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THE PUBLIC TWO-YEAR COLLEGES OF KANSAS:  
A CHALLENGE FOR GEOGRAPHY

by

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## CHAPTER I

### INTRODUCTION

One of the more important developments in education in the past half century has been the dynamic growth and evolution of the uniquely American two-year college.<sup>1</sup> No longer is it referred to as simply an extension of high school or the place where students, not acceptable to a four-year institution, can continue their education. The two-year colleges of today offer quality education and a wide range of programs to meet the needs of the people of their communities.

The acceptance of the junior college by the American public is reflected in enrollment and growth figures. In 1950 there were 500,000 students in two-year colleges; the number reached one million in 1964 and exceeded two million in 1970. According to some predictions, enrollments will reach three million in 1972. The two-year colleges now attract a third of all the students entering college. There are presently 1,150 two-year colleges compared with 656 a decade ago, an increase of about one new junior college per week since 1963.<sup>2</sup>

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<sup>1</sup>The term "two-year college" is intended to correspond to the "lower division" at a college or university and includes all types of junior colleges not offering the baccalaureate degree. In this report, the terms "two-year college" and "junior college" will be used interchangeably.

<sup>2</sup>Geography in the Two-Year Colleges, (Washington: Association of American Geographers, 1970), p. 3.

It has become quite evident that any academic discipline which does not play an active role in the two-year colleges is failing to participate in the education of millions of Americans. The rapid expansion in the number and size of enrollments in the two-year colleges underscores the importance of up-to-date information on the status of geography in the curriculum and the qualifications of geography instructors. Geographers, as well as those in other disciplines, must meet the challenge of providing meaningful programs and qualified instructors for the junior college curriculum. The two-year college is an established part of the American educational system and can no longer be overlooked or ignored.

#### A. BACKGROUND AND PURPOSE OF STUDY

The writer was graduated from a two-year college in Kansas which did not offer any geographical training. As a graduate student in geography, he has become increasingly aware of the importance and value of geographic education at the undergraduate level. Because of the increasing importance of the two-year colleges in undergraduate education, this author has become interested and quite concerned with the actual participation of geography in the two-year college curriculum and the contribution which it is capable of giving to the educational experiences of the junior college student.

Many geographers concerned with geographic education at the college level have realized the importance of, and need for the discipline in the two-year college curriculum. Richason,<sup>3</sup>

Senninger,<sup>4</sup> Kramer,<sup>5</sup> Kock,<sup>6</sup> and others have done valuable research in the past twenty years concerning geographic education in the two-year colleges of California, Michigan, Alabama, and other states. In 1968-69 the Commission on College Geography of the Association of American Geographers (AAG) selected a panel of professional geographers to examine the position of their discipline in these schools. It was the Commission's conclusion that any group concerned with geographic education at the undergraduate level should give special attention to the nation's increasingly important two-year colleges.<sup>7</sup> In 1970 Newlin<sup>8</sup> conducted a follow-up study based on the AAG report to ascertain whether any changes in geography offerings or enrollment had taken place in New York State since the AAG survey two years previously. Additional periodic research of each state's geography programs in the two-year colleges is needed in order to evaluate and improve the quality of geographic education in these schools.

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<sup>3</sup>B. F. Richason, "Geography in the Junior Colleges of the United States," Journal of Geography, 50: 246-55, 1951.

<sup>4</sup>E. S. Senninger, "Status of Geography in the Public Junior Colleges of Michigan---1957-58," Journal of Geography, 59: 66-72, 1960.

<sup>5</sup>F. L. Kramer, "Geography in California Junior Colleges, 1955-56," Journal of Geography, 55: 344-9, 1956.

<sup>6</sup>Walter F. Kock, "Geography Programs in the Junior Colleges," Journal of Geography, 67: 155-6, 1969.

<sup>7</sup>Geography in the Two-Year Colleges, op. cit., p. i.

<sup>8</sup>H. H. Newlin, "Geography and the Two-Year College in New York State: An Image Problem?", Journal of Geography, 70: 391-2, 1971.

Purpose of study. The primary purpose of this report will be to determine the status of geography in the curriculum and the qualifications of the geography instructors in the public two-year colleges of Kansas in 1971-72. Closely related questions to be examined include how many two-year schools offer geography, the total number of courses offered, the total number of students enrolled in geography courses, and type of geography courses offered. This report will also consider how Kansas compares with other states and whether any improvement has been made in the geography programs of Kansas' two-year colleges in the last twenty years. Following this evaluation of the present conditions, suggestions are made for improving the status of geography in the public two-year colleges of Kansas.

A brief review of geography as found in the two-year colleges of the United States, with emphasis on three states that have strong and active geography programs in their two-year colleges, will enable the reader to gain a broader perspective from which to evaluate the role of geography in the two-year college curriculum. More specifically, it provides a basis from which to evaluate the geography programs of the public two-year colleges of Kansas.

#### B. GEOGRAPHY IN THE TWO-YEAR COLLEGES OF THE UNITED STATES

As a subject of instruction, geography's place varies in the nation's two-year colleges. In some instances, geography is omitted from the curriculum altogether, and in other cases, it

is offered by persons with limited training in the subject. Considering also the outmoded themes and procedures often employed, geography occupies a relatively weak position in the nation's two-year colleges.

Too often students examining the social, political, historical, and other dimensions of a problem, fail to recognize the spatial and environmental aspects. The popular conception of geography is generally confused and inconsistent, resulting in students and many college administrators being uncertain about the content and scope of the field. The image of quaint foreign lands and capital cities tends to obscure the discipline's real educational function. Nearly half of the two-year colleges offered geography in the United States in 1968, but of these, about half offered only one course. Many of these courses were taught by persons with limited formal training or interest in geography. This reflects in part the unfortunate notion held by some junior college administrators that geography is something that can be taught by any social science teacher, and only helps to perpetuate the image problem.<sup>9</sup>

Geography in general education. Geography has an important place in any general education curriculum. A general education should be relevant to life as it is lived and will be lived by the student. According to White, it should free the student's mind from shackling preconceptions and lure it in new directions. It should shake habitual thought patterns and puzzle the mind

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<sup>9</sup>Geography in the Two-Year Colleges, op. cit., p. 6.

through the introduction of new ideas and problems. One of the greatest potential contributions of a general education is to provide knowledge and understanding of the magnificent diversity and the high cultural attainments of the peoples of the world, and thus to immunize citizens against the viruses of hate, suspicion, and misunderstanding. A liberal education is an education which cultivates reason and analysis, and deals with the aims and modes of human life.<sup>10</sup> It should develop in each individual the realization that his own country, region, and ethnic, religious, or linguistic group is but one among many, each with differing characteristics, and that other countries or social groups are not necessarily queer, or irrational, or inferior. Geography, as a broad synthesizing discipline is especially equipped to do this. Man is innately curious about places different (or similar) and distant from his local surroundings; but man has no inborn understanding of area or region, much less of how natural and cultural phenomena are geographically distributed and associated. Geography, as the principal discipline concerned with the orderly recognition, analysis and interpretation of spatial patterns on the surface of the earth, assumes the major responsibility for providing such knowledge.<sup>11</sup>

A report on general education sets for the social sciences no less a task than "the production of individuals who understand

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<sup>10</sup> Gilbert F. White, "Geography in Liberal Education," Geography in Undergraduate Liberal Education, (Washington: Association of American Geographers, 1965), p. 13.

