



For questions about this newsletter, or for submissions for future editions, please contact Dr. Olivia Zhang at o.zhang@twu.ca.

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WHAT WE DO:

Our goal is to promote comparative and international studies in Canadian education.

Want to find out more about our history, our constitution, and what we do? Check out the website:

<http://ciescanada.ca>

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MEET THE NEW EXECUTIVE BOARD / RENCONTREZ LE NOUVEAU DIRECTOIRE

Special thanks to the members who have fulfilled their commitment for their amazing service without which the Society could not have achieved this much: Un merci spécial aux membres qui ont achevé leur engagement, pour leur service extraordinaire sans lequel la Société n'aurait pas pu réaliser autant:

Shibao Guo, Past President (University of Calgary)

Grazia Scoppio, Secretary-Treasurer (Royal Military College)

Welcome to the new executive board/ Bienvenue au nouveau directoire :

Steve Sider, Past President (Laurier University)

Melody Viczko, President (Western University)

Thashika Pillay, Program Chair (Queen's University)

Olivia Zhang, Secretary-Treasurer (Trinity Western University)

Rebecca Stroud Stasel (Queen's University)

Xuemei Li (Memorial University)

Kumari Beck, Editor (Eng.) CIE Journal (Simon Fraser University)

PRESIDENT'S MESSAGE ON CIESC IN THE PANDEMIC/LE MESSAGE DU PRÉSIDENT EN QUOIR S'AGIT DE LA SCÉCI PENDANT LA PANDÉMIE

Greetings from the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to this land in what is called southwestern Ontario. It's been a few weeks since we met virtually at the CSSE Conference. It was rejuvenating to meet with many CIESC/SCECI members from our own spaces and places. We owe thanks to the organizing committee at the University of Alberta, including the volunteers and CSSE staff who brought us together. This year's program was outstanding, and many thanks go out to the Program Chair Dr. Thashika Pillay for her work in partnering on events with Canadian Association for the Study of Indigenous Education (CASIE) on land-based education, the Canadian Sociology Association (CSA) on settler colonial analyses of Canadian education systems and the Canadian Critical Pedagogical Association (CCPA) for a drama and talk-back on the film "Who you calling' black, eh?". We also held a co-hosted session this year with CSSHE on confronting white privilege in internationalization in HE. The Forum on how CIESC/SCECI can engage anti-racism education and dialogue will be an important contribution to inform work of the association. I extend sincere thanks to Dr. Jackie Ottman, Dr. Kumari Beck, Dr. Ali A. Abdi and Dr. Shibao Guo for facilitating the Forum, and to the many members for the discussion.

These are challenging times and a theme repeated at the conference was an urgency to keep relationships at the fore of our actions. The effects of the pandemic are looming large in educational institutions and communities, and the incidents of racism are reminders of the continuing systemic oppression perpetuated by the settler colonial state. Education can never be its own solution, but perhaps it can be a space for researchers, scholars, educators and communities to build relationships of solidarity, whatever those come to look like. We invite you to continue to work with us in doing so. I also want to extend deep felt appreciation to Dr. Steve Sider, as he begins the role of Past-President. Steve, it's been a pleasure to work with you and I am grateful for your mentorship. I'm looking forward to continued learning with you.

Onto the newsletter: Dr. Olivia Zhang has produced this newsletter filled with comparative and international education updates and events. Thanks for the work you do to keep us connected, Oliva! We've included a new section in which we feature graduate student research. Please make sure to check that out and connect with graduate students about their work.

