

## II. THE DEPARTMENT OF GEOGRAPHY

### Creation of the Department of Geography

By the middle 1960s it was the consensus among the geography faculty that a separate department was desirable. On July 1, 1966, geography became a division of geology under the leadership of Professor William R. Siddall. In 1970, with direct funding approved, the Department of Geography was created with Dr. Siddall as head. The new department undertook a program review. Because the University of Kansas had a strength in physical geography (meteorology, climatology, geomorphology, biogeography, and geography of soils), Kansas State University chose to concentrate on the economic, social, historical, and cultural aspects of geography. The bachelor of arts degree in geography under the social science curriculum was added in 1968. Thus, the B.A. degree and the B.S. degree in the social science curriculum, along with the B.S. degree under secondary education became the three bachelor's degrees available to students.

### Campus Locations of the Geography Department

In 1946 when geology was established as a separate department with two geographers, it occupied three classrooms and four offices in the basement of Fairchild Hall. Two additional geography faculty members were added in 1947 for a total of ten members on the staff... six in geology and four in geography. Several of the staff were moved to offices in barracks east of Willard Hall where King Hall is now located. Space in these temporary buildings was vacated in 1952 when classrooms and offices in Fairchild Hall were assigned to geology and geography after the Department of History moved to its new quarters in Eisenhower Hall. At the same time, offices in the basement and on the second floor of Anderson Hall also became available. Some lecture sections were taught in the engineering lecture hall and later in Kedzie Hall. In 1957 the Department of Geology and Geography moved to Thompson Hall which had housed the cafeteria until it was incorporated into the new student union.

Geography had one classroom, two laboratories, seven offices, and two small map rooms on the second floor of Thompson Hall, and it shared a large lecture room on the first floor with geology. In 1970 the cartography laboratory was relocated to the first floor of Fairchild Hall, and its vacated space was remodeled to provide an office for new faculty members and a seminar room. Cartography was moved back to Thompson Hall

in 1973 and shared the only remaining laboratory room with Environmental Geography I and II labs. Remote sensing and computer mapping courses were introduced in the late 1970's, and their laboratory sections were crowded into the same lab room. Labs were scheduled during almost every hour of the class week, and some overflowed into night sessions. All graduate assistants shared one office.

In 1981 space became available in Dickens Hall, and the Department of Geography was moved to that location during August 1982. Leaving Thompson Hall was somewhat like leaving home for the geography faculty and students, but the additional space, easy access to the main university library, and the more central location on campus provided by Dickens Hall were appreciated by all. By 1991 the new Geographic Information Systems Spatial Analysis Laboratory (GISSAL) and several offices were built on the third floor of Dickens Hall. All the second and third floors were occupied by the Department of Geography. Most geography classes were taught in other buildings on campus.

For many years Dickens Hall served the needs of geography well, but remodeling mandated by fire code regulations and installation of an elevator resulted in the loss of a faculty office and the relocation of the GISSAL lab facility to Willard Hall. Dr. Stephen E. White, then Associate Dean of Arts and Sciences, was able to negotiate the transfer of space being vacated by the College of Engineering in Seaton Hall. As a result, in January and February 2001 Geography was moved into more spacious lodgings in Seaton Hall.

This location offered good faculty and GTA/RA offices and remote sensing lab facilities and allowed the reuniting of GISSAL with the department. The move provided space for a large seminar room which was improved over time and furnished with a handsome new conference table and chairs in 2006, thanks to funds from President Jon Wefald's office. Geography enjoys the use of technically equipped classrooms in several campus buildings, important because most lecturers now employ PowerPoint.

#### Philosophy of the Geography Department

As KSU's Department of Geography entered the '90s, its philosophy continued to reflect a directed emphasis on human rather than physical geography. Understandably, faculty research interests and thesis topics reflected this emphasis. Environmental geography by this time had survived a 1970s discipline boundary dispute and continued as a general survey of physical geography in the context of human environment. In both teaching and research, the department continued to stress the "human" side of the discipline: population, urban, transportation, economic, and cultural geography. With the emphasis on human geography, physical geography courses were few. However, the physical

environment was presented as a foundation upon which human and economic activities were based.

