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FALL, 2020



Canadian Association  
for Teacher Education  
L'Association canadienne pour  
la formation des enseignants

**CATE NEWSLETTER  
FALL 2020**

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**Executive  
Announcements**

Dear CATE Members,

Without a doubt this is a strange fall with most of us teaching and conducting research from home. It has been inspiring to read of all the initiatives that faculties across Canada have been taking to prepare teachers for the profession under ever changing conditions. Thank you for all you are doing to support our future teachers and those innovating in the field. Many of you are also supporting your children through new learning routines and also extending your encouragement to their teachers. It may feel difficult to prioritize conference proposals in conditions of uncertainty, but I encourage you to do so. We have a wealth of knowledge within our CATE members and our annual conference is a valuable opportunity to share cutting edge research with one another. Whether our annual conference is face to face or virtual it will be a valuable opportunity to network, hear new ideas and challenge one another's thinking.

As you have read in our recent email announcements, the deadline for proposals is October 1. Our dedicated team of Program Chairs, Leyton Schnellert and Mimi Masson, are eagerly awaiting your submissions in either French or English. We are making a concerted effort this year to encourage our members to submit in French, and/or to request that their slides be translated into the other language for presentation purposes. Please take time to read through the information shared by Mimi elsewhere in this newsletter and consider the options that are available.

For an upbeat perspective on living and thriving as an academic and a Mom during school closures due to the pandemic, read this article by CATE member [Trista Hollweck](#) from the University of Ottawa.

Cathryn Smith  
President, CATE

# Executive Announcements

## CATE AWARD FOR CONTRIBUTIONS TO RESEARCH IN TEACHER EDUCATION

Do you have an exceptional colleague who has made an outstanding contribution to the field of teacher education? I invite you to submit a nomination for the CATE Award for Contributions to Research in Teacher Education. This award is designed to recognize a body of research as opposed to a particular publication. Nominators must be CATE members, but those nominated do not have to belong to CATE. Aside from the nominator's letter, two additional letters of recommendation must be received from people associated with at least one other institution. Criteria for the award include evidence of excellence in research in teacher education through publications, presentations or other contributions, as well as overall influence on the field of teacher education research in Canada and internationally. To nominate someone consult the requirements for nomination located [here](#).

Deadline for nomination packages is March 13, 2021.

All nomination materials should be sent to CATE/ACFE President, Dr. Cathryn Smith ([smithc@brandonu.ca](mailto:smithc@brandonu.ca))

## 2021 CATE Recognition Awards for Theses and Dissertations on Teacher Education

Attention graduate student supervisors: Do you have a graduate student conducting research on a topic relevant to teacher education who will have defended their thesis or dissertation between June 1, 2020 and May 31, 2021? If so, please encourage that student to review the linked criteria and APPLY for the CATE Recognition Awards for Theses and Dissertations on Teacher Education. As supervisor, you will be required to submit a letter of recommendation to accompany the student's application. The supervisors of successful applicants are also invited to briefly discuss the significance of the work and offer congratulations as part of the awards presentation if you are able to attend.

Submissions are due February 26, 2021. Inquiries to CATE Past-President, Michele Jacobsen, [dmjacobs@ucalgary.ca](mailto:dmjacobs@ucalgary.ca)

[Click here](#) for more information about the Awards for Theses and Dissertations on Teacher Education.

[Click here](#) for more information about the Submission form.

# Executive Announcements

## **CATE call for reviewers // Appel à évaluateur pour l'ACFE Oct 1, 2020**

(Le texte en français suit dessous)

Dear CATE members,

We hope you and your families are well. It has been a Fall like no other, and we recognize the extra care and dedication (and time and energy) required of you during this term. We have been receiving proposals over the past month or so and already want to celebrate our members' attention to equity, hybrid learning, and responsive teacher education practices (just to note a few powerful themes across proposal titles).

After today, we are excited to begin planning the CATE 2021 conference program. You are an important part of making our annual CATE conference a success. CATE is a vibrant teacher education community thanks to our remarkable members and your participation: please volunteer as reviewers for the proposals we have received. This is a great opportunity to familiarize yourself with leading edge research and practice that colleagues are engaging with and preview our conference programming this year!

Being a reviewer is also a great opportunity for graduate students to experience the peer review process from the inside, so please encourage graduate students to volunteer.

