er, John Gibbon, who assumed command in May 1862. To help instill élan into his men, Gibbon equipped them with uniforms and black hats, thus distinguishing them from other volunteer units. Therefore, initially the outfit was sometimes called the “Black Hat Brigade.” But at the Battle of South Mountain in 1862 the brigade acquired a more auspicious name. A general had been given reports that the men had fought as though they were made of iron. From then on the unit was known as the “Iron Brigade.” From South Mountain to Gettysburg the brigade lived up to its name. But on July 1, the first day of the battle for Gettysburg, 65 percent of the brigade was killed, wounded, or captured. When Pennsylvania, New York, and other eastern regiments were added to bring the outfit up to its original complement, the brigade lost its peculiar identity and eventually was disbanded.

It is evident from the first few pages that Nolan has scrupulously searched newspapers, letters, diaries, regimental histories, and the Official Record for his narrative. His varied and absorbing story details the tactics, logistics, and the ordnance with which the officers and men were concerned. But more important to this reviewer, The Iron Brigade is also social history. The author documents the soldier’s daily life, in and out of battle, and how he viewed the events and forces with which he was inextricably caught up. Nolan also tells us about the brigade’s feelings about the major figures of the war, men like Lincoln, and Generals Grant, McClellan, Doubleday, and Hancock. Deeply involved are men like Lysander Cutler and General Gibbon. But The Iron Brigade is really the story of ordinary soldiers — their origins, characters, beliefs, ideals, and fears. In narrating the story of the Iron Brigade, Nolan has provided us with a microcosm of a country at war. Because of this, the book possesses the strength worthy of its subject.

Reading, Pennsylvania

Ronald M. Zarychta


Waynesburg College belongs to that important group of private colleges in Western Pennsylvania which were founded by churches during the nineteenth century. While these durable institutions have been bringing higher learning to our youth over the years, we probably know less about their history than we do of the earlier forts
of the eighteenth century in whose shadows some of these schools were established. Faithful alumni, in retelling at homecoming of their school's past glories, do help preserve our memories of these colleges, but rarely do so with Clio's respect for objectivity. Dr. William Dusenberry, an alumnus and long-time member of the history faculty at Waynesburg, has joined the pride of an "ol' grad" to the disciplined skill of the scholar in *The Waynesburg College Story*. This is a fortuitous union, since we have here a richly documented, carefully balanced, and warmly human biography of a school which has been with us since 1849.

This is a comprehensive text in which all of the facets of the school's history — curriculum, administration, faculty, finance, buildings, athletics, student life, and alumni — receive attention. This wealth of material is organized into four major time periods. The opening section introduces the reader to those energetic Cumberland Presbyterians who, in addition to planting churches throughout the trans-Appalachian region, set up twelve institutions of higher learning before the Civil War. Only Waynesburg College, however, survived the war and went on to operate continuously down to the present. It endured this early period while so many others failed principally because of the extraordinary service and dedication of President Alfred Brashear Miller, the "Father of Waynesburg College." Like Moses, Miller had, in forty years (1859-1899), "led the college out of its depths of despair and debt and transformed it into a mature, solidly established institution." Waynesburg College literally spent the next two decades of the twentieth century searching for a successor to President Miller. Fortunes at the college took a disastrous turn as the school struggled along under nine different administrations. At the end of this "time of troubles,"

... college finances were nearly nonexistent. Only one building was in use for college purposes. Student enrollment was sixty-six — one of the lowest in the history of the institution. The college had no faculty, no janitor, no catalog, not even a person to answer the phone.

But once again the college was to find a steadying and confident hand. In 1921 Paul R. Stewart assumed the role of president of what he was later to describe as probably "the most impoverished college in the nation." When he retired forty-two years later, in 1963, the college could look back upon this period as one of solid expansion in its physical plant, endowment, and student body. On this base the school, under President Bennett M. Rich, proceeded to upgrade the academic quality of its programs. For Dr. Dusenberry, this effort was so suc-
ccessful that by 1974 — 125 years after its founding — Waynesburg College had come of age; it had “reached the mainstream’ of higher education in America.”

Unfortunately, there is a popular notion that college histories are meant to be read only by alumni. But, as this book demonstrates, much more can be found in such histories than anecdotes for old “alums.” Dusenberry, like every fine institutional biographer, has viewed the story of Waynesburg College as an integral part of those larger events transpiring beyond the walls of the campus. Knowledgeable about Western Pennsylvania history, he is particularly able to interpret the history of the college in light of broader developments in the region. The result is illuminating social history which will interest a wide variety of readers.

But what most readers will enjoy about this book is the sensitive, almost intimate, way in which Dusenberry has woven his enormously large collection of facts into a finely embroidered historical portrait of his college. With the slightest play of one’s imagination, you are there with the worried president wrestling with a pressing financial problem; or at a public meeting with the townspeople hotly discussing the propriety of granting “bachelor’s” degrees to women; or with a busy faculty committee preparing for accreditation; or attending a meeting of a literary society debating Darwin’s theory of the origin of species; or at the celebration on campus of the national championship of its football team. This is collegiate history as it should be written, for life on a campus is essentially a story of human encounters. The fine achievement of Dr. Dusenberry is that he has sustained throughout his 125-year history of Waynesburg College a feeling for this deeply human drama.

Foundations of Education
University of Pittsburgh
Pittsburgh, Pennsylvania

Richard K. Seckinger


This work, called a “historical record” by the author, is an account of the birth, operations, and good works of (1) one of the oldest charitable foundations in Pittsburgh, (2) one of the first in Pittsburgh