



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

## **NEWSLETTER**

### **February 2021**

#### **FROM THE ANZHES PRESIDENT**

A very happy new year to ANZHES members. Our society ended 2020 rather well, I thought, considering the ravages of the year. Our Annual General Meeting in November, which we had to hold online by zoom, was preceded by a hastily arranged mini-conference.

Time zones were our biggest challenge. Kicking off at 10am in eastern Australia was midday in New Zealand, but 7am in Perth. Surely ANZHES has the widest time zone variation of any history of education society? Nevertheless, the distances that separate us are offset by our collegial warmth.

While no substitute for seeing one another face to face, it was a great pleasure to see one another and to hear the latest research pursued by some of our members.

It augurs well for the future of the history of education that many of our presenters were early in their career. Tao Bak, who is completing his doctoral studies at Deakin University, gave us a brilliant case study from his research into Steiner Schools in Victoria.

Margaret McDonough-Glenn, beginning her research in adult education at the University of Sydney offered us an overview of the early stages of her project. We were also privileged to hear Zhihang Li (Liz), also completing her research at the University of Sydney, on aspects of higher education in China, focusing on Xiamen University between 1919 and 1937.

We have been incredibly grateful to have early career scholars on the Executive of ANZHES in recent years, and some of these also presented their work at the mini-conference. Mati Keynes, who studies at UTS, has been a postgraduate representative and book reviews editor for *History of Education Review*. Mati presented on the special issue of *History of Education Review* they have been editing with Beth Marsden, which explores the kinds of social injustices rendered by educational institutions worldwide.

Beth Marsden, who is completing her PhD at La Trobe, has been a member of the ANZHES Executive and is now our Social Media Fellow. Beth presented some of her exciting work based on archives of schoolwork completed by Aboriginal children at the Mount Margaret Mission School.

We are also truly grateful to Clarissa Carden, a postdoctoral sociologist of education at Griffith University, who has been acting as Treasurer for ANZHES. Clarissa's work finding the voices of disobedience and rebellion among children in educational institutions offers new insights into youthful agency.

As well as this array of talented emerging scholars, some more established hands offered their work. Professional historian Neville Buch spoke on the history of knowledge in educational history, building on the recent collaborative workshop between UTS and Lund University. James Waghorne at the University of Melbourne spoke about his

new book, co-authored with Gwil Croucher, *Australian Universities*.

Scholarly interest in the 1918 flu pandemic increased rapidly, for understandable reasons in 2020, and Jenny Collins presented work she has completed on Catholic teaching sisters in Aotearoa New Zealand. Helen Proctor at the University of Sydney also presented exciting new work on grassroots organising and Australian education policy in the 1970s and 1980s.

It was a terrific day and I want to extend my heartfelt thanks to all the presenters and to the many members who attended and participated, despite being so far apart. While we could not get together and indeed, many were unable to access the archives and libraries needed for research, it was heartening to see such quality work continuing nevertheless, from new and established scholars alike.

Warmest regards,

Hannah

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#### **ANZHES COMMITTEE 2021**

- President - Hannah Forsyth
- Vice President - Jenny Collins
- Honorary Secretary - Dorothy Kass
- Honorary Treasurer – Joel Barnes
- Social Media and Communications Fellow - Beth Marsden
- Postgraduate Representative - Vacant
- Previous Past President - Craig Campbell

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#### **AGM NOVEMBER 2020**

The Annual General Meeting was held very successfully via Zoom on 19 November 2020. Dorothy Kass was re-elected as Honorary

Secretary and Joel Barnes was elected as Honorary Treasurer. The position of Graduate Student Representative is vacant. Any member who is a candidate for a higher degree and interested in joining our friendly team, please contact one of the Committee. There is also a vacancy for a second New Zealand representative on the Committee.

The AGM approved two amendments to the Constitution which is now updated and available through the ANZHES website. The amendment to point 4b extends the non-waged category of membership; and the amendment to Bye-law IV extends the opportunity for conference assistance to early career researchers not in continuing salaried employment. [In addition to postgraduate students.]

