

mentor's introduction

Rita L. Irwin, Ed.D

University of British Columbia

Patricia Lin discusses a topic close to her own experience. Taiwanese immigrants to Vancouver, British Columbia, Canada are met with a complex pluralistic society which struggles to maintain cultural roots while adapting to the creation of new cultural identities. Patricia examines differences within the Chinese community, not only as a result of various Chinese influences but also as a result of other cultural, historical and geographical influences. Culture is not static, but dynamic. Even though many art educators recognize this fact, it is difficult to break away from taken-for-granted assumptions about art, culture and education. Patricia's research focuses on the complex, interrelated and integrated process of forming cultural identities within a Western gaze situated in a multicultural society. She begins to posit the difficulties educators face as they attempt to teach cultural pluralism which may in turn transform society itself. Although this paper foreshadows her research project, I look forward to the completion of her study. It will surely be pivotal to the development of conceptualizing a content and context for multicultural art education which is relevant, community-oriented, and critically engaged. Also, given an increased level of immigration from Asia to Canada, Patricia's study is very timely. More research studies need to take place in a variety of cultural contexts in many centers across Canada and the United States if art education is to respond to the changing face(s) of our society.

Copyright ©
All Rights Reserved