

DOCUMENT RESUME

ED 306 158

SO 019 827

TITLE Geography Education and the States: A Report on a 1988 Geography Education Survey of State Education Agencies.

INSTITUTION Council of Chief State School Officers, Washington, D.C.

PUB DATE Oct 88

NOTE 24p.

PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Curriculum Evaluation; *Educational Assessment; Elementary Education; *Geography Instruction; National Surveys; *Required Courses; Secondary Education; *Social Studies; State Departments of Education; *State Programs; *Teacher Certification; Teacher Education

ABSTRACT

This survey of the nation's state education agencies provides information on geography education in elementary and secondary schools. The questionnaire was sent to all 56 state and extra-state jurisdictions, and covered five areas: (1) state requirements for study of geography; (2) geography as part of other disciplines; (3) state personnel responsible for geographic instruction; (4) teacher training requirements; and (5) recommendations of how the Council of Chief State School Officers can help strengthen geography instruction. The survey reveals a strong interest by the respondents in geography education, with a majority favoring an increased emphasis on and improvement in geography instruction at all grade levels, with state and district level workshops for teachers and administrators being cited as the best way to improve classroom instruction. This survey had a respondent rate of 89 percent, and the report includes the original survey instrument with the results. (FPB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

GEOGRAPHY EDUCATION AND THE STATES

ED306158

500 19827

A Report on a 1988 Geography Education Survey of
State Education Agencies

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

W. F. PIERCE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

400 North Capitol Street, N.W.
Suite 379
Washington, D.C. 20001

October, 1988

TABLE OF CONTENTS

	<u>Page Number</u>
INTRODUCTION.....	2
TOPIC ONE: GEOGRAPHY AS A SEPARATE TOPIC OF STUDY.....	4
TOPIC TWO: GEOGRAPHY IN OTHER SUBJECTS.....	6
TOPIC THREE: STATE EDUCATION RESPONSIBILITY FOR GEOGRAPHY EDUCATION...	10
TOPIC FOUR: TEACHER TRAINING REQUIREMENTS.....	11
TOPIC FIVE: RECOMMENDATIONS OF HOW THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS CAN HELP IMPROVE THE QUALITY OF GEOGRAPHY INSTRUCTION.....	12
SUMMARY.....	14
ORIGINAL SURVEY INSTRUMENT WITH RESULTS.....	15

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

GEOGRAPHY EDUCATION AND THE STATES

A Report on a 1988 Geography Education Survey of
State Education Agencies

INTRODUCTION

In the Spring of 1988, the Council of Chief State School Officers surveyed the nation's state education agencies on elementary and secondary school instruction in geography. The purpose of the survey was to provide an overview of geography instruction in the schools and to gather data as part of an ongoing effort to help determine the ways in which the Council can assist the states to strengthen study of geography.

The survey results form a statistical photograph of geography instruction and curricula in Spring, 1988, as reported by state education agency personnel. They provide a baseline of information for subsequent studies through which change can be measured.

The survey results are also of use when related to indicators of student knowledge, public opinion polls, or measures of local school district practices in geography. They are of specific interest in conjunction with the National Geographic Society's Gallup Poll of Public Opinion on the significance of geography.

The survey results represent responses from 89% of the state education agencies. They provide a backdrop against which persons in any state may contrast their state's status on the place of geography in their schools with the nationwide results. The report may, thus, be of help to any state in clarifying and defining that state's position on geography education.

Survey Questionnaire and Procedure

The instrument for this survey was a questionnaire made up of forty-two multiple choice or fill-in-the-blank questions. The questionnaire was sent to all 56 state and extrastate jurisdiction education agencies through their chief state school officers. The questions covered five topical areas: 1) state requirements for study of geography; 2) geography as part of other disciplines; 3) state personnel responsible for geographic instruction; 4) teacher training requirements; and, 5) recommendations of how the Council of Chief State School Officers can help strengthen geography instruction.

