The first geography courses offered consisted of Mathematical Geography. Courses of study were arranged in the Elementary, Intermediate and High School Departments which had little administrative control. The State Board of Education in Boston, which had a small staff of trained teachers, was responsible for the work. Additional one-year courses were taken to study coastal wave action and the work of glaciers in the north eastern Massachusetts. These courses were made of different forms of relief, drainage, coast, wind, climate, soil and land occupations. The book by the author, not only spread the didactic ideas of the instructors, but also much of the new knowledge of the world's peoples. The influence was felt in Industry's moves to apply the new knowledge to their work. The course at the Lowell Institute in Boston in 1848, a book titled "The Earth and Man," became the textbook of choice for geography teachers. The book and its author, not only spread the didactic ideas of the instructors, but also much of the new knowledge of the world's peoples. The influence was felt in Industry's moves to apply the new knowledge to their work. The course at the Lowell Institute in Boston in 1848, a book titled "The Earth and Man," became the textbook of choice for geography teachers.
was a demonstration and experimental garden. Located on West Street, the garden consisted of half an acre and was cultivated by eighth graders from the practice school and by normal school students. The work was started in 1904 by Ms. Gertrude Goldsmith of the Biology Department. A geography garden devoted to "grains and grasses" was started in 1908 by Sumner Cushing. The garden, he said, was a good way to teach about soils, moisture and the relationships between plants and animals.

Most of the course offerings were academic in nature, despite teacher training emphasis in the curriculum. Course descriptions declared that half of the subject matter was to be professional, and half cultural, in the sense of heightening the students' cultural awareness. Both professional and cultural objectives were addressed by visiting lecturers who came to Salem periodically.

<table>
<thead>
<tr>
<th>Table 1 LECTURERS, SALEM STATE</th>
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<tbody>
<tr>
<td>Donald B. MacMillan, <em>A Trip to the North Pole</em> 1911 - 1912</td>
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<td>William Morris Davis, <em>Influences of Geographic Environment</em> 1913 - 1914</td>
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<td>Richard E. Dodge, <em>Some Aims in Teaching Elementary Geography</em> 1913 - 1914</td>
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<td>Ellsworth Huntington, <em>Panama</em> 1916 - 1917</td>
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<td>R. H. Whitbeck, <em>The Teaching of Geography</em> 1917 - 1918</td>
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During the first half century of the Normal School's existence, faculty names were listed without reference to teaching specialty. Many who taught geography also taught manual arts. Table 2 contains the names of those who have taught geography on a full-time basis at Salem from 1891 to the present.

The teaching of geography in Salem cut across three distinct eras during which the institution changed its name and its central function. The Normal School period ended in 1932 when the Massachusetts legislature authorized four-year programs leading to the degree of Bachelor of Science in Education in the newly designated State Teachers College at Salem. Students were trained to teach elementary and junior high schools with another special curriculum dealing with the teaching of commercial subjects in high school. In 1960 the legislature authorized the offering of degrees in fields other than education and the changing of the name to Salem State College.

A geography department can only be as strong as its faculty, and in that regard Salem had been fortunate. Several individuals in Salem's earlier years merit special mention. One is Sumner Webster Cushing, a distinguished geographer who taught at Salem for thirteen years (1907-1920) (Fig. 3). He helped develop geography curricula on both the state and national levels. An innovative teacher he led field trips to Devereux Beach and had his students trace the course of the Forest River.

When Cushing took a leave of absence to travel and do research in 1913-1914, Carl Ortwin Sauer (Fig. 4) came east from Chicago to take Cushing's place. Sauer enjoyed his time at Salem, brief though it was. He sent a postcard to Wallace W. Atwood which sums up his reaction to Salem rather well (Fig. 5). One can only wonder what might have happened to cultural geography in America and at Salem had Sauer elected to remain in the east.
Table 2  
**Full Time Geography Teaching Faculty, 1898*-1984**

