

*Historical Studies in Education / Revue d'histoire de l'éducation*  
CONTRIBUTORS / COLLABORATEURS

## Contributors / Collaborateurs

**ASHLEY DOIRON** holds an Honours Degree in History from St. Thomas University in Fredericton, New Brunswick and plans to pursue a career in nursing. **MICHAEL DAWSON** is an associate professor of History at St. Thomas University. His teaching and research focus on the history of consumerism, tourism and sport. **CATHERINE GIDNEY** is an adjunct professor at St. Thomas University. Her research focuses on the history of education, health and consumerism.

**RAFAEL HERZSTEIN** est licencié et agrégé en Histoire de l'Université Libre de Bruxelles et de l'Université de Tel Aviv. Orientaliste, il est docteur en histoire du Moyen-Orient de l'Université de Haïfa. Spécialiste de la politique coloniale française au Moyen-Orient, il enseigne aujourd'hui l'histoire du Moyen-Orient à l'Open Université of Israel et est maître de conférences dans les universités israéliennes. Il est l'auteur de nombreux articles se rapportant à l'histoire du Levant, publiés dans des revues internationales. Son livre, *Université Saint-Joseph de Beyrouth : Fondation et Fonctionnement de 1875 à 1914*, a été publié à Bruxelles aux éditions Le Cri en 2008.

**AMY VON HEYKING** is an associate professor in the Faculty of Education at the University of Lethbridge. She is the author of *Creating Citizens... History of Education Quarterly* and the *Journal of Canadian Education* (University of Calgary Press, 2006). She has published articles in *History of Education Quarterly* and the *Journal of Canadian Education* and is an executive board member of THEN/HIER (The History Education Network/Histoire et Éducation en Réseau). Her areas of research include the history of Canadian school curriculum, and the development of children's historical understanding.

**NANCY JANOVICEK** is associate professor in the Department of History at the University of Calgary. She is the author of *No Place To Go: Local Histories of the Battered Women's Shelter Movement*, published by UBC Press. Her current research project examines the political, cultural, and economic impact of the back-to-the-land movement in the West Kootenays, British Columbia.

**PATRICIA KMIEC** is a PhD candidate in the History of Education at the Ontario Institute for Studies in Education at the University of Toronto. Her doctoral dissertation is a socio-cultural history of the Sunday school in pre-confederation Ontario, focusing on issues related to literacy, gender and nation-building.

**PATRICE MILEWSKI** is an associate professor in the School of Education at Laurentian University in Sudbury. Prior to his appointment at Laurentian, he worked as a teacher in the Toronto District School Board. His current research is focused on applying Foucauldian methods of historical inquiry to the domains of schooling and pedagogy.

**FRANÇOISE NOËL** is professor of history at Nipissing University where she has taught since 1988. She is the author of several books on settlement and family life. Her most recent book, *Family and Community Life in Northeastern Ontario: The Interwar Years* (2009), was awarded the Fred Landon Award by the Ontario Historical Society in 2010. She has also published an article on Old Home Week in North Bay (*Urban History Review*, 2008) and is currently researching the history of tourism in Ontario.

**R.W. SANDWELL** is associate professor in the Department of Curriculum, Teaching and Learning at OISE-University of Toronto, where she teaches the history of education and about history education. She is founding Co-Director of the The Great Unsolved Mysteries in Canadian History Project, and executive board member of The History Education Network/Histoire et éducation en réseau (THEN/HiER). Her publications include: *Contesting Rural Space: Land Policy and the Practices of Settlement, Saltspring Island, British Columbia, 1859–91* (McGill-Queen's University Press, 2005) and she has edited collections of essays entitled *To The Past: History Education, Public Memory and Citizenship Education in Canada*, (University of Toronto Press, 2006), and *Beyond the City Limits: Rural History in British Columbia* (UBC Press, 1999). She is currently writing a history of rural life in Canada for the University of Toronto Press.

**SARA SPIKE** is a PhD candidate in the Department of History at Carleton University, Ottawa. She is writing a SSHRC-supported dissertation about histories of vision and visual culture in rural communities in late nineteenth- and early twentieth-century Eastern Canada.

**TERRY WILDE** teaches Canadian history at Trent University. The focus of his research is Ontario's resource frontier in the nineteenth century and its effects on masculinity as it was imagined by government, constructed by business interests and lived by working men.

*Historical Studies in Education / Revue d'histoire de l'éducation*  
GUIDELINES / DIRECTIVES

## Guidelines for Authors

Authors interested in publishing in the Journal must follow the guidelines outlined below. Submissions which do not conform to these guidelines will not be considered for publication.

