

explained? Would Lévy-Strauss, Noam Chomsky, or Ludwig Wittgenstein be of use?

My language learning was magistrocentric and didactic—yet reasonably effective withal. Here again, the 1720s and the 1950s look alike. Is there something about language teaching and learning that pushes away argument and social inquiry? Were the textbook and the *Ratio* the causes of certain pedagogical effects, not because of their contents, but rather because of their social functions and their psychological utility, in the classroom and out?

What about the uses to which graduates of Louis-le-Grand would put their hard-won Latin? This collège was able to compete successfully for decades with several Parisian rivals. Was its success due to the verbal powers it fostered among its adolescent clients? How and why would these powers help a young Frenchman making his way in 1720?

These various questions are answerable by consulting other volumes in the remarkable series published by the Service d'histoire de l'éducation of the Institut National de Recherche Pédagogique [INRP]. That is to say, it would have needed only a few more pages to make "connections" with a much larger historical audience, referring where appropriate to work already done by others, and done well.

Of course, not all INRP books can be expected to appeal to a vast historical audience. Since this volume embodies the highest standards of editorial care and exactitude, it is wor-

thy to join its sister publications. I hope only for a sequel.

William Bruneau
University of British Columbia

Patrick A. Dunae. *The School Record. A Guide to Government Archives Relating to Public Education in British Columbia 1852-1946.* Victoria: Province of British Columbia, Ministry of Government Services, British Columbia Archives and Records Service, 1992. Pp. ix, 154.

Patrick Dunae is familiar to some readers of this journal as author of *Gentlemen Emigrants: From the British Public Schools to the Canadian Frontier* (Vancouver: Douglas & McIntyre, 1981). Others know him as an archivist with the Archives and Records Service of the Province of British Columbia who returned to teaching history at Malaspina University College, Nanaimo, in 1990. Before leaving the archives Dunae had begun "a guide to the surviving records relating to the provision of public education in the Province of British Columbia and its colonial parents" (p. vii). Now Dunae and the archives will be praised for gaining the support of the British Columbia Education History Project, sponsored by the Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights and the Royal British Columbia Museum, to publish *The School Record*.

Dunae's "thematic guide" covers the period between the opening of the first "colonial" school in 1852 and the post-World War II shifts in school district and programme administration. "With very few exceptions, all education records created prior to 1946 have been accounted for....Researchers may assume...records which do not appear in this guide are either kept by school district offices or have not survived." Description is by agency or origin, but as administrative structure was not always clear, some of the early records of the department, such as those on teachers and teacher education, have been organized and described by function; Dunae directs researchers to records on related topics both in and outside the Department of Education. His choice of pictorial and documentary illustrations suggests the possibilities for visual as well as written interpretations.

Students and researchers will appreciate Dunae's *The School Record* for its historical introduction, chronology, and organizational charts. These outline the origin of public, government-supported schools in the mid-nineteenth century colonies of Vancouver Island and British Columbia, and their continuance as the sole state-supported system after the region joined Canada in 1871.

In the section on Executive and Administrative Records, Dunae describes the responsibilities of officials in charge of British Columbia public education, then mentions "documents which are particularly useful in tracing the growth of the Education Department and the development of provincial schools and

colleges." On administrative records he notes the provincial archives' lack of systematic appraisal and retention in the past, and the "gaps," particularly for the inter-war years. He points out, however, the possibility of documenting departmental activities through use of "published sources such as the annual reports of the Public Schools, the Journals of the Legislature, and contemporary newspapers," and the premiers' and attorney generals' papers. Dunae's listing of administrative records indicates where indexes, finding aids, and microfilm copies exist for particular record groups. He might also have noted the University of British Columbia Library microfilming of printed annual reports, and the availability of microfilms of newspapers and of microfilm of the Provincial Library newspaper index.

Dunae's discussion of Operational Records is the longest section in this guide and the most interesting for modern students of the history of education in British Columbia. In it he highlights themes and sources on school buildings, teachers, inspectors, textbooks, curriculum, manual training, agricultural education, home economics, physical education, drama, correspondence, radio broadcasts, education for the deaf and blind, and for soldiers' dependent children. Subsequent discussion on Royal Commissions and Commissions of Inquiry rounds out Dunae's work on the operational records, as do appendices listing government records, school district records, school district names and dates, and related archival records. For each thematic area he gives a brief history and a list of major record

groups including any finding aids. He notes what illustrations and sound tapes are available in the archives. Dunae refers researchers to Valerie Giles' *An Annotated Bibliography of Historical References Concerning Schooling in British Columbia, prepared for the British Columbia Education History Project* (Victoria: Royal British Columbia Museum, 1990). He also points out where local archival directories have been compiled.