**NORMAL SCHOOL APPOINTMENTS**
1. William Charles Moore 1898-1909  
2. Maude M. Brickett 1900-1903  
3. Mabel Lucille Hobbs 1903-1904  
4. Sumner Webster Cushing 1907-1920  
5. Walter George Whitman 1909-1913  
6. Charles Eugene Adams 1908-1909  
7. Carl Ortwin Sauer 1913-1914  
8. Genorie Palmer Saloman 1914-1915  
9. Verna Belle Flanders 1915-1953  
10. Mabel Claire Stark 1920-1921  
11. Amy Estell Ware 1923-1951  
12. George Sibley Corfeld 1931-1932

**TEACHERS COLLEGE APPOINTMENTS**
13. Mary Mrose 1950-1953  
14. Mildred Berman 1952-1963  
17. Robert Perry 1953-1954  
18. Paul V. Salley 1954-  

**STATE COLLEGE APPOINTMENTS**
22. John L. George 1961-  
23. Theodore S. Pikora 1965-  
24. Albert M. Tosches 1966-  
25. James M. McIntire 1968-  
26. Richard T. Anderson 1969-  
28. Mildred Berman 1971-  
29. Sam Sheldon 1973-1975  
30. Frederick T. Janik 1973-1975  
32. Robert Arnold 1979-  
33. William Hamilton 1983-  
34. Jane J. Hayes 1984-  

* Faculty teaching specialties not specified until 1898.  
+ Temporary full time appointments to replace faculty members on leave.

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In the days when few were concerned about "publish or perish," Cushing wrote many articles dealing with his research in India and in Europe. His articles appeared in the *Annals of the Association of American Geographers*, the *Bulletin of the American Geographical Society* and in the *Journal of Geography*. He is probably best known, however, for his collaboration with Ellsworth Huntington in the writing of two important textbooks, *Principles of Human Geography* (1920) and *Modern Business Geography* (1925). Both were published after Cushing's untimely death at the age of 39. Huntington gave much of the credit for the success of these books to his deceased colleague.  

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![Figure 3 - Sumner Webster Cushing](image-url)

For the next 33 years the department consisted of two women geographers who trained more than a generation of teachers through the time of the Great Depression and during the transition from the Normal School to Teachers College (Fig. 6). Verna B. Flanders taught at Salem for 38 years, and inspired at least two of the present members of the department. Amy E. Ware taught there for 28 years. Both were highly esteemed for their "no nonsense" approach to their discipline, and were active members of the New England Geographical Conference, the forerunner of NEST-VAL. They were well trained and demanded much of their students. Both had certificates from Normal Schools. In addition, Ms. Flanders had both a B.S. and an
M.S. in Geography from the University of Chicago while Ms. Ware had a B.A. from Bates and an M.A. in Geography from Columbia. Both had taken summer courses at Clark, but were unable to earn baccalaureate degrees there because Clark did not admit women to the day college until 1942.

When these two “distinctly professional” women retired, the department began a new period of growth and expansion. More geography positions were added in the fifties and sixties, (see Table 2), as the college changed from a teacher training institution to one that was more broadly based in its undergraduate offerings. In the late 1960s students were able to study for a Bachelor of Arts degree in Geography. Graduate geography courses were part of a Master’s program in Education, and in 1972 the MAT program in Geography was initiated. There were also physical changes. The department moved in to a modern Arts and Science building in 1964. In 1970, the Cartography Laboratory designed by Richard O. Riess and regarded as the best such facility in the state at the time, was opened in the new wing of that Arts and Science building.

Since 1953 the department had officially been designated as the Earth Science and Geography Department. In the late 1960s geology courses were added and several geologists were hired. In 1971 the two departments separated after what might be called a no-fault divorce. Immediately thereafter, the Geography Department introduced a new B.S. program in Geography. The latter program was in place by the Fall of 1972, and became the foundation of the present departmental structure.

The new program started with three concentrations: Urban–Economic, the Environment and Man, and Regional Geography. Courses were geared toward applied geographic training, as the demand for teachers markedly diminished. By virtue of new courses, an accessible faculty, institutional support and encouragement, plus strong student-oriented leadership of chairpersons John George and Theodore Pikora, the number of undergraduate majors grew to over 200 students in the late 1970s and 1980s.