While this emphasis on human geography accompanied a decline in the number of students who chose the environmental option, it also marked a decline in regional studies in deference to the systematic approach. These changes followed trends in the discipline in general. Similarly, the growing importance of “tools” such as Geographic Information Systems (GIS) and Remote Sensing of the Environment paralleled discipline-wide developments.

In more recent years the department has broadened its scope so that human and the physical aspects of the discipline have become more nearly balanced. For example, Professor Doug Goodin, a climatologist, joined the faculty in 1993, and the PhD program (1996) with its focus on rural geography brought increased opportunity to recognize environmental factors.

Meanwhile, the regional approach in teaching and research survives, but it is less emphasized than are systematic studies. These gradual changes have been facilitated by choices made in faculty hiring in a growing department, with department heads playing an expected significant role.

#### Mission of the Department

In 2000 the department faculty, in order to put these various emphases into an over-arching, unified context, adopted a Mission Statement to clarify its long-term objectives and to establish priorities in achieving those objectives. The result was a comprehensive document to guide the programs of the department:

The department strives to have leading undergraduate and graduate geography programs in the State of Kansas, in the region, and nationwide among land grant universities, with an emphasis on rural geography and sustainability. The Geography program at Kansas State University is one of outstanding faculty and student accomplishment. Kansas State University geographers are committed to excellence in teaching, research and service. The geography program currently builds from a strong base in three traditional areas of geographic scholarship: People, Place, & Regional Geography, Earth System Geography, and Geographic Information Science. Example of areas of collaborative overlap include our research and teaching in Nature & Society Interactions, Population & Health, and Land Change Analysis. Rural Geography & Sustainability remain as a thematic, integrative core for the program and is consistent with the land grant tradition of KSU.

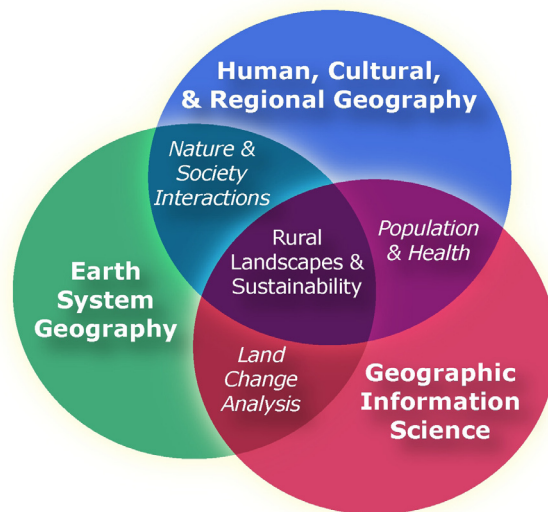


Figure 1. Areas of strength and collaboration in KSU Geography

Approved in 2006 was a vision statement:

The K-State Department of Geography seeks to enhance our national and international stature in scholarly activities among our peer institutions and among the land grant institutions in the United States. The enhanced stature of the Department will be achieved primarily through increased emphases on faculty research and the graduate program. The Department will continue to be a student-centered department of choice for those seeking a degree in geography.

Members of the department then identified and explained their professional core values as follows:

- Excellence- We seek excellence in all our endeavors, and we are committed to continuous improvement. We are characterized by a dedicated faculty who conduct outstanding teaching, research, and service activities.
- Intellectual Freedom- We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge. We are committed to academic freedom.
- Integrity-We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.
- Service- We believe that serving others is a noble and worthy endeavor. We are dedicated to serving the professional community and have strong ties with business, industry, and government.

- Diversity- We respect others of different ethnic and cultural backgrounds. We also value diversity of opinions and freedom of expression. We are committed to promoting greater diversity and maintaining an inclusive work environment.
- Stewardship of Resources- We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.
- Learning- We value quality, field-based undergraduate and graduate geography programs and general education. We are committed to using appropriate and effective instructional technology and modern geographic tools and equipment.
- Cooperation, Coordination and Collaboration- As a faculty, we value all questions, ideas and perspectives; everyone participates; we listen to and support each other. We seek out areas for cooperation and potential synergies within our department and with other departments and institutes on campus. We balance our own interests with those of the university.

