington	54	144	167
West Virginia	28	276	886
Wisconsin	199	222	12
Wyoming	4	None	Program Discontinued

what he termed the inevitable cultural bias of the instructor.[10]

How then has all of this affected the students of regional courses? Have they risen above Studebaker's characterization of being geographically illiterate? The results of studies reported in the professional journals are not overly encouraging. One would hope that the words of Benjamin Fine, writing in the early nineteen-fifties, would be short lived: "Comments by the college presidents, deans and other institutional spokesmen showed that college students are woefully ignorant of almost any phase of geography. . . ."[11]

Yet by the mid nineteen-sixties, such noted regional geographers as J. Trenton Kostbade were writing of "the remarkable geographic ignorance of even 'educated' Americans. . . ."[12] In a similar manner, Preston James wrote in 1967 of the ". . . appalling geographic illiteracy of most Americans."[13] In Geography in Liberal Education, Chauncey Harris spoke of the relationship between contemporary political extremism and the ". . . colossal ignorance of the modern world and its problems. . ." which he felt arise from ". . . a naive and ill-formed fear of anything foreign or strange."[14]

Finally, more discouraging reports have come from a 1971 study by Wilfred Black at Findlay College in Findlay, Ohio. Black found that the students whom he tested in regional geography were generally unable to locate major features on a blank map of the United States. For example, 63% could not locate Louisiana, 15% could not find the Mississippi River on the map, and 32% were unfamiliar with the location of New York City. Also, he reported some interesting spellings of geographic locations, such as Calaforia, Kentecchi, Mane, Olkloma, and Wyhoming.[15]

4. Implications

The concern over geographic illiteracy has resulted in government and private foundation support for programs in geography, but especially for regional geography in institutions of higher education. Respectable statements concerning the regional method have been promulgated to emphasize the importance of regional studies. Yet, the Journal of Geography, the Annals of the Association of American Geographers, and the Professional Geographer do not have one article written since the end of World War II which is indicative of progress in combating geographic illiteracy among America's geography students. On the contrary, studies and general comments in the literature indicate that the lack of knowledge concerning regional geography is widespread.

Where then do regional geographers stand in 1974? Are their theoretical and methodological orientations changing in response to the problems which regional geography must face? Are present practices repeating the errors of the past or are instructors adjusting their courses to the changes occurring within the discipline? The answers to these questions are indeed important for the future of regional geography. This dissertation represents an attempt to uncover the answers to those issues for departments of geography in academic year 1973-74.

5. Definition of the Study

The principal purpose of this study is to determine and assess the fundamental characteristics and functions of courses in regional geography in academic year 1973-74. The areas of concern include:

1. Trends in the functions of regional courses in college departments of geography, 1920-1974.

2. Trends in the functions of regional geography courses in general education programs, 1920-1974.
3. Trends in the approaches used in teaching regional courses, 1920-1974.
4. The present status of regional courses as perceived by chairmen of departments of geography in 1974.

6. Hypothetical Considerations

The following hypothetical considerations are to be tested in the study:

1. An important function of regional courses for departments of geography has been serving non-geography majors from other departments.
2. An important function of regional courses for the general education program at the college level has been to provide students with general information concerning regions of the world.
3. Approaches toward the teaching of regional courses have not changed significantly since 1920.
4. Regional courses in geography are perceived by geography department chairmen as being of lower status than systematic courses.

7. Methodology

In order to determine trends in functions and methods of regional courses since 1920, extensive research in professional journals, old textbooks, and old course outlines was undertaken. This review of the

professional literature is presented in the beginning of each chapter.

In order to assess the current situation concerning the functions and methods of regional courses, a five-page questionnaire was formulated (Appendix A). In the questionnaire, department chairmen were asked to answer the questions as they applied to their own departments. Areas of response included: names of introductory regional courses offered by the department, texts used in these courses, methods of instruction in use in the department for introductory regional courses, perceived value of regional courses in the field of geography, perceived value of the role of regional courses in the training of geography majors to become professional geographers, perceived functions of regional courses for the respondent's department of geography, and perceived and ideal functions of regional courses for the liberal arts curriculum.

The questionnaire was sent to all chairmen of departments of geography listed in the 1973 Schwendeman Guide.[16] Chairmen of joint departments, such as geography and anthropology were not questioned. (The chairman at Oklahoma State University was not questioned as he was so closely involved in the formulation of the questionnaire.) A list of those institutions which responded to the questionnaire is given in Appendix B.

Since a study examining all levels of courses in regional geography would be too large, respondents were asked to respond to questions concerning only their introductory regional courses. Those courses which were reported as introductory regional by each department are given in Table IV. By far, the most common introductory regional course is the

TABLE IV

INTRODUCTORY REGIONAL COURSES TAUGHT IN DEPARTMENTS SURVEYED

World Regional	92
Anglo America	27
Europe and USSR	10
Latin America	11
Asia	9
Middle East	1
Pacific	1
Tropics	1
Polar Lands	1
Geography of Minnesota	1
Geography of Ohio	1
Geography of Illinois	1
Geography of Utah	1
Geography of Nebraska	1

world regional survey course. Results of the questionnaire have been tabulated and presented in each chapter.

FOOTNOTES

[1]John D. Nystuen and Michael F. Dacey, "A Graphy Theory Interpretation of Nodal Regions," Papers and Proceedings of the Regional Science Association, Vol. 7 (1961), p. 7.

[2]Carl Sauer, "The Education of a Geographer," The Annals of the Association of American Geographers, Vol. 46 (1956), p. 289.

[3]Preston James, "Toward a Further Understanding of the Regional Concept," The Annals of the Association of American Geographers, Vol. 42 (1952), p. 195.

[4]Derwent Whittlesey, "The Regional Concept and the Regional Method," American Geography: Inventory and Prospect, ed. Preston James. (New York, 1954), p. 30.

[5]The Association of American Geographers, Geography in Undergraduate Liberal Education (Washington, D.C., 1965), p. 30.

[6]Benjamin F. Richardson, Jr., "Geography in the Junior Colleges of the United States," The Journal of Geography, Vol. 50 (1951), p. 250.

[7]J. Trenton Kostbade, "A Brief for Regional Geography," The Journal of Geography, Vol. 64 (1965), p. 366.

[8]James, Ibid.

[9]Vincent Miller, "Observations on the Goals and Methods of Regional Courses," The Journal of Geography, Vol. 59 (1960), p. 372.

[10]Association of American Geographers, pp. 31-32.

[11]Benjamin Fine, "Geography Almost Ignored Colleges Survey Shows," The Journal of Geography, Vol. 50 (1951), p. 165.

[12]Kostbade, p. 356.

[13]Preston James, "Introductory Geography: Topical or Regional?" The Journal of Geography, Vol. 66 (1967), p. 53.

[14]Association of American Geographers, Ibid.

[15]Wilfred Black, "Do College Students Know Their Geography?" The Social Studies, Vol. 62 (1971), pp. 16-20.

[16]J. R. Schwendeman and J. R. Schwendeman, Jr., Directory of College Geography in the United States (Richmond, Kentucky, 1973).

CHAPTER II

REGIONAL COURSES: THEIR GROWTH AND FUNCTION

1. Introduction

At the turn of the present century, courses in regional geography in institutions of higher education in the United States were practically non-existent. After World War I, however, this situation changed as the inclusion of regional courses became more prevalent in American colleges and universities. Regional courses enjoyed popularity in educational institutions and received approval from professional geographers from 1920 through 1960. Toward the end of the nineteen-sixties, however, criticism of regional courses began to grow and has continued unabated through the nineteen-seventies.

A basic function of departments offering regional courses has been to service students enrolled in other degree programs. This function has remained basically unchanged since 1920.

In this chapter, the general growth of regional courses in American higher education will be reviewed, with special emphasis given to unique patterns of growth at selected types of institutions. The "service" function of regional courses will be underscored.

2. The Emergence of Regional Geography: 1895-1920

Although the litany of distinguished geographers includes such

individuals as Strabo, Von Humboldt, and Ritter, their contributions to knowledge were not considered in courses in geography in the United States in most cases until the 1890's.

The first course which could be described as resembling a regional course was developed at the Wharton School of Finance and Commerce at the University of Pennsylvania in the late 1800's. Such courses came to be known as "commercial geography" and were characterized as "a mass of uncorrelated statistics."[1]

In the early years of the present century, the growth of geography programs was unimpressive. In spite of the founding of the first separate department of geography at the University of Chicago in 1903, J. P. Cook wrote just three years later: "If we except physical geography in which subject almost all of the institutions offer courses in connection with the study of geology, we find little work in the subject."[2]

Yet the involvement of the United States in World War I had a profound impact on the growth of interest in regional geography. The sentiment responsible for this change of attitude is exemplified by the following:

> The War has turned the world abruptly to new paths and unknown ways. We are thinking today in terms of the international rather than national . . . further knowledge of other nations of the world is being sought by every wide-awake American. Now is the time to take advantage of this awakened interest to advance the teaching of geography.[3]

Another factor which was important in increasing support for regional geography at that time was the variety of new immigrants coming to the United States.

> In our great problem of Americanization we need the kind of geographic knowledge of such countries as Italy, Poland, or Greece which will be an avenue of wise, sympathetic and

> affective approach to the sons of those lands as they land upon our shores.[4]

Also, the increasing predominance of America as an international creditor sparked support for programs which would give students more sophisticated and relevant information than had the commercial geography courses in the past. Finally, the emergence from the War created support for "a knowledge of the world in laying the basis for intelligent patriotism."[5]

By 1920 then, the influence of these four incentives for increased growth could be seen in the discipline of geography. For example, Table V shows the results of a 1922 survey by George Miller which underscores this growth. (Since methods of crediting courses were not uniform among colleges, Miller sought to standardize answers by using the common denominator of "a year's work" in geography. This was defined as four to five hours of geographic instruction per week for one academic year.) With the emergence of requirements that teachers have a four year degree in order to teach, Miller found that the greatest growth occurred in colleges and universities at the expense of the normal schools. The most spectacular growth was in the state teacher training institutions.[6]

3. Growth and Functions: 1920-1930

A. Introduction

After World War I, the increased emphasis upon programs of geography in institutions of higher education was marked by a growth in the occurrence of regional courses.

> American geographers had a tendency to concentrate their efforts on microgeographic studies and large scale regional

TABLE V

GROWTH OF COLLEGE GEOGRAPHY IN
SELECTED STATES 1895-1920

State	Years of Work* 1895	Years of Work 1920
Illinois	3.33	34.8
New York	3.5	33.1
Ohio	3.5	32.33
Wisconsin	1.85	31.95
Pennsylvania	2.0	17.35
Massachusetts	6.37	17.35
Michigan	None	15.33
Virginia	1.0	13.5
Indiana	2.0	13.4
California	None	11.38
Missouri	None	11.0
North Dakota	None	8.0
Tennessee	None	7.0
Iowa	None	6.25
West Virginia	.33	5.5
South Dakota	.75	4.5
Nebraska	None	4.3
Oklahoma	None	4.25
Idaho	None	3.5
Texas	None	3.16
Maryland	None	3.0
Alabama	1.5	3.0
South Carolina	None	2.75
Kansas	None	2.5
New Jersey	1.25	2.5
Colorado	None	2.33
Connecticut	.83	2.25
Washington	.5	2.0

TABLE V (Continued)

State	Years of Work* 1895	Years of Work 1920
Kentucky	None	1.0

*One "work-year" equals 4-5 hours of geographic instruction per week for an academic year.

Source: "Twenty-five Years Growth in Collegiate Geography" by George Miller. Journal of Geography, Vol. 21 (1922), p. 34.

