CHAPTER FIVE

TEACHING AT YPSILANTI'S NORMAL COLLEGE

The abundant campus of the Normal College which sprawled carelessly over ten acres of hillslope to the west of the Huron River, was an important part of the town. To insure the selection of Ypsilanti as the site of the State Normal, the citizenry of the 1840's, had guaranteed $13,500, temporary rooms, and the salary of the principal teacher of the model school for five years. Ypsilanti was thus chosen in 1849 as the site of the State Normal notwithstanding requests from the towns of Jackson, Marshall, Gull Prairie, and Niles. Sixth of its kind established in the United States and first normal to open its doors west of the Allegheny Mountains, the school published its earliest catalogue in 1853. Desire to emulate European normal school example probably provided the initial impetus for the appearance of geography in the Michigan Normal curriculum. Students entering the two year English course were required to "review Mitchell's Geography" over a seventeen week term in the first year, and "St. John's Geology" in the second year and geology in the third year. It is not known who taught the geography courses from 1853 to 1860 but in the latter year John Goodison commenced the teaching of three geography courses and some drawing, a position he held from 1860-1861, 1862-1869 and 1885 until his death in October 1892.

Goodison's sudden death in 1892 led to the hiring of the twenty one year old Charles T. McFarlane, recently graduated from New York State Normal College. McFarlane rapidly won for himself a name in geography throughout the state; in Educators of Michigan one may read:

Although among the youngest members of the Normal faculty he has already proven himself to be one of the most efficient before classes.
As presented in this department Geography takes on a wholly new dress. Its effects are educative as they were not once, and are not in places supposed to be. The training partakes of the close observation and abundant inference of the sciences; of much of the close reasoning of physics and mathematics; and the rich insights into the ground of history and the social life. Geography with Professor McFarlane is among the popular subjects of the school, large classes electing them beyond all requirements.

Indeed, Isaiah Bowman who had commenced teaching in 1896 in the rural schools of St. Clair County, Michigan, attended teachers' institutes where he heard McFarlane "giving his enthusiastic speeches on geography." John Munson, President of the Normal 1933-1948 and one-time student roommate of Bowman, claims that Bowman derived his initial inspiration for geography from McFarlane. Indeed, under McFarlane's guidance several students became very interested in geography: three such pupils were H. H. Barrows, R. D. Calkins, and D. H. Davis, later respectively geography department heads at the University of Chicago, Central Michigan College, and the University of Minnesota. McFarlane gave heavily of his time to geography, followed closely the recommendations of the Committee of Ten, 1892, and selected his geography assistants with care—Miss Averett, H. Barrows, R. Calkins, and Miss Lodeman.

In 1897, at a time when no other state-supported institution of higher learning in Michigan was offering geography and when only eight universities in the country were offering any geography, Ypsilanti's Normal was one of several such schools assuming a very responsible charge in behalf of the development of geography in America. Empowered to award the bachelor's degree—the first teachers college in the United States to receive this authority—the pedagogical influence of the Normal College was unequalled in the State of Michigan. In 1898 McFarlane availed himself of a sabbatical leave, traveled to Europe and studied under Penck at the University of Vienna for one year. He returned in 1899 to experience the fiftieth anniversary of the founding of the State Normal School, was elected to the Faculty Council, and witnessed the graduation of the 3,347th student who had studied geography at the Normal. The Normal library under McFarlane's insistence was by 1900 subscribing to the Geographical Journal, Journal of School Geography, National Geographic Magazine, Petermann's Mitteilungen, and the Scottish Geographical Journal. McFarlane had brought youth, vigor, and administrative ability to the service of geography at the Normal.

The following year McFarlane left Ypsilanti to assume the principalship of the New York State Normal School, Brockport; by this time he
had managed with his assistants to offer eight courses in geography: Elementary Geography, Physical Geography, Teachers Geography, Geographic Material, Physiography I, Physiography II, Geography of the U.S., Geography of Europe. In the same year, 1901, the Michigan State Board of Education awarded McFarlane an honorary Master of Pedagogics degree, and he was appointed associate editor of The Bulletin of the American Bureau of Geography. Later, McFarlane was awarded a Doctor of Pedagogics degree from his alma mater (1903) and his name became associated with Teachers College, Columbia, and the Brigham-McFarlane "Essentials of Geography" series. Shortly before McFarlane left Ypsilanti, the student newspaper proclaimed, "The Normal is again to lose one of its best teachers, this time from the geographical department. Prof. McFarlane has been called to Brockport. . . ."7

W. M. Davis at Harvard was quite aware that geography was being fostered and nurtured by the normal schools of the country. Guyot had lectured geography at Princeton (1854-1880) and Gilman at Yale (1863-1872), but as Dryer has observed "not incident to any general growth, but as local and personal sports."8 It was with patience that American geographers had to await the founding of the first university department of geography in the country at the University of Chicago, 1903. In the following decades a large number of the country's universities created departments of geography. But the movement was slow, and the normal school continued to remain responsible to the teaching of geography.9 The contribution of the normal school in helping geography win acceptance as a subject worthy of a place in higher education remains unwritten. The work of many normal school geographers in the early years of this century has remained a matter of local lore, but a few dedicated spirits necessarily win mention: R. M. Brown (Worcester, Massachusetts); R. D. Calkins (Mt. Pleasant, Michigan); J. F. Chamberlain (Los Angeles, California); E. Van Cleef (Duluth, Minnesota); S. W. Cushing (Salem, Massachusetts); C. R. Dryer (Terre Haute, Indiana); W. M. Gregory (Cleveland, Ohio); G. J. Miller (Mankato, Minnesota); W. J. Sutherland (Platteville, Wisconsin); R. H. Whitbeck (supervising state normal schools in New Jersey).

Davis did not wish to see geography decline in Ypsilanti with the departure of McFarlane.10 He requested Harvard secretary Hurlburt to inform Jefferson immediately of the vacated position. Jefferson advanced his candidacy at once, and with Harvard support, was awarded the post.

By 1901, the Normal, an appellation that was understood throughout the state, had enrolled over 1,300 students, boasted twelve departments,
a library of 22,000 volumes, and a faculty of 53 members. Only three
years previously the institution had awarded its first bachelor’s degree,
and assumed the name, Michigan State Normal College. It was in the
classrooms of the Normal between the years 1901 and 1939, that
Jefferson was to leave such an impress in the matter of teaching geogra­
phy.

Soon after his arrival, Jefferson was introduced to the President of
the Normal, a former professor of mathematics, Elmer Lyman. Extend­
ing his hand, the President announced he was glad to shake the hand of
the new drawing and geography department head, but Jefferson would
not respond to the toast. Eventually President Lyman shook hands with
the Head of the Department of Geography. Drawing had become a
separate department.

There were few schools in the U.S.A. of 1901 that could boast an
autonomous department of geography and fewer that grew with the
firmness and rapidity of the department at Ypsilanti. Jefferson’s longev­
ity as department head at Ypsilanti’s “nursery of geographers” augured
well for a continuity in growth and philosophy that was not unfulfilled.
In 1902, Jefferson was offering a variety of eight courses in geography
during the year different in content from those offered by McFarlane; by 1912, he offered twelve courses in the catalogue, by 1925, an ex­
panded staff consisting of three full-time members jointly offered 25
courses, an offering that may be recognized as one of the largest in the
United States at that time. Between 1901 and 1939 the Department
offered 65 different courses; Jefferson, sooner or later, personally taught
over 60 of these. Geography was offered at extension centers as far
north in the state of Michigan as Traverse City, Cheboygan, and Bad
Axe by Margaret Sill and Ella Wilson. Between the years 1901 and
1939 it is probable that Jefferson personally addressed himself to the
task of teaching 15,000 different students at the Normal. His colleagues,
Margaret Sill and Ella Wilson, together with other assistants, probably
addressed a further 7-8,000 different students. It is conservatively esti­
mated that 80 per cent of the Normal’s graduates entered the teaching
field, that Jefferson directly influenced 12,000 teachers, and that the
Jefferson department influenced 18,000 teachers. In turn, Jefferson and
geography were passed on to another generation of students through the
influence of these teachers, many of whom used Jefferson’s text books
and notes taken in his classes.

In the fall of 1901 Jefferson commenced to teach geography at the
Normal College. He had read much of Mackinder, Mill, Partsch,
Penck, Ratzel, Vidal de la Blache, Von Humboldt; received regularly
the Geographical Journal from Britain, the Annales de Géographie
from France, *Erdkunde* and *Petermann’s Mitteilungen* from Germany; engaged in correspondence with travelers, observers, savants in three continents. Fascinated by the work of the early European geographical societies at Paris, Berlin, and London, eager to follow the work of the International Geographical Congresses, his inclination was to seek knowledge of “man in geography” wherever it might be found. At Harvard, with Davis through the years 1896-1898, man had been noticeably absent from Jefferson’s study, but it was man on the land, not merely man and the land, that seemed to interest Jefferson. Jefferson was bent on teaching his experiences: experiences that this crowd-detesting wanderer, who had already trod the earth shell of three continents and the margins of a fourth, had gained in his voyages on land and at sea. He wanted to recount the beauties of Rio de Janeiro, the squalor of the Caribbean islands, the charm of society in the Argentine's Cordoba, to relate his observations that man’s dwellings varied in size and structure, that in one region man lived in abundance and in another in poverty. And if this was not geography in the pedagogical sense it was what most interested Jefferson. In the Argentine Jefferson had studied the heavens, with Davis he studied the earth; at the Normal he gave himself to studying man on the earth. The human element of his geography was inserted in classroom presentations, and more vigorously so as the years passed and Jefferson freed himself from the great influence of Davis and Davisian physiography. Initially, in 1902 Jefferson's course offerings in the catalogue read:  

**GEOGRAPHY**

*Elementary Geography.*

The course will take up the distribution of physical, climatic and industrial regions of the earth. Class exercises and Tarr and McMurry's third Book.

*Physical Geography.*

An introductory course with Dryer's Physical Geography as text-book, maps, models, pictures and reading.

*Teachers' Geography.*

It is the object of this course to give thorough training in those fundamentals on which all good geographic teaching depends, as the earth as a planet, seasons, latitude, longitude, climate, and weathering and erosional processes. Lectures and laboratory work.

*Field Geography.*

This course offers training in the use of the local “out-of-doors” as matter of regular instruction in geography. The exercises will be conducted mostly in the open air.
Commercial Geography.
The object will be to treat of the geographic control on the production and exchange of such commodities as cotton, wheat, iron, copper, wool and manufactured articles, to develop the principles, underlying and guiding commercial activities. Adams's Commercial Geography and reading.

Physiography of the Lands
Text-book, Davis's Physical Geography. Lectures, models, maps, and reading.

