

### Book Reviews

JEREMY L. TOBEY, *The history of ideas; a bibliographical introduction*, Volume I, *Classical Antiquity*, Oxford, Clio Press, 1975, 8vo, pp. xii, 211, [no price stated].

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As the literature of Classical Antiquity expands with frightening rapidity, no one person can be expert in all its areas. An authoritative guide, therefore, becomes essential and this book, with its grand title, prestigious imprint and compiled by an historian of ideas, is claimed to be just this. It deals with general surveys of the period, and then with ancient philosophy, science, aesthetics, and religion.

No attempt can be made here to assess areas other than that dealing with the history of medicine, but, unfortunately, the contents of this section do not encourage us to place much reliance on those of the others. Thus on one page (p. 104) there are at least eleven errors: "Garrison and Morrison", the contents of which are described in a very peculiar way; C. H. Talbott for 'John H. Talbott', presumably due to confusion with C. H. Talbot the renowned medievalist; "Strudel" instead of "Steudel" and his *Index* is incorrectly described (three mistakes); *Current work* is said to have begun in 1913, when in fact the date was 1954; title of *Sudhoffs Archiv* cited incorrectly; the *Proc. Roy. Soc. Med.* is not a bibliography as suggested here; *Medical History* is stated to be published by the Cambridge University History of Medicine Society, and its title is incorrectly cited.

On this showing alone one must conclude that the author has had no personal experience with the material he is describing, and it can perhaps be inferred that the rest of the book is equally inaccurate and, therefore, unreliable.

JOHN R. GILLIS, *Youth and history. Tradition and change in European age relations 1770–present*, New York and London, Academic Press, 1974, 8vo, pp. xiv, 232, \$12.50.

There is currently an increased interest in the history of childhood and youth, mainly because little in the past has been written on this important topic. The author is from Livingstone College in New Brunswick, N.J., and he provides one of the most outstanding surveys of adolescence presently available. He deals mainly with Britain, in particular Oxford, with some references to Germany, and having shown how in pre-industrial society adolescence as a developmental stage did not exist, he divides his subject into three historical periods: about 1870 to 1900, typified by the upper middle classes who created the idea of adolescence by means of public school and university education, which allowed teenagers and those in their early twenties to enjoy a carefree, pre-adult stage lacking in all responsibilities; 1900 to 1950, which saw the extension of the concept to the lower classes with activities ranging from scouting to reading boys' and girls' magazines; since 1950, however, social and economic changes have eroded the distinction between the adolescent and the adult, factors such as relatively high pay, equality with adults, sexual permissiveness, amongst others, being responsible for this and for the delinquency, student unrest, teenage gangs, etc., characteristic of this era.

This is a most stimulating book, well written and with full annotation, statistics and bibliography. It is certain that Mr. Gillis' work will lead to further research with interesting and important conclusions extending or negating his findings. It seems