#### Undergraduate Studies In the Department

Restructuring of the curricula throughout the College of Arts and Sciences began in 1969. Several committees were formed, and the social science committee proposed eliminating the requirement that all students in any social science take at least one course in each social science area. The newly adopted rules required that students in all departments throughout the College of Arts and Sciences must take three elective courses in social sciences with at least one of these courses at the 500 or higher level for the B.A. degree. Under the B.S. program, students in all departments in the College were required to take seven elective courses in the humanities and social sciences, with two of these courses at the 500 level or higher. Geography fared well under these new requirements.

Changes in all curricula in the College of Arts and Sciences again occurred in 1979 and 1980. Under the new requirements four rather than three courses in the social sciences were required for all students in the College of Arts and Sciences. The geography faculty was pleased when another new requirement was adopted. This called for one course in the international area for all students in the College, and resulted in a substantially increased enrollment in World Regional Geography.

In 1980 a Pre-Planning B.A. or B.S. degree in geography was approved by the Board of Regents. The geography course requirements for the pre-planning option were identical to those under geography in the social science curriculum. In addition the student took Introduction to Planning (315), and three of the following: Urban and Regional Economics (555), American Urban History (551), Urban Politics (718), Urban Sociology (531), and Planning Principles (715). All college catalogs since the academic year 1980-81 have listed the pre-planning option in geography.

Because many geography majors found employment in regional or community planning or in fields involving environmental management or conservation, the department established in-house bachelor of science options under the social science curriculum in environmental and urban studies. Professors David Kromm and Huber Self prepared a four-year set of courses based on requirements for the environmental B.S. degree under the social science curriculum. Courses in environmental studies from geography, other social sciences, natural sciences, agriculture, and engineering were recommended. Professor H.L. Seyler drew up a similar four-year program under the B.S. degree requirements for the urban studies option. The urban studies option became the community studies option in 1976. Each college catalog after 1973 carried a notation of these two in-house options for the bachelor's degree requirements under geography. Both of these options were popular with majors. The Pre-Planning B.A. and B.S. degree, replaced the in-house community studies option in 1985.

An Honors Program was established at Kansas State to allow those students with high scholastic ability to pursue more challenging subjects. The first honors course in geography entitled "Honors Seminar" was taught in 1961 and continued to be offered in alternate years. Drs. Rau, Siddall, Kromm, and Seyler instructed this course. A geography course entitled "Senior Honors Thesis" was developed in 1977 for the benefit of the occasional honors student who wished to complete an undergraduate thesis. An honors course in geography entitled "Future Worlds" was taught by Dr. Seyler in the summer of 1978. This course was an immediate success, and Dr. Seyler continued to teach it each summer. In the late 1980s a new course entitled Human Geography (Honors 201) was introduced. In 1979 Dr. Seyler was appointed chairman of the College of Arts and Sciences Honors Advising Council and Coordinator of the Honors Program.

According to the Kansas State University 2006-2008 Undergraduate Catalog both the BA and BS degrees require 37 credit hours of geography. Specific courses are World Regional Geography (100), Human Geography (200), Environmental Geography I and II (221 & 321), Cartography and Thematic Mapping (302), Capstone Seminar in Geography (495), and GIS I (508). Students must also take one course in human-environmental interaction from a listing of eight to twelve credits of geography electives, including at least three hours at the 700 level. Majors may pursue a general program in geography or develop a concentration in environmental studies, community studies, or a particular interest of their own.

Those students choosing the pre-planning option must meet the regular degree requirements and selected additional courses in geography, urban studies (from a list of economics, political science, and sociology courses), and regional and community planning.

Geography minors are required to take at least sixteen hours in the discipline to include World Regional or Human Geography, Environmental Geography I, Cartographic and Thematic Mapping, and at least two additional courses at the 400 level and above.

