

SIGNIFICANCE AND INFLUENCE OF THE NATIONAL GEOGRAPHIC SOCIETY
ALLIANCE NETWORK ON K-12 GEOGRAPHY EDUCATION, 1986-2011:
A HISTORICAL NARRATIVE

by

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DEDICATION

This dissertation is dedicated to the woman who always believed I could do whatever I set my mind to, without question. To my grandmother, Mary Hope McClure.

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This dissertation would not have been possible without the support of my family. To my parents, Teresa and Johnny McClure, thank you for always encouraging me in all endeavors, no matter how lofty, and for teaching me that I can do anything I set my mind to. To my brother, Wells, and his wife and daughter, Shelley and Charleigh, I love you, and thank you for believing and supporting me. To friends both near and far, thank you for your unwavering belief.

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ABSTRACT

This research explores the history and influence of the National Geographic Society Network of Alliances for Geographic Education (Alliance Network), a K-12 geography education support program, from 1986-2011. Mr. Gilbert M. Grosvenor began the program in 1986 as a grassroots movement, creating 54 state-based alliances that provided professional development and classroom materials, public outreach events and activities, and advocated for geography education policy change at all levels of government. Using historical document analysis and oral history methods, this research creates a historical record of the major events of the Alliance Network at the National Geographic Society level, and analyzes how it met the program's goals for sustained change of geography education in the U.S. K-12 education environment. It also utilizes oral history interviews to discover and analyze the influence of the Alliance Network on the field of geography education.

I. INTRODUCTION

Pre-collegiate geography education in the United States is severely lacking in quality and quantity. It is a subject that is not taught in many states, nor is it a requirement for graduation in most (Grosvenor Center for Geographic Education 2009b, 2011, 2013; McClure and Zadrozny 2015). However, geography has the potential to be an influencing factor in a variety of career fields and jobs—from national security to climate change, globalization to resource management, and many others (Grosvenor Center for Geographic Education 2009a). It is a subject that was named a “core academic subject” by the *Goals 2000: Educate America Act* (U.S. House 1994) and the *No Child Left Behind Act of 2001* (NCLB) (U.S. House 2001), but receives little, if any, federal funding (National Geographic Education Program 2011).

To alleviate this problem, Gilbert M. Grosvenor, former President and CEO of the National Geographic Society, created the National Geographic Society Network of Alliances for Geographic Education (Alliance Network) in 1986, to improve “the methods of teaching geography that have found their way into our elementary and secondary schools” (Salter 1987; Grosvenor 1988, 91).

The Alliance Network was created to bring together groups of K-12 teachers and university level geography educators to support geographic literacy in K-12 schools in the United States. Each alliance was state based, provided professional development opportunities for teachers within their state, and worked toward improving geography education at all levels of government and learning (National Geographic Society 2014). The goal of this program was to increase the level and content of geography education in K-12 schools in the United States through professional development, outreach,

dissemination of geography educational materials for classroom use, and geography education policy change at state and local levels (National Geographic Society 2012). The Alliance Network has made strong headway in creating a better environment for geography education, but more might be done and learned from its history.

The Origins of the National Geographic Alliance Network

Pre-collegiate geography education has been in a constant state of fluctuation since 1983 when President Ronald Reagan's National Commission on Excellence in Education released *A Nation at Risk*, stating the United States was failing to educate its youth to compete and live in the new global economy. The publication of this report set off a round of education reforms with a move towards standards-based education and accountability testing that is still in place today (Mehta 2013). Since then, there have been three major education reforms: George H. Bush's *America 2000* (introduced but not passed), Bill Clinton's *Goals 2000: Educate America Act* (based on the *America 2000*), and George W. Bush's *No Child Left Behind Act of 2001* (Mehta 2013); each named geography as a core academic subject, but did not direct any federal funding for support to the subject (Department of Education 1991; Petersen, Natoli, and Boehm 1994; U.S. House 1994; U.S. House 2002).

In 1984 the Association of American Geographers (AAG) and the National Council for Geographic Education (NCGE) created the Joint Committee on Geographic Education and published the *Guidelines for Geographic Education: Elementary and Secondary Schools* (Petersen, Natoli, and Boehm 1994). This was the first framework created to advise teachers how geography should be taught, what content was important, and at what grade levels specific knowledge was essential for K-12 students. The

Guidelines met these goals through a scope and sequence that defined a process of knowledge and when it should be learned. The *Guidelines* were created around the “five fundamental themes”: 1) location: position on the Earth’s surface; 2) place: physical and human characteristics; 3) relationships within places: humans and environments; 4) movement: humans interacting on the Earth; and 5) regions: how they form and change (Joint Committee on Geographic Education 1984, 3-8). Since the original publication in 1984, the *Guidelines* have been a driving force in the creation of geography textbooks, map production, curriculum development, the Geography Assessment Framework for the 1994 National Assessment of Educational Progress (NAEP), and two editions of *Geography for Life: National Geography Standards* (Petersen, Natoli, and Boehm 1994; Geography Education Standards Project 1994; Heffron and Downs 2012).

In 1985 the four major geography associations in the United States- AAG, NCGE, the American Geographical Society (AGS), and the National Geographic Society- came together and created the Geography Education National Implementation Project (GENIP) with the sole task to “advance the spirit of the *Guidelines* by developing teaching materials, reviewing teacher certification standards, developing institutes and workshops for teachers, creating a cadre of leaders and advocates among teachers, and advising groups who prepare diagnostic and competency tests in geography” (Petersen, Natoli, and Boehm 1994, 208; Bednarz, Heffron, and Huynh 2013). GENIP was also responsible for two additional geography education guides: *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* and the *7-12 Geography: Themes, Key Ideas, and Learning Opportunities*, which aided teachers in understanding the knowledge and skills that

students needed to be geographically literate (Geography Education National Implementation Project 1987, 1989).

In 1986, Mr. Grosvenor created the National Geographic Network of Alliances for Geographic Education (Alliance Network) as an additional way to support geography education in K-12 schools (Grosvenor 1985; Salter 1987). Today, the Alliance Network is still defined as “a grassroots organization dedicated to supporting geographic education. Alliances are partnerships between university faculty and K-12 educators. These state based organizations connect educators, provide world-class professional development and promote educational innovation at the state and local levels” (National Geographic Society 2012). The Alliance Network continues to give teachers an opportunity to create a better baseline of content knowledge and allows for exposure to newer teaching methods and content in geography (Salter 1987).

To better understand the history and influence of the Alliance Network, this research will chart the initial phases of the Alliance Network from inception and the first eight alliances in the mid-1980s through the establishment of the National Geographic Education Foundation and various national education initiatives in the 1990s and 2000s, through 2011 and the 25th anniversary. I will explore the influence of the Alliance Network on geography education, employing both the historical record and oral history interviews with key people in geography education and the Alliance Network who were prominent and active during the study period. The interviews will also give additional insight into the events surrounding the Alliance Network and geography education, as well as the influence the Alliance Network has had on geography education.

Significance of this Research

This research was done over three and a half years, and aimed to understand the impact and influence of the National Geographic Network of Alliances for Geographic Education (Alliance Network) on K-12 geography education. When beginning this project, I found that there was quite a bit of literature about the first five to seven years of the Alliance Network and its activities, but very little recorded about the Network from the mid-1990s through 2011.

To better understand the significance of the Alliance Network and its impact on geography education, a compilation was created of the events, programs, and decisions that guided it as it evolved from a grassroots initiative to a professional, member-oriented organization. The historical record was created using archival documents and reports from the National Geographic Society, the National Geographic Education Foundation, the Geography Education Program, and the Alliance Network. In addition to the historical record, oral history interviews were conducted with over 30 people who were a part of the Alliance Network during the study period, or were leaders in the field of geography education and could speak to the impact and influence of the Alliance Network from an outsider's perspective.

The historical record of the Alliance Network was written from the National Geographic Society level, and as such, there are examples of Alliance activities at the state level, but not the history of every alliance in the network. The interviews were conducted in a way as to speak to the impact of the Alliance Network at the National Geographic Society level; however some interviewees spoke of successes and influence in relation to their experiences within their state alliance.

This narrative and analysis of the interviews conducted for this research provide an insight and understanding of the main support system for K-12 geography education in the United States over the past 30 years, describe how it evolved from the 1980s through 2011; and describe the direction that National Geographic Society may support K-12 geography education in the future.

II. NATURE AND SCOPE

The purpose of this research was to employ qualitative methods (Creswell 2014) such as interviews and the collection and analysis of archival information to chronologically chart the events of the Alliance Network from pre-conception in the early 1980s through its 25th anniversary in 2011. Specifically, this study aimed to understand the “how” and “why” of the Alliance Network’s beginnings, as well as, “what” events took place in the first 25 years. This research also gauged perceptions of the levels of success of the Alliance Network in meeting its original goals, as well as what influence it may have had on K-12 geography education in the United States.

This research employed analyses of archival documents from the National Geographic Education Program and Alliance Network found at the headquarters of the National Geographic Society in Washington, D.C, as well as unstructured interviews conducted from 2014 to 2018. Unstructured interviews are informal conversations between a researcher and interviewee. There are no set questions in a traditional unstructured interview; instead the topics of the interview are guided by the interviewee and what they feel is important and are willing to remember and share (Fontana and Frey 2000; Patton 2015). Interviews were conducted with people who are/were involved with the Alliance Network throughout the study period at all levels, as well as people that are/were involved in geography education but were not directly working within Alliance Network structure during the study period.

This research did not include documents or interviews from people within the federal government, funding agencies outside of the National Geographic Society or the

National Geographic Education Foundation, or private sector. It exclusively focused on the Alliance Network and the people involved with the program.

Limitations

The main limitation for this study was that the focus of the narrative was top-down, emanating from the National Geographic Society level, even though 54 individual alliances are also included that have been a part of the Alliance Network throughout its history. Each alliance has a different historical record, with different leadership, state policies it had to work around, and needs of members.

A second limitation is that the people interviewed were identified as people who are or were a part of the Alliance Network in some capacity, and as such it is a self-selecting group of people who believed in the goals and work of the Network. People who were a part of the Alliance Network for only one activity or institute were not identified, and as such those opinions were not present in the research.

Table 2.1. Definition of terms	
Network of Alliances for Geographic Education (Alliance Network)	The Alliance Network, headquartered at the National Geographic Society headquarters in Washington, D.C., is a group of K-12 and university educators with a goal of supporting geographic literacy and education at the K-12 level in the United States. “These state based organizations connect educators, provide world-class professional development and promote educational innovation at the state and local level” (National Geographic Society 2012).
Alliance Coordinator	The Alliance Coordinator oversees the operations of an Alliance, which includes, but is not limited to: develop a community of geographic educators and organizations; collaborate with in-state partners, informal educators, and other disciplinary associations within the state, as well as other Alliances and national partners; take responsibility for

Table 2.1. Continued.	
	governance of the organization; and communicate with NGS about challenges and issues that arise (Barr 2016).
American Association of Geographers (AAG)	The AAG is “a nonprofit scientific and educational society” founded in the United States in 1904. It has members from over 100 countries who contribute to the continued growth of the discipline of geography (American Association of Geographers 2017).
National Council for Geographic Education (NCGE)	NCGE is a nonprofit organization with the goal to improve the status and quality of geography education teaching and learning, at all levels of education (National Council for Geographic Education 2016a).
Geography Education National Implementation Program (GENIP)	GENIP is an organization created from the AAG, NGS, American Geographical Society (AGS), and NCGE. The group was created to disseminate and promote the <i>Guidelines</i> (Petersen, Natoli, and Boehm 1994; Bednarz, Heffron, and Huynh 2013).
Grosvenor Scholar	A one-year position at the National Geographic Society, completing a variety of research tasks for the Education division and the National Geographic Education Foundation (Grosvenor Center for Geographic Education 2018).
Liaison	A National Geographic staff member; communicated between National Geographic Society/GEP and assigned alliance states (Interview with Robert E. Dulli, 11 March 2015).

III. LITERATURE REVIEW

In 1983 *A Nation at Risk* concluded that America's students were ill prepared to take on the task of living, working, and functioning in the global economy that was forming in the 1980s (Mehta 2013). In response to this report, education reforms were suggested, written into a multitude of legislation, and began to change the U.S. education system. Since then, three pieces of education legislation were introduced: George H. Bush's *America 2000* (legislation introduced, but not passed), Bill Clinton's *Goals 2000: Education America Act* (based on *America 2000*), and George W. Bush's *No Child Left Behind 2001* (Mehta 2013); both *Goals 2000: Educate America Act* and *No Child Left Behind 2001* were passed into law. Each named geography as a "core" academic subject, one that was necessary for all students to learn (Department of Education 1991; U.S. House 1994; U.S. House 2002). Despite this powerful directive label, geography has not received designated federal funding in over ten years as other federally named K-12 subjects have (Figure 3.1) (National Geographic Education Program 2011).

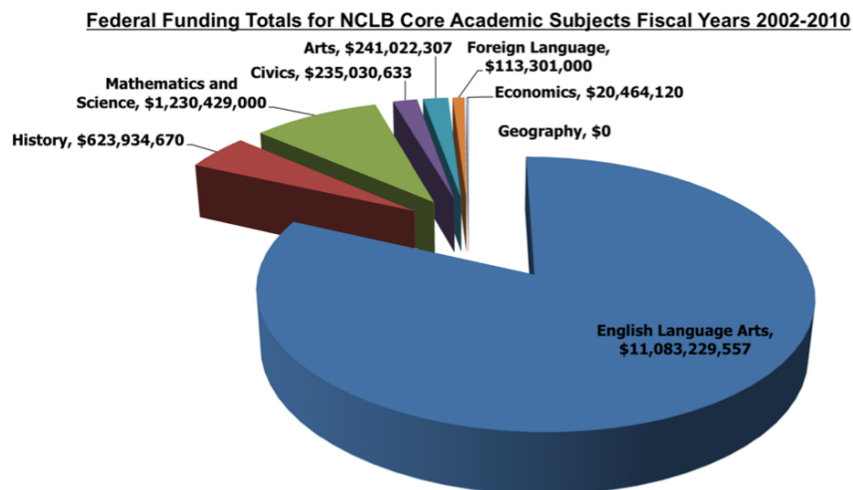


Figure 3.1. Federal Funding Total for NCLB Core Academic Subjects Fiscal Years 2002-2010(National Geographic Education Program 2011)

Guidelines and the Five Themes

In 1984 the *Guidelines for Geographic Education: Elementary and Secondary Schools* was written and published by the Joint Committee on Geographic Education of the Association of American Geographers and the National Council for Geographic Education. This was the first document that laid out a framework for teaching geographic concepts and skills to K-12 students (Petersen, Natoli, and Boehm 1994). The *Guidelines* were created around the “five fundamental themes” (five themes) of geography (Joint Committee on Geographic Education 1984, 4-8):

1. Location: Position on the Earth’s surface
2. Place: Physical and human characteristics
3. Relationships within Place: Human and environments
4. Movement: Human interacting on the Earth
5. Regions: How they form and change

The *Guidelines* was a driving force in the creation of geography textbooks, map production, curriculum development, the Geography Assessment Framework for the 1994 National Assessment of Educational Progress (NAEP), and two editions of *Geography for Life: National Geography Standards*, published in 1984 and 2012, along with geography curricula from 1984 to the present (Petersen, Natoli, and Boehm 1994; Geography Education Standards Project 1994; Heffron and Downs 2012).

GENIP

In 1985 the four major geography organizations in the United States- AAG, NCGE, American Geographical Society (AGS), and the National Geographic Society (NGS)- came together and created the Geography Education National Implementation Project (GENIP) with the goal to “advance the spirit of the *Guidelines* by developing teaching materials, reviewing teacher certification standards, developing institutes and workshops for teachers, creating a cadre of leaders and advocates among teachers, and

advising groups who prepare diagnostic and competency tests in geography” (Petersen, Natoli, and Boehm 1994; Bednarz, Heffron, and Huynh 2013); it was the first effort made by all four major geography organizations to work together towards a common objective, with each organization committed to supporting the goals of GENIP with a representative from that organization, as well as providing financial support (Petersen, Natoli, and Boehm 1994).

The first printing of the *Guidelines* resulted in 10,000 copies distributed across the United States, with a second printing following two months later, and over 100,000 copies distributed in total and translated into multiple languages (Petersen, Natoli, and Boehm 1994). GENIP was also responsible for two additional geography education guides: *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* (Geography Education National Implementation Project 1987; Geography Education Program 1987d) and *7-12 Geography: Themes, Key Ideas, and Learning Opportunities* (Geography Education National Implementation Project 1989), both of which aided teachers in understanding the set of knowledge and skills that students needed to be geographically literate.

The Geographic Alliance Model: California

The Alliance Network was based on the model of the California Geographic Alliance, envisioned by Dr. Christopher (Kit) Salter, then a professor at the University of California-Los Angeles (UCLA) (Salter 1986, 1987; Bednarz 2002). The California Geographic Alliance was created in 1983 as a way to give professional development presentations on geography content, lobby on behalf of pre-collegiate geography, and advocate in California for geography as a school subject. It started with a meeting at

UCLA for educators who loved geography and cared about its representation in the state legislature and education (Salter 1987). This initial meeting included K-12 teachers, community college instructors, and faculty from local universities and colleges within the state. The goal was to distinguish a core population of educators who were willing to do what was needed for geography education: develop teaching materials, discuss curriculum issues, and be involved in education reform. The framework created by the California Geographic Alliance over the following two years was successful, and in the summer of 1985 Dr. Salter met Mr. Gilbert M. Grosvenor, and the process of creating a national alliance network began (Salter 1986, 1987).

The origins of the Alliance Network are well documented (Grosvenor 1985, 1988, 1989, 1995a; Salter 1987, 1991a, 1991b; Fuller 1989; Bednarz 1989; Marran 1989; Petersen, Natoli, and Boehm 1994); however, since the early-1990s there has been very little written about the Alliance Network or its impact on geography education, and, as such, there is a need to continue to document the history of the program and its influence on improving K-12 geography in the United States.

Educational Policies

When *A Nation at Risk* was released in the 1980s, the movement towards standards-based reform and accountability began at both state and federal levels of education. Standards-based reform produced elements that many hoped would create efficient and logical change that would increase the level of education in the United States: setting standards for what students should be expected to learn and do at various levels of education, establishment of assessments to accurately measure student progress, and holding schools accountable for reaching these goals (Mehta 2013). *A Nation at Risk*

continued to influence educational policy and legislation at all levels in the coming decade, and was felt most directly in geography through the creation of the National Assessment of Educational Progress in Geography and *Geography for Life: National Geography Standards, 1994*.

America 2000, National Education Goals, and Goals 2000

By the mid-1990s, two major pieces of education legislation had worked through Congress: *Goals 2000: Educate America Act* and the reauthorization of the *Elementary and Secondary Education Act*. *Goals 2000* was organized around the National Education Goals, passed by the Governor's Association at the Charlottesville Summit in 1990, and was loosely based off President George H. Bush's *American 2000: Excellence in Education Act* (failed legislation) (U.S. House 1991; Mehta 2013). The National Governor's Association National Education Goals established performance goals that all students in the United States should meet to successfully compete in the world marketplace, boosting student performance expectations to those of other, higher achieving countries. The National Education Goals were (Cooper 1990; National Geographic Education Foundation 1990a; The White House, 1990, 3-5):

Readiness for School

- 1) By the year 2000, all children in America will start school ready to learn.

High School Completion

- 2) By the year 2000, the high school graduation rate will increase to at least 90 percent.

Student Achievement and Citizenship

- 3) By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and **geography**; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern society.

Science and Mathematics

- 4) By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Adult Literacy and Lifelong Learning

- 5) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Safe, Disciplined, and Drug-Free Schools

- 6) By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The National Education Goals, specifically goal three, stated that the focus of schools should move from procedures to results, providing incentives for performance and student improvement, holding them accountable for the level of education students would receive (The White House 1990). It called for a national curriculum, developing skills and knowledge of educators, and providing schools with the newest technologies available for students to learn and use (The White House 1990). It called for the definition of what students needed to know; once expected student knowledge was established, assessments were to be created to test whether students had the required knowledge; and last, assessment measurements “must be accurate, comparable, appropriate, and constructive” (The White House 1990, 9).

The call for a standardized set of knowledge, assessment, and comparison method directly influenced *Goals 2000*, and with its passage, geography as a core subject for all students became a federal and state education goal (Goal 3) (Alexander 1990; The White House 1990; Munroe 1991; National Geographic Education Foundation 1994a). Additionally, the Elementary and Secondary Education Act (ESEA), a piece of federal legislation originally passed in 1965, was reauthorized in 1994 and provided funds to

support education directly in the states (National Geographic Education Foundation 1994a). The two pieces of legislation were directly linked as ESEA laid out how funds could be spent to achieve The Education Goals laid out in *Goals 2000* (National Geographic Education Foundation 1994a).

Geography: What did students know?

There has been evidence that U.S. K-12 education lacks foundational geographic knowledge and awareness. An informal questionnaire given in 1984 to 2,200 college students from North Carolina revealed that only 12 percent of students tested could name all of the Great Lakes (Kopec 1984; Grosvenor 1985); this was in comparison with a nationwide test performed by the *New York Times* in 1951 where 46 percent of students tested could name all the Great Lakes (Fine 1951; Grosvenor 1995a). When asked in what country the Amazon River was located, 78 percent of the 1951 group answered “Brazil” correctly, while only 27 percent of the 1984 group answered correctly (Fine 1951; Kopec 1984; Grosvenor 1985, 1995).

This was disturbing to geographers because it revealed a lack of general geography education, as 71 percent of students in the United States had not taken a geography course during elementary school, 65 percent had not in middle school, and a shocking 73 percent had not in high school. The results of the 1988 *Geography: An International Gallup Survey* found that Americans were in the bottom third of the nine nations tested on geographic knowledge; 18-to-24-year-olds came in last (The Gallup Organization 1988; Grosvenor 1995a).

National Assessment of Educational Progress (NAEP)

In 1988, the National Geographic Society commissioned a survey to test the geographic knowledge of adults in nine countries. The Gallup organization surveyed adults in Canada, France, Italy, Japan, Mexico, Sweden, the United Kingdom, the United States, and West Germany (Edgeworth 1988), and explored “the degree to which Americans think knowledge of geography is important and their awareness of the influence of geography on a variety of events, large and small, far away and close to home” (The Gallup Organization 1988, 2).

The survey found that though Americans had an awareness of the importance of geography and its usefulness, they did not have basic geographic knowledge and skills (The Gallup Organization 1988). While a majority of Americans surveyed believed it was important to have geographic knowledge to be considered well-rounded and 69 percent believed it necessary to read a map, 32 percent could not name a single member of NATO and only three in ten could correctly interpret and use a map (The Gallup Organization 1988, 3-4). Compared to the other nations tested, the United States landed in the bottom third, above only Italy and Mexico, and 18-to-24-year-olds Americans scored last among all the countries (The Gallup Organization 1988; Grosvenor 1995a). At a press conferences announcing the results in July 1988, Mr. Grosvenor stated,

“What was most alarming was not only that young Americans did worse than all other 18-to-24-year-olds, but that they were the only ones in that age group, among all nine countries, who did worse than the oldest group tested. This reinforces the urgency of National Geographic’s long-term commitment to improve geography teaching in our classrooms (Edgeworth 1988, 4).

The results of the Gallup Survey for Geographic Knowledge led the National Geographic Society and NGEF to commission the first National Assessment of

Educational Progress (NAEP) in geography in 1989. The geographic knowledge of over 3,000 high school students were tested, giving the National Geographic Society and the education community insight into what high school students were, or were not, learning as well as at what levels of education students were studying geography (Allen 1990; Munroe 1991; Ficklen 1992a; Grosvenor 1995a). The test was made up of 76 multiple-choice questions that covered geographic topics, including human interactions with the Earth's resources and environment, and how these interactions relate to historical, political, cultural, and economic phenomena, as well as place locations.

The results of the 1989 NAEP Geography exam were announced on February 7, 1990 at a press conference at the National Press Club in Washington, D.C. (Holmen 1990, 2). The results reported that less than two-thirds of participating students had taken a geography course at any point in their high school education (Allen 1990), had a “weak” understanding of geography knowledge, and only 57 percent correctly answered the location questions (Allen 1990). A majority of students could not find major land features or cities of the world and could not interpret and correctly use information from maps (Allen 1990; Holmen 1990; Grosvenor 1995a).

It seemed that by the early 1990s, the public, as well as legislators, were beginning to see the dangers of geographic illiteracy in the United States, demonstrated by the results of the Gallup Survey and first NAEP Geography test, as well as a statement from Chester E. Finn Jr., former Assistant Secretary of Education and a National Assessment Governing Board (NAGB) member. He stated “It’s about time we took geography seriously. The U.S. is the only country in the world that has neglected geography so badly. Geographic ignorance is the consequence. Finally, we’re getting

serious, and there is no better place to start than with an assessment.” He added that NAEP “will both give us a baseline information as to where we are and a far clearer notion of where we ought to be in geography” (Geography Education Program 1992f, 11).

The surveys of the 1980s and first NAEP geography test exemplified the separation between what was stated in federal legislation as required for students to know and what was actually being taught, or not taught as the case may be. The Alliance Network was created to help solve the many problems surrounding geography education—the preparedness of teachers and the quantity and quality of student knowledge—as a response to the tests from the 1980s, and later into the 1990s and early 2000s.

McREL Study

In 2002, the National Geographic Society contracted a study of the Alliance Network, using the Mid-Continent Research for Education and Learning group (McREL). The purpose of this study was to “assess the effect of Alliance teacher training on 8th grade student achievement on the 2001 National Assessment of Education Progress (NAEP) Geography Assessment” (National Geographic Education Foundation 2002a, 1). The NGEF provided \$85,000 for the study, with the National Center for Education Statistics (NCES) and Education Testing Service (ETS) providing in-kind contributions to the project (National Geographic Education Foundation 2002a).

Eighth grade students were chosen for the study for two reasons: 1) it expected that by the time students reach the eighth grade they have been exposed to geography, and 2) eighth grade is also a grade level NAEP geography assessment is given. Sixty-two

teachers and their students participated in the study, covering 18 states. The test was based on a set of items from the 2001 NAEP geography assessment (Englert and Barley 2003).

This was the first, and only, time that the Alliance Network and its impact has been formally assessed (Englert and Barley 2003). At the end of the study, it was found that: 1) students whose teachers had attended an Alliance training workshop or institute scored higher than students from the NAEP sample; and 2) Item level analysis revealed that Alliance students performed better when reading and interpreting maps, and understood U.S. geography better than students from the NAEP sample.

The study also compared teacher backgrounds, taking multiple variables into consideration when considering how students fared on the assessment. The background variables collected were: level of teacher participation in the Alliance Network, years teaching, and the number of professional development hours completed. The research team took these variables and merged them with student scores and ran a regression analysis to better understand what teacher background variables played the biggest role in student achievement. It was found that one variable had a significant impact on student achievement: how many times and how often the teacher participated in Alliance workshop or institute (Englert and Barley 2003).

The McRel study was meaningful as it quantitatively exposed the impact that the teacher professional development goal of the Alliance Network had on student achievement. Unfortunately, this is the only quantitative study about Alliance Network professional development participation and the effect it has on student achievement.

The Good and the Bad: Opinions on the Alliance Network

The creation of the Alliance Network was not without controversy. Gary Fuller (1989) argued that the Alliances were separating geography from all other social studies subjects, making it a subject that would stand-alone from all others. He stated that geography was interdisciplinary in nature, and as such should be taught within other subjects, such as history and literature (Bednarz 2002). Alternatively, others believed that the Alliance Network has been extremely helpful, that geography should stand-alone as an independent subject (Bednarz 1989), and that the Alliances allow education, and especially geography education, reform to stay at the forefront of many people's minds (Marran 1989). The question that still needs a definitive answer is: *To what extent has the Alliance Network been beneficial and transformative to geography education?*

Status of Geography Education in the 2000s

Since 2009, the Grosvenor Center for Geographic Education (GCGE) has conducted a survey every two years, examining the status of K-12 geography within the social studies. The survey researches where geography standards are found within middle and high school curriculums, and whether a geography course is required for completion of middle school and high school. (Grosvenor Center for Geographic Education 2009, 2011, 2013; McClure and Zadrozny 2015). Geography at the high school level has improved slightly since the first study, but has declined at the middle school level.

In 2015 the study found that only 15 states required a stand-alone or combined geography course at the middle school level and only 10 required a geography course for high school graduation (Table 3.1) (McClure and Zadrozny 2015). In 2013 the study found that 17 states required a stand-alone or combined geography course at the middle

school level and 11 states required a stand-alone or combined geography course for high school graduation (Grosvenor Center for Geographic Education 2013). In 2011, there were 18 states that required a middle school stand-alone or combined geography course and 10 that required one for high school graduation (Grosvenor Center for Geographic Education 2011). In 2009 only 17 states required a middle school stand-alone or combined geography course while 12 states required one for high school graduation (Grosvenor Center for Geographic Education 2009b). These studies epitomized the divide between what is required at the state or district level and what federal legislation dictates as a required “core” subject.

Table 3.1. Geography requirement for middle school and high, 2009-2015		
Year	Middle School	High School
2009	17	12
2011	18	10
2013	17	11
2015	15	10

(Grosvenor Center for Geographic Education 2009b, 2011, 2013; McClure and Zadrozny 2015)

Geography standards have been incorporated into the middle school curriculum in all 50 states and Washington, D.C. (Figure 3.2), and into the high school curriculum in 49 states and Washington, D.C. (Figure 3.3) (Geography Education National Implementation Project 2011; Grosvenor Center for Geographic Education 2011). Also by 2011, 18 states required a stand-alone geography course or a combined course of geography and another social studies subject at the middle school level (Figure 3.4), and 10 required either a stand-alone or combined geography course for high school graduation (Figure 3.5) (Geography Education National Implementation Project 2011; Grosvenor Center for Geographic Education 2011).

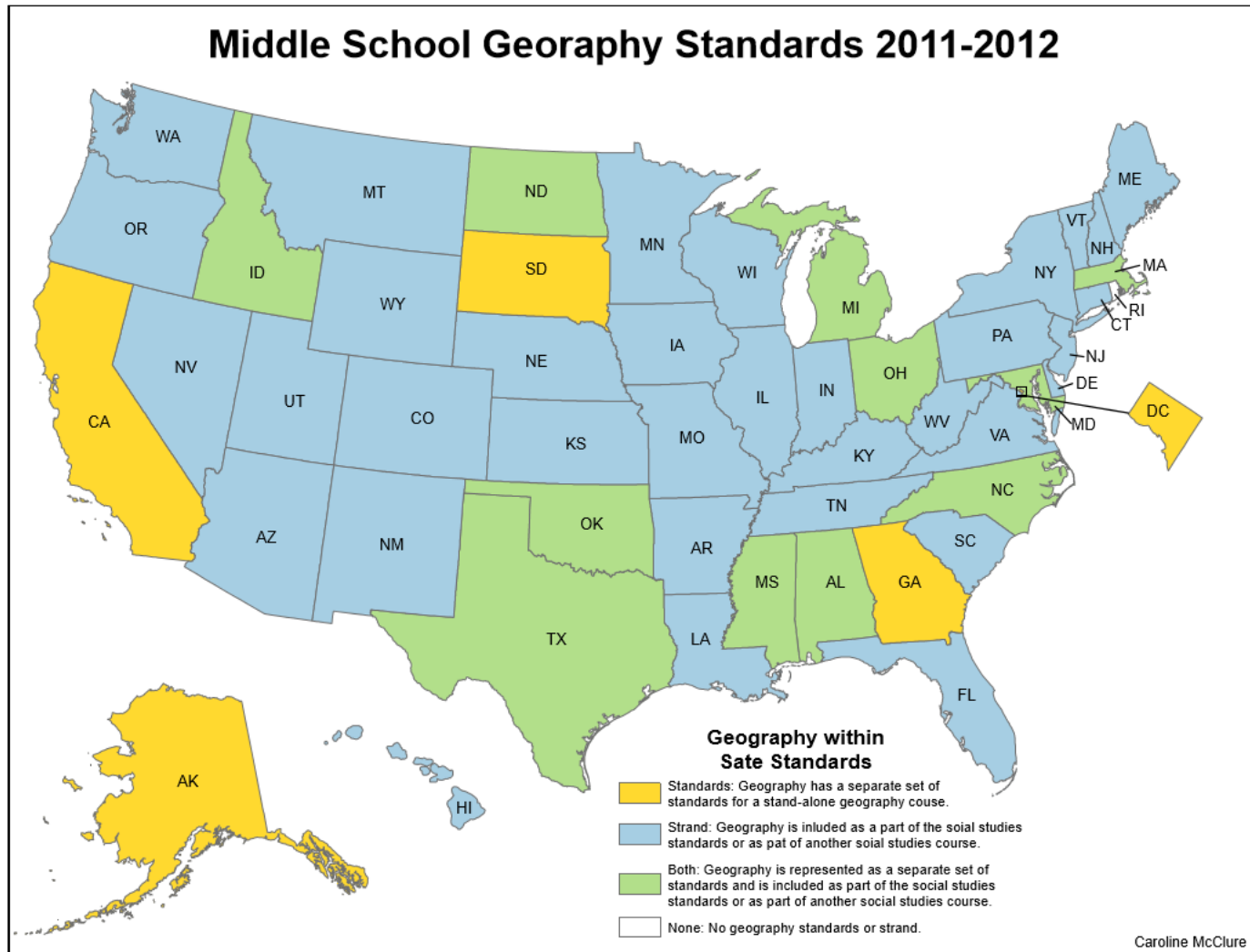


Figure 3.2. Middle School Geography Standards 2011-2012 (Grosvenor Center for Geographic Education 2011).

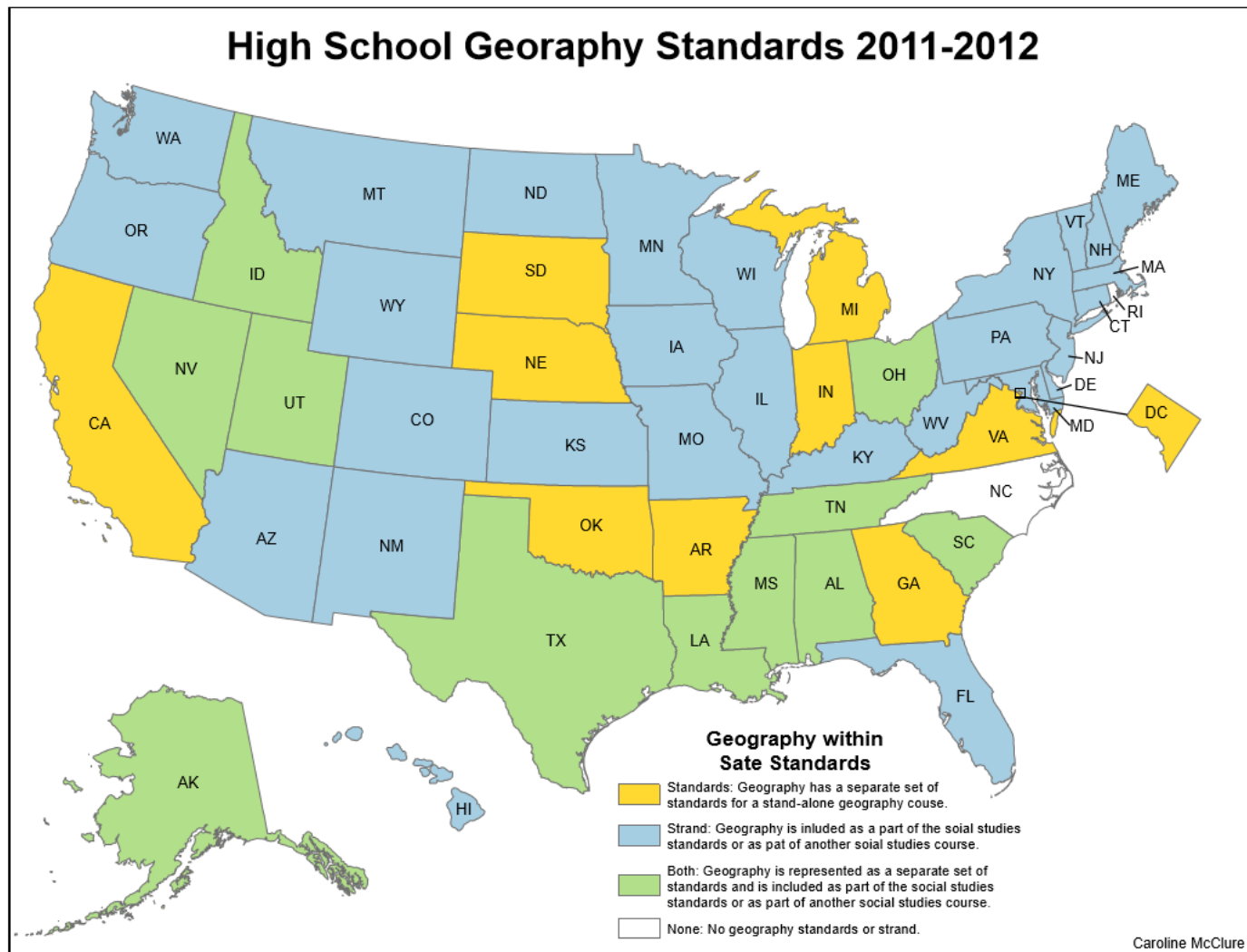


Figure 3.3. High School Geography Standards 2011-2012 (Grosvenor Center for Geographic Education 2011).

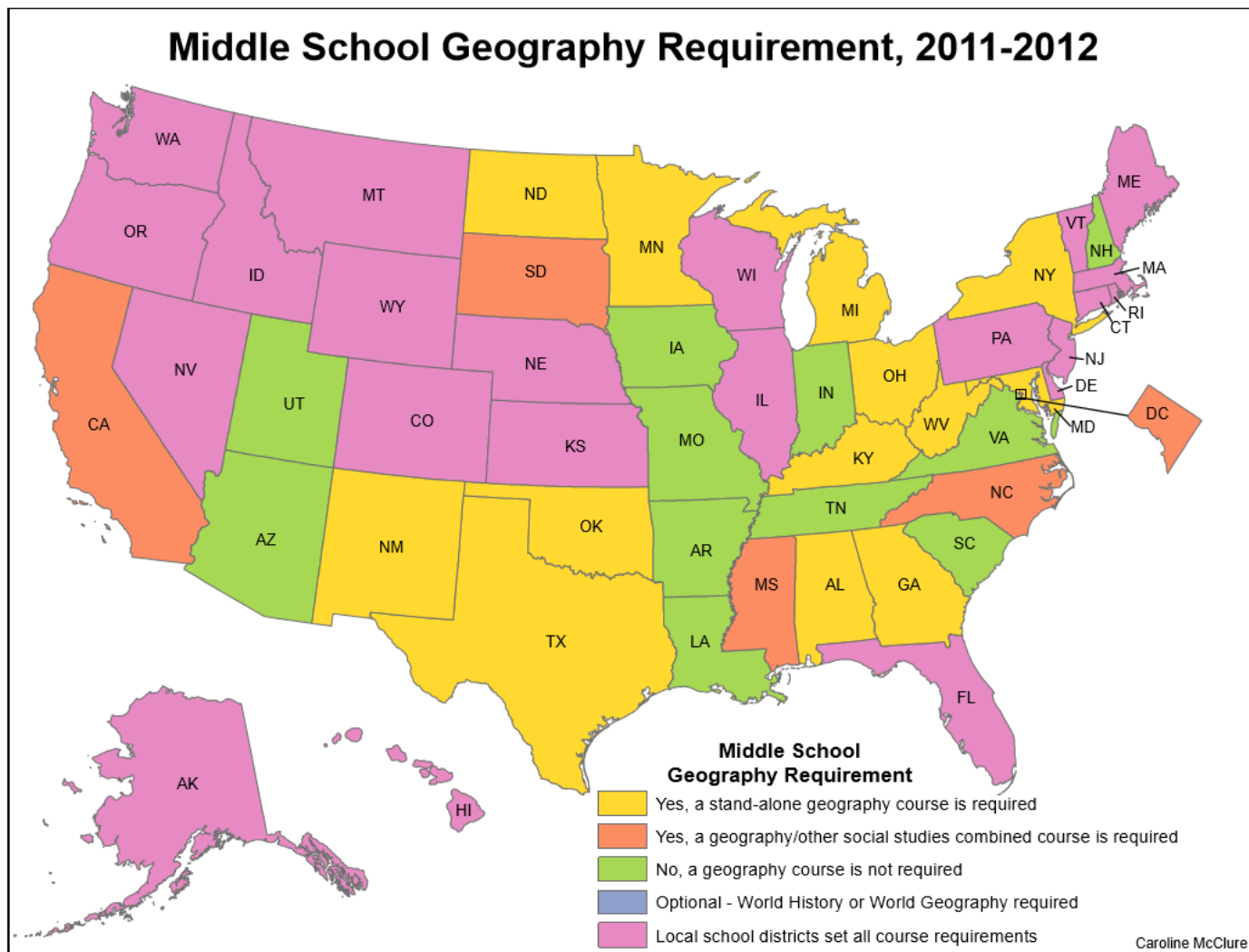


Figure 3.4. Middle School Geography Requirement, 2011-2012 (Grosvenor Center for Geographic Education 2011).



Figure 3.5. High School Geography Requirement, 2011-2012 (Grosvenor Center for Geographic Education 2011).

Summary

Historical background is recorded of how the Alliance Network started with Dr. Christopher L. Salter and the California Geographic Alliance in 1983 (Salter 1986, 1987; Bednarz 2002), however, a paucity of information exists about the evolution of the program in later years. The NAEP Geography Test, while given infrequently, does provide proof that some geography remains in the K-12 curriculum, and interestingly the level of student knowledge and understanding has not changed since the first exam in 1994, despite the lack of federal funding provided (National Geographic Education Program 2011; The Nation's Report Card 2017).

