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A Generation of Women: Education in the Lives of Progressive Reformers. ELLEN CONDLIFFE LAGEMANN. Cambridge: Harvard University Press, 1979. Pp. vii + 207. Illustrations, notes, note on method and sources, index. \$12.50.

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the region, but by the forces of rapid economic growth.

Griswold del Castillo's study of the Los Angeles barrio contrasts sharply with those works which focus on the proletarianization and the barrioization of the Chicano community. He does not deny the community was a working class one, nor that the barrio imposed certain limits upon it. Rather, he has attempted to show what mechanisms the Mexican community adopted in the face of economic and social changes. His study does not deal specifically with the inherent structural limitations of the new capitalist socio-economic system in which the community had hopes of participating. The limitations are revealed, however, in his evidence of the community's economic isolation. This study of the Los Angeles barrio provides a balance to Chicano historical literature. Its aim is to reveal the history of a community undergoing rapid social and economic change, not to write the history of one society's domination of another.

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A Generation of Women: Education in the Lives of Progressive Reformers. By ELLEN CONDLIFFE LAGEMANN. Cambridge: Harvard University Press, 1979. Pp. vii + 207. Illustrations, notes, note on method and sources, index. \$12.50.

Lagemann's educational biography offers historians of social and women's history an important interpretation of the process whereby female social reformers gained access to public power and influence during the Progressive Era. By broadly defining education as "a continuous, cumulative, essentially lifelong process of growth," Lagemann has provided a framework to evaluate the life experiences of American women who were self-educated at a time when women were restricted from access to formal professional training.

Biographical essays illuminate the lives of five individuals: Grace Hoardly Dodge, Maud Nathan, Lillian D. Wald, Leonora O'Reilly, and Rose Schneiderman. Lagemann suggests the life cycles of the five historical actors she has evaluated were influenced by two factors: strong parental pedagogy and the influence of important mentor/protegé relationships. Utilizing the methodology of comparative biography, Lagemann makes a persuasive argument for the importance of continuous self-education in the lives of the activists she has examined.

Lagemann describes the extraordinary accomplishments of public leaders which were uncharacteristic of the life experiences of the majority of American women. The five biographies depict women who held public positions and influenced the course of social change both individually and collectively through cross-class associations. The historical contributions of these women in a variety of reform programs, from trade unionism and suffrage to peace organizations and consumerism, reflect the broad reform activism of the period. The question remains, however, whether Lagemann has given enough attention to the larger social changes influencing the lives of the women she has described.

Emphasizing the influence of parents, mentors, and colleagues in the education of the five reformers, Lagemann maximizes her evidence regarding the individual experiences of the women. At the

same time she deemphasizes manuscript material which indicates the effects of such influences as immigration, class, and ethnic factors in the life cycles she has depicted. At times arguing at odds with remembrances described in correspondence, autobiographies, and diaries, Lagemann disputes her historical actors. Often assumptions are not strongly tied to manuscript evidence, which is curious considering the voluminous written legacy left behind in books, manuscripts, and articles by this generation.

Ultimately, the book must be judged by the extent to which the five biographies are indicative of the generation of cohorts addressed by this research. With no explanation by the author of why she chose these particular reformers, or why their lives are indicative of the experiences of their cohorts, one is left with unanswered questions. In a period marked for the dominance and influence of Yankee Protestants, why were three-fifths of Lagemann's sample Jewish, and why is religion an ancillary factor in her analysis? During a period characterized by the increasingly political participation of female activists, why did Lagemann downplay the significance of the political appointments earned by her sample?

The form of biography offers historians the opportunity to weave personal and political aspects of singular human experience against the warp of collective social experience. Lagemann has succeeded in describing the lives of five female leaders while failing to examine the context of their opportunities and limitations in the wider social arena. Her study of education and pedagogy nevertheless fills a historiographical gap in women's and social history. She has drawn a portrait of struggle by social reformers implementing differential personal strategies to address important social issues of their times. If the picture she has drawn is sometimes static and limited, it is a picture with which we need to become more familiar.

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The Spanish Crown and the Defense of the Caribbean, 1535-1585: Precedent, Patrimonialism, and Royal Parsimony. By PAUL E. HOFFMAN. Baton Rouge: Louisiana State University Press, 1980. Pp. xiv + 312. Maps, tables, appendices, glossary, notes, bibliography, index. \$30.00.

Until recently the history of the colonial Spanish Caribbean had received little innovative attention from scholars. When the area was studied at all, interest centered on either the early years of discovery, conquest, and settlement, or on defense, piracy, contraband trade, and non-Spanish attempts to found colonies in the area during the seventeenth and eighteenth centuries. The present study is significant because, while firmly in the latter genre, it looks at the seldom-studied period of the mid-sixteenth century. Hoffman disagrees with the time-honored belief that the Spanish Crown was incapable of dealing with the challenge to its sovereignty in the Indies. Instead, his book graphically demonstrates that Spain began to formulate the policies and procedures to deal with a foreign presence in the Indies during the middle of the sixteenth century. In fact, Spanish arms enjoyed some success in meeting the physical threat to their colonies even at this early time, though the techniques employed would only reach maturity in following centuries. No less significant is the author's use of