



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

## **NEWSLETTER**

### **September 2020**

#### **FROM THE ANZHEs PRESIDENT**

Well. Here we are in September 2020. More than 900,000 people have died of COVID-19 worldwide. Melbourne is still in lockdown, so children are still learning online at home.

In my university as in many others, preparations are underway for online teaching to extend into 2021. In some universities we hear that they may move learning online, permanently. After a decade of manic building programs on university campuses while casual scholars teach on starvation wages, some university managers seem to have come to a view that they can cut costs by simply not using the buildings they considered so important in recent years.

Worse, thousands of university staff have lost jobs and many others are facing cuts. Despite claiming that they want to encourage people to become teachers, the present government is planning to double the cost of an Arts degree.

As a moment in the history of education – well, as a moment in history – 2020 is pretty bleak.

Our work continues, even as employment is threatened, however. It was my great privilege to give the Russel Ward Lecture for the University of New England during our recent

History Week, which was entitled ‘Frontiers of the New Cold War: universities, expertise and class conflict in contemporary Australia’. If you are interested, a recording is located at [https://www.youtube.com/watch?v=EcaOB\\_66\\_c4](https://www.youtube.com/watch?v=EcaOB_66_c4)

In planning for our AGM this year, it seemed too sad to fail to share our latest research. We decided to combine a mini-conference, conducted online with a symposium on the history of knowledge and education held (also online) at UTS. The prospect of hearing updates on our collective work in the history of education is cheering, at least. Please see our call for presentation titles in this newsletter.

I do hope that all our members are staying safe and healthy during this difficult time.

Warmest regards,

Hannah

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#### **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

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#### **IMPORTANT ANNOUNCEMENT**

##### **Mini-Conference and Annual General Meeting: 18-19 November 2020**

Our Annual General Meeting will be held on 19 November, via ZOOM. All members are invited and encouraged to attend. The AGM will follow sessions in which presenters speak about their latest research projects (see details and invitation to present below).

Proposed programme:

**Wednesday 18 November, 6-8pm Australian**

**Eastern Daylight Time:** “History of Knowledge meets History of Education”. This seminar is co-hosted by the Australian Centre for Public History, University of Technology Sydney. ANZHES members are invited to register. Details:

<https://www.uts.edu.au/research-and-teaching/our-research/australian-centre-public-history/research-collaborations/research-nodes/histories-knowledge-and-education/events>

**Thursday 19 September**

**Presentation sessions: 10am – 3.30pm**

**Annual General Meeting: 3.30pm - 4.30pm**

An agenda for the AGM, reports and call for nominations for positions will be emailed to you in October, one month before the date. Please note that the positions which will be up for re-election include: Honorary Secretary, Honorary Treasurer, Graduate Student Representative and a representative New Zealand member (currently vacant).

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**CALL FOR TITLES FOR SHORT PRESENTATIONS AT ANZHES MINI-CONFERENCE 2020**

In place of our annual conference, in 2020 we will hold a mini-conference 18-19<sup>th</sup> November with short presentations to update colleagues on research on Thursday 19 September, 10am – 11.30am and 2pm - 3.30pm.

This will be followed by our Annual General Meeting on Thursday November 19<sup>th</sup>, 3.30-4.30pm.

Presenters will be invited to provide a very short update on their work – around five minutes – followed by questions, totalling 15

minutes per presenter including introductions and questions.

**Please email titles for short presentations to [Hannah.forsyth@acu.edu.au](mailto:Hannah.forsyth@acu.edu.au) along with your name and institutional affiliation(s), if relevant.**

Our current two time slots allow for up to 12 presenters. If I am inundated with proposals, I will consider opening a third time slot over lunchtime. Priority will be given to ANZHES members – please continue to support your association by retaining your membership <https://anzhes.com/membership/>

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**SOCIAL AND COMMUNICATIONS FELLOWSHIP**

Congratulations to Beth Marsden who has been appointed the Social and Communications Fellow for 2021.

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**CALL FOR PHOTOGRAPHS**

Do you have photographs of past ANZHES activities? Vice President Jenny Collins is calling for digital copies of historic and recent ANZHES related photographs. These might include Conference gatherings and celebrations over the years - named if possible. Names of events and people appearing in the photographs will be appreciated. Jenny is happy to accept any donations and plans to put images into a shared archive. Jenny may be contacted at: [jencoll07gmail.com](mailto:jencoll07gmail.com)

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**MEMBERSHIP 2020**

A warm welcome to our recent new members: Damien Lucas; Katrina Macdonald and Fiona Paisley.

ANZHES needs its members to remain viable.

