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In This Issue

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IN THIS ISSUE:

From the Editor

SHIRLEY VAUGHN GREVES, author of *Shiver Me Timbers, They'll All Sail Away: A Discussion of the Predisposing and Precipitating Factors Influencing the Onset of Eating Disorders and the Educator's Role in Their Prevention*, is a doctoral student in the Teaching and Learning program at the University of North Dakota, where she is a Teaching Assistant in the Secondary Education Department. She taught composition for the English Department at UND while attaining her Master's degree in English. Prior to her immigration to the United States, she taught high school English in Canada. The arrival of her now college-age children precipitated a break in her career and educational pursuits. As a mother and an educator, she is very much interested in the life and educational experiences that affect adolescents.

A Novice Researcher's Journey Through Time: Making a Way in the Fieldwork Setting was written by THOMAS A. POETTER, who teaches in the Fifth-Year Master of Arts in Teaching (MAT) program at Trinity University, San Antonio, Texas. His research interests are in the field of teacher education and curriculum, and in particular in studying the conceptualization and use of inquiry as a means for the education and professional development of prospective teachers.

TOM SCHRAM is an assistant professor in the Teacher Education program at the University of New Hampshire. His areas of interest are qualitative research methodology and cross-cultural, comparative studies of marginalized students. He is currently moving "beyond his cultural borders" with a collaborative study of the teacher's role in the implementation of inclusive classroom models in Brazil and the United States. Tom and PAULA SALVIO co-authored *Making the Familiar Strange: Learning Within and Beyond One's Cultural Borders*. Paula is an assistant professor in the Ph.D. program in Reading and Writing Instruction at the University of New Hampshire. She specializes in curriculum theory, with particular interest in gender and literacy studies. She is currently working on a collaborative study with high school students, educators, legal scholars, and social workers that uses theater and autobiography to examine violence and aggressive behavior in the social and academic worlds of adolescents.

Pair Figure Skating: Team Teaching As We Experienced It, the companion piece to *Two Heads Are Better Than One? Students' Evaluation of Team Teaching in a Teacher Education Classroom* (T&L, V9#2), was co-authored by XU DI and MARGARET ZIDON. Their biographies appeared in the Spring 1995 issue.