

Rooke, Patricia T. and Schnell, R.L. *Studies in Childhood History: A Canadian Perspective*. Calgary: Detselig, 1982, 212 pp. \$17.95.

Studies in Childhood History, A Canadian Perspective addresses a need that editors Rooke and Schnell define as a "paucity of Canadian materials and books suitable as either texts or for reference purposes" in studies of Canadian childhood. Such materials are much needed for developing foundation courses in professional programs of child welfare, education, social work and child care. However, before instructors in these various courses rush out to add this publication to their read list, they should note carefully the editors' advice in the introduction: "We do not propose that the following articles are 'unified' in either contextual or a chronological sense, but instead operate on the presumption that as a pedagogical device the articles will be found useful to instructors who will bring their own interests to play in transmitting the ideas and evidence within each section."

In other words this volume is not a one-step "add students and stir" recipe for instilling an appreciation of childhood history in undergraduates enrolled in professional programs. The use of this volume requires the active intervention of an instructor already somewhat knowledgeable in Canadian childhood history. The articles offer a wide range of historical interests and should be selected on an individual basis for particular relevance to a course or theme within a course.

The strength of the volume is its diversity, its weakness is the same. There is little in the way of a thread of continuity for the reader to grasp in making his way through the book. On the positive side, through its diversity the collected essays have potential relevance and utility for a far wider range of studies than undergraduate education alone. Orteza y Miranda's "Pragmatism and the Child: John Dewey" and to a lesser degree Miller's "Psychology and the Child: Homer Lane and J.B. Watson" are suitable for educational studies; Lewis's "Physical Perfection for Spiritual Welfare: Health care for the Urban Child, 1900-1939" could be relevant reading for health care and education students; and Rooke and Schnells "Guttersnipes and Charity Children: 19th Century Child Rescue in the Atlantic Provinces" and Coulter's "Not to Punish But to Reform": Juvenile Delinquency and Children's Protection Act in Alberta, 1909-1929" represent needed work in the historical understanding of child welfare services at various times and in various parts of Canada. Taylor's "Utilitarianism and the Child: Jeremy Bentham", although an interesting piece, suffers from a defect noticeable in the other essays of the first section, a lack of specific ties to the Canadian experience. Jones' article "We can't live on air all the time": Country Life and the Prairie Child" is representative of an additional flaw in the collection, an inconsistent and inadequate focus on the child's actual experiences. Schnell notes in the concluding chapter "Childhood Rescued and Restrained in English Canada" that historians of childhood study one of the "conspicuous mutes" of history; children remain mute in many of these essays.

Themes and issues in childhood history are developed in several of the essays that one would hope will lead to additional publications of a more homogeneous nature. In "Perspectives on Illegitimacy: The Changing Role of the Sisters of Misericordia in Edmonton, 1900-1906" author Savage's discussion of the effort to transplant a Quebec, Catholic institution to an increasingly English speaking west raises a fascinating and uniquely Canadian geo-cultural issue worthy of a collection of essays on that theme alone. Similarly, Rooke and Schnell's "Guttersnipes and Charity Children" is a useful, well researched and significant stone in the underdeveloped foundation of child welfare studies in Canada. We can only hope for a collection of similar studies in this vein as well.

In summary, educators of students in a variety of professional schools will be able to select relevant readings for their students from *Studies in Childhood History, A Canadian Perspective*. Instructors should use discretion in the assigning of readings and be prepared to supplement the specific reading(s) with additional, contextual information.