**Could members who joined or renewed in the second half of 2019 please renew now.**

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](mailto:secretary@anzhes.com)

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## **DEHANZ: LATEST ENTRIES**

**Tennant, Haysell: Employment of same-sex attracted teachers in schools.** Australia, 1975-2020, by Craig Campbell.

*Schools do not exist for the sole purpose of educating young people in the knowledge and skills that are mainly agreed as essential for employment, citizenship and social life in general. They are also about inculcating belief systems that may be more or less explicit, closed or open to critical challenge...*

**Educational Workers League.** New South Wales, 1931-1936, by Dorothy Kass

*The Educational Workers League (EWL) was formed in Sydney in June and July 1931 by a group of teachers in the context of the Great Depression and frustration with the New South Wales Teachers Federation. Its existence spanned five years of crippling economic crisis, political upheaval and social distress. Although membership remained small, the League, its formation, its members, its activities and policies were significant...*

Your contributions to DEHANZ are welcome: <http://dehanz.net.au/>

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## **ARC PhD: Progressive Education and Race**

The Melbourne Graduate School of Education seeks expressions of interest from eligible graduates for a PhD position on the Australian Research Council (ARC) Discovery project, 'Progressive Education and Race: a

Transnational History of Indigenous Education in Australia and Oceania 1920s-1950s'. Due 10 October. More information from Julie McLeod: [j.mcleod@unimelb.edu.au](mailto:j.mcleod@unimelb.edu.au)

And

<https://scholarships.unimelb.edu.au/awards/arc-phd-progressive-education-and-race>

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## **SOCEY (Studies of Childhood, Education & Youth) & Discussion Paper on Archiving of Qualitative Datas**

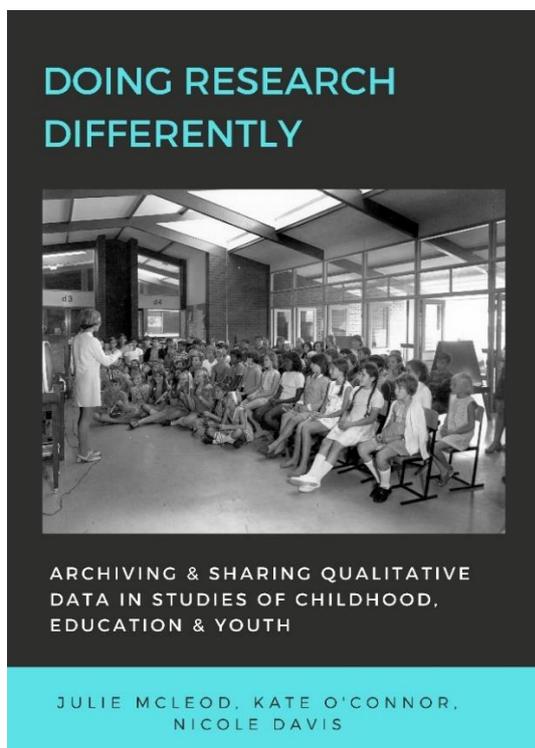
**Contributed by Nicole Davis**

[SOCEY](#) is a community of scholars working in the fields of childhood, education, and youth studies across a variety of disciplines in the humanities and social sciences. [Members](#) of this community come from a wide range of intellectual frameworks, including history, sociology, education, cultural heritage, and the government sector. Our website showcases the wide variety of [projects](#) undertaken by these members and provides a platform for discussion on this interdisciplinary field.

SOCEY has recently developed a free qualitative data archive, the [SOCEY Repository](#), tailored specifically to studies of childhood, youth and education and hosted by the Australian Data Archive (ADA). The Repository provides a much-needed digital space for researchers to store, and potentially share, qualitative data. To date, six projects across a wide range of topics have been archived as part of a pilot project, ranging from large Australia-wide longitudinal research conducted by large teams to a smaller, locally focused, PhD project.

Two of the major outputs of the project to date have been the development of the repository and the publication of our Discussion Paper, [Doing Research Differently: Archiving & Sharing Qualitative Data in Studies of](#)

*Childhood, Education and Youth* (Julie McLeod, Kate O'Connor & Nicole Davis (Melbourne: University of Melbourne, 2020). DOI:10.25916/5e9e28eec21a1)



The paper explores directions and dilemmas in the archiving and sharing of qualitative research. We take as our focus studies of childhood, education and youth, predominantly from across the social sciences. It was prepared as part of a program of work funded by the Australian Research Data Commons ([ARDC](#)), which comprised the development of the SOCEY Repository and the archiving of data from six projects within that archive.