<sup>11</sup> Ibid., p. 2.

modern society and are able to act effectively in response to the problem of public policy which will confront them."<sup>12</sup> In this context, geography has a considerable role to play along the lines of relevant knowledge.

According to Weinberg, geography in general education aims primarily at:<sup>13</sup>

1. Developing an understanding of the interplay between man and nature. It deals with the strivings of man within and against the limitations of his physical environment, and his successes in changing these limitations. This understanding is indispensable to a realistic understanding of modern society.
2. Cultivating the ability to conceive of international problems in concrete terms of differing values, societies, economies, and histories. The first requirements for intelligent thought about public policy is to shed all one's stereotypes. No field is more heavily populated with these than foreign policy. How many students still approach China with a mental picture of tongs and gongs?

Geography is concerned with the study of spatial distributions and associations and with area interrelationships. Resulting patterns on the earth's surface have differing meanings for human society, an outgrowth of the techniques and value systems of different cultures. This appears, for example in the way in which different groups of men have managed the same physical environment and in how any one group has utilized different environments. The study of spatial distributions, associations and area interrelationships is a basic way of analyzing human society because it casts

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<sup>12</sup>Albert Levi, General Education in the Social Studies, (Washington: American Council on Education, 1948), p. 219.

<sup>13</sup>M. Weinberg, "Geography and General Education: A Junior College View," Junior College Journal, 21: 341, 1951.

the fundamental processes which govern men's life on earth in a spatial framework, thereby giving uniqueness to these processes.<sup>14</sup>

Modern geography also is increasingly concerned with problem solving in an effort to substantiate the notion assumed by all scientists that an order prevails in the world in which we live, and that a proper role for science is to discover that order. Classroom students are increasingly asked to assemble and work with raw data, to develop hypotheses about these data, and to search diligently for supporting evidence of the hypotheses just as professional geographers do. No longer are students being required to memorize a body of textual information. Rather they are being led to ask probing questions about the location and arrangement of man-made and natural phenomena, and to seek answers to these questions by means of map comparison, research in the library, statistical, and mathematical analysis, field work, and reflective thinking.<sup>15</sup>

Geographic education in the two-year college. Geography courses in general education programs should be designed to broaden the student's sphere of interest by adding the spatial and environmental dimension to his studies of features and processes to help prepare him for responsible citizenship and to instill a desire for continued learning about the world around him. Geography should develop an understanding of the interplay

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<sup>14</sup>Geography in Undergraduate Liberal Education, op. cit., p. 3.

<sup>15</sup>James R. Anderson, "Geography in the Two-Year College," Junior College Journal, 41: 12, February, 1971.



between man and nature, and the strivings of man within and against the limitations of his physical environment and his success in changing these limitations. Courses in geography should also provide the student with a conceptual framework within which he can appraise facts and theories from related disciplines.

Geography courses at the two-year college level should be designed to fulfill general education objectives. If geography is not available at a two-year college, it should be introduced as a separate course, or where this is not feasible, relevant material could be integrated into existing courses. It is important that the two-year colleges of the United States incorporate within their curricula those courses that will lead to an intelligent citizenship in this dynamic world. The kind of education that will produce the requisite understanding of other peoples and other environments of the world must include geography. The importance of the discipline is stressed by Renner and Griffin when they state: "Geography...should expectably be the basis of all education on earth, and certainly should be highly regarded as an educational instrument in cultivating world peace."<sup>16</sup>

The 1968 survey of the two-year colleges conducted by the AAG indicated that introductory courses in geography generally correspond to the trends encountered in four-year institutions. In some large-city institutions as many as 90% of the entering students plan to transfer to a four-year school, necessitating a close articulation between the two institutions. However, in

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<sup>16</sup>George T. Renner and Paul F. Griffin, "Geographic Education for Survival," School and Society, Vol. 70, No. 1807, p. 82, 1949.

many cases the majority of the two-year college students are terminal students, and as a result, the geography that they receive in these institutions will serve as an introductory as well as a concluding course.

Many geographical themes could be developed for the general education of the terminal student which might be included in a more generalized version of existing transfer courses, or in a separate course designed to provide material relevant for him. Generalized and informative courses in world resources, ecological relationships of earth environments, geography and world affairs, or political patterns in urban systems are possible examples which would greatly benefit the terminal student.

One area of wide concern in both research and teaching is urbanism and the urban environment. This theme could, for example, be combined with political geography to produce a course of great general educational value, especially for the majority of students who do or will make their future homes in metropolitan America. With the increasingly urban character of our society, city environments rate a high priority as objects of research with theoretical and practical applications. This urban focus would be relevant for the transfer student as well as for those majoring in such terminal areas as auto mechanics, architectural drawing, and cosmetology. All future citizens of our expanding metropolitan complexes need to understand better the various approaches to problems of slum and ghetto conditions, air and noise pollution, zoning ordinances, commuter and rapid transit facilities, and similar issues with which they will be confronted as citizens. These are

problems of increasing magnitude, and geographers are making significant contributions toward their resolution. If one accepts the idea that our survival depends upon an enlightened and literate citizenry, then such courses might be most appropriate at the freshman level where maximum exposure is obtained. It could provide an exciting, contemporary, pragmatic approach to geography.<sup>17</sup>

Considering the increasing individual concern for the environment and leisure time activity, other appropriate themes in introductory geography courses for the professional education of the terminal student could include materials pertaining to recreation, travel planning, and conservation. Two-year colleges can and should make a greater endeavor to serve the needs of both the transfer and terminal student by incorporating current geographical themes into the geography courses of their curriculum.

Geography's representation. The AAG report on geography in the two-year colleges indicated that 407 of the 855 schools contacted offered one or more geography courses during the 1968-69 school year. The distribution of geography's representation is closely correlated to the areas where the junior college movement is strongest. Regionally, geography is best represented in the two-year colleges of the West and Southwest (136 of 243 schools) and Southeast (114 of 195). It has somewhat above average representation in the Great Lakes and Plains (109 of 205), and fares

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<sup>17</sup>Anderson, op. cit., p. 15.

most poorly in the North Atlantic area (48 of 209).<sup>18</sup>

Four courses---Physical, World Regional, Cultural, and Economic geography---accounted for 82 per cent of the total geography enrollments in the nation's junior colleges and represented 73 per cent of all courses taught. Other geography courses offered by the junior colleges included regional courses of the United States and those of individual states. Courses in weather and climate were taught in some California schools, and four courses in conservation were given in Florida. Michigan offered four "travel" courses, and a few states included cartography and other "technique" courses in their curricula.<sup>19</sup>

The profile of courses taught in the nation's junior colleges is generally similar to that found on the lower division level in four-year colleges, with a strong emphasis on such traditional introductory themes as physical, cultural, world regional, and economic geography. It is expected that growth and improvement will take place within this framework of courses which currently occupy commanding positions within the curricula.

Another observation clearly pointed out by the AAG survey was the unrealized potential of geography in a great many areas of the country. In numerous states, including some of those where geography is well-developed in the junior colleges, certain courses are poorly represented in the curricula. In other states, where junior colleges exist but comparatively little geography is

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<sup>18</sup>Geography in the Two-Year Colleges, op. cit., p. 17.

