A Woman’s college! maddest folly going! What can girls learn within its walls worth knowing?

-Florian in Gilbert and Sullivan’s Princess Ida

Lucy Maynard Salmon (1853-1927), historian at Vassar College, did not have a typical mentoring relationship with her teacher at Bryn Mawr College in 1886, the young professor of history, Woodrow Wilson (1856-1924). In many respects their relationship was like that of the odd couple. In fact, their rapport was so aberrant it inspired the reverse of the title of the Kridel, Bullough, and Shaker book, Teachers and Mentors in the preparation of this essay. Salmon was three years older than Wilson, and, according to one source, knew more history than did he. Moreover, Wilson did not enjoy teaching women. Salmon’s and Wilson’s disparate pedagogical practices proved even more dichotomous. Clearly, a symbiotic relationship between the two did not exist.

Salmon in fact, found little to admire in Wilson. Unlike the conception of mentoring and the themes highlighted in Teachers and Mentors such as teaching as a calling, inseparable from life (e.g., Lawrence Cremin’s fond reminiscences of George S. Counts, or Bill Ayers inspirational memories of Maxine Greene), Salmon had little praise for her mentor. One Wilson biographer labeled Salmon’s recollections “acid.” While Salmon faced daily challenges because of Wilson’s prejudice about women’s intellectual abilities, her greatest difficulty derived from her disapproval of the German lecture method of teaching that he favored. Salmon preferred discussion, independent research, and experiential learning. She encouraged students and teachers to investigate the world around them to see that history was everywhere, part of present life.

Obviously, the gulf between the teacher and the protege was wide. Yet, both were ardent supporters of the new social history - a concept to which Salmon referred as “history in the round.” Because of his later position as United States President, Wilson’s work is more well-known and carefully documented than is Salmon’s. However, more attention is paid to his political involvement than his lengthier academic career. Salmon’s more progressive work to reform education, especially pedagogical practices in history education, unfortunately, has been marginalized and largely overlooked.

Salmon earned an A.B. in history from the University of Michigan in 1876. There, she studied with the noted historian Charles Kendall Adams. Thereafter, she secured the post of assistant principal of McGregor High School in McGregor, Iowa. She performed successfully enough to be promoted to principal the following year and she remained in Iowa for four more years. Desiring to continue her education, she returned to the University of Michigan and earned a Master’s degree in European History and English Constitutional History in 1883. Subsequently, she served for three years as an instructor at Indiana State Normal School in Terre Haute. The following year, Salmon was granted a fellowship to Bryn Mawr College at which she came under the tutelage of Woodrow Wilson.

Salmon and Wilson at Bryn Mawr

When the chance arose for her to become a fellow in American history at Bryn Mawr College in 1886, Salmon gladly accepted the opportunity to study under Woodrow Wilson, then a young professor. Prior to his appointment to the faculty of Bryn Mawr College, Wilson completed undergraduate study at Princeton, briefly studied law at the University of Virginia, and engaged in two years of graduate study at The Historical Seminary at Johns Hopkins University. In 1886, he earned a Ph.D. by special dispensation. Wilson was a seemingly self-confident “moving orator.” He favored lecture, and despite his advocacy of the new social history, tended to write works of political history.

Wilson did not support women’s higher education, so his first teaching assignment at Bryn Mawr, a woman’s college, became a distinctly unhappy experience. In was in this position, as professor of political economy and public law, that he taught Lucy Salmon. When Salmon considered accepting the fellowship, Charles Kendall Adams, her mentor at the University of Michigan, advised, “That Mr. Wilson will be able to help you much you must not anticipate. Indeed I shall be very much surprised if you find that he knows nearly so much history as you do.”

Bryn Mawr was only in its second year of operation when Salmon matriculated. It was one of the group of institutions of higher education that later became commonly called "the Seven Sister colleges", and which included Wellesley, Radcliffe, Barnard, Mount Holyoke, Smith, and Vassar at which Salmon later taught. These colleges were private, selective, all female institutions of higher learning. Each offered opportunities for women at a time when many elite private colleges, such as Harvard, Princeton, and Yale, only accepted men.

Prior to his coming to Bryn Mawr, Wilson reviewed a version of Salmon’s Master’s thesis, "The History of the Appointing Power in the United States" that she presented at the Seminary of Historical and Political Science in 1885; thus, he was familiar with her previous work. Wilson wrote her that the college did not have teachers or graduate students to hold separate formal courses for advanced students such as she was. In fact, in its first year of operation, Bryn Mawr enrolled only seven graduate students.

