GEOGRAPHY
AT THE
UNIVERSITY OF WISCONSIN-MADISON
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It is most fitting that in this year of 1978 we should celebrate the half-century anniversary marking the founding of an autonomous department of geography at the University of Wisconsin in Madison. But that particularly noteworthy event should not obscure the fact that geography’s roots in this institution go much deeper in time. Indeed, upon my arrival at Wisconsin in 1919, there already existed a well recognized nuclear faculty of geography, incorporated albeit within the Geology Department, and instruction in geography began here even much earlier.

The Pre-1920 Period

The remotest advent (followed by a prompt decrease) of geography instruction at the University of Wisconsin goes back well over a century in time. In the university catalog for the academic year 1862-1863, the curriculum of the newly-established Normal Department (shortly renamed the Female College), specializing as it did in the training of teachers, listed two geography courses: Geography and Map Drawing, and Physical Geography. Doubtless this inclusion in the curriculum reflected the strong position at that time of geography in the public schools of the state. The Normal Course required three years of study and led only to a Diploma of Graduation, not a degree. Shortly there occurred some reorganization of the school’s curriculum, and the catalog for the academic year 1866-1867 lists a course entitled Physical Geography and Climatology as an elective in the first year of the College
The Sprouting Within Geology

It appears rather certain that Rollin D. Salisbury, in the academic year 1891-1892, offered what may be called the first professionally taught geography course at the University of Wisconsin, although it was not so titled. According to the university catalog of that academic year, Salisbury offered a beginning year course, consisting of three terms, in what was labeled "General Geology." The catalog description of the first term's content reads as follows. "The first term of the year will be devoted mainly to a study of the effects produced by various agencies now in operation upon the surface of the earth, especial prominence being given to the evolution and classification of geographic forms." Note especially the choice of the word "geographic" and also the emphasis upon land-surface form. In this same university catalog of 1891-1892, under the heading "Graduate Courses in Geology," one reads that work in "general and geographic geology" was offered by Professor Salisbury. Again, the use of the word "geographic" is significant. Admittedly the boundary between physical geography on the one hand, and landform physical geography (physiography or geomorphology) on the other, is not sharp, but ordinarily it is recognized that the former gives more emphasis to process, while the latter stresses to a greater extent the terrain features resulting from the processes at work.* Almost certainly Salisbury's first term in General Geology, which emphasized "the evolution and classification of geographic forms," was intended by him to be geographic in content. As his subsequent professional history at Chicago shows, he was at heart a geographer. It may be claimed with some confidence, therefore, that professional geography at Wisconsin has its vestigial beginnings, with Rollin D. Salisbury's brief tenure here, nearly nine decades ago. It is worthy of note that Part One of Salisbury's tri-semester course, or what must have been landform physical geography, or physiography, was taught in the new Science Hall, just recently completed in 1887. Some ninety

*There is some confusion in the literature concerning the three terms, physical geography, physiography and geomorphology. Certainly physical geography is the broadest term; it includes all aspects of the natural earth: land, air, waters and some biotic features. Geomorphology is restricted to the lands and emphasizes terrain analyses. Physiography is the ambiguous term; sometimes it is conceived as being as inclusive as physical geography, but more often it is looked upon as synonymous with geomorphology.
years later this distinguished old building continues to house the Geography Department.

A little background as it relates both to the Wisconsin Geology Department at the time, and to Salisbury the physical geographer, may clarify the preceding comments. In the autumn of 1887, the already nationally renowned geologist, Thomas C. Chamberlain, who held an appointment in the Wisconsin Geological Survey and on the faculty of Beloit College, was named president of the University of Wisconsin. In addition to his presidential duties he did a modest amount of teaching in the Department of Geology and Mineralogy, and otherwise influenced that department in a variety of ways. Among them was the appointment of Charles Richard Van Hise (later to become university president) as the head of Geology in 1889, the addition of William H. Hobbs a year later, and the attachment of Rollin D. Salisbury in 1891. At Beloit College Salisbury had been a student of Chamberlain’s, and it was Chamberlain, as university president, who influenced his protege to come to Wisconsin and, it may be added, his subsequent early departure as well.

Salisbury was graduated from Beloit College and later studied at Heidelberg University, where he became familiar with the current high standing of geography in Germany. Subsequently he did field work for the Wisconsin Geological Survey, under Chamberlain’s supervision. He held only an M.A. degree. As an earth scientist, Salisbury’s main professional interest was continental glaciation. By 1892, Chamberlain, becoming disillusioned with the encumbrances of administrative work, decided to resign his presidency at Wisconsin to accept the headship of the newly-created Department of Geology at the University of Chicago, and he persuaded young Salisbury to follow him there in 1893. Significantly, at Chicago Salisbury’s official academic title was Professor of Geographic Geology.

It was a misfortune of the first order for geography at Wisconsin that Rollin Salisbury could not have been retained here, and his remarkable talents as teacher, scholar and administrator utilized in the development of geography at this university. Our loss was Chicago’s gain, for after serving as “geographic geologist” for nearly a decade in Chamberlain’s then newly-established Department of Geology, Salisbury became the administrative head of a new and autonomous Department of Geography at Chicago in 1902-1903. Under his leadership the Chicago department promptly burgeoned into what was then not only the first large Department of Geography in the United States, but probably also its most distinguished one. I had the privilege of briefly meeting with Professor Salisbury when I was a graduate student at Chicago in the summer of 1921 and he was serving as graduate dean.

Salisbury was fundamentally a geographer. His writing was almost exclusively in the field landform physical geography or physiography. In 1907 he published his widely acclaimed Physiography, and in 1912, along with historical geographer Harlan H. Barrows and economic geographer Walter S. Tower, all three at the University of Chicago, coauthored the well-received college textbook, The Elements of Geography. Salisbury contributed the sections on physical geography in this book.

Although Salisbury’s tenure at Wisconsin was very brief, it appears to have had lasting effects even though it did not promptly result in the subsequent offering of any course that was titled “Geography.” However, it does seem likely that his restructuring of the content of the course in general geology, whereby its Part I was given a distinct geographic flavor, and his fostering of the geographic point of view in his teaching, did have subsequent pro-geographic effects. The year after Salisbury left to take up his new position at Chicago, Charles Richard Van Hise, a bona fide hard- rock geologist, assumed responsibility for the course in general geology recently taught by Salisbury. It is worthwhile to note his revised catalog description of the course, which reads as follows: “the geological forces and the work they accomplish; the geography of the continents; the effects of land relief, water areas and rivers upon the distribution of people; rocks and their origins and secondary structures.” It does indeed sound like an odd melange of geography and geology, but it surely suggests that Salisbury’s insertion of some geography, human as well as physical, into the beginning geology course was being perpetuated by Van Hise. His course description remained much the same in 1894-95 but was changed significantly the following year to include the physiography of North America. Beginning in 1897-98, however, Van Hise modified the organization and content of his general geology course in an even more significant way. Three class hours each week were devoted to an analysis of “the geological forces, both epigene and hypogene now modifying the world; their past, present and future work; rocks and their original and secondary structures.” Indubitably this was straight geology. But twice a week the course focused on “the physiography of the United States, each
province being treated in reference to its development and its relation to population." Two features may be pointed out: (1) the emphasis was regional and therefore strongly geographic, and (2) there appears to have been an inclusion of some elements of human geography, especially population and settlement. The above course content was maintained through 1903, the year that Nevin Fenneman arrived, at which time Van Hise's general geology course reverted to a content that was more exclusively geology, while Fenneman initiated new courses in physical geography, including one on physiography of the United States. Did Salisbury's brief tenure at Wisconsin influence Van Hise to give his general geology course a more geographic flavor for a number of years, and down to the arrival of Fenneman? Perhaps it bridged the gap between Salisbury and Fenneman and kept the spark of geography alive. And along this line of thinking, it may be asked, what caused the Geology Department, beginning in 1889, to bring in visiting professors to offer one or more courses labeled "Physical Geography," or "Physiography," in a scattering of summer sessions? The distinguished geographer William Morris Davis of Harvard, who taught a course designated as "Scientific Geography" here in the summer of 1889, was one of these visiting professors. Nevin Fenneman was the visiting professor for three summers. Did these summer offerings represent a modest attempt on the part of the geologists to fill the gap in geographic instruction left by the departure of Salisbury in 1893 and before the arrival of Fenneman in 1903? Significantly, these summer courses were listed in the catalog under the subject title, "Geology and Physical Geography." On the other hand, the fact that instruction at this time in what was labeled geography was limited to the summer session may suggest only that both the university and the Geology Department had become aware of the instructional needs of the very numerous teachers of physical geography within the secondary schools of the state.

*It is interesting to conjecture what, if any, effects two of Wisconsin's eminent scholars, geologist Van Hise and historian Frederick Jackson Turner, may have had upon each other's work. Turner was, currently building a name for himself through his studies of the effect of both physical regions and the frontier in American history. Very definitely Turner's 'regions' were physiographic regions, the type that Van Hise was elaborating and relating to settlement and population in his geology course. It seems just possible that these two scholars, who were also friends and neighbors, may have collaborated in a very informal way so as to cross-pollinate each other's teaching and writing.

