**UBC Pacific Educational Press Fonds**

**Brief Description of Projects**

*Essentials of Mathematics*

This project was produced as part of a contract with the British Columbia Ministry of Education. This was the first contract that PEP had with the Province. PEP published three student books and three accompanying teacher resource books for the project between 2001 and 2004. This was done with the input of multiple provinces and territories. Below is a list of contributors and their respective ministries.

Bruce McAskill and Richard DeMerchant, British Columbia Ministry of education;

Wayne Watt, Carol Bilyk, and Marcel Druwé, Manitoba Education, Training and Youth;

Lee Kubica, Yukon Department of Education;

Steven Daniel, Northwest Territories Department of Education;

Sue Ball, Nunavut Department of Education

Each book had a slightly different group of authors, though many of the authors wrote for several of the books. The authors and publication dates for each book are as follows:

* EM 10 (2001)
	+ Celia Baron
	+ Rick Wunderlich
	+ Leanne Zorn
* EM 10 TRB (2002)
	+ Rick Wunderlich
* EM 11 (2002)
	+ Celia Baron
	+ Don Bradford
	+ Angela Kaisser
	+ David Sufrin
	+ Dave Tambelli
	+ Rick Wunderlich
* EM 11 TRB (2003)
	+ Celia Baron
	+ Don Bradford
	+ Angela Kaisser
	+ Rick Wunderlich
* EM 12 (2003)
	+ Celia Baron
	+ Don Bradford
	+ David Kaisser
	+ David Sufrin
	+ Rick Wunderlich
* EM 12 TRB (2004)
	+ Katharine Borgen

A French version of the series was also published by another publisher.

*Experiential Science*

This series of books was produced as part of a contract with the Northwest Territories Department of Education, Culture, and Employment. PEP won the contract through an open proposal process. The series includes three student books and three teacher resource books for grades 10, 11, and 12. Work began on the series in 2006 and carried on into 2012. The project was overseen by Steven Daniels of the Northwest Territories Department of Education. Experts in the field were brought in to review the content of the books. First Nations Elders were also included in the project.

Some of the unique features of the books are the Career Profiles included in each chapter. Information for these sections was collected from experts in a field related to the subject of each chapter through questionnaires. Another feature is the Traditional Environmental Knowledge section of each chapter, which focuses on First Nations knowledge of the environment.

Each of the three student books has a slightly different group of authors. No authors are listed for the teacher resource books. The authors for each of the student books and their publication date are as follows:

* ES 10: Terrestrial Systems (2008)
	+ Kenneth Campbell
	+ Carolyn MacLulich
	+ Angela Wheelock
	+ Ken Williams
	+ Rick Wunderlich
* ES 20: Marine Systems (2009)
	+ Kenneth Campbell
	+ Peter Freeman
	+ Anne Laite
	+ Angela Wheelock
	+ Ken Williams
	+ Rick Wunderlich
* ES 30: Freshwater Systems (2012)
	+ Kenneth Campbell
	+ Peter Freeman
	+ John Richardson
	+ Rick Wunderlich

*Math Works*

At first, this project only included a series of six books (a student and teacher book for grades 10, 11, and 12). These six books were developed for the Alberta Ministry of Education. The contract was awarded to PEP after an initial proposal was made to the Ministry. Work began with grade 10, followed by grade 11, and finally grade 12.

The Alberta Ministry of Education required a strict set of deliverables along the way. The 7-step submissions process was as follows:

1. Chapter Treatment
	1. Includes a mock-up of the first chapter of each book, including graphic design and layout
2. Mock-up of chapters 1-4
3. Edited chapters 1-4, plus answer keys
4. Mock-ups of all chapters
5. Revisions and answer keys for all chapters
6. Final Form
	1. Submission of each book in their entirety, including cover designs, front matter, glossaries, indexes, etc.
	2. This is the final stage for reviews and edits, not the reveal of a finished product
7. Submission of English and French final products

It is important to note that the student books were developed simultaneously with their corresponding teacher resource book with all the same deadlines.

