

Contributors to this issue ...

Sharilyn Calliou (Michel Band, Alberta) taught for 10 years in an inner-city community school. She has shared her experience in community education and community basic curriculum in workshops from Hobbema, Alberta, to St. Louis, Missouri. She is currently a sessional lecturer at First Nations House of Learning at the University of British Columbia, a doctoral student, and sometimes a poet. She loves Montana.

Linda Collier teaches humanities and philosophy at John Abbott College in Ste-Anne-de-Bellevue, Quebec. Her interest in Native peoples originally stemmed from canoe trips in the north. She has just completed a one-year research project entitled *Teachers' Tales: Teaching Native Students*, a complete version of what her article in this issue touches on.

Martha Crago, a professor at McGill University, has done consultative work in Aboriginal schools and has been carrying out research on language socialization and teacher-student interactions in Aboriginal communities for a number of years.

Hanny Feurer is a linguist in the Department of Linguistics at the Université du Québec à Montréal. Her doctoral dissertation on Mohawk conversation (1976) was followed by research on first language acquisition in Mohawk. She was involved in the Amerindianization Program in Quebec in 1971-1973 (teaching Native teachers how to teach their Native tongue in the newly established Native language classes across Quebec). Her present research interests lie in the area of bilingual education in Canada and among ethnic groups elsewhere (Tibetan and Naxi), intra- and intercultural communication.

Tim Goddard has been the Superintendent of Education for the Lac La Ronge Indian Band for the past three years. Before that he spent 12 years as a teacher and principal with the Dene and Inuit peoples of Canada and with a variety of Aboriginal peoples in Papua New Guinea. He is entering a doctoral program at the University of Alberta in September 1993.

Jim Hollander has been the principal at St. Andrew's School in Kashechewan, Ontario, for the past six year. Before this he taught in the junior and intermediate divisions for six years in the same school. In 1989 the community assumed local control of education through the efforts of the Hishkoonikun Education Authority. St. Andrew's was the first band-controlled school on the James Bay Coast. His interest in education lies in developing Native education systems that reflect the *Native* values, attitudes, and aspirations of the communities they serve.

Tony Hollihan is a doctoral student in the Department of Educational Foundations at the University of Alberta. He has taught in both the Edmonton Catholic and Edmonton Public school systems. His Master of Arts thesis explored historical aspects of Canadian immigration policy. His current research areas include teacher education and the function of ritual in education.

Leslie Marrion is a registered clinical psychologist in private practice, working with First Nations communities in program development. She lives in Victoria, British Columbia.

Ralph Makokis is a Treaty Indian and member of Saddle Lake First Nation. His language and tradition is Cree. He is about to complete a Master of Arts degree in the Department of Geography at the University of Alberta.

Peter Martin is completing his master's degree through the Indian and Northern Education Program at the University of Saskatchewan. Most of his career has been spent in cross-cultural settings. He has been a teacher in Southern Africa and a teacher, counselor, and adult educator in a Native community in the northern interior of British Columbia. He is presently employed as an adult educator with the Elizabeth Fry Society in Prince George, BC.

Lynn McAlpine is Associate Director of Native and Northern Education at McGill University. In partnership with different Aboriginal communities, she develops field-based teacher education programs. She is also doing classroom interaction research with a number of Aboriginal teachers.

Karen McKellips is a professor of education at Cameron University in Lawton, Oklahoma, where she teaches graduate and undergraduate courses in social foundations of education. Her primary research interest is the educational history of the Plains Indians. Her family has lived in the area of Whirlwind School since the opening of the Cheyenne-Arapaho Reservation to white settlement.

Bob Mulcahy is a professor in the Department of Educational Psychology at the University of Alberta. His primary research area is learning/thinking skills and cognitive strategies instruction.

David Perley is employed in the Department of Education, New Brunswick as the Aboriginal Education Consultant responsible for policy / program planning and implementation and is a sessional lecturer at the University of New Brunswick. He is a former chief of the Maliseet Nation at Tobique and holds a master's degree in sociology from the University of New Brunswick. He has co-authored two reports prepared by the Research Branch of the Department of Indian Affairs (Ottawa) entitled *Regional Comparisons of Data on Canada's Registered Indians* and *An Overview of Demographic, Social and Economic Conditions Among New Brunswick's Registered Indian Population*.

Sharon Senior is a master's graduate student at the University of British Columbia, Department of Educational Psychology and Special Education. Her specialty is human learning, development, and instruction.

Edwin Ralph is in the Department of Curriculum Studies, Center for School-Based Programs in the College of Education at the University of Saskatchewan. His specializations are supervision of teaching, professional development, and extended practicum programs.

Jon Reyhner is an associate professor of education at Eastern Montana College where he teaches education and Native American studies. His latest book is *Teaching American Indian Students* (University of Oklahoma Press, 1992). He was a commissioned author for the United States Department of Education's Indian Nations at Risk Task Force and has published articles in the *Journal of American Indian Education* and the *Journal of Navajo Education*.

Sandy Shook is a doctoral student in language arts in the Department of Communication and Social Foundations in the Faculty of Education at the University of Victoria.

Donald Taylor is a professor of psychology at McGill University and has conducted research in diverse settings involving intergroup conflict. He has co-authored a number of books including *Multicultural and Ethnic Attitudes in Canada* (with J.W. Berry and R. Kalin), *Theories of Intergroup Relations: International Social Psychology Perspectives* (with F.M. Moghaddam), *Coping with Cultural and Racial Diversity in Urban America* (with W.E. Lambert), and *Social Psychology in Cross-Cultural Perspective* (with F.M. Moghaddam and S.C. Wright).

Leslie Vaala earned a doctorate in educational administration at the University of Alberta and is Director of Institutional Research, Planning and Evaluation at Lethbridge Community College. His research interests are in the areas of postsecondary student satisfaction and success as well as student mobility among postsecondary institutions.

Angela Ward is an assistant professor in curriculum studies in the College of Education at the University of Saskatchewan. Her research interests are classroom talk and education in cross-cultural contexts.

Lorraine Wilgosh is a professor in the Department of Educational Psychology at the University of Alberta. Her areas of research include assessment of culturally different students and education of children with learning difficulties.



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