mention of the BC Treaty Process, and
the Supreme Court decision in the
Gladstone case affirming the rights of
the Heiltsuks to sell herring roe is
mentioned only in a note. While the
chapter on the nineteenth century is
specific and detailed, the material on
the present context is marked by a
remarkable lack of specific actors: a
chapter dealing with the Heiltsuk
people in the present day with not so
much as a mention of such people as
Chief Ed Newman will seem very
peculiar to readers who are familiar
with the BC scene. Another jarring
note is the argument on page 26 that
the shortage of newer housing on
reserve is a factor contributing to the
migration of young people to the
suburbs of Vancouver, where solidly
middle-class housing is available. But
there is no documentation provided to
show that the migration of Heiltsuks
to the Lower Mainland is primarily
to middle-class suburbs, and this
seems to be a rather surprising claim.

Despite minor flaws this is an ex­
cellent addition to the literature. The
chapter on contact narratives is inter­
esting and well developed, as are the
detailed substantive chapters on the dia­
lectics between Heiltsuk and European
understandings of the body, souls, and
material goods. The Heiltsuks will take
an important place on our bookshelves
— and not only in the theory section.

Children, Teachers and Schools in the
History of British Columbia
Jean Barman, Neil Sutherland, and J. Donald Wilson, Editors

By Dianne M. Hallman, University of Saskatchewan

This text is valuable because it
brings together the fruits of
extensive research on edu­
cation in British Columbia in a
convenient collection. It joins the work
of new scholars to the field with that
of established academics in three broad
areas: "childhood and pupilhood," "be­
coming and being a teacher," and
"organizing and reorganizing schools."

Jean Barman's introduction pro­
vides a thumbnail sketch of formal
educational structures as they emerged
in the mid- to late-nineteenth century
as the British colony attained pro­
vincial status. Focusing on the settlers
to this area, she argues that by the
mid-1860s an educational consensus
in favour of free non-denominational
schooling had developed, which
formed the basis of an education
system that was not fundamentally
altered for over a century.

The first group of essays documents
some aspects of the experience of
pupils and children within this stable
system. The editors are to be com­
mended for this focus; educational
historians have typically given scant
attention to the children for whom
educational structures are set up.

While the essays in this section do not
provide an all-encompassing history
of schoolchildren, the discrete research
projects give insights into important
aspects of this history. Timothy
Stanley's essay shows how schooling practices and children's textbooks perpetuated a White supremacist ideology. Barman explains how the federal assimilatory policy ensured that Aboriginal children were "schooled for inequality." It is, however, less clear what schooling for equality might have meant – the local school option, such as Barman implies, or formal recognition of and respect for Aboriginal epistemologies? John McLaren reveals yet another dimension of state regulation of cultural homogeneity in his chronicle of how the law was invoked to remove Doukhobor children from their communities in order to "resocialize" them.

Moving away from a primary concern with the impact of state policies and practice on children in the abstract, Emilie Montgomery documents the personal impact of the war on actual children as recalled by adult interviewees. Neil Sutherland contributes four articles in which the "thick description" of the culture of childhood and schools evokes an intimate sense of connection to the chores, games, and routines of the past. Critical readers might wish for more theoretical and methodological discussion: how is childhood a "culture"? which children and whose culture?

The next section, on "becoming and being a teacher," begins with a brief profile of British Columbia's twentieth-century teaching force. The remaining essays are heavily slanted towards the problems and concerns of rural teachers of the 1920s and 1930s. Several include the views of teachers themselves, as they recollect their experiences in interviews or express them in diaries and official documents. The rural focus is not surprising given the geography of the province, but it may limit the breadth of the text's appeal and application. On a contemporary note, the cautions raised by Nancy Sheehan and J. Donald Wilson regarding the transfer of authority for teacher education and certification to the BC College of Teachers are extremely important to consider as other provinces contemplate a similar move.

In the last section, five of the six essays are authored (or, in one instance, co-authored) by Jean Barman. Several focus on the relationship between the administrative structures of schools and students' identity formation. The piece on the Vernon Preparatory School is of particular interest for its attention to a largely unstudied ethnicity in Canada. Here Barman details the deliberate inculcation of a British ethnic identity in the "Christian gentlemen" being made fit "to play the Game of Life." Patricia E. Roy's account of the education of Japanese children interned during the Second World War relates one of the most extreme examples of "reorganizing schools." In this instance, "national interests" and children's interests were very much at odds.

The text does not report much new research. Several of the essays have been published previously; many of these are based on findings of the large-scale Canadian Childhood History Project. Its title aptly demarcates the limited content. There is almost no reference to teacher unions, informal education, or early childhood education, which readers might expect to find in a comprehensive educational history. The editors have achieved a compilation that attends to gender and addresses diverse ethnicities and socio-economic classes. Despite its limitations in scope and poor copy-editing, it is a useful resource for university students and educators. Historians of education in other provinces might well follow suit.