

census for 1850, 1860, 1870, and 1880, the study examines the factors of age, nativity, farm size, and the growing values of land, livestock, and machinery as they relate to farm ownership and tenancy. The author has selected as his sample twenty-six townships in six contiguous counties (Cedar, Clinton, Jackson, Jones, Muscatine, and Scott) located in eastern Iowa.

As in the rest of the nation, farm tenancy expanded in Iowa in these years, increasing from 17.6 percent in 1850 to 27.3 percent in 1880. A major reason for the increase was the greater capital required to start farming, the total valuation of land, livestock, and machinery on an average Iowa farm increasing from \$1,443 in 1850 to \$5,842 in 1880. Little evidence was found that tenancy was associated with a distressed class of farmers. Instead it was normally the first rung on the ladder of agricultural success. Cogswell discovered that most tenants were the younger farmers; in 1880 six out of ten farmers under thirty years of age were tenants. The author found only minor differences in the degree of tenancy among native and foreign born farmers, with the data suggesting that the foreign born experienced few significant difficulties in adjusting to prairie farming in a new land.

A study of this kind naturally is short on specific illustrations and anecdote and long on tables and figures. The bulk of the book is based upon the data revealed in forty statistical tables. Professor Cogswell has written a significant study of the early development of farm tenancy in mid-America.

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The University of South Dakota, 1862-1966. By Cedric Cummins. (Vermillion, S.D.: Dakota Press, 1975. Pp. 334. Maps, notes, tables, illustrations, appendixes, bibliography, index. Clothbound, \$8.95; paperbound, \$4.95.)

Professor Cedric Cummins has attempted to write an institutional history based essentially on events and developments rather than to record a chronicle of the deeds and work of personalities. As this history of the University of South Dakota evolves, the author strives to use the book to serve

three major functions: first, to provide an understanding of the university and a source for nostalgic memories for alumni and friends; second, to establish a reference book to which interested persons may turn for data and material; and third, to record "the major trends in higher education played out in the environment of the Upper Great Plains" (p. 1).

The author addresses a sweep of institutional history of more than one hundred years (1862-1966). Although he is in excellent possession of his facts, Cummins has recounted several unimportant events at different points in the book which could have been omitted. However, he fulfills the major purposes for writing the book with expertise. It is obvious that he has great love for the University of South Dakota; this is reflected in the nostalgic style and verbal descriptions he uses in referring to the important people and events in the life of the university.

This history is not only important for the purposes for which it was written but also because it represents a significant case study of the strength, vitality, and dynamism of institutions of higher learning in general. The University of South Dakota, like so many other colleges and universities in the United States, has survived several economic depressions or recessions, two major wars, and a variety of other trials and tribulations. These problems are not peculiar to South Dakota but have been vital to the history of most American colleges and universities. Cummins' strongest contribution is his analysis and description of the "Golden Age" of higher education in the Upper Great Plains. He writes glowingly of the growth and maturation of the University of South Dakota as it broke the bonds of provincialism and localism and became an important element in the "Golden Age."

There is nothing more invigorating than to examine the life and times of a college or university. Its pedigree and performance can be judged by the quality of its people and by the dynamism of its development. There is no agency of society which is more characterized by spirit and atmosphere, both of which provide a firm foundation for understanding the human dimensions of its history. Cummins has done an excellent job in capturing the spirit and atmosphere which make the factual history readable and realistic.

Will Durant once wrote: "Most history is guessing, the rest is prejudice." Cummins could well be accused of preju-

dice, but he could never be accused of guessing. His historical account is well researched, thorough, and complete. A history is, above all, the creation and recording of heritage. Of course, history not only reflects heritage and the past; it must also partially forecast the future. Cummins has strong convictions about the past of the University of South Dakota, but that conviction is less strong when he looks to the future. The author concludes his book with these observations: "The future personality of the University of South Dakota and other state universities remain undefined. But if the concept of continuity of history is valid, the future is already on the campus. Time will identify it" (p. 310).

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Slavery and the Numbers Game: A Critique of Time on the Cross. By Herbert G. Gutman. (Urbana: University of Illinois Press, 1975. Pp. 183. Notes, tables, index. Cloth-bound, \$7.95; paperbound, \$2.95.)

Seldom has a book of historical scholarship received the attention accorded *Time on the Cross* (1974) by Robert W. Fogel and Stanley L. Engerman. The book was widely reviewed in the public press and in the national news magazines; at least two national conferences have brought scholars together for several days to discuss it; to date two full volumes have appeared in response to the book while several historical journals have devoted an extraordinary amount of space to critical reviews. This astounding response may be traced, in part at least, to the authors' revisionist interpretation of black slavery in America as well as to their new methodology. Fogel and Engerman argue that their use of modern economic theory and statistical inference aided by the computer has enabled them to overturn what they call the "traditional" interpretation and to replace it with a scientific, empirically tested view.

Social historian Herbert G. Gutman disputes both the methodology and the interpretation; the result is a devastating critique accompanied by the outlines of a positive re-evaluation of the social history of black slavery in America. Gutman ignores much of Fogel's and Engerman's economic analysis—which other critics have stressed—and instead con-