the staff began promptly with the return of Hartshorne and Sterling from wartime assignments. Shortly thereafter four new staff members were added: Arch Gerlach as associate professor and Arthur Robinson, Clarence Olmstead, and Kirk Stone as assistant professors. Robinson's attachment to the staff foretold a more extensive development of cartography at Wisconsin, an aspect of geography to which Finch had given modest attention in the prewar years.

During the decade of the 1950s staff numbers continued to expand reaching a total of about a dozen by the close of the period. Among the new recruits were Andrew Clark in historical geography, John Alexander in economic geography, and Edwin Hammond, a specialist in terrain analysis within the general field of physical geography.

More important perhaps than the growth in numbers of the geography faculty were other types of departmental changes, among them the upgrading of graduate work, the expansion in numbers of graduate students, and the greater emphasis placed on faculty research and publication. The increased stature of geography at Wisconsin was recognized by the Keniston Study of 1957 which purported to rank university graduate departments and their faculties. By this study Wisconsin's geography department ranked first in the country, followed by Chicago and California-Berkeley. All of this expansion and change within the department during the late 1940s and 1950s, both in quantity and quality, occurred during the tenures of four chairmen, beginning with Trewartha, followed by Hartshorne and Robinson, and ending with Clark. 1

1 Space is lacking in this essay to trace in detail the history of the Wisconsin geography department over the last few decades. A more complete treatment of the subject is to be found in a pamphlet distributed on the occasion of the fiftieth anniversary of the creation of an autonomous Geography Department at the University of Wisconsin—Madison.

GEOGRAPHY AT CHICAGO IN THE 1930s AND 1940s*

Chauncy D. Harris

THE Department of Geography of the University of Chicago was established in 1903 as the first graduate department of geography in a university in the United States. 1 The core faculty of the Department was remarkably stable over a long period and consisted in the 1930s of Harlan H. Barrows, Wellington D. Jones, Charles C. Colby, Robert S. Platt, Edith P. Parker, Henry M. Leppard, Griffith Taylor, and John A. Morrison.

These geographers participated extensively in activities of the Association of American Geographers. Barrows was president in 1922; Colby was secretary 1923–1929 and president in 1935; Jones served on the Council 1924–1926; Platt was treasurer 1929–1934, president in 1945, and editor of the Annals, 1961–1964; and Taylor was president in 1941. The original faculty in 1903 consisted of two members, Rollin D. Salisbury and J. Paul Goode. Salisbury, who had come from the University of Wisconsin, knew something of European figures in geography at Chicago, Henry C. Cowles (plant ecology) served as President of the Association of American Geographers in 1910; Rollin D. Salisbury in 1912, Ellen Churchill Semple in 1921, Harlan H. Barrows in 1922, J. Paul Goode in 1926, and Wallace W. Atwood (geology) in 1934.


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geography from brief study at the University of Heidelberg. Goode had come to the University of Chicago from Minnesota in the 1890s seeking a doctorate in geography but since it was not then offered at Chicago he went East and secured the doctoral degree (in economics, but really in economic geography) in the Wharton School of Finance and Commerce of the University of Pennsylvania, where he taught before returning to Chicago. Salisbury, professor of geographic geology (i.e., geomorphology) and dean of the Ogden Graduate School of Science in the University of Chicago, served as chairman of the Department of Geography from 1903 to 1919, but left it in 1919 to become chairman of the Department of Geology. J. Paul Goode became emeritus professor in 1928. Two other prominent early faculty members had been Walter S. Tower from 1911 to 1919 and Derwent S. Whittlesey from 1919 to 1929. Ellen Churchill Semple had lectured one quarter each year in 1906, 1908, 1910, 1914, 1916, 1920, 1921, and 1923. Wallace W. Atwood had offered courses in physiography in the Department of Geology, 1903–1913.

In the 1920s a stream of distinguished visiting professors lectured during the summer quarter. Their memory was still much alive in the traditions of the Department in the 1930s. Most of the faculty of the 1930s and 1940s had already been in the Department for many years, with appointments beginning from 1906 to 1929. The retirements or resignations of these eight faculty members were spread over the years 1935 to 1957 but with a clustering around 1950. Platt served as a member of the faculty for thirty-eight years, Barrows for thirty-six, Colby for thirty-three, Jones and Parker for thirty-one, and Leppard for twenty-five years. They were the core faculty of this period. All are now deceased.