> synthesis. Thus, geography programs which were developed during this era tended to be characterized by a large number of regional geography courses and an increased number of courses in cultural, historical, and economic geography.[7]

In order to assess the role of regional courses for departments at this time, it is first necessary to determine what type of institutions were offering courses during the nineteen-twenties.

B. Geography in Teacher Training Institutions

All types of geography courses, but especially regional courses, were most frequently offered in the teacher training institutions. The overwhelming purpose of the courses for the department was to serve students enrolled in education degree programs. Pico cited Cunningham's classification of teacher training institutions to underscore this service function:

> First, there are those institutions (only a few) that offer no courses in geography yet purport to train teachers to teach in the elementary schools. Second, there is a group of teacher-training institutions that offer a few courses in geography along with other subjects. Third, there are those institutions that permit the students to pursue geography as a major or as a minor and offer many courses in the subject so that they can train special geography teachers.[8]

In her 1929 study, Shrode found there was a tendency for departments to offer general courses and courses for elementary teachers. This predominance of a service function by offering regional courses to others is characteristic of such institutions in the nineteen-twenties. Furthermore, ". . . many colleges and normal schools stress the geography of the home state or region. . . . This emphasis upon local geography is particularly noticeable in teacher training courses."[9]

The service function is also exemplified by Stark's comments at the

Ann Arbor meeting of the National Council of Geography Teachers in 1921.

She began her address by noting that as far as regional geography was concerned, "Its service to students and teachers of geography undoubtedly is appreciated widely."[10]

She felt that students in public institutions should be knowledgeable concerning regional geography in order to:

1. Perform adequately and logically the function of geography - to determine the significance of the physical environment to people.
2. Make effective geographic interpretations of world areas.
3. Build a background for understanding our domestic associations and our world net of international relations.
4. Pursue from the elementary grades through the university level a <u>science</u> of geography.[11]

C. Geography in the Normal Schools

Although the role of the normal schools declined with the emergence of requirements that teachers have a four year degree in order to teach, they were still involved with some teacher preparation programs. In such institutions, the task of the department of geography was formidable indeed if one acknowledges the validity of Thrall's comments: "Nine out of ten students who come into the normal school are either indifferent to the subject or actively dislike it."[12] Unlike the four-year teacher training institutions where students could take a variety of courses in geography,

> . . . the majority of normal schools offer one course of eighteen weeks - fifty-four lessons - in geography. This course in most instances is supposed to be a combination of method and subject-matter. With such a course and in so brief a time, the normal school instructor is expected to prepare the student to teach geography in the elementary school.[13]

D. Geography in Liberal Arts Programs

Among liberal arts programs, no geography courses achieved the importance which they enjoyed in the teachers colleges. By 1929, only 11% of the liberal arts colleges had separate departments of geography. Still, regional courses were important in the curricula of such programs and were frequently referred to as "continental studies."

Whereas, Cunningham found "practically all" teacher training institutions offering courses in geography, Hutter found just 52% of liberal arts colleges offering such courses.[14] In such departments, the primary role of geography was in complementing

> . . . two groups of studies which have been called the Arts or Humanities, and the Natural Sciences and it is this relationship which is at once the root of its cultural strength and its weakness as a mere subject of examination.[15]

In effect, the geography department was performing a service function through its regional courses in complementing existing programs and in providing "the much-needed foundation for a rounded study of man."[16]

4. Growth and Functions: 1930-1940

A. Introduction

During the years prior to World War II, regional courses continued to occupy a significant position in American higher education. This high position is exemplified by the comments of Professor Ekblaw of Clark when he wrote: "Regional geography, in America at the present the most popular approach or method in the teaching of geography, possesses distinct advantages for the use of place discipline."[17]

B. Geography in Teacher Training Institutions

As in the previous decade, most programs in regional geography in the nineteen-thirties were in teacher training institutions. A study by Armentrout and Whitney of 137 state teachers colleges found the most popular courses to be regional courses of Europe, North America, Asia, Africa, and Australia. The authors also noted the recurrence of a trend identified in the nineteen-twenties:

> In most teachers colleges, the geography department appears to be a service department. Its main function is to supply courses required of majors in other departments, particularly for students majoring in elementary education.[19]

Concerning the departmental functions, they noted:

> The major aim of the department is not to train specialists in geography, but rather to equip teachers for the elementary school who will teach geography along with many other subjects.[20]

C. Geography in Liberal Arts Programs

The general lack of change from the previous decade which characterized the teacher education programs is similarly indicative of the situation in liberal arts institutions in the nineteen-thirties. The role of the department remained as that of serving the general education program by complementing other courses.

5. Growth and Functions 1940-1950

A. Introduction

The idea that history is repetitive can be seen by the influence of World War II on programs in geography. As with the previous World War,

the forced internationalism of the conflict resulted in support for more and better programs in regional geography.

B. Geography in Teacher Training Institutions

In a 1943 study, Bellotti, Wirick, and Menk surveyed 180 college departments of geography in teacher colleges and compared the results of the study with those of a similar study done by Cunningham ten years earlier. Not surprisingly, the study showed that the old normal schools had become four year colleges. More importantly, however, they found that regional geography remained prominent in the curricula of such institutions. There was an 11.8% increase in regional course offerings over the ten year period of the study.[21]

A similar study done in 1949 by the Office of Education reported that geography was "almost universally included among the offerings of the 190 teacher training institutions surveyed, and two-thirds of the colleges of education offer a major or minor in geography for the bachelor degree."[22]

C. Geography in Liberal Arts Programs

The situation for regional geography in liberal arts colleges was not so encouraging.

A 1949 survey of 720 liberal arts institutions conducted by the Office of Education reported that only one-sixth of the institutions offered a major or minor in geography toward the bachelors degree.[23] Although three-fifths of all these institutions offered some work in geography, "about 60 percent of these offer geography only as a service

subject."[24] Also of interest is the Office of Education finding that geography in education or geography methods courses are offered by one-sixth of the liberal arts institutions which have a major or minor in geography.

6. Growth and Functions 1950-1960

A. Introduction

Considering the public interest in geography during World War II, one would hope that some support for programs in regional geography would be forthcoming in the post-war period. Yet in 1951, Benjamin Fine reported on a New York Times study which showed that fewer than 5% of college students in the United States were enrolled in even one geography course.[25] He noted the paradox that all but one of the 298 liberal arts institutions surveyed "agreed that every American should have some knowledge of geography."[26]

B. Geography in Teacher Training Institutions

In assessing the role of geography in teachers colleges in the nineteen-fifties, a sample year, 1958, was examined in terms of information available in the Schwendeman Guide. It was found that most colleges designated as state colleges or teachers colleges offered programs in regional geography. Only five colleges in this classification had no courses in geography. They were: Stout State College, Menomonie, Wisc., Western State College of Colorado in Gunnison, Eastern Montana College of Education in Billings, North Carolina State

College in Raleigh, and State University of New York at Plattsburgh.

C. Geography in Liberal Arts Institutions

Comprehensive information on liberal arts programs in geography was published by Fine. His data support the contention that a very small percentage of liberal arts students were taking courses in geography. He also noted that an average of only 6.5% of entering freshmen offered a high school course in geography as a unit for admission to college. Considering that 93.3% of the colleges surveyed did not require courses in geography for an undergraduate degree, one can infer that very little pressure was brought upon these students to remedy their high school deficiencies by the time they completed their work on a bachelors degree.

Information on those students required to take geography courses in conjunction with their non-geography degree program showed that this requirement was most extensive among majors in education:

Major	Percent Required to Take Geography
Economics	19.3
Sociology	7.9
Education	36.5
Government	10.2
History	13.9

In the liberal arts colleges then, geography remained a service subject.

D. Geography in the Junior College

In the nineteen-twenties, there were a few junior colleges, and

their impact as far as geography was concerned was negligible. In Shrode's comprehensive survey of institutions offering courses in geography in the nineteen-twenties, the amount of available information concerning junior colleges was so small that she wrote: ". . . any attempt to draw definite conclusions regarding geographic trends from such a small number of institutions would be unwarranted."[27]

By 1950, however, Benjamin Richardson's study indicated that 35% of all junior colleges were offering courses in geography. Of the public junior colleges, 64% offered geography courses; whereas, 43% of the private junior colleges offered such courses.[28] The states with the junior colleges which offered the most geography were California, Illinois, and Kansas.

What then of the role of the departments of geography in junior colleges? Richardson characterized it as preparing "this large category of students for good citizenship thru (sic) a better knowledge of the world and its peoples."[29] Another important function was in preparing the "impressive percentage of junior college students (who) profess an intention of majoring in education and may well be the elementary school teachers of tomorrow."[30] Of 138 junior colleges responding to the Richardson survey, 83 responded that their non-geography majors were taking courses in geography. Of these, 40% were in education.

7. Growth and Functions 1960-1970

By 1960, almost all of the normal schools had become four year teacher's colleges and, in turn, many of these colleges were becoming liberal arts institutions. This resulted in an organizationally more homogeneous system of higher education wherein the identification of

programs and offerings by type of institution was increasingly difficult. For example, Robert Fuson called attention to the emergence of integrated approaches to the geography curriculum wherein all departments serve the goal of a general education for all students. He also noted that most of the students who were enrolled in geography courses were not geography majors.[31] Similarly, Professor Albert Brown of Eastern Michigan University wrote of "The Role of Introductory Geography Courses in the College Curricula" without specifying differences among students based on the type of institution which they attend.[32]

What of the potential for growth of geography throughout the nineteen-sixties and into the next decade? Perhaps the spirit of the times was best exemplified by the words of Chairman Harper of the department of geography of Southern Illinois University:

> As never before, geography is being given the chance to demonstrate the contribution it can make to general education, for suddenly, through the National Defense Education Act, the programs of the National Science Foundation, private foundations, state agencies of education, and local school districts, there is money to train teachers of geography, equip geography classrooms and develop new curricula materials on geography.[33]

8. Growth and Functions 1970-1974

By 1973, 5807 geography courses were being taught by 3456 geographers in American colleges and universities. That contrasts with the figures in 1966 when 4208 courses were offered by 3238 instructors.

In order to determine which of these numerous offerings were perceived by chairmen as being of the greatest importance for their geography majors, each chairman was asked to rank order a list of various geography courses.

The results indicate (Table VI) that most chairmen felt that the

TABLE VI

PERCEIVED VALUE OF SELECTED COURSES FOR UNDERGRADUATE GEOGRAPHY MAJORS IN TERMS OF THEIR COMPETENCY AS PROFESSIONAL GEOGRAPHERS BY FACULTY

Course	Percent Ranking Course Most Important
Physical Geography	30%
Cultural Geography	21%
Quantitative Techniques	15%
History and Philosophy of Geography	14%
Regional Geography	14%
Cartography	6%
Climatology	2%
Computer Methods	0%

Course	Percent Ranking Course Least Important
Computer Methods	29%
History and Philosophy of Geography	22%
Regional Geography	22%
Climatology	21%
Cartography	2%
Cultural Geography	2%
Quantitative Techniques	2%
Physical Geography	0%

most important course for their majors was physical geography. Cultural geography, quantitative techniques and the history and philosophy of geography followed physical geography in that order, with regional geography finishing in fifth place.

It is also interesting to look at the questionnaire results on this item in terms of negative responses. When this is done, regional courses are seen to be selected by 22% of all chairmen as being the least valuable of courses for their majors. This position is shared with the history and philosophy of geography, with only computer methods perceived as being of less importance.

