



AUSTRALIAN AND NEW ZEALAND HISTORY OF EDUCATION SOCIETY

Internet: <https://anzhes.com/>

Disclaimer: The views expressed in this newsletter are not necessarily the views of ANZHES.

NEWSLETTER

May 2021

FROM THE ANZHES PRESIDENT

Greetings ANZHES friends. I had the privilege last week to participate in a research mentoring seminar co-hosted by ANZHES, the Comparative and International Education Research Network at the University of Sydney and the History and Education Special Interest Group of the Australian Association for Research in Education. Yeow-Tong Chia from the University of Sydney was responsible for arranging the event and initiating partnership between these organisations.

The session was a terrific success. Chaired by James Goulding from the Sydney School of Education and Social Work, the session featured a presentation by Professor Tim Allender, familiar to many ANZHES members. Tim is author of *Learning Femininity in Colonial India* (Manchester University Press 2016), which received the HES (UK) Anne Bloomfield

book prize for best history of education book published between 2014 and 2017.

Professor Allender's presentation focused on publications for early career researchers. He pointed out that academic careers are relatively short and recommended deciding on the type of publication record we wish to leave behind at retirement.

For education and history, book publishing is particularly important. The session included advice about approaching publishers and preparing a book proposal. Tim is lead editor for the Palgrave Macmillan ISCHE Global Histories of Education Book Series, which he recommended for historians of education. Recent titles include *Global Histories of Education, Women, Power Relations and Education in a Transnational World* and *The OECD's Historical Rise in Education*. For members interested in the book series, see <https://www.ische.org/publications/book-series/>

During the research mentoring session, Tim made many other useful recommendations about editing special issues of journals, edited book collections and for working across disciplines.

The zoom session was well attended and it was recorded. The recording is available to ANZHES members who can request access and a password by emailing me, or by contacting Yeow-Tong Chia yeowtong.chia@sydney.edu.au

I am grateful to Yeow-Tong for seeking increased partnerships between ANZHES and the History and Education Special Interest Group of the Australian Association for Research in Education. I hope this continues.

Warm regards,

Hannah

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

MEMBERSHIP 2021

A very warm welcome to the newest members of ANZHES:

Frances Kelly (New Zealand)
Cheryl Sztatow (NSW)
Kellie Burns (NSW)
David Boon (Tasmania)

ANZHES needs all its members in order to remain viable. If you have not yet renewed membership for 2021, please do so now.

Registration and payment is online at <https://anzhes.com/membership/>
If you are not sure if you have paid for 2021, contact the Treasurer, Joel Barnes, joel.barnes@uq.edu.au

DEHANZ

DEHANZ needs further contributions from new and previous contributors. Entries of relevance to educational history in Australia and New Zealand may be short (500+) or more substantial (up to 3000 words). Most members are researching in the field, so please consider how you can help the Dictionary to grow while also having your work published for a wide audience. Your suggestions are eagerly awaited by editors Jenny Collins (New Zealand), Craig Campbell (Australia) and

Dorothy Kass (Chair). Details at: <http://dehanz.net.au/>

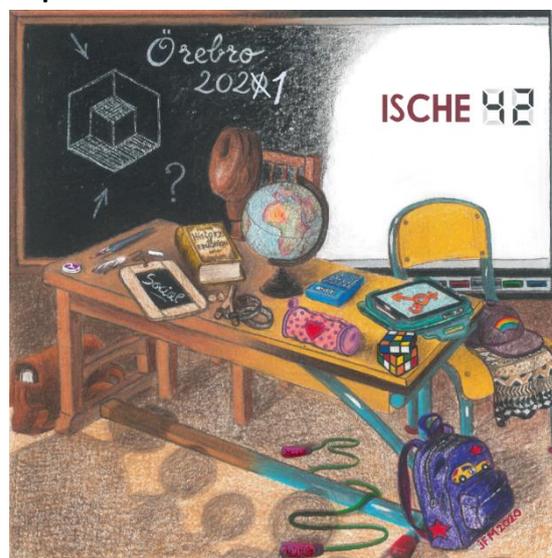
ANNOUNCEMENTS

SAVE THE DATE: ANZHES CONFERENCE

Please save the date for the 2021 ANZHES Conference to be held at the University of Melbourne and online, Thursday November 18 - Saturday November 20, 2021. The conference convenors are Julie McLeod and Helen Proctor. The program will include a special PG/ECR session organised and led by Mati Keynes and Beth Marsden. Further information to follow.