Three members of this core faculty served as chairmen of the Department from 1919 to 1956: Harlan H. Barrows from 1919 to 1942, or twenty-three years, by far the longest period of any chairman in the history of the Department; Charles C. Colby from 1942 to 1949; and Robert S. Platt from 1949 to 1956. Each made a notable and distinctive contribution in his leadership of the Department and in planning its programs and structure and in recruiting its faculty and students.

The decade from 1929 to 1939 was not only a period of stability in the composition of the Department, it was also a period of frozen ranks. Robert S. Platt remained an associate professor, Henry M. Leppard and Edith Parker as assistant professors, and John M. Morrison as an instructor during an entire decade. When Robert S. Platt was offered a position at Northwestern University, Charles C. Colby, acting chairman for a quarter in 1939, used the occasion to secure approval for the promotion of Platt to full professor and of Leppard and Parker to associate professor. The slowness of the promotions reflected a number of factors, among them the fiscal stringencies of the Depression and the reluctance of the chairman, Harlan H. Barrows, to submit recommendations to the administration unless they were sure of approval.

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4 Term appointments in this period were held by Mary Lanier as instructor, 1913-1917, John Wesley Coulter as instructor, 1923-1927, and Maurice Sensius, 1921-1927, as instructor and later assistant professor.

5 James Fairgrieve (London Day Training College, England), 1921; Sten De Geer (University of Stockholm, Sweden), 1922; Ernest Young (Assistant Secretary of Education for Middlesex, England), 1924; L.J. Rodwell Jones (London School of Economics, University of London), 1925; Helge Nelson (University of Lund, Sweden), 1926; Raoul Blanchard (University of Grenoble, France), 1927; Albrecht Penso (University of Berlin, Germany), 1928; and Patrick W. Bryan (University College, Leicester, England), 1928 and 1929.

6 Harlan H. Barrows from 1906, Wellington D. Jones from 1914, Charles C. Colby from 1916, Robert S. Platt from 1919, Edith P. Parker from 1921, and Henry M. Leppard from 1926. John A. Morrison became an instructor in 1928. Griffith Taylor, from Sydney, Australia, was appointed as professor in 1929.

My appointment as an assistant professor of geography in 1943 was the first new appointment since 1929 above the rank of instructor, or in a period of fourteen years. No other appointments at this rank or higher were actually taken up until 1950, although other junior appointments were made, especially toward the end of the period.\(^8\)

About 1950 a rapid transition of the Department began. Edward A. Ackerman accepted a position as Professor of Geography, but spent most of it on leave. Wesley C. Calef was promoted to assistant professor. Harold M. Mayer and Allen K. Philbrick were appointed as new assistant professors. Norton S. Ginsburg became an assistant professor. A new period in the Department followed.

FACULTY

The faculty in the 1920s and 1930s operated under two grand plans for scholarly activity. The first was a conscious decision to prepare a series of textbooks based on the best of scholarly geography at three levels, elementary by Harlan H. Barrows and Edith P. Parker, secondary by Charles C. Colby and Alice Foster, and college by Wellington D. Jones and Derwent S. Whittlesey. The second was to cover the land areas of the earth through regional courses.

Harlan H. Barrows delivered masterful lectures, beautifully organized.\(^9\) He did not use notes but committed to memory in advance the structure of each lecture and all the figures and illustrations. He was a towering figure, who intellectually and physically dominated the classroom. I have to admit that he was the only teacher of my experience who somewhat frightened me. Yet beneath a gruff exterior I perceived a soft interior afraid to reveal sentimentality and oversensitive to criticism or rebuff by others.

Barrows, who defined geography as human ecology, has sometimes been accused of being an environmentalist but his views over the years changed subtly but substantially, as emphasized by Platt in his memorial of Barrows.

The two series of famous lectures Barrows delivered in the 1930s offered a sharp contrast. His lectures, Historical Geography of the United States, launched in 1904 and developed over three decades, were logically presented but in the 1930s they did not reveal extensive original work of recent vintage; rather they gave evidence of an early thorough review of the literature and original organization and presentation, but of having been essentially frozen some years before.\(^10\) They did not at this time offer suggestions for further work that would be interesting to undertake. The other lectures by Barrows, Conservation of Natural Resources, were full of fresh material he was in the process of developing in connection with work for the Mississippi Valley Committee and the Water Planning Committee (later the Water Resources Committee) of the National Resources Board (later the National Resources Planning Board). He contributed greatly to the clarity of prose and quality of analysis in many reports of those committees and to the concept of integrated regional studies and multipurpose water projects. Especially memorable in class were comments on programs he regarded as pork barrel operations, such as work by the Corps of Engineers to make the Missouri River navigable.