When the rank-ordered importance (by chairmen) of regional courses is examined, it is possible to divide respondents into pro-regional, neutral, and anti-regional positions. Those respondents who ranked regional courses as being either the most important or second most important courses for their undergraduate majors in terms of the student's professional competency, have been designated "pro-regional". The institutions where these chairmen were found are listed in Table VII. Chairmen who ranked regional courses as being sixth, seventh, or eighth in importance among the eight possibilities listed have been designated as "anti-regional" (Table IX). Chairmen at neither extreme have been designated as "neutral" and a listing of the institutions where these chairmen are found can be seen in Table VIII.

Next, all chairmen were asked to react to eleven statements concerning their opinions on regional courses in geography. They were to characterize their opinions concerning the statements by selecting one of the following responses for each statement:

1. Disagree strongly with the statement.

TABLE VII

EDUCATIONAL INSTITUTIONS WHERE GEOGRAPHY DEPARTMENT CHAIRMAN IS DESIGNATED AS "PRO-REGIONAL"

Bowling Green State University - Huron, Ohio
Central Washington State University - Ellenburg, Washington
Colorado State University - Greeley, Colorado
Cypress College - Cypress, California
Furman University - Greenville, South Carolina
Gannon College - Erie, Pennsylvania
Houston, University of - Houston, Texas
Jacksonville University - Jacksonville, Florida
Missouri, University of - Columbia, Missouri
Nebraska, University of - Omaha, Nebraska
North Dakota, University of - Grand Forks, North Dakota
Northwest Missouri State College - Maryville, Missouri
Ohio State University - Mansfield, Ohio
Ohio State University - Newark, Ohio
Olivet College - Olivet, Michigan
Oregon College of Education - Monmouth, Oregon
Patterson State College - Wayne, New Jersey
St. Cloud State College - St. Cloud, Minnesota
State College of Southern Colorado - Pueblo, Colorado
University of Southwest Louisiana - Lafayette, Louisiana
William Woods College - Fulton, Missouri
Winona State College - Winona, Minnesota
Worcester State College - Worcester, Massachusetts

TABLE VIII

EDUCATIONAL INSTITUTIONS WHERE GEOGRAPHY DEPARTMENT CHAIRMAN IS DESIGNATED AS "NEUTRAL"

Arkansas, University of - Fayetteville, Arkansas
Augustana State College - Sioux Falls, South Dakota
Austin Peay State University - Clarksville, Tennessee
Butte College - Durham, California
Central Missouri State University - Warrensburg, Missouri
Coastal Carolina College - Conway, South Carolina
Colorado, University of - Boulder, Colorado
East Tennessee State University - Johnson City, Tennessee
Kent State University - Kent, Ohio
Kentucky, University of - Lexington, Kentucky
Livingston College - Salisbury, North Carolina
Louisiana State University - Baton Rouge, Louisiana
Louisiana State University - New Orleans, Louisiana
Michigan State University - Lansing, Michigan
Memphis State University - Memphis, Tennessee
Ohio State University - Columbus, Ohio
Richmond, University of - Richmond, Virginia
Roosevelt University - Chicago, Illinois
Sam Houston State University - Huntsville, Texas
Slippery Rock State College - Slippery Rock, Pennsylvania
State College of Millersville - Millersville, Pennsylvania
Stephen F. Austin State University - Nacogdoches, Texas
South Carolina, University of - Columbia, South Carolina
Southern Florida, University of - Tampa, Florida
Southern University - Baton Rouge, Louisiana
South West Texas State University - San Marcos, Texas
State University of New York - New Paltz, New York
State University of New York - Oneonta, New York
Taylor University - Upland, Indiana
United States Air Force Academy - Colorado Springs, Colorado
Valparaiso University - Valparaiso, Indiana
Wisconsin, University of - La Crosse, Wisconsin
Wisconsin, University of - Oshkosh, Wisconsin
Wisconsin, University of - West Bend, Wisconsin

TABLE IX

EDUCATIONAL INSTITUTIONS WHERE GEOGRAPHY DEPARTMENT CHAIRMAN IS DESIGNATED AS "ANTI-REGIONAL"

Bemidji State College - Bemidji, Minnesota
Bowling Green State University - Bowling Green, Ohio
California State University - Chico, California
California State University - Long Beach, California
College of St. Joseph the Provider - Rutland, Vermont
Dartmouth College - Hanover, Vermont
Florida State University - Tallahassee, Florida
Geogre Peabody College for Teachers - Nashville, Tennessee
Georgia, University of - Athens, Georgia
Grambling College - Grambling, Louisiana
Indiana University of Pennsylvania - Kittanig, Pennsylvania
Mankato State College - Mankato, Minnesota
Michigan, University of - Ann Arbor, Michigan
Mississippi, University of - Hattiesburg, Mississippi
Nebraska, University of - Lincoln, Nebraska
Northern Iowa, University of - Cedar Falls, Iowa
Ohio State University - Athens, Ohio
Portland State University - Portland, Oregon
Radford College - Radford, Virginia
Southern Illinois, University of - Carbondale, Illinois
State College of Arkansas - Conway, Arkansas
State University of New York - Buffalo, New York
State University of New York - Cortland, New York
Texas Christian University - Fort Worth, Texas
West Georgia College - Carrollton, Georgia
West Texas State University - Canyon, Texas
Wisconsin, University of - Platteville, Wisconsin
Wright State University - Dayton, Ohio
Wyoming, University of - Laramie, Wyoming

2. Disagree somewhat with the statement.

3. Agree somewhat with the statement.

4. Agree strongly with the statement.

The results of tabulating the total number of responses is in Table X.

By far, most respondents felt that:

In general, graduate school admissions committees are more concerned with the systematic courses which a student has taken than with the regional courses he has taken when they review a prospective student's transcript (85%).

Yet, while admitting the problems with regional courses in terms of helping their students continue their training at the graduate level, the role of such courses in the liberal arts curriculum is underscored by strong agreement among all respondents with the following:

World regional survey courses should be a basic component of undergraduate liberal arts curricula (77%).

There was also considerable agreement that:

Regional courses are frequently more interesting to teach than systematic courses (53%).

Respondents as a group also expressed much strong disagreement with certain statements. Many disagreed that:

If one were to define a status system among professional geographers, the regional geographers would generally occupy the highest positions (88% Disagreed).

Concerning the future of regional courses, 76% of the total group of respondents felt that the number of regional course offerings would NOT increase during the next decade.

When this same data are examined in terms of "pro-regional",

TABLE X

OPINIONS CONCERNING ELEVEN STATEMENTS CHARACTERIZING REGIONAL COURSES IN GEOGRAPHY

Percent of Total Who Agree Strongly or Somewhat With Statement	Percent of Total Who Disagree Strongly or Somewhat With Statement	Statement
37	63	There is seldom duplication of material among regional courses.
34	67	Regional courses are frequently more "armchair travelogues" than truly geographical studies.
37	64	Such concepts as gravity models and central place theory should form the foundation of regional course content.
27	70	The most important regional courses for geography majors are those dealing with the philosophy and history of the regional method.
44	57	Regional courses are generally as demanding intellectually for students as are systematic courses.
29	73	Students are graded with more leniency in regional courses.
85	10	In general, graduate school admissions committees are more concerned with the systematic courses which a student has taken than with the regional courses he has taken when they review a prospective student's transcript.
53	46	Regional courses are frequently more interesting to teach than systematic courses.

TABLE X (Continued)

Percent of Total Who Agree Strongly or Somewhat With Statement	Percent of Total Who Disagree Strongly or Somewhat With Statement	Statement
12	88	If one were to define a status system among professional geographers, the regional geographers would generally occupy the highest positions.
24	76	The number of offerings in regional courses will increase in the next decade.
77	24	World regional survey courses should be a basic component of the undergraduate liberal arts curricula.

Note: Not all respondents answered all questions.

"anti-regional", and "neutral" chairmen, some interesting patterns emerge (Table XI).

All three groups could agree strongly only on the statement that the world regional survey course should be a basic component of the undergraduate liberal arts curricula. The three groups also disagreed strongly that students are graded with more leniency in regional courses. Also, they registered collectively strong disagreement with the following statement:

> The most important regional courses for geography majors in an undergraduate program are those dealing with the philosophy and history of the regional method.

Similarly, there were significant feelings of disagreement that:

> Such concepts as gravity models and central place theory should form the foundation of regional course content.

As might be expected, the anti-regional chairmen felt that:

> Regional courses are frequently more "armchair travelogues" than truly geographical studies";

whereas, the "pro-regional" and "neutral" chairmen disagreed with this statement.

There was the greatest range of opinion by the three groups concerning the intellectual rigor required of students in regional courses. The "pro-regional" chairmen felt strongly that regional courses were as demanding intellectually as the systematic courses, while the "neutral" chairmen disagreed somewhat with such claims. As might be expected, the "anti-regional" chairmen felt that the systematic courses were generally more demanding.

Finally, the "anti-regional" chairmen as a group expressed strong

TABLE XI

MAJORITY OPINIONS CONCERNING ELEVEN STATEMENTS CHARACTERIZING REGIONAL COURSES IN GEOGRAPHY BY "PRO-REGIONAL", "ANTI-REGIONAL", AND "NEUTRAL" RESPONDENTS

RESPONSES				RESPONDENTS	STATEMENTS
Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly		
	X			Pro	There is seldom duplication of material among regional courses.
		X		Anti	
		X		Neutral	
		X		Pro	Regional courses are frequently more "armchair travelogues" than truly geographical studies.
	X			Anti	
		X		Neutral	
			X	Pro	Such concepts as gravity models and central place theory should form the foundation of regional course content.
		X		Anti	
			X	Neutral	
			X	Pro	The most important regional courses for geography majors in an undergraduate program are those dealing with the philosophy and history of the regional method.
			X	Anti	
			X	Neutral	
X				Pro	Regional courses are generally as demanding intellectually for students as are systematic courses.
			X	Anti	
		X		Neutral	
			X	Pro	Students are graded with more leniency in regional courses.
			X	Anti	
			X	Neutral	

TABLE XI (Continued)

RESPONSES				RESPONDENTS	STATEMENTS
Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly		
	X			Pro	In general, graduate school admissions committees are more concerned with the systematic courses which a student has taken than with the regional courses he has taken when they review a prospective student's transcript.
X				Anti	
	X			Neutral	
	X			Pro	Regional courses are frequently more interesting to teach than systematic courses.
	X			Anti	
	X			Neutral	
		X		Pro	If one were to define a status system among professional geographers, the regional geographers would generally occupy the highest positions.
			X	Anti	
		X		Neutral	
		X		Pro	The number of offerings in regional geography courses will increase in the next decade.
			X	Anti	
		X		Neutral	
X				Pro	World regional survey courses should be a basic component of undergraduate liberal arts curricula.
X				Anti	
X				Neutral	

disagreement with the following statement:

> If one were to define a status system among professional geographers, the regional geographers would generally occupy the highest positions.

Chairmen were also asked to rank order what they perceived to be the functions of regional courses for their departments (Table XII).

Of the seven statements which they were given, most chairmen ranked the following statement first:

> Regional courses are important for my department because they are frequently the first geography courses which undergraduates take and are therefore important in attracting new students to the department.

The "pro-regional" and "neutral" chairmen ranked the following statement first:

> Regional courses are important because they are frequently taken by non-majors and therefore greatly increase the numbers of students served by the department.

The "anti-regionalists" ranked the statement first.

All groups except the "anti-regionalists" ranked the following statement last:

> Regional courses are important in helping our students get into graduate programs in geography.