Geography of the United States
(Not given in 1902, 1903)

Geography of Europe.
(Not given in 1902, 1903)

It was not until the publication of the 1906-1907 catalogue that one reads of "man" in Jefferson's geography:14 “Course 4. General Geography, 12 weeks. This course is designed to extend the preparation offered by Teachers Geography to the distribution of Man and institutions in the principal countries of the world.” Nevertheless, much of his teaching prior to this time had constituted a variety of human geography, though this had escaped mention in the college catalogues.15 Geography at Michigan State Normal College began to flourish when it was realized that it no longer constituted a set of formulae, the rote memorization of names, sailor geography, or physiography. His inclination was to gather facts that brought man into geography, partly attributable no doubt to his reading of the works of European geographers and partly to his own interests. Although he had been steeped in Davisian physiography at Harvard for two years (1896-1898) and although he admired Davis' work more than that of any other geographer he was to discover during his life time, Jefferson committed himself to the study and teaching of man as a vital part of geography. For Jefferson, the study of the earth devoid of the study of human life was not geography. Man living on the earth, and not man and the earth, was the essence of his conception of geography. When he offered geography at the Normal in 1901, he insisted on the study of the human element, and so brought himself into opposition with the geographic tradition of that time. He lectured upon the theme to students and teachers in the State of Michigan and he published his thoughts which ran counter to the recommendations of the Committee of Ten.16 His effort to reshape geography and claim for it a human field in addition to explanatory landform study in the decade 1902-1912 was bold. For here was a normal school man, responsible to the teaching of teaching, who was attacking the very program which had been erected to consolidate and enhance the academic position of geography.
More than the content of his courses won large classes for Jefferson. He possessed those hard-to-define qualities that distinguish great teaching, which established him as an intellectual ancestor to so many. A. C. Krey in attempting to grasp the essence of such greatness in the classroom essayed the following in 1936: 17

... There was a time which the new generation of teachers never knew, but the older cannot forget, when teaching was generally referred to as an art. There seemed no other way to define what good teachers did or how they did it. Under this caption, Mark Hopkins and his legendary log have long occupied a niche of fame. David Starr Jordan in biology, David Eugene Smith in mathematics, Frederick Jackson Turner and Henry Johnson in History, Mark Jefferson in geography, and William Rainey Harper in Semitics are among the great teachers most often characterized as artists. It is true that attempted description of their methods by their former students has nearly always proved inadequate. There is usually a margin, covered by a wide gesture, that marks the decisive element in their teaching as their students recall it. Only the word "art" can be used to describe skill of the order possessed by these great teachers.

Jefferson was a healthy man—he had numerous ideas. Largely self-tutored, his Greek clarity and largeness of manner, his copiousness of humanity and sympathy with the human undertaking enabled him to awake in many thousands of undergraduates their first appreciation of the world in which they lived. Students taking the courses were working with an interested and interesting geographer on the frontier of the unexplored. In gathering ideas and work from many parts of the world, and putting them together, putting flesh upon ideas, in sorting out the gathered impressions of his travels, Jefferson presented the spectacle of a living scholar to his classes. He well remembered that presence in the classroom was not attributable to a borrowed methodological system, although he had once asked Davis whether he thought his deductive system would work well with young minds. The inimitable Jefferson who claimed, "I don't know how to teach, ... just go into the classroom and tell the story the best I know how," presented a bundle of human exuberance whose personal and academic classroom peculiarities lived on in the minds of generations of students. He did not particularly concern himself whether a student in class absorbed what he said or not, though he was insistent that his own presentation be intelligible for the student of serious intent. His ideas were put simply, he offered what he wanted, developed his own thinking as his classes progressed. Jefferson would deliver his lecture and the student would be left with the impression that he was being personally addressed. The classroom period never seemed over-prepared, but rather well thought about, as
though the presentation were the result of works going on and never finished.

The class talk was an interruption to his scour for understanding and new ideas, during which time students would come to see what he was doing and to realize that geography was not simply place-name or commodity study. There was always something personal in his point of view, in his interpretation, as if the subject were being looked at differently from ever before, the product of a lively and irrepressible intellectual curiosity. Contagious enthusiasm and the power to carry students beyond the mere curriculum were his vital strengths.

He enjoyed sharing his scholarship with students who were challenge and stimulation for him. Anxious to draw from students the best that was in them, eager to equip each mind with an insatiable appetite for knowledge for its own sake, Jefferson did not seek to entertain, amuse, or train his students, but to educate them. Vigorously he would dismiss classroom apathy, lethargy and ignorance. Making available geographic knowledge to future teachers was one way to reveal "God's truths:"

_I understand the Westminster catechism suggests as the chief end of man to praise God and enjoy him forever. But how enjoy God if you go around blind to his works which encompass you on every hand. To think that millions find the world dull!_

He steadfastly maintained that initially education was a painful process, but if it could be made less painful by tactical demonstration—that was progress, but such efforts must never degenerate into license.

Interesting and typical of the man's philosophy is the observation he makes in the preface to his book, _Man in Europe._

_The little book is for use in classes. It aims to tell not what the reader can make out for himself.

When it comes to teaching—I told my wife she could lead a horse to water but not make him drink. She replied, "I'm not so sure. I can give him salt can't I?" We shall try to give them salt._

Jefferson readily held the attention of his class from the moment of his entry into the classroom to the time of his departure. The class might construct model native dwellings of authentic design and proportion, dress in the indigenous costume of the Caribbean or Central Europe, practice caliper head measuring exercise to find cephalic indexes, or taste a national dish of another country; he would try to bring alive people from other lands in the classroom. To aid this study and appreciation of differentness, he would illustrate his discourse with slides made from pictures that he had taken on his travels. The student became an armchair traveler who was taught to see and think geographically. Jefferson, a rare artist with the camera, had been taking photo-
graphs since 1884. Many of these he had converted into slides so that by the time of his retirement in 1939, he had amassed a personal collection of 7,500 slides. Frequently throughout his life Jefferson received letters from educators requesting copies of his slides.

In 1906 Jefferson began to experiment with stereoscopes. In the *Journal of Geography*, 1907, he published an article favoring their use in the classroom, which brought correspondence and visits from representatives of other visual aid companies. He received complimentary copies of "views" which helped swell his collection of stereoscopic pictures for class use. Several of his own slides taken with a stereoscopic camera were adopted by the Keystone View Company and converted into commercial views.

Students had to work hard in Jefferson's classes. He used the question and answer method frequently and expected accurate and ready answers if his questions were drawn from prescribed work. He felt the student in the classroom should be made to participate and not merely listen. This principle reveals itself clearly in the books Jefferson wrote for his classes, which very frequently contain exercises to be completed by the students. These books include: *Material for Geography of Michigan*, 1906; *Teachers Geography; A Note Book and Syllabus*, 1906; *28 Exercises on Topographic Maps*, 1906; *World Diagrams of Population, Temperatures, Rainfall and Plant Distribution; A Supplement to Teachers Geography*, 1908; *Commercial Values, An Atlas of Raw Materials of Commerce and Commercial Interchanges*, 1912; *Notes on the Geography of Europe*, 1917; *Man in Europe: Here and There*, 1924; *Atlas of Plates to Man in the United States*, 1926; *Principles of Geography*, 1926; *Exercises in Human Geography*, 1930; *Man in the United States*, 1933. Most editions of these several books were published in Ypsilanti and in limited numbers. Several of the books underwent numerous revisions, and on each occasion there was a new printing frequently undertaken by Fred Buytendorp of the Ypsilanti Press. Jefferson realized that his books would reach a larger market if he gave them to a nationally recognized publishing house, but he complained that he could not manipulate the revision of detail in his book at a distance. Furthermore, by publishing locally and less elaborately, Jefferson reduced costs, which allowed him to revise editions quite regularly. Notwithstanding the fact that his family was entirely dependent upon his salary, Jefferson did not concern himself with the making of profit on sales of his books. On more than one occasion he supplied his books to the students minus the covers. Collections of printed sheets were cheaper than hard cover books. In importing atlases for his classes from the George Philip Company of England, paying the duty, and
correspondence fees, it seems probably that he lost money in rendering service to his students.

He wrote books for his classes that students would have a text. The text was the product of the man's experience and geographic understanding that had been tried with other classes and found acceptable. He gave the simplest expression to his feelings, using the encounters chance threw in his way, effecting a book in simple non-technical terms and in such a style that the layman might read and understand. A teacher by sympathy and with an instinctive interest in people, Jefferson's writing never approached dogma: his pen discussed rather than accepted, it guided, it chided, it suggested. Arising perpetually, with slow irresistible force, was a point of view: his books were never an abstention but were always inquisition. In the preface to Man in Europe, Jefferson wrote; "I have no mandate to define geography, but I have a point of view." His books were a perennial attempt to share with his students the joy of real thinking. His books were not text to a completed science, rather were they the program of his travel, correspondence, reading and thought, accompanied by a constant invitation to reflection and work. The books, meant for his classes, bore a legitimate and restrained ambition: never would Jefferson allow ambition to outrun capacity. One is almost drawn to the conclusion in reading Jefferson's classroom material, that his literary style is at root of a self-imposed act of humility; fluent and personal, it is the antithesis of an overwriting. Jefferson acquired an ease in prose that came with constant use. Taking rhetoric, he wrung its neck, incurring the wrath of Brigham, yet insuring for his writing a triumph of sense over style. His writing was terse, blunt, meaningful, relevant. He wrote to be understood. Frequently in a haste to capture his thought on paper he became at times delightfully and democratically indifferent to delicacy of style. His writing—never a nest of singing birds—had about it the promise of permanence.

*Style has always seemed to me a stupid thing to dwell on. My problem is to think clearly and state clearly. The heaping up of phrases so traditional that we can tell at any moment what the next three words are going to be is abhorrent. People who tell their stories confusedly are not so much lacking in style as in clear view of their subject.*

His readiness and ability to commit pen to paper and complete a book in a few weeks, was unusual. Jefferson commenced Man In Europe after the summer school of 1924 had been completed. Before the fall semester had commenced, Man In Europe was between hard covers and Jefferson was at work on Principles of Geography.

His books have to be read, for they are at once inimitable and unique.
in the literature of American geography. They were classroom equipment, and yet these books, by exerting a persistent if quiet authority, also were helping to build the discipline. Davisian physiography was losing popularity in U.S. schools after the turn of the century, notwithstanding the recommendations of the Committee of Ten, 1894. "Man" was now entering American geography and Jefferson's texts encouraged teachers and students to adopt this new direction. While teaching geography at Yale University in 1908, Isaiah Bowman wrote to his former teacher, Jefferson:

*I have tried the "man-first" idea in my course in South America, starting with your population map, and the fellows were extremely interested in the map, and the lessons to be drawn from it. A corresponding change has been made in the presentation of the geography of North America, whereby the man element is first introduced and then the physical conditions brought in, in explanation of man's distribution and activities. The change has proved agreeable not only to the men but to myself, and I think this plan will remain fixed—or until some better plan presents itself.*

*Teachers Geography* experienced 10 known editions and 18 printings between 1906 and 1923 and probably sold over 15,000 copies; *Man In Europe*, 1924 experienced minimally 3 printings between 1924 and 1936, *Principles of Geography*, 1926, 2 printings, *Exercises in Human Geography*, 1930, 3 printings. The exact number of book reprints and number of copies distributed is unknown since the records of the local Ypsilanti Press have been discarded. Frequently a book would be reprinted from previously established type-set with no notation of the reprinting. He wrote to his daughter in 1923:

*My 10th edition of Teachers Geography all in type; printing the first form of sixteen pages now . . . beside the call for about 200, we have an order of 35 from Minnesota, and for 3 from a southern school. Single copies go every month or two all over—even to Japan and China. I am going to send copies to 20 or 30 Normal schools now. Hitherto I have never advertised at all.*

These textbooks, reviewed and adopted throughout the country, revealed Jefferson's geographic point of view to large numbers of teachers and students. His texts attracted inquiries from geography instructors and several normal school presidents, especially during the first quarter of the century. Many normal school faculty purchased Jefferson's texts, particularly *Teachers Geography*, as a ready made syllabus for a classroom course in geography. The point of view these texts contributed toward geographic education in the United States in the context of their time can be derived, in part, from encouraging and sometimes exciting
reviews which his texts usually received in the Bulletin of the American Geographical Society, the Geographical Review, and the Journal of Geography.

Reviewing the 1911 Edition of Teachers Geography in the Bulletin of the American Geographical Society, C. W. Hotchkiss wrote:39

This book embodies some of the results of a teacher's long experience with students in Normal Schools and Colleges. It cannot be denied that the majority of these students came to their professional training victims of the sins of omission and commission of Elementary and Secondary Schools, and as the case now stands, so far as geography is concerned, Normal Training Schools are called upon to supply the defects of early instruction and to prepare the student to teach...