Salutations des territoires traditionnels des peuples Anishinaabeg, Haudenosaunee, Lunaapeewak et Attawandaron qui ont des relations de longue date avec cette terre dans ce qu'on appelle le sud-ouest de l'Ontario. Cela fait quelques semaines que nous nous sommes rencontrés à la conférence SCÉÉ. C'était rajeunissant de rencontrer de nombreux membres du CIESC/SCECI de nos propres espaces et lieux. Nous devons adresser nos remerciements au comité organisateur à l'Université d'Alberta, y compris les bénévoles et le personnel de la SCÉÉ qui nous ont réunis. Le programme de cette année était exceptionnel, et un grand merci à la présidente du programme, la Dre Thashika Pillay, pour son travail de partenariat sur des événements avec L'Association canadienne pour l'étude de l'éducation des autochtones (ACÉÉA) sur l'éducation axée sur la terre, la Société Canadienne de Sociologie (SCS) sur le cadre d'analyse du colonialisme de peuplement des systèmes d'éducation canadiens et l'Association Canadienne de Pédagogie Critique pour une pièce de théâtre et une séance d'échange avec l'auditoire sur le film « Qui appelez-vous 'noir, hein ? ». Nous avons également organisé une séance cette année, avec l'intention de faire face aux privilèges des Blancs dans l'internationalisation dans l'enseignement supérieur, en collaboration avec la Société Canadienne pour l'Étude de l'Enseignement Supérieur. Le Forum sur la manière dont la CIESC/SCECI peut engager l'éducation et le dialogue contre le racisme sera une contribution importante pour éclairer le travail de l'association. Je remercie sincèrement la Dre Jackie Ottman, la Dre Kumari Beck, le Dr Ali A. Abdi et le Dr Shibao Guo pour avoir facilité le Forum, et les nombreux membres pour la discussion.

Ce sont des temps difficiles et un thème répété lors de la conférence était l'urgence de garder les relations au premier plan de nos actions. Les effets de la pandémie se profilent dans les établissements d'enseignement et les communautés, et les incidents de racisme rappellent l'oppression systémique continuelle perpétuée par l'État colonial. L'éducation ne peut jamais être sa propre solution, mais peut-être peut-elle être un espace pour les chercheurs, les universitaires, les éducateurs et les communautés pour construire des relations de solidarité, quelles qu'elles soient. Nous vous invitons à continuer à travailler avec nous pour ce faire. Je tiens également à exprimer ma profonde gratitude au Dr Steve Sider, alors qu'il commence le rôle d'ancien président. Steve, cela a été un plaisir de travailler avec vous et je suis reconnaissante pour votre mentorat. J'ai hâte de continuer à apprendre avec vous.

Sur le bulletin : la Dre Olivia Zhang a produit ce bulletin rempli de mises à jour et d'événements sur l'éducation comparative et internationale. Merci pour le travail que vous faites pour nous garder connectés, Olivia! Nous avons inclus une nouvelle section dans laquelle nous présentons la recherche des étudiants diplômés. Veuillez-vous assurer de consulter cela et de communiquer avec des étudiants diplômés au sujet de leur travail.

WINNERS OF CONFERENCE AWARDS / LAUREATS DES PRIX DE LA CONFERENCE

“Congratulations to each of you! The scholarship, teaching, service and mentorship recognized through these Awards, and through the competitive pool of nominations, demonstrate that we have a vibrant Society.” – Dr. Melody Viczko, President of CIESC

« Félicitations à chacune et chacun de vous ! La bourse, l'enseignement, le service et le mentorat reconnus par ces prix et par le bassin compétitif de candidatures démontrent que nous avons une société dynamique. » - Dr. Melody Viczko, Présidente de la SCÉCI

David Wilson Award for Distinguished Service

Dr. Ali A. Abdi, University of British Columbia

Douglas Ray Award for best graduate student paper

Monica Shank Lauwo, University of British Columbia

Language ideologies in multilingual Tanzania: Parental discourses, school realities, and contested visions of schooling

Monica Shank Lauwo is a PhD candidate in Language and Literacy Education at the University of British Columbia. She is the founder and director of Cheche Community Library, a multilingual learning centre in Northern Tanzania. She has extensive experience as an educator in diverse contexts in Tanzania, Kenya, and Canada. Her research interests include translanguaging, multiliteracies, critical literacy, identity, language ideologies, and teacher education, particularly in East Africa.

Acknowledging the rich linguistic, semiotic, and cultural resources of children, my doctoral work engages diverse Tanzanian children as co-ethnographers of their own language and literacy practices. Schooling, in Tanzania and elsewhere, tends to privilege language and literacy practices of the elite, and to mute the linguistic and semiotic resources of diverse populations. Using participatory visual methodologies, my work partners with Tanzanian children to make visible their resourcefulness, generate materials centring their own languages and perspectives, and catalyze dialogue on how their funds of knowledge can be embraced as foundational educational resources. More details about this project, together with my perspectives on public scholarship, can be found here: [Monica Shank Lauwo: Stories of Lives and Literacies: Social Class, Translanguaging, and Imagined Futures of Tanzanian Children](#)

