

with ANP. Black publishers not only refused to fund expanded staff and services but delayed or omitted paying basic ANP fees. Accordingly, Barnett turned to the Republican party and private foundations to finance his agency. Political money and Barnett's own partisan activity compromised his goal of news objectivity and further weakened client loyalty, as editors reasoned that ANP could survive without them. Thus, ANP remained Barnett's personal enterprise instead of representing black journalism as a whole.

By discussing these problems and describing ANP's operations, Lawrence D. Hogan adds to knowledge of the golden age of black journalism. Had Hogan also examined ANP from its clients' perspective, readers might have learned more of what ANP meant to its subscribers and whether its members' stubborn individualism was indeed the main reason for their weak support of ANP. After all, black newspapers cooperated to form a rival news service during World War II. Perhaps Barnett's emphasis on "constructive news" was less appealing to readers than the sensationalism he shunned. Hogan does not always critically probe Barnett's motives, stressing his dedication to ANP but also mentioning action to the contrary (Barnett's attempt to buy the *Defender* and his accepting a federal job). One also wishes that Hogan had written a full-length chapter covering 1945 to 1964; his five-page sketch of that period suggests that 1945 was neither the end of ANP nor the most appropriate termination point for this study. Finally, this book suffers from inadequate editing, leaving such lapses as an awkwardly arranged bibliography and a half-dozen misspelled and/or incorrect names (pp. 25, 97, 125, 131, 240, 250).

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*Schools in Cities: Consensus and Conflict in American Educational History.* Edited by Ronald K. Goodenow and Diane Ravitch. (New York: Holmes and Meier, 1983. Pp. x, 326. Tables, notes, maps, bibliographic note, index. \$39.50.)

Ronald K. Goodenow and Diane Ravitch have hosted several successful conferences on educational history at Teachers College, Columbia University, over the past few years. Complementing the many commissioned papers that have appeared in a variety of historical journals, two collections of essays have been published, both effectively edited by Goodenow and Ravitch: *Educating an Urban People: The New York City Experience* (1981) and *Schools in Cities: Consensus and Conflict in American Edu-*

*ational History*. The latter volume, under review here, is based upon a conference held in 1980.

*Schools in Cities* is the finest collection of essays on urban educational history available. Virtually all of its nine research-based and two conceptual essays could have been published independently in scholarly journals. Goodenow and Ravitch obviously convened an exciting conference, since the essays placed in this volume represent some of the most sophisticated, imaginatively conceived, and effectively executed work in urban educational history currently underway in the United States.

Several of the essays offer provocative glimpses into forthcoming influential books on the late nineteenth and early twentieth centuries, notably Joel Perlmann's study of educational attainment and occupational mobility in Providence, Rhode Island, and Paul Peterson's comparative, postrevisionist analysis of interest group politics and the evolution of public schools in Atlanta, Chicago, and San Francisco.

The contributions of Perlmann and Peterson to ongoing methodological and ideological controversies raging within the field of educational history, manifested in their careful quantitative research designs and admirable sensitivity to the competing interests that have shaped the development of schools (particularly the impact of teachers, parents, and children themselves), are also characteristic of the other essays included in the volume. David Angus, for example, contrasts the relatively weak role that political and ideological interests played in the establishment of common schools in frontier Detroit with the more clearly drawn divisions in the eastern states in the 1840s. His careful political study, which advances understanding of the importance of "ethnoreligious" interests in shaping antebellum schooling, demonstrates the value of shifting attention from communities in New England and the Middle Atlantic states toward the Midwest. David Ringel's study of industrial education in Fitchburg, Massachusetts, clarifies the way in which schools can be "misused" by students and their parents. His fascinating longitudinal reconstruction of the school's graduates hints at the process through which ambitious boys could exploit a program designed to prepare machinists by becoming engineers, a pattern common at many early manual training schools.

All of the remaining essays display considerable sympathy for the plight of children who are outside the educational mainstream or who attended school in smaller cities, many outside the hinterland of the major urban centers, communities too often neglected by historians. David Ment, Charles E. Strickland, and Ronald D. Cohen examine racial discrimination and segregation

in New Rochelle, New York; New Haven, Connecticut; Atlanta, Georgia; and Gary, Indiana, as well as New York City. Nancy Adelman explores the impact of Teachers College on three New Jersey towns through the vehicles of graduate teacher and administrator training and the powerful school surveys conducted during the Progressive era. John Ramsay considers the process of political and educational decision-making in Buffalo.

Maris Vinovskis and Barbara Finkelstein critique the research-based essays by challenging educational historians to develop better sampling techniques, more appropriate comparative examples, and sensitivity toward the distinction between cities and "communities," which would undoubtedly demand detailed neighborhood-focused research designs. Despite these shortcomings, this collection represents first-rate case study research. All of the authors are successful in their ambitious efforts to articulate and elaborate complicated and timely historical themes.

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*Beyond Sixty-Five: The Dilemma of Old Age in America's Past.*

By Carole Haber. (New York: Cambridge University Press, 1983. Pp. ix, 181. Tables, notes, bibliographical essay, index. \$19.95.)

This slim monograph makes a significant contribution to the growing field of old-age history. It studies the nineteenth century roots of modern institutions for the elderly. It explains clearly how the idea of separating the old from society came to be viewed as a positive good.

Carole Haber, like most historians of aging, begins by challenging David Hackett Fischer's idea that colonial America was a gerontocracy. She deftly depicts the nature of patriarchal power and the limits of the aged's authority and respect. In this period the helpless old were cared for no differently than other indigents. Increasingly in the nineteenth century, however, the elderly were viewed and treated differently. Haber traces the evolution of this "classification of superannuation," the process of drawing a line between the merely aging and the overaged and useless, among several professional disciplines—medicine, charity work, social reform, and business.

Two of six chapters are devoted to a cogent exploration of medical research and theories on the aging process, research which by the end of the century culminated in the idea that aging itself was an incurable disease. Thus, from the physician's viewpoint, the elderly became a special case, immune to therapeutic inter-