Children, Home and School: Regulation, Autonomy or Connection? Rosalind Edwards, ed. London: Routledge Falmer, 2002. 194 pp.

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Children, Home and School focuses on the social dynamics of home-school relationships in several national contexts. The unifying theme that cuts across chapters is how children are positioned as regulated, autonomous, or connected in their relations with adults. All of the contributors view children as social actors who negotiate their experiences as "beings rather than becomings" (p. 12) in homes, preschools, primary schools, and out-of-school programs. Yet the authors are notably diverse in their focus, research designs, and analytical frameworks.

Priscilla Alderson writes about British children's lack of civil rights in schools, while Lise Bird, in a similar vein, discusses how children in New Zealand had no opportunities to express their views in recent educational reforms. Other contributors explore the actual negotiations undertaken by children in particular settings and circumstances. Fiona Smith and John Barker examine how British children navigated the educational and domestic discourses constituting the intermediary spaces of out-of-school clubs located inside of schools. Mairian Corker and John Davis present a compelling account of how Callum, a hearing impaired boy diagnosed with ADHD, had his childhood disabled by the "regulatory desire to maintain his dependency on adult solutions" (p .89). Kjersti Ericsson and Guri Larsen describe how children in Norwegian primary schools enacted their own agendas in ways that did not always coincide with those of adults. On the basis of in-depth interviews conducted in Geneva, Switzerland, Cleopatra Montandon found that children were co-producers of socialization processes in their ingenious use of strategies to curb the controls of parents and teachers. Pam Alldred, Miriam David, and Rosalind Edwards look at how English children and youths "mind" the gaps between family, home, education, and school. William A. Corsaro and Katherine Brown Rosier applied an "interpretive reproduction" (p. 138) model of socialization in their study of priming events in a Head Start program serving low-income African-American children. Mano Candappa and Itohan Egharevba describe powerful tensions in the home and school lives of refugee children as they adjust to life in Britain. In the final chapter, Elisabeth Backe-Hansen discusses the interrelationship between autonomy, connectedness, and regulation in how Norwegian adolescents achieved social competence in the informal setting of their homes and formal settings of schools.

The main strengths of all of the chapters are the voices of children. There is the fading voice of Callum as he gradually succumbs to the agency-numbing effects of adult controls and Ritalin. Sheik, a Somali refugee, tells a horrifying story about how his legs were crushed by thugs who beat him with their guns. Then there is the dramatic vocal role-play of African-American Head Start children as they reenact the harsh, time-consuming effects of poverty on their families' everyday routines. Children's voices also were taken into account in the design of research methods. I especially liked the child-generated techniques that Smith and Barker adopted. The youngsters insisted that since the out-of-school club chosen for the research was a place for fun, research methods should be fun as well.

The volume is noteworthy for how contributors utilized various frameworks in the collection and analyses of data. Smith and Barker assume the posture of post-structural geographers, scrutinizing children's everyday environments as spaces for the reproduction of racialized, gendered, and class-based identities and the negotiation of power relations. Corker and Davis are quite innovative in their feminist renditions of "multi-voiced" data, while Montandon embraces a more classical approach couched in Weberian sociological theory. But while these frameworks provide multifarious insights, the interpretations they offer were sometimes out of sync with what the children said or seemed to be saying. Part of the problem was that contributors were so intent upon addressing the book's unifying theme that some ended up framing analyses in ways that did not quite fit the data. A few writers constructed such intellectually elaborate discussions of central concepts that children's own outlooks were overpowered, or made out to be much more than they actually were. I would have appreciated seeing a greater attempt by contributors to present and treat children's own conceptual spaces as qualitatively and developmentally different from those inhabited by adult academicians.

Some of the contributors exhibit the classic symptoms of rhetorical recommendation syndrome. While they bemoan the fact that children are excluded from debates and decisions shaping educational agendas and reforms, they offer no practical strategies for including the particular children they studied, much less children in general. There are a number of logistical, maturational, sociocultural, and other understandable reasons why children are left out. But such reasons are ignored in the rhetoric, even though changes are not likely to occur until they are carefully considered.

Despite these weaknesses, this volume is a must read for researchers and graduate students interested in scholarship that pushes the boundaries of childhood studies. This is a solid first volume in a forthcoming series that, according to the editor, "takes important aspects of contemporary children's lives and through research about current

practices and emergent trends poses questions about possible, and alternative, future directions" (p. xi).