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#### **MEMBERSHIP 2021**

The membership page on the ANZHES website is now open for registrations for 2021, at <https://anzhes.com/membership/>.

Membership is available for one year or for two years, with or without print copies of *History of Education Review*. We urge members to renew their membership for the coming year, unless you signed up for a two-year membership in 2020. All members get online access to *History of Education Review* and receive the regular Society newsletter. Please contact Treasurer Joel Barnes at [joel.barnes@uq.edu.au](mailto:joel.barnes@uq.edu.au) if you've any queries about membership.

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#### **DEHANZ: LATEST ENTRIES**

Our latest entries make very significant contributions to the online *Dictionary of Educational History in Australia and New Zealand*.

Jenny Collins writes about the 1918/19 influenza epidemic in New Zealand:

“Catholic teaching sisters and the 1918 influenza pandemic”  
<https://dehanz.net.au/entries/catholic-teaching-sisters-and-the-1918-influenza-pandemic/>

Craig Campbell contributed a two-part entry on: “Aboriginal and Torres Strait Islander Schooling”.  
<https://dehanz.net.au/entries/aboriginal-and-torres-strait-islander-schooling-1/>

And <https://dehanz.net.au/entries/aboriginal-and-torres-strait-islander-schooling-2/>

Your own contributions to help the coverage of DEHANZ are welcome:  
<http://dehanz.net.au/>

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## PRE-2004 ISSUES OF HISTORY OF EDUCATION REVIEW

It is with some excitement that ANZHES can announce that the project to digitise and make freely available older issues of *History of Education Review* and its predecessors has been successfully completed. For this we thank Helen Proctor who has co-ordinated the venture, Pru Mitchell, from ACER, for her assistance, and the National Library of Australia.

The following titles and issues have been digitised: *History of Education Review*, 1983-2003; *Journal of the Australian and New Zealand History of Education Society*, 1980-1982; and, *ANZHES Journal*, 1972-1979.

The issues are available through TROVE within Magazines and Newsletters (not in the Digitised Newspapers). They may be accessed by title.

### Sample searching:

1. If you want to locate a particular issue, or to browse several issues of *History of Education Review*, then do a title search.

Select any of the issues that come up.

Select **Read**

Select **View at Trove Digital Library**

Select **Browse this collection** (top left of screen).

2. If you want to do a subject search, then a handy strategy is to use the title’s identifier and the relevant keyword. For *History of Education Review* the identifier is:  
**nla.obj.2836256679**

Example: Go to **Advanced Search, Magazines and Newsletters:**

Type in **Keywords:** nla.obj.2836256679 and Wyndham

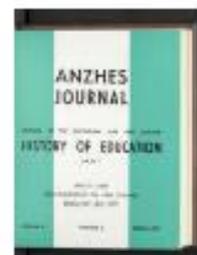
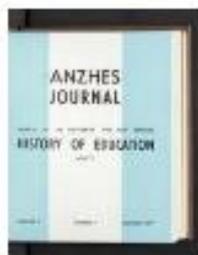
This retrieves articles from *History of Education Review* (1983 to 2003) about Harold Wyndham.

For *Journal of the Australian and New Zealand History of Education Society* the identifier is  
**nla.obj.2836256024**

For *ANZHES Journal* the identifier is  
**nla.obj.2844216084**

Happy searching!

Contributed by Dorothy Kass



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## ANZHES SOCIAL MEDIA IN 2021

This year, in addition to the usual sharing of CFPS etc., the ANZHES Twitter handle will be promoting the History of Education Review. This begins with a series on the digitised back-copies of the ANZHES Journal and HERV, now available on Trove, including a back-copy Special Issue edited by Kay Whitehead, and follows with a showcase of the top ten most downloaded papers since 2005. Thanks to Kay and Helen for their help with this. The aim of these series is to draw attention to HERV, as well as the ANZHES more generally with the regular posting of content (including the fantastic retro journal covers!). If you have not liked the ANZHES Facebook page nor yet joined Twitter to follow @ANZHHistEdSoc, now is the time.