In the twelve weeks' course here outlined Mr. Jefferson devotes his instruction to the Distribution of Man upon the earth, and to Climate, one of the controlling factors of that distribution. Hand in hand with class instruction are daily exercises planned to make the student familiar with the weather elements, to test and strengthen his judgment concerning their effect upon his life, and to clarify the relation of his individual experience with the general laws whose effect on the earth at large he is studying. There are probably no phenomena about which young teachers show more ignorance than those connected with the general subject of climate. For this reason such a definite treatment, embodying a close study of maps as well as of daily weather happenings is destined to be of distinct service. The author has shown admirable restraint in confining this brief course to a definite topic and its applications. A teacher thus carefully trained in the use of maps and alert in his observation has the best possible foundation for the future culture his experience will bring him. If all teachers of geography could become familiar with the subject as presented in this admirable book the teaching of elementary geography would be on a distinctly higher plane.

Reviewing Man in Europe: Here and There, (1924 edition), Isaiah Bowman wrote in the Geographical Review:40

Jefferson has worked some ripe philosophy into this book. It barely exceeds two hundred pages in a rather drab binding (but such as Ypsilanti, a town of 8,000 need not be ashamed of). The Sunday literary supplements will not notice it, but as an intellectual lever it should tilt the geographical world a little. There is no appendix of unvitalized statistics, no mere paraphernalia of scholarship, no gaudy illustrations, no waste of words. There are a goodly number of really geographical photographs with telling one-line captions, several original city maps loaded with geographical significances, outline maps in an unfinished state with directions for completing, so that you as reader
have work to do before you reap the otherwise too easy reward of Jefferson's thought, penetrating comments and questions, critically selected quotations from great literature. You have a growing sense of accomplishment as you advance from chapter to chapter to the end. One critic has well described the book as a grateful breeze blowing through an open window (this reader of course has his window open most of the time); another critic has equally well described the author as a man with no echoes in his mind.

It is a great thing to have done a little book like Jefferson's "Man in Europe." It is the issuance after toil. He has lived in France, Italy, Norway, and England. He speaks French and Spanish, not only as the result of book knowledge but also and particularly as a man who has lived a language with its people. Beside his condensed and thoughtful paragraphs, how barren seem so many other descriptions of European geography! The tyranny of that which has been still exercises its strange power over each successive writer. Jefferson's book is no "mine of information"; it is cut glass and hammered gold. Though intended for normal-school classes it should be used in every university course on the geography of Europe. It will teach the most mature student how to think more effectively in geographical terms. In it are no winds of current opinion, only basic things that influence and grow out of that solid folk life that survives dynasties and wars and gives geography its substantial content as a science. The list of chapters gives you no indication of the tone of the book, but for those who want headings here they are: Europe the Leading Continent; Distribution of Population; The Cities; Wealth; Some Pictures; What the European is Like; Climate; The Contest for the Northern Plains.

Reviewing Principles of Geography (1926), John Orchard wrote in the Geographical Review:

"The power of the understanding is very great, that of the misunderstanding knows no limit." With this sentence of Bordon Parker Bowne, Professor Jefferson opens his "Principles of Geography," and in the spirit of the quotation the text has been written. The book is a challenge to misunderstanding, particularly misunderstanding arising through the acceptance by teachers and students of whatever may be taught without any critical examination in the light of common sense and common experience. It is a challenge to the persistence of error and of the geographic myths that have appeared in our text through so many generations. It is a text calculated to stimulate in the minds of teachers and students a healthy skepticism. And since it is a text for teachers of teachers, it should have a decided influence on the quality and accuracy of geographical instruction.

Professor Jefferson presents and discredits a number of statements
regarding the earth and man's activities still current in geographical teaching, particularly the myths descriptive of the lands of the high and low latitudes and of their inhabitants. His own statements of geographical principles are carefully reasoned...

After a brief chapter on maps, which should better have been incorporated in some of the later chapters, there is a discussion of "Where the People Are" followed by a chapter on "Why the People are There". It is a method of treatment decidedly unusual in these days of regional geography; but it is a method nevertheless, that may be thoroughly geographic. It provides the opportunity for setting sharply the limits of the field of geography. In view of the author's studies of population it should be a particularly satisfactory method...

The style of the book might be termed Jeffersonian, for the wit of the author and a keen sense of humor serve to enliven and make interesting even the discussion of the most difficult subjects.

Man in the United States received notice in the Geographical Record section of the October, 1933, Geographical Review:

THIS UNITED STATES. The United States of the moment is a very different thing from its predecessors, above all, says Professor Jefferson, from the United States of free homesteads for pioneer men and women. "Man in the United States" (1933) is Professor Jefferson's latest book of exercises, stimulating and provocative as usual. There is vitality in the text and in the sixty and more figures illustrating the population, their work, and the conditions under which they work. "A country is not merely a nation on territory, but in active relation to it, living from it." Activity means change: the "new" America is especially characterized by its urbanism.

A. E. Parkins reviewed the third edition of Jefferson's Man in Europe (1936), in the Journal of Geography:

This book (a revision) is a brief geography of Europe in which a workbook has been incorporated.

There is much informality about the book. The style is chatty, thought stimulating, pithy, just what we have come to expect from "the Bernard Shaw of American geographers." The students and teacher are made to feel at home with each other.

It is a book to be studied, not merely read. In the preface the author tells us the book is prepared for use in the preparation of teachers. "It aims not to tell what the reader can work out for himself." This is a Mark Jeffersonian principle of teaching thoroughly in line with the best in present-day philosophy of education.

Jefferson seems to be firmly of the belief that pictures in books are there for edification, not for mere illustration. He presents sixty pic-
tures, halftones from his own negatives. These are carefully selected to illustrate some features of geography from the "top of Norway" to the Mediterranean and even beyond into Algeria. Each is an intimate presentation of the behavior of the people.

The author does not set up some hypothetical definition of geography which he strains to follow and bedevils all those who fail to agree with this particular definition. In his preface he says, "I have no mandate to define geography; but I want children to know where some of the more important people of the world are and what they are like, and I first want the teachers to know these things themselves." This is the keynote of his presentation.

One will find in the book several things that are new as one always expects in any product from the pen of Professor Jefferson.

After receiving a copy of *Man in Europe* (1936), Bowman wrote from his vacation home in East Wolfeboro, New Hampshire:

> The office has forwarded your *Man in Europe* to me up here knowing that I would want it at once (they have lived with me now for a year and more and have acquired perspicacity) and that there will be little time for reading after my return. Its arrival paralyzed my program yesterday morning and bids fair to do the same today. I like the swing, snap, drive, vigor, originality, hang and set of the thing! There are no imitators. I never read your stuff without recalling A. P. Brigham's remark one time that your English was a disgrace to scholarship. Brigham had a smooth and slick style that sprang from his temperament I suppose and also no doubt from his pulpit experience. To me it lacked salt and it also lacked any least depth of thought or conviction. (You see I make no customary apologies for speaking de mortuis). No Emersonian stuff for him! Your style and your stuff will live. It is not meant for morons. Only thoughtful readers need apply. You do not ask as . . . "Is this just pure geography or am I spilling over into Sociology or History?" every time he comes on a paragraph that is unlabelled and unconventional. Damn these boundary fellows who think the Lord created "subjects". A man wrote me the other day about Davis—had him all sized up from his writings. I told him it was sawdust—that to separate a man's work from his setting was a crime, and that professional appraisal apart from biography was lop-sided. It is the same with "problems". Simon-pure geography is a blind man feeling the elephant's tail.

Maps also were drawn and reproduced in large numbers. These were distributed to his classes and were purchased at cost by schools and colleges across the nation in numbers reaching into the thousands. They include:
United States; Multiple United States; United States (no cities); United States (cities, 1920); North America—Railroads; Temperature graphs (Chicago, St. Louis, Denver, etc.); Michigan cities and counties map; Average afternoon temperatures (Michigan); Michigan cities; Temperature Graph—Detroit; Ypsilanti; North & South America (7 x 7); South America (1° mesh); South America (outline); Latin America (outline); Latin America, January—July; South America Railroads; Africa; Asia—Railroads; China Population; Australia; Australia (Large mesh); Australia (without mesh); Australia (9 to a sheet); Europe (blank); Europe (multiple); Europe (Railroads); Great Britain (cities, 1911); Scandinavia (in 1920); Switzerland (outline); World (6-6); Elliptical World Outlines.

Students were attracted to a geography course owing in part to the unusual appearance of course offerings in the Normal College catalogue. Courses in geography were there often described in detail, the descriptions occasionally occupying 300 words. Not infrequently the Geography section of the catalogue would contain a map, coupled with an essay presenting an idea that usually Jefferson had been recently developing: for example in 1931, there appeared the following statement accompanied by a Jefferson railway map of Europe, originally published in Economic Geography 1928, as “The Civilizing Rails”:46

Geography is much concerned with every major fact of modern life that lends itself easily to mapping. As an example take the twenty-mile-wide white bands along every railway in Europe as if everyone within ten miles of the line was in the light of civilization, and so he is. In Western Europe the bands of white overlap in one great fabric of transportation, the RAILWEB of western Europe—England, France, Germany, Belgium, Holland, Denmark, Southern Sweden, with most of Switzerland and old Austria—Hungary. They are the nations of culture.

How sharp the edge of the railweb at Spain and Russia! Nations that build their railways of broader gauge than France and Germany to keep out armies. But they shut out light and progress, too. Spain and Russia have only a railnet between whose strands are broad backwoods of ignorance and peasantry.

Obviously distributions that concern men, as these do, are of high importance and attention is directed to such matters in our geographic study.
During the 38 years that Jefferson was head of the Department, 65 different courses were offered to students:

- Advanced Field work
- Advanced Geography of: Europe
  - Latin America
  - Mediterranean lands.
  - Northern Europe
  - Switzerland
- Advanced Principles of Geography
- Applied Geography
- Climatology
- Commercial Geography
- Economic Geography I
- Economic Geography II
- Elementary Geography
- Field Geography
- Field Geography (Teachers' Course)
- General Geography
- General Geography of the Continents
- Geographic Conference
- Geographic Excursions
- Geographic Lesson Plans
- Geographic Material
- Geography (a preliminary course to prepare students to meet demands of a new certification law)
- Geography of: American History
  - Cities
  - Commerce
  - Culture
  - Railroads
  - Africa
  - America
  - Asia
  - Asia, Australia and Africa
  - Australia
  - The Balkans
  - Caribbean Lands
  - Egypt
  - Europe
  - Europe and Asia
  - Far East
  - France
Great Britain
Latin America
Mediterranean Countries
Michigan
New England and New York
North America
Norway
Scandinavia
Scotland
South Atlantic Coast
The Old South
U.S.A.
U.S. and Canada

Geography Teachers' Course
Intensive Study of Geography of France
Illustrative Lessons in Geography
Map Drawing
Meteorology
Methods and Material in Geography Teaching
The New World
Physical Geography
Physiography of the Lands
Physiography of the dry lands
Physiography of the humid lands
Principles of Human Geography
Teachers' Geography

Jefferson introduced nearly all of these courses himself, and personally offered 62 of them. These courses often were inspired by field trips he had made or ideas which he had developed and invariably presented before gatherings of geographers, and later published. Such courses included, "The Geography of the New World," which followed his experience with the Inquiry and the Paris Peace Conference; "The Geography of Railways," which followed his 1927 paper on railways at the Nashville, Tennessee, meeting of the Association of American Geographers; "The Geography of the Old South" followed the sabbatical leave he spent at McClellanville, South Carolina, 1926; "Commercial Geography" was the product of his extended 1911 meeting with Edinburgh's George Chisholm; the "Geography of Scandinavia" was the product of a one-man summer field trip in the Loenfjord of Norway and extended correspondence and personal intercourse with Baron Sten de Geer of Sweden and his elected membership to the Swedish Geographical and Anthropological Society in 1925; two courses in the Geography of
The Department of Geography, 1930, *Left to right*: Ella Wilson, Margaret Sill, Mark Jefferson, and Secretary, Ida Brown.
France were largely the product of his Peace Conference experience; the "Geography of Culture" was the product of his own mind leavened by personal intercourse and correspondence with Ellsworth Huntington and Marcel Aurousseau. But the extent of Jefferson's achievement was made possible only with the help of a steady stream of departmental co-workers including: Isaiah Bowman (1903-4), Margaret Lockwood (1904-5), Darrell H. Davis (1905-08), Charles Colby (1906-8), A. E. Parkins (1908-11), Genevieve Clark (1911-18), Inez Bayes (1911-12), Elmer Clark (1914-15), Mary Cawood (1915-16), (1918-19), Mabel Weddel (1916-17), Ruth Hansen (1917-18), Ora Wilcox (1919-22), Margaret Sill (1921-present), Ella Wilson (1923-39). Furthermore, Jefferson frequently made heavy demands upon his associates, requiring them perhaps to arise at an early hour to record a temperature at a given point locally, to sacrifice a short vacation by gathering requested information from the library or to teach his own classes if he wished to be left alone for a few days. Jefferson was an indefatigable worker, and he expected his associates to demonstrate similar zeal and work habits. Without this cooperation his productivity would have suffered considerably.

