Interrobang acknowledges that our office is situated on the shared traditional lands of the Anishinaabeg, Haudenosaunee, LenAPEWak, and Attawandaron peoples. The Fanshawe campus community, surrounding areas and student activities across Canada. The Interrobang strives to be impartial in its reporting and believes in the public’s right to know.

Land Acknowledgment: Interrobang acknowledges that our office is situated on the shared traditional lands of the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. We affirm the importance of our relationship with Indigenous peoples and students at Fanshawe College.

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Dear readers,
It’s been an uncomfortable and at times overwhelming couple of weeks here in Canada. While division has been at the centre of many of our conversations lately, we are instead turning our attention to diversity.

Our Diversity issue is picking up where we left off with our Black History Month issue. Our goal, as always, is to continue bringing important stories to the forefront, exploring diverse perspectives, and keeping our readers informed on the world around them.

Reporter Ana Lustosa explores an issue close to us in the media industry: A lack of diversity in Canadian newsrooms. Sports reporter Brad Kraemer, meanwhile, looks at the wealth disparity in Formula One racing, a rapidly growing sport that has yet to truly embrace drivers of diverse backgrounds. Indigenous reporters Savannah Bisailon and Jessica Gould take on two important discussions: The loss of Indigenous language and culture, and the rejection of Métis people by both Indigenous and non-Indigenous communities.

This issue also features a specially submitted cover, designed by student, Aaron Bengall. Aaron won our Interrobang cover contest with his unique interpretation of what diversity means to him.

In spite of everything we’ve seen and heard recently, we know that the true foundation of Canada is our respect and love for one another. We hope this issue reminds you of this truth.

Sincerely,

Hannah Theodore
FROM THE EDITOR
Fanshawe alumni honoured for rescuing three from student bungalow fire

Amy Simon
INTERROBANG

A pair of Fanshawe alumni have been honoured for their bravery after rescuing three women trapped in a burning bungalow on Feb 1.

Yuvi Saini, 23, and Avi Verma, 28, said they were outside when they saw the blaze ravage through the house at 1281 Hillcrest Avenue around 3 a.m.

“I looked up from tying my shoes and saw the fire on the right side of the house,” said Verma.

Running over to the scene, Saini and Verma noticed three women trapped in the basement with no way to escape.

“In those stressful situations, I’m not sure I would have time to think,” said Verma.

As one kicked in the window, the other pulled the women to safety.

Fire crews arrived at the scene shortly after all 15 tenants were removed from the crowded home.

“Without hesitation, they took it upon themselves to help,” read the opening statement by London Deputy Fire Chief Richard Hayes.

“Since January of this year, there have been 30 fire-related deaths in the province of Ontario. But the actions of these two gentlemen have saved the lives of three women.”

Deputy Mayor Joe Morgan added that “on behalf of Mayor Holder and London City Council, we thank you for your heroism and bravery.”

Upon recognition from the City of London, Saini and Verma were also awarded the London Professional Firefighters Association Challenge Coin.

“It represents over 103 years of firefighters protecting this community which you did that day,” said Jason Tillich, President of the London Professional Firefighters Association. “We get into this profession to help those in our community. You did that selflessly, courageously, and we can’t thank you enough for that.”

Saini and Verma, originally from India, both came to Canada three to five years ago to attend Fanshawe College. Saini, who graduated from Fanshawe’s Police Foundations program in 2019, said this incident had further influenced his aspirations of one day becoming a police officer.

Fanshawe College responded on Twitter saying, “we are so #FalconProud of our Fanshawe alumni.”

Author Lydia Collins embracing sexual health and diversity

Amy Simon
INTERROBANG

“I Can’t Put a Condom on Racism”, recently the author of three published poetry readings on HIV/AIDS in Ontario, Collins is recognized as local heroes for their short term resistance and long-term commitment to our community, or elsewhere, where people are diving into larger conversations around the fact that race and racism needs to be a key component of sexual consent education.

Collins shared her own experiences around those “key components” in areas such as her personal blog. The most recent post, “I Can’t Put a Condom on Racism”, focuses on anti-Blackness, safer sex, and a long-lasting crush on a boy who looked like Adam Sandler.

Coincidently, my first intimate experience was with a boy who looked a lot like Adam Sandler,” said Collins. “But, as excited as I was, thinking I was following everything that I knew about safe sex, he said that it was all just for him to get his ‘Black Belt.’ So when I said, ‘I can’t put a condom on racism,’ it was born out of this frustration.”

“Something it’s always wanted to be. Doing now. Knowing that I can handle the rush and severity of those situations makes me glad that I can help.”

“Who ever thought that a couple of international students would be recognized for something of this level?” he added.

“On top of her print and online presence, Collins facilitates various workshops to students, faculty, and community members on topics ranging from anti-Black racism to sexual health and radical self-care.

“As much as I come in with professional and academic experience in these topics, the focus of my work, even within the workshops, is incorporating my own lived experiences,” said Collins. “Following me, as a young Black girl, trying to navigate my sexual life and connecting with the mistakes that I made along the way and the sexual trauma that has impacted me.”

“Collins added that she “really wants to engage with people, especially Black youth, to take the time to build their confidence, to learn about consent and be unswerving in their boundaries.”

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Lydia Collins is a writer and sexual health educator, with a focus on HIV prevention in African, Caribbean, and Black communities, and decolonial consent education.

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Western student council moves to declare sexual violence “crisis” on campus

Western’s student council executives motioned to declare a sexual and gender-based violence crisis is occurring on campus and demand Western do the same.

The council will not formally vote on the motion until their meeting March 2. The motion, presented by University Students’ Council president Zamir Fakirani, alleges Western University “is aware of the intensity and the gravity of the gender-based violence we’re experiencing on this campus,” and not sufficiently acting on previous recommendations proposed to address the issue.

“If we do not acknowledge the problem … change will continue to be slow and insufficient.”

In the nearly half-hour-long presentation to councillors on Feb. 16, the student council executives outlined “a record of university inaction” on sexual and gender-based violence over the past four years.

The council referred to the recommendations Western produced following the 2018 Student Voices on Sexual Violence Survey found over 71 per cent of the 8,000 Western student respondents reported experiencing sexual harassment during the academic year — the highest of any university in the province.

In response, Western’s Student Experience Office recommended the university develop a comprehensive Gender-Based Sexual Violence (GBSV) educational program for students and streamline its reporting systems.

Fakirani expressed in the council presentation that “these recommendations that were produced years ago sound awfully familiar to what we’re producing today,” referring to the four early recommendations Western’s Gender-Based and Sexual Violence Action Committee released earlier this month, which also recommended the university develop mandatory gender-based and sexual violence education modules for incoming students.

“I’m not going to say that we haven’t seen progress, because we have,” said Fakirani. “But it hasn’t been adequate, and our students are still feeling unsafe.”

Western did not respond to a request for comment.

The executives said they hope declaring a crisis will prevent similar “inaction” with the recommendations submitted in response to the reports of sexual violence from this year’s Orientation Week, which are expected to be published in the spring.

“We want to make sure that we’re not just welcoming and endorsing the recommendations, but that we’re acting upon them,” said Fakirani. “Unless the university starts to become a lot more transparent about how that process is gonna look, I worry about the implementation and the timeline of implementation.”

Western University’s acting president Sarah Prichard responded to the USC’s criticisms in a statement to the Gazette, stating the university is committed to working with the USC anti-sexual violence initiatives and has “a long history of actively focusing on this work.”