The ANZHES Facebook page will be featuring DEHANZ entries, beginning with entries based on pandemics and distance education. The aim is to generate interest in both ANZHES and DEHANZ through regular, accessible posts. Many thanks to Craig for his assistance in organising the DEHANZ entries into themes to feature throughout the year. For those of you on Facebook, please, like, share and comment on these posts.

Twitter and Facebook posts are scheduled to be published on a weekly or fortnightly basis. I am seeking ideas and input of content for Twitter to be posted from around June 2021. Features of HERV papers for Twitter should be 500-800 words, organised into 280-character posts. They need to be short and sharp, and written with a general academic audience in mind. Some images are necessary. If you have any ideas and would like to put together a thematic collection of papers from HERV (between 6-8) along with an introduction and commentary on each paper, please email me. I can either schedule the posts on your behalf, or you can take control of the Twitter handle for the duration of your series.

Please contact Beth,  
[b.marsden@latrobe.edu.au](mailto:b.marsden@latrobe.edu.au)  
with any questions or ideas.

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## ANNOUNCEMENTS

### Obituary

#### Bernard Bailyn (1922-2020)

Professor Bailyn was one of the most significant pioneers of the revisionist movement in the history of education. A scholar of colonial North America, his *Education and the Forming of American Society* (1960) insisted that the history of education had to connect and contribute to the history of American society more broadly. The history of institutions, systems and pedagogies was not enough. A new history of education should address the entire process by which "a culture transmits itself across the generations". Lawrence Cremin was the first of many who wrote new and expansive histories of education as a result. Old divisions between professional historians in general (based in university departments of history) and historians of education (based in teachers colleges and university departments of education) began to collapse. Bailyn's influence affected the writing of revisionist educational history in Australia, though more usually following work of later American revisionists such as Michael Katz. Bailyn's passing is an event in our profession.

Contributed by Craig Campbell  
Immediate Past President, ANZHES

### Canadian History of Education Association (CHEA) biennial meeting rescheduled to 2022

The Canadian History of Education Association (CHEA) is extremely pleased to announce that we will hold our biennial conference in person, October 13th-15th, 2022, at the Inn at Laurel Point in Victoria, British Columbia!

Go to the [CHEA website](#) for the CFP and submission details.

We will also hold a special online symposium in October 2021 (precise dates TBD). The symposium does not replace the biennial conference. Instead, it will bring new scholars in the history of education together with invited scholar-mentors for dynamic discussions of new scholars' work that explores new directions in the history of education field, especially in light of the field's essential need to speak to the history of current crises, such as anti-Blackness and anti-Indigeneity.

Information about applying to participate in the special online symposium is on the CHEA website.

### **Call for Papers** **Inviting New Work in LGBTQ+ Histories of Education**

We invite scholars to submit new work in LGBTQ+ Histories of Education for a special issue of *Historia y Memoria de la Educación* (<http://revistas.uned.es/index.php/HMe>), the online journal of the Spanish Society for the History of Education (SEDHE) (<https://sedhe.es/>).

We seek a range of research articles that address issues that LGBTQ+ perspectives open in the history of education, representative of the international scholarly community.

#### **Scope and Relevance**

We invite proposals on all topics related to LGBTQ+ issues in the history of education, in any period or nation. Proposals that address school experiences of transgender students, faculty, and staff as well as intersectional analyses of sexuality, race, and ethnicity are particularly welcomed. We look forward to reading a range of proposals, including empirical based studies, broader theoretical analyses and new historiographical work, and scholarship that crosses cultures, periods, or national boundaries. Schools and schooling (both formal and informal) are central to understanding the ways marginalized communities are challenged and identities

realized, while also facing multiple barriers to seek justice in their daily lives. To our knowledge, no history of education journal has yet published a dedicated volume on LGBTQ+ issues. The field has gained traction in the last three decades, benefitting from the establishment of LGBTQ+ archives and advances in queer studies more broadly. Our aim with this project is two-fold. We want to take stock of the current status of international research on LGBTQ+ issues in history of education. In addition, we hope this call generates new scholarly work that advances our understanding of the roles that gender and sexual identities have played in educational institutions across time, and the ways that educators and their school communities have contributed to or opposed civil rights movements for LGBTQ+ people.