Michel Laferrière Award (Masters) for best dissertation

Jingwun Liang, University of British Columbia

How does the university speak for itself on social media? A case study of British Columbia Facebook and Weibo pages

Jingwun Liang is a recent Masters graduate from the University of British Columbia. Her research focuses on the internationalization of higher education and university mediatization. She is particularly interested in exploring how the currently dominant Anglo-American model of globalization and internationalization, especially the promotion of global university rankings, has reinforced the competition among the globalized higher education market. This study takes the University of British Columbia as a case study to compare the messaging strategies applied in its two social media platforms, Facebook and Weibo. The primary purpose is to examine what school images/identities are being presented to audiences on social media platforms and to identify the rationales of messaging strategies UBC employed. By analyzing what is present and absent on UBC's social media platforms, this study found discourses re/produce on UBC Facebook and Weibo pages perpetuate epistemic violence of a global imaginary, which foreground the ideology of White/Western supremacy and have been instrumental in the continuous colonization and dispossession of non-Western, non-English speaking countries and other equity-seeking groups in Canada.

Link of thesis: <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.03>

Michel Laferrière Award (Doctoral) for best dissertation

Dr. Theresa Papp, University of Saskatchewan

Teacher practices and professional development that promote improved educational outcomes for Indigenous students

This manuscript dissertation explores the teacher practices that promoted improved educational outcomes for Indigenous, high school students. Three manuscripts present the findings of two case studies, that collectively represent a qualitative reporting of 14 teachers/administrators, that were mainly non-Indigenous, who affected positive educational improvements for over 700 students. One case study was at a school in Saskatchewan, Canada, and the other was in New Zealand.

<https://harvest.usask.ca/bitstream/handle/10388/12972/PAPP-DISSERTATION-2020.pdf?sequence=1&isAllowed=y>

PUBLICATIONS, RESEARCH PROJECTS, AND MEMBER UPDATE/PUBLICATIONS, PROJETS DE RECHERCHE, ET MISE À JOUR DES MEMBRES

A. PUBLICATIONS

Bu, Y. (Ed.). (2021). *Narrative inquiry into reciprocal learning between Canada-China Sister Schools: A Chinese perspective*. Palgrave Macmillan.

Deuel, R. P. (2021). Governing higher education toward neoliberal governmentality: a Foucauldian discourse analysis of global policy agendas. *Globalisation, Societies and Education*, 1-14.
<https://www.tandfonline.com/doi/abs/10.1080/14767724.2021.1897000>

Guo, Y., Guo, S., Yochim, L., & Liu, X. (2021). Internationalization of Chinese higher education: Is it Westernization? *Journal of Studies in International Education*, 1-18.
<https://doi.org/10.1177/1028315321990745>

Guo, Y., Maitra, S., & Guo, S. (2021). Exploring initial school integration among Syrian refugee children. *International Migration*, 1-14, <https://doi.org/10.1111/imig.12829>

Kumar, A., & Acharya, N. (2021). Critiquing Instrumentalism in High Education: Lessons from Teaching as a Meditative Inquiry. <https://ices.library.ubc.ca/index.php/criticaled/article/view/186628>

Liu, P. (2021). *Transforming turnaround schools in China: Approaches, Challenges, Achievements*. Springer: Singapore.

- McLeod, H., Lewis, L. B., & Li, X. (2021). Resilience and hope: Exploring immigrant and refugee youth experiences through community-based arts practice. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*, 6(2), 88-104. <https://doi.org/10.15402/esj.v6i2.70765>
- Ortega, Y. (2021). 'I wanted to be white': Understanding power asymmetries of whiteness and racialisation. *Whiteness and Education*, 1-16.
<https://www.tandfonline.com/eprint/TDI2JWVXRQFUXCUDSPKG/full?target=10.1080/23793406.2021.1920046>
- Shultz, L., & Viczko, M. (2021). What are we saving? Tracing governing knowledge and truth discourses in global COVID-19 policy responses. *International Review of Education*. Doi: 10.1007/s11159-021-09893-y. Access at <https://link.springer.com/article/10.1007/s11159-021-09893-y>
- Stroud Stasel, R. (2021). Resilience lessons for educator flourishing while sojourning overseas. In S. Cherkowski, K. Walker, & B. Kutsyuruba (Eds.) *Leadership for Flourishing in Educational Settings* (Chapter 11). Canadian Scholars Press.
- Stroud Stasel, R. (2021). Seeking resilience and growth during the COVID-19 pandemic: Walking the K&P Trail for hope and grit. *Women Aspire Together* (2), 22-26. [Walking for Hope and Grit](#)