The undergraduate certification in geographic information systems, established in 2004, is focused on meeting the needs of students who want to acquire grounding in geospatial analytical tools. Required courses are Cartography and Thematic Mapping, Geographic Information Systems I, Computer Mapping and Geographic Visualization (702), Remote Sensing of the Environment (705), Geographic Information Systems II (708), and one additional class with 50 percent or more GIS content. Appendix B gives the catalog description of the undergraduate program.

#### The Master of Arts Degree in the Department

Master of Arts students receive training in the fundamentals of geographic thought and research, preparing them for either a professional career or additional study. The program requires all candidates to take Quantitative Analysis in Geography (700), History and Philosophy of Geography (820), and Geographic Research and Methods (821). Students must enroll in the Graduate Seminar in Geography (800) each semester. Additionally, two geography seminars at the 800 level must be completed. Appendix C presents the graduate program in geography.

There are three programmatic options for the M.A. degree in geography. The thesis option requires 30 hours of graduate credit, including six hours for a thesis (899). The report option for teachers serves students intending to pursue a career in either public school or junior college teaching. Thirty-two hours of graduate-level work are required,

including a two-credit hour Master's Report (898) which is to be education-oriented. Lastly, there is the report option which is designed as a terminal degree. It requires thirty-two hours of graduate-level work, including a two-credit hour Master's Report (898) on a research topic chosen with the student's supervisory committee. All master's students take a final oral examination administered by this committee. For thesis option students, the examination is a defense of the thesis. For report option students, the examination is a defense of the report and a comprehensive examination on the student's areas of study and the field of geography.

Kansas topics have been popular through the decades. Of the 70 master's theses defended between 1961 and 2006, about 60 percent clearly had a focus on Kansas. A majority of these dealt with some aspect of natural resources, especially soil and water, or rural Kansas population and economy.

The number of masters' degrees in geography significantly increased through the years until the introduction of the PhD program. Since that time there has been a decline as fewer assistantships are available to M.A. students. All M.A. students are now encouraged to prepare a thesis. Table 1 shows the number of master's degrees granted by decade.

Table 1: Masters Degrees in Geography Awarded by Decade.

Decade	Thesis	Non Thesis	Total	Average per year
1961-1969	13	4	17	1.9
1970-1979	25	26	51	5.1
1980-1989	29	20	49	4.9
1990-1999	62	34	96	9.6
2000-2006	41	0	41	5.9

Source: K-State Geography Department Masters Degrees Granted.

### Graduate Certificate in GIScience

In 2002 the Faculty Senate approved the Graduate Certificate in GIScience. The program provides graduate students with the knowledge and skills necessary to use geospatial technology in their own field of study and career. Among the suitable disciplines are agronomy, biology, economics, engineering, geography, geology, and sociology.

The prerequisites are competencies in cartography/geodesy, basic statistics, and object-oriented computer programming. Requirements include completion of a geospatial core of three courses: GIS I and II and Remote Sensing of the Environment. In addition, students are to enroll in a minimum of six additional credit hours in intermediate/advanced GIScience or application courses with a major emphasis on the use of geospatial technologies. The certificate may be awarded on a “stand alone” basis or in conjunction with the completion of an advanced degree.

#### PhD Program in the Department

Because of the initiative of then department head, Duane Nellis, geography proposed a PhD program in the early 1990s. Soon after, the Kansas Board of Regents mandated the Role and Aspirations Process in order to establish program priorities at Kansas State University. The College of Arts and Sciences Role and Aspirations Core Committee identified creation of a doctorate in geography as the highest priority programmatic change within the college. This effort was supported by the University Role and Aspirations Committee. Subsequently, the Kansas Board of Regents requested that a program proposal narrative be submitted for their review on or before December 1, 1994. According to the Geography PhD Program Proposal Narrative, the thrust of the proposed PhD program was rural geography. A key objective was to provide an “integrated systems approach to understanding the spatial dynamics of human and environmental interaction in non-urban regions”. Thematic emphases within the program include

the spatial dimensions of agricultural activities, rural economic development, natural resources evaluation and management, rural population redistribution and impacts, rural settlement and sustainability, medical geography, and the utilization of spatial techniques (remote sensing, computer cartography, and geographic information systems) to help resolve geographic research questions.

