



## Contributors

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### **Heather Berkeley**

Associate Editor (Journals), OISE Press, Ontario Institute for Studies in Education. She holds a Bachelor of Arts in Religious Studies and a Master of Arts in Sociology in Education, both from the University of Toronto.

### **Ien Dienske**

Studied at the University of Utrecht, the Netherlands, with Professors Langeveld and Beekman. She teaches there and is doing phenomenological research in the Department of Historical and Theoretical Pedagogy. Ien Dienske published articles on women's studies and a phenomenological approach and on the application of a phenomenological analysis to fiction. She is co-founder of the Werkgroep Vrouwenstudies Utrecht (Women's Studies Association Utrecht) and has been a preschool teacher and a worker with children in Dutch working class neighborhoods.

### **Henry A. Giroux**

Associate Professor of Education and Distinguished Scholar in Residence in the Educational Leadership Department at Miami University, School of Education and Allied Professions. Writings have focused on the sociology of education, curriculum theory, and cultural studies. Most recent books are *Theory and Resistance in Education* and *Education Under Siege*.

### **John K. Smith**

Professor of Education at the University of Northern Iowa, Cedar Falls, Iowa. Over the last few years his attention has focused on the philosophical issues involved in social and educational inquiry. His most recent article is an attempt to give an idealist interpretation to the concept of test validity.

### **Stephen Tyman**

Assistant Professor of Philosophy at Southern Illinois University, Carbondale. Research focus is the history of philosophy, phenomenology/existentialism and hermeneutics, including articles on "The Phenomenology of Forgetting," "Dialectic and Foundational Participation," and "Heidegger and the Deconstruction of Foundations."

### **Elizabeth Vallance**

Director of Education at The Saint Louis Art Museum, St. Louis, Missouri. Writings have focused on the hidden curriculum, aesthetic and qualitative evaluation of curriculum materials, and the practical uses of curriculum theory. She recently completed seven years as Director of Academic Outreach in Kansas State University's Division of Continuing Education and is completing a three-year W. K. Kellogg National Fellowship project on "the hidden arts curriculum of small towns." She studied at the University of Michigan and Stanford University, and is a photographer. Memberships include AERA, the College Art Association, and the Kansas Grassroots Arts Association.

## Information To Contributors

*Phenomenology + Pedagogy* invites contributions to its regular and special feature sections. All manuscripts are first submitted for an internal review to determine appropriateness of orientation to the program of the journal. The editors of *Phenomenology + Pedagogy* rely heavily on expert advice from readers, using established referee policy procedures. To assure author anonymity, only the title should appear on the manuscript. Attach a cover page with title, name and affiliation.

Prospective contributors are required to send four copies of the manuscript. Style and format of manuscripts must adhere to the guidelines as described in the third edition (1983) of the *Publication Manual of the American Psychological Association*. See a recent copy of *Phenomenology + Pedagogy* for exemplary use of Notes, References, Tables and Figures. Dissertation Research Reviews and Book Reviews are to be submitted with relevant information on a separate page listing title, author, publication and reviewer. For detail and organization of this information consult samples in a recent issue of *Phenomenology + Pedagogy*.

Manuscript authors are urged to consult APA guidelines for nonsexist language.

Manuscripts are accepted for publication consideration subject to nonsubstantive editing, and with the understanding that *Phenomenology + Pedagogy* has the right of first publication.