Growth had been constant, and in 1984 the total full-time geography faculty numbered ten, plus four part-time instructors and one cartography lab assistant. This
Salem State

is especially noteworthy at a time when geography departments in other parts of the country have lost positions. The total enrollment in the day college is now just over 5,000 and the faculty numbers 270.

Current areas of concentration within the department are: The Environment, Urban-Economic, and Travel-Tourism. There is a B.S. Program in Cartography, and there will soon be a Master's program in Applied Geography. The department is also involved in interdisciplinary offerings such as Urban Studies and Marine Science. For the past three years there have been special summer program in Cartography, and just recently, one in Digitizing Imagery. These offerings have attracted students and working professionals from all over the country. One of the department's most successful innovations has been the internship program which has been in place since 1973, and which allows a student to earn up to 12 credits by working in business and other institutions with high potential for hiring after graduation. Demand for geography interns presently outstrips the supply.

In the September-October 1981 issue of the Journal of Geography, 110 undergraduate departments of geography in the United States were evaluated in regard to teaching contribution, research contribution, and an overall index based on several different variables such as enrollment, majors, and articles published, and impact within the institution. Salem State College was ranked first in teaching and fourth overall.7

The modest institution originally known as Salem Normal School has grown into one of the largest state colleges in Massachusetts. Its daytime enrollment exceeds 5,000 students, and it offers a wide variety of specialized programs. The Division of Continuing and Graduate Education offers advanced study and specialization to several thousand additional students working for masters degrees in the arts, sciences, business administration, and education. Within this context the Geography Department had been working to establish a new graduate program which will lead to a Master of Science degree in Applied Geography. The college administration has been enthusiastic in its support of such a program, although the actual date of its implementation is undecided at present writing. However, the undergraduate program, which has been described here in some detail, is in its most dynamic phase to date. Course offerings continue to diversify and grow with a concurrent increase in the number of faculty and staff. Over 130 years ago the Normal School catalogue indicated that the aim of the school was “distinctly professional.” There is no doubt that this is still the aim of the modern department of geography at Salem State College.

NOTES

6. Sumner W. Cushing: 

Ellsworth Huntington and Sumner W. Cushing: 
MEMOIR OF SUMNER WEBSTER CUSHING
ELLSWORTH HUNTINGTON

Geography and mathematics are the only sciences which enter extensively into education at all ages. In mathematics the logical mode of procedure from the simple to the complex is so thoroughly established that it has ceased to be a problem. Geography, however, is still growing not only at the top, as in mathematics, but in every direction. Many of the new ideas of the most advanced investigators at once become a part of elementary education, as happened, for example, with the concept of cycles of youth, maturity, and old age. Because the subject is in such a state of flux there is grave danger of mistakes; the elementary teachers are often carried away by a laudable but mistaken enthusiasm for the new, even when it is far too mature for their pupils, while the advanced teacher is too elementary. Hence, among the many and pressing needs of modern geography one of the greatest is men who know the whole range of the subject and can see it with the eyes of the eight-year old child, the college student, the teacher, and the highly trained investigator.

Sumner Webster Cushing was one of the few men who had this power of seeing geography with the eyes of all ages. He was fitted to do this by training and occupation, by scientific achievement, and by personality. To begin with training and occupation, Mr. Cushing was born in Norwell, Massachusetts, December 30, 1879, the son of Webster A. and Amanda Cushing. He was graduated from the Brockton High School and the State Normal School at Bridgewater. In 1903, after a two years' course at Harvard University, he received the degree of B.S. He then taught, in successive years, the subjects of science, mathematics, and physical geography in the high schools of Wakefield, Mass, Waterbury, Conn., and Providence, R. I. While in Providence he studied at Brown University and received his master's degree.