#### **Proposal Guidelines**

- Manuscripts submitted to *Historia y Memoria de la Educación* for publication must meet the criteria regarding academic rigor, depth, originality, and specialization that are to be expected from a scientific-academic journal. They should also constitute a relevant, meaningful contribution to the field of the History of Education.
- Please send an abstract (200-250 words) and curriculum vitae to each co-editor of the special issue: Karen Graves, [graves@denison.edu](mailto:graves@denison.edu); Mirelsie Velázquez, [mirelsie.velazquez@ou.edu](mailto:mirelsie.velazquez@ou.edu); Diana Gonçalves Vidal, [dvidal@usp.br](mailto:dvidal@usp.br)
- For a full list of instructions to authors, see [http://revistas.uned.es/public/HMEINSTRUCTIONS\\_AUTHORS\\_PLATAFORMA.pdf](http://revistas.uned.es/public/HMEINSTRUCTIONS_AUTHORS_PLATAFORMA.pdf). Please take particular note of these guidelines:
  - o The manuscript has not been previously published, nor submitted to another journal.
  - o The file is in Microsoft Word format or compatible.
  - o The manuscript does not exceed 12,000 words.
  - o Times New Roman 12 is used for the main text, 11 for indented quotations and 10 for footnotes. Paragraph spacing is 1.5 for the main text and single for footnotes.
  - o The language of this special issue of the journal is English.

### Important Dates

16 April 2021 Abstract submissions due to co-editors

June 2021 Preliminary acceptance notices, pending review of editorial board

1 January 2022 Articles due to co-editors

1 March 2022 Review reports due to authors

1 May 2022 Revised drafts due to co-editors

Please send questions to Karen Graves, graves@denison.edu.

Thank you for your consideration of this collaborative effort to expand scholarly understanding of LGBTQ+ issues in history of education.

Sincerely,

Karen Graves Mirelsie Velázquez Diana Gonçalves Vidal

### University of the Third Age course on the History of Education in Australia

Craig Campbell is taking the history of education to a new audience. The following is an extract from the Sydney U3A course manual.

#### Where did the modern school come from?

*What was an accomplishment education for girls? What did Dr Arnold do at Rugby school that so influences Australian schools to the present day. Does anything of monitorialism survive in the modern school? How did the Wyndham Plan for secondary schooling fare in NSW? Why do we have more selective schools in NSW than all the other Australian states combined? These are some of the discussion issues to be raised in the course.*

It will be taught by Dr Craig Campbell, ex-University of Sydney. He is co-author of the book [A History of Australian Schooling](#) (2014) and co-editor of the [Dictionary of Educational History in Australia and New Zealand](#).

If you would like to enrol, join the [University of the Third Age](#). Course is face-to-face (with masks of course) for six weeks, Tuesdays, 1:30-3pm, 2 March to 6 April. (Teaching venue in centre of Sydney.)

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### Schools score solid marks for pandemic learning changes

From the Australian National University Newsroom, 18 December 2020:

<https://www.anu.edu.au/news/all-news/schools-score-solid-marks-for-pandemic-learning-changes>

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### LYNNE TRETHEWEY'S ANME ANNUAL LECTURE AND PUBLICATION

Dr Lynne Trethewey delivered the annual lecture, Historical Perspectives on Education, for the Australian National Museum of Education (ANME) on 10 September 2020 at the INSPIRE Centre, University of Canberra. Her lecture addressed: **A microcosm of rural education beyond the periphery: Kangaroo Island, South Australia, 1870-1920.**

The lecture will be published in the ANME Monograph Series with the same title:

Lynne Trethewey, *A Microcosm of Rural Education Beyond the Periphery: Kangaroo Island South Australia 1870-1920.*

ANME Monograph Series: Historical Perspectives on Education No. 13.