“GBSV is a longstanding – and increasing – pressing societal issue, and one that all universities are working to address. Facing it head on requires a collective effort and the engagement of our entire community,” said Prichard. “We remain very committed to working with students, including the USC, to take further action.”

Prichard then outlined numerous measures the university has taken to address sexual violence on campus in recent years, including hiring 15 new security guards and four additional campus police officers as well as making additional counselling available to students.

Prichard also highlighted that Western’s sexual violence policy was one of the first stand-alone policies in Canada in 2014 and consulted over 400 community responses when it was reviewed in 2019.

The student council also alleged the university didn’t address the USC’s criticism that the school’s online training modules were “not enough to prepare them for their roles,” yet proceeded to use the same training this fall.

USC vice-president student programs Maddie Osborne also explained that after the events of Orientation Week, “the [Western] administration seemed very unwilling to speak with students who were affected by the instances of sexual and gender-based violence” and didn’t attend the USC’s first soph roundtable following the events of OWeek, despite receiving invitations from the executive.

“Student voices are not being and have not been adequately listened to,” said Fakirani near the end of the presentation. “We have spent our entire term consulting and listening to students … The very, very disappointing common thread we’re seeing throughout all these experiences that we’re hearing is that students don’t feel like they’re being adequately listened to and that needs to change.”

Fakirani ultimately became choked up during his closing statement and was unable to finish the presentation, excusing himself from the meeting.

“We’re not perfect at the USC and I’m not saying we did everything perfectly either, but we’re committed to doing different and we want to be part of the solution.”
Fanshawe's Career Fair makes a virtual return

Former Fanshawe student, Sebastian Taborda Guarin designs and creates a look for Christina Aguilera.

Sebastian Taborda Guarin, a Fanshawe fashion design graduate (class of 2014), and current creative director and designer at Atelier Guarin, has designed and constructed looks for Christina Aguilera.

"I am a designer of Colombian background, and I had been talking to her stylist about the possibility of creating a look for her. I wanted to take part in this new musical era she was starting, as this is her comeback into Latin music after 20 years. After a little back and forth, the opportunity finally came at the last minute, one day in November."

Garin explained the quick turn-around of the project.

"Only had 24 hours to complete the look and get it to Vegas overnight for a Friday morning delivery," he said. "I was able to design and create a leather look consisting of a jacket with a corset hook closure at the front, with hand beaded and sequined sleeves with a raised shoulder, and hand beaded, rosaries dangling at the sleeve cuffs. The look was inspired by a high-fashion window as it was for her new music video for “Santo.”"

In addition to Aguilera, Garin has dressed and produced looks for many other famous figures like Kehlani, Kalt Uchis, Jesse Reyee, Julio, Trace Lysette and more. His designs have also surfaced in top publications like Vogue Italia, Women’s Wear Daily, InStyle and more.

Garin’s adoration for pop culture was a key driver in his success and involvements.

"Honestly, my biggest influence has been pop culture, and my favourite pop stars, so dressing one of my ultimate icons like Xtina was absolutely wild! My mother has always been into fashion, and I believe that she has also shaped me into becoming aware of beautiful clothing and style."

The Toronto-based designer created his own line while studying fashion design at Fanshawe. "I would host my own fashion shows every summer while off school and immediately continued to work on my own line following my graduation," explained Guarin. "It’s been a slow and steady process with ups and downs like every career. However, the biggest challenge came with COVID-19, which forced me to shut down all upcoming plans and delivered a lot of cancelled fashion related projects and exciting things that were incoming. But, I quickly pivoted and moved some plans far ahead of the moment."

"We are really trying to bring the closest to reality experience for students," said Murilo Tamburus, the Events and Social Media Coordinator for Employment and Students Entrepreneurial Services at Fanshawe College. "Pheedloop will offer them the opportunity to chat with employers and some of them will have the feature of using a video chat. So they will be able to join groups of up to 25 people with the employer and they will be able to ask questions."

However, not every employer will have the video feature. "For those who don’t, a live chat feature is available. Each company is offering extra representatives, so they will get a quick response," said Tamburus.

Since there are video chat opportunities, students are asked to dress in professional attire and have their resumes ready to go in PDF format.

They will have a button to submit their resume," said Tamburus. "That will be easier for some students just like they do in an in-person event where they just print their resumes and take them to the booths."

The platform also has a 3D map feature where students can walk around and visit the booth with the company logo they desire. A photo booth will also be available.

"I hope they have a really unique experience," said O’Neill. "I really hope the students expand the breadth of their opportunities. What I mean by that is when students are looking for employment, they typically look only in the field that is related to their program of study. But I think I’ve said it many times over the years. Every firm needs an accountant, every firm needs a graphic designer, every firm needs an HR person."

O’Neill added that this is also a great opportunity to have your confidence boosted as a student.

“This is a golden opportunity to have a conversation with someone who hires people. The really neat thing about this year and in a virtual world is we’ve got employers from all across Canada. I would love it if Fanshawe students and graduates filled those vacancies for these employers."

Students who are interested can register at www.pheedloop.com/careerfair2022/site/home.

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**FANS**

FANS: Fanshawe's annual Career Fair is coming back virtually. It is on March 4 from 10 a.m. to 3 p.m.

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O’Neill said there are lots of opportunities available and it’s a great time for students to be looking for work. The fair will be hosted through Pheedloop, which allows students to interact with approximately 100 employers in the moment.

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#28DaysofAction: How Fanshawe recognized Black History Month

Off the Radar: What’s going on in the world

CREDIT: IAN INDIANO

The month of February has been recognized as Black History Month in Canada since 1995 after a motion from Jean Augustine—the first Black Canadian woman to serve as a federal Minister of the Crown and Member of Parliament—was passed unanimously at the House of Commons. This Black History Month, Fanshawe College launched their #28DaysofAction Against Anti-Black Racism to not only celebrate Black history, but to inform and take action to tackle racism in the community and the nation. This plan has been headed by the director of equity, diversity and inclusion (EDI) Joseph Pazzano. He shares where the idea came from and what the school is trying to accomplish.

“I think Black History Month is a time for us to reflect on the history of Black Canadians who have contributed (to the country) but it’s also a time to acknowledge that systemic racism is an experience on these lands,” said Pazzano. “This is why we launched 28 Days of Action. Too often we speak about our values of inclusion, but we don’t talk about how to get there. This is a step in that direction. We’ve got big structural challenges as a country, but individuals make things happen. So there are 28 actions individuals can take to learn to support Black communities and commit to doing more.”

At the beginning of the month, Fanshawe and Pazzano began building the “foundations of learning” so people can be informed before they act. Pazzano described what other things they have achieved. “We have lots around learning, because I think learning is really important. So learning about Black history, learning about systemic racism, and then we have some actions around building community,” said Pazzano. “Then we have some information about how you can support Black communities, Black businesses. Black focused organizations in London and surrounding areas.” On Fanshawe College’s Twitter page, some of the actions shared included sharing a list of Black-owned businesses to shop at, videos and books to watch and read, an exercise to practice how to respond to microaggressions and even a self-assessment quiz. To find out what Fanshawe is doing to end the month, Pazzano urged students to follow Fanshawe on all their social media platforms to see exactly what they’re doing.

When it comes to diversity, we must remember that this is an umbrella term that should permeate everything. To formulate any opinion, it is fundamental to consider multiple points of view and different perspectives. Maybe saying that we are inherently biased is a strong claim. However, it is inevitable that we will look at things through the prism of our identity before anything. It requires effort to remember that other opinions and realities exist. To do so, we must pay attention to what is going on in other places, and to other people.

