Implicit in many of the articles in this issue is the idea that women have unique ways of knowing and unique needs as learners. More important, how we teach is a matter of political choice. This brief bibliography is intended as an introduction to some recent thinking about feminist pedagogy.


An exploration and attempt to validate the "ways of knowing" that women have cultivated over time, and that have sustained them in their struggles for identity. The book explores women's knowledge within both traditional educational institutions and unofficial learning contexts.


Good collection of essays written over a number of years, reflecting on the assumption that feminist education is political. Topics range from teaching specific skills (reading, writing, computer technology) to developments in feminist theory and knowledge.


An excellent collection of essays on feminist pedagogies written over a number of years and reflecting a wide range of classroom experiences. Topics include attempts at defining feminist pedagogy; analyses of the teacher as "other" and of the uses of authority and anger in the feminist classroom; investigations of how race, class and political orientation inform feminist inquiry.


A set of guidelines for uncovering sexism in research and practical suggestions for avoiding it in the future.


Essays concerned with feminist scholarship in a variety of disciplines and feminist politics. Topics include ideology, women and power, women in Jamaica and feminist praxis.


An excellent overview of women and education in Canada which argues that we
must reformulate how we look at issues in education both inside and outside educational institutions.


A classic in understanding women's development which examines how certain psychological theories have misrepresented women and explores female psychology from a feminist perspective.


Essays about "personal narratives," such as letters, diaries and oral testimony, as particularly a women's form. Most of the essays are themselves autobiographical and concerned with how literature is produced. Collection attends to specificities of culture, class, race, gender and history.


Powerful challenge of feminist theory that ignores the experiences of women at the margins—women of colour, poor and working class women, disabled women. While recognizing that difficult theoretical language might be necessary for developing feminist thought in the academy, Hooks also insists that feminist educators must make those ideas comprehensible to a variety of audiences.


Essays on women and education that span twenty years of Howe's life as a teacher, writer and scholar. She explores how male curriculum has devalued women's experience and develops an historical perspective on women's education in the United States over the last 150 years.


A wealth of materials of relevance to Black Studies and Women's Studies, including essays, bibliographies, lists of resource centers and course outlines.


Exploration of the paradoxes that ensue from teaching in a feminist fashion within academic settings that embody patriarchal beliefs.


Classic collection of essays by poet Adrienne Rich on a variety of feminist issues. Several discuss matters of particular relevance to feminist pedagogy; for example, "Teaching Language in Open Admissions" (1972); "Claiming and Education" (1977); "Taking Women Students Seriously" (1978).


Looks at how women are educated, the myth of equal opportunity and the exclusion of women from knowledge. Spender suggests that the 'powerless' (women, blacks, working class people, old people, homosexuals and disabled people) must develop their own knowledge.


Focusing particularly on sexism in adult and continuing education, Thompson argues for women-centered education and for the importance of subjectivity in the formulation of theory.


Examination of how poststructuralist theory affects feminist critique and practice. Weedon outlines key principles of poststructuralist theory and some applications.


Focusing on the feminist teachers and administrators who try to implement change, Weiler develops a critical perspective on the educational system and classroom relations and evolves a teacher-focused feminist pedagogy.


Woolf's classic work on the obstacles facing women in society focuses on the woman as writer. She argues that women will be free only when they have the autonomy provided by "a room of one's own" and an independent income.


Sequel to *A Room of One's Own*, in *Three Guineas*, Woolf launches a scathing attack on the patriarchal ruling class; challenges England's right to call itself a democracy while women are not free; continues her discussion of educational opportunities for women; and argues that funds for the military should be diverted to the needs of women.


Special issue of a newsjournal of socialist theory and practice. Notable is Bernie Fisher's historical study of the idea: "What is Feminist Pedagogy?"

*Women's Education des femmes*

Published quarterly by Canadian Congress for Learning Opportunities for Women (CCLOW), articles deal with education and learning from a feminist perspective, and with an emphasis on women and literacy.

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