In his several summers of teaching at Wisconsin, Nevin Fenneman must have made a good impression, for as noted above, in 1903 he became a bona fide member of the geology staff with the rank of full professor. And although he remained at Wisconsin only four years, or until 1907, his tenure here clearly reflects the fact that physiography, or landform physical geography, had been accepted as a respectable adjunct of geography. The mantle of physical geography shortly passed from Fenneman to an instructor, Lawrence Martin, who was here at least during Fenneman's last year at Wisconsin. Gradually these essentially landform physical geographers began to insert into their courses a treatment of physical features other than terrain (climate, economic minerals, waters, soils, etc.), as well as elements of human geography, for in the university catalog for 1906-1907 Fenneman's course on Physiography of the United States is described as including topography, climate, soil, resources and their influence! That same year Lawrence Martin, a new young instructor in geology, offered a course entitled the Geography of Europe. Its content is not described.

Fenneman earned his Ph.D. in geology at the University of Chicago, and while there came under the stimulating influence of both Chamberlain and Salisbury. He also had the good fortune to study with the eminent William Morris Davis at Harvard during the summer of 1895. Before coming to Wisconsin he had taught physical geography at Greeley Normal School in Colorado for eight years prior to completing his doctorate, and was at the University of Colorado for a brief period afterward. It was a call from the University of Cincinnati to come there and found a new Department of Geology and Geography that led him to leave Wisconsin. His departure was a most regrettable circumstance for Wisconsin geography, for he turned out to be one of American geography's most distinguished practitioners.

Like most American geographers in the late 1800's Fenneman's route to geography was through geology. So, although while at Chicago as a graduate student he was officially classified as a geology major, essentially he was a geographer. He writes: "I came to this school by way of geography... Geography was my calling and my goal."
closely in line with the development that geography was taking in both Germany and France. Following this line of thinking, Fenneman’s overriding professional interest was in regional landform physiography, and no doubt the crowning achievement of his life’s work was a monumental two-volume synthesis of the regional terrain geography of the United States. The young Lawrence Martin’s good fortune to have been associated with Fenneman at Wisconsin, even though briefly, may possibly have given this younger colleague his later bent toward regional physiography.

With the addition of Fenneman to the geology faculty in 1903, bearing the title of full professor, geography, albeit mainly physical geography, became firmly established at Wisconsin. It represented an important step forward in the evolution of the present department. Significantly, enrollments in geography courses appear to have accelerated with the arrival of Fenneman and his offering of additional geography courses in 1903-04. And the same happened a few years later with the adding of Whitbeck to the staff and a similar increase in course offerings (See Table 1). The exact content and organization of Fenneman’s courses in physical geography and physiography of the United States are not clear. How the time was proportioned between land-surface form and the other elements of the physical environment cannot be precisely determined, but there can be no doubt that his physical geography was more inclusive than just terrain analyses. That Fenneman’s course on Physiography of the United States may have been fairly large is suggested by the fact that he was assisted in this course by Wm. O. Hotchkiss, at the time a young assistant in geology who later became Wisconsin State Geologist.

Fenneman was a remarkable teacher and able scientist, and a fluent writer. Thus, it was unfortunate that his tenure at Wisconsin was a brief four years. But the opportunity to go to Cincinnati to found a new department was too much of an attraction. His name would add luster to any university. It is one of my cherished experiences to have known Fenneman personally in his later years.

With the departure of Fenneman from Wisconsin there was no lapse in the geography offerings, for Martin, although still only an instructor, was thought so well of that he was permitted to step into the breach, not only taking over Fenneman’s courses but giving two of his own in addition. It was a splendid opportunity for the young instructor to show his mettle, and he must have performed well for he was promoted to the rank of assistant professor the next year (1908-1909). That same year, R. H. Whitbeck was added to the Department of Geology, so that of the five men comprising the then professional geology staff, two were bona fide geographers. To be sure, of the six courses in geography listed in the catalog of 1909-1910, four were in physical geography, and taught by both Martin and Whitbeck; two others, Economic Geography by Whitbeck and Regional Geography by Martin, probably emphasized the human element. There has been no break in the continuity of professional geographic instruction at Wisconsin since the coming of Fenneman in 1903, three-quarters of a century ago.

Table I. Annual Enrollment in Geography Courses at the University of Wisconsin in the Early 1900’s.

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* Fenneman arrived.  
** Fenneman departed.  
*** Whitbeck arrived; he and Martin together offered seven courses.
The Sprouting Within Commerce

Turning now to that other geography sprout, the one that had its start in a non-science environment. Not long after 1891, the year Sallsbury joined the Geology-Mineralogy staff at Wisconsin and began offering instruction in physical geography under the guise of general geology, the university catalog for 1895-96 shows that a course titled Economic Geography, and taught by a Dr. Edward David Jones, was offered in the School of Economics, Political Science and History (subhead, Statistics). A similar course was listed in the 1896-97 catalog, but with no instructor’s name attached. A lapse followed, but the 1900-1901 catalog, under the heading Economic History, Geography and Commerce, lists four courses in commercial geography, three taught by Edward David Jones, (assistant professor of commerce) and a fourth one, Commercial Geography of Europe, taught by James Charles Monaghan (professor of commerce). Clearly the economic aspects of geography were considered an essential part of a student’s training in the commerce concentration. The catalog for 1901-1902 lists three courses under the heading of Commercial Geography as offered within the division of Economic history, Geography and Commerce. Included were an introductory course taught by Mr. Henry C. Taylor, an agricultural economist, and described as a “survey of physiography, resources, industries and commerce of the chief countries of the world,” a second course labeled Agricultural Industries (Mr. Taylor), and a third, Commercial Geography of Europe (Prof. Monaghan). This listing was repeated in 1902-1903, but it shrank to a single year course, Economic Geography, in 1903–1904. In 1904-05 Commerce listed three geography courses, all electives, one in commercial geography and two in physical geography and physiography; significantly the last two were offered in the Geology Department and not in Commerce, and both were taught by Professor Fenneman of the geology faculty. Commerce continued to offer one or more courses in geography through the academic year 1908-1909, after which time the courses were discontinued and the students were referred to courses in both physical and economic geography then being offered in the Geology Department. This abandonment of geography courses offered within Commerce was contemporaneous with the arrival of R. H. Whitbeck at Wisconsin. In the academic year 1908, he offered for the first time a course called Physical Geography for Commerce Students. The following year he repeated this course and at the same time added Economic Geography (for Commerce Students). From that time on all instruction in geography was confined to the Department of Geology; the separate geography sprout that had flourished within Commerce for over a decade had ceased to exist.*

It may be worthy of note that while in Commerce the terms “geography” and “geographic” were used freely in course titles and course descriptions, there was a greater shyness about doing so on the part of the Geology Department. In Salisbury’s time, while the terms “geography” or “geographic” did appear in his course descriptions, they never appeared in the titles of his courses. As noted earlier, beginning in 1898 and for several years thereafter, courses labeled physical geography or physiography were offered in the summer sessions under the catalog heading of geology and physical geography, but these were always taught by visiting professors. The geologists remained somewhat wary, and when Fenneman, after being tried out in several summer sessions, was eventually (in 1903) added to the geology staff, his official title was, significantly “Professor of General and Physiographic Geology”. But the newly-added professor must have asserted himself promptly, for his course titles in that academic year were (1) Physical Geography and (2) Physiography of the United States. This is the first time that the term “geography” appears in the title of a course offered within the Geology Department, other than in the summer session.

*One may only conjecture that Richard T. Ely, distinguished economist who came to Wisconsin in 1892, was influential in the early development of economic geography within the School of Economics, and slightly later in what became the School of Commerce. Earlier at Johns Hopkins, Ely had been the teacher of Emory R. Johnson, who subsequently established the center of geographical study at The Wharton School (University of Pennsylvania) where he trained such distinguished geographers as J. R. Russel Smith, J. Paul Goode and Walter S. Tower. In 1926 Prof. Ely participated in a round-table conference whose theme was “Economics and Geography,” and in 1922 he read a paper at the A.A.G. annual meeting on “Geography and Land Economics.” Among his students at Wisconsin were such distinguished land economists as O.E. Baker (co-author with V.C. Finch of Geography of the World’s Agriculture), Henry C. Taylor and L. C. Gray. In 1901-1902 his former student, Henry C. Taylor, offered two courses on geography in the School of Commerce. There can be no doubt that Ely looked upon economic geography as a useful adjunct of economics.
It is possibly significant that Fenneman's appointment at Wisconsin and his new course offerings in geography were fairly contemporaneous with C. K. Leith being made professor of geology and head of that department and with Van Hise becoming president of the university. Leith, although a hardrock geologist, as was Van Hise, was also greatly interested in the geography of economic minerals, and consequently somewhat partial to geography, so that under his patronage as departmental chairman it continued to prosper.

Without a doubt, the adding of R. H. Whitbeck, with the rank of assistant professor, to the geology staff in 1908-1909 was a landmark in the development of geography at Wisconsin. He was first tried out in the summer session of 1908 when he offered a course in physical geography for high school teachers and another entitled Physiography of the United States. These same two courses were repeated by Whitbeck in the following academic year. Whitbeck's arrival here marked the end of the dual development of geography at Wisconsin, for in his first two years here he set out to relieve Commerce of the necessity for offering courses in geography designed for students aiming at a business career. Already in 1906-07 and 1907-08, as noted earlier, Lawrence Martin had offered a course titled Physical Geography (for Commerce Students), and Whitbeck did the same in 1908-1909, while only a year later Whitbeck supplemented this by adding a course called Economic Geography (for Commerce Students).