To help you stay informed, here are five news stories you should be paying attention to:

- Mali’s military junta orders French military exit

Right now, around 5,000 French soldiers are in Mali, fighting groups such as Islamic State and Al-Qaeda. However, the French troops are quite unpopular in the region that used to be a French colony. Mali’s current government is controlled by a military junta that seized power in a coup in Aug., 2020. The junta refused France’s request to hold democratic elections this February and said they will hold power until 2025. The animosity and difficulties in communication resulted in the request for France to withdraw its troops from Mali immediately, although France said that this process might take four to six months.

- Catastrophic floods in Brazil

Over the past few weeks, Brazil has faced a series of devastating floods all over the country. The last big tragedy happened in the city of Petrópolis, north of Rio. At least 117 people were killed in landslides and floods caused by abnormally heavy rains. This was the heaviest rainfall in nearly a century. Since the start of the wet season, more than 40 have died in Bahia and Minas Gerais states. In São Paulo state, 21 people have also died in landslides.

- Australia’s controversial religion bill

A bill aimed at protecting religious people in Australia has been causing controversy. Critics are saying that the bill enables discrimination against the LGBTQ2S+ community. The bill allows religious schools to expel a student or refuse to hire a teacher because of their sexuality or gender identity. The bill was introduced in November by PM Scott Morrison, a conservative Pentecostal Christian, and it aims to protect people’s “statements of belief.” Despite being changed several times, some politicians from his own party said they will vote it down. Kuwait overturns law criminalizing transgender person

A law that criminalized “imitation of the opposite sex” was overturned by Kuwait’s constitutional court. The Gulf state’s law was used to prosecute transgender people and it was introduced in 2007 to make the offense punishable by up to one year in prison. Although Kuwait’s penal code still criminalizes same-sex relations between men, the court ruling said the amendment violated the constitution. Amnesty International called the resolution “a major breakthrough for transgender rights in the region.”

- Six African countries to get mRNA technology

It was announced by the World Health Organization that six African nations would be given mRNA vaccine technology to create their own vaccine production centres. The technology will not only help to construct a self-reliance against the COVID-19 pandemic in the continent, but also to produce jabs for other diseases like tuberculosis, malaria, and HIV. The countries are Egypt, Nigeria, Kenya, Senegal, South Africa and Tunisia. The aim is to have 66 per cent of all vaccines administered in Africa produced in Africa.

- Australia faces disasters

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Michael Veenema
RELIGION

From 1722 on, missionaries of the Moravian Church were among the first to enter many of the European colonial settlements as they could manage. Called at the time, the Hermel-Brethren, they resolved to do three things: To bring the Good News of Jesus Christ to non-Christian indigenous people; to renew the Christian life among nominal, passive Christians; to unite Christian people into a single world-wide communion.

One of the results of this seemingly fantastic mission was that Moravian communities were formed in the Americas, especially in the northeastern United States and westward into Ohio. They were extremely successful, especially in the 19th century. The Delawares were attracted by the sturdy European-style houses, improved farming techniques, the Christian piety of the missionaries, and the pacifist vision of the Moravians.

But when the American revolutionary war broke out, this pacifism became (on the surface) the downfall of the Delaware Indians. Sycophants co-opted and joined the American Loyalty or the revolutionary forces, they were suspected by both as collaborators with the enemy. A number of them were therefore massacred.

This is why, in 1792 a band of hopeful Delawares and their missionary leaders migrated cautiously from Detroit up the Thames River and established the settlement of Fairfield. For some years, the settlement thrived from London, thrived and became the economic centre of the region.

However, the war of 1812 brought disaster. Americans came up the Thames in pursuit of British soldiers, they plundered and destroyed the settlement and the selling of logging rights on one's own terms. Most of them joined the Methodist Church prior to 1900. As for the relationships set up between Christian leaders and modern society during the later 1800s, they too developed over time and remain, by no means, resolved. And what about the Moravians’ vision of generating a world-wide communion of Christian believers? Their work may not have resulted in as impressive a network as they envisioned. However, Moravian churches have flourished around the world, including in today’s Western Canada and among the Inuit of Newfoundland Labrador.


How difference makes Canadians stronger

Svitlana Stryhun
INTERROBANG

We are all so diverse and yet so overwhelm-
ingsimilar.

All our lives depend on how others perceive us and our way of living. People are social beings and they usually search for approval from peers, colleagues and loved ones. But now there is an abundance of standards that are enforced on each of us by our surroundings or society as a whole. Those standards vary but are present in every sphere of life. Still, coming from Canada to Ukraine was a huge change for me that made me see the difference between these two countries.

Nobody is alike and we each have distinc-
tions, especially when it comes to appearance. But that doesn’t make us less beautiful or attrac-
tive. However, back home I used to see girls who were struggling with major mental health issues, because of bullying and inappropriate usage of social media. This was usually to do with two factors. First, they couldn’t accept their beauty or difference compared to icons and models they saw on the internet. And second, no one ever told them they were special, their hair colour, eyes, face, and habits. Girls changed themselves just to be the standard, instead of being unique.

Some time ago, I read an article and the main idea was that “we should love ourselves because our ancestors survived through tough years to let us live.” Loving ourselves is the key and that is what I try to convey to young Canadians who surround me. They love who they are and do not refuse their uniqueness just to look as others feel they should look. My friends are free and it hits me hard when I arrived here, so hard that I will never return to the way I used to think 20 years ago.

Another big change was the freedom of love. Back home I saw unwritten rules before my eyes. My mom used to say daily that I should be married by 25, that I should be understand-
ing and helpful towards my future partner. No wonder they say, “the road to hell is paved with good intentions.” People want to help their beloved one, to do good for them by giving precise of advice. But they just don’t ask whether this person needs their advice at all, or whether it will even help them. My mom also says, “don’t repeat my mistakes,” I understand that she wanted to save me from pain. But young people are supposed to choose and to look thor-
oughly, to make mistakes and to live through them. That is what I see in Canadians. They value their interests and they are able to com-
promise on some issues. What is more, I see mutual respect and understanding that makes me believe in love again. Feelings are only real when they are not imposed by people around, but when they are experienced.

The last difference I want to describe is hap-
piness. Sometimes a smile makes a day better and sometimes it saves a life. In Ukraine, no one would ask you about your day or smile at you on the street. It seems impossible for me to imagine this happening. And I guess when I go back home I will seem strange, because after watching Canadians for half a year, I now share their habits. People here smile even if they are preoccupied by their own life problems. In their culture they will ask you about your emotions or your physical state. They will thank you and be polite. I think Canada should be proud of their residents and the way they are raised.

How strange it may seem that we live in one world and still we vary so much in our tra-
ditions, our way of looking at things. We are different and should be proud of this. But in some ways, some are able to live happier lives, because they are free from standards and know that being themselves is primarily important. Still I hope that cultural habits can change and I will be able to see this happening in my home country in the years to come.
Local make-up artist sheds light on the lack of DIVERSITY

By Aisha Javaid

The beauty industry strives to be inclusive and help individuals of any race and gender achieve their most desired look. In essence, they want to help you make your lashes speak louder than your words.

A local make-up artist at Harlow & Veil Beauty, who asked only to be referred to as Kayla, offered some insight on the differences in demographics from one city to another in her industry. 

“I’m from London but moved to Toronto for school,” she said. “I started working at MAC while I was in there. I moved to London after I finished school but continued to work for MAC. It was interesting to see the change of diversity from Toronto to London, especially as it pertains to make-up artists. In Toronto, Caucasian male and female make-up artists were the minority. There were a lot of Asian, Black and Indian make-up artists, which I feel we are lacking in that diversity here.”

