

of the period were not bourgeoisie but working class and lived according to different norms than those observed in middle-class photographs of the era.

It is the job of the historian, Tosh argues, to enter into the public discourse and challenge analogies the government propagates out of context. While the historian is not the provider of the solution, he or she can help shape the public debate by linking the present with both the past and the possibilities in the future.

John Tosh is an English historian and addresses his message primarily to historians and history students in the United Kingdom. However, American historians, as well as upper-division and graduate students, will find this short work engrossing and the author's comments and illustrations easily transferable to modern America. Teachers will find it contains more than enough grist to use as the basis for seminars on the role of history and its value to the modern era. It is a superb, thought-provoking book that should be in every history teacher's library.

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**Linda S. Levstik and Keith C. Barton.** *Researching History Education: Theory, Method and Context.* New York: Routledge, 2008. Pp. 440. Paper, \$51.95; ISBN 978-0-8058-6271-3.

This volume presents a compendium of work by two outstanding social studies education researchers, Linda Levstik and Keith Barton. Its basis rests upon their previous work that has focused on how children and adolescents learn, develop, and apply historical thought and reasoning. The present book extends these efforts through the authors' discussions of the processes involved in their research as well as additional and updated material.

Much of the information noted here centers on the dissection of classroom research that analyzes the introduction of various historical and social studies instructional paradigms used in both elementary and high school classrooms and their effects on the development of both a child's and adolescent's historical thinking. These projects range from how children build a sense of time and chronology to perspectives of historical change. At the heart of these chapters is a continual concentration on the nature of how an historical thinking model might be constructed, used, and evaluated in elementary and secondary classrooms. This is done through developing an understanding of the context of young and adolescent learners and how they build a knowledge base that allows them to view history through a critical lens. The authors offer these thoughts by guiding the reader through a discussion of an idea, or issue, that each of the chapters will center on, providing a classroom example that leads to a research problem, and then concluding with an overview of experimental findings with concurrent analysis. Following these are summary thoughts that tie the chapters together along with an extensive bibliography.

These frameworks are initiated from both national and international perspectives. For example, one of the selected studies compares groups of young students in the United States and Northern Ireland in terms of their socio-cultural perception of historical change. Yet another talks about New Zealand high school students understanding of their national history. The use of interviews in gathering much of the data provides the reader with a framework from which one can begin to understand a child's historical understanding. These research constructs offer the reader a great insight into the developmental aspects of historical learning.

It is interesting to note that the authors do not limit their research techniques to a qualitative vein. Indeed, their research perspectives are wide ranging and present the reader with a variety of excellent classroom experiments.

While the audience of this book is clearly aimed at post secondary history and social studies education professionals, those teaching history at the elementary and high school levels will also greatly benefit from studying Levsitk and Barton's analysis of historical reasoning so that they might understand these applications and thus move towards improving their student's historical skills. These treatments provide a guideline to the higher level of critical thinking and reasoning skills needed by today's students to successfully understand historical frameworks and concepts.

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**Nena Galanidou and Liv Helga Dommasnes, eds. *Telling Children About the Past: An Interdisciplinary Perspective*. Ann Arbor, MI: International Monographs in Prehistory, 2007. Pp. 324. Paper, \$25.00; ISBN 978-1-879621-40-4.**

*Telling Children About the Past* is an anthology of essays on a diversity of subjects. The focus is on representing the past to "younger audiences." I found it interesting to see that neither of the two editors and none of the contributors are historians in the usual sense of the word: The editors are archeologists and most of the contributors are archeologists or psychologists. Because many of the authors' academic interests are in archeology, most of the chapters focus on the distant past.

The book includes sixteen chapters divided into four parts. The chapters in Part I, "Learning Paths: Cognitive and Psychological Perspectives," are written primarily by psychologists who are interested in the ways in which children come to understand the past. The authors examine the neuro-cognitive and psychological processes that are involved in enabling young people to relate to, recreate, and appreciate past events.

The three other sections of the book examine modes in which the past is conveyed to children. In Part II, "Contexts of Telling I: Digital and Printed Media," three scholars look, in turn, at films, electronic games, and book illustrations. Another compares an author's version of a book with the final, published version. These scholars reveal the contradictions between what scholars know and have written about and what is