To recapitulate, the short period of five years, 1903-1908, was a momentous one for geography at Wisconsin. Its beginning witnessed the addition to the geology staff of Nevin Fenneman. Although his stay here was regrettably brief, he did make a good impression for geography. This same period witnessed the beginning of C. K. Leith's long tenure as head of geology. Leith, a superior scientist with a strong personality, was very influential in building a distinguished Department of Geology. He was also kindly disposed to the development of geography, under the tutelage of geology to be sure, but that was no serious handicap. And while no doubt Leith's interest was first attracted by physical geography, or physiography, he was far from being antagonistic toward human geography: witness his adding R. H. Whitbeck to his staff in 1908 just after Fenneman had left. Whitbeck's training at Cornell under Ralph Tarr made him competent in the field of physical geography, to be sure, but he was more interested in human geography and in the pedagogical aspects of geography as well. So although the loss of Fenneman was serious for geography at Wisconsin, two factors assured that there would be no serious lapse in the development of geography: Lawrence Martin was already here to take over Fenneman's role, and R. H. Whitbeck was promptly added to the staff. The bringing of Whitbeck to Wisconsin also assured that the development of geography here, even though under the aegis of geology, would not be exclusively as a natural science; human geography was to have a chance. It also made reasonably certain that because of Whitbeck's keen interest in the pedagogy of geography, Wisconsin's geographers would reach out seriously to teachers in the public and normal schools. Geography at Wisconsin was broadening its horizons.

What might be considered a field of learning closely allied to physical geography and physiography, atmospheric science, had its beginnings at Wisconsin during the short period under consideration. In 1904-05 the university catalog lists a Mr. Bartlett of the United States Weather Bureau, then located in North Hall on the university campus, as offering two courses on the atmosphere, (1) Elementary Meteorology and (2) Advanced Meteorology and Climatology. These offerings were continued under somewhat similar titles for a few years; but in the 1907-08 catalog two courses were listed, (1) Meteorology and (2) General Climatology and Climate of the United States. This change may appear to indicate somewhat more emphasis on climate, that branch of atmospheric science which is closest to the needs of the geographer. In 1908-09, the year R. H. Whitbeck was added to the geology staff, Eric Miller of the U.S. Weather Bureau took over the instructional work in the atmospheric sciences and continued it for several decades. I personally knew Eric Miller well; in fact I elected two of his courses in order to amplify my training in physical geography. While an indifferent teacher, he was an able scientist and a delightful conversationalist. A number of the geography students continued to elect one or more of Miller's courses, so in one sense this modest offering in atmospheric sciences represented a minor third sprout in the field of geography at Wisconsin.
Period 1910 to end of World War I

At the beginning of the second decade of this century, geography at Wisconsin, whose stature had been appreciably upgraded by Fenneman’s brief presence here, boasted a faculty of two assistant professors, R. H. Whitbeck and Lawrence Martin, out of a total Geology Department staff of six men of professorial rank. In addition there were at least two graduate assistants, Frank Williams and Ernest Bean, who did some teaching but did not offer their own courses. Whitbeck was close to 40 at this time and Martin about 30; it was they who offered the seven independent courses in geography that were listed in the catalog for the academic year 1910-1911. Whitbeck’s three courses were titled Physical Geography for Commerce Students, Economic Geography, and Teaching of Physical Geography. Martin’s four courses were Physiography and Geography, Advanced Physiography, Glaciers, and Regional Geography. Whitbeck very definitely was recognized as the senior geographer and it was he who was advanced most rapidly, so that he became a full professor six years after arriving at Wisconsin. Still, C. K. Leith continued to be very much the head of the whole department. The next year (1911-12), the course offerings in geography were expanded to 12. Whitbeck had added two, Advanced Geography and Geography Seminar, important additions suggesting that the number of graduate students had become fairly numerous. This was the first time that a geography seminar had been offered. Martin had added two courses, a short course called Geography: Physical and World, and another labeled Laboratory course in Geography (including field work). Most noteworthy as far as the future development of the Wisconsin Geography Department was concerned was the addition of V. C. Finch as a graduate assistant and his prompt offering of a new independent course titled Agricultural Geography. It was unusual for an assistant to be granted this privilege and it does suggest that Finch, until recently a graduate student at Chicago, had already developed a field of specialization, and one that was to bring him fame at Wisconsin in the years to come. In five of the courses listed in 1911-1912, the senior professor in charge had two or three assistants to help him, indicating that the enrollments in these courses were relatively large.

R. H. Whitbeck

A native of New York State, Whitbeck was graduated from the Normal School at Geneseo (N.Y.) in 1892. After six years of secondary-school teaching he attended Cornell University, from which he was graduated with a B.A. degree in 1901. There he studied with the famous geographer-physiographer, Ralph H. Tarr. Subsequently he spent a year as a graduate assistant in physical geography at Cornell, but there is no evidence that he ever earned a graduate degree, either there or elsewhere. Whitbeck gave a total of 14 years to teaching in secondary and normal schools, an experience which left an indelible imprint upon his professional work. V. C. Finch, his colleague at Wisconsin for many years, wrote concerning Whitbeck, “He was led inevitably to think and write as much for the teacher as for the broadening of scholarship and the accumulation of knowledge in his chosen field.” I am inclined to go further and say that the main thrust of his professional writing was the preparation of geographical materials for high school and normal school teachers and their students. Out of his bibliography of some 70 geographical publications, 17 were of a scholarly nature, while 40 were pointed toward teachers in normal schools and high schools and to their students. Of his six books, five were textbooks, three of which were at the high school level and two at the college level. His last book, coauthored, purported to deal with the content and philosophy of geography.

It is not clear why R. H. Whitbeck, a man already approaching 40 years of age and lacking in advanced degrees, whose teaching experiences were at the high school and normal school levels, and whose dozen or so publications in print up to the time he came here in 1908 were pedagogically slanted, should have been chosen to head up the expanding geography work at the University of Wisconsin. Certainly his professional interests and attributes were not those of his predecessors, Salisbury and Fenneman. To be sure, he had studied with Ralph Tarr at Cornell, a fact which suggests that he was probably competent in the field of physical geography and for that reason was attractive to the Wisconsin geologists. It may have been also that the needs of the numerous high school teachers of physical geography loomed importantly in his selection. The fact that the summer school offerings in geography over a number of years had emphasized the needs of high school teachers may suggest this. One of his most consistently offered courses was the Teaching of Physical Geography. Also, it could
have been Whitbeck's already-evidenced interest in the human side of geography that made him attractive, for it was that aspect of the field that expanded most noticeably after about 1910, shortly after the time of his arrival at Wisconsin.

Whitbeck was a deeply religious man, but at the same time he was studiously tolerant. In most ways he was distinctly conservative—in dress, in politics, in religion. He was almost Spartan in his frugal living. It was somewhat hard for him to unbend and enter into a frolic; one would certainly hesitate to tell a risque story in his presence. At the same time he was a generous person, as evidenced by the ample bequests he made to his church and to the Wisconsin Geography Department in his will. Whitbeck House, one unit within the Sellery Hall dormitory complex, was named in his honor.

As a geographer he was a strong proponent of the environmental-influence point of view. This fact comes out forcefully in his presidential address before the Association of American Geographers in 1925, from which the following lines are taken:

"But in the last analysis, it is probable that certain regions and peoples are advanced mainly because of the highly favorable environments in which the race has evolved; that their initiative, energy, and intelligence are products of underlying environmental factors operating upon these peoples for long ages. It is the old question of race versus place; and the geographer will hold that the masterful race is the product of the place that nourished it. And so our cycle returns upon itself—the place makes the race and then race progressively remakes the place."

His only non-textbook volume (coauthored with Olive Thomas, who had been one of his students, and titled The Geographic Factor) was an elaboration and defense of a by then somewhat outmoded geography that focused on environmental influences. Whitbeck belonged to that great majority of English-speaking geographers who in the early decades of the 20th century were dedicated to the study of man-land relationships. There were at least a few vocal dissenters, but Whitbeck was not among them.

Although he was trained at Cornell primarily as a physical geographer, and much of his early teaching and writing was in physical geography, gradually he moved away from this emphasis until in his presidential address (1925) he states, "So much of the physical geography as is immediately needed for the appreciation of human adjustments is an essential part of geography. More than this is not geography". This appears to indicate a willingness actually to reduce physical geography to an inferior position.

Whitbeck's reputation was that of a soft-spoken, but scarcely animated, instructor; he appealed especially to undergraduates and to public school teachers. The latter group flocked to his summer classes in great numbers. In his critical judgments he was scarcely acute. He was not overly exacting in what he required of his students, and his methods would scarcely be described as rigorous. His lectures resembled in some ways the type of content to be found in the National Geographic Magazine. My first content course with Mr. Whitbeck was taken when I was a graduate student. While interesting, it was still something of a disappointment, largely because it contained so much that seemed to me dubiously geographic. I was too complacent and was not stretched intellectually. In general, graduate students found Whitbeck less stimulating than did the less critical undergraduates and the teachers. Thus the gap between Whitbeck and the advanced graduate students increased in his later years, as American geography tended to abandon the staunch kind of environmentalism to which he gave his support. It is fair to say that the senior professor's leadership within the department began to wane during the last 10-15 years of his tenure, as he appeared reluctant to keep abreast of the change taking place in American geography, and as younger men like Finch and Lobeck more and more set the pace within the department.

Lawrence Martin

I had only a slight personal acquaintance with Lawrence Martin, for he had permanently left Wisconsin just before I arrived here. Hence my comments concerning him are derived from secondary sources. Nine or ten years Whitbeck's junior, he was the latter's colleague in geography over a span of nearly a decade. Martin slightly overlapped Fenneman at Wisconsin at least for the year 1906-07. During that year, Martin held the rank of "Mr." in the catalog but even so was permitted to offer an independent course on the geography of Europe. Fenneman taught three courses that same year, all in physical geography. But the following year, 1907-1908, when Fenneman had left for Cincinnati, Martin, with the rank of instructor, took over all Fenneman's courses and became his well-entrenched successor. The next year, Whitbeck arrived to
share the geography work, and the two together became the department’s mainstays until 1917-18 when Martin went on leave of absence to engage in war service. Regrettably, he left under a cloud because of some marital dereliction and was not urged to return.

