

Introduction

Volume 23 of *Oral History Forum* brings readers a variety of articles from across Canada, the north, the centre, the east and the west. The authors have focused on politicians, teachers, natives, and immigrants, drawing information from long ago and from the contemporary world of oral history research. Taken as a whole, their work bespeaks vigorous ongoing activity among Canada's oral historians.

Peter Geller's active commitment to the use of oral history and oral tradition in his northern Manitoba post-secondary work has led to meaningful interaction on many levels. It has also given rise to a promising undertaking, Honekwe, described in its initial stages in this volume. "Many Stories, Many Voices" depicts an important arena of activity for a southern audience.

"The Future of the Past" is a title that holds several layers of meaning. For more than a quarter of a century, the Multicultural History Society of Ontario has carried out its mandate to record and preserve the history of the many groups of Canadian immigrants. Fearing the loss of those experiences and working toward effective preservation, storage and dissemination methods, the MHSO accumulated a giant treasure trove of oral history tapes and accompanying materials. Hilary Chance and Lillian Petroff depict its work over the years and its current exciting plans to create an Oral History Museum.

Angus MacLean served as Premier of Prince Edward Island during a brief but pivotal period starting in 1979 and then quietly slipped from view. Ryan O'Connor's thorough study of

MacLean's ascent to power, his policies, and his colleagues is based on extensive interviews with many who knew MacLean well. MacLean's colleagues and friends offer tape recorded insights, placed in context by O'Connor's painstaking research in newspapers, speech texts and secondary sources. This is a useful study for P.E.I. and modern Canadian political history.

Kristina Llewellyn offers a considered analysis of two feminist approaches and comes to the conclusion that both perspectives have something to offer to oral historians. In the many studies based on interviews with teachers, there is evidence that both the narrator and the interviewer bring a viewpoint. What is actually said, what is "really" meant, and what can explain both? Interpretations spring from theories or assumptions, or both. Llewellyn asks that we take the insights from various theoretical camps in order to develop maximum understanding of women's complex experiences in education.

As Aniko Varpalotai outlines her uses of oral history in a rural setting, readers see that she was educating future teachers as well as herself, and cross-pollinating the many groups whose expertise sometimes escapes city dwellers. From the farm tours to the exchange of ideas and solutions, "Education in Rural Communities" is based on the interviews and information sessions she has come to value highly.