For details on how to indicate you would like to be a reviewer:

1. Log in to the CONFERENCE portal (different than the CSSE membership portal) at <https://ocs.sfu.ca/csse/index.php/csse/cssescee2021>
2. Click on "My profile" on the right hand side menu
3. Scroll to the very bottom of your profile and ensure that the email address here is your current email and that "Reviewer" has a check mark.

Included is a screenshot for your reference.

## Edit Profile

Language\*    
To enter the information below in additional languages, first select the language.

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Salutation

First name\*

Middle name

Last name\*

Initials

Gender

Affiliation\*

Signature

Email\*

URL

Phone

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Mailing Address

Country

Time Zone

Reviewing interests

Bio statement (E.g., department and rank)

Profile Image

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 Author   
 Reviewer

\* Denotes required field

OPEN CONFERENCE SYSTEMS

LANGUAGE

Conference Help

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You are logged in as... **mmasson**   
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Chers membres de l'ACFE,

Nous espérons que vous et vos familles allez bien. Ce fut un automne sans précédent, et nous reconnaissons le soin et le dévouement supplémentaires (ainsi que le temps et l'énergie) qui vous ont été demandés au cours de ce trimestre. Nous recevons des propositions depuis un mois environ et nous voulons déjà célébrer l'attention que nos membres portent à l'équité, à l'apprentissage hybride et aux pratiques de formation des enseignants adaptées (pour ne citer que quelques thèmes forts parmi les titres des propositions).

Après aujourd'hui, nous sommes heureux de commencer à planifier le programme de la conférence de l'ACFE 2021. Vous jouez un rôle important dans le succès de notre conférence annuelle. L'ACFE est une communauté dynamique de formation des enseignants grâce à ses membres remarquables et à votre participation : merci de vous porter volontaires pour évaluer les propositions que nous avons reçues. C'est une excellente occasion de vous familiariser avec les recherches et les pratiques de pointe auxquelles s'intéressent vos collègues et de découvrir en avant-première le programme de notre conférence de cette année !

Être examinateur est également une excellente occasion pour les étudiants des cycles supérieurs de faire l'expérience du processus d'examen par les pairs de l'intérieur, alors veuillez encourager vos étudiants à se porter volontaires.

Pour savoir comment indiquer que vous souhaitez devenir évaluateur, cliquez ici :

1. Connectez-vous au portail CONFERENCE (différent du portail des membres de la CSSE) à l'adresse suivante : <https://ocs.sfu.ca/csse/index.php/csse/cssescee2021>
2. Cliquez sur "Mon profil" dans le menu de droite
3. Faites défiler votre profil jusqu'en bas et vérifiez que l'adresse électronique indiquée ici est bien votre adresse actuelle et que la case «Évaluateur » est bien cochée.

Une capture d'écran est incluse à titre de référence.

## Modifier le profil

Langue\* Français ▼  
Pour saisir les informations ci-dessous dans d'autres langues, sélectionner d'abord la langue désirée.

Nom d'utilisateur mmasson  
Appel Dr.  
Prénom\* Mimi  
Second prénom  
Nom de famille\* Masson  
Initiales Joan Alice Smith = JAS  
Genre F ▼  
Affiliation\* University of Ottawa  
(Votre institution, par ex., "Université de Montréal")  
Signature  
Courriel\* mmasson@uottawa.ca  
URL  
Téléphone  
Télécopieur  
Adresse postale  
Pays  
Fuseau horaire  
Intérêts pour les évaluations  
Note biographique  
(Par ex., département et position)  
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Rôles  
 Lecteur  
 Présentateur  
 Évaluateur

**Enregistrer** **Annuler**

\* Indique un champ obligatoire

- mmasson**
- Mon profil
- Fermer la session

- Afficher (9 nouveau(x))
- Gérer

- Par conférence
- Par auteur
- Par titre

- Pour les lecteurs
- Pour les auteurs

# HOST A BILINGUAL SESSION

Reach a wider audience. Increase accessibility to your research.  
Connect with French-English researchers across Canada.

## WHAT DOES A BILINGUAL SESSION LOOK LIKE?



1. Present orally in the language of your choice (i.e., English) and have your slides written in the other language (i.e. French).
2. Have English and French information available on all your slides and speak the language of your choice.
3. Have some of your slides in English and some of your slides in French and speak the language of your choice.

