

*Journal of the Canadian Association
for Curriculum Studies*

VOLUME 3 NUMBER 1 FALL 2005

EDITORS

Dennis Sumara
University of Alberta

Rena Upitis
Queen's University

ASSISTANT EDITOR – FRANCOPHONE

Jérôme Proulx
University of Alberta

ASSISTANT EDITOR – ANGLOPHONE

Tammy Iftody
University of Alberta

MANAGING EDITOR

Susan Walsh
Mount Saint Vincent University

DESIGN & DESKTOP PUBLISHING

Brent Davis
University of Alberta

*Journal of the Canadian Association
for Curriculum Studies*

JCACS

VOLUME 3

NUMBER 1

FALL 2005

DENNIS SUMARA	iii	<i>On the Importance of the Eccentric Curriculum</i>
ARTICLES		
LUC PRUD'HOMME ANDRÉ FOLBEC MONIQUE BRODEUR ANNIE PRESSEAU STÉPHANE MARTINEAU	1	<i>La construction d'un îlot de rationalité autour du concept de différenciation pédagogique</i>
MARY ASWELL DOLL	33	<i>The Body of Knowledge</i>
ROBERT NELLIS	41	<i>Transformational Spectral Narrative: Not Giving up the Ghost!</i>
ALISON PRYER	51	<i>Silences and Silencings: Remembered/Forgotten Pedagogies of School and Family</i>
GAIL MATTHEWS	75	<i>The Arts as a Metaphor for Learning about Self: Four Stories in a Teacher Narrative</i>
JAMES NAHACHEWSKY DAVID SLOMP	93	<i>Victorian Sensibilities in the New Wild West: A Critical Reading of the Western and Northern Canadian Protocol for English Language Arts</i>
STEPHANIE SPRINGGAY	107	<i>An Intimate Distance: Youth Interrogations of Intercorporeal Cartography as Visual Narrative Text</i>
TERESA M. DOBSON	123	<i>Technologies of Text: Reflections on Teaching, Learning, and Writing with/in Digital Environments</i>
REVIEW		
MARLA MORRIS	139	<i>After-Education: Anna Freud, Melanie Klein, and Psychoanalytic Histories of Learning, by Deborah Britzman</i>