The Alliance Network may have had its detractors, consisting of those who did not believe that the structure created by Dr. Salter, Mr. Grosvenor, and the National Geographic Society would succeed in creating a stand-alone space for geography education, separate from others, however, the McREL study proved that at the very least the type and level of professional development provided by the Alliance Network did improve geography content in students' knowledge levels whose teachers attended Alliance institutes and workshops.

This chapter explored the literature that was available on the Alliance Network: a few articles on the beginnings of the movement, the creation of the California Geographic Alliance in 1983, the geography proficiency tests, the 2002 McREL Alliance Network study, and the more recent Grosvenor Center reports. These pieces of evidence led to the conclusion that there was still much that could be done to improve geography education in the pre-collegiate curriculum in the late 1990s and early 2000s. Specifically, there was

a need for better training of teachers, better curriculum development, and for more policy initiatives requiring geography in middle and high school.

Existing literature also indicates that it is hard to fully understand what the Alliance Network has accomplished since its inception in the mid-1980s. In addition, there is a gap in the research about the more recent history and influence of the program itself. To fully understand the impact of the Alliance Network, this research created a historical narrative to better inform geography education research, teacher training, and policies. This approach also produced a more complete history of a major support program in the quantity and quality of geography education. Finally, this research has contributed to the Alliance Network's knowledge base for future geography educators and will serve as a guide and resource in the continuing fight for more and better geography education in K-12 education.

IV. RESEARCH QUESTIONS

This study aimed to create a historical record of the Alliance Network, beginning in the early 1980s, leading up to its inception in 1986 through the 25th anniversary of the program in 2011. It explored and analyzed whether the Alliance Network successfully met its programmatic goals, as defined by the National Geographic Society and the Geography Education Program (GEP), of increasing content knowledge of geography in K-12 schools through four activities: professional development, outreach, creation and distribution of classroom materials, and legislative policy initiatives (National Geographic Society 2012). Last, this research explored the influence the Alliance Network had on K-12 geography education.

To understand the history surrounding the Alliance Network and the events and people involved, primary documents were collected while serving as the Grosvenor Scholar for the Education Division at the National Geographic Society from June 2014 to August 2015. Interviews were conducted from January 2015 through January 2018 with individuals involved with the Alliance Network and/or geography education during the study period.

The literature review revealed a history of geography education initiatives: creation of the *Guidelines* and the five themes of geography, the formation of GENIP, a basic history of the California Geographic Alliance in the early 1980s, the influence and effects of education legislation and policies on geography education and its designation as a “core” academic subject, the NAEP geography exam and what the results revealed about the level of geography education in the United States. Unfortunately, the history of these initiatives contains very little evidence of the influence, or even presence, of the

Alliance Network. The McREL study, completed in 2002, gives quantitative evidence that teachers who attended and participated in alliance activities and institutes had a positive impact on student learning, but this is the only example of such a study. In the present, geography may be found in the curriculum of all 50 states at both the high school and middle school levels, but the extent the Alliance Network and its leaders or members played in that, and the other policy changes and initiatives in geography education, is unknown.

The research questions were developed to answer questions created by the lack of literature about the Alliance Network, the activities and people of the Alliance Network and the National Geographic Society, and how it influenced and supported the evolving discipline of geography education in the United States. The questions that guided this research were as follows:

- 1) How was the Alliance Network started? What were the events surrounding its inception, creation, and deciding what states would be the first alliances?
- 2) What events took place in the first 25 years of the Alliance Network, from 1986-2011?
- 3) Did the Alliance Network meet its goals?
- 4) To what extent has the Alliance Network influenced K-12 geography?

The first two research questions were answered in Chapter 6: Analysis I with the creation of a historical record of Alliance Network events, programs, and people. Exerpts from interviews were used throughout this section to give clarity to the historical record or to fill in the gaps left from a lack of documentation. Research question three was answered in Chapter 7: Analysis II, which analyzed the historical record and interviews

to find evidence of how the Alliance Network met its goals of professional development activities and classroom materials creation, offering public outreach events to engage more people in geography education, and public policy changes and advocacy. Research question four was answered in Chapter VII: Analysis III by analyzing the interviews to gain a better understanding of impact, influence, goals, and successes of the Alliance Network.

V. METHODS

Theoretical Framework: Oral History

This research was influenced by and employed oral history theory and methods to chart the events of the first 25 years of the Alliance Network from conception in the early 1980s, through the retirement of Gilbert M. Grosvenor in 2011. The Oral History Association defines oral history as “a field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events” (2017a). Oral history is unique because of its ability to investigate the human experience by asking specific questions about an event or organization, and focusing on people involved at all levels from presidents and CEOs to office workers and everyday people (Ryant 1988).

From the many models within oral history, this research draws specifically from business oral history theory and methods. This perspective arose from incomplete, inaccessible archives of corporate entities or organizations or those archival information only stating the most basic of facts with few details about why a decision was made or what influenced an action (Keulen and Kroeze 2012). Further, oral history allows for the blanks to be filled that were created from archived documents, memoranda, and meeting minutes by asking questions of people involved in a particular organization, company, or even a specific decision (Ryant 1988). Finally, histories of organizations using oral history techniques gives people in leadership positions the opportunity to reflect and speak about their experiences (Keulen and Kroeze 2012), and allows for major events and decisions to be “demystified” through these reflections (Perks 2010, 220).

Interview Protocol

Oral history interviews, like most other types, have a general set of rules that allow the interviewee to feel at ease to speak freely about an event or topic (Morrissey 2007). The background of each interviewee should be researched for the person's involvement with interview topics, to discover additional themes, and to create a sense of knowledge about both the person being interviewed and the topics the interviewer wants more information about. Interviewees should be contacted either email or letter, with an explanation of who the interviewer is, what he or she is researching, suggestions of where and when the interview would take place, the details of how the interview would occur, and, most importantly, why the interviewee is being contacted for an interview. It is important to make sure the interviewee understands that their memories are important in creating and preserving the history of the event or organization (Morrissey 2007).

It is also important to conduct interviews where people are comfortable, but the interviewer must keep in mind the logistical complications associated with conducting interviews in a place the researcher has never been, or in a public space (Morrissey 2007). Factors such as location of outlets, chair availability, privacy, and background noise must be accounted for when prepping for an interview, and as such it is best to arrive early to mitigate any problems there may be surrounding these possible issues (Morrissey 2007).

Business oral history has its own logistical concerns, specifically the influence of corporations in creating their own oral histories and the implications involved with sponsorship (Ryant 1988). Ryant identified a set of questions to be mindful of when conducting on oral history project with a business:

1. Who selects the employees (or former employees and retirees) to be interviewed?
2. Who determines what questions to ask, or if any areas are to be avoided?
3. What questions are not even considered?
4. What access to corporate records was permitted to interviewers (as opposed to other scholars) so they could do background research?
5. Who reviews the completed tapes and transcripts?
6. What conditions are imposed on the use of the materials, including their ultimate publication? (1988, 563)

Examples of Oral Histories Related to Businesses

The British Library maintains an extensive collection of oral history projects, covering a wide variety of topics that relate to British life and culture (The British Library Board 2017d). These include interviews on a variety of subjects from architecture and art to “Observing the 80s” and “Oral History of Recorded Sound” (The British Library Board 2017d). One such topic that relates to *business* oral history is the topic of banking and finance. The collection of interviews, by those in the banking and finance sector, documents and explores changes in the industry during the last half of the twentieth century from 1987 to 2000 (The British Library Board 2017a).

Other examples of British oral history projects include the history of Tesco, a British supermarket (Perks 2010); interviews with workers from the water, steel, electricity, and oil and gas industries during the twentieth century (The British Library Board 2017c); and interviews with workers in the food industry, charting the changes across specific food industries, production, and retail (The British Library Board 2017b).

The United States National Park Service (NPS) has employed oral history techniques to record the history of its parks and personnel as well as to improve museum exhibits, enhance interpretive and educational programs for visitors, capture experiences on past NPS events from many perspectives, and relate to new, younger audiences

through modern communication technologies (National Park Service 2016). The *Directory of Oral History in the National Park Service* outlines all the projects to date conducted about national parks, the people that have worked in them, and natural resource management practices utilized in the parks and on public lands (National Park Service 2015). The document states “for over half-a-century, the Park Service has used oral history to expand its knowledge of cultural and natural resources and to share that knowledge with visitors” (National Park Service 2015, 3).

Examples such as these were informative and helpful as this research aimed to accomplish similar work by expanding on the knowledge of geography education and the Alliance Network’s role in the continued presence of geography in K-12 schools. In this research, the business oral history approach allowed for the combined use of interviews with key figures in the Alliance Network and the field of geography education with research and analysis of documents from the National Geographic Society Education Program, National Geographic Education Foundation, Alliance Network, and other sources such as academic papers, newspaper articles, and academic testing reports.

Research Design

For this study, qualitative research methods of document analysis and unstructured, business oral history-style interviews were used to answer the research questions (Figure 5.1). Qualitative documents included public record such as newspapers, meeting minutes, organization documents, program records, and official publications or reports. They also consisted of private documents such as personal correspondence, diaries or journals, or memos (Patton 2002; Creswell 2014). Qualitative document analysis, also known as ethnographic content analysis, places the emphasis on discovery

about or description of a topic or phenomenon. This may take the form of searching for hidden contexts or meanings, patterns, and/or processes in relation to a topic (Altheide and Johnson 2013).

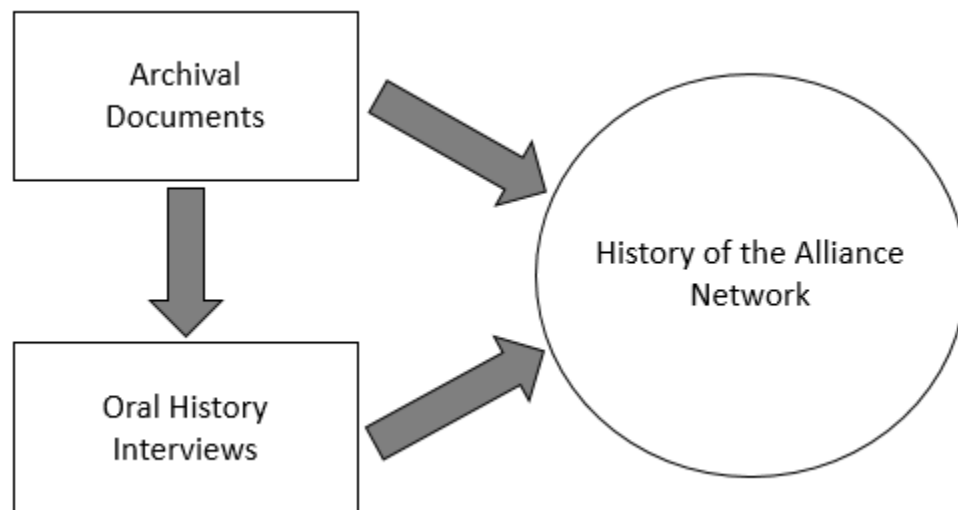


Figure 5.1. Research conceptual framework

Documents are analyzed for a variety of information; they may be used to create and then validate a timeline of events associated with a topic or organization, give behind-the-scenes insight into an organization, an event, or the reasoning for a decision that otherwise may be missed through other methods (Patton 2002). Researchers must be aware of the limitations of any type of document analysis, as many times documents are incomplete or inaccurate, and quality and completeness may vary depending on the source of the document (Patton 2002).

Data Collection

Document research took place at the National Geographic Society headquarters in Washington, D.C. from June 2014 through August 2015, and in January 2018. All

documents involving the Alliance Network were collected, scanned, and initially analyzed to identify a preliminary list of events, people who were and continue to be involved in the program, and a timeline of when each Alliance was created or became active.

Following the initial analysis and identification of potential interviewees, unstructured interviews were conducted with key figures from the Alliance Network and Education Program, as well as leaders in the field of geography education who played a major role in shaping the oral history of the program. This list was compiled through collaborations with Dr. Richard G. Boehm, Dr. Christopher L. Salter, Lanny Proffer, Chris Shearer, and other personnel in the National Geographic Education Program. Interviews were used to generate conversation around the Alliance Network and other topics specific to each interviewee, with the goal of answering questions that covered various events, practices, or knowledge about specific topics and themes (Secor 2010; Newing 2011).

Interviews were recorded using a digital voice recorder, and then saved multiple times to ensure accuracy and protection of materials. Each interview employed standard oral history procedures: each interview began with the interviewee stating his or her name, current place of employment, followed by the question “How did you become involved with the Alliance Network/geography education?” In most cases, the initial questioning opened up the conversation about the interviewee’s experiences with the Alliance Network and/or the field of geography education. In addition, interviewees covered many topics that were previously observed from the initial document analysis research.

Interviews flowed freely, allowing for the interviewee to speak openly about his or her work with the Alliance Network and in the field of geography education. Each interview was closed with the questions: “Do you think the Alliance Network has been successful or had an impact on K-12 geography education?” and “What do you think the future holds for the Alliance Network?” This allowed time for additional thoughts on any topics covered during the interview. The nature of the interviews allowed for a format which was subjective, open-ended, and historically inflected. Below is a list of interviewees, date interviewed, location of interview, and their relationship to the Alliance Networkⁱ (Table 5.1).

Table 5.1. List of interviews and relationship to the Alliance Network or position in K-12 geography education			
Name	Date interviewed	Interview location	Relationship to Alliance Network/Position
Christopher Shearer	01/09/2015	National Geographic Society- Washington, D.C.	National Geographic Education Foundation Program Director, Senior Program Officer, Director of Strategic Initiatives, Assistant Executive Director, Associate Executive Director
Robert Dulli	01/09/2015	National Geographic Society- Washington, D.C.	Former Deputy Director of the National Geographic Education Foundation
Kay Gandy	03/19/2015	Written testimony upon retirement	Former Kentucky Geographic Alliance Coordinator Former Louisiana Geographic Alliance Teacher Consultant

Table 5.1. Continued.			
David Rutherford	04/22/2015	Association of American Geographers Annual Conference- Chicago, IL	Mississippi Geographic Alliance Coordinator
Joseph P. Stoltman	04/22/2015	Association of American Geographers Annual Conference- Chicago, IL	Michigan Geographic Alliance Coordinator
Susan Hardwick	04/23/2015	Association of American Geographers Annual Conference- Chicago, IL	Professor of Geography, University of Oregon
Roger Downs	05/12/2015	National Geographic Society- Washington, D.C.	Professor of Geography, The State University of Pennsylvania
Kim Hulse	05/19/2015 01/09/2018	National Geographic Society- Washington, D.C.	Director of Learning and Measurement in Education and Children's Programs at National Geographic Former Program Liaison, Manager of Geography Awareness Week, Director of Outreach Programs, Director of Geography Education and Education Policy
Brenda Barr	05/20/2015	National Geographic Society- Washington, D.C.	Director of Alliance Programs and Director of Educator Networks, National Geographic Society
Janet Smith	05/20/2015	National Geographic Society- Washington, D.C.	Pennsylvania Geographic Alliance Coordinator

Table 5.1. Continued.			
Roni Jones	06/02/2015	National Geographic Society- Washington, D.C.	Former California Geographic Alliance Teacher Consultant; Alliance Liaison
Gilbert M. Grosvenor	06/11/2015	National Geographic Society- Washington, D.C.	Former President and CEO of NGS; founder of Alliance Network
Barbara Chow	07/10/2015	Hewlett Foundation offices- Menlo Park, CA	Former Executive Director of the National Geographic Education Foundation, Director of Geography Education Outreach, Vice-President of Education and Children's Programs
Marianne Kenny	07/21/2015	Denver, Colorado	Former Colorado Geographic Alliance Member and Teacher Consultant
Lanny Proffer	07/21/2015	Denver, Colorado	Former Deputy Director of the National Geographic Education Foundation, Director of the National Geographic Education Foundation, Director of the Geography Education Program.
Michael LeVasseur	08/06/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Former Alliance Liaison
William (Bill) Strong	08/06/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Former Alabama Geographic Alliance Coordinator, National Geographic Society Geographer in Residence

Table 5.1. Continued.			
David Lanegran	08/06/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Professor of Geography, McAlister College Coordinator of the Minnesota Alliance for Geographic Education
Kurt Butefish	08/07/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Tennessee Geographic Alliance Coordinator
Christopher L. Salter	08/07/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Creator of California Geographic Alliance (1982) Former National Geographic Education Summer Institute Director
Lydia Lewis	08/07/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Former Alliance Liaison, Leadership Institute Director
Robert Morrill	08/08/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Virginia Geographic Alliance Coordinator
Charles Fitzpatrick	08/08/2015	National Council for Geographic Education Annual Conference- Washington, D.C.	Teacher Consultant
Pat Hardy	10/30/2015	Texas Council for the Social Studies Conference- Fort Worth, TX	Texas Alliance for Geographic Education member and Teacher Consultant
Marci Deal	10/30/2015	Texas Council for the Social Studies Conference- Fort Worth, TX	Texas Alliance for Geographic Education member and Teacher Consultant

Table 5.1. Continued.			
Gail Ludwig	12/07/2015	Phone interview	Professor, University of Missouri-Columbia, Former Alliance Coordinator of the Missouri Geographic Alliance
Cathy Salter	12/15/2015	Phone Interview	Pilot Program Teacher, Los Angeles, California SGI staff member
Richard G. Boehm	01/14/2016	Texas State University- San Marcos, TX	Professor of Geography, Texas State University Director of the Grosvenor Center for Geographic Education Director of the National Center for Research in Geography Education Former Co-Coordinator of Texas Alliance for Geographic Education
Susan Heffron	01/14/2016	Phone Interview	Former Alliance Coordinator of Geography Educators of Nebraska, Teacher Consultant
Brock Brown	03/02/2016	Texas State University- San Marcos, TX	Former Professor of Geography, Texas State University, Summer Institute Leader for National Geographic Education
Sarah W. Bednarz	06/25/2016	AAG Geography Faculty Development Alliance Workshop- University of Tennessee- Knoxville, TN	Professor of Geography, Texas A&M University Former Co-Coordinator of Texas Alliance for Geographic Education

Table 5.1. Continued.			
Kathleen Schwille	01/08/2018	Washington, D.C.	Chief Curriculum Services Officer, EL Education
Gary Knell	01/08/2018	National Geographic Society- Washington, D.C.	CEO and President, National Geographic Society
Robert C. Jones	01/10/2018	Alston & Bird LLC, Washington, D.C.	Partner, Leader of public policy group

All interviews were transcribed verbatim from each original recording. Next, each interview was audited for any incongruities between the original recording and transcription (Mazé 2007). This step allowed for corrections in inconsistencies, spelling, punctuation, verification of names and terms, general editing, and explanation of any shorthand that is unique to the field of geography education and the Alliance Network (Mazé 2007)ⁱⁱ.

Next, all documents collected were thoroughly analyzed, taking note of significant events, programs, and people. This created an accurate timeline of events from the study period and provided details of those events. The final transcriptions of all interviews were analyzed using *Atlas.ti*, a qualitative, data analysis software package which was essential for identifying personal perspectives on events and decisions made throughout the study period, presenting different viewpoints about the history of the Alliance Network and providing a way to code themes and events about the interviewees' participation in and/or with the Alliance Network as well as their thoughts on the impact of the alliances in the field of K-12 geography education. The interviews, both the recordings and the transcriptions, will be made available to the public either through

Texas State University or through National Geographic Society and the Education Program.

Upon conclusion of the analysis, an historical account emerged of how the Alliance Network developed, what debates were prevalent at the time surrounding geography education and the creation of the Alliance Network, descriptions of those who played major roles within the creation of the Alliance Network, explanations of how national policies influenced geography education and the goals of the Alliance Network, and clarifications of the nature of influence that the Alliance Network had in the past, as well as, whether it will continued to have an impact in the future on K-12 geography education.

VI. ANALYSIS I

The analysis section of this dissertation reflects the use of qualitative methods detailed in the “Methods” chapter. This research is guided by four research questions designed to uncover the history of the National Geographic Society’s Network of Alliances for Geographic Education (Alliance Network), to understand the events and people involved in its creation, the major events that defined the first 25 years of the program, whether program goals were met in those first 25 years, and the extent of the Alliance Network’s influence on geography education.

As mentioned in the Introduction chapter, this research occurred over three and a half years (2014-to-2018) and involved data collection while serving as Texas State University-Geography Department’s Grosvenor Scholar at the National Geographic Society (2014-15) in the Education Division, as well as after returning to Texas State University (2015-18). Data was first gathered through collection and analysis of internal documents, reports, memos, board meeting minutes and notes, and presentation files from the National Geographic Society Education Division and the National Geographic Education Foundation. The second phase of data collection took place throughout the entire study period through scheduled interviews with leaders in the Alliance Network and the geography education movement from 1986 to 2011 (Table 5.1). The results are reported below and are organized chronologically and by research question, including a brief explanation of the data collection methods.

Research Question One: How was the Alliance Network started? What were the events surrounding its inception, creation, and the deciding of what states would be the first alliances?

Research Question Two: What events took place in the first 25 years of the Alliance Network, from 1986-2011?

Research questions one and two were designed to identify and better understand the events that took place to shape the Alliance Network, its creation, and many of the decisions surrounding its status as a National Geographic Society program and movement. Data collection for this section was primarily accomplished by gathering, saving, and analyzing documents examined from 2014-15 at the National Geographic Society Education Division, as well as a return research trip completed in January 2018. Once documents were collected, the process began of creating a timeline of events and details about the Alliance Network. The timeline covers the beginnings of the geography education movement and creation of the *Guidelines* and the Geography Education National Implementation Project (GENIP), to the simultaneous creation of the California Geographic Alliance in 1983. It also reflects Mr. Gilbert M. Grosvenor's role in the creation of the National Geographic Society Geography Education Program in 1985 (GEP) and creation of the Alliance Network as a National Geographic Society program, to the choosing of the first eight alliances. The story continues throughout the years of expansion into the 1990s, and through to 2011 as well as all the years of work striving to develop a professional organization and implementing legislation policy initiatives such as the *Teaching Geography is Fundamental Act (TGIF)*.

The historical narrative is augmented with excerpts from the interviews, to give insight and more information about events from people that were a part of the network and the geography education movement during the study period.

A. Setting the Stage—The Early Years: 1984-1989

In 1983, President Ronald Reagan's National Commission on Excellence in Education released *A Nation at Risk: The Imperative for Education Reform*, stating that the United States was failing to educate its youth to compete and live in what was termed the "new global economy" (Mehta 2013):

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but is one that undergirds American prosperity, security, and civility...

If an unfriendly, foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems that helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament (Vinovskis 1999, 9; originally cited in National Commission on Excellence in Education 1983, 5).

The report told the dismal story of the American education system but stated that declines could be reversed and made a number of recommendations: strengthening graduation requirements, creating higher academic standards, encouraging students to spend more time in school, preparing teachers better, and holding elected officials accountable for making sure that improvements were made (Vinovskis 1999).

A Nation at Risk marked the beginning of a series of educational reforms (Vinovskis 1999); many are still being felt in the present, from standards based education to accountability testing. Geography education, specifically, was found to be severely lacking during this time period, as proven in a 1984 survey given to 2,200 University of North Carolina students by Richard Kopec and other University of North Carolina

professors (1984), where only 12 percent of students could name all the Great Lakes, a marked change from a 1950 *New York Times* survey where 46 percent of 4,752 U.S. college and university students could name and locate the Great Lakes. In 1984 when students were asked what country the Amazon River was located, 27 percent stated Brazil correctly; in 1950 78 percent answered correctly (Fine 1951; Kopec 1984; Grosvenor 1985).

This environment of geographic illiteracy, confirmed by the 1984 UNC geography survey, launched Mr. Grosvenor and the National Geographic Society into the business of striving to improve K-12 geography education (Grosvenor 1985).

National Geographic and Education

On January 13, 1888, 33 men met to create a society “for the increase and diffusion of geographical knowledge” (Locke 1988, 166), creating the National Geographic Society (often referred to as, “the Society”). From the beginning, with an intent such as this, the Society focused on education. In 1924, Gilbert Hovey Grosvenor (GHG) stated in a memorandum:

I think it is most unfortunate that children in most schools receive no education in Geography after reaching the age of 13 or 14. In these days, when the continual extension of the telephone and radio makes instant communication between all peoples possible, and when increasing popularity of the automobile makes intimate travel comfortable and quick, it seems desirable that young people should have an opportunity in the schools to learn something of all peoples in all lands. And yet, the school curriculum provides no study of this subject which they may take” (Grosvenor 1995a; original citation: Grosvenor 1925).

The focus was, and continues to be, on geographic and scientific exploration and discovery, but despite GHG’s memorandum on K-12 geography education, the Society

itself did not focus on K-12 education specifically until the 1980s when a handful of events became too much to ignore.

In 1956, Gilbert (Gil) Melville Grosvenor, the grandson of GHG, began his career at the Society. Beginning as a photographer for the magazine, he eventually became president of the Society in 1980 (Locke 1988). Mr. Grosvenor became aware of the lack of geographic knowledge in his children's lives in the 1970s, inspiring him to create *WORLD* magazine with Robert Breeden (Grosvenor 1995a); it was the first magazine targeted to children, ages 8-13 years old. During this same period, the Society published children's books, educational films, and other educational materials. Unfortunately, after consulting with professional geographers, he was convinced that it was not the right time to launch a new organization for the support of K-12 geography education. The idea was placed on hold, but not forgotten (Grosvenor 1995a).

In 1984, the UNC survey results were released, setting off alarm bells for Mr. Grosvenor and the National Geographic Society, and demanded a new look at how geography education was treated in the United States (Kopec 1984; Grosvenor 1995a). In 1985 the National Geographic Society received an award for "Educator of the Year" from Kappa Delta Pi, an honor society for education professionals (Grosvenor 1985). Mr. Grosvenor was both honored and embarrassed; he felt that while the Society had been working to disseminate geographic and scientific knowledge, it had done very little to help students understand the world geographically. In the June 1985 President's column of *National Geographic Magazine*, he lamented the knowledge gap that existed in K-12 education, as well as the lack of support offered by the Society, "When I accepted our Society's award as 'Educator of the Year,' I said it would be better given for 'Non-

educator,’ considering the low state of geography in our schools,” and made a personal commitment to improve geography education in the U.S. (Grosvenor 1985).

The California Connection

In the 1980s, Mr. Grosvenor was looking for a way to affect K-12 geography education, and the time seemed right to begin. In 1985, he and the National Geographic Society created the Geography Education Program (GEP) at Society headquarters in Washington D.C. The focus of the newly formed department was “improving the methods of teaching geography that have found their way into our [the United States] elementary and secondary schools”, with a plan to overhaul the geography education environment of the United States within 10 years (Grosvenor 1988, 91). The GEP was based on five key strategies: grassroots organization, development of educational materials, outreach to decision makers, public awareness, and teacher education (Grosvenor 1995a). In 1986, Mr. Grosvenor moved on to the next stage of his plan, which was to create a network of geographic alliances, which he based on the California Geographic Alliance, and contacted Dr. Christopher Salter of Los Angeles, CA (Grosvenor 1988, 1995a).

Dr. Salter and a group of educators from southern California started the California Geographic Alliance in 1983 when California passed the Hughes-Hart Education Reform Bill of 1983 (known as Senate Bill 813) (Geography Education Program 1986e; Salter 1987). This piece of legislation created opportunities for reform in the California education system through improved school financing, changed course requirements at all levels, and mandated the creation of “Model Curriculum Standards” to function as curriculum guidelines (Salter 1986). For geography, S.813 identified three year-long

courses that were to be taught in all public schools for grades 9-12: United States History and Geography, World History, Culture, and Geography, and American Government, Civics, and Economics (Salter 1986, 6). These new course requirements pushed geography educators and advocates in the state to band together to speak for the discipline—to give presentations, lobby, and advocate state educational decision makers on behalf of geography. This group of people came from a variety of educational backgrounds, all with a passion for geography and who understood its importance to the future of California students and citizens (Salter 1986, 1987).

Before 1983, the group advocating for geography education in California was the California Geographical Society, but it was not consistently effective as it fell victim to the same issues that many volunteer organizations did: insufficient number of people available to volunteer, inability to get newsletters created and mailed to members, and lack of communication with members and stakeholders throughout the state (Salter 1986).

The very first meeting of the California Geographic Alliance was initiated by the University of California- Los Angeles (UCLA), and around 50 people gathered in the Geography Department to discuss and brainstorm ways to insure a strong geographic presence within California education (Salter 1986, 1987). The group included middle and high school teachers, community college geographers, local and state education administrators, and geography professors from colleges and universities from throughout California. Dr. Salter stated that his reason for involving university educators was “University support is essential. Without the university behind us, it would be difficult to do the necessary networking and foundation building for grassroots involvement”

(Geography Education Program 1986e, 3). The goal of all this, the bringing together of such a diverse group, was to prove that geographers were “willing and able to play an effective role in the process of educational reform” in California and to be an example for the rest of the country (Salter 1987, 212).

During the first meeting, held on November 30, 1983, the question arose of what to call the newly formed group of geography educators and advocates in California. During an interview with Dr. Salter, he stated that while at dinner at the UCLA Faculty Club, after workshop activities had concluded for the day, a man named Mike Matherly rose during the toasts and said,

If you’re going to convene us, if we’re going to become more than just a one-time flash in the pan, don’t call us a group or society. Call us an alliance, because we are. This is a new configuration. We’re always lateral in our connectedness, we’re never vertical in our connectedness.
(Interview with Dr. Christopher, 08 August 2015).

And so, the term for this type of educational support was dubbed an “alliance.”

Once established, the California Geographic Alliance (CGA) was where California geography teachers turned for learning opportunities to gain the knowledge and skills to confidently introduce more geography content into their classrooms. The CGA called on teachers from grades 7-12, as well as professors of geography in colleges and universities throughout the state to run it, and their efforts began to pay off. The Alliance was “linked by the simple, commonly held belief that there had to be a way to introduce expanded and enhanced geographical education into the American classroom”; it started to achieve that goal, so much so that in 1985 Mr. Grosvenor and the National Geographic Society came calling (Salter 1987, 212).

In the Spring of 1985, Dr. Barry Bishop, Chief Geographer at the National Geographic Society, told Mr. Grosvenor he needed to meet with Dr. Salter and Mrs. Cathy Salter about the work they were doing with the California Geographic Alliance, and so Mr. Grosvenor went to California to meet with them (Interview with Gilbert M. Grosvenor, 11 June 2015). Mr. Grosvenor described that meeting during an interview:

He [Barry Bishop] said “I want you to meet Kit and Cathy Salter,” knowing that they were charismatic. And I said OK, and I went to California, and they invited me to dinner. I took a bottle of wine with me, and we had a fabulous dinner. Little did I realize that bottle of wine was going to cost me \$100-125 million before I got through. But they convinced me that we could play a role in improving geography education, and improving knowledge of geography in young Americans (Interview with Gilbert M. Grosvenor, 11 June 2015).

After that initial meeting, Mr. Grosvenor invited Dr. Salter to National Geographic Society headquarters in Washington, D.C. to discuss the successes of the California Geographic Alliance further. The meeting took place in June, the same month as his article lamenting the Society’s lack of participation in educating the youth of America (Grosvenor 1985). After, two decisions were made: 1) the National Geographic Society would host a Summer Geography Institute (SGI) during the summer of 1986 for 50 teachers from throughout the United States, and 2) the Society would invest in the creation of a free map for teachers. The free map program originated “in an effort by the foremost geographical organizations—AAG, NGS, NCGE, and the AGS [GENIP]—to work together on the common mission of improving geography education” (Grosvenor 1994, 413). This map, since the project was instigated by GENIP, was known as the “GENIP map.” The map was published in 1986, and by the end of that year the Society had distributed more than six million copies, with more than nine million distributed by 1995 (Grosvenor 1995a).

Pilot Program

Around the same time as the GEP formed in 1985, the Pilot Program was started, demonstrating how to improve geography instruction in schools. The Pilot Program was launched in two schools, Alice Deal Junior High School in Washington, D.C. and Audubon Junior High School in Los Angeles, California, whose contact was Cathy Salter, wife of Dr. Salter. The Pilot Program encouraged social studies and science teachers to make geography more exciting for students, and helped to generate public awareness about the need to improve geography education. It showed that when teachers have a better understanding of geographic skills and principles, as well as strategies for teaching geography, innovative teaching tools, and a strong support system, a measurable difference can be made in students' geographic knowledge and understanding (Salter 1987; Grosvenor 1995a).

In November 1985 both schools celebrated the first "Geography Day" with a variety of activities, including a geography class at Alice Deal taught by D.C. Schools Superintendent Dr. Floretta McKenzie (Geography Education Program 1985a; Grosvenor 1995a). This, along with other activities at both schools, drew public awareness and local media coverage, putting geography education in the spotlight.

In 1986 Geography Day grew to a state-wide event in California and a handful of schools in Maryland also celebrated with D.C. (Bockenbauer 1987; Grosvenor 1995a). California Governor George Deukmejian declared November 20, 1986 as the state's official Geography Day, along with several mayors, and the California Superintendent of Public Instruction, Bill Honig, mailed letters to county and district superintendents and principals, beseeching them to participate in the event (Bockenbauer 1987). Across the

state people participated in Geography Day: a class of student teachers at California State University-Chico created bulletin boards and activities to use in their classrooms, California Geographic Alliance members spoke about studying geography in college and careers in the field, several newspapers ran geography quizzes in their November 20 edition (Bockenbauer 1987).

Other activities throughout the year included a National Geography Olympiad in April 1986, sponsored by NCGE and administered to over 500 schools nationwide. Over 1,000 students from the pilot schools participated, with Alice Deal placing in the Leading School category, and Mr. Grosvenor traveling to Los Angeles to present their awards (Geography Education Program 1986a).

Geography Awareness Week

On July 24, 1987, the Geography Awareness Week resolution was signed into Congress by President Ronald Reagan, with support from both the House and the Senate (Figure 6.1), and the week of November 15-21 was set aside as the first national Geography Awareness Week (Geography Education Program 1987f; H. J. Res. 249 1987; Debevoise 1988a). House Joint Resolution 195 was introduced by Representative Lean Panetta (D-CA) and Senate Joint Resolution 88 was introduced by Senator Bill Bradley (D-NJ) and Senator Robert Stafford (R-VT) (Geography Education Program 1987a). Senator Bradley stated, “I am introducing this resolution to focus national attention on the integral role that knowledge of world geography plays in preparing our citizens for the future” (Geography Education Program 1987a). The passing of the resolution was followed by media attention through a syndicated column written by James J. Kilpatrick and “NBC Nightly News” commentator John Chancellor (Geography Education Program

1987b). In his “NBC Nightly News” position, Chancellor supported the idea, saying “Geography along with foreign languages is disappearing from American schools, but not from schools in places like Russia, Britain, Canada, and Japan. Other countries know how important it is to teach young people about the world” (Geography Education Program 1987b, 1). Professional geography groups also supported the resolution, including the AAG and GENIP, and urged their members to do the same (Geography Education Program 1987b).

Mr. Grosvenor opened the week with a speech at the National Council for the Social Studies (NCSS) in Dallas. In his speech he stated:

Ladies and gentlemen, this is very serious. How can we expect our nation, our leaders, our people to make wise decisions about the Persian Gulf or Central America, if we don’t know anything about these regions or their inhabitants? Geography is important because it can help us make better decisions as a nation... The question is where does geography fit today, if it’s as important as I claim it to be? How should we teach it? I believe the answer rests in geography’s connections to daily life on this planet. And by that I mean the connections to the history, the economics, the literature, the psychology, the sociology, the outlooks of the peoples and nations of this Earth. Everything happens in a context, and I believe that is what geography is—the context of life. . . Geography can be the umbrella discipline for understanding history, social organization, and cultural, political and economic development. . . I want all children to feel the vitality of geography. They need this not just to feed their imaginations, but to understand the modern, global era in which they live (Grosvenor 1987).

In the *Geography Education Program Update*, a newsletter published several times a year by the GEP, there were lists of activities that educators and community members could participate in for Geography Awareness Week. These included asking a state department of education to send memos to county and district superintendents announcing Geography Awareness Week, organize a student letter-writing campaign to invite community leaders to events illustrating the five themes, teach the importance of

managing and using local resources wisely, and plan a contest for the week (Riggs-Salter 1987).

Students in Monroe, Oregon attached notes to Christmas trees to map where they were sold (Debevoise 1988a). Local media outlets covered their community's activities, and the "CBS Evening News," Cable News Network, National Public Radio, and the Mutual Radio Network reported on the event with national coverage (Geography Education Program 1987k; Debevoise 1988a). The Minnesota Geographic Alliance sent information about geography to every elementary and secondary school principal, secondary school geography teacher, and social studies department head in the state (Debevoise 1988a).

Other groups that promoted geography during Geography Awareness Week included GENIP, the American Meteorological Society, the National Governors' Association, the Association of American Geographers, the Alaska Public Lands Information Center, and the U.S. Bureau of the Census Geography Division (Geography Education Program 1987k; Clark and Emmanouilides 1989).

The following two years the National Geographic Society and the GEP lobbied for Geography Awareness Week as a national commemorative week assigned by Congress. A bi-partisan joint resolution was brought to both the House and the Senate each of those years (1987, 1988, 1989), and signed. After the third year, lobbying for Geography Awareness week was no longer necessary, as after three consecutive years of introducing the week and having it set aside, it was signed into law by the President that the third week in November would be known as Geography Awareness Week (Interview with Kim Hulse, 19 May 2015). Since 1987, Geography Awareness Week has been

celebrated with a specific theme (Table 6.1). State Alliances also urged their governors to sign proclamations for state Geography Awareness Week, such as Oregon Geography Week that was signed on April 23, 1987 (Geography Education Program 1987j).

Table 6.1. Geography Awareness Week Themes	
Year	Theme
1987	No specific theme
1988	Geography: Passport to the World
1989	Geography: Key to Our Environment
1990	Window in a Changing World
1991	New Worlds to Explore
1992	Geography: Reflections on Water
1993	Water Matters: Every Day, Everywhere, Every Way
1994	Geography: Keeping Wilderness in Sight
1995	Geography: Passport to the World
1996	Geography: Exploring a World of Habitats, Seeing a World of Difference
1997	Explore the World! Geography Takes You Places!
1998	People, Places, and Patterns: Geography Puts the Pieces Together
1999	Geography and Technology
2000	Here Today, Here Tomorrow; A Geographic Focus on Conservation
2001	Rivers
2002	America's Backyard; Exploring Your Public Lands
2003	Habitats; Home Sweet Home
2004	Culture, the Sound of Place
2005	Migration; The Human Journey
2006	Africa
2007	Asia
2008	In the Field
2009	Get Lost in Mapping: Find Your Place in the World
2010	Freshwater
2011	The Adventure in Your Community
2012	Declare Your Interdependence
2013	The New Age of Exploration
2014	The Future of Food
2015	Explore! The Power of Maps!
2016	Explore! The Power of Parks
2017	The Geography of Civil Rights Movements

(Underwood 1988,1989; Geography Education Program 1990c, 1992d, 1994e, 1995d, 1996d, 1997b, 1997e, 1998c, 1999c; Geography Education Division 1992, 1994; Hulse and Smith 1993; Grosvenor 1993; National Geographic Education 2006, 2008; National Geographic Society 2009, 2013a, 2013b, 2013c, 2013d, 2013e, 2013f, 2015; National Council for Geographic Education 2016b; Alderman and Eaves 2017; Colorado Geographic Alliance 2017).

One Hundredth Congress of the United States of America

AT THE FIRST SESSION

*Begun and held at the City of Washington on Tuesday, the sixth day of January,
one thousand nine hundred and eighty-seven*

Joint Resolution

To designate the period commencing November 15, 1987, and ending November 21, 1987, as "Geography Awareness Week".

Whereas the United States of America is a truly unique nation with diverse landscapes, bountiful resources, a distinctive multiethnic population, and a rich cultural heritage, all of which contributes to the status of the United States as a world power;

Whereas geography is the study of people, their environments, and their resources;

Whereas, historically, geography has aided Americans in understanding the wholeness of their vast nation and the great abundance of its natural resources;

Whereas geography today offers perspectives and information in understanding ourselves, our relationship to the Earth, and our interdependence with other peoples of the world;

Whereas 20 percent of American elementary school students asked to locate the United States on a world map placed it in Brazil;

Whereas 95 percent of American college freshmen tested could not locate Vietnam on a world map;

Whereas 75 percent of Americans responding to a nationwide survey could not locate El Salvador on a map, while 63 percent could not name the two nations involved in the SALT talks;

Whereas over 20 percent of American teachers currently teaching geography have taken no classes in the subject and, therefore, do not have the training necessary to effectively teach geographic concepts;

Whereas departments of geography are being eliminated from American institutes of higher learning, thus endangering the discipline of geography in the United States;

Whereas traditional geography has virtually disappeared from the curricula of American schools while still being taught as a basic subject in other countries, including Great Britain, Canada, Japan, and the Soviet Union;

Whereas an ignorance of geography, foreign languages, and cultures places the United States at a disadvantage with other countries in matters of business, politics, and the environment;

Whereas the United States is a nation of worldwide involvements and global influence, the responsibilities of which demand an understanding of the lands, languages, and cultures of the world; and

Whereas national attention must be focused on the integral role that knowledge of world geography plays in preparing citizens of the United States for the future of an increasingly interdependent and interconnected world: Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the period commencing November 15, 1987, and ending November 21, 1987, is designated as "Geography Awareness Week", and the President is authorized and requested to issue a proclamation calling upon the people of the United States to observe such week with appropriate ceremonies and activities.

APPROVED

JUL 24 1987



Figure 6.1. Geography Awareness Week Resolution. House Joint Resolution 249 – A joint resolution to designate the period commencing November 15, 1987, and ending November 21, 1987, as "Geography Awareness Week."

