

phrase itself is grounded in context and after reading *The Eternally Wounded Woman* we cannot help but have a better understanding of that context.

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John Calam, ed. *Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-36*. Vancouver: UBC Press, 1991. Pp. 192. \$15.95.

Over the last two decades, much history of education in Canada concentrated on urban schooling and placed educational reforms within the context of making the system more socially efficient as the nation industrialized. *Alex Lord's British Columbia: Recollections of a Rural School Inspector, 1915-36*, on the other hand, recounts the experiences of a prominent educator who served the rugged frontier of a developing resource-oriented province.

Alexander Lord was born in 1885 in Nova Scotia, the son of a Presbyterian minister. He attended public school in Ontario, taught for two years before attending Queen's University Medical School, then was lured to British Columbia in 1910 by professional challenges and modest salaries, accepting a principalship at Central Elementary School in Kelowna. Showing promising educational leadership, Lord was induced into ac-

cepting a principal's position in Vancouver in 1914. But by 1915 he quickly climbed the administrative ladder, becoming a Prince Rupert-based provincial inspector. Over the next several decades his career swung back and forth between rural inspectorships and the Vancouver Provincial Normal School.

Editor John Calam organized Lord's memoirs according to the regions he travelled on his inspections of country schools. In an introductory essay, Calam helps bridge Lord's sometimes nostalgic recollections of his duties and observations with references to his original reports. Calam reinforces Lord's strong contention that B.C.'s historical development was a product of its geography. For its part, the school's main function was to help overcome the social ills associated with economic development in the rugged frontier by promoting citizenship. Lord, like his contemporaries, had faith in the humanizing effects of public schools.

With his background as a geographer, Lord places developments in rural schooling in their geographic and economic context. Establishing schools and later reforming them was a difficult proposition in B.C.'s hinterland. Settlement was sparse, often because land speculation along railway lines alienated large blocks, making them unaffordable to people who wished to farm. Therefore it was often difficult to build schools in thinly populated areas. Lord documents developments along the Grand Trunk Pacific Railway, where primitive "assisted" schools were erected. Here the Department of Education paid for

teachers' salaries and local residents met maintenance costs. These schools were crudely constructed with local materials during a period when labour was plentiful and money was scarce. Rural schools were often staffed by "misfits whose reputations barred them from positions in more prosperous communities," and by beginners fresh from normal school who quickly sought positions in the urban south (p. 42).

While Lord portrays the charm of Cariboo ranchers and hotel keepers who provided him with fine food, kindness, and interesting conversation, he also reveals local prejudices. For example, residents of the Nechako Valley considered Mennonite settlers as unwelcome foreigners whose self-sufficiency offered little to the cash-starved local economy. On a humorous note, Lord recalls petty board politics in the Chilco Assisted School District. During board elections bachelors voted for trustees who wished to appoint a trained female teacher over an untrained male who had promised several trustees that he would purchase land from his salary.

To be sure, Lord understood rural British Columbia. Much of the information contained in his recollections is readily available in the *Annual Reports* of the Department of Education. But Lord's accounts bring this material to life as he captures the colour and qualities of the people and the places he travelled. Furthermore the captioned historical photographs catch the essence of daily rural life, and a series of maps help the reader visualize his journeys.

Lord's prominence within the educational bureaucracy and acquaintance with the province's top administrators gave him insights into their personalities and frame of reference for policy-making and practices. In Chapter 10, "The View from Headquarters," he outlines the provincial curriculum, the system of government examinations, and the standards for judging a competent teacher. He claims that education in B.C. after 1900 developed according to the ideas of several prominent superintendents, particularly Alexander Robinson who ruled autocratically between 1899 and 1919. Lord alludes to conflicts between elected ministers of education and their chief civil servants. He had a golden opportunity to educate us about the inner workings of the educational bureaucracy, but he gives only hints that whet one's appetite. Of course, he might have saved his real thoughts for his correspondence. Still, one would like to know more.

One reservation I have about this book is its organization. While the memoirs are organized around the different regions of Lord's jurisdiction, one does not get a very good sense of time without the distraction of having to refer to the footnotes. On occasion the narrative is disjointed, with one seemingly unrelated anecdotal story followed by another. Too much emphasis is placed on Lord's often daunting journeys to rural schools. For the reader interested primarily in schooling, one is frequently swamped by unimportant details about his travels being hampered by boat and train delays, or by vignettes, albeit well-told stories exchanged around a pot-bellied

stove during chilly winter nights. Here his emphasis is misplaced, giving insufficient information about schools, teachers, trustees, children, and their families. As a case in point, Lord refers to the 1918 flu epidemic and the impact of the many funerals on the populace of Prince Rupert. But nowhere does he mention the flu's effects on students and teachers.

In conclusion, Lord's strength is that he delightfully conveys a sense of rural life in B.C. and explains the problems associated with establishing an effective educational system in a sparsely settled resource-based frontier. *Alex Lord's British Columbia* should be of interest to educators and local history buffs; the extensive notes provide a rich source of primary and secondary references for the academic historian.

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Clark Nardinelli. *Child Labor and the Industrial Revolution.* Bloomington and Indianapolis: Indiana University Press, 1990. Pp. 194. \$25.00 U.S.

One of the most enduring images of the Industrial Revolution in Great Britain is that of the ragged factory boys toiling among the giant weaving machines in the "dark satanic mills" of England. Such images have been

fixed in the popular mind since the investigation of the British Select Committee on the Regulation of Factories (1832) and Frances Trollope's famous illustrations of the late 1830s. From that time forward historians from J.L. and Barbara Hammond to E.P. Thompson have decried the widespread "exploitation of little children" in hellish textile factories responsible for the virtual destruction of childhood.

Clark Nardinelli's recent book directly challenges both popular myth and accepted interpretation concerning child labour in Britain's Industrial Revolution. In what is billed as the first full-length study by a modern economic historian, Nardinelli takes to task previous "emotional" writings on the subject (pp. 9-34) and considers child labour from the standpoint of family economy, and particularly family needs in relation to other possible uses of children's time. Utilizing economic tools of analysis, he posits a neoclassical interpretation of child labour in nineteenth-century Britain.

Nardinelli's essential thesis is presented in a bold and provocative chapter entitled "Were Children Exploited During the Industrial Revolution?" After analyzing several definitions of exploitation, he presents some ingenious statistical comparisons between working time lost by cotton mill workers in various age groups, between adult agricultural wage rates and child labour activity, and between the wages of child miners and those children employed in other industries. The comparisons purport to demonstrate not only that the Industrial Revolution did not increase