<sup>19</sup>Ibid., p. 22.

offered, the challenge and the unfulfilled potential are even greater.

Profile of instructors. According to the AAG report, nearly all geography instructors employed by two-year colleges are working on a full-time basis. However, only 29 per cent of these instructors had 80 per cent or more their teaching load in geography. Therefore, many geography instructors spend half or more of their time teaching other courses. The state of Michigan had the highest percentage of the instructors teaching geography more than 80 per cent of the time. In Michigan 73 per cent were so employed as compared with 28 per cent in Illinois and 14 per cent in Florida. The states with the largest number of junior college geography teachers were California (104), Illinois (44), Michigan (41), Texas (31), and Florida (30). There were seven states with no such instructors, and 26 with three or fewer teachers.

Nearly all instructors of geography in the two-year colleges were found to have been awarded a master's degree, but only two-fifths of these have their graduate degree in geography. Another one-tenth have a minor in the discipline. Although a third of those teaching geography have taken graduate work beyond the master's degree, less than a tenth have received the doctorate.<sup>20</sup>

Therefore, many of those now teaching geography in the two-year colleges are doing so without the advantage of adequate professional training. Less than a major at the bachelor's degree

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<sup>20</sup>Ibid., p. 22.

level not only leaves the instructor of geography with a lack of depth but also a lack of breadth in the subject. In some instances, instructors have been able through related work, travel, and other experience to enhance their background for effective geography instruction. Yet another common problem faced by many geography instructors has been the inadequate opportunity to keep abreast of new developments in geography. Many dedicated instructors regularly return to the university to learn about new ideas in the discipline, but the courses available during the summer session usually do not fully meet the specific needs of the instructor of introductory courses.

#### C. GEOGRAPHY PROGRAMS OF SELECTED STATES

While geography is underdeveloped in the curriculum of the junior colleges of many states, there are instances of highly successful geography programs which provide grounds for optimism and a basis for recognizing geography's greater potential at the two-year college level. A brief review of the successful geography programs of the junior colleges of California, Illinois, and Michigan will enable the reader to gain a broader perspective from which to evaluate the role of geography in the two-year colleges. More specifically, it provides a basis from which to evaluate the geography programs of the junior colleges of Kansas.

California. California's two-year colleges attract more geography students in terms of total enrollment than the next four leading states combined. In the 1968-69 school year over 20,000

students enrolled in geography courses. Physical geography leads, followed by cultural geography, economic geography and world regional geography. The geography programs of California's two-year colleges have experienced rapid growth since Kramer<sup>21</sup> did his study in 1956. In a span of thirteen years the enrollment in geography courses increased from 5,520 in 1955 to 20,590 in 1968. One major factor in this increase was the addition of 28 new two-year institutions to the state system.<sup>22</sup> The demand from these new schools for qualified geography instructors was met by a close cooperation with the geography departments of the four-year schools who offered the training necessary for students interested in teaching geography at the two-year colleges.

One of the four-year schools which met this need was San Fernando Valley State, which, like most California four-year colleges, enjoys close ties with the state's two-year colleges. Not only has San Fernando Valley State supplied many geography instructors for the junior colleges, but is itself highly dependent on the junior colleges to provide adequate introductory offerings in geography. Geography has always been a part of San Fernando's curriculum, but very few students have entered the college as freshmen with a declared geography major. Upper division students become majors as the result of taking a general education course. Most geography majors transfer into the institution from two-year colleges with a declared geography under-

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<sup>21</sup>Kramer, op. cit., p. 344.

<sup>22</sup>Geography in the Two-Year Colleges, op. cit., p. 21.

graduate major. This is possible in part because of the vast junior college segment in higher education in the state of California. Even more responsible is the presence of an efficient, highly trained, and strongly motivated geography faculty in the junior colleges which provides a strong base for the four-year institutions. San Fernando's geography department makes a strong and concerted effort to maintain contact with faculty members in the two-year colleges. Former graduate students in the department, who accepted junior college teaching positions upon receipt of their M.A. Degrees, regularly return to the campus to attend the departmental lecture series, and they often bring their classes to look over such facilities as the map library and cartographic laboratory.<sup>23</sup>

The success of geography in the two-year colleges of California can largely be attributed to this high degree of articulation<sup>24</sup> between the two-year schools and the four-year colleges and universities. However, this is not the traditional articulation that is common to most other states. In California the two-year colleges can create their own requirements for the transferable general education, rather than accept the plans adopted by the four-year institutions. This reversal of the usual pattern came

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<sup>23</sup> Stanley H. Ross, "Undergraduate Geography at San Fernando Valley State College: A Large, Rapidly Growing Institution with a Large Intake of Junior College Students," Undergraduate Major Programs in American Geography, (Washington: Association of American Geographers, 1968), p. 34-5.

<sup>24</sup> The term articulation is used to refer to the interrelation of different levels of education for ensuring continuous advancement in learning.



about after the public commitment became one in which the two-year college was to play the major role for the first two years of the four-year publicly supported programs.<sup>25</sup> For the transfer student in geography this has proven especially advantageous.

But the needs of terminal students are also being met in many two-year schools in California. One two-year school requires a "world patterns" general education course as a part of a terminal program for potential stewardesses and other airline employees. Another program includes a dual purpose course in urban political patterns, suitable for both the transfer and the terminal student. One of the more elaborate geography programs in a two-year school is the one at San Bernadino Valley College which includes separate certificate programs in urban redevelopment-public housing and urban-regional planning, as well as programs in both geography and cartography fully capable of placing terminal students as well as transfer.<sup>26</sup> This two-year college provides an encouraging example of a well developed geographic program that is relevant to the needs of both the transfer and terminal student.

Illinois. The state of Illinois ranked second with over 7,000 students enrolled in 80 geography courses offered by the two-year colleges in 1968-69.<sup>27</sup> A 1968 study of 38 junior colleges con-

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<sup>25</sup> Geography in the Two-Year Colleges, op. cit., p. 32.

<sup>26</sup> Anderson, op. cit., p. 16.

<sup>27</sup> Geography in the Two-Year Colleges, op. cit., p. 28.

ducted by a subcommittee of the Illinois Geographical Society indicated that 31 offered geography. All of those which did not were small in size or had only been recently organized. The most popular course offered was World Regional geography, a course into which much that is new in content, methodology, and technique can easily be initiated. The Illinois study of two-year colleges revealed that 85 per cent of the institutions teaching geography offered some form of world geography, 50 per cent offered a course in economic geography, and 47 per cent offered physical geography. Furthermore, there were practically no problems of transferability or articulation in geography when students moved from the two-year college to senior institutions.<sup>28</sup>

The 1968 AAG survey of two-year colleges, which included both public and private schools, showed that 35 of the 40 Illinois colleges which responded offered geography in their curriculum. Five colleges did not respond. Geography seems to be well established in the majority of two-year colleges of Illinois and is generally recognized as an integral part of the two-year college curriculum in that state.

Michigan. The third leading state in terms of enrollment in geography courses in the two-year colleges is Michigan. In 1965 Michigan had nineteen two-year colleges. Three of these schools offered one course in geography, three offered four courses, and two schools offered five courses in geography. One school in

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<sup>28</sup>Robert E. Gabler, "New Wine in Old Bottles," Journal of Geography, 69: 4-5, 1970.

