

Contributors

Rich Gibson is an Associate Professor of Education at San Diego State University. His recent essay, "Outfoxing the Destruction of Wisdom" published in the social studies journal, *Theory and Research in Social Education* (<<http://www.pipeline.com/~rgibson/Outfoxing.htm>>) is a careful examination of high-stakes standardized testing and the growing resistance to the Big Exams in the U.S. He is a co-founder of the Rouge Forum and a member of the Whole Schooling Consortium.

Gilbert G. Gonzalez is Professor of Chicano Latino Studies at the School of Social Sciences and Director of the Labor Studies Program at the University of California, Irvine. He is the author of *Chicano Education in the Era of Segregation* (Balch Institute, 1990); *Labor and Community: Mexican Citrus Picker Villages in a Southern California County, 1900-1950* (University of Illinois Press, 1994); and *Mexican Consuls and Labor Organizing: Imperial Politics in the American Southwest* (University of Texas Press, 1999).

David Hursh is co-founder of the Coalition for Common Sense in Education (an organization of educators and parents combating high-stakes testing) and currently Green Party candidate for the Rochester City School Board. Besides his community work, he is Associate Professor and Director of Teacher Education at the Warner Graduate School of Education, University of Rochester. His recent publications include *Democratic Social Education: Social Studies for Social Change*, co-edited with E. Wayne Ross (Falmer Press), "Social Studies Within the Neo-Liberal State" (*Theory and Research in Social Education*), and "Resisting the Tyranny of Tests: The Battle for New York" (in press, multiple places).

Alfie Kohn is the author of eight books on education and human behavior, including *Punished by Rewards* (1993), *Beyond Discipline: From Compliance to Community* (1996), *The Schools Our Children Deserve: Moving Beyond Traditional Classrooms and "Tougher Standards"* (1999), and most recently, *The Case Against Standardized Testing* (2000). He has written for most of the leading education periodicals, including six cover articles for *Phi Delta Kappan*, and *Jossey-Bass* recently published a collection of his articles under the title *What to Look for in a Classroom. . . and Other Essays*. Kohn has appeared twice on "Oprah" and was recently described by *Time* magazine as "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores." A former teacher, he now works with educators across the country and speaks regularly at national conferences. Kohn lives (actually) in Belmont, Mass. and (virtually) at <<http://www.alfiekohn.org>>.

Les Levidow is a Research Fellow in the Technology Faculty at the Open University, where he has been studying mainly the safety regulation and innovation of genetically modified crops. He also has been managing editor of *Science as Culture* since its inception in 1987, and of its predecessor, the *Radical Science Journal*. He is co-editor of

several books, including: *Science, Technology and the Labour Process*; *Anti-Racist Science Teaching*; and *Cyborg Worlds: The Military Information Society* (Free Association Books, 1983, 1987, 1989). E-mail: L.Levidow@open.ac.uk

Pauline Lipman is Associate Professor of Social and Cultural Foundations of Education at DePaul University. Her work focuses on the political economy and cultural politics of educational policy and on race and class in education reform. She is the author of *Race, Class, and Power in School Restructuring* (SUNY) and is currently writing a book on Chicago school policy and globalization.

Peter McLaren is Professor of Education, Graduate School of Education and Information Studies, University of California, Los Angeles. He worked for 6 years as a public school teacher in his native Toronto, Canada, where he also served as a journalist for the teachers' union, authoring a regular column, "Inner City Insight". After teaching for a year in the College of Education at Brock University, St. Catherines, Canada, McLaren moved to the United States, where he has worked since 1985. Peter McLaren is author and editor of over thirty books on the sociology of education, critical theory, and critical pedagogy. McLaren's books have been translated into twelve languages. His most recent books include *Revolutionary Multiculturalism* (Westview Press, 1997), *Schooling as a Ritual Process* (3rd Edition, Rowman & Littlefield, 1999) and *Che Guevara, Paulo Freire, and the Pedagogy of Revolution* (Rowman & Littlefield, 2000). He is currently writing an introductory book on Karl Marx (with Rudolfo Torres and Lou Miron) and a book on globalization and imperialism (with Ramin Farahmandpur). He is a member of the California Consortium of Critical Educators and the Paulo Freire Institute in Sao Paulo, Brazil.

Tony Monchinski works at an alternative high school in New York.

Bertell Ollman is a professor in the Department of Political Science at NYU, where he has been teaching since 1967. He received his doctorate in political theory from Oxford University. His works include *Alienation: Marx's Conception of Man in Capitalist Society*; *Social and Sexual Revolution*; *Class Struggle Is the Name of the Game: True Confessions of a Marxist Businessman*; *Dialectical Investigations*; *Market Socialism: The Debate Among Socialists* (co-authored); and most recently *How to Take an Exam . . . and Remake the World*. He is also creator of the Marxist board game, Class Struggle. In 1978, he was the principal in one of major academic freedom struggles (Univ. of Maryland) in the last half century. In 2001, he received the first Life Achievement Award from New Political Science, the progressive caucus in the American Political Science Association.

Glenn Rikowski is Senior Research Fellow in Lifelong Learning in the Faculty of Education at the University of Central England, Birmingham. He was previously Research Fellow in the School of Education at the University of Birmingham. Prior to that Glenn taught in schools, vocational education colleges and in the early 1980s was a Research & Development Officer for Coventry Local Education Authority. He has held Visiting Lectureships at the universities of Hertfordshire, London and North London. Glenn has been involved in research projects on working students, college finance,

vocational education and training, youth labour markets and Education Action Zones. In 1999, he led a study of the UK horological industry, focusing on horological training. He is currently researching the "businessification" of schools. Rikowski has written articles and conference papers on Marxist educational theory, labor power, lifelong learning, time and speed. His booklet, *The Battle in Seattle: Its Significance for Education*, is to be published by Tufnell Press in March 2001. He has been a member of the Hillcole Group of Radical left Educators since 1994 (HG web site at: <<http://www.tpress.free-online.co.uk>>), and contributed to the collective writing for the Hillcole book *Rethinking Education and Democracy: A socialist alternative for the twenty-first century* (1997, London: Tufnell Press).

E. Wayne Ross is Distinguished University Scholar and Chair of the Department of Teaching and Learning at the University of Louisville. A former secondary school and day care teacher, Ross is also co-founder of the Rouge Forum, a group of educators, students, and parents seeking a democratic society. He has written numerous articles and is the editor or author of eight books including *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (SUNY Press) and *Democratic Social Education: Social Studies for Social Change* (Falmer Press). For the past six years he has been editor of the journal *Theory and Research in Social Education*.

Patrick Shannon is a professor of education at Penn State University. He is the author of *Becoming Political Too*, *iSHOP*, *You Shop*, and *Reading Poverty*. He is currently working on a book concerning the commercialization of classrooms from kindergarten to graduate school.

Kevin D. Vinson is Assistant Professor of Teaching and Teacher Education at the University of Arizona. His areas of specialization include social studies education, critical pedagogy, and educational theory. His work has appeared in journals such as *Social Education*, *The Social Studies*, *Z Magazine*, and *Theory and Research in Social Education* as well as in several books, including *The Social Studies Curriculum* (edited by E. Wayne Ross), *Critical Issues in Social Studies Research for the 21st Century* (edited by William B. Stanley), and the *Encyclopedia of Educational Standards* (edited by Joe Kincheloe and Dan Weil). He has also presented his scholarship at meetings sponsored by the American Educational Research Association, the National Council for the Social Studies, and the Socialist Scholars Conference.