Ralph Schmidt and Christine Hensel were the two Ministry correspondents for the project. They routinely provided feedback and guidance in between these official submissions.

Shortly after the original series of books was published, teachers began demanding student workbooks to supplement the textbooks. These did not require any oversight from the Ministry and were all written by one author (Katharine Borgen).

Teachers also requested test banks. These are essentially pre-made tests that teachers can use. The test banks were published electronically only. The program includes an algorithm that allows teachers to easily edit the questions, including the numbers in the problems, so they can create multiple versions of the test.

In addition to the books published for Alberta, PEP also published grade 10 student and teacher books for New Brunswick. The teacher resource book was published electronically only.

*Teaching Shakespeare on Screen*

This book was published by PEP in 2001. It was edited by Neil E. Béchervaise. The contributing authors also include Joe Belanger, Bill Davison, Jodie McFadden, Dennis Robinson, Sarah Tainton, and Ken Watson. The book had previously been published by St Clair Press Pty Ltd in Australia in 1999 under the name *Shakespeare on Celluloid*. It was decided that the word “celluloid” was outdated, so the title was changed.

*Young Adolescents Meet Literature: Intersections for Learning*

This book was published by PEP in 2000. The editors are Mary Clare Courtland and Trevor J. Gambell. Courtland and Gambell wrote several chapters for the book, both together and separately. There were numerous contributing authors as well, each writing a chapter for the book.

*A/R/Tography: Rendering Self through Arts-based Living Inquiry*

This book was published in 2004. The two editors are Rita L. Irwin and Alex de Cosson. The forward was written by William F. Pinar. Contributing authors wrote almost all of the chapters for the book.

*Affecting Eternity: Origins of the University of British Columbia’s Faculty of Education*

This book was published by PEP in 2007. The book was written entirely by John Calam. There are also three forwards, written by Nancy M. Sheehan, Daniel R. Birch, and Roy Bentley. The book went through several title changes. Considered titles include *Building bridges*, and *Conflict and compromise*.

*A Common Countenance: Stability and Change in the Canadian Curriculum*

This updated version of the book was published by PEP in 2008. The original book was published in 1985. It was written by George S. Tomkins with a new introduction by William F. Pinar.

*Tales from the Principal’s Office: Case Studies in School Administration*

This book was published in 2007. The authors are Marilyn Hogg & Marilyn Merler. Tales from the Principal’s Office is intended to be used for educator discussion, leadership groups, and classes in school administration.

*Exploring Curriculum: Performative Inquiry, Role Drama, and Learning*

This book was published by Pacific Education Press in 2008. The authors are Lynn Fels and George Belliveau. The book focuses on theatrical education. It appears that the project began in 2003 when the authors submitted a sample manuscript and outline to PEP.

*Music of India*

The author of this manuscript is Sandra Davies, with contributors including Rani Dutt, Baloo Patel, Sid Sridhar, and Norman Stanfield. The book was intended to be part of a series called *Music in Our Lives*. The drafts that have survived are from approximately 1992-1993. There is also one draft that suggests the manuscript may have been previously published as early as 1984.

According to a series of letters between PEP and Davies, PEP had every intention of publishing this book in 1993, but was unable to do so at the time because of financial constraints. Eventually, PEP was able to publish the book.

*Legends and Teachings of Xeel’s, the Creator*

This book was published in 2006. It is comprised mainly of four traditional First Nations stories retold by Ellen Rice White (Kwulasulwut) [who is credited as the author]. The stories were passed down to her from her grandparents and great-uncle. After each of the four stories, there is a section where White discusses the story. The forward is written by Jo-ann Archibald (Q’um Q’um Xiiem).

*Fun and Fluency in Twelve Weeks*

It is unclear whether this book was ever published, though it is possible that PEP advertised the book at a convention. The book was written by Louise Lemieux. It was intended for intermediate to advanced ESL students. The project began around 2005 and included reviewers who provided critical feedback to improve the draft.