During her studies, Salmon and Wilson met three times each week for seminars and Salmon recalled that the conferences were "absolutely informal." Still, during the academic year, Salmon grew secretly to disdain Wilson’s sense of self-importance.
and his teaching methods. She quickly realized that Wilson had limited regard for women's academic potential. For example, in 1887, Wilson explained that his new Fellow in History, Cora Agnes Benneson, "was a pleasant small person of mind which it will be very hard, but I trust not impossible, to impress..." Benneson, who succeeded Salmon as Wilson's third Fellow, had earned an A.B., 1878; LL.B., 1880; and A.M., 1883 from the University of Michigan. Benneson's achievements belie Wilson's harsh and clearly inaccurate assessment.

Indeed, at Bryn Mawr, Woodrow Wilson appeared to be uncomfortable teaching women. When Wilson joined the faculty in 1885, he wrote, "I should, of course, prefer to teach young men, and if I find that teaching at Bryn Mawr stands in the way of my teaching afterward in some men's college, I shall, of course, withdraw." In a letter Wilson later wrote to his wife during his third year at Bryn Mawr, he confided,

> When I think of you, my little wife, I love this 'College for Women,' because you are a woman: but when I think only of myself, I hate the place very cordially: for you are the only woman hereabouts of your genuine, perfect sort- the only woman anywhere of your perfect title to be worshiped by men..."  

As for Salmon, Wilson wrote that she "needed only constant encouragement- but that amounted to carrying her on my shoulders. I'm tired of carrying female fellows on my shoulders!" Clearly, Wilson had limited regard for women's academic potential and Salmon bristled. Indeed, in a letter to her former mentor, Charles Kendall Adams, Salmon wrote,

> I am quite sure that he [Wilson] never wholeheartedly believed in college education for women. He once said to me that a woman who had married an intellectual, educated man was often better educated than a woman who had college training. All of this used to amuse me, and I never presented any other side of the subject to him, or stated my own views- it would have been useless to do so. I felt that his opinions were derived from a limited educational and social experience and hoped that he would sometimes learn better!"

Not only did Wilson assume that women's intellectual abilities were inferior, his teaching methodology failed to impress Salmon. Although he was an exceedingly gifted lecturer, Salmon said, "he never liked teaching as differentiated from lecturing". Although Salmon was the only student in Wilson's graduate seminar, he tended to dominate the conversation, and frequently lectured to her. At one point, he spent three weeks reading his lecture notes to her from an economics course he took at Johns Hopkins. Even at such an early point in her career, Salmon's teaching methodology differed dramatically from Wilson's. Generally, she did not favor the German lecture method. She believed that the teacher's role at the university level was to encourage thinking and independent research. Ironically, at her public memorial, one of the historians who paid tribute to Salmon, aware of pedagogical separation between Wilson and her, remarked,

> But it may interest her friends to know that her views on the guidance of a class too large to conduct by the seminary method closely resembled those of Woodrow Wilson. Many years ago, while he was President of Princeton, he told me that the lecture should be relegated to a secondary position, not entirely eliminated, for it still had value as synthesis, as an opportunity to expound a point of view and to exhibit to the students a model of historical method- but made secondary to, or co-ordinate with, class discussion...This is the method which, I understand, was introduced at Vassar by Miss Salmon, and which is still successfully practiced at Vassar.

In other words, Salmon and Wilson's methodological approach to teaching differed, not in terms of black and white, but in shades of gray. Even when Wilson became President of the United States, Salmon never completely revised her early opinion of him. In fact, in an article written in The Nation under the pen name 'A Neutral' during Wilson's term as President, Salmon wrote that Wilson, "has always been intensely interested in his own career... He is thus inherently a self-centered man." After Bryn Mawr, Wilson became a professor of history at Wesleyan University and Princeton University before becoming Princeton's President. Subsequently, his political career began with his election as governor of New Jersey, followed by winning the office of U.S. President in 1912. During his academic career, Wilson published several books which treated topics in political history, such as his study of Congressional government and his biography of George Washington, rather than works of social history to which he professed commitment. Having to work with disapproving male professors, such as Woodrow Wilson, women clearly were challenged to earn an advanced degree in the 1870s. Regrettably, the challenge continued after her student days because professional opportunities for educated women after graduation remained limited.

