The Changing Face of World Cities: The Second Generation in Western Europe and the United States. Edited by Maurice Crul and John H. Mollenkopf. New York: Russell Sage Foundation, 2012. Pp. xviii+304. $49.95.

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The offices of the Russell Sage Foundation (RSF) in Manhattan lie 10 miles north of Bay Ridge, Brooklyn, a once-thriving Norwegian enclave where, in 1929, my mother and her family first settled. In time, the 18 children of these immigrants were raised in the New York suburbs and their biographies unfolded with much success and some tragedy in all reaches of the country. Millions of such stories fuel an ingrained national consciousness of being a nation of immigrants and have spurred more than a few to become students of the sociology of immigration.

A long tradition of research on immigration to the United States has wrestled with the complex processes of assimilation and incorporation and the etiology of social and economic success among immigrants and their children—the second generation. This work has been sensitive to policy shifts and economic circumstances and how these combine to sharply affect the context of reception. In the recent half-century, as immigrant streams shifted toward southern countries of origin, as industrial restructuring has gutted good jobs for unskilled workers, as the safety net has devolved and eroded, and as the economic rough-and-tumble has become more of a zero-sum game, concerns have been raised about whether optimistic models of straight-line assimilation have any relevance for today.

RSF has long supported some of the best work on immigration and the second generation. That much of it focuses on the United States is little surprise, given the considerable scale and heterogeneity of immigrant streams and the boundless variation in destinations, trajectories, and outcomes. Since there is so much more to know about the children of immigrants in the United States, what is to be gained from comparative research involving another world region? Plenty, as it turns out. The edited volume of Maurice Crul and John Mollenkopf provides a unique comparison of the young-adult second generation living in major gateway cities in the United States and Western Europe. The focus, and what readers will find fascinating, is on how context—variation across cities and countries in institutional arrangements and native attitudes toward immigrants and immigration—affects patterns of socioeconomic achievement and social participation.

The impossibly enormous empirical task is made manageable through the common analysis of roughly comparable and contemporaneous sur-

veys of the second generation conducted as part of a trilogy of projects in, respectively, Los Angeles, New York, and 15 cities in eight Western European countries. These surveys were consciously designed to allow the kind of rigorous comparative analysis that premiers in this volume. The book has 10 chapters penned by the editors and 23 other immigration scholars, too numerous to list. Each chapter has at least one coauthor from each side of the Atlantic. The first three chapters set the stage. This section provides helpful background to the intellectual development and funding support for the surveys; describes the methodological foundation for the book; compares the histories of immigration to Europe and the United States and how those histories greatly (United States) or negligibly (Europe) shaped subsequent scholarship; and tackles trans-Atlantic differences in how nations think about immigration and, notably, ideas of assimilation, integration, and cohesion.

The core of the volume consists of six well-crafted and engaging analytic chapters that address key dimensions of achievement and integration. The chapters analyze varying slices of the three data sources. However, all but one include a particular focus on the most vulnerable groups—the children of Turkish immigrants in European cities, of Dominican immigrants in New York, and of Mexican immigrants in Los Angeles—since they are comparably positioned in their disadvantaged starting points and thus best able to evince the impact of context on outcomes. The analyses are predominantly descriptive, with some chapters also including basic multivariate models. The six core analytic chapters explore, respectively, the prevalence of clear success in educational attainment on other outcomes and, via qualitative vignettes, the reasons for this success; patterns of idleness versus professional employment as the second generation enters the labor market; the labor-force status of the daughters of immigrants and how it is affected by welfare state arrangements and labor-market forces; neighborhood characteristics including spatial segregation and perceptions of social disorder; citizenship status and civic engagement; and finally, the sense of belonging to the host society and the implications of language use, religion, and transnational behaviors. A final section consists of one chapter that provides some additional empirical analysis and reflects on the foregoing arguments and evidence to draw conclusions.

Crul and Mollenkopf do not aspire to definitively adjudicate between the alternative academic models of assimilation that are so nicely reviewed at the outset. While it offers fresh evidence that informs these debates, the lasting value of this volume will be in provoking new thinking and research that probes more deeply into the effects of institutional arrangements (e.g., education policies and systems and welfare state regimes) and prevailing value systems (e.g., tolerance of religious diversity) that so pro-

foundly shape structures of opportunity and challenge. This new work will need to go far beyond the city limits because a nagging question is what happened to the masses of coethnics who left these gateways. While there is ample work on "new destinations," this volume suggests the need for trans-Atlantic comparisons of those who leave these "world cities" for smaller locales (see, however, *International Migration and Rural Areas: Cross-National Comparative Perspectives*, ed. Birgit Jentsch and Myriam Simard [Ashgate, 2009]).

The result of two conferences at the Rockefeller Foundation's Bellagio Conference Center, the chapters speak to one another well, and the presentation flows logically and effortlessly. This book would make for a worthwhile requirement in advanced seminars on immigration and is sufficiently accessible and meaningful that it could even enhance more general social science seminars concerned with the implications of socioeconomic and institutional context. It is necessary reading, however, for any immigration scholar.

The Broken Compass: Parental Involvement with Children's Education. By Keith Robinson and Angel L. Harris. Cambridge, Mass.: Harvard University Press, 2014. Pp. x+312. $45.00.

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The Broken Compass asks three questions. What is the magnitude of social class and racial differences in parents' involvement in their children's academic lives? Which forms of involvement most strongly raise achievement? What portion of the achievement gap can parental involvement account for? Keith Robinson and Angel L. Harris intensively analyze four data sets to answer these questions.

The first chapter introduces parental involvement in schooling as a sociological and policy issue. The epigraph from Barack Obama nicely sets the stage for the argument that many government and policy actors have looked to increases in parental involvement to help raise student academic achievement and narrow the social class and race and ethnic achievement gaps that are of wide concern. As is appropriate for a volume aiming to speak to the general public as well as policy makers and professional social scientists, the text, statistical evidence, and a diagram of causal pathways are presented in a clear and easy-to-follow manner. In particular, the causal diagram nicely organizes the subject matter in subsequent chapters.

Chapters 2–4 focus on parental involvement at home and school as mediators of the lower academic achievement of children from parents with