*The Impact of TIMSS on the Teaching and learning of Mathematics and Science*

This book was published in 2000 by PEP. David F. Robitaille, Albert E. Beaton, and Tjeerd Plomp are the three editors of the book. The book consists of summaries of the impact that the Third International Science Study (TIMSS) has had in 29 of the more than 50 countries who participated in TIMSS. Due to the global nature of the book, there were numerous contributing authors from around the world. The chapter for each country was written by someone from that country. The authors are often from the Ministry of Education for their respective country or from the education department of a university within the country.

*Literature, Media and Multiliteracies in Adolescent Language Arts*

Edited by Mary Clare Courtland and Trevor Gambell, this book was published in 2010. It replaced their 2000 work, *Young Adolescents meat Literature*. The two have many similarities, though this later book also covers quite a bit that was not in the first.

*Challenges and Prospects for Canadian Social Studies*

This book was published in 2004. The editors are Alan Sears and Ian Wright. There is also a large multitude of contributing authors who wrote the individual chapters. The preface was written by joseph M. Kirman. The book is aimed at social studies teachers across Canada. The book is divided into three parts that discuss the challenges and prospects that Canadian social studies teachers face. The three parts are contextual, content, and process.

*National Contexts for Mathematics and Science Education: An Encyclopedia of the Education Systems Participating in TIMSS*

This encyclopedia, edited by David F. Robitaille, was published in 1997. Similar to the TIMSS book discussed above, this book includes a chapter for each country involved and each of those chapters was written by a person or persons from that country. The authors are often from the Ministry of Education for their respective country or from the education department of a university within the country. This book focuses on the educational systems of the countries participating.

*B.C. First Nations Studies Project*

This series includes one student book and one teacher resource book. These books were created for high school students in British Columbia. They were created directly for the BC Ministry of Education. Very few of the records for this book have survived. What has survived is largely for the teacher resource book, though some student book records are mixed in. It is not easily possible to separate the student book and teacher resource book without severely compromising the original order.

Published in 2003, the student book has been noted as a ground-breaking textbook on the subject. The authors for the student book are Kenneth Campbell, Charles Menzies, and Brent Peacock. The book has four sections focusing on connections to the land, contact and colonialism, and cultural expression. There is also an epilogue written by John Borrows.

*The Anthology of Social Studies*

The original anthology, titled *Canadian Anthology of Social Studies: Issues and Strategies for Teachers*, was published in 1999. This book is widely used across Canada in teacher education courses. The project originally began when PEP was approached by the editors, Roland Case and Penney Clark. The two subsequent updated versions were PEP’s idea in order to maintain the book’s status and relevance in the market and to better compete against newer rival books.

The first updated version completely replaced the original anthology. The title was changed slightly to *The Anthology of Social Studies*, dropping “Canadian.” A significant change with this version is that the book was split into two volumes. The first volume focuses on elementary teachers while volume 2 focuses on secondary teachers. Both volumes were published in 2008.

PEP has since updated Volume 1 of the anthology, releasing it with the Updated Edition in 2013. Volume 2 has not been updated.

Throughout the three different versions of the anthology, Roland Case and Penney Clark have remained the editors.

*Canadian Curriculum Studies: Trends, Issues, and Influences*

This book was published in 2012. The editor is Susan E. Gibson. There was also a large assortment of contributing authors who wrote the many chapters. It appears that at least some of the chapters were originally printed as articles in scholarly journals. The forward was written by John Willinsky.

*Echoes of the Holocaust*

This book was published by PEP in 2007. The authors are Carole Ann Reed and Harold Lass. Dr. Reedis the former director of the Holocaust Centre of Toronto and Lass is the past chair of the Holocaust Education Committee. It appears that nearly all of the chapters were previously published as articles in other publications. This is based on the fact that the “original manuscript” is a collection of these articles with hand-written page numbers.