\(^8\) Roger A. Prior served as an assistant, 1936–1938 and summer 1941, Robert C. Klove as an assistant, 1938–1940, and John H. Kemler as an assistant, 1940–1943. Edward B. Espenshade, Jr., was instructor 1939–1944 and Albert G. Ballert, an instructor 1943–1945. Gilbert F. White held an appointment as assistant professor 1945–1946 but was on leave during the entire period and resigned in 1946 to become President of Haverford College. He later accepted an appointment as Professor of Geography in the University of Chicago in 1956 and served as chairman of the Department 1956–1962. Wesley C. Calef was an instructor 1947–1950 and later became professor and was chairman, 1962–1968. Prior, Klove, and Kemler held assistantships and Espenshade, Ballert, and Calef held instructorships while writing doctoral dissertations.


\(^10\) These lectures have been preserved and published as Harlan H. Barrows, \textit{Lectures on the Historical Geography of the United States as given in 1933}, edited by William A. Koelsch (Chicago: University of Chicago, Department of Geography, Research Paper No. 77, 1962), 248 pp. The two pioneer historical geographers of the United States appeared when Barrows was an assistant in the newly formed department at Chicago: Ellen Churchill Semple, \textit{American History and its Geographic Conditions} (Boston: Houghton Mifflin, 1903), 466 pp. (revised edition with Clarence F. Jones, 1933), and Albert Perry Brigham, \textit{Geographic Influences in American History} (Boston: Ginn and Co., 1903), 356 pp.
Both of these courses were highly original with Barrows. They might well have formed the basis of two significant books, which could have had wide influence. But that same critical faculty which frightened some students also reacted on Barrows himself, who published very little under his own name.

Once engaged on analysis or editing of a piece of writing, Barrows revealed a logical, even legalistic, mind that challenged vigorously organization, conclusions, and style of writing. He often said, "It is not enough to write so that you can be understood. You must write so clearly that you cannot be misunderstood." Some students became so terrified of his criticism that they wrote nothing or little after their dissertations were completed.

The most distinguished student of Barrows in the 1930s in the field of conservation and natural resources planning was undoubtedly Gilbert F. White, who has given national and international leadership to geographical aspects of policy planning on resource utilization. Edward N. Torbert also contributed significantly to regional planning.

From 1933 on, Barrows was much away from campus on government consulting (less common in those days) and sometimes was slow to get to dissertations on his desk. The story was told of one doctoral candidate (Harold Hoffmeister of the University of Colorado) whose dissertation rested unread on his desk for about a year until the Dean of the Graduate School at the University of Colorado is reported to have written to the University of Chicago to ask about the status of the review of the dissertation.

The Chicago faculty produced a number of textbooks in order to improve the quality of material in schools. Harlan H. Barrows and Edith P. Parker wrote a series for elementary schools, skillfully and logically organized, and encompassing the results of investigation by Edith P. Parker on the teaching of geography. In my judgement of the time, as in that of other graduate students of the period, this to some degree was a misuse of the talents of Harlan H. Barrows, who had some difficulty putting himself in the frame of mind of faculty colleagues or graduate students and even more so of elementary school pupils. As chairman of the leading Department of Geography in the United States devoted to graduate instruction in the field, he might better have worked with a more advanced audience.

Edith P. Parker, on the other hand, demonstrated great skill in analysis of problems of teaching geography, of principles of organization of geographic material around basic themes, of the grading of concepts by difficulty, and of involving students actively in the process of thinking through geographic problems. The course I had from her in the teaching of geography was one of the most interesting and rewarding courses I took. By good fortune I had a class with her just as work had been completed on the National Society for the Study of Education Yearbook, The Teaching of Geography, in which Miss Parker had written key chapters. Thus the material was fresh and her interests were lively.

Wellington D. Jones contributed an important breadth to the Department. For two years, 1911–1913, he had been engaged in field investigations in Northern Patagonia, Argentina. He spent extensive periods in field observations in eastern Asia in 1914 and in India in 1920–1921. In 1913 he spent six months studying with Alfred Hettner in Heidelberg, Germany, and thus had a greater knowledge of the rise, philosophy, literature, and methods of geography in continental Europe than any other member of the Department.

