

## Book Reviews

*Lincoln and the South.* By J. G. Randall. (Baton Rouge, Louisiana State University Press, 1946, pp. viii, 161. Illustrations. \$1.50.)

The author justly says: "This is a small book on a very large subject." One marvels that he managed to say so much in so little space. He might readily have expanded paragraphs into chapters. Professor Randall's distinction is based on his mastery of the period of the Civil War and of the life of Abraham Lincoln, and on the purpose, implicit in all his writings, to be fair to all the actors in the great drama. After years of intensive study in this field, his Lincoln emerges as "a towering figure," a "liberal statesman," "the best friend of the South." No better choice could have been made for the portrayal of the Union President before the State University of Louisiana, and with pleasure one notes that when he came to Baton Rouge to deliver The Walter Lynwood Fleming Lectures in Southern History, he had a warm Southern welcome.

Having reminded his hearers of Lincoln's Southern birth and connections, and devoted another lecture to his policy for keeping the Border States in the Union, the author examines Lincoln's "design for freedom" and his "design for peace." The tragedy of his life is that he did not succeed in achieving either. He hated slavery, but he must proceed within the bounds of what he conceived to be his duty. His design, adhered to throughout his Presidency, was gradual liberation, colonization, compensation. The emancipation proclamation actually freed very few slaves. He knew its legality was not clear. He gave the seceded states a hundred days within which they might return to the Union and keep their slaves; only by voluntary action should they lose them. At Hampton Roads, however, he stood for the ending of slavery as a condition for the ending of the war.

Lincoln's "design" for peace was to get the Southern states back in the Union practically without penalty. Midway of the war he began work for this plan. Grant's surrender terms to Lee and Sherman's to Johnston were Lincoln's terms, but no state was actually restored under them. The radicals controlled Congress and blocked him; they com-

pelled him, the author admits, to "disclaim" his understanding with John A. Campbell about recognizing the Virginia legislature. His plan for peace "failed in the sense that it failed to be adopted." The opposite plan "failed miserably by being adopted."

It's a book to read and read again; its value is in inverse relation with its size.

*Melrose Highlands, Massachusetts*      F. Lauriston Bullard

*A History of Indiana State Teachers College.* By William O. Lynch. (Terre Haute, Indiana, Indiana State Teachers College, c. 1946, pp. 438. \$2.00.)

Only infrequently are author and subject so appropriately fitted as in this particular instance. The author attended Indiana State Teachers College as a student and later became a member of its faculty. After ten years of teaching he transferred to Ball State Teachers College and later became a member of the history department of Indiana University. After a lifetime of educational experience, he is now a professor emeritus, his evaluation of developments is seasoned and mature but not sharp. He wrote as a friend, but as a friend who could point out errors without offense.

The history of this institution is not long nor involved but the combined record of administrators, faculty, alumni, and students, with their relations to the community and the educational system of the state has many ramifications. The author has realized this and has included many details that often seem too minute, but the readers of the volume may think of these details as its most interesting part. Probably no one will complain that any essentials have been omitted.

The founding of the normal school in 1870 was a part of a statewide "Great Awakening" in education. After three difficult years the institution appeared to be firmly established. The first president, William A. Jones, placed much emphasis upon training the mind and upon the factual basis of knowledge. It was fortunate that the foundations were soundly laid, but President Jones made such an impression upon the institution in its formative years that future adaptations to changing conditions were adopted slowly and with difficulty. The employment of former students as teachers helped to maintain the original policy into the present cen-