The "anti-regionalists" ranked that statement sixth out of seven possibilities. This same group ranked the following statement last, whereas the other groups ranked it sixth:

> Regional courses are important because they bring prestige to our department since some of our faculty are well-known within

TABLE XII

RANK ORDER OF PERCEIVED FUNCTIONS OF REGIONAL COURSES FOR DEPARTMENTS OF GEOGRAPHY

RESPONDENTS				STATEMENTS
Pro-Regional	Neutral	Anti-Regional	Total Group	Regional courses are important for my department because they:
1	1	2	1	are frequently the first geography courses which undergraduates take and are therefore important in attracting new students to the department.
2	2	1	2	are frequently taken by non-majors and therefore greatly increase the numbers of students served by the department.
4	5	5	5	constitute the foundation upon which our other courses are built.
3	3	4	3	fulfill the students' needs for relevant courses.
7	6	7	7	are important in helping our students get into graduate programs in geography.
6	7	6	6	bring prestige to our department since some of our faculty are well-known within the academic community as regional specialists.
5	4	3	5	have the reputation of being among the most interesting courses on campus.

the academic community as regional specialists.

The statements between these extremes were scored quite similarly by all groups.

9. Chapter Summary

The growth of regional courses in geography has been significant during the past half century. Throughout this time, such courses have had the important functions of being basis of the geographic curriculum while at the same time serving students enrolled in other degree programs as well.

At the present time it appears that most chairmen share the opinion that such courses are important as a basic component of the undergraduate liberal arts curriculum, and are important attracting students to the department. They are, however, of little value at the present time in serving as a foundation for graduate training in geography.

FOOTNOTES

[1]Rafael Pico, "Geography in American Universities," The Journal of Geography, Vol. 40 (1941), p. 293.

[2]Ibid., p. 294.

[3]E. F. Holmes, "The Kind of Geography the Working World Needs," The Journal of Geography, Vol. 21 (1922), p. 73.

[4]Ibid., p. 76.

[5]Ibid.

[6]George Miller, "Twenty-five Years' Growth in Collegiate Geography," The Journal of Geography, Vol. 21 (1922), p. 35.

[7]Placido Lavalle, "Recent Trends in Undergraduate Geographic Training in American Universities and Colleges," Frontiers in Geographical Teaching, ed. Richard J. Chorley and Peter Haggett. (London, 1970), pp. 309-321.

[8]Rafael Pico, "Geography in American Universities," The Journal of Geography, Vol. 40 (1941), p. 295.

[9]Ida May Shrode, "A Catalog Study of Geography in Educational Institutions Above the High School," The Journal of Geography, Vol. 28 (1929), p. 200.

[10]Mabel C. Stark, "Teaching Value of Geographic Regions," The Journal of Geography, Vol. 22 (1923), p. 81.

[11]Ibid., pp. 85-86.

[12]Zoe A. Thralls, "Summary of Investigations in Geographic Instruction," The Journal of Geography, Vol. 33 (1934), p. 110.

[13]Ibid., p. 116.

[14]Pico, Ibid., p. 295.

[15]_____, "Current Opinions on the Function of Geography," The Journal of Geography, Vol. 19 (1920), p. 34.

[16]Ibid.

[17]Elmer W. Ekblaw, "The Attributes of Place," The Journal of Geography, Vol. 36 (1937), p. 219.

[18]W. S. Armentrout and F. L. Whitney, "Types of Geography Courses Offered in Teachers' Colleges," The Journal of Geography, Vol. 29 (1930), p. 402.

[19]Ibid., p. 403.

[20]Ibid.

[21]Helen Bellotti, Betty C. Wirk, and Elizabeth Menk, "Changes in the Geography Taught in Teacher Education Institutions," The Journal of Geography, Vol. 44 (1945), pp. 246-250.

[22]Otis W. Freeman, "Geography as Seen from the Office of Education," The Journal of Geography, Vol. 48 (1949), p. 277.

[23]Ibid.

[24]Ibid.

[25]Benjamin Fine, "Geography Almost Ignored in Colleges, Surveys Show," The Journal of Geography, Vol. 50 (1951), p. 165.

[26]Ibid.

[27]Shrode, p. 200.

[28]Benjamin F. Richardson, Jr., "Geography in the Junior Colleges of the United States," The Journal of Geography, Vol. 50 (1951), p. 247.

[29]Ibid., p. 249.

[30]Ibid.

[31]Robert H. Fuson, "Geography and General Education," The Journal of Geography, Vol. 60 (1961), p. 426.

[32]Albert W. Brown, "The Role of Introductory Geography Courses in College Curricula," The Journal of Geography, Vol. 60 (1961), pp. 321-326.

[33]Robert A. Harper, "Geography's Role in General Education," The Journal of Geography, Vol. 65 (1966), p. 177.

CHAPTER III

THE FUNCTION OF REGIONAL COURSES IN GENERAL EDUCATION PROGRAMS

1. Introduction

Since 1920, courses in geography have played an important role in general education programs. In every decade, virtually all views concerning the functions of regional courses in general education programs can be reduced to two general themes:

1. Regional courses provide students with general information concerning regions of the world.
2. Regional courses provide students with intellectual skills which will enable them to develop abilities in relating and synthesizing knowledge.

The role of geography in the general education programs of American colleges and universities was discussed at length in A Report of the Geography in Liberal Education Project by the Association of American Geographers. In the report, it is noted that: "Since an appreciation of the fundamental unity of knowledge is a prime objective in liberal education, the geographic approach is an essential component of it."[1]

Also, geographic study is important in a liberal education because:

1. it shows the causal interrelations among physical, human, and biotic phenomena and how these serve as clues to the origins and functions of socio-economic and political processes.

2. it stimulates the observation of patterns and regularities, especially in the landscape.

3. it allows the student to understand the world as it is at the present time.

4. it makes the student appreciate his role as caretaker of the earth.

5. it enables him to appreciate differences and similarities among places.

6. it makes the student study the world around him and encourages him to test the abstract against the real.[2]

In the report, those geographic principles germane to a liberal education are defined. They are:

1. an understanding of spatial distributions, spatial associations, and of area interrelationships.

2. an understanding of the importance of time.

3. an understanding and recognition of the idea that the world is constantly changing.

4. a recognition of man's relations with the physical environment.[3]

How then has geography, and especially regional geography, provided students with an appreciation of the various regions of the world along with the intellectual skills necessary to relate and synthesize knowledge? In this chapter, those issues are examined, from 1920 to the present.

2. Regional Geography and Liberal Education: 1920-1930

The nineteen-twenties were characterized by a "new" regional geography which was "the study of a region's domination of a people . . . of the cultural diversity of peoples and the reasons which lie back of that diversity."[4]

Perhaps the best example from the nineteen-twenties to illustrate the role of regional geography in enhancing a liberal education was the 1926 event known as the first college cruise around the world. The scope of this undertaking was remarkable. Almost 500 students from 40 states represented 66 colleges and universities on this 227 day cruise.[5] Ridgeley felt that the results of this "university afloat" were of great importance for a liberal arts program in terms of the type of regional course taught. From this experience: "Sympathetic appreciations of peoples of the world developed, and this enabled (the students) to understand better the international relationships among nations."[6]

3. Regional Geography and Liberal Education: 1930-1940

In the nineteen-thirties, regions and places again dominated geography. As Dr. Ekblaw of Clark wrote in 1937: "Yet withal, for many, perhaps for most purposes, the regional approach or method when properly followed is most strictly geographic of all in its discipline."[7]

What then, should such courses do for the liberal education of the student?

The most definitive statement of the period was given by V. C. Finch of the University of Wisconsin in 1930. In discussing the introductory regional course for such students he noted:

> Such a course should provide not merely information but also a systematic method for the arrangement and correlation of facts of geographic significance. . . . It should be designed to generate a type of thinking that is the antithesis of provincial.[8]

Finch noted that one of his goals is to ". . . bring to the liberal arts student some tangible ideas about the people and problems of other

lands."[9] By enrolling in such courses, the liberal arts student can receive ". . . a fairly liberal understanding of people and their life, of landscapes and their meaning in at least the more significant world region about him."[10]

4. Regional Geography and Liberal Education: 1940-1950

In the nineteen-forties, as in previous decades, the role of the regional course in general education was important.

Commenting on regional courses, Helen Balk noted in her article in the Journal of Geography that "Any such survey course must include the world as a whole, a world in which all regions are intimately related."[11]

Perhaps the best statement of the role of regional courses in general education programs was presented by George Kimber in 1949. Kimber's report was based on his interpretation of the 1945 Report of the Harvard Committee on the Objectives of a General Education in a Free Society. He felt that ". . . of all the subjects in the curriculum, none is more essential to general education, both in practical content and in principles involved than is geography."[12] Kimber felt that the study of geography reinforced these characteristics of a general education: observation, discrimination, and evaluation; unity among diversity; relationships, development, and change; comparison; the essential role of history; and world unity.

5. Regional Geography and Liberal Education: 1950-1960

In this decade, the significance of regional courses in general

education was again a topic of importance. One scholar who addressed the issue was Robert McNee of the City College of New York. He began his observations by decrying the relatively insignificant role of geography in American higher education in spite of the fact that ". . . our collective geographic ignorance is almost beyond belief."[13] The hope for combatting this ignorance was to be found in regional courses.

He went on to define what he felt were the objectives of a general education which were well suited to the use of the regional concept. They are:

1. The integration of knowledge derived from academic study of traditionally separate subjects or from travel.
2. The accurate generalization of the variety on the face of the earth.
3. The effective relation of one's immediate community to other, wider communities.[14]

6. Regional Geography and Liberal Education: 1960-1970

In the period 1960-1970, many geographers were concerned with the role of regional courses in general education programs. Noted regional geographer Robert Fuson wrote that "Only general education can pull the more essential materials together for every student to experience"[15] and that ". . . a good regional study <u>is</u> general education at its very best. . . ."[16]

In 1966, Robert Harper in his article, "Geography's Role in General Education" speaks of the importance of geography in developing in any people "an intelligent perspective of the world in which they live."[17] Harper also noted that "It is an understanding of this world system that

offers a meaningful approach to teaching geography in a general education."[18]

Perhaps the most important view of the role of geography in liberal education was presented in 1967 in the Association of American Geographers publication, New Approaches in Introductory College Geography Courses. Although the issue had been covered well in the Report of the Geography in Liberal Education Committee, it was again covered in this report relative to introductory courses.

Commission Chairman Saul Cohen noted that an education in geography was liberal if it was able to "free the students' minds from shackling preconceptions and lure it in new directions."[19] Also, it should be concerned with ". . . questions which are relevant to most of us as life is lived in the mid-twentieth century and not with questions which excite the specialist only."[20]

One of the important contributors to this publication was Ann Larimore who commented: "World regional geography is an essential ingredient in a student's liberal education, especially if he is a geography, social science, or education major."[21]

7. Regional Geography and Liberal Education: 1970-1974

In order to determine current opinions concerning the role of regional courses in general education, a part of the questionnaire for this study dealt precisely with that issue. Chairmen were asked to rank order seven statements concerning the function of regional courses within the liberal arts program at their educational institution (Table XIII).

The respondents as a group felt that the most important function of

TABLE XIII

THE FUNCTIONS OF REGIONAL COURSES FOR THE LIBERAL ARTS CURRICULUM AT THE RESPONDENT'S COLLEGE

MOST FREQUENTLY GIVEN RANK FOR EACH STATEMENT

RESPONDENTS				STATEMENTS
Pro-Regional	Anti-Regional	Neutral	Group Total	The most important functions of regional courses within the liberal arts curriculum are:
6	7	6	7	To provide students with information of a practical nature which will assist them in finding employment.
4	3	1	3	To provide students with intellectual skills which will enable them to develop abilities in relating and synthesizing knowledge.
2	2	2	2	To provide students with general information which will complement their work in other subject areas, e.g., history, political science.
1	1	1	1	To provide students with general information concerning regions of the world which, as liberal arts graduates, they should know.
5	4	6	5	To provide students with specific place name information which will enable them to know the location of important cities, physical features, etc.
6	5	4	4	To provide students with intellectual skills which will enable them to perceive regions as mental constructs and be able to apply this to reality.
7	6	7	7	To provide students with courses and information which will assist them in being admitted to graduate programs in geography.

regional courses for the liberal arts curriculum at their college was:

> To provide students with general information concerning regions of the world, which as liberal arts graduates, they should know.