**Salmon's Teaching Methods at Vassar College**

After completing her year as a Fellow in History at Bryn Mawr in 1887, Salmon accepted the position of Associate Professor of History at Vassar College in Poughkeepsie, New York. Vassar had been established in 1865 by Matthew Vassar. As an institution, Vassar's stated mission was to provide an education intellectually equal to that provided to men. Indeed, Matthew Vassar communicated to the Board of Trustees, "It occurred to me that woman, having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development." Remarkably, at Vassar the majority of the faculty were female. For example, in 1911-12 during Salmon's career, only 17 of the 108 faculty were men.

When Salmon arrived at Vassar in 1887, she was the only history professor at the college. Subsequently, the department expanded. Salmon went on to a long and distinguished career as the chair of the history department (1887-
Salmon taught numerous history courses during her forty year tenure.

During this period, the nature of the college curriculum changed dramatically nationwide. Since the founding of colleges in the United States in the 1600s, the curriculum offered at institutions of higher education had been strictly mandated. Students had little or no ability to select courses, and the study of Latin, Greek, literature, and philosophy was emphasized. Furthermore, science did not hold a prominent place in the early college curriculum.

Lucy Salmon’s undergraduate education at the University of Michigan was heavily weighted with required courses in Latin and Greek. When Salmon began teaching at Vassar in 1887, much of the students’ course work remained prescribed, and had its origins in the traditional liberal arts curriculum. The Vassar College Catalogue for the 1899-90 school year indicated that students had a fairly substantial list of required courses; however, history was required only in the sophomore year when students studied “Greek and Roman History to the Invasion of the Barbarians” and “Medieval History”. In addition, student requirements included the study of two languages. Latin was prescribed for all, but students could choose from Greek, German, or French to fulfill the second language requirement.

Nonetheless, the Vassar College curriculum permitted some electives. Tension between the increasingly popular elective system and the traditional core, however, was evident. In fact, the 1891-92 catalogue stated, “The curriculum has been carefully formed with regard to the conflicts between the Prescribed and Elective Systems, and with the belief that experience demonstrates the need of much careful compulsory work as a preparation for free choice.”

Early in her career, Salmon did not teach the sophomore level required course in history, although later on she shared this responsibility with departmental faculty. In 1890, Professor Mills, who later became the head of the economics department, taught the sophomore history course. Salmon, on the other hand, provided instruction for all the history electives that were offered to juniors and seniors. These courses included semesters of Modern European History, English and American Constitutional History, and American Constitutional History. By 1893 another individual joined the department and more courses were added to Vassar’s history offerings.

The purpose of instruction in history was clearly delineated in the Vassar College course catalogue, and Salmon’s ideas about the teaching of history were prominent.

The object of instruction is first, to emphasize the difference between reading history and studying history; second, to acquaint each student to independent work with the best methods of historical study; third, to show in the study of different nations the development of present from past conditions; fourth, to indicate the organic relation of history to other branches of knowledge.
In addition to being rigorous, Salmon's classes stimulated interesting discussion. When she was hired at Vassar, she taught juniors and seniors, and she believed that discussion was necessary to foster ideas and to promote independent thinking. Salmon broke with the traditional method of teaching history in which the teacher disseminated information and students learned history by rote memorization. In order to create a comfortable atmosphere for discussion to flow freely, Salmon invited students to the library in her living quarters and they gathered around a "long table."

The "long table" became a trademark for which Miss Salmon was long remembered.\(^{38}\) Former student Blanche A. Jones (1896), for example, recalled formal and informal discussions around the long table on topics such as "the sources of the Constitution of the United States."\(^{39}\) The senior class of 1889 had such fond memories of evenings together at "the table long" that they broke school regulations and collectively left Salmon a personal gift on her doorstep with a note, "In cordial remembrance of our many happy evenings at the 'Table Long' from The Senior Class."\(^{40}\)

Lucy Salmon also brought students to her house in Poughkeepsie in order to show them her kitchen and for them to discover the history there. Clearly, this activity made quite an impression upon her history students. Decades later, the experience became part of a remembered oral tradition passed down to daughters of women who had been students in Salmon's classes.\(^{41}\) Salmon, of course, was deeply interested in domestic service. For her domestic artifacts were the stuff of history and she wanted her students to determine what history was revealed by examination of kitchen implements, utensils, machinery, etc. Certainly, Salmon's pedagogical approach reminded students that history was present even in the seemingly ordinary aspects of living, and revealed her keen interest in cultural and social history. Likely, the field trip experience to Salmon's kitchen made a deeper impression than if students only had read a history of kitchens.