Dunae prefaces the section on records on school buildings and facilities with an account of the schools which accommodated fewer than twenty pupils each, and which were usually located in remote areas. These were the one-room schools described in the Putman-Weir Survey in 1925 as "primitive and very small. Many are built of logs....and some sadly in need of paint, whitewash, and soap." These rural schools comprised over half the schools of British Columbia in the early twentieth century, as the recent research of J. Donald Wilson and others has shown.

Yet the photographs Dunae chose for this section of his guide are of large brick city schools in Victoria and Vancouver in the 1900s (pp. 32, 37). He does provide a few photographs of particular rural students and buildings: South Cedar in the 1880s, Midway in the 1890s, Peace River in the 1930s, and Cheam View in 1945. The last photograph (p. 66) demonstrates the persistence of educational conditions noted by the Putman-Weir Survey—and why administrators of the 1940s pushed for consolidation of small districts into larger ones better able to

provide modern services. The Cheam View photograph shows a female teacher leading seven students of varied ages in a ball game outside a building that can only be called part log cabin, part frame shack.

The cover photograph curiously is not of a typical British Columbia public school such as Cheam View, but of Fairbridge Farm School near Duncan, which Dunae's notes explain was "a residential training centre for underprivileged British children," 1935-1961. Both Dunae's text and my own notes from research at the provincial archives in Victoria indicate that there are photographs which might have been included: on New Westminster city and district schools and their Chinese and Japanese students, and on Catholic schools, particularly those run by the Sisters of St. Ann with their western motherhouse in Victoria. What of the pre-war "international" kindergartens of the Methodist (later United) Church and the Anglican Church in Vancouver, New Westminster, and Steveston? What of the pioneering Methodists in New Westminster—founding what later became the public high school in 1881 and Columbian Methodist College in 1893?

These remarks are intended as constructive criticism of Dunae's work on *The School Record*. I applaud his efforts and that of the British Columbia Education History Project in compiling and publishing this guide and making us think about the nature of education history in the province. Dunae's guide suggests areas of comparison with the non-public, i.e., the elite and religious private schools of

the province, and with schools in other provinces and other countries. Fruitful local research might be done on the former theme, comparing public and private or independent schools. There is a need for a Paula Fass-style *Outside In: Minorities and the Transformation of American Education* (New York: Oxford University Press, 1989) study of how the non-public schools and the non-majority peoples shaped the public system. There might also be an inquiry into "inside out," on how the public schools and majority peoples influenced private education in the years before the province's independent schools banded together to obtain a measure of government funding in 1977.

Jacqueline Gresko
Douglas College
New Westminster, B.C.

Nick Kach and Kas Mazurek, eds.
Exploring Our Educational Past: Schooling in the North-West Territories and Alberta. Calgary: Detselig, 1992. Pp. 213. \$18.95 Cdn. paper.

Exploring Our Educational Past is the work of several academics associated at some time with the University of Alberta. Comprising ten chapters, it is divided into three sections: early conflicts of culture, religion, and race; issues of opportunity and equality; and the search for an educational vision.

In this text of wide-ranging topics, editors Nick Kach and Kas Mazurek have sought a greater unity than is normally possible in a book with many authors. They have written a general introduction, three sectional introductions, and a final chapter, which, if not a conclusion, ties numerous themes together.

Of several interesting articles, one is Titley's study of the Red Deer Indian Industrial School. Titley well describes the troubles of institutions of its ilk—the opposition of parents, the limitation of funds and accommodation, the weakness of administrators, and the disharmonies of the inmates.

Titley notes slogans around the school—"By treaty my right, by myself my success"; "Life is for service—not for ease and comfort"; and "There is no defeat except from within." It has been fashionable to present such notions as the quaint and rather comical delusions of those born into abundance, judgemental concoctions of those with nothing to rise above because they already sit atop. But these maxims are not just Canadian and American hopes, or Protestant work ethics, or self-aggrandizing poppycock. They are embedded in Hindu philosophy, spiritualist philosophy, and New Age philosophy. And I suspect they are *true*—though the effort required to surmount circumstance varies with the weight of the circumstance, the strength of the will, and the radiance of individual visions of innate power.

The point is that the sublime goal of self-possession and the stimulation of the power within, which impregnated the Red Deer slogans, was as