

who happen to teach. They, therefore, associate good teaching, when they think of it at all, with knowledge of history to the exclusion of teaching techniques. Many veteran professors have said that the teaching of history must always remain secondary to their study of history. The reviewer has seen this attitude in conversation with professors eager to talk about their own research, never about methods and materials of teaching. Few of them read any journal about teaching. The number of professors of history who belong to the National Council for the Social Studies is pitifully small. That only a handful of the thousands of professors of history should have felt sufficiently identified with the teaching profession to join this national body is a startling fact. *Social Education*, the journal of the Council, draws as many blanks when put to history professors as do the names of Erling Hunt, I. James Quillen, or Edgar Wesley. And it goes without saying that most history professors, despite abundant opportunity on their own campuses and in their own classes, never dream of engaging in pedagogical research and writing. The genuine concern of Indiana University professors of history for school teaching is almost unique, but one questions whether so many of *them* would have shown this concern if the Lilly Endowment had refused financial support.

Books in American History is an excellent and unusually well annotated bibliography. It will prove invaluable to teachers and librarians in building school library collections; but it is to be hoped that Ralph and Marian Brown's American history book list, soon to be published by the National Council for the Social Studies, will be more helpful for the lower half of high school readers.

There are public school people in Indiana who feel that they have had more than their share of criticism recently without the addition of a new volume of it by Hoosier historians. Indiana schools, however, are fortunate that many professors of history in their state university not only criticize public education, but also seriously try to help improve it. They write textbooks. They participate in programs about public education and, more surprisingly, sometimes attend such programs without participating. They conduct special courses for teachers both on and off the campus. They visit schools, especially classrooms of their students. They serve as school consultants. Three of them, with the help of others and of non-historians including the trustees of the Lilly Endowment, produced the books under consideration here. To the best of this reviewer's knowledge, the schools of no other state are so well served by its own historians.

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Southern History in the Making: Pioneer Historians of the South. By Wendell Holmes Stephenson. ([Baton Rouge]: Louisiana State University Press, 1964. Pp. ix, 294. Notes, index. \$7.50.)

This volume is intended as a tribute to a group of historians who made important contributions to southern history in the late nineteenth and early twentieth centuries. The author, while born and educated in Indiana, has spent nearly thirty years in the South, teaching at the

University of Kentucky, Louisiana State University, and Tulane University. In addition to writing several volumes on southern history, Professor Stephenson has served as managing editor of both the *Journal of Southern History* and the *Mississippi Valley Historical Review*. The author is obviously qualified to write on the work and significant contributions of these pioneer historians. Ten of the twelve essays which comprise the volume have appeared in print before (from 1946 to 1960) in such reviews as the *Journal of Southern History*, the *Mississippi Valley Historical Review*, and several southern state historical quarterlies.

Nine southern historians are treated in the book: William Garrott Brown, Herbert B. Adams, William P. Trent, John Spencer Bassett, George Petrie, William A. Dunning, Ulrich B. Phillips, Charles W. Ramsdell, and Thomas M. Owen. The men were born between 1850 and 1877 and all but two, Adams and Dunning, were born in the South. The active and productive careers of the group span the years from 1876 to the 1940's. The two Yankees, Adams at Johns Hopkins University and Dunning at Columbia University, directed dozens of doctoral candidates. Just before and just after 1900 these two universities made great contributions to the interest in, and the development of, southern history. Three of the nine men, Trent, Bassett, and Petrie, received their graduate training in the famous "Seminary of History and Politics" under Adams prior to his retirement in 1900. A few years later both Phillips and Ramsdell were to come out of the Dunning school at Columbia. The remaining two historians fall into no category. William G. Brown, although he had no training in a well-established seminar, was to become an important literary historian and philosophical essayist in the early twentieth century. Thomas M. Owen, without formal training in history, became a pioneer archivist in his native state of Alabama, establishing a system of preserving and servicing state records which was to be widely copied in other states. Stephenson concludes his volume with two essays, "Twenty-five Years of Southern Historical Writing" and "A Quarter Century of American Historical Scholarship."

The several essays are rather uneven in quality. In part this may be a result of the inherent differences among the several historians. The best essays are those on Bassett and Dunning. Some of the most lively writing is found in the Introduction, "The Making of a Book." Here the author in an entertaining fashion touches upon a broad range of subjects. A major fault in the volume lies in the fact that it is composed of several previously written essays each of which was originally intended to have a separate unity. A few readers may become a little weary of reading in essay after essay of the pre-eminence of graduate training at Johns Hopkins in the late nineteenth century. Ten of the twelve essays are documented, but the notes have been collected at the end of the volume for the benefit of the publisher rather than for the convenience of the reader. Even with its faults, this work should prove to be a valuable reference for graduate students and others interested in the history of the South.