

Upton's ideas were and says that "Upton was incapable of seeing that he could not merely graft a professional army onto the American system" (p. 122). Ambrose considers the posthumous effects of Upton's tactical, organizational, and public relations work and indicates that the general's most valuable function may well have been to sustain the Army's pride and sense of purpose during its post-Civil War doldrums. Frequently citing firsthand sources, he tells a good deal about Upton's character, pointing out connections between the general's reform proposals and the personal frustrations Upton endured under systems he hoped to change. It is the difficult task of relating Upton's personality and illness to his suicide that Ambrose has not performed to the reviewer's complete satisfaction. Sensibly, he lets contemporaries of Upton try to explain his subject's demise. He might also have presented his own analysis, buttressed by psychiatric and other modern medical opinions.

A final criticism of this valuable contribution to American military history: typographical errors (pp. 95, 97, 119, 182) and a garbled paragraph (p. 142) suggest that *Upton and the Army* did not receive all the care in production it deserved.

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The Higher Learning in Colorado: An Historical Study, 1860-1940. By Michael McGiffert. (Denver: Allan Swallow, 1964. Pp. xiii, 307. Tables, notes, bibliography, index, end maps. \$6.50.)

After reading this book one has the impression that the history of education in Colorado was an exercise in patience on the part of the public and on the part of the educational leaders. In spite of the dynamism associated with the West, it took a long time for the colleges and universities in this mountain state to climb to the higher levels of efficiency and effectiveness. The University of Colorado opened its doors in 1877 but it was not until after World War I that it began to achieve national recognition and another twenty-five years went by before it became a mature institution. The private colleges and technical schools also had a long, tough row to hoe, before they developed firm and lasting foundations. Some of the private schools never made it at all since the mortality rate before 1900 was rather high.

Professor McGiffert points out that although the Colorado colleges and universities were not to achieve maturity until after 1945, they had overcome by 1920 many of the obstacles to success that had plagued them for decades. After years of very small enrollments, nearly 7,000 students were attending college in the state and the exodus of Colorado students to other states had slowed considerably. McGiffert indicates that the growing recognition of Colorado's institutions was due in part to the educational statesmanship of men like James H. Baker and William Slocum. To achieve stability for their institutions, the university and college presidents had to walk a tightrope between the democratic doctrine of conspicuous public service on the one hand and administrative independence and academic integrity on the other. It is

the development of this theme that makes McGiffert's book unique and well worth reading.

The author stresses the fact that the most distinguishing characteristic of higher education in Colorado was a devotion to the democratic ideal which often became a democratic dilemma for administration and faculty. According to this theory the public colleges and universities were founded on the principle that they were to serve all the people of the state. Equality of educational opportunity was stressed from the time the cornerstones were laid, and if the institutions did not give the promised services to the commonwealth they were subjected to criticism by the press, the politicians, and the public. But the time was to come when responsible educators realized that the democratic ideal was being exploited for selfish interests and steps were taken to correct the abuses.

This is a good book, well organized and well written. It is not a complete history of higher education in Colorado, nor does it pretend to be. It is a historical study of the relationships between colleges and society. While there is a chronological pattern, the treatment is topical and selective. The reader looking for a detailed account of the founding and development of each college in Colorado will be disappointed.

The documentation of this study appears to be adequate. In preparing the book the author used a variety of sources including institutional histories, newspapers, administrative records, journals, minutes and reports of faculty groups and boards of control, and bulletins of educational associations on the state and national level. Government documents and the papers of Colorado's governors proved to be valuable sources, but much of the correspondence of the college and university presidents was unavailable for research purposes. It is conceivable that a collection of these letters might have enriched the detail in Professor McGiffert's book.

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Prehistoric Man in the New World. Edited by Jesse D. Jennings and Edward Norbeck. *Rice University Semicentennial Publications.* (Chicago: The University of Chicago Press, for William Marsh Rice University, 1964. Pp. x, 633. Notes, illustrations, maps, tables, bibliographies, index. \$10.00.)

From time to time general accounts of New World prehistory appear in the archaeological literature. The first was written, prematurely, in the nineteenth century; since, notably in the last twenty years, the remarkable advance of archaeological knowledge has permitted much more complete and meaningful summaries to be compiled. The most recent, and clearly the best to date, is this collection of regional outlines of New World prehistory which consists of lengthier versions of papers presented at Rice University in November, 1962.

The objective of the symposium and volume—to review and appraise the facts and theories involving the prehistoric peoples and cultures of North and South America in “language any educated reader might