**ISBN 9780648149415** (paperback)

For details of availability please contact ANME: [anme@canberra.edu.au](mailto:anme@canberra.edu.au)

#### Abstract

This account of living, learning and teaching on Kangaroo Island (KI) in the late nineteenth and early twentieth century builds on Kay Whitehead's study of the relationship between the Education Department, provisional school teachers and rural

communities in South Australia, 1875-1915.<sup>1</sup> Jean M. Nunn's social history of Kangaroo Island 1800-1890 and Leonie Bell & Fay Davidson's history of KI schools 1836-1980<sup>2</sup> are valuable adjuncts to Whitehead's work in providing much of the detailed evidence required to examine KI educational history in the context of the island's distinctive geography, pattern of settlement, and central authorities' solutions to the problem of providing education for small numbers of children in remote, scattered locations from the 1870s onwards.

My own research findings support Whitehead's central argument and main conclusions, except where circumstances peculiar to KI produced notable variations and differences. That is to say, in many respects pioneering life and the means of education on KI exemplified that of all isolated communities in newly developing agricultural areas. During the period under review, however, the problems of establishing, keeping open, staffing and inspecting government schools, and which provisional school teachers confronted in striving to implement the Education Department's urban-based model of 'efficient schooling', were accentuated in the case of KI because of its geographical separation from mainland South Australia (SA), lack of regular contact with sources of supply and information, dependence on sea transport, difficult environmental conditions which impeded economic progress and concomitant population growth, and the slowness of Adelaide-based central authorities to allocate government resources in accordance with the island's special needs. Hence the title of this monograph: "A microcosm of rural education **beyond the periphery**".

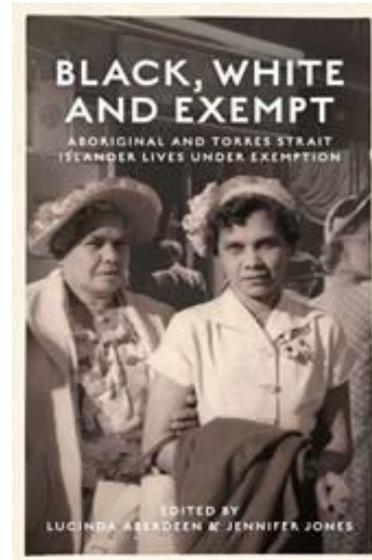
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### **PUBLICATIONS BY ANZHES MEMBERS**

**We would like to hear about any published books, edited books, or book chapters by members of ANZHES. Please send details to the Secretary: [secretary@anzhes.com](mailto:secretary@anzhes.com)**

<sup>1</sup> Kay Whitehead, 'Provisional School Teachers in South Australia 1875-1915'. MEd thesis, Flinders University, 1990.

<sup>2</sup> Jean M Nunn, *This Southern Land. A social history of Kangaroo Island 1800-1890* (Hawthorndene:



**Beth Marsden**, 'Destination of pupil 'Unknown': Indigenous mobility between schools in Victoria and New South Wales', in Lucinda Aberdeen and Jennifer Jones (eds), *Black, White and Exempt Aboriginal and Torres Strait Islander Lives Under Exemption*, Aboriginal Studies Press, 2021, p. 104-121.

"The book charts exemptees who struggled to advance Aboriginal rights, resist state control and abolish the exemption system. My chapter uses school records to show how Aboriginal families used the border to avoid government surveillance and interference." Beth

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### **History of Education Review, Vol. 49, no. 2 (2020)**

"The NOSCA Mafia": overseas student activism in Australia, 1985-1994  
pp. 117-132 Briedis, Tim

The New South Wales Teachers Federation, the Conciliation Committee of 1927-1929, and the Formation of the Educational Workers League  
pp. 133-147 Kass, Dorothy; Sullivan, Martin

Investigator Press, 1989); Leonie Bell & Fay Davidson, *A History of Kangaroo Island Schools 1836-1980* (Kingscote: The Island Press, 1981).