The Kansas Board of Regents approved the PhD in Rural Geography effective August 1996, and the first doctoral students enrolled in the fall semester of 1996.

In the year 2000 the first three doctoral dissertations in geography were defended. In the order of their defense dates, they were “Fine-Scale Spatial and Temporal Variation in the Relationship between Spectral Reflectance and a Prairie Vegetation Canopy” by Bradley C. Rundquist (major professor Dr. Douglas Goodin), “The Relationship Between the Expansion of Irrigation and Crop Diversification in the North Central Ogallala High Plains” by Thomas C. Schafer (major professor Dr. David E. Kromm), and “Estimating

Tallgrass Prairie Soil Moisture Using Active Satellite Microwave Imaging and Optical Sensor Inputs” by J.M. Shawn Hutchinson (major professor Dr. John A. Harrington, Jr.).

About half of the thirteen doctoral dissertations completed as of spring 2007 have had Kansas content. Nearly all have had a rural orientation. Appendix D lists all theses and dissertations, authors, and major professors.

The current program of study for the PhD calls for the completion of a minimum of 60 credit hours beyond the masters degree. These include at least 30 credit hours of coursework and 30 credit hours of dissertation research. Required courses are the Seminar in Rural Resource Management (830) and Methods, Theory, and Models in Geography (900). All geography graduate students also are required to enroll in Graduate Seminar in Geography (800) each semester. Additional requirements include taking at least two geography research seminars, completion of a research tool requirement (such as a foreign language, quantitative methods, qualitative methods, survey research methods, and field methods), and spending at least one full academic year in residence (Department of Geography Graduate Study Handbook, March 2006).

Students who have filed a program of study with the Graduate School and completed at least 21 hours of course work with a grade point average of 3.33 or better are eligible to take the preliminary examination. The exam covers the student’s fields of specialization as defined by the doctoral committee and includes both a written and an oral portion. Successful completion of the preliminary examination is required for the student to become a doctoral candidate. Preparation of a written dissertation proposal follows the preliminary exam. The dissertation is to be a cohesive, original, and independent contribution to scholarship. The research is to be performed under the guidance of a major professor and a supervisory committee and must be acceptable to them. Graduate School guidelines are to be followed. The supervisory committee will conduct and evaluate a final oral examination in defense of the dissertation. Other students and faculty are encouraged to attend the defense.

#### Collaborative Activities of the Department

Because of the interdisciplinary nature of geography, the fact that the faculty has been involved with other departments in virtually every other college in the University is not surprising. Beginning in the mid-70s and continuing to the present, geographers have participated in joint enterprises with other departments and institutions.

Grants and contracts were first awarded to K-State Geographers in the 1960s and have grown in importance over the years. They are viewed as significant in measuring departmental success. Among the social science departments, geography has been a historical leader in generating outside funds to support research, to pay for travel to research sites, to help support graduate students, and to promote development of interdisciplinary programs. Appendix E lists grants and contracts 1991-2006.

Tri-University Center for Latin American Studies. In the late 1970s the United States Department of Education provided a \$260,000 grant to establish a Tri-University Center of Latin American Studies with the University of Kansas and Wichita State University. Dr. Bussing and Dr. Shaw of Modern Languages were the key campus resource people.

International Studies. In addition the Department of Education funded two grants totaling \$167,000 to promote international studies and establish an interdisciplinary secondary major in international studies. Professor Bussing was the program director until his retirement.

International Development Title XII Strengthening Grant. In the 1980's Chuck Bussing and Duane Nellis were Program Associates in a U.S. Agency for International Development Title XII Strengthening Grant. The goal of the grant was to increase the University's capacity for and commitment to implementing agricultural and nutritional development programs in less developed countries.

