thus assist in making less frequent the assignment of unprepared persons to teach history?

A third failure to take advantage of the present situation is due to the Committee's not investigating the substitution of social science courses for history in colleges and secondary and elementary schools. Its assumption that laws, directives, and lists of courses, as previously noted, could be depended upon to give an adequate picture of actual conditions prevented the treatment of this important topic. Social sciences are perfectly legitimate, and they may be superior to history courses; but their introduction into the curriculum and particularly their replacing history courses are very likely to be a cause of the inadequate knowledge of history. The Committee seems not to have faced this possibility.

These three failures are so serious as to make the actual contributions of the report appear very inadequate. Every educator knows of the discussion concerning the neglect of content courses and the multiplication of educational theory courses, about the need for participation of content teachers in the certification of teachers, and the activities of the “progressive school” of educators in substituting social science methods and courses for history. Why did the Committee not treat these fundamentals? Some historians need to be told about improvements that have been made. Some educators need to be told that more improvements are needed. The Committee certainly did not take advantage of its opportunity.

One can only hope that the better portions of the report will be influential, that the poorer parts will be forgotten, and that some way may be found to make a thorough investigation of the questions which the Committee failed to treat or treated so inadequately.

John D. Barnhart

William Preston Johnston: A Transitional Figure of the Confederacy. By Arthur M. Shaw. (Baton Rouge: Louisiana State University Press, 1943, pp. xv, 299. $3.00.)

Because of William Preston Johnston's connections and contacts with great men of the South and because of his versatile nature and varied achievements in his own right, the author makes a good case for the worth-whileness of a
biography of this southerner. This is the first serious biographical study of Johnston published.

William Preston Johnson was the son of Albert Sidney Johnston, a Confederate general killed at the battle of Shiloh. His mother, Henrietta Preston Johnston, likewise came from a prominent family. Born in Louisville, Kentucky, in 1831, Johnston continued to live in his native state until the Civil War. After he was four years of age, at which time his mother died, most of his youth was spent in the care of his maternal relatives. He attended Centre College, Western Military Institute, and Yale College from which he was graduated in 1852. At the latter institution he was thrown into close contact with Andrew D. White and Daniel C. Gilman, who, like himself, were to become presidents and guiding spirits in the founding of three universities. He took a law course in the University of Louisville in 1853.

The Civil War found Johnston, like his father, on the southern side. Serving as major and lieutenant-colonel of Kentucky regiments and then as aide-de-camp to President Jefferson Davis, he came into close contact with the important political and military leaders of the Confederacy. At the close of the war he was captured along with Davis, and the author presents some interesting evidence from the Johnston papers on the historic and world-shaking (?) question as to how Davis was dressed when captured. He was dressed “as usual.”

Johnston, like some other southern leaders, had difficulty in reconciling himself with the fact of a defeated South and remained something of an “unreconstructed rebel.” Five years before his death in 1899 he wrote, “. . . my heart was buried with the Confederacy. On it will be found engraved at the day of doom, ‘C.S.A.’” But nostalgic reflections on the “Lost Cause” did not prevent a great future as educator, lecturer, and writer from opening before him. In 1866 he was invited by General Robert E. Lee, president of Washington College (later Washington and Lee University), to fill the chair of history and English literature, a position he held until 1877. For a brief period in the early 1880’s he served as president of Louisiana State University where, because of political factors and financial difficulties, life was none too pleasant for him. Johnston’s greatest opportunity and greatest service in the educational field came with the
founding of Tulane University in New Orleans, which he served as first president from 1883 until his death.

In the meantime, Johnston, as professor and president, did considerable lecturing and writing, first in the field of history and English literature and later in the field of education. His published works include several volumes of poems; but his greatest work, thinks the author, is his biography of his father. Professor Shaw pictures Johnston as a liberal on labor relations, when such a position was unpopular; but on race relations he held the prevailing views of his section.

Having gleaned his materials largely from published and unpublished primary sources, the footnotes in the volume indicate that the author has done scholarly work. As is not infrequently the case, however, the style of writing hardly reaches as high a standard. The few typographical errors indicate a high standard of editing. A bibliography and index are included.

Willard H. Smith

*Hoosier City, the Story of Indianapolis.* By Jeannette Covert Nolan. *A Cities of America Biography.* (New York: Julian Messner, Inc., 1943, pp. xvi, 317. $2.75.)

"Not a guide book, not a history, but the engrossing quick-paced story of a great city," is the publisher's characterization of this interesting book. The contents fit the description. It is engrossing and quick-paced. It has some of the characteristics of history, but it adheres to literary methods and aims rather than the technique of the historian. It emphasizes the dramatic even though the dramatic may not be typical or particularly significant. It is the result of research in records written by contemporaries of the events described as newspapers and diaries. But diaries of children and a pageant which seems to have influenced the narrative in the latter part seem less likely to be reliable historical sources. Imaginary conversations and statements placed in quotations make it difficult to identify real quotations. It is, therefore, correct to describe it as a story rather than history, although it gives a vivid picture of the city's life.

Consequently, it should be evaluated as to the effectiveness of the picture of Indianapolis. On the whole the judgment must be favorable, but the effectiveness varies. Several