A Church at War
MacKay Presbyterian Church, New Edinburgh, and the First World War
Alan Bowker

This study weaves together the stories of members of the Mackay Presbyterian Church who served in the First World War, their families at home, and their church as they responded to a terrible war. It focusses particularly on the nineteen men who fell in the war—some as heroes in desperate battles; others with tragic randomness or from illness.

One hundred and forty-one people from MacKay Presbyterian Church, in Ottawa, served in the First World War. This is an astonishing record, but one that was by no means uncommon in Canada.

Why did these men, their families, and their church enlist in this great war for “justice, truth, and righteousness, and for the Glory of God”? What was the impact of war on the surviving soldiers as they and their families adjusted to a changed world, to permanent injuries and to painful memories?

This study of the experience of one church at war weaves together the stories of soldiers on the battlefields of Europe with those of the families who waited and prayed, enduring privation, fear, loneliness, and grief.

It centres on the 19 men who fell in the war—some as heroes in desperate battles, others with tragic randomness or from illness, several with no known graves—and the widows they left to cope as best they could, the children who grew up without fathers, and the families who mourned their loss even as they took pride in their sacrifice.

Using new methods including on-line research and the tools of genealogical study to bring to life people who did not leave a rich legacy of information on their lives and families, this study of a church at war deepens our understanding of the social history of Canada’s participation in the First World War, and provides a model for research on churches, communities, and institutions.

Alan Bowker was born in Medicine Hat and educated in Winnipeg, Toronto, Chatham (NJ), and Oakville, ON. He holds a BA in history and English and an MA and PhD in Canadian history, all from the University of Toronto. His writings include A Time Such as There Never Was Before: Canada After the Great War, two collections of essays by Stephen Leacock, and essays and articles.

His academic studies, his teaching experience, and his career in foreign affairs have all reinforced his conviction that Canadians need to know their history if we are to understand who we are and why our experience matters in the world.

Why read this book?
• This book explores the history of the MacKay Presbyterian Church, in Ottawa.
• This book explores the experience of one church during the first world war and weaves together the stories of soldiers from its congregation on the battlefields of Europe with those of the families who waited and prayed, enduring privation, fear, loneliness, and grief.
Creating Visual Schedules
The Schedule Evaluation Tool (SET) for People with Autism Spectrum Disorder and Intellectual Disabilities

Johanne Mainville, Sonia Di Lillo, Nathalie Poirier, and Nathalie Plante

The Schedule Evaluation Tool (SET) is designed to help caregivers and professionals working with individuals with ASD or an intellectual disability to determine the type of schedule best suited to their needs and abilities and to implement it in their living environment, thereby promoting their autonomy and, consequently, their quality of life.

The SET is a time structure assessment tool that measures the pictorial schedule needed by individuals with Autism Spectrum Disorder (ASD) or Intellectual Disabilities (ID). These individuals typically have deficits in executive function and memory, and therefore have difficulty orienting themselves in time.

The goal of the SET is to help caregivers and professionals working with these individuals to determine the type of schedule best suited to their needs and abilities and to implement it in their living environment, thereby promoting their autonomy and, consequently, their quality of life.

The SET includes materials, protocols and a manual that allow practitioners and professionals to assess the schedule of children, adolescents and adults in various settings such as educational daycare, school, internship or employment and residential settings.

The SET is divided into four distinct parts. The first part involves the manipulation of objects, photographs, pictograms and words in a formal assessment context. The second and third parts take place directly in the setting where the schedule is to be implemented. The fourth part is administered in the form of an interview with the person who knows the person best in the context where the schedule will be introduced.

Nathalie Poirier is a psychologist, neuropsychologist, full professor and researcher in the Department of Psychology at the University of Québec at Montréal where she directs the Research Laboratory on the Families of Children with Autism Spectrum Disorders. Her research projects focus on the quality of life of parents of children with ASD. She is the co-author of several books on autism and received the OSER INNOVER award for the OUEST tool.

Johanne Mainville is a clinical psychologist in private practice, where she works with individuals with autism spectrum disorders and their families, and a consultant for the Service Québécois d’Expertise en Troubles Graves du Comportement (SQETGC).

Nathalie Plante works as a regional support officer for students with ASD for the French school boards in the Montreal area. She supports the development of projects that contribute to the academic success of students with ASD. She is also a certified TEACCH® consultant from the University of North Carolina and is very involved in the deployment of this approach in Quebec.

Sonia Di Lillo has worked for approximately 20 years as a clinical activities specialist in the health and social services network. Her expertise is the support of teams working with people with severe behavioral disorders (SBD). She now devotes herself entirely to teaching and supervision in the Special Education Techniques Department of the Cégep du Vieux-Montréal.

Why read this book?
• Educators and caregivers will have access to a unique set of tools, developed by autism spectrum disorder specialists, which they can use to evaluate which type of visual schedule is best suited to an individual with ASD.
• These tools were developed with a focus on the preferences and strengths of people with ASD, rather than on their deficits.
• The supplementary material included in Creating Visual Schedules contains protocols, evaluation sheets, and schedule sheets essential to the evaluation, which can be easily photocopied and shared among educators.
The Graduate Programs in Education faculty and staff at Thompson Rivers University are actively engaged in strengthening our heartbeat in relation to reconciliation. Fourteen faculty teaching in Graduate Programs in Education will engage in seven two-hour sessions with our first editor. They will write chapters as a learning outcome and as a collegial process and product that is cutting edge.