In addition to his two courses on Asia (East Asia, India and Southeast Asia), he organized and taught for many years three other courses: the year-long introductory course (with Derwent S. Whittlesey), the Chicago metropolitan field course, and, particularly in his later years, a course on soil geography. His courses typi-

11 Harlan H. Barrows and Edith Putnam Parker, Geography, Journeys in Distant Lands (Boston: Silver Burdett and Co., 1924); Geography, United States and Canada (1925); and with Margaret Terrell Parker, Geography, Europe and Asia (1927); and Geography, Southern Lands (1929), with later editions and revisions.


cally consisted of the posing of a series of questions.

Jones and Whittlesey prepared what was planned to be the first volume of an economic geography at the college level, but which consisted of the elements of physical geography. The second volume was to have been on economic geography proper but Jones was not able to develop this volume. The segment on agricultural regions, to which Jones had early devoted much attention, was finally elaborated and independently published by Whittlesey. When I arrived in the Department in 1933, Jones had already begun to have recurring physical problems. As a result his full potential contribution was never realized. Early retirement was arranged for him in 1945.

Charles C. Colby was a specialist on the economic and urban geography of North America. After World War I, when there was great interest in economic geography in the Business School of the University of Chicago, he developed a course on economic geography of North America, required for all business students. In order to provide readings for the course he compiled a Source Book on the Economic Geography of North America. Growing out of his experience with the United States Shipping Board during World War I he taught a course Ocean Trade and Transportation, which continued over many years with relatively little change and thus gradually became somewhat out of date. All students in the course had to write a paper of no more than one page on marine

14 Wellington D. Jones and Derwent S. Whittlesey, An Introduction to Economic Geography, Volume I. Natural Environment as Related to Economic Life (Chicago: University of Chicago Press, 1925), 607 pp. The book was divided into three parts: I. Exercises on climate and natural vegetation, land forms and soils, bedrock and mineral deposits, ground and surface waters of the lands, oceans and their coasts, and shape, size, and location as elements of the natural environment; II. Textual Materials; and III. Illustrations.


insurance; this was a challenge to summarize a complex subject succinctly.

He supervised many of the early dissertations on urban geography in the United States and thus had an important influence on the development of the field. Many students who already had an independent interest in this field before coming in contact with Colby took his course and profited greatly from his supervision of their dissertations, or from his stimulation. Edward L. Ullman and Harold M. Mayer are two outstanding examples. In his later years he became especially interested in land planning and offered courses and seminars in this field. His lectures were suggestive and stimulating rather than tightly organized.

During my student days at Chicago, Colby was the member of the faculty who took a particular, personal interest in students, in discovering their sparks of talent, in planning their studies, in anticipating their career lines, and in inspiring them.

His successful high school textbook was written with the collaboration of Alice Foster. It demonstrated great talent for selecting important industries and discussing the factors in their rise and localization, such as the motion picture industry in Southern California, the automobile industry of Detroit, the port and trade of New York City, the chemical industry of Germany, or the fashion industry in Paris. Colby's power of dramatic emphasis was well illustrated in this book.

The activities of Colby, as of Barrows, had three successive phases, partly overlapping: an early phase of writing in geographical publications scholarly articles based on detailed field investigations, a middle phase of writing textbooks, and a third phase of absorption in practical application of geography in resource planning. In the case of Colby, publications of the first phase spanned the years 1916–1933, of the second phase 1930–1940, and the third phase 1939–1966. Personally I found the works of the first period both the most solid and the most interesting but others took inspiration and derived benefit particularly from his later period of consulting and planning in the TVA, in the Kansas Basin, and in Southern Illinois.

After retirement from Chicago, in 1949, Colby was visiting professor at several universities and for many years directed the Mississippi Valley Investigations at Southern Illinois University.

Charles C. Colby and Carl O. Sauer were students together at Chicago but were temperamentally different. They did not get along well as partners on a field course. Colby, in humorous vein, reported that he was from Michigan and worked best when it was cold and that Sauer was from Missouri and worked best when it was hot. In my own observation and knowledge of both men I would note that Colby felt that the heart of American thought was in the Middle West of the United States, whereas Sauer had his eyes on distant lands, particularly Germany; Colby was fundamentally searching for the core of geography while Sauer made successive and successful forays into the borderlands of geography with anthropology, history, and botany.