For English manuscripts, follow *Chicago Manual of Style* (15<sup>th</sup> ed.) and *Oxford Canadian Dictionary* or *Concise Oxford Dictionary* spelling. Text and endnotes should be written in Times New Roman font, size 12, and must be double-spaced (1.5 lines). Please use endnotes rather than footnotes. Titles, subtitles, and heading styles have a standard format. Please consult the last issue and conform to this style. MS Word or RTF files are accepted.

Authors must submit electronically by uploading to the HSE website (OJS) or sending the submission to the Managing Editor via e-mail attachment. Registration and login to the *Historical Studies in Education* website are required to submit items to the Journal and to check the status of current submissions. For information concerning submission procedures, or to begin the submission process, please refer to the following URL: [http://historicalstudiesineducation.ca/index.php/edu\\_hse\\_rhe/information/authors](http://historicalstudiesineducation.ca/index.php/edu_hse_rhe/information/authors).

Each article should be accompanied by an English or French abstract of 100–150 words, a list of six key words in French and English, and an author biography of not more than 100 words in English for English articles or in French for French articles. Supplementary files such as data sets, graphics, research instruments etc. may also be submitted. Supplementary materials should be submitted as separate files, clearly marked and referenced with short descriptive titles. Additional information (such as legends) should be added as a note. Their placement in the text must be clearly marked.

Manuscripts must normally adhere to the following size limitations:

- 9,500 words maximum for articles, including endnotes but excluding abstract/résumé;
- 2,500 words maximum for submissions to the section “Growing Up In;” and
- 1,000 words maximum for book reviews.

Authors transfer copyright to the Journal, which then permits authors non-commercial use of the work, including the right to place it in an open access archive. It is expected that authors will provide written acknowledgement of the *Historical Studies in Education Journal* as the primary publishing source when using the work in other venues.

Articles must report original work. The submission of a manuscript to the Journal implies that it has not been submitted or accepted for publication elsewhere, and that the work contained therein is the author's own.

All article submissions must pass a peer review process following blind review protocol. Therefore authors must ensure that steps are taken to preserve author anonymity by removing names and other identifying information from manuscripts and from document/file properties.

Authors whose manuscripts are accepted for publication may be asked to supply a final copy, and an abstract, on diskette and/or by e-mail attachment.

This journal supports the elimination of sexual, racial, and ethnic stereotyping.

#### ***Format For References (Samples):***

1. Jean-Pierre Proulx, "L'évolution de la législation relative au système électoral scolaire québécois (1829–1989)," *Historical Studies in Education/Revue d'histoire de l'éducation* 10, 1 & 2 (1998): 20-48.
2. Neil Sutherland, *Growing Up: Childhood in English Canada from the Great War to the Age of Television* (Toronto: University of Toronto Press, 1997), 12-24.
3. Proulx, "L'évolution de la législation," 24.
4. Ibid., 25.
5. Sutherland, *Growing Up*, 106-7.
6. Ruby Heap and Alison Prentice, eds., *Gender and Education in Ontario: An Historical Reader* (Toronto: Canadian Scholars' Press, 1991).
7. University of Toronto Archives (UTA), B74-0020, Mossie May Waddington Kirkwood, transcript of her interview with Elizabeth Wilson, 27 Mar. 1973, 57.
8. Cathy L. James, "Gender, Class and Ethnicity in the Organization of Neighbourhood and Nation: The Role of Toronto's Settlement Houses in the Formation of the Canadian State, 1902 to 1914" (PhD diss., University of Toronto, 1997), 115-16.
9. UTA, Office of the President (Falconer Papers), A67-0007/112, File 19, "Matriculation Conference," Gordon to Falconer, 24 Apr. 1928.
10. Elizabeth Smyth, "'A Noble Proof of Excellence': The Culture and Curriculum of a Nineteenth-Century Ontario Convent Academy," in *Gender and Education*, ed. Heap and Prentice, 273-75.
11. Daniel Tröhler, "History and Historiography of Education: Some remarks on the utility of historical knowledge in the age of efficiency," in *Encounters on Education/Encuentros sobre Educación/Rencontres sur l'Éducation*, 7 (2006): 5, <http://educ.queensu.ca/publications/encounters/volume7/trohler.pdf> (accessed October 12, 2007).

## Lignes directrices pour les auteur-es

Les auteurs-es intéressés-es à publier leur texte dans la revue sont priés de suivre les directives ci-dessous. Les manuscrits qui ne seraient pas conformes à ces directives ne seront pas retenus.

Les manuscrits doivent être inédits. L'envoi d'un texte à la Revue suppose que le travail réalisé est le propre de l'auteur-e et qu'aucune partie substantielle dudit texte n'a été préalablement soumise pour publication ou déjà publiée ailleurs.