Geography Education Program and the Alliance Network

During the Spring of 1985, Dr. Barry Bishop attended the AAG Annual Meeting, and while there met Dr. Salter, to discuss the idea of a nationwide network of geography alliances modeled after the California Geographic Alliance (Smolski 2000). During the summer of 1985, Dr. Bishop flew Dr. Salter to Washington, D.C. for a meeting with Mr. Grosvenor to discuss what he and the California Geographic Alliance had achieved in the previous two years; from that meeting Mr. Grosvenor decided that every state in the U.S. was to have a geographic alliance that would work for the betterment of K-12 geography education (Salter 1986, 1987; Bednarz 2002). In a letter to the nation's governors, he stated "I believe that the best way to effect change is through public-private partnerships at the university, state, and local level. . . I want to work with you, your administrators, professors, and teachers to stem the tide of geographic ignorance so that our children can be effective leaders of tomorrow. The future of our nation depends on it" (Geography Education Program 1986c, 1).

The National Geographic Society and Geography Education Program decided it would provide financial support, educational materials, and training for teachers to be leaders within their own state alliance, but each alliance would run itself individually and work at the state level in a grassroots capacity (Grosvenor 1995a). The grassroots approach came as advice from Tennessee Governor Lamar Alexander; he told Mr. Grosvenor "Nothing of value emanates from Washington, D.C. It all comes from the small prairie fires started throughout the rest of the country. Find charismatic leaders and get them to work in a broad framework. Make it their responsibility to shape their own

environment” (Grosvenor 1995a, 411; Interview with Gilbert M. Grosvenor, 11 June 2015).

Mr. Grosvenor, the National Geographic Society, and the GEP recognized the importance of teachers in this new program, because “without teachers nothing was going to happen” (Interview with Gilbert M. Grosvenor, 11 June 2015). The GEP thus stated in its 1988 program booklet:

The success of the Geography Education Program begins with individual teachers who work to broaden the geographic view of their students. The National Geographic Society recognizes that although new curricula and classroom materials are immensely helpful, teachers also need—and deserve—recognition and encouragement to develop leadership skills as well as in-service training to increase creativity. The Society supports teachers with a range of professional-assistance services, training workshops, curriculum guidelines, and other materials to strengthen their teaching skills and enhance their students’ learning,” thus reinforcing its commitment to creating more geographically literate teachers to create more geographically literate students throughout the United States (Geography Education Program 1988g, 17).

When the GEP launched in 1985, it had a minimal staff under the direction of Susan Munroe, Geography Education Program Manager, and together they chose to start the Alliance Network small, and focus on the five themes from the *Guidelines* (Olsen, Ferguson, and Edgeworth 1988; Grosvenor 1995a). The first year there were eight Alliances in seven states, and with the help of Dr. Salter, the new Alliances were the Northern California Geographic Alliance, the Southern California Geographic Alliance, the Colorado Geographic Alliance, the D.C. Geographic Alliance, the New Jersey Geographic Alliance, the Oregon Geographic Alliance, the Tennessee Geographic Alliance, and Texas Alliance for Geographic Education (TAGE). These alliances were chosen based on contacts with university colleagues in the state, and the enthusiasm from professors that wanted to be an Alliance Coordinator (AC) (Grosvenor 1995a). Dr. Salter

became the AC of the Southern California Geographic Alliance, and was joined by Dr. Donald Holtgrieve (California State University) and Professor Tim Bell (Sonoma State University) to create the Northern California Alliance; Dr. David Hill (University of Colorado, Boulder) from Colorado, Dr. Dewitt Davis, Jr., Dr. Eugene J. Kinerney, and Dr. Joseph B. Thornton (University of D.C.) from D.C., Dr. Briavel Holcomb (Rutgers University) from New Jersey, Dr. Carl Brandhorst (Western Oregon State College) from Oregon, Dr. Sidney R. Jumper (University of Tennessee, Knoxville) from Tennessee, and Dr. James B. Kracht (Texas A&M University) and Dr. Richard G. Boehm (Southwest Texas State University) from Texas (Geography Education Program 1986h; Geography Education Program 1986k).

In the Fall of 1986, Governor Lamar Alexander (TN) asked Mr. Grosvenor to speak at the National Governors' Association (NGA) annual meeting; while there he announced that the Society was committing four million dollars to the improvement of geography education, and he "challenged the governors to join the alliance states and commit state resources and talent from universities to get geography back into the classroom" (Geography Education Program 1986d; Grosvenor 1995a, 413). He told them, "We are a nation of people with worldwide aspirations and involvements, a nation whose global influence and responsibilities demand an understanding of the lands and cultures of the world. To ignore geography is irresponsible" (Geography Education Program 1986j, 2); from this event, three states pledged money and legislative support for geography education and their state alliances: Tennessee and Governor Lamar Alexander, Virginia and Governor Gerald Baliles, and Alabama, who would become one of the newest alliances in 1987 (Debevoise 1988a; Grosvenor 1995a).

Building the Network

In the first year, the GEP focused on creating a network of geography educators in the seven new alliance states. This network included teachers, administrators, university geographers, and professional geographers. Three alliances had more than 100 people at their first meetings, but the majority of first meetings were much smaller in participation (Salter 1987). Once the first group of alliances were up and running, each year another seven or so states were added to the Alliance Network after an application process and approval as a planning grant state with initial start-up funds (National Geographic Education Foundation 1988c). It was a competitive process that interested parties had to apply for, and the following criteria were used to determine a state's acceptance into the network:

- One person that could act as coordinator and was interested in furthering geographic education
 - A college or university that could be used as a potential base of operations, to support the alliance and the alliance coordinator
 - A plan of action to contact and include K-12 teachers in potential programs
 - Programs, organizational meetings, and professional development workshops focused on enhancing geography curriculum
 - Ways to contact and involve local and state educators and policy makers
 - A capacity to stimulate financial support beyond Society funds
 - An ability to work with local and state institutions
- (Geography Education Program 1987e; Grosvenor 1995a)

In 1987 Alabama, Illinois, Kentucky, Minnesota, North Carolina, Missouri and Virginia were added (Figure 6.2) (Munroe 1987); Alaska, Florida, Indiana, Massachusetts, New York, Oklahoma, and Utah were added in 1988 (Salter 1988c); and Connecticut, Delaware, Hawaii, Louisiana, Maryland, Michigan, Mississippi, and Pennsylvania were added in 1989 (Geography Education Program 1989b; National

Geographic Education Foundation 1989b); by the end of the decade there were 28 states with a geographic alliance.

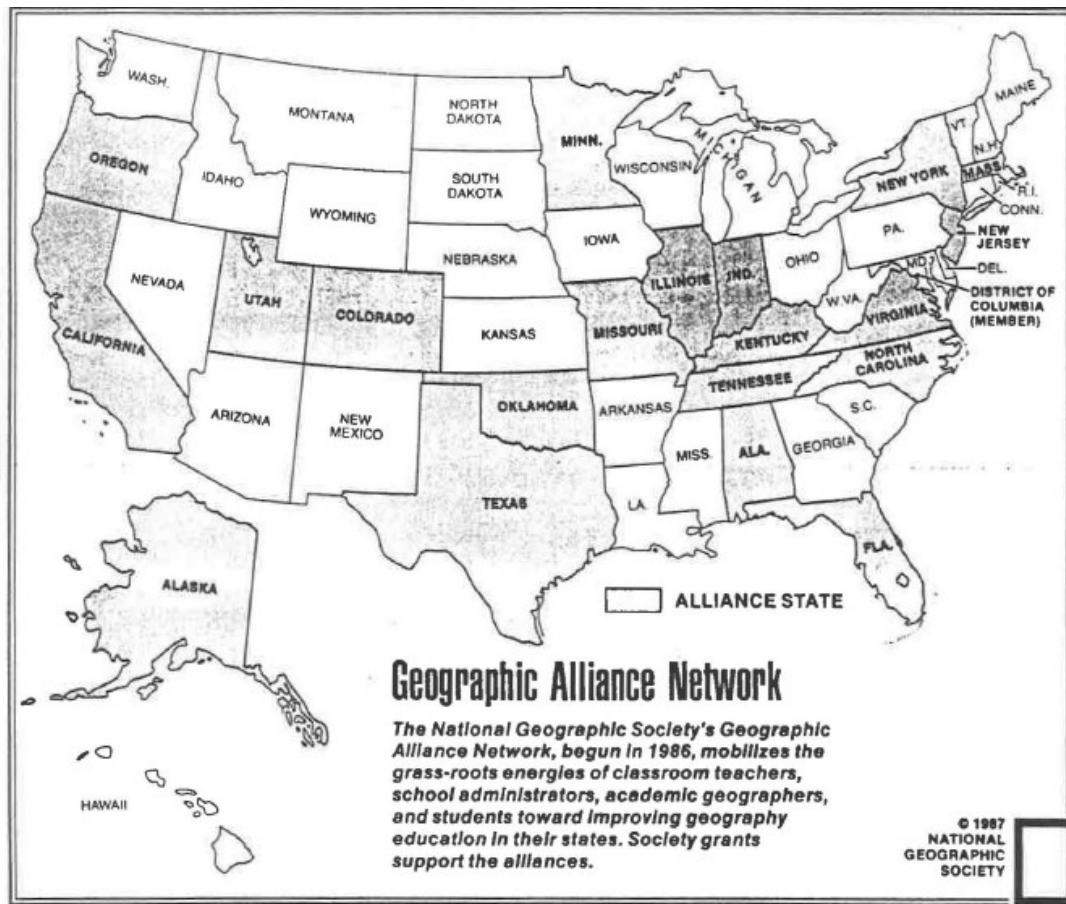


Figure 6.2. Alliance States, 1987 (National Geographic Society 1987b).

In addition to the creation of new alliances, state representatives began providing support to alliances as well. In 1989, legislative leadership from 13 states had committed matching state funds to establish and support alliance work within their states (Smith 1989b). This funding reflected a commitment to supporting geography education within state education curriculums, to putting geography back into classrooms, and helping students understand the world better (Smith 1989b).

GENIP Map

Also, in 1986, Mr. Grosvenor and National Geographic entered into an agreement with GENIP to create a map that would be distributed to schools throughout the United States. At that meeting, the members of GENIP and National Geographic Society staff sat down to discuss the map theme, with the five themes from the *Guideline*'s the final choice. A prototype was created, and when GENIP was asked how many maps were needed for distribution, they asked for 75,000 copies to place in the *Journal of Geography*, give to AAG, and for other methods of distribution to school teachers throughout the United States. National Geographic Society staff then stated that they “couldn’t even start the presses for 75,000 copies” (Interview with Dr. Christopher L. Salter, 06 August 2015; Interview with Dr. Richard G. Boehm, 14 January 2016).

The map, hence known as the GENIP map (Figure 6.3 and 6.4), initially had a printing of 1 million copies in the first run; by 1995 over nine million copies of the GENIP map had been distributed throughout the world (National Geographic Society Educational Media Division 1986; Petersen, Natoli, and Boehm 1994; Grosvenor 1995a).

Summer Geography Institute (SGI)

Once the first group of alliances were established and active, it was time to focus on another Alliance Network goal—teacher education through professional development. To do this, the GEP created the Summer Geography Institute (SGI) (Geography Education Program 1985a; Grosvenor 1995a). The summer institute model came from activities that the Southern California Geographic Alliance had done previously, as the framework for the Alliance Network had. The GEP believed that teacher training and the spirit and purpose of the alliances worked together, complementing each other.

MAPS, THE LANDSCAPE, AND FUNDAMENTAL THEMES IN GEOGRAPHY

LEARNING FROM THE LANDSCAPE

When Mount St. Helens rumbled, a geologist working high on its slopes trembled. He knew the volcano would erupt; he couldn't tell when. "This mountain is a powder keg, and the fuse is lit," he said. "But we don't know how long the fuse is."

On Sunday, May 18, 1980, the fuse ran out. The explosion was devastating. Trees were blown flat, scattered about like matchsticks. Mudflows, thundering through valleys at 30 miles an hour, destroyed homes and bridges. And, as a cloud of volcanic ash spread across North America, so did questions: "Where is Mount St. Helens? What cities are near the volcano? Will the explosion affect me?"

Maps can provide answers to such questions. As accumulations of ash settled over cities and towns in much of Washington State, people across the nation pulled out maps to see just how close they were to the mountain menace. Learning to read and to interpret maps provides a basis for asking and answering questions about important issues and events. But a map is just one kind of tool that geographers use to learn about the landscape. As a way of studying the world, geographers rely on fundamental themes to organize knowledge. These include: Location, Place, Human-Environment Interactions, Movement, and Regions.



Mudflow in Washington State after the eruption of Mount St. Helens.



Search for sources of pollution.



Geography in the New Pacific Northwest.



FIVE THEMES IN GEOGRAPHY

LOCATION (Absolute and Relative): Location answers the basic question "Where?" Absolute and relative location are two ways of describing the position of the Earth's physical and cultural features. For example, knowing the absolute, or exact, location of Mount St. Helens tells us where the volcanic eruption occurred. A grid system representing latitude and longitude is one way of knowing absolute locations. Another way of knowing location has to do with the interaction of places. This is relative location—the way a city is connected to other places. A map can provide a starting point for gathering information: in what mountain range is Mount St. Helens located? Are there other volcanoes in that range?

PLACE (Physical and Human Characteristics): All places on Earth have special features that distinguish them from other places. Geographers usually describe places by their physical and human characteristics. Los Angeles, California, and its neighboring communities, for example, are known for sun, physical characteristics such as sandy beaches, abundant sunshine, and a mild climate. Human characteristics such as the density of population and its ethnic makeup also play an important role in shaping the image of Los Angeles. What physical and human characteristics make the place you see different from any other? How do these characteristics affect your life?

HUMAN-ENVIRONMENT INTERACTIONS (Mutual influences): Humans affect the environment, and the environment affects humans. People interact with their environments and change them in all kinds of ways. Large-scale agricultural development of the top Texas Panhandle, for instance, did not occur until the invention of circular irrigation systems that enabled us to make them successful. But such change has a price: The region's water supply is rapidly diminishing. Geographers monitor human-environment interactions, develop, and what the consequences are for people and the landscape. Local and global environmental changes: changed your environment? Why have they made such changes? What are the consequences of these changes?

MOVEMENT (Mobility of People, Goods, and Ideas): People everywhere interact. They travel from place to place, they communicate, and they depend upon other people in distant places for products, ideas, and information. A good example of movement exists in the highly urbanized northeast corridor between Boston and Washington, D.C. Here, people can quickly fly from one city to another. People frequently send products to remote areas and supermarkets by trucks and trains. Geography helps us understand the nature and effects of such movement. How do you and your family depend upon goods in other places? How does movement affect what you eat day in and day out in your city or town?

REGIONS (How They Form and Change): Regions are areas on the surface of the Earth that are defined by certain unifying characteristics. These characteristics may be physical. Or they may be human. The coasts and valleys of the Rocky Mountains, for example, form a physical region. The corn belt, on the other hand, forms a human region. Large farms and similar crops, a stable weather, and similar markets in this region haven't been the mainstay. Regions provide an organized way to study Earth's landscapes and peoples. Can you identify some physical and human regions in the United States? Draw a map of these regions. Do any of them change?



The traffic and the location of the city in New York City.



From beauty in the snow.

UNDERSTANDING THE WORLD THROUGH GEOGRAPHY

Maps help us locate the exact positions of places on the Earth. We can add to this knowledge by describing the physical and human characteristics of places. Further exploration shows the relationships that develop as people respond to—and change—their environments. We can see how people move between different places, transporting goods, ideas, and customs from one region to another.

As we put this information together, we begin to identify regions made up of various characteristics, physical as well as cultural. When we have this knowledge, the landscape begins to take on new meaning.

Geography allows us to compare, to contrast, and to understand the places of the world and their peoples. We can pursue this further by carefully examining this map and by comparing it with a variety of others.

When we compare one type of map with another, we can begin to see how the physical and cultural features presented on the maps are associated. For example, a look at a map showing major highways reveals how places are connected with one another. Some locations are easy to get to; others can be reached only with great effort. What can we learn from such clues gathered from a map? One lesson that can be drawn is that easy access to a place with many connections often means that change is rapid there.

Other kinds of maps can give us different information. Maps help us ask questions about the nature of places and their relationships with other places.

The themes described in this map power have been adapted from Guidelines for Geographic Education: Elementary and Secondary Schools, a booklet prepared by the Association of American Geographers and the National Council for Geographic Education. For information about how to obtain copies of this booklet, please look on the back of this map power.

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Figure 6.3. GENIP map (front) (National Geographic Society 1986)

It was decided that the Society would bring teachers from alliance states to National Geographic Society headquarters in Washington, D.C. for an intensive training program that would last four weeks during the summer months. The institutes combined geography content and teaching methods, and the attendees were then required to share what they had learned at in-service sessions the following year in their home schools and districts, earning the title of Teacher Consultant (TC) for his or her state alliance. The goal of this dissemination method was to reach more teachers than just those that could make the trip to D.C., creating a larger network of well-informed geography teachers across the country (Geography Education Program 1985a, 1986a, 1986b; Grosvenor 1995a).

In December of 1985, the National Geographic Society stepped up to support the *Guidelines* by hosting a one-day workshop with four teachers from the D.C. pilot program school, Alice Deal Junior High School. Dr. Joseph M. Cirrincione conducted the one-day workshop, using the five themes to show teachers how to apply geographic thinking and content to traditional teaching units as well as for making new ones. That following January, a second workshop was held by Dr. Christopher Salter and Cathy-Riggs Salter for the entire faculty at Audubon Junior High School, the Los Angeles pilot program school, to demonstrate the usefulness of geography when integrated into other subjects, such as English (Geography Education Program 1986f).

The first summer institute took place from June 30-July 25, 1986. The Salters directed, along with Dr. James (Jim) Binko, Dean of the College of Education at Towson State University. Dr. Salter focused on teaching geography content knowledge; Ms. Cathy Salter focused on teaching pedagogy and classroom skills for geography, and Dr.

Binko instructed summer institute participants in presentation skills for their newly acquired knowledge so they could conduct in-service presentations and workshops once home. The Binko Method, a technique of guided practice used at SGIs and ASGIs throughout the Alliance Network, was used to aid teachers with incorporating the institute geography content into their preexisting classroom activities and to check their understanding of the new content (Interview with Dr. Christopher L. Salter, 08 August 2015; Interview with Cathy Salter, 15 December 2015). It focused on giving teachers knowledge and practice on the five themes from the *Guidelines*, and hosted 45 teachers from the first eight alliances (Geography Education Program 1985b, 1986c, 1986d, 1986g). Teachers who were chosen were required to have the following qualifications (Geography Education Program 1986d, 1):

- Demonstrated excellence as a secondary school teacher.
- Commitment to local 1986-87 teacher workshop activities.
- Willingness to supervise in-school pilot programs.
- Interest in advancing geographic curriculum on the state and local levels.
- Working knowledge of computers and computer application in the classroom (desirable but not essential).
- Enthusiastic involvement in a geographic alliance.

Every morning, participants attended lectures and participated in discussions with geography experts and professors on a wide-range of geography topics, including: political geography, economic geography, agricultural geography, and urban geography, as topics found in American history curricula. Afternoons were for learning classroom teaching strategies, materials preparation, and presentation skills development, using the Binko Method, for when participants returned to their home states. At the end of the institutes, teachers would practice teaching the new content in front of their peers, followed by constructive feedback, and then use the method to host their own institutes

and workshops in their home states and districts, essentially creating a multiplier effect of “teachers teaching teachers” (Binko 1989; Interview with Mr. Robert C. Dullie, 11 March 2015; with Ms. Kim Hulse, 19 May 2015; Interview with Dr. Susan Heffron, 14 January 2016) (sample Binko Method professional development presentation, Appendix C). Mr. Grosvenor, during an interview, had the following to say about Dr. Binko, and his method: “Jim Binko was an excellent teacher and motivator of teachers...he was all business and he could reach teachers, he could teach teachers, he could empower them. He was fundamental to this” (Interview with Gilbert M. Grosvenor, 11 June 2015).

Each participant received stipends and academic credits, as well as travel and housing (Geography Education Program 1986d, 1986g, 1986j). One teacher stated “For years, I’ve struggled to identify myself as a geographer. The Institute has given me the foundation to build that identity. I’ve been teaching for 34 years. This is the first time in many, many years I’m actually excited about going back to school!” (Geography Education Program 1986j, 2). In an interview, Dr. David Rutherford reinforced the importance and impact of the SGIs, stating “The teacher consultant core is extremely important. Several people from Mississippi who came up to National Geographic Society for those three-week, intensive programs came back... just completely on fire” (Interview with Dr. David Rutherford, 22 April 2015).

Fifty teachers attended and graduated from the first summer institute, and were successful in disseminating the information and skills learned to over 3,000 peers in their home states (Geography Education Program 1987l). Multiple teachers succeeded in adding a full-year geography course at their school, a participant from Tennessee gave eight professional development presentations, a Texas teacher was appointed to the Texas

Education Agency (TEA) committee tasked with rewriting the state's world geography standards, and a teacher from Colorado became a member of the National Assessment of Educational Progress (NAEP) oversight committee that developed a national geography assessment (Geography Education Program 1986j; Dando 1987). Mr. Charles Fitzpatrick, from St. Paul Academy in St. Paul Minnesota stated,

The National Geographic Society gave us the chance to explore with new vision, to tie into new information with new materials, to grow more attuned to themes only vaguely familiar, and to improve our skills for passing on these ideas. We heard and saw geography. We read it, wrote it, took notes, and photos of it, and shared our ideas and questions and places about it with each other. . . How I view the land and people, how I think of city and country, and how I teach about the relationships among them will be forever different (Charles Fitzpatrick 1987, 15).

The first years of the SGI focused on teaching general geography knowledge and methods and techniques as they pertained to the *Guidelines* and five themes, and later years were governed by specific themes and topics (Table 6.2).

After the 1986 SGI, which catered to secondary teachers only, the institutes began to incorporate teachers of other grades, as well as teachers from the newly formed alliances each year. In 1987 teachers of grades 4-6 from the original seven alliances were accepted, as well as 7-12 grade teachers from the 1987 Alliances (Alabama, Illinois, Kentucky, Minnesota, Missouri, North Carolina, and Virginia) (Geography Education Program 1987c, 1987l). The second institute featured a segment on geography and the constitution in addition to fundamentals of geography and presentation skills (Geography Education Program 1987l).

Additionally, in 1986 GENIP sponsored a state-wide curriculum conference in California, called "People, Location, Attitude, Change, and Environment equal PLACE," on August 21-23, 1986 at UCLA in Los Angeles, California (Geography Education

Program 1986i). It highlighted the value of geography education through workshops, teacher lesson demonstrations, content presentations by geographers, and open discussion forums on the place of a geography curriculum in the California education system (Geography Education Program 1986i). The following summer the Colorado Geographic Alliance hosted a second PLACE Conference, gathering more than 20 teachers from across the country in Boulder, Colorado. The 1987 conference focused on methods to improve teaching and increasing the role of geography in the curriculum of western-state schools (Geography Education Program 1987o). During the conference, university geographers and high school teachers collaborated and presented together, reflecting the spirit of a geographic alliance, “bringing together educators from different institutional settings for the common purpose of quality geographic instruction” (Geography Education Program 1987o, 16).

The summer institute of 1988 provided leadership training, educational technology training, and a focus on the Pacific Rim countries in addition to presentation skills and geography content. The leadership training was offered in the hopes that graduates would have the skills to help reform local curricula and improve instruction in their home states. To aid SGI participants in learning new educational technologies, an education software lab was set up so that participants could work with Society staff in developing new technologies, skills, and pedagogy for K-12 geography education. The Pacific Rim was a focus in anticipation of the 1988 Olympic Games in Korea in 1988, and lesson plans were developed to emphasize the world event. Sixty-four teachers were chosen to attend from the 15 states, including teachers of kindergarten through 12th grade (Salter 1988b, 1988d; Tuason 1988).

The 1989 SGI saw approximately 70 teachers travel to Society headquarters to participate, and included K-12 teachers from Alaska, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Indiana, Maryland, Massachusetts, Michigan, Mississippi, New Jersey, New York, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, and Utah (Ferguson 1989).

Table 6.2. Alliance Network Institute Themes, 1986-2008		
Year	Summer Institute Title	Emphasis
1986	Summer Geography Institute	Fundamentals of geography
1987	Summer Geography Institute	Fundamentals of geography w/ focus on American and World history, geography and the constitution
1988	Summer Geography Institute	Technology, Pacific Rim
1989	Summer Geography Institute Instructional Leadership Institute	Fundamentals of geography
1990	Summer Geography Institute Instructional Leadership Institute Project Marco Polo	Fundamentals of geography Political geography and diplomacy Indonesia
1991	Summer Geography Institute Instructional Leadership Institute Project Marco Polo Educational Technology Leadership Institute	Japan Technology
1992	Summer Geography Institute Instructional Leadership Institute Workshop on Water Project Marco Polo	Basic geography concepts and teaching techniques Advanced geography knowledge, leadership skills, advocacy skills Mammoth Lakes, California Egypt
1993	Summer Geography Institute Instructional Leadership Institute Workshop on Water GeoTreck '93 Project Marco Polo	Basic geography concepts and teaching techniques Political geography and diplomacy San Francisco, California
1994	Instructional Leadership Institute Urban Institute Workshop on Wilderness Project Marco Polo	Tunisia, Malta, Italy Political geography and diplomacy San Antonio, Detroit, Kansas City (MO), Portland Oregon and Washington Spain and Morocco

Table 6.2. Continued.		
1995	Instructional Leadership Institute Urban Institute Standards Workshop Corporate Challenge Project Marco Polo	Leadership and advocacy skills Baltimore, Chicago, Indianapolis, Los Angeles <i>Geography for Life</i> Italy, Malta, Greece
1996	Summer Geography Workshop Urban Institute Project Marco Polo	Environmental Science
1997	Summer Geography Workshop Project Marco Polo	GAW: “Explore the World! Geography Takes you Places!”
1998	Summer Geography Workshop Urban Leadership Institute	
1999	<i>No SGI held</i>	
2000	<i>No SGI held</i>	
2001		
2002	Geography Mentor Institute	
2003	Geography Mentor Institute GA! Institute	
2004	NG Literacy Workshop Educator Workshop	Forces of Nature
2005	GA! Institute	
2006	GA! Institute	Africa in 3-D: Diversity, Demographics, Discovery
2007	My Wonderful World Training Museum Educator Seminar Geography Outreach Institute	
2008	Summer Geography Institute GA! Training My Wonderful World Training	Beyond Borders: Using Maps to Understand European Physical and Cultural Landscapes Mapping the Americas
(Geography Education Program 1986d, 1987c, 1987l, 1990a, 1995a; Salter 1988a; Ferguson 1988, 1989; Geography Education Division 1992, 1993, 1994, 1995; Ficklen 1992b, 1994; Jacobsen 1993; Rutter 1994; Klesius 1996a; Dulli 1997; National Geographic Education Foundation 2003a; Interview with Dr. William (Bill) Strong, 06 August 2015; Interview with Dr. Gail Ludwig, 15 December 2015; Interview with Ms. Kim Hulse, 09 January 2018).		

In 1987, regional summer institutes were created to train teachers at the local state scale. National Geographic Society sponsored these alternative institutes, and in the first summer, nearly 300 elementary and secondary teachers participated in a multitude of institutes (Geography Education Program 1987g). The institutes took place through UCLA, The World College West (California), Stanford University, the New Jersey Geographic Alliance, the Oregon Geographic Alliance, the Tennessee Geographic Alliance, and the Texas Geographic Alliance, which hosted 2 institutes (Geography Education Program 1987g).

In 1988, 12 alliances sponsored 21 Satellite Summer Geography Institutes (SSGIs). These institutes were between two- and four-weeks long, and allowed teachers within states to have a similar experience as those that had visited Washington, D.C. in previous years: to gain additional geographic knowledge, to develop and test geography lesson plans, to learn to integrate geography into other subjects, to conduct in-service workshops as TCs, and in some cases, earn academic credit. The institutes took place in Alabama (1), California (3), Colorado (1), Illinois (2), Kentucky (2), Minnesota (1), Missouri (1), New Jersey (1), Oregon (1), North Carolina (1), Tennessee (2), Texas (4), and Virginia (1); and reached over 600 teachers (National Geographic Education Foundation 1988b).

Instructional Leadership Institute (ILI). In 1989, the GEP held its first Instructional Leadership Institute (ILI). This institute was created for SGI graduates who demonstrated leadership potential and a strong commitment to improve geography education within their own alliance and state (Smith 1989a). Alliance leadership within each state nominated two graduates from previous SGIs to attend (Smith 1989a). Unlike

SGIs, which were a month long, ILIs were a week and a half to two weeks, designed to increase participants' content knowledge of geography, improve presentation skills for in-service trainings, improve organizational skills in the classroom, and bolster advocacy skills; at the end of the institute, the participants put what they had learned to work by visiting their state representatives on Capitol Hill and made presentations about geography education (Bockenhauer 1989a).

The first ILI was directed by Dr. Gail Ludwig, former Alliance Coordinator of the Missouri Alliance and Professor of Geography of the University of Missouri, and at the time Geographer-in-Residence for the GEP (Bockenhauer 1989a; Interview with Dr. William Strong, 06 August 2015). By the mid-1990s, ILI enrollment had grown to over 60 people from active alliance states (Geography Education Program 1994). After her experience at the 1994 ILI, Deanna Kuder, a Teacher Consultant from Kansas stated:

I can't imagine life without that experience. I've used the professional speech training in presentations to the state department of education, a state-school board member, and a district in-service (Geography Education Program 1995a, 5).

Alliance Summer Geography Institutes (ASGI). The summer of 1987 saw nine Alliance Summer Geography Institutes (ASGI) held in the first seven alliance states (Geography Education Program 1987l; 1987m). Topics included geographic themes in U.S. and world history, world cultures, and methods and materials development for world geography courses (Geography Education Program 1987h). In 1988, 13 of the 20 alliance states hosted ASGIs, and in 1989 more than 800 K-12 teachers in 19 states attended an ASGI (Ferguson 1988; Katzenmeyer 1990). ASGIs were modeled after the Society's SGIs with lectures and field trips that focused on the five themes; development of teaching strategies, classroom materials, and lesson plans; and training on delivering in-

service workshops. All ASGIs were team taught by college professors and alliance TCs trained at SGIs in the previous two summers (Ferguson 1988). By the end of 1988, over 700 elementary and secondary school teachers had participated in ASGIs and workshops in 14 different states (Geography Education Program 1988f; Katzenmeyer 1989).

The ASGIs were run similarly to SGIs, with a notable difference that they were only two weeks instead of four. During an interview with Ms. Kim Hulse, she explained how ASGIs worked: planning grant states would send five alliance members from their state to the SGI in Washington, D.C. to be trained, and the next year those five were faculty for their alliance's ASGI. The ASGIs were rigid in design, in that an alliance could choose the content for its institutes, but had to follow the delivery model of content, pedagogy training, materials development, and presentation training in the Binko Method, as SGIs (Interview with Kim Hulse, 19 May 2015). This method of professional development at the state level continued long after National Geographic Society and the GEP discontinued the SGI model in Washington, D.C., and eventually the states began to create their own models for workshops and trainings that met the needs of the teachers and education system in their state (Interview with Kim Hulse, 19 May 2015).

Education Foundation

In 1988, the National Geographic Society celebrated its centennial, and with that Mr. Grosvenor announced the creation of the National Geographic Education Foundation (NGEF) by the National Geographic Society Board of Trustees (Caryl P. Haskins, letter to Gilbert M. Grosvenor, 29 June 1987; National Geographic Education Foundation 1988a; Geography Education Program 1988a; Jacobson 1988). The NGEF was established with a contribution of \$20 million from the National Geographic Society, and

an additional \$20 million to use as matching contributions for donations from institutions and individuals for supporting geography education (National Geographic Society 1987a; National Geographic Education Foundation 1988a; Jacobson 1988). The NGEF's original intent was "to provide a permanent and expanding base of support for the Society's public-service activities in geography education" (Jacobson 1988, 1), and ". . . underscore the Society's dedication to geography education and our commitment to innovation and excellence in classroom instruction. It will also draw critical attention to the need for other institutions and individuals to support, and become involved in, geography programs in their own communities and schools" (Gilbert M. Grosvenor, letter to Robert B. Simms, 08 November 1987).

Mr. Grosvenor was the first chairman of the NGEF Board of Directors, and he was joined by Dr. Lloyd H. Elliot, President of George Washington University, as the President of the NGEF. Dr. Elliot stated his goals for the Foundation as: "We want the Foundation to focus public attention on the critical lack of geographic literacy in this country, to bring together the resources needed to remedy the situation, and to target those funds where they can make a real difference—in the hands of classroom teachers" (Jacobson 1988, 1). The main concern for the NGEF was to support and fund the 22 Geographic Alliances that had been established in the previous two years; it would also support the GEP, placing an increased emphasis on K-12 geography, creating and/or providing better instructional materials, and providing in-service training (Jacobson 1988).

By announcing the creation of the NGEF in conjunction with the centennial celebration, the National Geographic Society's pledge to increase and disseminate

geographic knowledge was emphasized (Jacobson 1988), and by the fall of 1988 NGEF was issuing its first grants (Debevoise 1988b): \$1.1 million for summer institutes, curriculum-reform conferences, and other geography education projects in the 22 Alliance states, as well as funding for the Alliances directly, curriculum-reform activities, and outreach demonstration activities (Debevoise 1988b, National Geographic Education Foundation 1988b; Geography Education Program 1989a). NGEF President Lloyd Elliott stated, “The Foundation is not only focusing public attention on the critical lack of geographic literacy in this country, but we are marshaling the financial resources we need to remedy the situation and targeting them where they can make a real difference—in the hands of classroom teachers and students” (Debevoise 1988b, 18). By the end of the first year, NGEF was actively working to reach that goal: it received matching funds in the amount of \$4.4 million, awarded \$1.3 million for teacher training programs and curriculum-development activities, and awarded grants in support of Geography Awareness Week in 20 states (Geography Education Program 1989a). In 1989 Bell Atlantic awarded NGEF a grant of \$750,000 in honor of its first chairman, Thomas E. Bolger. The National Geographic Society matched these funds, establishing an endowment of \$1.5 million (Geography Education Program 1989c).

The NGEF was not set up to support the alliances forever though; originally, it was agreed that NGEF would financially support individual alliances for a maximum of six years, and the alliances were to use those first six years to find other means of financial support (National Geographic Education Foundation 1988c). This goal brought on a series of fundraising plans and programs in the late 1980s and 1990s, with some states successfully finding outside funding sources, including Kentucky, Oregon,

Colorado, and Tennessee (National Geographic Education Foundation 1989a). Colorado and Mississippi leveraged relationships in their states, allowing for the creation of state endowments for both alliances to be created, with NGEF matching outside contributions of \$250,000-\$500,000 for state-based education funds. These state-based education funds were housed, invested, and distributed by NGEF at National Geographic Society headquarters, and used as an example for other alliances seeking outside funding sources going forward (National Geographic Education Foundation 1989c).

Professional Development plans

In an effort to continue support of geography educators throughout the United States, but also to reach a wider audience, in 1988 the GEP created a professional development system of materials and services called “Teaching Geography: A Model for Action in Grades 4-12.” The system was composed of content based on the *Guidelines* five themes, and one- to two-day in-service workshops for groups of 20-50 teachers. The system was intended to be led by TCs and academic geographers from Alliance states, NG staff, and local volunteers. Teaching Geography was a system of teaching resources and professional development services including curriculum guidelines, a teacher’s handbook, in-service workshops, and a range of teacher support services (Geography Education Program 1987m, 1988c, 1988g; National Geographic Education Program 1988).

In 1988, the GEP received \$100,000 from the U.S. Department of Education to distribute “Teaching Geography: A Model for Action in Grades 4-12.” This award enabled the “Teaching Geography” program to be disseminated throughout the United States through the Department of Education’s National Diffusion Network (NDN); by the

end of 1988, the Society had trained 230 teachers using the “Teaching Geography” program, and conducted 33 one-day workshops in 16 states and Washington, D.C. (Bockenhauer 1988, 1989b).

Summary

In 1989 the GEP published *Geography Education: A Progress Report*, outlining the continued importance of geography education and the ways the National Geographic Society was supporting it and the Alliance Network. Dr. Floretta McKenzie, Superintendent of D.C. Public Schools and NGEF Board Member (Bernstein 2015) wrote up a conversation she had with Mr. Grosvenor and Dr. Lloyd H. Elliott, NGEF President. In it she asked Dr. Elliott to focus on “how geography fits in with other efforts to improve American education,” and Dr. Elliott responded “Geography provides a context that makes so many other disciplines more interesting and relevant. Geography has shaped much of history; it makes science immediate; and it enriches our understanding of current events, foreign language, and literature. With a good grounding in geography, students will get more out of their total education” (Geography Education Program 1989e, 4-6). Dr. McKenzie highlighted the fact that Mr. Grosvenor, NGEF members and staff, GEP staff, and geography educators believed there was more work to be done in the years ahead, despite many successes until that point.

B. Expansion—The Middle Years: 1990-1999

Completing the Alliance Network

As the 1990s began, there were 30 Alliances in 29 states, with more added each year (Table 6.3). In 1990, Arkansas, Georgia, Nebraska, New Hampshire, Ohio, South Carolina, and Wisconsin were added (Geography Education Program 1990a; 1990b); Iowa, Kansas, Nevada, North Dakota, Rhode Island, Wyoming and Puerto Rico in 1991 (Geography Education Program 1991a; 1991b); Idaho, Louisiana; Maine, New Mexico; South Dakota; Vermont, and West Virginia were added in 1992 (Geography Education Program 1992c; 1992e); Arizona, Montana, and Washington joined in 1993 (Geography Education Program 1993a; 1993c; 1993d); and Canada joined the Network in 1994 (Geography Education Program 1994c; 1994f). With the establishment of an Alliance in every state between 1986 and 1994 (National Geographic Education Foundation 1996b), the GEP and NGEF found that it had new problems to solve, such as garnering support from state legislatures. This was different in every state, as the political climate changed every two years with the election cycle; one example was when Governor Gerald Baliles of Virginia left office and Governor Wild was elected in 1990 and intended to make budget cuts that could include education funds (National Geographic Education Foundation 1990e); yet in 1997 Mr. Grosvenor reported to the NGEF Board of Trustees that “forty-six of the fifty governors were contributing to the alliances in their states” (National Geographic Education Foundation 1997a; 1).

While most alliances were founded by interested academics at state universities, this was not always the case. The Maine Geographic Alliance was created in 1992 after residents of the state read about the Alliance program in the June 1991 issue of National

Geographic, where printed on the “Foundation Page” was a map portraying alliance and non-alliance states. The state’s Commissioner of Education received over 100 calls within 10 days after the publication of that month’s issue, and the GEP received an application for a Maine Alliance soon thereafter (National Geographic Education Foundation 1991c, 5).

Table 6.3. Alliance state, founding year, and original Alliance Coordinator(s).		
Alabama	1987	Howard Johnson William (Bill) R. Strong
Alaska	1988	Marjorie Gorsuch Roger Pearson
Arizona	1993	Malcolm Comeaux Robert C. Mings
Arkansas	1990	D Brooks Green Gerald T. Hanson
California	1986	Donald G. Holtgrieve Christopher (Kit) L. Salter
Canada	1994	Dickson Mansfield Roly Tinline
Colorado	1986	A. David Hill
Connecticut	1989	Judith Meyer Dan Gregg
Delaware	1989	Peter Rees
District of Columbia	1986	Dewitt Davis Jr. Eugene J. Kinerney Joseph B. Thornton
Florida	1988	Edward Fernald
Georgia	1990	Truman Hartshorn Robert Meyers
Hawaii	1989	Thomas Okta Bryce Decker
Idaho	1992	Elton Bentley Karen A. Clark

Table 6.3. Continued.		
Illinois	1987	Norman C. Bettis
Indiana	1988	Frederick Bein
Iowa	1991	James A. Hantula Jonathan J. Lu
Kansas	1991	M. Duane Nellis Paul E. Phillips
Kentucky	1987	Dennis Spetz
Louisiana	1992	Phillip Larimore William J. Miller
Maine	1992	Robert French Connie Manter
Maryland	1989	Sari Bennett
Massachusetts	1988	Richard Anderson Paul Mulloy
Michigan	1989	Joseph Stoltman Michael Libbee
Minnesota	1987	David Lanegran
Mississippi	1989	Jesse McKee
Missouri	1987	Gail S. Ludwig Steven Fair
Montana	1993	Jeffrey A. Gritzner Linda Vrooman
Nebraska	1990	Charles Gildersleeve Robert Stoddard
Nevada	1991	Christopher Exline Gary Hausladen
New Hampshire	1990	Carter Hart Thomas Havill
New Jersey	1986	H. Briavel Holcolmb
New Mexico	1992	T Karl H. Wursching
New York	1988	Burrell Montz

Table 6.3. Continued.		
North Carolina	1987	Doug Wilms William (Bill) Imperatore
North Dakota	1991	Curt Eriksmoen Douglas C. Munski
Ohio	1990	Randy Smith
Oklahoma	1988	James Goodman Richard Hecock
Oregon	1986	L. Carl Brandhorst
Pennsylvania	1989	Ruth Shirey
Puerto Rico	1991	Jose Molinelli
Rhode Island	1991	Anne K. Petry Chester E. Smolski
South Carolina	1990	Richard Silvernail
South Dakota	1992	Charles F. Gritzner
Tennessee	1986	Sidney R. Jumper
Texas	1986	James B. Kracht Richard G. Boehm
Utah	1988	Cliff Craig Wayne Wahlquist
Vermont	1992	Aulis Lind Robert Churchill
Virginia	1987	Beverly Thurston Perry A. Massey
Washington	1993	Rawhide Papritz Dan Turbeville
West Virginia	1992	Joseph T. Manzo
Wisconsin	1990	Michael Hartoonian Richard Palm

Table 6.3. Continued.		
Wyoming	1991	Linda Marston William J. Gribb
(Geography Education Program 1986l, 1987k, 1987n, 1988b, 1988d, 1988e, 1989b, 1989, 1990b, 1991a, 1991b, 1992c, 1992e, 1993a, 1993c, 1993d, 1994c, 1994f; Munroe 1987)		

Some alliances had difficulty finding or staying at a host institution, as did the D.C. Alliance, many relocated to different universities more than once during the 1990s. The D.C. Alliance, approached by a professor at George Washington University, was later moved to Howard University's School of Engineering and Science, and eventually found its home at National Geographic Society headquarters in Washington, D.C. (National Geographic Education Foundation 1991c, 1996a, 1997a). Despite the difficulty of finding a permanent home, geography education support in Washington, D.C. did not waiver; instead a D.C. Outreach Initiative was created, providing workshops for D.C. teachers during the academic school year, outreach to superintendents of D.C. Public Schools and the mayor of D.C., immersive resident institutes that allowed urban teachers from D.C. to travel to other parts of the United States, technology institutes, a high school internship program called Learned Employment Adventure Program ("LEAP"), family-centered outreach, and gifts of atlases and geography books to area school libraries and nearly every classroom in the District (Ballay 1993; Geography Education Division 1993, 1994; National Geographic Education Foundation 1991c, 1991e, 1992a, 1992c, 1994c).