## HOW DO I HOST A BILINGUAL SESSION?



Members who are interested in Bilingual support can reach out to the CSSE Communications Manager ([communications@csse-scee.ca](mailto:communications@csse-scee.ca)) **by March 15, 2021** to request support in one or both of the following formats:

- bilingual slide translation
- bilingual Q & A support

## REMEMBER!



Many people can understand at least some French and/or English! You do not require complete mastery of both languages.

Provide opportunities for your audience to interact with your research in the language of their choice by having information available either in written or spoken form.

## GET IN TOUCH



**Start thinking about your presentation as a bilingual contribution! Let us know if you need any support.**

If you have any other questions about bilingual sessions, please reach out to Mimi Masson ([mmasson@uottawa.ca](mailto:mmasson@uottawa.ca)).



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# ORGANISEZ UNE SESSION BILINGUE

Touchez un public plus large. Augmentez l'accessibilité de votre recherche. Entrez en contact avec des chercheurs français-anglais dans tout le Canada.

## À QUOI RESSEMBLE UNE SESSION BILINGUE ?



1. Présentez oralement dans la langue de votre choix (c-à-d l'anglais) et faites rédiger vos diapos dans l'autre langue (c-à-d le français).
2. Disposez d'informations en anglais et en français sur toutes vos diapos et parlez la langue de votre choix.
3. Disposez une partie de vos diapos en anglais et l'autre partie de vos diapos en français et parlez la langue de votre choix.

## COMMENT ORGANISER UNE SESSION BILINGUE ?



Les membres intéressés par un soutien bilingue peuvent contacter le responsable des communications de la SCÉÉ ([communications@csse-scee.ca](mailto:communications@csse-scee.ca)) **avant le 15 mars 2021** pour demander un soutien dans l'un des formats suivants ou dans les deux :

- traduction bilingue des diapositives
- support bilingue de questions et réponses

## RAPPEL !



Nombreux sont ceux qui peuvent comprendre au moins un peu de français et/ou d'anglais ! Il n'est pas nécessaire de maîtriser complètement les deux langues.

Offrez à votre public la possibilité d'interagir avec votre recherche dans la langue de son choix en mettant à sa disposition des informations sous forme écrite ou orale.

## CONTACTEZ-NOUS



**Commencez à penser à votre présentation comme une contribution bilingue ! Faites-nous savoir si vous avez besoin de soutien.**

Si vous avez d'autres questions concernant les sessions bilingues, veuillez contacter Mimi Masson ([mmasson@uottawa.ca](mailto:mmasson@uottawa.ca)).

# Executive Announcements

WFATE made the decision to postpone the Biennial Conference until November of 2021. Because we wanted to mark the occasion of our biennium in some form, Dr, Jenene Burke, President-Elect of the World Federation of Associations for Teacher Education, has agreed to be guest editor of a special issue of the Journal that would focus on the Coronavirus impact on teacher education, teachers, schools, colleges and universities.

## **Call for papers – World Federation of Associations for Teacher Education (WFATE) Journal - special edition.**

Learning, Teaching and Teacher Education in a Global Pandemic

Guest Editor: Associate Professor Jenene Burke, Federation University Australia

On 31 December 2019, a pneumonia of unknown cause was detected in Wuhan, China and reported to the World Health Organization (WHO) Country Office in China. This disease, later identified as a corona virus, was eventually given the name COVID-19. On 30 January 2020, the WHO declared the outbreak as a 'Public Health Emergency of International Concern' and it was finally characterized as a global pandemic on 11 March 2020. As the pandemic has swept across the globe, every aspect of our lives has been permeated, resulting in political, social, and economic upheaval. Governments across the world have responded to the global pandemic in discrete ways and these responses have caused dramatic but different effects on the way people have conducted their daily lives, influencing health, work, commerce, travel, socializing and schooling. As we manage within the crisis, and start to emerge from it, our lives and societies are destined to be changed forever.

The impact on institutions that deliver teacher education has been significant and the experiences of teacher educators are likely to vary across the world. Widespread school closures in many countries have meant that children have been confined to their homes, with their parents and carers as proxy educators, often but not always, with access to remote learning through the internet. In some countries, schools have remained open and this has prompted a different set of challenges for educators. Pandemic conditions have created an environment in which educators in general are finding ways to cope with their changed lives and have needed to rethink how to support learning with the resources at their disposal.

