

The book is not without its minor flaws. There are chapters in which Immerwahr struggles to gain traction, although it is a testament to the author's narrative skill that he manages to transform Ernest Gruening and Herbert Hoover into riveting historical figures. Immerwahr's efforts to appeal to both an academic and a broader audience fall short at times, as anecdote and analysis compete for the reader's attention. In addition, a keener editorial eye could have tightened the argument, eliminated some repetitiveness, and shortened the book—which would make it even more accessible to non-scholars. That being said, *How to Hide an Empire* is a singular accomplishment that deserves close scrutiny by anyone seeking to better understand the nature of U.S. empire and the role it has played throughout the country's history.

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*The Instrumental University: Education in Service of the National Agenda after World War II.* By Ethan Schrum. (Ithaca: Cornell University Press, 2019. x + 302 pp.)

In this well-researched and well-organized intervention into the history of American higher education, Ethan Schrum describes in convincing detail the extent to which research institutions became involved in trying to solve social problems and foster economic development through partnerships with either private entities or the state.

While Schrum describes the development of modern fields like public administration, industrial relations, and city planning from the Progressive Era through the 1930s, his main concern is to track the expression and evolution of these forms of university activity after 1945. Schrum delivers on his objective by dedicating four chapters to top research universities and their leaders (Chapter 2 on Clark Kerr at the University of California, Berkeley; Chapter 3 on Gaylord P. Harnwell at the University of Pennsylvania; Chapter 5 on Samuel P. Hayes Jr. at the University of Michigan; Chapter 6 on James G. March at the University of California, Irvine), one chapter to the globalization of American colleges and universities, and a brief epilogue on critics of instrumentalism.

Readers of *The Instrumental University* will learn much about the proliferation and work of organized research units (ORUs), like Michigan's Center for Research on Economic Development and Berkeley's Institute of

International Studies (IIS). In Chapter 4, on the building of American institutions abroad, Schrum describes the growth of the university contract program throughout the world: “As of September 30, 1957 the ICA [International Cooperation Administration] had eighty-three contracts with fifty-six American universities in thirty-nine countries with a total value of \$60 million over the multiyear life of the contracts” (p. 134).

Equally striking is the way that leaders like Kerr rationalized ORUs and shaped them to serve the interests of the U.S. government and private entities like the Ford Foundation. Schrum cites Kerr’s unapologetic description of the instrumental drift of the academy: “the University instead of being an ‘ivory tower’ removed from the events and pressures of the day, is becoming one of the most important crossroads of society—a crossroads traversed not by students and scholars alone but by representatives of every industry, every profession, every level of government” (p. 77).

Schrum is alive to the loss of scholarly independence that this instrumentalism introduced, and to the significant transformation that it portended for research universities, but readers looking for a more extensive discussion of what was lost may be disappointed (even though the epilogue gives voice to critics like Robert Nisbet and Ray Pepinsky). At a time when the civic costs of an utterly instrumental education are all too apparent, some space in this otherwise excellent monograph may have profitably been set aside to discuss the momentous consequence of diminishing the place of the humanities—whose strength is in understanding ends not just means—in the modern American university.

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