

Should codification projects be undertaken by individual First Nations or by larger Indigenous governance bodies, such as Grand Council Treaty 3? Baskatawang recognizes this can be a contentious topic given First Nations' experience of subjugation under the unilateral authority of the *Indian Act* (106). As noted above, the draft Kinamaadiwin Inaakonigewin is an initiative of Grand Council Treaty 3. Nonetheless, Baskatawang demonstrates that this draft law respects the "local autonomy, self-governance, self-determination, and/or sovereignty" (90) of individual First Nations. For example, the Kinamaadiwin Inaakonigewin will apply only to those Treaty 3 First Nations who subscribe to it; First Nations may choose to opt out and enact their own education law (92). Additionally, a national law such as Kinamaadiwin Inaakonigewin can benefit from economies of scale; as Baskatawang persuasively argues, First Nations may choose to work together on law revitalization "for the sake of better political representation, access to resources, and lower costs for social infrastructure and public works" (90).

This book provides a timely contribution to ongoing efforts to fully implement Treaty 3 given its publication in the year of the 150th anniversary of the signing of Treaty 3. It will be of great interest to scholars, to Indigenous people who are reclaiming their laws in a written form, and to those within Canadian governments who have a responsibility to understand the significance of Indigenous law-revitalization efforts, including government lawyers, elected representatives, judges, police, court staff, and other lawmakers and government staff.

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Barbara Lorenzkowski, Kristine Alexander, and Andrew Burtch, eds.

Small Stories of War: Children, Youth, and Conflict in Canada and Beyond

McGill-Queen's University Press, 2023. 392 pp.

The last thirty years of scholarship in the history of childhood have been influenced by Stéphane Audoin-Rouzeau's idea of a "culture de guerre" from his 1993 publication *La guerre des enfants, 1914–1918*. This has allowed historians, in part, to bring us closer to how children and youth experienced, mitigated, and resisted conflict (7). *Small Stories of War*, an edited collection, has made a sizeable contribution to the field by offering a transnational perspective on how children experienced conflict by bridging Canadian and international contexts. By taking advantage of this historiographical turn, the authors bring together a diverse range of scholars who centre children's voices within times of conflict and uncertainty. The experiences of children have often evaded traditional historical records, which is why historians have viewed this task as arduous and, perhaps, even impossible. This collection demonstrates that through children's artwork, letters, and recollections about the past, experiences of

children can be located in tangible ways. By lending voice to those who grew up in conflict and in times of war, new historical inroads can be paved that move beyond scripted accounts mediated and recounted by adults.

While the collection is temporally bound by the twentieth and twenty-first centuries, it considers children's experiences of war across historical and contemporary spaces: from Canada, to Australia, to Uganda. More than offering a different analytical frame to the field, the collection contributes by demonstrating that children were not just passive recipients of wartime ideology, but were politically engaged, often through their own creative mediums. These experiences are important to consider as they offer a counter narrative to how children have been portrayed in the past, allowing the reader to move beyond legal or traditional concepts of "the child" to effectively place their voices and experiences at the centre of this history.

The book is divided into four broad sections: global wars, family and community, telling difficult stories, and in the spotlight. While the first three sections present as traditional historical chapters, the last part of the book offers potentialities for new research, detailing a variety of archival records that should be considered in light of the history of children and conflict. Each section is by no means a standalone; themes and ideas pervade the whole book and should be considered referent to other sections. It is through this process where the authors' transnational trajectory is made known. If children's experiences of conflict are presented through a range of geographic contexts, one should read the articles in a dispersed and interlocking fashion.

The success of the book lies in its presentation of how children were active participatory agents in times of conflict and not passive vessels of ideology. However, as author Carolyn Kay shows, it was not unusual that ideology became part of their character. Chapter 1 on the German home front illustrates the prevalence of state propaganda during World War I and how students internalized stories of success and victory. Kay utilizes student drawings to demonstrate the effects of educational conditioning and how these children perhaps may have acted or voted in specific ways during the rise of Hitler decades later. Chapter 8 by Myriam Denov, through her work on Ugandan children born under the control of the Lord's Resistance Army (LRA), provides an intimate look into how children interpreted and objected to state policies (even in the absence of them). Analyzing the "psycho-social effects" of children born in captivity, to mothers who were abducted, Denov shows that children not only recognized their difference within society, but advocated for themselves, despite political or governmental inadequacies (208). The quest for a better life was often tied to ideas of being a "good citizen" (221). In chapter 9, Mary Tomsic shows how a collective analysis of children's artwork in twenty-first century Australian detention facilities creates a map of their political participation.

The history of emotions offers valuable insights into children's experiences and conceptions of conflict—a candid theme throughout the edited collection. It is here where the collection provides new historiographical contributions to the history of childhood. Barbara Lorenzkowski's chapter 2 shows that children used a variety of senses to understand Halifax during the Second World War. More than visuals, the sounds and smells were also part of their experience. And, even when memories

would fade, the sensorial affect of this period would linger to adulthood (86). It is these sensorial experiences that make up the small stories of war (84). Chapter 3 by Andrew Burtch complements Lorenzkowski's work by also considering how emotions impeded wartime planning efforts during the atomic scare. Burtch shows that while civil defence efforts aimed at distilling a sense of calmness and certainty among Canadian residents, these planning initiatives in fact did the opposite and only heightened the fear of imminent danger. Kristine Alexander and Ashley Henrickson, in chapter 4, look at how children managed their emotions with anxious mothers and absentee fathers who were sent abroad to serve.

Other chapters, such as chapter 5 by Isabel Campbell and chapter 7 by Deborah Harrison and Patrizia Albanese, highlight the constraints of military family life on children during the Cold War and Canada's mission in Afghanistan. These authors demonstrate children sometimes rejected prescriptive familial norms in adulthood or stood in as caregivers. Chapter 6 by Tarah Brookfield demonstrates how generations of youth found solace on Grindstone Island, despite the ongoing and persistent effects of war.

This edited collection is more than just a collated assemblage of articles on the history of children and youth in times of conflict. It brings these voices together in concert in new and unique ways. The collection also serves more than just an additive to the field; it provides a relevant and meaningful look at the history of children and youth and is particularly applicable to historians looking to conduct transnational work.

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Julia Brock and Evan Faulkenbury, eds.

Teaching Public History

University of North Carolina Press, 2023. 280 pp.

Although the genesis for the edited collection *Teaching Public History* was pre-COVID, publication in 2023 is timely. Editors Julia Brock (Alabama) and Evan Faulkenbury (SUNY Cortland) tasked the nine other authors to reflect upon one semester of teaching public history at their respective universities. Ranging from veteran public historians to those newer to teaching, these professors collectively distinguish how and why teaching public history is both different from and adds to "regular" (i.e., "non-public") history. As history enrollment numbers decline across North America, administrators are turning to *public* history as a recruitment tool. This book serves as both an inspiration and a caution.

Over the semester each author chose, some of which COVID interrupted, they taught undergraduate and graduate, mandatory and elective, and introductory and topically or methodologically focused courses, to history and non-history majors.