

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 excellent addition to the literature. The chapter on contact narratives is interesting and well developed, as are the detailed substantive chapters on the dialectics 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

Calgary: Detselig, 1995. 426 pp. Illus. \$28.95 paper.

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**T**his text is valuable because it brings together the fruits of extensive research on education 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," "becoming and being a teacher," and "organizing and reorganizing schools."

Jean Barman's introduction provides a thumbnail sketch of formal educational structures as they emerged in the mid- to late-nineteenth century as the British colony attained provincial 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 commended 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.