

state treasurer, was able to negotiate a loan of five thousand dollars with interest at 6 percent.

There are a number of letters inquiring about membership in the Society and seeking information on the religious foundation and organization of the Harmonists. They enjoyed friendly relationships with the Shakers. In 1820 Robert Owen wrote to George Rapp also desiring data on the Society. Unfortunately, Rapp's reply has not been located.

In February, 1824, three Harmonists left Indiana in search of a new location which was found in western Pennsylvania. A town was started, and crops were planted. A journal of the tour was kept. When Richard Flower left for Philadelphia the following month, he spread the word that Harmony was to be sold. A letter from Frederick Rapp gave the terms of the sale and his intentions to advertise in England and the eastern states. The advertisement gives a glowing account of the twenty-thousand-acre estate.

Isaac and Willis Stewart of Louisville engaged the *Plough Boy* for eleven hundred dollars to transport the Society from Indiana to Economy, Pennsylvania. On May 24, 1824, the *Plough Boy* began its voyage down the Wabash. Among the documents is the log of the *Plough Boy*, May 24 to June 6, 1824.

This is a fascinating volume one can read for pleasure. One need not be a Hoosier to enjoy the letters and documents of the Harmony Society. Professor Karl Arndt is to be congratulated for having undertaken such a monumental task. Much of the fine editing, good index, annotations, and cross references is due to the patience and untiring efforts of Lana Ruegmar. A bibliography would have been helpful.

*Indiana University, Bloomington*

Elfrieda Lang

*Joseph Neef: The Americanization of Pestalozzianism.* By Gerald Lee Gutek. (University: The University of Alabama Press, 1978. Pp. viii, 159. Notes, bibliography, index. \$10.75.)

Suggestive of recent developments in educational practice and criticism, this study deserves attention from social historians and others interested in pedagogy and the use of education for purposes of social reform. Part one provides a biographical survey of Joseph Neef (1770-1854), French emigrant and pioneer American educational reformer. Part two elucidates in

detail the elements of his pedagogical theory and method. The subdivision of each chapter into distinct topics makes the book a useful reference tool, but while the writing is prudent and bright, such organization does encourage excessive repetition.

The presence of Johann Pestalozzi, the famed Swiss educator, and William Maclure, a neglected education enthusiast and social reformer, pervaded Neef's life as an educator. Inspired by Rousseau's romantic naturalism and by his attention to the psychology and dignity of childhood, Pestalozzi fashioned an eclectic educational philosophy that prescribed an environment of emotional security, in contrast to the practice of corporal punishment then current in European and American schools, and a method based on sensationalism, which rejected reliance on literary instruction and learning by rote. After serving in Napoleon's army in the Italian campaign, Neef trained under Pestalozzi at his school in Burgdorf, Switzerland. In 1806, Maclure persuaded Neef, now the disciple, to disseminate Pestalozzianism in America in the hope that it eventually would liberate the working class from its chains. After directing schools in Pennsylvania and Kentucky, a discouraged Neef turned to farming until he accepted Maclure's invitation to join Robert Owen's short-lived communitarian experiment at New Harmony. While clouded by disputes among the Owenites, Neef's career in educational reform culminated there in 1827, the year coincidentally of Pestalozzi's death.

Gerald Lee Gutek, an authority on Pestalozzi and an author of several books in educational history, agrees with earlier writers that Neef's mission had little influence on American institutional development. Still, he is correct in calling for a reassessment of Neef's work, which foreshadowed some of the ideas in the progressive education movement and the thought of social-reconstructionist educators. In contrast to previous interpreters, the author stresses that Neef was more than merely "the lengthened shadow" of Pestalozzi in America. True, under the spell of Enlightenment *philosophes*, Neef, the rationalist, eschewed Rousseau's conception of the child as "noble savage"; animated by "Liberty, Equality, and Fraternity," Neef, the republican, repudiated Pestalozzi's paternalism. But to what extent did his alteration of the master's teaching represent Americanization?

The author has mined dexterously the ideas buried in Neef's *Sketch of a Plan and Method of Education* (1808) and has examined the pertinent papers in the Illinois Historical

Survey and in the Workingmen's Institute at New Harmony. Unfortunately the paucity of primary documents leaves such matters as the relationship between Neef's thought and the republicanism of his adopted land tantalizingly uncertain. Consequently, such an assertion, as in the chapter on ethical theory, that Neef "adapted quickly to the egalitarianism of the Indiana and Kentucky frontier" (p. 123) must rely on a largely uncritical acceptance of the frontier hypothesis and tends to exaggerate the differences between Pestalozzi and Neef. Perhaps this "backwoodsman's" toil and retirement at New Harmony reflected his disillusionment with the American republic. Neef spent his last twenty years at New Harmony watching sunsets—if we can believe his great-granddaughter—with no significant followers to carry on his work.

*Ohio State University, Columbus*

Richard M. Uglund

*Indiana University: Midwestern Pioneer. Vol. III, Years of Fulfillment.* By Thomas D. Clark. (Bloomington: Indiana University Press, 1977. Pp. xxii, 678. Illustrations, bibliography, index. \$19.95.)

This volume is the last of three large ones carefully delineating the part played by Indiana University as "a Midwestern Pioneer" in the development of higher education. Thomas D. Clark's work is truly monumental, even as it uses elaborate detail in its thoroughness.

Hoosiers as late as the early twentieth century seem to have been content with a state university of acceptability in Indiana circles. David Starr Jordan, elected president in 1884, and William L. Bryan, who later served as president for three and one half decades, had emphasized good teaching rather than research. Perhaps the times were not yet ripe for an effort to secure a reputation for sophisticated scholarship or for efforts to forge ahead in an imaginative way to assume intellectual leadership.

The tremendous changes in Indiana University over the last four decades involved expenditures beyond the imagination of earlier presidents. This was especially noteworthy after 1935 when New Deal and World War II programs poured millions of dollars worth of materials into university coffers. An increased emphasis on research meant larger sums for private scientific efforts along with state and federal projects. Elaborate