*Doing Research Differently*, discusses opportunities and challenges for archiving and data sharing in qualitative research and provides an overview of Australian and international examples. The authors detail the development of the SOCEY Repository pilot, before considering protocols and exemplars of best practice for archiving and sharing research data alongside the experiences of those who conducted the pilot archiving. Finally, we propose some key principles

intended to inform our future work in this area.

*For further information on SOCEY, affiliated members and projects, to sign up for or have something featured in our newsletter, or to enquire about archiving your born-digital or digitised data (for which we have capacity to provide some project support) visit our [website](#).*



Image credits:

DRD cover image: Petrie Terrace State School, Brisbane, May 1970. Queensland State Archives, [Digital Image ID 25777](#)

SOCEY image: School Children on Sydney Harbour Bridge during opening celebrations, 16 March 1932. NSW State Archives, [Digital Image ID 12685\\_a007\\_a00704\\_8734000041r](#)

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## **History of Education and Covid 19**

**Received from Ana Clara B. Nery, São Paulo State University – UNESP, Brazil**

Dear Colleagues:

We hope you are well!

An Interview resulting from the “History of Education and Covid-19”, interview project was published. This Project was coordinated by Tony Honorato and Ana Nery. The

published text is a synthesis of the collective work elaborated by researchers of great expression in the field of History of Education, **all ISCHE members**.

Title: “**History of Education and Covid-19: The crisis of the school according to african (Akanbi, Chisholm), american (Boto, Cerecedo, Cunha, Bennett-Kinne, Rocha, Romano, Rousmaniere, Southwell, Souza, Taborda, Veiga, Vidal) and european (Depaepe, Escolano Benito, Magalhães, Nóvoa) researchers**”.

The interview is published in the journal [Acta Scientiarum Education](#) (online), v. 42, p. 1-21, 2020, in [English](#) and [portuguese](#). View in: <http://periodicos.uem.br/ojs/index.php/ActaSciEduc/article/view/54998>

We reiterate our thanks to the special participation of each of the researchers. We thank Acta Scientiarum Education which approved and published the material, especially to Profa. Terezinha Oliveira (Editor).

We request to collaborate in the wide dissemination of the interview.

All the best and health wishes

Tony Honorato e Ana Clara B. Nery

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## **EDUCATIONAL HISTORIANS INTERVIEW SERIES**

Postgraduate Representative, Matilda Keynes begins the series, published on our website, with an interview of our President, Hannah Forsyth. It is reproduced here.

### **Educational Historians Interview Series: Dr Hannah Forsyth**



[Dr Hannah Forsyth](#) is Senior Lecturer in History and ARC DECRA Fellow at the Australian Catholic University.

Follow Hannah on Twitter [here](#).

### **What led you to study educational history?**

I started working as an administrator at the University of Sydney when I finished my undergraduate degree. As I moved up the administrative hierarchy and began taking increased responsibility for things that seemed more and more commercialised, I began to consider the history of this place. I was interested in processes of commodification out of my cultural history training, and combining this with my work-based knowledge of higher education seemed a good idea. I did not realise, until I started, that there was a whole field of educational history to get on top of, but it was a great thing to discover. In time my interest moved from commodification to questions of inequality – or, rather, I sought to explore the effects of both sides of the ‘production-consumption’ story in higher education.

### **What are you currently working on, or planning to do next?**

I have been working to combine my work on universities with the history of capitalism more widely. I began by exploring the political-economics of post-war research. Like my earlier move from commodification to inequality, I ended up considering the relationships between the institutions of education and work to class formation over the long twentieth century. My current project

is a history of professions in Australia, exploring the ways that the growth of professional work has transformed class relations, which helps explain some aspects of the confusing political economy in which we find ourselves now.

**What is the biggest challenge facing the field of educational history today?**

Educational history faces challenges shared by history more widely – squeezes on funding and time that produce casualised and exploited early-career thinkers and has the potential to narrow research questions to assure achievability in reportable time frames. It has long struggled against the loss of educational history as a standard part of teacher training, which has also undermined its research base. That being said, I think we are seeing new growth in the field out of history departments that is producing more politically nuanced work than we have had in the past. The most important challenges, I think, are firstly re-negotiating the political purpose of educational history, a conversation we have around the edges of the sub-discipline that I think we could bring out more explicitly; and, I think it would be useful for educational history to develop deeper intellectual links with other, related fields – labour history, settler-colonial studies, intellectual history and so on. It seems to me that this is starting to happen among early career scholars especially, which is heartening.