Michigan, Flint Community Junior College, offered seven courses in geography! Over 4,400 students (approximately 8% of the total student enrollment) took advantage of these geography courses offered by the two-year colleges of Michigan in the 1964-65 school year.<sup>29</sup> In 1957-58 only 2,343 students had enrolled in the geography courses offered by the junior colleges.<sup>30</sup> But by 1968-69 the enrollment figures had increased to 6,711 and the number of two-year colleges had increased to 31. The number of students enrolling in geography courses has clearly increased with the development of the two-year colleges in Michigan and helps reflect the importance of geographic education in the state's two-year colleges.

Other states can also be cited for having relatively strong geography programs in their two-year colleges. There are now 29 two-year colleges in Florida, and all but three offer at least one course in geography. The state of Alabama has authorized the teaching of four geography courses in that state's two-year colleges.<sup>31</sup> And in New York State, Newlin found that enrollment in geography courses in the two-year colleges had more than doubled to 1700 students in only two years.<sup>32</sup>

Geography, overall, remains relatively unimportant in the

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<sup>29</sup>Curtis S. Murton, "The Preparation of Junior and Community College Geography Instructors," Journal of Geography, 68: 158, 1968.

<sup>30</sup>E. S. Senninger, op. cit., p. 66-72.

<sup>31</sup>Kock, op. cit., p. 155.

<sup>32</sup>Newlin, op. cit., p. 391.

two-year colleges of the United States. But the status of geography in the two-year colleges of California, Illinois, and Michigan does provide optimism and a basis for recognizing geography's greater potential in the curriculums of two-year colleges of other states, such as Kansas. The next chapter of this report will investigate the present status of geography in the public two-year colleges of Kansas.

## CHAPTER II

### GEOGRAPHY IN THE PUBLIC TWO-YEAR COLLEGES OF KANSAS

Because of the many advantages which they offer, the two-year colleges have established themselves as an integral part of higher education in Kansas in recent years. Distributed throughout the state of Kansas, the public two-year colleges have created more accessible education for more people (see Figure I); they have extended opportunities to those who are competent and who otherwise might not go to college; they have given students who have not decided upon a career a chance to explore college possibilities at low cost; and they have offered adults in the community a chance to pursue their education during off-work hours.

Total enrollment in Kansas' two-year and four-year colleges and universities (including private institutions) is about 90,000. More than 60% of Kansas high school graduates attend college, compared to a national figure of about 50%.<sup>1</sup> With the large increase of enrollments at state colleges and universities, many high school graduates in Kansas have found it more desirable and beneficial to transfer to the four-year institution after first attending a near-by two-year college. As a result the state's nineteen public two-year colleges increased enrollment approximately 10%

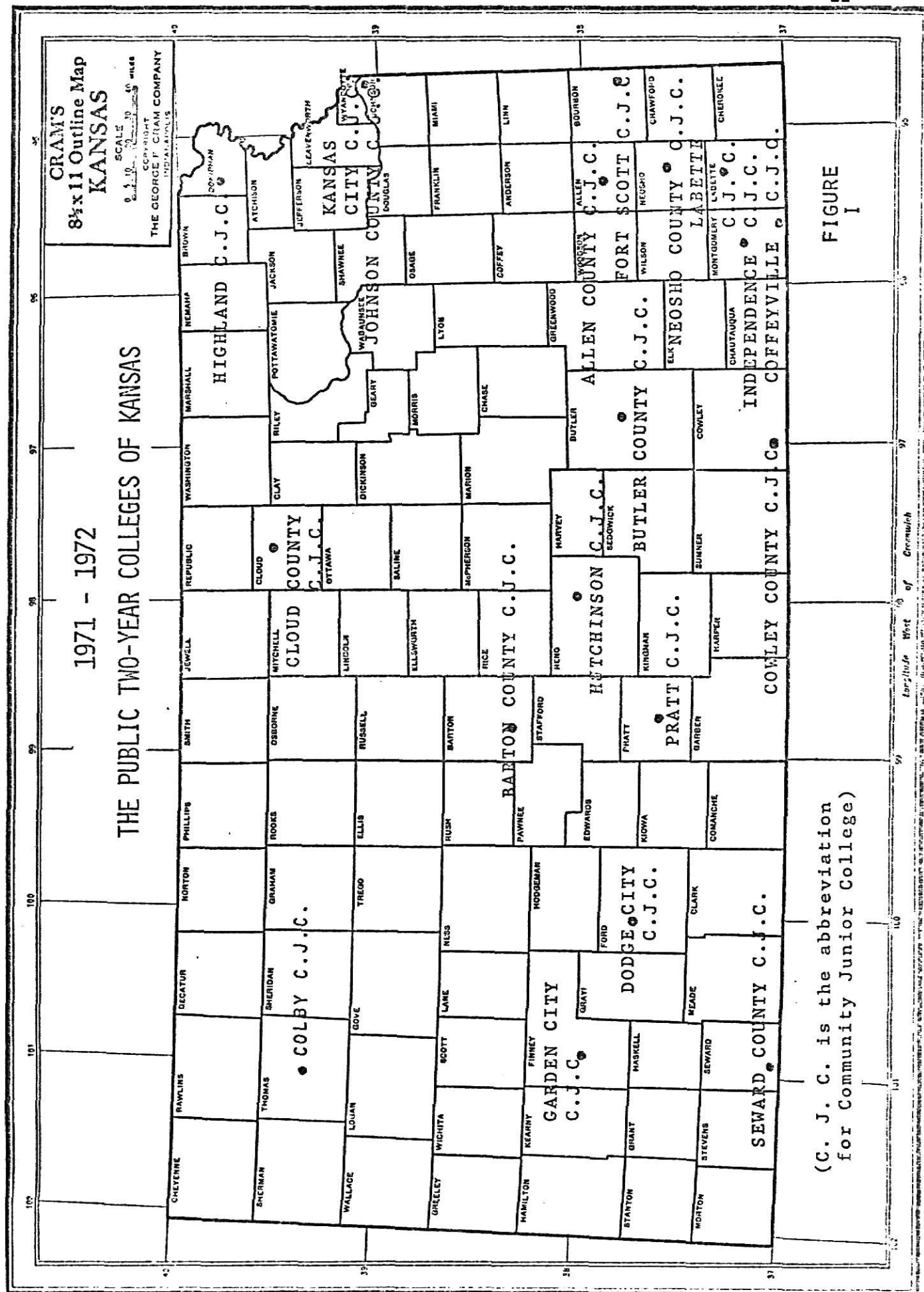
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<sup>1</sup>"Colleges in Kansas Changing to Solve Students' Problems," Educational Supplement to Wichita Eagle & Beacon, February 20, 1972.

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in the fall of 1971 over the preceding year and represent the fastest growing segment of Kansas higher education with a total enrollment of 18,000.<sup>2</sup>

The primary objective of this chapter is to establish and describe the status of geography in the public two-year colleges of Kansas. The study can also serve as a basis for comparison so that the status of geography in the two-year colleges in other parts of the United States might be better analyzed and improved.

