The concluding chapter, entitled "Revolution in Chains", is a refutation of the myths that surround the "Mr. Chips" public schools. The author maintains that changes are evolutionary, but that cultural reproduction remains the same even if some of the players change. In other words, some changes have taken place due to changes in the societies from which the students come, but that the process is more an evolution than a revolution. Changing social forces have led to changes in the public schools, but their role in the society of Great Britain has not changed significantly. "In summary, it would appear that public schools will remain a significant part of the educational landscape for many years to come. They have become an attractive alternative to the state comprehensive system for many parents and pupils, and there are still sufficient parents who can afford the rapidly rising fees" (p. 247).

The implications one draws from these case studies do carry over to other settings. The power of elitism carries on in spite of attempts to "socialize" the society. This is not seen as a negative situation. The author does not try to sell any point of view. The study is a valuable resource to a variety of potential consumers which includes sociologists, educators, anthropologists, politicians and students of organizations and social change.

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Hiner, N.R., and Hawes, J. M., *Growing Up in America: Children in Historical Perspective.* Urbana: University of Illinois Press, 1985, 310 pp., $9.95 (paperback).

This volume provides an introduction to the history of childhood in America. The editors have put together seventeen articles in four groupings, three of which correspond to major periods in American history and a special section devoted to Black and Native children. The articles address five areas: the attitudes of adults toward children and childhood; the conditions which affected the development of children; the subjective experience of being a child in the past; the influence of children and childhood on adults; the social, cultural and psychological functions of children.

The articles in Part 1 provide a picture of childhood in Colonial America. Beales argues that the concept of adolescence may have had its origin in the "immaturity" and "youth" periods distinct from adulthood evident in the lives of individuals. Infant mortality was high. Slater shows how parents reconciled love for their child, grief at its death and the Puritan doctrine of "infant damnation". Smith examines the child-rearing practices of wealthy plantation owners, drawing parallels between these practices, the nature of adults in plantation society, and the power and importance of plantation families. Birth and death rates declined in the nineteenth century, a demographic transition which Wells argues has originated in the eighteenth century developing belief that disease could be controlled and in the changing economic meaning of children.

The articles in Part II trace the change in attitudes toward children during the nineteenth century, from the child as innately depraved to the child as innately innocent. McLaughlin examines a letter written by Francis Wayland in which he describes how he broke the will of his fifteen month old son by withholding food and in which he argues that child defiance must be crushed for the good of society. Children of the poor often grew up parentless, sometimes being abandoned by their parents. Gilje argues that poverty was the central cause of abandonment. Rogers examines the socialization of children to work. In school routine, child-rearing advice, and children's fiction he finds a change in the aims of child-rearing from pre-1830 submission to authority to post-1830 self-control. He explains anomalies regarding the fit of these three institutions to the demands of the workplace by attributing them to adult anxiety about social and economic change. Nineteenth century concerns about preparing the child for adulthood led to the development of foster care and a juvenile court system. Clement describes the practices and social functions of a developing system of foster care. Campbell outlines the work of Judge Ben Lindsey whose leadership was crucial to the development of modern concepts of juvenile offender and juvenile court.

The experiences of minority children were very different from those of the majority. In Part III Williams gives evidence from black slave children's play that slaves possessed a vibrant, creative culture within which children could acquire a personal identity necessary to development. Scott shows how black children were caught between landowners who tried to use apprenticeship to reestablish much of the institution of slavery and

the Freedmen's Bureau which needed to find jobs for freed slaves when slavery came to an end. Szasz examines the policies which governed twentieth century Indian boarding schools tracing the change in aims for Indian education from assimilation, to preparation for reserve life, to training for an urban life, to tentative moves toward Indian control. Williams provides the life histories of two brothers growing up in an urban black ghetto highlighting the impact of poverty and the difficulties faced by young blacks in an urban environment.

In Part IV, Uhlenberg examines the effect on children of twentieth century declining mortality. Finkelstein is concerned about the increasing separation of parents and children caused by federal government family policies. Clark provides a sociocultural analysis of child-created and maintained street subculture in New York in the 1930s to 1940s showing how children learned social skills and attitudes which prepared them for life beyond childhood and the neighborhood. Weiss compares the child rearing advice given by Dr. Spock with earlier advice given by the U.S. Children's Bureau and the responses of women to the advice as evidenced in letters from mothers. She concludes that the advice given by Spock did not fit the lives of most women and served to create anxiety rather than alleviate it.

The editors chose to introduce the field of childhood history by broad coverage rather than by developing in depth some key concepts of childhood or a particular theoretical stance. Their approach makes glaring the omission of the experiences of female and immigrant children. They defend the omission of female children by claiming that historians of women have not yet turned their attention to children. What is not acknowledged is that often in the articles *child* and *childhood* should read *male child* and *male childhood*. The question of immigrant children is not even raised as an area of interest.

One of the aims of historians is to find patterns in the past which explain and connect what seem to be disparate past and/or present events. The editors of this volume concentrate on an outline of a historical event or a sequence of events leaving largely unexplicated the various possible explanations for and connections between them. This atheoretical approach to the field of childhood history is the result of the broad coverage approach chosen by the editors.

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