Kayla said that some make-up artists are underlooked in London due to their race.

“I know that at least in London, if there are women of colour, they’ll seek out women of colour make-up artists, which isn’t always fair because there are a lot of white make-up artists here that can do their make-up. But because London isn’t diverse, I feel like the clientele may not know that,” explained Kayla.

Moreover, Kayla observed that a lot of social media pages for make-up artists are filled with posts of Caucasian women in London (due to the demographics of the city). She felt that this may contribute to potential clients of diverse backgrounds under-estimating the artist’s skill set. However, Kayla believes that it is incredibly important for make-up artists to continuously learn and explore different styles of make-up that cater towards different backgrounds, as well as showcasing all their skills on their social media pages.

“I learned in Toronto, as a woman of colour, especially as a Black make-up artist and being in a diverse area, I had to learn how to do make-up for Caucasian people. I caught on to that very quickly because I really wanted to learn. I really hope that make-up artists in London are also willing to learn. I feel like it may be frustrating for clients to see other make-up artists who don’t have women of colour since London doesn’t have a lot of ethnic backgrounds. Like even for myself, I want to put more Black women, East Indian, and Asian women, but because nobody’s getting their make-up done by us. Instead, people reach out to make-up artists in Toronto and are even paying for their travel, because they think we can’t do their make-up,” said Kayla.

Being employed as a make-up artist at the cosmetic company, MAC, tremendously helped Kayla learn and find her niche in her industry.

“MAC is very much about all races, ages, and genders. So, it was very welcoming. You know, I was able to learn a lot about different skin-tones and skin-textures, because in Toronto there was a lot of diversity. At one point, I felt ready. I got all these techniques that I could do, and create a variety of looks. But, when I moved from Toronto to London, I went from doing a lot of dramatic looks to very natural and light make-overs,” said Kayla.

Although Kayla said she loves seeing diversity in the make-up industry and being able to do anyone’s make-up, her favourite part about her work is being able to do wedding makeup.

“I say that every single time I do a wedding, it is a success. It’s one of the most memorable days of our lives. So, just being there for her and showing up, like, once I’m finished with her make-up and she sees herself, her reaction, I love that, that’s my favourite part! That moment is definitely what I crave every single time I do make-up.”
In over 70 years of existence, there has been only one Black driver and five women who have competed in Formula One (F1). Diversity and F1 on paper sound like they should go hand in hand. There are typically 20 Formula One drivers all from a variety of different countries. In 2021, nationalities ranged from Canadian and Mexican to Dutch to Russian, all the way to Japanese and Australian. However, the deeper you dig into the sport, the more you realize the self-proclaimed “global sport” is very exclusive. That may seem obvious, with only about 20 people or so competing every year, but there are many similarities within most of the competitors: white, male and - most importantly - wealthy.

Since the 1980s, a typical beginning of a career in F1 started in go-karts. Some started as soon as they were old enough and others started in their teens, but they all raced karts at some point. The karting scene is similar to F1 in the sense that just because someone is a good driver, does not necessarily mean that they win races. Money is everything. At minimum, to be competitive, parents need to fork over five figures every year. The richest families will spend over $150,000 in one season for their child to race. Good luck trying to beat them with subpar equipment. In some extreme cases, if luck is on your side, there are F1 driver development programs that will support a young teenager’s career like Aston Martin’s Sebastian Vettel, when he was backed by Red Bull at age 11, although, that doesn’t mean a free ride. A lot of the drivers who get accepted into these programs are from rich families and make money for the program through their parents’ deep pockets or sponsors.

The next step is to advance from karting into formula racing. Most will race in Formula Four, with the supreme F4 championships being in Europe. As expected, the money ramps up even more in F4. Parents typically spend $100,000-$400,000 just to race and that doesn’t even include travel and accommodation. Considering the best series are in Europe, anyone who lives elsewhere must move to Europe at some point if they want to progress. Even more money would need to be spent to send a child to race there. This doesn’t even include the fact that all that cash could be spent just to wind up on a bad team with a bad car and fail to compete anyway.

The formula racing world is a cutthroat one and if you want to make it, you need to stand out. If the talent is clearly there, a young motorist would likely move on to Formula Three. Following the theme of money, you’ll need about $600,000 to stick around. Although if a young driver continues to shine, they will get exposure. Also, if you win the F3 championship, you’re not allowed to return, so that is usually a one-way ticket to Formula Two. F2 can cost millions of dollars per season. At this point, free rides can happen, because if they’ve made it this far, their skill might be worth it. Be that as it may, the teammate of a free ride driver will likely be the son of a billionaire, because the F2 team needs the money from somewhere. To get out of F2, all drivers besides the exceptionally talented like Max Verstappen for example, have either bought their way into F1, or won the championship (but even Verstappen’s father was a former F1 driver and name recognition helps you get a seat in F1). A good amount of the drivers that do get their chance in F1, lose it in three years or less, due to a lack of money or a lack of perceived talent. Some drivers on the grid like Williams’ Nicholas Latifi are paying over $30,000,000 for their seat in F1 every year. His fortune comes from his father Michael Latifi, owner of Sofina Foods, who also now sponsors the Williams team.

Money might be the biggest issue, but race and gender are big ones as well. The only Black driver to compete in an F1 race happens to be one of the greatest of all time: Lewis Hamilton. He has recognized the sports lack of diversity and has started The Hamilton Commission, which mostly focuses on improving Black representation in motorsport from the UK. Hamilton was one of those special cases, growing up with his dad working multiple jobs to fund his karting. He knows better than anyone the financial burden the sport can cause. Vettel has also done incredible things off the track like this past F1 season, when he organized a women’s only kart race in Saudi Arabia, a nation with questionable human rights and gender equality issues. Jamie Chadwick is a 23-year-old woman from Britain and is currently a development driver for the Williams team and has had a very successful junior career. She could be the first woman to race in F1 since 1992. The sport seems to be recognizing its issue, but it’s far from being solved. Motorsport will always be expensive, but something must be done to give more chances to less fortunate kids.

#WeRaceAsOne
The loss of language & culture in Indigenous communities

By Savannah Bisaillon

When the Canadian government introduced The Indian Act and residential schools, the system forced Indigenous children to abandon their native language. Students in residential schools were punished in unimaginable ways if caught speaking their native language.

Although residential schools happened years ago, they still have huge effects on the loss of language and culture throughout many Indigenous communities today. Language is one of the main foundations of a culture. Words hold knowledge, songs, stories, and family histories which are passed down.

For Indigenous people, a lot of language was lost in passing because of the effects of residential schools. The children that survived residential schools lost their language and cultural practices.

Colleen Jameson, the Positive Voice Program Coordinator at Nokwe Kwe here in London, discussed this loss of language and culture in Indigenous communities today as a result of intergenerational trauma. Intergenerational trauma is trauma that is passed down from generation to generation. She said how important it was to have an understanding and knowledge of history and that not all Indigenous people know their language or culture because of what happened to our ancestors before us. We also discussed the importance of language as it has been lost in passing.

“I think a lot of people really understand the importance of our language as it’s the biggest component that keeps us connected to our culture and our land,” said Jameson. “We know how important and it’s sacred and I feel like a lot of the generation knows the importance. The language is dying so there’s a lot of this generation trying to learn it and pass it on.”

Even the education system in Canada did not provide in-depth teachings about Indigenous language and culture up until recently. Jameson discussed the idea that languages and the topic of Indigenous culture should be taught in schools.

“I know that they are talking about the Orange Shirt and September 30, which is a big step. But there needs to be more done and a conversation to be made so young kids can learn more about our history. Indigenous kids in school need more representations of land-based teaching and access to language and culture.”