State education agency personnel responding to the survey were encouraged to respond with their choices, in some cases with multiple choices, or to write comments of their own. Where there are multiple responses to any items, the total number of responses may add up to more than the total number of states and extrastate jurisdictions which responded to the survey. This report displays the actual number for each of the options within a question. It also displays a second column of the percentage of respondents for each selected option. Thus, if fifteen participants out of fifty selected option "A" in a question, the authors derived the percentage of this response by dividing fifteen by the total number of participants, fifty, ($15/50=.30$). Percentages are rounded to the nearest whole percentage point. The overall response was from 89% of the 56 agencies surveyed. There is no estimate or sampling error. Measurement error, however, may exist because of interaction of some questions.

The questionnaire was constructed so that questions concerning significant points on one topic were separated from each other by questions on other topical areas. For clarity of reporting, questionnaire results have been ordered so that all of the questions dealing with each specific topic are clustered together.

Each of the fifty-six states and extrastate jurisdictions has a different pattern of state requirements and relationships between state and local education agencies. Some states have heavily centralized systems in which the state education agency sets the curriculum and requirements for all of the schools. Other states have few or no mandates for the curriculum. In some states the general requirement may be broad with considerable local choices within those requirements. These survey results present general circumstances among the states and not the details of practice within each state.

TOPIC ONE

Geography as a Separate Topic of Study: (Questions 1-3, and 16-18)

Questions under this heading were designed to determine the extent of the study of geography as an identifiable, separate part of the curriculum.

Geography is offered either as an elective or requirement to students in at least one of the grades between:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. K - 5	28	56%
b. 6 - 8	35	70%
c. 9 - 12	34	68%
d. None of the Above	3	6%

Geography Education and the States

Topic One

Page -5-

The responses to this question indicate that some form of geography instruction is present at different grade levels in the majority of the states. In the elementary grades K-5, 56% of the states indicate geography is offered or required. The percentage is 70% and 68% of the states respectively, in the junior high/middle and senior high schools.

Geography is required to:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. Complete elementary school	13	26%
b. Complete junior high/middle school	15	30%
c. Complete high school	5	10%
d. All of the above	4	8%
e. None of the above	23	46%

Fifty-five percent of the respondents have some geography requirement for completing some level of school in their state. Forty-five percent have no requirement. Requirements tend to center on the elementary and middle or junior high school years.

A third question was directed toward the relationship of geography courses to the sciences or social sciences for meeting course distinction requirements.

We consider geography to be an elective for:

a. Science	0	0%
b. Social Science	43	86%
c. Both	1	2%
d. Neither	3	6%

Elementary students studying their communities are:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. Introduced to the use of maps	8	16%
b. Told the importance of Geography to the development of the locality	6	12%
c. Expected to the able to read maps of their city	4	8%
d. All of the above	42	84%
e. None of the above	1	2%

There is a great range of variety among the ways participating jurisdictions pursue instruction in their states. Nevertheless, 84% of the commissioners and superintendents expected the elementary students under their charge to be introduced to the use of maps, told of the importance of geography to the development of their locality, and to be able to read maps of cities and towns.

TOPIC TWO

Geography in Other Subjects: (Questions 4-15)

Geography is often considered to be a part of other studies. The survey sought to determine the proportion of geographical material presented as part of history, math, science, and social studies courses. The results follow:

In our state, geography is seen as an integral part of:

a. Cultural Studies	28	56%
b. International Studies	27	54%
c. History	34	68%
d. Science	4	8%
e. Mathematics	2	4%

Geography Education and the States

Topic Two

Page -7-

In the various courses under the general heading of the social studies the responses follow:

In our state's U.S. History courses, Geography constitutes:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. 0-10% of the course material	18	36%
b. 11-30% of the course material	20	40%
c. 31-50% of the course material	1	2%
d. More than 50% of the course material	0	0%
e. None of the above	2	4%
f. Not applicable/not offered	5	10%