Jefferson had developed by the end of the first decade of the twentieth century a philosophy concerning the values and merits of education and the teaching of geography—a philosophy which he was to emphasize frequently some of which he published in an article, "The Value of Geography as a school subject." 47

He maintained that there are only two good reasons why a student should obtain geographic facts: firstly, such facts will increase his enjoyment of life, and, secondly, they will increase his ability to serve as a citizen. By showing phenomena in their associations geography increases our enjoyment of life, maintained Jefferson; for example, all are enchanted by the blueness of the Mediterranean, but he suggests there is an added charm in recognizing a part of this color splendor in the intense saltness of the water; the blacker waters of the Equator, under frequent rains that keep their surface almost fresh, acquire new interest. Travel, too, takes on added interest if we are able to recognize phenomena that are to be observed on our own doorsteps. He wrote that a knowledge of geography enabled one to view distant parts of the earth as the environment of long lost friends, or the hearth of an oft-read literary creation. Yet most firmly did he believe that the greatest value the discipline geography could offer resided in its ability to afford an honest intellectual endeavor for the student. This characteristic, he insisted, was shared alike by all disciplines and was not peculiar to geography. Serious study of a discipline cultivated the mind and brought
with it intellectual and moral qualities: "give a young man good instruction in any object of his interest and moral good will come of it." Instruction in a discipline also satisfied a thirst for knowledge, a thirst which Jefferson declared to be "as divine as anything in the world save sympathy and kindliness." As a geographer Jefferson offered the students geographical facts, yet maintained steadfastly that the higher good resulting from this process was not the student's greater understanding of geography, but the moral betterment of his soul. Thus for Jefferson a student's choice of discipline became immaterial, as the highest end of education, enrichment of the mind, would be affected.

I conclude then that geography has not some special ethical and moral quality of its own to impart to its students, something that they cannot get from music or botany or philosophy, but it has an appeal to some people that none of these may have, and to whom it appeals it offers everything. It is a question through which of its appeals we shall have the world revealed to us. Not diversity of values in school subjects, but diversity in the student individual is the justification for the coexistence of the varied subjects of the curriculum. If geography interests a student and literature does not, literature will do him less good.

This liberal Jefferson philosophy bespoke interests which were not wholly confined to the Department of Geography at the Normal. Wherever the mind was being bettered, there lay Jefferson's interest. No one could accuse Jefferson of ethnocentric pedagogy, for his very philosophy had been formed from his findings in three continents. Jefferson had been able to borrow ideas and fragments of philosophies from the more sophisticated systems which Europe had been able to establish over many centuries, and thus brought to the Normal ideas and approaches that may well not have been so readily found in midwestern society. In so doing he complemented and strengthened Ypsilanti's fund of educational thought. In this way Jefferson helped develop the Normal philosophy and functions, helped the institution establish its direction and find its values in a world that was undergoing rapid change.

This man of many talents, 5'8" in height, weighing about 125 pounds, of firm stride, steel gray hair, bifocal rimless glasses, frequently sporting a goatee beard, invariably dressed in a gray or blue suit unless it be a Panama summer suit day, was known the length and breadth of the campus. Students recognized Jefferson as a hard grader, they also recognized him as an extremely erudite man. His personality was blunt, abrupt, much like his writing. He was always anxious to arrive at the heart of the matter without being in a haste. There was little time for trivia. If he were sick on occasion, the students would take class around Jefferson's bed. People as people were anathema to Jefferson; they were
worth the ideas and thought they propounded. Jefferson was not haunted by a sense of the shortness of life, yet he fervently desired to uncover as many truths as possible. Each truth was to be savored and enjoyed; time should be taken in digesting each truth. He amplified his own truth in papers that were read or published. The truths of other geographers he broadcast in the classroom that his students might share. He would never tolerate pomposity, meretricious display, or human exhibition. His circle of faculty friendships was limited to the older faculty members on campus who were extremely competent in their respective fields; Strong (physics), Sherzer (geology), Ford (languages), “if only I had enough data I would write a book” Barbour (English), Pray (history). A belief that the cultured man should read widely in the classics and the history of the classical world permeated the man, yet he was able to converse easily with students. Jefferson was not born a teacher. He taught because it was a job affording the opportunity to read, write, and think, “Thinking is still the best thing I do.” The product of his efforts he offered to his classes, sensing audience reaction and polishing his own presentation in performing his teaching duties. Frequently he wrote that if he had sufficient income he would have devoted his full time to geography devoid of the classroom. And he could still have been a very great teacher. Ellsworth Huntington in his capacity as research associate at Yale University did not teach in the classroom, though his teaching influence through the books and articles he published was very great. That was the strength of Jefferson in the classroom; he knew his subject and presented it in easily understandable terms to his students. No I. Q. or aptitude tests, no prerequisites would hamper a student in his classes provided he was prepared to work. Jefferson was greater than the sum of his parts. He left students feuding with him, with themselves, and with life, after one semester of his geography. He showed the student what was unattainable, then insisted the student reach for it.

His classroom manner was seemingly a natural and unstudied gift, but his ability to know exactly where to begin, to make his scenes spring alive, to develop in the student a wider range of interest, and to make “Teachers’ Geography” a course that became an institution in North American geography, occasioned even the most plangent of the levellers to agree that Jefferson was a force in the teaching of things geographic. Teachers’ Geography . . . the course at the Michigan State Normal College that became an institution. Its success was an admixture of numerous ingredients: care, learning, wide reading, and an abundance of new ideas (many embodied in papers delivered before the Association of American Geographers), thinking on the nature of geog-
raphy, watching its evolution in many countries including the U.S.A. By selling Teachers Geography, Principles of Geography, Exercises in Human Geography, over a period extending from 1906 to 1939, to high schools, normal schools, and universities, the course, "Teacher's Geography," became widely known. For this textbook, continually under revision both of content and title, was really the Teachers' Geography course set down on paper. Course No. 1, "Teachers' Geography," began in 1901 as a study of the size and shape of the earth, a study in Greek cosmological speculation, latitude, longitude, the barometer. By the 1930's the same course, now entitled Principles of Geography (101-102), concerned itself with the distribution of man on the earth's surface, weather and climate, culture and civilization. Yet it was what was taught beyond the curriculum that was exciting; to wander through poetry, explorations, to hear of the doings of men as Stefansson, vagabonding with Harry Frank round the world, to drink yerba mate from a gourd, to see slides of the world taken from any one of Jefferson's numerous field excursions, were just some of the reasons why this course transcended the usual meaning of a regular classroom offering. In Jefferson's later years the course offered hardly less than a lifetime's findings. Students were left with an understanding of some geographical principles when they had experienced this grounding, on which they were thoroughly examined. The course was like a sponge that was large enough to absorb all the ideas that became available in this area of study. Several members of the department over the years taught the course, which was of departmental concern, but it was the man, Jefferson, offering the course rather than the curriculum that made the course an institution.

First offered in 1901, the course retired with Jefferson in 1939. The course, required of all students studying geography, was offered several times a year, to a classroom full of undergraduate students, many of whom used their lecture notes in later years for developing their own courses in school or colleges. Below is the course description of Teachers Geography reproduced by pentad from the Normal School Catalogue. It is suggestive of the evolution of Geography in twentieth-century U.S.A.

1902: 1. TEACHERS' GEOGRAPHY. Required of all students.
   It is the object of this course to give thorough training in those fundamentals on which all good geographic teaching depends, as the earth as a planet, seasons, latitude, longitude, climate, and weathering and erosional processes. Lectures and Laboratory work.40

1907: 1. TEACHERS' GEOGRAPHY. 12 weeks. Two recitations a day.
   This course is designed to prepare students for teaching geography
in the public schools, as far as its subject matter is concerned. It deals with the nature and use of maps, and the study and teaching of weather and climate.50

1912: I. TEACHERS GEOGRAPHY. 12 weeks.

This course is designed to prepare students for teaching geography in the public schools as far as its subject matter is concerned. It deals with the study of weather and climate, the making and reading of maps and the distribution of man over the earth with its broad grounds in the distribution of plants and in climatic features.51

1917: GEOGRAPHY I. TEACHERS COURSE. 1 Unit.

Countries are regarded as groups of men under one government together with the portion of the earth they have in actual use. The distribution of men over the earth is regarded as the most important item of geography, and modern conceptions of such things as cities and countries are here explained. Climate figures a good deal in the course, especially in so far as the explanation of rainfall is concerned, for the distribution of rainfall over the earth enables man to live and thrive best in favored localities. The old-time teaching about the climates of the earth, for instance, has the merit of simplicity, but it is often the simplicity of ignorance, teaching what simply is not so, as that the equatorial regions are excessively hot, that Europe is given a mild climate by the Gulf Stream and that winds are cooled by snow-capped mountains. Of recent years abundant measurements and careful observations enable us to describe climates with some accuracy, and illustrate the chief principles that control them. Enough exercises in simple, but scientific map-drawing to enable the students to use maps better.

It is believed this course gives a sound foundation both for elementary teaching and for further study of geography.52

1922: I. TEACHERS' COURSE. 1 Unit.

Countries are regarded as groups of men under one government together with the portion of the earth they have in actual use. The distribution of men over the earth is regarded as the most important item of geography, and modern conceptions of such things as cities and countries are here explained. Climate figures a good deal in the course, especially in so far as the explanation of rainfall is concerned, for the distribution over the earth enables man to live and thrive best in favored localities. The old-time teaching about the climates of the earth, for instance, has the merit of simplicity but it is often the simplicity of ignorance, teaching what simply is not so, as that the equatorial regions are excessively hot, that Europe is given a mild climate by the Gulf Stream, and that winds are cooled by snow-
capped mountains. Of recent years abundant measurements and careful observations enable us to describe climates with some accuracy, and illustrate the chief principles that control them. Enough exercises are given in simple map drawing to enable the students to use maps better. It is believed this course gives a sound foundation both for elementary teaching and for further study of geography. 53

1927: 101. PRINCIPLES OF GEOGRAPHY 1. 4 term hours.

It is about peoples and countries—The Peoples in their World—to be put deliberately and intentionally in place of the customary world and its people. New York, Philadelphia, Boston, Chicago, Detroit and the hundred million dwellers in eastern United States are the great features of North America not the Rocky Mountain nor the Great Lakes. Countries are regarded as groups of people living each under one government, each with a definite inheritance from its ancestors and somewhat conditioned by the part of the world where they live, and on which they impress something of their culture.