Throughout the 1992-1993 academic year, over 200 teachers from the D.C. area attended workshops, and in the summer of 1993, 28 Washington, D.C. teachers were selected to join 30 Colorado teachers in Colorado for a special summer institute (Ballay 1993; Geography Education Division 1993; Rutter 1994). This concentrated, multi-year effort focused on teacher learning and outreach to families and students in the District, allowing the D.C. Alliance to rebuild and continue to serve the community. Later the

D.C. Outreach Initiative became a model for an urban outreach program in other urban centers throughout the United States (Ballay 1993). By 1993 the D.C. Alliance was reinstated at George Washington University; but during the winter of 1996-1997 it moved to National Geographic Society headquarters, where it remained (Geography Education Division 1993; Geography Education Program 1993d, 1997d).

Another example of a struggling alliance was the New Jersey Geographic Alliance. The New Jersey Alliance was one of the original alliances in 1986 and was founded at Rutgers University (Geography Education Program 1986l, 1986m). After three years, Rutgers no longer wanted the responsibility of a geographic alliance, and the New Jersey Alliance was moved to Montclair State College, where the alliance coordinators tried repeatedly to obtain state and private funding, with little success (Geography Education Program 1989d; National Geographic Education Foundation 1991d). NGEF chose to close the New Jersey Alliance for a time in the early 1990s, but continued working with teachers in the state to offer professional development opportunities and outreach events during the down time (National Geographic Education Foundation 1991d). By the end of 1993 the New Jersey Alliance had found leadership through the New Jersey Department of Education and Educational Information and Resource Center (EIRC) (Geography Education Program 1993e), where it stayed through the end of the decade.

At the end of the 1990s, every state, Puerto Rico, Washington D.C., and Canada all had active alliances (Table 6.3) (Geography Education Program 1993e, 1994c, 1994f, 1995b, 1996b, 1996e, 1997d, 1997f, 1997g, 1998b, 1998d, 1998e, 1998f, 1999b, 1999d, 1999e).

Institutes

Throughout the middle years of the Alliance Network, institutes continued at all scales—city, state, regional, and national. The use of educational technology and geographic software continued to be emphasized, and in 1991 and 1992, IBM helped fund and support a summer technology institute, providing both money and equipment (National Geographic Education Foundation 1991a, Geography Education Division 1992). Labeled the Educational Technology Leadership Institute (ETLI), it trained 32 teachers and was held at IBM's training center in Atlanta, Georgia. Each of the participants were handpicked by their state alliance coordinators based on previous experience and attendance at an SGI or ASGI (Geography Education Division 1991; Ficklen 1992b). The ETLI had three goals: 1) to teach participants to use a wide range of technological materials; 2) to show participants new and innovative ways of creating geography lessons that also integrated new technology; and 3) to train participants to help others learn to use the new hardware and software in their classrooms to increase student learning of geography (Ficklen 1992b).

In the mid-1990s, NGEF began reaching out to teachers in urban areas, creating the Urban Institute program. The idea came from recommendations presented by alliance coordinators once the network was completed, and many coordinators stated that alliance participation within inner-cities was low. In 1994 an urban institute pilot program was launched, modeled after the D.C. Outreach Program (Geography Education Division 1993, 1994; Smith 1993; National Geographic Education Foundation 1995).

The first year brought teachers from Portland, Oregon, Detroit, Michigan, San Antonio, Texas, and Kansas City, Missouri together to create a cadre of urban teachers

that would function and spread geography education throughout their cities, much as graduates from previous summer institutes had been doing in their communities (National Geographic Education Foundation 1994b). In the first year, 40 teachers (ten from each city) took part in the institute, studying urban geography in Washington, D.C. and New York City (Geography Education Division 1994; National Geographic Education Foundation 1994c). Like graduates of SGIs and ASGIs, Urban Institute participants were required to provide in-service training for their colleagues in their home cities, schools, and districts (National Geographic Education Foundation 1995).

San Antonio participants worked with the Texas Alliance for Geographic Education (TAGE), providing in-service workshops to middle- and secondary-school teachers to improve understanding and content knowledge of geography; in 1992 the district established a summer-school program that focused on the linkages between science and geography, concentrating efforts on the city's at-risk student population (Smith 1993). Kansas City participants chose to create school-based geography programs in 20 schools, which allowed for teachers to participate in the creation of curriculum materials, and enabled partnerships with local businesses for more student opportunities to learn geography outside of the traditional classroom setting (Smith 1993).

In the second year, locations for the urban outreach program included Baltimore, Maryland, Chicago, Illinois, Los Angeles, California, and Indianapolis, Indiana, with graduates from Chicago, Los Angeles, and Baltimore managing urban programs afterwards (National Geographic Education Foundation 1995, 1996a). In 1996 four additional cities were chosen to take part in the urban institute: Birmingham, Alabama, San Francisco California, New York City, New York, and Miami, Florida, with the goal

to encourage participants to join their local state alliances (National Geographic Education Foundation 1996a).

State alliances created new and innovative ways to increase student knowledge and awareness of geography within their states; sometimes these programs were so successful that they expanded beyond state borders. One example is the Michigan Geographic Alliance's "The Family Geography Challenge" (Geography Education Division 1994, 1995; Klesius 1995; National Geographic Society 1995). It began in 1989 as a workshop in Okemos, Michigan, to incorporate parents into student learning of geography at home. The first workshop was attended by six local families, later grew to 250 workshops serving 8,000 families, and by 1997 was conducted in 35 states (Klesius 1995; National Geographic Society 1995; National Geographic Education Foundation 1997b).

Families first attended a Family Geography Challenge workshop, where a free map was offered, to be placed on the wall of the family's home near the television. Then, the families agreed to watch the evening news or read the newspaper together at least once a week and discuss news stories and their geographic significance, using the map as a focal point and logging the discussion in a journal. After ten weeks, the discussion journal was sent back to the workshop TC, and the student(s) received a certificate, an inflatable globe, and other prizes (Geography Education Division 1994; Klesius 1995; National Geographic Society 1995; Interview with Dr. Joseph P. Stoltman, 22 April 2015). In 1995, when the National Geographic Society began managing the program, it received a grant from the International Bank of Japan (IBJ), which allowed the National Geographic Society to train TCs at SGIs and geography conferences on using the

Challenge, as well as create Spanish-language materials (Geography Education Division 1995). This program received national attention, was featured at the National Parent-Teacher Association (PTA) 100th Anniversary conference in June 1996 (Geography Education Division 1995; Klesius 1995; Geography Education Program 1996c).

In 1996 the GEP hosted 140 Challenge workshops in eight states: Alabama, Colorado, Florida, Georgia, Hawaii, Rhode Island, Texas, and Wyoming; and six cities: Baltimore, Chicago, Indianapolis, Kansas City, Los Angeles, and New York City (Geography Education Division 1995; Geography Education Program 1996c). The Family Geography Challenge was a success, exciting teachers, students, and their families. Joan Clemons, Co-Director of the UCLA History-Geography Project in Los Angeles, California, stated “We are completely sold on the Family Geography Challenge! It is the most worthwhile project that we have seen to link the classroom with home, family, and student. Our teachers are absolutely convinced of the worth of the project and its impacts on bringing education into the home” (National Geographic Society 1995, 4).

The GEP continued to hold SGIs and ILIs at National Geographic Society headquarters throughout the 1990s (Table 6.2). ILIs focused more intensely on leadership skills, but added other training content as well, such as diplomacy and political geography (Rutter 1994). One graduate from the 1991 ILI used her newly developed leadership skills to connect teachers from Michigan to teachers in the Dominican Republic, worked on the Michigan Geography Frameworks project, and helped write geography standards for Michigan (Scammahorn 1994), stating, “This is a real opportunity for me to be on the ground floor of something I am going to be directly relating to back in the classroom. I hope to have an impact from an educator’s point of

view, so that when the content standards, for example, are being written, they're realistic and approachable" (Scammahorn 1994, 3). This teacher later went on to coordinate projects for the Michigan Geographic Alliance, taught a geography education methods course at Central Michigan University, and when she felt she wanted to do more, took a sabbatical from teaching to work more intensely with her alliance (Scammahorn 1994).

Summer Geography Institutes began to take on specific themes in 1990, allowing for teachers to acquire additional training and knowledge on specific geographic subjects and/or regions, and continued to give teachers the skills to advocate for geography in their state (Geography Education Program 1990a). The GEP also created new programs for both students and teachers; one program was Project Marco Polo (Table 6.2) (Geography Education Division 1994).

Project Marco Polo. Project Marco Polo was sponsored by the National Geographic Society and the Oceanographer of the United States Navy (Cleere 1992). High school students, and their teachers, were selected to travel on a United States Navy vessel, assist on research projects, and study the world's oceans, as well as an opportunity to experience the culture of the vessel's destination and the surrounding region. By sending students and their teachers on such a trip, along with the alliance coordinator from that state and select GEP staff, the project hoped the experience would revitalize an interest in science, geography, people, and places around the world—essentially an interest in geography (Cleere 1992).

The program began in 1990, designed by Dr. Gail Ludwig, founding Alliance Coordinator for the Missouri Geographic Alliance, professor of geography at the University of Missouri-Columbia, and Geographer-in-Residence at National Geographic

Society from 1989-1991, and Gail Cleere, Public Affairs Officer for the Oceanographer of the Navy (National Geographic Education Foundation 1991a; Cleere and Herman 1993; Interview with Dr. Gail Ludwig, 15 December 2015). When asked about Project Marco Polo in an interview on December 15, 2015, Dr. Ludwig explained that she and Gail Cleere brainstormed the idea of sending students and teachers on Navy research vessels to explore the oceans, help with research, and experience other countries (Interview with Dr. Gail Ludwig, 15 December 2015). The first trip sent students to Indonesia in 1990, followed by Japan in 1991, Egypt in 1992, Tunisia, Malta, and Italy in 1993, Spain and Morocco in 1994, Italy, Malta and Greece in 1995, along with two additional trips in 1996 and 1997 (destinations unknown) (Cleere 1992; Cleere and Herman 1993; Rutter 1994; Geography Education Program 1995a; Interview with Dr. William Strong, 06 August 2015; Interview with Dr. Gail Ludwig, 15 December 2015).

In 1992, the GEP selected 35 students and teachers to fly to Egypt for seven days, followed by time spent on the U.S.N.S. Chauvenet to survey and study the waters of the Mediterranean. After the trip concluded, students stated (Cleere and Herman 1993, 4):

We took a water sample and looked at it under the microscope. It was like another world right there before me.

My favorite class today was navigating through the Persian Gulf in a supertanker. We had to follow the traffic patterns, watch out for reefs and mines, and stay 12 miles offshore. We never made it to port, but the commander said we still did better than the teachers.

I saw a lady completely covered in black robes with only her eyes showing through slits. I saw a goat staring down from the rooftop of a three-story building. I saw a camel and a horse tied to the back of a Volvo dump truck. Well it's all perfectly normal, just not to us.

The project was a success, sending students, teachers, alliance coordinators, and GEP staff to experience the world in a way that they had not previously, and it allowed them to

see how a naval research vessel functioned, the type of data collected and how it was used, and see and use geography first hand. In an article for the Geography Education Program newsletter, *Geography Education Update*, Gail S. Cleere and Jan K. Herman, editor of *Navy Medicine* magazine, wrote “Project Marco Polo demonstrates the tremendous contributions diverse organizations can make working together to help awaken American youth to the world of geography” (1993, 5).

ASGIs. The ASGIs began to take on specific themes and concentrations too and gave teachers opportunities to travel and apply their knowledge, as well as take new experiences back to their students and classrooms. In 1991, the North Carolina Geographic Alliance held a three-week institute in Scandinavia for any K-12 teacher in the United States (Geography Education Program 1990b); that same year the Oklahoma ASGI took its teachers on a 12-day American Southwest institute (Lewis 1992). In 1994 two Russian teachers joined 66 alliance teachers for the SGI at National Geographic Society headquarters as part of the Activities and Readings in Geography of the U.S. project (ARGUS), a program instituted by the AAG (Rutter 1994).

Throughout the 1990s, states continued to hold ASGIs, and National Geographic held its annual SGI in Washington, D.C. at National Geographic Society headquarters. As teachers from across the United States worked together and bonded at institutes, there was a desire to continue those relationships, and in November of 1994, the first TC reunion was held in Lexington, Kentucky. This offered TCs the opportunity to reconnect with colleagues and friends from past institutes, as well as the opportunity to meet TCs from other SGIs, and make professional presentations on what was working in their classrooms on geography standards, classroom and geography education technology, and

original projects (Geography Education Program 1995c; National Geographic Society 1994).

By 1994, it was reported that through the Alliance Network's various programs and institutes since 1986, 9,300 teachers had been trained at summer institutes, bringing the total alliance network membership to 110,000 (National Geographic Education Foundation 1994c). During the summer of 1996, the Alliance Network conducted 110 ASGIs throughout the country (National Geographic Education Foundation 1997a). In 1999, six workshops were hosted by the GEP, reaching approximately 3,000 teachers, and 116 institutes were held by state alliances (National Geographic Education Foundation 1999b). Unfortunately, exact numbers for teachers served and workshops held throughout the 1990s is difficult to count, as alliance coordinators and workshop planners were not required to report attendance or impact, and while the Society and GEP continued to financially support workshops and outreach efforts, and provide materials for teachers, the content and duration of those were decided locally by alliance coordinators and TCs (National Geographic Education Foundation 1999b).

Education Foundation

As the NGEF moved into the 1990s, it continued the work of creating a more geographically literate society by providing operating funds for state alliances, understanding that each state alliance had different needs for getting geography back into schools (Smith 1993). The NGEF Trustees hoped that they would see geography in middle school social studies classes, that history and government would have more geographic content as programs were revised, and that some school systems with no geography would offer a course for at least a semester, if not a full year (National

Geographic Education Foundation 1990b). By 1991, the number of students enrolled in college-level geography courses had significantly increased; in California geography was infused into the social science curriculum and course guides, with similar advancement in North Carolina and Colorado, where one alliance TC was involved in writing the geography standards for the state (National Geographic Education Foundation 1994b). In 1992, the NGEF completed a survey of alliances and their work, concluding that based on the work of National Geographic, the NGEF, the GEP, the Alliance Network, and geography educators throughout the United States, enrollment in academic geography programs had increased 16.6 percent with a marked increase in geography majors (Boehm et al. 1994; *Schwendeman's Directory* 1987-1992).

To maintain and continue the accomplishments of the first three years, the NGEF raised funds for not only geography education at the Society and within the states, but also for other National Geographic Society education and scientific programs; in its first three years, NFEF raised \$7 million (National Geographic Education Foundation 1991b). Besides alliance grants, it funded grants for the Committee for Research and Exploration (CRE), *National Geographic Magazine* research projects, educational technologies, and the National Geography Bee (National Geographic Education Foundation 1991b). NGEF found itself supporting a wider variety of programs, programs that enriched preservice teacher geography education, strengthened geography instruction in urban districts, and created national initiatives; to do this, it began to fund preservice, urban, and national initiative program grants (National Geographic Education Foundation 1991a; 1991b; Smith 1993).

Preservice grants were meant to build upon the already established in-service workshops and institutes alliances were conducting for teachers currently in classrooms; by focusing on these teachers, alliances and their partners had the opportunity to shape student teacher course sequences, strengthen geography pedagogy, and give future geography teachers mentors in the form of alliance TCs to improve their geography skills as they entered into their own classrooms (Smith 1993). The national initiative grants funded a wide variety of projects that supported opportunities to move geography education forward, or projects that could easily be replicated throughout the alliance network. One example of a national initiative grant was one awarded to Carolyn Anderson, a Tennessee Geographic Alliance TC who spent the 1992-1993 academic year traveling around the state as a geography ambassador, visiting classrooms throughout Tennessee (Scammahorn 1993; Smith 1993).

In 1994 and 1995, NGEF awarded the first teacher grants. This was the first time it had awarded grants directly to alliance teachers, with grant amounts between \$750-\$1,250, and available to SGI and ASGI graduates. These grants supported the implementation of the National Geography Standards (Geography for Life), student field experiences, projects that encouraged community awareness and participation in geography programs, and professional development programs (Geography Education Program 1994d; National Geographic Education Foundation 1994b).

Matching Funds. The original intent of the NGEF was to support individual state alliances, but only for a six-year period, after which alliances were expected be self-supportive through donations from state legislatures and private donors; two ways that

NGEF worked to achieve this goal was through matching funds and the creation of state endowments (National Geographic Education Foundation 1990a).

One of the most significant programs NGEF implemented was the state-based endowment funds (National Geographic Education Foundation 1991b, Addendum V). When it was created in 1988, the National Geographic Society donated \$20 million as a base for the NGEF, and then contributed an additional \$20 million for matching grants on a dollar-to-dollar basis (1:1) (Geography Education Program 1998a; Jacobson 1988; National Geographic Education Foundation 1994b); by the end of 1990, the NGEF had matched \$5.5 million in grants to build geography education endowments within states for use by state alliances (National Geographic Education Foundation 1990b). At an NGEF Board of Trustees meeting, Mr. Grosvenor stated, “it is important to build the endowment because some CEO’s or corporate foundations may not wish to continue with geography education in the years ahead” (National Geographic Education Foundation 1990b). One year later, the Society had paid nearly \$29 million of its original \$40 million dedicated to matching funds (National Geographic Education Foundation 1991e).

As an incentive to funders in the beginning, NGEF offered up to \$50,000 in matching funds for proposals from within individual states, however many state legislatures that had agreed to fund alliances for 3-year periods found themselves in financial crisis and had to rescind those funding agreements, placing alliances in financial straits (National Geographic Education Foundation 1991b, Addendum II). In a 1991 report to the NGEF Board of Trustees, Dr. Lloyd Elliott, NGEF Trustee and President, stated his belief that continued expansion to the remaining ten non-alliance states would be slower than initial creation of alliances had been (National Geographic Education

Foundation 1991b, Addendum II). In that report, it was stated that the NGEF Trustees and staff would change how matching funds were distributed from then onward: more inquiries into private funders for matching NGEF grants, carrying minimum program funding for struggling alliances instead of full funding, an increased level of NGEF support to struggling alliances to keep from becoming inactive, and informing alliances that after six years of full financial support from the NGEF they would be responsible for finding at least partial funding themselves to remain fully funded (National Geographic Education Foundation 1991b, Addendum II).

The news was not financial doom and gloom for all states; some had been successful at creating endowments with the help of NGS and NGEF matching funds. Colorado had the first million-dollar endowment, and Mississippi created one that stood a little over \$500,000 in 1991, with the help of the Phil Hardin Foundation (NGEF 1991c). NGEF funds gave alliances leverage within their home states to raise additional funds for geography education programs, as it was a way to bring money into the states. The Michigan Geographic Alliance leveraged its funds into a \$200,000 grant from the Industrial Bank of Japan for the Family Geography Challenge; a \$1 million geography education endowed chair was created by the Houston Endowment at Southwest Texas State University (Texas State University) as recognition of the Texas Alliance for Geographic Education; and the Tennessee Geographic Alliance took a \$15,000 grant from NGEF and turned it into a \$700,000 grant in support of a geography and environmental education center. Colorado and Oklahoma were also highly successful in leveraging funds from external sources because of NGEF funds (National Geographic Education Foundation 1997b). The state endowments allowed for alliance leverage as

they provided money to the state in perpetuity (NGEF 1991e). By the beginning of 1994 the society had matched \$8.4 million from state alliances (National Geographic Education 1994a).

State Endowments. As the NGEF, GEP, and alliances continued to work through the 1990s, it became clear that obtaining funding commitments from state legislatures for matching funds was turning out to be increasingly difficult. NGEF trustees felt that the changing political climate at that time was partially to blame, and by the beginning of 1991 thirty-six states had budget deficits; as a way to combat possible futures financial hardship, NGEF focused on creating state specific endowments (National Geographic Education Foundation 1991a). This idea was proposed by Mr. Grosvenor, so that:

for any given state, the Foundation will match up to \$500,000 in locally raised funds to create a one-million-dollar fund within the Foundation endowment, earmarked for that state. Investment income from the fund, managed by the Foundation on the state's behalf, supports projects and activities in priority areas identified by statewide advisory committees. While the funds annually generated from these endowments are modest, they will be available in perpetuity to provide resources for geography education" (Smith 1993, 13).

By 1994, three \$1 million endowments had been created: Mississippi, Colorado, and Oklahoma. Each alliance was expected to raise \$500,000 from private funders within their home state, and NGEF agreed to match with an additional \$500,000, on the condition that the principal of the endowment was held, invested, and managed by NGEF (Smith 1993; National Geographic Education Foundation 1994b). Every endowment was set up under the condition that it be used to support in-service teachers, but in the early 1990s NGEF began awarding pre-service grants, dedicated to serving student teachers as well as current teachers (National Geographic Education Foundation 1992c, 1993a, 1993b).

The dedication to pre-service teachers made an endowment proposal from Florida State University attractive to NGEF; besides its focus on pre-service teacher education, the proposal was so appealing because legislation in Florida had changed in the previous year, allowing for a more than one-to-one match of the proposed endowment (National Geographic Education Foundation 1994b). What made this endowment different from other state endowments was that it would be held by and at Florida State University instead of NGEF and the National Geographic Society. The proposal stated that if Florida State University raised \$500,000 for geography education and NGEF matched those funds, the state of Florida would match with an additional \$750,000, leveraging a total of \$1,750,000 for geography education support within the state, more than any other state in the Alliance Network at the time (National Geographic Education Foundation 1994, 1995). This was a different agreement than NGEF had dealt with in the past for other state endowments, and as such, different standards and rules were put into place:

- 1) Grant expenditures would be reviewed annually by a three-person panel. One of the three individuals on the panel would be appointed by the Society, another would be appointed by FSU, and a third individual would be mutually agreed upon by both sponsoring organizations.
- 2) FSU would provide the Society with a standard financial and programmatic reports.
- 3) Endowment funds would not be used to establish endowed chairs.
- 4) FSU would not impose any overhead costs on the endowment fund balance (National Geographic Education Foundation 1995, 3-4).

While this proposal was attractive because of the large sum of funds that could potentially change geography education in the state of Florida, it had its negatives as well: any conditions or rules set by NGEF could easily be ignored or hard to enforce due to the fact that Florida State University held the endowment principle at the university in Tallahassee, Florida (National Geographic Education Foundation 1995). The Florida Endowment, which was officially created by 1998 (National Geographic Education

Foundation 1998b) is one example of how state endowments were set up differently, as each state had its own set of problems and solutions unique to that state and its education environment.

The ability for many alliances to lobby for and receive funds from their state legislatures was proof that alliance coordinators were becoming better at dealing with and working within their state governments, and by 1996 even struggling alliances were being recognized and supported by state governments (National Geographic Education Foundation 1996b). Unfortunately, even with improved advocacy skills, getting 100 percent support from state legislatures was unlikely as political climates within state governments and educational environments were always changing, and alliances felt those changes each political cycle (National Geographic Education Foundation 1997a).

By 1997, there were five completed state endowments in place: Colorado, Oklahoma, Mississippi, Washington, D.C., and Wyoming; such growth was encouraging to the NGEF and GEP (National Geographic Education Foundation 1997c). By the end of the decade, several state endowments stood between \$500,000 and \$1 million: Canada, Connecticut, Florida, Iowa, Kansas, Michigan, Nebraska, Tennessee, Washington, D.C., and Wyoming (National Geographic Education Foundation 1991c, 1992b, 1993a, 1994d, 1995, 1997c, 1998a, 1998b, 1999a, 1999b).

Changes to NGEF. As the decade wore on, NGEF found that changes needed to be made on where the emphasis should be within the Alliance Network and other work funded by the NGEF, and in 1996 an external evaluation team was created. It consisted of senior state legislative staff members from three different states, and recommended a greater emphasis on student achievement in geography, and activity reporting

requirements be more uniform from grantees of the NGEF. Under the new guidelines for grant making, NGEF began to offer incentive grants for alliances to compete for (National Geographic Education Foundation 1996b, 1997a). The incentive grants were awarded to alliances that wrote “the most innovative and promising proposals to advance the Society’s education goals” (National Geographic Education Foundation 1997a, 2). This was done by having alliances focus yearly proposals on assessment, curriculum, outreach, and professional development, and complete annual reports on all alliance activities using common success measures so that the GEP and NGEF could compare plans and results. The incentive grants, with their focus on program goals and activities, and standardized proposals and reporting was implemented in late 1997 (National Geographic Education Foundation 1997b).

National Education Policies

In the 1990s, federal education policy began to affect the work the National Geographic Society, GEP, and the Alliance Network were doing. For the first time, geography was included as a “core” academic subject in *Goals 2000*, and NGEF Trustees and Mr. Grosvenor saw this as proof that the money and time that the National Geographic Society had invested had been well spent, and a sign of progress (Geography Education Program 1990d; National Geographic Education Foundation 1994b). The National Geographic Society had commissioned the first National Assessment of Educational Progress (NAEP) for geography in 1989, and was involved with the development of the 1994 exam as well (Allen 1990; Munroe 1991; National Geographic Education Foundation 1991c).

NAEP. In 1991, Susan Munroe and Terry Smith, the GEP External Affairs Consultant, coordinated National Geographic Society’s participation in a year-long project that developed a consensus of geography objectives for fourth, eighth, and twelfth graders taking the NAEP Geography test in 1994 (National Geographic Education Foundation 1991c). The consensus project was overseen by the National Assessment Governing Board, and defined the grade-by-grade content objectives and emphasized the skills and knowledge students would have to demonstrate on the 1994 test (Munroe 1991). It consisted of 26-member work groups who decided what would be measured by the first nationwide assessment of geography, and these work groups included many people who were part of the Alliance Network of National Geographic staff (Table 6.4).

The project officially began in September 1991, with a set of questions for guidance (Ficklen 1992a):

- What is geography?
- What should students in grades four, eight, and twelve know about geography?
- What should students be able to do with that knowledge?
- How should these matters best be measured?

Table 6.4. National Geographic Society/Alliance Network members on NAEP 1994 project

Staff Susan Munroe	Steering Committee Gilbert M. Grosvenor A. David Hill	Planning Committee Sarah Bednarz Norman C. Bettis (Co-Chair) Richard G. Boehm Charles Fitzpatrick Gail Ludwig Robert Morrill Christopher L. Salter (Co-Chair) William Strong	Ex-Officio Robert E. Dulli Sidney R. Jumper Muriel Katzenmeyer Terry Smith
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(National Assessment Governing Board 1992, 57-60)

The Consensus committee agreed that geography was more than memorizing facts for a test, but instead was a discipline with a “spatial approach”—a way of understanding

the different parts of the world, how the world works, and how different places are connected (Ficklen 1992a, 13). Dr. William Strong, then Geographer-in-Residence at the National Geographic Society and member of the Consensus Project committee, stated “the thrust of assessment should be on analysis and application, focus[ing] on the ability of students to collect information, to demonstrate critical thinking skills, and to solve problems of a geographic nature, including the ability to apply geographic knowledge to world problems and issues” (Ficklen 1992a, 13). By the end of 1992, the *Geography Assessment Framework for the 1994 National Assessment of Education Progress* was complete (Geography Education Program 1992f; National Assessment Governing Board 1992).

The framework document was 57 pages, and described what students in grades four, eight, and twelve would need to know and do to reach a basic, proficient, or advanced level of geographic understanding on the 1994 NAEP geography test (Geography Education Program 1992f; National Assessment Governing Board 1992). The question content drew from the *Guidelines* and five themes, and half were multiple choice and half were open-ended and short-answer; for students to do well, they would need to do geography, not just memorize and reiterate facts and the location of a place (Geography Education Program 1992f; National Assessment Governing Board 1992).

The results of the first test was based on a national sample of 19,000 students in grades four (5,500 students), eight (6,900 students), and twelve (6,200 students) (Griffin 1994; Downs 1996). The final report, *NAEP 1994 Geography Report Card: Findings from the National Assessment of Educational Progress*, discussed the connection between student performance and student background variables, and gave educators a way to

assess student achievement in geography that would guide reform efforts in the future (Persky et al. 1996). For each grade level, an achievement level of basic, proficient, and advanced was given; the levels were defined as (Persky et al. 1996, xi):

The *Proficient* achievement level represents solid academic performance that demonstrates competency over challenging subject matter for each grade level. The *Basic* achievement level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work. The *Advanced* achievement level signifies superior performance.

At each grade level tested, on a scale of 0-500, fourth graders had an average score of 206, eighth graders had an average of 260, and twelfth graders had an average score of 285. Only 22 percent of fourth graders tested at the proficient level or higher, 28 percent of eighth graders reached at least the proficient level, and 27 percent of twelfth graders reached the proficient level or higher (Griffith 1994, Downs 1996). Overall, 3 out of 10 students did not reach a basic proficiency level for geography, one fourth demonstrated proficient levels, and only two to four percent of students tested into the advanced level (Lawton 1995; Bednarz 2002)

At the press conference announcing the results, Mr. Grosvenor stated, “What we see today from these encouraging results is that there is genuine hope for *all* American students—if we provide them with well-informed teachers and good teaching materials that make learning exciting and relevant” (Downs 1996, 1), and pledged that the National Geographic Society would continue to support geography education, so that “every American student—boy or girl—public or private school, in urban, suburban, or rural school district has every opportunity to excel at geography” (Grosvenor 1995b).

This same NAEP geography test was given again in 2001, 2010, and 2014, and while some improvements in geographic knowledge were found, it discovered that Americans, as a whole, continue to be geographically illiterate and that scores have not changed considerably, positively or negatively, since 1994 (Figure 6.4) (Weiss et al. 2002; Bednarz and Bednarz 2004; The Nation’s Report Card 2017).

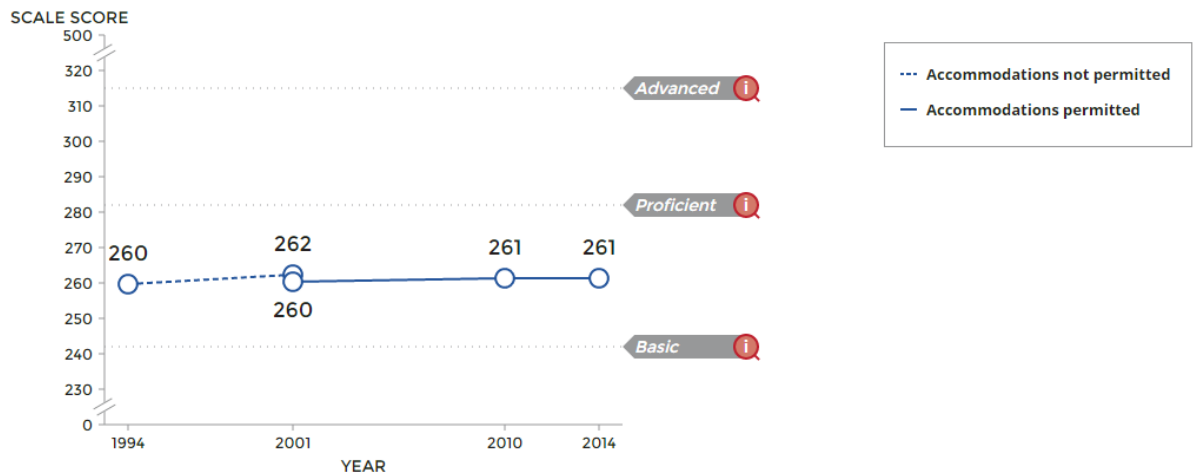


Figure 6.4. Trend in eighth-grade NAEP geography average scores (The Nation’s Report Card 2017).

National Geography Standards

In 1994, the first set of geography standards was published as a direct response to *Goals 2000* (Downs 1995), and more specifically in response to goal three of the 1990

National Education Goals:

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and **geography**; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern society (The White House, 1990, 3-5).

This document, titled *Geography for Life: National Geography Standards (Geography for Life)*, defined the geographic knowledge and skills students in grades four, eight, and

twelve should learn to be geographically literate citizens of the world (Geography Education Division 1994; Geography Standards Project 1994).

The writing of the standards began in the early 1990s, with a grant from the Department of Education and the National Endowment for the Humanities, with assistance from the National Geographic Society, and was managed by NCGE (National Geographic Education Foundation 1993b; Geography Standards Project 1994; Munroe 1994). It took two years, and 140 public and private school teachers, K-12 administrators, and college and university faculty, as well as members of the business and government sectors, to create the final document (Munroe 1994; Ostrove 1994; Downs 1995). During that two-year period, six drafts were created, and 130 people testified at public hearings in support of the standards (Downs 1995).

The National Geographic Society and the Alliance Network were a part of this process from the very beginning, as many teachers and stake holders of state alliances were involved locally, but additionally, alliance leadership, GEP staff, and other geography educators representing the American Geographical Society, and the National Council for Geographic Education were involved at the highest level (Table 6.5) (Ostrove 1994).

Table 6.5. Geography Education Standards project contributors	
Anthony R. de Souza, <i>National Geographic Society</i>	Executive Director and Author
Ruth I. Shirey, <i>National Council for Geographic Education</i>	Project Administrator
Norman C. Bettis, <i>Illinois State University and Coordinator of the Illinois Geographic Alliance</i>	Project Co-chair and Author
Christopher L. Salter, <i>University of Missouri and creator of Alliance Network framework</i>	Project Co-chair and Author
Roger M. Downs, <i>The Pennsylvania State University</i>	Writing Coordinator and Author

Table 6.5. Continued.

Sarah Witham Bednarz, <i>Texas A&M University and Texas Alliance for Geographic Education Co-coordinator</i>	Author
Richard G. Boehm, <i>Southwest Texas State University and Texas Alliance for Geographic Education Co-coordinator</i>	Author
James F. Marran, <i>New Trier High School</i>	Author
Robert W. Morrill, <i>Virginia Polytechnic Institute and State University and Virginia Geographic Alliance Co-Coordinator</i>	Author
Saul B. Cohen, <i>Hunter College-CUNY</i>	Advisers Committee Chair
Susan W. Hardwick, <i>California State University-Chico</i>	Content Development Committee Chair
A. David Hill, <i>University of Colorado-Boulder and Colorado Geographic Alliance Coordinator</i>	International Committee Chair
Lydia Lewis, <i>National Geographic Society</i>	Writing Committee Chair
Michael J. Libbee, <i>Central Michigan University and Michigan Geographic Alliance Co-coordinator</i>	Environmental Education Committee Chair
Ramsay Selden, <i>Council of Chief State School Officers</i>	Oversight Committee Chair
Thomas J. Wilbanks, <i>Oak Ridge National Laboratory</i>	Content Advisory Committee Chair

(Geography Education Standards Project 1994; Geography Education Program 1992c, 1992e, 1993a, 1993c, 1993d, 1994c, 1994f).

During the planning and writing process, the organization of the information was based on the NAEP framework: (1) Space and Place; (2) Environment and Society; and (3): Spatial Dynamics and Connections; and that idea that each standard would be connected in some way to the five themes from the *Guidelines* (Geography Education Division 1992).

The standards were reviewed by teachers, curriculum developers, and other interested parties throughout the process, with a final review in February 1994 (Munroe 1994). The final document was introduced to the public at a press conference on October 20, 1994, making the geography standards the second to be completed and published of all school subjects (Grosvenor 1994). The press conference was held at National

Geographic Society headquarters in Washington, D.C. (Geography Education Division 1994; National Geographic Education Foundation 1994c)., at which time Mr. Grosvenor stated,

I've been at the Geographic for 40 years, and we've been heavily involved in classroom geography education in the U.S. for the past 8 years, and I must tell you: I never thought I'd see this day. This is one of the most exciting days of my career because it will mean that, for the first time, entire generations of American students will know exactly what they will need to learn for a world-class education in geography. That's never happened before. It is truly a day for geography" (Grosvenor 1994, 1).

The National Geographic Society took on the task of publishing and distributing the standards to schools beginning in October of 1994, to educational workshops and individuals, and supported the standards further by incorporating the standards into all National Geographic Society and GEP projects, including classroom materials (Geography Education Division 1994; National Geographic Education Foundation 1994b). In a press release, Dr. Roger M. Downs said "We are not trying to produce a generation of mini-geographers. The goal of this is to get someone who's geographically informed. . . We don't want [people] to see geography as a separate academic subject, but as an intellectual way of thinking about the world" (Ostrove 1994, 3).

Once the standards were published, the Alliances began tailoring their activities and professional development workshops around the standards. The Colorado Geographic Alliance received a grant from the Colorado Department of Education to develop a standards-based geography curriculum framework with local school districts; the state of Virginia adopted the entire standards document, allowing the Virginia Geographic Alliance to develop six-person teams from the 36 teaching training programs in the state to give one-day institutes for their colleagues; and the Oregon Geographic

Alliance was asked to develop workshops and teaching materials for the standards for implementation state-wide (Geography Education Division 1994).

Teacher Consultants throughout the Alliance Network took part in the distribution and support of the standards as well. Sixty TCs in 36 states served on geography standards committees and on educational technology committees in nine states. SGI graduates served on curriculum reform committees in all 50 states, Puerto Rico, and Canada, as well as served on textbook committees in 20 states and Canada (Geography Education Division 1994). In 1995 the Geography Education Division (formerly the Geography Education Program) held 3-days of workshops in San Francisco for 45 teachers from 42 alliances. These workshops allowed teachers to thoroughly acquaint themselves with the *National Geography Standards*, and to strategize the implementation of the standards in local and state curricula as well as their own classrooms (Geography Education Division 1995).

In January 1996, National Geographic transferred the responsibility of distributing the National Geography Standards to NCGE, with all profits from the sales going to GENIP (Dulli 1996).

National Geographic Society and AP Human Geography

With the inclusion of geography in the National Education Goals and *Goals 2000*, along with the NAEP geography test and completion and publication of *Geography for Life: National Geography Standards*, the next step in putting geography back into the K-12 curriculum in the United States was an Advanced Placement (AP) course in geography. The AP Human Geography course was implemented in 2000-2001 (Donald M. Stewart, President of the College Board, 17 October 1997, letter; Lanegran 1998;

Robert E. Dulli, National Geographic Society, 31 January 2006, memo; The College Board 2017b), but the movement for an AP course in geography began in the early 1990s, with influence from the National Geographic Society and the Alliance Network a driving force.

James F. Marran, a teacher at New Trier High School in Wilmette, Illinois, one of the authors of the *Geography for Life: National Geography Standards*, and project coordinator of GENIP in the mid-1990s, began corresponding with the College Board as early as 1986 (Gilbert M. Grosvenor, National Geographic Society, 17 November 1992, letter; National Geographic Society 1993b). The College Board is the organization that administers Advanced Placement tests in a variety of subjects to high school students, in the hopes of preparing students for the transition from high school to college (The College Board 2017a).

Mr. Grosvenor and the National Geographic Society got involved in 1992, writing the College Board, requesting that they begin developing a curriculum and test for an AP geography course. Mr. Grosvenor wrote to Betty Castor, Florida Commissioner of Education and a participant in the College Board's Pacesetter program, requesting that geography be included as an AP subject (Gilbert. M. Grosvenor, National Geographic Society, 27 May 1992, letter). The Pacesetter program was an "integrated program of standards, teaching, and assessment for educational reform at the secondary school level," and consisted of "course frameworks, related assessments within course and at end of course, [and] teacher development" (College Entrance Examination Board 1992, 2). Unfortunately, the College Board declined Mr. Marran's request, stating that phase one of the Pacesetter program would focus on development of standards and assessments

in mathematics, English, science, world history, and foreign language (Spanish), but would consider geography at a later time for another phase of the project (Betty Castor, Florida Commissioner of Education, 19 June 1992, letter).

Negotiations and communication between the College Board and National Geographic Society continued into 1993 with a conference with Robert Orrill, Executive Director of Academic Affairs, and Dorthy Downie, Associate Director of Academic Affairs, but geography was not approved as an AP course again (National Geographic Society 1993b). In March of 1994, Dr. William (Bill) Strong, former National Geographic Geographer-in-Residence and Alabama Geographic Alliance Coordinator, was notified that the College Board was beginning to explore the possibility of adding geography to its list of AP courses, and he was invited to be part of an advisory meeting during the 1994 AAG Annual Meeting in San Francisco, California, along with 25 other geographers. The College Board initiated this meeting to discuss with members of the geography community the introduction of an AP geography course, what the design of undergraduate geography courses looked like, what would constitute acceptable credit as a university equivalent course, and survey universities on the level of support for such a venture (Shelia M. Ager, Principal Measurement Specialist and Associate Director, Educational Testing Service, 09 March 1994, letter).

Besides an invitation to attend the initial advisory meeting, the letter also contained the suggestion that the potential course be a combination of physical and human geography, as this would have the best chance of being accepted by the College Board and universities and colleges as equivalent college credit ((Shelia M. Ager,

Principal Measurement Specialist and Associate Director, Educational Testing Service, 09 March 1994, letter).

The devotion and passion of National Geographic Society, National Geographic Education, geography educators, and especially Mr. Grosvenor were what pushed the AP board to approve the course initially in 1996, but by July of 1997 it was announced that the course would not be implemented until 2003 due to an administrative level decision, which would also redirect the funds intended for development of an AP geography course to development for an international English course. This vote halted all activity for AP geography, at both the College Board and the Educational Testing Service (ETS) (Robert E. Dulli, Director of Education Programs, National Geographic Society, 21 July 1997, letter).