In 1907 he became the head of the geography department at the State Normal School in Salem, Mass. To quote from Mr. Pitman, principal of that school, "In addition to his classes in geography in the normal school, he supervised the work in the training school, made out a course of study for the guidance of the student teachers and the supervisors of the grades, and kept in close touch with the work of the children. His field trips and excursions to industrial plants added greatly to the interest in the subject both among the children and among the students in the normal school. His students will never forget the delightful trips to Devereux Beach, nor the more strenuous excursions devoted to tracing the course of Forest River. He was untiring in his plans to present subjects of general interest to the
entire school by lectures, lantern slides, and motion pictures. In every possible way he strove to make the subject of geography alive and to show its importance in understanding the trend of civilization. He succeeded to an unusual degree, for his students speak of him as a wonderful teacher.” In addition to his work at Salem, Mr. Cushing taught geography at Wellesley College from 1911 to 1913, and gave summer courses at several universities—Illinois, 1910 and 1914; Columbia, 1912, and Miami, 1917. He was also on various committees of the Massachusetts State Board of Education and the National Council of Geography Teachers for the preparation of courses of study in elementary, high, and normal schools. Thus in both his education and his teaching Mr. Cushing came in contact with every phase of geographical education.

Mr. Cushing’s career as a scientific investigator began with his attendance at the summer session at Harvard in 1907. As Professor Davis puts it: “A praiseworthy ambition to advance in his chosen science led him to spend the next summer in France, studying the Central Plateau with his former Harvard professors, W. M. Davis and D. W. Johnson. Similarly his vacation in 1909 was spent in an examination of the coastal features of Maine, during which he traveled in and out along the coast some 1500 miles. His statement of the results of this work before the Geological Conference at Harvard led to his securing a Sheldon travelling fellowship from the Harvard Graduate School, which enabled him, while on leave of absence from Salem, to visit India in 1910-11, for the investigation of a special geographical problem in the region of Madras. His report upon this problem, “The East Coast of India,” presented at a meeting of the Association of American Geographers in 1911, attracted highly favorable notice as far and away superior to any previous description of the Madras coast. Its publication at once gave him an assured position as a professional geographer.” Later work on Japan and New England, and upon many problems in commercial and industrial geography confirmed this position.

In his personal relations Mr. Cushing was at his best among his students. There he lost a certain shy reserve which sometimes partly concealed a really remarkable sweetness of disposition. When he came into intimate contact with his fellow geographers, as he did, for example, during the Transcontinental Excursion under the auspices of the American Geographical Society in 1912, he was revealed as a man of most genial sympathies, unusual courtesy and great modesty, with decided opinions but holding them in the true spirit of humility which is ready to acknowledge mistakes and profit by the advice and experience of others. That excursion broadened him greatly, as did his marriage in 1913 to Miss Frances B. Deane. She had been a teacher of history in the Salem Normal School, and her historical knowledge and
literary ability were a great help to Mr. Cushing. Of even more importance was the fact that she strengthened his confidence in his own powers, for he often underrated himself. Another experience which had a similar broadening and strengthening effect was a year's service as Captain in the Military Intelligence Division of the General Staff in Washington, from July, 1918, to July, 1919. As General Churchill, his chief, well said, he left behind him "a record of marked ability, and fine devotion to duty. He endeared himself to all his associates."

In Mr. Cushing's own opinion all his work up to about 1914 was merely preparation for his great life purpose. That purpose was to help create the right relation between geographical research and teaching, and between the teaching in one stage of education and another. Most of his program to this end was perforce left unfinished. Judging by his articles and addresses and especially by his phenomenal success in inspiring normal school students and elementary teachers, his projected book on the teaching of geography and the use of problems would have marked an important step toward the goal of satisfactory geographical teaching. Something of its character may be judged from a "Teacher's Manual of Geography for Grades VII and VIII," which was distributed broadcast by the Massachusetts State Board of Education and for which there was a great demand in other states. Although the Manual was ostensibly prepared by a committee, Mr. Cushing was the moving spirit, and the ideas and methods of the book are largely his. Another place where Mr. Cushing's educational ideas are firmly embedded is in the "Principles of Human Geography," of which he was joint author with the present biographer. To that book, which unfortunately did not appear until after his death, Mr. Cushing contributed the major part of whatever pedagogical value it may have. Another joint book, "Commercial and Industrial Geography," was nearly completed at the time of Mr. Cushing's death. To this he contributed the general plan, the method of presentation, and a large share of the text.