Martin had his training in geology and physiography from two of the country’s most renowned physiographers, William Morris Davis at Harvard and Ralph Tarr, a student of Davis’, at Cornell. Both his B.A. and Ph.D. degrees were from Cornell; his M.A. was from Harvard. Martin’s life work as a professional geographer falls into two contrasting periods. Until World War I, and covering a period of slightly more than a decade, he performed as a physiographer, with his base at the University of Wisconsin. His second professional career involved work with U.S. Military Intelligence during the war. For some years after, as a result of that experience, he performed as a political and historical geographer. From 1924-46 he was Chief of the Map Division of the Library of Congress and was the first incumbent of the Chair of Geography in that institution.

But here our particular interest in Lawrence Martin is confined to his decade or so at Wisconsin. Although he was an all-round physiographer, his special interest was in glaciers and their modifying effects on terrain. He began what became a long continued interest in Alaskan glaciers as early as 1904 when he was a member of a United States geological expedition to that northland territory. Subsequently, in the company of his mentor, Professor Ralph Tarr of Cornell, he made several other research expeditions to the same region. From these Alaskan field studies Tarr and Martin collaborated in producing more than a half dozen scholarly papers, their work culminating in the volume, Alaskan Glacier Studies, published by the National Geographic Society in 1914. Martin also published a number of scholarly papers dealing with the physiography of Wisconsin, these regional studies climaxing in his excellent and much used volume, Physical Geography of Wisconsin, published as Bulletin No. XXXVI of the Wisconsin Geological and Natural History Survey in 1915, and subsequently going through two later editions, the last in 1965. Martin’s professional fame was also enhanced as a consequence of the publication of the well known volume, College Physiography, done in collaboration with Professor Tarr. In retrospect, Martin’s professional accomplishments during his decade at Wisconsin were remarkable; while still a young man in his thirties, he had come to be recognized as one

<table>
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<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Summer 1916</th>
<th>Total</th>
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<td>—</td>
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<td>Glaciers</td>
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<td>Advanced Economic Geography</td>
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<td>—</td>
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<td>14</td>
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<td>America</td>
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<td>Seminar</td>
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<td>Total</td>
<td>557</td>
<td>512</td>
<td>218</td>
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of the country's outstanding physical geographers. But Wisconsin had the misfortune to lose him, like Salisbury and Fenneman before him, probably before he reached the peak of his professional productivity. In 1967 the Lawrence Martin Professorship in Cartography was created and Arthur Robinson became its first recipient.

The decade of the teens was an important developmental and expansion period for geography at Wisconsin. It was two men in particular, Whitbeck and Martin, who were the durable pillars of the instructional staff throughout that span of years, although Finch rose to equal prominence during the second half of the decade. The period began with a small group of courses numbering only five, almost exclusively in the field of physical geography or physiography, it ended with the number of courses having expanded to some 15, half or more of which were in the field of human geography. Thus this period is noteworthy not only for its multiplication of the total course offerings in geography but also for the increasing emphasis given to human geography. It may have been this shift in emphasis within geography which led to a significant landmark, because in 1917-1918, for the first time the Geology Department listed its courses in the University catalog under two general headings: (1) Geology and Mineralogy, and (2) Physiography and Geography. This was one small step toward departmental autonomy for geography, but still an important one. Also it was firm evidence that Leith, and the Wisconsin geologists in general, were doing nothing to hinder the development of geography in all of its aspects. Both the number of courses and of students in geography were multiplying. In 1913-1914, three of the elementary courses each had six instructors and another one listed five (Table II).

The considerable increase in number of courses and students in geography that took place in the 1910's called for an augmenting of the geography instructional staff. This was done in the cheapest way possible, viz., the use of more instructors and assistants. Most of this junior staff held short-term temporary appointments and for this reason did not make a lasting impression upon geography at Wisconsin. In the academic year 1910-11, three junior-staff members are listed—Bean, Williams and Hoffer. They were joined the following year by V. C. Finch with the rank of assistant. During the next few years over half a dozen new names appeared in the list of assistants. Of these, only Vernor Finch became a durable element of the geography faculty, although Williams and Bean did reach the rank of assistant professor before they were attracted elsewhere. Most of the assistants served as discussion section and laboratory instructors, but a few of them were singled out to give independent courses, as was noted earlier in the case of Vernor Finch. In 1912-13, Williams and Bean together offered a course entitled Regional Geography, and Williams, Bean, Posey and Finch offered Physical Geography for Commerce Students as well as Economic Geography. Bean and Williams were promoted to the rank of assistant professors in 1915-16, and Finch the following year. This suggests that these three had come to be looked upon as likely candidates for tenure positions at some future date. Actually only Finch was retained, eventually progressing through the several ranks to become a full professor, a position which he retained until his retirement. It was Finch alone, therefore, among these several early assistants, who made an enduring imprint upon the Wisconsin Geography Department. The speed with which he rose through the early academic ranks is astonishing. He was only a new assistant in 1911-12 when he offered an independent course; at that time Williams and Bean were instructors, a rank that Finch attained a year later. Both Bean and Williams were promoted to assistant professor rank in 1915-16, and again Finch one year later. Up to this point Finch was lagging somewhat, but by 1918-19 he was an associate professor while Williams and Bean were still assistant professors. Thus Finch remained an assistant professor only two years before again being advanced in rank. It is my belief that Finch's rapid promotion was in recognition of his early accomplishments in research and publication. While still an instructor, he took a semester's leave of absence in 1915 to work in the United States Department of Agriculture with Dr. O. E. Baker in the production of the Geography of the World's Agriculture, a combination atlas and text. It was an outstanding piece of original work and its accomplishment operated to put Finch in the forefront of the younger American geographers. His department and university rewarded him accordingly—with a Ph.D. degree in 1916 and, as noted previously, two rapid promotions in rank. It is appropriate to observe that Geography of the World’s Agriculture for the first time made the “dot map” popular.
The Interwar and Depression Years
(1920–1945)

The quarter century that began in the aftermath of one world war, terminated at the close of a second conflict of even greater magnitude, and in between suffered the affliction of an incomparably severe and lengthy economic depression, did not provide a total climate conducive to exuberant university well-being and expansion. During this time, just an efficient holding operation was counted a success and actual retreat was a constant threat.

The Decade of the 1920’s

Until about the 1920’s, university geography in the United States had a dual focus: (1) as an earth science, called physiography, it emphasized terrain morphology and genesis, but not uncommonly as physical geography included also some treatment of other features of the natural earth (climates, soils, waters, economic minerals and native vegetation; and (2) as a social science it was mainly concerned with the man-land relationship, or environmental influence. The decade of the 1920’s was of particular significance in that it witnessed the waning of environmentalism as the distinguishing mark of scientific geography and the emergence of variant points of view. The man-land relationship as the central theme of geography probably had its beginnings in Germany, but it experienced its greatest appeal in English-speaking countries. Among its most illustrious advocates in the United States were Ellen Churchill Semple, Ellsworth Huntington, and William Morris Davis, dean of American geographers. Davis, the founder and first president of the Association of American Geographers, proclaimed in his presidential address in 1910, “Any statement is of geographic quality if it contains a reasonable relation between some inorganic element of the earth acting as a control and some element of organic existence serving as a response.” Indeed, he said, in this causal relation lay “the most definite, if not the only unifying principle that I can find in geography.” A great majority of the subsequent A.A.G. presidential addresses through 1925, insofar as they dealt with the general objectives of geography, emphasized the same theme of environmental influence. Significantly, though, there was a progressive softening of the terms that expressed the man-land relation: “control”, “influence”, “connection,” “bearing”, and “relation” represent such a series of less confident words. There was even an occasional authentic rebel. As early as 1918 Nevin Fenneman had roiled the waters by declaring that the only unifying bond among geographers was their common interest in terrestrial areas. A year later Charles Redway Dryer proclaimed that geography’s prime interest was in terrestrial distributions, and in 1925 Carl Sauer in his Morphology of Landscape followed Fenneman in seeing geography’s focus as regional differentiation.

At the time of my debut in geography at Wisconsin at the end of the second decade, the aroma of environmentalism was still strong in the department. Whitbeck, the senior professor, was not even mildly tainted by such deviate concepts as area differentiation and terrestrial distributions. He was to remain an environmental purist to the end. I am of the opinion that Finch at that time probably still adhered in a mild sort of way to the man-land relationship school of thought. Since he was a coauthor of Geography of the World’s Agriculture, however, one must believe that the concepts of location and arrangement of terrestrial features were also important to him. At any rate, he appeared to shift increasingly in that direction, as his 1938 A.A.G. presidential address indicated. I became conscious of this change in Finch as he acted as my thesis adviser and as a consequence of seeing him perform in his course on agricultural geography. Lobeck, as a physiographer, scarcely bothered himself about the content of geography. By the time of my going to Japan and China for field studies in 1926–27, I had been pretty much converted to the regional concept of geography. Doubtless the theme of area differentiation was much stimulated at this time by the great interest developed in field-mapping techniques, involving first-hand methods for observing, recording, and interpreting the facts about terrestrial areas and location.