When responses were broken down into those which could be characterized as "pro-regional", "anti-regional", or "neutral", it is significant that each group ranked that statement first. Furthermore, each group also ranked the same statement in second place; namely:

> Regional courses provide students with general information which will complement their work in other subject areas, e.g., history, political science, etc.

Respondents in all groups also were close to agreement on the least important functions of regional courses for their liberal arts curriculum. These included:

> Regional courses provide students with courses and information which will assist them in being admitted to graduate programs in geography;

and

> Regional courses provide students with information of a practical nature which will assist them in finding employment.

Respondents were then asked to take the same list and rank the statements as they would like to see them ranked under ideal conditions (Table XIV). Interestingly, both the "anti-regional" and "neutral" groups felt that under such conditions regional courses should provide the liberal arts student with intellectual skills which will enable him to develop abilities in relating and synthesizing knowledge. The "neutral" and "anti-regional" groups also felt strongly that regional

TABLE XIV

IDEAL FUNCTIONS OF REGIONAL COURSES FOR A LIBERAL ARTS CURRICULUM

MOST FREQUENTLY GIVEN RANK FOR EACH STATEMENT				
RESPONDENTS				STATEMENTS
Pro-Regional	Anti-Regional	Neutral	Total Group	The most important ideal functions of regional courses within the liberal arts curriculum would be:
6	7	5	7	To provide students with information of a practical nature which will assist them in finding employment.
3	1	1	3	To provide students with intellectual skills which will enable them to develop abilities in relating and synthesizing knowledge.
2	4	3	2	To provide students with general information which will complement their work in other subject areas, e.g., history, political science.
1	3	1	1	To provide students with general information concerning regions of the world which, as liberal arts graduates, they should know.
5	5	6	5	To provide students with specific place name information which will enable them to know the location of important cities, physical features, etc.
4	2	1	3	To provide students with intellectual skills which will enable them to perceive regions as mental constructs and be able to apply this to reality.
7	6	7	7	To provide students with courses and information which will assist them in being admitted to graduate programs in geography.

courses in the liberal arts curriculum should provide students with intellectual skills which will enable them to perceive regions as mental constructs and be able to apply this to reality. The pro-regional group ranked this statement fourth.

8. Chapter Summary

Since 1920, regional courses have been an important element in liberal arts curricula. Most significantly, they have provided students with general information concerning regions of the world. Also, they have provided students with information which complements other disciplines while at the same time making a contribution to the ability of students to relate and synthesize knowledge.

At the present time, it appears that the courses are perceived by chairmen of geography departments as being of marginal value for the liberal arts student in terms of his vocational or graduate school aspirations.

FOOTNOTES

[1]Association of American Geographers, Geography in Undergraduate Liberal Education (Washington, D.C., 1965), p. 2.

[2]Ibid., p. 3.

[3]Ibid., p. 4.

[4]_____, "Current Opinions on the Function of Geography," The Journal of Geography, Vol. 19 (1920), p. 35.

[5]Douglas C. Ridgely, "The First College Cruise Around the World," The Journal of Geography, Vol. 27 (1928), p. 70.

[6]Ibid., p. 73.

[7]Elmer W. Ekblaw, "The Attributes of Place," The Journal of Geography, Vol. 36 (1937), p. 219.

[8]V. C. Finch, "An Introductory Course in College Geography for Liberal Arts Students," The Journal of Geography, Vol. 29 (1930), p. 182.

[9]Ibid., p. 186.

[10]Ibid.

[11]Helen H. Balk, "Survey Course in Geography," The Journal of Geography, Vol. 46 (1947), p. 192.

[12]George W. Kimber, "The Place of Geography in a General Education Program," The Journal of Geography, Vol. 48 (1949), p. 269.

[13]Robert B. McNee, "Geographic Objectives in General Education: The Regional Method," The Journal of Geography, Vol. 55 (1956), p. 390.

[14]Ibid., p. 391.

[15]Robert H. Fuson, "Geography and General Education," The Journal of Geography, Vol. 60 (1961), p. 427.

[16]Ibid., p. 423.

[17]Robert A. Harper, "Geography's Role in General Education," The Journal of Geography, Vol. 65 (1966), p. 177.

[18]Ibid., p. 185.

[19]Association of American Geographers, New Appraoches in Introductory Geography Courses (Washington, D. C., 1967), p. 1.

[20]Ibid.

[21]Ibid., p. 45.

CHAPTER IV

APPROACHES TO REGIONAL COURSES

1. Introduction

In the period 1920-1965, most regional courses at the college level were taught with a great emphasis on memory work, simple map exercises, and travel experiences. Although individual professors would publish outlines of courses designed to be new in approaches toward regional geography, they were actually only slight variations on older themes.

By the mid nineteen-sixties, a growing amount of criticism was leveled at traditional approaches to regional courses. The influence of this criticism was significant in that by 1974, regional courses were no longer perceived by chairmen as being of primary importance in the education of their geography students. Yet those courses which were taught, were generally not taking advantage of such new aids for teaching these courses such as videotape. However, by 1974, more students were enrolled in regional courses than ever before.

2. Approaches to Regional Courses: 1920-1930

The nineteen-twenties were a time in which traditional pedagogic techniques were employed in regional courses. Memory work, a great reliance on the textbook, and travel experiences were the rule. Course descriptions by professors were in no ways revolutionary.

For example, writing in 1922, Albert Perry Bingham of Colgate University noted the widespread concern of educators with "pure memory work and locational study" in geography.[1]

Also in this decade, field experiences were common. An anonymous article in the Journal of Geography in 1920 stressed the importance of such activities. The field trip was important in enhancing regional geography ". . . which one learns best through ones boot soles or bare feet, or by means of trains, vessels, motor cars, or aeroplane. . . ."[2]

Concerning an actual course in regional geography at that time, Ralph H. Brown of the University of Colorado described what he felt to be the best method of instruction. To illustrate this, he presented an outline of his college course in the geography of South America. For the first class, students were given a blank outline map of each country plus population data for each state within the country. Each region was assigned a number which corresponded to a number on the list of population figures. Brown wrote: "The purpose of the numbers on the subdivisions is to aid in the ready transfer of data to the map, and also to induce the student to learn the state name on his own behalf."[3] Brown felt this approach ". . . is applicable to all regions of whatever size. . . ." and that it ". . . introduces exactness into the study of geography."[4]

Another view of teaching a regional course was put forth by Mabel Stark in her article "Teaching Value of Geographic Regions."[5] The course under consideration was taught in 1921 at the University of California. The course, like Brown's, was on the geography of South America. She began the course by discussing with the students the function of regional courses in general. Then, some of the important regions such as the

coffee producing areas were studied in detail. All of this was then related to South America and then to the world.

The objectives of this regional course were in helping students to:

1. Determine the major human activities of different parts of the region.

2. Determine those dominant influences of the physical environment which result in these activities.

3. Define as geographic regions areas which are essentially uniform 'in dominant physical conditions and consequently in dominant life responses.'[6]

And how did the students react to the course?

> In the parlance of our college boys they simply 'ate 'em up' and asked, indeed demanded that they be furnished maps of other continents showing such regions.[7]

3. Approaches to Regional Courses: 1930-1940

In the years 1930-1940, approaches to regional courses did not change significantly from what they had been in the previous decade. Although the most widely used college texts of the nineteen-thirties divided the world into various physical regions, an examination of course outlines for the decade indicates that traditional map exercises and a concern for memorizing detail were of primary concern. In order to appreciate the significance of this, it is necessary to refer to the ideas of Chauncey Harris. He noted that the best examples of the standard practices during this early period could be discerned by examining College Geography by Case and Bergsmark and An Outline of Geography by Preston James.[8]

In their preface, Case and Bergsmark comment that their text was to lay the foundation for advanced study in geography. Also, their text was designed to be "a valuable aid as a reference book for high school

teachers."[9] Their text divided the earth into a series of distinct "worlds" or regions which were designed to be the organizing principles for a world regional study. A copy of the contents is found in Appendix C.

In James' An Outline of Geography, much the same pattern is followed. His eight chapters divide the world into "areas or lands" which he describes as dry, tropical forest, Mediterranean scrub forest, mid latitude mixed forest, grasslands, boreal forests, polar lands, and mountain lands. A copy of the contents is found in Appendix D.

Another interesting approach to teaching regional courses can be found in the syllabus for an introductory course by Wellington D. Jones of the University of Chicago. In his course, Jones was concerned with ". . . a real understanding of regional similarities and differences in human occupance. . . ."[10] Each student was given a syllabus as a guide to the course and its organization. There were class discussions, occasional lectures by the professor, and lab sessions for map study. Field trips were also a part of the course. Each student was to purchase an atlas, a six inch globe, seven colored pencils for map work, and a text, An Introduction to Economic Geography by Wellington Jones and Derwent Whittlesey. A list of topics covered in the course is in Appendix E.

Other publications in the nineteen-thirties offered approaches much less sophisticated than those of Jones. For example, a model lesson by Becker and Fawley contained sample procedures for college students to follow in developing skills for the study of regions:

> What is the name of the work region which you are to study in this unit?
>
> Find this region on the 'Work Region Map of North America.' Color it dark blue. . . . Always keep this map open on the table

> before you as you study in order to place types of work accurately.[11]

Also, students were to use colors to characterize population densities and standards of living in different regions. "Picture study" was also important.

Finally, it is meaningful to look at the work of Professor V. C. Finch of the University of Wisconsin.[12] He called for "experienced and travelled geographers" to teach regional courses. He felt that:

> . . . a regional rather than a topical organization

was preferred as it introduced the student

> . . . at once to the regional way of thinking, which is essentially geographical. It gives him the elements of a method which may later be developed into his own regional method.[13]

3. Approaches to Regional Courses: 1940-1950

During this decade, geographers began to criticize some of the methods previously employed in regional courses. Yet despite the desire of many of the authors of the new courses for new approaches, most were really old ways in disguise. For example, H. L. Balk of Stephens college described his world regional course. It consisted of ". . . a survey of regional geography and the interrelatedness of the world. . . . Emphasis is placed on man's role in fitting himself into his environment and how he has done it in different parts of the world."[14]

Yet, geography was evolving. In his address to the New England Geographical Conference, Ellsworth Huntington spoke of this non-static discipline and predicted that geography would change to produce an intellectual environment "in which man and nature are always considered together" and "distribution upon the earth's surface" would be

important objects of study.[15]

In this manner, a somewhat innovative, interdisciplinary approach was proposed by Alfred Meyer with his course, World Problems. Such a course was designed to encourage contributions from other social scientists. It would study regions which were important in the current events of the day and would apply demographic and cartographic analysis to the regions under study. For example, he suggested a study in "shape regionality" which would be concerned with the reasons why Chile had failed to join the Allies in World War II. Or, students could study "regional production-consumption relations" in order to determine why the government rationed rubber in the United States during the war.[16]

Another attempt at innovative teaching was formulated by Lewis Thomas of Washington University. He was disturbed by the preoccupation with fact memorization in geography and proposed a series of exercises which would help students and instructors get away from this.[17] The following are some of his ideas:

1. Outline or write a short novel called 'The Saga of an Ozark Family'. Students were then 'to personalize the life of the stages of sequent occupance.'