In our state's World History courses, Geography constitutes:

a. 0-10% of the course material	14	28%
b. 11-30% of the course material	21	42%
c. 31-50% of the course material	4	8%
d. More than 50% of the course material	0	0%
e. None of the above	1	2%
f. Not applicable/not offered	4	8%

In our state's Urban Studies courses, Geography constitutes:

a. 0-10% of the course material	7	14%
b. 11-30% of the course material	6	12%
c. 31-50% of the course material	1	2%
d. More than 50% of the course material	0	0%
e. None of the above	1	2%
f. Not applicable/not offered	29	58%

In our state's International Education program, Geography constitutes:

a. 0-10% of the course material	4	8%
b. 11-30% of the course material	11	22%
c. 31-50% of the course material	3	6%
d. More than 50% of the course material	3	6%
e. None of the above	1	2%
f. Not applicable/not offered	20	40%

Geography Education and the States

Topic Two

Page -8-

In our state's Civics/Government courses, Geography constitutes:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. 0-10% of the course material	30	60%
b. 11-30% of the course material	4	8%
c. 31-50% of the course material	2	4%
d. More than 50% of the course material	0	0%
e. None of the above	1	2%
f. Not applicable/not offered	7	14%

In our state's Economics courses, Geography constitutes:

a. 0-10% of the course material	34	68%
b. 11-30% of the course material	3	6%
c. 31-50% of the course material	0	0%
d. More than 50% of the course material	0	0%
e. None of the above	1	2%
f. Not applicable/not offered	5	10%

The role of geography in the teaching of courses outside the social sciences is as follows:

In our state's Biology/Environmental Science courses, Geography constitutes

a. 0-10% of the course material	19	38%
b. 11-30% of the course material	10	20%
c. 31-50% of the course material	1	2%
d. More than 50% of the course material	0	0%
e. None of the above	7	14%
f. Not applicable/not offered	6	12%

In our state's Earth Science/Geology courses, Geography constitutes:

a. 0-10% of the course material	17	34%
b. 11-30% of the course material	16	32%
c. 31-50% of the course material	3	6%
d. More than 50% of the course material	1	2%
e. None of the above	1	2%
f. Not applicable/not offered	5	10%

The place of geography in the teaching of courses in mathematics is as follows:

In our state's General Mathematics courses, Geography constitutes:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. 0-10% of the course material	26	53%
b. 11-30% of the course material	1	2%
c. 31-50% of the course material	0	0%
d. More than 50% of the course material	0	0%
e. None of the above	9	18%
f. Not applicable/not offered	5	10%

In our state's Geometry courses, Geography constitutes:

a. 0-10% of the course material	27	54%
b. 11-30% of the course material	0	0%
c. 31-50% of the course material	0	0%
d. More than 50% of the course material	0	0%
e. None of the above	10	20%
f. Not applicable/not offered	5	10%

The survey indicates that geography is being presented in an integrated fashion with other disciplines. Equally clear is that the most extensive integration of geography with another field is in the subject of history. Further, the survey reveals that multidisciplinary social studies courses entitled cultural, international and urban studies have a greater emphasis on geography than do courses on civics/government and economics. The emphasis on geography courses is roughly comparable to that the multidisciplinary social studies courses, even though geography is not acknowledged to be as integral to the instruction of the sciences as it is to the social studies.

TOPIC THREE

State Education Agency Responsibility for Geography Education: (Questions 19, 22-24, 27 and 28)

To determine state education agency capacity to support instruction in geography, the following questions about personnel were asked:

Does your State Education Agency employ geography specialists?

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. Yes	2	4%
b. No	48	96%

Ninety-six percent of the jurisdictions surveyed report that they do not have geography specialists. Participants commented generally that the concern for geography in the curriculum falls under the responsibility of the state social studies director or staff member.

If the emphasis on Geography is being increased in your state's curriculum, is the additional emphasis being placed:

a. At the elementary level	4	8%
b. The junior high or middle school level	5	10%
c. The high school level	6	12%
d. All levels	34	68%
e. Not increasing emphasis	2	4%

Eight percent see change coming in elementary schools; 10% at the junior high/middle schools; and 13% in the high schools. Sixty-eight percent of the jurisdictions state the emphasis on geography will increase at all levels of instruction.