B. RESEARCH PROJECTS

Reciprocal learning in teacher education and school education between Canada and China

[A Social Sciences and Humanities Research Council (SSHRC) of Canada Partnership Project] Project Directors: Dr. Shijing Xu & Dr. Michael Connelly

“Reciprocal Learning in Teacher Education and School Education and School Education between Canada and China” is a partnership project funded by the Social Sciences and Humanities Research Council of Canada (SSHRC, 2013-2020) and by in-kind partner contributions. The Partnership involves two Canadian and four Chinese universities, two Canadian school boards with elementary and secondary schools in Toronto, Windsor, Beijing, Shanghai, Chongqing, and Changchun, a seven-member International Advisory Committee, and six research teams co-led by Chinese and Canadian team leaders. The Partnership grows out of two ongoing educational programs: the University of Windsor-Southwest University Teacher Education Reciprocal Learning Program and the Shanghai-Toronto-Beijing Sister School Network. The overall aim of the Partnership program is to draw on school and university educational programs to create a comprehensive cross-cultural knowledge base and understanding of school education, teacher education and the cultural contexts for education in China and the West.

Comprehensive updates (***Updates from the Canada-China Partner Project***) on the Project, the achievements of the participants, and publications are enclosed for your information.

MEMBER UPDATES

Dr. Darren Lund has won a 2021 Society of Professors of Education Book Award for his Wiley International Handbook of Service-Learning for Social Justice, from the Society of Professors of Education. In 2019, Dr. Lund also won the Philip C. Chinn Book Award for this landmark handbook from the National Association for Multicultural Education. Dr. Darren Lund won the 2020 IARSLCE Diversity, Equity, & Inclusion Award, Recognition of Exemplary Contributions Through Research on Service-Learning and Community Engagement, from the International Association for Research on Service-Learning and Community Engaged Learning.

Dr. Michael Connelly (Professor Emeritus, OISE), Co-Director of the SSHRC Partnership Project with Dr. Shijing Xu (Professor, University of Windsor), for being conferred an honorary doctorate from the Education University of Hong Kong in recognition of his significant educational contributions and his work in inspiring the next generation. (<https://www.eduhk.hk/en/press-releases/eduhk-to-confer-honorary-doctorates-on-distinguished-individuals2020>)

Dr. Shijing Xu, for reappointment (2019-2024) to Canada Research Chair Program titled Intercultural Reciprocal Learning in Education among Nations and Cultures through International, Interdisciplinary, and Inter-ethnic Community Collaborations. The reappointment builds on her first-term research program that aims at understanding and appreciating educational similarities and differences between Canadian and Chinese education.
(<https://www.uwindsor.ca/dailynews/2020-08-05/professor-renewed-canada-research-chair-international-reciprocal-learning>)

Graduate Assistants (PhD students) of the SSHRC Partnership Project, **Chenkai Chi** (University of Windsor), **Eun Gi (Cathy) Kim** (OISE), and **Mitchell Wong** (OISE), for winning the 2021-2022 Ontario Graduate Scholarship (OGS), a merit-based scholarship for Ontario's best graduate students.
(https://reciprocal-learning.ca/pages/show_news.php?id=103)

COMPARATIVE AND INTERNATIONAL EDUCATION / ÉDUCATION COMPARÉE ET INTERNATIONALE

Special Issue: Call for Papers

Asian International Students in Canada's Post-Secondary Institutions: Strategies, Structures, and Environments

This special issue of *Comparative and International Education* will critically examine where Asian international students fit within broader initiatives of internationalization, Indigenization and decolonization, equity, diversity and inclusion, and anti-racism in Canada's colleges and universities. The goal is to explain some of the significant challenges to their experiences, to understand how they fit within institutional priorities, and to examine knowledges, strategies, structures, and spaces from critical perspectives.

For details, please see "CIE Special Issue" attached.