As an Indigenous person, being able to sit down and have these types of conversations about language and culture is important, as language and culture is a way of teaching and healing for us. And as the years go on, hearing our languages has become more and more uncommon.

When the residential schools opened, they took away access to our language and culture. So much has been lost because of this period, and we are still working today to bring it back.

Don’t be Latin, mixed-race, or Middle Eastern: Exploring the lack of diversity in Canadian newsrooms

By Ana Lustosa

Known as a multicultural society, one in four workers in Canada are immigrants, according to the 2020 Annual Report to Parliament on Immigration. It is not hard to find people from different nationalities and races in our neighbourhood. However, this diversity is often not reflected in newsrooms across the country.

The Canadian Association of Journalists (CAJ) recently launched the first Newsroom Diversity Survey. More than 3,000 journalists working in 209 newsrooms joined and assembled data on everyone from interns to executives. One of the results showed that about nine in 10 organizations have no Latin (Caribbean, Central American, South American), Middle Eastern (Jordanian, Saudi Arabian, Iranian, Afghan), or mixed-race journalists. On the other hand, just three per cent of newsrooms have no white professionals on the team.

According to the document, women mostly work in newsrooms part-time (61 per cent) and in internship roles (64.9 per cent). In full-time positions, they dominate with 59.7 per cent compared to 48.9 per cent men and less than one per cent non-binary.

“It’s important to have diversity in the newsroom,” said CAJ president, Brent Jolly. “Because ultimately, you know, it reflects sort of the culture of the news organization and a lot of ways, both in terms of, the story ideas that are generated, the approaches that they take to stories, the sources that they include, and also bringing different viewpoints and lived experiences to the table.”

Many of these professionals leave colleges in Canada with the desire and excitement to work as soon as possible. Nevertheless, the reality can be a struggle. A graduate of the Broadcast-Journalism program at Fanshawe College, Brazilian Tatiane Gonçalo said it was a challenge to work in a newsroom as an immigrant. Despite having previous experience in Brazil, her accent and fear of working in a different language and culture sometimes paralyzed her.

“During the period that I was in Fanshawe, I talked with some journalists, and I saw a few foreign professionals working in newsrooms, just because it is a challenge to face another language that it is not yours and sometimes a discomfort is caused by you thinking that you are not good enough,” Gonçalo said.

Still, she never gave up. One year after her graduation and the birth of her son, Gonçalo applied for more than 100 job openings. The result? She received only one return. Nowadays she works in another area.

Coordinator of Journalism and Television News at Fanshawe College, Jim van Horne said the students and recent graduates have a lot to offer newsrooms.

“International students often bring an appreciation for what it is to work in a relatively free media landscape. That verifiable fact can be broadcast and printed without worrying about censorship is a privilege. Also, local stories about world events can get a new perspective,” said van Horne.

Gathering data about race and gender in Canadian newsrooms has been a challenge. In 1994, the Canadian Daily Newspaper Association tried to collect it. Out of 82 newsrooms, half of them did not respond. CanadaLand sent another survey in 2016 to 18 of the largest newspapers, and that time, only three answered.

Currently, the CAJ survey is considered “the most comprehensive data available to date on the gender and racial breakdown of Canada’s newsrooms and (markos) the beginning of what will be an annual, industry-wide survey,” according to the final report.

“I think that this kind of report can serve also as a focus point to help us bring some of these conversations from beyond the shadows, and ultimately hold a mirror up to ourselves on how we can do better and what better actually looks like in the long run,” Jolly finalized.
THE CULTURAL GROUPS OF LONDON ONTARIO

Samantha Kaczala
Terrabang

In a large city like London there is a vast diversity of culture to explore. From different types of restaurants to specialty stores, London is brimming with a network of ethnicity from a large range of people. Societies, clubs and groups of varying backgrounds exist in the city and they have a whole slew of events, opportunities, and social gatherings available for those of the same ethnicity, and those who are not, to join in on celebrating the joys of their heritage. The list below is only a portion of the groups that reside in the area. If you are interested finding a group who represents your culture take a look at informationlondon.ca/Services/List/ethnicgroups/Living/Pages/ethniccultural-make-up.aspx to find more.

Ali-Mahdi Islamic Community Centre

A charitable non-profit organization, the Ali-Mahdi Islamic Community Centre serves as a place for Muslims, especially children, to embrace their culture and learn more about it. The centre serves as a place of worship and holds social gatherings at its hall at 91 Meg Dr. The goal of the association is to help foster awareness and educate those of the descent and non-Muslims in the morals, practices and teachings of the culture. The official website also features information on Islam to help cultivate knowledge and understanding of Islamic culture to those outside the community. Visit almahdacentre.org for more information.

Chinese Canadian National Council – London Chapter

As a branch of the Chinese Canadian National Council, the London Chapter branch works to embrace Chinese traditions while also “building bridges across communities”, to others. The London Chapter holds heritage events, such as Dragon Boat races. As well, the Council celebrates Chinese culture through festivals, social gatherings and Chinese calligraphy contests. Both Chinese Canadians and non-Chinese Canadians are able to actively learn more of the traditional Chinese culture by attending the programs the London Chapter runs, which includes learning Mandarin, Tai Chi lessons and so much more. Visit lndonccc.com for more information.

The Hindu Cultural Centre (HCC)

HCC’s mission is to preserve and promote the Hindu way of life and cultural heritage while striving for “inter-religious harmony and understanding, and universal brotherhood among Canadians of other ethnic groups and persuasions”. The centre holds regular religious services to upkeep their Hindu spiritual beliefs. Inviting other religious theologians, philosophers of different faiths to come and speak at the Centre is a way to aid in promoting inter-religious harmony. As well, the Centre celebrates festivals and educates their members on Hinduism’s arts, culture, music and more. The group even provides lessons, whenever possible, to those interested in learning Hindu and Indian music. HCC is a community promoting the Hindu beliefs to any willing to listen and learn. Visit hclondon.ca for more information.

Curinga Italian Canadian Sport and Multicultural Club

Originally founded by a group of Italian immigrants from the town of Curinga in 1979, the members share their Italian heritage with other Italians and people of various ethnicities. The Club holds various events throughout the year for others to attend, which include festivals, religious celebrations and holidays celebrated in their culture. The group owns a hall at 17 Clarke Rd., that can be rented out for weddings, baptisms and social activities. An activity the Club holds in special regard is soccer and they have their own league that can be joined as well as their own soccer field to play on. The Curinga Italian Canadian Sport and Multicultural Club is a place that openly invites others to celebrate their Italian culture. Visit curingacluboflondon.ca for more information.

London Multicultural Community Association (LMCA)

LMCA was created in 2010 in response to the Haiti earthquake disaster when multiple ethnic group leaders from different communities came together to raise funds to help the crisis. From there, the association has grown as an umbrella organization whose mission is to promote multiculturalism in London. By bringing together various societies of people in the area, the not-for-profit organization wants to aid London’s economy by supporting immigrants who are integral for the upkeep of the economy. LMCA holds a wide range of events to demonstrate multiculturalism and inclusiveness in the community and encourages those of different ethnicities to come together to appreciate the wonderful heritage of others and themselves as a joined community. Visit lndonmulticultural.com for more information.
Growing into your roots

Helen Keller and ableism on TikTok

Ian Indiano
INTERROBANG

Recently, I found myself in one of those usual YouTube rabbit holes where I fell in to. This time I was trying to find videos of Helen Keller, the late American author and activist. She died in 1968 at 87, and unfortunately there isn’t much footage of her available, or at least not on YouTube. When she was 19 months old, Keller lost her sight and hearing after a bout of illness. That didn’t prevent her from becoming an accomplished writer, disability rights advocate and lecturer.