TOPIC FOUR

Teacher Training Requirements - Questions 25, 26, and 29-35

Course selection for teachers in training tend to be influenced by two factors: the courses offered through standard programs of the teacher-training institutions and courses their state requires for funding certification. Survey results follow:

Is Geography a specific requirement for certification for individuals preparing to teach:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. K - 5	5	10%
b. 6 - 8	6	12%
c. 9 - 12	8	16%
d. All of the above	6	12%
e. None of the above	32	64%

Is Geography a specific requirement for certification for individuals teaching:

a. Social Studies	33	66%
b. Earth Sciences	6	12%
c. International Education	2	4%
d. History	6	12%

Does at least one of the institutions of higher education in your state have a geography department?

a. Yes	46	92%
b. No	2	4%

Can students in the state obtain bachelor degrees in:

a. Cartography	1	2%
b. Geography	27	54%
c. Environmental Studies	17	34%
d. All of the above	20	40%
e. None of the above	2	4%

13

In 92% of the jurisdictions surveyed there is at least one institution of higher education offering geography courses. In 54% of the jurisdictions, a student can earn a degree in geography.

TOPIC FIVE

Recommendations of how the Council of Chief State School Officers Can Help Improve the Quality of Geography Instruction: (Questions 36-42)

Questions under this heading were asked to help identify possible action to be taken by the Council of Chief State School Officers to strengthen geography instruction.

The best way in which CCSSO could serve Geography instruction in the state is:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. By providing the state education agency with lists of resource people knowledgeable in Geography	2	4%
b. By developing teacher workshops in Geography	7	14%
c. By arranging for State Education Personnel to meet with organizations willing to help fund Geography instruction	13	26%
d. All of the above	25	50%
e. Other:	4	8%

Should the Council of Chief State School Officers concern itself with developing new Geography curricula?

a. Yes	30	60%
b. No	18	37%

More than over half of those surveyed would like to see the Council develop projects to create new geography curricula.

The best way to improve classroom instruction of Geography is through:

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
a. National geography workshops for teachers and SEA personnel	5	10%
b. Regional geography workshops for teachers and SEA personnel	11	22%
c. In-state geography workshops for teachers and SEA personnel	35	70%
d. District level workshops for teachers and SEA personnel	33	66%
e. None of the above	2	4%

SUMMARY

The states clearly express the strongest need for state and district level workshop training. CCSSO supports and encourages Congress to provide such financing to the state education agencies.

To summarize, this survey is intended to serve as a baseline of data concerning geography education and the states. Its greatest potential will be achieved if it is amended or if the surveying process is repeated periodically in order to note the evolution of geography education. As it stands, the most overwhelming aspect of this survey is the response rate which strongly indicates a deeply entrenched and ongoing interest in geography instruction in our nation's schools. As indicated by their answers, the respondents seemed to understand how much more rewarding are Japanese haikus, Aesop's fables, the novels of Dickens, Dostoevsky and Steinbeck to students who have a sense of the place that developed them. Or, how much more meaningful the plotting of graphs, the calculations of kilometers or the study of igneous rocks to students who have a vision of the vastness of the seas and the wonders of the earth. We strongly urge an ongoing collaborative effort between the Federal government, state and local education systems, the Council of Chief State School Officers, and other educational organizations who have concerns about the future of geography education in our nation's schools.

Since only a few questions and responses by the states were included within the body of this report, we have attached a copy of the original survey instrument with results.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS' 1988 NATIONAL
GEOGRAPHY EDUCATION SURVEY OF STATE EDUCATION AGENCIES

A report such as this would be incomplete without a presentation of the original survey instrument with results. Survey results as received from 50 of the 56 states, commonwealths and territories contacted. This represents an 89 percent response rate.