Negotiations and planning for an AP geography course continued at the other geography organizations and with interested parties, and on September 9-10, 1997, National Geographic Education staff, along with leaders in K-12 geography education, visited the College Board in New York City, New York. On November 20, 1997, it was announced that geography had been approved as an AP course and exam, the eighteenth course subject, with the only question remaining as to whether it would be implemented in 2000 or 2001 (James F. Marran, President, National Council for Geographic Education, 21 August 1996, letter; Robert E. Dulli, 9-10 September 1997, notes to file; Alexander Murphy, Professor and Head, Department of Geography, University of Oregon, 14 October 1997, email; Donald M. Stewart, President of the College Board, 17 October 1997, letter; Alexander Murphy, Professor and Head, Department of Geography,

University of Oregon, 22 November 1997, email; Robert E. Dulli, National Geographic Society, 31 January 2006, memo).

In a letter from James F. Marran to Robert E. Dulli, Director of the Geography Education Program at the National Geographic Society, he stated that one of the reasons the course was approved:

The quiet but persistent force that Gil Grosvenor exercised. His interest in the project made a definite and abiding impression on Bob Orrill, the College Board's project development director. That personal invitation from Gil to Bob several years ago to spend two days with you in the Society's Education Division was a real eye-opener. The visit revealed first-hand the power and the energy that presently characterizes geography as a school subject. Bob's conference with Gil as the capstone of the visit was an enormously persuasive experience. He told me later how impressed he was with the priority that Gil was encouraging the Society's Board to give to geographic education. As a result, Bob returned to New York with the realization that not only was geography alive and well in the curriculum but was also the renaissance discipline of the nineties. We all owe Gil an expression of deep appreciation for the subtle yet shaping role he played as a key field commander in the AP geography wars" (James F. Marran, President, National Council for Geographic Education, 21 August 1996, letter).

Work did not stop on the issue, and National Geographic continued to be involved with working with the College Board and ETS on the AP geography course, along with geography educators throughout the United States, and by February 1998 another agreement had been reached, along with a financial plan (Donald M. Stewart, President, The College Board, 18 February 1998, letter). Under the new arrangement, The College Board and the National Geographic Society would partner together in the effort to create the course, with National Geographic making a one-time, \$500,000 loan, to be paid back by the College Board (Donald M. Stewart, President, The College Board, 17 October 1997; Donald M. Stewart, President, The College Board, 18 February 1998, letter). In addition to the loan from the National Geographic Society, NCGE, AAG, AGS, and

GENIP also agreed to financially support the AP geography effort as well (Lanny Proffer, National Geographic Society, 29 January 1999, letter to Ruth Shirey, National Council for Geographic Education; Lanny Proffer, National Geographic Society, 29 January 1999, letter to Ronald F. Abler, Association of American Geographers, Lanny Proffer, National Geographic Society, 29 January 1999, letter to Mary Lynne Bird, American Geographical Society; Lanny Proffer, National Geographic Society, 29 January 1999, letter to Sarah Bednarz, Geographic Education National Implementation Project). The plan also stated that the first official year of implementation would be the 2000-2001 academic year, with the first exam to be given during the spring of 2001 (Donald M. Stewart, President, The College Board, 18 February 1998, letter; Lanegran 1998; Robert E. Dulli, National Geographic Society, 31 January 2006, memo). The test itself was a mix of multiple-choice and constructed response questions. The multiple-choice questions were graded automatically by a computer, while the constructed-response questions were graded by college professors and AP teachers who came together the first week in June every summer (Robert E. Dulli, National Geographic Society, 31 January 2006, memo). Alliances themselves were also involved in the push for AP geography, such as Dr. David Lanegran, Alliance Coordinator for the Minnesota Geographic Alliance and former Chief Reader for the AP Human Geography Exam, and the Minnesota Geographic Alliance, who hosted a summer institute at McAlister College, where it was discovered that within Minnesota there were a number of schools preparing to offer the course and teachers qualified to teach it (Lanegran 1998).

The College Board describes AP Human Geography as a course that “introduces students to the systematic study of patterns and processes that have shaped human

understanding, use, and alteration of Earth’s surface. Student’s learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications” (The College Board 2015). It was expected that the initial number of students participating in the course and taking the exam would be between 4,000 and 7,000 students, with a sixth-year volume expectation of 14,000-18,000; in reality, by the sixth year the course was offered, there were over 20,000 students participating in the exam, and in 2011 83,841 students took the AP Human Geography exam (Table 6.6) (Robert E. Dulli, National Geographic Society, 31 January 2006; The College Board 2011, 2018c).

Table 6.6. Total number of students taking AP Human Geography exam, 2001-2011

Year	Number of students
2001	No data
2002	No data
2003	No data
2004	10,471
2005	14,139
2006	21,003
2007	29,005
2008	39,878
2009	50,730
2010	68,397
2011	83,841

(The College Board 2008, 2009, 2010, 2011, 2018a, 2018b, 2018cm 2018d).

Summary

The second decade of the Alliance Network was marked by expansion: completion of the Network with an alliance in all 50 states, Washington, D.C., Puerto Rico, and Canada. The NGEF continued to match donations to the NGEF and state education funds on a 1:1 basis, and the effort to create state-specific education funds (state endowments) continued; the state of Colorado was the first to have a complete, \$1

million endowment, with Canada, Connecticut, Florida, Iowa, Kansas, Michigan, Nebraska, Tennessee, Washington, D.C., and Wyoming also creating endowments, that by the end of the decade, that were between \$500,000 and \$1 million for supporting geography education within the state. In the early 1990s the second NAEP geography test was created and administered in 1994, and *Geography for Life: National Geography Standards* was published that same year, making it the first set of national geography standards written, and the National Geographic Society/GEP and the Alliance Network were represented on both committees. The presence of geography in the K-12 curriculum continued to expand, and by the end of the decade an AP Human Geography course was in the planning stages, with a proposed first year of 2000-2001.

The successes of the 1990s and the completion of the Network prepared the Alliance Network to move into the 2000s, with the focus of creating better and more geography teaching and learning in K-12 schools more important than ever.

C. Maturity—The Late Years: 2000-2011

54 Alliances

As the National Geographic Society and the Alliance Network moved into the 2000s, the network itself was complete: there was an active alliance in all 50 states, Washington, D.C., Puerto Rico, and Canada, and in late 1999, the Chicago Geographic Society approached NGEF to create a city endowment rather than a state endowment. It donated \$500,000 for geography education support within Chicago metro area specifically, rather than across the entire state of Illinois (National Geographic Education Foundation 1999b). The Chicago Alliance officially began in 2000 (National Geographic Education Foundation 2000b).

The Alliances Network and the GEP continued to offer teacher training institutes at both the national and state level. In 2001, more than 600 teachers were trained at National Geographic Society institutes, and nearly 7,000 teachers were trained at ASGIs at the state level (National Geographic Education Foundation 2001a). The National Geographic Education Foundation and Alliance Network continued to work towards increasing the number of teachers contacted and trained by National Geographic Society and Alliance Network workshops and institutes, offering a broader content for trainings as the new century began (National Geographic Education Foundation 2001a).

Education Foundation: Funding Changes

At the end of 2000, NGEF began to think about the direction both it and the National Geographic Society would take in the new century. During a presentation, Ms. Susan Munroe, former Program Manager of the GEP, and member of the Casados Group, made recommendations on ways to maintain continuity with what NGEF and GEP had

accomplished in the past, as well as ways to be more adaptable and creative in its work in the future (National Geographic Education Foundation 2000b). Ms. Munroe stated it was important for the National Geographic Society and NGEF to continue to engage teachers through the Alliance Network, maintain an emphasis on reform efforts, continue to improve efforts in urban education outreach, and add a focus on conservation education. She also stated that NGEF and the GEP be flexible when introducing and training with new education technology, invest in programs that were replicable across the nation, encourage cooperation, engage more diverse groups of funders, and improve the visibility of the grant making process (National Geographic Education Foundation 2000b). After Ms. Munroe's recommendations, the NGEF Board agreed to create three general areas to focus their grant making, as well as allow a transition time period of three years to adjust to the new, competitive grant process that was being implemented (National Geographic Education Foundation 2000b, 2001b). The three types of grants were Grosvenor Grants, Teacher Grants, and Latitude Grants.

Grosvenor Grants were primarily focused on improving geographic literacy in K-12 schools in the United States. Teacher Grants had been established 1994 and were created to inspire and support innovative ideas and projects from teachers (Geography Education Program 1994d; National Geographic Education Foundation 1994b, 2001b). The last category of grants, Latitude Grants, was meant to support internal projects from the National Geographic Society and select external projects; the purpose of these grants was to increase the public reach and influence of the Society, as well as encourage programs and projects that could be scaled up and replicated (National Geographic Education Foundation 2001b).

The grants that most directly affected the Alliance Network were Grosvenor Grants. The purpose of this type of grant was to:

inspire teachers and students to be lifelong learners and agents of positive change, with the world as their classroom. Grosvenor Grants support a state-based network of geographic alliances and other nonprofit educational organizations that involve teachers as catalysts for student learning and encourage families, communities, academia, government, and businesses to be partners in teaching vital geographic concepts to children (National Geographic Education Foundation 2002e, 1).

Through the Grosvenor Grants, NGEF hoped to increase student understanding and knowledge of both physical geography and human geography through supporting experiential learning opportunities, teacher professional development and mentoring programs, development of authentic student assessments in geography, and policy advocacy at the state level (National Geographic Education Foundation 2002e).

The transition in grant making would be a three-year process. In year one (2000-2001) alliances were not required to apply for competitive grants, and continued to be funded at their usual rate from NGEF (National Geographic Education Foundation 2000b). During year two (2001-2002) alliances would receive baseline funding, only after a proposal was received and approved by NGEF, but alliances began to apply and compete with each other and external organization for additional programmatic funding (National Geographic Education Foundation 2000b). In year three (2002-2003), all alliances, along with external organizations, would compete for project funding, with no baseline funding provided for alliances from non-state endowment funds (National Geographic Education Foundation 2000b). Mr. Christopher Shearer, Director of Grant Making and Assistant Executive Director of the National Geographic Education Foundation (National Geographic Education Foundation 2010b), was part of the group

that created the guidelines for the competitive grants. During an interview, he stated his thoughts about the competitive Grosvenor Grants:

There's a philosophy that had come over the years with being too reliant on National Geographic. So the movement was essentially a National Geographic-centered, anchored, funded, driven movement, and I wanted the movement to be more organic and broader. And I wanted us [the National Geographic Society] to be a more minority player in the movement. I wanted to say to them [alliances], "You've got to close the gap, you have to go to the Walton Family Foundation, and you have to go to your university and say 'Hey! We're a priority, we need access to funders. We want you to build a bigger program'." And it was difficult. These Alliance Coordinators were volunteering their time essentially to work on these things and didn't necessarily want to become full-time fundraisers or know how, or any part of that...I think for people who had just really wanted to sign up for running a great teacher training program at a dollar amount big enough to make it a useful thing to be doing, did not like that strategy...It was an experiment but I think it was geared towards reducing the amount of money that they [Alliance Coordinators] has as a guaranteed base unless they were building and growing an endowment, and increasing and trying to support their capacity to go out and fundraise locally (Interview with Chris Shearer, 09 January 2018).

As 2001 came to a close, the alliances were in the middle of the second transition year to the competitive Grosvenor Grants. There were 60 applications from alliance and other non-profit organizations and 25 were approved; twenty-four of the approved grants were Alliance Network proposals (Table 6.7) (National Geographic Education Foundation 2001a). Ms. Chow emphasized continuing the competitive Grosvenor Grants, as they were important in developing new and innovative ideas and nurturing endowment expansion. Unfortunately, during the first round of competitive grants, some portions of the United States received little or no funding for geography education support, but the National Geographic Society, NGEF, and the GEP agreed to not abandon support efforts for students and teachers in those areas, and continued to focus on states considered "strategic" for NGEF: California, Texas, Florida, Illinois, and New York (National Geographic Education Foundation 2001c, 2002e).

Even though many alliances did not receive a Grosvenor Grant every funding cycle, or at all, many were able to continue their work with their state endowment funds (National Geographic Education Foundation 2001a, 2002b, 2002c, 2002d, 2003a, 2003b, 2003c, 2004a, 2004b, 2004c).

Table 6.7. Grosvenor Grant recipients, 2001-2004

Year	Approved Grantees
2001	Alabama Geographic Alliance
	Arizona Geographic Alliance
	Arkansas Geographic Alliance
	California Geographic Alliance (2)
	Delaware Geographic Alliance
	Florida Geographic Alliance
	Illinois Geographic Alliance
	Kansas Geographic Alliance
	Maryland Geographic Alliance
	Michigan Geographic Alliance
	Minnesota Alliance for Geographic Education
	Missouri Geographic Alliance
	Montana Geographic Alliance
	Geography Educators of Nebraska
	Nevada Geographic Alliance
	New Hampshire Geographic Alliance
	North Carolina Geographic Alliance
	Ohio Geographic Alliance
	Oklahoma Alliance for Geographic Education
	Oregon Geographic Alliance
	Puerto Rico Geographic Alliance
	Texas Geographic Alliance
	Virginia Geographic Alliance
	WCTE48 (PBS affiliate in Cincinnati, OH)
2002	Arizona Geographic Alliance
	Arkansas Geographic Alliance
	California Geographic Alliance
	Earthwatch Institute
	Massachusetts Geographic Alliance
	Michigan Geographic Alliance
	Minnesota Alliance for Geographic Education
	Missouri Geographic Alliance
	Montana Science Institute
	North Dakota Geographic Alliance
	Oregon Geographic Alliance
	South Carolina Geographic Alliance
	Southwest Texas University
	Tennessee Geographic Alliance
	University of California, San Diego

Table 6.7. Continued.

	University of Minnesota University of Puerto Rico, Rio Peidras Utah Geographic Alliance West Virginia Geographic Alliance Wolfree, Inc.
2003	Arizona Geographic Alliance (2) Arkansas Geographic Alliance Center for Image Processing in Education Denali Borough School District Earthwatch Institute Georgia Geographic Alliance GMG Center for Geographic Education Illinois Geographic Alliance Jacksonville University Kentucky Geographic Alliance Maryland Agricultural Ed. Foundation, Inc. Massachusetts Geographic Alliance Missouri Geographic Alliance Michigan Geographic Alliance Minnesota Alliance for Geographic Education Oregon Geographic Alliance Orton Family Foundation Pennsylvania Geographic Alliance Regents of the University of Colorado Research Foundation of SUNY School District of Philadelphia Tennessee Geographic Alliance Texas A&M University Texas Alliance for Geographic Education The University of South Dakota University of CA/San Diego ArtsBridge University of New Mexico (2)
2004	Alaska geographic Alliance (2) Arizona Geographic Alliance (2) Arkansas Geographic Alliance Canadian Council for Geographic Education Carson-Newman College Earthwatch Institute Massachusetts Geographic Alliance Minnesota Alliance for Geographic Education Missouri Geographic Alliance (2) National Council for Geographic Education North Carolina Geographic Alliance Northeastern Educational Intermediate Unit Oregon Geographic Alliance Quebec-Labrador Foundation/Atlantic Center for the Environment School District of Philadelphia

Table 6.7. Continued

South Carolina Geographic Alliance
Southwest Center for Education & the Natural
Environment (SCENE)
Tennessee Geographic Alliance
Utah Geographic Alliance
West Virginia Geographic Alliance
Western Michigan University
Wolfree, Inc.

(National Geographic Education Foundation 2001a, 2002b, 2002c,
2003a, 2003b, 2003c, 2004a, 2004b)

The Grosvenor Grants continued to be distributed through 2004, with successful proposals from alliances that had traditionally been successful in the past (National Geographic Education Foundation 2002b). By 2005, NGEF had switched from Grosvenor Grants to Education Network grants, which were “designed to support up to 30-35 core investments in alliances across the country” (National Geographic Education Foundation 2005b). These grants were also not guaranteed to every alliance, as Grosvenor Grants were not, and a portion of these funds were from “restricted” funds, designated by donors to be used for geography education support in specific areas or states, with the remainder from the “un-restricted” area of the Foundation’s general funds (Table 6.8) (National Geographic Education Foundation 2005b, 2006a).

Table 6.8. Education Network Grant recipients, 2005-2006

Year	Alliances
2005	Alaska Geographic Alliance
	Arizona Geographic Alliance
	Arkansas Geographic Alliance
	California Geographic Alliance
	Delaware Geographic Alliance
	Geography Educator’s Network of Indiana
	Kansas Geographic Alliance
	Louisiana Geographic Education Alliance
	Maine Geographic Alliance
	Massachusetts Geographic Alliance
	Montana Geographic Alliance
	National Geographic Society
	New Mexico Geographic Alliance
	New York Geographic Alliance
	North Dakota Geographic Alliance*

Table 6.8. Continued.

	Oregon Geographic Alliance
	Rhode Island Geographic Alliance
	Tennessee Geographic Alliance
	Texas Alliance for Geographic Education
	Utah Geographic Alliance
	Western Kentucky University (Restructuring KY Alliance)
	Wyoming Geographic Alliance
2006	Alaska geographic Alliance
	Arizona Geographic Alliance
	Arkansas geographic Alliance
	California Geographic Alliance
	Delaware Geographic Alliance
	Geography Educators' Network of Indiana
	Georgia Geographic Alliance
	Kansas Geographic Alliance
	Kentucky Geographic Alliance
	Massachusetts Geographic Alliance
	Missouri Geographic Alliance
	Montana Geographic Alliance
	National Geographic Society
	New York Geographic Alliance
	Northwestern State University
	Oregon Geographic Alliance
	Pennsylvania Geographic Alliance
	Texas Alliance for Geographic Education
	University of Connecticut (Education Network Grant Proposal)
	Vermont Geographic Alliance
	Wyoming Geographic Alliance
<hr/>	
* Indicates from restricted funding source	
(National Geographic Education Foundation 2005a, 2005d, 2006a, 2006b)	

Proposals presented to the NGEF Board went through a rigorous review and approval process, with input from an external committee of experts (National Geographic Education Foundation 2005d). The committee used four levels of criteria to judge a proposal for approval: 1) was the project national in scope, 2) was the project replicable, 3) did the project use technology creatively and 4) did the project have a strong evaluation protocol (National Geographic Education Foundation 2005d). Grants

approved were interdisciplinary, leveraged new, modern technologies for educational use, and were engaging for both parents and children. The proposals during this time period still focused efforts on teacher training, as had been a staple of the Alliance Network model from the beginning (National Geographic Education Foundation 2005d).

State Endowments. In the 2000s, NGEF continued to raise funds to support geography education in K-12 schools in specific states or cities. One example, an endowment for Chicago, was established when NGEF matched a \$500,000 donation from the Chicago Geographic Society (National Geographic Education Foundation 2000a). The NGEF was approached by the Chicago Geographic Society in 1999 to create the city endowment rather than a state endowment for Illinois, to support geography education in the Chicago metro area (National Geographic Education Foundation 1999b).

The NGEF continued to work towards building endowments, or geography education funds, to support geography education. By 2002 there were 23 entities with geography education funds: 19 state endowments, two city endowments, and two in Canada. (Table 6.9) (National Geographic Education Foundation 2002f). In May 2006, the National Geographic Society hosted a fundraising gala in honor of Mr. Grosvenor's 75th birthday and honoring his many achievements, the proceeds of which went to supporting National Geographic Society's geography education efforts (National Geographic Education Foundation 2006a). Of the \$7 million raised from the event, the National Geographic Society agreed to match all funds raised (National Geographic Education Foundation 2006d). The majority of which would go into an endowed fund for supporting geography education across the nation, named for Mr. Grosvenor, and a funds designated to support specific state alliances, adding to five established state

endowments, and creating nine new state endowments (National Geographic Education Foundation 2006a, 2006c, 2006d).

The NGEF continued work to build funds for California and West Virginia in the first half of the 2000s, with longer term plans for fund creation and completion for Alabama, Delaware, Georgia, Kentucky, North Carolina, Ohio, New York, and Vermont (National Geographic Education Foundation 2002f). The NGEF continued to seek funds for state-based endowments, but there was a fear that many states were in budget crises, and those legislatures would not create an appropriation for building a state-based education endowment of \$1 million, the goal for each state fund (National Geographic Education Foundation 2002b). In 2009, the NGEF suspended its one-to-one dollar matching policy for all funds donated to NGEF, including for the creation of state endowments, as the Board wanted to pause that practice until economic conditions in the United States improved (National Geographic Education Foundation 2009a).

Table 6.9. National Geographic Geography Education Funds, 2002

State	Colorado
	Connecticut
	Florida
	Illinois
	Indiana
	Iowa
	Kansas
	Maryland
	Michigan
	Minnesota
	Mississippi
	Nebraska
	North Dakota
	Oklahoma
	Tennessee
	Texas
	Virginia
	Wisconsin
	Wyoming

Table 6.9. Continued.

Other	Canada (Royal Canadian Geographical Society) Canada (Gilbert M. Grosvenor) Chicago District of Columbia (National Geographic Education Foundation 2002f).
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Changes to the Network

In 2005, there were only 45 active alliances, and the NGEF began to discuss how to measure the effectiveness of the Alliance Network and individual alliances (National Geographic Education Foundation 2005d). Barbara Chow, Director of the National Geographic Education Foundation and Director of the National Geographic Society Education Outreach Division (formerly GEP), and NGEF board members began to push the alliances towards a “shared national agenda,” and the process of evaluating the alliances (National Geographic Education Foundation 2005d).

Dr. David Rutherford, the first Grosvenor Scholar at the National Geographic Society, stated that the purpose of the evaluation process was to “redefine the grassroots network, expanding both the reach and the visibility” (National Geographic Education Foundation 2006a, 3). The evaluation examined the organizational structures of alliances to determine how to improve effectiveness, and surveyed and compared public policies, public engagement, and model programs across all alliances (National Geographic Education Foundation 2006a). It stated that alliance effectiveness was measured through public policy efforts at the state and local levels, such as the support offered by the California Geographic Alliance for the California Environmental Education Initiative; the relationship that each alliance had with its state board of education also went into the effectiveness measurement (National Geographic Education Foundation 2006a). At the

time of the evaluation, there were 47 active alliances, with Idaho, Washington, and New Jersey in transition to a new institution or a new alliance coordinator (National Geographic Education Foundation 2006b).

In 2006, John Roush and Joyce Chinn, owners of the business consulting firm Roush-Chinn Consulting LLC (Chamber of Commerce.com 2018), were retained to assist NGEF and the National Geographic Society with creating a long-term plan for the Alliance Network (National Geographic Education Foundation 2006b). The objective of the project was “to advance geography education by strengthening the network of alliances and perfecting the partnership between NGS and alliances” (Roush and Chinn 2007, 12). The goal was to make alliances more effective and strengthen the relationship between the National Geographic Society and the alliances, making it more productive in the process (Roush and Chinn 2007). The study included interviews with fifteen external stakeholders, which included state and local education officials, other specialists in the education environment that were also familiar with the Alliance Network, and National Geographic Society staff, consultants, associates, and alliance members. It also looked at National Geographic Society policies and external research that focused on the alliances and their work (Roush and Chinn 2007).

Roush and Chinn concluded that the Alliance Network needed to strengthen and coordinate strategic planning, hire regional liaisons or analysts to assist communication between National Geographic Society and the alliances, and upgrade policies and procedures for funding the alliances (Roush and Chinn 2007). This study, and its findings and recommendations would influence alliance policies in the future.

A New Plan for Alliances. The alliance evaluation process laid the foundation for re-energizing the alliances in the 2000s. In late 2007, Ms. Chow stepped down, and Dr. Daniel Edelson was hired as the Executive Director for the Education Foundation and Vice President of Education and Children’s Programs (formerly GEP) (National Geographic Education Foundation 2007). Dr. Edelson studied and researched the Alliance Network during his first months, and found that about one-third of alliances were “strong and stable,” a third were “in the middle,” and a third were weak—they had been doing the same activities and professional development workshops for years, as they had been trained to do when they were founded in the late 1980s and early 1990s (National Geographic Education Foundation 2008a). He found that low performing alliances were not meeting the needs of their members within their state, many times because they were not seeking out what those needs were (National Geographic Education Foundation 2008a).

The NGEF began to discuss what would be best for alliances, to redefine them as professional organizations: the pros and cons of structuring alliances through a charter process, requiring membership dues, assessment of progress, sustainability, and the priorities of each alliance (National Geographic Education Foundation 2008a).

Throughout the discussion, the Board agreed that of all NGEF’s assets, the Alliance Network was the strongest, and new goals would create higher expectations in the future (National Geographic Education Foundation 2008a). Mr. Grosvenor urged the Board and Dr. Edelson to make sure to provide a plan that would give continuity and support for new expectations and changing goals, as each alliance differed in size, budget, and the

educational environment it worked in within its state (National Geographic Education Foundation 2008a).

At the December 2008 National Geographic Education Foundation Board of Governors meeting, Dr. Edelson presented the “National Geographic Alliance Re-Structuring Plan” (National Geographic Education Foundation 2008b). The plan stated that while the alliances had been successful at improving geography education in K-12 schools in the United States, the effectiveness from state-to-state and year-to-year varied between states (National Geographic Education Foundation 2008c). The reasons for this were (National Geographic Education Foundation 2008c, 1):

- External expectations of alliances have not always been clear and consistent
- Long-term goal setting and strategic planning have not been a consistent basis for Alliance decision-making
- Financial support for Alliances from NGEF, and other sources, has fluctuated on time-scales that make it difficult to pursue long-term programs
- The need to plan for and manage transitions in program leadership has not been institutionalized in the Alliance structure, resulting in natural transitions being unnecessarily problematic
- Coordination, collaboration, and communication across Alliances has not been managed effectively to overcome limits in local resources and foster a truly national network
- In most cases, Alliances have lacked sufficient financial resources and organizational capacity to achieve truly large-scale impact.

The goal of re-structuring the alliances was to create a model that would allow NGEF and the alliances to strive for large-scale geography education reform and strategies that would meet long-term and short-term goals laid out in the plan. The GEP and NGEF would best serve the alliances in the new plan by setting goals and sticking to them, evaluating progress towards set goals, and teaching the alliances how to make the

changes necessary to be successful and have an impact in their state (National Geographic Education Foundation 2008b, 2008c).

The re-structuring plan focused on three key components: policy, human capital, and instructional resources; it addressed these components through three steps: 1) establish a climate and capacity to support reform; 2) develop, evaluate, and refine resources and plans for implementing reform; and 3) implement reform at scale (National Geographic Education Foundation 2008c, 2). It required NGEF and the alliances to work together as they had not in the past, in the hope of changing how they operated and worked towards shared, strategic goals for improving geography education. The plan laid out specific outcome, implementation, and restructuring goals (Appendix C), with the overall goal that by the year 2025, 80 percent of all 18 year-olds in the United States would be geographically literate, with no one, no matter background, falling below 75 percent geography proficiency (National Geographic Education Foundation 2008c, 2009b; National Geographic Education 2010). The NGEF made several recommendations to achieve the proposed changes and goals, and to hold the alliances accountable to the re-structuring plan (National Geographic Education Foundation 2008c, 5):

- Establish measurable goals for education reform;
- Use the restructuring plan model as the basis for a 5-to-10-year strategic plan to achieve goals;
- Sequence their work, pursuing the three reform steps in order and not moving to the next step without demonstrated sustainable success on the previous step;
- Monitor progress toward goals and report annually on that progress and any required changes; and
- Take responsibility for raising funds to implement reform in their state.

The biggest change for many alliances was many would be asked to stop offering “traditional” programs they had executed since their founding, but instead to work within

the re-structuring plan to measure activities and impact against state and teacher needs (National Geographic Education Foundation 2008c).

In the re-structuring plan NGEF was also asked to change how it functioned in relation to the Alliance Network by modifying its operation and support structures in a way that would continue to strengthen alliances, encourage collaboration throughout the Alliance Network, and direct national reform activities. The steps for each of these goals included (National Geographic Education Foundation 2008c, 5-6):

Strengthen and Support Alliances

- Clarify the NGS/Alliance relationship through a 5-year Alliance Charter agreement
- Commit to multi-year funding for chartered Alliances to support core, climate, and capacity-building activities (at an annual rate of \$50,000-\$150,000 based on population)
- Maintain a corps of national NGS *Liaisons*—field staff who will serve as advisors and coaches to the Alliances
- Develop and distribute model resources and reform plans
- Initiate pilot large-scale reform projects in high-need or other high priority locations

Achieve Synergies Across the Network

- Develop mechanisms to facilitate communication across and between Alliances as a network
- Fund projects that create synergies among Alliance through collaboration on, and dissemination of, best practices

Conduct Reform Activities from a National Perspective

- Lobby for federal funding for geography education reform programs
- Conduct public engagement programs to build demand for geography
- Conduct national teacher leader academies

Lastly, the re-structuring plan recommended that the National Geographic Society and the alliances work together to develop assessments of students' geographic literacy; develop assessments to better understand teacher geographic literacy knowledge and skills; establish measurements for evaluating a state's reform climate and capacity; and

establish measurements to assess instructional resources and reform plans (National Geographic Education Foundation 2008c).

The re-structuring plan was presented to ACs during the 2009 Annual Alliance Coordinator's Meeting, February 24-28, 2009 (National Geographic Education Foundation 2009b). The intention was to communicate with alliances they would have a year to plan how to enter into this new "strategic planning" process, hoping that they would change from "projects" into a "geography education center" within their state (National Geographic Education Foundation 2009b).

The first step in the process was that all alliances would attend a Capacity Building Course (CBC), an executive-style, professional training course, beginning in 2010 (National Geographic Education 2009c, 2010b). The CBC course addressed four main areas for building capacity: systematic education reform, strategic planning, continuous evaluation, and organizational design and management (National Geographic Education Foundation 2009c). In the first year, 46 of the 53 alliances participated; the remainder completed the training in 2011 (National Geographic Education Foundation 2010b). After the in-person CBC training, alliances engaged in 11 weeks of online instruction and discussion, which revolved around organizational design, systemic reform, evaluation, and strategic planning (National Geographic Education 2011).

As alliances moved through the CBC training and began the process of writing and implementing strategic plans, with the help of a strategic planning consultant, they began to show proof of a "new spirit" as Mr. Grosvenor stated in a 2010 NGEF Board of Governors meeting, and that the Foundation was "revitalizing" the Network (National Geographic Education Foundation 2010c; National Geographic Education 2011).

The process of the professional CBC training and state strategic planning allowed alliances to reflect on the years they had advocated for geography education, and identify the mission, vision, values, and goals for their state that also aligned with National Geographic and prepared them to become a more goal-oriented organization (National Geographic Education 2011).

Policy: *No Child Left Behind* and TGIF

In 2001, at the beginning of President George W. Bush's first term in office, the *No Child Left Behind Act of 2001* (NCLB) was introduced in Congress (U.S. House 2002). This was a reauthorization of the *Elementary and Secondary Education Act of 1965*, and was passed in January 2002 (U.S. House 2002; Daley 2003). In a report published by the Center on Education Policy (CEP), it was explained, "the central feature of this law requires the states to adopt a specific approach to testing and accountability, intended to lead to higher achievement for all children" (Center on Education Policy 2003). No Child Left Behind named geography as a "core" academic subject, as did other pieces of education legislation from the 1990s, along with English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, and history (U.S. House 2002, Daley 2003). It also stated that all teachers were to be "highly qualified" by the year 2005-2006. A highly qualified teacher is defined by NCLB as one who has earned a bachelor's degree, is fully state-certified, and can demonstrate expertise in his or her subject matter (Daley 2003).

Despite the designation as a "core" academic subject, again, geography was the only subject that did not receive a dedicated federal funding stream (Table 6.10) (U.S. House 2002; Daley 2003); to combat this oversight for geography, the National

Geographic Society began a public policy campaign aimed at getting geography federal funding support.

Table 6.10. NCLB funding by discipline		
Program Name	Legislation Reference	Authorized Appropriations
Reading First	Title I, Part B, subpart 1	\$900,000,000
Early Reading First	Title I, Part B, subpart 2	\$75,000,000
Even Start	Title I, Part B, subpart 3	\$260,000,000
Improving Literacy Through Libraries	Title I, Part B, subpart 4	\$250,000,000
Science and Mathematics Partnerships	Title II, Part B	\$450,000,000
Writing (National Writing Project)	Title II, Part C, subpart 2	\$15,000,000
Civic Education	Title II, Part C, subpart 3	\$30,000,000
Teaching of Traditional American History	Title II, Part C, subpart 4	Such sums as necessary
Foreign Language Assistance Program	Title II, Part C, subpart 9	\$28,750,000
Physical Education (Not a core academic subject)	Title II, Part C, subpart 10	Feds. Pay 90% for 1 st year, 75% for 2 nd , 3 rd , et. Al.
Excellence in Economic Education	Title II, Part C, subpart 13	Feds. Pay 50% of grants
Arts in Education	Title II, Part C, subpart 15	Decided on per grant basis
Geography	N/A	N/A

(Daley 2003, 4)

Teaching Geography is Fundamental (TGIF). In the 2000s, NGEF began to intensely focus on improving geographic literacy for K-12 students. Ms. Barbara Chow, Director of the Education Foundation and Director of the Education Outreach Division from 2001-2007, suggested continuing to provide high quality professional development, instruction for students in geography, and access to quality and engaging content for kids

(National Geographic Education Foundation 2003a, 2; Interview with Ms. Barbara Chow, 10 July 2015). The NGEF began to look for leveraging strategies to achieve these goals, as it was reaching only 3-5% of teachers in the nation on its own, and geography received no federal funding under the No Child Left Behind Act (NCLB) despite the designation as a “core” academic subject (Daley 2003; National Geographic Education Foundation 2003a).

Ms. Chow and the NGEF chose to pursue a legislative approach as a strategy to increase the level of geographic literacy in K-12 schools in the United States (National Geographic Education Foundation 2003a). The NGEF employed the help of Mr. Tom Boggs and Mr. Robert C. Jones of Patton Boggs, LLC to begin working on a policy initiative. Mr. Jones laid out a detailed plan to find national funding for geography education, with the final product a drafted bill to support and fund geography education efforts in K-12 schools (National Geographic Education Foundation 2004a):

- 1) Enable local and state educators and state agencies to address geographic literacy;
- 2) Share the vision gained from state educators and state agencies with Congress;
- 3) And last a public hearing with witnesses to share how to fix the problem of no federal funding for geography.

The bill, the *Teaching Geography is Fundamental Act (TGIF)*, was first introduced in the Senate on July 11, 2005 (National Geographic Education Foundation 2005a; U.S. Senate 2005). It stated:

Teaching Geography is Fundamental Act – Amends the Higher Education Act of 1965 to establish a geography education program under title II, Teacher Quality Enhancement.

Authorizes the Secretary of Education to award a grant to a national nonprofit educational organization or consortium, with 75% to be used for subgrants to institutions of higher education associated with state geographic alliances, nonprofit education organizations, or state or local educational agencies. Requires various grantee and subgrantee activities designed to expand geographic literacy

among kindergarten through grade 12 students by improving their teacher's professional development programs offered through institutions of higher education. Includes among such activities state-based conferences to assess geographic literacy and identify improving strategies (National Geographic Education Foundation 2005b; U.S. Senate 2005; U.S. House 2006).

The bill was introduced by Senator Thad Cochran (MS) and Senator Ted Stevens (Alaska) in the Senate, and in the House on May 25, 2006, by Representative Roger Wicker (MS) (National Geographic Education Foundation 2005a; Patton Boggs, LLP, 08 December 2005, memorandum; U.S. Senate 2005; U.S. House 2006). In a press release, Senator Cochran stated "Geographic literacy is essential to a well-prepared citizenry in the 21st Century. Today, Americans must be equipped to function in a global marketplace. To expect that Americans will be able to work economically and diplomatically, we need to prepare students by providing them with an understanding world" (Jenny Manley, Press Secretary, U.S. Senator Thad Cochran, 13 July 2005, press release).

The bill was introduced as bipartisan and stand-alone, and asked for \$15 million annually for five years (Carol Seitz, National Geographic Society, 14 July 2005, press release; National Geographic Education Foundation 2005b, 2005c). Members from both sides of the aisle of the Senate and the House were lobbied to be co-sponsors, and at the end of the 109th Congressional session, there were 22 representatives and 17 Senators co-sponsors (Appendix E) (National Geographic Education Foundation 2004a; U.S. Senate 2005; U.S. House 2006).

To spread the word, National Geographic Society, NGEF, Patton Boggs, Alliance Coordinators and members, and GEP staff contacted every member of Congress through personal meetings, telephone calls, and email. Unfortunately, TGIF was not signed into

law during the 109th Congressional Session, but it was believed that the work done during the 2005-2006 TGIF campaign had laid a good foundation for success in 2007 during the 110th Congressional Session (Patton Boggs LLP, 08 December 2005, memorandum; Patton Boggs LLP, 27 November 2006, memorandum).

The Teaching Geography is Fundamental Act was reintroduced in the 110th, 111th, and 112th Congressional Sessions, each time with the hope that more Members of Congress would sign on as co-sponsors. Alliance Coordinators and alliance members were utilized beginning in 2006, as a grassroots strategy to show Capitol Hill that constituents within the states also believed that this was an important issue for the education of their children (Patton Boggs LLP, 27 November 2006, memorandum). In 2006, the first year of Hill Day, 23 individual alliances contacted their Members of Congress between January and September of 2006, making personal contact with 46. Of those 46, TGIF gained 11 new co-sponsors, seven Senators and four Representatives (Patton Boggs LLP, 27 November 2006, memorandum).

In the following years, Alliance Coordinators ramped up their efforts, going to Capitol Hill on “Hill Day” as part of the Annual Alliance Coordinators meeting each spring. Patton Boggs, along with National Geographic Society and GEP staff, understood the power that the Alliance Coordinators and alliance members had with their Members of Congress, and believed it was important to utilize ACs during the Alliance Annual Meeting each spring. Alliance Coordinators would make appointments with as many Members of Congress from their state as possible, meet with them or their staff, and make a pitch for signing onto TGIF as a co-sponsor (Interview with Chris Shearer, 09 January 2015). When asked about the effect ACs had on Capitol Hill, Mr. Jones stated

“Alliances lend a personal voice to the importance of geography education at the state level” (National Geographic Education Foundation 2006b).

Each year, more Members of Congress were contacted, and between 150 and 200 meetings were held by Alliance Coordinators each year on that day (Patton Boggs 04 June 2007, memorandum; Patton Boggs, 09 April 2008, memorandum; Robert C. Jones, 01 April 2009, memorandum; Robert C. Jones, 07 April 2010; National Geographic Education Foundation 2011). Through the grassroots efforts, as well as efforts made by NGEF Board members, and GEP staff, a quarter of the Members of Congress signed onto TGIF each congressional session it was introduced (Table 6.11), and Mr. Grosvenor personally met with Members of Congress to impress upon them the importance of improving geography education in the United States (Patton Boggs LLP, 16 September 2005, memorandum; Patton Boggs, 27 November 2006, memorandum).

Table 6.11. TGIF number of co-sponsors, 2005-2012			
Congressional Session	House	Senate	Total
109 th	23	17	40
110 th	87	25	112
111 th	119	26	145
112 th	72	23	95

(NGEF 2005b; U.S. Senate 2005, 2007, 2009, 2011; U.S. House 2006, 2007, 2009, 2011).

By 2009, Alston & Bird LLP, legislative consultants for TGIF after Patton Boggs, thought there was a 50-50 chance that TGIF would pass during the 111th Congressional Session (National Geographic Education Foundation 2009a). TGIF had been included in the language for reauthorization of ESEA, and when it did not pass, there was an appropriation for \$3 million for geographic education included in the Senate version of the Fiscal Year 2011 National Oceanic and Atmospheric Administration (NOAA) budget (National Geographic Education Foundation 2010a, 2010b). Despite all efforts though,

TGIF was not passed into law, as a stand-alone bill or in addition to education legislation, any of the years it was introduced into Congress, and during interviews with Mr. Christopher Shearer and Mr. Robert C. Jones, both stated that TGIF was never meant to be a stand-alone bill, but rather be a “focus point” for geography education legislation. Instead, it was intended to be an attachment to an education legislative “vehicle,” such as NCLB or ESEA reauthorization (Patton Boggs LLP, 08 December 2005, memorandum; Patton Boggs LLP, 09 April 2008, memorandum; National Geographic Education Foundation 2011; Interview with Chris Shearer, 09 January 2015; Interview with Robert C. Jones, 10 January 2018). During the interview with Mr. Jones, he stated the following about TGIF and its function:

The strategy had never been to pass a stand-alone. The introduction of that bill was simply as a focus point...It’s a vehicle that articulates the problem, what the solution is, and if people wanted to support you, you can easily say, “sign on.” That bill was a way to consolidate the energy, to focus people’s energy, both in the community that cared about it and the policy makers who wanted to talk about it (Interview with Robert C. Jones, 10 January 2018).

2011: 25 Years

As the Alliance Network approached the 25th anniversary of the program, there were alliances in all 50 states, Washington, D.C., Chicago, Puerto Rico, and a partnership with the Royal Canadian Geographical Society (National Geographic Education 2011). Twenty-six alliances had succeeded in creating permanent endowments for the support of geography education within their states, and an average of 20,000 teachers were participating in state alliance activities annually (National Geographic Education 2011). Advanced Placement Human geography was offered in 45 states, and 20 alliances were working with state education officials to write common state Social Studies standards, in conjunction with the Council of Chief State School Officers (National Geographic

Education 2011). Alliances were writing strategic plans to guide their geography education efforts towards meeting state goals as they moved into the second decade of the 2000s, and advocating for geography education legislation and funding at the local, state, and national levels (National Geographic Education Foundation 2002f, 2005a; National Geographic Education 2011).

Alliances continued to be innovative and impactful. The Alliances from the Four Corners, Arizona, New Mexico, Utah, and Colorado, brought teachers from all four states together for a collaborative summer institute. California set out to create a state atlas and train every 4th grade teacher in the state on how to use it in their classrooms (National Geographic Education 2011). The Colorado Geographic Alliance worked with its State Board of Education to create and implement a social studies assessment that included geography, bringing the total number of states with social studies assessments that include geography to 25 (National Geographic Education 2011).

