ment of tariffs and merchandising will be valuable. For the general reader the chapter descriptive of iron plantations is especially recommended. A resident of western Pennsylvania would like to have seen more attention devoted to the early stages of the industry in this section.

It is interesting to note how quickly after its introduction into Pennsylvania in 1716 the iron industry became important. The fact that such prominent ironmasters or investors as John Dickinson, Michael Hillegas, James Wilson, William Allen, George Taylor, John Nicholson, and William Thompson were active in the Revolution suggests that merchants and planters were not alone in seeing the value of separation from Great Britain, and that the country owed to Pennsylvania's ironmasters and iron manufacturers a greater share of the credit for independence than is usually granted.

The volume is magnificently footnoted and has an invaluable bibliography and index. The appendixes contain a list of ironworks and miscellaneous statistics. Unfortunately, the format of the book is far from pleasing and the illustrations are poor; the product of the author's patience and skill certainly merited better treatment by the publisher. Nevertheless, the book fills a long felt want, and fills it so competently that the reviewer hopes that the author will continue his researches into the later period and give us the manual we need on the development of Pennsylvania's greatest industry.

University of Pittsburgh Press

Leland D. Baldwin


The growing catalogue of chronicles of American collegiate institutions has once more been expanded to admit the latest publication of the Carnegie Institute Press, The Story of Carnegie Tech by its dean of men. In writing the annals of an institution but a generation old, the author admittedly faced the problem of a dearth of colorful historical material. The deficiency of beginnings in a log cabin, struggles through years of public indifference, and periodic acceleration and retrogression in the more picturesque decades of native American intellectual growth the author has made up with details of organization and incidents surrounding the founder's infrequent visits to the school. This is a story of Pittsburgh's latter years, of the period in which an already recognized industrial metropolis set stone around her superstructure of steel.
“Carnegie” began humbly enough as the Carnegie Technical Schools, a glorified trade school above high-school level yet not of collegiate rank. Pittsburgh's greatest industrial philanthropist, Andrew Carnegie, provided both the idea and the wherewithal to establish this technical institute. Within five years after his offer to create a fund for the institution a site was supplied by the city of Pittsburgh, a number of buildings were constructed, and the doors were opened to students on October 16, 1905. The ultimate success of the new school was probably never in serious doubt, but its rapid rise was due primarily to the constructive efforts of its first two presidents. To Arthur Arton Hamerschlag, former superintendent of St. George's Trade School in New York City, fell the monumental task of assuming the directorship of this new institution. He had not only to supervise the establishment of the physical plant but also to acquire a faculty, prepare curricula, and generally supervise the innumerable microtasks incident to any new organization. A practic, Hamerschlag "stepped unostentatiously into office with a blue-print in his hand instead of a black robe on his back." He dispensed with ceremony; his duty lay in building up an institution of learning, not in acting as plenipotentiary of cornerstone laying. Under his guidance as director, and after 1918 as president, Carnegie Technical Schools commanded public attention, increased its enrollment, and attained collegiate rank. Dr. Thomas Stockham Baker, Hamerschlag's successor in 1922, had all the academicisms that the latter had lacked. Baker is aptly described as a "scholar," his predecessor as a "builder."

Academic procedure, in disuse in the period of skeletal growth, appeared in the form of invocations on appropriate occasions, chapel, and baccalaureate services. Externally the campus was rapidly beautified with the aid of a landscape architect. By 1935, when Dr. Baker became president emeritus and a member of the board of trustees, he had without sacrificing educational values molded the institution into its present form, high among the ranking technical schools of the country.

To compensate the lack of hoary tradition apparently inseparable from collegiate annals, the author included the chapter, "Within the Bounds of Schenley." Life on the campus, romance, student pranks, and two occasions on which the gridiron Tartans tumbled the mighty "Irish" from South Bend are entertainingly related. From the "non-Tech" reader's viewpoint criticism might be directed toward detailed descriptions of many subjects of interest only to the technician or graduates of the years portrayed. As a case in point the following should serve: "To iron out the original hillside and ravine into
ground with a fair proportion of smooth acreage, cubic yards of earth by the
million were moved between 1904 and 1916... The great gulch through
the campus has long been a problem. The records show that at one time, in
1904, there was a plan to fill it, and a quotation of $262,000 was secured
from the Carnegie Steel Company for a million and a half cubic yards of
waste material, but this project did not materialize.” Similarly, a descrip-
tion of the lunch hours, student dietary list, and daily schedule are included.
It might be pointed out, historically, that Lord Dunmore was never governor
of this commonwealth as suggested on page 25.

A generous fund of information concerning the school is supplied in eight
appendices, not the least valuable of which to the research worker in local his-
tory is the “Carnegie Chronology.” Taking into consideration the difficul-
ties outlined in his preface Dean Tarbell has produced a work that will be of
value to later writers of the history of Carnegie Institute of Technology. His
informal style and use of student vernacular and such expressions as “bull ses-
sions” gives an entertaining chronicle of Pittsburgh’s contribution to techni-
cal education, the school lying on the edge of one of America’s loveliest civic
parks.

Historical Society of Western Pennsylvania

Frank B. Sessa