

cilitated marketing of agricultural commodities, or that the farms tended to increase in size, or that several ethnic groups such as Norwegians and Germans engaged in farming, or that the growth of Madison tended to increase the value of land on the outskirts of the city, or that the large farms were usually more prosperous than the smaller ones.

Although the author is interested in the demographic composition of this community, he makes no reference to the Indians from whom the land was taken in the first place. In a day when scholars are becoming more sensitive about the role of minorities in American society, this glaring omission is regrettable.

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Fields of Rich Toil: The Development of the University of Illinois College of Agriculture. By Richard Gordon Moores. (Urbana: University of Illinois Press, for the College of Agriculture, 1970. Pp. 266. Illustrations, notes, appendices, bibliography, index. \$6.95.)

As more and more colleges and universities in the United States approach their centennial years, inevitably there will be more histories written concerning their long years of progress. A centennial history not only serves as a convenient benchmark for determining the growth and progress of an institution but also it holds a nostalgic appeal for alumni. This history of the University of Illinois College of Agriculture is no exception.

As is true of most books on agricultural education, *Fields of Rich Toil* recognizes that one of the most significant federal laws concerning higher education in the United States is the Morrill Act of 1862. At a time when a majority of the population of the United States was classified as rural this law offered financial assistance for the development of agricultural technology in the land-grant universities throughout the nation. Along with other leading agricultural states Illinois used this grant to good advantage.

Richard Gordon Moores, publication editor in the College of Agriculture of the University of Illinois, presents a brief but lucid account of the successes and failures which took place during the formative years of this prestigious midwestern institution of higher education. He begins his narrative by citing the controversy which raged over the selection of Champaign-Urbana as the site for the university and traces the institution's growth until it became recognized as one of the leading agricultural and mechanical arts schools of the nation.

In some respects it is unfortunate that Moores chose to present the bulk of this centennial history with such great emphasis on biographical sketches. While personalities undoubtedly have had considerable influence on the events that comprise this history, the author's disproportionate reliance upon biographical details tends to obscure the basic purpose of the book. The fact that he presents these details in delightful prose does little to alter this basic criticism.

Furthermore, it should be pointed out that the author makes only passing reference to agricultural education in other land grant schools. Judicious mention of developments at its sister institutions might have served as a basis for a meaningful comparison with developments at the University of Illinois.

It is generally agreed that balance is an essential ingredient of any history. While the author mentions in the preface that it is his intention to concentrate upon the earlier years of the College of Agriculture, his narrative spills over into the twentieth century with only superficial presentation of historical events, some of which appear to have been selected at random.

The generous space Moores allots to appendices is commendable, while the photographs and statistical tables add interesting dimensions to the book. An excellent bibliography is convincing evidence that the history is based upon broad and exhaustive research.

The minor criticisms submitted by this reviewer should not obscure the book's worthwhile contributions to agricultural history. Undoubtedly, *Fields of Rich Toil* will be appreciated by all persons interested in the history of higher education in general and agriculture in particular, especially by those who hail from the State of Illinois.

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Mexico. By Robert E. Quirk. *The Modern Nations in Historical Perspective.* Edited by Robin W. Winks. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971. Pp. viii, 152. Map, bibliographic essay, index. Clothbound, \$5.95; paperbound, \$2.45.)

For several years Prentice-Hall has been engaged in the publication of compact national and regional histories in its series *The Modern Nations in Historical Perspective*, under the general editorship of Robin W. Winks. Averaging well under two hundred pages in length, the books in this series are restricted to major themes and patterns, but they have been strongly interpretive and oriented toward present day concerns. They have been generally well received by reviewers, and the key to this reception lies in the success of Winks in recruiting an able group of historians as contributors. Such is the