

Professor Miner's treatment is his discussion of the opposition of the Indians of the Indian Territory, who had been promised that the land would be theirs until the waters ceased to flow and the moon rose no more, to the granting of land for the railroad. Too few authors have given recognition to the efforts minority groups have made in their own behalf throughout American history.

Miner's book provides a valuable insight into the early history of a rail line that historians had previously ignored or discussed with a distinct lack of enthusiasm. Students of railroad and financial history will find both value and enjoyment in it.

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Teachers for the Prairie: The University of Illinois and the Schools, 1868-1945. By Henry C. Johnson, Jr., and Erwin V. Johanningsmeier. (Urbana: University of Illinois Press, 1972. Pp. xx, 508. Notes, tables, bibliography, index. \$15.00.)

Few authors have been more successful in developing the institutional history of a particular aspect of American higher education than Professors Johnson and Johanningsmeier, whose work is a refinement and extension of their recent doctoral dissertations. *Teachers for the Prairie* is a penetrating study of the development of teacher education at the University of Illinois to 1945. The description of the university's involvement with teaching in the public schools of Illinois and the campus rivalry between the old, established disciplines and the upstart known as pedagogy is both dramatic and insightful. Perhaps the authors' most unique contribution is their illuminating and largely successful attempt to place their subject within the context of the larger problem of education in American culture. Their efforts to relate the relevance of the subject to social trends and general cultural and intellectual movements of the time are commendable. The right questions are raised; and plausible, if not completely authoritative, answers are provided.

The authors' essential conclusion is that throughout Illinois the university's relations with the public schools and its imperial attitude toward other institutions of higher education, particularly the normal schools, created a host of difficulties. In their words: "The University, as the 'apex' of the state's school system, did (and cared to do) little to improve the 'base.' The schools were on the whole more used than aided, let alone led" (p. 445). The university, they conclude, must accept some blame for the fact that Illinois has lagged behind other states in both the quantity and quality of public education at all levels in spite of its quantitatively superior status in wealth and numbers.

Johnson and Johanningmeier make good use of the wealth of manuscript material dealing with their subject in the University of Illinois archives. Beginning with their first chapter which concerns nineteenth century Illinois schools as revealed in Charles Shamel's "Diary" and concluding with a dramatic final chapter climaxed by the involuntary retirement of Dean Thomas E. Brenner, the authors employ the personal papers of university presidents, deans, and alumni to develop their essentially biographical approach to the subject. While handled in a thoroughly competent fashion, this biographical treatment tends to preclude the inclusion of other important aspects of the subject to which the authors only allude in passing. Little attention is given to demographic factors, to political, legislative, and financial developments, or to the role of private and parochial education in Illinois—subjects which should be included in any definitive treatment of the material. In short, the book is too much an internal study of the dean's office and not enough a study of certain external factors bearing on the subject. In all fairness, however, it should be noted that Johnson and Johanningmeier recognize these limitations. After carefully delineating in the Preface what they intend to do, they then proceed to do it in a narrative that is both well written and scholarly in nature.

On occasion the book seems a bit wordy and even circuitous in its approach. Important and perceptive points are occasionally buried in a plethora of biographical and institutional facts. But on balance the book is a solid piece of historical research which should serve as a model for other institutional histories in the field of American higher education. *Teachers of the Prairie* evidences throughout a conceptual grasp of the subtleties of educational and intellectual currents rare in works of this kind.

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An Army for Empire: The United States Army in the Spanish-American War. By Graham A. Cosmas. (Columbia: University of Missouri Press, 1971. Pp. 334. Illustrations, notes, bibliography, index. \$11.50.)

The praise bestowed upon the military performance of the United States in the Spanish-American War has been largely reserved for the activities of the navy and for the personal gallantry of soldiers in the field. The War Department, on the contrary, has been the persistent target of severe criticism. Its highest civilian and uniformed officials have been charged with gross mismanagement, ineptitude, and even corruption. Indeed, they have been held responsible for everything from defective strategy and obsolete