Alliances were working with state and national agencies to further the geography education movement, such as the National Park Service and state museums and historical societies. They were also training with other state organizations, such as economic councils, STEM organizations, afterschool education groups, community colleges, and many more (National Geographic Education 2011). During the first 25 years of the Alliance Network, 28 alliances had successfully lobbied for and received funding lines within their state's budget (Table 6.12) (Educational Testing Institute 2011).

Table 6.12. Alliances with funding in state budgets over time			
Arkansas	Kansas	Mississippi	Tennessee
California	Kentucky	Nebraska	Texas
Connecticut	Louisiana	New York	Utah
Delaware	Maine	North Carolina	Virginia
Georgia	Maryland	North Dakota	Washington
Illinois	Massachusetts	Oregon	Wisconsin
Iowa	Minnesota	Rhode Island	Wyoming

(Educational Testing Institute 2011)

As the Alliance Network moved past its 25th anniversary, it focused on five goals

(National Geographic Education 2011, 13):

- 1) Educators: The United States will have an adequate supply of educators for all settings and levels that are well prepared to teach geographic concepts, knowledge, and skills.
- 2) Institutions: Formal and informal educational organizations will have the resources and institutional commitment to provide geographic learning opportunities of sufficient quantity and effectiveness to enable all young people to become geographically literate.
- 3) Resources: Formal and informal educational organizations will have high-quality materials for diverse audiences and settings that will be available to support geographic teaching and learning.
- 4) Consumer Demand: The public will recognize the importance of geographic literacy, seeking out and opting into opportunities to learn geographic concepts, knowledge, and skills, and influencing policies that establish geographic literacy as an expected outcome of a public education.
- 5) Systems for Continuous Development: The National Geographic Network of Alliances for Geographic Education will operate as an effective and sustainable system for continuous improvement in geographic education nationwide.

The program would be guided by its success of the previous 25 years and these principles as it entered 2012 and the second quarter century of the geography education movement, as it continued to strive for better geography education in K-12 schools across the United States.

VII. ANALYSIS II

To answer research question three, the historical narrative created in Chapter VI to document the beginnings, programs, professional development activities, public policy initiatives, and the structures that influenced the Alliance Network, was analyzed. This included the National Geographic Education Foundation, the Geography Education Program, the geography proficiency exams of the 1980s and 1990s, the writing and publication of *Geography for Life: National Geography Standards*, the creation of the Advanced Placement Human Geography course and exam, and the Teaching Geography is Fundamental Act. This chapter breaks down the goals of the Alliance Network and gives historical evidence of them. Personal accounts from leaders in geography education (Table 5.1) gathered during interviews discuss whether the Alliance Network met its goals during the first 25 years of the program.

Research Question Three: Did the Alliance Network met its goals?

The Alliance Network was created to support geography education in K-12 schools in the United States, and was, at its creation, defined as “a grassroots organization dedicated to supporting geographic education” (National Geographic Society 2012). It worked towards that mission by providing: 1) a grassroots movement and support from within the states, 2) world class professional development and creation of classroom materials, 3) educational opportunities through public outreach, and 4) policy change and advocacy in favor of geography education at both the state and national levels (National Geographic Society 2012).

Grassroots: Building a “Prairie Fire”

The concept of creating a grassroots movement around geography education was not a stated, intentional goal of the Alliance Network, but was put forth as a tenant by Mr. Grosvenor who believed it was important for the success of the program. During an interview in June 2015, I asked him why he believed a such a strategy was the best for the Alliance Network, and why he had not based the movement in Washington, D.C. He stated:

The beginning of this, I guess, goes back to Lamar Alexander. He had been Governor of the state of Tennessee. He came to Congress as a Senator, [President] Reagan appointed him Secretary of Education. Reagan did not believe in centralizing power in Washington. Lamar became a believer based on his experiences as a governor on state’s rights, and they both convinced me—more Lamar because obviously I didn’t have that kind of input with the President—but they convinced me that the action was at the state level. And Lamar, in particular, would say, “Put your money out in the prairies, tend the fires, but let the educators in the prairies do their thing.” Then he told me, “Remember that nothing of value happened inside the beltway of Washington, D.C.” (Interview with Gilbert M. Grosvenor, 11 June 2015).

The concept of allowing the alliance movement, the Alliance Network itself, to begin at the state level, within the states, was one that stayed with Mr. Grosvenor, and continued throughout the program. The structural model for an alliance and how it would affect geography education came from Dr. Salter and Mrs. Salter and their work with the California Geographic Alliance, based out of Los Angeles, California in the early 1980s (Geography Education Program 1986e; Salter 1987; Grosvenor 1988, 1995a).

The first eight alliances and their coordinators were chosen through established contacts with university colleagues throughout the United States, but the professors who chose to apply to create an alliance, to be an Alliance Coordinator, wanted to be a part of the Alliance Network and make a difference in their state education system (Grosvenor

1995a). After 1986 and the first eight alliances, alliances were added yearly, based on an application and proposal process from interested parties within a state, again focusing on allowing people that were passionate about geography education to make their intentions known, create a plan, apply, and begin the work of creating an alliance (National Geographic Education Foundation 1987f, 1988c; Grosvenor 1995a). In the case of the Maine Geographic Alliance, it was not a professor who began the alliance process, but instead residents who read about the Alliance Network in the June 1991 issue of *National Geographic Magazine*, contacted the Maine Commissioner of Education about the program, and by 1992 the Maine Geographic Alliance was formed and beginning to meet the needs of its teachers, students, and citizens (National Geographic Education Foundation 1991c; Geography Education Program 1992c, 1992e).

By 2011, there was an alliance in every state, plus Washington, D.C., Puerto Rico, Chicago, and a partnership with the Royal Canadian Geographic Society to promote and support geography education in Canada (National Geographic Education Foundation 2000b; National Geographic Education 2011; National Geographic Society 2012). The interest for each alliance came from interested citizens, professors, and teachers within a state, and with the completion of the Network, Mr. Grosvenor's goal of creating a grassroots movement for geography education was accomplished.

Of 33 people interviewed, two talked about the grassroots nature of the Alliance Network, Dr. Sarah Bednarz and Mr. Christopher Shearer. During the interview with Dr. Bednarz, I asked for her thoughts on the future of the Alliance Network, and she responded, "I would love to see us go back to the grassroots principle, and have it be more collaborative, with university professors and teachers working together on shared

issues” (Interview with Dr. Sarah Bednarz, 25 June 2016). When interviewed, Mr. Shearer spoke about his involvement with and thoughts on the Alliance Network: “It’s a grassroots movement, so it’s not—it’s got to get beyond the grassroots movement” (Interview with Chris Shearer, 09 January 2015). These two statements reveal very different opinions of the “grassroots” characteristic of the movement. Dr. Bednarz’s statement leads one to believe that the Alliance Network should get back to the grassroots nature of the early years, with passion, ideas, and activities coming from individual alliances and their members and leadership, working together; Mr. Shearer’s statement suggests that that Alliance network has not moved beyond the grassroots mentality, that it needs to be more than a grassroots movement.

If one looks at the history and the way alliances were created, at the characteristics of a grassroots organization and Mr. Grosvenor’s objective of creating a “prairie fire” within the states for geography education, it was successful. The movement started small, with eight alliances in seven states, but thereafter, each year, seven or so were added to the Network until 1993 when it was completed. The interest for an alliance came from individuals located in the state, who felt a calling and a need for such work, and acted to make a difference in their state and the level of geography education offered.

Professional Development and Educational Materials Development

From the beginning, the National Geographic Society and the GEP, as well as the alliances individually, strove to provide “world class” professional development and educational materials for classroom use (National Geographic Society 2012). The National Geographic Society achieved these two goals through the SGIs held at National Geographic Society headquarters in Washington, D.C. for 20 years (Table 6.2), beginning

with workshops that focused on general geography content knowledge and using the *Guidelines* as a basis (Geography Education Program 1985c, 1986d, 1986h, 1986k; Interview with Dr. Sarah Bednarz, 25 June 2015); working with specific topics, such as political geography and diplomacy, *Geography for Life: National Geography Standards*, and yearly Geography Awareness Week themes (Table 6.2); and through the ASGIs presented at the state level by the alliances and SGI trained teachers (Ferguson 1988; Interview with Kim Hulse, 19 May 2015).

The idea of a “prairie fire” also applied to the professional development goal. In an interview with Mr. Robert E. Dulli, retired Deputy Director of the National Geographic Education Foundation, he explained

The idea of this “prairie fire” was to bring teachers in here to National Geographic, give them the best experience we possibly could give them, give them knowledge and techniques for teaching geography, and trust them to have the skills to be good teachers because we handpicked them, or the Alliance handpicked them, so we weren’t worried about teaching them pedagogy. We were worried about teaching them content and presentation skills because—the reason for the presentation skills, which was commonly known as the Binko Method, was to create a multiplier effect so these teachers could go back to their Alliances and teach other teachers. So that became the sort of mantra for the Alliances for a number of years, was just teachers teaching other teachers geography—basic geography—and spreading that across the country and it worked fairly well (Interview with Robert E. Dulli, 11 March 2015).

A number of people interviewed for this research were former or current TCs from alliances across the United States, for example Dr. Brenda Barr, Dr. Janet Smith, Roni Jones, Dr. Kay Gandy Marianne Kenny, Lydia Lewis, Charles Fitzpatrick, Pat Hardy, Marci Deal, Cathy Salter, Dr. Susan Heffron, and Dr. Sarah Bednarz. Many, if not all of them, were graduates of an SGI at National Geographic Society headquarters, and all were active alliance TCs, training teachers in geography content within their own states and beyond.

Roni Jones is a former fourth grade teacher in California and Liaison for National Geographic Education beginning in 2010. When asked about her experiences, she noted the experience of building a community of geography educators and being treated as a professional:

Just being on campus [at National Geographic Society headquarters], as a teacher you were just treated really well and at the time they had the travel agents work with you to book your tickets... it was a whole other experience as a teacher. Instead of fending for yourself, you came here and you were very well taken care of, and you were treated like a professional. I think that was the first time that had ever happened for me. Plus, again, it's community, right? So people who were in my cohort for Geography Awareness Week training are people I still see and keep in contact with... it helps build relationships and build community (Interview with Roni Jones, 02 June 2015).

Dr. Kay Gandy, a former elementary school teacher from Louisiana joined the Louisiana Geographic Education Alliance (LaGEA) in 1996 after attending an ASGI at LSU, and was chosen to attend an institute in Washington, D.C. two years later. In a written statement in 2015, she offered the following about her experience:

One of the most impressive trainings for new TCs took place at the National Geographic Society. Each state sent two representatives for a three-week training to further advance the skills of the new recruits. In 1998, I was chosen to participate in this training. In D.C., I met Michael LeVasseur and Lydia Lewis who taught our content for population trends, human migrations and sustainable resources, and who mentored each of us for presentation skills. We studied erosion, counted soybean plants on Chesapeake Farms and worked with Sandborn maps in Chestertown, MD. We learned to use new technology to teach geography, heard well-known guest speakers (Karin Muller, Alex Chadwick, Sylvia Earle) and practiced interviewing skills. This was the first time in my life that I had been treated as a professional and my opinion valued as an educator. The experience validated my mission to spread geographic literacy (Written statement by Dr. Kay Gandy, 19 March 2015).

Dr. Sarah Bednarz, former TC and Co-Coordinator for the Texas Alliance for Geographic Education (TAGE), spoke about the opportunity to meet people from other

places and learn from them, as well as the usefulness and professionalism of utilizing the Binko Method:

It was fabulous being in D.C. for a whole month, made fabulous lifelong friends, learned a lot about teaching and improving my teaching skills because I learned from other people... The thing that improved everybody's teaching abilities and elevated the quality of geography teaching for those people who participated was the Binko Method. So, having Jim Binko there, training us—it was totally train-the-trainer. So, we learned how to do it, we did it with each other, and then we learned how to help other people learn to do it with the Binko Method... And that model of the Binko Method—that was very, very powerful as a tool to help improve their quality of teaching (Interview with Dr. Sarah Bednarz, 25 June 2016).

Pat Hardy and Marci Deal, also former TCs for the Texas Alliance for Geographic Education (TAGE), began their careers as social studies teachers, became TAGE members and self-defined “geo-evangelists,” training teachers not only in Texas as TCs, but for SGIs and other workshops and institutes around the United States with the National Geographic Society. During an interview, I asked for their experiences with the professional development aspect of the Alliance Network. Ms. Deal stated, “It was finally the one piece that glued it all together, that we’d been missing in Social Studies, that we finally went, ‘I never thought about it that way. Now it makes sense why this occurred, or this happened,’ once you tie it all together.” On the experience of attending and participating in SGIs, she explained, “What was really cool is you had two people from every state, two people from Puerto Rico, and two people from Canada. And we would all get together, and it was so intense. You’d learn things, but you always got to travel somewhere cool... and then you’d see all these different things... the experience was so awesome” (Interview with Pat Hardy and Marci Deal, 20 October 2015).

Cathy Salter, a teacher from California and leader of the Pilot Program at Audubon Junior High School in Los Angeles, California in the mid-1980s, was also part of

the leadership team for SGIs. She began her career teaching in Nebraska before moving to Los Angeles, where she took part in a California Geographic Alliance workshop in the early 1980s. When asked about her experiences with alliance institutes and workshops, she talked about the effects of the institutes and workshops:

So I think there were a lot of teachers who [were] in situations around the country in the 80s and 90s who were interested in the subject [geography] or were teaching it, however it was taught in their particular state, you know, as part of social studies or as a free standing course, it's different all over the country. But they appreciated an academic geography presentation, and they loved going out into the field and taking those lessons they were learning and turning them into learning. Learning how to see the landscape, learning how to take a class out and see the landscape—that was a new thing for most of those teachers. And some of them went home, became much better geography teachers, but remained active in their alliances. It was as though teachers who had in the past maybe never had a relationship with teachers in any other school, or heaven forbid, at a university—that just wasn't happening in most cases. And in this way they were working with someone at a university, they were meeting regularly, they were becoming teachers themselves of other teachers in summer institutes. They became enabled, and sort of the term came up 'geo-evangelized,' and some of them have gone back and gotten master's degrees, gone on and gotten Ph.Ds., gone on and become involved in their state education department, promoting geography (Interview with Cathy Salter, 15 December 2015).

Dr. Susan Heffron, an independent education consultant, began her career as a teacher in Nebraska and member of the Geography Educators of Nebraska (GEON) alliance. She attended an ILI in 1992, later received her Ph.D. in Curriculum and Instruction from the University of Nebraska-Lincoln, was a Co-Coordinator for GEON from 1998-2004, and was an SGI staff member and leader (Interview with Dr. Susan Heffron, 14 January 2016). When asked about the impact of the Alliance Network, she gave her thoughts on the impact of the professional development:

...everybody's situations were unique and challenges, but everybody had the same goal. So I do think that the Alliance Network had an impact upon professional development for teachers. And as a model [of] effective professional [development], when you go back to the original Binko model, the presentation model of actually having teachers do something during the workshop, to do the

activity, to actually do it gave them the model of an instructional model; and by doing that, by using that Binko model for presentation of the material, it increased the likelihood of teachers replicating that in their classroom (Interview with Dr. Susan Heffron, 14 January 2016).

Others were involved at the leadership levels, planning and orchestrating institutes and workshops at the state alliance level and/or at National Geographic Society headquarters. Dr. Richard G. Boehm, former Alliance Coordinator for TAGE, when asked about teacher involvement and impact, stated:

Well, Gil was right, there's no question. It had to be done with teachers. He unleashed an amazing power with teachers—with geography teachers. Teachers are tremendous leaders in their own right. They have terrific leadership capabilities at some level. Now some of them are not talkative, some of them are not public, but they are leaders. They run their classrooms. They run their teaching responsibilities, and that's an immense power. Now my observation over forty or fifty years is that a lot of teachers don't have a stage on which to demonstrate their leadership. And when the Alliance [Network] came along, all of a sudden they were right on center stage. This was a teacher empowerment, teacher leadership, teacher driven process...and all of a sudden teachers have a lot to say, teachers are organizing in-service teacher training, they're developing student oriented activities and initiatives, and there was just an explosion of interest among teachers in the alliance program (Interview with Dr. Richard G. Boehm, 14 January 2016).

Mrs. Kim Hulse, current Vice President of Education Outreach at the National Geographic Society, began her career with the National Geographic Society and GEP in 1988, planning and executing SGIs. When asked about working with teachers, she explained, "That was what made this group—this alliance group—so different in the late 80s, early 90s. Nobody else was doing this: bringing teachers, physically, to D.C., putting them in a dorm for four weeks—for a full month—and basically offering a geography 101 course, for teachers, with proper PD, proper professional development" (Interview with Kim Hulse, 19 May 2015). Mr. Shearer spoke of his interactions with teachers during SGIs:

The teachers I would meet in the program would say, “I never heard of geography in my entire life, ever. And then, in my fourth year of teaching I went to one of the alliance training programs, because it seemed like the best program and I didn’t really know about geography very much. And it changed my life, changed my practice! And now I’m a geo-evangelist! I’m now the secretary of the alliance!”

Educational materials development happened at SGIs, ASGIs, and at the National Geographic Society as part of the work the GEP was doing to support the alliances from Washington, D.C. (Geography Education Program 1987h; Interview with Kim Hulse, 19 May 2015). Alliances disseminated materials at the state level, as created during ASGIs, but the National Geographic Society and the GEP were also creating educational materials for classroom use (Grosvenor 1995a; National Geographic Society 2012). The National Geographic Society began this work before the Alliance Network was founded, by publishing children’s books, educational films, and *World Magazine* in the 1970s (Grosvenor 1995a). The GEP disseminated educational materials through their newsletter *Geography Education UPDATE*, printing lesson plans created by alliance members in each issues, beginning in the Winter 1987 letter (Appendix F). In the present, educational materials and lesson plans can be found through the National Geographic Education: Teaching Resources webpage <https://www.nationalgeographic.org/education/teaching-resources/> (National Geographic Society 2018).

Overall, the people interviewed for this project shared positive opinions about their experiences as participants and leaders of alliance and National Geographic Society professional development activities. It is important to note that this is a self-selecting group, people who were positively influenced by their experiences and stayed active in their state alliance or with the National Geographic Society, training other teachers and working for geography education reform in their own states.

The statements made by interviewees, along with the quantitative evidence produced from the McREL study of 2002 (Englert and Barley 2003) and the *National Geographic Education Impact Summary 2011* (National Geographic Education 2011) provide additional evidence of world-class professional development and materials that were created, a goal successfully met. In 2011, the last year of the research study period, the GEP delivered 156 hours of face-to-face professional development with 17 individual events, reaching nearly 700 educators, and state alliances reached nearly 4,500 educators with face-to-face professional development experiences (National Geographic Education 2011). At the end of this project, the Alliance Network was training nearly 10,000 teachers each year (Interview with Kim Hulse, 09 January 2018).

Public Outreach

The third goal of the Alliance Network was to create and provide outreach opportunities to inform the public about geography and geography education (National Geographic Society 2012). It could be argued that the National Geographic Society has been meeting this goal throughout its history, as the original mission of the Society was “for the increase and diffusion of geographic knowledge” (Locke 1988, 166), as the 33 men who set out to create the Society intended in 1888.

Mr. Grosvenor created *WORLD* magazine in the 1970s as the first National Geographic Society magazine for children (Grosvenor 1995a), and by the 1980s the National Geographic Society was prepared to reach beyond magazine subscribers to a larger audience. It began with the meeting with Dr. Salter and Mrs. Salter about the California Alliance, followed by the creation of the GEP and Alliance Network, and then the Pilot Program schools in Washington, D.C. and Los Angeles, California. In 1985 the

first “Geography Day” was celebrated by the Pilot Program schools, drawing local media coverage and the possibility of public awareness in both cities, and growing to a state-wide celebration in 1986 in California (Geography Education Program 1985a; Bockenhauer 1987; Grosvenor 1995a). The Governor of California declared November 20, 1986, the official Geography Day for the state, letters were mailed to county and district superintendents and principals asking for participation, and newspapers printed geography quizzes on Geography Day that year (Bockenhauer 1987).

Another example of public outreach was the implementation of the first nationwide Geography Awareness Week in 1987, when Congress dedicated an entire week in November to the celebration of geography by signing a joint resolution; since then, the third week of November every year has been designated Geography Awareness Week (Figure 6.1; Table 6.1) (Geography Education Program 1987f; H. J. Res. 249 1987; Debevoise 1988a). Activities for educators and community members was printed in the *Geography Education Program Update* newsletter each year leading up to the week, students created unique community programs such as the Christmas tree mapping project in Oregon, and the event has received media coverage by national news outlets (Geography Education Program 1987i; Debevoise 1988a; Clark and Emmanouilides 1989); and governors throughout the United States have signed state Geography Awareness Week proclamations, giving credence to the importance of Geography Awareness Week in their states as well (Geography Education Program 1987j).

Besides Geography Awareness Week activities, alliances created their own outreach programs and activities, specific to their state’s population and needs. The Michigan Geographic Alliance created a program to expand geography learning into

households and get parents involved when it designed the Family Geography Challenge (Geography Education Division 1994, 1995; Klesius 1995; National Geographic Society 1995). The program brought together students and their parents by asking them to watch the nightly news together, and with the aid of a world map, discuss and journal the places mentioned in the news (Geography Education Division 1994; Klesius 1995; National Geographic Society 1995). The program was so innovative and successful that the Michigan Geographic Alliance was able to leverage it into a grant from the International Bank of Japan (IBJ). Eventually the GEP began disseminating the program from Washington, D.C., training TCs in other states to further increase the reach of the program (Geography Education Division 1995; Geography Education Program 1996c).

The Family Geography Challenge had an additional outreach benefit for the Michigan Geographic Alliance: it acted as a recruitment tool for the alliance. In an interview with Dr. Joseph P. Stoltman on April 22, 2015 he stated:

The spinoff from that [the Family Geography Challenge trainings] was when that happened, then the Teacher Consultant would go and the teacher would ask “How do I become a Teacher Consultant?” and they’d say “Well, you’d need to attend one of the workshops, summer workshops, with the [Michigan] geographic alliance and you’ll become a Teacher Consultant, and you’ll be able to go out and do these sorts of things like I’m doing here.” And so, we were able to pick up a large number of Teacher Consultants that way for a period of about five or six years.

Another example of outreach is the Urban Institute initiative of the 1990s. It started first as the D.C. Outreach Initiative to continue to provide alliance-type opportunities to Washington, D.C. area teachers while the D.C. Alliance was going through a host-institution transition (National Geographic Education Foundation 1991c, 1991e, 1992a, 1992c, 1994c). In the mid-1990s this expanded out to other urban centers in the United States, founded upon research that inner-cities had low alliance membership

rates and activity participation (National Geographic Education Foundation 1995). The Urban Initiative and its workshops were conducted from 1994-1996, and participating cities included Portland, Oregon, Detroit, Michigan, San Antonio Texas, Kansas City, Missouri, Baltimore, Maryland, Chicago, Illinois, Los Angeles, California, Indianapolis, Indiana, Birmingham, Alabama, San Francisco, California, New York City, New York, and Miami, Florida (National Geographic Education Foundation 1994b, 1995, 1996a). Urban Initiative graduates were expected to hold in-service trainings, as SGI and ASGI graduates were, and in some cases they would then partner with their state alliance to provide outreach and professional development opportunities, as was the case in Texas with the San Antonio Urban Initiative and TAGE (Smith 1993). In all cases, participants of the Urban Initiative were encouraged to join and participate in their state alliance program (National Geographic Education Foundation 1996a).

The National Geographic Society, GEP, and the Alliance Network created multiple opportunities to engage state and local communities throughout its history, many times constructing programs that were so successful as to move beyond the borders of one state and into surrounding states, or across the nation, and reaching beyond the walls of K-12 schools into homes and communities.

Policy Change and Advocacy

The fourth goal of the Alliance Network was to advocate for policy changes at the national and state level in favor of geography education (National Geographic Society 2012). The level of success of this goal is mixed; the status of geography education and its place in the American education system is better than when the Alliance Network began in 1986. The first edition of *Geography for Life: National Geography Standards*

was published in 1994, with a second, updated edition published in 2012 (Geography Standards Project 1994; Heffron and Downs 2012). Geography standards have been incorporated into the middle school curriculum in all 50 states and Washington, D.C. (Figure 3.2), and into the high school curriculum in 49 states and Washington, D.C. (Figure 3.3) (Geography Education National Implementation Project 2011; Grosvenor Center for Geographic Education 2011).

Despite the presence of standards in all 50 states at both the middle school and nearly all states at the high school level, not all require students to take a stand-alone geography course, or a course with a combined geography and another social studies topic; by 2011, only 18 states required a stand-alone geography course or a combined course at the middle school level (Figure 3.4), and only ten required either a stand-alone or combined geography course for high school graduation (Figure 3.5) (Geography Education National Implementation Project 2011; Grosvenor Center for Geographic Education 2011).

The alliances and the GEP trained teachers to advocate for geography through the SGIs, ASGIs, and ILIs. Participants received media training to learn how to advocate for geography education and communicate its importance to state and national legislators. During ILIs, participants were sent to Capitol Hill to put their new skills to use, visiting and speaking with state representatives about the importance of geography education (Bockenbauer 1989; Interview with Lydia Lewis, 07 August 2015).

Throughout the study period, there are examples of alliances successfully lobbying their state legislatures for funding in the hopes of creating a permanent place for geography. In some cases, alliances received funding as part of the yearly state education

budget (Table 6.12), while others received a one-time donation towards the creation of a state endowment (Educational Testing Institute 2011) such as Colorado and Mississippi (NGEF 1991c). In 2011, by the 25th anniversary of the Alliance Network, 26 state endowments had been created from both state and private funds (National Geographic Education 2011).

In 2005, the National Geographic Society and NGEF began the first major, national policy initiative with the *Teaching Geography is Fundamental Act* (TGIF), and then additionally with Hill Day in 2006 (National Geographic Education Foundation 2004a, 2006b). Yet, geography had not received a dedicated stream of federal funding as other core subjects had by 2011. The NGEF contracted with Patton Boggs LLP, and then later with Alston and Bird, to outline the best strategy to get geography education the federal funding support it deserved under the designation as a “core” academic subject by NCLB (U. S. House 2002; National Geographic Education Foundation 2004a). In 2005 the TGIF was written and introduced into Congress, and National Geographic Society leadership, NGEF board members, and Alliance Coordinators and members took the time to contact representatives and make visits to Capitol Hill to discuss the importance of geography education in K-12 education (National Geographic Education Foundation 2005a; U.S. Senate 2005; National Geographic Education Foundation 2006b; U.S. House 2006; Interview with Chris Shearer, 09 January 2015).

TGIF was introduced each Congressional Session, through the 113th in 2013/2014, but it was not passed independently or successfully attached to another piece of education legislation, such as the ESEA reauthorization, despite the fact that after the first introduction, nearly one fourth of the members in both the House and the Senate

signed the bill as cosponsors (Appendix E) (Senate 2005, 2007, 2009, 2011, 2013 U.S. House 2006, 2007, 2009, 2011, 2013). The interesting fact is that TGIF was never meant to pass as an independent, stand-alone bill; it was always meant to be a focus point for support and attention by legislators for geography education if and when the time came to reauthorize previous education legislation (Interview with Christopher Shearer, 09 January 2015; Interview with Robert C. Jones 10 January 2018).

The Alliance Network, GEP, NGEF, and the National Geographic Society did successfully advocate for geography education, and successfully trained teachers and ACs to advocate for geography education within their states. The success of these advocacy efforts is what is mixed; there is still no federal funding stream to support K-12 geography education, but there are standards present in the middle and high school curriculums of all 50 states and Washington, D.C. Some states do have a dedicated geography course, but some states, such as Texas, no longer require a geography course for high school graduation (Interview with Pat Hardy and Marci Deal 30 October 2015). The goal was to advocate for policy change in relation to geography education, which the Alliance Network, National Geographic Society, GEP, and NGEF did accomplish, and sometimes that resulted in policy change, while in other cases it brought the issue to the attention of lawmakers to make a difference in the future.

Summary

Throughout its history, the Alliance Network has strived to create a place for geography education in the K-12 U.S. education system. It was “a grassroots organization dedicated to supporting geography education” (National Geographic Society 2012), and when that statement is broken down into its individual parts and analyzed, it met that goal

as a whole, and each individually. Each state alliance began *in* the state, with interested parties writing proposals and applying for the status of a “geographic alliance.” A 54-alliance network was created, and it supported geography education at both the state and national levels for the first 25 years, and beyond.

The activities and characteristics of that support are what define the Alliance Network: professional development and classroom materials creation, outreach, and policy advocacy. The National Geographic Society GEP trained hundreds to thousands of teachers each year through its SGIs and ILIs in Washington, D.C., and alliances trained more teachers within the states at local ASGIs. Teachers received training in geography content (both general and topic specific), pedagogy and teaching skills through the Binko Method, and advocacy skills through ILIs. Teachers were treated as professionals, and were given the chance to be empowered, to be teacher leaders within their schools, districts, and state through their local alliance. Teaching materials were created at institutes and workshops, and then shared through the GEP *UPDATE* newsletters, the National Geographic Education website, and through the individual alliances.

Alliances created outreach programs to further support geography education, to spread the word of its importance beyond just teachers. The Michigan Geographic Alliance’s Family Geography Challenge was so successful that it became a National Geographic Education program, distributed throughout the United States, and acted as a member recruiting tool for the Michigan Geographic Alliance in the process. Geography Awareness Week began in 1987 and has continued to be celebrated the third week of November ever since, centering on a specific theme each year. Lastly, Urban Initiatives allowed the NGEF and the GEP to reach into untapped teacher and student populations,

providing professional development and support to teachers in urban centers, and also a way for alliances to reach into those centers to recruit members as well.

Last, but not least, the Alliance Network created avenues for members and ACs to advocate for geography education policy changes within their state and at the national level. Alliance members were trained in advocacy skills at ILIs and practiced those skills by visiting Capitol Hill to speak with their state representatives; some alliances successfully lobbied for support funding from their state, either through the yearly state budget or by receiving a one-time donation that was matched on a 1:1 basis by the NGEF, creating a permanent state endowment for geography education support. These are successful examples of advocacy, but the TGIF initiative was in the end not successful, and by the 25th anniversary of the Alliance Network, geography had not received a permanent federal funding stream, as other NCLB subjects had.

Table 7.1. Summary of Research Question 3: Did the Alliance Network met its goals?

Grassroots: Building a “Prairie Fire”

Maine Geographic Alliance: initiated by residents of the state, writing letters to the Maine Commissioner of Education after reading about the program in the June 1991 issue *National Geographic Magazine*.
 Gilbert M. Grosvenor: “The beginning of this, I guess, goes back to Lamar Alexander. He had been Governor of the state of Tennessee. He came to Congress as a Senator, [President] Reagan appointed him to Secretary of Education. Reagan did not believe in centralizing power in Washington. Lamar became a believer based on his experiences as a governor on state’s rights, and they both convinced me—more Lamar because obviously I didn’t have that kind of input with the President—but they convinced me that the action was at the state level. And Lamar, in particular, would say, ‘Put your money out in the prairies, tend the fires, but let the educators in the prairies do their thing.’ Then he told me, ‘Remember that nothing of value happened inside the beltway of Washington, D.C.’”
 Dr. Sarah Bednarz: “I would love to see us go back to the grassroots principle, and have it be more collaborative, with university professors and teachers working together on shared issues.”

Christopher Shearer: “It’s a grassroots movement, so it’s not—it’s got to get beyond the grassroots movement.”

Professional Development and Educational Materials Development

Robert C. Dulli: “The idea of this “prairie fire” was to bring teachers in here to National Geographic, give them the best experience we possibly could give them, give them knowledge and techniques for teaching geography, and trust them to have the skills to be good teachers because we handpicked them, or the Alliance handpicked them, so we weren’t worried about teaching them pedagogy. We were worried about teaching them content and presentation skills because—the reason for the presentation skills, which was commonly known as the Binko Method, was to create a multiplier effect so that these teachers could go back to their Alliances and teach other teachers. So that became the sort of mantra for the Alliances for a number of years, was just teachers teaching other teachers geography—basic geography—and spreading that across the country and it worked fairly well.”

Table 7.1. Continued.

Professional Development and
Educational Materials
Development (Continued)

Roni Jones: “Just being on campus [at National Geographic Society headquarters], as a teacher you were just treated really well and at the time they had the travel agents work with you to book your tickets... it was a whole other experience as a teacher. Instead of fending for yourself, you came here and you were very well taken care of, and you were treated like a professional. I think that was the first time that had ever happened for me. Plus, again, it’s community, right? So people who were in my cohort for Geography Awareness Week training are people I still see and keep in contact with... it helps build relationships and build community.”

Dr. Kay Gandy: “One of the most impressive trainings for new TCs took place at the National Geographic Society. Each state sent two representatives for a three-week training to further advance the skills of the new recruits. In 1998, I was chosen to participate in this training. In D.C., I met Michael LeVasseur and Lydia Lewis who taught our content for population trends, human migrations and sustainable resources, and who mentored each of us for presentation skills. We studied erosion, counted soybean plants on Chesapeake Farms and worked with Sandborn maps in Chestertown, MD. We learned to use new technology to teach geography, heard well-known guest speakers (Karin Muller, Alex Chadwick, Sylvia Earle) and practiced interviewing skills. This was the first time in my life that I had been treated as a professional and my opinion valued as an educator. The experience validated my mission to spread geographic literacy.”

Dr. Sarah Bednarz: “It was fabulous being in D.C. for a whole month, made fabulous lifelong friends, learned a lot about teaching and improving my teaching skills because I learned from other people... The thing that improved everybody’s teaching abilities and elevated the quality of geography teaching for those people who participated was the Binko Method. So, having Jim Binko there, training us—it was totally train-the-trainer. So, we learned how to do it, we did it with each other, and then we learned how to help other people learn to do it with the Binko Method... And that model of the Binko Method—that was very, very powerful as a tool to help improve their quality of teaching.”

Marci Deal: “It [geography] was finally the one piece that glued it all together, that we’d been missing in Social Studies, that we finally went, ‘I never thought about it that way. Now it makes sense why this occurred, or why this happened,’ once you tied it all together.”

Table 7.1. Continued.

Professional Development and
Educational Materials
Development (Continued)

Marci Deal: “What was really cool is you had two people from every state, two people from Puerto Rico, and two people from Canada. And we would all get together, it was so intense. You’d learn things, but you always got to travel to somewhere cool... and then you’d see all these different things... the experience was so awesome.”

Cathy Salter: “So I think there were a lot of teachers who [were] in situations around the country in the 80s and 90s who were interested in the subject [geography] or were teaching it, however it was taught in their particular state, you know, as part of social studies or as a free standing course, it’s different all over the country. But they appreciated an academic geography presentation, and they loved going out into the field and taking those lessons they were learning and turning them into learning. Learning how to see the landscape, learning, learning how to take a class out and see the landscape—that was a new thing for most of those teachers. And some of them went home, became much better geography teachers, but remained active in their alliances. It was as though teachers who had in the past maybe never had a relationship with teachers in any other school, or heaven forbid, at a university—that just wasn’t happening in most cases. And in this way they were working with someone at a university, they were meeting regularly, they were becoming teachers themselves of other teachers in summer institutes. They became enabled, and sort of the term came up ‘geo-evangelized,’ and some of them have gone back and gotten master’s degrees, gone on and gotten Ph.D.s, gone on and become involved in their state education department, promoting geography.”

Dr. Susan Heffron: “...everybody’s situations were unique and challenges, but everybody had the same goal. So I do think that the Alliance Network had an impact upon professional development for teachers. And as a model [of] effective professional [development], when you go back to the original Binko model, the presentation model of actually having teachers do something during the workshop, to do the activity, to actually do it gave them the model of an instructional model; and by doing that, but using the Binko model for presentation of the material, it increased the likelihood of teachers replicating that in their classroom.”

Table 7.1. Continued.

Professional Development and
Educational Materials
Development (Continued)

Dr. Richard G. Boehm: “Well, Gil was right, there’s no question. It had to be done with teachers. He unleashed an amazing power with teachers—with geography teachers. Teachers are tremendous leaders in their own right. They have terrific leadership capabilities at some level. Now some of them are not talkative, some of them are not public, but they are leaders. They run their classrooms. They run their teaching responsibilities, and that’s an immense power. Now my observation over forty or fifty years is that a lot of teacher don’t have a stage on which to demonstrate their leadership. And when the Alliance [Network] came along, all of a sudden they were right on center stage. This was a teacher empowerment, teacher leadership, teacher driven process... and all of a sudden teachers have a lot to say, teachers are organizing in-service teacher training, they’re developing student oriented activities and initiatives, and there was just an explosion of interest among teachers in the alliance program.”

Kim Hulse: “That was what made this group—this alliance group—so different in the late 80s, early 90s. Nobody else was doing this: bringing teachers, physically, to D.C., putting them in a dorm for four weeks—for a full month—and basically offering a geography 101 course, for teachers, with proper PD, proper professional development.”

Christopher Salter: “The teachers I would meet in the program would say, ‘I never heard of geography in my entire life, ever. And then, in my fourth year of teaching I went to one of the alliance training programs, because it seemed like the best program and I didn’t really know about geography very much. And it changed my life, changed my practice! And now I’m a geo-evangelist! I’m not the secretary of the alliance!’”

Educational Materials Development

APPENDIX F: Sample lesson plans disseminated through *Geography Education Update* newsletters

National Geographic Education: Teaching Resources webpage

<https://www.nationalgeographic.org/education/teaching-resources/>

Public Outreach

Pilot Program

Geography Awareness Day

Geography Awareness Week

Family Geography Challenge

Table 7.1. Continued.

Public Outreach (Continued)

Dr. Joseph P. Stoltman: “The spinoff from that [the Family Geography Challenge trainings] was when that happened, then the Teacher Consultant would go and the teacher would ask, ‘How do I become a Teacher Consultant?’ and they’d say, ‘Well, you’d need to attend one of the workshops, summer workshops, with the [Michigan] geographic alliance and you’ll become a Teacher Consultant, and you’ll be able to go out and do the sorts of things like I’m doing here.’ And so, we were able to pick up a large number of Teacher Consultants that way for a period of about five or six years.”

Urban Institutes (1994-1996):

Portland, Oregon

Detroit, Michigan

San Antonio, Texas

Kansas City, Missouri

Baltimore, Maryland

Chicago, Illinois

Los Angeles, California

Indianapolis, Indiana

Birmingham, Alabama

San Francisco, California

New York City, New York

Miami, Florida

Policy Change and Advocacy

Geography for Life: National Geography Standards (1994)

Figure 3.2. Middle School Geography Standards 2011-2012

Figure 3.3. High School Geography Standards 2011-2012

Advocacy training at SGIs, ASGIs, and ILIs

Table 6.12. Alliances with funding in state budgets over time

Teaching Geography is Fundamental Act and Hill Day

APPENDIX E: Teaching Geography is Fundamental Co-sponsors

VIII. ANALYSIS III

To answer research question four, the historical record created in Chapter VI was analyzed for examples of Alliance Network leadership in geography education initiatives throughout the first 25 years of the program. Additionally, interviews were coded for influence and impact and then analyzed for opinions on how the Alliance Network influenced geography education through the participation in geography education initiatives, guidance of leaders in geography education, and impact on personal careers and geography education as a discipline.

Research Question Four:

To what extent has the Alliance Network influenced K-12 geography education?

The presence of geography, as a course and/or a discipline, at various levels of education, along with its own set of standards and multiple comprehension tests, provides multiple instances of the Alliance Network's success in making a difference in U.S. geography education; the question is whether geography would have a place in K-12 education without the Alliance Network. In 1986, Mr. Grosvenor spoke at the National Governor's Association; he "challenged the governors to join the alliance states and commit state resources and talent from universities to the alliances to get geography back into the classroom" (Grosvenor 1995a, 413), shining a spotlight on the lack of geographic literacy in the United States. Three years later, in 1989, geography was named a "core" academic subject in the *National Education Goals* that would later influence *Goals 2000* and future education legislation (U.S. House 1991; Grosvenor 1995a; Mehta 2013). Mr. Grosvenor's presence, and the creation of the Alliance Network and its goals, influenced the inclusion of geography in the *National Education Goals*.

During the interview portion of this research, participants were asked to share their thoughts and opinions on the impact and influence of the Alliance Network, as well as whether they believed it had been a success. Atlas.ti was used to code interview transcripts for any mention or tone of success, influence, or impact in regards to the Alliance Network and the geography education movement. During the 36 interviews with 34 individuals (2 follow-up interviews), the concepts of success, influence, or impact were coded for 85 individual times, sometimes with an excerpt coded more than one of these concepts. Some interviewees spoke of influence of the Alliance Network as a whole movement, some of influence from the perspective of their individual state alliance, and some offered stories of personal influence and changing career trajectories.

Influence on Geography Education initiatives: Standards, NAEP, and AP Human Geography

Goals 2000 called for the creation of national standards for all core academic subjects, and in 1994 *Geography for Life: National Geography Standards* was published. This was a multi-year process, and throughout the process, people who represented the Alliance Network were involved. Table 6.5 identifies people who worked on the project and were also part of the Alliance Network or the National Geographic Society/GEP staff. When the 1994 NAEP geography exam was prepared, the Alliance Network and National Geographic Society/GEP staff were also part of that project, organizing, structuring, and creating the questions and formatting how students would be tested on their geographic knowledge (Table 6.4).