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
1. <u>Geography is a requirement for:</u>		
a. All high school students in the state	10	(20)
b. Only students seeking college preparatory diplomas	0	(0)
c. Admission to state institutions of higher education	2	(4)
d. None of the above	36	(72)
e. All of the above	1	(2)
2. <u>Geography is required to:</u>		
a. Complete elementary school	13	(26)
b. Complete junior high or middle school	15	(30)
c. Complete high school	5	(10)
d. All of the above	4	(8)
e. None of the above	23	(46)
3. <u>Geography is offered, either as an elective or requirement, to students in at least one of the grades between:</u>		
a. K-5	28	(56)
b. 6-8	35	(70)
c. 9-12	34	(68)
d. None of the above	3	(6)
4. <u>In our state/commonwealth/territory, geography is seen as an integral part of:</u>		
a. Cultural Studies	28	(56)
b. International Studies	27	(54)
c. History	34	(68)
d. Science	4	(8)
e. Mathematics	2	(4)
5. <u>In our state's/commonwealth's/territory's U.S. History courses, Geography constitutes:</u>		
a. 0-10% of the course material	18	(36)
b. 11-30% of the course material	20	(40)
c. 31-50% of the course material	1	(2)
d. More than 50% of the course material	0	(0)
e. None of the above	2	(4)
f. No: applicable/not offered	5	(10)

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
6. <u>In our state's/commonwealth's/territory's</u> <u>World History courses, Geography constitutes:</u>		
a. 0-10% of the course material	14	(28)
b. 11-30% of the course material	21	(42)
c. 31-50% of the course material	4	(8)
d. More than 50% of the course material	0	(0)
e. None of the above	1	(2)
f. Not applicable/not offered	4	(8)
7. <u>In our state's/commonwealth's/territory's</u> <u>Urban Studies courses, Geography constitutes:</u>		
a. 0-10% of the course material	7	(14)
b. 11-30% of the course material	6	(12)
c. 31-50% of the course material	1	(2)
d. More than 50% of the course material	0	(0)
e. None of the above	1	(2)
f. Not applicable/not offered	28	(56)
8. <u>In our state's/commonwealth's/territory's</u> <u>International Education program, Geography constitutes:</u>		
a. 0-10% of the course material	4	(8)
b. 11-30% of the course material	11	(22)
c. 31-50% of the course material	3	(6)
d. More than 50% of the course material	3	(6)
e. None of the above	1	(2)
f. Not applicable/not offered	20	(40)
9. <u>In our state's/commonwealth's/territory's</u> <u>Cultural Studies courses, Geography constitutes:</u>		
a. 0-10% of the course material	11	(22)
b. 11-30% of the course material	12	(24)
c. 31-50% of the course material	3	(6)
d. More than 50% of the course material	4	(8)
e. None of the above	1	(2)
f. Not applicable/not offered	13	(26)
10. <u>In our state's/commonwealth's/territory's</u> <u>Civics/Government courses, Geography constitutes:</u>		
a. 0-10% of the course material	30	(60)
b. 11-30% of the course material	4	(8)
c. 31-50% of the course material	2	(4)
d. More than 50% of the course material	0	(0)
e. None of the above	1	(2)
f. Not applicable/not offered	7	(14)