ISCHE 42 CONFERENCE

Looking from Above and Below: Rethinking the Social in the History of Education
Important Information on ISCHE 42



ISCHE 42 was initially planned for June 2020. For reasons too well known and announced by the ISCHE President and the Local Organization Committee in Spring 2020, ISCHE 42 had to be

postponed for one year and will take place in June 2021.

We need to inform you that the conference can only be conducted as a virtual conference due to local restrictions. Our conference dates will be June 14–25, 2021.

Registrations up until 14 May 2021

(Please note that for ERC Members of ISCHE, registration is free.)

All details available at:

<https://www.ische.org/ische-42/>

ANZHES SOCIAL MEDIA

Contributed by Beth Marsden, Social Media and Communications Fellow

This year the ANZHES Twitter account is focusing on highlighting key research published in the *History of Education Review* now digitised and available on Trove. The first series was a Special Issue compiled by Kay Whitehead (and included a review of some of the excellent front covers). The current series is based on the ten most downloaded papers from *History of Education Review*. This series will conclude at the end of May. Suggestions for further series are welcome.

The ANZHES Facebook account has been highlighting DEHANZ entries organised by theme, beginning with the topical 'Disease prevention, school closures and school access.' Next was 'Natural and nature-driven education', followed by 'Feminism, sexual liberation and the school.' Many thanks to Craig for compiling these entries.

Please 'like' the ANZHES Facebook page, and follow the ANZHES Twitter account @ANZHHistEdSoc

Please contact b.marsden@latrobe.edu.au with any news or events you would like promoted via the ANZHES Twitter account. Suggestions for content are welcome.

PRE-2004 ISSUES OF HISTORY OF EDUCATION REVIEW

Contributed by Dorothy Kass

In the last issue of the Newsletter, we announced that the project to digitise and make freely available older issues of *History of Education Review* and its predecessors had been successfully completed.

The following titles and issues are now available through TROVE: *History of Education Review*, 1983-2003; *Journal of the Australian and New Zealand History of Education Society*, 1980-1982; and, *ANZHES Journal*, 1972-1979.

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

My U3A Course on the History of Australian Schooling (mainly New South Wales)

**Contributed by Craig Campbell, *Immediate
Past President***

Ten stories up, next door to the QVB centre in central Sydney, was the venue. It worked well. Nor did the HDMI cord linking my data projector to my laptop computer fail at any time. A class of about ten, from a wide variety of backgrounds were interested in what may have seemed an unpromising topic.

I was delighted that the students expressed fair amazement at what we went through—after all everyone thinks they know all about schooling.

The way one can so easily source historical photographs to illustrate one's teaching, from the graphic collections of the state libraries, adds great authenticity and flavour to the topics one addresses.



Shore (Sydney Church of England Grammar School) boys, 1940s? (SLNSW).

I only had one "difficult" student. I am a strong supporter of public schools, having little sympathy or time for those who argue the virtues of elitist or the narrow "faith" schools, but this one student was a terror. Roman Catholics were beguiled victims of an

unremittingly appalling institution! It was as if Ian Paisley was in the room. And me, having made the offer to interrupt proceedings for people's comments and discussion, was an offer I quickly suffered from. My old schoolteacher skills of suppressing the disruptive were quickly resurrected.

These were the topics we worked through over six weeks:

WEEK 1 (2 March)

The early colonial schools of New South Wales

Isabella Rosson and Richard Johnson

What was brought from England?

Why was schooling in NSW going to be different?

Social control and philanthropic concern

Orphan schools for girls and boys

Reform, monitorialism and Macquarie

How to teach

WEEK 2 (9 March)

Should all children go to school?

