

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

Contributors / Collaborateurs

John Allison is an associate professor of Education in the Schulich School of Education at Nipissing University. His historical research focuses on education diplomacy and educational governance in Canada, the history of technical education, and the history of teaching in higher education. He has published in peer-reviewed journals including the *British Journal of Educational Studies (BJES)*, the *Journal of Educational Administration and History*, and *Diplomacy and Statecraft*. His first book on the history of Canadian education diplomacy is forthcoming in 2016 through Althouse Press at Western University in London, Ontario.

Lynn Lemisko is an associate professor in the Department of Educational Foundations in the College of Education at the University of Saskatchewan. She has published articles based on individual and collaborative investigations into the history of education as intellectual history. Her current research explores the history of teacher education in Canada.

E. Lisa Panayotidis is a professor in the Werklund School of Education at the University of Calgary. Her main research interest, funded by a SSHRC Insight Grant, focuses on late nineteenth- and early twentieth-century visual culture and notions of spatiality and the body in higher education contexts. She is co-editor of the recently published *Women in Higher Education, 1850–1970: International Perspectives* (Routledge, 2016); *Cultures, Communities, and Conflict: Histories of Canadian Universities and War* (University of Toronto Press, 2012); and *Historical Identities: The Professoriate in Canada* (University of Toronto Press, 2006).

Katharine Rollwagen studies and teaches history on the traditional territory of the Snuneymuxw people at Vancouver Island University in Nanaimo, BC. Her current research explores adolescent consumer culture and part-time employment in mid-twentieth-century Canada. Her article examining how the T. Eaton Company commodified the high school student was published in *Histoire Sociale/Social History* in November 2014.

Paul Stortz is an associate professor in the Department of History at the University of Calgary. He teaches Canadian Studies, philosophy of history, and the history of multiculturalism, race, and gender in twentieth-century Canada. His research interests, funded by a SSHRC Insight Grant, are in the history of higher education, focussing on the professoriate and academic and intellectual cultures. He is co-editor of *Cultures, Communities, and Conflict: Histories of Canadian Universities and War* (University of Toronto Press, 2012) and *Historical Identities: The Professoriate in Canada* (University of Toronto Press, 2006), and is the editor-in-chief of *History of Intellectual Culture*.

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