A nation—apart from any territory, or a territory apart from inhabitants, has no interest here, only the actualities, countries.

There are exercises on maps and diagrams, the language in which geography is expressed. There are exercises on the distribution of men in the world, where swarming in multitudes, where few and far scattered. There are exercises on the great climatic element Rainfall, its distribution and its utilization by men, for the distribution of rain over the earth enables men to live best in favored localities. All through the course there is observation and study of the passing weather, essentially foundation for any understanding of climate.

This is no review of school geography but solid preparation for any study that concerns itself with mankind. 54

1932: 101. PRINCIPLES OF GEOGRAPHY. (Identical with course description of 1927) 55

1937: 101. PRINCIPLES OF GEOGRAPHY. 4 term hours.

Geography 101 is required of all students who take more than one course in Geography. There are exercises on maps and diagrams, the language in which geography is expressed. There are exercises on the distribution of men in the world, where swarming in multitudes, where few and far scattered. There are exercises on the great climatic element Rainfall, its distribution and its utilization by men. All through the course there is observation and study of the passing weather. 56

Examination of the text book used for the course reveals a marked shift in content over the years, also apparent in the course description.
Teachers Geography 1903

1. The earth as a ball (taken from several sources in French, German and Greek)

2. Weather record (questions about)
   Read in Davis why earth is thought round
   Doctrine of the Vertical

3. Earth measures (Greeks on). Proof of roundness by:
   a. Eudoxus
   b. Aristotle BC 384-322
   c. Ships hull disappearance (Strabo)

4. The magnitude of the Earth. How to appreciate the size of the earth
   The vastness of our planet.

5. The problem of Eratosthenes (earth measurement)
   Geometry.

6. Post Greek (Grecian) views of earth shape.
   a. Childrey
   b. Other Paris academicians
   c. Colbert
   d. Expeditions of Louis XV

7. Simple Latitude Measurements.
   a. Sun angles
   b. Latitude itself

8. Longitude.

9. Date Line.

10. The map: Ptolemy's map appreciated in the Renaissance—not a map at all. (On map nets and their value).

Pages missing 85-114

11. On the barometer.

Teachers Geography 1912 (4th edition)

Paragraphs

1-16: Study in population distribution.
17- 28: Exercises—questions regarding population distribution and rainfall; also some population distribution maps.
29- 32: Climate
33- 91: Exercises concerning temperature, pressure, wind motions, presence and conditions of water.
92- 94: Maps
95-126: Exercises concerning Latitudes and Longitudes, map nets, rains, temperatures, plant regions.
In August, 1925, Jefferson resolved to retitle *Teachers Geography*, as this book had enjoyed such revision over the past nineteen years that it no longer resembled the original work of 1906. In 1925 he wrote to Gladys Wrigley:

> . . . The Principles is going to be greatly improved over the old Teachers Geography. That was the dry stuff; the requirements to take home and get a lesson with all the liver (live-er!) part reserved for class and I have been putting some of that in with good result. It is going to be better and easier to teach with.

But my illustration programme will fall down. I cannot in the time get what I want. There will be few pictures only.

Gladys Wrigley provided Jefferson with some illustrations and then proceeded to help with the editorial work, which he appreciated:

> I think I shall get much help from your subdivisions. The stuff is not orderly, I admit, yet there is a very fair, general sequence. Fortunately order is only order! A thing said backward may be very well said.

And then on September 19, 1925 he wrote to editor Wrigley:

> I have finished the text of the Principles yesterday. It is not good; disorderly and incomplete; the name bigger than the book. What do you think of

*SOME PRINCIPLES OF GEOGRAPHY*

Anyway it is a lot better than any previous edition and some of it makes real reading.

In my meager list of illustrations are 5 of yours. Please let me know how to acknowledge the loans.

*Exercises in Human Geography* 1930

**EXERCISES**

1. Can you Read?
2. Great unoccupied spaces.
3. Migrations.
4. Very dense populations.
5. Dense and moderate population grades.
7. Thin and scanty population.
8. What the sun does to the ground.
9. Hot and cold regions.
10. The days of hot months and cold: where it gets hottest.
11. Air warmed in Flasks.
13. Spells of weather.
15. Monsoons of India.
17. *Trade winds and Westerlies.*
18. *Wind effects out of doors.*
19. *All winds go to the right.*
20. *The need of rain.*
22. *Heavy rains and fevers.*
24. *A rainy month in Southernmost Chile.*
27. *Wet air and dry.*
29. *Western Shores.*
30. *Need of Soil.*
31. *Transportation.*
32. *The civilizing rails.*
33. *Culture or Civilization.*
34. *Civilization.*
35. *Cities.* *(page 112)*

Some of the situations arising from his daily scheme of pedagogics warrant review, not that they might be emulated, but as a recording of an historicity that won for the man a success in the classroom that was recognized internationally.

On at least one occasion, Jefferson's students, who were studying the geography of Europe entered his classroom to find cutlery hanging from the ceiling. The more enterprising students of the group clambered on chairs to reach this odd assemblage and were rewarded by their labors with the knowledge that the cutlery had been made in Sheffield, England, and so was commenced a lesson concerning the economy of Britain.

His "mots" became a tradition, and a source of gentle amusement to his classes. All had heard the mots before, and all would hear them several times again. From Borden P. Bowne, a Boston University lecturer and author, Jefferson borrowed the mot, "The power of the understanding is great, the power of the misunderstanding knows no limits." From Shaler, his one time mentor, Jefferson borrowed, "The notebook is a tomb of ideas, in which many are buried and very few ever live to be resurrected"; from Davis he borrowed, "With us every season is exceptional, either the hottest, the coldest, the wettest or driest in the history of man"; and from his father he borrowed "There are milestones on the Dover Road." To these Jefferson added his own mots:
"The utter depravity of inanimate things," and, "Teachers know a lot of things which are just not so."

Jefferson adopted novel ways to test student alertness. On one occasion Jefferson sat reading at his cherry wood desk, while the class assembled. Minutes passed. Jefferson requested student papers. None were forthcoming. Some questions gazing chalkily from the blackboard coupled with Jefferson's silence had constituted a quiz. All students were awarded a zero mark. But under this gruff exterior lay a warm heart and an enormous store of patience; Jefferson always had time to explain once more to a student who had tried but not quite understood . . . he was a concerned pedagogue. To quote Marcel Aurousseau who knew Jefferson well, "he must have been a most stimulating teacher, if an inborn technique of putting people on their mettle through provocative comment be teaching."

Raye Platt has written: 63

Jefferson always tried to make every class an exciting experience for his students and to open every class with something that put them on the alert. However, of all his dramatic class entrancings (he never appeared until the class was all seated), the only one I recall was one morning when he came in walking backwards and chanting "Backwards and forwards" and proceeded with a brief lecture on semantics. I am afraid, though, that only a few appreciated his brilliance. After all, he always treated everybody as adults, whereas, of course most of his students were just out of high school. Also he was a past master at illustration, his projector was always at the ready and there was rarely a class hour during which he did not interrupt his lecturing and quizzesing by throwing on the screen slides from his voluminous collection.

Again I must say that I am sure that he was very frequently over the heads of his students—which I am also sure was in general much to the good. There must have been only a few who did not come to appreciate his scholarship and even the duldest must have gotten some inkling of what it takes to make teaching inspirational.

Occasionally Jefferson would show part of his superb slide collection for an entire class period without comment: at the next lesson he would ask the student what he had seen. If the course were "Field Geography," students would be mindful not to schedule another class later that day for the field geographers were warned in the catalogue that they might not return from the early afternoon class before 6 p.m. Students invariably returned at an hour later than the suggested 6 p.m. The course gained a measure of notoriety. Misses in his class, travelling on foot, were occasionally exhausted and prostrated from heat fatigue, while others, their ankle length skirts mud-caked and water-laden, had
been known to break down and weep. But no one was hungry. Over an open fire Jefferson would bake the potatoes that he carried in a sack, break two raw eggs into a coffee pot that magically appeared from his person, while he would make certain that everyone was supplied with salt pills on warmer days.

Jefferson was a geographer and a writer of geography who made the classroom part of his way of life. His was the sensitivity of the poet, the erudition and spirit of inquiry of a scholar not seceded from the humanities, the vigor of a man of action. His teaching, the product of meditation and learning, offered student minds a series of opportunities. His one time student, Isaiah Bowman, who probably knew Jefferson more intimately than any other geographer with the exception of his departmental colleagues, Margaret Sill and Ella Wilson, later wrote of his teacher:64

In his classes one did not “learn about map projections” but made them after calculating the elements. One did not “learn” merely how to read a map on a desk but went into the field and made a map. The diagram in the book was not enough for understanding geysers—the student had to set up a laboratory geyser and make it work. The Foucault pendulum demonstration of the earth’s rotation and a dozen other exercises taught the student things and processes firsthand and led him to acquire the habit of using his hands and eyes and brain and creating a substantial part of his knowledge of geography as he went along.

With small facilities Jefferson trained a host to teach geography with spirit and an understanding of basic facts and principles. And he kept his eye always open for the man or woman who had unusual abilities and after a year or two passed along his more talented students to the universities. Whoever their master might then be, they never forgot Jefferson, the cultured schoolmaster and thinker who considered himself well placed where he was and never sought a university chair. Part of this contentment, it is true, was due to self-depreciation. He often said of himself that he was too sharp and did not get along with people easily . . .

Jefferson had no use for stock material in teaching and threw away his own old maps and plates as fast as new ideas arrived. His “Teachers’ Geography” went through many private printings before he could be persuaded to put it in the hands of a commercial publisher, with “all its ideas, originality, and crankiness,” as that publisher said when “Principles of Geography” made its appearance in 1926. It has not been surpassed as a generator of basic mental activity. Man in Europe, a book that should be used in every university, shows him at his best
in the use of maps, photographs, and ideas in the interpretation of a continent. In all his material for teaching, his skill with the pencil, his sense of line and letter, was evident. He made maps for his own pleasure as well as for teaching and publication. If Antarctic exploration was in the air, for example he compiled a new map from good sources and incorporated the new findings to see what they meant. If a thing was important and mappable, he had to try his hand at putting it on paper. Color and form engaged his interest on field trips. He had learned from Davis the dangers of "The petrographic habit" as Davis termed it—kneeling on the ground and looking at a rock specimen through a microscope to the exclusion of a broad view of the relations of the field. Beside that phrase he put another: "Look up once in a while, man; the sky is also a part of the picture . . . ."

Thoroughness marked all his work. The highest principle he recognized was that if you are to explain a matter you must know it through and through. As he kept his feet on the ground, so he put the feet of others on the ground. It was the ground first, then climate, and after that he was always ready to interpret while always on the lookout for the inexplicable and the capricious in his own culture as well as in another's. Physical geography, as all his students will remember, had to begin with physical principles. Never, never, would he let words take the place of understanding. You had to know why the wind blew and the rain fell! His writings show that he could grasp and handle competently the largest concepts and forces of culture and life, but he approached them through experience, facts, realities. Social forces detached from the earth he left to other disciplines. For himself he tried to find out what rooted men. Perhaps this was partly the result from his old-fashioned classical training; perhaps it was due to the rigours of mathematics that he loved. Whatever the cause, it made his work enduring.

Jefferson would not make any concession to teaching form. He would not tolerate the professionalization of teaching method and opposed the spread of the education department at the Normal School. He was swift to point out that the training of teachers did not necessitate the presence of an education department, merely a good library, a faculty endowed with scholarship and enthusiasm, and students.