La RHE est une revue à comité de lecture. Tous les manuscrits sont soumis à un processus d'évaluation à l'aveugle par les pairs. Les auteurs doivent donc prendre toutes les mesures afin de demeurer anonymes, en enlevant de leur texte leur nom ou toute autre information susceptible de permettre de les identifier.

L'espace étant limité, les auteurs sont priés de s'en tenir aux nombres de mots suivants :

- 9 500 mots pour les articles, y compris les notes de fin de document;
- 2 500 mots pour les textes à paraître dans les rubriques « Grandir en... » et « Histoire de vie scolaire »;
- 1 000 mots pour les comptes rendus.

Pour les manuscrits soumis en français, l'ouvrage de référence est le *Chicago Manual of Style* (15<sup>e</sup> éd.). Le texte et les notes doivent être en Times New Roman, de taille 12 et à interligne double. Veuillez utiliser les notes de fin de document plutôt que les notes de bas de page. Les titres et les sous-titres doivent être de format normal. Veuillez, à cette fin, consulter le dernier numéro de la revue. Les fichiers sous format MS Word ou RTF sont acceptés.

Les auteurs-es doivent télécharger une copie de leur texte sur le site web (OJS) de la RHE ou encore envoyer une copie de leur texte par poste électronique, en fichier attaché, au Secrétariat à la rédaction. Tous les articles doivent être accompagnés d'un résumé en français ou en anglais de 100 à 150 mots, d'une liste de mots clés en français et en anglais, et d'une notice biographique ne dépassant pas 100 mots, en français pour les articles en français et en anglais pour les articles en anglais. Des documents supplémentaires (ensemble de données, graphiques, photos, etc.) peuvent aussi être fournis dans des fichiers séparés, clairement identifiés et munis d'une courte description. Les informations additionnelles (telles des légendes) doivent être ajoutées sous la forme d'un commentaire. Les auteurs doivent indiquer clairement leur emplacement dans le texte.

Les auteurs-es dont le manuscrit a été accepté pour publication doivent fournir une version définitive et un résumé du manuscrit sur disquette ou par poste électronique, en fichier attaché.

La Revue encourage la suppression de tout stéréotype sexuel, racial ou ethnique.

**Modèle de notation des références**

1. Jean-Pierre Proulx, « L'évolution de la législation relative au système électoral scolaire québécois (1829–1989) », *Historical Studies in Education/Revue d'histoire de l'éducation* 10, 1 & 2 (1998) : 20-48.
2. Neil Sutherland, *Growing Up: Childhood in English Canada from the Great War to the Age of Television* (Toronto : University of Toronto Press, 1997), 12-24.
3. Proulx, « L'évolution de la législation », 24.
4. Ibid., 25.
5. Sutherland, *Growing Up*, 106-107.
6. Ruby Heap and Alison Prentice, eds., *Gender and Education in Ontario : An Historical Reader* (Toronto : Canadian Scholars' Press, 1991).
7. University of Toronto Archives (UTA), B74-0020, Mossie May Waddington Kirkwood, transcript of her interview with Elizabeth Wilson, 27 Mar. 1973, 57.
8. Centre d'archives de la Côte-du-Sud et du Collège de Sainte-Anne (CASA), Fonds Collège de Sainte-Anne, Programmes d'études, Plan raisonné d'un cours d'études pour le Collège de Sainte-Anne, 17 novembre 1828.
9. Jean-Philippe Croteau, *Le financement des écoles publiques à Montréal (1869–1973) : deux poids, deux mesures*, thèse de doctorat (histoire), Université du Québec à Montréal, 2006, 115-116.
10. Miguel Simao Andrade, « La CECM et l'intégration des minorités ethniques : de la foi à la langue », dans Jean-Michel Lacroix et Paul-André Linteau, dir. *Vers la construction d'une citoyenneté canadienne* (Paris : Presses de la Sorbonne Nouvelle, 2006), 49-76.
11. Laurier Lacroix, « Les collections muséales au Québec », *Observatoire des musées* [en ligne], <http://www.smq.qc.ca/mad/collections/articles/histoirecoll/index.php>.

*Historical Studies in Education*, produced and distributed by York University's Faculty of Education for the Canadian History of Education Association, is a bilingual journal which provides a forum for scholarship in the history of Canadian and international education and related subjects. In addition to scholarly articles, the Journal publishes research notes, book reviews, essays and a bibliography.

La *Revue d'histoire de l'éducation* est éditée pour l'Association canadienne d'histoire de l'éducation et produite et distribuée par la Faculté d'éducation de l'Université York. La revue se veut un forum de diffusion pour tous les chercheurs et chercheuses œuvrant dans le domaine de l'histoire de l'éducation au Canada ou à l'étranger. En plus d'articles scientifiques, la revue publie également des notes de recherche, des comptes rendus, des essais critiques et une bibliographie.