



**AUSTRALIAN AND NEW ZEALAND HISTORY OF
EDUCATION SOCIETY**

NEWSLETTER

April 2020

FROM THE ANZHES PRESIDENT

Greetings from isolation. The last newsletter was prepared while Australia burned. Now we are largely stuck in our homes – if we are lucky enough to have homes and work that permits our staying there. This is a fascinating time in the history of education. Of the many things that it seems will never be the same again after this pandemic, education is very high on the list. Hopefully someone in ANZHES is taking notes.

Universities worldwide are teaching online – and teaching things that we would never have thought possible this way. The enormity of the pandemic in disrupting the ‘business model’ that has terrorized universities for decades now poses new questions for higher education in Australia and worldwide.

Schooling too, has largely moved online – at least, for those children whose families can afford the relevant – and relevant number – of devices, internet connection and time. The importance of schooling as a structure that enables parents to work has been brought home, especially to those parents frantically performing the task of teachers between zoom meetings and pressing commitments.

The COVID-19 pandemic has also shown what important work many schools do, not only to facilitate children’s social connections, but in providing nutrition, hygiene and a safe place to be. Despite the heroic roles that teachers and schools have long been performing, we’ve also seen a shameful amount of teacher-blaming. This, in its horrible predictability, seems worthy of historical research in itself.

And then between all this we have had a high-profile pedophile case come to its conclusion, which – atop the recent Royal Commission – has also raised the question of the historical safety of children in educational institutions, particularly (though not uniquely) in religious schools.

When I wrote greetings for the last newsletter, I was sitting in mid-winter Cambridge. According to the plans I had then, I would still be there now. I had an extremely dramatic trip home as the borders were closing, which you might like to read about in the *Griffith Review*, see <https://www.griffithreview.com/articles/the-long-road-home/>

I know this will have been an anxious time for many of us, particularly with the news that the older we are, the more vulnerable. My thoughts are with you all during this pandemic, for good health and safe families. May our isolation, though it be compulsory, be also splendid, nevertheless.

Hannah Forsyth, 22 April 2020

ANZHES COMMITTEE 2020

- President - Hannah Forsyth
- Vice President - Jenny Collins
- Honorary Secretary - Dorothy Kass
- Honorary Treasurer - Clarissa Carden
- Communications Coordinator- Beth Marsden
- Postgraduate Representative - Matilda Keynes
- Previous Past President - Craig Campbell

ANNOUNCEMENTS

From the Treasurer:

Dear ANZHES members,

If you haven't already done so, please consider renewing your membership for 2020. I hope that you will continue your support for our organisation. Membership includes access to the *History of Education Review*, and the Society's newsletters.

You can pay online at <https://www.registernow.com.au/secure/Register.aspx?E=38173> You will receive an automatic receipt.

Please note that it is no longer possible to pay by cheque.

Regards,

Clarissa Carden, ANZHES Treasurer

DEHANZ: Entries wanted

DEHANZ is an opportunity for publishing in this unusual time of Covid 19.

Instead of preparing a conference paper, consider publishing entries between 500 and 3000 words in the Society's online *Dictionary of Educational History in Australia and New Zealand*. <http://dehanz.net.au/>

Please consider contributing to enhance the coverage of this online resource.

Opportunity for a New Zealander on ANZHES Committee

A position for a second New Zealand member on the ANZHES Committee is currently vacant. If you are from New Zealand and are interested, please notify the Secretary: secretary@anzhes.com

Other announcements

The following, from the AHA (Australian Historical Association) Newsletter, may be of interest:

National Library of Australia 2021 Fellowships
Application Due Date Extended
Applications now due 5.00pm, 29 May 2020
[Further information](#)

Old Editions of Australian Historical Studies

Phil Griffiths has a near complete collection of Australian Historical Studies (under its various names) from vol 5, no 17 through to no. 121 to offer someone who could use them (free to collect in Brisbane, or pay for postage). Please get in touch for further information, phil.griffiths@usq.edu.au.

CALL FOR PAPERS

History of Education Review special issue: the history of knowledge and the history of education

In recent years, the history of knowledge has developed into a thriving and dynamic subfield of historical studies, with its own specialist journals, book series and research centres, bringing together the study of a diverse range of periods, disciplines and approaches. Two programs of historical investigation in particular have emerged: first, an examination of the production, circulation and translation of knowledges outside of formal institutional structures, sometimes with a focus on historically devalued knowledges such as craft and trade knowledges; and second, an attempt to integrate histories of the natural sciences, social sciences and humanities, sometimes conceived of as an expansion of the history of science. As a field, the "history of knowledge" thus connects and overlaps with the history of science and technology, the similarly nascent field of the history of humanities, and intellectual history and the history of ideas in their various manifestations. However, less attention has to date been paid to the connections the new field might have with the history of education.

