

of subsequent changes in the system. For the same reason no extensive analysis could be attempted of the changing social structure of the various bodies of school trustees. In the case of Manchester Grammar School, for example, the landed interest, represented in 1800 by the Egertons of Tatton and Lord Grey de Wilton, had been replaced in the mid-century by a cluster of prosperous cotton masters and calico printers who did not share the educational ideals of their predecessors. But in sum the present work, distinguished by sound judgement and mature scholarship, is a fundamental contribution to the history of secondary education in nineteenth-century England.

Susan Bayley
McGill University

Winifred Mitchell and Geoffrey Sherington. *Growing Up in the Illawarra: A Social History 1834-1984*. Wollongong: University of Wollongong, 1984.

Over the past years Canadian historians of education have become increasingly familiar with the work of their compatriots in Australia. Similarities between the experiences of the two countries have been made evident both in printed form and through personal contacts, as at the recent CHEA Conference in London, Ontario.

Among the lesser-known sources from which to draw useful insights is a slim volume published in 1984. *Growing Up in the Illawarra* details

the history of the coastal area south of Sydney from the perspective of the men, women, and children who have made it their home over the past 150 years. The book's relative obscurity outside of Australia is understandable given an intended readership centering on New South Wales and the Illawarra itself. Yet, despite the lack of any broader social context beyond the particular region or even a map or other description locating the various settlements being discussed, *Growing Up in the Illawarra* should not be neglected by North American scholars.

The volume is divided into five chapters. In the first, the two authors, Winifred Mitchell and Geoffrey Sherington, examine the beginnings of European settlement, including its impact on the aboriginal population. Two complementary chapters then compare structures of family life as they developed during the second half of the nineteenth century in the farming community of Kiama in the south and the coal mining village of Bulli in the north. The fourth and fifth chapters move forward in time to the twentieth century, being divided at about 1945 after which extensive immigration to staff a growing steel industry transformed the region.

Growing Up in the Illawarra possesses utility for North American scholars both for its substance and for its methodology and sources. The book's rich detail reinforces the growing awareness of strong similarities in patterns of social development across the Western world. *Growing Up in the Illawarra* is not limited to particular groups in the

society but gives as much attention to elites as to ordinary people, making for broader comparisons than is sometimes the case with studies possessing a larger geographical framework but focussing only on one group within that population. Thus descriptions of the boundaries delimiting the lives of women and children as settlement became established resonate strongly for the Canadian setting.

Particularly valuable for historians of education is the attention given throughout the volume to the slow and uneven growth of structures of schooling across the Illawarra. The control exercised by the churches, in particular the Church of England, sometimes to the detriment of ordinary families hoping for establishment of government schools, may have been different in its particulars to what occurred historically in much of Canada, but the metaphors and the message ring loud and clear.

In its methodology and sources, *Growing Up in the Illawarra* provides useful insights to all scholars concerned to retrieve the lives of ordinary people. Among the range of primary sources employed are church and school registers, school board minutes, censuses, legislative and local council records, newspapers, diaries, oral interviews, travel literature, and local histories. Precisely because much of the data is undigested and not that well integrated into the text, being presented as long quotations or in tabular form, direct comparison is facilitated between societies. Included, albeit for particular time periods and locations,

are details on such diverse topics as school enrolment, high school entrance and retention, intended occupations of school leavers, participation in scouting, circumstances of birth and marriage, wages and cost of living, structure of miners' families, and conditions of housing and home ownership.

While the book's title is somewhat misleading in that the actual focus is, as the subtitle acknowledges, "a social history," nonetheless the volume does from time to time turn its attention to the experience of growing up as opposed to the context in which children and adults lived their lives. A clear dearth of sources means less is said about aboriginal children or about children in the nineteenth century than their successors and, overall, most attention is given to the institutions affecting children's lives, in particular the school. Some of the most interesting sections explore the forces promoting and retarding attendance, such as the competing appeal of mine employment. Children's and young people's recreational activities beyond the school are also examined from time to time.

Particularly as the study moves into the present century, it is able to draw on oral history and thereby probe the actual experience of childhood. While the interviews' representativeness for their individual geographical areas and time periods is not indicated, the recollections do provide a clear sense of what it must have been like to grow up in the Illawarra. A sense of place is heightened when the verbal accounts are juxtaposed with the photographs

evoking tantalizing images of such activities as blueberry picking, family outings, and river rafting.

Growing Up in the Illawarra is well worth reading, both as an enjoyable enterprise in itself and for its comparative insights into social structure. Winifred Mitchell and Geoffrey Sherington are to be commended.

Jean Barman
The University of British Columbia