The data on Kansas' public two-year colleges contained in this paper was primarily obtained from a questionnaire which was sent to the 19 public junior colleges of Kansas in the Spring of 1972. The five private two-year colleges of Kansas were not surveyed. The questionnaire had two parts. Part A was answered by the college Presidents and Part B was answered by the geography instructor if geography was offered by that institution. Copies of the questionnaire and the cover letter used in the survey can be found in Appendix I and II of this report. Additional sources of information included the general catalogs of some of the colleges, the Directory of College Geography<sup>3</sup> and Enrollment Report No. 36.<sup>4</sup> The last two sources were particularly valuable for information on the state colleges and universities.

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<sup>2</sup> Ibid.

<sup>3</sup> J. R. Schwendeman, Directory of College Geography of the United States: Academic Year 1970-71, Eastern Kentucky University, Richmond, 1971.

<sup>4</sup> Enrollment Report No. 36, Office of Institutional Research, The University of Kansas, Lawrence, October 15, 1971.



#### A. RESULTS OF PREVIOUS INVESTIGATIONS

Previous investigations of geography in Kansas' two-year colleges by Richason<sup>5</sup> in the fall of 1950 and the AAG in 1968-69 offer an opportunity to explore changes that have taken place over a 22 year period. Both of these surveys were concerned with two-year colleges in the United States. Richason sent questionnaires to all seventeen two-year schools in Kansas with an enrollment of over 100 which eliminated the two smallest public junior colleges. He had responses from twelve public two-year schools and five private schools. In the AAG sponsored survey questionnaires were sent to 21 two-year colleges in Kansas, 16 public and 5 private. Responses were received from 15 of these schools. The author surveyed only the 19 public two-year colleges in the Spring of 1972 and received a 100% response. A comparison of certain data from the earlier and present surveys is made in Table I.

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<sup>5</sup>Richason, op. cit.

TABLE I

Investigator	Richason	AAG Survey	Weigand
Date of inquiry	Fall 1950	1968-1969	Spring 1972
Total number of two-year colleges	17	21	19
Number of two-year colleges responding	17	15	19
Two-year colleges responding, with geography offerings	11	9	12
Number of geography courses in two-year colleges	13	7	13
Approximate total enrollment in two-year colleges	3,651*	11,672	17,976
Approximate enrollment in geography courses	279	300	451
Per cent of students taking geography	8%	3%	3%

\*Figure received from interview with Dr. Floyd Price, College of Education, Kansas State University, Manhattan, Kansas, March 13, 1972.

In 1950 the states of California, Illinois, and Kansas collectively contained about 33% of the two-year colleges which offered geography. These three states were the only states in the United States which had at least 11 two-year colleges which offered geography. California ranked first in student enrollment in geography courses with 2,244, Illinois was third with 415, and Kansas was fifth with 279.<sup>6</sup>

<sup>6</sup>Ibid., p. 247, 253.

Since 1950 there has been a significant growth and development of the two-year colleges in Kansas. By 1961 over 7,000 students had enrolled in the two-year colleges of Kansas, and by the Fall of 1972 this had increased to over 17,000 students. The number of institutions also increased as shown by Table IV.

However, the status of geography did not improve with this development of the two-year colleges in Kansas as it had done in California, Michigan, and Illinois. A much smaller percentage of students enrolled in geography courses in 1972, as compared with 1950. Kansas was a leading state in student enrollment in geography courses in 1950 but in 1972 it has fallen behind the majority of states in the U.S. and all but one in its own region as Table II indicates.

TABLE II  
APPROXIMATE NO. OF STUDENTS ENROLLED IN  
TWO-YEAR COLLEGE GEOGRAPHY COURSES

STATE	FALL, 1950	RANK	1968-1969	RANK
Missouri	385	4th	1,300	12th
Oklahoma	85	15th	1,190	13th
Colorado	75	18th	815	18th
Iowa	110	11th	335	25th
Kansas	279	5th	300	27th
Nebraska	0	-	120	34th
California	2,244	1	20,590	1
Illinois	415	3	7,100	2
Michigan	490	2	6,711	3
Florida	75	19th	3,712	4

## B. RESULTS OF PRESENT INVESTIGATION

The present investigation of the status of geography in the two-year colleges of Kansas considers responses from all nineteen public two-year colleges in the state. Twelve of these schools answered that they do include geography in their curriculum. Seven colleges responding to the present inquiry indicated that they did not offer geography. Three of these indicated that they are considering the addition of courses in geography to their curriculum in the near future. One college indicated in the questionnaire that geography was not part of their present curriculum, but a two-hour course in political geography was listed in their general catalog as being offered by the political science department.<sup>7</sup>

Geography offerings. Of the 12 two-year colleges which include geography in their curriculum, eleven offer just one course. Only one college, Neosho County Junior College, offers two different courses in geography. Four of the schools have three-hour courses in "Physical Geography." This is a course designed to study the geographical factors of the physical environment: climate, terrain, soils, landforms, and the seas; economic resources; cartographic elements; and to serve as an introduction to regional studies.<sup>8</sup> It was offered by the physical

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<sup>7</sup>General Catalog, 1971-72, Colby Community Junior College, Colby, Kansas, p. 113.

<sup>8</sup>General Catalog, 1971-72, Highland Community Junior College, Highland, Kansas, p. 79.

science department in two of the schools. All schools lacked a follow-up course in World Regional Geography or Human Geography which would complement the physical geography course that was being offered.

Three of the colleges offered three-hour courses in the "Principles of Geography." This appeared to be a general survey course of man-land relationships that was oriented more toward the physical aspects, rather than the human. One school indicated that the course was to show the relationship between the science of geography and man in his natural environment.<sup>9</sup>

World Regional Geography was also offered by three schools. This survey course, structured upon a framework of the major regions of the world, is ideally suited for the two-year college student, either transfer or terminal. Because the major concepts of geography for general education can readily be emphasized, more two-year colleges in Kansas should consider the addition of this type of introductory course to their curriculum.

Two schools indicated that they offered a course in "Economic Geography," while one college reported the offering of a "Cultural/Human" geography course. Table III classifies the courses as to subject matter, and shows, together with student enrollment, how many two-year colleges are offering a particular subject. Usually considered as an ideal introductory course in the two-year college geography program is a regional course discussing the respec-

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<sup>9</sup> Bulletin of General Information, Allen County Community Junior College, Iola, Kansas, p. 85.

tive state. Surprisingly, as Table III indicates, not one junior college in Kansas offered a course such as "Kansas Geography."

TABLE III

COURSES	1971 - 1972		1968 - 1969	
	COLLEGES	ENROLLMENT	COLLEGES	ENROLLMENT
Physical Geography	4	140	1	100
World Regional	3	102	1	50
Principles of Geography	3	96	4	130
Economic Geography	2	76	1	20
Cultural Geography	<u>1</u>	<u>37</u>	<u>0</u>	<u>0</u>
TOTALS	13	451	7	300

It would appear that geography offerings in the two-year colleges in Kansas are on the upswing, albeit slowly. According to the AAG publication, Geography in the Two-Year Colleges, only seven courses were offered during 1968-69 as Table III indicates. Table IV gives a further breakdown of what course was offered by what school, the credit hours of each course, the enrollment of each course, and the enrollment at each college.

