searcher also has the disadvantage that it narrows the types of approaches, questions, and models that are covered. Byrne (p. xi) argues that the applications could just as well have been based on data from other disciplines, such as health sciences or marketing. But the focus of the book probably would have been different if written by, say, a researcher in marketing. Four of Byrne's chapters are devoted to tests of factorial validity, whereas no other types of validity issues are mentioned, which is a choice that is peculiar to an academic marketing audience. MacKenzie (2001) observed that SEM has been slow to diffuse into consumer research and that only a small fraction of papers published in a leading journal took advantage of SEM. Byrne's book would probably not contribute to a switch from currently used methods to SEM among researchers in this field.

Conclusions

There are signs of problems in the application of SEM in published research. This was demonstrated in a recent review of applications of SEM in psychological research (MacCallum & Austin, 2000), as well as in a review of articles in leading marketing and general business journals (Hulland, Chow & Lam 1996). There is, thus, a need to improve the transfer of relevant knowledge in this methodological field. Little is known, however, about what is an optimal way to do this. Steiger (2001) suggested that teaching of SEM should be much more focused on statistical issues and that SEM should be taught only by teachers with advanced statistical training. In our view, however, such a specialist approach would unduly narrow both the group of potential users of SEM and the issues attended to. We favor a more mindful approach to learning, which requires in-depth theoretical knowledge of the problem area in addition to both practical and statistical skills. Accordingly, advanced statistical knowledge is not to be acquired in a first basic step, but successively during the course of development of practical

and problem application skills. Such a learning process needs to be supported by more than one textbook, and we see important functions for Byrne's book in the early phases of the process, because of its excellent treatment of the practical aspects of modeling and because it provides useful and accessible material about some of the statistical aspects of SEM. ❏

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Teenager: A Damaging and Outdated Label

The Rise and Fall of the American Teenager
by Thomas Hine

New York: Bard/Avon Books, 1999. 322 pp. ISBN 0-380-97358-8. $24.00

Review by Paul A. O'Keefe

Of all the cases of thwarted identity, partial identity, and false identity that afflict young people, perhaps the most confusing and damaging is also the one that appears most basic—that of the teenager.

Young people have participated in American culture in a variety of ways. The teenager was only one way. And now its time may be past. (p. 295)

*T*he Rise and Fall of the American Teenager is a comprehensive historical perspective of American youth culture from the Pilgrims to the present. Its purpose is to walk the reader through American history, explaining how youth culture and the perception of youth has changed over the centuries, and to describe the conditions that helped to create today's "teenager." Moreover, it is the goal of this book to show that the term *teenager* describes the youth culture of a specific time in America's history and

is perhaps damaging to today's youth, to whom it should not pertain.

Thomas Hine's book creates a context in which to reconsider our conceptions of who teenagers are and what they need to be successful people. The term *teenager*, as we know it, did not always exist. The term is a social invention coined in the mid-20th century to describe the young population's economic value as a marketable force and its threat to America's "moral" and "decent" society. Today's American culture is vastly different from the one that created the social construct of the teenager, yet many of the rules and

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institutions for our youth have not changed with the times. The author's chief argument is that because of these changes, we need to view and treat teenagers as "beginner adults" rather than old children. Hine buttresses his argument with an in-depth look at how money and economic opportunity affected family life and parents' expectations for their children. For these reasons, American youth has gone through many periods of dependence, semi-independence, and independence.

Among myriad factors, Hine argues that the invention of high school during the early 19th century had a significant impact on creating youth culture. Before the advent of high school, many children learned trades from apprenticeships or worked in factories to help support their families. High school eventually brought boys and girls together at a critical point in their lives and gave them semi-independence from their parents. The rise in popularity of movie theaters and cars gave adolescents an opportunity to escape their home and to be alone with their friends or dates. Fashions and social rules were increasingly created and regulated by teens themselves. In many ways, they created their own social order.

Unfortunately, Hine speeds through what is perhaps one of the most significant periods in the development of today's youth culture—the 1960s and 1970s. Drugs, music, protests, and the casualness of sex had a much greater impact on youth culture than is given attention. Hine briefly mentions social activism, birth control, the hippie movement, and the Vietnam War, but with no real in-depth analysis of their impact on youth culture as he does with preceding decades. However, Hine does explain how the freedoms awarded to teenagers at that time, such as lowering the voting age to 18 and the tolerance of self-expression, resulted in the breakdown of the teacher–student relationship and the feeling that teachers did not care about their students. This, Hine argues, led to the further withdrawal of teenagers from relationships with adults, an increase

in drug experimentation, and the emergence of peer group culture. During the 1960s and 1970s, educational institutions were also more willing to tolerate fashion and grooming that were previously considered delinquent, and students were assuming roles (e.g. cheerleaders, jocks, nerds, etc.) and sticking to them. Social control, which came to be one of the key missions of the educational institution, was breaking down, and this caused a further separation of the generations.

The book also approaches youth culture from a psychological perspective, discussing the works of Erik Erikson, Granville Stanley Hall, and Daniel Offer. Erikson's work serves as the basis for discussion about adolescents—that it is a period of exploration and is dedicated to the search for one's identity. Hall's tome *Adolescence: Its Psychology and Its Relation to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education* (1905) portrays adolescents as reckless, growing up too quickly, and having too much freedom. It was later sited as the basis for laws that got kids out of the factories, off the streets, and into schools. Hine's argument, however, closely parallels Offer's work. *The Psychological World of the Teenager: A Study of Normal Adolescent Boys* (Offer, 1969) argued that a generation gap between parents and their children does not exist and that their values are quite similar. In essence, Offer contends that teenagers were at the beginning of their adult lives, not at the end of their childhood.

Like Hine, Mike Males, the author of *Framing Youth* (Males, 1999), argues that the conception of today's teenagers as violent, sex-starved criminals is misleading. Males goes a step farther to say that this conception results from the "smug lies of the privileged old" (p. 25) and that "When America's elders screw up big time, expect them to trash the younger generation with vengeance" (p. 3). Males's book, which focuses on destroying myths about teenagers, is replete with data demonstrating that, for example, adults, especially Whites, are responsible for much of

America's crime. In many cases, crime has increased in the adult population and decreased in the teenage population (Males, 1999). Similar to Hine, Males seeks to uncover a more accurate vision of today's teenager.

The Rise and Fall of the American Teenager was written for an educated audience. Hine's approach is not necessarily simplistic, but his ideas are communicated in a very clear and comprehendible manner. Reference citations are not always included and this can be frustrating to the reader (granted, the book was not specifically intended for a scholarly audience). Although a minor problem, the reader is occasionally left wondering what is fact and what is Hine's opinion. That said, the book is written as a story, not a regurgitation of historical facts, which makes for an interesting and enjoyable read.

> **The book is written as a story, not a regurgitation of historical facts, which makes for an interesting and enjoyable read.**

Social change is often very slow and it can go virtually unnoticed in our busy lives. In his book, Hine excellently recounts the events that made us who we are and how we determine our identity during one of the most significant periods in our lives—our teen years. ❑

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