



## Contributors

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**Stephen Bath**, Manager, program research and evaluation, traffic safety research department, Insurance Corporation of British Columbia. His interests include critical hermeneutics and curriculum evaluation. Present research is concerned with sociocultural understandings of young adults involved in automobile crashes and the development of traffic safety interventions.

**Marc Briod**, Associate professor of education and philosophy at Oakland University, Rochester, Michigan. His recent studies have been on children's awareness of time and promises, phenomenological approaches to child development, and collaborative interpretations of children's lived experience. He has also written about recalling the child within us as a way of re-visioning the child with us.

**John J. DeWitt**, Professor of educational philosophy and adult learning at Wayne State University, Detroit, Michigan, since 1973. Also, since 1985, a private practice clinical psychologist and psychotherapist. Doctorate in educational philosophy from Boston University in 1971; Master's Degree in adult education from Boston University in 1967; have published in various journals, and served as consultant to hospital, church and business groups, and to voluntary organizations; current major research interests are in theoretical foundations of qualitative research in the human sciences.

**Susan Drake**, Assistant professor of social foundations in graduate studies, faculty of education, Brock University. Her work focuses on holistic perspectives in education and she has taught with this approach at the elementary, secondary, and adult levels. She is co-author of the recently published *Holistic Learning: A Teacher's Guide to Integrated Studies*.

**Faye Ferguson**, Coordinator of Continuing Care programs at Camosun College in Victoria, BC. She is presently completing a project for the Ministry of Advanced Education, Training and Technology. Her professional interests include: the application of the concept of caring to health practitioner curricula; instructional methods which awaken in learners an understanding of the worth and dignity inherent in the human spirit; the complex nature of health and healing.

**Maxine Greene** is 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 social issues in education, problems of literacy, and aesthetic education. Her perspectives have been much influenced by existentialism and phenomenology. Her last book is *The Dialectic of Freedom* and she is presently working on *Education and Modernity*.

**Lous Heshusius**, Associate Professor of Education, York University, Toronto, where she teaches courses in New Paradigm Thought and Education and Qualitative Research. She taught school in the Netherlands and the U.S., both in regular and special education, and received her doctorate from Indiana University. Her writings have analyzed paradigmatic underpinnings of education and special education, explored the construct of holism for education, and have focussed on issues in qualitative research. She has conducted qualitative research in special education. Present interests also include the influence of gender on scientific and educational thought.

**Alannah Ireland**, Formerly a social worker and teacher librarian, she now teaches at Franklin Community School in Vancouver. Her academic interests are concerned with theories of reading, developing children's writing, and more generally, with the processes of teacher change and empowerment. She also tries to make time to pursue her interests in dance and fine art.

**Peter Johnson** Associate professor of education at The State University of New York at Albany. He studies, teaches and writes about reading and writing difficulties and evaluation. His most recent book is entitled *Constructive Evaluation of Literate Activity*.

**John P. Miller**, Head of OISE Niagara Centre and professor in curriculum. His main area of interest include holistic education and teacher beliefs. He has authored and co-authored several books including *Curriculum Perspectives and Practice* and *Holistic Curriculum*

**Klaus Mollenhauer**, Professor and chair of Pedagogy at the University of Göttingen. Professor Mollenhauer has been a school teacher (1948-50) and professor at the universities of Berlin, Kiel, and Frankfurt between 1957 and 1971, and since 1972 at Göttingen; he has a very distinguished career in German educational theory. He is the author of *Introduction to Social Pedagogy* (1964). In the late sixties he was one of the main proponents of the critical pedagogy movement in Germany, developing a socially based critical-historical approach to the study of educational phenomena. He wrote *Theories of Educational Processes* (1972), *Education and Emancipation* (1973), and co-authored *Education in the Family* (1975); his phenomenological methodological views were elaborated in the co-authored text *Methods of Educational Science* (1977). In his *Forgotten Relationships* (1983) he pays special attention to the cultural context and contemporary meanings of pedagogical practices.

**Karen Reynolds**, Doctoral student in Elementary Education at the University of Alberta. An elementary teacher turned teacher of weaving,

spinning, and dyeing, she drew on her experience of weaving and teaching weaving to create the metaphor, *Curriculum in a New Weave* as Master's thesis. More teaching experience became an article entitled, *Teachers and Researchers: A Complementarity*. Currently, she is turning to teaching again, reviewing and creating a conception of what teaching and learning could be or become, a vision for the future of schooling, perhaps.

**Cynthia Taylor**, Associate professor of art education, Nova Scotia College of Art and Design. Teaches undergraduate and graduate courses in art education, primarily in philosophy and pedagogy. Her doctoral dissertation proposed hermeneutic phenomenology as a mode of inquiry that could help to unify the related fields of art, education, and art education. Research interests focus on teaching as an art form. Co-editor of *NSCAD Papers in Art Education*, associate editor of *The Journal of Social Theory in Art Education*. Recent articles have appeared in *Visual Arts Research*, *School Arts*, *Canadian Review of Art Education Research and Issues*.

**Neil Winther**, Associate professor and head of the physical education degree program at the University of Manitoba. His most recent research and community-based projects concern enhancing the quality of life of Aboriginal children and youth living in remote northern communities through the provision of quality physical activity programs and leadership training. He completed his MEd and PhD at the University of Alberta.