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### About the Authors

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## ABOUT THE AUTHORS

**Anne Blanchard** has been teaching for [Western Washington University's Human Services Program](#) for twelve years. She earned her Ph.D. at the University of Washington, where her research focused on literacy acquisition and endeavoring toward more equitable public education. Other areas of interest include social justice, solidarity, and critical theory as it applies to research and approaches to teaching and learning.

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**Susan Donnelly** is the Head of School at [Whatcom Day Academy](#), an innovative independent school in Bellingham, WA. Along with a dedicated, creative faculty, she has developed a non-graded school for children three through fourteen years old based on the idea of nurturing the brilliance in every child. She has a Master's Degree in Early Childhood and Elementary Education and worked as an administrator in the Teacher Education Department at Michigan State University during the implementation of a new fifth year internship program. Prior to that she was a research fellow, teacher and administrator at the [Prospect Archive and Center for Education and Research](#) in North Bennington, VT, where she studied phenomenology and its application to the study of children's work and learning. She began her career at Grant MacEwan College in Edmonton, Alberta CA, where she was an Instructor and Director of the demonstration learning center for preschool children. Donnelly is a practitioner and a scholar; she has written several articles for publication and presented at conferences. Currently, she is writing a book based on her observations of her sons, Alan and Ian.

**Lynn Fels** is Assistant Professor in the Faculty of Education at [Simon Fraser University](#). Her interests are arts education, performative inquiry, writing, leadership and resistance within institutional and curricular contexts. She is Academic Editor of [Educational Insights](#), an open-access on-line journal that investigates the gaps between inquiry, education, and curriculum. Lynn co-authored *Exploring Curriculum: Performative Inquiry, Role Drama and Learning* (Pacific Educational Press).

**Michelle Fine** is a Distinguished Professor of Social Psychology, Women's Studies and Urban Education at the [Graduate Center, CUNY](#), and a founding member of the Participatory Action Research Collective at the Graduate Center at the City University of New York. Among her voluminous publications are the forthcoming, Cammarota, J. and Fine, M. (Eds. 2008) *Revolutionizing Education: Youth Participatory Action Research in Motion*, New York: Routledge Publishers and Sirin, S. and Fine, M. (2008) *Muslim American Youth : Understanding Hyphenated identities through Multiple Methods*, New York: New York University Press. See also, <http://web.gc.cuny.edu/psychology> and <http://web.gc.cuny.edu/che/start.htm>

**James M. Giarelli** is Professor of Philosophy and Education at [Rutgers](#) Graduate School of Education, Faculty Coordinator of the South African Initiative, and Associate Editor of [Educational Theory](#). He has published widely on social philosophy, ethics, and educational theory and is Co-Editor with Beth C. Rubin of *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*, Taylor and Francis, 2008.

**Karen L. Goldman** works professionally as an educator and painter. Currently, Dr. Goldman teaches art for [Knox County Schools](#), conducts in-service professional development classes at the Sarah Simpson Center and serves as a mentoring teacher with the Teacher Advancement Program (TAP). Previously, she taught at the University of Tennessee for five years in the Teacher Education Program. Dr. Goldman is a published author in the area of creativity, winner of the Outstanding Art Educator Award from the University of Tennessee, and a popular presenter at various research associations and professional in-services in creativity, differentiated instruction and multiculturalism. She was chosen as a participant in the nationally recognized Teacher Institute in Washington, D.C. and served as a delegate with the NAEA to the International Symposium of Art Educators in St. Petersburg, Russia. Her degrees include a Ph.D. in Cultural Studies in Education, the Education Specialist degree in School Administration and Supervision, and both the M.S. and B.S. degrees in Art Education.

**Mary Bushnell Greiner** is associate professor of social foundations of education at [Queens College](#), City University of New York. She also holds an appointment at the CUNY Graduate Center in urban education. Her research into aesthetic education grew out of her commitments to social justice and to teacher education as vehicles for social change. Dr. Bushnell Greiner's work has been published in the journals: *Educational Studies*, *Anthropology and Education Quarterly*, *Education and Urban Society*, among other venues.

**David T. Hansen** is Professor and Director of the program in Philosophy and Education at [Teachers College, Columbia](#)

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**Chris Higgins** is Assistant Professor in the Department of Educational Policy Studies at the [University of Illinois at Urbana-Champaign](#). A philosopher of education, his scholarly interests include professional ethics and teacher identity, dialogue and the teacher-student relationship, liberal learning and the humanistic imagination, professional education and the philosophy of work. As a doctoral student at Teachers College, Columbia University, he studied with Maxine Greene, serving as her teaching assistant and working for her Center for Social Imagination, the Arts, and Education. His publications include "Instrumentalism and the Clichés of Aesthetic Education: A Deweyan Corrective" (*Education and Culture*), "Humane Letters: Notes on the Concept of Integrity and the Meanings of Humanism" (*Philosophical Studies in Education*), and "Modest Beginnings of a Radical Revision of the Concept of Imagination" in *The Imagination in Education: Extending the Boundaries of Theory and Practice* (Cambridge Scholars Publishing). He has a chapter on "Educational Aesthetics" in the forthcoming Routledge *Handbook of Research on the Sociocultural Foundations of Education* and a forthcoming book entitled *The Good Life of Teaching: Toward a Virtue Ethics for Teachers* (Wiley-Blackwell).