It was with great surprise, however, that during my research I bumped into a video allegedly debunking the “fraud” of Helen Keller. I thought it was a bad joke at first; after all it never occurred to me that Keller’s accomplishments were questionable in any way, given the fact that they are so well documented. But I was wrong. The more I investigated it, the more videos I found explaining that Keller was a charlatan. And after researching a bit more, I found out that the main source of this confusion was TikTok.

What might have begun as a joke, evolved into a proper conspiracy theory. If you search Helen Keller on TikTok, most of the videos show teenagers spreading misconceptions about her history and even doubting that Keller was even real. Most of the comments are simple manifestations of the worst kind of ableism (the discrimination of and social prejudice against people with disabilities) and are based on the shallow idea that “a deaf and blind person is not capable of doing that.” Although Gen-Z plays with irony in a way that anyone who’s not a member of Gen-Z finds difficult to follow, when it comes to discrimination, the line is not so fine anymore.

To give a little bit of context about Keller’s life, we must start from the beginning. She was born in Alabama in 1880. After she lost her hearing and sight, she communicated through rudimentary signs invented by herself until the age of seven, when she met Anne Sullivan at the Perkins School for the Blind. Sullivan taught Keller how to communicate using tactile hand gestures and understand spoken language through the Tadoma method, and later how to speak. Keller then learned how to read and write in Braille and ended up attending Harvard. Keller wrote 12 books, including an autobiography, and many essays and lectures. She travelled the world extensively, campaigning for civil rights. She was close friends with Alexander Graham Bell and Mark Twain. Her book on socialism was burned by the Nazis, but to this day she remains an inspiration and a symbol of hope.

Although TikTok removed many of these videos, many are still available. This trend might be shocking, but it shows that many people, especially youth, still have wrong ideas about disability and how we, as a society, still have a long way to go if we want to construct a truly inclusive world.

To learn more about deaf-blindness, I recommend checking the Deafblind Ontario Services’ website (deafblindontario.com). They provide an array of services to people who are deaf, hard of hearing, non-verbal and deafblind across Ontario.

Jessica Gould
INTERROBANG

While there are many issues Indigenous peoples face, one that is often neglected by the culture is caused by their own people. Métis, French for “mixed,” defined the mingled identity of one who came from an Indigenous and French background. This has led to a debate among both Indigenous and non-Indigenous people regarding whether Métis members qualify as Indigenous or not, leaving Métis people to be rejected by both Indigenous and non-Indigenous communities.

Although Métis people have a distinct identity that has specific roots in Europe, Métis people often feel they are in limbo, being neglected by both Indigenous and non-Indigenous communities. In the controversy of “true” Indigenous status, there is a wall that some First Nations and other Indigenous communities build. The emotional wall built to block out Métis people is often due to statistics reflecting higher rates of completed education, better living conditions, and greater rates of employment in comparison to other Indigenous communities.

With more opportunities for a better equipped life from isolated reserves, it can be seen as though Indigenous people who are Métis have less struggles being Indigenous than other communities. This divide between the Indigenous community and breaks apart Indigenous culture from the inside.

In addition to growing up off reserve areas and following a bulk of non-Indigenous culture, many Métis people may be unaware of their Indigenous roots, culture and identity.

Despite being Indigenous my entire life, my family and I had no idea of our Métis roots until I was about ready to graduate from high school.

There is a great battle in trying to adapt as an adult and grow into the world as everyone does in this chapter of their life, but there is an additional pressure and workload I take on to learn about myself as an Indigenous individual.

As there has been great help, enlightenment and education in my journey of discovering my Métis self, I have also faced a backlash from both Indigenous and non-Indigenous communities.

From being called “Indian” by white men in line at Wal-Mart for using my tax-exempt card, to being called “not a real Indigenous person” when identifying as Métis – all of this is challenging and disheartening. However, that is exactly why it matters to reach out of what was taught in schools growing up. It is not only important for Métis people, but for all Indigenous people to support each other, especially in environments where erasure is so prominent. Becoming more educated about Indigenous issues and our history can help us advocate for hope and change for the future of all Indigenous people.

While for myself and many others, the research and effort put into learning what has been silenced is a heavy weight to carry. An active effort to face many issues that have torn apart Métis people for generations can help against the history of colonialism, racism, and allow aid in the growth of Indigenous generations and voices.
Whether you’re right out of school or returning to work after time away, entering or re-entering the workforce is filled with a mixed bag of emotions. Am I qualified enough? Am I still relevant? Am I in the right job? After an acquired brain injury, the question for me and for many people with invisible disabilities was, “do I disclose my disability?” Imagine the emotional toll that would put on someone trying to assimilate into a workplace. All this energy put into masking a part of you can make anyone feel emotionally unsafe and unstable, eroding confidence and causing mental health challenges.

In 2017, the Canadian Survey on Disability found that 59 per cent of working aged adults with an invisible disability were employed compared to 80 per cent of adults without.

I decided to explore what the 2022 mindset and biases are within the rapidly changing workplace. Was there going to be space for me, my newly acquired skills and my years of experience?

What I found out in the wild blue yonder was refreshing. Conversations were being had about challenging old mindsets around people with invisible disabilities. What I loved was the realization that people with invisible disabilities – which can range from Attention Deficit Hyperactive Disorder (ADHD), bipolar disorder or people like me with acquired brain injuries – were seen as powers rather than hindrances and employers and companies could actual benefit from the unique ways these people think and perform. Accommodations weren’t adjustments to “typical” working practices but new ways of looking at behaviour and possibilities for the whole company.

When it comes to inclusion in the workplace, a good place for employers to start is by challenging one’s own “standards of convenience,” as a study from Harvard Business review coined it. Leaders must consciously challenge the way they evaluate or don’t change how they evaluate someone depending on who is sitting in front of them. The Harvard Business review went on to say that “when evaluating an employee, prioritize being aware over being right.” Some questions that leaders and employers were suggested to ask themselves were:

How does my unconscious bias impact my ideas and beliefs about professionalism? How do my beliefs about professionalism support the growth and development of others?

The biggest issue that seemed to need to be tackled was how we educate people, especially young people within the school system. The pressures put on all people to constantly perform at the same standard, to be fast, to read quickly and memorize – all these pressures are a big part of the problem. It’s important that a neurodivergent person be valued in a neurotypical world.

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Change can start by simply changing what we value in our students and our employees. Create a safe space so people feel comfortable disclosing their differences and include them in the conversation on how best to work around them. When people feel safe and valued, they tend to be able to exceed most expectations. I was empowered and excited to discover that I had a superpower and that superpower was my brain injury. I did not have a disability. I was a neurodiverse thinker. The word neurodiversity reframes mental health, ADHD, bipolar disorder and acquired brain injury and encourages employers to rethink their beliefs about how they feel about professionalism. Creating space for neurodiversity can improve profitability and performance of other employees fostering a holistic value system in the workplace can improve performance for all. It sounds silly, but it’s just kindness. We are on a precipice of change; it’s blossoming all around. Neurodiversity and mental health are becoming more accepted and welcomed as the world is becoming more familiar with them. Accessibility is for everyone.
Canada has played a big role in the history of the Underground Railroad and for the Black Community. It was a destination slaves could come to be free. But how much of this is taught in schools? In my schooling, we did learn about the Underground Railroad and the role Canada played. However, we were never shown the local history.