There were many people involved in the creation of the Advanced Placement Human Geography course and exam, some involved directly with the Alliance Network and the National Geographic Society. The National Geographic Society became involved

early in the process, in 1992, when Mr. Grosvenor made the request for the development of an AP geography course. He wrote to the leadership at the College Board, set up meetings at its offices in New York City, and hosted a conference to convince the leadership of the College Board of the importance of such a course. The “quiet but persistent force” of Mr. Grosvenor was noted in a letter to the National Geographic Society from Mr. James Marran in August 1996, and it stated that the priority that Mr. Grosvenor had given to the importance of an AP geography course and its development had been a factor in the course’s creation. Additionally, the National Geographic Society was the major financial provider of the project, with NCGE, AGS, and GENIP also contributing funds as well, directly linking the National Geographic Society and the Alliance Network to the success of the course.

There are concrete examples of the National Geographic Society’s and Gilbert M. Grosvenor’s influence in the creation of the AP Human Geography course and the TGIF movement. There is proof that alliance coordinators, both past and present, were on committees for the NAEP exam and the national geography standards, and there is some proof of alliance leadership involvement in the creation of APHG; but would those things have succeeded, or even happened, without the support of the Alliance Network? Would teachers have gotten involved beyond just their classrooms or their schools without the training provided by the National Geographic Society SGIs, ILIs, and ASGIs?

Of the 34 interview participants, two spoke of the influence the Alliance Network had on initiatives within the geography education movement. Dr. Susan Hardwick, when asked about influence or impact of the Alliance Network on geography education, spoke particularly about its influence on the AP geography movement:

I don't think initially the Alliance [Network] did much with it, but some Alliance Coordinators were involved. But what really mattered, once it was approved in 2000, was getting people to take the class, and how do we train teachers to actually be capable of teaching an entry university-level class. That was a big problem, because alliance teachers, at that point and continuing today, most often have history backgrounds, social studies backgrounds. So for AP teaching that was even more of an edgy situation because they were going to be teaching this more advanced class. So I believe the alliances, the alliance movement, the alliance teachers, the leaders of alliances, the Alliance Coordinators—that without them the AP enrollment would not have made it the second fastest growing course in the nation, and I think it continues to now. They were the teachers we trained (Interview with Dr. Susan Hardwick 23 April 2015).

When asked about the impact of the Alliance Network on geography education, the standards, the AP movement, etc., Dr. Gail Ludwig stated:

I can remember sitting in a committee hearing in Washington, D.C., and now I remember I refused to testify so Kit [Dr. Christopher L. Salter] did it. And it was one of those nightmare situations where the deck was stacked against us but I think National Geographic got us a seat on the committee, you know, they have such an aura about them and such international presence that they were able to get people of background experience like myself and Kit and all these other people at the table so that when the committees were put together to form the standards, geography was a component. I don't think it would've been if it wasn't for what National Geographic did. I really, seriously think they were absolutely instrumental in doing that (Interview with Gail Ludwig, 07 December 2015).

The historical record and interviews provide evidence of the Alliance Network and its members' influence on the initiatives of the geography education movement. That presence is seen in the standards committees and the NAEP exam committees, and the interviews state that without the Alliance Network and its influence many people would not have had the opportunities to be participants in the creation of these initiatives, teachers would not have received the training necessary to make the AP Human Geography course the “fastest growing course” in the AP program.

Influencers of Geography Education and the Alliance Network: Leaders in the Field

While Mr. Grosvenor and Dr. Salter created and guided the model for the Alliance Network, and Mr. Grosvenor and the GEP created the guidelines for funding and early programs, there were many others that influenced the Alliance Network and geography education throughout the first 25 years of the program. These influencers include the leadership of the GEP, Distinguished Geography Educator Award winners, and the Legislator of the Year Award winners.

National Geographic Education Leadership. While the National Geographic Society and the Alliance Network, as well as the GEP and NGEF, influenced the initiatives of geography education and individual careers of TCs and leaders in the movement, there are people that influenced the Alliance Network and geography education from the inside. The GEP leadership throughout the years included George Peterson, Susan Munroe, Robert E. Dulli, Lanny Proffer, Barbara Chow, and Dr. Daniel Edelson. These people worked as directors, vice presidents, managers, and executive directors of the GEP, NGEF, and Alliance Network throughout its first 25 years.

George Peterson was the Director of the Educational Media Division and Director of the Geography Education Program when the GEP and Alliance Network were founded in the mid-1980s (Olsen, Ferguson, and Edgeworth 1988). Mr. Peterson, along with Susan Munroe, Manager of the Geography Education Program from 1985-1989, oversaw the creation of the Alliance Network from the beginning, and the expansion of the network through the end of the 1980s. Robert E. Dulli was the Director of the Education Program from 1992-1998, Assistant Vice-President of the Geography Education Program from 1995-1998, and later was the Director of Alliances and then Deputy Director of the

National Geographic Education Foundation (Geography Education Program 1992a, 1993b, 1994a, 1995a, 1996a, 1997c, 1998a; National Geographic Education Foundation 2010b; Interview with Robert E. Dulli, 03 March 2015). Lanny Proffer was the Director of the National Geographic Education Foundation from 1995-2001, and worked on the creation and building of the state endowments; he continued to work with the NGEF and Alliance Network as a contractor through 2009 (Geography Education Program 1999a; National Geographic Education Foundation 2001b, 2009c; Interview with Lanny Proffer, 21 July 2015). Barbara Chow served as the Executive Director of the National Geographic Education Foundation and Vice President of Education and Children's Programs (formerly the GEP) from 2001-2007 (John Fahey, Gilbert M. Grosvenor, and Terry Garcia, 12 January 2007, letter). Dr. Daniel Edelson was the Executive Director of the National Geographic Education Foundation and Vice President of Education and Children's Programs beginning in 2007 (Terry Garcia, 25 September 2007, letter; National Geographic Education Foundation 2007).

These people directed the program and guided it through the ebbs and flows of its history. They saw to the creation of the program, training of teachers at SGIs, the completion of the Alliance Network in the mid-1990s, advocated for geography on Capitol Hill, and worked to create a professional organization. In 2009, NCGE awarded its President's Award to the National Geographic Society in recognition of Gilbert M. Grosvenor, John Fahey (President and CEO of the National Geographic Society in 2009), the National Geographic Society Board of Trustees, the NGEF, and the officers and staff for their consistent and constant support of geography education. NCGE also recognized four individuals that had previously worked with (or were currently) the National

Geographic Society and GEP for their “significant, yet different roles in the success of the Geographic Alliance Program”: Kim Hulse, Robert E. Dulli, Cathy Salter, and Christopher L. Slater (Joseph P. Stoltman, NCGE President, 10 September 2009, letter).

Distinguished Geography Educator Award. In 1990, the National Geographic Society and the GEP began honoring educators with the Distinguished Geography Educator Award. This award was a recognition of “distinguished service to the improvement of geography education in the nation’s schools” (Dulli 1991, 2). Recipients of this award were geography educators or advocates, that demonstrated “leadership, enthusiasm, inspiration, and commitment to geography education,” contributing to National Geographic’s efforts to improve the level of geography education in the United States and to give students a better understanding of the world (Dulli 1991, 2).

At the 1991 award ceremony during the SGI and ILI graduation, Mr. Grosvenor said “These educators have worked tirelessly for higher quality geography in the school curriculum in their states. Their underlying enthusiasm has spurred hundreds of classroom teachers to teach the subject in new and exciting ways” (Geography Education Program 1992b, 5). During an interview with Mrs. Kim Hulse on January 09, 2018, she explained the reasoning for such an award, and why it was important:

The DGE—Distinguished Geography Educator Award—was started as a recognition for people, because the first four are original alliance founders: Kit Salter, Dick Boehm, David Hill, Sid Jumper. I think there was a desire on Gil Grosvenor’s part to recognize these people’s work in the alliance world, and to set up something, an award, that would be recognized by peers, because it’s geography educators. And then, as you see who got these awards—although they’re all Alliance Coordinators—there’s some other people... we gave one to Barry Bishop, who was a National Geographic employee; we gave one to Saul Cohen, who was—I think at the time—one of the Board of Regents of New York City Schools, because he had done a lot of work with us. We got away from just “because you were a founding alliance member, we’d like to recognize you,” which was probably the first three years, and we started to say “these are other

people, who may not be Alliance Coordinators, but who have helped us get this movement started, and who have been key influencers.” And I think, from there, what you saw was a change to the Legislator of the Year awards.

I’d say the first three years here we were recognizing stellar Alliance Coordinators who’d been involved with us since day one, and then when we had recognized all the founding Alliance Coordinators, we started to move to people who weren’t Alliance Coordinators but were adjacent to the work we’d done. You see Marianne Kenny, you see Roger Downs, Jim Binko—people who had been instrumental in shaping this movement, and what it stood for, but weren’t Alliance Coordinators (Interview with Kim Hulse, 09 January 2018).

Table 8.1. Distinguished Geography Educator Award recipients

Year	Recipient
1990	Dr. Christopher L. Salter Dr. A. David Hill Dr. Richard G. Boehm Dr. Sidney R. Jumper
1991	Dr. Gail S. Ludwig Dr. James M. Goodman Dr. Norman C. Bettis
1992	<i>No award given</i>
1993	Dr. William R. Strong Dr. Gail A. Hobbs Dr. Thomas R. Wilbanks
1994	Dr. Barry C. Bishop (posthumous) Dr. Saul B. Cohen Dr. Harm J. de Blij
1995	<i>No award given</i>
1996	Marianne Kenny Dr. Roger Downs
1997	<i>No award given</i>
1998	Dr. Michael Libbee
1999	Dr. James Binko
2000	<i>No award given</i>
2001	Peggy Steel Clay

(Geography Education Program 1991a, 1992b, 1994b, 1997a, 1998g; National Geographic Society 1993a, 1998, 1999, 2001; Dulli 1998, 2001).

Geography Legislators of the Year. As the Alliance Network and GEP moved into the 2000s, they began to focus on policy advocacy; in 2002 *No Child Left Behind* was passed into law, naming geography as a “core” academic subject, but did not provide a dedicated federal funding stream for support of the subject (U.S. House 2002; Daley 2003). To combat this oversight, NGEF employed Patton and Boggs LLP (and later

Alston and Bird) to assist with making a statement on Capitol Hill in favor of geography education and to try to get geography education the federal funds it deserved as a required subject under NCLB (National Geographic Education Foundation 2004a). The *Teaching Geography is Fundamental Act* was introduced in 2005 to focus attention on the lack of geography education federal funding, with bipartisan and bicameral support. NGEF and the Alliance Network were looking for a way to recognize Members of Congress that supported the bill and geography education, and in 2007 the first Geography Legislator of the Year Award (GLOY) was “given in recognition of steadfast support for improving K-12 geography education in the United States” (National Geographic Education Foundation 2013).

During an interview with Mrs. Kim Hulse, I asked how National Geographic Society and the GEP recognized supporters, and she stated that after the first Alliance Coordinators had been recognized with the Distinguished Geography Educator Award, they moved on to people who had been working on behalf of geography education but who weren't Alliance Coordinators, such as Marianne Kenny, Roger Downs, Saul Cohen, and Harm de Blij (Table 8.1), and once those had been recognized, the national Geographic Society and GEP felt it was important to recognize the legislators that supported geography education and TGIF (Interview with Kim Hulse, 09 January 2018). The first GLOY award was given to Senator Thad Cochran of Mississippi, Senator Christopher Dodd of Connecticut, Representative Chris Van Hollen of Maryland, and Representative Roger Wicker, Mississippi (Table 8.2).

Table 8.2. Geography Legislator of the Year Award recipients

Year	Awardee
2007	Senator Thad Cochran, Mississippi
	Senator Christopher Dodd, Connecticut
	Representative Chris Van Hollen, Maryland
	Representative Roger Wicker, Mississippi
2008	Senator Lamar Alexander, Tennessee
	Senator Edward Kennedy, Massachusetts
	Representative Roy Blunt, Missouri
	Representative Tim Walz, Minnesota
2009	Senator Barbara Mikulski, Maryland
	Senator Lisa Murkowski, Alaska
	Representative Susan Davis, California
	Representative Vernon Ehlers, Michigan
2010	Senator Susan Collins, Maine
	Senator Patrick Leahy, Vermont
	Representative Emanuel Cleaver, Missouri
	Representative Tom Petri, Wisconsin
2011	Senator Chris Coons, Delaware
	Senator Mike Johanns, Nebraska
	Representative Mazie Hirono, Hawaii
	Representative Fred Upton, Michigan
2012	Senator Michael Bennet, Colorado
	Senator Jerry Moran, Kansas
	Representative Tom Cole, Oklahoma
	Representative Ruben Hinojosa, Texas
2013	Senator John Boozman, Arkansas
	Senator Jeanne Shaheen, New Hampshire
	Representative Robert Aderholt, Alabama
	Representative Rosa DeLauro, Connecticut

(National Geographic Education Foundation 2013)

When speaking with Mr. Robert C. Jones about his experiences working for the National Geographic Society on support for TGIF, he said the GLOY Award as a way to keep Members of Congress interested in the bill and geography education, and was given to four Members of Congress, one Democrat and one Republican from the Senate and from the House, keeping with TGIF's bicameral and bipartisan status. What was interesting to Mr. Jones was the number of Members that came to the award ceremony each year. At least three of the award winners would attend, but then additional Members

of Congress would come to the ceremony to support the award winners, to support TGIF and the National Geographic Society, and many times to support Mr. Grosvenor and the work of him and his family with the National Geographic Society (Interview with Robert C. Jones, 10 January 2018).

The leadership of the GEP shaped the direction of the Alliance Network and as a result the geography education movement as well. Distinguished Geography Educators were the leaders within the Alliance Network and geography education; they were the ones who led state reform efforts, who created and executed programs and workshops within the states, defining geography education locally. The Geography Legislators of the Year recipients were Members of Congress who made a statement by supporting TGIF and geography education in their states and on Capitol Hill, letting others know that through their co-sponsorship of the bill that they believed an education without geography was unacceptable. It was a statement that when the time came they would support assigning geography the funding it deserved as a core academic subject.

Influence on Individuals

During interviews, participants were asked how they became involved with the Alliance Network, at the state or national level, and the stories relayed were ones of how the Alliance Network influenced and changed not only their teaching, but their careers as well, stories of careers that took a different path once introduced to an alliance. Dr. Susan Hardwick, a professor of geography at the University of Oregon who worked with teachers and geography education, spoke of her experience with teachers that came to the University of Oregon after attending a workshop or institute hosted by the Center for Geography Education in Oregon (the name of the geographic alliance in Oregon), who

wanted to extend their learning of geography and would enroll in the graduate-level online course, “Preparing to Teach AP Human Geography” (Interview with Dr. Susan Hardwick, 23 April 2015).

Dr. Janet Smith, a professor at Shippensburg University in Pennsylvania and Pennsylvania Geographic Alliance Coordinator, told the story of how her career path forked when she was introduced to the Virginia Geographic Alliance in the 1980s. She began as a high school teacher with no geography background, voluntarily enrolled in two college level geography courses at Virginia Commonwealth University (VCU) and became friends with one of her professors, Dr. Mary Jean Hawthorne, who first invited Dr. Smith to the Virginia Geographic Alliance (VGA) at its beginning in the late 1980s. Later, she applied and attended a VGA summer institute, receiving the training in the Binko Method, and went on to offer professional development workshops in her and her husband’s school districts. While involved with the VGA, Dr. Don Zeigler, a professor at Old Dominion University and active member of VGA, told Dr. Smith that she could go to graduate school for geography. Dr. Smith received her Ph.D. from the University of Georgia, and while completing her degree, she worked with the Georgia Geographic Alliance (GGA). After completing her degree, Dr. Smith moved to Pennsylvania to work at Slippery Rock University, and then later took a position at Shippensburg University. In 2009, Dr. Smith received a phone call from Mr. Dulli, who was working with the Alliance Network at the time, and asked if she would be interested in being the Alliance Coordinator for the Pennsylvania Geographic Alliance, which was going through a transition period and looking for a new host institution and AC. It took a little convincing, as Dr. Smith had recently stepped down from the NCGE President position

and was beginning to step back into her research, but after a few conversations, she became the Pennsylvania Geographic Alliance Coordinator (Interview with Dr. Janet Smith, 20 May 2015). The need for more geography background knowledge allowed Dr. Smith to cross paths with Dr. Hawthorne and Dr. Zeigler, discovering a passion for geography in the process, which led her to a career as a professor and Alliance Coordinator, continuing to support geography education and geography teachers throughout her career.

Roni Jones was a fourth-grade teacher in California in the early 1990s when she first encountered the Alliance Network. In the mid-1990s, she applied for a Northern California Geographic Alliance summer institute in Chico, California. She was teaching sixth grade social studies at the time, a course called “Ancient Civilizations,” which included a large amount of geography content, a background she did not have. During the interview, she stated that when she agreed to attend the summer institute, she did not realize she had become a TC in the process, but she became one and began giving workshops for the alliance. She became the Geography Awareness Week coordinator for the Northern California Geographic Alliance, and attended a Geography Awareness Week institute in Washington, D.C. with 100 other educators from around the United States. This experience, working with other teachers, learning how to work with the media, giving professional development workshops, is what helped her discover a passion for working with teachers. Ms. Jones went on to get her master’s degree and began doing professional development as a full-time career. In 2008/2009, she received a phone call from the California Geographic Alliance Coordinator, Steve Cunha, who discussed with her the possibility to become an Alliance Liaison, someone to coordinator

between the alliances at the state level and the National Geographic Society and NGEF. Attending summer institutes helped Ms. Jones realize her passion for working for teachers, changing her career from one teaching students to one teaching and working with teachers to give them the skills to become great educators (Interview with Ms. Roni Jones, 02 June 2015).

Mr. Charles Fitzpatrick was a social studies teacher in Minnesota in the late 1970s; in 1986, he attended a summer institute hosted by the Minnesota Geographic Alliance, which had received a National Science Foundation (NSF) grant for a three-week summer institute. At the institute, he found a group of like-minded, passionate geography teachers, and was excited to “take advantage of all that training and experience.” In 1987, Mr. Fitzpatrick was chosen to represent the newly formed National Geographic Minnesota Geographic Alliance (MGA) at the SGI in Washington, D.C. He continued to work with the MGA, providing professional development workshops in the state, but also was given the opportunity work with computers, becoming proficient in their usefulness in teaching geography and as a classroom tool. He began tailoring workshops to using these technologies for educational purposes, and hosted workshops and training institutes in Minnesota and the surrounding states. In 1989 and 1990 he was asked to be on staff at the SGIs, and in 1991 and 1992 he directed the Educational Technology Leadership Institute (ETLI) for the GEP. He got involved with the NAEP project in the early 1990s, and realized he could make a bigger difference if he left the classroom, work on more projects, and discovered GIS and a passion for putting it to use in K-12 education, eventually getting a job with the ESRI Education Community. It was Mr. Fitzpatrick’s experience at an SGI and introduction to computers as a teaching tool

that led him to a career with ESRI and its education community, training teachers and creating educational materials for using geotechnology in the classroom (Interview with Charles Fitzpatrick, 08 August 2015).

Dr. Brenda Barr began her career as a high school teacher in Oxford, Mississippi. She heard about a summer workshop with the Mississippi Geographic Alliance, applied, and was accepted. She then worked for the Mississippi State Department, but continued her work with the Mississippi Geographic Alliance, contracting its TCs for professional development workshops throughout the state. She and another alliance member created a television series for the Mississippi Public Broadcasting System on the geography standards, maintained her relationship with the Mississippi Geographic Alliance as a steering committee member and a granting committee member even when she was working outside a classroom setting. She then moved to Colorado as a social studies school district coordinator, losing touch with the Colorado Geographic Alliance while it transitioned between host institutions and alliance coordinators, eventually serving on Colorado's steering committee and granting committee when it restarted. She partook in the Colorado strategic planning process, meeting many GEP staff during that time, including Dr. Edelson, Executive Director of the National Geographic Education Foundation and Vice President of the GEP, who later contacted her about an opening at the National Geographic Society, the Alliance Network Manager, a position that she took. Dr. Barr has been a part of the Alliance Network throughout her career, first as a teacher, then at the Mississippi State Department and in Colorado as a district social studies supervisor, eventually managing the Alliance Network as a National Geographic Society employee. During the interview, she stated:

Basically, National Geographic trained me to train other teachers. I used an enormous amount of their resources and materials wherever I went. The things that I learned influenced how standards were created in both those states [Mississippi and Colorado] ... So professionally, it's like I can't find one thing—it changed everything that I did. I was one of the people who never forgot it, who always kept connected to it. I may have lost a couple of years in there when I was in administration, but it was never far. It was always that resource that I knew I could go to, that go-to group, that go-to organization that I knew would have high quality researched resources (Interview with Dr. Brenda Barr, 20 May 2015).

The influence of the Alliance Network on individuals is undeniable. People attended a SGI or ASGI, and a door opened into geography, into professional development training, into a world that would not have been open otherwise. The Alliance Network provided opportunities for teachers to explore the possibilities of teaching their peers, of becoming better teachers, and of connecting the world through geography, allowing many to go beyond the classroom to making a difference in the geography education field by training other teachers, becoming Alliance Coordinators, and continuing their own education.

Influence on Geography Education

During interviews, I asked participants for their thoughts and opinions on the Alliance Network's influence on geography education. As stated in previous sections of this chapter, many talked about specific examples of influence on NAEP and writing, dissemination, and training for *Geography for Life: National Geography Standards* and the AP Human Geography course; while others shared personal stories their initial involvement with the Alliance Network and how those experiences influenced their future careers. Still others spoke of the influence and impact of the Alliance Network, and essentially the alliance movement, on geography education as a whole, most positive.

And some spoke to the influence of the Alliance Network on geography in their state specifically.

Dr. David Lanegran, Alliance Coordinator for the Minnesota Geographic Alliance, talked about the success of his alliance, the fact that there is a geography course at the elementary, middle, and high school level of education in Minnesota; of summer institutes and trainings for teachers, both long-term and short-term; and of hosting a “geo-fest” conference for geography teachers in the state to come together, share ideas, and learn from fellow geographers (Interview with Dr. David Lanegran, 06 August 2015). Dr. Bob Morrill, former Alliance Coordinator of the Virginia Geographic Alliance, stated Virginia has been successful at promoting geography education among teachers, and building relationships with university faculty from all over the state as members of the steering committee and leading workshops. The Virginia Geographic Alliance has partnered with programs throughout the state, such as Virginia View, and hosted two Chesapeake Bay institutes, reaching beyond social studies teachers and creating programs that draw in science teachers as well (Interview with Dr. Bob Morrill, 08 August 2015).

Dr. Roger Downs offered a different opinion about success and influence at the state level, remarking on problems and successes of the Alliance Network:

I’m not sure how you could parcel out the effects. I think one of the things that was true for the Alliance Network is it was spotty, in the sense that while it existed in every state, there were some states that were essentially non-functional. And there were other states in which the Alliance Network was superb. And in as much as the fundamental system is local control, I think it played to that strength of local control. If you could get a group of passionate people that could have an effect, and I think if you could look at the history and try to disentangle the states for which it worked and which it didn’t, then I think you’d get a better answer to that question. Because I think in the states in which it did work, it did work. That sounds redundant. Other states, like New Jersey for example, was always a

struggle. And there were some personality and political reasons for that, nobody ever overcame it. California was a problem because it was too big, and so it ended up with a north and a south, which seemed perfectly logical... Delaware was very successful because it was small and it was manageable, and they did manage it very well. Maryland was a success—so you could go around, and I think one of the things that might be interesting is if you could get enough people to try to rate the successes of different states (Interview with Dr. Roger Downs, 11 May 2015).

Some participants offered a national view, stating the effect the Alliance Network had on geography education as a whole, giving examples of how it positively influenced geography education:

What I've seen in the Minnesota Alliance is that the Alliance as a network continues to provide people with a community, a recognition of the importance of professional development, that educators have a responsibility to continue learning and need to keep looking for the things that they need to bring to their students. So the Alliance has always been good about getting people to recognize the larger world of knowledge, of opportunity, responsibility, and that element has been essential. It's also been a way for people—the Alliance meetings and the Alliance-during-the-year-activities—have been opportunities for people to keep recharging, feeling like, “OK, we may be downtrodden as a community, but we're still going to keep fighting, still going to keep pushing for geography education where ever we are” (Interview with Charles Fitzpatrick, 08 August 2015).

Has the Alliance had an impact on K-12 education? There's no question that it has. It's empowered thousands of teachers—gosh maybe by this time hundreds of thousands of teachers—millions of students. There's still, out there, all sorts of mechanisms for geography education. There's the National Geography Bee, there's national standards in geography, we still have 53 Alliance Networks that are active. There are—I don't know the last number—but it's something like 23 or 24 state endowments where states have raised their own money. So the whole system of support for geography education is still in place and still operating. We have good teaching materials. We have creative leadership in every single state. We have teachers actively involved in promoting geography education. We are visible in the world of K-12 education. So of course, the alliance programs have continued to have an impact (Interview with Dr. Richard G. Boehm, 14 January 2016).

I think it's done what we hoped it would do, which is create a group out there that is a voice for geography. I mean, the National Council for Geographic Education is filled with people who have been involved in these alliance institutes, and are connected. So it connected people who had a passion for geography but didn't feel like they had enough training, and now feel like they have, that they have a

network they can work with, that they had support from the National Geographic and their Foundation (Interview with Cathy Salter, 15 December 2015).

There are a lot of teachers who've done workshops and in-services, and who are working on the standards committees for the states and at the national level for the testing and things, and I think all of these people were... well trained for teachers in geography because I don't think there's good training for teachers in geography in the education schools, you know, social studies, history. And what this did was really put a shine, spotlight on geography. And suddenly all these teachers from all over the country, and all over the world basically, were looking differently at geography, and as geography being a key pin in social science. And it is still there today. I think with all the support things they still have going and they're funding, like the Geography Bee... those types of activities and things are really good to keep geography in the forefront of people's minds. So yeah, I think it had a huge impact (Interview with Dr. Gail Ludwig, 07 December 2015).

Dr. Sarah Bednarz shared her opinion that the Alliance Network was a positive influence on geography education and at engaging educators at all levels, but felt that it was more influential in the early years:

Yes. So the idea of a network—the original alliances—the idea of the network of university professors and classroom teachers working together, that's a powerful model. And that is something that nobody else had... Yes, tremendous influence and positive impact, but I think in the earlier years, less in the later years (Interview with Dr. Sarah Bednarz, 25 June 2016).

Some interviewees offered insight into external forces that had an effect on the Alliance Network's influence:

I see it as we've [National Geographic Society] always been educating people, we just got really into the K-12 system because I think Gil found there was a need for it. I think we have had some amazing successes, so I think the answer is yes and no, because nothing stays the same. There's a constant battle against time with teachers and classrooms, and kids' attention, and parents. So I think we've gotten geography standards, we've gotten assessments in many states, we have geography courses, we have thousands of teachers that we might call "geo-evangelists"—I was one—because National Geographic's professional attitude towards teachers in supporting their work and informing them. I think we've made changes in pre-service requirements and licensure. But I think that outside forces like *No Child Left Behind*, *A Nation at Risk*, other pieces of legislation, and Race to the Top have all vied for the attention of educators. So I think that while yes, we've accomplished, we have to be careful about saying that accomplishment

denotes “finished,” because I don’t think it does (Interview with Dr. Brenda Barr, 20 May 2015).

Yes, but there are external factors that have driven the curriculum beyond, beyond our control, so we have been more reactionary than pro-action since I’ve been the Alliance Coordinator. I believe if there wasn’t an alliance, geography would be absolutely nonexistent. We are a constant presence and a constant source of information to decision makers about why there needs to be geography, so yes. I don’t believe that we’ve had the impact that Sid [Jumper, founding AC of the Tennessee Geographic Alliance] or Gil Grosvenor envisioned in the beginning (Interview with Kurt Butefish, 07 August 2015).

I think the thing, as the years went on and we kept working, and realized that we were always at the beginning because you get new legislators in, and you’ve got to start all over again with education. And then there’s the next new wave in education, whatever that new hot thing is. And again, you’re having to explain why you’re at the table. I think it’s discouraging. I think—you’re talking to somebody who sees it’s really got to be tough—it’s going to depend on the people, and I think getting funding. Funding is going to be crucial, and getting the right people who catch fire and realize that it isn’t just, “We’re going to win this battle and we’re going to be done.” The battle is constant in education. It is constant. And I think keeping the challenge will be keeping things where you see the reality of it and you’re strategically always pushing, always pushing...it’s hard because I don’t know that we’ve come as, I know we haven’t come as far as we thought we’d come, at the beginning (Interview with Lydia Lewis, 07 August 2015).

Opinions differ from one participant to the next when asked about influence, but most shared the belief and examples of experiences of Alliance Network positive influence on geography education, many offering evidence from their personal experiences, especially within their state, while others wish more had been done, or that it was only as influential and impactful as the national education environment would allow at a given time in its history.

Summary

The Alliance Network exerted influence on geography education throughout the first 25 years of the program. Many of the people who were part of the NAEP and *Geography for Life: National Geography Standards* steering and writing committees

were also Alliance Coordinators in their home states. Interviewees spoke about the influence the Alliance Network had on these initiatives of geography education, that without Alliance Network support, both within the states and at the national level, the standards would not have been as widely disseminated, or the AP Human Geography course would not have the fastest growing enrollment of all AP courses. The alliances trained teachers to teach a college-level course, giving them the knowledge and pedagogy to teach at a higher level.

The people that governed and directed the GEP and NGEF influenced the Alliance Network, but also influenced geography education in the process, as they were the people making decisions about how the Alliance Network would function. They reviewed proposals and chose which states would become alliances when, choosing who would become an Alliance Coordinator within a state to lead the movement locally. They decided how funds were awarded, and what programs were supported. The Distinguished Geography Educator Award recipients were people who had supported geography education from the beginning of the Alliance movement as Alliance Coordinators, or supporters within states and cities, contributing to the movement whenever possible. The GLOY Award recipients were legislators that signed on to TGIF as co-sponsors, making a statement in the process of the importance of geography education in their state, and nationally.

The Alliance Network and the alliance movement made a difference in people's lives, influencing the direction many careers would take. Many found a new calling providing professional development to teachers, an experience they would not have had without attending a National Geographic Society SGI or local ASGI. Some took those

skills at became administrators, or in some cases found a passion for geography, returning to school to further their education in geography and becoming professors and Alliance Coordinators themselves.

Throughout the research and interview process, participants were asked for their opinions on the influence and impact of the Alliance Network, and the running theme was it influenced geography education positively, at both the state and national levels. Some were unsure how to analyze the influence, as some states were more successful than others, while others used examples and experiences from participation with their alliance as an indicator of the Network's influence across the nation, or influence throughout their personal career, availability and use of materials and lessons, and the creation of a community that other disciplines did not have at the time. During the interview with Mr. Shearer, he made a statement about the success of the Alliance Network, and, in a sense, about its influence:

If you looked at the movement, if you looked at the Alliance [Network], the alliance hosted the Bee. If you looked at the Geography Awareness Week program, the alliance ran the local Geography Awareness Week program. If you looked at the curriculum design programs, the alliance was doing the curriculum design. If you looked at advocacy at the state level, the alliance was doing that. It was just, it was more of a movement than just a summer geography teaching program (Interview with Christopher Shearer, 09 January 2015).

The Alliance Network influenced geography education by having members and leadership involved at all levels of education, by having Alliance Coordinators and GEP staff involved in the creation of national initiatives, and TCs and Alliance members involved in state initiatives and advocacy. It empowered teachers and treated them as knowledgeable professionals, allowing them to be experts in the field. This influence was felt throughout the first 25 years of the Alliance Network, and beyond.

Table 8.3. Summary of Research Question 4: To what extent has the Alliance Network influenced K-12 geography education?

Influence on Geography
Education initiatives

Table 6.4. National Geographic Society/Alliance Network members on NAEP 1994 project

Table 6.5. Geography Education Standards project contributors

Dr. Susan Hardwick: “I don’t think initially the Alliance [Network] did much with it [AP Human geography movement], but some Alliance Coordinators were involved. But what really mattered, once it was approved in 2000, was getting people to take the class, and how do we train teachers to actually be capable of teaching an entry university-level class. That was a big problem, because alliance teachers, at that point and continuing today, most often have history backgrounds, social studies backgrounds. So for AP teaching that was even more of an edgy situation because they were going to be teaching this more advanced class. So I believe the alliances, the alliance movement, the alliance teachers, the leaders of alliances, the Alliance Coordinators—that without them the AP enrollment would not have made it the second fastest growing course in the nation, and I think it continues now. They were the teachers we trained.”

Dr. Gail Ludwig: “I can remember sitting in a committee hearing in Washington, D.C., and now I remember I refused to testify so Kit [Dr. Christopher L. Salter] did it. And it was one of those nightmare situations where the deck was stacked against us, but I think National Geographic got us a seat on the committee, you know, they have such an aura about them and such an international presence that they were able to get people of background experience like myself and Kit and all these other people at the table so that when the committees were put together to form the standards, geography was a component. I don’t think it would’ve been if it wasn’t for what National Geographic did. I really, seriously thing we were absolutely instrumental in doing that.”

Influencers of Geography
Education and the Alliance
Network: Leaders in the Field

National Geographic Education leadership:

George Peterson, Director of Educational Media Division and Director of the Geography Education Program (1985-)

Susan Munroe, Manager of the Geography Education Program (1985-1989)

Robert E. Dulli, Director of the Education Program (1992-1998); Assistant Vice-President of the Geography Education Program (1995-1998); Director of Alliances and Deputy Director of the National Geographic Education Program

Table 8.3. Continued.

Influencers of Geography
Education and the Alliance
Network: Leaders in the Field
(Continued)

Lanny Proffer, Director of the National Geographic Society Education Foundation (1995-2001), contractor with NGEF and Alliance Network (2001-2009)
Barbara Chow, Executive Director of the National Geographic Education Foundation and Vice President of Education and Children's Programs (2001-2007)
Dr. Daniel Edelson, Executive Director of the National Geographic Education Foundation and Vice President of Education and Children's Programs (2007-)

2009: NCGE President's Award to the National Geographic Society in recognition of Gilbert M. Grosvenor, NGS Board of Trustees, NGEF, officers and staff; for support of geography education.

2009: NCGE President's Award to Kim Hulse, Robert E. Dulli, Cathy Salter, Christopher L. Salter, for "significant, yet different roles in the success of the Geographic Alliance Program."

Distinguished Geography Educator Award and Geography Legislators of the Year

Table 8.1. Distinguished Geography Educator Award recipients

Table 8.2. Geography Legislator of the Year Award recipients

Kim Hulse: "The DGE—Distinguished Geography Educator Award—was started as a recognition for people, because the first four are original alliance founders: Kit Salter, Dick Boehm, David Hill, Sid Jumper. I think there was a desire on Gil Grosvenor's part to recognize these people's work in the alliance world, and to set up something, an award, that would be recognized by peers, because it's geography educators. And then, as you see who got these awards—although they're all Alliance Coordinators—there's some other people... we gave one to Barry Bishop, who was a national Geographic employee; we gave one to Saul Cohen, who was—I think at the time—one of the Board of regents of New York City Schools, because he had done a lot of work with us. We got away from just "because you were a founding alliance member, we'd like to recognize you," which was probably the first three years, and we started to say "these are other people, who may not be Alliance Coordinators, but who have helped us get this movement started, and who have been key influencers." And I think, from there, what you saw was a change to the Legislator of the Year awards. I'd say the first three years here we recognized stellar Alliance Coordinators who'd been involved with us since day one, and then when we had recognized all the founding Alliance Coordinators, we started to move to people who weren't Alliance Coordinators but were adjacent to the work we'd done. You see Marianne Kenny, you see Roger Downs, Jim Binko—people who had been instrumental in shaping this movement, and what it stood for, but weren't Alliance Coordinators."

Table 8.3. Continued.

**Influence on Individuals
(Continued)**

Interviewees who stated their careers had been changed by their experience with the Alliance Network:

Dr. Janet Smith

Roni Jones

Charles Fitzpatrick

Dr. Brenda Barr

Dr. Kay Gandy

Dr. Brenda Bar: “Basically, National Geographic trained me to train other teachers. I used an enormous amount of their resources and materials wherever I went. The things that I learned influenced how standards were created in both those states [Mississippi and Colorado]... So professionally it’s like I can’t find one thing—it changed everything that I did. I was one of the people who never forgot it, who always kept connected to it. I may have lost a couple of years in there when I was in administration, but it was never far. It was always that resource that I knew I could go to, that go-to group, that go-to organization that I knew would have high quality researched resources.”

**Influence on Geography
Education**

Interviewees that stated the Alliance Network had been successful within their state specifically:

Dr. David Lanegran, Minnesota Geographic Alliance

Dr. Bob Morrill, Virginia Geographic Alliance

Dr. Roger Downs: “I’m not sure how you could parcel out the effects. I think one of the things that was true for the Alliance Network is it was spotty, in the sense that while it existed in every state, there were some states that were essentially non-functional. And there were other states in which the Alliance Network was superb. And in as much as the fundamental system is local control, I think it played to that strength of local control. If you could get a group of passionate people that could have an effect, and I think if you could look at the history and try to disentangle the states for which it worked and which it didn’t, then I think you’d get a better answer to that question. Because I think the states in which it did work, it did work. That sounds redundant. Other states, like New Jersey for example, was always a struggle. And there were some personalities and political reasons for that, nobody ever overcame it. California was a problem because it was too big, and so it ended up with a north and a south, which seemed perfectly logical... Delaware was very successful because it was small and it was manageable, and they did manage it very well. Maryland was a

Table 8.3. Continued.

**Influence on Geography
Education (Continued)**

success—so you could go around, and I think one of the things that might be interesting is if you could get enough people to try to rate the successes of different states.”

Charles Fitzpatrick: “What I’ve seen in the Minnesota Alliance is that the Alliance as a network continues to provide people with a community, a recognition of the importance of professional development, that educators have a responsibility to continue learning and need to keep looking for the things that they need to bring to their students. So the Alliance has always been good about getting people to recognize the larger world of knowledge, of opportunity, responsibility, and that element has been essential. It’s also been a way for people—the Alliance meetings and the Alliance-during-the-year-activities—have been opportunities for people to keep recharging, feeling like, ‘OK, we may be downtrodden as a community, but we’re still going to keep fighting, still going to keep pushing for geography education where ever we are.’”

Dr. Richard G. Boehm: “Has the Alliance had an impact on K-12 education? There’s no question that it has. It’s empowered thousands of teachers—gosh maybe by this time hundreds of thousands of teachers—millions of students. There’s still, out there, all sorts of mechanisms for geography education. There’s the National Geography Bee, there’s national standards in geography, we still have 53 Alliance Networks that are active. There are—I don’t know the last number—but it’s something like 23 or 24 state endowments where states have raised their own money. So the whole system of support for geography education is still in place and still operating. We have good teaching materials. We have creative leadership in every single state. We have teachers actively involved in promoting geography education. We are visible in the world of K-12 education. So of course, the alliance programs have continued to have an impact.”

Cathy Salter: “I think it’s done what we hoped it would do, which is create a group out there that is a voice for geography. I mean, the National Council for Geographic Education is filled with people who have been involved in these alliance institutes, and are connected. So it connected people who had a passion for geography but didn’t feel like they had enough training, and now feel like they have, that they have a network they can work with, that they had support from the National Geographic and their Foundation.”

Table 8.3. Continued.

**Influence on Geography
Education (Continued)**

Dr. Gail Ludwig: “There are a lot of teachers who’ve done workshops and in-services, and who are working on the standards committees for the states and at the national level for the testing and things, and I think all of these people were... well trained for teachers in geography because I don’t think there’s good training for teachers in geography in the education schools, you know, social studies, history. And what this did was really put a shine, spotlight on geography. And suddenly all these teachers from all over the country, and all over the world basically, were looking differently at geography, and as geography being a key pin in social science. And it is still there today. I think with all the support things they still have going and they’re funding, like the Geography Bee... those types of activities and things are really good to keep geography in the forefront of people’s minds. So yeah, I think it had a huge impact.”

Dr. Sarah Bednarz: “Yes. So the idea of a network—the original alliances—the idea of the network of university professors and classroom teachers working together, that’s a powerful model. And that is something that nobody else had... Yes, tremendous influence and positive impact, but I think in the earlier years, less in the later years.”

Dr. Brenda Barr: “I see it as we’ve [National Geographic Society] always been educating people, we just got really into the K-12 system because I think Gil found there was a need for it. I think we have had some amazing successes, so I think the answer is yes and now, because nothing stays the same. There’s a constant battle against time with teachers and classrooms, and kids’ attention, and parents. So I think we’ve gotten geography standards, we’ve gotten assessments in many states, we have geography courses, we have thousands of teachers that we might call “geo-evangelists”—I was one—because National Geographic’s professional attitude towards teachers in supporting their work and informing them. I think we’ve made changes in pre-service requirements and licensure. But I think that outside forces like *No Child Left Behind*, *A Nation at Risk*, other pieces of legislation, and Race to the Top have all vied for the attention of educators. So I think that while yes, we’ve accomplished, we have to be careful about saying that accomplishment denotes “finished,” because I don’t think it does.”

Kurt Butefish: “Yes, but there are external factors that have driven the curriculum beyond, beyond our control, so we have been more reactionary than pro-action since I’ve been the Alliance Coordinator. I believe if there wasn’t an alliance, geography would be absolutely nonexistent. We are a constant presence and a constant source of information to decision makers about why there needs to be geography, so yes. I don’t believe that we’ve had the impact that Sid [Jumper, founding AC of the Tennessee Geographic Alliance] or Gil Grosvenor envisioned in the beginning.”

Table 8.3. Continued.

**Influence on Geography
Education (Continued)**

Lydia Lewis: “I think the thing, as the years went on and we kept working, and realized that we were always at the beginning because you get new legislators in, and you’ve got to start all over again with education. And then there’s the next new wave in education, whatever that new hot things is. And again, you’re having to explain why you’re at the table. I think it’s discouraging. I think—you’re talking to somebody who sees it’s really got to be tough—it’s going to depend on the people, and I think getting funding. Funding is going to be crucial, and getting the right people who catch fire and realize that it isn’t just, ‘We’re going to win this battle and we’re going to be done.’ The battle is constant in education. It is constant. And I think keeping the challenge will be keeping things where you see the reality of it and you’re strategically always pushing, always pushing...it’s hard because I don’t know that we’ve come as, I know we haven’t come as far as we thought we’d come, at the beginning.”

