

population, Gutman and Sutch ask whether the *Time on the Cross* figures prove the leniency of the slave master or do they indicate that the lash was an ever-present threat to the slaves?

*Reckoning with Slavery* is a thorough book which, using Fogel's and Engerman's ground rules, shows convincingly that *Time on the Cross* is a seriously flawed book. If Fogel and Engerman were lesser-known historians and this was their first book, such a total rejection of it and such disclosure of slipshod scholarship and tailoring of facts to fit a thesis would severely damage their reputations and their careers. Since they are veteran published historians holding positions at prestigious universities, we shall see. Hopefully, *Reckoning with Slavery* will undo the misinformation promulgated to the public by *Time on the Cross*. Otherwise the impact of the latter will be long felt in the public mind.

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*The Indiana Story, 1875-1975: Pennsylvania's First State University.*

By JOHN EDWARD MERRYMAN. (Clearfield, Pennsylvania: Kurtz Bros. Printers and Lithographers, 1976. Pp. xii, 458. Preface, illustrations, appendixes, endnotes, bibliography, index. \$8.95.)

Histories of colleges, universities, and school districts are usually a mixture of nostalgia containing lists of teachers, principals, and photos of buildings and champion athletic teams and are usually self-serving. Such works have limited value in telling the historical and philosophical development of the institution. *The Indiana Story, 1875-1975*, by John Edward Merryman is for the most part a refreshingly different story of Indiana University of Pennsylvania.

Professor Merryman brings to his task the skills of a trained historian and educator. The scholarly character of his study is manifested by the extensive use of footnotes and the wide range of sources. The author shows a considerable knowledge of the history of Indiana County and of the educational philosophy of the people in Pennsylvania and the county in the nineteenth and twentieth centuries.

The first two chapters deal with the historical, educational, and philosophical setting in the state and in Indiana County which led up to the establishment of a school for the training of public school

teachers. The author is at his best when he describes the interaction of state and local educational policies. The detailed account of the political, economic, and cultural forces influencing the development of the normal school system in Pennsylvania, especially of Indiana Normal School, provides the reader with an insight into how a variety of local forces shape the evolution of educational policies.

The description of how various groups — businessmen, newspaper editors, and citizens' groups — combined to arouse public support for the Normal School Act and the establishment of a Normal School in Indiana County tells us much about the value of education to different groups. The idealism of men was displayed by a former superintendent of Indiana County Common Schools who said: "Normal Schools in which teachers can be thoroughly prepared for their work is [*sic*] as much a part of the common school system as Boards of School Directors or County Superintendents. We may say it is more important" (p. 36).

The more utilitarian or economic value of such a school in a community was pointed out in an analogy in which the costs of a newly built courthouse were shown as not providing much of a return to those who helped pay for it; however, the cost of the Normal School would provide numerous benefits.

In subsequent chapters, Professor Merryman describes the evolution of both Indiana Normal School to Indiana University and the system of state-owned colleges. It is here where the book becomes laborious with its minute descriptions of curricula, buildings, and administrations of various presidents. These chapters, however, should not be overlooked, because they give us an insight to the current political and economic problems facing education in Pennsylvania in the 1970s. Politics and economics still play a big role in influencing educational development in the state.

The book is worth reading for those interested in local history and the educational history of Pennsylvania. Professor Merryman's study provides a prototype for similar studies of the other state colleges and shows how local factors influence larger policy decisions. For those who are interested in the study of local history and who complain about the lack of sources, they should take notice of the author's imaginative use of materials from which he derives his data.

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