



AUSTRALIAN AND NEW ZEALAND HISTORY OF EDUCATION SOCIETY

NEWSLETTER,

July 2020

FROM THE ANZHEs PRESIDENT

Most of us are still working from home, certainly in Melbourne where we risk a resurgence of coronavirus, but the complete lockdown has been lifted and those of us outside certain Melbourne suburbs can now in limited ways sit in a café and go to the library. Significantly for our association, children and teachers are back at school. Universities have just finished a harrowing semester of teaching online and most plan to combine some form of face-to-face teaching with online options for those most vulnerable, though there seems to be a widespread preparedness that teaching online might need to recommence at any moment.

In the past week, higher education – and humanities in particular – moved to the centre of the deep ideological divisions that are characterising this stage of the pandemic. I recently wrote about university-government relations historically at <https://theconversation.com/universities-and-government-need-to-rethink-their-relationship-with-each-other-before-its-too-late-139963>

COVID has presented an opportunity for exploitation by government and university managers alike. The government presented a change to funding that was a blatant attack on the humanities. And university bosses threaten thousands of jobs as well as hard-won employment conditions. The National Tertiary

Education Union, subject of some of our excellent histories in Australian tertiary education, is busier than ever, with more activity at grass roots, I think we can safely assert, than ever before. The role of that union as the sector and indeed the world changes, promises to be pivotal.

Most vulnerable in the university sector are our extremely large contingent of precarious academic scholars. Some of our American colleagues asked me to explain some of the work we are doing in history to support casual historians, see <http://www.lawcha.org/2020/06/26/precarious-academic-history-in-australia-organizing-for-solidarity/> - if members are interested in contributing to an emergency fund to support precarious history fundraising is at <https://www.paypal.com/pools/c/8oVaLlpZrr> [contact hannah.forsyth@acu.edu.au if you have trouble with paypal]. One round of funding has already been distributed to those with urgent needs, but we expect as income from semester one winds up, many more casuals will be faced with emergency needs.

Wishing all members continued safety and well-being in these extraordinary times.

Hannah Forsyth, 3 July 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

MEMBERSHIP 2020

ANZHES needs its members to remain viable.

If you have not yet renewed membership for 2020, please do so.

Registration and payment is online at <https://anzhes.com/membership/>

If you are not sure if you have paid for 2020, contact the Secretary secretary@anzhes.com

NEW DATES FOR ISCHE 42

Previously it was announced that the ISCHE Executive Committee decided to postpone ISCHE 42 to 2021.

New dates for 2021 are June 16-19.

<https://www.oru.se/HumES/ISCHE2020>

DEHANZ

The latest entry to our *Dictionary of Educational History in Australia and New Zealand* is [Selective public high schools \(New South Wales, 1960-2020\)](#) by Craig Campbell. The entry places the present situation of selective schools in its historical context while clearly presenting past and present conflicting ideas of how “equality of opportunity” should be defined and administered.

CALL FOR APPLICATIONS

Social and Communications Fellowship

The Australian and New Zealand History of Education Society (ANZHES) seeks to appoint a Social Media and Communications Fellow to be responsible for active maintenance and development of its website and its Twitter and Facebook accounts. The role requires confident and appropriate computer literacy

skills and involvement on at least a weekly basis. The Fellow will work to make the communications of the Society relevant and effective and work closely with the members of the Executive Committee to ensure that key messages are consistent across platforms. As a spokesperson for the Society, the fellow will work with the responsibility and care required by social media. An early task will be to set up a closed Facebook group that allows members to post their own information and reply to others.

The position is aimed at postgraduate and early career researchers, preferably in the field of educational history.

Appointment will be made for one calendar year, beginning in 2021, with the possibility of extension for a second year. The Fellowship includes an honorarium of \$1,500 for the year, membership of ANZHES and mentoring from a senior historian of education.

The Fellow must demonstrate active, regular and effective maintenance and development of the website and social media. The position will be reviewed after three months and before possible extension for a second year.

Criteria

1. Postgraduate or early career researcher, preferably in educational history (interpreted broadly).
2. Demonstrable capacity to understand the broad dimensions of the field, i.e. the history of education. This might include one or more scholarly publications.
3. Capacity and willingness to enact the care and thoughtfulness required by social media activity.
4. Appropriate computer literacy skills.
5. Attention to detail and accuracy.
6. Excellent communication skills.
7. Able to work as part of a team.

