In spite of these weaknesses, he was a great statesman. Perhaps we should speak of this age as having been led by a quadrumvirate rather than a triumvirate, for his "contemporaries saw him as the equal, even the superior, of his great senatorial adversaries, Clay, Calhoun, and Webster." Greeley spoke of his "incorruptible career." Others spoke on his "gigantic intellect," his "vast erudition," his "capacious memory," and his "superb eloquence." Indeed, he had come a long way for a self-educated man.

The author of this book has separated himself completely from the rhetorical, florid, classical style of Benton's speeches and writings. A study of the documentation—which the author relegates to the end of the narrative—indicates an impressive, almost exhausting amount of research. There are no illustrations, except a portrait of Benton as the frontispiece.

University of Omaha

Roy Marvin Robbins


This discerning biography is an account of Henry Churchill King in a career entirely associated with Oberlin College. His life became interwoven with the history of the College and inevitably the author has described the Oberlin community while setting forth King's character and place in the ranks of American college presidents. Obviously the book will have special meaning for alumni and friends of Oberlin. However, it should be of interest to other readers also, for it deals with the thorny problems involved in preserving the character of an institution while modifying it to meet the changes in American society which became particularly evident after 1914. Thus Oberlin College in King's administration is a case study of the liberal arts college in transition.

The biographer has a firm command of the material, often employing documents which would be useless in less skillful hands. For example, he quotes King's pocket memorandum book entry for November 19, 1902: "Trustee meeting 9 o'clock. Elected President in afternoon. Rice Memorial Concert. Reception at Baldwin in evening. Student escort home" (p. 103). From this and other equally unpromising evidence
Mr. Love succeeds in drawing a clear portrait of a man who made his way without dramatic collisions, adventures, or excitements while providing steady leadership for the College between 1902 and 1927 when he retired.

King's early career seems to have been a long preparation for the presidency. In student days and as a young instructor he absorbed the spirit of Oberlin, a college which still remembered that it once had been a storm center for abolition and many other causes. Years of advanced study at Harvard and at the University of Berlin meant opportunities for research in philosophy and theology. As representative of the College at conferences and meetings he learned much about the workings of other academic institutions. Wide-flung connections and a growing reputation brought occasional offers of presidencies elsewhere which he steadily declined. In 1902, however, he took up the presidency of Oberlin with quiet self-confidence, indicating an intention to chart his own course.

King's administration was guided by a few basic ideas which he held with unswerving tenacity; fundamental among these was the importance of the individual, his growth and development. At his inaugural King spoke on "The Primacy of the Person in College Education." And, although he saw the Oberlin endowment increase by millions and the construction of new building after new building, he never ceased to show concern for the quality of the educational process within those buildings. He always believed that the most valuable thing in a college course was "personal contact with a great teacher" and that the first duty of a faculty member was to fulfill his obligation to his students.

In choosing his faculty President King did not hesitate to appoint graduates of Oberlin who had adequate postgraduate training and experience obtained elsewhere. Among faculty members he exerted leadership as a teaching president working with colleagues many of whom were his close friends.

Readers who never glimpsed life in the American Middle West prior to 1914 may consider this book unreal, an idealized portrait of a man and of a college written by a loyal alumnus, a "court historian." But the fair-minded reader with some knowledge of the region and the period in which King did his work will recognize this biography as an extra-
ordinarily graphic and discriminating appraisal. Relations with the townspeople of Oberlin, financial promotion, public service involving representation of the College to the outside world, King's writing, and his service in World War I—all come under review. Of particular interest in the light of recent Suez Canal troubles is the section of the book dealing with the King-Crane Report. At the conclusion of World War I Wilson hoped to create an Inter-Allied Commission to Syria which would study the situation there and recommend to the Peace Conference what should be done with the lands and peoples of the former Ottoman Empire. President King and Charles R. Crane were appointed as the American Commissioners. Their report, written after travel in the Near East, touched on Zionism and other matters now very much to the fore. The Arabs welcomed the Commission; the Zionists seemed to fear that its report would impair the fulfillment of the Balfour Declaration creating a national home for the Jews.

Something of King's statesmanship is revealed in his basic theory of educational administration: "that it is necessary to carry with you the convictions—not merely the opinions—of the faculty and the student body. If in initiating some measure of your own, you cannot command that support, it means that the measure is, at least for the time being, unripe."

President King did not consider financial promotion to be "the main job." He seriously hoped that the College would receive support simply by doing such excellent work that people would desire to contribute. Naïve as it may seem, King announced at the beginning of his administration that he did not intend to become a beggar for the College. His approach proved attractive to one substantial donor, at least; without solicitation Herbert A. Wilder gave $375,000 to Oberlin. For all of his diffidence about financial promotion King was remarkable in securing money for the College and by the end of his administration the school had an endowment of more than eighteen million dollars.

President King's colleagues were essential for his effectiveness as teacher and president. He had around him such men as Edward I. Bosworth, Kemper Fullerton, Charles H. A. Wager, and Charles B. Martin who all exerted an influence on students comparable to that of King himself.
Again and again the author deftly catches in a few sentences the facets of personalities associated with King. He also reveals uncommon insight and taste in his account of the King household, attributing to Mrs. King a most important part in the career of her basically shy and overly sensitive husband. Julia Coates King enabled the Kings to build and to maintain friendships with students and faculty alike by providing apparently effortless and genuine hospitality for literally thousands of guests. Her quiet good sense and firm grip on reality gave balance and serenity to everyone around her.

This is a beautifully written book about an attractive man and the college he served. Throughout the volume one glimpses a unique combination of scholarship, friendliness, religious faith, and devotion to social causes and to principle—elements of a character which appeared in King and in many of the men who worked with him. Mr. Love’s biography will win a place in the literature of the liberal arts college; certainly it is the definitive biography of President King of Oberlin.

Indiana University

Arthur R. Hogue


This is a long and detailed, but never dull, biography of Tecumseh, Shawnee chief, brother of the Prophet and de facto leader of those Indians inhabiting the unsettled areas of the Old Northwest prior to the War of 1812. As a biography it contains all that can conceivably be known about Tecumseh from birth to death. It is, however, more than a biography; it is essentially a history of the struggle of the Indians north of the Ohio River with the advancing white frontier from the close of the Revolution until the death of Tecumseh at the Battle of the Thames in 1813.

Tecumseh was an able and superior Indian in most respects; he was a man of vision who had unusual qualities of leadership and personal magnetism. He strongly advocated that if the Indians were to remain Indians, not succumb to the agricultural life of the whites or be dragged down into