Christopher Shearer: “If you looked at the movement, if you looked at the Alliance [Network], the alliance hosted the Bee. If you looked at the Geography Awareness Week program, the alliance ran the local Geography Awareness Week program. If you looked at the curriculum design programs, the alliance was doing the curriculum design. If you looked at advocacy at the state level, the alliance was doing that. It was just, it was more of a movement than just a summer geography teaching program.”

IX. CONCLUSION

This dissertation explored and analyzed the historical record of the National Geographic Society Network of Alliances for Geographic Education (Alliance Network) through its creation, major events, and people involved in the program from 1986-2011 (Chapter VI). Second, this research analyzed the success of the Alliance Network for meeting the goals set forth by Mr. Gilbert M. Grosvenor and the National Geographic Society to “increase the level and content of geography education in K-12 schools” (National Geographic Society 2012) (Chapter VII). Third, this study closed with a post-analysis discussion of the influence of the Alliance Network on geography education at various levels through the voices of leaders involved in both the Alliance Network and the geography education movement during the first 25 years of the program (Chapter VIII).

The Alliance Network created a variety of outreach programs and opportunities, at both the national and state levels. The Pilot Program in the 1980s was the first major education outreach project, followed by the creation of Geography Awareness Day, which later became Geography Awareness Week in 1987. State governors, city mayors, and other public figures proclaimed the day or week dedicated to geography, and newspapers ran promotional materials. Some alliance programs began as state initiatives and became so successful as to be taken over by the GEP and disseminated at a larger, national scale, such as the Michigan Geographic Alliance’s Family Geography Challenge.

The Alliance Network also advocated for policy changes in favor of geography education at all levels of education. Teachers learned the skills necessary to advocate to

local politicians and national legislators for geography education at SGIs and ILIs, and some successfully advocated to be included as a line item in their state's budget. In 2011, 26 states had successfully lobbied for and leveraged public and private funds to create state education endowments. The Network worked with legislative consultants to create and introduce TGIF, asking for funding for geography education support from the federal government. The Alliance Network promoted geography education in K-12 schools through every possible outlet throughout its first 25 years, making some changes to public policy successfully, and in the present here are geography standards at all levels of education in every state.

The leaders of the GEP and NGEF shaped the Alliance Network, how it would meet its goals, and how it would affect geography education. Recipients of the Distinguished Geography Educator Award were first original Alliance Coordinators, the people who put the needs of geography education and its teachers in their states first, changing the geography education environment. The recipients of the Legislator of the Year Award were Members of Congress who spoke up for geography, sponsoring and introducing TGIF, offering support as a co-sponsor, and by putting their names on the bill stated that geography education was important should be included in the education of all American students.

Many people have been influenced by the Alliance Network, and for some it changed their career trajectories. When asked how people became involved in the Alliance Network, interviewees told stories of signing up for a workshop or being asked to join an alliance by a mentor, profoundly changing their lives. Ms. Roni Jones found a love for teaching teachers and professional development work, making a career of

offering professional development to teachers. Dr. Janet Smith began her career as a high school teacher, worked with alliances as a TC, and later became a professor and Alliance Coordinator. Mr. Charles Fitzpatrick found a love for computers and the unlimited possibilities of using them to teach geography, and later changed careers, becoming a member of the ESRI Education Community. The experiences these teachers had with the Alliance Network allowed them to explore other facets of education, of geography, and in the process changed how they worked, advocated, and supported geography education. Other teachers took what they learned and worked on their state's standards committee or became administrators, using alliance resources and TCs for professional development activities.

It cannot be disputed that the Alliance Network has met its goals and influenced geography education, and it is impossible to speak with members of the Alliance Network and leaders in the field of geography education without them mentioning the father of the movement, Mr. Gilbert M. Grosvenor. The Alliance Network was his legacy, his project, the mark he left as CEO and President on the National Geographic Society. Many offered opinions that while the Alliance Network was influential and did make a difference, perhaps it did not make as big of a difference as Mr. Grosvenor had hoped it would, that it did not fundamentally change U.S. education in K-12 schools (Interview with Lanny Proffer, 21 July 2015; Interview with Kim Hulse, 19 May 2015; Interview with Dr. David Lanegran, 06 August 2015; Interview with Dr. Bob Morrill, 08 August 2015); but others offered a different opinion on Mr. Grosvenor's passion for geography education, and the influence he created through the Alliance Network:

I think, based on Gil's original vision, yes [being successful]. Because the goal was to get geography back into schools, right? And now we have geography

standards in all 50 states, required courses, the AP test, there have been some huge gains that have been made. And for a lot less money than on other subjects spent. A lot less money; zero dollars in federal funding... It's a ridiculous discrepancy. And the fact that I think without it it's likely that geography would have just disappeared. But because there were people there, lobbying, making those changes—and also you can't discount the individual impact it had on those teachers. So if you think about the programs, who were TCs or who just had experiences with alliances, across the whole timeframe, that didn't just end. But the impact on those teachers, huge and enormous. Life changing in some cases (Interview with Kathleen Schwille, 08 January 2018).

I think that the amount of expertise and knowledge that the Alliance Network holds overall from the beginning classroom teacher, to teacher leaders, to geography professors, to geography researchers—there's nothing like it in education when it comes to bringing this diverse group of people together (Interview with Roni Jones, 02 June 2015).

Throughout the first 25 years of the Alliance Network, geography education changed. It changed the structure of education in small ways, and changed the lives of many teachers in large ways. It supported and advocated for geography education in the classroom, in homes, and in legislatures. This program that Mr. Grosvenor started was influential, and changed how geography was taught because it how members of alliances taught geography. It opened new doors for its members, allowing them to be leaders in the field and in their schools and districts. Dr. Richard G. Boehm may have summed it up best: “Gil Grosvenor and the Geographic Alliance program will go down in history as one of the major education reforms, educational systemic changes, and it'll be recognized forever as a great leap forward. And we need to give Gil as much credit as we can for that” (Interview with Dr. Richard G. Boehm, 14 January 2016).

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APPENDIX A

Research Involving Human Subjects

Federal regulations describe research as “a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge (21 Code of Federal Regulations, sec. 46, 102[d])” (White 2007, 552) and any research project that does not meet this definition of “generalizable knowledge” can be excluded from Institutional Review Board (IRB) approval (Howard 2006, White 2007, Neuenschawander 2009). Oral history falls under these provisions, as it is not meant to “contribute to generalizable knowledge” because it is either voice or video recorded, is archived for use by future generations and other researchers, and is not meant to draw broad conclusions about a topic (Howard 2006).

On June 5, 2004, the Oral History Association (OHA) and American History Association (AHA) released a statement on oral history and institutional review boards, stating that oral history should be excluded from IRB approval as it does not meet the “Common Rule” as defined by the Office of Human Research Protections (OHRP) within the U.S. Department of Health and Human Services (HHS). The Common Rule states that research is “a systematic investigation including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge” (American History Association 2004; Oral History Association 2017b). The Common Rule, while defining research, also exempts most oral history from IRB oversight because while most oral history interviewees are identifiable, they generally do not reveal information that could place them at criminal or financial risk, and are not intended to “contribute to generalizable knowledge” (Oral History Association 2017b). Despite the statements from

the OHA and AHA, and a proposed change in 2015 from the Department of Health and Human Services (HHS) to exclude oral history from the scrutiny of federal research regulations when interacting with human subjects (American History Association 2015), most university IRBs fear potential lawsuits from abuse of human research subjects, and as such, still require researchers to provide an informed consent form for all research participants to sign (Howard 2006; Neuenschwander 2009).

Informed consent protects both the researcher and the participant from legal ramifications (Howard 2006; Neuenschwander 2009). An informed consent form should include:

- 1) An explanation of the project's purpose
- 2) A statement of likely risks to participants
- 3) Statement of benefits to both individual participants
- 4) Statement that participation is/was voluntary, and participation can be terminated at any time with no repercussions
- 5) Statement of confidentiality of participants' identity (if applicable)
- 6) Contact information for the lead researcher for any questions or concerns ((Neuenschwander 2009).

An IRB exemption was obtained from the Texas State University IRB, under the condition that an informed consent form would be created (Appendix A), informing participants that by signing, he or she was giving their permission for recordings to be “used by the researcher (Caroline McClure) for educational purposes including publications, exhibition, World Wide Web, and presentations.” It also requested permission to use the interviewee's name for the research, and offered them a copy of the final product (Appendix B).

Texas State University IRB Exemption Certificate



Institutional Review Board

Request For Exemption

Certificate of Approval

Applicant: Caroline McClure

Request Number : EXP2014L383002D

Date of Approval: 10/22/14

Assistant Vice President for Research
and Federal Relations

Chair, Institutional Review Board

APPENDIX B

Interview Participation Consent Form

INTERVIEW RELEASE FORM

Project name: _____

Date: _____ Interviewer: _____

Name of person(s) interviewed: _____

Email address: _____

By signing the form below, you give your permission for any tapes/photographs made during this project to be used by the researcher (Caroline McClure) for educational purposes including publications, exhibition, World Wide Web, and presentations. All questions asked, answers given, and information gained from the interview will pertain to your work with the National Geographic Society around geography education reform, with a focus on the creation and history of the Alliance Network and all affiliated programs.

Do you agree to the use of the materials described above, except for any restrictions, noted below?

Yes _____ No _____

Do you agree to the use of your name for this research?

Yes _____ No _____

Would you like a copy of the final product?

Yes _____ No _____

Name (please print): _____

Signature: _____ Date: _____

Researcher's Signature: _____

Date: _____

Restriction description:

APPENDIX C

Binko in Brief

(Summarized and Updated from pages 11-12 of Spreading the Word about Geography by Dr. James Binko)

1. **Introduce** yourself and your presentation (1 minute)
State your name and affiliations (AZGA TC, school, grade level, subject)
Assure participants that they should only listen. No need to take notes. How to get the lesson plan will be given at the end and they will have everything they need. Give the title, grade level and duration of the lesson.
2. Give your **Overview/Purpose** (2 minutes)
Overview is your "set" to a lesson. It answers the question of why students need this lesson. Purpose is what exactly this lesson will teach.
3. Share briefly the **National and State Standards** and **Materials** list.
Perhaps show any materials that are unusual. Whatever you do, do NOT read the standards to your audience. (2 minutes)
4. State **Objectives** for the lesson (2 minutes)
This will be expressed in what the students will learn from completing this lesson that you are now sharing.
5. Describe the **Procedures** the teacher will follow (10 minutes) Be brief but state each step. Having examples to show (either in the power point or actual copies of the handouts) is essential for audience understanding.
6. Utilize **Guided Practice** so audience can process at least part of the lesson (20 minutes)
Involve the participants in your lesson. At least have the teachers complete one task in the lesson. Have copies of handouts to distribute and any other supplies (markers, atlases, rulers, etc.).
7. Discuss the **Assessment(s)** for the lesson and **Extensions**. It is optional to discuss your **Sources**. (10 minutes)
8. Reach closure by returning to the **Purpose** of the Lesson and asking the audience if this lesson accomplished this purpose. (1 minute)
9. Pass out **Copies** of your lesson or give them the **Website Information** where the lesson is posted. (2 minutes)
10. If time permits, ask: "How can you use this lesson in your classroom?" Again, this involves the audience and great ideas and additional resources can be shared.

Revised by Gale Ekiss

6/25/13



(Arizona Geographic Alliance 2013)

APPENDIX D

National Geographic Alliance Re-Structuring Plan Goals (National Geographic Education Foundation 2008c, 7-9):

Outcome goals

- By 2025:
 - 80% of the 18-year-olds in all 50 states, D.C., and Puerto Rico will be geographically literate, with no socioeconomic, racial, ethnic, or gender group falling below 75%.
 - A majority of the 18-year-olds in every socioeconomic, racial, ethnic, and gender group will be geographically fluent.
- Within 10 years (2019):
 - At least 25 states will have achieved both the geographic literacy and geographic fluency goals.
- Within 6 years (2014):
 - Ten states will have achieved the geographic literacy goal, and five will have achieved both the literacy and fluency goals.

Implementation goals

- Within 10 years (2019):
 - All Alliances will have met metrics for climate and capacity and for resources and plans
 - All states will have active large-scale reform efforts under way
- Within 5 years (2014):
 - All states, D.C., and Puerto Rico will be monitoring progress toward geographic literacy and fluency.
 - A federal funding program sufficient to achieve large-scale reform nationwide will be in place
 - At least 30 Alliances will have met metrics for state-level climate and capacity
 - At least 15 Alliances will have met metrics for state-level resources and plans for large-scale reform
 - At least 10 states will have active large-scale reform efforts under way
 - At least 5 successful reform partnerships will have been completed.
- Within 3 years (2102):
 - Legislation to add geographic literacy to the federal accountability system for education will be in place
 - Legislation to establish a federal funding program for large-scale geographic education reform will be in place
 - We will have frameworks for assessing geographic literacy and fluency at high school graduation and model assessments
 - We will have frameworks for assessing progress toward geographic literacy and fluency
 - We will have metrics to evaluate sufficiency of state-level resources and plans.

- Within 1 year:
 - We will have metrics to evaluate state-level climate and capacity

Restructuring goals

- Within 10 years (2019):
 - NGS will hold permanent endowments of sufficient size to cover core activities for all Alliances
- Within 5 years (2014):
 - Geography Alliances in all 50 states, D.C., and Puerto Rico will have strategic plans based on the NGS reform model and will be chartered to implement that model.
- Within 3 years (2012):
 - We will initiate 3-5 pilot reform partnerships
 - We will have 35 chartered Alliances

APPENDIX E

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(National Geographic Education Foundation 2005a; Patton Boggs LLP, 27 November 2006, memorandum; U.S. Senate 2005, 2007, 2009, 2011, 2013; U.S. House 2006, 2007, 2009, 2011, 2013).

APPENDIX F

Sample lesson plans disseminated through *Geography Education Update* newsletters.

U P D A T E 3

Geography Lesson Plan

Understanding the Dilemma of Landlocked Nations

Thirty of the world's independent nations are without access to the sea—they are landlocked. With some exceptions, landlocked nations are generally small, developing countries with numerous social and economic problems. The following lesson plan, designed for geography and world history classes (grades 7-9), explores the background essential to understanding the problems that landlocked nations face.

Cathy Riggs-Salter
Audubon Junior High School

Objectives

- To define the term "landlocked" and to identify the world's landlocked nations.
- To point out some possible advantages and disadvantages of being landlocked.
- To research social and economic data about landlocked countries and draw conclusions about the economic development of such countries.
- To identify and understand the origin of problems that landlocked nations face.
- To investigate how certain countries came to be landlocked.
- To speculate on places that could become landlocked in the future.

For Discussion

- What is a landlocked nation?
- At least 50 percent of all goods in international trade are shipped by sea for at least part of their journey. What does this mean to countries without

coastlines? (Examples: Dependence on neighboring countries, delays in receiving goods, high tariffs, and expensive transportation costs.)

- Name some countries that lost their coastlines in war.
- Using examples from current events, identify places that could become landlocked in the future.

Follow-up Activities


- Divide the class into two groups. Assign one group to report on the advantages of being landlocked. Have the second group report on the disadvantages.
- Ask the class to do research on landlocked countries, using data books, encyclopedias, textbooks, and other resources. Collect information about each country on a chart prepared by the teacher. List generalizations that can be made about landlocked nations. Point out exceptions.
- Have each student select two countries—one that is landlocked and one that is not—and analyze statistics about them

in a data book or an almanac. Suggest that students pay special attention to indicators of social and economic development such as life expectancy, adult literacy, population growth rate, and GNP per capita. Then have each student write an essay comparing the two countries.

- Assign each student to read about a landlocked nation and to prepare an oral report about that country's problems.

Map Work

- Using an atlas or a world map, have students locate and list the world's landlocked nations by continent. (Africa has 14, Asia has 5, Europe has 9, and South America has 2.)
- Reproduce the activity sheet on page 4 and distribute copies to the class. Instruct students to fill in the names of Africa's landlocked nations on the map provided. Encourage them to try the exercise without looking at a map or an atlas. Prepare your own activity sheets for the other continents.



Cathy Riggs-Salter and students report on geography at Audubon Junior High School in Los Angeles, California.

National Geographic Society

(Geography Education Program 1987p)

AFRICA



☐ Fill in the names of Africa's 14 landlocked countries-- Botswana, Burkina Faso, Burundi, Central African Republic, Chad, Lesotho, Malawi, Mali, Niger, Rwanda, Swaziland, Uganda, Zambia, and Zimbabwe. Try to do this exercise without looking at an atlas.

Educators are encouraged to reproduce this activity sheet for classroom use.

National Geographic Society

(Geography Education Program 1987p)

Geography Lesson Plan**Settling the Great Plains, 1850-1890**

Blanche Nichols
Jacksonville
High School
Jacksonville, NC



RAY LANZA FIELD

[] (Blanche Nichols is a 1987 graduate of the National Geographic Society's Summer Geography Institute.)

As long as new country with new hope lay before them, settlers headed west across the North American continent. Their reasons for leaving their homes in the East were as varied as the men and women who set out to discover the frontier. Sheer adventure drew some; the promise of fertile land or the hope for religious freedom impelled others. This lesson plan compares the lands that the settlers left in the East with the lands they found as they settled the West Coast and the Great Plains. The lesson was designed for students in an eleventh-grade United States history class, but can be adapted to lower grade levels.

OBJECTIVES

- ☐ To understand the geographic themes of location, place, human-environment interactions, movement, and regions.
- ☐ To review the characteristics of early agricultural practices on the East Coast of the United States, the first area settled by colonists.
- ☐ To understand the similarities of landforms, climate, and natural vegetation on the West and East Coasts of the United States and to understand why the colonists settled the West Coast before the Great Plains.
- ☐ To identify the characteristics of landforms, climate, and natural vegetation that discouraged settlement on the Great Plains and caused this region of the country to be referred to as the "Great American Desert."
- ☐ To speculate on the importance of the Industrial Revolution in opening the Great Plains for agriculture and settlement.

MATERIALS

"Geographic Perspectives on American Westward Expansion: A Teaching Module for the United States History and Geography Curriculum." Copies are \$5.00 each and can be ordered from the Center for Academic Interinstitutional Programs, Gayley Center, UCLA, Los Angeles, CA 90024, Attention: Ms. Jann Cripe; "A River Restored: Oregon's Willamette," NATIONAL GEOGRAPHIC, June 1972; "Oregon Trail: The Itch To Move West," NATIONAL GEOGRAPHIC, August 1986; "Pacific Northwest," NATIONAL GEOGRAPHIC map supplement, August 1986; "The Territorial Growth of the United States," NATIONAL GEOGRAPHIC map supplement, September 1987; "United States Geography" series, National Geographic Society, 1983 (available in video, film, and filmstrip); *The Story of America: A National Geographic Picture Atlas*, by John Anthony Scott, National Geographic Society, 1984 (includes a time-line wall chart with information on population, geography, government, science, and industry).

(Nichols 1988)

SCHEDULE OF CLASS ACTIVITIES

Day 1

- Have students study a slide or picture of typical East Coast farmland in the northeastern region of the United States.
- Ask students to identify visible features of the physical environment. List characteristics of landforms, climate, and natural vegetation that created favorable conditions for colonial agriculture on the East Coast of the United States.
- In small discussion groups, have students list reasons why settlers eventually moved away from the original settlement areas. Examples might include a sense of adventure; religion; politics; and a desire for better economic opportunities, such as cheap land and the Gold Rush.

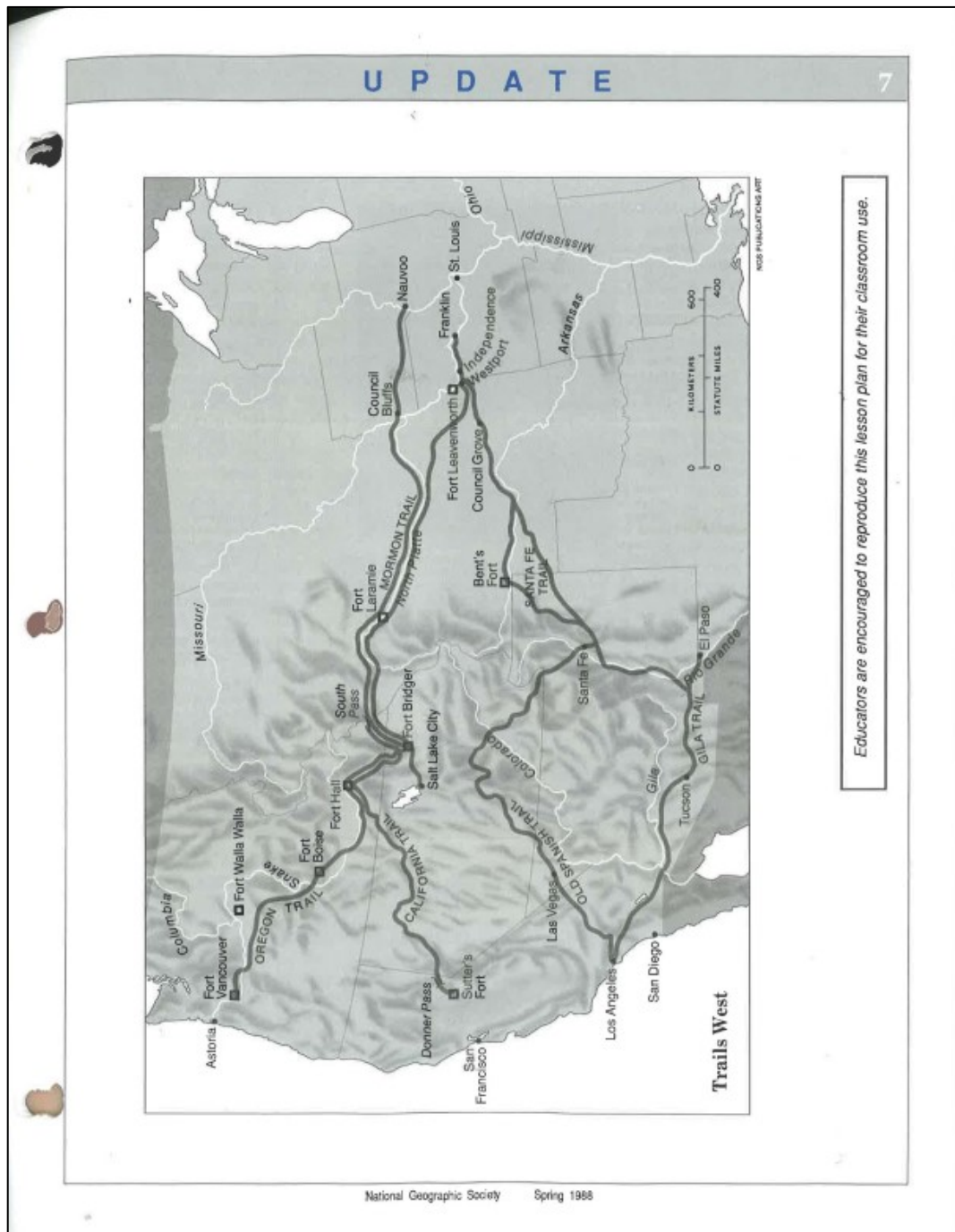
Day 2

- Show a slide or picture of the Willamette Valley in Oregon. (See "A River Restored: Oregon's Willamette," NATIONAL GEOGRAPHIC, June 1972.)
- Ask students:
 - ☛ Where do you think this is?
 - ☛ When did settlers move to this area?
 - ☛ Where did they come from?
 - ☛ Does this land look at all like the land in the first slide or picture that the class studied? How? (Similarities might be found between the landforms, climate, and natural vegetation of the two areas, such as the availability of wood, water, and rich soil.)
- Show a slide or picture of the Great Plains.
- Ask students to analyze characteristics of the physical environment that are evident in the slide or picture and have students speculate on the following questions:
 - ☛ Where is this region?
 - ☛ Name some of the states located in this region of the United States today.
 - ☛ Where is this region in relation to the first two slides or pictures?
 - ☛ When was this region of the country settled?
 - ☛ Does this slide or picture give any clues as to why the Great Plains were not settled until after the region west of the Rocky Mountains? (Responses should focus on the landforms, climate, and natural vegetation characteristics of the "Great American Desert.") Point out that the settlers' previous experience with farming in Europe and on the eastern seaboard had involved clearing away forests before planting. Settlers viewed the treeless prairie as an uninhabited wasteland.

Day 3

- Have students focus on the last frontier, the Great Plains region. Ask students to answer the following questions:
 - ☛ What changes do you think had to take place for the Great Plains to be developed agriculturally? Responses should identify specific characteristics of the region, such as buffalo herds, the Plains Indians, the lack of trees, the lack of water, the great distances, and the impenetrable sod.
 - ☛ What were some of the inventions and technological advances that helped open the Great Plains to agriculture and settlement? Examples might include railroads, Cyrus McCormick's reaper, windmills, barbed wire, sod houses, six-shooters, steel plows, and dry farming.

(Nichols 1988)



(Nichols 1988)

LESSON PLAN

GETTING A SENSE OF MAURITIUS

by Katherine A. Young

"Mauritius has no delusions about being a melting pot. Harmonious separatism is the unwritten law of the land."

—Author John McCarry

If you were to mention the word "Mauritius" in a crowd, most people would likely respond with "Where's that?" The April 1993 NATIONAL GEOGRAPHIC magazine answers the question in John McCarry's article, "Mauritius: Island of Quiet Success." This lesson plan offers students activities to examine the geography, culture, and economics of this complex island nation.

Connection With the Curriculum
Geography, along with science, art, and language arts

Teaching Level: Grades 5–12

Geographic Themes
Location, Place, Region, Human/Environment Interaction, Movement

Materials

- April 1993 NATIONAL GEOGRAPHIC
- Wall map of the world, atlases
- Other reference materials (see below)

Objective
To learn about the geography, culture, economy, history, and the human/environmental dynamics of a small island nation

Suggestions for Teaching
Introducing the Lesson
Equip a table in the classroom as the "resource island," a resource center with reference materials for in-depth research on topics such as volcanic islands, coral reefs, sugarcane, the dodo, Mauritian Creoles, Muslims, Hindus, Buddhists, India, the Indian Ocean, Madagascar, pollution of the sea, and other topics relevant to Mauritius. Back issues of NATIONAL GEOGRAPHIC are good sources.

1. Introduce Mauritius by discussing with students the fact that the country is a tiny

island nation—the island of Mauritius and several smaller islands—of only 788 square miles. Located in the Indian Ocean about 1,200 miles off the east coast of Africa and almost 600 miles from Madagascar, the nation is populated by 1.1 million people of diverse backgrounds. The population is a rich cultural mix that includes Muslims, Hindus, Christians, and Buddhists whose forebears immigrated from Africa, Asia, and Europe—a population that works together in unusual harmony.

2. Have students read the article, or read it aloud to them.

3. Ask volunteers to find Mauritius on a wall map of the world and describe its location in both absolute and relative terms. (**Theme: location**)

4. Ask students to use the wall map to locate the countries from which the people of Mauritius have come. After having the students read more information in the resource island about the peoples of Mauritius, discuss with them what cultural contributions each nationality or ethnic group brings to Mauritius. (**Theme: movement**)

Suggestions for Student Activities and Research Projects

1. Develop a historical and cultural time line for Mauritius.

2. The article states, "There are a dozen micro-climates—on a long drive the weather can change every five minutes from fog to sunshine to drizzle to sunshine again." How can this be?

3. The common dodo lived only on Mauritius and became extinct in the late 1600s. How did this happen? Investigate the life and death of the dodo. What other animals and plants on Mauritius may become extinct? (**Theme: human/environment interaction**)

4. Write and illustrate an advertisement that could appear in travel magazines to entice tourists to visit Mauritius.

(Young 1993)

5. Carefully study the map on page 117 of the April NATIONAL GEOGRAPHIC. What can you tell from the map about the island of Mauritius? For example, is there any information from which one can infer the geologic history of the island? What about the pattern of sugar mill distribution? What can you tell from place-names on the map about who was involved in settling the island?

6. Plan a festival featuring the foods, music, costumes, and languages of cultures represented in Mauritius. If possible, invite visitors from those cultures to join you to bring extra authenticity.

7. Extension for high school students

Douglas Adams, a science fiction writer, and Mark Carwardine, a zoologist, traveled the world in search of endangered species, then wrote their book *Last Chance to See* (Ballantine Books, New York, 1992). On a fascinating visit to Mauritius, they saw the pink pigeon, the echo parakeet, the Mauritius kestrel, and the Rodrigues fruit bat—all facing extinction. Read the book, then develop a position paper on extinction. It should weigh the pros and cons of saving endangered species, considering the benefits of saving those species versus the benefits of using the environment for other purposes. (See especially the chapter entitled "Rare or Medium Rare.")

Analysis and Critical Thinking

Following are suggestions for discussion, debate, or position papers:

1. How can Mauritius have a booming economy when it has few natural resources?
 2. Why should an island nation need extensive trade?
 3. Why does "harmonious separatism" work on Mauritius?
 4. How and why is Mauritius different from other African nations?
 5. What are the probable results of continued development on Mauritius?
 6. Is it important to preserve the remaining one percent of natural forest on Mauritius? Why or why not?
 7. What problems are being created by the growing population?
- Is growth a different problem for an island nation than for a nation on a large continent?

Why or why not?

9. How do the islands of Mauritius, Réunion, and Madagascar represent a single region, and how do they represent separate regions?

(Theme: regions)

Concluding Activity

Read the following quotations about Mauritius aloud to the class:

"A perfumed country caressed by the sun"—French poet Charles Baudelaire

"It is a Sunday landscape"—Mark Twain

1. Have the students discuss what the quotations mean. Do they agree? Disagree?

2. Have each student write his or her own quotations about Mauritius. Display the quotations on a bulletin board, or written and illustrated in booklet form. (Theme: place) @

"Of all the African countries to gain independence in the 1960s, Mauritius is the only nation with an uninterrupted history of democracy."

—John McCarry

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The flightless common dodo, unique to Mauritius, was last seen on the island in the late 1600s—within 50 years of settlers' arrival there.

LESSON PLAN

NATURAL HAZARDS!

by Jann Clouse

Note: We are grateful to Dr. Joseph Golden of the National Oceanic and Atmospheric Administration (NOAA) for arranging NOAA's sponsorship of this lesson plan and the distribution of the map supplements. —Editor

Overview

Volcanoes, earthquakes, hurricanes—all are forces of nature that excite students' curiosity and imagination. These phenomena, and many more, feature in the July 1998 NATIONAL GEOGRAPHIC map supplement, "Natural Hazards of North America." The supplement contains a wealth of information you can use with your students to reveal where and how these natural phenomena wreak havoc across North America. The supplement will stimulate student discussion and analysis of how these dynamic forces affect our lives and shape our planet. (If the supplement is not included in this issue of UPDATE, call [202] 482-8360, the Public Affairs Office of NOAA, for a free copy.)

Grade Level

Grades 5-8; adaptable to lower or higher levels

Curriculum Connections

Geography, history, science, language arts

Geography Standards

1. Using maps to acquire, process, and report information;
2. Mental maps and spatial context;
3. Analyzing spatial organization;
5. Using regions to interpret Earth's complexity;
7. Physical processes shape patterns of Earth's surface;

17. Applying geography to interpret the past;
18. Applying geography to interpret the present and plan for the future.

Materials

NATIONAL GEOGRAPHIC map supplement "Natural Hazards of North America"; an outline map of North America on paper for each student; an overhead transparency of the same outline map of North America for every 3 to 4 students; watercolor markers

Starting Out

Ask students to describe beautiful places they know—a lush forest, a productive wheat field, a wind-chiseled mesa, a spectacular coastline. Do these features attract people to settle nearby? Ask students to suggest factors other than beauty that attract people to settle, e.g., convenience, climate, job opportunities.

Does nature present any hazards in your immediate environment? Is there a creek prone to jumping its banks in the spring? Do students' families practice earthquake drills? Do students have tornado shelters?

Discuss what other types of natural hazards occur in North America and list students' ideas on the board. What forces of nature do people deal with along the Atlantic Seaboard? (Recall notable weather events of the last year.) What hazards do residents of the West Coast face? (Earthquakes, tsunamis, volcanoes, hailstorms, mudslides, drought, wildfires.)

Examining the Natural Hazards Earthquakes and Tsunamis

Give students a blank outline map

of North America. Ask them to mark an E, in pencil, for earthquake, in the areas of the continent where they think the greatest earthquake hazards exist. They may discuss their placement with a neighbor and adjust their responses.

Now fold the map supplement, showing only the Earthquake map. Show students the map and ask them to check their predictions. (Also prepare an overhead transparency map of North America with earthquake areas.) Discuss why this hazard exists, particularly along the Pacific Rim. (As great slabs of rock in Earth's crust shift, huge amounts of energy are released, sending shock waves through the Earth.)

Movement of the ocean floor can create tsunamis, waves that travel up to 500 miles (800 km) an hour. When these waves enter shallow water along coastlines, they may batter the shore with waves as high as 100 feet (30 m). Show the students the large North America map on the reverse side of the supplement. Ask them where most tsunamis occur—and why.

Volcanoes

As the subducting Pacific Plate sinks into Earth's mantle, the rock in and above the plate begins to melt. The melted rock gradually rises through fissures in the Earth's surface, where it erupts and forms volcanoes and cinder cones. Ask students now to predict on their outline maps where areas of volcanic activity are likely to be found, marking (Continued on next page)

Jann Clouse teaches fifth grade in Missoula, Montana.

LESSON PLAN

(Continued from previous page)
them in pencil with the letter V. Allow the students time to discuss their ideas with a classmate and adjust their maps.

Now fold the supplement to show the maps of Earthquakes and of Volcanoes. Ask students to check their predictions as you mark your overhead map with volcanic zones. Ask the students to explain why the patterns of earthquakes and volcanoes overlap along the West Coast of North America. Where else do volcanoes and earthquakes occur in the U.S.? (Hawaii, Yellowstone National Park.) The volcanic activity in these areas is produced by mantle plumes (called hot spots) that rise from deep within the Earth's interior. Hot spots are not related to plate subduction, but can be either under continents (Yellowstone) or under the ocean (Hawaii). They are not found along coasts. Ask why there is no volcanic activity on the Atlantic coast, even though there are some earthquakes. Ask students what they think makes the East Coast different from both the West Coast, and Hawaii and Yellowstone.

Hurricanes and Tornadoes

Refer to the students' list of hazards. Circle any that students think are caused by, or are affected by, wind storms. (They may suggest hurricanes, hailstorms, tornadoes, wildfires, and blizzards.)

Ask how hurricanes and tornadoes are alike. (They both have high winds, swirl in a counter-clockwise direction in the Northern Hemisphere, are destructive, and can travel long distances.) Where do hurricanes occur? And where do tornadoes occur? Ask students to mark their North America maps in pencil with an *H* for hurricane and a *T* for tornado in the areas they think are most at risk. Let them discuss their ideas and make adjustments.

Now fold the supplement to

show the maps for Hurricanes and Tornadoes. As the students check their responses, ask why hurricanes form at sea and tornadoes occur over land. (A hurricane is a low pressure region formed over oceans from warm, moist air currents in tropical areas. Tornadoes usually form along weather fronts where dry, cool air from the north and west meets more humid, warm air from the Gulf of Mexico. The mass of warm, humid air is rapidly lifted, and more warm air rushes in to replace it. As this air rises rapidly, it may begin to rotate; this twisting mass of air may form funnel clouds, which can extend down and touch the Earth.)

Ask students to point out the tropical areas of ocean prone to hurricanes and shade them light blue on their maps. Have students shade areas prone to tornadoes light orange. Hurricanes can create the conditions necessary to spawn tornadoes over land. Ask what other hazards hurricanes can pose upon landfall. (Wind damage, torrential rain, flooding, landslides, loss of beachfront.)

Hailstorms and Drought

Look at the maps of Hailstorms and Drought. For most of the population in North America, these hazards appear to be unavoidable. Hailstorms are rarely deadly to people, but they are costly in terms of crop loss and livestock casualties. Damage to property is increasing in hail belts as the population in those areas grows.

And drought is hardly less threatening. Costs from a prolonged heat wave and dry spell in 1988 mounted to nearly 40 billion dollars, making this the most expensive natural disaster the United States has weathered. A drought may leave withering fields, starving livestock, lower water tables, threat of forest fires. Discuss how a prolonged dry spell in the Midwest could affect several other areas of the country, e.g., climbing prices of wheat, corn, and beef.

Human Settlement and Natural Hazards

Now fold the map supplement to show the Population map. Ask the students to make generalizations about population density patterns they see. Provide each group of 3 to 4 students with an overhead transparency map of North America. Ask them to simplify the population data and shade their overhead with population patterns. You may want them to use only three colors: red for high density (250/sq mi and above), orange for medium density (25–249/sq mi), yellow for low density (24/sq mi and below). It might help to prepare a simplified sample ahead of time as an example.

Ask students to lay the completed transparency over the North America outline map on which they have already mapped hazards. Are there any correlations between population distribution and natural hazards? Read students the quote from NOAA meteorologist Joe Golden: "A hazard only becomes a disaster when it occurs where people live." Do students agree? Why, or why not? Discuss why people choose to live and build along unstable coastlines, on barrier islands, on river floodplains, on volcanic debris, and along unstable fault lines. Why are we such risk-takers?

Researching Major Disasters: Nature in Full Force

Show students some examples of major disasters on the reverse side of the supplement. Give the students the opportunity to skim the descriptions to whet their appetite for inquiry about such historic calamities. Now divide the class into small groups, and assign each to investigate one of the disasters. Their task is to present to the class particular details about one of the following events:

- Winter storms—the "Storm of the Century," 1993
- Hailstorms—Denver, 1990; Wichita, Kan., Dallas, Tex., and Orlando, Fla., 1992

(Clouse 1999)

LESSON PLAN

- Tornadoes—Great Tri-State Outbreak, March 18, 1925; Super Outbreak (13 states and Canada), 1974
- Floods—Mississippi and Missouri Rivers, 1993
- Volcanoes—Hawaii's Kilauea, 1790; Mexico's Parícutín, 1943; Washington's Mount St. Helens, 1980; Mexico's El Chichón, 1982
- Earthquakes—San Francisco Quake, 1906; New Madrid Quake, Missouri, 1811–12
- Landslides and Avalanches—Turtle Mountain, near Frank, Alberta, April 29, 1903; Wellington, Washington, March 1, 1910

Playing Different Roles:

A City Council Meeting

Objective: Students will understand different points of view regarding land-use issues in your city.

Time: 45–60 minutes

Materials: 25–30 role-play cards, one per student. Create the roles to represent taxpayers in your community, e.g., industry, local agencies, local businesses, concerned citizens. Include three city council officials.

Scenario: Land developers have made an offer to purchase from the city one of the last open areas in town. Are the risks worth the benefits of building a hotel on a hurricane-prone waterfront? A condominium in an earthquake shaken valley? A shopping mall on a river floodplain? (Choose one.) A community meeting will be held to decide how to best use this open space within your city.

Procedure: Assign groups of students to represent differing points of view. Ask them to read their role card and think of how this proposed land sale might affect them. Will it be good for their concrete/lumber/roofing business? Will it impact the community water/utility/fire protection services? Is it an environmentally sound idea? What are the inherent risks in building in such an area?

When students have had an opportunity to prepare their arguments,

convene the meeting. City council members announce their intentions to gather public input on the sale proposal and ask for comments from the audience. Some community members will feel that natural hazards make the area too risky to build such a project. Others will argue the project would provide such an economic boost—bringing in jobs, increasing the tax base, providing sorely needed business—that the community cannot afford to pass up the opportunity.

Council members take notes on the commentary, ask questions to clarify points, and consider the costs of any proposals. Ultimately, it is their decision to go ahead with the sale or recommend further study.

Hold a debriefing session after the council's decision is announced. Allow students to air their feelings

and frustrations about this democratic process.

Disaster Response Plans

Research your own community's disaster response plan. Contact officials in charge of local emergency preparedness. If your town has no such office, consult the bureau in your state capital that handles these affairs, or visit the Web site of the Federal Emergency Management Agency (FEMA) for local contacts: <www.fema.gov/about/regoff.htm>.

Students may examine their own families' preparedness for emergencies. Does their family have an emergency response plan? Do they practice fire drills? Earthquake drills? Do they have a well-supplied safety kit? If not, what should go into one? (Flashlight, radio, batteries, canned food, can opener, first-aid kit, fresh drinking water, tools.)

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- Federal Emergency Management Agency: <www.fema.gov>
- National Geographic Society: <www.nationalgeographic.com>
- National Oceanic and Atmospheric Administration (NOAA):
 - Atlantic Oceanographic and Meteorological Laboratory: <www.aoml.noaa.gov/hrd/>
 - National Climatic Data Center: <http://www.ncdc.noaa.gov/ol/climate/climate_research.html>
 - National Environmental Satellite, Data, and Information Service: <http://ns.noaa.gov/NESDIS/NESDIS_Home.html>
 - National Hurricane Center: <www.nhc.noaa.gov>
 - National Severe Storms Laboratory: <www.nssl.noaa.gov>
 - National Weather Service: <www.nws.noaa.gov>
 - Storm Prediction Center: <www.spc.noaa.gov>
- Natural Hazards Center: <<http://www.colorado.edu/hazards>>
- Scholastic Network: <www.scholasticnetwork.com>
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(Clouse 1999)

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ⁱ Other people were contacted for an interview, but either did not respond to the request or declined. Those who chose not to participate were Emily Schell, Daniel Edelson, Gwen Faulkner, Mary Ellen Adlum, Sari Bennett, Jim Binko, Charles Regan, Mike Libbee, Susan Munroe, Terry Smith, Eugene Earsom, and Theresa Bulman.

ⁱⁱ The audit check is traditionally performed by someone other than the interviewer, but as funds were limited, I completed the audit process, with ample time between initial transcription and audit check to account for the same person performing both steps. During the editing portion, a record was kept of all editing policies applied, keeping editing consistent to all interviews throughout the process (Mazé 2007).