WFATE invites scholarly papers from its global Teacher Education community for a special edition of the WFATE journal that examines how learning, teaching and Teacher Education have fared in the conditions resulting from a global pandemic. Contributors are encouraged to identify and describe the particular conditions that are specific to their global location. Papers are invited on, but not confined to, the following topics:

- Teacher education in the context of the global pandemic
- Change - to teacher's lives, education and education systems
- Professional placements for student teachers during the COVID-19 shutdown
- Online and remote teaching
- Learning from home – online and remote learning
- Professional learning of teachers and teacher educators in pandemic conditions
- Learning and teaching in physical isolation
- Monitoring and assessing students under shut-down conditions
- Opportunities and new learnings emerging from a global pandemic
- Children's perspectives of their worlds in a global pandemic
- Parents as teachers
- School and university closures and changes to school operations.

Submissions should be sent to [acshelly@aol.com](mailto:acshelly@aol.com) (Editor) by November 30, 2020. Questions about the topics and other issues can be directed to Dr. Burke ([js.burke@federation.edu.au](mailto:js.burke@federation.edu.au)) or to Dr. Shelly. The information about format and structure are found at [https://www.worldfate.org/journal\\_submission.php](https://www.worldfate.org/journal_submission.php).

# Member Announcements

## Call for Presentation Submissions 2021 Annual Conference Canadian Society for the Study of Education



**Submission Deadline: October 1, 2020**

Hello CATE Members,

We are inviting you to submit a presentation proposal to our collaborative and dynamic special interest group, the Canadian Association of Action Research in Education (CAARE-ACRAÉ). CAARE-ACRAÉ is a special interest group of The Canadian Association for Teacher Education (CATE) and hosts annual conference events at Canadian Society for the Study of Education (CSSE). CSSE is scheduled for May 29 to June 3, 2021 at the University of Alberta in Edmonton. The submission for presentations is due by October 1, 2020 and further information is available on the CSSE 2021 website. The criteria for proposals includes: proposals are no more than 3 pages, not including references and 200 word abstract; and double spaced 11-point sans-serif style font (e.g., Arial, Calibri, and Verdana). Please select CAARE as your submission destination and renew your CSSE association memberships, including CAARE-ACRAÉ . Accepted CAARE-ACRAÉ submissions will be later published in the proceedings of the Canadian Journal of Action Research. If you have any questions, please email us at [caarecanada@gmail.com](mailto:caarecanada@gmail.com).

We appreciate your consideration to submit a presentation proposal for our association. These proposals share the newly emerging insights and active action research projects to our growing community across Canada. We are hopeful for another wonderful conference experience full of diverse educational and action research sessions. We look forward to viewing your proposal submissions!

Thank you,

CAARE-ACRAÉ EXECUTIVE 2019-2021

[www.caare.weebly.com](http://www.caare.weebly.com)

Facebook: [facebook.com/groups/CAAREcanada/](https://facebook.com/groups/CAAREcanada/)

Twitter: @AcraeCaare



# Member Announcements

## Call for Chapters

### **Global Perspectives on Microaggressions in Higher Education: Understanding and Combatting Covert Violence** [working title]

You are invited to submit a contribution to our edited monograph that explores the multiple ways in which prevailing ideologies of microaggression (Sue, et al. 2007), horizontal aggression/violence (Stanley, Martin, Michel, Welton, & Nemeth, 2007) and incivility (Andersson & Pearson, 1999) permeate and serve to dismantle professional practices within higher education.

This book is a contemporary examination of the state of microaggression and horizontal violence within higher education. As Sue et al. explain, microaggressions are “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of colour” Sue et al. (2007, p. 273). We extend this definition to include gender, ability, sexual orientation, nationality, religious affiliations, and include collegial aggression (horizontal aggression and incivility) in the forms of non-verbal innuendo, verbal affront, undermining activities, withholding information, sabotage, infighting, scapegoating, backstabbing, failure to respect privacy and broken confidence (Stanley et al. 2007). The term “horizontal violence” is also taken up in the literature pertaining to Aboriginal communities and residential schools. Bombay (2014) explains,

residential schools have been suggested as the primary cause of a cluster of behaviours known as lateral violence thought to be prevalent within Aboriginal communities. Lateral violence can occur within oppressed societies and include bullying, gossiping, feuding, shaming, and blaming other members of one’s own social group as well as having a lack of trust toward other group members. (p.2)

The overall absence of critical interrogation of incivility, horizontal and microaggression gives rise to an uncritical acceptance of time-worn practices, traditions, approaches and concepts, ultimately limiting transformative and communicative possibilities in teacher education programs and higher education in general. As such, this book will offer a global dialogue, critically scrutinizing academic and practical approaches to address the universal challenges associated with microaggression within higher education. Authors from a variety of nations, including, but not limited to, Egypt, Mexico, United Kingdom, Italy, Canada, and the United States will illustrate that microaggressions and horizontal violence are world-wide phenomena focusing on ways to dismantle institutional structures and practices that enable them.

