

beleaguered consumers and workers. At times, this vantage point is quite valuable, given the close attention the Blues necessarily paid to the deepening actuarial and inflationary crisis. At other times, the Blues seem more like the Rosencrantz and Guildenstern of a much larger drama, and of which we only get an occasional glimpse.

This is a valuable book, although it is also something of a disappointment. This narrowly institutional account never really broaches the "big" questions about the peculiar trajectory of the American welfare state. Why did national health insurance falter in the United States while a national pension and unemployment system succeeded? What was the logic and implication of organizing private and public social provision around the "family wage" assumptions of social insurance? How did race and racism shape both the formative years of private and public health policies and the backlash against public programs that began in the late 1960s? In what ways did a shifting compromise of private interests—insurers, labor, employers, doctors, hospitals—shape private and public patterns of health provision?

New Dawns: A 150-Year Look at Human Rights at The University of Iowa, by Philip G. Hubbard. Iowa City: University of Iowa Sesquicentennial Committee, 1996. xvii, 210 pp. Illustrations, notes, appendixes, index. \$15.95 paper.

REVIEWED BY RICHARD M. BREAU, UNIVERSITY OF IOWA

As the race, gender, and class demographics of the University of Iowa's student population changed over the decades, the university struggled to meet the needs of its student body. Increased enrollment of African Americans, women, and international students forced a revision of prohibitive formal and informal educational policies. These policies were shaped in response to sociopolitical movements that forced the university to come to terms with its discriminatory practices. Under the presidencies of Howard R. Bowen and Willard L. Boyd and the leadership of Philip G. Hubbard (as vice-president for student services and dean of academic affairs), women and minorities assumed instrumental faculty and administrative positions in the university. The presence of this new blood sparked renewed interest in educational reform. Yet, despite increased enrollment of historically underrepresented groups, the task of offering culturally relevant curricula and equal educational opportunities remains a developing goal for the university.

In *New Dawns*, Philip G. Hubbard relies on memory and secondary sources to illustrate the decisive action taken by administrators to provide students with equal educational opportunities. Hubbard arranges his discussion of university policy and practice into four categories: (1) the university's first century; (2) the human rights years; (3) the implementation of human rights policies; and (4) the impact of past discrimination on the contemporary university. In Hubbard's estimation, the formation of the Committee on Human Rights in 1963 marked a critical turning point in the university's commitment to equal educational access.

The new human rights policy called for equal educational opportunity regardless of "race, creed, color, national origin, age, sex, disability, sexual orientation, [or] gender identity" (32). Hubbard maintains that this policy transcended symbolic liberalism. Enrollment statistics and speeches by various administrators support his claims that individuals and groups affiliated with the university provided support services for underrepresented students. For example, as the number of women and minority groups increased, university administrators organized the Council on the Status of Women, Opportunity at Iowa, and other service-based offices and committees to evaluate university policy.

The most compelling parts of *New Dawns* intertwine Hubbard's life as a student with his career as an administrator. He argues that women's and African Americans' admittance in the university's infancy demonstrated its early commitment to human rights. Yet even during an era of northern progressivism African Americans were excluded from college dormitories, and Jim Crow practices forced many African-American alumni to go south to find employment, as demonstrated by the number of university alumni who staffed historically black colleges and universities. Hubbard's personal narrative demonstrates the rocky terrain one must navigate between employment obligations, personal conviction, and academic freedom.

New Dawns fills an enormous gap in educational historiography. It offers insight into the historical interrelatedness among race, gender, and class in a northern university. Despite its welcomed contribution to the current literature, however, Hubbard's work contains several inaccuracies and omissions. Alexander Clark Jr. (1879) was not the first African American to receive a law degree in the United States. Nor was Mary Hickey Wilkinson (1873) the first woman to do so. Those honors belong to George L. Ruffin (Harvard, 1869) and Ada Kepley (Union College of Law, 1870). Furthermore, student activism is conspicuously absent. A more thorough examination of students' personal experiences might offer a counternarrative to Hubbard's. The works of

Werner Sollors, Richard McCormick, and Joseph Schwab demonstrate how student protests and the threat of civil action forced many universities to modify exclusionary policies.

Hubbard's book represents a critical step in analyzing institutional prejudice. Subsequent studies may further explain the implications of these prejudices and offer fresh insights into how institutions juggle progressive policy with perpetual manifestations of discrimination. *New Dawns* provides a solid foundation for studies that examine a broader range of the experiences of students, staff, faculty, and administrators. University administrators should definitely read it.

Wetlands of the American Midwest: A Historical Geography of Changing Attitudes, by Hugh Prince. Chicago: University of Chicago Press, 1997. xiii, 395 pp. Illustrations, maps, tables, notes, bibliography, index. \$21.00 paper.

Discovering the Unknown Landscape: A History of America's Wetlands, by Ann Vileisis. Covalo, CA: Island Press, 1997. xii, 433 pp. Map, illustrations, appendix, notes, index. \$27.50 cloth.

REVIEWED BY REBECCA CONARD, MIDDLE TENNESSEE STATE UNIVERSITY AND TALLGRASS HISTORIANS L. C.

For historians of the Midwest in general, and of Iowa in particular, *Wetlands of the American Midwest: A Historical Geography of Changing Attitudes* by Hugh Prince is a mixed deliverance. On the one hand, the research on which the book rests, although impressive in its sweep, contains notable gaps; and the treatment of the subject is uneven, both geographically and chronologically. On the other hand, Prince has provided us with the first synthesis of historical material on wetlands in the Midwest, especially their drainage for agricultural use in the states of Ohio, Indiana, Illinois, Iowa, Michigan, Wisconsin, and Minnesota; and he has written a very readable narrative that should find an audience beyond historians and geographers. Experts who are involved in land management and land-use planning, regardless of their disciplinary training, can learn much from this book.

In a narrative of 350 pages, Prince attempts to cover a period of time that stretches roughly from pre-European contact to the floods of 1993. Obviously, this dictates a broad-brush treatment. The chapters that cover the half-century before World War I are the best, in large part because that period has been studied extensively by agricultural and environmental historians and by historical geographers. Chapter

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