Universities are learning to address the Calls to Action of the Truth and Reconciliation Commission but are struggling to reconcile colonial attitudes, past practices and future actions within a system that is highly colonial. To meet the Calls to Action and orient ourselves to reconciliation, learning more accurate stories, identifying leaders in Indigenous communities, and engaging with creative selves, may help us take steps on our journeys.

We believe we need to answer these calls within ourselves even as we try to answer these calls in our classrooms.

The book is divided into four sections, each with an introduction that expresses what authors thought they would learn and what they learned. Indigenous and non-Indigenous authors will share this writing and learning space. Each section includes a 400-word of positionality, both in relation to the academy and in relation to Indigenous understanding. It also presents an Canadian Indigenous author and a creative work that addresses some elements of indigeneity that are of interest to them, using poetry, short story, or a children’s story as the vehicle. The book also includes two afterwords - the first by Garry Gottfriedson and Victoria Handford, and the second by Dorothy Christian and Janice Dick-Billy, both of whom are Elders in the Interior of British Columbia.

The journey of reconciliation on Canadian university campuses must be taken.

Victoria Handford is Associate Professor in the Faculty of Education and Social Work at Thompson Rivers University where she is also the Coordinator of Graduate Programs. Her research interests include school and school district leadership, as well as trust.

Garry Gottfriedson is strongly rooted in his Secwepemc (Shuswap) cultural teachings. Gottfriedson has 10 published books. Gottfriedson's work unapologetically unveils the truth of Canada's treatment of First Nations. His work has been anthropologized and published nationally and internationally. Currently, he works at Thompson Rivers University as Cultural Advisor.
Since March 2020, there has been an explosion of analyses about the short-term impact and future consequences of long COVID on international relations. This unprecedented crisis demands that we think about how, in the “next world,” we can work to improve the economy, social justice, the environment, gender relations, health, and political institutions—or at least ensure that they do not further deteriorate.

COVID-19 sparked the largest and most global crisis of the 21st century. For some, the impact has been swift and dramatic, with the pandemic pushing tens of millions into poverty and creating extreme food insecurity. For others, the transformations are still bubbling under the surface and questions remain about whether the societal changes brought about by COVID-19 will endure in the post-pandemic period. The return of geopolitics, along with the war in Ukraine and tensions in Asia, have further complicated an already complex global situation.

Since March 2020, there has been an explosion of analyses about the short-term impact and future consequences of long COVID on international relations. Parallels to the 1930s collapse of Europe have been made, as recounted by Stefan Zweig in his famous memoir, The World of Yesterday. While most commentators are pessimistic, some are looking for positive change. This unprecedented crisis demands that we think about how, in the “next world,” we can work to improve the economy, social justice, the environment, gender relations, health, and political institutions—or at least ensure that they do not further deteriorate.

In this book, 50 professors from four Montreal universities, among the top experts in their fields, focus on a specific challenge: international relations. Based on their analyses, they propose progressive, pragmatic, and social science-based ideas that could improve international cooperation, security, and sustainable prosperity beyond the pandemic.

Frédéric Mérand is a professor and the director of the Department of Political Science at the University of Montréal. He is also a researcher at the Centre de recherche en éthique. From 2013 to 2022, he was the scientific director of the Centre d'études et de recherches internationales de l'Université de Montréal (CÉRIUM).

Jennifer Welsh is a professor at McGill University's Department of Political Science and Max Bell School of Public Policy. She is the Canada 150 Research Chair in Global Governance and Security as well as Director of the Centre for International Peace and Security Studies (CIPSS).

Why read this book?

- Unlike many books on the pandemic, this book is based on a collective, thoughtful reflection focused on international relations in the post-Covid era rather than being limited to the pandemic moment.
- A multidisciplinary approach to pragmatic, progressive solutions based on social sciences.
The Symons Medal
Twenty Years of Reflection on an Evolving Canada
Foreword by the Honourable Bob Rae

The Symons Medal Twenty Years of Reflection on an Evolving Canada describes the origin and purpose of The Symons Medal since its inception in 2004, presenting biographical information, relevant quotations and photographs of the medal’s 27 recipients.

With The Symons Medal, Harvey Sawler has written 18 fiction and non-fiction books, covering the spectrum on celebrity, business, crime, travel, and entertainment. He is the former Director of Marketing and Public Relations for Confederation Centre of the Arts, and in 2014, authored the Centre’s 50th anniversary commemorative book, The Centre for All Canadians — Five Decades of Inspiration and Excellence. Over 51 years, he has written hundreds of articles and stories for newspapers, magazines and digital media forms, and he is a leading Canadian tourism consultant.

Why read this book?
• The book provides an exceptional platform to celebrate distinguished Canadians who concern themselves with the current state and future prospects of Confederation, and provide all Canadians an opportunity to reflect upon their country and its future,
• It recognizes the immense contribution of Thomas Symons, who, as contributor the Honourable Bob Rae wrote: “like every good builder he was never satisfied with just leaving things as they were. He was never weary in his well doing, and we are all the better for it,
• It also details how a new National Culture Leadership Institute will expand upon Confederation Centre of the Arts’ rich cultural heritage and guides us as they plan for tomorrow.