Please send your application consisting of a statement outlining your relevant experience, skills and interest in this role and addressing the criteria, and a CV with the names and contact details of two referees, to The Secretary, secretary@anzhes.com

Date due: 3 August 2020

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**

For Recommended reading on the history of knowledge: see the Call for Papers on ANZHEs site: <https://anzhes.com/call-for-papers/>

History of Education Review, Vol. 49, no. 1 (2020)

Special Issue: Outdoor Education in Historical Perspective

Outdoor education in historical perspective
Mark Freeman, Jayson Seaman

Dartmouth Outward Bound Center and the rise of experiential education, 1957–1976
Jayson Seaman, Robert MacArthur, Sean Harrington

Czech education in nature traditions
Andrew Martin, Geoff Watson, Jan Neuman, Ivana Turčová, Lucie Kalkusová

‘Doing nature’ and being a Guide: the problem of the town guide in the British Girl Guides Association, 1930–1960
Sian Edwards

“You can’t be an atheist here”: Christianity and Outward Bound in Britain, c.1941–1965
Mark Freeman

Outdoor education: the Romantic origins at the University of St Mark and St John
Mark Leather, Gil Fewings, Su Porter

The adventure (sex)pedition: revisiting Kurt Hahn's educational aims
Franklin Vernon



Paedagogica Historica

Earlier this year, *Paedagogica Historica* published a special issue devoted to *Education and Nature* (Volume 56, Issues 1-2, 2020)



“This special issue reunites contributions presented and discussed at the fortieth meeting of the International Standing Conference for the History of Education held at Berlin in August–September 2018.”

ABC: The History Listen Podcast

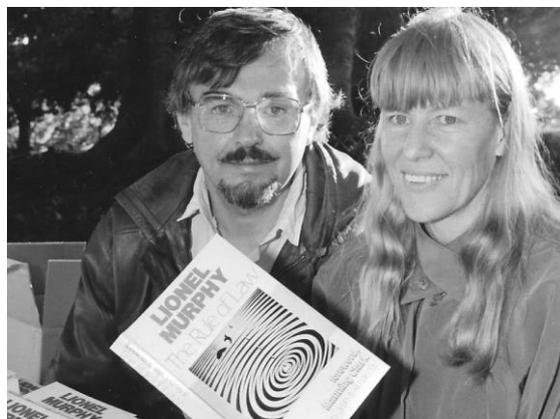
The High Court Dog-Fight on Schools Funding

Released on 12 May 2020 this ABC podcast features past and present ANZHES members. It is available at:

<https://www.abc.net.au/radionational/programs/the-history-listen/section-71:-the-high-court-dog-fight-on-schools-funding/12202220>

The podcast presents the challenge by the National Council for the Defence of Government Schools brought before the High Court in 1980.

The podcast and the issues raised are discussed by Jane Lee in *ABC News*. Included is this image along with the caption: "Jean Ely, pictured with her husband Richard and the book they wrote in 1986 about the High Court case."



https://www.abc.net.au/news/2020-05-12/the-history-listen-the-forgotten-fight-over-school-funding-dogs/12101774?utm_source=sfmc&utm_medium=email&utm_content=&utm_campaign=%5bnews_sfmc_16_05_20_weekend-reads%5d%3a125&user_id=94cc1b43b411145e25c6e1af28ce8b3d5da2efa356dbcf29d2dcb7d9b05ea216&WT.tsrc=email&WT.mc_id=Email%7c%5bnews_sfmc_16_05_20_weekend-reads%5d%7c125story+4

Thank you to Jo May who sent in this link.

A query to ANZHES: ANSWERED

Novelist Meg Keneally emailed the Secretary on a Friday evening with a query relating to Mary Ann Flower's Sydney Ladies College (1854-1888). She particularly hoped that we could help with locating a paper given at the 1984 ANZHES Conference by N. Williamson.

The Secretary read this email early on Saturday morning. She established that there were no published proceedings or abstracts from this conference in the archives, and contacted ANZHES members Kay Whitehead and Jo May. Both knew that N. Williamson was the same Noeline Kyle who had a published book with information on Mary Ann Flower and her school. But, additionally, Noeline Kyle herself was brought into the email conversation. By late afternoon, Noeline had found the text of her 1984 paper and supplied it to Meg. Within the day Meg had the paper and much more to assist her historical fiction writing. Meg wrote: "I never expected such a wealth of knowledge to come back so quickly, very grateful to you all!"

ANZHES, we did well on this one!

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