Salmon's teaching methods were popular and gained her a large and loyal following of students. This feature may have been a bit cliquish, but many of her students insisted "on spreading her fame to all unfortunates who did not have direct contact with her."\(^{42}\) One former student recalled that she was shocked when someone said that Miss Salmon had no humor. "I didn't even think that idea into consideration. Indeed, I didn't care whether she had or hadn't that particular quality... Who would wish to improve on the sunlight?"\(^{43}\) E-Tu Zen Sun, a professor of Chinese History at Pennsylvania State University, whose mother, Sophia Chen Zen, Vassar College ('13), took classes with Lucy Salmon, remembered that her mother generally thought Salmon was a wonderful teacher.\(^{44}\)

Of course, not all Vassar students favored Salmon's methods. A few students found Salmon a bit unusual. For example, Ruth Adams ('04), daughter of Yale historian George B. Adams, wrote,

I had a conference with Miss Salmon yesterday and certainly she is a peculiar specimen. One of the questions she asked me was whether I was going to follow my father's profession, or your mother's, shall we say, Miss Adams? I wanted to tell her that I would follow my mother's if I could get a man, and my father's if I had to, but I didn't. Then she told me by heredity and by early training and influence I should be the leader and shining light for others.\(^{45}\)

Toward the end of her career, Salmon seems to have concentrated a bit more on her writing and had contact with fewer students. Thus, she did not have as large a following, although she remained liked and respected. Colleagues, students, and friends all noted her tremendous generosity. She made herself available to students and was often concerned with what they would do after they graduated.\(^{46}\)

Salmon's examinations were another remarkably unique and progressive feature of her teaching methods. They reflected incredible creativity, and clearly sought to stimulate students' historical thinking in a manner far beyond traditional examinations which asked students to describe or explain a particular historical phenomenon. Many of the distinctive questions she asked her students could be employed in history courses today. For example, in an examination in Salmon's American History class she asked students to "state in detail what you would do to test the accuracy of the statements of the Declaration of Independence."\(^{47}\) In another assignment, Salmon asked a student to "plan a course in American history for a club of American women resident in a Chinese city."\(^{48}\) Such thought-provoking questions are as applicable today as they were when they were written.

Salmon held fervent opinions about the nature of the examination process, and about how exams ought to be written. She wrote,

The department of History at Vassar College has always stood for a type of examination that is not 'a corkscrew process of extracting information... We have always believed that the examination paper should not be so much a test of what the student knows as a test of what he can do; that it should show the ability of the pupil or student to handle historical material, to solve simple historical problems, and to interpret historical situations; that it should test the pupil or student in regard to his mental independence, his intellectual curiosity, his powers of observation, his reconstructive imagination...\(^{49}\)

Salmon did not favor standardized examinations which simply tested recall of factual information. Ironically, Salmon worked on a committee to write some of the first common college entrance examinations in history.

In her own classroom, all examinations comprised of essay questions.\(^{50}\) Certainly, some questions required more thought than others, but all allowed the student to demonstrate her knowledge. Obviously, questions in which students were asked to describe or define an historical event or figure demanded primarily recall of historical information, however, these types of questions never dominated Salmon's tests. All examinations included several questions in which students were called upon to
exercise independent thinking, judgment, analysis and creativity.

**Woodrow Wilson's Teaching Methods**

Because of his prominence as President of the United States, much has been written about Woodrow Wilson's life. In fact, Wilson's papers have been published, so a wealth of primary source material is readily available to researchers. Naturally, more information has been retained about his presidency than his teaching career, however, letters, student testimonials, and Wilson's own notes provide access to the teaching methods Wilson employed in the classroom. Two books about Wilson's early life, *Woodrow Wilson: The Years of Preparation* and *Woodrow Wilson: The Academic Years* serve as a foundation of information about his career in education.

After graduating from Princeton University in 1879, Wilson entered law school at the University of Virginia. He left law school, however, after one year and a half and attempted to establish a law practice in Atlanta, Georgia. Unsuccessful in the law, but interested in politics, Wilson began graduate studies at the Historical Seminary at Johns Hopkins University in 1883. Under the guidance of renowned historian, Herbert B. Adams, Wilson's experience at Johns Hopkins laid the for his chosen profession in academia.