TABLE IV  
KANSAS TWO-YEAR COLLEGE GEOGRAPHY COURSES  
AND ENROLLMENTS, 1971-72

<u>COLLEGE</u>	<u>ENROLL- MENT</u>	<u>TITLE OF COURSE</u>	<u>CREDIT</u>	<u>ENROLL- MENT</u>
Allen County C.J.C.*	462	"Principles of Geog."	3	30
Garden City C.J.C.	711	"	3	46
Pratt C.J.C.	500	"	3	20
Kansas City C.J.C.	1400	"Physical Geography"	3	60
Highland C.J.C.	327	"	3	30
Barton County C.J.C.	1100	"	3	18
Hutchinson C.J.C.	2210	"	3	32
Fort Scott C.J.C.	652	"World Regional Geog."	3	31
Butler County C.J.C.	1400	"	3	52
Neosho County C.J.C.	514	"	3	19
"		"Economic Geography"	3	16
Cowley County C.J.C.	800	"	3	60
Seward County C.J.C.	608	"Cultural/Human Geog."	3	37
Coffeyville C.J.C.	700	none		
Independence C.J.C.	511	"		
Labette C.J.C.	521	"		
Johnson County C.J.C.	3200	"		
Cloud County C.J.C.	625	"		
Dodge City C.J.C.	800	"		
Colby C.J.C.	935	"		
Total	17,976			451

\*C.J.C. is the abbreviation for Community Junior College.

Geography enrollment. The size of the institution does not seem to be a factor as to whether geography is offered or not offered. In fact, the two smallest colleges each offer a geography course, while the largest institution does not. One of the smaller colleges, Neosho County Community Junior College, offers two geography courses, while colleges three or four times larger in enrollment only offer one or none at all.

Perhaps the most revealing part of the survey lies in the fact

that only 450 students, of the approximately 10,000 present in the twelve schools where geography is offered, ever enroll in geography. This means only 4 per cent of the students who could take geography actually do so. When one compares this with the total number of students in Kansas' two-year schools, only 2.5 per cent of the students take geography while attending one of these schools. This compares with the 8 per cent of the total enrollment who took geography in the two-year schools in Kansas in 1950. The comparable figures in 1968 for Michigan, Illinois and California were 20%, 16%, and 9%, respectively.<sup>10</sup>

Profile of instructors. Twelve faculty are presently teaching geography courses in Kansas' public two-year colleges. This compares with six that were noted in the AAG survey in 1968-69. Although all twelve are full-time employees of their institutions, geography only comprises an average of about 20 per cent of each instructor's teaching load. The survey indicates that all twelve faculty had master's degrees, but only one had a graduate degree in geography (see Table V). More discouraging is the fact that the eleven without a masters in geography had only 47 graduate hours of geography combined and 54 undergraduate geography hours. Each of these instructors had received, on the average, only 4.3 graduate hours of formal instruction in geography and only 5.5 hours of undergraduate training. And unfortunately, one instruc-

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<sup>10</sup>William A. Harper (ed.), 1970 Junior College Directory, (Washington: American Association of Junior Colleges, 1970), p. 81.



tor with 12 graduate hours in geography, is retiring at the end of the present school year.

TABLE V

DEGREE, MAJOR, AND NUMBER OF CREDIT HOURS IN GEOGRAPHY  
OF INSTRUCTORS TEACHING GEOGRAPHY IN KANSAS  
TWO-YEAR COLLEGES

MAJOR FIELDS		CREDIT HOURS IN GEOGRAPHY	
M.A.	B.A.	Graduate	Undergraduate
Geography	Social Science	30	0
Political Science	History	0	0
Political Science	Industrial Arts	12	0
Administration (Ed)	Education	0	2
Administration	Physical Education	0	3
Biology	Biology	0	8
Natural Sciences	Education	4	12
Social Science	Social Science	5	0
History	Social Science	8	28
Education	History	6	3
Economics	Economics	-	-
Physical Science	Education	12	0

Curtis Murton<sup>11</sup> described the geography instructor as a crusading "loner" and often a pedagogical "greenhorn." Characteristically, teaching loads are heavy, library and other facilities limited, and the possibility of keeping up to date most remote. Often the "geography instructor" was obtained from an allied discipline, and sometimes with little academic training in the subject. One teacher reported in Murton's study that he was

<sup>11</sup>Curtis S. Murton, Jr., presently dean of academic instruction, Mid-Michigan Community College, Gladwin, Michigan, is a former geography instructor at a two-year college.

the sole and full-time geography instructor, though his academic major was political science and he had but six credit hours in geography.<sup>12</sup>

Unfortunately, Murton accurately describes the present situation in the two-year colleges of Kansas, where one geography instructor reported that he had no credit hours in geography, three reported no graduate hours in geography, and three more reported having six or less hours of graduate credit in geography.

In contrast, the geography faculty of Maryland's two-year colleges were found to be exceptionally well trained in a study by Novak<sup>13</sup> in 1959. Maryland had nine two-year colleges and each institution employed one faculty member teaching geography. Three Ph.D.'s in geography, three M.A.'s in geography, and three M.A.'s in related fields composed the combined faculty. Of the three faculty members taking their degrees in other fields, two had completed extensive work (at least 36 graduate hours) in geography.

In 1948 Carthew noted that the most obvious weakness in the junior college geography programs in California was the lack of sufficient instructors adequately trained in the subject.<sup>14</sup> Kramer agreed with Carthew and noted in his study in 1956 that geography flourished where well qualified specialists were teaching geography. Kramer reported that nearly two-thirds of the

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<sup>12</sup>Murton, op. cit., p. 157.

<sup>13</sup>R. T. Novak, "Status of Geography in the Nine Public Junior Colleges of Maryland," Journal of Geography, 58: 407-10, November, 1959.

<sup>14</sup>Arthur Carthew, "Geography in California Junior Colleges," Junior College Journal, Vol. 19 (January 1949), p. 244.

total enrollment in geography was in twelve of the 49 colleges where instructors holding degrees in geography were teaching geography courses.<sup>15</sup>

In Kansas more qualified geography instructors need to be made available through formal graduate training at the state colleges and universities. The administrators of the two-year colleges of Kansas must also recognize this need for adequately trained instructors to teach geography in their colleges if successful geography programs are to be realized. However, only qualified geography instructors can implement such a program. The author's questionnaire revealed that just three administrators acknowledged that the lack of qualified geography instructors is preventing the addition and expansion of geography in their curriculum, yet only one junior college had a fully qualified geography instructor. The lack of finances for additional programs, or expansion of existing ones, and other priorities which two-year colleges are subjected to, undoubtedly contribute to geography's absence from the curriculum of many junior colleges. Still, qualified instructors are a basic necessity for any successful program, a necessity which the two-year colleges of Kansas have sadly neglected in their geography programs.

Conclusion. Unlike many states, the status of geography in the public two-year colleges of Kansas has diminished with the growth and development of these institutions since 1950. Kansas

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<sup>15</sup>Kramer, op. cit., p. 349.

is no longer a leader in student enrollment in geography courses in its two-year colleges. Although there appears to be some increase in course offerings and geography enrollments since the 1968 AAG survey, the actual percentage of students taking geography out of the total enrollment is decreasing. One of the reasons for the decrease seems to be the continuation of the public's image of geography as a grade school subject with little or no practical value. Also contributing to both geography's decline and image problem is the lack of instructors who have the qualifications, time, or interest in developing a successful geography program in the two-year colleges of Kansas.

