

accepting newspaper articles, memoirs and Johnson's own published reminiscences. Pauline Johnson's life might have been illuminated if more attention had been given to the public and to the patrons who responded so overwhelmingly to her work. What, for example, made people as diverse as the Canadian Governor-General and a Halifax bank clerk attend salon and opera house evenings to hear her recite? What about the poems and stories themselves? Keller gives them virtually no literary analysis or aesthetic judgement. Nor does she scrutinize their content or the source of their inspiration. How did her poems compare with those of her contemporaries, and why has interest in her work not been sustained? These and many more questions might have been asked.

I came away from the book with a much better idea of Pauline Johnson's travels, her stage partners and her lovers, but of Johnson herself, of the quality and the content of her poetry, of the force that motivated her to write her poems and to perform and of the milieu that enabled her to sustain a reputation on the platform for sixteen years, I am still uncertain. The subject must clearly emerge from a biography; Pauline Johnson does not live in *Pauline*.

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*The Forces Which Shaped Them*, by Mary Ashworth. Vancouver: New Star Books, 1979. Pp. 238.

The main part of this book is a factual, non-emotional account of the problems encountered by native Indians, Chinese, Japanese, Doukhobors and East Indians in B.C. in obtaining an appropriate education for their children. It covers the years between 1858 and 1979.

Professor Ashworth has researched her topics thoroughly. Her material is presented through quotes from the journals and reports of the early missionaries, the minutes of school board meetings, editorials from newspapers and magazines, and interviews with adults who were children during the years under discussion. Relevant sections of Royal Commission reports, Immigration Acts, UNESCO monographs, Department of Indian Affairs Annual Reports, doctoral dissertations, books and unpublished research are also included.

The introduction by Rosemary Brown suggests that this historical survey is evidence that there was and continues to be a political plot to promote racism and to exploit minorities by denying their children an

education and by attempting to stamp out their languages. She says the survey "exposes racism as a deliberate political policy legislated by elected representatives and implemented by bureaucrats" (p. ii).

A more moderate approach is taken by Ashworth in the first five chapters, which deal with each minority group in historical sequence. The reader is allowed to absorb the facts with a minimum of interpretive comment. One gets a clear picture of the excessive zeal of the missionaries to Christianize the native Indians, the bungling inconsistencies of all levels of government in dealing with the education of the Chinese and the Doukhobors, the inordinate fear of the "Yellow Peril" and the anti-oriental legislation directed toward the Japanese, especially during World War II, and the fluctuating immigration policies which affected the Chinese, the Japanese and the East Indians. Two social issues are threaded through the narrative and force the reader to examine her/his own attitudes. The first is the unreasoning biases against people of a different colour, creed and lifestyle; the second is the self-interest and tension which surface in the workforce when jobs are at stake during an economic recession.

The final section of the book, titled *Afterwords*, summarizes the role that governments, professional organizations, schools, ethnic groups, parents, churches and politicians should have played, and should be playing, to control the forces which shape the lives of children. The question, "Who should speak for the children?" is examined. At this point, some of the objectivity of the book is lost. If there are weaknesses in the book they lie in the somewhat simplistic generalizations and remedies suggested for the protection of children. The plea, "Let the Indians control Indian education" (p. 53), sounds most reasonable but in actuality is a means of sweeping the problem under the rug. Experience in Third World countries has proven that without preparing people to become independent through patient, unobtrusive support from social and educational resources over a period of time, the result is a power struggle rather than an improvement in education. It would be well for those now in charge of the education of native children to heed the words of the late Chief Dan George: "We need specialized help in education . . . specialized help in the formative years . . . special courses in English. We need guidance counselling . . ." (p. 42).

