



## Contributors

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### **Verna Brophy**

Received an MEd from the University of Alberta. Her thesis focused on what it is like for teachers to be evaluated. She is currently a counselor and classroom teacher at Leduc Junior High School, Leduc, Alberta.

### **D. Jean Clandinin**

Assistant Professor of Education at the University of Calgary, Calgary, Alberta. Her doctoral dissertation, completed at the University of Toronto, Ontario Institute for Studies in Education, is entitled "A Conceptualization of Image as a Component of Teacher Personal Practical Knowledge." A forthcoming publication is a chapter in the 1985 National Society for the Study of Education Yearbook entitled "Personal Practical Knowledge and the Modes of Knowing: Relevance for Teaching and Learning."

### **Mikio Fujita**

Studied at the University of Tokyo, Japan. He has published work concerned with phenomenology. Currently he is a doctoral student at the University of Alberta, Canada, where he is writing a dissertation on the topic of lived meaning.

### **Amedeo Giorgi**

Received his PhD in Psychology from Fordham University and is currently Professor of Psychology at Duquesne University. He has published many articles on phenomenological psychology, including the area of learning. He 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.

### **Lous Heshusius**

Associate Professor of Education, Program of Language and Learning Problems, York University, Toronto. She studied and taught school in the Netherlands, the United States and Canada. In teaching and research, she stresses the need for a phenomenological, antireductionistic perspective in special education theory and practice, as well as in educational research. She wrote "Meaning in Life as Perceived by Persons Labeled Retarded in a Group Home: A Participant Observation Study."

### **David W. Jardine**

Lecturer in the Department of Family Studies, College of Family and Consumer Studies, University of Guelph, Ontario, as well as Head Teacher in the University's Laboratory Preschool. Main areas of interest include phenomenology and developmental theory, with a focus on conceptions of childhood/adulthood and their interrelations; practical and theoretical notions of self-understanding; the place of phenomenological philosophy vis-à-vis the social sciences.

### **Marie Laing**

Sessional lecturer at the University of Alberta. She is completing a PhD in Counseling Psychology. Her work and research is in the area of physical and sexual violence which arises out of her belief in the need to challenge existing theory and practice as it relates to violence.

**Martinus Jan Langeveld**

Professor Emeritus of Pedagogy, of General Didactics, and of Developmental Psychology at the University of Utrecht, Holland. He is the author of dozens of books and numerous articles. Some of his best known books include *Beknopte Theoretische Pedagogiek* (A Concise Theoretical Pedagogy), *Erziehung und Wirklichkeit* (Education and Reality), *Die Schule als Weg des Kindes* (The Meaning of the School as a Place for the Child's Becoming), *Elk kind is er Een* (Every Child is One).

**Don McEachern**

Practicum associate and sessional lecturer in the Department of Secondary Education at the University of Alberta. He has worked as a secondary classroom teacher in the field of Language Arts and is presently working on a graduate degree in curriculum and instruction in English. His research interests include phenomenologically oriented approaches to the teaching of English.

**Antoinette Oberg**

Assistant Professor in the Faculty of Education at the University of Victoria. Graduate Advisor and Coordinator of the Masters Program in Curriculum Studies. Teaches graduate courses in curriculum development and curriculum research methodology. Recently completed an edited volume with Frank Smith.

**Carol Olson**

A doctoral student at the University of Alberta in Secondary Education, she has taught in elementary school and in the Department of Elementary Education. Her dissertation research is entitled, "How Can We Understand the Experience of Illness?"

**Bruno Redeker**

Worked as lithographer and teacher. At present, he is lecturer for Physics Education at the University of Paderborn (Federal Republic of Germany). His doctoral thesis is entitled "Untersuchungen zur Begriffsbildung im Naturwissenschaftlichen Unterricht." His publications deal with the human process of learning (particularly physics) from a phenomenological viewpoint.

**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 "The Meaning of Children: A Hermeneutic Study." He holds a Master of Divinity degree from Queen's University, Ontario, and has been a classroom teacher as well as a counselor with disturbed children.

**Lize Stilma**

A writer and public relations person for several social institutions in the Netherlands. Among her work are twelve volumes of portraits about stigmatized persons, including the mentally retarded, the emotionally disturbed, abused children, drug addicts, and survivors of the concentration camps. The translations in this issue of *Phenomenology + Pedagogy* were selected from these volumes. For her accomplishments as a writer, Lize Stilma was awarded the "Cultuur Prijs van de Gemeente Hilversum" and received other honors such as an interview on national television and a visit with Queen Beatrix who commissioned her to write the Dutch "Year of the Child" book. Lize Stilma lives in the city of Naarden, Mozartlaan 2, the Netherlands.

**Vivian Darroch\***

Associate Professor appointed to The Ontario Institute for Studies in Education and the Graduate Department of Education, University of Toronto. Her work is existential—phenomenological and hermeneutical. Her writings are transdisciplinary and have appeared in phenomenology, literary, psychology and women's studies journals. Her most recent book is *Voice of Hearing* (Sono Nis; Victoria, BC, 1984). A past president of the Canadian University and College Counselling Association, she has held executive positions while on the Board of Directors of the Canadian Psychological Association. She is an elected Fellow of the Canadian Psychological Association.

\*Vivian Darroch contributed to Volume 2, Number 2, however her biographical sketch which appeared in that issue was incomplete as she was out of the country at the time.