I continue to have vivid recollections of the Department of Geology (inclusive of geography) as it was constituted when I arrived in Madison in the fall of 1919, as an advanced undergraduate with the intention of majoring in geography. At that time geography
was still included in the university catalog under the label of geology. But as indicated previously, the separate identity of geology had already been given some slight recognition when in the university catalog for 1917-18 the courses in geography and physiography were listed separately from those in geology. Further recognition became evident when in 1921 the official title was changed from Department of Geology to Department of Geology and Geography. The schism was becoming more recognizable.

C. K. Leith was very much the department's head (not chairman) and he recognized no peer. He was scarcely on a first-name basis with his departmental colleagues. To be sure, Professor Whitbeck, the senior geographer, did act in the capacity of sub-chairman for geography, and it was through him that departmental matters pertaining more specifically to geography were channeled to and from Leith. Assuredly Leith was respected by his departmental colleagues, both because of his scholarly research and publications and his successes in investigating economically profitable ore deposits; still, there was some grumbling at his aloofness and his unwillingness to share in the governance of the department. He was especially criticized for his frequent and long absences from his university duties while engaging in highly profitable mineral investigations for mining companies. In his absence, his colleagues were expected to take over his administrative and teaching duties. In at least one instance, faculty discontent with Leith may have caused the department to suffer a serious loss. This occurred when Warren Mead, an unusually able structural geologist and a protege of Leith's, was offered the chairmanship of geology at Massachusetts Institute of Technology and accepted without even discussing the matter with the department head.

At the time of my arrival at Madison, the geology faculty consisted of four full professors (Leith, Mead, Winchell and Whitbeck), two associate professors (Finch and Twenhofel), and three assistant professors (Lobbeck, Steidman and Williams). This total of nine was certainly a good-sized department in those days. I have a strong feeling that among university departments at that time, Geology may have found particular favor in the eyes of the administration. Two renowned Wisconsin geologists, Chamberlain and Van Hise, had served as presidents of the University and had left their personal stamps upon the Geology Department. And Leith, the then head of geology, had been a friend and protege of the recently-deceased Van Hise. It is only natural that Van Hise would have looked with favor upon the creation of a strong and relatively large geology faculty under Leith's leadership. It is my personal opinion that geography at Wisconsin profited by its inception and early development within this distinguished Geology Department, for some of its luster tended to rub off on geography. The close identification of geography with geology, at least in its formative years, had another significant effect, viz., it assured that Wisconsin's brand of geography would have a significantly physical bent, especially as related to terrain analysis, or geomorphology. After one serious lapse following Lobbeck's leaving in 1929, physiography, or geomorphology has continued to be an important aspect of geography at Wisconsin even down to the present.

Of the eight persons (Williams left in 1920) of professorial rank on the geology roster as of about 1920, three (Whitbeck, Finch, and Lobbeck) were thought of as geographers. Whitbeck and Finch were at that time long-established members; Lobbeck was a newcomer, having replaced Lawrence Martin. Whitbeck and Finch were primarily human geographers, although they were both well trained in physical geography and continued to lecture in the large elementary courses in physical geography, where the emphasis was on terrain analysis. Lobbeck classified himself as a physiographer-geomorphologist. His closer relationship with geography than with geology was recognized in a number of ways. First of all, he occupied an office on the third floor of Science Hall, which was the recognized domain of geography; geology occupied the first and second floors. Even more important, Lobbeck's courses were elected mainly by geography majors; he drew fewer students from geology. As a physiographer, Lobbeck represented the latest in a succession of landform physical geographers at Wisconsin, beginning with Salisbury and continuing through Nevin Fenneman and Lawrence Martin. Terrain and to a lesser degree climate were the aspects of physical geography which were stressed; such aspects as soils, waters, economic minerals and native vegetation were lacking or sparingly treated, as might be expected since our roots were in geology.

In addition to the three geographers of professorial rank in 1920, there were also two relatively mature instructors, W. O. Blanchard and Genivera Loft, both Ph.D. candidates of rather long standing. Both instructors offered independent courses. Blanchard left in 1921 to take a position at the University of Illinois. Miss Loft was a more durable staff member, for she was in the department for 12 years as assistant or instructor; she took her Ph.D. degree in 1925 but stayed on until 1928. Her two independent
courses, Anglo-America and Teaching of Geography, were so well thought of that, in spite of her handicap of being a woman, she might well have attained professorial rank had she not resigned upon getting married. There were also upwards of a dozen graduate teaching assistants. I joined this latter group one year after arriving here, my appointment bearing the title assistant in geology, at a salary of $1,000.00 for the academic year 1920-21. No subsequent academic appointment ever gave me more satisfaction.

In spite of modest discontent among the geologists with Leith's governance of the department (or lack of it), the general esprit de corps of the faculty including the teaching assistants, was good. Also there was no very evident friction between geologists and geographers. To be sure, the hard-rock geologists, faculty as well as students, thought of themselves as the elite and looked upon geographers and physiographers, including the glaciologists, as superficial (if not superficial) geologists. The geographers surely acquired some benefits from the fact that Leith taught a course on the geography of the world's economic mineral resources, which was elected by both geology and geography students. Moreover, many geography majors elected additional geology courses, and I believe a majority of the geography graduate students minored in geology. All these features operated to blur somewhat the boundary between geology and geography. Each week the entire departmental staff, including teaching assistants, met for a catered lunch in Science Hall. This was scarcely an occasion for transacting departmental business; rather it was in the nature of a general talkfest. Leith always sat at the head of the table and tended to direct the discussion, much of it nonprofessional in character. I recall that on one occasion he posed a question as follows: Is it the subject matter dealt with in our Department of English that attracts odd characters to its faculty, or are they converted into eccentrics by the local atmosphere after arriving here?

The limited number of geography graduate students, most of them teaching assistants, formed a congenial and, at times, a stimulating professional group. Since those of us who held assistantships were provided office space, we were in close physical proximity, a fact which made for frequent and easy professional conversation. One thing we had in common was that we were all appreciative of our appointments as teaching assistants. In part this arose from the small monetary stipend that the assistantship carried. But even more, it derived from the prestige associated with the appointment, the valuable experience it provided, and what it probably betokened in terms of a recommendation for a professional position in the near future. The adversary relationship, many times so obvious today, between teaching assistants and senior faculty, nowise existed. Frequent departmental picnics, field excursions and winter cookouts, together with evening parties at the Finch, Lobeck, Twenhofel and Leith homes, made for good group spirit. The climax of the school year was the occasion, in late May, when we took several hundred physical geography students by train on an all-day field trip to the Devil's Lake region.

By present standards, the quality of the graduate training in geography at Wisconsin as of the early 1920's left something to be desired. Largely lacking were advanced courses specially tailored for graduate students. Only modest attention was given to methods and techniques of geographic research. Both Whitbeck and Finch offered graduate seminars, but only in Finch's seminar was the student obliged to prepare and read an original paper. The requirements for advanced degrees were vague and largely uncodified; as I recall, no preliminary examinations were required for the doctorate. In the aftermath of World War I, the university was so overloaded with returning servicemen that in geography, as in most departments, the burden associated with teaching huge undergraduate classes acted to stifle research and graduate teaching.

In retrospect, I must admit that in my early years at Wisconsin, the emphasis upon scholarly work by the three-man geography staff was not overly strong. It was Finch, mainly, who stimulated research efforts, and even in his case it was more by precept than by example.

Staff changes in the 1920's. Throughout the first half of the 1920's decade, a three-man staff—Whitbeck, Finch and Lobeck—directed the work in geography, although it was Finch on whom the graduate group mainly depended for instruction, direction, and inspiration. Staff expansion occurred in the latter part of the 1920's when John W. Frey and myself, both of whom had served several years as assistants and instructors, were advanced to the rank of assistant professor. But in 1928 Frey resigned to go into commercial work.

Since Whitbeck came to Wisconsin as an assistant professor as early as 1908 and was already a full professor by 1918, he had had time to leave his mark on geography at Wisconsin well before the 1920's. Thus, extended remarks concerning this long-time senior professor were included in an earlier section of this chronicle. It
now seems appropriate to do the same for Finch and Lobeck, who played major roles in Wisconsin geography during the 1920's.

**Vernor C. Finch**

Finch was graduated from Kalamazoo College (Michigan) in June, 1908, and received an additional bachelor's degree from the University of Chicago after studying there during the summer term of the same year. After two years of graduate work in geography at Chicago he came to Wisconsin as a graduate teaching assistant in 1911-1912, in which academic year he was permitted to offer an independent course, entitled Agricultural Geography. Finch was the first geography Ph.D. (of course within the Geology Department) at the University of Wisconsin. His degree bore the date 1916.

As a college teacher Finch had many assets as well as a few liabilities. His courses and lectures were meticulously organized and full of substance, features that were especially appreciated by the mature and serious students. His performance was outstanding in seminars and occasional advanced courses. But Finch's lectures lacked embellishments (except for slides), and this together with his somewhat monotonous delivery caused many elementary students to find him dull. To a degree, the sober character of his lectures was offset by his copious use of slides made from his own photographs and, many of them painstakingly colored by hand.