Within our call for chapters, we invite contributions that explore the following themes:

### **Section 1: Microaggressions Impacting Students and Professors**

- Student and professor experiences related to incivility, horizontal violence, and microaggressions;
- Description of how incivility, horizontal violence, microaggressions impacts college and university students' learning;
- Description of how incivility, horizontal violence, microaggressions occurs between students and between students and professors;
- Description of how incivility, horizontal violence, microaggressions occurs between professors and between professors and administration;
- Description of how incivility, horizontal violence, microaggressions occurs between researchers.

### **Section 2: Schools in Context - Understanding Wider Societal Causes of Microaggression in Higher Education Contexts**

- An examination of the inequity, marginalization and dissonance that exists in higher education;
- Incivilities, horizontal violence, and microaggressions as manifestations of social inequities within colleges, universities, and administration;
- Exploring the cyclical nature of incivility, horizontal violence and microaggression within higher education;
- Higher education as an arena to discuss microaggression as an emerging or evolving discourse.

### **Section 3: Looking Forward: Resistance within Higher Education Environments**

- Description of innovative and creative approaches to dismantle incivility, horizontal violence and microaggression in higher education settings;
- Rebuilding a cohesive work/learning environment after incivility, horizontal violence, and microaggression incidents;
- Lessons learned from the challenges and successes of combating incivility, horizontal violence, and microaggression in higher education contexts.

The editors are interested in a range of submissions and encourage proposals academics, educators, administrators, and graduate students. Submissions should include theoretical stances and practical applications.

#### **Audience:**

The book will be useful in both academic and professional circles. The intended audience for this book includes school administrators, educators, and advocates of social change and reform, all of whom may find this book to be a useful teaching resource. In addition, the book can be used in a variety of courses graduate and undergraduate courses, including, but not limited to: educational psychology, curriculum development, current issues in education, methods and pedagogy, international education, diversity and inclusion, and education law.

## **Proposals:**

Prospective contributors should submit a one-two page overview (1000-1500 words excluding abstract) of their proposed chapter, including:

- Title
- Abstract – 300 words
- Contact information including name(s), institutional affiliation(s); email and phone
- A description of the chapter's central argument that includes how your chapter addresses one of the central themes of the book
- A clear explanation of the research underpinning any assertions, as well as the main argument, purpose and outcomes presented in the chapter
- Where chapters will draw on specific research projects, we'd expect some detail in relation to the type of research, period, data set and size, and of course, the findings
- 3-5 key words/phrases
- All submissions must be written in English

Please submit using MS Word and save your file as .doc file for compatibility.

Please adhere to APA, 7th edition formatting standards.

Contributors will be sent chapter format and guidelines upon acceptance. Full manuscripts will be sent out for blind peer review.

Papers:

Final papers should be approximately 4500-7000 words, not including references.

Review Process:

Each author will be asked to review one chapter from the book and provide feedback to the author(s) and editors.

## **Milestone Date**

Submission of title, abstract, and author(s) to editors January 1, 2021

Notification of acceptance to authors January 31, 2021

Submission of full manuscript to editors March 15, 2021

Feedback from editors to authors April 15, 2021

Submission of revised manuscripts to editors May 15, 2021

Please send your submissions to:

[JAC@nipissingu.ca](mailto:JAC@nipissingu.ca)

Please feel free to contact the editors directly with any questions/queries:

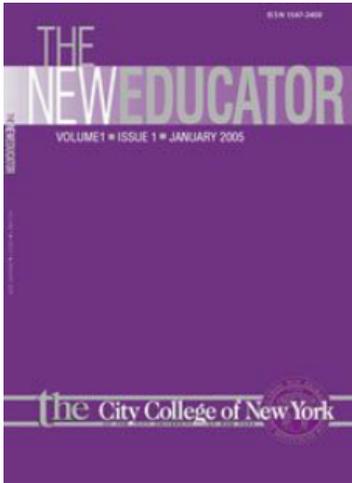
Dr. Christine L. Cho [christinech@nipissingu.ca](mailto:christinech@nipissingu.ca)

