

not change but a pervasive sense of complacency that helped forestall significant reform" (p. 271). The volume's final paper, "The Visions of Ordinary Participants," by J. D. Wilson, presents an analysis of rural teaching conditions in British Columbia after World War I as a means to explore the relationship between policy intention and outcomes. He argues that the perspective of teachers and parents presents insight not only into the lives of teachers and the condition of program delivery, but also into larger issues in rural society.

Educational Policy in Canada is a useful addition to any history of education book collection. Although it presents a cross-Canada scan of policies and their resulting practices, the omission of papers dealing with French-Canadian education is regrettable. The record of this 1986 conference is a valuable benchmark from which future generations of historians can identify emerging trends. In addition, the editors have presented readers and conference organizers with an interesting model. The inclusion of commentaries provides readers with another perspective from which to examine the essays. Yet the editors' experience with a lengthy publication process also points to a challenge: how can we as a profession quickly produce conference proceedings to ensure the literature remains current? With recent funding cuts, this problem is going to become more serious.

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Jean Barman, Neil Sutherland, and J. Donald Wilson, eds., *Children, Teachers and Schools in the History of British Columbia*. Calgary: Detselig Enterprises, 1995. Pp. xiii, 425. Can\$28.95 paper.

Children, Teachers and Schools in the History of British Columbia exemplifies the high level of scholarship and research in education foundations programs in Canada today. The editors of this anthology—Jean Barman, Neil Sutherland, and Don Wilson—are well known to readers of this journal. In their many publications, and through their contributions at national and international scholarly meetings, they have been major influences in the field of education history. Their influence can be seen in the work of their students, some of whom have written or co-written essays in this book.

This is an attractive book. The front cover features a painting by the noted Canadian artist E. J. Hughes. The painting, in bright, bold colours, depicts Maple Bay, on Vancouver Island, the site of one of British Columbia's first public schools (North Cowichan, 1870). But if readers think schooling and childhood a century ago was as bright and as sunny as the Hughes picture, they

should turn the book over. On the back cover is a grainy black-and-white photograph of South Cedar School, located in the countryside, not far from Maple Bay. The picture was taken soon after the school opened in 1880. From this photograph of sixteen pupils and a determined-looking teacher posing in front of a rough, log-built schoolhouse, it is quite evident that frontier school-days here were not all "beer and skittles."

The book begins on a whimsical, nostalgic note: "We were all children once. And almost all of us, when we were children, went to school. And we had our favourite teachers" (p. xi). But there is nothing maudlin about this book, which deals with the complexities of education and childhood. "Among the topics examined in [this book] that resonate for much of Canada are the everyday life of children and teachers, the difficulties of rural life, differing treatment of children not regarded as part of mainstream society or who do not so consider themselves, the influence of war on children's lives, and the professionalization of teachers" (p. xi). Although the book emphasizes Canada's Far West, the topics are also relevant to the settlement frontiers of Australia, New Zealand, South Africa, and the United States.

The book comprises twelve essays, most of which have been published before. The opening essay is "Beginnings," Jean Barman's seminal piece on the emergence of educational structures in colonial British Columbia. Part 1, "Childhood and Pupilhood," includes several of Neil Sutherland's exquisitely evocative essays on the culture of childhood and schooling. "Becoming and Being a Teacher" (Part 2) includes important essays by Don Wilson and Tom Fleming on rural schools and rural women teachers. Part 3, headed "Organizing and Reorganizing Schools," is something of a *pot pourri*; it deals with such diverse topics as government funding for "private schools," the place of schools in single-industry resource towns, and major public enquiries into the provincial education system. An essay by historian Patricia Roy, on the schooling provided to Japanese children who were interned in World War II, is also included in this section. All in all, this is a strong collection. The essays are well-documented, clearly focused, and, happily, free of postmodernist, deconstructionist jargon.

Even so, there are a few weak spots. The editors would have done readers a great service had they included one of John Calam's beautifully crafted essays on teacher education. (The book is, however, dedicated to Professor Calam and to his colleague, Jörgen Dählie.) An example of David C. Jones' work on B.C.'s indefatigable agricultural education enthusiasts would have rounded out this collection.