London has a lot of Black history within the city, something that many people don’t realize. The Fugitive Slave Chapel, currently located on Grey Street, is one of those pieces of history.

“We think the chapel was probably built around 1848 because the land was purchased by the trustees of the African Methodist Episcopal Church in 1847,” said Hilary Neary, who is involved with the Chapel Project, to save the Fugitive Slave Chapel, currently located in the city, something that many people don’t realize.

Kate Otterbein
INTERROBANG

Canada and London specifically played a role in Black history, and it’s time our curriculums reflected that.

“About eight or nine years ago during Black History Month, we showed the film Glory,” said Cadogan. “If you remember that film with Denzel Washington, it’s about the Black Battalion during the Civil War and after we had a conversation. The person that presented answered questions about the film that was to be made more diverse? of the stuff that happens in the States, but many things equally as exciting and important happened in this country. And the school system hasn’t really been able to document and pass it on to students.”

This is especially true when Cadogan was a student himself. “When I was in Grade 13, I wrote a paper on Blacks in Canada. I submitted it and the paper was worth 50 per cent of the school year. I did a lot of research, I didn’t find anything in the libraries in my school and I didn’t find anything in the public library that I went to on a regular basis. I went to Toronto to visit my cousin, he took me to ‘Third World Books.’ It’s run by two Black Americans. They had a lot of stuff on Black history. I went in on a Friday night and on a Saturday and spent the whole day in that place. I wrote the paper and when I submitted it, I got a ‘C’ because the teacher didn’t believe it was Canadian history. He felt that even though I cited references, it wasn’t a good paper and it wasn’t Canadian History. And he was a history teacher. Not general history, but Canadian history.”

This was many years ago, but with the lack of local talk in schools, the Canadian history curriculum could be made more diverse to include the rich history that is to be had in London and surrounding areas.

On Feb. 18, Ontario Minister of Education Stephen Lecce announced that the Ontario government would be investing to support the development of curriculum-aligned resources to assist educators in teaching about Black experiences and contributions to Canada. In partnership with the government, the African Canadian National Coalition against Hate, Oppression and Racism (ANCHOR) will provide classroom-ready resources and training aligned to the Social Studies, Grades one to six, and History and Geography, Grades seven and eight, curriculum.

As someone who was once a student, the students care the most about the local history. That is the stuff they run home and tell their families about at the dinner table because they think it’s so fascinating that they are living where history once took place. That is how more knowledge and conversation on these topics happen.
The gender problem in the film industry

Savannah Bissillon
INTERROBANG

When examining mainstream cinema there has always been a gap between the percentage of men and women on film sets. As of 2020, 78.9 per cent of movie directors of films in Australia were male, a 2019 study done by Jose Gabriel Navarro posted on Statista, whereas the percentage of woman directors was only 20.5 per cent.

But as a woman in school for film, I have noticed that this gender disparity starts in the classroom. According to The Guardian, in 2019 the number of women working in the film industry reached an all-time high, but men still outnumbered them four to one in key roles on film sets.

In the classroom, I have also observed that in a section of 20 students, there were four out of the 20 identified as female. Out of three sections of 80 students, only 16 of them were female. Among just 20 per cent women to 80 per cent men ratio.

Television is a similar story. In 2021, women represented 30 per cent of creators, 31 per cent of directors and 24 per cent of editors on streaming platforms. Meanwhile, women in broadcast programming represented just 22 per cent of creators, and 19 per cent of directors and editors, according to Women in TV Film.

Studies also show that woman-led companies receive less funding than male counterparts. In 2011, former president and CEO of CBS Films, Amy Baer, decided to leave and go into the movie business. Even with movies like Mon- eyball and My Best Friend's Wedding under her belt, she still struggled to get funding to launch her company Gidden Media.

In an interview with Variety Magazine Baer said, “I wasn’t being presented the same kinds of opportunities as men that I knew who had very similar circumstances and were suddenly being handed massive deals.”

Even among independent film, things don’t look much better. According to Women and Hollywood, in 2020-2021, 34 per cent of independent films considered or employed one or less women, and only 12 per cent of films employed one or less men.

The divide between women and men on film sets starts in the classroom, especially when making the sections male dominated. It shows the reality of what the film industry looks like. But is it fair? As a woman hoping to be a part of the film industry, I would hope that schools teaching film would acknowledge and address this discrepancy.

Out of all the highest grossing films in 2021, just two out of 10 were directed by a woman. When it comes to women in film and in the film industry in general, we understand that the gap doesn’t start in the field but the classroom itself. Industry and education institutions need to make it an equal playing field for woman in film.

Donna Philip
INTERROBANG

American inventor Benjamin Franklin once remarked “Tell me and I forget, teach me and I may remember, involve me and I learn.”

Life is undeniably a learning process, and the remarkable thing about teaching, is that it can take place anywhere. We learn from our teachers, from our parents, peers, media, and even the environment. These days, the latter is teaching us a lot by showing. From devastating wildfires in Australia, to the threatening Taal volcano in the Philippines, to frequent earthquakes in Puerto Rico. Something is definitely wrong with our planet Earth, but is there anything that we, as its inhabitants, can do about it?

Many may argue that “doomsday is near,” or that these are “the effects of climate change.” Whether any of that is true, one thing remains certain: we cannot keep squandering our resources and hoping for the best. Unlike our ancestors and parents, millennials and Gen-Xers are constantly exposed to a vast array of information concerning the environment, sustainability, and what we could do to help. Including their own needs. Sustainability also deals with caring for ourselves, our communities and the skills needed to succeed. Completely committed to such, is Fanshawe College who outline sustainability on its website, “It incorporates environmental, social and economic dimensions that support human well-being, economic prosperity and environmental health over time. So, can diversity positively affect sustainability?”

In its 2016 Census, Statistics Canada confirmed that there were nearly 250 ethnic origins reported by Ontarians. There were just over three million reported men over 2.8 million English, 2.1 million Scottish, followed by Irish, French, German, Italian, Chinese, East Indian and Dutch residents. There are also the ever-present Aboriginals comprising of First Nations, Metis, and Inuit people.

What a kaleidoscope of diversity just waiting to be tapped into. Apart from the environmental aspect, international students bring a wealth of information from their diverse backgrounds. This includes skills in business, technology, science, linguistics, history, art, music, sports and much more.

Instead of merely acknowledging their multiplicity, they should be encouraged to actively share their wealth of experience and knowledge. Allow them to be agents of change, with their various contributions so that we can incorporate their suggestions into our own social, environmental and economic practices, or at least consider how we can improve them.

There is so much hidden opportunity in diversity. In it, lies strength, revelations, potential and power. Embracing diversity can change mindsets and trigger enlightenment. Why complain about apparent obstacles when we can take an active role in conquering them? The only way to develop is to constantly seek knowledge and apply this learning.

Diversity in sustainability presents a chance for inclusion and acceptance of all, regardless of gender, ethnicity, age, background and social status. The late American entrepreneur and former publisher of Forbes magazine, Malcolm Forbes described diversity as “the art of thinking independently together.”

Just imagine what could be accomplished if we adopted a lifestyle of unbiased and active listening, sharing, empathizing and collaborating. The time for positive action is now.
If only we could appreciate our COMICS.

Our scars and imperfections are beauty. We all grow and blossom in our own way. And we could stand together, matter our shape or size.

Take care of unfinished tasks before moving on to something more entertaining or relaxing. Helping others will frustrate you if they aren’t willing to do their fair share. An energetic approach will pay off. You’ll gain insight into how someone feels about you and your intentions if you let your actions speak for you. Keep your financial matters to yourself. Don’t get involved in investments that tie you into someone else monetarily. Keep your cash and possessions in a safe place. Look at all the variables before you promise to participate in something questionable.

