

BOOK REVIEWS

History of Higher Education in Pennsylvania. By SAUL SACK. (Harrisburg: The Pennsylvania Historical and Museum Commission, 1963. Two vols. Index. Bibliography. \$10.00.)

Higher education in Pennsylvania today is at a crossroads. Traditional academic policies and practices are being examined and evaluated as they have never been before. Dr. Saul Sack of the University of Pennsylvania firmly believes that if we are to comprehend the present character of higher education in our State and so be able to plan wisely for its future, we must understand those social and academic forces that have created and shaped our living educational traditions. His *History of Higher Education in Pennsylvania* is designed to provide this essential historical perspective through the study of our past record in higher education.

Because there exists in Pennsylvania's tradition of higher education an extremely wide variety of academic institutions, sponsoring agencies, patterns of private and public support and control, educational programs, etc., the story of this facet of our educational past is an extremely complex and difficult one to report. Believing that the real clues to this general history can be found in the individual histories of the many colleges and universities in the State, Dr. Sack devoted the major part of his research effort in the study of the historical backgrounds of these schools of higher learning. Because of this primary emphasis on institutional history, *History of Higher Education in Pennsylvania* is essentially a report of the eight years Dr. Sack spent examining the primary documents related to the origins and early development of these collegiate institutions. Eighteen of the twenty-eight chapters of his two-volume work are almost exclusively devoted to the reporting of these institutional beginnings. A dozen of these eighteen chapters describe the efforts of the churches to found denominational colleges and the other six describe the work of these and other schools in the newer fields of scientific, technological, and professional education. Even his sections on graduate education, student life, curriculum, state policy, administration, and higher education for women reflect this fundamental concern with institutional history.

Though Dr. Sack recognizes that the life of an educational institution can be fully understood only if viewed in "the context of the entire social fabric," his preoccupation with the scrupulous documenta-

tion of academic life on the individual campuses of the State made it almost impossible for him to give such a larger cultural interpretation to these specific educational developments. His two chapters on life in the Province and in the Commonwealth are excellent, but they really do little to relate the story of higher education to the social environment that produced it. And not only is their value to the larger study extremely limited, but it can be questioned if such chapters that suggest a chronological organization logically belong in a work that follows a topical outline. The work itself does reflect, in fact, the incompatibility of these two fundamentally different approaches to the writing of history. The lengthy report on the denominational colleges should not follow, for example, the opening chapter on life in colonial Pennsylvania, since these schools were established after the Revolution. And neither should the account of the beginnings of the University of Pennsylvania in the mid-eighteenth century come immediately after the chapter on life in the Commonwealth.

The major difficulty, however, that the reader will face is the monographic style of a number of the sections of this history. Many individual chapters, though containing extremely important and interesting materials, are so complete in themselves that they are not organically related to the rest of the text. A disjointed narrative is the unavoidable result of such an encyclopedic construction.

Despite these structural weaknesses, *History of Higher Education in Pennsylvania* is a scholarly work of major consequence. For the first time, we have in one source a comprehensive, richly documented account of the important aspects of our history of higher education. Here can be found the keys to understanding: 1) the traditional hegemony of the churches in higher education; 2) the changing role of the State toward our institutions of higher learning; 3) the evolutionary changes that took place in the traditional liberal arts curriculum; 4) the emergence of newer academic programs in scientific, technological, and professional education in response to changing social needs; and 5) the central role of trustees, faculty, and students in the great human drama of higher education in Pennsylvania.

In the past, students seeking accurate information about some of the broader aspects of our educational heritage have generally been limited to a few classic studies such as Thomas Woody's *Early Quaker Education in Pennsylvania* (1920) and James Mulhern's *A History of Secondary Education in Pennsylvania* (1933). Dr. Saul Sack now adds to this small list his *History of Higher Education in Pennsylvania*

which will most certainly become the standard reference work on the history of higher education in our State.

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Amish Society. By JOHN A. HOSTETLER. (Baltimore, Maryland: The Johns Hopkins Press, 1963. 347 pp. Illustrations. Bibliography. Index. \$6.50.)

This excellent work, here belatedly reviewed because of schedule pressures, represents far and away the most objective, definitive and comprehensive work on the Amish written by anyone since the inception of this religious body in Switzerland in the 1690's.

Having known Dr. Hostetler since his college days, having traveled with him and Mrs. Hostetler through southern Germany during a period of European research, and having herself been reared in an Amish community, the writer can speak with conviction concerning the authenticity of this volume.

Four distinctive factors contribute to this authenticity: Dr. Hostetler's background as a boy reared in an Amish home; his thorough training as a sociologist, with a doctorate in the field; the spiritual sensitivity which enables him to feel the great issues at stake in the Amish struggle for survival in an era of rapid secularization and standardization; and finally his extensive and penetrating research among Amish communities across America, as well as among the descendants of Amish families in Europe.

The book is divided into four parts, with 15 chapters. Part I is on "Foundations." This contains a brief history of Amish origins in Europe at the end of the 17th Century, as well as a discussion concerning extinction in Europe and survival in America. Part II concerns "Stability and Fulfillment," discusses the Amish charter, the close-knit symbolic Amish community with its resources, family system, life ceremonies and total integration, all of which are presented with a wealth of detail unprecedented in any previous publications on the Amish.

In Parts III and IV, entitled "Change and Stress" and "Directions of Development," Dr. Hostetler discusses tensions and crises in the Amish community, arising from resistance to modernization and standardization. The inner struggles of young people who break with