Criticism is levelled at the refusal of some school boards in British Columbia to allow the showing to school children of the tape/slide show produced by the BCTF Task Force on Racism in British Columbia. This might be a way to acknowledge that a problem exists, but it is notori-

ously an ineffective way to change deep-rooted bigotry and social attitudes. The parallel that is drawn between this and the defensive driving course shown in secondary schools is a case in point. Showing tragic pictures of car accidents has not reduced appreciably the slaughter of teenagers on the highways of the province. Whatever the motive was for the suppression of the presentation by a few districts, it is doubtful that it was "the manipulation of the system by politicians and the community to enslave, exploit, or deprive individuals or groups of the rights and opportunities which education can make available to them" (p. iv).

A national policy regarding the education of Canadian children which is suggested (p. 213) would probably go the way of all such general statements as long as education continues to be a provincial responsibility. At present, it is impossible to agree on common basic textbooks to facilitate the learning of children who move from one national or provincial jurisdiction to another. With more and more educational decision-making being lodged with individual school districts, sound educational policies and practices based on the knowledge of all children and their needs, present and future, rather than sentiment and historical guilt, will have to be developed at the local level.

The growing practice of encouraging and teaching languages other than English in the schools is viewed as a step in the right direction to increase mutual understanding and to reduce racial tension. The recommendation by UNESCO that children receive their first instruction in their mother tongue and the development of bilingual-bicultural programs for ethnic minorities in the United States are cited policies and practices which should be adopted in British Columbia. This does not seem to be considered a right of all British Columbia children, as no mention is made of the children whose mother tongue is English and who are being enrolled by their parents in French Immersion Kindergarten and subsequent Primary classes. Although this is not mandatory, the practice is being promoted at the national and provincial level without reference to recent research which shows that it may not be beneficial to all children. Ashworth quotes only one piece of research published in 1972 by the originators of the concept. Are we in danger of creating a new minority? Perhaps more thought should be given to the quotation from *Admittance Restricted: The Child as a Citizen of Canada*, which heads *Afterwords* (p. 199):

Children's dependency renders them uniquely vulnerable to becoming invisible casualties of institutions which assume that by responding to the needs

of adults, they simultaneously and adequately address the needs of the children who depend on adults.

The publication of this book coincided with the International Year of the Child. One of the goals of highlighting this particular year was to increase people's awareness of the status of children in Canada. *The Forces Which Shaped Them* has added greatly to the achievement of this goal through consciousness and conscience-raising directed toward the cruelties, inequities and inconsistencies that have existed in the past. An informed public is rarely an apathetic one — a condition which Professor Ashworth quite rightly deplors. She has provided enlightenment in a style that makes the lesson palatable.

This book should be read not just by those who have the responsibility of planning and implementing education programs but by all citizens who must make their voices heard in preventing future injustices to all children in social and educational systems in Canada.

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*The Yuquot Project*. Vols. 1-3. William J. Folan and John Dewhirst, Project Editors. Vol. 1, 1980, 358 and viii pp., \$15.00; vol. II, 1980, 193 pp., \$11.25; vol. 3, 1981, 178 pp., \$10.25. Volumes 39, 43 and 44 in History and Archaeology series, Historic Parks and Sites Branch, Parks Canada, Ottawa. Numerous illustrations, paper.

These three volumes are not for the casual reader interested in the romance of archaeology. They contain instead the long-awaited descriptions of the excavations and stratigraphy, and most of the technical analyses of the items recovered from the 1966 excavations at Yuquot, the famous Nootkan Indian village at Friendly Cove on the outside edge of Vancouver Island. While prehistorians will be pleased with these publications, historians will probably be disappointed. The investigators went to Nootka to dig the Spanish military post of San Lorenzo de Nutka (1789-95) and Meares' factory (1788-95?), but found modern dwellings and a Catholic graveyard right where they wished to excavate. Rather than go home, they trenched the central portion of the midden mound and continued digging until reaching wet sand and gravel still containing a few beach-rolled artifacts some eighteen feet down. What this excavation provided was a sampling of tools and subsistence remains spanning the last 4,300 years. Only the thin top layer dates to the historic period.