ality, and education, and he was very much interested in agriculture, devoting thought and study as well as occasional manual labor to his farm lands outside Indianapolis. In his leisure time he read Alexis de Tocqueville, George Bancroft, and William E. Channing and kept up a large correspondence with family members traveling or resident in the East. Fletcher's diary also provides an abundance of local color in its descriptions of people and events in everyday Indianapolis.

Gayle Thornbrough and Dorothy L. Riker have added greatly to the value of Fletcher's almost daily scribblings. Their excellent editorial work includes a survey introduction, chronology, index, and full and informative notes, often derived from such primary sources as newspapers and manuscript collections. Although scholars working in almost any aspect of the period will find something of value simply by using the index, the diary provides such informative and entertaining reading that anyone interested in the past will benefit from this opportunity to know Calvin Fletcher and his contemporaries.

*Indiana University, Bloomington*  
James H. Madison


Indiana University has fared well in the hands of its most recent historian, Thomas D. Clark, in the second volume of his *Indiana University: Midwestern Pioneer.* In this volume Clark describes the university during the first third of this century dispassionately, with humor, and with awareness of other educational developments in the Midwest.

Because of William Lowe Bryan's protracted term as president of Indiana University from 1902 to 1937, Clark inevitably gives considerable attention to Bryan and to his policies. Clark assesses Bryan's career judiciously, though one suspects that he may well have agreed with Bryan's friend and colleague, President Lotus D. Coffman of the University of Minnesota, who, when Bryan told him of his intended retirement, replied: "Fine, you should have done so ten years ago" (p. 385).
Clark does not shrink from reporting the unpleasant truth that Hoosiers did not have a distinguished state university at the end of Bryan's term in 1937. Indiana then compared unfavorably by most standard academic criteria (percent of faculty with doctorates, number of faculty listed in *Who's Who*, amount spent on research, size of library) with most of the other midwestern state universities. Fighting for the bottom position with it in several categories was Purdue, its arch rival in West Lafayette. Such a situation is an indictment both of the presidential leadership (or lack of it) and of the state legislature. Customarily the responsiveness of the legislature to the university's needs is influenced by the persuasiveness of the president. Clark accurately notes that Bryan found it difficult temperamentally to deal in the slightly disreputable arena of Indiana state politics.

Bryan prided himself on increasing the enrollment at Indiana during his tenure as president, and he was correct in noting the tremendous increase in the number of students. Whether this should be regarded as a major achievement, however, is another question, for burgeoning enrollments were typical of all the state universities and many of the private ones as well during this period. Clark notes as one of Bryan's accomplishments that he fought "to make his institution a university instead of a normal school" (p. 395). Again, this seems a modest achievement since Indiana never really was in danger of being a normal school, although like many other colleges in the late nineteenth century many of its graduates went into teaching. Their vocational choice was determined much more by vagaries of the employment market than by their college curriculum. The professional schools which Indiana added during Bryan's presidency were rare in the nineteenth century, and most institutions added them or expanded them only in the twentieth century. If anything, Indiana was a little slow in making the additions.

In one of his most perceptive sections Clark notes the prestige of administrators during the latter years of Bryan's presidency. Promising faculty members were often promoted to department chairmanships or to deanships, both of which paid considerably more than professorships. The additional money and stature that came with these positions were lures to keep the professors at Indiana, but as Clark observes: "It was rare for a man of creative talents to make significant
scholarly contributions after he had accepted an administrative assignment” (p. 373). Nonetheless, such was the prestige at Indiana and many other state universities that able professors deserted scholarship for petty administration, thereby depriving the institutions in the long run from achieving academic eminence. Bryan's successor, Herman B Wells, with whose assumption of the presidency Clark concludes this volume, knew better and encouraged subsequent Indiana professors to remain scholars. This action finally brought intellectual distinction to the university.

Much of the charm of this volume lies in Clark's amused accounts of various nonacademic aspects of life at Indiana, including the Book Nook, athletics, and, especially, the unenviable role of the dean of women during the early years of Bryan's administration. Clark describes Bryan's ideal candidate for this difficult position as "Lydia Pinkham and Whistler's mother draped in a sorority gown and adorned with a master's degree" (p. 29). Such a paragon was hard to find and harder to keep.

Barnard College, Patricia Albjerg Graham
Columbia University


Joseph Neef is best known to Hoosiers as the schoolmaster at New Harmony who conducted a school in Owenite days that featured “modern” education. He was a disciple of Johann Heinrich Pestalozzi, the German Swiss originator of the system of learning by observation and by doing rather than from textbooks or from teachers. These principles are now firmly imbedded in the educational systems of today, and it is enlightening to read about some of their origins in the late eighteenth and early nineteenth centuries.

Professor Hackensmith tells the story of Neef's background in Europe, his days in the army of Napoleon Bonaparte, his teaching experience at Pestalozzi’s school at Burgdorf in Switzerland, his coming to America, and his schools in Pennsylvania, Ohio, and Kentucky. For several reasons—his modernity, his lack of business ability, and his not always