*LiDKit*

The LiDKit was developed as part of the Learning in Depth Program. The project was done in collaboration with the Imaginative Education Research Group. The LiDKit contains resources for implementing the program such as guides, strategies, a DVD, and a deck of activity cards.

The purpose of the program is to encourage students to engage in various types of educational activities by focusing on one specific subject. For example, a student may focus on apples. Their activities could include conducting an interview with someone to see what they know about apples. They could also research the growing process for different varieties of apples and the areas in which they are grown. In addition, they could research apple trading and shipping. This will have taught the students about interpersonal skills, ecology, geography, and economics.

*From Teacher to Teacher Educator: Collaboration within a Community of Practice*

This book was published in 2004 by PEP. The authors are June Beynon, Janice Grout, and Marvin Wideen. The book discusses Faculty Associates at Simon Fraser University. The Faculty Associates are highly respected K-12 teachers who take a two year break to help with teacher education as part of the Professional Development Program at SFU. The goal of this is to help student teachers integrate learning between classes at the university and teacher in a school.

*The Golden Rose*

This novel was written by Dayle Campbell Gaetz and published in 1996. It is a historical fiction novel intended for young adults, most likely middle school age. There was also a teacher resource created to help teachers. It included various exercises and discussion questions.

The Golden Rose is the first book in what Gaetz had spontaneously turned into a trilogy. The second book was supposed to be published by another publisher, but they hit hard times before the book was published. Books two and three do not appear to have ever been published.

*Narratives of First Nations Educational Reform: Identity, Discourse and Change*

This manuscript was written by June Beynon, Deborah Brown, Marilyn Bryant, Pansy Collison, Cameron Hill, Eva-Ann Hill, Isabel Hill, Nadine Robinson, Bea Skog, and Mel Tait. The manuscript was never published by PEP despite the fact that there were several drafts and reviews. In the end, the book was published by another publishing company.

*Moses, Me, and Murder: A Story of the Cariboo Gold Rush*

This novel was written by Ann Walsh and illustrated by Cathie Allen. The book was published by PEP in 1988 and has been kept in print until at least 2010. This historical fiction novel is intended for elementary school children. It is set in British Columbia in 1866. Very few records pertaining to the book have survived.

*Learning about the Fraser River Estuary*

This manuscript was written by Glen Marshal in 1998. Very few records of this book have survived and there are no known published copies to refer to. Despite there being an outline and a review, it is unclear as to whether or not this book was ever published by PEP at least under this title.

*Blessed with Bilingual Brains: Education of Immigrant Children with English as a Second Language*

This book was written by Mary Ashworth and published in 1988. The book aims to point out what is working and what needs improvement in the education of immigrant children in Canada. It was most likely intended for use in teacher education courses or for teachers already in a classroom.

*Teaching to Wonder: Responding to Poetry in the Secondary Classroom*

The book was written by Carl Leggo and published in 1997. The book is “an exploration of the ways in which contemporary literary theory can underpin an inviting secondary school poetry program.” The book links several theories with classroom practices, making it suitable for practicing teachers and for education students.

*Exploring Stores*

This book was published in 1981 by Western Education Development Group (WEDGE), the former name of PEP. It was created for the BC Ministry of Consumer and Corporate Affairs to be used in elementary classrooms. It provides activities for teachers to use with students. This includes field trip ideas.

*Collaboration Assessment of School-based Projects*

This book was written by Walter Werner and Roland Case. It was published in 1991. The book aims to help teachers assess their own projects with students to determine their effectiveness. It is clearly intended to be used by teachers already with a classroom of their own, rather than education students.

*Sima7*

The books in this project were written by Lorna Williams and illustrated by Mary Longman. It was published in 1991. There is also a teacher’s guide that accompanies the student book. It was created for Alternatives to racism as a way to promote cultural understanding and relations. The book is filled with stories from different First Nations groups, such as the Hopi, Iroquois, Inuit, and Maya. It seems intended for elementary students.

