vitingly to all who came to its headwaters”; but it is interesting to meet the statement of Morris Birkbeck—a traveler in 1817, when the great migration by river and road into the Middle West was in full swing—that in the emigrant parties “the Pennsylvanians creep lingeringly behind, as though regretting the home they have left.”

The Philadelphia and Columbia Railroad is miscalled a “tramway” (p. 282). The sale of the main line of the Pennsylvania Public Works is misdated (p. 301). Whatever other errors occur in the treatment of Pennsylvania materials seem to be errors of omission. One of the author’s conclusions is that “What we need now is a careful study of the influences, originating in the frontier era, which still color our life to-day, and an evaluation of their serviceableness in a changed world.”

_University of Pittsburgh_  
E. Douglas Branch

_Through One Hundred and Fifty Years. The University of Pittsburgh._  
By Agnes Lynch Starrett. (Pittsburgh, University of Pittsburgh Press, 1937. xvi, 581 p. Illustrations.)

The story of the University of Pittsburgh _Through One Hundred and Fifty Years_, as told by Mrs. Starrett, is “interwoven with the pattern which is the history of Pittsburgh.” The university is, in fact, marked by characteristics as distinctly Pittsburgh as are her furnaces and the clouds of smoke, which at times envelop her and leave traces in every nook and corner. As the city grew, so did the university. From beginnings much like those of other American universities, the University of Pittsburgh broadened its scientific courses and enlarged and shifted the site of its plant, “with the development of coal and glass and steel and aluminum and electricity, around a solid core of the best that men have thought and felt, cherished in their literature and in their art.”

To those who have heard only of “smoke and sin-cursed Pittsburgh” Mrs. Starrett’s volume reveals a better side of a great American city strategically located alike for the activities of men of affairs and men of culture. The danger was that in the towering accomplishments of her Carnegies and her Mellons, Pittsburgh’s Brackenridges, her Robert Bruce, her John Black and her Father Maguire were being neglected. The saving factor in this situation was the cultural traditions and tastes of her men of affairs. With a rich background, the work of pioneer educators, her successful business men have built and adorned great cultural institutions.
Like the material growth of Pittsburgh, the growth of her educational opportunities has been slow and halting. At times the shifting order of things, together with the ever pressing urge to the material, menaced her cultural opportunities. Although the Pittsburgh Academy, founded in 1787 before the Constitution of the United States was made, became the Western University of Pennsylvania in 1819, this institution passed through many vicissitudes before it reached the proportions of a great American university. This was notably true of the “fallow years, 1849–1855.” Following the burning of its buildings on Duquesne Way in 1849, the university was closed for a period of six years. Then its site shifted to the intersection of Ross and Diamond Streets and in 1882 to Allegheny Commons. Meanwhile great teachers, Daniel Carhart (Uncle Dan) and Francis C. Phillips, were endearing themselves to a host of admirers, but the agency through which they worked during those years was only a struggling institution.

Toward the turn of the present century Pittsburgh’s cultural opportunities, as expressed in and centered about her university, began to reflect the purposes and best qualities of one of the great workshops of the world. In January, 1890, the university moved into new buildings on Perrysville Avenue, and in June of that year Chancellor Milton B. Goff reported the largest enrollment in the history of the institution, “most of it in the chemistry and engineering courses.” During the chancellorship of Samuel Black McCormick (1904–1920), the university grew rapidly; great teachers and researchers found there encouragement and opportunity; and best of all, philanthropists were increasingly wise and generous. It was out of such conditions that “The Greater University” had its inception. This paved the way for John Gabbert Bowman (1920–present) and his famous Cathedral of Learning. Bespeaking also new plans and purposes, “WUP” had in 1908 moved to the Oakland district and became the University of Pittsburgh.