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**Daniel Lerner** is a playwright and theatre scholar. He took his A.B. from Harvard College, and his M.S. (in the History of Science) and Ph.D. (in Speech/Theatre) from the University of Wisconsin, Madison. He has taught at [Western Washington University](#) since 1968, in the English, Speech, and Theatre Departments, and is currently Professor of Theatre at WWU's [Fairhaven College of Interdisciplinary Studies](#), where he served as Dean, 1982-89. He was one of the founders of the College of Fine and Performing Arts at WWU in 1976. He has served as Director of Graduate Study (1975-82) and Acting Chair (1981-82) of the Department of Theatre and Dance. He is a life-long civil liberties activist, a 35-year member of the board of directors of the [American Civil Liberties Union of Washington](#), and teaches civil liberties in the Law, Diversity and Justice Program at Fairhaven College. His scholarly work has been published in theatre, literature and law journals, including series of papers on metaphor, on tragedy, comedy and tragicomedy, on justice in drama, on tragic and comic form in O'Neill's plays, and on the life and work of American playwright Barrie Stavis. He has published two plays, and currently he has two plays commissioned, one in Nicosia, Cyprus by actor/director Photos Fotiadis, and one by the Floyd and Delores Jones Foundation, Seattle. His one-act play, *The Death of Christopher Marlowe*, was produced by Fotiadis in Greek on Cyprus Radio in 1997.

**Kathryn LaFever**, Ph.D., M.Ed, M.Hum, has taught in colleges and universities in the U.S. and Japan. She is a Visiting Assistant Professor in the International Studies Program at [Miami University](#) in Oxford, Ohio. Her research areas include interdisciplinary teacher education, international studies curriculum, multicultural education, international urban planning, and aesthetic literacy. She has previously published in the *Journal of Curriculum and Pedagogy* and *No child left behind: Critical essays by educators* (2006). She and Dennis A. Carlson co-authored a chapter on the "myth" of Mrs. Rosa Parks during his term as President of AESA. She may be reached at [lafevek@muohio.edu](mailto:lafevek@muohio.edu).

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**Ray McDermott** is a cultural anthropologist and a Professor of Education at [Stanford University](#). For 10 years he was on the faculty with Maxine Greene at Teachers College, Columbia University. For 40 years, he has been trying to use cultural

analysis to critique how children learn, how schools work, and why Americans have invested so heavily in having a misfit between the two. He is the author (with Hervé Varenne) of *Successful Failure: The Schools America Builds* (1998). Most recently, he has been working on the intellectual history of American ideas about learning, genius, and intelligence.

**Meghan McDermott** is the Executive Director of the [Global Action Project](#) in New York City. She has worked on young people's development through media arts for over a decade and, since 2003, has implemented G.A.P.'s social change mission to represent and build the field of youth media. Charged with ensuring the strength and sustainability of G.A.P., Meghan directs fundraising, communication, and organizational development, and she has written extensively about G.A.P.'s innovative approach. Much in the spirit of Maxine Greene, she was a founding member of the Urban Visionaries Youth Film Festival and the NYC Critical Literacy Study Group for youth media practitioners and currently serves as an advisor for the Youth Media Learning Network, the Youth Media Reporter, and the New York State Council on the Arts' Electronic Media Grant Review Board.

**Matthew Miller** is an Assistant Professor of Elementary Education in the [Woodring College of Education](#) at [Western Washington University](#). He teaches courses in literacy education, the arts in education, and early childhood education. His research focuses on investigating the role of problem-based conversations as a mechanism for teachers' professional development, clinical supervision of preservice teachers, and different uses of video to improve teaching practice, supervision, and p-12 students' learning. Outside interests include singing and acting whenever he's not working on the art of wrangling his 2-year old daughter, Claire.

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**P. L. Thomas**, Associate Professor of Education at [Furman University](#) (Greenville, SC), writes often about literacy, poverty, and the pursuit of empowerment and social justice through education. He has written books on Barbara Kingsolver, Kurt Vonnegut, Margaret Atwood, and Ralph Ellison. He has recently completed a critical consideration of school choice, *Parental Choice?* (Information Age Publishing). He is a column editor for *English Journal* and has work in recent issues of *Teaching Children of Poverty* and *Power and Education*.

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**Ed Wall** is an Assistant Professor in the School of Education at [The City College of New York](#). He writes: I began my early high school years passionately involved with mathematics. This translated into college and beyond. At a point I dipped, ten or so years, into the teaching of K-12 mathematics and acquired yet another passion, that of teaching mathematics. Time passed and I purposively became a teacher of elementary school teacher candidates at City College of New York where, besides teaching mathematics methods courses for graduates and undergraduates, I can be found teaching child development and occasional mathematics and philosophy of education courses.