In all his work Mr. Cushing insisted first on absolute accuracy, for he was supremely truthful. He also insisted on orderliness, and on the idea that the mind of the student must work with that of the teacher. It is most impressive to hear his former pupils say, "Mr. Cushing made me think of that." He put his mark on his students and all who came in close contact with him because of his enthusiasm, for above all things he was an enthusiast. His enthusiasm was not merely for geography nor for teaching, but for the right relation of the two. His death leaves uncompleted a great piece of work for which he possessed a rare training. His sympathetic personality was fast making that training most effective in bridging the gap between the leaders of scientific investigation and the teachers through whom geography filters down into the common consciousness of mankind.
SOME NOTES ON SALEM, SALEM NORMAL SCHOOL, AND CARL SAUER, 1914

Richard O. Riess, Salem State College

ABSTRACT. Carl Sauer's first teaching position -- in 1913-1914 -- was at the Salem (Mass.) Normal School. Salem was by then a vigorous and growing industrial community of over 40,000 persons, many of whom were French Canadians. Sauer was a temporary replacement for Sumner W. Cushing, a busy professional geographer, who was on leave writing a textbook with Ellsworth Huntington.

Sauer's recollections of this brief episode in his life were overwhelmingly positive, yet he had been somewhat uncomfortable in the New England environment.

His reasons for accepting the position, his reaction to New England, and his account of his graduate training provide interesting insights into the education of a distinguished American geographer.

INTRODUCTION

Carl Sauer's first teaching position, in 1913-1914, was in Salem, Massachusetts -- in his words "a strangely different part of the world" (Sternberg and Riess, 1975) -- but his experience there would become a fond memory (Sauer, 1973). It is the purpose of this paper to briefly examine this "strange world" and Sauer's reaction to it.

SALEM IN THE EARLY TWENTIETH CENTURY

The Salem to which the young Carl Sauer came in late 1913 had been substantially transformed during the 19th century. The commercial prosperity which Salem had achieved in the quarter century before the Embargo Act of 1808, dissipated in the years following the War of 1812. A century later, on the eve of the great fire of June 25, 1814, its maritime eminence in the "Goldeh Age" (1783-1808) was but a memory preserved in its mansions and in its museums.

But Salem had not stagnated. Early in this century one writer noted that...

"Salem has seen its once splendid ocean commerce vanish into nothingness... [but]...shoe factories, cotton mills, and foundries have taken their place (Fenwick, 1909).

Indeed, the city had become an important manufacturing center. Nearly 4500 workers -- 40% of the male labor force in manufacturing, and 48% of the female labor force -- were employed in shoe factories and tanneries, and an additional 1000 were employed in the textile trades (Census, 1910, IV:268-70). The Naumkeag Steam Mill which had helped to establish and maintain Salem as the leading coal port north of Cape Cod, was still prosperous, the only tidewater steam mill in Essex County remaining from the several built in the 1830's and '40s.

Salem's population in 1910 was 43,697, the absolute intercensal gain of 7741 surpassing all previous decades, while the growth rate of 21.5% was the largest since the 1840's. Only 9% of the gain was in the "Native White of Native Parentage" segment of the population, while an increase of 2689 to a total of 13,539 was attributed to the "Foreign Born" (35% of the gain and 31% of the city's population). A half century earlier the foreign born were but 20% of Salem's population, 80% of whom were Irish. By 1910 it was significantly different. While 47 countries were represented in the foreign born population, 45% of them had come from Canada. Indeed French Canadians, rare in 1860, had come to work in the leather, shoe, and textile factories. They were by 1910 the principal foreign born group (4434), one-third of the total. The Irish were now a distant second (2811).

SALEM NORMAL SCHOOL: 1913-14

One-mile south of the business district, at the intersection of Lafayette and Loring Avenue was the State Normal School. Founded in 1854, it had been housed at Broad and Summer Streets, two blocks from the downtown, until 1896. It then moved to a new $275,000 four-story structure covering 11,000 square feet of land, containing a library, gymnasium, practice school, and "fine scientific apparatus" (Visitor's Guide, 1908:143).
Geography had been important in its curriculum from the beginning. The 1856 Catalog listed over 20 courses, including "Geography", "Projections of the Sphere", and "Physical Geography", along with "The History of English Literature", "Hydrostatics", "Latins", and the "Theory and Practice of Teaching" (Catalog, 1856).

