

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

Contributors / Collaborateurs

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A.J. ANGULO is an associate professor of Social Foundations at Winthrop University. He is the author of *William Barton Rogers and the Idea of MIT* (2009) and a forthcoming study on the role of education in American foreign policy. His other research interests include education in the Old and New South, the history of science and its relationship to the development of schools, colleges, and universities, and the intersection between educational policy and student rights.

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ANDRÉE DUFOUR détient un doctorat en histoire de l'Université du Québec à Montréal. Ses recherches portent sur l'évolution socioculturelle et politique du Québec au XIX^e siècle. Son principal champ d'étude est toutefois l'éducation. Elle a publié à ce sujet *Tous à l'école. État, communautés rurales et scolarisation au Bas-Canada, 1826–1859* (1996), *Histoire de l'éducation au Québec* (1997), *Brève histoire des institutrices au Québec* (2004) et maints articles qui lui ont valu de remporter à quatre reprises un Prix des Fondateurs et, tout récemment, le Prix de distinction de carrière pour sa « contribution remarquable à l'avancement de l'histoire de l'éducation au Canada » de l'ACHÉ/CHEA. Elle fut pendant 10 ans la rédactrice francophone de la HSE/RHÉ. Elle enseigne l'histoire au Cégep Saint-Jean-sur-Richelieu.

LARRY A. GLASSFORD is a professor of history and social studies in the Faculty of Education at the University of Windsor. He has published articles in the history and politics of Ontario education, and is the author of *Reaction and Reform: The Politics of the Conservative Party Under R. B. Bennett, 1927–38* (1992). Other research interests include citizenship education, the scope and methodology of political biography, and the intersection of drama and history.

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PAUL GRAYSON is professor of sociology at York University in Toronto. He has published widely on Canadian social movements, the sociology of Canadian literature, and the causes and consequences of plant shutdowns in Canada. For several years he has examined the degree to which the sex, class, ethno-racial origin, and cultural capital of university students structures their experiences and contingent educational outcomes. Most recently, using hitherto unanalyzed information from Glendon College, the original campus of York University, he has examined the identities, politics, and religion of students in the 1960s.

FRANCES HELYAR is an assistant professor of Education and Interdisciplinary Studies at Lakehead University, Orillia campus, where she specializes in teaching Educational Law, Foundations, and Teaching in a non-school pedagogic site. She received her doctoral degree from McGill University. Her research on the history of education during World War I and the 1920s focuses on the province of New Brunswick as well as Simcoe County, Ontario, paying particular attention to national identity, language and religion.

KATHLEEN YOLANDE SHARMAN is a PhD student in the Faculty of Education at the University of Windsor. Her interest in technical high schools stems back to her own education at a vocational school and her experience as a vocational high school teacher. This interest turned into a master's thesis entitled, “The Origins and Significance of the Toronto Technical School, 1897–1904.” Her doctoral dissertation will focus on a technical high school in Windsor that is now closed, W.D. Lowe Technical School.

KAY WHITEHEAD is a professor in the School of Education at Flinders University. Her historical research focuses on nineteenth and early twentieth-century women educators in Australia, Canada and the United Kingdom, as well as post-suffrage feminism and transnational discourses of education.

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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).

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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.
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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 collection muséales au Québec », *Observatoire des musées* [en ligne], <http://www.smq.qc.ca/mad/collections/articles/histoirecoll/index.php>.

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