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**Michael D. Barber** Assistant professor of philosophy at St. Louis University, St. Louis, Missouri. He recently published a book, *Social Typifications and the Elusive Other: The Place of Sociology of Knowledge in Alfred Schutz's Phenomenology*. He has also published articles on Schutz and intercultural understanding, and at present is working on a book on Max Scheler and the sociology of knowledge.

**Otto Friedrich Bollnow** Professor emeritus of philosophy and pedagogy at the University of Tübingen, West Germany. He began his career as doctor of physics in 1925 but soon turned his interest toward philosophy and pedagogy. Professor Bollnow is the author of 38 books and over 400 articles and reviews in the area of education and philosophy. He has been an influential figure of the Geisteswissenschaftliche (human science) movement in education in Germany. His pedagogical anthropology reflects intensive studies of Dilthey, Misch, Husserl, Lipps, and Heidegger. Recent translated works are contained in *Otto Friedrich Bollnow, Crisis and New Beginning: Contributions to a Pedagogical Anthropology* (translated by Donald and Nancy Moss), Duquesne University Press (1987) and a complete bibliography up to 1983 is included in *O.F. Bollnow im Gespräch*, (Herausgegeben von H.-P. Göbbeler and H.-U. Lessing) Freiburg: Karl Alber Verlag (1963).

**Wytze Brouwer** Professor of secondary education with a joint appointment in physics at the University of Alberta. Research has dealt with theory change in physics, with alternate conceptions research in science education and with the use of drama to focus on science and society issues in science classrooms. He is a past chairman of the Education Division of the Canadian Association of Physicists and was a fellow of the Canadian Institute for International Peace and Security in 1985/1986.

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**Walter Werner** Associate professor in the Department of Social and Educational Studies, University of British Columbia. Writings have dealt with educational change, the politics of curriculum, and the teaching of controversial issues. Current research is in the area of global education.