By 1900 the student body had grown to 231, three times its size in 1854 and the faculty now numbered thirteen including William C. Moore, S.B., who taught mineralogy, geology and geography.

The following decade was witness to continued growth. The curriculum in 1913, with courses in nature study and gardening as well as industrial science, industrial geography, commercial literature and the history of commerce, reflected the 19th century transition of Essex County from a rural agrarian area into an urban industrial society.

By 1913 there were twenty on the instructional staff. One, Sumner Webster Cushing (1879-1920) was a geographer with impeccable academic credentials. Born in Norwell, Massachusetts, Cushing had graduated from Bridgewater Normal School in 1901 and had received a B.S. in geography at Harvard in 1903. In the following years he taught high school science, mathematics, and physical geography in Massachusetts, Connecticut, and in Providence, Rhode Island. While in Providence he earned a master's degree at Brown University.

In the summer of 1907 Cushing continued his graduate study at Harvard under William Morris Davis and Douglas W. Johnson, joining the Salem faculty that autumn. Five of the following seven summers were spent in field research— in France (1908), on the coast of Maine (1909) — or teaching summer sessions at the University of Illinois (1910 & 1914) and at Columbia University (1912). His report on coastal Maine earned him a Sheldon Traveling Fellowship from Harvard as well as a leave of absence from Salem at half-pay, which enabled him to study the Madras coast of India. In turn, his well-received paper on Madras at the 1911 annual meeting of the Association of American Geographers, "gave him an assured position as a professional geographer" (Huntington, 1921:10).

Cushion also found time: (1) to serve on curriculum committees of the National Council of Geography Teachers and the Massachusetts State Board of Education, the latter work resulting in a widely distributed Teacher’s Manual for Grades VII and VIII, (2) to conduct field trips for his students to industrial plants, to Devereux Beach (Marblehead) and to the nearby Forest River, all of which reflected his enthusiasm for both economic and physical geography, and (3) to marry a colleague (Frances Dean of the History Department) in 1913.

In 1913-14 he was granted his second leave of absence so that he could collaborate with Elishworth Huntington in the preparation of Principles of Human Geography, surely the most successful textbook in the history of American Geography.

CARL SAUER AT SALEM

It was Cushing's second leave which brought Carl Sauer to Salem.

His acceptance of a position for such a short period — lasting only from December of 1913 to the following June — provokes a number of questions. Why would Sauer interrupt his graduate study to take a temporary position at a small teacher training institution nearly a thousand miles away? How did he know of the position? What had he thought of Salem Normal — and of normal schools in general — their programs, teaching methods, and their students? Had the New England geographers of that day had any impact on his thinking? Did eastern new England, with a unique landscape rich in history, provide sources of inspiration for his later avenues of research? Did he enjoy himself?

It was these questions and others which prompted the writer to communicate with Sauer in the autumn of 1973.

Not too surprisingly there was no evidence at Salem State that he had ever taught there. During the "dog days" of the 1930's, 40's, and 50's the poor support and limited horizons which the private colleges and the legislature had forced on the once-proud normal schools (by this time State Teachers Colleges) had permeated the thinking even of those who taught and studied in them. Records of the poorly remembered past were not considered important, and some had even been discarded. It was not until two years after Salem State's magnificent new library was opened (1974), that its staff was able to acquire a reasonably full collection of catalogs dating back to 1900.

Sauer's answer to the 1973 letter (Sauer, 1973), and an interview on tape in April 1975 (Sternberg and Riess, 1975 — hereafter noted as S&R,1975) are the principal sources for the paragraphs that follow.

The answers to several of the questions posed above can be answered directly and simply. Sauer highly regarded Cushing and Salem Normal — "...it was perhaps the best Normal School in Geography on the Atlantic Seaboard." (Sauer,
Practical Science

Mr. Sauer

The aims of the work in practical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about everyday science; and to develop the power of accurate observation, clear thinking and correct expression, which are essential to direct others in the study of science. Geography

Mr. Cversion

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study.