*All the Colours of the Rainbow: A Multicultural Storybook* and *Teachers’ Guide*

The books in this project were written by Vicki Rogers. The project included both a student book and a teacher book. The student book, which is intended for younger elementary students, is filled with stories of students from different ethnic backgrounds and their experiences with their culture. This was part of Alternatives to Racism’s attempt to raise awareness of multiculturalism in Canadian schools.

The Teachers’ Guide contains activities and learning objectives for each story.

*A Sea Lion Called Salena*

The book is a children’s novel written by Dayle Campbell Gaetz and published in 1994. The story’s main character is a young girl named Kristie. On the day her best friend moves away, she discovers an injured sea lion pup. As Kristie tries to help the pup, a local fisherman tries to kill the animal because she will take fish from his commercial nets.

*Trapped by Coal*

This book was written by Constance Horne and published in 1994. Linda Heslop drew the illustrations. The book is a historical fiction novel intended for elementary students. The story is set in Extension, BC in 1916. It tells the story of the Piggott family as they attempt to triumph over their difficult coal mining life. Millie, a young girl around 12 years old, is the main character of the book. After her 14 year old brother is forced to work in the mine as the main breadwinner for the family, Millie must try to find her grandfather’s hidden life savings in order to keep her family from being turned out of their house.

*From Teacher to Teacher Educator: Collaboration within a Community of Practice*

This book was written by June Beynon, Janice Grout, and Marvin Wideen. It was published in 2004. The book tells the story of faculty associates in the Professional development Program at Simon Fraser University. These associates are distinguished teachers who take on a two-year position at SFU teaching teacher education courses.

*How to Read a Dinosaur and Other Museum Tales*

This book was written by Carolyn Sale and published in 2004. Each chapter of the book deals with a different type of challenge that a museum might come up against, such as preservation, managing art collections, and representing cultures appropriately.

*Legends and Teachings of Xeel’s, the Creator*

This book was written by Ellen Rice White (Kwulasulwut). It was published in 2006. This book contains four First Nations stories that were passed on to White from her grandparents. The book also includes White’s commentary on each story, which helps connect each story to the current issues.

*Home Economics Now: Transformative Practice, Ecology, and Everyday Life: A Tribute to the Scholarship of Eleanor Vaines*

This book was edited by Mary Gale Smith, Linda Peterat, and Mary Leah de Zwart. It was published in 2004. The book originated a series a papers that were presented at the Vaines Symposium at the University of British Columbia in September 2003. The book was intended for education students and for practicing home economics teachers.

*Making Textile Studies Matter: Inside Outstanding School Programs*

The book was written by Linda Peterat and published in 1999. It focuses on fifteen textile studies classrooms with exceptional programs in an attempt to figure out why they work so well. The book appears intended for teacher education classes or for home economics teachers in the field.

*Teaching Shakespeare on Screen*

This book was edited by Neil E. Béchervaise and published in 2001. Contributing authors include Neil E. Béchervaise, Joe Belanger, Bill Davison, Jodie McFadden, Dennis Robinson, Sarah Tainton, and Ken Watson. It was originally published under the title *Teaching Shakespeare on Celluloid*. The title was changed during the update in order to make it sound more relevant. The book focuses on film translations of Shakespearean plays and reader response theory. The goal is to argue against the point that Shakespeare must be read to be appreciated.

*It’s Elementary!: Investigating the Chemical World*

This book was written by Douglas Hayward and Gordon S. Bates. It was published in 1994. The book is intended for students aged 10+. It teaches students about important scientific principles through a range of different experiments.

*Fractals, Chaos, Complexity, and Fuzzy Knowledge*

This manuscript was submitted to PEP in 1998. I was written by Gordon Sirvio. After a preliminary review of the work, it appears that this work was no published by PEP. One reason for this is that there was no clear audience. There was also an irritating and inconsistent tone.