The college administrators of Kansas must recognize this need of obtaining qualified instructors in geography to serve the students at their colleges. Geography can contribute greatly to the education of both the terminal and transfer student. If the needs of the students are to be adequately met, then geography should have a comparable position and status in the two-year college curriculums of Kansas as it has in the two-year colleges of California, Michigan, Illinois, and other states.

### CHAPTER III

#### RECOMMENDATIONS AND SUMMARY

##### A. RECOMMENDATIONS

Geography has been greatly under-utilized in the context of general education in most states throughout the nation. The small number of students at two-year colleges taking geography is a problem which should concern not only scholars in the two-year colleges, but those in the four-year colleges and universities as well.

From what has been seen of geography offerings in the curriculum of junior colleges in other states, it is very evident that the junior colleges of Kansas are lagging behind in the number and types of geography courses that are offered in their curriculum. As a result, the 18,000 students attending the junior colleges of Kansas are being denied the opportunity to become exposed to the valuable and useful education that can be received from the study of geography. This applies not only to the transfer student, but even more so to the non-transfer student who may not receive another opportunity to obtain even a limited geographic background that would be useful to him throughout the remainder of his lifetime.

Geography as a profession is also being victimized by the inattention that it is receiving from the junior colleges in

Kansas. Students attending a public two-year college in Kansas often have career goals in mind when they transfer to a senior institution. A junior college education many times lays the foundation for baccalaureates, advanced degrees, and employment in one of the professions. If students have not been exposed to geography in the two-year colleges the chances that they might elect geography as a career field are severely diminished. It is entirely possible that the four-year schools, although increasing in enrollments through more transfer students, could conceivably begin to experience declining enrollments in their upper division geography courses and a commensurate decline in the number of geography majors.<sup>1</sup>

The public two-year colleges of Kansas must increase their contribution in teaching introductory geography courses in comparison with the state colleges and universities. The public two-year colleges accounted for only 451 of the total 5,233 students enrolled in introductory geography courses<sup>2</sup> or approximately one-eleventh of the total. Approximately 9.6 per cent of the total enrollment at Kansas' six state colleges and universities<sup>3</sup> enrolled in an introductory geography course in 1970, but in the two-year colleges only 2.3 per cent of the total enrollment took an introductory geography course. This would indicate that the

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<sup>1</sup>Newlin, op. cit., p. 392.

<sup>2</sup>Schwendeman, op. cit., p. 19-20.

<sup>3</sup>Enrollment Report No. 36, op. cit., p. 15.

two-year colleges of Kansas should and could make a more significant contribution in this phase of geographic education in the over-all picture of Kansas' publicly supported institutions of higher learning. Furthermore, as the four-year institutions receive more transfer students, they will become even more dependent on the two-year colleges to supply the necessary introductory courses in geography to avoid declining enrollments in their upper division geography courses and a diminishing number of potential geography majors. Thus the junior college has an excellent opportunity to improve not only its general education program with the addition and expansion of geography in its curriculum, but also perform a vital service to geography by exposing geography as a profession to its students.

Several steps can be taken to improve the immediate and future status of geography in the junior colleges of Kansas. Some of the answers to the two-year college problem faced in Kansas are outlined in the AAG publication, Geography in the Two-Year Colleges. This panel of professional geographers was concerned mainly with making adequate provisions for meaningful and stimulating introductory geography courses in a program of general education.

Some specific recommendations made by the panel were:

1. Every effort should be made to include geography in those two-year colleges having a general education program.
2. Every effort should be made to encourage junior college administrators to hire geographers.
3. Graduate students need to be informed of junior college teaching opportunities.
4. The choice of courses should be based on instruc-

tional resources and institutional and articulation needs rather than on any strict adherence to specific introductory courses.

5. High priority should be given to the development of new curriculum materials reflecting current trends in geography and keeping in mind the variety of needs that exist in two-year colleges. Both the individual geography instructor and the geographic profession should share the initiative in undertaking such curriculum development.

6. The minimum academic preparation for two-year college geography instructors should be equivalent in level to a master's degree in the discipline. A strong academic graduate minor in a cognate field is desirable.

7. Appropriate academic preparation should include guided teaching experience.

8. There is an important need for a program of in-service training, particularly for those now teaching geography with limited backgrounds in the discipline.

9. An effective program of sabbatical leaves should be developed by two-year colleges, with the released time utilized by the geography instructors in attaining additional educational and professional goals. Foundations and other granting agencies should continue their efforts to provide instructors with financial support.

10. Professional organizations should accommodate the special problems and interests of the two-year college instructor in order to enable them to meet their obligations both to their students and to their professions.

The instructors now teaching geography in the junior colleges of Kansas can also have a significant influence on the growth of geography by making their students aware of geography as a discipline and the possibilities which do exist in this area of study. The four-year institutions in Kansas which offer degrees in geography can assist the present instructors in this area by



furnishing curriculum guidelines of their geography programs and making other information concerning geography available for those students who might wish to investigate geography further. For instance, if a student showed some interest in environmental studies and wished to continue in this area at a four-year school, the instructor who teaches geography could inform the student that the geography department of Kansas State University offers such a program of study and provide him with the curriculum guidelines which were furnished by that department.

The four-year institutions in Kansas also need to take a more active role in training junior college instructors. The geography department of at least one Kansas university<sup>4</sup> recently initiated a program especially designed to train the student who is interested in a junior college teaching career. Eventually, enough instructors who have the qualifications to teach geography at the two-year college will hopefully be attracted to the Kansas schools where they will be able to gradually increase geography offerings and improve the academic programs of these schools.

A visiting scholar program can also be initiated between the four-year colleges and junior colleges. In this program interested geographers at the colleges and universities could be available for visits to the two-year colleges to discuss topics of geographical interest and share new ideas and themes concerning their

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<sup>4</sup>OPTION B, of the Master's Degree Program in Geography at Kansas State University is designed for students who intend to pursue a career in junior college or public school teaching. An integral part of the program are courses which satisfy certification requirements to qualify a student to teach in the two-year colleges of Kansas.

own work in geography. A two-year college might like for a visiting scholar on his initial trip to discuss a topic such as "The teaching of college geography and the role of geography in contemporary society." Other visitors could discuss more specific geographical problems and topics. A program of this type would do much to enhance a closer association between the geography departments of the colleges and universities and the state's two-year colleges.

Other activities which the junior college geography instructors and students could take part in would include their participation in the annual Kansas Academy of Science. Here geography students and professors from several Kansas colleges and universities gather at a designated college to present and discuss papers on various geographical topics. The Kansas Geographer, the official publication of the Kansas Council for Geographic Education, is also available for contribution and use by the geography instructors and students of each two-year college. Only three of the 19 colleges surveyed now receive the Kansas Geographer. Participation in each of these activities by the junior colleges could enhance the status of geography in Kansas' two-year schools.

In discussing ideas available on how best to elevate the role of geography in the two-year colleges, the prime consideration should be an effort to include geography, taught by a qualified instructor, in all two-year colleges having a general education program. The two-year colleges of Kansas need to give careful consideration to each suggestion and then act accord-

ingly in an effort to improve geography programs.

## B. SUMMARY

The two-year school enrollments have experienced large increases in recent years as the two-year schools throughout the nation have expanded rapidly to become an established part of American higher education. The state of Kansas has shared in this development of the nation's two-year colleges. However, the general education programs, the very basis of most two-year colleges, have many times excluded geography, one of man's oldest and most useful subjects, from their curriculum.