As a geography craftsman Finch was genuinely respected by his American colleagues, even though his professional publications were not abundant. As noted previously, he got off to an early and distinguished start, even while still an instructor, with his publication in 1917 (O. E. Baker, coauthor) of *Geography of the World's Agriculture*. This combination text and atlas was enthusiastically received, and it seemed to augur well for a long and distinguished scholarly career. Regrettably, these expectations did not materialize to the degree anticipated. Finch's two publications of book size were both coauthored, one with Whitbeck (*Economic Geography*) and the other with me (*Elements of Geography*) and were of the college textbook variety. It is especially to be regretted that his two main fields of teaching specialization over many years, Anglo-America and agricultural geography, did not lead to scholarly volumes. It is there that Finch could have made a particularly important geographic contribution; why it did not come to pass is not clear. Some of my professional contemporaries who also knew

Finch well felt that he gradually came to lose confidence in his mastery of agricultural geography, possibly because of the great outpouring of new research publications in that field. The same may have been true of Anglo-America. But in the latter instance another deterrent developed, for his good friend, Professor Charles Colby at the University of Chicago, had made it known that he had plans to produce one or more volumes on North America. Finch may have felt this closed such a line of publication to him. Also, over a period of 18 years he may have allowed the burdens of departmental chairmanship to consume too much of his non-instructional time. During this extended period of administrative duties, I heard him say on several occasions that he was willing to hold on as chairman in order to allow his younger colleagues more time for scholarly work. Then too, he was a devoted family man, and this also encroached on his time. On one occasion he took a semester's leave in order to pursue field studies in parts of the American South. I am confident that he had high hopes for scholarly results from this trip, but he came back, it seems, with little more than numerous photographs for making slides and some materials for teaching. There were no resulting publications.

Finch was a devotee of field study in geographic research. In the late 1920's, to exemplify the efficacy of new geographic field techniques, he and an assistant consummated a study of a 46 square mile area in the vicinity of Montfort village, some 60 miles west of Madison. He surveyed this small area in great detail with plane-table and alidade. Some 120 days of man time were required to complete the field work alone; subsequent analytical and writing labors consumed double that amount of time. The final report on this study was subsequently published as Bulletin No. 9 of the Geographical Society of Chicago and parts were also incorporated into Joseph Schaefer's *The Wisconsin Lead Region*, Wisconsin Domesday Book, General Studies Vol. III, State Historical Society, Madison, 1932. But even so, Finch was obliged to conclude that the ultimate value of such a study to professional geography scarcely warranted the extraordinary amount of time and energy invested. For Finch this research project was a major discouragement. The fact that few geographers used the field method which Finch exemplified in his Montfort study convinced him that his time had not been well spent. So I continue to feel that, in view of his unusual qualifications, Finch did not leave behind him a commensurate volume of scholarly writing. One colleague's perceptive remark is to the effect that Finch owed his good standing
among geographers more to his sterling character, critical ability and good professional judgment than to productive scholarship.

There was never a more dedicated departmental chairman than Finch. When he took over the chairmanship at the time that geography separated from geology, I am certain that as the new administrative head he had growth plans for the department in mind. But he had the misfortune to assume his new responsibilities just when a long and severe economic depression, and later the disruptions associated with World War II, made such plans untenable. To be sure, Finch was no empire builder, but it must have been a great disappointment to him that during his long period of chairmanship, covering 18 years, the new Department of Geography languished because of the prevailing unfavorable conditions, both national and worldwide. But, tested by the winds of adversity, he was not found wanting. One of his many admirable traits was his honesty in his dealings with staff members and students alike. As a chairman, this quality was usually, but not always, appreciated. His complete frankness with departmental colleagues on matters of salary, promotions, or advice about whether to accept outside offers on occasions left ruffled feathers. His candidness showed up with special clarity in his letters of recommendation for students. With most instructors, such letters tend to emphasize the candidate’s strong points and play down, or even omit, his weaknesses. Not so with Finch; his letters were an impartial summation of both strengths and weaknesses. I admired his frankness, but admittedly it sometimes put our candidates at a disadvantage when they were competing with others for a position. Finch’s professional judgments were almost invariably sound and his critical faculties acute.

Finch was a quiet, sober and conservative individual. Even his dress was somber; dark suits, white shirts and modest ties were the rule. I have a hard time imagining this colleague decked out in a coarse tweed suit or in a flamboyant jacket of lively colors such as some of our present faculty display. Exuberance and gaiety were not his style; he was reserved rather than genial, kindly but not openly affectionate. He did not wear his feelings on his sleeve.

Vernon Finch was never motivated by a desire for professional honors, yet his professional reputation and accomplishments were recognized, some of them fortunately during his lifetime. Very obviously he was greatly pleased when Kalamazoo College, his alma mater, granted him the honorary degree, Doctor of Science. In 1948 he was awarded the Helen Culver Gold Medal of the Chicago Geographical Society. On the occasion that he was to receive this award, my wife and I accompanied the Finches to Chicago, and at Vernon’s urging we went in high style by enjoying the luxury of a parlor car. In 1950 Finch received the Distinguished Service Award of the National Council of Geography Teachers. Two years after his death in 1959, the University of Wisconsin created the Vernon C. Finch Research Professorship in Geography, and I felt honored to be the first appointee to that chair.

Personally, I owe a great debt to Vernon Finch. During my first year of graduate study at Wisconsin, it was he who took occasion to point out to me the department’s need for instruction in the field of climatology and suggested that I consider going to Harvard for training with the eminent Robert de Courcy Ward in that field. I followed his advice and subsequently was asked to develop courses in climatology at Wisconsin. Later it was Finch who brought to my attention the department’s need for instruction in the geography of East Asia and suggested that I apply for one of the then newly-established Guggenheim Fellowships, for the purpose of making field studies in Japan and China. I followed his advice a second time, with the result that I had a second anchor at Wisconsin. It was he also who urged me, while I was still a bachelor, to buy two building lots in Shorewood Hills adjacent to the Finch property. As a result, the Trewarths and the Finches were destined to become close neighbors.

Probably my closest professional association with Vernon Finch came about as a result of our collaboration in writing the college textbook, Elements of Geography. This project was not undertaken because we found it attractive; rather we were coerced because the book was so badly needed, and yet we were unable to persuade any of our colleagues to do the job. At about that time some questions had been raised by professors in some of the other sciences, particularly geology, about whether our elementary laboratory course in physical geography should continue to satisfy the university’s science requirement. This course was considered by the geography staff to be vital to the department’s well-being, since it supported so many of our graduate teaching assistants who taught the numerous laboratory and discussion sections. At the time, physical geography at Wisconsin was somewhat vulnerable to criticism, for the then available textbooks could hardly be judged to be rigorously scientific. And in addition, since the departure of Lobeck in 1929, our department lacked any specialist in landform—physical geography on its staff. Under the circumstances, Finch and I felt constrained to undertake the preparation of a new
textbook in physical geography. Much of our writing was done in physical proximity to one another, for we occupied an isolated mezzanine hideaway in Science Hall where we had few interruptions from outside, and could profit by a free oral exchange of ideas. It was during this collaborative effort that I learned so much more about the remarkable professional qualities of Vernor Finch.

Armin K. Lobeck

Armin K. Lobeck arrived at Wisconsin in 1919 as a new assistant professor of geology and his tenure here spanned the decade of the 1920's. Columbia University conferred the Ph.D. degree upon Lobeck in 1917, with the renowned Douglas Johnson as his major professor. He went to France in December, 1918, as a member of the Geography Section of the American Commission to Negotiate Peace. It was at the Peace Conference in Paris that he met C. K. Leith, head of the Department of Geology at Wisconsin, who at the time was on the search for a physiographer-geographer to replace Lawrence Martin.

Lobeck's particular fame as a landform physical geographer lay in his ability to effectively meld his professional lectures and writing with the craftsmanship of a landscape artist constructing three-dimensional physiographic diagrams and sketches. His ability to represent terrain forms and their associated rock structures vividly, both on the blackboard and in the form of diagrams, was nothing less than amazing. As an undergraduate I elected his year course, Physiography of the United States, and I continue to look back upon it as one of the most interesting and enlightening geography courses ever taken. Its revelations have made my subsequent travels in the United States greatly more meaningful. Lobeck's summer field courses, one focused on New England and another on the Northern Rocky Mountains, attracted many students. I had the good fortune one summer to serve as his assistant in the New England field course, and there again my wonder grew at the masterful way in which he was able to reveal through sketches the origins and characteristics of terrain features.

It was while Lobeck was at Wisconsin that he prepared and published his first regional physiographic diagrams of major scientific and educational importance. His large-scale Physiographic Diagram of the United States was published in 1921, and he began work at once on a small-scale edition suitable for student use. The map with accompanying text was published in 1922 by the Wisconsin Geographical Press, which organization was conceived and wholly owned by Lobeck. This was the beginning of what became a highly successful personal publishing business, which he took with him when he left Wisconsin for Columbia.

Lobeck is best known among geographers and geologists for his physiographic diagrams and their accompanying texts. He was more interested in preparing useful teaching materials than in scholarly geomorphology as such. In 1929 he returned to Columbia University as Professor of geology. There he was given responsibility for instruction in the elementary courses. This work suited him exactly, and his former graduate teaching assistants are unanimous in their praise of Lobeck as a model teacher and preceptor. His textbook, Geomorphology, was well received.

Depression and War Years (1930-1945)

To recapitulate somewhat, toward the end of the 1920's there occurred a series of interrelated events that were particularly noteworthy for geography at Wisconsin. (1) Geography severed its administrative relationship with geology and became an autonomous department (1928-1929), thereby permitting it to shape its own destiny within the university; (2) Vernor Finch was promoted to the rank of full professor (1927-1928); (3) the following year Finch was made chairman of the new Department of Geography; (4) Lobeck left Wisconsin for Columbia in 1929; and (5) for a couple of decades thereafter landform physical geography, or physiography, was divorced from the new Geography Department and subsequently budgeted within geology. At that time, Lobeck's courses were taken over by Frederick Thwaites, formerly curator of the Geological Museum and also instructor in the course on glacial geology. As a symbol of his new status, Thwaites was given the title of lecturer in geology. It is of some significance, I believe, that for several decades after 1930, instruction in landform physical geography, or geomorphology, was offered in the Geology, rather than the Geography Department; that was one of the agreements made at the time of separation of the two departments. It was a loss for geography in several ways. For one thing, it split the work in physical geography between the two departments, for since 1922-23 the climatic aspects of physical geography, along with terrain analysis, had been developing within geography. Moreover, we had lost, temporarily at least, that branch
of our subject in which geography at Wisconsin had its prime origin. At the time, I doubt that we sensed the gravity of our loss, but certainly it had the effect of seriously weakening our case for offering elementary courses in physical geography for natural science credit.

