

neighborhoods. The shift occurred because air and water pollution controls won by Gary environmentalists accelerated the demand during the 1970s for dump sites for the solid wastes removed from smokestacks and sewers. Middle- and upper-income neighborhoods remained relatively free of such dumps as their residents effectively exercised their economic and political power. Poor whites and African Americans also opposed such dumps in their neighborhoods, but they lacked the clout to force the authorities to police the dumpers effectively. By 1980 many poor and black Gary communities were urban wastelands decimated by toxic dumps and by rising unemployment.

This book is clearly written, carefully researched, and as a result is a compelling condemnation of the power of industrial capital to shape the human and natural environment to its own end. Gary's poor and black residents, as Hurley makes clear, have been and are dying for a better environment.

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*One-Room Schools of the Middle West: An Illustrated History.* By Wayne E. Fuller. (Lawrence: University Press of Kansas, 1994. Pp. xiv, 139. Illustrations, tables, index. \$29.95.)

In this illustrated volume Wayne E. Fuller continues his contribution to the history of America's rural schooling. His earlier volume, *The Old Country Schools: The Story of Rural Education in the Midwest* (1982), examined the ways in which rural public schools served as cradles of democratic community life for many Americans. For Fuller, rural one-room schools, deeply embedded in the American memory, remain powerful symbols of the nation's educational heritage.

*One-Room Schools of the Middle West* is illustrated with well-chosen photographs and visual materials from iconographic archives of midwestern county and state historical societies and universities and from the collections of the Library of Congress. Illustrations are skillfully integrated into the narrative.

The book moves from the origins to the demise of the Middle West's one-room schools, beginning with "Democracy in Small Places," a chapter that details the Land Ordinance of 1785, which reserved the sixteenth section of each township of the Northwest Territory for education.

In "Pioneer Schools," Fuller, giving guarded credence to Frederick Jackson Turner's frontier thesis, portrays pioneer schools as

carrying civilization to the frontier. "The Little White Schoolhouse" focuses on frame schoolhouses which replaced roughhewn log structures.

"Rural Aspirations" recounts the ways in which farmers with middle-class aspirations improved schoolhouses by adding belfries and bells, cloakrooms, transoms, gable windows with springs, better stoves, slate blackboards, and flagpoles.

"In and Out of the Country Schoolhouse" brings readers inside the schoolhouse with its double desks, creaky pine floors, and an iron stove with a stovepipe latched to the ceiling. School furnishings changed from homemade to manufactured items sold by school supply companies. The patented single desk, with a desktop attached to its back, required arranging desks in straight rows.

"School Days" demonstrates that basic curriculum—reading, writing, arithmetic, history, geography, grammar, spelling, and hygiene—was drilled into children by recitations and memorization.

"Teacher! Teacher!" portrays rural school teachers; young women who were to be "disciplinarians of the first order, part-time nurses for the young pupils, counselors to the older ones, and knowledgeable in the common branches of learning from the three R's to history, geography, grammar, and advanced arithmetic" (p. 61).

"Poor, Poor, Country Schools" recounts the concerted attack by professional educators, universities, colleges, and state departments of education which alleged that poorly prepared teachers taught in substandard facilities controlled by tightfisted farmers. Fuller convincingly argues that Middle West country schools were educationally and economically effective and that the Midwest was the nation's most literate section.

A movement, launched by professional educators, to consolidate pupils into larger schools in enlarged districts signaled the demise of one-room schools. In Indiana, where schools were already organized on the township pattern, 181 wagons were transporting 2,599 Indiana schoolchildren to consolidated schools by 1902.

The chapter on "The Depression Years," which is hauntingly illustrated by the images of Federal Farm Security photographers, reveals the persistence of the Midwest's one-room schools of which 70,000 still existed in 1936.

"Consolidation at Last!" concludes Fuller's narrative as the one-room school era finally succumbed after World War II. Facing declining enrollments and state pressure for consolidation, one-room schools were auctioned off.

Succeeding in conveying the historical significance of the Middle West's one-room schools, Fuller's book is highly recommended for those interested in America's educational heritage.

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