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
11. <u>In our state's/commonwealth's/territory's Economics courses, Geography constitutes:</u>		
a. 0-10% of the course material	34	(66)
b. 11-30% of the course material	3	(6)
c. 31-50% of the course material	0	(0)
d. More than 50% of the course material	0	(0)
e. None of the above	1	(2)
f. Not applicable/not offered	5	(10)
12. <u>In our state's/commonwealth's/territory's Geometry courses, Geography constitutes:</u>		
a. 0-10% of the course material	27	(54)
b. 11-30% of the course material	0	(0)
c. 31-50% of the course material	0	(0)
d. More than 50% of the course material	0	(0)
e. None of the above	10	(20)
f. Not applicable/not offered	5	(10)
13. <u>In our state's/commonwealth's/territory's Biology/Environment courses, Geography constitutes:</u>		
a. 0-10% of the course material	19	(38)
b. 11-30% of the course material	10	(20)
c. 31-50% of the course material	1	(2)
d. More than 50% of the course material	0	(0)
e. None of the above	7	(14)
f. Not applicable/not offered	6	(12)
14. <u>In our state's/commonwealth's/territory's Earth Science/Geology courses, Geography constitutes:</u>		
a. 0-10% of the course material	17	(34)
b. 11-30% of the course material	16	(32)
c. 31-50% of the course material	3	(6)
d. More than 50% of the course material	1	(2)
e. None of the above	1	(2)
f. Not applicable/not offered	5	(10)
15. <u>In our state's/commonwealth's/territory's General Math courses, Geography constitutes:</u>		
a. 0-10% of the course material	27	(54)
b. 11-30% of the course material	1	(2)
c. 31-50% of the course material	0	(0)
d. More than 50% of the course material	0	(0)
e. None of the above	9	(18)
f. Not applicable/not offered	5	(10)

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
16. <u>We consider Geography to be an elective for:</u>		
a. Science	0	(0)
b. Social Science	43	(86)
c. Both	1	(2)
d. Neither	3	(6)
17. <u>Elementary students studying their communities are:</u>		
a. Introduced to the use of maps	8	(16)
b. Told the importance of Geography to the development of the locality	6	(12)
c. Expected to be able to read maps of their city	4	(8)
d. All of the above	42	(84)
e. None of the above	1	(2)
18. <u>Under our state's/commonwealth's/territory's curriculum, an eighth grader should be able to:</u>		
a. Work with different map scales and themes	2	(4)
b. Locate and name the world's oceans on a map	1	(2)
c. Locate the United States, Canada, and Mexico on a map	3	(6)
d. Be able use a map to determine the relative sizes of the U.S., U.S.S.R., and China	0	(0)
e. None of the above	4	(8)
f. All of the above	36	(72)
19. <u>Does your State Education Agency employ Geography Specialists?</u>		
a. Yes	2	(4)
b. No	48	(96)
20. <u>The number of full time Geographic Studies Specialists employed by your State Education Agency is:</u>		

38* (See Below)

* These figures represent the total number of participants who responded to these questions and are not averages of the number of full-time or part-time geography specialists per jurisdiction. The vast majority of the respondents answered zero (0) to these questions.

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
21. <u>The number of part-time Geography Specialists employed by your State Education Agency is:</u>		
		35* (See Below)
22. <u>Is your State Education Agency aware of the educational projects being undertaken by the National Geographic Society?</u>		
a. Yes	45	(90)
b. No	4	(8)
23. <u>Does your State Education Agency have a list of Geographic "resource" people living within its jurisdiction?</u>		
a. Yes	26	(52)
b. No	24	(48)
24. <u>Does your state/commonwealth/territory curriculum reform in the area of teaching problem solving skills include courses on?</u>		
a. The problems of Environment and Geography	5	(10)
b. The problems of Politics and Geography	1	(2)
c. The problems of Economics and Geography	1	(2)
d. All of the above	12	(24)
e. None of the above	24	(50)
25. <u>Does at least one of the institutions of higher education in your state/commonwealth/territory have a Geography department?</u>		
a. Yes	46	(92)
b. No	2	(4)
26. <u>Can students in the state/commonwealth/territory obtain bachelor degrees in:</u>		
a. Cartography	1	(2)
b. Geography	27	(54)
c. Environmental Studies	17	(34)
d. All of the above	20	(40)
e. None of the above	2	(4)

* These figures represent the total number of participants who responded to these questions and are not averages of the number of full-time or part-time geography specialists per jurisdiction. The vast majority of the respondents answered zero (0) to these questions.

