



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

**NEWSLETTER,  
February 2019**

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**From the President of ANZHES**

Dear ANZHES members,

The ANZHES Committee has not quite given up on the hope that there will be an ANZHES conference towards the end of 2019. If you feel that you and colleagues can offer one, please get in touch soon. There will be plenty of advice and assistance forthcoming.

Here is hoping that the summer for you has been about more than surviving the heat. For me, January has always been a month for working at research and writing. It is a habit difficult to break.

Elsewhere in this Newsletter you will see the farewell recollections that long-time ANZHES member Lynne Trethewey has collected concerning one of Australia's greatest educational historians, Andy Spaul. My memories of him are fond. He was generous as I began publishing the results of my early research in the 1990s. In a review of one of my early pieces, he referred to it as refreshing as a cool breeze in the middle of summer, which I thought was pretty good. He was of course a key member of that remarkable group of historians working at Monash University who contributed so much to Australia's educational history. He is missed.

The *Dictionary of Educational History* (DEHANZ) has got off to a good start this year, with four new entries posted already. Dorothy Kass, the Australian editor, and I have been the authors of:

**School choice and school markets: Australia, 1788-2018, Craig Campbell**

**New South Wales Teachers Federation: Part 1, The first 50 years: New South Wales, 1918-1968, Dorothy Kass**

**New South Wales Teachers Federation: Part 2, The second 50 years: New South Wales, 1968-2018, Dorothy Kass**

**Blackburn, Jean, and social justice through education: Australia, 1919-2001, Craig Campbell**

There are more entries in production, and we look forward to suggestions and entries from you. The Dictionary now includes 53 entries. They are all accessible via the google-sphere. Writing entries is a great way to get your research and writing to a public well beyond our usual readers.

Your executive committee has been reviewing the minutes of the last Annual General Meeting. We shall be working on the decisions and suggestions made there over the next few months. We are especially appreciative of members of the Committee who have departed. Keith Moore as Treasurer supervised the transition of membership administration to the RegisterNow company. It will make life for the new Treasurer, Clarissa Carden, very much easier than it might have been. We welcome the one new member of the committee. Matilda Keynes is the new postgraduate student representative.

The December 2018 conference seems to have been very successful. As its main organiser I have had many appreciative comments. In turn I was especially appreciative of the contributions of all the key-note speakers and paper presenters. Jo May was a great support to my efforts. I am especially grateful to her for work not only for the conference, but the society in general.

The experience convinces me that the history of education remains a dynamic field of research and study, despite its dual home in both educational studies and history.

Craig Campbell,  
29 January 2019

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**IN MEMORIAM:**

**ASSOCIATE PROFESSOR ANDREW  
(ANDY) SPAULL**

**(1943-2019)**

Upon learning of Andy Spaul's death on Saturday 26 January 2019, accolades and fond memories flowed in from his ANZHES, Monash University and overseas friends and colleagues. An education and labour historian of national and international renown for his scholarship and vibrant personality, Andy was ANZHES Treasurer, 1974-76, and President in 1980. The reminiscences below illustrate the profound impact Andy and his scholarly work had on historians of education everywhere – not just in Australia.

**Marty Sullivan** (Monash University, Melbourne)

“Archives! The smell of glue, the touch of board and hide, the sight of discoloured paper, the sense that, perhaps for centuries, others’ eyes have not seen what is being seen now, the knowledge that every word and sentence has layers of meaning upon meaning, the realization of the immediacy of a past’s present time is there in the scratch of a pen, its anger, hate, love, pride and power – all these things make a humanist of every historian. The ambiguities and contingencies of living are embedded on every scrap of paper an historian reads.”

Vintage Greg Denning, one of the handful of great historians of Australia during Andy’s lifetime. Andy would want me to include Dick Selleck in that handful, a man inexplicably overlooked by history departments across the continent but never by Andy. In the early 1970s when Andy and I first came together I told him that he never had the satisfaction of glue, of discoloured paper or the scratch of a thousand pens because he was working in the twentieth century among typewritten documents, lessening the joy so ably expressed by Denning and as purists like myself experienced. How marvellously ironic,

how wonderfully Andy, that twenty years or so later when the University was equipping all and sundry with personal computers that Andy refused the offer, and asked the Faculty to buy him a Mont Blanc fountain pen (estimated cost \$500 – much cheaper than a computer.) His application was refused by a Faculty that thought he was joking.

Thankfully, to my own considerable advantage, I realised I was working with someone beginning a genre: the history and politics of schoolteachers and particularly their unions. For a couple of decades Andy made the area his, winning the respect of class-room teachers, some head teachers, and elected union officials. Until Andy, and Bruce Mitchell in Canberra, teachers and their unions had been written about, and asked questions about, that left them on the periphery of the show. Andy put the Victorian Secondary Teachers Association, Technical Teachers Association of Victoria and the NSW Teachers Federation front and centre, winning considerable respect for those bodies and the men and women in them. He also carried people with him as he showed that those unions were vitally interested in matters beyond the conditions and employment of teachers. For example, they were at the forefront of thinking about issues like curriculum, where the TTAV contributions of the 1960s and 70s stand as a memorial.