Robert S. Platt made a distinctive contribution to the Department, particularly in his emphasis on field methods.

His Northern Lakes field course offered during the second half of each summer trained a whole generation of students in field methodology. Out of this course came his important Ellison Bay paper, which first distinguished regions of organization in contrast to homogeneous regions. A monument in Ellison Bay, Wisconsin, commemorates his contributions to geography. The student who most extensively developed his concept of regions of organization was Allen K. Philbrick, who wrote a general world regional text based on this concept.

Platt's individual field studies often formed the basis of outstanding papers presented at annual meetings of the Association of American Geographers. Some thought the individual papers were superb but wondered how they might fit into a general treatment. Original case studies carried out over many years and on numerous trips ultimately were tied together with connecting comments in his book on Latin America. He also summed up his observations on field methods and their place in geography in a collection of papers that revealed the diversity of aims and methods in such studies.

While a student I was much impressed by detailed field studies by Platt, which revealed concretely the structure and organization of specific units on the surface of the earth, but which in general did not of themselves necessarily indicate the territorial extent over which such units might be typical. I was impressed also by the statistical methodology which Wellington D. Jones developed to recognize the characteristics and areal extent of the agricultural regions of India based on various ratios, but which did not present a concrete picture of the actual organization of agricultural production. I thought how fruitful it might be to combine both the case study method of field studies and statistical analysis of typicality and extent.

Platt regularly taught two courses on the Geography of Latin America (Caribbean and South America). From 1944 he also taught a course on Political Geography, and for a period, Airways and Air Traffic. Platt's courses reflected what he was working on and thinking about at the time the courses were offered. They were not tightly organized but offered a vista into the evolving frontier of the field. J. Russell Whitaker reported to me that all the problems he followed up in later years stemmed from questions thrown out in a class by Platt.

Toward the end Platt became more interested in Geographic Thought. Here he was particularly devoted to eradicating traces of environmentalism or geographic determinism in thinking and writing. Though most geogra-
phers had become discriminating in interpretations of the physical environment as a stage for human activity rather than as a direct influence on man, Platt found vestiges of environmentalism rampant in popular writers and among scholars in other fields. At the time I thought he was flogging a dead horse, but, on rereading the first sentences of old Announcements of the University of Chicago on the Department of Geography, I am struck by the enormous change in viewpoint and emphasis over the years. From 1923 to 1936 the Announcements began: “The distinctive function of Geography is to describe and explain the relations between man and his natural environment. . . .” Remembering the firm conviction of Barrows that the true key to “scientific” geography had been found in defining it as the relations of man and environment, a concept now largely outmoded and never fully accepted even by some close colleagues, I must confess to a certain skepticism as to the enduring quality of later “discoveries” of a single concept or methodology that would revolutionize geography and make it scientific.

Platt was an unusual combination reflecting both his undergraduate major in philosophy at Yale University and his primary interest in concrete field observations, which he himself recognized during his period at Yale in China, a recognition that led him into the discipline of geography. The former found expression in his concern with geographic thought and the latter, with his lifelong devotion to field studies. His wife, Harriet Shanks Platt, played a significant role in his continuing devotion to field studies, for she cooperated in many of them and helped him run the field courses.

The Platts were most hospitable. Their large home at 10820 South Drew Street in Beverly, eight miles south of the University of Chicago campus, was the scene of numerous student gatherings for picnics, receptions, dinners, and discussion groups. It was a home away from home for many generations of students. Students from many countries and continents, in many different fields, and studying at a variety of institutions in the Chicago area, lived with the Platts for periods of a few weeks to many years; 127 of them lived with the Platts for more than a year became known as Plat-tächés. Likewise the Platt beach house in Ogden Dunes, Indiana, on the south shore of Lake Michigan, was utilized for many student gatherings.