History of Education Review (Scimago 1) seeks submissions for a special issue, to be co-edited by [Tamson Pietsch](#) (UTS) and [Joel Barnes](#) (UTS), that will explore the relations and interconnections between the history of knowledge and the history of education.

Submissions may examine empirical cases, focusing on any period and geographical region, or take theoretical or historiographical approaches. Authors may wish to consider questions such as:

- What are the implications of centring forms of knowledge for established questions and problems in the history of education?
- How does bringing the history of science and of other forms of learning into dialogue with the institutional histories of schooling, universities and technical education reframe our understandings of these institutions?
- What might a focus on informal or extra-institutional knowledges bring to a field that has conventionally focused on the practices and institutions shaping formal, official knowledges? What are the relations between informal and formal knowledges, and how might attention to excluded knowledges reframe understandings of those that have historically been included within education systems?
- What are the possibilities for history of knowledge methods to bring historically devalued Indigenous and non-Western knowledges more fully into the history of education?
- How does thinking about the circulation of knowledge bring new perspectives to the traditional subjects of the history of education?

We seek submission of abstracts of 300 words proposing articles for consideration for publication, with full manuscripts to follow. Acceptance of an abstract does not mean acceptance of a paper and submitted papers will proceed through *History of Education Review's* usual peer-review process.

Send abstracts and all queries to: joel.barnes@uts.edu.au

Abstracts due: **1 October 2020**

Full manuscripts due: **1 April 2021**

Planned publication: **Issue 1, 2022**

Recommended reading on the history of knowledge:

- Burke, Peter. *What Is the History of Knowledge?* (Cambridge: Polity, 2015).
- Daston, Lorraine. "The History of Science and the History of Knowledge", *KNOW: A Journal on the Formation of Knowledge* 1, no. 1 (2017): 131–54.
- Lässig, Simone. "The History of Knowledge and the Expansion of the Historical Research Agenda", *Bulletin of the German Historical Institute* 59 (2016): 29–58.
- Marchand, Suzanne. "How Much Knowledge is Worth Knowing? An American Intellectual Historian's Thoughts on the *Geschichte des Wissens*", *Berichte zur Wissenschaftsgeschichte* 42, nos. 2–3 (2019): 126–49.
- Östling, Johan, et al., eds. *Circulation of Knowledge: Explorations in the History of Knowledge* (Lund: Nordic Academic Press, 2018).
- Östling, Johan, David Larsson Heidenblad and Anna Nilsson Hammar, eds. *Forms of Knowledge: Developing the History of Knowledge* (Lund: Nordic Academic Press, 2020).
- Secord, James A. "Knowledge in Transit", *Isis* 95, no. 4 (2004): 654–72.

CONFERENCES

Unfortunately, the Conferences highlighted in the previous issue have been cancelled or postponed. Details follow.

ANZHE CONFERENCE 2020

The Conference, 'Generations and Generational Change' planned for November has been cancelled. Further information regarding the possible rescheduling of this

conference in 2021 will be distributed later this year.

CANADIAN HISTORY OF EDUCATION ASSOCIATION

CHEA/ACHÉ 21st Biennial Conference

The following announcement was received:

The Canadian History of Education Association (CHEA) has made the difficult decision to postpone the CHEA 2020 Victoria conference by twelve months.

We now plan to hold the conference October 21st-24th 2021 at the same location, Laurel Point Inn in Victoria, British Columbia. We will recirculate the CFP at a later date.

The CHEA conference planning committee and CHEA executive wish all of our communities the very best in these very challenging times.

If you have any questions please do not hesitate to contact j.ellis@ubc.ca.

Cordialement/Sincerely,
Catherine Gidney
Past-president/Ancienne présidente

ISCHE 42 OREBRO SWEDEN 2020

The following announcement was received:

'Dear members and friends of ISCHE,
The ISCHE Executive Committee has decided to postpone ISCHE 42 to next year. In collaboration with the Local Organizing Committee we have established first guidelines for ISCHE 42 (which will take place in 2021 in Örebro). These guidelines are [available here](#).'

<http://www.ische.org/>

THE AUSTRALIAN HISTORICAL ASSOCIATION (AHA) ANNUAL CONFERENCE

The AHA conference will not go ahead from 29 June-3rd July 2020 at Deakin University. Further details on the possible re scheduling of the conference are yet to be announced. <https://www.theaha.org.au/>

NEW PUBLICATIONS

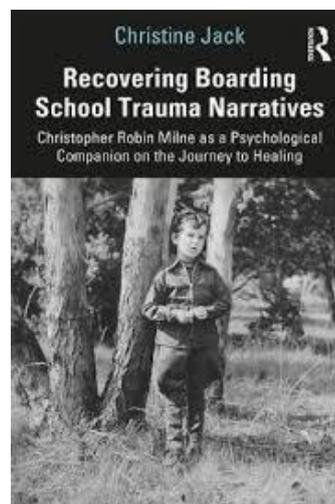
Please send details of new book publications to the Secretary