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
27. <u>Will Geography or related studies play a greater role in your state's/commonwealth's/territory's public school curriculum in the next five years?</u>		
a. Yes	42	(84)
b. No	0	(0)
c. Uncertain	8	(16)
28. <u>If the emphasis for Geography is being increased in your state's/commonwealth's/territory's curriculum, is the additional emphasis being placed:</u>		
a. On the elementary level	4	(8)
b. The junior high or middle school level	5	(10)
c. The high school level	6	(12)
d. All levels	34	(68)
e. Not increasing emphasis	2	(4)
29. <u>Is Geography a specific requirement for certification for individuals teaching:</u>		
a. K-5	5	(10)
b. 6-8	6	(12)
c. 9-12	8	(16)
d. All of the above	6	(12)
e. None of the above	32	(64)
30. <u>Is Geography a specific requirement for certification for individuals teaching:</u>		
a. Social Studies	33	(66)
b. Earth Sciences	6	(12)
c. International Education	2	(4)
d. History	6	(12)
31. <u>To be certified to teach Geography, a student must complete how many university credit hours in the field?</u>		
_____		* (See Below)
32. <u>Do freshmen survey courses count towards this total?</u>		
a. Yes	28*	(56)*
b. No	11*	(22)*
		* (See Below)

* The hours required for certification varies from jurisdiction to jurisdiction, and thus reporting them here would prove meaningless. We suggest that this information be pursued on a statewide basis.

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
33. <u>Can a student substitute a related field for a Geography course in order to be certified in the field?</u>		
a. Yes	13	(27)
b. No	24	(48)
34. <u>If your state/commonwealth/territory accepts related university courses for certification in Geography, are they:</u>		
a. From Social Studies	18	(36)
b. From Science	6	(12)
c. From Math	0	(0)
d. From all of the above	0	(0)
e. None of the above	16	(32)
35. <u>Requirements for certification in your state/commonwealth/territory are set by:</u>		
a. State Board	35	(70)
b. State Education Agency	6	(12)
c. Universities Granting Degrees	4	(8)
d. Other _____	11	(22)
36. <u>Should the Council of Chief State School Officers concern itself with developing new Geography curricula?</u>		
a. Yes	30	(60)
b. No	18	(37)
37. <u>Should the chiefs consider Geography/History/Civics reform as themes in the next five years?</u>		
a. Yes	42	(84)
b. No	8	(16)
38. <u>In our state/commonwealth/territory, the question of whether to improve the current state of Geographic studies is:</u>		
a. Under discussion	19	(38)
b. Resolved in favor of improvement	25	(50)
c. Not under discussion	5	(10)
d. Resolved in favor of the status quo	0	(0)

	TOTAL	PERCENTAGE OF ALL RESPONDENTS (50)
39. <u>The biggest drawback to reforming our Geography curriculum is:</u>		
a. State/commonwealth/territory budget considerations	20	(40)
b. Lack of local resource personnel	10	(20)
c. Lack of public interest	3	(6)
d. All of the above	10	(20)
e. Other:	11	(22)
40. <u>The best way to improve classroom instruction of Geography is through:</u>		
a. National Geography workshops for teachers and SEA personnel	5	(10)
b. Regional Geography workshops for teachers and SEA personnel	11	(22)
c. In-state Geography workshops for teachers and SEA personnel	35	(70)
d. District level workshops for teachers and administrators	33	(66)
e. None of the above	2	(4)
41. <u>If you answered none of the above on the last question, how would you improve classroom Geography instruction?</u>		
42. <u>The best way in which CCSSO could serve Geography instruction in the state/commonwealth/territory is:</u>		
a. By providing the state/commonwealth/territory with lists of resource people knowledgeable in Geography	2	(4)
b. By developing teacher workshops in Geography	7	(14)
c. By arranging for State Education Personnel to meet with organizations willing to help fund Geography instruction	13	(26)
d. All of the above	25	(50)
e. Other:	4	(8)

LIST OF THE 50 JURISDICTIONS WHICH RESPONDED:

Alabama, American Samoa, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Guam, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New York, North Carolina, North Dakota, Northern Mariana Islands, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Virgin Islands, Washington, West Virginia, and Wyoming.