Natural Resources and Environmental Sciences. The Geography Department has a long connection with the Natural Resources and Environmental Sciences (NRES) Secondary Major. Dr. Kromm was a member of the committee that founded the secondary major in the early 1990s, and served as a member of the NRES Board of Directors during the program's early years. When Dr. Steve Thien (Agronomy), the first director of NRES program stepped down in the mid-1990s, Dr. John Harrington, Jr. was selected as the new director. He served in that capacity until 2001, when the current director, Dr. Charles Martin, was selected. Fourteen geography courses are included in the NRES curriculum, more than from any other department on campus, and about a quarter of geography's current majors are also pursuing the NRES secondary major. Dr. John Harrington, Dr. Lisa Harrington, Dr. Doug Goodin, and Dr. Charles Martin have all helped teach the NRES capstone class over the years. Since the mid-1990s, there has been at least one geography faculty member on the NRES board and involved with the capstone class each year. The program continues to add to the academic breadth of those geography majors interested in natural resources and the environment.

Global Change in Local Places. Major initiatives during the 1990s included eight years of funding from NASA EPSCOR for remote sensing for rural environments, and the Global Change in Local Places (GCLP) project. GCLP was funded by NASA and K-State geographers and received additional funding from DOE's National Institute for Global Environmental Change program. The 3 year project provided K-State with a measure of prominence in the AAG. The project was led by Past-Presidents Ron Abler, Bob Kates, and Tom Wilbanks. A team of five K-State geography faculty (Steve White, John Harrington, Dave Kromm, Doug Goodin, Lisa Harrington, and several graduate students) assessed greenhouse gas emissions (year1), drivers (year 2), and possibilities for mitigation and adaptation (year 3) for a six county area of Southwest Kansas that include Garden City, Dodge City, and Liberal. Other sites included western North Carolina (Appalachian State), northwest Ohio (Toledo), and central Pennsylvania (Penn State).

Human-Environment Regional Observatory. Success of the GCLP collaborative research effort prompted the Human Environment Regional Observation (HERO) project, which was funded by NSF. Goals of the 6 year HERO effort included cross-site comparison of our assessments of local vulnerability to hydroclimatic variation and the development of strategies and tools for cross-site research work. Geographers at Penn State, Clark, and Arizona universities joined Steve White, John Harrington, Dave Kromm, Doug Goodin, and Lisa Harrington in this effort.

Other Selected Projects. Other major funded research efforts during the first decade of the 21<sup>st</sup> Century included NSF-funded projects on the arsenic problem in Bangladesh and interviews of Louisiana residents impacted by hurricane Katrina, a multi-year project on hantavirus issue in Paraguay funded by the National Institutes of Health, two multiple-year K-State Targeted Excellence awards for GIScience infrastructure development, and the 3-year NSF EPSCoR ecological forecasting project.

Geographic Information Systems Spatial Analysis Laboratory (GISSAL). Geographic Information Systems (GIS) continues a technical tradition at K-State. Cartography has long held an important place in the curriculum, and it remains as a traditionally essential requirement in a geographer's training. Pen-and-ink drafting gave way to computer assisted cartography. Remote Sensing of the Environment (Geography 705) was introduced in 1976 and it joined Cartography as the second of the Department's tool courses. The remote sensing course familiarized students not only with the use of conventional aerial photographs but also with newer and more sophisticated imagery. Thus, students became aware of the capabilities and limitations of infrared, microwave and other kinds of imagery.

GISSAL was established in August 1990, by Dr. Harry “Sy” Seyler as a multidisciplinary center supporting spatial research, education, and outreach activities at Kansas State University. Because the lab was recognized as a National Center of Digitizing Excellence by the United States Department of Agriculture Natural Resource Conservation Service and as a contributor to the 2005 Environmental Systems Research Institute, a Special Achievement in GIS Award was presented to Kansas State University. GISSAL combines faculty expertise and trained graduate and undergraduate student technicians with advanced geospatial technology and sophisticated spatial analysis capabilities.

