



## Contributors

### Loren Barritt

Professor of Education at the University of Michigan. He received his Ph.D. in educational psychology from Indiana University in 1964. He is interested in understanding educational research as a rhetorical process. He is the author with Ton Beekman, Karel Mulderij and Hans Bleeker of the (still) unpublished manuscript, *Handbook for Phenomenological Research in Education*.

### Ton A. J. Beekman

Professor of Education, Rijksuniversiteit Utrecht, the Netherlands. Ton Beekman has studied at Hamburg and at Utrecht with Langeveld, Buytendijk and Linschoten. He has published various books and articles on the lifeworld of children and on the merits and problems of phenomenological research. In 1982/83 he was visiting professor at the University of Michigan (Ann Arbor, U.S.A.) and at the University of Alberta (Edmonton, Canada).

### David Dillon

Associate Professor of Education at the University of Alberta. He teaches courses in the area of elementary language arts and reading curriculum and instruction and has published articles in journals such as *Language Arts*, *English Journal*, and *Research in the Teaching of English*. His research interests lie in the area of the language used for learning in the classroom, its purpose, context, and relation to knowledge and control. He is currently editor of *Language Arts*.

### Amedeo Giorgi

Received his Ph.D. from Fordham University in Psychology and is currently Professor of Psychology at Duquesne University. He has published many articles on phenomenological psychology, including in the area of learning, and is author of *Psychology As A Human Science* and editor of the *Journal of Phenomenological Psychology* as well as the *Duquesne Studies in Phenomenological Psychology* series. His major interest is to develop a phenomenologically based research strategy for studying human psychological phenomena.

### Maxine Greene

Professor of Philosophy and Education and William F. Russell Professor in the Foundations of Education at Teachers College, Columbia University. Writings have dealt with education, critical theories, literature, ethnical issues, aesthetics, and contemporary/social predicaments; the approach has been most often, existential-phenomenological. Most recent books are *Teacher as Stranger* and *Landscapes of Learning*. Past-president of AERA, AESA, and Philosophy of Education Society.

### Madeleine R. Grumet

Associate Professor of Education at Hobart and William Smith Colleges. Within the field of curriculum theory her essays have addressed the use of autobiographical methods in educational research, aesthetic models for designing, evaluating and studying curriculum, and the relation of gender to the projects and traditions of pedagogy.

### Thomas Luckmann

Professor of Sociology at the University of Constance, West Germany. He has published *The Invisible Religion* (1967), *The Sociology of Language* (1975), *Life World and Social Realities* (1983) and (with Peter Berger) *The Social Construction of Reality* (1966) (with Alfred Schutz) *The Structures of the Life World I* (1973) and *II* (in press), edited, among other books, *Phenomenology and Sociology* (1978) as well as numerous articles in the theory of sociology of language, knowledge, religion, and stratification and in phenomenology.

**Gareth B. Matthews**

Professor of Philosophy at the University of Massachusetts in Amherst. He has published widely in ancient and medieval philosophy, the philosophy of religion, the philosophy of mind and philosophy and children. He contributes a column on children's stories to the journal, *Thinking*, and is the author of *Philosophy and the Young Child* (1980). This year he is on an NEH Fellowship to the School of Epistemics at the University of Edinburgh.

**Shulamit Reinharz**

Assistant Professor of Sociology at Brandeis University, formerly on the faculty of the Department of Psychology at the University of Michigan. Her book *On Becoming a Social Scientist: From Survey Research and Participant Observation to Experiential Analysis* (Jossey-Bass, 1979) is an autobiographical account of the crisis in methodology. Her co-authored text, *Psychology and Community Change* (Dorsey, 1983) is a statement about the enhancement of community life through research and action. She edits the journal *Qualitative Sociology* and is the author of several articles on feminism and research; women and community building; and aging.

**William H. Schubert**

Associate Professor of Education at the University of Illinois at Chicago. He received his Ph.D. from the University of Illinois at Urbana-Champaign in 1975. He has published articles on curriculum history, research, and theory in such journals as *Educational Researcher*, *Educational Forum*, *Studies in Educational Evaluation*, *The Journal of Curriculum Theorizing*, and *Curriculum Inquiry*. He is the author of *Curriculum Books: The First Eighty Years* (1980), and *Conceptions of Curriculum Knowledge: Focus on Teachers and Students* (with Ann Schubert, 1982). Schubert currently serves as President of the Society for the Study of Curriculum History.

**David G. Smith**

Assistant Professor of Education at St. Thomas University, Fredericton, New Brunswick, Canada. His doctoral dissertation being completed through the University of Alberta is entitled "A Hermeneutic of the Language of Living With Children." He holds a Master of Divinity degree from Queen's University, Ontario, and has been a classroom teacher as well as a counsellor with disturbed children.

**Valerie Polakow Suransky**

Assistant Professor of Educational Psychology, University of Michigan and affiliated with the Women's Studies Program and College of Architecture and Urban Planning. She received her Ph.D. in Educational Psychology from the University of Michigan in 1977. She is the author of *The Erosion of Childhood* (University of Chicago Press, 1982) and numerous articles dealing with the application of a phenomenological perspective to the study of the lifeworlds of young children, particularly in institutional settings. She has also done research in the area of critical pedagogy, social change and the Third World. From 1979-1982 she was awarded a post doctoral fellowship with the Michigan Society of Fellows.

**Max van Manen**

Professor of Education at the University of Alberta; he has taught school in the Netherlands and in Canada. He was an assistant professor at the University of Toronto, Ontario Institute for Studies in Education and he holds a Ph.D. from the University of Alberta. Max van Manen has published in the areas of social education, research methodology, curriculum theory and phenomenology and pedagogy. He is associated with various journals and he is founding editor of *Phenomenology + Pedagogy*.