The separation of geography from geology in 1928, and Finch's appointment as the chairman of the newly-created Department of Geography, represent an important milestone in the evolution of geography at Wisconsin. As a new assistant professor, I was not included in the "in-group" that carried on the deliberations leading to separation. In that era the democratic process was not greatly evident in university affairs. I am still uncertain, therefore, as to how the levers of power were operated to gain the acquiescence of the Geology Department to the divorce that took place. Nor am I aware of why Whitbeck was passed over in the appointment of a chairman for the new department; he would seem to have been the logical candidate for the position. Rumor had it that the process of separation was instigated when Finch was invited to join the Geography Department at the University of Chicago, at that time doubtless of first rank in the whole country. As bait to hold him at Wisconsin there likely was proposed a separate Department of Geography, with Finch being given the chairmanship as well as a promotion to full professor. Whitbeck must have agreed to the arrangement, although it may have been a blow to his pride. At any rate, from 1928 on, geography at Wisconsin was obliged to make its own way; it could no longer bask in the long-time eminence of geology.

Summary of Significant Dates, Chronologically Arranged, in the History of Geography at the University of Wisconsin

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Years Prior to 1978</th>
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<tbody>
<tr>
<td>1862</td>
<td>First geography course offered</td>
<td>116</td>
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<tr>
<td>1889</td>
<td>William Morris Davis (Harvard) offered a course called Scientific Geography in the summer session</td>
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<tr>
<td>1891</td>
<td>Rollin D. Salsbury gave a course in physical geography within the Department of Geology, Mineralogy and Petrology</td>
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1896 The first course in economic geography was offered in the School of Economics, Political Science and History 83

1917 The first occasion in which the university catalog, in its listing of courses in the Geology Department, grouped them under two headings, those in geology and those in geography 61

1921 The official title of the Department of Geology was changed to Department of Geology and Geography 57

1928 Geography was made a separate and autonomous department with its own chairman 50

Assuredly Finch was gratified by the turn of events which gave him a full professorship as well as the chairmanship of an autonomous Department of Geography, and he acted promptly to build up the geography staff. By 1930-1931, very shortly after Lobeck's departure and Finch's assumption of the chairmanship, I was promoted to the rank of associate professor, and two new assistant professors were added, making ours a five-man staff. One of the new additions was Loyal Durand Jr., a Wisconsin Ph.D., who for several years had been an assistant and then an instructor here. The second addition was Joe Russell Whitaker, a Chicago Ph.D., who came to us from Northern State Teachers College at Marquette, Michigan, where he was the head of the Geography Department. Whitaker was a splendid classroom teacher, as we were aware from his several years with us earlier as graduate assistant in geography. He especially strengthened our geography curriculum by offering courses in the teaching of geography and in conservation of natural resources. His subsequent publications were mainly in these two aspects of geography. For reasons of health, Whitbeck elected to retire in 1937. Thus, the department's staff was reduced to four and stayed that way until Henry Sterling, long an instructor, was promoted to the rank of assistant professor six years later.

The long and severe economic depression of the 30's resulted in a shrunken university budget, with serious salary cuts for departments and their staff members. To be sure, the value of the dollar was up, so that the salary "waivers," as the cuts were called, did not represent quite as serious a shrinkage in buying power as it
might seem at first. Still, the overall effect was depressing on faculty morale. The amount of the waiver varied with the magnitude of the salary, from 90% for the lowest salaries up to 25% at the high levels. As an associate professor my salary waiver amounted to 16.75%. These were lean years; the outlook was gloomy and spirits were low.

Two bright spots in what was otherwise a rather pedestrian depression period for the new Department of Geography, are worthy of mention. The first of these occurred at the 1937 commencement when Wisconsin conferred on the distinguished geographer, Isiah Bowman, the honorary degree of Doctor of Laws. Bowman previously had been Director of the American Geographical Society in New York and in 1937 was President of Johns Hopkins University. Secondly, in 1937-38, it was our good fortune to have on our staff, as a Carl Schurz Visiting Professor, Dr. Wilhelm Credner from Munich, Germany. Credner was a lively fellow, full of professional ideas, who had established himself as a research scholar specializing in Southeast Asia. He was an invigorating tonic to our staff, discussing with us the current geographic developments in continental Europe, especially in Germany where our science had recently made rapid strides. His graduate seminar was a place of animated professional discussions. Credner’s overall effect upon Wisconsin geography was to raise the sights of our staff in terms of research.

Because of World War II and its aftermath the 1940’s were a period of great strain and change for the Geography Department. At the beginning of the decade, we suffered a serious loss when Associate Professor Whitaker resigned to take a position at George Peabody College in Nashville. Finch moved rapidly to fill this gap, and we were fortunate in adding Richard Hartshorne of the University of Minnesota at the rank of associate professor. Hartshorne’s fields of specialization were political geography and history of geography thought. His publication in 1939 of an impressive volume, The Nature of Geography, had brought Hartshorne considerable distinction among American geographers, and that personally I was enthusiastic about gaining him as a colleague.

By the early 1940’s, the United States was at war and our departmental dislocations became serious. Hartshorne and Sterling (then an instructor) left for Washington, D.C., for war duties in 1941 and continued on leave for four years. Both served in the Office of Strategic Services. Those of us who elected to remain in Madison were deeply engaged in administering war programs and teaching men in uniform. Graduate work languished, but at least we were fortunate in having with us in this hectic period the distinguished professor Leo Walibel from the University of Bonn, Germany. Because his wife was of Jewish ancestry, it was necessary for the Walibels to flee from Hitler’s Nazi terrorists. But Germany’s loss was our gain, for Leo Walibel was one of the country’s most distinguished geographers. He was with us as a visiting professor for three years (1941-44) and on a part-time basis for a year or two thereafter. Regrettably, Walibel was in our midst at a time when, due to wartime disruptions and the presence of few quality graduate students, we were least able to make effective use of his unusual geographic talents. Still, his presence among us, like that of Credner before him, had the effect of stimulating our research ambitions.
The latter addition was especially noteworthy in that it signified our attempt to recoup our position in geomorphology, an aspect of physical geography that was relinquished to geology as of about 1928, when geography separated from geology and Armin K. Lobeck left Wisconsin for Columbia. Of the three men added to the geography staff during the 50's, none is with us at present. Hammond left for another university in 1964, after being with us for a dozen years, while Alexander resigned to begin a new career in religious activities, after serving geography here for about a decade and a half. Andrew Clark died only recently.

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 larger numbers of graduate students, and the greater emphasis placed on faculty research and publication. The increased stature of geography at Wisconsin is signified by the Keniston Study of 1957, which attempted to rank university graduate departments and their faculties. According to this study, Wisconsin's Geography Department was ranked first in the country, followed by Chicago and California-Berkeley. All this expansion, both in quantity and quality, during the late 1940's and the 1950's, occurred within the service periods of four chairmen, beginning with me, followed by Hartshorne and Robinson, and ending with Clark. I was on leave of absence during the second semester of 1953 when I was a Fulbright Professor at Cambridge (England) University.

The decade of the 1960's saw a continuing growth of the geography faculty, commensurate with the increase in student numbers, and it reached a total of around 17 - 20, of whom three or four were part-time only. More important than growth in total number of staff is the fact that there was such a rapid turnover in personnel. With the addition of no less than seven younger geographers—Simoons, Butzer, Smith, Denevan, Taeffe, Sále and Sabbagh—during the late 50's and early 60's, the department appeared to be well staffed for the expected expansion in undergraduate enrollments and in graduate work. Moreover, the department was well balanced relative to age distribution and, in addition, had maintained its traditional commitment to provide a wide range of sub-disciplinary and regional specializations. The high reputation appeared to be well recognized, as evidenced by the award of Guggenheim fellowships to several of the staff. Robinson, Clark, Simoons and Smith joined me, a much earlier grantee, as recipients of these esteemed fellowships. During the
early post-war boom in graduate work, the department’s reputation was enhanced by the quality and professional visibility of its doctoral candidates. By the late 1950’s the quality of the department’s graduate students continued to be recognized, as indicated by the fact that most of our doctorates found appointments in major graduate schools.

The promise of faculty stability and distinction, and the seeming ability to attract promising graduate students, was soon to be disrupted, however. The years from the mid-60’s to the early 1970’s turned out to be extremely difficult ones. During this period the department experienced serious strains associated with high levels of faculty turnover, endemic (also pandemic) student unrest, and a disturbing tendency by a group of American geographers to deprecate work in the more standard subdivisions of geography, such as regional, economic, physical, etc., and instead to want to narrow geography as a university discipline to a precise mathematical treatment of quantitative economic and human geography. Within this troubled period two of the department’s most senior members retired, Hartshorne* in 1970 and I in 1966, while a fair number within the well-established middle ranks left to take attractive positions elsewhere. The departures of Hammond, Stone, Alexander, Butzer and Simoons, and later Smith and Taaffe, left the department with many serious gaps both in faculty and in curriculum. The pool of reputable American geographers was too small, and budgetary stringencies too severe, to permit of replacing these departing colleagues with senior scholars (George Dury was an exception); therefore, the department appointed a goodly number of young practitioners as replacements. However, many of these new appointees proved to be footloose, for of some 16 additions to the staff made during this period, no less than 10 were shortly to move elsewhere. The reasons were multiple: some individuals sought what they felt were better positions or moved to departments whose specializations better fitted their interests, while others were not granted tenure here and so took positions elsewhere.