GISSAL offers a modern computing infrastructure, access to state-of-the-art data visualization tools, and powerful GIS, satellite remote sensing, digital mapping, database, and statistical analysis software packages. Contract services include GIS database design and construction, digital cartographic support and production including web-servable interactive maps, and customized GIS workshops and software training.

The first extramural funding contract was signed in November of 1990. Early GISSAL geospatial efforts focused on 1:24,000 soil survey digitization work in conjunction with K-State’s Agronomy Department. GIS classes began in the spring of 1991, and Provost James Coffman subsequently determined that the Geography Department would serve as the home for basic GIS instruction. In 1996 GISSAL leadership was instrumental in negotiating an agreement with the Economic and Social Research Institute for the University’s initial GIS software site license. Beginning in 2000, increased emphasis was placed on multidisciplinary research and the training of graduate students. The GIS teaching facility was transferred from GISSAL to a new Geography Department GIS/ (Remote Sensing) Computer Teaching Laboratory when geography was moved to Seaton Hall.

In 2004, the KSU Targeted Excellence program proposal “GIScience Infrastructure Enhancement” was approved for funding, and a campus-wide GIS steering committee was established with Dr. John Harrington as its first chair. Installation of ESRI GIS Portal software for the university took place in 2005. ESRI recognized GISSAL and Kansas State University with a Special Achievement in GIS (SAG) Award

for its effort in water resources analysis, agricultural biosecurity research, and geospatial technology curriculum development. In November of 2005, GISSAL celebrated its 15<sup>th</sup> anniversary at a celebration at which former Wyoming governor, Jim Geringer, was the main speaker, and the H.L. “Sy” Seyler Undergraduate GIScience Scholarship was established. In 2006 the Technical Advisory Group (TAG) was created to assist the K-State GIS Steering Committee in geospatial technology matters.

GISSAL re-invests its own funds (e.g., dollars from grants, sponsored research overhead, or service invoices) to improve GIS services for students and faculty across campus. Between 2000 and 2006 more than \$675,000 was used to purchase software and computing equipment and to hire professional staff. Dr. J.M. Shawn Hutchinson serves as GISSAL director.

Geographic Alliance. In 1989 the Kansas Geographic Alliance (KGA) was established with Duane Nellis and Paul Phillips from Fort Hays State University (FHSU) as co-coordinators. The main mission of the KGA is to assist K-12 teachers throughout Kansas as they provide geographic instruction to the future leaders of Kansas. Ben Smith, a geographic educator in the College of Education, also served as a co-coordinator for several years. John Harrington became co-coordinator in 2005 along with Rich Lissitchenko of Fort Hays. In the early years funding came from the National Geographic Society and the Kansas Water Office, because a sub-theme of the Alliance was to focus on natural resources education.

Each summer a two-week workshop was hosted for approximately 25 K-12 teachers from around the state. One week was at KSU and the other at FHSU. The Alliance also coordinated the annual Geography Bee. Because the first national winner was from Kansas, the following year Gil Grosvenor of National Geographic attended the bee at K-State.

#### Visiting Scholars and Occasional Publications in Geography

In 1967, Professor David Kromm established a Geography Visiting Scholar Program. The first guest was Dr. G. Etzel Percy, Geographer, the Department of State. Other notable early visitors were Brian J.L Berry, Gilbert White, Wilber Zelinsky, and Robert Kates. Although the department has tried to host two visitors each term, records are incomplete. Appendix F presents a partial list of distinguished scholars whom the department has hosted over the years. Beginning with 1999, the list of lecturers is complete, along with the titles of their public presentations.

In September 1996, John C. Hudson from Northwestern University delivered a lecture to recognize the establishment of a Ph.D. in Rural Geography. *The Geographer's Great Plains* became the first in a series of *Occasional Publications in Geography* which have been funded by the President's Office, the Office of the Vice Provost for Research, and the College of Arts and Sciences.

The second Occasional publication *Climate and Art: An Organizational Survey*, published in 2004 was based on an invited address given by John Oliver of Indiana State University in November of 2000.