Most of all, the book wants a substantial introduction—along the lines of the excellent essay professor Wilson wrote to introduce another valuable anthology, *Schools in the West: Essays in Canadian Educational History* (1986).

A reflective, historiographical introduction would enable readers to assess the work represented here in a wider perspective. It would also enable Wilson and his colleagues to acknowledge and comment on some of the changes that have taken place in the field of education history in the last five years. The editors could have used a more extensive introductory essay to point out areas that have not yet received adequate attention from education historians.

For instance, no one could possibly say now—as apparently was once said—that female teachers are treated as “non persons” and as “objects rather than subjects” by education historians (p. 235). Certainly no one perusing this book—which devotes several chapters to women teachers in rural schools—would make such a claim. Possibly, then, it is time to consider, or reconsider, the experiences of men in the teaching profession, in particular, the experiences of men in urban and suburban schools. Few studies (including those which purportedly deal with “gender issues”) have treated the historical experiences of male teachers in much detail or with much sensitivity.

Similarly, it is time for us to consider schooling and the educational experience from the perspective of parents, and not just from the perspective of teachers and pupils. It is baffling, at least to this reviewer, why this perspective is lacking in the formal literature, for there is no shortage of research material. Parent-Teacher Associations in Canada originated in British Columbia (appropriately, at Craigflower, one of the oldest schools in the West) and the provincial archives have many metres of PTA-related material. As those records show, the provincial Parent-Teacher Federation and its national affiliate, the Canadian Home and School Federation, wielded immense power and enjoyed great influence among politicians and school administrators until about thirty years ago. Since parent advisory councils are now being established in many school districts, it might be timely to consider some of the attitudes and concerns that animated forerunner organizations. And as Barman says in one of her essays in this collection: “Perhaps we can learn at least a little from the experience of past generations” (p. 333).

It may be that some of the students who use this book—and it should be emphasized that the editors conceived and organized this work with the needs of students in mind—will undertake research into these neglected areas. The signs are encouraging. Having used this anthology as an assigned textbook in a senior-level education history course this year, I can attest that it is very popular with students. The students appreciated the convenience of having ready (and reasonably priced) access to such an extensive array of work by established scholars. Students here also responded positively to the essays contributed by former students of the editors. Essays that combined oral history with research into primary documents were especially admired and emulated.

Inasmuch as this book is attractive, interesting, and motivating, it is an unqualified success. Readers who may be interested in other facets of children, teaching, and schools also will find this to be a very useful reference work.

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Mary Kinnear, *In Subordination: Professional Women, 1870–1970*. Montreal and Kingston: McGill-Queen's University Press, 1995. Pp. 245. Can\$49.95 cloth, Can\$19.95 paper.

In Subordination helps to explain why the hopes of a strong feminist movement in turn-of-the-century Manitoba have yet to be realized. This book contributes to our understanding of the gendered nature of professions and women's dashed hopes that the professions would offer them social equality with men.

Given the book's broad inclusion of women in five professions—medicine, university teaching, law, school teaching, and nursing—it made some sense to limit the location to Winnipeg and its environs. Although census data suggest trends were fairly similar in other regions of Canada, it remains to be seen how other women's experiences compare with this group picture of Manitoba professional women. Kinnear's work relies on a variety of historical resources such as census data, professional association records and journals, mailed questionnaires, and, for some professional groups, personal interviews. In the case of women in the professions of medicine, university teaching, and law the numbers were small enough to permit interviews of almost all those working between 1920 and 1960. Fifty-three former university teachers, thirty-nine physicians, and twenty-four lawyers who lived in the Winnipeg area agreed to be interviewed although some, particularly physicians, did not like the feminist flavour of the questions. In the case of nursing and school teaching, where the numbers were much larger, only mailed questionnaires were sent out to a proportion of the membership. One must question whether this was a representative group and why no teachers or nurses were interviewed, given that some must have resided in the Winnipeg area.

In Subordination is well organized, with chapters devoted to each of the professional groups. The book is necessary reading for all interested in women's and professional history. It would be a valuable addition to a course about a specific profession's development as well as to courses studying the history of professional development in Canada. Professional women in this study entered their careers after World War I, when social expectations dic-