

ence endangered the economic and social welfare of the "people" and presented a persistent threat to basic democratic principles.

The Panic of 1907 and the presidential campaign of 1908, Piott argues, "killed the popular movement against trusts and monopolies" (p. 131). From this time on the Progressive movement shifted from dissolution of trusts and restoring competition to a growing reliance on government regulation. "What has been lost in this process," Piott concludes, "had been a very rich progressive tradition of opposition to special interests; a more direct, democratic participation in the political process; a continued governmental commitment to bring about economic and social justice in society; a vibrant sense of community; and an expansive sense of economic, social and political possibilities" (p. 156).

When dealing with his central thesis Piott provides a well-documented, carefully written, and clearly reasoned treatment of opposition in the Midwest to the rise of big business. However, anyone at all familiar with current farm problems will leave Piott's explanation for the same problem in the 1890s with a sense of *déjà vu*. Blaming low farm prices on railroads, bankers, and middlemen simply will not suffice to explain problems that have persisted for a century. It is, moreover, a gross distortion of history to suggest that fragmentation of business, as opposed to regulation, would have solved those problems as well as most of the other problems facing the United States today.

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Class and Reform: School and Society in Chicago, 1880-1930. By David John Hogan. (Philadelphia: University of Pennsylvania Press, 1985. Pp. xxv, 328. Tables, diagrams, notes, index. \$30.00.)

Using the relationship between school and society in Chicago as his framework, David John Hogan analyzes the meaning of progressivism in *Class and Reform*. He argues that the "market revolution" which transformed America in the late nineteenth century had, by 1930, forced accommodations by "not merely the school, but childhood, the family, and local government" (p. xii). Rejecting both the traditional theme of expanding social justice and the revisionist emphasis on social control, Hogan concludes that, above all, progressive reform can best be understood as a class movement.

The book begins with a description of class relationships in the nineteenth century and examines labor unrest, the settlement movement, and local politics. Hogan writes, "We might

think of the Progressives as the pediatricians of the Great Transformation, nurturing the growth of a reformed and balanced capitalism . . . and prescribing generous doses" of corrective responses (p. 50). In the realm of education such reforms included the development of child labor and compulsory education laws, the playground movement, the establishment of a juvenile justice system, kindergartens, and a child-centered pedagogy. The author argues that these reforms served to institutionalize the market economy by socializing and preparing children for their roles as workers.

The key third chapter discusses the limits of reform which contributed to the remaking of the Chicago working class. Noting that organized labor's support for child labor and compulsory education laws preceded the Progressive reformers, Hogan relies on statistical analyses of income, school attendance, work patterns, truancy, and home ownership to support his view that educational reforms and new patterns of home ownership resulted in an acceptance of the transformation brought on by the forces of industrialism and urbanization.

The last two chapters extend the theme by describing the triumphs of vocationalism and administrative centralization in the public schools. The contention is that these two developments, accompanied by the forced withdrawal of the nation's most militant teachers' organization, the Chicago Teachers' Federation, from the Chicago Federation of Labor in 1916, provide further evidence of the victory of the market revolution.

Class and Reform adds to the growing body of scholarship which follows the broad outline set in 1928 by George S. Counts in his *School and Society in Chicago*. Hogan draws together recent studies with his own research on the role of wage earners in promoting and embracing education. The book is marred by a sufficient number of typographical and minor errors to be noticeable. His thesis of class formation, which draws heavily on the work of E. P. Thompson, is provocative but not compelling. The emphasis on class tends to minimize such elements as race, religion, and ethnic background. More research on the concept of class structure is needed to buttress the argument that the Progressives promoted the formation of a class society.

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Colonel House and Sir Edward Grey: A Study in Anglo-American Diplomacy. By Joyce Grigsby Williams. (Lanham, Md.: University Press of America, 1984. Pp. [viii], 174. Notes, bibliographical essay, index. Clothbound, \$22.75; paperbound, \$10.75.)

It is surprising that a book on the House-Grey relationship has taken so long to appear. Its subject, so natural and signifi-