Collegial governance in postwar Australian universities

pp. 149–164 Barnes, Joel

Education in the apocalypse: disaster and teaching on British television

pp. 165–179 Harmes, Marcus

Remembering and forgetting the arts of technical education

pp. 181–193 Parry, John

The quarantine archives: educators in “social isolation”

pp. 195–213 López López, Ligia (Licho); McCaw, Christopher T.; Di Biase, Rhonda; ... Rizvi, Fazal

Australian university and medical school life during the 1919 influenza pandemic

pp. 215–228 Waghorne, James

A history of university income in the United Kingdom and Australia, 1922–2017

pp. 229–248 Pietsch, Tamson

“Not in the business of indoctrination”: religious education in South Australian public schools, 1968–1980

pp. 249–262 Jackson, Stephen James

Plus Book Reviews



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**Autumn 2020 Issue of *Historical Studies in Education/Revue d'histoire de l'éducation* [Canadian]**

See following page

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**Please send contributions for the next Newsletter to the Secretary:**

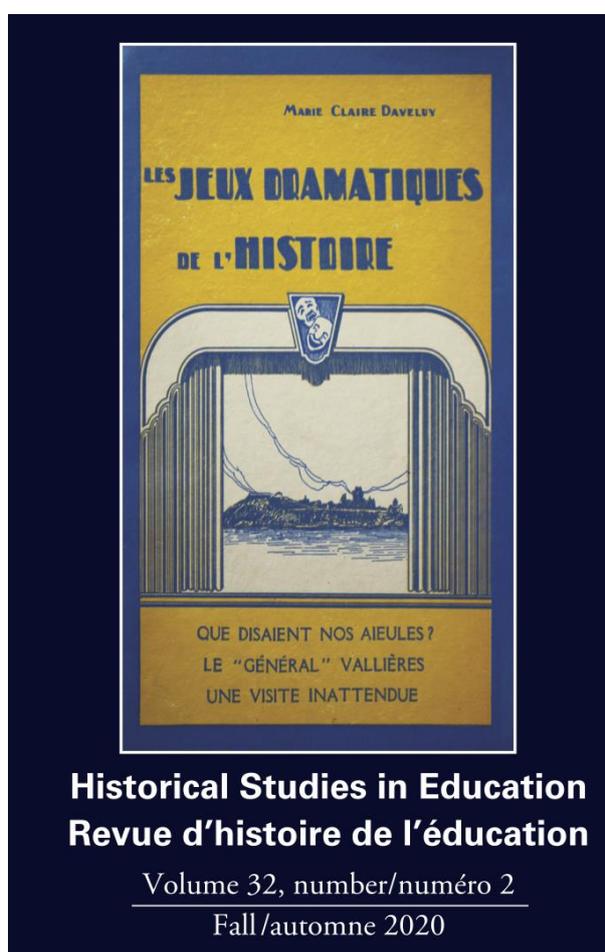
[secretary@anzhes.com](mailto:secretary@anzhes.com)

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Co-editors Penney Clark and Mona Gleason at the University of British Columbia are pleased to announce:

**The Autumn 2020 Issue of *Historical Studies in Education/Revue d'histoire de l'éducation* is now available online!**

[https://historicalstudiesineducation.ca/index.php/edu\\_hse-rhe/issue/view/449](https://historicalstudiesineducation.ca/index.php/edu_hse-rhe/issue/view/449)



Façonner l'âme d'une nation par l'histoire : La vulgarisation historique, selon Marie-Claire Daveluy (1880–1968) | Louise Bienvenue

Appréhender le monde selon la théologie naturelle: l'enseignement

des sciences au pensionnat des Ursulines de Québec (1830 –1910) | Mélanie Lafrance

La Néocolonialité des curricula du primaire au Cameroun: 1963 –2001 | Emmanuel Thiery Nna

De la synthèse géographique à l'approche territoriale : l'évolution des définitions de la géographie dans les manuels québécois contemporains (1957–2005) | Raphaël Pelletier

Encounters with Sexuality: The Management of Inappropriate Body Behaviour and Body Talk in Late Nineteenth-Century British Columbia Schools | Jean Barman

“Breathe in... breathe out”: Contextualizing the Rise of Mindfulness in Canadian Schools | Catherine Gidney

Constitutional Rights at the Kitchen Table: British Columbia Francophones and the Making of a Minority-Language Educational System | Nicolas Kenny

**Please visit:**  
<http://historicalstudiesineducation.ca>