



Contributors

Lewis Aptekar, Associate Dean of Academic Affairs and professor of counselor education at San Jose State University, is the author of several articles, many of which employ a reflective ethnographic methodology and are the result of his work in less developed countries. For example, he has written about street children in Latin America, *Street Children of Cali*, the social-psychology of disaster victims and care providers, *Disasters in Global Perspective*, and more recently a comparative study of street children in Latin America and Africa. He has been the recipient of a Fulbright Scholarship and of the Partners of the Americas' Kellogg Foundation Fellowship in International Development. He is currently Secretary-Treasurer of the Society for Cross-cultural Research.

Loren S. Barritt is a professor of education at the University of Michigan where he has taught since 1964. He received his doctorate in educational psychology at Indiana University. He has studied and taught in Geneva and the Netherlands on four separate occasions. At present he working on a description of life in an elementary school in the Netherlands. In addition, he continues to pursue his career-long interest in understanding the fundamental nature of research as a form of re-presentation.

Vangie Bergum is an associate professor in the Faculty of Nursing and professor associate in the Division of Bioethics, Faculty of Medicine, University of Alberta. Her teaching responsibilities include courses in bioethics for health care professionals. Since publication of her doctoral research on mothering (*Woman to Mother. A Transformation*, 1989) she has continued to study women's experience of mothering through adoption and through placing her child. During 1991-1992 she did postdoctoral study at the University of Colorado and was a Visiting Research Fellow, Queen Elizabeth House, University of Oxford.

Hans Bleeker and Karel Mulderij teach at the University of Utrecht. They are collaboratively engaged in phenomenological research into the lifeworld of physically handicapped children. Their several books about children's experience of place and space, research, and handicapped children include *Pedagogiek op je kniën* (Pedagogy on Your Knees, 1984), *Researching educational practice*, 1985) and *Wat Heb Jij Aan je Benen?* (What Good Are Your Legs? 1990).

Brenda Leigh Cameron is an assistant professor of nursing at the University of Alberta. Her research focus is on interaction between

patients and nurses, especially on the nature of comfort from the patient's and nurse's points of view. Her master's thesis is entitled *The Nature of Comfort to Hospitalized Medical Surgical Patients*. Her current interest deals with integrating women's studies discourse with the practice of nursing. A long-range goal is to develop an interpretive understanding of nursing that recognizes the unique relational dimension of nursing as a vocational human activity.

Mary Dombeck is an assistant psychotherapist at the School of Nursing at the University of Rochester. Her research interests include anthropology, phenomenology, hermeneutics, and the nontechnical nature of dream interpretation. She has published in the area of nursing, mythology, dream interpretation, and dream telling.

Aprile Flickinger is a doctoral student in counseling psychology at the University of Alberta. She specializes in individual and group therapy with women from abusive backgrounds. Research interests include childhood sexual abuse, empathy, and the dynamics of the therapeutic process.

Henry A. Giroux is the Waterbury Chair professor in secondary education at the Pennsylvania State University. He edits book series on pedagogy, cultural studies, and teacher reform with the University of Minnesota Press, SUNY Press, and Bergin and Garvey. He has written extensively in the area of critical pedagogy, cultural studies, curriculum theory, and the sociology of education. His most recent books include *Schooling and the Struggle for Public Life*, *Postmodern Education* (with Stanley Aronowitz), *Border Crossing*, and *Living Dangerously*. His forthcoming book is *Between Borders: Politics and Pedagogy in cultural Studies*.

Maxine Greene is a professor of philosophy and education and the William F. Russell professor in the foundations of education (Emerita) at Teachers College, Columbia University. Her teaching and speaking focus on issues in education, problems of literacy, and aesthetic education. Her perspective has been much influenced by existentialism and phenomenology. Her latest book is *The Dialectic of Freedom* and she is presently working on *Education and Modernity*.

Roberta Hewat is an assistant professor of nursing at the University of British Columbia and a doctoral student in nursing at the University of Alberta. She teaches maternal-child nursing and nursing research. Her research and clinical interests are breastfeeding, parent-infant interaction, and experience of early parenthood. She is an internationally certified lactation consultant and has numerous publications on the topic of breastfeeding in Canadian, American, and British journals.