1. Forthcoming book by ANZHES member, Christine Jack

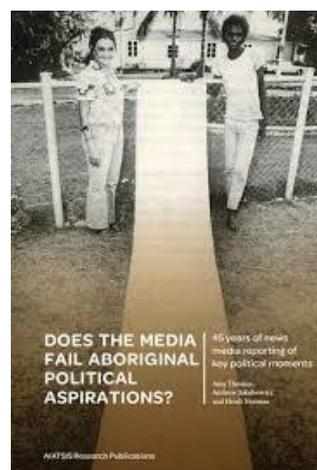
Recovering Boarding School Trauma Narratives: Christopher Robin Milne as a Psychological Companion on the Journey to Healing, Routledge, 2020. Available in paperback or hardback.

This book is due on 22 May and can be ordered now.

<https://www.routledge.com/Recovering-Boarding-School-Trauma-Narratives-Christopher-Robin-Milne-as/Jack/p/book/9780367819521>



2. Book by member Amy Thomas, co-authored with Andrew Jakubwicz and Heidi Norman, *Does the Media Fail Aboriginal Political Aspirations? 45 years of news media reporting of key political moments*, Aboriginal Studies Press, 2019.



3. Soon to be released: *History of Education Review*, Vol. 49, issue 1 (2020)

4. Articles of interest in other Australian journals:

Amy Thomas, Hannah Forsyth and Andrew G Bonnell, "The dice are loaded': History, Solidarity and Precarity in Australian Universities", *History Australia*, Vol. 17, 1, 2020.

Beth Marsden, 'Aboriginal Mobility, Scholarships and Anglican Grammar Schools in Melbourne, 1958-65', *Australian Historical Studies*, Vol. 51, 1, 2020.

Education in Nature

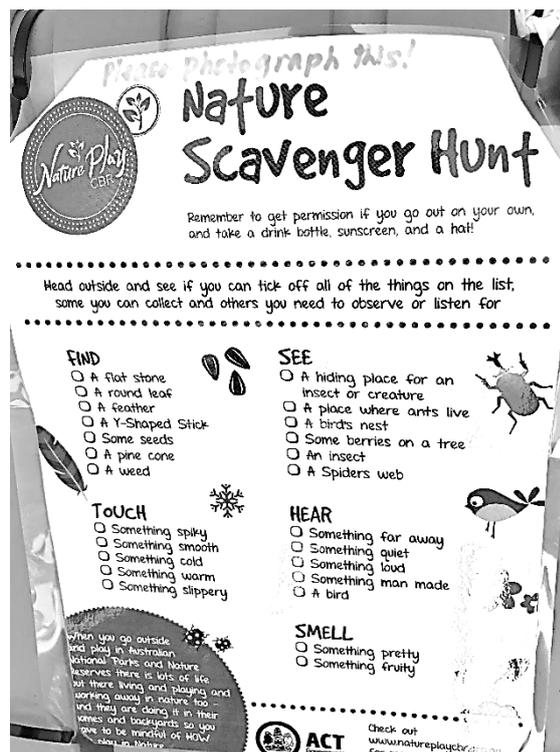


Photo: D. Kass

In the last few unusual weeks of April 2020, it's been good to see people in parks and other natural areas, walking with their dogs, accompanying children, playing badminton in pairs, or just walking quietly along. Parks have somehow been reclaimed from football fields and relative abandonment and put to use for quiet, unhurried recreation. Along a tranquil

path beside a creek, I saw this nature challenge. The activity came from a community source rather than an educational institution, providing relief from the digital classroom and the opportunity to come closer to nature in a manner reminiscent of an older nature study and its ideals.

In 2014 I travelled to Tartu in Estonia, assisted by Macquarie University's postgraduate research funding, to attend and give a paper at an international and interdisciplinary conference, "Framing Nature" where I spoke on the nature study movement of the early twentieth century. I arranged a visit to the **Tartu Environmental Education Centre and Tartu Nature School**. The Centre provides activities for school and adult groups and visitors. The Nature School provides afternoon clubs and activities for children, with a plant room (children's potting in evidence), an animal room (small animals to care for) and a bird room (mainly pictures and guides). A large glassed area enables the cultivation of tropical plants. Estonians have always been close to nature, said my dedicated guide, it is part of life and tradition. She gave me information on the history of teaching about nature in Estonia, and I showed her some of my pictures of children doing nature study in Australia in the early twentieth century.

Dorothy Kass, 27 April 2020



Tartu Environmental Education Centre and Tartu Nature School. Photo: D. Kass



Art, Tartu Nature House Photo: D. Kass

**Please send contributions for the next
Newsletter to the Secretary:
dorothy.kass@mq.edu.au**