**If you could recommend one book or article on educational history, what would it be and why?**

Gosh, just one?! Of the recent work, certainly Malcolm Harris's *Kids These Days* is high on the list of things I would like all my student to read, and not just in the history of schooling. The book deploys Marxist theory brilliantly to give an account of children's labour at school that links shifts in the global economy to present levels of industriousness and anxiety. Raewyn Connell's *The Good University* should be read by everyone who cares about higher education

– as well as political activism, it is excellent history.

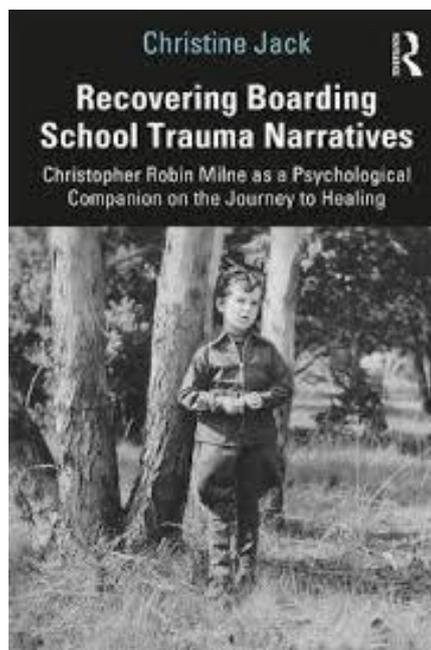
**Which person from history would you most like to meet and why?**

This is totally the hardest question in your list and answering it ('I'd love to have a coffee with Marx...I wonder if he'd be as funny in person?') seems to turn historical actors into heroes. Rather, I'd like to be immersed in historical places: gold-rush Melbourne might be high on my list, revolutionary Paris, 1920s jazz clubs; I'd like to build a humpy in one of the river-side reserves near Wilcannia or Menindee. And of course, I'd love to teach piano in 19th century girls school, run a dame school and hang out in the 1973 women's tent embassy at Sydney Uni.

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**Boarding School Trauma**

Christine Jack's recently published book, *Recovering Boarding School Trauma Narratives*, has attracted a lot of media attention including an ABC radio interview and ABC News article:



Interview

<https://www.abc.net.au/radionational/programs/sundayextra/the-lasting-effects-of-boarding-school-trauma/12581872>

Article

<https://www.abc.net.au/news/2020-09-04/boarding-school-trauma-and-the-lasting-effects-mental-health/12607590?fbclid=IwAR1zrD32n6bqKH OegClIzOpHdj1WByYUPjHXF7krpNbOPhpEOC myxwZJbW4>

Christine writes about the responses she received and the opportunity for Ph D or other research:

“I wrote the book for myself and also because I felt a responsibility as an educational historian to provide an account from an Australian perspective which has not been done (much written in the UK). The response to the interview and article has been extensive and significant. Many people have tracked me down via my Charles Sturt email and written to me about their traumatic experiences and the ways it has impacted on them across their lives. They have expressed their appreciation that finally it is being discussed and that now they can begin to understand what happened to them. The article received 272 posts within a short time which was surprising to the ABC. Of course, some people wrote in to say that they made lots of friends and had a good time to which I would respond: I am pleased that was the case for you but just think about the students that no one liked, or wanted to share a room with, or were different. They had to endure it all day and everyday without the comfort of their parents and a capacity to escape to their homes. Of course, there were people like me who had friends but kept the grief hidden (which was a very common response).

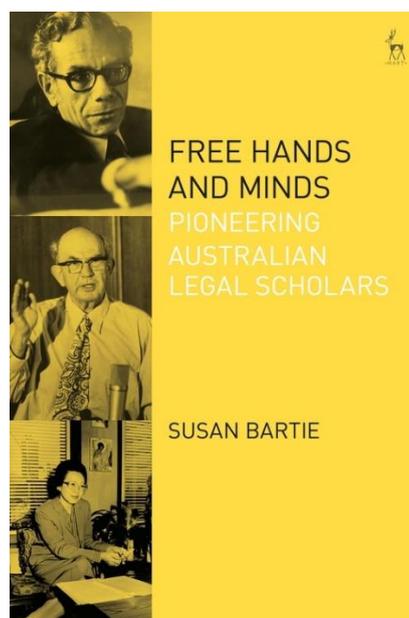
A number of the people who have contacted me are keen to tell their stories and want to contribute to some ongoing research. I believe it would be **an excellent project for a Phd student with a focus on the Australian experience**. I would be more than happy to act as one of the person's supervisors. So if you know anyone looking for a good topic point them in that direction!”

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## Publication by ANZHES member Susan Bartie

*Free Hands and Minds: Pioneering Australian Legal Scholars*, Hart Publishing, 2019.

<https://www.bloomsburyprofessional.com/uk/free-hands-and-minds-9781509922611/>



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

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