

on railroad operations, types of equipment, and intimate details on locomotive designs, may experience some disappointment. But that should be alleviated by the author's tongue-in-cheek sense of humor when, for instance, he describes the familiar degradation of service a railroad will take to gain a certificate of abandonment from the Interstate Commerce Commission, or when he talks about the golden age of rail travel with the enthusiasm that only becomes one who likes to ride trains.

Dunbar is in error in assuming that the locomotive "Adrian," which ran over the Erie and Kalamazoo in 1837, was the first to operate in the West. An engine went into operation on the track of the Lexington and Ohio Railroad on March 2, 1833, and the miniscule Pontchartrain Railroad down New Orleans way was opened to traffic April 14, 1831. If a youngster at a typical Michigan small town railroad station heard the approaching train blow a short, a long, and a short and a long for each road crossing as Dunbar states, the youth should have reported the engineer for a serious rule violation. Up to the turn of the century the standard crossing whistle was two longs and two shorts. The last short was made a long around 1910.

The author's reason for the survival of Indiana's South Shore, namely "the huge concentration of population in the area and the magnetism of Chicago" (p. 246) overlooks the basic explanation. The pioneer efforts of Samuel Insull and his successors to upgrade the track by welded heavy rails, the relocation of the line in great part to avoid city streets with ninety degree curves, and similar measures have resulted in a trackage that has more characteristics of a heavy duty railroad carrier than those of a country interurban line.

A bibliography would have greatly improved Dunbar's basically fine volume. Conspicuously missing from the footnotes are the corporate histories and other sources usually considered superior to county and local accounts. If the author utilized these volumes, it would have been nice to know. Illustrations in this work are always interesting and in many cases constitute collectors' items. Unfortunately the reproduction is generally quite poor, something that should be rectified in future editions. The simple maps at the first of each chapter are very helpful.

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Education in the Wilderness. By Floyd R. Dain. *A History of Education in Michigan*, Volume I. (Lansing: Michigan Historical Commission, 1968. Pp. xviii, 345. Illustrations, notes, bibliography, index. \$6.00.)

Education in the Wilderness considers the development of education in Michigan from its French and English beginnings through the American territorial and early statehood era to 1850. Dain's volume affords much evidence of the difficulties which beset the progress of education in Michigan to 1850. The paucity of economic and fiscal resources stands out as a major cause therefor. The scanty and scattered population was also a major and continuing deterrent. The Wolverine State had not achieved a population of 400,000 by 1850. Education for the most part remained dependent upon local interest and support for its existence. Moreover, since local neighborhoods often preferred private or church sponsored schools to those under public auspices, they frequently attempted to support competing schools because of personal and religious preferences. Under these circumstances the "subscription school" played a key role in local education.

An important innovation characterized federal support of public education in Michigan. Unlike earlier states which had been carved from the public domain, the section of land reserved for the support of education in each congressional township was vested in the legislature of Michigan rather than being placed under the immediate control of the residents of these respective townships. This giant step toward state centralization gave the Wolverine legislature a financial leverage over schools above that which assemblies in earlier states had achieved. Even so, scanty resources and extreme localism made this leverage of limited impact prior to 1850. John D. Pierce and Isaac Crary, both New Englanders, are given much credit for this and other steps on behalf of education in Michigan.

Dain's study offers a wealth of information and is based upon substantial research. Its heavy attention to the legal and constitutional framework in which education rested at times results in wearisome detail at the expense of more interesting and less developed topics such as curricular matters, the education of teachers, and the ranks of life from which they came. Incidentally, Dain insists that "Michigan attracted a larger proportion of educated people than any other of the newly-formed states or territories" (p. 195). Be this as it may, if the heavy infusion of Yankees from New England and New York gave Michigan a larger than normal proportion of educated settlers, her early schools do not reflect any obviously discernible degree of excellence over those of other states of the Middle West which drew a relatively larger part of their population from the Upper South.