

sizing.

*In the Kingdom of Coal* is successful at discussing all of these interacting forces. The writing is clear, easy to follow, and appealing to academic and general audiences. The breadth of the history, 1792 to 1999, is rare in the annals of American business and labor histories. Some important points remain understated, however. Nearly 150,000 mine workers have died in America's coal mines in the last two hundred years. Tens of thousands have been stricken with black lung disease. These are astounding figures by any measure. Yet coal produced record profits—mainly for absentee owners. Moreover, U.S. mine health and safety laws have traditionally been among the weakest and least enforced in the industrialized world. Finally, coal was the first American industry to experience widespread “deindustrialization”—as early as the 1920s—though the term wouldn't be invented by historians and social scientists for another fifty years. These points are hinted at though not always analyzed by Rottenberg, who has a noteworthy biography as a writer and reporter. Perhaps there is more to come from the author?

Historians and students of American industry and labor, public policy makers, those interested in historical biography, and the general public will all benefit from having this important work available. It is highly recommended reading.

*Pennsylvania Historical and  
Museum Commission*

KENNETH C. WOLENSKY

*The Education of a University President.* By MARVIN WACHMAN, with a forward by JAMES W. HILTY. (Philadelphia: Temple University Press, 2005. xvi, 206p. Illustrations, index. \$29.95.)

In this autobiographical narrative, Marvin Wachman recounts his endless effort to learn more about life in an ever-changing world. In six chapters the eighty-eight-year-old educator recounts his unshakable, six-decade odyssey through the presidencies of four colleges and universities and the executive leadership of several nonprofit organizations. Dr. Wachman's aim is to convince his readers that America's “educational system has played a major role in fostering the unique dynamism of our society and government” (p. xvi). He does so admirably. His book has been compared to *The Education of Henry Adams*, which, in 1907, also offered wise insight into human experience.

Wachman began his career in education in 1946 with a fifteen-year stint at Colgate University, where he rose from American history instructor to full professor. The author and his wife, Addie, were ever adventurous people, and they demonstrated that in 1961 when they left the security and familiarity of

Colgate for Lincoln University in rural Pennsylvania, placing themselves on the front lines of the national racial debate. Wachman became the only white president of a black college and the only Jewish president of a non-Jewish college. While heading the Pennsylvania college, Wachman recruited both black and white faculty, visited local high schools, and raised money. He also traveled for the U.S. State Department to Ghana, Liberia, and Nigeria, where he met with Lincoln alumni, including the presidents of some of those countries.

When experiencing rare doubt about the wisdom of his career choices, the intrepid young educator gave himself pep talks. Along the way, Wachman inevitably found good in difficult circumstances and concluded that conflict and confrontation provided "teachable moments and were the very essence of good education" (p. 63).

After eight years, Wachman resigned and became academic vice president at Philadelphia's Temple University. Two years later he became president. While Temple's 30,000 students dwarfed Lincoln's 1,100, the schools shared a tradition of student activism. At Lincoln, Wachman lived through the hectic 1960s; at Temple, the challenging 1970s. At Temple he faced the Black Panthers and faculty unions, student lawsuits and the growing complexity of government financial help and regulation. Campus placards called him "Public Enemy #1," but some faculty members described him as "the professor's president" (p. 155). Amid the turmoil of the times, Wachman found that calmly and rationally upholding the university's principles proved to be a good strategy for coping with crisis.

Retiring as president in 1982 to be named Temple's chancellor, Wachman pursued the next phase of his life with instinctive vigor. He would later be president of two other colleges, lead the Foreign Policy Research Institute, and consult at Drexel University.

There are frequent references to tennis (at which he excelled) and his respect for Temple's founder, Russell H. Conwell. Wachman's book ends with a reiteration of his continuing desire "to make a contribution to higher education" and the modest disclaimer, "My future was always uncertain, but things always took care of themselves" (p. 196).

Some critics might cite too much detail, but for this reviewer this very detail enriches the impact of this absorbing book.

*Eastern University*

JOHN A. BAIRD JR.