With the retirement of J. Paul Goode, Henry M. Leppard was asked to take over his work and eventually inherited his three classes: Europe, cartography, and climatology. He loyally offered courses in each of these fields for many years but I wonder how his career might have been different if he had had the opportunity to pursue his own interests rather than having had to adapt his program to the specific courses and interests of a predecessor. He took a field group to Europe in the summer of 1931. Out of this course grew a series of master’s theses and also later field work on the ports of Britain by Leppard himself, unfortunately never published. Although he did not himself draw maps he supervised construction of many wall maps and revisions of Goode’s series of base maps. Personally I felt that the outline maps did not justify the enormous amount of time and effort he expended on them. Henry M. Leppard once confided to me that he didn’t smile very easily. He had a somewhat austere exterior, which would well have suited a headmaster. He also insisted on discipline and orderliness whether in keeping of appointments at exactly the appointed time or in cleanliness in the cartographic laboratory. Yet underneath there was genuine concern for the students and a warmth, which most readily surfaced in greeting former students on return. His work was always well organized.

In the late 1920s when the Department held a meeting to discuss new appointments to the faculty, they asked which regions of the world were not then covered adequately in the departmental offerings and concluded that the two areas still needing coverage were polar regions and Australia. The Department then quickly moved to a decision that Griffith Taylor was the only appropriate person; an appointment was offered to him and he accepted.

He wrote more than all other members of the Department of his period put together. He stood in marked contrast to Barrows in being a prolific writer and not very sensitive to criticism and in contrast to Platt in being an avowed environmentalist. He used freely the term “geographic controls,” even though other members of the Department regarded this term and concept as unfortunate. Taylor was highly creative
but not thoroughly disciplined, individualistic with a few well-developed idiosyncracies, and almost journalistic in the speed and quantity of his writing. In his enthusiasm for field work he reminded me of Carl Troll, the German biogeographer and, in his constant posing of questions, of the Australian economist, Colin Clark.

He apparently enjoyed the controversies he stirred up. He did not hesitate to tackle sensitive problems such as the population policy of Australia, the settlement limitations in the desert environment of Australia, geographic syntheses of large areas such as Australia or Canada, or great themes such as the distribution of races or the historical geography of the rise of nations in Europe. He readily moved into other fields, such as geology, anthropology, or history, with broad generalizations or original concepts. He was willing seriously to consider far-out ideas and encouraged students to do the same. His approach to geography was his own, developed independently in Australia in isolation from the main currents of thought in the development of geography as an academic discipline, yet he contributed significantly to a wide variety of fields.

At the University of Chicago he taught five courses, Australasia, Polar Regions, Climatology, Environment and Race (a global generalization of the evolution and dispersion of races), and Environment and Nation (historical geography of Europe). He had a series of rubber-stamp outline maps left at the call desk in the geography library; students were encouraged to use them liberally to sketch and then speculate about a wide variety of distributions. He came from outside the Department and ultimately had relatively small influence on other faculty members and was but slightly influenced by them, continuing on the momentum of his own ideas and interests. Judged by his autobiography, Taylor found particular stimulation at the University of Chicago outside the Department of Geography, among social scientists for discussions of his theories of racial origins and dispersions, and among physical scientists for discussions of scientific expeditions.24

The most distinguished student of Griffith Taylor was John K. Rose, whose statistical analysis of corn yields in relation to climate was supervised by Taylor. Out of the dissertation came a postdoctoral fellowship for further study of statistical methods. This pioneering work by Rose was not, however, synthesized into a general methodology or developed into published material available to others, and the quantitative revolution awaited a later generation.

Beginning in 1933 John A. Morrison offered probably the first specialized courses in a major department in the United States on the geography of the Soviet Union. To my later great regret I did not seize the opportunity when at Chicago to take this course; my own interest in the Soviet Union developed after my student days were over. Morrison also offered a course on the Near East, growing out of his work with the Oriental Institute of the University. He was the junior member of the faculty for a full decade. I have heard it said that the instructorship to which he was appointed was intended to be for a short time only for someone finishing a degree but that once appointed Morrison did not hurry to complete a dissertation.

One of the special features of graduate work in this period was the two-weeks field problem as part of the doctoral preliminary examination. A candidate was assigned to study a particular problem in some specific locality and was to spend approximately one week in direct field observation and interviewing and about one week in writing up a report and preparing appropriate illustrative material. It was a severe test of ability to secure and organize material within a stated period. It was the part of the doctoral examination most commonly failed or repeated.