2. Analyze a geographic picture. In this exercise the objective is for students 'to gain an understanding of the meaning of geography.'[18]

5. Approaches to Regional Courses: 1950-1960

The decade 1950-1960 was one in which the most popular approach to regional courses was by a system of organization based on culture worlds. Undoubtedly, the most commonly used text based on this approach was Russel and Kniffen's Culture Worlds. (Chauncey Harris referred to the publication of this book as "a major innovation in American world

regional organization.")[19]

In their introduction, the authors say that the purpose of the text is to get away from "a hurried survey of the world."[20] The use of culture worlds was perceived by the authors as being: ". . . most logical, most interesting to students, and most likely to provide a sound background for studies in the social sciences and many other fields."[21] Each culture world was: ". . . a reasonably unified subdivision of the earth's surface occupied by peoples who are strikingly alien to inhabitants of other culture worlds."[22] The detailed structure of the text is in Appendix F.

What, then, were the changes in the teaching of regional courses during the nineteen-fifties? A study to determine this was done by E. L. Chestang. He sent questionnaires to 100 departments of geography for the purpose ". . . of inquiring into the nature of introductory course organizations and materials."[23] The results for 1950 were compared with a similar set for results from 1934 and 1940. Chestang found that the 1950 approaches were much the same as those used in 1940. Also, he found that they were both very similar to the results of a study done in 1934. He concluded that there was a causal relationship between student ignorance of geography and current approaches to the subject.

6. Approaches to Regional Courses: 1960-1970

Writing on methods used in introductory geography courses in the nineteen-sixties, J. O. M. Broek noted that "To many college teachers, the regional presentation seems the obvious choice."[24] It was in such common use because "It gives the student an informative tour of the

world, neatly packaged by continents or countries, climates or cultures."[25]

One approach was outlined by Vincent Miller in his article, "Observations on the Goals and Methods of Regional Courses."[26] He felt that the ideal approach should ". . . incite a spatial feeling of human response through delineation of specific phenomena for a given areal extent."[27] Miller felt that: ". . . the goals and methods of regional courses should be concerned only with the study region, or at most the economic and cultural interactions with adjoining regions."[28] By the latter half of the decade, much soul searching was going on among geographers concerning regional courses. Robert Fuson's prophesy came to pass: ". . . a major portion of traditional geography - regional geography - is either dead or traveling the path to extinction."[29]

The Association of American Geographers was concerned with the problem and to that end sponsored Ann Larimore's article, "The World Regional Geography Course: Alternative Approaches."[30] Larimore reports on her efforts to offer a fresh, new approach to the regional course. Toward that goal, she organized a two-semester course, the basic features of which were:

1. The course was concerned primarily with "the global unfolding of universal geographical processes."
2. Individual areas were to be seen as components of a single world wide system.
3. Regions were seen ". . . as logically defined spatial phenomena developing from the interaction of geographical processes."
4. Patterns of cultural migration and occupance were to be

organizing themes.

5. Not all areas of the world would be studied in detail.
6. Recent theoretical advances in data interpretation were important in the course.
7. The traditional text was to be replaced by lectures and audiovisual equipment.

An outline of the course is in Appendix G.

Yet, while many geographers of the late nineteen-sixties were becoming disenchanted with old approaches to regional courses, Preston James was sounding a warning concerning the dangerous "tendency of many professional geographers to give beginning students a basic pre-professional training."[31] Were geography students becoming sophisticated systematists with no practical knowledge concerning the regions of the world?

7. Approaches to Regional Courses: 1970-1974

The entire regional approach to geography was being written about continually in the early nineteen-seventies. For example, in "Education and the New Geography" P. R. Thomas notes: ". . . that to teach geography via the traditional regions is inevitably to adopt an excessively deterministic approach."[32]

An innovative approach was suggested by Bernard and Walter in their 1973 Journal of Geography article, A Thematic Approach to Regional Geography". They examined 45 regional texts and concluded that ". . . the highly descriptive writing and encyclopedic scope continue to substantiate the dull reputation of geographic writing."[33] Instead of using a text, they recommend taking a major world region such as Africa,

and studying it in terms of several process oriented themes. They felt that this would produce a regional course which would include modern, systematic approaches while at the same time being dynamic and selective. And best of all, "It would diminish the emphasis on facts for their own sake."[34] An outline of their course is in Appendix H.

What, then, of the present approaches to regional courses? Has much of the criticism been heard and resulted in changed methods in such programs of study?

Department chairmen were asked first to list the name of the introductory regional courses in their departments. Of 158 courses which were listed as introductory, 92 were called World Regional geography courses (Table IV). Next, respondents were asked to name the text used in their introductory world regional course. Most departments were using the conceptually oriented Geography: Regions and Concepts by Harm DeBlij (Table XV).

The DeBlij text was used by more of the "anti-regional" departments than any other text and in addition accounted for 24% of all regional texts used in all colleges and universities responding to the survey. In the preface to his text, DeBlij notes that it offers ". . . a responsible introductory course using the world regional approach in its basic sequence."[35] He goes on to state that as far as the regional approach is concerned, ". . . I am less prepared than I once was to argue that this approach is unsound as a vehicle for fundamental geography."[36] And like Preston James, he decries the "theoretical" introductory course which ". . . can all too easily become an abstract, clinical exercise in spatial arithmetic."[37]

The book is based on one hundred concepts set in what DeBlij calls

TABLE XV

TEXTS PRESENTLY USED IN INTRODUCTORY WORLD REGIONAL COURSES

TEXT	NUMBERS OF TEXTS USED BY GROUPS WITH PERCENT OF GROUP USING EACH TEXT (%)			
	Pro-Regional	Neutral	Anti-Regional	Totals
MAN AND THE LAND George Carter		1 (3%)		1 (1%)
ESSENTIALS OF GEOGRAPHY: REGIONS AND CONCEPTS Harm DeBlij	5 (21%)	9 (23%)	9 (27%)	23 (24%)
BETWEEN TWO WORLDS Harper and Schmidde	1 (4%)	5 (13%)	1 (6%)	8 (8%)
GEOGRAPHY: A MODERN SYNTHESIS Peter Haggett	1 (4%)		2 (6%)	3 (4%)
WORLD REGIONAL GEOGRAPHY Highsmith and Hentzelman	1 (4%)	3 (8%)		4 (4%)
ONE WORLD DIVIDED Preston James	5 (21%)	4 (11%)	2 (6%)	11 (12%)
AN INTRODUCTION TO GEOGRAPHY Rhoades Murphey	2 (8%)	5 (13%)	6 (18%)	13 (14%)
WORLD GEOGRAPHY John Morris	1 (4%)	2 (5%)	4 (12%)	7 (7%)
AN INTRODUCTION TO GEOGRAPHY Pearcy and Stevens	1 (4%)			1 (1%)

TABLE XV (Continued)

TEXT	NUMBERS OF TEXTS USED BY GROUPS WITH PERCENT OF GROUP USING EACH TEXT (%)			
	Pro-Regional	Neutral	Anti-Regional	Totals
REGIONAL GEOGRAPHY OF THE WORLD Wheeler, Trenton, and Kostbade	5 (21%)	8 (21%)	7 (21%)	20 (21%)
WORLD ATLAS Various Editions	2 (8%)	1 (3%)	1 (3%)	4 (4%)

"a regional perspective". Nevertheless, the traditional method of organizing the text around a fixed number of regions, each supplemented by numerous political maps, make this text appear to be less "revolutionary" in its approach than it claims to be.

The second most widely used text is Regional Geography of the World, By Wheeler, Kostbade, and Thoman. It is equally popular among the "pro-regional", "anti-regional", and "neutral" groups. According to the authors, the book: ". . . surveys the world importance, geographical characteristics, and major problems of eight world regions. . . ."[38] Furthermore, much emphasis is placed upon ". . . important individual countries and regional groups of countries within each world region."[39] This text is truly traditionally regional and differs very little from Russell and Kniffen's 1957 edition of Culture Worlds.

The third most widely used text is an Introduction to Geography by Rhoades Murphey. Although 14% of all schools reported using this text, only 8% of the "pro-regional" schools did, whereas 18% of the "anti-regional" educational institutions did. The first five chapters of the book explore what Murphey calls the nature of geography and the methods of geography. The remaining twenty-seven chapters are detailed analyses of regions of the world, designed:

> . . . to convey an understanding of each area in its various aspects and to apply the ideas developed in the first section to the principal core of geography - the total study of areas in their spatial fame, or their pattern of arrangement on earth.[40]

In spite of Murphey's assertion that the text is not "a factual handbook"[41] it certainly appears to be just that.

Finally, respondents were asked to comment on the use of supplementary materials in their introductory world regional courses. They

TABLE XVI

SELECTED CHARACTERISTICS OF FIVE PROMINENT GEOGRAPHY TEXTS

Text	Year Published	Organization	Criteria of Regionalization (Primary)	Other Regionalization	Place Names Emphasized	Degree of Conceptual Orientation
AN OUTLINE OF GEOGRAPHY Preston James	1935	World Regions	Vegetation Zones	Physical Cultural Economic	Yes	Slight
CULTURE WORLDS Russell and Kniffen	1951	World Regions	Political Cultural	Physical Economic	Yes	Slight
REGIONAL GEOGRAPHY OF THE WORLD Wheeler, Kostbade, Thoman	1969	World Regions	Political	Physical Cultural Economic	Yes	Moderate
BETWEEN TWO WORLDS Harper and Schmudde	1973	World Regions	Political	Environmental Differences	Yes	Moderate
ESSENTIALS OF GEOGRAPHY: REGIONS AND CONCEPTS Harm DeBlij	1973	World Regions	100 Concepts	Political Economic Cultural	Yes	Strong Within Traditional Regional Framework

were requested to define their use patterns as frequent, moderate, or slight. Also, they could indicate no use of an item (Table XVII). The most commonly used "supplementary item" was class discussion, followed by slides (44%) and overhead transparencies (34%). Field trips, videotapes, visiting lecturers, and independent study projects were infrequently used.

8. Chapter Summary

The history of regional courses since 1920 is resplendent with new-sounding approaches which, when examined more closely, are little more than traditional ways in disguise. Beginning in the nineteen-sixties and on through the next decade, a variety of newer, somewhat more sophisticated approaches began to be described in professional geographic literature. Although the "conceptually-based" text, Essentials of Geography: Regions and Concepts by Harm DeBlij is quite popular, it is still traditionally regional in many ways. Similarly, the relatively strong reliance by instructors on class discussions and slide presentations as "supplementary items" in their courses, indicates that basically traditional approaches are more the rule than the exception in this type of geography course at the present time.

TABLE XVII

MATERIALS USED IN REGIONAL COURSES

Method	Percent of Total Who Use the Method
Class Discussion	51%
Slides	44%
Overhead Projector	34%
Outside Reading Assignments	25%
Films	18%
Independent Study	10%
Visiting Lecturers	4%
Field Trips	3%
Videotapes	2%
Pictures	1%

Other methods volunteered by respondents included: pictures, opaque projectors, maps, game simulation, programmed readings, lab workshops, home map reading interpretation assignments, and atlas use.

FOOTNOTES

[1]Albert Perry Brigham, "A Quarter-Century in Geography," The Journal of Geography, Vol. 21 (1922), p. 13.

[2]_____, "Current Opinions on the Function of Geography," The Journal of Geography, Vol. 19 (1920), p. 34.

[3]Ralph H. Brown, "A Method of Teaching Regional Geography," The Journal of Geography, Vol. 26 (1927), p. 271.

[4]Ibid., p. 276.

[5]Mabel C. Stark, "Teaching Value of Geographic Regions," The Journal of Geography, Vol. 22 (1923), p. 82.

[6]Ibid.

[7]Ibid.