Numéro spécial Appel à communications

Les étudiants étrangers asiatiques dans les établissements postsecondaires du Canada : stratégies, structures et environnements

Rédacteurs invités :

Ann H. Kim, professeure agrégée, Sociologie, Université York (annkim@yorku.ca)

Elizabeth Buckner, professeure agrégée, IÉPO, Université de Toronto (elizabeth.buckner@utoronto.ca)

Jean Michel Montsion, professeur agrégé, Études canadiennes, Université York (jmmontsion@glendon.yorku.ca)

Ce numéro spécial d'*Éducation comparée et internationale* examinera de façon critique la place donnée aux étudiants étrangers asiatiques dans le cadre d'initiatives plus larges d'internationalisation, d'autochtonisation et de décolonisation, d'équité, de diversité et d'inclusion, et d'antiracisme dans les collèges et les universités du Canada. L'objectif consiste à expliquer certains des défis importants liés à leurs expériences, à comprendre comment ils s'inscrivent dans les priorités institutionnelles, et à examiner les connaissances, les stratégies, les structures et les espaces d'un œil critique.

Call for reviewers/ Appel à des examinatrices

Our ability to maintain the high quality of our Journal depends on the work of reviewers who provide thoughtful, constructive feedback on the submissions received, both in English and French. We need more reviewers to ensure that reviews are carried out in a timely way. Please consider supporting the CIE by volunteering to be a reviewer!

Email Editors Kumari Beck kvbeck@sfu.ca (for English) or Eva Lemaire lemaire@ualberta.ca (French) to let us know your interest in serving the journal. Thank you!

PROMOTING GRAD STUDENT RESEARCH / FAIRE LA PROMOTION DE LA RECHERCHE DES ETUDIANTS DIPLOMES

SHAMIGA ARUMUHATHAS is a PhD student at Western University Faculty of Education within the department of Critical Policy, Equity, and Leadership Studies (CPELS), under the active supervision of Dr. Paul Tarc. Shamiga completed her undergraduate degree in English Literature and Natural Science History at York University and proceeded to pursue her BEd as both an intermediate and senior level international, and Ontario Certified Teacher (OCT). Shamiga's M.Ed. research concentrated on racialized international post-secondary students' experience in East Asia, specifically how they navigate higher education institutions (HEIs) that have increasingly become neo-colonial sites through their policies and practises.

Shamiga's doctoral study furthers her M.Ed. research by investigating racialized international students' experiences in Ontario HEIs. She aims to both interrogate and examine to what degree HEIs use of inclusive rhetoric adopted from Indigenous, decolonial, and diversity discourses is enacted on Ontario campuses while identifying the dissonance and discrepancies in settler-colonial universities' policies and practices that create systemic barriers for international students' academic success.

DR. YISHIN KHOO obtained her Ph.D. in Curriculum Studies and Teacher Development from OISE/University of Toronto. She is currently a sessional lecturer at the University of Windsor and a post-doctoral fellow in Xu and Connelly's Canada-China Reciprocal Learning in Education Partnership Grant project. Yishin's [doctoral dissertation](#) employs narrative inquiry theory and methodology and Chinese Way-seeking mentality to understand a Toronto urban teacher's experiences of educating for the global dimension of citizenship through engaging in collaborative and reciprocal work with Shanghai teachers in Sister School settings. Her study demonstrates how a Canada-China Sister School partnership, when developed collaboratively with teachers under the spirit of inquiry and intercultural reciprocal learning, can provide imaginative and sustaining spaces for teachers to conduct globally-oriented citizenship teaching rooted in local traditions, relationships, and knowledges. Her study also shows how cross-cultural differences in education can serve as gateways for teachers to deepen their growth and inquiry in global citizenship teaching.

LILY CHENG, a PhD student in the Institute of International and Comparative Education (IICE), from East China Normal University (ECNU), is an International Visiting Graduate Student funded by China Scholarship Council (CSC) in University of Toronto. She is working with Dr. Kathy Bickmore at OISE on democratic citizenship and conflict/peace building education. Her current research focuses on the international comparison of conflict resolution education. Especially, she wants to explore the differences in conflict resolution education between Chinese and North American schools from different cultural perspectives, and promote the sharing of valuable experiences. Lily's future research interest is to explore the wisdom of handling conflict that is embedded in Chinese and Confucian (and Shanghai urban) culture in order to create a hybrid space or a bridge that brings together wisdom from the East and the West.