An important part of the graduate program was the supervision of master's theses. Charles C. Colby used to say that he had supervised more master's theses than any other person in the country since so many were on some aspect of North America. Some of the theses fell into series of related topics or similar methodologies applied to successive areas. Wellington D. Jones stimulated twelve master's theses on South Asia, 1923–1936, devoted particularly

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Women outnumbered men in the graduate classes in the 1920s and 1930s but during World War II and the postwar period the proportion of women among the graduate students fell sharply. A tabulation of master's degrees awarded by the Department of Geography at the University of Chicago reveals that women outnumbered men both in the 1920s (34 to 31) and the 1930s (54 to 42) but fell behind in the 1940s (22 to 47) and virtually disappeared in the 1950s (6 to 45). The cause of this dramatic drop in the proportion of women students was probably the decrease in number of high school teachers completing master's programs in geography in the University.

In the thirties the graduate program within the Department of Geography of the University of Chicago seemed to me to be weak in physical geography, although students were encouraged to take work in geomorphology with J. Harlan Bretz in geology and work in plant ecology with Henry C. Cowles in botany. All the faculty members at that time had been trained in the early period with extensive work in geomorphology and other fields of physical geography and they assumed, probably unconsciously, that all students would somehow have a similar background or undergraduate preparation and thus did not make adequate provision for it within the graduate training program of the Department of Geography itself.

During my period as a student I heard a good deal about the Spring Field Conference of the key geographers of the Middle West, in which Jones, Colby, and Platt from Chicago participated regularly and actively but I had no direct contact with this conference.25


The annual Announcements of the University of Chicago in the section on the Depart-

of natural resources and in historical geography of the United States the class presentation by Harlan H. Barrows was dominant, authoritative, and had a ring of finality. Thus in my period relatively few students worked with Barrows on theses and dissertations, although in earlier periods he had presented a series of specialized seminars in historical geography and had stimulated and read many dissertations in this field.

I recall with special pleasure the justly famous Northern Lakes field course with Robert S. Platt. The course took place regularly during the second half of the summer session and spent about four weeks in a common field experience typically for about a dozen students. The first week was spent in Ellison Bay on the Door Peninsula that juts northward along the Niagara escarpment in northeastern Wisconsin between Green Bay and Lake Michigan. Here the elements of field surveying, mapping, observation, recording, and interviewing were developed during an introductory week. A following longer period was spent in a field investigation of a particular place and topic that varied from year to year. In the summer of 1934 the place for an intensive investigation was St. Ignace, Michigan, but during the course of the work there the idea emerged of making a traverse northward in Ontario, Canada, along the Temiskaming and Northern Ontario Railway from North Bay to Moosonee at the southern tip of James Bay. This “side trip” became the most interesting part of the work and was the segment which was later reported in an article by Robert S. Platt.27 The field work was not only a great learning experience, it was also a time for camaraderie and sustained discussions of geography and just about everything else.

Another fruitful field experience focused on the role of geography in planning, particularly in the Tennessee Valley Authority, in the summer of 1938 led by G. Donald Hudson. The group of students was unusually able and with a diversity of interests and backgrounds. Edward A. Ackerman, just finishing his doctorate at Harvard, participated; he later held the post of assistant general manager of the Tennessee Valley Authority, 1952–1954. In my memory of the group Edward L. Ullman had the most original and questioning mind, Edward A. Ackerman, the most disciplined mind, and Edward B. Espenshade, Jr. the best technical background in field survey.

A great event in the life of the Department was the conference “Geographic Aspects of International Relations,” the thirteenth Institute of the Norman Wait Harris Memorial Foundation, held June 21–28, 1937, organized by Charles C. Colby with invited papers by Isaiah Bowman, Pierre Denis, Derwent S. Whittlesey, Richard Hartshorne, Preston E. James, A. E. Parkins, Robert S. Platt, and Harlan H. Barrows and the participation of Samuel Van Valkenburg, S. Whittemore Boggs, Robert B. Hall, Mark Jefferson, W. L. G. Joerg, and Lawrence Martin.28

Between 1938 and 1942 a series of visiting professors enriched the graduate program for one quarter each: Ellsworth Huntington of Yale, Charles F. Brooks of Harvard, Derwent S. Whittlesey of Harvard, C. Warren Thornthwaite of the United States Soil Conservation Service, and Clifford M. Zierer of the University of California at Los Angeles.29

I remember particularly Ellsworth Huntington and Charles F. Brooks, to both of whom I was assigned as an assistant (fulfilling the duties of my University Fellowship, duties not now permitted by rulings of the Internal Revenue Service). Both dealt with climate but what a difference! Huntington was probing the influence of climate on man and his activities; Brooks was concerned more with the meteorological basis of climatology. Huntington had a far-ranging and speculative mind that dared to ask great global questions.