[8]Association of American Geographers, Geography in Undergraduate Liberal Education (Washington, D. C., 1965), p. 28.

[9]Daniel R. Bergsmark and Earl C. Case, College Geography (New York, 1940), p. vii.

[10]Wellington, D. Jones, Syllabus for Geography 101 (Chicago, 1931), p. 4.

[11]Henry F. Becker and Gladys Fawley, "Some Exercises in Geography Study Techniques for College Freshmen," The Journal of Geography, Vol. 35 (1936), pp. 317-318.

[12]V. C. Finch, "An Introductory Course in College Geography for Liberal Arts Students," The Journal of Geography, Vol. 29 (1930), p. 179.

[13]Ibid., p. 182.

[14]Helen H. Balk, "Survey Course in Geography," The Journal of Geography, Vol. 46 (1947), p. 193.

[15]Ellsworth Huntington, "What Next in Geography?" The Journal of Geography, Vol. 41 (1942), p. 1.

[16]Alfred H. Meyer, "Geographic Regionalism of World Problems," The Journal of Geography, Vol. 42 (1943), p. 68.

[17]Lewis F. Thomas, "Geography Assignments at the College Level," The Journal of Geography, Vol. 41 (1942), p. 145.

[18]Ibid., p. 147.

[19]Association of American Geographers, pp. 28-29.

[20]Richard Joel Russell and Fred Bowerman Kniffen, Culture Worlds (New York, 1957), p. vii.

[21]Ibid.

[22]Ibid.

[23]Ennis L. Chestang, "Some Observations on Introductory College Geography in the United States," The Journal of Geography, Vol. 52 (1953), p. 109.

[24]Jan O. M. Broek, "Introductory Geography: The Topical Course," The Journal of Geography, Vol. 66 (1967), p. 348.

[25]Ibid.

[26]Vincent Miller, "Observations on the Goals and Methods of Regional Courses," The Journal of Geography, Vol. 59 (1960), p. 374.

[27]Ibid.

[28]Ibid., p. 376.

[29]Robert H. Fuson, "Geography and General Education," The Journal of Geography, Vol. 60 (1961), p. 422.

[30]Association of American Geographers, New Approaches to Introductory College Geography Courses (Washington, D. C., 1967), pp. 39-109.

[31]Preston E. James, "Introductory Geography: Topical or Regional?" The Journal of Geography, Vol. 66 (1967), p. 53.

[32]P. R. Thomas, "Education and the New Geography," Geography, Vol. 55 (1970), p. 275.

[33]Bob J. Walter and Frank E. Bernard, "A Thematic Approach to Regional Geography," The Journal of Geography, Vol. 72 (1973), pp. 14-28.

[34]Ibid., p. 20.

[35]Harm J. DeBlij, Essentials of Geography: Regions and Concepts (New York, 1974), p. ix.

[36]Ibid.

[37]Ibid.

[38]Jesse H. Wheeler, Jr., J. Trenton Kostbade, and Richard S. Thoman, Regional Geography of the World (New York, 1969), p. v.

[39]Ibid.

[40]Rhoads Murphey, An Introduction to Geography (Chicago, 1971), p. 2.

[41]Ibid.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

1. Summary

In this study, the growth of regional courses, the methods used in teaching these courses, and the function of such courses for the undergraduate curriculum have been examined. It has been discerned that during the past half century, the number of students enrolled in regional courses has steadily increased in spite of alleged wide-spread "geographic illiteracy" among college students. In the past, regional courses dominated the curricula of the normal schools and the teachers colleges, while most liberal arts institutions looked askance at such offerings. By the 1960's, however, most normal schools and teachers colleges had become four-year liberal arts institutions in which integrated curricula served the general education of all students.

With this integrated approach, programs in geography have nonetheless continued to prosper, with many students in such institutions enrolled in regional courses. Unfortunately, most geography department chairmen today perceive the regional course to be of insignificant value for their geography majors. Yet most chairmen feel that a regional course such as the world survey should be a basic component of the undergraduate liberal arts curriculum.

Also, because regional courses are frequently taken by non-majors,

they not only attract prospective majors into the department, but fulfill the "service function" of increasing the total number of students served by the department. No doubt, the pragmatic chairman takes good advantage of these "magnetic" regional courses to support the low-enrollment, "more legitimate" systematic courses. Perhaps the most important role of the regional course at the present time is this "service function".

In the general education programs which are served by such courses, they have the important function of providing students with general information concerning regions of the world. Also of great importance is their role in providing students with intellectual skills which will enable them to develop abilities in relating and synthesizing knowledge. Such courses are not, however, perceived as being of significant value in helping students to find employment or be admitted to advanced degree programs.

Undoubtedly, some of the strongest criticism leveled at regional courses has been concerned with approaches to teaching them. Traditionally, rote memorization of place names combined with simple map exercises have been more the rule than the exception in such courses. Although the history of regional courses in geography at the college level has been characterized throughout the past half-century by the emergence of so-called "revolutionary and innovative" approaches, unfortunately most have been no more than traditional methods in disguise.

In fact, when chairmen of departments of geography were questioned concerning methods used in regional courses in their departments, only 2% were using such innovations as videotapes whereas 51% were relying on

class discussions, with 44% using slide presentations.

2. Conclusions

In order to formulate the conclusions for this study, it is first necessary to reconsider the four hypothetical considerations put forth in Chapter I.

The first hypothesis was:

> An important function of regional courses for departments of geography has been serving non-geography majors from other departments.

While regional courses have had many functions for departments of geography, the one listed in Hypothesis I has been and continues to be important. The review of the professional literature in Chapter II, "Regional Courses: Their Growth and Function," supports this hypothesis.

The second hypothesis was:

> An important function of regional courses for the general education program at the college level has been to provide students with general information concerning regions of the world.

While regional courses have had many functions for general education programs at the college level, the one listed in the second hypothesis has been and continues to be important. Therefore, the review of the professional literature in Chapter III, "The Function of Regional Courses in General Education Programs," supports this hypothesis.

The third hypothesis was:

Approaches toward the teaching of regional courses have not changed significantly since 1920.

The review of the professional literature in Chapter IV, "Approaches Toward the Teaching of Regional Courses" supports this hypothesis.

The fourth hypothesis was:

Regional courses in geography are perceived by chairmen of geography departments as being of lower status than systematic courses.

In Chapter II, "Regional Courses: Their Growth and Functions", it is inferred that regional courses in geography were held in generally high esteem by academicians from 1920-1970.

However, the situation in academic year 1973-1974 provides a mixed view of the perceived value of the regional versus the systematic course by department chairmen.

3. Recommendations

For those individuals who came to love geography through traditional regional courses, Robert Fuson's prophesy that: ". . . a major portion of geography - regional geography - is either dead or traveling the path to extinction" is not pleasant to hear.

Similarly, college instructors of geography who are confronted daily with almost unbelievable "geographic illiteracy" among students (not to mention fellow faculty members) must shudder at the implications inherent in Fuson's words.

Needless to say, the results of this study imply a less than pleasant future for regional courses, especially so in light of the low esteem in which they are held by some professional geographers.

There is, however, one bright spot in this otherwise gloomy forecast; namely, in the function of regional courses for general education programs.

It is in this area that the regional course can continue to provide students with the general information necessary to know the different regions of the world, while at the same time strengthening the students intellectual skills in order that they may develop abilities in relating and synthesizing knowledge.

Professional geographers in teaching positions can improve the quality of regional courses if they:

1. Seek to make a meaningful contribution to the liberal education of their students by offering varied regional courses.
2. Offer regional courses which are meaningful intellectual experiences, both for themselves and their students by incorporating in such courses some of the theories of regionalism.
3. Give their students important vocational skills by teaching them the value of computer mapping, census data analysis, and manual cartographic skills in conjunction with regional courses.
4. Organize their regional courses around principles of knowledge common to other academic sciences, such as general systems theory, and the scientific method.
5. Stress the historical development of the regional method so that the student can appreciate its dynamic nature.

6. Take advantage of the numerous teaching aids such as videotapes, overhead projectors, film loops, and audio cassetts which can enrich a regional course immensely.

The regional course must remain as an important component in the education of college students. While chairmen seek to strengthen the systematic offerings in their departments they must not forget the advise of Preston James:

> . . . let us not, as professional geographers, become so entranced with the contemplation of the methods of our field, and of its underlying theory, that we all forget to face the challenging job of teaching about the world.

FOOTNOTE

[1]Preston E. James, "Introductory Geography: Topical or Regional?" The Journal of Geography, Vol. 66 (1967), p. 53.

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APPENDIX A

QUESTIONNAIRE

Questions 1-6 below pertain to courses listed by your department as "Introductory Regional" courses in the April, 1973 Directory of College Geography of the United States, J. R. Schwendeman, Sr. and J. R. Schwendeman, Jr., Editors.

Please answer the following questions in the space provided.

1. What are the titles of the introductory regional courses in your department?

2. What are the names of the individuals teaching the introductory regional courses in your department?

3. What texts are presently used for these courses?

4. In general, how would you characterize the importance of the text books for your department's introductory regional courses?

   ____ 1. Very important - Courses follow texts closely.

   ____ 2. Moderately important - Texts complement courses but do not determine contents of lectures.

   ____ 3. Slightly important - Texts are supplementary resources, referred to infrequently.

5. Please indicate the APPROXIMATE PERCENTAGE which each of the following has in the evaluation of the performance of the students enrolled in your department's introductory regional courses.

   ____ Periodic examinations

   ____ Class attendance

   ____ Term papers

   ____ Map work

5. (Continued)

____ Field experiences

____ Participation in discussions

____ Short papers

____ Workbook assignments

____ Other (Please specify)

6. Please indicate the number most closely corresponding to the frequency of use of the following in the introductory regional courses in your department.

1 = Used in most classes, frequent use

2 = Used in some classes, moderate use

3 = Used in few classes, slight use

4 = No use

____ Slides

____ Films

____ Videotapes

____ Field trips

____ Independent study projects

____ Overhead transparencies

____ Visiting lecturers

____ Outside readings

____ Class discussions

____ Other (Please indicate)

Each of the statements below represents an opinion concerning regional courses in general in geography. Please indicate the number most closely corresponding to your feelings concerning these statements in the space provided.

1 = Disagree strongly with the statement

2 = Disagree somewhat with the statement

3 = Agree somewhat with the statement

4 = Agree strongly with the statement

6. (Continued)

____ 1. There is seldom duplication of material among regional courses.

____ 2. Regional courses are frequently more "armchair travelogues" than truly geographical studies.

____ 3. Such concepts as gravity models and central place theory should form the foundation of regional course content.

____ 4. The most important regional courses for geography majors in an undergraduate program are those dealing with the philosophy and history of the regional method.

____ 5. Regional courses are generally as demanding intellectually for students as are systematic courses.

____ 6. Students are graded with more leniency in regional courses.

____ 7. In general, graduate school admissions committees are more concerned with the systematic courses which a student has taken than with the regional courses he has taken when they review a prospective student's transcript.

____ 8. Regional courses are frequently more interesting to teach than systematic courses.

____ 9. If one were to define a status system among professional geographers, the regional geographers would generally occupy the highest positions.

____ 10. The number of offerings in regional geography courses will increase in the next decade.

____ 11. World regional survey courses should be a basic component of undergraduate liberal arts curricula.

The final part of this questionnaire is concerned with the role of regional courses in undergraduate, liberal arts programs. In each case, please RANK ORDER your responses.

1. Please rank the following courses from

1 = Great importance, <u>through</u>
8 = Slight importance

to indicate their importance for your undergraduate geography majors in terms of their competency as professional geographers.

