

sentations of the state park system and historical shifts in population density. However, the illustrations, tables, chronology, and bibliography are of excellent quality and help make this book a useful reference work as well as outstanding history.

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*The Prairie School: Frank Lloyd Wright and His Midwest Contemporaries.* By H. Allen Brooks. (Toronto: University of Toronto Press, 1972. Pp. xxiii, 373. Illustrations, notes, figures, index. \$25.00.)

H. Allen Brooks has written a book as ordered as is the design of the Prairie School architects. He relates simply and in an intact context that rather complex and scattered style of building often confused with the Chicago School. The author describes the difference between the two schools and documents his findings to clarify the distinctions and characteristics of each style, putting each in its proper time and place.

While establishing this difference in the reader's mind, the author identifies the link between the two schools as Louis H. Sullivan, the only architect involved in both. In fact, Brooks further honors him, as did Frank Lloyd Wright, as "the Master," since the work of the Prairie School, the later of the two styles, was accomplished primarily by Sullivan's students. The author enumerates the architects of the Prairie School as Louis H. Sullivan, Frank Lloyd Wright, Walter Burley Griffin, George Grant Elmslie, William Gray Purcell, Barry Byrne, Hugh M. G. Garden, Richard E. Schmidt, Robert C. Spenser, Jr., William E. Drummond, Marion Mahony, Thomas E. Tallmadge, Vernon Watson, Dwight H. Perkins, John S. Van Bergen, Percy Dwight Bentley, Francis C. Sullivan, Parker N. Berry, and "more peripherally," George W. Maher, Arthur Heun, George Dean, and many others (p. 8). With the Prairie School thus clearly defined, the interaction between the architects and the existing social environment is illuminated, bringing into clearer focus the meaning and rationale of the resultant buildings.

The author's examples are clear and accurate representa-

tions of each Prairie School architect's work and ability. The photographs are helpful in reinforcing the data presented in the text, and supplemental footnotes provide information to those readers interested in further research. At times the prose seems highly technical, but it reflects the enthusiasm of an author who has been deeply involved with his subject matter over many years of study.

This book is published at a time when demolition, the plague of all historical periods, threatens or has already struck many of the buildings described, and the information presented will be a timeless record to those of the future, who will have only the photographs for reference. The book may well become the most reliable record of the Prairie School, a short period of architecture which has had a significant effect on nearly all the styles of architecture of the twentieth century.

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*The New Citizenship: Origins of Progressivism in Wisconsin, 1885-1900.* By David P. Thelen. (Columbia: University of Missouri Press, 1972. Pp. 340. Notes, essay on sources, index. \$12.00.)

Thelen's highly original study captures the spirit of early progressivism better than any other historian this reviewer has read. He describes and explains the Wisconsin reformers' sense of anger at "corporate arrogance" with such conviction that at times it is not possible to separate the views of the author from those of his subjects. Where the Gilded Age mugwump had hoped to reform society by altering the individual through education and moral suasion, the progressive held "special interests" responsible for many social ills and urged their control by concerted political action. The early progressives' "major accomplishment was the creation of a yardstick—"the public interest"—that provided the thrust to Wisconsin progressivism as it united diverse groups against selfish and special interests in their communities. . . . The significant point about the concept of the public interest was that it created a new mass politics that united men as consumers and taxpayers in opposition to the