As stated by Mrs. Starrett (p. 251), the Cathedral of Learning represents the best in the achievements and purposes of Pittsburgh, a great city located at the crossroads of America:

The Cathedral of Learning has been built slowly that it might be well built and be paid for, stone by stone. It expresses the best in workmanship that skill and art and labor can achieve. It represents the faith and courage of the citizens of Pittsburgh who have helped to build it. To those whose roots go back a hundred and fifty years to the days of the log Academy, it says in stone and steel, “Here is honesty, order, courage, and the hope you share with your fathers and
pass on to your sons.” To the nationality groups who have helped to build it, it says, “Here, in these walls, is the best that you have brought with you from your old homes—your art, your legends, the faith of your fathers—and here is the democracy and friendliness of your new home.” Chancellor Bowman has spoken of all these things so repeatedly, so effectively, and so simply that he has made them a way of life for the University of Pittsburgh.

Mrs. Starrett’s account of Chancellor Bowman’s plans and achievements is followed by a section of thirteen chapters entitled “Schools and Research Divisions of the University.” In these chapters there pass in review biographical sketches of those who have contributed most to Pittsburgh’s distinctive greatness. Here, too, one may read the history of Allegheny Observatory, of the university’s schools of engineering and mines, law, medicine, dentistry, pharmacy, business administration, education, and of the near-by and affiliated Mellon Institute. Moreover, references are made to the Carnegie Library, to the Historical Society of Western Pennsylvania, and to other cultural centers in the immediate environment of the Cathedral of Learning.

After the manner of the historian, Mrs. Starrett has not ignored or passed lightly over the criticisms directed toward the university since 1929 on the score of alleged curtailed academic freedom and alleged insecure academic tenures. The resulting investigations of the American Association of University Professors and the Pennsylvania General Assembly, while they did not free the university from censure, are attributed by Mrs. Starrett to “the effects of certain forces of unrest and confusion that have existed everywhere in the country” during the depression years (p. 266). Attention is called to the fact that the “co-operation between the University and the state remains unbroken through one hundred and fifty years.”

Although Mrs. Starrett’s work is evidently a labor of love, it is scientific, except for the omission of the usual footnotes and bibliography. More important, perhaps, the style and format is that of a master. In her “Bibliographical Notes” she reveals her varied sources of information. Among other things these include trustees’ minutes, faculty minutes, chancellors’ reports, alumni directories, and catalogues. The gap in these sources from 1787 to 1845, caused by the destruction of the university records by fire, was filled by the use of Pittsburgh newspapers covering the entire period. Data on the material side of the growth of Pittsburgh was found in newspapers covering practically her entire history, in business directories, almanacs, histories, and biographies. The political and social side is covered in acts of the Pennsylvania General Assembly and
in the writings of "friends, faculty members, and students" of the university.

West Virginia University

Charles H. Ambler


Of the five biographies of William Penn that have appeared within the past decade, the one by Dr. Hull seems to this reviewer to be the most original in organization and the most authoritative in content. Had this book been of the conventional type it might well be questioned whether there was need for such a work at this time. But it is not of the conventional type; it is not merely another life of Penn. It is an original and striking book, which will long remain a standard work.

The reader is at once impressed with the organization of the book, which departs from the customary division into chapters and employs the topical method throughout. The story of the life and achievements of Penn is told under twenty-eight topics, so arranged as to give a fairly chronological account. Each topic represents a phase of Penn's life and is given in its proper time-setting. Thus the book as a whole exhibits more movement than one would suppose, and is accumulative in its effect. By treating each topic consecutively from beginning to end a greater unity is attained than by the chronological method. The result is quite satisfactory, and one lays down the book with the feeling that not the least of its merits is its novel organization.

But it has other merits as well. It exhibits exhaustive research, mastery of materials, and literary skill. The book is well documented, contains forty-six well-chosen illustrations, a discriminating bibliography, and a good index. Its value as a scholarly production is still further enhanced by frequent direct quotation from the original sources. The format is excellent, and there appear to be no typographical errors.

The book is, however, somewhat tinged with hero worship. No doubt a conscious effort was made to present the facts impartially, but, while the author avoids fulsome praise and unhesitatingly cites numerous adverse criticisms made by previous biographers of Penn, he nevertheless seldom endorses these criticisms and sometimes labors to refute them, with the result that the general impression is left that he is an advocate for Penn. When treading upon con-