

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

## Contributors / Collaborateurs

**Kurt Clausen** is the chair of Graduate Studies in Education at Nipissing University, Ontario. Specializing in the history of education, curriculum development, and action research, he has published almost forty book chapters and articles on related topics. For the past twenty years he has acted as the editor-in-chief of the *Canadian Journal of Action Research*, and in 2014, he founded the Canadian Association of Action Research in Education. His latest book, co-edited with Dr. Glenda Black, is entitled *The Future of Action Research in Teacher Education: A Canadian Perspective* (McGill-Queens University Press, 2020).

**Harrison Dressler** is an independent scholar based in Kingston, Ontario. He researches the history of education and disability as well as the politics of climate change.

**Michael Feagan** obtained his PhD from the University of Western Ontario. He studies the history of the United States and Canada in the late nineteenth and twentieth centuries with a special interest in information and communication science and technologies. His dissertation and forthcoming book explore the class identity of telegraphers and how large technological systems obscured the real physical human labour required to make the telegraph network function. His current research project explores the design history of the typewriter.

**Frances Helyar** is an emerita professor of education at Lakehead University in Orillia, Ontario. She focuses her research on the history of education in New Brunswick. She is nearing completion of a book on the history of French education in New Brunswick between 1900 and 1940. At the same time, she has recently embarked upon a study of the history of teacher education in Atlantic Canada.

**Lynn Lemisko** is a professor, department head, and graduate chair in the Department of Educational Foundations in the College of Education at the University of Saskatchewan. She is co-editor of *Educator to Educator: Generative Concepts in Social Studies* (Sense, 2015), and she has published articles and chapters based on individual and collaborative investigations into teacher education, beginning teacher induction and mentorship, and the history of education as intellectual history. Most recently, she has focused on a comparative examination of the history of teacher education in Canada.

**Sara Z. MacDonald** is a professor of history in the School of Liberal Arts at Laurentian University and the author of *University Women: A History of Women and Higher Education in Canada* (McGill-Queen's University Press, 2021).

**Christy Oxendine** (Lumbee) is a first-generation college graduate from Lumberton in Robeson County, North Carolina. She is an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Oklahoma. Dr. Oxendine's research focuses on the racialization of the Lumbee people in Robeson County, North Carolina, and the tri-racial state and county school system, with specific attention to the Lumbee community schools from 1885 to 1960. Her work centres Indigenous and decolonial methodology, critical pedagogy, and Indigenous Ways of Knowing.

**Helen Raptis** is an associate professor of historical foundations (retired) at the University of Victoria, British Columbia. She uses historical and sociological research approaches to study government policy, minority learners, and teachers in British Columbia's schools. Supported by SSHRC funding, she has explored the experiences of Indigenous children and teachers who were integrated into the public school system after desegregation in 1951. With members of the Tsimshian First Nation, Dr. Raptis published the book *What We Learned: Two Generations Reflect on Tsimshian Education and the Day Schools* (UBC Press, 2016).