Church and Schools Corporation

Governor Bourke versus Bishop Broughton

J.D. Lang, the Presbyterians, and the Australia College

Wollongong: National and denominational schools

Irish solutions: Irish National Readers

Parkes, Wilkins and Fort Street

1880: Free, compulsory and secular?

WEEK 3 (16 March)

Elite and middle class colonial education, private and corporate schools for boys and girls

Greater and lesser public schools in England

Dissenting and other academies in England

Early schooling of upper caste/class in New South Wales

Girls, the accomplishments and academic curriculum

Girls and an academic curriculum

Arnoldian masculinity in the elite boys' schools

University of Sydney, 1850



French governess with daughter of pastoralist, 1898. (SLNSW)

The Schools Commission
 Greiner & Metherell: end of the Wyndham Plan
 Neoliberalism and school choice in school markets
 Decline of comprehensive and rise of selective high schools
 Mount Druitt and the residualisation problem
 New South Wales exceptionalism in school policy
 Australian exceptionalism in school policy

So, it was a good experience. With the collapse of the teaching of history of education in the universities, I still believe in the importance for those involved in education knowing the origins of what they do and for all who went through schools, knowing the source of what they experience/d as education. Where it all came from? What were the genealogies?

WEEK 4 (23 March)

The rise of the public high school

Post elementary education as middle class education
 The 1883 high schools, and the superior public schools
 Social character of early high schools
 Curriculum
 Democratising secondary education. How and why?
 Technical and other secondary schools
 Parity of esteem and the universities
 The problem with differentiated education
 Wyndham Plan and its politics
 Politics of Wyndham
 High schools of New South Wales following Wyndham

The State of Affairs for Professional Historians in Queensland Educationalist History.

Contributed by Dr Neville Buch, MPHA (Qld)

The Stanford Encyclopedia of Philosophy begins its entry on 'States of Affairs' thus, "Philosophers connect sentences with various different items, such as thoughts, facts and states of affairs", and then the entry proceeds into a challenging text of complex thought. This is the challenge akin to explaining, concisely, what life has been like as a professional historian in Queensland, from one who is the expert in the *regional-local* intellectual and educationalist 'legitimizing' narratives. It is the old story of the state's last century and more, however, the last thirty years of neo-liberal policies had added critical factors. Indeed, in the last two weeks (6-17 April), I have been extensively corresponding with academics, a new Dean at QUT (Queensland University of Technology), the Brisbane Lord Mayor and several local Councillors, the Premier of Queensland, the state's Minister of Education, and even the Prime Minister.

WEEK 5 (30 March)

Different schools for "the others"

Schooling Aboriginal and Torres Strait Islander children and youth
 Missions
 Public schools and exclusions
 Racialised social and educational administration
 Self-determination
 Schooling non-Anglo Australian ethno-national-religious groups

WEEK 6 (6 April)

School choice and school markets in the modern era

Re-legitimising public funding for non-government schools
 Menzies, Holt and Whitlam
 Cold War and Catholic Church
 Goulburn school strike

It began with a complaint to an academic at QUT who had responsibilities for history

education. The complaint, in short, was that our (three local historians) position, as independent professional researchers, had been abused when a curriculum design for pre-service teachers' assignment had been put into motion. It made no reference to the industry practitioners. It had established a situation for unpaid professional work. The curriculum's task outcome had not indicated there would be full acknowledgment of our work, according to CAL standards and academic protocol. Thief of our intellectual property.

The upshot of the complaint was contact with the new QUT Executive Dean of the new Faculty of Creative Industries, Education and Social Justice, Professor Lori Lockyer. My conversation with the Dean was a wonderful revelation that the Peter Coaldrake model of education was now dead. Professor Lockyer fully understood our challenge and promised that the curriculum designs of relevant courses would be examined to meet the concerns of industry practitioners. Support also came from Dr Michael Macklin, local historian and retired educationalist, former Executive Dean of the Faculty of Arts, Humanities and Social Sciences at the University of New England (2002–2007).

