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Our Contributors / Nos auteurs

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Paul Craven is Chairman of the Division of Social Sciences at York University and author of *An Impartial Umpire: Industrial Relations and the Canadian State, 1900-1911*.

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Gordon Darroch teaches sociology at York University and is currently Director of York’s Institute for Behavioural Research. He is currently working on a study of households, class and mobility in central Ontario in the 19th century, with Michael Ornstein. He has published articles on 19th century social history in the *Canadian Historical Review*, *The Journal of Family History*, *Labour/Le Travailleur* and *Histoire sociale/Social History*.

Jean-Louis Flandrin est professeur d’Histoire moderne à l’Université de Paris 8-Vincennes, et directeur d’Etudes à l’EHESS. Historien des sensibilités et des comportements, il a travaillé d’abord sur le comportement amoureux puis sur la sensibilité alimentaire. Ses principaux ouvrages sont *L’Eglise et le contrôle des naissances* (1970), *Les Amours paysannes* (1975), *Familles* (1976), *Le Sexe et l’Occident* (1981), *Un Temps pour embrasser* (1983) et *Le Cuisinier français* (1983).

David Frank teaches history at the University of New Brunswick, where he is also editor of *Acadiensis: Journal of the History of the Atlantic Region*. A graduate of Dalhousie University and the University of Toronto, he has published studies on the economic and social history of Atlantic Canada in *Acadiensis*, *Histoire sociale/Social History* and *Labour/Le Travailleur*. His current work includes a biographical study of J.B. McLachlan.

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Michael Ornstein is Associate Professor of Sociology and Associate Director of the Institute for Behavioural Research at York University. His current research interests include class and the family in 19th century Canada, interlocking directorates of large corporations in the post-war period, and the political ideology of corporate élites, state élites and the public in contemporary Canada.

David Pratt teaches in the Faculty of Education at Queen's University. He has written extensively on curriculum planning, textbook analysis and the teaching of history. His major current interest is the integration of technical and humanistic approaches to curriculum.

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