

Contributors to this issue

Glen Aikenhead embraced a humanistic perspective on science from his early days in research and teaching. This perspective was enhanced during his graduate studies at Harvard University and has guided his research into curriculum policy, student assessment, classroom materials, classroom instruction, and cross-cultural science education at the University of Saskatchewan. Some publications are *Science in Social Issues: Implications for Teaching* (1980); *Views on Science Technology and Society* (VOSTS, 1989); *Logical Reasoning in Science and Technology* (LoRST, 1991); *STS Education: International Perspectives on Reform* (co-edited, 1994); and *Cross-Cultural Science and Technology Units* (on-line, 2000).

Arlette Barrette has worked for the Alberta Vocational College—Lesser Slave Lake and the Metis Association of Alberta, and has taught in correctional settings in Drumheller and the Edmonton Institution for Women. She is a past director of a women's shelter. Arlette is currently completing her doctorate at the University of Alberta, focusing on correctional issues regarding education, rehabilitation, and community reintegration. She continues to volunteer in various Institutions, serves on the Advisory Committee of the John Howard and Elizabeth Fry Societies' Literacy and Life Skills Integration Project for Women in Conflict with the Law, is co-founder of Prison Dialogue (Canada), and is a senator of the University of Alberta.

Mike Evans is an assistant professor in the Department of Anthropology, University of Alberta, and an adjunct professor (formerly instructor) in the First Nations Studies Program at the University of Northern British Columbia. He was the Coordinator for the Metis Studies Curriculum Development Committee and currently serves as liaison to UNBC for the Nechako Fraser Junction Metis Association.

Tracy Friedel, Metis from Stony Plain, Alberta, loves sports (she plays ice hockey, fastball, and slopitch). With a bachelor's in commerce, she completed her MEd at the University of Alberta and has been involved in developing and coordinating postsecondary business training programs for Aboriginal women in the Edmonton area since 1990. Through this experience she has gained understanding of the importance of culture in education and believes that education is crucial to success in nation-building.

Peter Hanohano is a *keiki o ka aina* (or child of the land), raised in the district of Punalu'u on the Island of O'ahu, State of Hawai'i. He has been involved with Native Hawaiian educational issues for many years and is now involved with Aboriginal or Indigenous education on a global or international level. He is nearing completion of his doctoral dissertation,

which is entitled *Restoring the Sacred Circle—Education for Culturally Responsive Native Families*.

Bente Huntley is a Cree Metis from the Muskoday First Nation in Saskatchewan. She has a diploma in Renewable Resources Technology from Kelsy Institute, a BED from SUNTEP, Prince Albert and a master's degree from the University of Saskatchewan. Because of the interest in plants and stories (passed on from her grandparents), Bente completed her master's project on *Traditional Environmental Knowledge of the Cree people of North-central Saskatchewan*. Bente also teaches Native studies and science methods classes for SUNTEP, Prince Albert.

Jim McDonald is an Associate Professor, and Chair of both the First Nations Studies Program and Anthropology Program, UNBC. In this capacity he has represented the University in a number of participatory curriculum development initiatives with the Aboriginal Communities served by UNBC. He has been a key participant in shaping the overall structure of the First Nations Studies Program.

Deanna Nyce is the Chief Executive Officer of the Wilp Wilxo'oskwhl Nisga'a. Operating under the guidance of the Nisga'a Tribal Council, and the Ayuukhl Nisga'a (Committee of Sages) she has been responsible for the development of Nisga'a curriculum, and managing the development of the Wilp Wilxo'oskwhl Nisga'a.

Cornel Pewewardy (Comanche and Kiowa) is an assistant professor of education in the Department of Teaching and Leadership in the School of Education at the University of Kansas in Lawrence. His research interests include multicultural education and education of First Nations Peoples.

Jean-Paul Restoule is a doctoral candidate in the Ontario Institute for Studies in Education of the University of Toronto and co-chair of the Indigenous Education Network there. His master's thesis examined films by Aboriginal directors, and he has published three articles on Aboriginal film. He has advised the government of Ontario on matters of Aboriginal policy and worked for the Communications Branch of the Department of Indian Affairs Ontario Region.