Wilson's first teaching job at Bryn Mawr has been characterized as unpleasant. Yet, he worked diligently in preparation for class, strung out in new directions, and did not let the textbook dictate the scope and sequence of his courses. At Bryn Mawr, Wilson taught Greek and Roman history, English and American history, a course that included French history, the Renaissance, and the German reformation, and Political Economy and Politics. One unusual method that Wilson implemented was to teach Greek and Roman history concurrently. Consequently, he devoted one week to Greek history and the next to Roman history, in order that students made comparisons reasonably. Wilson also wanted students to perceive connections between history and contemporary affairs. In order to emphasize this point, he developed a curriculum in which he taught the history of England backwards, i.e. in reverse chronological order.

Wilson's pedagogical approach primarily relied on lectures. He defended this teaching method vigorously, commenting,

Some of the subtlest and most lasting effects of genuine oratory have gone forth from secluded lecture desks into the hearts of quiet groups of students; and it would seem to be good policy to endure much indifferent lecturing for the sake of leaving places open for the men who have in them the inestimable force of chastened eloquence.

At Bryn Mawr, Wilson developed the habit of talking generally about a topic, during which time students were not permitted to take notes, followed by fifteen to twenty minutes of dictation in which students were required to take notes. Wilson continued this practice at Wesleyan and later at Princeton. According to former students and subsequent biographers, Wilson was a polished and eloquent lecturer from the beginning. One student remarked that Wilson's speeches were fascinating and held her "spellbound." Despite his success as a lecturer, this teaching method was not completely favorable. One author said that he "did not seem to welcome questions and preferred to carry on the main discussion himself. He lectured too much and expected very little from students." Wilson himself, was aware of some of the problems with lecturing. In fact, he remarked,

Lecturing to young women of the present generation on the history and principles of politics is about as appropriate and profitable as would be lecturing to stone masons on the evolution of fashion in dress.

Such sentiments, however, reveal that Wilson found flaws with his audience rather than his pedagogy.

Frustrated at Bryn Mawr, Wilson left on disagreeable terms, and accepted a position at Wesleyan University in Middleton, Connecticut. Wilson spent two very gratifying years at Wesleyan at which he taught courses similar to those he had taught at Bryn Mawr. These included European and American History, History of Political Institutions, American Constitutional History, and Political Economy. Because his teaching load at Wesleyan was fairly light, Wilson had the time to complete his textbook on government, The State. Wilson was tremendously popular at Wesleyan; students held him in high esteem. One noted fifty years later, "To this day I can repeat whole sentences from his lectures, something I cannot say of any other lecturer I ever had." He remained committed to the lecture method and, while at Wesleyan, expressed his ideas about a good teacher in an article entitled, "An Old Master." Wilson wondered if classrooms were being robbed of old-time lectures in lieu of scientific data and laboratory drill. He preferred the force of personal inspiration from a great teacher like Adam Smith, and Wilson strove to emulate such a master.

In addition to his teaching responsibilities at Wesleyan, Wilson became a regular visiting lecturer at his alma matter, Johns Hopkins University, in 1888. He lectured there for nearly a decade. Wilson believed that the graduate students at Johns Hopkins kept his intellect stimulated. In addition, these lectures provided an additional source of revenue. Wilson noted to his wife after lecturing on politics at Johns Hopkins that a feeling of maturity had come over him, and that he would "no longer hesitate (as I have so long and sensitively done) to assert myself and my opinions." These lectures were tremendously successful, and attracted media attention. Clearly, they were the foundation of his later accomplishments as a politician at a time when public speeches remained the primary mode for political aspirants to communicate with the citizenry. After two years at Wesleyan, Wilson accepted a teaching position at his undergraduate alma matter, Princeton University (which was called the College of New Jersey until its 150th anniversary in 1896). Wilson spent twelve years as a professor at Princeton (1890-1902) before being promoted to President of the University. During his tenure as professor, he was tremendously popular. In fact, he was nominated seven times as the undergraduates' favorite professor. At Princeton, he taught upper division courses in political economy, public law, and politics. Because of his popularity, Wilson's classes were large, and, often, students had standing
seat. Lectures remained the core of Wilson’s classes and, often, “a student could get by, or even achieve an honor grade, simply by memorizing the dictated material.” Aware of the weaknesses of the lecture method, Wilson searched for ways to encourage more active learning. Indeed, as President of the University, he later introduced a preceptorial system, in which students met in less formal settings and in smaller groups with “tutors” who typically had recently earned graduate degrees and hoped to obtain university appointments.7

