

or in domestic service? But overall, *Race on the Line* is an important contribution to the ongoing revision of women's labor history.

Still on the Move: Wartburg College, 1852–2002, by Ronald Matthias. Cedar Rapids: WDG Publishing, 2002. viii, 136 pp. Illustrations. \$49.95 cloth.

Continuity and Change: 100 Years—Waldorf College (1903–2003), by James S. Hamre. Forest City: Waldorf College, 2002. vi, 194 pp. Illustrations. \$25.00 cloth.

Reviewer L. DeAne Lagerquist is professor of religion at St. Olaf College. She is the author of *In America the Men Milk the Cows: Factors of Gender, Ethnicity and Religion in the Americanization of Norwegian-American Women* (1991) and several articles about Lutheran higher education.

Anniversaries—both personal and institutional—provide occasions for reflection on the past. Families gather to celebrate milestones with displays of photographs that evoke stories about one another and decisive events. These two volumes serve their closest communities, alumni, and other friends of the colleges in an analogous fashion: each marks a significant institutional anniversary by providing narrative, biography, and photographs. Neighbors from Waverly, Forest City, and other areas of Iowa and “relatives” connected through church membership will also be interested to learn the stories of these two Iowa Lutheran colleges: Wartburg, founded by Germans in the mid-nineteenth century; and Waldorf, established by Norwegians fifty years later. Each book chronicles the college's existence from founding through a series of challenges to the present day when these are two of the four colleges in Iowa associated with the Evangelical Lutheran Church in America (ELCA). While the authors refer to the colleges' churchly context and to national trends, such as the social movements of the 1960s, the focus of these books is local rather than comparative. Readers interested in issues such as religion and higher education or the interaction between churches and institutions more generally will find the details provided here of interest, but they will need to provide their own framework and make their own comparisons.

Similar purposes and elements do not make for identical books. Hamre's history of Waldorf gives attention to a wider range of individuals and includes more voices. The section headed “Pioneers” fills nearly a quarter of the book; each of the 12 sketches has a different author, often a person with a personal connection to the subject. The subjects selected are persons for whom buildings are named, including Tillie Rasmusson, “Queen of the Culinary Arts” and director of food services for almost a half-century, and President Lars W. Boe,

who also served in the Iowa legislature and as president of St. Olaf College and who was a major figure in world Lutheranism in the first half of the twentieth century. Photographs are traditional headshots, views of buildings, and a few candid images of student activities.

Matthias's history of Wartburg is largely structured by conventional attention to presidents (with a handsome two-page gallery of portraits) and places. Wartburg's history, which includes several locations and disputes about location, renders this approach appropriate. While the Waverly location has endured, the primary narrative also follows the Wartburg enterprise to Clinton during a period of competition between schools in those two places. Schools whose closure was tied to Wartburg's continuance are included in separate sections indicative of the character of that relationship. The visual presentation of *Still on the Move* is more sophisticated, making use of a wide range of photographs: historical and contemporary, formal and candid. Attractive page layout makes use of quotations from period sources.

No doubt many readers will have personal associations with the colleges whose anniversaries are celebrated and will be familiar with the schools' histories. They will rejoice that these two institutions have survived by adapting to changing circumstances, such as rising educational standards, church mergers, and shifting enrollment bases. Such readers will appreciate the opportunity to revisit the familiar and to increase their knowledge. Others will read the books because they have come to the college as new employees or out of curiosity about a nearby institution. These are valuable contributions. However, given the current lively discussion about the partnership between churches and colleges and the daunting realities of private higher education more generally, some readers might wish for more direct engagement between these stories and the larger worlds in which the schools operate. For example, little consideration is given to Iowa's well-deserved reputation for high quality education or to what the state's commitments might have contributed to these colleges' ability to survive difficult circumstance and now celebrate significant anniversaries. Neither book directly addresses the place Waldorf and Wartburg occupy in the current ecology of higher education in the state or the ELCA. The fact that both books do treat a mid-twentieth-century decision to allow social dancing on campus suggests that this episode might provide an illuminating entry to the interactions of ethnicity, religion, and other cultural factors on college campuses. The very focus that will delight "family" readers limits the value of these books beyond their "neighborhoods." Nonetheless, scholars of higher education will discern in these stories familiar patterns and may find useful details or hints for further investigations.

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