Jefferson bitterly opposed the spread of the teaching of teaching and crusaded in all opportune moments for its eradication. In retirement he was to state his position succinctly, if bluntly, to his one time student classmate at Boston University, Caroline Atherton (née Stone):65

Here I have always been at war with the Normal School idea that a master of method can teach everything or anything, without knowing
it. Apparently one result of election of subjects is to omit all serious intellectual studies and get . . . educators. You can rely on them to know nothing. We have tried to get them into debate here. They claim the first chance, refuse to let us raise objections, put us off for a later day, and then have no later day. At most they make out that it is possible to know a lot without being a good teacher, which may be conceded easily but is not the point. Indeed I would rather have a teacher in any subject who knew it well, even if a wretched teacher than one ignorant of his subject. I shall undertake to get something out of him if he knows it. What hope if he doesn’t?

And again:66

The classes do take a lot of time, and somebody is always cropping up who demonstrates to me that I do not know how to teach! . . . However, I keep trying. These fellows who know how to teach, however, have the great advantage of not wasting any time trying. They just know how and they go ahead.

For many years, however, Jefferson had supervised student teachers of geography. Always he insisted that they speak clearly, that they apply the principles of geography to the facts of environment. From Davis he had learned “to laugh with them and not at them.” If his vocabulary of pedagogical technical skills was not well furbished, he had faith that native sense would be an adequate substitute. He sought simply to communicate his thoughts to his students, using language that was simple, punctuating his remarks with relevant slides drawn from his fine collection, and giving them a taste of reality with his regular field excursions. Typical of the man both inside and outside the classroom was his desire to bring about improvement.67

I like Henry Ford’s motto about his factory. Nothing is done right here! The idea, of course, “Do Better.” Nobody can teach well, not even you or I, but anyone if he watches his step can teach better. The grammar class that taught us to compare good, better, best, was stupid. It should be better, best, (of the group), good. Good or well is the unattainable superlative.

Always then Jefferson strove to be simple, to teach truths and not opinion. In the preface to his book Principles of Geography 1926, he wrote:68

When Stefansson learned from African hunters that ostriches do not hide their heads in the sand when you chase them it seemed to him astonishing at first that he had never heard the truth about ostriches before, but later he saw that it was more astonishing that he had ever believed the foolish story. How could there be any ostriches today if their enemies found them so easy to catch? There is nothing to prevent
an animal from committing suicide if it wants to, but if all the animals of a species take to suicide, that kind of animal must soon disappear.

To what degree have we been taught to think over in any way what we were taught in school? Have we been encouraged to test the things taught us in the light of such common sense and experience as we may have had? Evidently we ought not to have accepted everything from our teachers on faith, for they gave us this ostrich fable as true. They had not thought it through themselves. Evidently too when we teach things to others we ought to turn over in our minds the things we teach. We cannot always be sure that what we teach is true, but at least we can make sure it is not false on the face of it.

The world that science is always revealing to us is not merely an interesting one. Our explanations of the features and events of this world must make sense.

And again, in 1931, at the Ohio State Educational Conference, Jefferson was to take up the matter of teaching falsehoods:69

*We have many things . . . which should be eliminated from our fund of knowledge. We need to find out more of these things that are not so, and eliminate them from our teaching of geography. It is singular how false doctrine spreads. The teachers teach so well that it is impossible to forget what they teach.*

*We have a notion—I believe it is in our dictionaries—that the French phrase for the author of a book, when he has not used his real one, is nom de plume. Those of you speak French know that this is unknown in France. I was one time near Paris talking with the late George Chisholm and several professors from French universities. We had raised the question of this French phrase and agreed to leave it to the professors of the University of Paris, who were right there. We put the matter to them: “Suppose I write a book but do not want to put my own name on the title page, but use another name, what do you call that name? They gave us pseudonym and nom de guerre, but could mention no other. We finally suggested nom de plume, but none of them had ever heard of it!*  

*The same thing is true of our word sombrero. Everybody, of course, knows that a sombrero is supposed to be a wide-brimmed Mexican hat. This is supposed to be a Spanish word, but as you are well aware sombrero in Spanish does not mean that kind of hat at all, but any kind of hat. Derby is sombrero de copa; lady’s hat is sombrero de paja.*

*Whenever we teach what is untrue, however widely believed, time is not merely wasted, but damage is done. I wonder if it is not true that in less well-prepared classrooms than yours we have the good old story about the warm winds from the Pacific Ocean that sweep against snow-
clad mountains, and are cooled by the snow on the summits, so that the winds throw down their water vapor in the form of rain and snow. Of course, if anybody thought of it, he could realize that in a few years, to say nothing of the centuries that have passed, it would be necessary for the iceman to come and put some more snow on those mountains. The only thing wrong with the explanation is that it is ridiculous and will not work. We should understand such things, we should have long ago substituted something else for that story.

Well, geography is about countries, and its problem is to know what a country is. You know that hymn we sing, which the little boy said was “My Country Teazle-ee.” If you look into that hymn you find out something about our country. It is made of rocks, rills, woods, and mountains. That is not my country at all. There are just as good rocks in Europe as there are in the United States. I have seen some rocks around Rio De Janeiro that are just as good as they are here. The thing that makes our country a thing to be fought for, to be admired, to be loved, is the people in it, past and present. And the people do not get any mention in those verses. I think some geographer who has the gift of verse should write a new anthem with our countrymen in it.

The eradication of these falsehoods was a favorite preoccupation with Jefferson, who frequently spoke on this theme at Teachers’ Institutes, visits to schools, and to men’s business clubs. In 1904 on the occasion of the Michigan State Teachers Association meeting, Jefferson presented a paper entitled, “Current Errors in Geography Teaching” in which he vigorously denounced the inaccuracies of much classroom teaching. Frequently he held up to ridicule the theses, “Hot air rises, causing wind,” and “Mountains produce rain by chilling the moist air that blows against them.” Occasionally Jefferson’s students would find teachings in geographic literature which disagreed with explanations given by him in the classroom. In these cases all the literature available on the subject would be assembled and the conflict of belief would become a project lasting perhaps several weeks. Sometimes Jefferson would publish a note, or deliver a paper which covered the dispute in question. Often, too, he would write to an author requesting explanation. Typically on January 2, 1932, Jefferson wrote to George Philip and Son, Ltd., London:70

My students complain that your little “Political Europe” at page 7 shows German Territory on the West on the Rhine in Alsace and that you still show the rains of Chile in the old inaccurate way, corrected by my “Rainfall in Chile” Research Series No. 7 American Geographical Society of New York in 1921 and now adopted by all modern map makers both for annual and semiannual maps. In the middle 30’s of
South Latitude central Chile is dry (and irrigated) between wet mountains both east and west. The facts are notorious to anyone who has traveled in Chile and the isohyets have plenty of observations for better drawing.

Another of Jefferson's favorite theses which he emphasized repeatedly in the classroom was the value of using anglicized place names. He addressed several groups on this matter, including the meeting of the National Council of Geography Teachers, Nashville, Tennessee, Christmas 1927:

> Went to Nashville, Tenn., Christmas meeting advising Anglicising all geographic names (Lyons, France like lions and not as the school recommend, lee-ong). Teachers fifteen years ago hooted at my suggestion, but this time they liked it. Everybody but the school teacher, I think, says Lyons and Marseilles (mar sales) and I think it absurd, with the result that young people will not even try to name any foreign place, at all. What I think is absurd is that teachers should hold out for foreign pronunciations. Nobody dares say Rheims nowadays, but in the Ingolsby Legends it rhymed with dreams—the Jackdaw of Rheims. I am going to make as much of that in my new books as the publishers will allow. School people claim to know better than the writers of books you know what is good English, for instance. I met that years ago with the phrase two hundred and fifty, the form affected by all writers of good literature, old or new, but the school marms teach two hundred fifty, as if they could improve on the language.

There were few students who did not see and hear Jefferson while he was at the Normal, for attendance of students at the General Assembly was compulsory. Both Faculty and students would gather together on these occasions. Raye Platt has observed:

> Time and time again at these assemblies the college President would announce (no matter what the planned program might be) that “Professor Jefferson has something to say to us” and Jefferson would leap to the front of the platform for a brief and always emphatically voiced and gestured discourse on some current event to which the only impact on most of the students must have been that “this must be important since so important a man feels that he must bring it to our attention.” (I rather thought that Jefferson's object was really to get something off his always indignant chest and also perhaps to try to bring a little light to other members of the faculty of most of whom he had a rather poor opinion.) By the way, Jefferson's work on the Inquiry had given him a luster among his colleagues that had practically erased their previous general disapproval and even fear of him because of the never-failing acidity of his tongue. I recall particularly one of these assemblies. It was in 1920 when Hiram Johnson was working for the Republican
nomination for President. The dean of Women was an enthusiastic Republican (a member of the National Committee and a supporter of Johnson). She asked me to attend with her (in W. W. I uniform!) a dinner for Johnson in Ann Arbor. In the course of his discourse Johnson was ranting about some possibility that troops were to be sent to some foreign country. (I have forgotten what it was all about) and shouted in his pompous way "If I am elected President I shall see to it that our boys will never fight under a foreign flag." And then, noting a good many W. W. I veterans in his audience and suspecting, I suppose, that they might be a little proud of their overseas experience, he added parenthetically "I shall see to it that they fight under the same flag that they fought under at Soissons and Chateau Thierry." Well that was enough for me, since in both engagements our troops were under the French flag. So I got up and left as did a number of others in uniform. I never knew how Johnson handled the situation, but the next morning I met Jefferson on the street and reported Johnson's promise to him, more as a joke that he would appreciate than anything else. But it was no joke to Jefferson. That happened to be Assembly morning and there was Jefferson on the platform denouncing a man so ignorant who would presume to run for President and taking the occasion to put in a good word for Wilson and the League of Nations.

On a number of other occasions newspaper criticism of one or another of the Peace Conference decisions brought Jefferson to the platform to set the matter right."

The students appreciated Jefferson, though more than a few over the years grew to dislike his biting sense of humor and subtly used sarcasm. The college Yearbook, *Aurora*, published annually a photographic portrait and brief biographical sketch of the faculty at the Normal College: Jefferson's photograph and biographical sketch thus appeared regularly over the years. Occasionally the Aurora staff would subject the character of faculty to verse. In 1906, the Aurora felt it appropriate to write of Jefferson:73

> What cares he for printed pages, with their dusty lore?
> To his mind, there is a volume which contains much more;
> 'Tis the book great Nature opens in this world of ours;
> With all her wondrous lessons in hills and streams and flowers.

In 1909 the Aurora saw fit to observe of Jefferson: "The earth is to him a never ending number of wonderful roads which all lead to God."

In 1910 Jefferson's picture in the *Aurora* was adorned by a quote from Shakespeare: "Thy wit is a very bitter sweeting; it is a most sharp sauce."

One year later the same publication observed of Jefferson:
The outward shows of sky and earth of hill and valley he has viewed
And impulses of deeper birth
Have come to him in solitude.

In 1917 the Yearbook remarked of Jefferson: "... Happy are those who call him teacher; happier those who call him friend."

Numerous other references were made in the College Yearbook to this geographic spirit that roamed the campus. Noteworthy is the dedication of the 1922 *Aurora* to Jefferson. On the title page of that yearbook may be read the inscription: "To Professor Mark Jefferson, student, scholar, teacher, who exemplifies in his classroom that fine definition of a teacher,—'one who invigorates life through learning,' the *Aurora* of 1922 is dedicated."

