

and growth in adversity. Smith's narrative voice is unwavering and authentic, inviting readers to witness her triumphs and setbacks with equal empathy. The book is a testament to the power of storytelling as a vehicle for healing and change.

Reflecting on the impact of *These Are the Stories: Memories of a 60s Scoop Survivor*, I am left with a deep appreciation for Christine Miskonoodinkwe Smith's bravery in sharing her story. Her book is a compelling account of survival, resilience, and the pursuit of identity in the wake of cultural erasure. Through Smith's narrative, readers are challenged to confront their assumptions, biases, and roles in supporting the healing and reconciliation of Indigenous communities. *These Are the Stories* is a decisive contribution to the literature of personal growth, historical reckoning, and the unyielding spirit of those who refuse to be silenced by history's injustices.

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Stacie Brensilver Berman

LGBTQ+ History in High School Classes in the United States since 1990

New York: Bloomsbury, 2023. 296 pp.

Stacie Brensilver Berman's book, *LGBTQ+ History in High School Classes in the United States since 1990*, opens with a staggering admission from filmmaker David France, director of *How to Survive a Plague* (2012)—the acclaimed documentary about early history of the AIDS epidemic and the start of the political group ACT UP. During an interview with Berman for this book, France explained that he received little support from educators he initially approached about trying to include his documentary in schools. As a result, Berman writes, France “stated he has ‘no idea’ how teachers might use this film in their classroom” (1, emphasis added). This small but powerful statement perfectly encapsulates the timeliness and necessity of Berman's study of the history of how LGBTQ+ history has (or has not) been included in US schools over the past thirty years. For France is surely not alone in his summation that teaching LGBTQ+ history in K–12 educational settings can often feel (and be) tricky, controversial, and even impossible.

Berman's book is ambitious in scope, but as such offers important connections that help to illuminate why the teaching of LGBTQ+ history in schools has and continues to face certain challenges. The first half of the book (chapters 1–5) traces the history of the teaching of LGBTQ+ history in schools alongside other historical currents and trajectories. While the second half of the book does two things. First, it offers a case study exploration of how these debates have occurred in California (chapters 6 and 7) and an analysis of interviews Berman completed with teachers who teach LGBTQ+ history (chapters 8–10). It could be argued that each of these sections could be expanded into their own books and thus given more space to further texturize and theorize the arguments therein. Namely, first half of the book could

stand to be more closely connected to texts in critical youth studies and queer and trans studies in education that could further contextualize the political challenges of trying to teaching LGBTQ+ topics to adolescents and in schools. However, the three sections of the book combine to provide a compelling snapshot of how the current situation facing the teaching of LGBTQ+ history in US schools, as well as important perspective on such experiences from teachers throughout the country.

Chapter 1 outlines how, after the first few decades of LGBTQ+ activism and political organizing largely focused on adults, by the early 1990s groups started to consider how said movements might expand to include issues facing LGBTQ+ adolescents and schooling communities. This period saw the emergence of organizations like GLSEN and GSA Network which both went on to influence conversations in various regional contexts through the United States and on the national stage, as well. One such way these groups found success was focusing the efforts on historical conversations, including efforts to establish a National LGBTQ+ History Month. Chapter 2 explores the emergence of university level courses focused on LGBTQ+ topics, including history, over the past forty years and how the models developed for the inclusion of such coursework in higher education might be useful for similar conversations in K–12 educational spaces.

Chapter 3 examines the inclusion of LGBTQ+ topics in other types of classroom settings (namely English and health classes) and how this might provide a guide for expansion of similar topics into history and social studies classrooms. Chapters 4 and 5 explore how a large focus of LGBTQ+ related conversations in schools center on anti-bullying efforts and inclusive school climate measure. Berman then argues that the growing availability of LGBTQ+ history resources could serve to facilitate these efforts if there are continued efforts to develop those materials into grade-specific lessons. In other words, an increase in LGBTQ+ history content in social studies classrooms would serve to improve the overall safety for LGBTQ+ students in schools, as a whole.

Chapters 6 and 7 provide a sharp analysis of a California-specific case study: The Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act passed in 2011. Chapter 6 outlines how this act, which required all schools in the state to include LGBTQ+ history in their curriculum, came to be within the state's political landscape of the early 2000s, namely amidst the Prop 8 campaign and other debates around marriage equality. Chapter 7 explores how effective the law has been in ensuring this content is taught, challenges it has faced, and how other states have taken up similar pieces of legislation.

Chapters 8–10 include analysis of data from interviews with twelve history teachers from across the country about their experiences teaching LGBTQ+ history in their classes. Chapter 8 most importantly details the ways in which many of these teachers took it upon themselves to do so and chronicles why they believed it was important to do so. Chapter 9 zeroes more specifically on an analysis of the content covered in the classes taught by those interviewed, with specific focus on how said topics might be most effectively taught in high school settings. Chapter 10 helps conclude the book by centering both the challenges faced by the teachers in teaching

LGBTQ+ history and the ways it has impacted and improved their teaching.

Given that this book was researched and written before the most recent (and ongoing) wave of anti-LGBTQ+ legislation aimed at education and young people began to emerge in the past few years, the lessons within stand to provide particular and arguably vital importance in this present moment. Reading through these chapters with the knowledge of current events makes Berman's historical tracing ever more prescient and necessary for all educators to understand and take into account in the ways that we withstand and resist the current forces that seek to erase LGBTQ+ histories from schools.

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Myra Tawfik

For the Encouragement of Learning: The Origins of Canadian Copyright Law

Toronto: University of Toronto Press, 2023. 408 pp.

In *For the Encouragement of Learning: The Origins of Canadian Copyright Law*, Myra Tawfik provides a detailed historical account of the development of copyright law in Canada. One of Tawfik's main goals is to document the rationale and justification used by those involved in the creation of Canadian copyright law, demonstrating that learners and users of copyrighted works have considerably influenced the development of copyright law in Canada. This masterfully researched and incredibly detailed book fills a significant gap in the literature, as there has been little written about the origins of Canadian copyright law pre-confederation.

The book begins by contextualizing the development of copyright law in Lower Canada, first from a colonial perspective, and then outlining how it was shaped by the influence of both the United Kingdom and the United States. The following chapters then focus on the lead-up to the 1832 Copyright Act, starting with the story of Dr. Francois Blanchet and his desire to use copyright to develop Canadian society through the spread of progressive ideals, and then moving into the interplay involved in the development of patent and copyright laws.

Tawfik then addresses education, describing how a shortage of schoolbooks for rural schools, and the inappropriateness of the content of imported schoolbooks for Lower Canadian students, resulted in petitions and unsuccessful bills to legislate a system of copyright that would support learning. Chapter 4 expands on this theme, telling the fascinating story of Joseph Lancaster and his efforts to obtain protection for his educational publications. Chapters 5 and 6 describe the motivations behind, the passage of, and the impact of the 1832 Copyright Act, with an emphasis on the roles played by authors, publishers, teachers, and students. In chapter 7, Tawfik then synthesizes the parliamentary activity in the other British North American provinces (Nova Scotia, New Brunswick, Upper Canada, and the Province of Canada) in the