Dr. Julie K. Corkett [juliec@nipissingu.ca](mailto:juliec@nipissingu.ca)

Dr. Astrid Steele [astrids@nipissingu.ca](mailto:astrids@nipissingu.ca)

# Member Announcements

## Call for Papers



### **The New Educator : Call for Manuscripts Themed Issue: Teacher Education in the Online Environment**

Online education--whether in the P-12 or teacher education context -- necessitates the routine use of educational technology. Researchers in the field of educational technology have cautioned us to not just focus on the technological tools, but to consider how these tools are used to support learning goals and larger essential questions.

Building on Schulman's work in Pedagogical Content Knowledge (PCK), Punya Mishra and Matthew J. Koehler argue that intentional, thoughtful teaching with technology is a complex additional form of knowledge they call "Technological Pedagogical Content Knowledge" (TCPK). In this issue we seek to build knowledge in TCPK not for teaching P-12 students, but as teacher educators providing online education to pre- and in-service teacher candidates.

For this themed issue, we are seeking articles that go beyond the technology tools and provide insight and advance our thinking as teacher educators in challenging areas such as:

- Creating meaningful fieldwork/clinical experiences for teacher candidates when P-12 in-person schools are not available
- Observing student teachers when they are teaching synchronously and asynchronously
- Designing methods courses, with their associated embodied, enacted practices, in the online environment
- Providing anti-racist curriculum and addressing equity in the design and implementation of online teacher education
- Considering how to mirror in teacher education those technological platforms used in P-12 settings
- Modeling online teaching practices that P-12 teachers may find hard to implement due to lack of access in schools and districts
- Using technology to foster the professional development of teacher educators through, for example, peer faculty observations, and virtual seminars to support faculty learning.

While these issues have in some contexts been forced upon us because of the coronavirus pandemic, we invite authors to draw on their studies, experiences, and perspectives that may have preceded the crisis as well as those that emerged in more recent months.

The New Educator is a quarterly peer-reviewed journal that serves as a forum on issues that teacher educators, teacher education programs, and school systems encounter in the preparation, recruitment, induction, retention, and ongoing support of educators. Defining “educator” broadly to include classroom teachers, administrators, counselors, support staff, teacher educators, and those who educate outside of school settings, the journal is particularly interested in work that links theory with practice, is generated through practice, is useful and accessible to the field, and reflects the needs and perspectives of the diverse communities served by educational institutions in this new century.

Submission Deadline: March 1, 2021

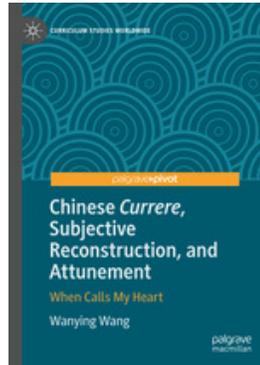
Guidelines:

- Full research manuscripts that should not exceed 6500 words, and please see other manuscript guidelines [here](#).
- Article should be in consonant with the scope and aims of The New Educator . See full description [here](#).
- The New Educator receives all manuscript submissions electronically via its ScholarOne Manuscripts site located [here](#).

For more information contact Laura Baecher ( [lbaecher@hunter.cuny.edu](mailto:lbaecher@hunter.cuny.edu) ) and Julie Horwitz ( [jhorwitz@ric.edu](mailto:jhorwitz@ric.edu) ).

# Member Announcements

## Publications



Last March, a new book entitled *Chinese Curre, Subjective Reconstruction and Attunement -- When calls my heart* was published. In the first chapter, she reviewed this issue of autobiography in teacher education:

<https://www.palgrave.com/gp/book/9783030410605#reviews>

Wang, W. (2020). *Chinese Curre, Subjective Reconstruction and Attunement*. New York: Palgrave Macmillan.

In her landmark study, Dr. Wang associates curre with elements of ancient Chinese philosophical thought. In so doing she testifies to what she characterizes as a cosmopolitan concept of spirituality, an ennobling abstraction that is an animating even structuring cause (and consequence) of her own subjective reconstruction, a process (as she so superbly explains) focused through attunement. Exactly.

----- William Pinar