Conclusion
Both Lucy Salmon and Woodrow Wilson were tremendously popular teachers at Vassar College and Princeton University, respectively. Both advocated the new social history. Furthermore, as leaders in the historical profession, each promoted eloquent, literary history in favor of a scientific, data driven form of historical inquiry. Salmon’s and Wilson’s similarities, however, are fewer than their differences. Clearly, Salmon and Wilson favored different methodological approaches to teaching history. Woodrow Wilson taught primarily by lecture. He was eloquent, and his popularity as a public speaker helped elevate him to U.S. President. Salmon, on the other hand, favored a more innovative methodology in the classroom. She promoted discussion, experiential learning, and independent research. Salmon’s examinations tested students’ abilities to think historically whereas Wilson’s required that students routinely memorize material he had dictated. Recognizing faults with the lecture method, Wilson later instituted the preceptorial system in order to encourage more active student participation in the learning process. Current research on historical thinking reveals that students need to be actively involved in the learning process in order for teaching to effectively promote independent judgment and higher order thinking skills.8 When thinking about methods of teaching history, therefore, the teacher should consider the purpose of teaching students history. If a teacher wants to provide a survey and wide breadth of historical information for students to memorize, lecturing can be an expedient and effective method of conveying history. However, if a teacher hopes to promote historical thinking and analysis, a more active, student centered approach to learning history is warranted. Indeed, the methods of Wilson and Salmon highlight the differences in purposes and goals of teaching history. When asked by a Wilson’s biographer, Ray Stannard Baker, to reflect on her experience with Wilson, Salmon responded, “I am quite sure he never liked teaching, as differentiated from lecturing.”50

Notes
5 Transcript of Lucy Maynard Salmon, University of Michigan, Office of the Registrar, Ann Arbor, MI.
6 Lucy Maynard Salmon Collection, Finding Aid, Vassar College Special Collections Library, Poughkeepsie, NY.
10 Bragdon, Woodrow Wilson: The Academic Years, 143.
19 Wilson to E. A. Wilson, 605.
20 Wilson to E. A. Wilson, 605.
visit to Salmon’s kitchen, which clearly made quite an impression.

23 Jones, "Recollections of Miss Salmon," Box 59, Folder 23.

24 Jones, "Recollections of Miss Salmon," Box 59, Folder 23.


26 Telephone.


28 Jones, "Recollections of Miss Salmon," Box 59, Folder 23, VCSC.

29 History A Examination, Salmon Papers, Box 59, Folder 8, VCSC.

30 Lucy Salmon handwritten assignment, Salmon Papers, Box 59, Folder 8, VCSC.

31 Lucy Salmon to Adam Leroy Jones, 27 Oct 1922, Salmon Papers, Box 59, Folder 23, VCSC.

32 Hundreds of examinations for the classes Lucy Salmon taught are located in the Salmon Papers, Box 59, VCSC.


35 Mulder, Woodrow Wilson, 75.

36 Mulder, Woodrow Wilson, 92; Bragdon, Woodrow Wilson, 148.

37 Wilson’s review of his course work at Bryn Mawr, c. June 1, 1887, Papers of Woodrow Wilson, 512-513.


39 Bragdon, Woodrow Wilson, 149.

40 Bragdon, Woodrow Wilson, 150.


42 Mulder, Woodrow Wilson, 102; Bragdon, Woodrow Wilson, 166.

43 Bragdon, Woodrow Wilson, 168.


45 Mulder, Woodrow Wilson, 116; Bragdon, Woodrow Wilson, 188.

46 Woodrow Wilson to Ellen Axson Wilson, March 9, 1889, in Day, Wilson’s Own Story, 39.

47 Mulder, Woodrow Wilson, 111; Bragdon, Woodrow Wilson, 205-206.

48 Bragdon, Woodrow Wilson, 206.

49 Bragdon, Woodrow Wilson, 306-308.

50 See e.g., Jere Brophy and Bruce VanSledright, Teaching and Learning History in Elementary Schools (New York: Teachers College Press, 1997); Gaea Leinhardt, Isabel L. Beck, and Catherine Stallion, Teaching and Learning in History (Hillsdale, NJ: Lawrence Erlbaum Associates, 1994).