

100 – Philosophy and psychology  
Do we “[create] an atmosphere that fosters intellectual freedom and the power to choose to explore ideas, question beliefs and reach personally significant understandings”? (TfL 17)

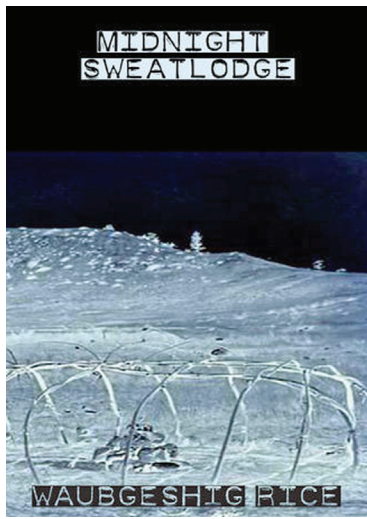
### **Saltwater Summer**

by Roderick Haig-Brown

*Madeira Park, B.C.: Harbour Publishing, 2013.*

ISBN 9781550176094

Not too many of the teenagers at my school would ever say, “Gee, my old man’s going to be sore...” but, despite the dated language, Roderick Haig-Brown’s *Saltwater Summer* is a provocative exploration of attitudes towards work, the environment, community and the meaning of life. It challenges racist attitudes that still existed in the post World War II era despite the sacrifices made during war that should have defeated such attitudes. The novel also questions the pursuit of material wealth for its own sake. Often naïve in its tone, this novel demonstrates that many of the existential questions haunting students today are not new ones, and, although the times were simpler half a century ago, many of the answers to the most important questions facing humankind have not changed.



200 – Religion  
Do we “[e]xplore the role aboriginal people’s play in Canadian Identity”? (TfL 31)

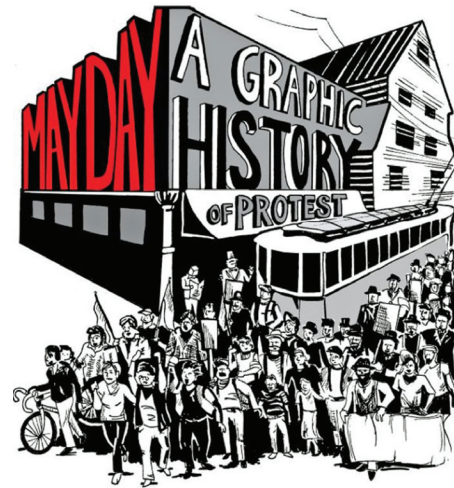
### **Midnight Sweatlodge**

by Waubgeshig Rice

*Penticton, B.C.: Theytys Books, 2011*

ISBN 9781926886145

There was a time when First Nations’ traditional spiritual practices were outlawed and if anyone attempted to construct a sweat lodge in which to conduct a ritual of purification and healing, the Indian Agent would destroy it. That is why, according to author Waubgeshig Rice, people began to conduct their rituals at night, under the cover of darkness. It is the sweat lodge ritual that provides the framework for this collection of short stories exploring the quest for healing after a range of traumatic experiences, both personal and cultural, ranging from residential schools and the theft of land to substance abuse and political corruption in First Nations communities.



300 – Social sciences  
Do we “[e]ngage in routine discussions on current topics”? (TfL 31)

### **May Day: A Graphic History of Protest**

by The Graphic History Collective

*Toronto: Between the Lines Books, 2012.*

ISBN 9781926662909

Students have been reading and hearing in the media about the consequences of poor protection for workers in Bangladesh but they may have difficulty understanding some of the connections between our history and what is now happening on the other side of the world. *May Day: A Graphic History of Protest* will help students to understand their world by describing aspects of the struggle for workers’ rights in North America and around the world. While not attempting to provide a comprehensive history of the struggle for workers’ rights, the comic documents some significant events. These range from the Haymarket Riots in Chicago in 1886 to bean suppers in Cumberland, B.C. that commemorate the struggle for safe working conditions in the mines. Although the somewhat academic tone of the language at times seems at odds with the graphic format, this comic traces how a celebration of spring morphed into a focus for protests in defence of working people. The graphic narrative, as well as the extensive bibliographies can be useful tools in showing students the power of collective action.

*continued on page 12*