CARL OSWALD SAUER, A.B.1 Practical science, industrial science, geography

FIGURES 3a & 3b (below). Carl Sauer, and Carl Sauer & Mrs. Sauer, c. 1914. Courtesy Elizabeth Sauer FitzSimmons
1973).— and normal schools were—
"prime movers in the introduction of Geography to our universities. Most of the early geographers in our universities had been students or teachers in normal schools— an unwritten chapter in the history of American geography." (Sauer, 1973)

Salem's students were—
"...a lively lot of young students, all well remembered." (Sauer, 1973) "They were interesting youngsters." (S&R, 1975)

And he had enjoyed himself. His fond memories were perhaps primarily because he had married just before leaving Chicago, and thus his experience here was a honeymoon as well as his first teaching position. For this and other reasons Salem was "a golden memory" (Sauer, 1973).

That his 1973 reflections were not pure nostalgia — created by the lapse of over sixty years — is demonstrated by his comments on a postcard to Wallace W. Atwood in January of 1914 (Figure 1).

The answers to the other questions are more complex, and some reveal information about Sauer and American Geography perhaps not available elsewhere.

The details of Sauer's early life are well known — his early years in Warrenton in eastern Missouri where his father taught college, several years of schooling in southern Germany (Parsons, 1975:64; 1976:83; Leighly, 1976:337), a return to Warrenton and to Central Wesleyan College (described by Sauer as a "little Methodist college") (S&R, 1975) which awarded him an A.B. in 1908. Seven years later he received the Ph.D. from the University of Chicago.

Not as well known are the details of those seven years. In Central Wesleyan's library Sauer discovered United States Geological Survey publications (Leighly, 1976:337) and had decided to pursue a career in geology. His choice of Northwestern, where he spent the year 1908-09, was prompted by...
"...being a good Methodist, I went to the big Methodist institution in that part of the country." (S&R, 1975)

The year was a disappointment.
"...geology was an interesting field, but... [at]Northwestern...I spent the year with a polarizing microscope studying thin sections...I wasn't going to spend my life at that..." (S&R, 1975)

A young instructor there suggested that perhaps he would prefer the "geography" then being taught at the University of Chicago.

'So I went down there to see what was doing and it seemed to be...my line of industry because it had plenty of landforms [and] vegetation in it." (S&R, 1975)

While Sauer found the field of geography "interesting" in time he again became discouraged" (S&R, 1975). He respected R.D. Salisbury and "remembered with pleasure Ellen Semple's eloquent and evocative lectures," but found seminars "dreadful" (Leighly, 1976:338). Moreover, the Chicago geographers—

"...were spending too much of their time on economic geography, which I didn't find very exciting, and they were also extraordinarily busy writing textbooks..." (S&R, 1975).

So Sauer discontinued his studies to work as an editor at Rand McNally for a year and a half (S&R, 1975). He ultimately received a promotion but came to the realization that he had no desire to be either a publisher or a businessman (S&R, 1975). Meanwhile Salisbury and Wallace Atwood had heard of the job opening at Salem (no doubt through Harvard, for which Atwood would shortly go). Encountering Sauer on campus for the first time in eighteen months, a worried Salisbury—

"...advised me strongly to take that for the time being. I told him...that that was just exactly the right thing at the right time." (S&R, 1975)

Thus, rather than being an interruption of his graduate work, the position at Salem signalled his return to academic life.

