



Contributors

Gregory G. Baum

Professor of Religious Studies and Sociology at St. Michael's College in the University of Toronto. In his writings he has dealt especially with issues of religion, culture and society. His most recent book is *Ethics and Economics: Canada's Catholic Bishops on the Economic Crisis*, Toronto: Lorimer, 1984.

Vivian Darroch

Teaches in the Department of History and Philosophy at the Ontario Institute for Studies in Education. She has recently completed an edited volume with Ron Silvers, *Interpretive Human Studies: An Introduction to Phenomenological Research*.

Heather Devine

Has worked as a secondary classroom teacher, in various capacities in media production, and most recently as a Sessional Lecturer in the Department of Secondary Education at the University of Alberta, where she completed her Master's Degree in Educational Media. Her research interests include the philosophy of technology and critical issues pertaining to the utilization of mass media and technology in the school system.

Mariette Hellemans

Professor of Education at the Katholieke Universiteit Leuven, Belgium. She has published in the area of critical theory, phenomenology and pedagogical anthropology. Currently Professor Hellemans is engaged in phenomenologically oriented research into the nature of pedagogical relationships, especially the relationship mother-child.

Dwayne Huebner

Visiting Professor of Christian Education, The Divinity School, Yale University; Professor Emeritus of Education and one time chairperson of the Department of Curriculum and Teaching, Teacher's College, Columbia University. His writing over the years has explored the language of education, with specific attention to curriculum and teaching issues.

Vangie Kelpin

A doctoral candidate at the University of Alberta, Faculty of Education, she has worked as public health nurse, lecturer in nursing, researcher, and childbirth educator. She is presently working on her dissertation entitled "The transforming experience of childbirth: Becoming a mother."

John N. Kotre

Professor of Psychology at the University of Michigan—Dearborn. *Outliving the Self: Generativity and the Interpretation of Lives*, which will be published in the fall of 1984 by the John Hopkins University Press, is his fourth book on life-historical subjects. Kotre is a University of Chicago PhD and a former Project Director at the University of Michigan's Institute for Social Research.

Thomas Langan

Professor of Philosophy in St. Michael's College, University of Toronto, is past president of the Metaphysical Society of America and of the American Catholic Philosophical Association, and a member of the Editorial Board of *Communio*.

He is co-author with Etienne Gilson of *Modern Philosophy* and with Gilson and A. Maurer of *Recent Philosophy*, as well as author of *The Meaning of Heidegger* and *Merleau-Ponty's Critique of Reason*.

Marjan Margadant-van Arcken

Last year she finished her study "Philosophical and Historical Pedagogy" at the University of Utrecht, The Netherlands. Now she is working on her doctoral dissertation entitled "(Pet) Animals in Young Children's Lives." Promoter is Professor Ton Beekman, University of Utrecht, The Netherlands.

Bill Rollans

Doctoral candidate in Educational Psychology at the University of Alberta, and Principal of L. Y. Cairns Vocational School in Edmonton. He has specialized in adolescent behavior management, but his long and close association with aging friends and relatives, and his own elevation to "grandfather," has fanned a growing interest in the cognitive functioning of the elderly. He is following this interest in his dissertation.

David Seamon

Assistant professor of architecture at Kansas State University. Trained as a behavioral geographer and environmental psychologist, he is interested in a phenomenological approach to environmental behavior and place-making. He has written the book, *A Geography of the Lifeworld* (1979). His most recent volume, edited with philosopher Robert Mugerauer, is *Dwelling, Place and Environment*, a set of essays presenting phenomenological approaches to environmental experience and design.

Ronald J. Silvers

Associate Professor at the Ontario Institute for Studies in Education and in the Department of Education, School of Graduate Studies, University of Toronto. He has recently completed an edited volume with Vivian Darroch, *Interpretive Human Studies: An Introduction to Phenomenological Research*. His current studies are in hermeneutics and photography.

Barbara Scott Winkler

Doctoral student in American Culture at the University of Michigan. She has taught in both the American Culture and Women's Studies Programs and is currently doing dissertation research on feminist pedagogy and Women's Studies. She is a founding member of the Michigan Progressive Educator's Network, an organization of teachers and students concerned with empowering education and social change.

Information To Contributors

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