

a belief in social science and expertise; between respect for other cultures and cultural/class chauvinism; between fostering the immigrant family's authority and usurping that authority by intervening between the generations. But, whereas for Lissak these tensions inevitably signify that Addams was *really* anti-democratic and anti-immigrant, for Carson settlements can be seen as agents of *both* social control and social democracy, since the process of interaction subsumes both elements.

Settlement Folk is an intelligent study of an important social movement led preponderantly by women. Because Carson speaks, like the settlement folk themselves, in quiet tones with a tolerance for complexity and ambiguity, her nuanced book may be overshadowed by Lissak's account. That would be a shame.

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The University of Iowa in the Twentieth Century: An Institutional History. By Stow Persons. (Iowa City: University of Iowa Press, 1990. Pp. x, 341. Illustrations, notes, index. \$32.50.)

Stow Persons's history of the University of Iowa in the twentieth century will not find a place on most alumni bookshelves. There is no mention of Hawkeye football, fraternities, or famous graduates. The author concentrates instead on the individuals, educational movements, and external forces that shaped the University of Iowa's development and distinctive character.

Persons organizes his material chronologically and conceptually. Beginning with the provincial university at the turn of the century, he analyzes the efforts of George MacLean and successive presidents to build a modern university. Three administrators stand out: Walter Jessup, who built up the university in the 1920s; Virgil Hancher, whose "inertial" policies crippled the school after World War II (he strongly disliked educational innovators such as Indiana University's Herman B Wells); and Howard R. Bowen, who began a revival in the 1960s. Special chapters focus on the influential graduate dean Carl Seashore, on the rise of the medical college, and on efforts to reform undergraduate education.

Conceptually, Persons identifies three periods of development at the University of Iowa. The earliest, beginning with the founding of the school, was characterized by capricious management and lack of purpose. Individuals inside and outside the university showed little understanding of the institution. The distinction between policy making and administration was not understood by regents or lawmakers; no one grasped the significance of delegated authority. During the second stage, institutional forms developed. The situation was ripe for "creative anarchy" as aggressive individ-

uals seized the opportunity to build their own programs within the institution. They laid the foundations for the university's lasting strengths in psychology, literature, creative writing, the arts, physics, speech, and medicine. The last stage—institutional inertia—emerged at midcentury. The university had become thoroughly stabilized, running on its own momentum.

Although Persons's book will have special meaning for anyone who has known the University of Iowa, it deserves a far wider audience. The writing is lively, laconic, and graceful. The author's long affiliation with the university does not dull his critical perceptions. Students of American higher education will find valuable comparative data in his description of the problems of interinstitutional rivalry and the struggles of departmentalists versus generalists and interdisciplinarians versus specialists. The description of the impact of the Vietnam War on academe is among the best yet written. In short, Persons has set a high standard for future institutional studies in American higher education.

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The History of Wisconsin. Volume V: War, a New Era, and Depression, 1914–1940. By Paul W. Glad. (Madison: State Historical Society of Wisconsin, 1990. Pp. xv, 642. Notes, maps, illustrations, tables, appendixes, figures, essay on sources, index. \$35.00.)

State histories are a difficult genre for writer and reader alike. The focus should not be so narrow as to be parochial nor so broad as to minimize the distinctiveness of the state's experience. This volume, the penultimate in the series, generally succeeds in steering between those opposing tendencies.

Paul W. Glad begins with World War I, an event that transcended state boundaries. The strong German ethnic community in the Badger state, however, divided Wisconsin more sharply than did ethnic diversity in most other states. Senator Robert La Follette opposed United States involvement in the war and subsequently opposed the draft, earning President Woodrow Wilson's scorn as one of "a little group of willful men, representing no opinion but their own" (p. 21). Later, when Milwaukee elected socialist Victor Berger to the House of Representatives, Congress refused to seat him. Even though many Wisconsinites would have preferred neutrality, when war came the University of Wisconsin sent more of its faculty to serve as officers in the war than did any other university.

The Red Scare that ushered in the New Era of the 1920s did not divide the state nearly as much as had the war nor as much as