

journeys before, but Stanfield discovered that conditions in steerage class apparently had improved little over the years. The ship was overcrowded and food was terrible. The salt pork was rotten, and Stanfield complained: "If I had a dog that would eat such trash I would shoot him and here I have to do it or starve" (p. 114). At times drinking water was condensed from the steam of greasy machinery while on another occasion it consisted of water, sand, and "wobble tails" which had to be strained between the teeth before it was swallowed. "I suppose this could truly be called living waters," he commented, "although I doubt if it be the kind to which David refers in his psalm for he would not have sang so sweetly of it" (p. 127). Despite such disagreeable conditions, Stanfield survived and returned safely to South Bend.

Although the Stanfield diary includes some graphic descriptions of the West, it lacks the color, detail, or significance of reports by travelers such as J. Ross Browne or Samuel Bowles. It has the flavor of a tourist's journal, which indeed it was, and there is no indication of any awareness of the Indian situation on the plains and only a brief hint of tensions between the Mormons at Salt Lake City and the troops stationed in nearby Camp Douglas. Despite shallow descriptions and lack of analysis the document is of some interest, for there are relatively few published diaries of overland travel during the Civil War. It is augmented by valuable supplementary material supplied by Jack J. Detzler who thoroughly searched for published and unpublished contemporary journals. The excellent bibliographical notes include the editor's evaluation of this material and help place the Stanfield diary in historical perspective.

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Richard N. Ellis

Maurice Thompson: Archer and Author. By George A. Schumacher. (New York: Vantage Press, 1968. Pp. 205. Illustrations. \$3.95.)

The author of this book has apparently succumbed to a very familiar impulse. A manuscript that has been lying around for many years, waiting to be rewritten and worked up to date, has had nothing done to it. So the author just up and publishes it the way it is to get the thing off his hands. Lovers of Indiana lore cannot entirely regret that this material has been made available, for it is basically primary and valuable stuff. But the book illustrates in almost every imaginable way why such an impulse must be resisted.

The author makes no pretense of professionalism, either in scholarship or style. His sources—letters, newspapers, court records

—are quoted at great length without being very much integrated into any narrative or expository framework. There are no notes, no bibliography, and often no inkling of where a source is to be found. There is no index and no word from author to reader. The book is urgently in need of editorial advice and revision. Perhaps even more distressing is the author's failure even to mention other people's work on his subject, particularly Otis B. Wheeler's recent *The Literary Career of Maurice Thompson* (1965). The amateur writer may be permitted such omissions, but the unfortunate thing here is that this subject has many dimensions that this book ignores. Maurice Thompson is not revealed in this book, except in very interesting bits and pieces. In other words, here is raw material that is far from negligible, but is also far from making a respectable "latest word" on its subject.

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Walter L. Fertig

Schools for an Urban Society. By Donald W. Disbrow. *A History of Education in Michigan*, Volume III. (Lansing: Michigan Historical Commission, 1968. Pp. xiv, 337. Illustrations, notes, bibliography, index. \$6.00.)

This is the third volume of a series on the history of education in Michigan. Earlier volumes were entitled *Education in the Wilderness* and *The Michigan Search for Educational Standards*. The present volume examines the effects of a rapidly expanding urban-industrial complex upon the schools in Michigan in the period from 1908-1964. The approach makes this a book of more than provincial scope. The story is the story of education in Michigan. The generalizations, however, could be meaningful ones about the interactions of school and society anywhere in this country.

Disbrow begins by examining the Progressive Era in 1908, which was characterized by increased federal regulation and broader popular participation in the operation of government. He describes events in sufficient detail to provide a meaningful understanding of each particular era. There is a detailed description of the development of the North Central Association of Colleges and Secondary Schools from the activities of the Michigan Schoolmasters Club. He examines the changes in the professional perceptions of educators which were produced by pedagogical reforms. The stormy history of the accreditation movement, which was concerned with the physical facilities and organizational practices that might affect the flow of good students into the colleges and universities, is described in detail. The complicated battles over consolidation of rural schools is described by draw-