The solution was welcomed but it was partial. Many professional *regional* and *local* historians had suffered the effects of what I call the psyche-ethical syndrome of "no one responsibilities". The point, concisely (and there is much ethical theory which could be stated), is our concerns had fallen to the silences of the cracks between three levels of government. The Brisbane City Council had been saying, as a response to our many petitions over many years, that it was not the responsibility of the local government to see to the flourishing of local studies. Even when I pointed out that the collection of Melbourne councils had done extraordinarily better than Brisbane (e.g., *The Encyclopedia of Melbourne* (hardcover publication) and [eMelbourne](#)), local proposals were rejected out of hand.

At the State level, I had suggested to the Premier and the Education Minister that many bureaucrats are delivering bad advice based on out-dated education with bachelor's degrees

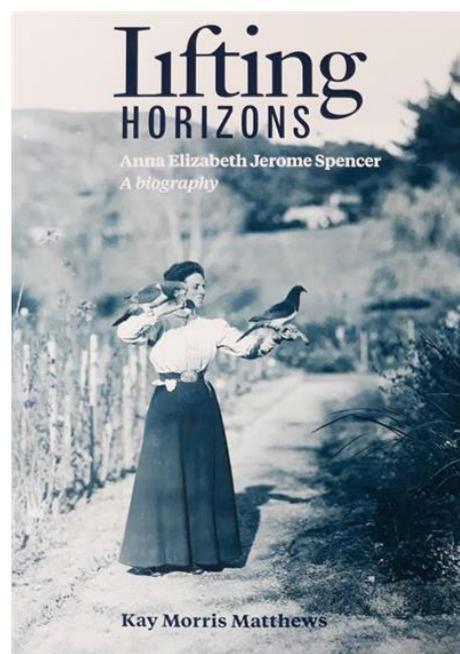
only obtained too long ago, not aligned to the up-to-date expertise – those professionals with higher degrees and widely read. And it is needless to explain to this ANZHES audience, the failure of higher education policies, as I explained it to the Prime Minister (if you are not sure, see my APH [article](#)). For three decades, in all three levels of governments, the best humanities scholars or social scientists have not been contracted *or* their advice is ignored.

There are those who are not prepared to leave the matter unresolved. We will not leave it to the *cynics* (postmodernist or otherwise) who think that "history should run its course", in an idiocy of the naturalistic fallacy.

PUBLICATIONS BY ANZHES MEMBERS

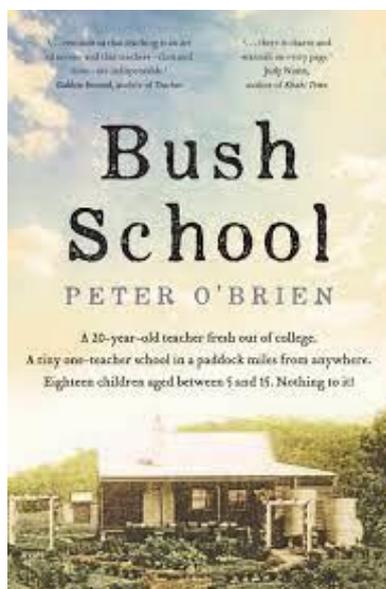
We would like to hear about any published books, edited books, or book chapters by members of ANZHES. Please send details to the Secretary: secretary@anzhes.com

**Member publication: *Lifting Horizons: Anna Elizabeth Jerome Spencer: A biography*
By Kay Morris Matthews
New Zealand, 2021
For orders, contact:
info@mtghawkesbay.com**



A review describes the book: “Hundreds of young women knew her as their headmistress at Napier Girls’ High School. Tens of thousands of New Zealand women came to know her as Jerome Spencer, founder and leader of the New Zealand Women’s Institutes. Yet, as this meticulously researched biography highlights, she packed into her life a number of ‘hidden lives’, including scholar, orchardist, apiarist, spiritualist, photographer, explorer, weaver, editor, nurse and women’s police patroller.”

Publication of Interest



Peter O'Brien, *Bush School*, Sydney: Allen & Unwin, 2020

Peter O'Brien’s memoir of two years teaching in a one teacher country school in the New England district (NSW) in 1960-61.

Please send contributions for the next Newsletter to the Secretary:
secretary@anzhes.com