His strength as a teacher rendered his services continually in demand elsewhere in the State of Michigan and in the nation's universities. At the request of State Superintendent of Public Instruction, P. H. Kelley, Jefferson frequently visited teacher's institutes, a practice established by C. T. McFarlane in the 1890's. Usually he lectured on one of his trips abroad, using illustrations from his excellent collection. Prior to 1921 he lectured to any group that wanted him, for a fee, though the topic was of Jefferson's choosing. In 1921 an "Extension Department" under the direction of Horace Z. Wilber was established at the Normal to cater to the growing demand for education throughout the state. Jefferson would not teach regular extension courses; it was fatiguing and time consuming. Faculty colleagues, Margaret Sill and Ella Wilson, who joined him in 1921 and 1923 respectively, did undertake such work in the Normal's "invisible-campus." Jefferson was invited frequently by the President of the Normal, working through the Division of Field Services, to travel parts of the State of Michigan visiting high schools, spending a day with each. These invitations Jefferson accepted. Occasionally he would visit two or three high schools in as many days at which time he would listen to teachers teach language, social studies, history or geography; watch students' reactions; inspect equipment; and address individual classes and the school assembly. A report of his findings, usually compiled on the train journey home, typically included recommendations, which would then be sent to the high school principal and a copy to the Normal President. These same principals and teachers wrote frequently to Jefferson at Ypsilanti, before or after such visits, requesting advice.

Jefferson taught in summer schools at Harvard University 1898 and 1900, the University of Michigan 1903, Yale University 1907, the University of Chicago 1917, the University of California 1920, and Columbia University 1932. He was obliged to decline written invitations to
teach summer school at Harvard University 1903, the University of Michigan 1905 and 1906, the University of Tennessee 1908, Columbia University 1917, Columbia University 1931, and the Ohio State University 1931. Probably more invitations would have come to Jefferson but he made it known that only every third summer was he free to entertain invitations for work away from Ypsilanti's Normal College; every third summer a faculty member was obliged to refrain from teaching at Ypsilanti's Normal in order to share employment with other faculty members and partly to give themselves a rest or change of environment.

No account of Jefferson the pedagogue would be complete without mention of his disciple record, a term coined by S. S. Visher who has described Jefferson's remarkable classroom success in the following words:

During his earlier years at Ypsilanti he started on their geographic careers three men who later became presidents of the Association of American Geographers and two others who have risen high in the Association: Isaiah Bowman, Charles C. Colby, A. E. Parkins, D. H. Davis, R. R. Platt; George J. Miller had his first course in geography as a student of Jefferson's at the University of Michigan in the summer of 1903. Three have received the Distinguished Service to Geography Award of the National Council of Geography Teachers. This disciple record is better than that of any other college. Indeed, few major universities with departments of geography and with large numbers of students, fine equipment, and graduate school opportunities have approached that record, of starting in geography as many men who subsequently rose high in the profession.

To this list might be added in particular the names of C. E. Cooper, F. W. Frostic, J. F. McBain, C. Stratton, Margaret Sill, Richard Mahard, all students of Jefferson who taught for many years in the classroom.

It is evident from a glance at the record that Jefferson's most accomplished students emerged under his tutelage in his early years at Ypsilanti's Normal: I. Bowman (Life Certificate 1904), Guy C. Smith (Life Certificate 1906), C. Colby (B. Pd 1909), F. Frostic (Life Certificate 1910), A. Parkins (A. B. 1911), W. Gregory (1911), C. Stratton (1914), R. Platt (1920), M. Sill (1921). Stephen Visher, following his findings in Scientists Starred, 1903-1943, in American Men of Science has observed that notable success has come to American pedagogues while they were in their younger years and closer to their students. Visher suggests that Jefferson was no exception to this pattern. Certainly Jefferson cared for those students who showed promise. Such
students would be invited to take supper with Jefferson's family in his home, at which time he would recommend certain books that should be read and propose local field work that the student should undertake independently. If the student showed willingness and pursued Jefferson's suggestions, another supper would follow, and the student's future would be discussed. In the early 1900's Jefferson recommended Harvard to such students, where Davis was busy in an undertaking hardly less in scope than the reorganization of a discipline. Later, when Davis ceased teaching in the Harvard classroom, Jefferson referred his students to the University of Chicago and H. Barrows, J. Paul Goode, and R. D. Salisbury. From approximately 1925 until 1940 Jefferson recommended Columbia University for his advanced students, where the minds of Douglas Johnson, Lobeck, and Orchard stimulated thought while the American Geographical Society was within walking distance. Jefferson employed his promising students in the geography department at the Normal, giving them a valuable academic and teaching experience, which also provided them with money to offset the expenses of later graduate studies. Thus he employed Isaiah Bowman, Darrell Davis, Charles Colby, Almon Parkins, Charles Stratton. Raye Platt and Richard Mahard were granted this opportunity at a later date. Margaret Sill, employed in 1921 in the Normal geography department, continues her service to the present. To these students Jefferson would lend books from his own collection; he would encourage them to write and rewrite results of local field work that he had suggested, which occasionally meant publication; and when the students left Ypsilanti for Harvard, Chicago, or Columbia, he would maintain a steady correspondence with them. Perhaps just as satisfying to Jefferson was the enthusiasm which he had managed to instill into his "working men and housewife students," many of whom wrote to him in later years expressing their appreciation:

Tonight's "Enterprise" contained an item telling of the award of the Cullum Geographical Medal to you. Congratulations!

Probably you do not remember little Edith Lovell graduating from Brockton High in 1899. You were one of those among the faculty who urged me to go to college instead of the Normal as I had planned, I went to Boston University, and graduated in 1903. . . . Taken at least one course of study every year since graduating. Now 51 years old, I have still the zest for learning in order that I may grow and teach (not in public school.)

No! I am not looking for a job.

I want you to realize what you helped to start. I recognize in you a teacher who taught creative thinking, You taught by the "project
method" before that phrase was coined! I shall never forget how you rode around to my house on your bicycle (hammer sticking out of your pocket) to tell me that you were obliged to flunk me on the examination in Geology because you had warned me that I should be marked on the full number of questions, but that my answer to the first question showed so superior an understanding of the geological formation underlying this city that you considered it only just that I be marked highest in the class for the term's work! The cleverness and fairness you disclosed in handling the situation made a great impression upon me and your thoughtfulness in explaining it to me in advance and away from my classmates was greatly appreciated. I treasure that paper and the class notebook to this day . . . .

Geology has not been my speciality. I "took one course" afterwards. That is just what I did. What those ten out-of-door lessons did for me was to make me love the great out-of-doors, to observe more closely and to associate separate facts. The graded deposits of departed rain streams, sand pits, drumlins, Moraine street, often remind me of that high school class and its teacher and my growing appreciation is summed up in

I THANK YOU

Edith Lovell Stevens
(Mrs. B. Strout Stevens)

I tried to get in touch with you last year when you were in Boston, but reached your hotel just after you had left for the train.

John Rose, geographer, of Washington D.C. has written me about you and I am bold enough to address you as an admiring student of yours in the Lexington High School in the nineties. You showed us how to pole vault, and beat us all at it. You took us on geology walks, showed us a hill of trap in Somerville which has since been entirely removed, several glacier scratches, etc.

You have become a geographer. I have become an architect, and have worked in Boston except for one year in Tweedo Park, New York . . . I recall the happy days of the L.H.S. class of 1898 with (!) the greatest clearness. Your face, the cut of your beard, and your extremely energetic manner stay in my mind's eye. Especially do I recall your enthusiasm in learning and teaching.

And so, forty five years later, I salute you and wish you well!

Sincerely,

William Roger Greeley
Interesting are excerpts from letters written by people who knew Jefferson's work as a pedagogue:77

It was my privilege to have Mark Jefferson for all of my undergraduate work in geography. After being graduated in August, I came back in September 1921 to teach under him until his retirement in 1939.

He was a most dynamic and forceful teacher. He did not tell you anything you could work out for yourself. His classes were so interesting that you were never aware of being in class fifty minutes.

Perhaps I can illustrate his teaching best by saying that you did at least four different things during the class period. If after a few good thought questions, he discovered that the class had studied the lesson, he would not take time for a recitation, but would move on to something new. This might mean make a map, a graph, a chart, construct a Brazilian, French, or Dutch home. He would give exact measurements, students reduced the scale, and each student would make one. Lantern slides would be used anytime to clear an idea. Yerba mate would be served to show how it differed from green and black tea. A map would tear, and he would show you then and there how to mount it on cheese cloth with flour to starch paste. If you were studying Italy, you read Browning, if Britain, Grey's Elegy of the Country Churchyard; Canada, Evangeline was read; and so on.

Mark Jefferson did not teach geography as straight facts. He knew literature, art, music, science, math, and the social sciences, and his courses were truly integrated and fused courses.

He was not interested in quantitative learning. He was interested in quality. He was always eager to stimulate students to want to know where people live; what they are like! How they make a living; and why they work, play, worship, and govern themselves as they do.

Statistics meant much to him. He read much into them, and used them for their story over and over again in his classes.

I believe that Jefferson was certainly the greatest teacher I ever had when it came to the business of teaching people to think. His own mind flashed and darted like a hummingbird exploring a trumpet vine. Thinking the way an expert comedian, master of repartee, deals with witticism. It seems to me that he was always asking "why!" He was a very skilled observer but once he had observed, he would try to "have a thought" about what he had observed. A student well acquainted with him learned to "Think before he spoke." I remember that he was delighted with the phrase, "What's worse than finding a worm in an apple?" He asked me that question one day out in the field. I thought before I spoke but the best I could come up with was to reply "to find two worms!" But he chuckled heartily and said, "to find half a worm."
Father's idea always was that if you were interested enough in a subject to be teaching it, you should be enthusiastic enough about it to find out for yourself how best to teach it. And his idea of teaching, was not just to impart knowledge. It was to make the subject so interesting that the students became enthusiastic about it too. While none of us children took any of his classes, I recall at least two occasions when I spent a morning in the back of his classroom. I have no idea why. I've been trying repeatedly to recall the reasons. While the subject was not of interest to me, I was nevertheless impressed with the constant activity and the complete interest of the entire class. Something I never experienced in any other class that I recall.

In the summer of 1937 Jefferson, at the age of 76, was retired from the classroom against his will. The Michigan State Board of Education had at that time recently passed a law decreeing that teachers over the age of 70 should be retired from the classroom. Jefferson was deeply offended by the letter that President Munson sent to him requesting a letter of resignation in compliance with the ruling of the State Board. He was offended that Munson had not written him a note of thanks for his 39 years of service to the Normal, and he was offended that his retirement salary was to be $1,200 instead of a sum, half of his regular salary at the time of retirement, which he had been promised by President McKenny (1912-1932). He wrote a letter to Mr. Munson tendering his resignation:

"Your suggestion that I write you a letter asking to be retired at the end of the current year is embarrassing. I do not wish to retire. My retirement will be a loss to the state of Michigan. I am a better teacher today than I ever was. I am doing right now my best work in original geography. Moreover my teaching and my original work are exceptionally good.

That is of course an immodest statement. It is, however, easily verifiable. I was President of the Association of American Geographers in 1917. The following persons will, I am sure endorse the statement: "Michigan will find it very difficult to obtain anyone who can adequately replace Mark Jefferson as head of the department of geography in the state Normal College."

They are heads of departments of geography in the leading universities of the country.

—University of Wisconsin, V. C. Finch, this year President A.A.G.,
Glenn T. Trewartha—University of Minnesota, Darrell H. Davis,
Richard Hartshorne—University of Michigan, Preston E. James, Sec.
A. A. G.—University of Toronto, Griffith Taylor—George Peabody
College, Nashville, Almon E. Parkins—Col. Claude H. Birdseye, Presi­
dent elect. A.A.G., 22 Grafton Street Chevy Chase, Maryland, and
President Isaiah Bowman, Johns Hopkins University.

I have not written these men. Almost all of them have heard
me present a paper December 28, 1938.