Trust in your instincts and you’ll accomplish what you set out to do. Take pride in your abilities; don’t do things done on time. Recognition is heading your way. Someone will be eager to reward you for your sacrifice. Gather your information and look at every angle, but before you make a move, consider what you’d like to make your life easier and satisfy you most. You’ll need to adapt elsewhere when you don’t offer the most security. How you respond will play a massive role in the way things unfold. Choose people you can trust who have little substance. You want to change direction and start building gradually.

Bide your time. Try something new or work on a project or pursuit that offers self-satisfaction. Refuse to let your emotions flare up. You can put on a show, entertain, promote or present something you are proud of with confidence and enthusiasm. Pull things out there but they will be lingering and spark your imagination. Watch out for someone trying to take advantage of you. Take your time and proceed with caution, and you’ll realize what’s happening is impossible. Time spent with someone special will bring you closer together and encourage existing plans.

Stay focused on what’s important to you and have no regrets. Distance yourself from anyone trying to lead you astray or disrupt your plans. Adjust your environment to suit your needs. Do not let anyone pull you into drama or family feuds. Concentrate on minimizing uncertainty and confusion, not small-minded chit-chat. Hide, make a good book or spending time with someone special is favoured.

Look at what you can accomplish and don’t stop until you are happy with the results. It’s time to put your house in order and do your own thing. Be responsible observer. Be on the lookout for flaws, em- bedded in other people. Maintain balance and a steady pace in a direction that suits your needs. Take responsibility for your happiness. Emotional excitement can lead to mistakes. Don’t let anyone put into your drama or family feuds. Concentrate on minimizing uncertainty and confusion, not small-minded chit-chat. Hide, make a good book or spending time with someone special is favoured.

Learn into what you want to pursue to avoid an emotional scene. Not everyone will enjoy or want to sign up for something that attracts you. Do as you please, but don’t sign the same outlet. Consider how you run your life, manage your money and fill your responsibilities. You’ll come up with a risky way to compact what you do to fit your space and suit your needs. Take a tight ship and explore new possibilities. Verify information and contact authorities and figures in your area. Share your intentions with someone you love.

A couple of notable changes are happening around you. Observation will be exciting. Get out and experience what’s happening instead of wishing for change. Be mindful of others, take your time, and others think. A couple of notable changes are happening around you. Observation will be exciting. Get out and experience what’s happening instead of wishing for change.
Fanshawe women’s curling team wins bronze at OCAA Championships

The Fanshawe women’s curling team brought home some hardware after a hard-fought weekend at the OCAA Championships in Sault Ste. Marie. The women secured a bronze medal after falling to the Niagara Knights in the semi-final. Coached by Barry Westman and DJ Ronaldson, the women’s team finished 3-3 after round robin play, good for third place. In the semi-final match against the Knights, the Falcons lost 8-1 to fall to the bronze medal game. The Fanshawe team is comprised of skip Lauren Massey of London, vice Victoria Hinchliffe of Guelph, second Leah Hopkins of Ingersoll and lead Karima Hassan of London. Hopkins was named an OCAA Second-Team Championship All-Star. "I am very happy for Leah Hopkins earning the Second-Team All-Star Award," said Westman. "This was Leah’s first competitive curling experience, and she epitomized the teams hard work and willingness to make adjustments to improve her game. I am looking forward to having Leah back again next year. "Westman added that the women’s team was one of the most coachable teams he’d ever worked with, highlighting their willingness to adjust and try new things. "I am very proud of the women’s team’s bronze medal performance this past weekend. What the girls lacked in experience they made up for with hard work all season getting ready for this event.”

The Fanshawe men, meanwhile, finished round robin play in fifth place with a record of 1-4 and did not advance to the medal rounds. That wraps up the curling season for the Falcons, as the CCAA National Championships have unfortunately been canceled due to the ongoing COVID-19 pandemic.

OUA releases updated dates for winter sport championships

Ontario University Athletics has announced new dates for winter sport championships, with most pushed to March.

The women’s fencing championship will now be held on March 5 and 6, with swimming and squash championships on the following weekend. The weekend of March 18 will see the track and field, women’s and men’s volleyball and women’s hockey championships. Women’s and men’s basketball, alongside men’s hockey, will end their seasons with their respective cups awarded on March 26.

The date set for the Nordic skiing championship will remain unchanged, to take place the weekend of Feb. 25. The curling championship has been recently separated into two events – men’s and women’s. The latter will take place the same weekend as Nordic skiing. Wrestling, badminton, men’s curling, men’s fencing and figure skating championship dates have not been finalized. All OUA competition is set to resume on Feb. 9, after the league’s temporary suspension of all sports programming.

OUA announces updated dates for winter sport championships.
After more than a month of enhanced restrictions, the Student Wellness Centre at Fanshawe College has reopened to all students, including those enrolled in fully online programs. The new rules came into effect Feb. 17. However, students will still need to book their sessions ahead of time despite the lifting of capacity limits.

The Rock Wall will also reopen to all students, with different hours of operation than the gym. Meanwhile, the Golf Simulator began operating Feb. 23. To book a session or for more information about activities, visit studentwellnesscentre.ca.

The restriction period started on Jan. 5 in alignment with provincial measures to avoid the spread of the Omicron variant. These measures were from Step Two of its Roadmap to Reopen with modifications announced by the Ont. government. Among the restrictions were social gathering limits of five people indoors and 10 people outdoors, and 50 per cent capacity limits at retail settings such as malls.

All fitness, recreation, and gym facilities at Fanshawe were closed after the decision. But on Jan. 31, the centre was able to open at half capacity. Because of this, only blended students, varsity student-athletes, and students living in residence were allowed to use the facilities.

Students in fully online programs, like Italo Honorio, tried to play ping-pong with another student during this period because he didn’t know about the rules.

“We pay a whole lot of money to have access to everything that the campus can offer us, and when I got there I wasn’t allowed to play. It doesn’t make sense, I [had] access to everything inside the campus but I was blocked the entrance to the recreation centre”.

In a statement, Fanshawe College explained that the decision to allow students who are already required to be on campus was to keep the Centre within capacity limits and reduce the number of students on campus. Virtual workouts and other digital wellness programming were available for students who could not be on campus.

“The College did not collect related ancillary fees from students studying fully online during the winter semester: Wellness Centre Universal (facility use and access), Athletics (on-site programming) and Wellness Centre Building (capital cost of the building),” the college said.

Despite some confusion, “wellness” fees paid by students through the Fanshawe Student Union (FSU) are not used for the Wellness Centre itself, but rather for events and activities coordinated by the FSU.

“When the Ancillary Fee says ‘wellness programming’ it would be for an event like the ‘chill lounge’ or a mental health speaker or a trivia night, etc. There are many different events that can help with ‘wellness.’ The same goes for ‘recreational programming’ – our games nights, trivia nights, FUEL, etc. could all be classified as such,” according to a spokesperson for the FSU, Carol Balzer.

Membership

Student-athletes, full-time blended students and students living in residence have access to the Centre. Online students need to purchase it at the front desk of the Student Wellness Centre located in Building J. Visit studentwellnesscentre.ca/memberships to read more information.

End of restrictions: Student Wellness Centre opens for all students

Ana Lustosa
INTERROBANG

CREDIT: HANNAH THEODORE

After more than a month of enhanced restrictions, the Student Wellness Centre at Fanshawe College has reopened to all students, including those enrolled in fully online programs.