What did he teach? Cushing had been teaching "Physiography" to first year students, "Commercial Geography" ("the meeting ground of geography and economics") and "Industrial Geography" ("an advanced course") to second and third year students respectively. In addition Cushing taught "Industrial Science" ("visits to industrial plants where applications of physics and chemistry are observed") and "Practical Science," ("the science of common things"). (Catalog, 1913)

Which of these courses Sauer taught is not completely clear. The 1913-14 catalog lists him as teaching "Practical Science," "Industrial Sciences," and "Geography." Sauer's only recollections were of a course which involved an experiment with making soap (probably "Practical Science") and that the remaining work was in regional geography. He also remembered teaching some twenty hours a week, not an unusual load in those days (S&R, 1975). It is probable that "Geography" included "Physiography," "Commercial Geography," and "Industrial Geography." It is not likely that he taught "Industrial Sciences" for he did not remember trips to industrial plants, and while he remembered its textile mill, he was seemingly unaware of Salem's importance in shoe and leather manufacturing
Although Sauer would later become noted for his devotion to field work (Stanislawski, 1975:560), and in spite of the precedent Cushing had set at Salem, Sauer curiously did not take students out into the field (S&R, 1975).

Equally curious for those familiar with Sauer’s later teaching and research was his faint familiarity with the activities of Salem’s two museums (The Essex Institute and The Peabody Museum, both of which had strong backgrounds in natural history, Peabody having both a geologist and botanist on its staff. There are two explanations for these oversights. It was his honeymoon, and...

"...at that time I don’t think that I would have looked up a botanist,...my education was still far ahead of me as an ordinary plant collector — I knew the plants where I lived,...[but] I wasn’t...even thinking of botany as part of a geographer’s life.... It took me quite awhile before I got interested in the specifics of vegetation." (S&R, 1975).

It is interesting to note that while Sauer was critical of the textbook writing of his mentors at Chicago (S&R, 1975), and would write only one text in his career (an elementary school text on Amerindians), his aversion to texts and similar works was far from total. At Salem he was content to be guided in his teaching by a state manual whose principal author was Cushing (Huntington, 1921:III), and sixty years later he would comment that...

"Cushing was in the middle of his textbook writing...it was an important thing to American geography." (S&R, 1975).

Sauer had little contact with the New England geographers of that day. Huntington, whom he would meet later, “stayed pretty strictly at Yale,” Cushing was off doing his writing, and Davis, whom Sauer would later get to know in California, had recently left Harvard. But Atwood’s arrival at Harvard from Chicago in early 1914 assured Sauer of invitations to gatherings at Harvard.

While Sauer enjoyed New England and “meeting [its] gracious people” (Sauer, 1973), he was not altogether comfortable at such gatherings. It is difficult today to conceive of Sauer as less than sophisticated — less than a “universal man” (Parsons, 1975:167). Yet the interview (S&R, 1975) reveals him in 1914 as perhaps a bit shy — embarrassed about his midwestern, small town background even after four and one-half years in Chicago — and surely uncomfortable at Harvard.

“I visited Harvard and it was quite interesting — a strongly New England group,...and I respected them,...[but]...I had the feeling,...that they were a bit surprised that I spoke,...the same English that they did, with a somewhat different pronunciation. I had...the feeling that Harvard was a different world than the world I belonged in...” (S&R, 1975)

Feeling uncomfortable in this “strangely different part of the world.” (S&R, 1975) was perhaps exacerbated by being in a small, heavily industrial city with a distinct ethnic composition — an environment different from both the small and rather homogeneous towns of his early life, and even from the sprawling metropolis of Chicago. In addition, the young physiographer found that:

“New England was a new experience,...because there, the landforms were glacial landforms, but they were not depositional landforms,...they were abrasional landforms,...a type of surface you didn’t get except in that corner of the country,...and way up on Lake Superior.” (S&R, 1975).

CONCLUSIONS

What we may learn from these fragments of information? It would be both fatuous and and fanciful to believe that his brief episode was a compelling influence in Sauer’s professional career. If the Salem experience did have any real impact on his later life it was perhaps through the contact—his first — with the still-vital normal school system and its emphasis on teaching.

A more interesting line of speculation is how the young Sauer would be evaluated in the graduate schools of today. Would Sauer be considered a bright, but narrowly provincial small town boy easily discouraged by the routines of graduate programs? Would he be regarded as a malcontent critical of his instructors’ legitimate academic interests? It is most fortunate for American geography that neither Salisbury nor Atwood came to such superficial conclusions.

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Salem Normal School, Catalog, 1913-14, Salem, Mass.


*Dr. Stenberg conducted the interview in Berkeley, Calif., using questions suggested by Riess.