Peggy Ann Howard is a doctoral candidate in the Department of Educational Administration, University of Alberta. Her dissertation focuses on the teacher's experience of performance evaluation. In addition to phenomenological research and writing, her interests include teacher intellectualization and professionalism and alternate and distance delivery. She is project manager of the Interests and Incentives for Faculty Professional Development research project at the University of Alberta, a member of the Vice-President's Task Force on Teaching and Learning, and a research assistant investigating evaluation alternatives and professional development for teachers.

Bas Levering is an associate professor of historical and theoretical pedagogy at the University of Utrecht. His writings have dealt with the foundations of education as a practical science. His research interest is ordinary language analysis and its relation to phenomenology. He has edited several books and published many articles. His dissertation was published under the title *Values in Education and Educational Science: Plea for a Challenging Pedagogy* (1988).

Margaret J. Marshall is an assistant professor of composition and cultural studies in the English Department at the University of Pittsburgh. She is preparing a book that analyzes four texts that figured in public magazine discussions about education at the end of the 19th century. Her research interest focuses on the examination of the rhetoric of educational discourse. In her work professor Marshall is interested in crossing disciplinary and organizational boundaries.

Siebre Miedema is an associate professor in the Department of Philosophy and History of Education, Faculty of Social Sciences, University of Groningen, the Netherlands. He has taught in secondary school and in teachers' college. He graduated in pedagogy and philosophy from the University of Groningen and received his doctorate from Leiden University. He is the author of numerous articles and several books. His writings have dealt with research methodology, critical and hermeneutical pedagogy, philosophy of science, and pragmatism. His current research interest is in political pedagogy and religious education.

Dieter Misgeld teaches philosophy, social theory, and educational theory at the Ontario Institute for Studies in Education and in the Department of Philosophy, University of Toronto. He has written about critical social theory, hermeneutics, the philosophy of the social sciences (including phenomenology), and education. He is coeditor of *Modern German Sociology* and *Hans-Georg Gadamer on Education, Poetry and History*, and he is the author of *Pragmatism and Utopian Thought. Modernity and Human Rights Education*. His research interests include human rights and education, liberation theology in Latin America, and modernity and modernization.

Rose Montgomery-Whicher is a doctoral student in the Department of Secondary Education at the University of Alberta. Her research interest is in the lived meaning of aesthetic experience. She has been a museum educator and teacher of drawing in Canada and England.

Rainer Schönhammer teaches developmental and pedagogical psychology at the University of Munich. He received his doctorate from the University of Munich in 1984. He is coauthor of *Mentalität und Vorurteil: Ausländische Kinder aus der Sicht von Erzieherinnen* (Attitude and Prejudice: Kindergarten Teachers' Views of Foreign Children) and is the author of *Psychologisches Führungstraining und die Mentalität von Führungskräften* (Psychological Leadership Training and the Attitude of Managers), *Jugendliche Europatouristen* (Youth Traveling in Europe), and *In Bewegung* (In Motion).

Stephen J. Smith is an assistant professor in the Faculty of Education at Simon Fraser University. His areas of specialization are physical education, curriculum studies, and human science research methods. His doctoral dissertation is entitled *Risk and the Playground*. His research is concerned with the nature of adult-child interactions in physical play settings, and recently with the physical nature of childhood memories.

Donald Vandenberg, Reader in Education at the University of Queensland. He has used the resources of phenomenology and hermeneutics to explicate the existential, ethical, and epistemic dimensions of education, respectively, in *Being and Education*, *Human Rights in Education*, and *Education as a Human Right*.

Max van Manen is a professor of education in the Faculty of Education, University of Alberta. He teaches courses in curriculum studies, pedagogy, and human science research methodology. He is the author of numerous articles and several books including *The Tone of Teaching* (1986), *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy* (1990), and *The Tact of Teaching: The Meaning of Pedagogical Thoughtfulness* (1991).

Lynda Workman holds undergraduate degrees from the University of British Columbia and the University of Calgary, and a Masters of Social Work (Social Policy and Administration) from the University of Calgary. She is manager, Information and Program Evaluation Branch, Community and Family Services, City of Edmonton. In this capacity, her research interests are in the utilization of phenomenology in program evaluation and the design of preventive social services.