The Department of Geography of the University of Chicago played a central role in doctoral or other graduate training of the early geography faculties of universities and colleges


29 Other visiting professors in this period brought perspectives of related or applied fields: Horace G. Byers of the United States Bureau of Chemistry and Soils; W. W. Horner, Professor of Engineering at Washington University, St. Louis; Nathan C. Grover, Chief Hydraulic Engineer, United States Geological Survey; M. L. Wilson, Undersecretary of Agriculture; and Howard E. Wilson (education) of Harvard.
of the United States.30 The Announcements of the University of Chicago in the section on the Department of Geography for 1933/34 noted that "This Department is represented by former students on the faculties of more than sixty universities and colleges (by two or more on each of twenty), some seventy normal schools and teachers colleges, and a large number of high schools." Similar statements had appeared in the Announcements since 1924/25 when the Department was represented by former students on the faculties of thirty-three universities and colleges and of more than forty normal schools and teachers colleges. Thus in less than a decade the number of such institutions with Chicago geography alumni on the faculty had nearly doubled. This was the period of the establishment of the first group of leading departments of geography in American universities: at Clark in 1921, U.C.L.A. and Ohio State in 1922, Michigan in 1923 (as soon as Carl Sauer had left for Berkeley), Minnesota in 1925, Wisconsin in 1930, and Syracuse in 1931.31 The diffusion of academic geography in America at this time is reminiscent of a similar period of the establishment of many professorships of geography and of geographical institutes in Germany in the 1880s and 1890s.32

Of the thirty-one individuals who received doctor's degrees from the Department, 1934–1943, the majority (twenty-six) went primarily into university teaching and research.33 Many had periods in government, however, and five have had careers primarily in government administration or research, planning, or business.34

During World War II there were virtually no regular students in the Department. The faculty and special staff were busy with military programs. Henry M. Leppard, Edith P. Parker, Charles C. Colby, Wellington D. Jones, and Chauncy D. Harris participated in training programs in meteorology and cartography, and in area studies for the Army Specialized Training Programs and for military government. Other faculty and students were in the service or in civilian positions in Washington and elsewhere, particularly in the Office of Strategic Services. After the war a large number of geographers remained in government service and many more found positions in Washington after the war.

Immediately after World War II a flood of students returned to complete degrees or to begin graduate work. They were the best in

30 The first doctoral dissertation accepted by the Department of Geography was by Frederick V. Emerson in 1907, followed by Wellington D. Jones, A. E. Parkins, and Stephen S. Visher in 1914, Carl O. Sauer in 1915, Charles C. Colby in 1917, Robert S. Platt and Derwent S. Whittlesley (history) in 1920, Helen M. Strong in 1921 (the first woman Ph.D. from the Department), Kenneth C. McMurry and William H. Haas in 1922, Clarence P. Jones in 1923, Richard Harts-horne and Mary Jean Lanier in 1924, John B. Apple-ton, Sam T. Bratton, Earl C. Case, Lewis F. Thomas, and Clifford M. Zierer in 1925, William T. Chambers, John Wesley Coulter, Stanley D. Dodge, and L. G. Polspeil in 1926, Cornelio C. Cruz and Henry M. Leppard in 1928, Eric P. Jackson in 1929, Stanley W. Cosby and J. Russell Whitaker in 1930, Edward N. Torbert in 1931, Sidman P. Poole in 1932, and Willis H. Miller in 1933. This group included many who later became presidents of the Association of American Geographers: Parkins (1930), Colby (1935), Sauer (1940), Whittlesey (1944), Platt (1945), Harts-horne (1949), Whitaker (1953), and Jones (1956). Most became professors in universities that had recently established or were in the process of establishing departments of geography. Among those who went primarily into government or planning were Strong, Cosby, Torbert, and Miller.


32 Geographisches Jahrbuch, vols. 8–10, 12, 14, 19, 24, 28, and 32 (1880–1909), in successive lists of chairs of geography in universities of Europe, records the rapid increase in the number of professorships of geography in this period and the spread of geography in universities throughout Europe.


quality, maturity, and motivation of any period of my experience on the faculty. They played important roles in the next major expansion in academic geography in the United States in the 1950s and 1960s.\textsuperscript{35} Perhaps a harbinger of later years, many also held important positions in government, planning, or business, or in some combination of them in applied geography.\textsuperscript{36}
