

prompted a segment of one colony to move to Iowa. This "pilgrim colony" established the Saint Sebald congregation in Clayton County and brought with it the Wartburg educational institution.

The book provides insights into the early history of the congregation, the founding of the Iowa Synod, and the several locations, key figures, and functions of Wartburg as it developed into the present-day institutions of Wartburg College and Wartburg Seminary, now located in Waverly and Dubuque. Employing a variety of primary and secondary sources—and including paraphrases and quotations from many of them—the author "documents some Lutheran attempts to fit a confessional church into a culture where individualism and diversity rule" (11). Persons interested in the history of German Lutheranism in the Midwest will find this an engaging account. Students of higher education developments in Iowa can also profit from the book. The inclusion of an index would have been helpful.

*Cornell College: A Sesquicentennial History, 1853–2003*, by C. William Heywood and Richard Harlan Thomas. 2 vols. Cedar Rapids: WDG Communications. 342 + 296 pp. Illustrations, graphs, appendixes, notes, index. \$54.95 cloth.

Reviewer Bradley J. Longfield is dean and professor of church history at the University of Dubuque Theological Seminary. He is coeditor, with George M. Marsden, of *The Secularization of the Academy* (1992).

In these two volumes C. William Heywood and Richard H. Thomas, Cornell College emeriti professors, chronicle Cornell's 150-year history. Volume one, authored by Heywood, examines the 114 years from the founding of the college in 1853 until 1967. Volume two, by Thomas, traverses the 36 years from 1967 to 2003.

Cornell, like hundreds of colleges across the United States, was founded in the nineteenth century by evangelical Protestants, in this case Methodists, who sought to evangelize and civilize the frontier. Organized in Mount Vernon, Iowa, as the Iowa Conference Male and Female Seminary, the school was renamed Cornell College in 1855, principally in the (largely unfulfilled) hope that William Cornell, a New York merchant, would make a significant donation. The school, which at first included primary, preparatory, and collegiate divisions, shed its primary school in 1867 and, in 1921, became simply an undergraduate institution. Although it struggled financially, by the early twentieth century Cornell was one of the largest Methodist-related institutions. In 1912, in response to the Carnegie Foundation's offer to provide retirement funds for faculty at nonsectarian schools, the Board

of Trustees moved out from under the control of the Methodist Conference. Still, the school's continuing ties to the church were reflected in many faculty and staff appointments and in the college's social life. In the decades after World War II, the student body and faculty grew, and the college physical plant was expanded and renovated.

Dubbed "the last peaceful place" by the *New Yorker* in 1968, Cornell experienced significant unrest during the late 1960s around the issues of racial and religious diversity, women's rights, the war in Vietnam, student life, the curriculum, and college governance. By the end of the decade, mandatory chapel had been eliminated, alcoholic beverages were permitted in residence halls, and dormitory visitation rules were basically eliminated. In the coming years, the campus increased in ethnic and cultural diversity, though not without struggle. Other significant changes included the adoption of a One-Course-at-a-Time schedule in 1978, in which students enrolled in only one class for a series of three-and-one-half-week terms, and the addition of "service learning" to the curriculum in the 1990s to enhance personal stewardship.

These two volumes will be of interest primarily to members of the Cornell College community. Authors Heywood and Thomas, who spent considerable time in the college archives, recount Cornell's internal story in sometimes expansive detail. Unfortunately, they fail to engage, in a significant way, the recent, rich literature on the history of higher education in the United States. For those who seek to understand the development of higher education in Iowa, however, these volumes offer a useful case study of a church-related college.

*Unequal Contest: Bill Langer and His Political Enemies*, by Robert Vogel. Mandan, ND: Crain Grosinger Publishing, 2004. iv, 210 pp. Illustrations, appendixes, notes, index. \$17.95 paper.

Reviewer Catherine McNicol Stock is professor of history at Connecticut College. She is the author of *Rural Radicals: Righteous Rage in the American Grain* (1996) and *Main Street in Crisis: The Great Depression and the Old Middle Class on the Northern Plains* (1992).

*Unequal Contest* is a very unusual, personal, and impassioned appeal on behalf of the late governor and U.S. senator from North Dakota, William Langer, who spent much of his extraordinary political career mired in lawsuits brought against him by his political enemies. The author, Robert Vogel, is the son of Frank Vogel, one of Langer's closest associates and president in the 1930s of the State Bank of North Dakota. As a child and teenager, the author heard Langer and many other important North Dakota political figures speak, including an aging A. C. Townley, the

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