cessful 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 enormous 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
planned to benefit the whole community, and (3) the first foundation anywhere (and the only one, even now) devoted solely to improving the American public school. The foundation was conceived in 1909, when Henry Clay Frick, steel and coke tycoon, and John A. Brashear, the famous maker of astronomical lenses and precision instruments, met in one of Frick’s homes to talk about what might be done to strengthen the public schools for children in and around Pittsburgh. The result was the Henry C. Frick Educational Commission, financed by Frick and administered under the direction of Brashear. The annual income at the outset in 1910 was $12,000. (This was a time when a teacher might be sent to a six-week summer course at Harvard or Cornell or wherever at a cost of less than $100 — $5 a week for a room, $3.50 for board, and $5 for fees.) The endowment was increased by $250,000 in 1916 and by some $3,000,000 on Frick’s death three years later. All grants were made with no restriction “on the powers of the Trustees in any manner whatever.”

The uses to which the income was put in the early years bespeak a simpler world in which there was boundless faith that good deeds implanted in the public schools could produce unlimited and incremental improvement in man’s condition. There were Frick awards to public school teachers for scholarships, summer institutes, summer conferences, and “Americanization courses.” (The great problem was the dearth of professionally trained teachers, intensified by the stern rule that married women were barred from teaching.) There were Frick grants to aid school administration. There were Frick grants to benefit pupils: for high school assembly lectures, among many other programs, for pictures to beautify the schoolhouses, visual aids, and school lunches for undernourished children. As one who attended kindergarten and eight grades at Liberty School in Shadyside in the years 1912-1920, I am grateful for whatever aid the Frick Commission gave to a fine public school. I was aware and even appreciative at age eight or nine of special programs in my classrooms. I remember the “time-tested recognized masterpieces” that hung on the walls. I am sure that Miss Beggs, Miss Burns, and Miss Poole attended the summer institutes and conferences, that they returned from them “with more realistic understanding of the wider social and economic environment of the nation and the nation’s relationship to mankind and the world,” and that I was vastly improved by their better instruction.

The good works of the Frick Educational Commission are continuing, with more sophisticated programs and nomenclature, to the
present day. There is emphasis now on such matters as life enrichment, career fulfillment, guidance counseling, humanities seminars, expressive therapies, and new concepts in affective education. There has been a $16,350 grant for aerospace science education. But the thrust remains the same as it was in 1910: to improve and to strengthen the education given in the public schools of Greater Pittsburgh and southwestern Pennsylvania.

Agnes Lynch Starrett was for many years editor of the University of Pittsburgh Press. She served in the years when the Press, the Buhl Foundation, and the Historical Society of Western Pennsylvania worked together to produce the dozen or so volumes that are models of shining scholarship in regional history. All those works are still in print, and all are still in demand.

*Pittsburgh*  
Robert C. Albers