A few years ago President Roosevelt caused consternation in Wash­ing
ton in the U.S. Geological Survey by announcing that members of
the corps over 70 must retire—on a pension that amounted I think to
60 per cent of their pay. Men already 70 and others nearing 70 were
doing work that would simply have to be stopped if they were re­
moved. Director Walter C. Mendenhall of the Geological Survey saw
the President and the outcome was that Dr. Mendenhall was allowed
to make appointments for one year at a time of 70-year old men whom
he could assert were “indispensable.” A number of men have been
named to me and I can ascertain their names easily, although I have
forgotten them at the moment.

What does it mean to be indispensable? One man can always go
through another man’s motions. Is it so very important that teaching
be of a high grade? Schools do get along as a matter of fact with quite
mediocre teaching.

The output of the Geological Survey is more concrete and tangible
than that of school. It falls into the hands of very competent and
critical men as soon as issued, men whose earnings and profits depend
on good work being put before them. The output of the classroom is a
much less tangible and examinable thing—will often take years to
judge.

Two years ago I would have supposed that you would have been
willing to go to the State Board of Education with such a plea to retain
my services as too valuable for the state to give up. Probably you value
them at less than I supposed. Perhaps you do not make suggestions to
the Board of Education.

Of course, if such a one year’s appointment were made, the next
head of the department to reach retiring age would ask for the same
reappointment. Well, if you have any head of department who has
been president of the National Society of his branch of study or
teaching, if he has received the only two gold medals offered in his
subject in the country, and been made corresponding member of for­
eign societies concerned with his topic, if he is declared to be desirable
to keep, even at his age by heads of his department in the great universities of this country, well perhaps—if he is obviously well, strong and young looking, why not! Is the good of the school as a teaching institution not of any account?

But perhaps you would not have many such.

I do not wish to apply to you for permission to retire. I do not wish to retire. This serves to acknowledge that I had from you in September, 1937, notification that I was automatically retired on July 1, if I had been passed my 70th birthday. As I have filed with the office a number of times the statement that I was born March 1, 1863, my last teaching should be concluded with that date. I have no defense. I must consider myself retired with the conclusion of the current year.

Jefferson had been upset. It was not a matter of pride, but of faith: faith that the institution would give him a respect after service, and faith that all promises would be fulfilled. Emeritus rank was not conferred upon him. Jefferson entered his retirement in bitterness. For the next three years immediately following his retirement Jefferson felt obliged to recount his victimization frequently in his correspondence, little matter to whom he wrote. This experience did much to drive Jefferson away from classroom matters and geography and into civic work in the ten years of his retirement. Several months before Jefferson retired, his two departmental colleagues, Ella Wilson and Margaret Sill, undertook to establish a Mark Jefferson Scholarship Fund, the income from which was to be awarded each year to an able junior who had shown unusual interest in geography. Letters were sent to many of the students that had sat in Jefferson’s classes unfolding the plan of the Jefferson Scholarship Fund. Several hundred dollars were swiftly donated, many letters accompanied the contributions, expressing gratitude for Mr. Jefferson’s work. Doubtless many, many more contributions would have been forthcoming, but the Normal never did organize its alumni group effectively. Students left the institution, and scattered themselves the world over, so that in 1939 the Normal administration probably had no more than 20% of the addresses of living alumni. The Misses Wilson and Sill in the June of 1939 carried the leather bound sheaf of acclaiming plaudits to the house of Mr. Jefferson. But he was unhappy: the fact of a broken promise and a curt demand for a self written letter of resignation would not be forgotten. His acceptance of the scholarship scheme on the very steps of his home was terse and brusque. His personal dislike of display and personal prominence were also doubtless contributing factors to his lack of enthusiasm for the scholarship. However, in 1947, in autobiographical notes he was preparing for the 50th anniversary of the Harvard Class of 1897, he found room for a little sentiment regarding this and other honorifics.
Plunder of the Scholarship Fund Letters seems a peculiarly fitting way to appreciate the man's pedagogic contribution in the context of his time. There follows a selection of the letters that were not lost to record:

From A. K. Lobeck

I beg that you will accept from me this brief message of good wishes that I send in all sincerity. I have read almost all that you have written and have heard much that you have said and have always been charmed with the pungency of your expressions and the unusual point of view which you have introduced into the geographical world.

From Fred Mackay

... We think that you have done a good job, given our round old earth more dignity, made us ashamed of short journeying. Is not that the essence of great living?

I am glad to have known you, too, in other relations than those of the classroom and the campus. I have learned that intellectual aristocracy can be delightfully democratic. You are the geographer par excellence, but you are also the Kiwanian Mark. That warms the cockles of the heart and prompts me to stretch up an inch higher.

As you retire from active work with us, do not think that we will allow you to break away from the circle of friendship; that cannot be. So for the present, I join in a hearty expression of personal good wishes and God-speed.

From Anna Field

... And so to you, now, Mr. Jefferson, let us say that we highly respect your scholarship. We delight in the wit of your repartee, we appreciate the generosity of your immediate response whenever we turn to you for help, and we need the intellectual stimulus of your vigorous mind. We do not see why our professional and personal friendship need suffer because you now cease to meet your classes daily, and we wish that it might be possible for you to continue to live in the colletgetown community that has been your home for so many years.

In whatever you do however, and wherever you go you have our gratitude and our friendship.

From Helen Strong

I wish that I could be present on this memorable convocation. I owe much to you in many ways. You trained many of the men who inspired me to go on with my professional work in geography. When I began my work in geography, you discussed various questions with me
on different occasions, always presenting new ideas. The meetings of
the Association of American Geographers, to which you have con­
tributed, and to which you will continue to contribute, have opened up
horizons of understanding and research. The books you have published
and the papers you have written have given us both the needed facts
and the philosophy for thinking.

To me personally, your friendship and professional leadership has
continually pointed the way to broader understanding of the service
which a geographer may render, and has stimulated the desire for
better and clearer thinking. I shall continue to look toward that leader­
ship now that you are freed from the demands of the classroom and
can devote your full time to research, study, writing, and travel.

May you continue to live richly.

From the University of Michigan

The members of the Department of Geography at the University of
Michigan wish to express their appreciation of your important services
to the profession. For the many leading personalities who have entered
the field through the inspiration of your teaching, and for the domi­
nant position in research activities which you have long held, you
deserve the highest honors. You are in that happy situation where
recorded achievement makes words unnecessary. Please accept our best
wishes for many more years of active scholarship.

Raye Platt, who Jefferson had placed at the American Geographical
Society, wrote of his former tutor:

In sending you my contribution to the fund for the scholarship in
honor of Professor Jefferson (a contribution by no means commensu­
rate with my regard for him), I want to try to express something of
my appreciation of him.

I think, and I say it with all sincerity, that he is one of the great
teachers of our time. The fact that so many of his students have
become specialists in geography is evidence of his ability to inspire
undergraduates, most of whom, when they entered his classes, never
dreamed of making geography their life work, or, indeed had any idea
that there was a life work in the subject. One scarcely expects to find
really brilliant teaching in a freshman class in college. He must be a
superior teacher indeed who can maintain a high level of brilliant,
inspirational presentation of a subject even when dealing with immu­
ture minds. The teacher in such circumstances has to do all the work.
Yet in his beginning class in Teachers' Geography as in all other
classes that I had with Prof. Jefferson, I cannot recall a single dull
moment or even a moment of let-down. One came to wait for his entry into the classroom much as one waits for the rise of a curtain at the performance of a new play by a great playwright and, when the class ended, to have the same feeling of regret that one has when the final curtain comes down. I do not mean that Prof. Jefferson was a showman in his classes. I mean that each of his class presentations was a gem brought to the class exquisitely cut and carefully polished.

Quite as impressive to undergraduates was Prof. Jefferson's wide culture, especially since most of them, if not all of them, myself included, had been previously quite unaware that there were men whose knowledge was so wide and deep. His grounding in the classics, his facility with many modern languages, his wide reading (I remember that he read and discussed *Main Street* when it was hot off the press and my awe when I saw French mystery stories on his table) must have inspired many of his students with a desire for the satisfaction that knowledge purely for the sake of knowledge affords.

I can't say that Professor Jefferson was a gentle spirit. If one couldn't take it, he was often, very severe and sarcastic to the point of cruelty; but we need more, not less, of such cruelty in college teachers—provided always that the teacher has the scholarship to back it up and is not using cruelty as a screen for his own deficiencies.

For me to say anything about Prof. Jefferson's contribution to geographical science would seem superfluous, since many more worthy than I will be evaluating his work as a researcher and writer at this time. The inscription written by Miss Wrigley for the Cullum Geographical Medal awarded him by this Society in 1931 expresses well what geographers think of his work: "For the savor of true geography in his ingenious and fruitful inquiries into man's distribution on the earth." I might add here parenthetically that Bob Speer and I had his course in the geography of Europe the winter that he was working out his *Man in Europe*. That was a memorable experience of which we often speak now, although it was twenty years ago. Certainly his brilliant ideas, his qualities as a researcher, his intellectual integrity, his ability as a writer, and the high standards of his criticism of the work of his contemporaries have done much to elevate the level of geographical research and the presentation of the results of geographical research in this country.

I sincerely hope that Prof. Jefferson's retirement from the Normal College will not mean his retirement from the teaching profession. I am sure that it will not mean his retirement from geographical research and writing.

Frank Hamilton expressed his gratitude to Jefferson with the following remarks in a letter dated June 11, 1939:\textsuperscript{87}
Since my first course in United States Geography, when I accompanied you from Martha’s Vineyard to the breakwater at Galveston via McClellanville at Cape Romain in South Carolina, until the present Geography of Europe with her million cities, your teaching has been so interesting and different. I shall never forget Cordoba or Puerto Montt and while my work in Map Drawing and Physiography was anything but spectacular I’m sure I gained a lot. Finally the Field Work with its interesting terrace studies, river captures, beaches and shore lines, and contour intervals,—These six courses have gone far toward adding to my geographical happiness—They were not obligations but opportunities I assure you.

The task of expressing my gratitude for all you have done for me is a great one, indeed, but I feel sure it may be simplified by reminding you of how you once expressed your feelings toward Professor Davis. May I hold you in the same esteem.

And from Isaiah Bowman, while President of the Johns Hopkins University, in a letter dated June 7, 1939:

It is a privilege to be invited to join other students of Professor Mark Jefferson in expressing appreciation of his many years of work at the Michigan State Normal College. When I entered the State Normal College and presented myself to Professor Jefferson as a special student in Geography, he gazed down at me from the upper levels of the platform with immediate interest and geniality. He at once gave me special work to do, in addition to the regular work in his courses. Within a few months he invited me to return as instructor in Geography after a year of study at Harvard under Professor W. M. Davis. I still remember the form of that invitation, which was that the year of study could be taken at Harvard, Yale, Princeton, or Johns Hopkins, but that he preferred that I go to Harvard. It was a wise choice. Professor Davis was at the top of his intellectual power at that time and an exceedingly rare and critical person. He was just the kind of person required by a student bent on specialization. Upon my return to Ypsilanti, Professor Jefferson was of inestimable help to me as a young teacher of advanced students. I may add that during my period of teaching at Ypsilanti and during ten years of teaching at Yale, my work was colored by Professor Jefferson’s point of view, by his wide culture, and by his personal example as a scholar of unlimited curiosity. I still think that parts of his teaching were better than most of the teaching that I had in a number of schools. And some of it was unsurpassed in clarity and stimulating power.

As director of the American Geographical Society, I had the privilege of dealing with Professor Jefferson in the publication of several
monographs and a number of articles. It was a day on which to hang out the flag when we received a manuscript from him. Everything he writes has a distinctive Jeffersonian touch. Every item that he has published is marked by new ideas and a fresh approach. These are qualities that few men are able to contribute to the culture of their times. They endure because they are backed up by other men and passed along to their friends and students in turn. I salute him as one of the most important geographers of the past forty years and as one whose contributions will live as long as science and Western civilization endure.