

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

## Contributors / Collaborateurs

**A.J. Angulo** is a professor of education and faculty affiliate in the Department of History and Global Studies Program at the University of Massachusetts Lowell. He conducts research in the areas of education history, policy, and politics. Angulo's book projects include *Diploma Mills* (Johns Hopkins UP, 2016), *Miseducation* (Johns Hopkins UP, 2016), *Empire and Education* (Palgrave, 2012), and *William Barton Rogers and the Idea of MIT* (Johns Hopkins UP, 2009). Since 2011, he has also served as the executive director of an international education grant program.

**Christina Burr** is an associate professor in history at the University of Windsor where she teaches courses in North American popular culture, women's history, Canadian historiography and the Modern Girl. She has published two books, *Spreading the Light: Work and Labour Reform in Late Nineteenth Century Toronto* (University of Toronto Press, 1999) and *Canada's Victorian Oil Town: The Transformation of Petrolia from Resource Town into Victorian Community* (McGill-Queen's University Press, 2006). Her current research focuses on the Modern Girl in 1920s Hollywood and in Hollywood films, and how women of the era took up these representations in their everyday lives.

**Catherine Duquette** is professor of didactics of history at the Université du Québec à Chicoutimi (UQAC). She earned her PhD in didactics at Université Laval, Québec. She is a member of the Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE-UQ) and her research has been financed by the Social Studies and Humanities Research Council (SSHRC). Her research interests include students learning about historical thinking, the relationship between historical thinking and historical consciousness, the assessment of historical thinking, and the evolution of textbook narratives. In her latest publication, she addresses students' ability to read and understand iconographical sources in history class.

**Rose Fine-Meyer** teaches in the masters of teaching program at OISE, University of Toronto. Her research explores relationships between provincially sanctioned curricula, textbook narratives, teacher pedagogical practices, and place-based learning experiences. She is president of Ontario Heritage Fairs Association (OHFA) and an executive member of Ontario Women's History Network (OWHN). She was Guest Editor of a special edition of *Ontario History* (Spring, 2015) on Women and Education in Ontario, and has recently published on the Canadian Women's Suffrage Movement as portrayed in Ontario textbooks and resources. She is the recipient of The Governor General's Award for Excellence in Teaching Canadian History (2007).

**Philippe Garneau** est détenteur d'une maîtrise en histoire de l'Université du Québec à Montréal et d'une maîtrise en bibliothéconomie de l'Université de Montréal. Il complète actuellement un programme de deuxième cycle en pédagogie à la même université. Il a occupé les fonctions de bibliothécaire-archiviste au collège Jean-de-Brébeuf où il a procédé à la numérisation et à la diffusion du journal *Brébeuf* (1934–1972). Il est aussi un collaborateur du site en histoire de la presse *Média 19*.

**Holly Hendrigan** is the liaison librarian for the Faculty of Applied Sciences at Simon Fraser University and the Principal Investigator of the TechBC Memory Project. She has a Masters of Library Science and a Bachelor of Arts (Honours) in English Literature from the University of British Columbia.

**Scott McLean** is a professor of sociology at the University of Calgary, where from 2005 through 2015 he served as the director of Continuing Education. In the decade prior to joining the University of Calgary, Scott worked as the director of Community Development Programs at the University of Saskatchewan. Scott's professional practice has ranged from teaching adult basic education in Nunavut, to developing university extension programs in agricultural leadership and health promotion. His recent publications include a series of articles exploring the experiences of people who read self-help books.