The impression given to outsiders of a department that was unstable and in some degree of turmoil as a consequence of rapid faculty turnover was considerably exaggerated. In spite of these vicissitudes in the 60’s and early 70’s, the department’s national reputation was largely maintained, for in its assessment of the quality of graduate faculties in 1964, the American Council of Education Study ranked Wisconsin’s Geography Department as first in the country, followed by Chicago and California-Berkeley. In a similar study made in 1969, Wisconsin was still included within the top-three group of geography departments. Much of the faculty turnover was concentrated in a few sub-fields, especially in economic and in quantitative human geography. In historical geography, geomorphology, and cartography, the department maintained an impressive program and was able to keep the new faculty additions. Denevan, Ward, and Morrison, and somewhat later Dury and Knox, were added to and remained with the department, and they were joined in the early 70’s by Muehrcke, Doepers, and Sack. This group of late additions form a substantial, even if youthful, contingent within the department. The quality of doctoral dissertations in general remained high.

The main thrust of academic geography in the late 60’s was, however, quantitative theoretical economic geography, and in this area our department did not appoint and retain as durable faculty members the kind of ardent advocates of quantitative method who were eager to see it dominate the discipline. This sub-field of geography for a time became so preeminent in methodological developments, and temporarily so captured the imagination of the profession, that the balanced situation as regards sub-disciplinary specializations then prevailing at Wisconsin was viewed as traditional. However, it was recognized that there were some genuine merits in the new developments, and accordingly there were added new personnel who were capable of using and instructing in quantitative techniques, thereby strengthening the department’s traditional breadth and balance in its training program.

With the slackening of the intensity of interest in quantitative theoretical economic geography, and, indeed, the inception of disillusionment with the narrowness and often limited returns from this approach, the continuing relative balance of the Wisconsin department (except in regional geography) became a source of strength and flexibility in meeting the pluralistic and diverse demands that were to be placed on departments of geography in the 1970’s. In particular, there was a rapid recovery of interest in physical geography, in association with the emergence of popular consciousness of, and enthusiasm for, the problems of man’s natural environment. Some, if not many, geography departments had
chosen to neglect physical geography in the interests of specialization and later found it difficult to respond to these changes. Similarly, cartography, during a period of rapid transformation by computer applications, changed its role in geographic education. At Wisconsin the emergence of a cartographic laboratory, and the formal organization of undergraduate and masters degree programs in cartography marked one response to the change. Cartography majors, both graduate and undergraduate, added considerably to total geography enrollments. Enrollments in physical geography have also maintained an impressive growth, and that has had the effect of offsetting modest enrollment declines in human geography. This better balance between undergraduate physical and human geography shows up in the comparative numbers of graduate students majoring in the two subdivisions and similarly in the number of doctoral dissertations accepted. Thus, as of the mid-1970's Wisconsin's Geography Department must be judged as one of the better balanced in terms of its coverage of the various aspects of academic geography. This is not true of many geography departments in this country, especially those in which the rank of physical geography has been diminished. Such is not the case at Wisconsin; here we have remained more true to our origins of nearly 90 years ago. Five of the present staff of about 20 are looked upon as physical geographers and four as cartographers. Exclusive of graduate seminars, 14 courses are presently offered in physical geography, including climate, terrain, bio-geography and soils. Some 50 courses listed in the catalog emphasize the anthropo-aspects of the subject (economic 10, human 21, historical 6, regional 17); 8 are devoted to techniques and methods, and 10 are in cartography. Emphasis upon graduate instruction is suggested by the fact that 24 courses are described as of an advanced type, while 21 are exclusively for graduate students. Nevertheless, our average number of some 80 undergraduate majors and the large undergraduate service courses, presently in multiple sections, represent major educational contribution to the College of Letters and Science. Teaching assistantships in these large undergraduate courses and project assistantships in cartography remain our main sources of support for the graduate students.

Thus, by the early 70's, the Wisconsin Geography Department had weathered a very difficult period of staff turnover and had been able to retain a faculty fairly well balanced in terms of the several major subdivisions of geography. With the retirement of Sterling in 1973, the three remaining "elder statesmen" were Clark, Dury, and Robinson; and although Andrew Clark's death in 1975 was a serious loss, the middle ranks of the department are well represented by young geographers mainly in their mid and late 30's. The price paid for the large staff turnover in the 60's is the present paucity of faculty in the age range of about 40 to 60. Turnover also gave the department a very high ratio of non-tenured to tenured faculty; this permitted a flexibility in preparing for the imminent new educational structure which was not possible for departments that had become strongly tenured. In addition, the range of graduate schools and departments from which many of our younger faculty have been drawn is presently much broader than was true in the early 60's. Among our present young staff are holders of Ph.D. degrees from Syracuse, Minnesota, Colorado, Maryland, Iowa, Northwestern, and U.C.L.A., whereas in the early 60's our faculty was dominated by graduates of Wisconsin, Berkeley, Chicago and Michigan. This change is in part a response to the wider dispersal of talented graduate students during the rapid expansion of graduate programs of geography in the 1960's. No longer is it possible for a very few schools to completely monopolize the most highly talented of the recent crop of Ph.D.'s in geography. Thus, Wisconsin in the mid-1970's represents a department which has managed to retain much of its traditional breadth of training with a deep commitment to at least four major subfields of geography. It is weak in regional geography; currently there are no active courses on the U.S.S.R., Europe, Japan-Korea, the Near and Middle East, or Africa. In the early 1960's, a number of major area programs in this university were beneficiaries of geography's regional specialists; today distinctly fewer regions are so represented. Regrettably, this current weakness in regional study within the field of geography appears to be a feature that has come to be nation-wide.

During the last few years, faculty turnover has been low, and it is apparent that a decade replete with staff changes, of student unrest, and of considerable methodological agitation in geography has left the department at Wisconsin with a much younger and more diverse — but nevertheless distinguished — faculty, which is still committed to the traditional concept of breadth and pluralism in the approaches to geography. During the biennium 1976-1978, five members of the geography staff were on research leave, with subsidy provided by the Guggenheim Foundation, the Social Science Research Council, and the Council of Learned Societies.
Supplemental

In any narrative of the Wisconsin Geography Department, there are a few auxiliary features worthy of brief comment because of the valuable services they have rendered to both faculty and students. One such is the Earth Science Library, which is conveniently housed in Science Hall. My recollection of this facility as of the early 1920's is that it was only a loosely organized reference collection of a few hundred miscellaneous volumes housed on open shelves in the seminar room. Some of the books were on loan from the University Library; others were the personal property of individual professors. There was no library attendant. It was not until 1929 that the department moved to create a bona fide library, with a salaried attendant in charge. This attendant was paid out of departmental funds.

Rapid expansion, both in acquisitions and in services, of the Earth Science Library began in 1941 when the departmental collection became a part of the University Library System and Doris Bennett was appointed as librarian. Although her training in library science was only modest, Mrs. Bennett more than made up for any deficiency in formal training by her devotion to the job and her genial disposition in the face of crowded quarters and numerous inconveniences. Under her dedicated supervision, extending over more than a quarter of a century, the Earth Science Library became a great boon to faculty and students alike.

When Mrs. Bennett retired in 1968, we were most fortunate in acquiring as librarian Miriam Kerndt, one of our able former students, who had acquired M.A. degrees in both geography and in library science. Under her efficient management, the library has expanded greatly in size and in services rendered, so that it has become one of the outstanding earth science libraries in the country, containing over 60,000 volumes.

Until the mid-1970's, the departmental collection in Science Hall was truly an earth science library, serving geography, geology, and meteorology, all of which were housed in the one building. But geology and meteorology have recently moved into new buildings, both far removed on campus from Science Hall. Therefore, the formerly integrated library is in the process of being broken up, much to the inconvenience of the physical geographers.

About half of the volumes in the Earth Science Library have already been moved into the new geology building, and the meteorology collection is likely to be withdrawn soon. These are serious losses to geography at Wisconsin.

It has been said, and with a large degree of truth, that mapped patterns of terrestrial distributions are the key to geographic analysis. If such is the case, then clearly a readily accessible and voluminous map library is an important adjunct of a geography department. At Wisconsin we are fortunate in having such a library of maps and air photographs located on the third floor of Science Hall in close physical proximity to faculty offices and to classrooms. This library houses some 150,000 maps and approximately 94,000 air photos, the latter emphasizing Wisconsin and, more particularly, the Dane County-Madison area. A number of different map librarians have contributed to the build-up of the map library collection to its present size and efficiency, but two in particular stand out for their long and efficient tenures: Mary Fortney (1953-1965) and Mary Galneder (1965-present).

Mention should also be made of the University Cartographic Laboratory, which is likewise conveniently housed in Science Hall and which serves geography, the university and the state in a variety of ways. Its staff is readily available for providing professional advice relative to the preparation of maps and diagrams to be included in scholarly books and manuscripts. The Laboratory ranks among the foremost of university cartographic laboratories in the United States today, providing excellent instructional opportunities for the students in the cartography degree programs.

Glenn T. Trewartha, *et al.*
Madison, January, 1978