A project that Lily is conducting is a qualitative research study on Chinese teachers' intervention in student conflicts. In cooperation with her senior supervisor in China, she collected more than 200 cases on how Chinese teachers dealt with student conflicts. Those teachers described the typical student conflicts that they encountered, the process of handling the conflicts, their experiences, feelings, or lessons learned, etc. From this study, she hopes to find out the Chinese teachers' view of conflict, their self-role cognition and strategies to deal with conflicts.

DR. VANESSA R. SPERFUTI recently completed her PhD at Western University in London, Canada. Her work focuses broadly on international education, and specifically on better understanding the impact of service learning on host communities. She was the Co-Chair (2018-2021) of the New Scholars Committee of the Comparative International Education Society (CIES) and was the former editorial assistant of its newsletter, Perspectives. She was also the Graduate Student Representative (2018-2020) on the Comparative International Education Society of Canada (CIESC).

The popularity of service learning and 'abroad' experiences continues to grow. Alongside this growth, a significant body of research has emerged on the effects of these experiences on volunteers and sojourners. Much less is known about the impacts on host communities. This thesis attempts to address that gap by asking "How has one American host community been affected by the presence of service learning volunteers?" in a medium-sized 'Rust Belt' city in the Northeastern United States. To situate the study, I brought together literature across the domains of community service learning, international service learning, and volunteer tourism. This literature informed my approach to help illuminate and problematize how service learning volunteers serve a U.S. community as organized by an intermediary organization.

CONFERENCE AND EVENT INFORMATION / CONFÉRENCE RENSEIGNEMENT

The Power of Diversity in the Armed Forces: International Perspectives on Immigrants' Participation in the Military Grazia Scoppio, PhD, Sara Greco, PhD, Alex Olteanu, PhD Candidate

Virtual Workshop (by invitation) through the Centre for International and Defence Policy, Queen's University, Friday June 25 - Saturday, June 26, 2021. A key issue scholars and government officials around the world are grappling with is that of enhancing the diversity of their countries' armed forces. Very few, however, focus on a critically important aspect of this debate: the representation of those who, in many countries, cannot fully contribute to enhancing the diversity of their armed forces because of their status as immigrants or non-citizens. This topic is particularly important to today's militaries because they need to find innovative ways to increase and diversify their recruitment pools in order to accomplish the double objective of meeting their current recruitment needs whilst also reflecting the diversity of the populations they serve. This workshop brings together researchers from Australia, Belgium, Brazil, Canada, India, Israel, the Netherlands, Norway, Poland, Sweden, Switzerland, and the United States who will discuss the different experiences of various militaries around the world as they attempt to meet these two objectives simultaneously.

<https://www.queensu.ca/cidp/events/conferences-and-workshops/power-diversity-armed-forces-virtual-workshop>

This is an invitation-only event but we would be delighted if any CIESC member could join us! If you wish to attend this workshop, please send an email to c035@queensu.ca and we will provide you with the registration details. We, as the Workshop Organizers, look forward to your participation -- Grazia Scoppio, PhD, Sara Greco, PhD, Alex Olteanu, PhD Candidate

Who you Callin Black Eh?

Who you Callin Black Eh? is a coming-of-age play set in Canada's largest, most multicultural, multilingual city, that is not about sexuality, but about colour, by Dr. Rita Shelton Deverell (playwright/producer/actor, Adjunct Professor) & Dr. Susan Brigham (Professor, Faculty of Education). Wherever Our Heroine goes, she is not Black Enough or White Enough to find her people. A 37-minute videotape, plus study guide, is available for your class or discussion group. For Orders or more information, Contact: ritadeverell@ca.inter.net. The flyer (WYCBE 2021 Flyer) is attached for your information.

J. Krishnamurti and the Contemporary World Crises International Online Conference

Organized by Drs. Ashwani Kumar (Mount Saint Vincent University) and Nayha Acharya (Dalhousie University) with the support of the Shastri Indo-Canadian Institute's Program Development Grant, this conference in February was a huge success. A group of Canadian and Indian scholars, educators, professionals, and students came together to discuss the relevance of J. Krishnamurti's philosophical ideas in today's world in this conference. For video proceedings of the conference, please click the following link:

https://www.youtube.com/playlist?list=PLfVjDB_dQhEpYnHf6l8WMJ_XrT-Oln7CL