

whose control of the Nickel Plate (1916-1936) he regards highly. This family added two important lines to the system: the Toledo, St. Louis and Western (Clover Leaf) and the Lake Erie and Western, whose involved histories are traced with great care.

After this very full account of the railroad to 1937, the "Young Era" receives only one chapter of nine pages. It is true, of course, that the Nickel Plate has been only one of the Young roads; probably some of the recent records are still in active use and not available for historical research; no doubt a writer so close to the controversial events in which Mr. Young has been involved is limited to tentative conclusions. Nevertheless, Mr. Hampton's book appears to be an approximation of a semi-official history of the railroad; for example, the introduction is written by its president, Mr. John W. Davin. Then why should the author be so modest about Mr. Young's achievement? Mr. Hampton's clientele will probably wish to learn more of such omitted or abbreviated developments as Mr. Young's efforts to free his railroads from the control of Eastern investment banks; of his concern for the rights of small investors and of his workers; of the many conveniences he installed for passengers and shippers; of his bolt from the Association of American Railroads and his formation of the Federation for Railway Progress; and of his famous campaign for through train service at Chicago and St. Louis, popularized by the slogan "A Hog Can Cross the Country Without Changing Trains—But You Can't."

Mr. Hampton lists in his bibliography twenty-five libraries, more than three-score newspapers and periodicals, and private records of the railroad. He has documented and indexed his work well. Railroad fans will enjoy the numerous illustrations.

West Virginia University

William D. Barns

The Dixie Frontier, A Social History of the Southern Frontier from the First Transmontane Beginnings to the Civil War. By Everett Dick. (New York, Alfred A. Knopf, 1948, pp. xx, 374, xxv. Illustrations, bibliography, and index. \$4.50.)

This work is the third volume of the author which treats frontier history. The two earlier ones are *The Sod-House*

Frontier (1937) and *Vanguards of the Frontier* (1941). Although both of these were concerned with the trans-Mississippi West, he is not a newcomer to the frontier field.

The nature of the work is indicated by the subjects treated. They include the squatter, station life, the planter, land greed, the slave as a pioneer, agriculture, sports, amusement, the frontier town, schools, religion, travel, justice, politics, manufactures, militia, women, food, dress, speech, and frontier characteristics. There are thirty-two chapters which average approximately ten pages to the chapter.

The chief significance of the present volume is not the newness of the material presented or the analytical or philosophical conclusions of the author, but rather the availability and the completeness of the material brought together. Most informed readers will be familiar with much of the facts, but there will be few who will not learn some new details. Many will know of other works which describe some of the customs and institutions here treated, but none will likely know of another volume which includes so much. Its value will be greater for the general reader and the beginning student in frontier history and correspondingly less for the advanced student.

The main objection to the procedure of the author is the lack of any analytical approach. The Dixie Frontier as considered in this volume was not a single frontier but a series of frontiers. It could have been differentiated chronologically and geographically. Conditions differed north of the Ohio from those of Kentucky and Tennessee and these in turn from the lower South. Similar differences existed between the Appalachian plateau and the trans-Mississippi. Conditions immediately following the Revolution had changed by the time the steamboats were moving up and down the Mississippi and Ohio and their tributaries. The frontier influence in the South was often quickly lessened by the appearance of the plantation, but north of the Ohio it was able to hold its own. The author chose to give a generalized picture which ignores these distinctions. The need for comparative studies remains.

The book has an interesting descriptive style. It should make good collateral reading for college and high school students and should be entertaining for many others. There are relatively few errors of fact or slips in proof reading.

The thirty-four page bibliography contains a very considerable amount of material and should be valuable to scholars. Individual documents rather than collections are listed, but the items are not evaluated for the reader. The format of the book is attractive.

Indiana University

John D. Barnhart

Education and Reform at New Harmony, Correspondence of William Maclure and Marie Duclos Fretageot, 1820-1833. Edited by Arthur E. Bestor, Jr. Volume XV, Number 3, of the Indiana Historical Society *Publications*. (Indianapolis, Indiana Historical Society, 1948, pp. 133. Index. \$1.00 paperbound.)

William Maclure joined Robert Owen's New Harmony venture largely because he saw, in Owen's liberalism, a good proving ground for his educational theories. The two men had strong convictions that there was need for educational reform. Robert Owen would use the schools of the community to develop citizens who could live in a selfless, co-operative society. Maclure's chief interest was the further development of industrial and vocational education. Maclure had, when he came to New Harmony a long record of interest in, and support of, educational experiments both in America and in Spain. He had brought two of the foremost teachers of the Pestalozzian Method for Paris to Philadelphia, where he had established them in schools. These two teachers, Joseph Neef and Madame Marie Duclos Fretageot came on to New Harmony to teach in the Owen community schools.

The correspondence between William Maclure and Madame Fretageot, preserved in the New Harmony library and edited by Dr. Bestor, begins with the letters written in 1820, when Maclure was in Switzerland and Madame Fretageot was teaching in Paris. Within a year, she had moved her school to Philadelphia, where she remained until Owen and Maclure joined forces to come to Indiana. From the first, the letters reveal enthusiasm for Owen's ideas on Madame Fretageot's part and a feeling of caution and reservation on Maclure's part. In fact, one feels that Maclure joined the experiment reluctantly, and that he did not, from the first, share Owen's beliefs that the experiment would