As a subject of instruction in two-year colleges, geography's position varies from state to state. In many states such as California, Michigan, and Illinois, there are strong and active geography programs in the two-year colleges that are staffed by well-qualified persons. In some of the other states two situations prevail which require immediate attention. First, some geography is offered by persons with limited training in the subject, and often in conjunction with outmoded themes and procedures. Secondly, geography is omitted from the curriculum altogether. The major objective of this report was to establish and describe the status of geography in the nineteen public two-year colleges of Kansas. Data for the study was obtained through questionnaires that were sent to each college. The results clearly indicate that the two-year colleges of Kansas fit into one of the latter two categories.

Eleven junior colleges in Kansas were found to provide one

course in geography with another offering two geography courses. According to the survey, the remaining seven schools did not include geography as part of their "general education curriculum." It was also found that when geography was offered, the instructor had very limited training in the subject. Overall, the two-year colleges of Kansas are not helping to alleviate geographical illiteracy in the state. Too often students will examine the historical, political, social, and other aspects of a problem and fail to recognize the spatial and environmental dimensions. The average present-day American possesses little knowledge and understanding of the world in which he lives, despite the fact that more is known about the earth now than at any other time in Man's history. This is why geography, as a separate course of instruction, is so badly needed in the two-year college curriculum. If geography is not offered and taught well in the two-year colleges, then a growing segment of Kansas' college population will be denied the opportunity to become exposed to the valuable and useful education that can be received from the study of geography.

Thus, it seems that the greatest challenge facing the geography profession today is perhaps the one in geographic education: The training of geographers that America needs now and in the future. The public two-year colleges in Kansas are faced with a tremendous responsibility and opportunity to help meet this challenge by offering the necessary geography courses that are relevant to the needs of today's students. It is hoped that future surveys of this nature will produce more optimistic results, and show that geography has rightly become an established and

integral part of the curriculum in the two-year colleges of Kansas.

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## APPENDIX I

### Questionnaire

#### Geography in the Two-Year Colleges of Kansas

A. To be answered by the President or Dean:

1. How many students are enrolled at your college? \_\_\_\_\_
2. What is the total number of faculty at this college? \_\_\_\_\_
3. How many social science instructors are employed by this institution? \_\_\_\_\_
4. Has geography been a subject of instruction in previous years? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Is geography, as a subject of instruction, part of the present curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_
6. If not, are topics of geographic interest and concern (overpopulation, urban planning, environmental pollution, natural resource management) being incorporated in any existing courses? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Has the lack of qualified geography instructors prevented the addition or expansion of geography in the curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_
8. Does the curriculum planning committee intend to offer or add courses in geography in the near future? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Does your college receive the Kansas Geographer, the official publication of the Kansas Council for Geographic Education? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Would you like to receive a copy of the results of this survey when it is completed? Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you for your time and effort in completing Part A.  
Part B is to be completed by the geography instructor(s) in those colleges which offer courses in geography.



## B. To be answered by the geography instructor:

Name \_\_\_\_\_

Are you a full-time employee at this college? Yes\_\_\_ No\_\_\_

What portion of your instructional load this term is in geography? \_\_\_\_\_

What geography courses are you teaching or otherwise being offered during the current academic year? (Check if offered.)

<u>Course Name</u>	<u>Check</u>	<u>Credit Hours</u>	<u>Enrollment</u>
Physical Geography	_____	_____	_____
World Regional Geography	_____	_____	_____
Economic Geography	_____	_____	_____
Cultural or Human Geography	_____	_____	_____
Urban Geography	_____	_____	_____
Beginning Principles, Elements and other intro- ductory courses	_____	_____	_____
Other _____	_____	_____	_____

Degrees Received

A. B. or B. S. awarded (Date) \_\_\_\_\_ (College) \_\_\_\_\_

Major \_\_\_\_\_ Minor(s) \_\_\_\_\_

Semester hours of geography taken \_\_\_\_\_

M. A., M. Ed., or other Master's awarded (Date) \_\_\_\_\_

(College) \_\_\_\_\_

Major \_\_\_\_\_ Minor(s) \_\_\_\_\_

Semester hours of geography taken \_\_\_\_\_

Ph.D. or Ed. D. awarded (Date) \_\_\_\_\_ (College) \_\_\_\_\_

Major \_\_\_\_\_ Minor(s) \_\_\_\_\_

Semester hours of geography taken \_\_\_\_\_

Please return this questionnaire as soon as possible. (No later than Feb. 26, 1972). Your cooperation is greatly appreciated. Indicate if you would like a copy of the results when completed.

Yes \_\_\_\_\_ No \_\_\_\_\_ Thank you!

## APPENDIX II

### Letter of Introduction Included with the Mail Questionnaire

Dear Sir:

I am a graduate student in geography at Kansas State University. For my M. A. report I am investigating the role of geography in the two-year colleges of Kansas.

As I am limiting my survey to the two-year colleges in this state, a response from each one is very important. It would be very helpful to me if you could take a few minutes of your time and complete this questionnaire and return it as soon as possible (no later than February 26). Your response and cooperation would be greatly appreciated.

I would be happy to return a copy of the results of this survey upon completion if you so indicate.

Sincerely,

M. William Weigand

THE PUBLIC TWO-YEAR COLLEGES OF KANSAS:  
A CHALLENGE FOR GEOGRAPHY

by

MARVIN WILLIAM WEIGAND, Jr.

B. S., Kansas State University, 1970

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTERS OF ARTS

Department of Geography

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

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The two-year college enrollments have experienced large increases in recent years as the two-year schools throughout the nation have expanded rapidly to become an established and significant part of higher education in America. The state of Kansas has shared in this development and growth of the nations' two-year colleges. However the general education programs, the very basis of most two-year colleges, have many times excluded one of man's oldest and useful subjects, geography, from their curriculum.

As a subject of instruction in two-year colleges geography's position varies from state to state. In many states such as California, Michigan, and Illinois, there are strong and active geography programs in the two-year colleges that are staffed by well-qualified persons. In other states two situations prevail which require immediate attention. First, some geography is offered by persons with limited training in the subject, and often in conjunction with outmoded themes and procedures. Or secondly, geography is omitted from the curriculum altogether. The major objective of this report was to establish and describe the status of geography in the nineteen public two-year colleges of Kansas. Data for the study was obtained through questionnaires that were sent to each college. The results clearly indicate that the two-year colleges of Kansas fit into one of the latter two categories.

Eleven junior colleges in Kansas were found to offer one course in geography. Another school offered two geography courses. According to the survey, the remaining seven schools did not include geography as part of their "general education curriculum."

It was also found that when geography was offered, the instructor had very limited training in the subject. Overall, the two-year colleges of Kansas are not helping to alleviate the geographical illiteracy which American's are justly known. Too often students will examine the historical, political, social, and other dimensions of a problem and fail to recognize the spatial and environmental dimensions. This is why geography, as a separate course of instruction, is so badly needed in the two-year college curriculum.

The present research only evaluates the present status of geography in the two-year colleges of Kansas. However, several recommendations are suggested as a means to improve geography in the junior college curriculum. It is hoped that future surveys of this nature will produce more optimistic results, and show that geography has rightly become an established and integral part of the curriculum in the two-year colleges of Kansas.