____ Cartography ____ Physical geography

____ Climatology ____ Quantitative methods

1. (Continued)

____ Computer techniques ____ Regional courses

____ Cultural geography

____ History and philosophy of geography

2. The seven statements below each represent a possible function of regional courses for a department of geography.

Please rank order their relative importance for YOUR department from

1 = Most important, through
7 = Least important

Regional courses are important for my department because they:

____ 1. Are frequently the first geography courses which undergraduates take, and are therefore important in attracting new students to the department.

____ 2. Are frequently taken by non-majors and therefore greatly increase the numbers of students served by the department.

____ 3. Constitute the foundation upon which our other courses are built.

____ 4. Fulfill the students' needs for relevant courses.

____ 5. Are important in helping our students get into graduate programs in geography.

____ 6. Bring prestige to our department since some of our faculty are well-known within the academic community as regional specialists.

____ 7. Have the reputation of being among the most interesting courses on campus.

3. Regional geography courses can serve many functions within the liberal arts curriculum. Below, seven possible functions are listed.

I. In Column I, please rank the statements from
1 = Most important, through
7 = Least important
to indicate the relative importance of each for the liberal arts program at your school.

II. In Column II, please rank the statements again, but this time, rank them as you would like to see them ranked in an ideal liberal arts program.

Col. I Rank at Your School	Col. II Ideal Rank	The most important functions of regional courses within the liberal arts curriculum are:
_____	_____	1. To provide students with information of a practical nature which will assist them in finding employment.
_____	_____	2. To provide students with intellectual skills which will enable them to develop abilities in relating and synthesizing knowledge.
_____	_____	3. To provide students with general information which will complement their work in other subject areas, e.g., history, political science, etc.
_____	_____	4. To provide students with general information concerning regions of the world which, as liberal arts graduates, they should know.
_____	_____	5. To provide students with specific place name information which will enable them to know the location of important cities, physical features, etc.
_____	_____	6. To provide students with intellectual skills which will enable them to perceive regions as mental constructs and be able to apply this to reality.
_____	_____	7. To provide students with courses and information which will assist them in being admitted to graduate programs in geography.

APPENDIX B

COLLEGES RESPONDING TO QUESTIONNAIRE

*Arizona State University
Tempe, Arizona

Augustana College
Sioux Falls, South Dakota

Austin Peay State University
Clarksville, Tennessee

Bemidji State College
Bemidji, Minnesota

Bowling Green State University
Bowling Green, Ohio

Bowling Green State University
Huron, Ohio

*Brigham Young University
Provo, Utah

Butte College
Durham, California

California State University
Chico, California

California State University
Long Beach, California

*California State University
Los Angeles, California

Central Missouri State University
Warrensburg, Missouri

Central Washington State University
Ellensburg, Washington

*Clackamos Community College
Oregon City, Oregon

Coastal Carolina College
Conway, South Carolina

Colorado State
Greeley, Colorado

*Columbia College
Columbia, South Carolina

Cypress College
Cypress, California

Dartmouth University
Hanover, New Hampshire

*Eastern Carolina University
Greenville, North Carolina

Eastern Tennessee State University
Johnson City, Tennessee

Florida State University
Tallahassee, Florida

*Florissant Valley College
Ferguson, Montana

*Framingham State College
Framingham, Massachusetts

Furman University
Greenville, South Carolina

Gannon College
Erie, Pennsylvania

George Peabody College for Teachers
Nashville, Tennessee

Grambling College
Grambling, Louisiana

Indiana University of Pennsylvania
Kittannig, Pennsylvania

Jacksonville University
Jacksonville, Florida

*Kansas State University
Manhattan, Kansas

Kent State University
Trumbull College
Warren, Ohio

Livingstone College
Salisbury, North Carolina

Louisiana State University
Baton Rouge, Louisiana

Louisiana State University
New Orleans, Louisiana

Mankato State College
Mankato, Minnesota

Memphis State University
Memphis, Tennessee

Michigan State University
East Lansing, Michigan

Northwest Missouri State College
Maryville, Missouri

Ohio State University
Athens, Ohio

Ohio State University
Columbus, Ohio

Ohio State University
Mansfield, Ohio

Ohio State University
Newark, Ohio

Olivet College
Olivet, Michigan

Oregon College of Education
Monmouth, Oregon

*Oregon State University
Corvallis, Oregon

Portland State University
Portland, Oregon

Radford College
Radford, Virginia

Roosevelt University
Chicago, Illinois

Saint Cloud State College
Saint Cloud, Minnesota

Sam Houston State University
Huntsville, Texas

*San Jacinto College
Pasadena, Texas

Slippery Rock State College
Slippery Rock, Pennsylvania

State College of Arkansas
Conway, Arkansas

State College of Southern Colorado
Pueblo, Colorado

Southern Illinois University
Carbondale, Illinois

Southern University
Baton Rouge, Louisiana

Southwest Texas State University
San Marcos, Texas

Millersville State College
Millersville, Pennsylvania

State University at Buffalo
Buffalo, New York

State University College
Cortland, New York

*State University College
New Paltz, New York

State University of New York
Oneonta, New York

Stephen F. Austin State University
Nacogdoches, Texas

Taylor University
Upland, Indiana

Temple University
Philadelphia, Pennsylvania

*Texas A&M University
College Station, Texas

Texas Christian University
Fort Worth, Texas

*Texas Tech University
Lubbock, Texas

USAF Academy
Colorado Springs, Colorado

University of Arkansas
Fayetteville, Arkansas

University of Colorado
Boulder, Colorado

University of Florida
Gainesville, Florida

University of Georgia
Athens, Georgia

University of Houston
Houston, Texas

University of Kentucky
Lexington, Kentucky

University of Michigan
Ann Arbor, Michigan

University of Mississippi
Hattiesburg, Mississippi

University of Missouri
Columbia, Missouri

University of Nebraska
Lincoln, Nebraska

University of Nebraska
Omaha, Nebraska

University of North Dakota
Grand Forks, North Dakota

University of Northern Iowa
Cedar Falls, Iowa

University of Richmond
Richmond, Virginia

University of South Carolina
Columbia, South Carolina

University of Southern Florida
Tampa, Florida

University of Southwest Louisiana
Lafayette, Louisiana

*University of Vermont
Burlington, Vermont

University of Wisconsin
La Crosse, Wisconsin

University of Wisconsin
Milwaukee, Wisconsin

University of Wisconsin
Oshkosh, Wisconsin

*University of Wisconsin
Platteville, Wisconsin

*University of Wisconsin
Richland Center, Wisconsin

University of Wisconsin
West Bend, Wisconsin

University of Wyoming
Laramie, Wyoming

Valpariso University
Valpariso, Indiana

Western Georgia College
Carrollton, Georgia

Western Texas State University
Canyon, Texas

William Woods College
Fulton, Missouri

Winona State College
Winona, Minnesota

*Worcester State College
Worcester, Massachusetts

Wright State University
Dayton, Ohio

*Respondents did not answer all items on questionnaire.

APPENDIX C

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CASE AND BERGSMARK

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VIII. The Humid Subtropical Regions

IX. Man in the Mediterranean Regions

X. Regions of Marine Climate

XI. Humid Continental Climate

XII. The Spring-Wheat-Belt Type of Climate

XIII. New England Climatic Regions (Modified Humid Continental Climate)

XIV. Arid and Semi-Arid Regions of Middle Latitudes

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XVI. The Polar Regions

XVII. Highlands and Man

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57: Central and Southern South America

APPENDIX G

OUTLINE OF WORLD REGIONAL GEOGRAPHY: A TWO SEMESTER COURSE BY ANN E. LARIMORE

90 class periods

SEMESTER I

I. INTRODUCTION: Global Processes and World Patterns (5 weeks)
   1. Introduction: The Global Geographic System (class period 1)
   2. Regionalization within the system (class periods 2-3)
   3. Homo sapiens: World Distribution and cultural differentiation (class periods 4-6)
   4. Systems of Territorial Organization: A Universal Human Characteristic (class periods 7-9)
   5. Resource Utilization Systems: the Support of Population in the Habitat (class periods 10-11)
   6. Characteristics of the Ever-Changing Habitant (class periods 12-13)

II. GEOGRAPHY OF AREAS OCCUPIED BY EUROPEANS AND THEIR DESCENDANTS (10 weeks)
   1. Europe: A Major Destination of Geographical Innovations Becomes the Principal Exporter Thereof (class period 17-25)
   2. Destinations of European Migrations: The Americas, Australia, New Zealand, Southern Africa (class periods 26-44)

III. SEMESTER SUMMARY (class period 45)

SEMESTER II

IV. THE GEOGRAPHY OF AREAS OF INDIGENOUS GEOGRAPHICAL DEVELOPMENT (14 weeks)
   1. North Africa, Southwest and Central Asia: the Nomad and Oasis World (class periods 46-54)
   2. South Asia: A Culturally Complex Village Farming Society (class period 55-63)
   3. Southeast Asia: A Culturally and Ecologically Diverse Frontier Area of Sharp Settlement Contrasts (class periods 64-68)
   4. East Asia: Beyond European Colonial Control (class periods 69-81)
   5. Africa South of the Sahara: The Persistence of Tribal Organization (class periods 82-87)

V. CONCLUSION: Trends of Change in the Contemporary World Geographical Pattern (1 week: class periods 88-90)

Source: "The World Regional Geography Course: Alternative Approaches" Ann E. Larimore in New Approaches in Introductory College Geography Courses, Commission on College Geography Publication No. 4 (1967), p. 52.

APPENDIX H

OUTLINE OF AFRICA: A THEMATIC COURSE BY

BERNARD AND WALTER

Themes and Sub-Themes

I. African Views and Adaptations to Their Environment

- A. Environmental Perceptions
  - 1. The Perceptual Approach
  - 2. African Perceptions
- B. Spatial and Territorial Organization
  - 1. General Systems
  - 2. Land Tenure Systems
  - 3. Other Forms
- C. Traditional Systems in Ecologic Perspectives
  - 1. Cultural Ecology
  - 2. Sedentary Systems
  - 3. Pastoral Systems
  - 4. Role of Disease

II. Cultural Genesis and Process: Diffusion of Ideas and Ways

- A. Human Origins and Cultural Beginnings: The Spread of Prehistoric Man and His Culture
  - 1. Environmental Interrelationships of Evolving Man
  - 2. Cattle Nomadism: An Example of Cultural Origins
  - 3. Impact of Food Production on Man-Land Relations
- B. Diffusion: The Process of Spread and Dispersal
  - 1. Invention vs. Dispersal
  - 2. Diffusion: The Spatial Process
  - 3. Dispersal Mechanisms
  - 4. Scale Networks
- C. Diffusion of Culture Traits
  - 1. Agricultural
  - 2. Language Groups
  - 3. Organized Societies
  - 4. Markets
  - 5. Islam

III. Population Movement and Change

- A. Population Movements in Historical Perspective

III. (Continued)

1. Slave Trade
2. Others

B. Modern Population Movements
1. Permanent
2. Temporary
3. Periodic

C. Problems of Population Growth
1. Distribution and Density
2. Demographic Change
3. Implications of Growth

IV. Response to Modernization

A. Economic
1. Agricultural Change
2. Market Systems
3. Infrastructure-Circulation Systems
4. Industrialization and Resource Development
5. Regional Development

B. Urbanization
1. Growth
2. Central Place Systems and Rural Linkages
3. Central Places and Internal Spatial Change
4. City as a Node of Modernization

C. Political
1. Contemporary Territorial Trends
2. Problems of Territorial Cohesion

V. Man's Impact on Africa

Source: "A Thematic Approach to Regional Geography" by Walter and Barnard, Journal of Geography, Vol. 72 (1973), p. 24.

VITA

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