Equally, with Dick Selleck employing all of his skills to provide professorial support, Andy made teachers and their unions part of the serious study of our Faculty and this University. It was at his behest that this study was included in the Dip. Ed. Program. Every year for some years we invited teacher unionists to address our Dip Eds then went back to our tutorials and talked about what they said. Who would have thought it. What was that about ivory towers.

It is/was easy to under-rate how hard Andy worked. From higher degree supervision to the Dip. Ed. program, teaching as many hours a week as anyone in the building and reading those typewritten documents, Andy was there and not all of his colleagues were.

Come Friday, though, in the 1970s Andy would ritually leave his study open to the world at 11.30-12 o'clock for lunch in the old Faculty club. Around 3-4pm he would ring one of the secretaries to close the door. Some of us played squash at 4ish and then to the Club for a beer or 7, with Andy in full flight: Vietnam, Muhammed Ali, Whitlam, the revolting students (as our colleague and Andy's thesis supervisor, John Lawry, loved to call them). I only saw Andy drive once, so the Melbourne public were safe, and he'd get home whenever and however. It wasn't a front: that's how he worked.

When our Faculty and Law offered Summer Schools in the 1970s, 80s and 90s, Andy gave a course, but he may be best remembered for his Australia Day Orations - rumbustious, swash-buckling affairs drenched in Australian larrikinism. So appropriate, then, that he died on Australia Day, though he would have objected to PM Morrison's rendition.

The Italian Marxist Antonio Gramsci wrote: "All men are intellectuals, but not all men have in society the function of intellectuals". Gramsci used the term 'organic intellectuals' to describe 'mental labour'. He applied it to all who exercised analytical, organising, directive capabilities, creative power in any craft, the agents of initiative'. Andy would have laughed and scoffed at the term 'organic intellectual' being applied to him. But he was one, and we have missed him these last twenty years. And so have teachers and their unions. Andy came from the Latrobe Valley where his father worked for the SEC. His parents, Charlie and Gwen, would have been swollen with pride by what is being said about him in memoriam.

### **Rosalie Triolo (Monash University)**

I was blessed professionally over a period of 11 years to be the last [higher degree] student of each of the Education Faculty's last three research-dedicated educational historians: Dr Andy Spaul, Dr Martin Sullivan and Emeritus Professor Dick Selleck.

I first met Andy Spaul when he visited History student-teachers placed with me at

Cheltenham Secondary College. In 1996 I secured a sessional tutor position in the Faculty and in 1997, after a 16 year break from tertiary study, rang to ask if I could reintroduce myself and undertake a Masters with him. I embarked on a study of State school education in Victoria prior to the Great War, knowing that my doctorate to follow, also with Andy, would focus on State school education in Victoria during that war. I needed an associate supervisor and Andy introduced me to Martin Sullivan. With Andy's expertise from the late nineteenth to mid-twentieth century, and Martin's during Victoria's early colonial period, I was fully supported, although simultaneously intimidated by how much each knew. I was also somewhat intimidated by their larger-than-life characters and booming voices that could be heard not only down the corridor but a floor away. Ultimately, I could not have asked for better supervisors to reintroduce me to tertiary study in both scholarly as well as socially appealing ways.

I commenced my doctorate with Andy in 2000. Andy remains the definitive author of Australian education in the Second World War and I knew I would be working with someone who would fully understand my interest and intent. In 2003, despite suffering a crippling stroke and retiring from Monash, Andy declared that he would supervise me to the conclusion of my doctorate but that I should locate an additional supervisor. Seven years after his retirement, I mustered the courage to ring Dick Selleck and ask him to be my associate supervisor. My doctoral supervisors were Australia's two pre-eminent historians of education during the period of the Great War. Aside from all advice and support pertaining to historical scholarship, I learned foremost from Andy and Dick that high quality research and writing takes time and that good supervisors balance patience with gentle motivations. The thesis received positive examiners' reports, was awarded a Monash University Mollie Holman Medal and was revised to become the book *Our Schools and the War*. I could not have achieved those things without Andy and Dick, my shining guiders and inspirers.

**Harry Smaller** (University of York, Toronto, Canada)

Those of us in Canada and the USA who knew Andy are not surprised by this outpouring of grief for his loss. Andy was well known internationally among historians of education. He was, in the words of Craig Campbell, an “occasionally larger than life figure”. Fellow historian Wayne Urban, from Atlanta Georgia, fondly remembers Andy “for his conviviality and the joy he shared” with colleagues attending education conferences. Recalling a joint conference of the Canadian and the US History of Education Society, held in 1996, Wayne writes: “How many of us remember the banquet in Toronto punctuated by Andy’s singing of ‘Oh Canada’.”

Of course, it was not just for his conviviality that we respected and loved Andy. On hearing the sad news, Darradji Fabrice from the University of Montreal remarked that Andy’s research and publications – in particular a major article published in *Historical Studies in Education* on the historiography of Canadian teacher unions – was “very helpful to understanding the meaning of my research about teacher union history in Quebec. Thanks to him.” Andy devoted much time and energy into exploring international perspectives on teachers’ work and teachers’ unions. He spent several semesters at universities across Canada during the 1980s, including two periods in Toronto. This is when I was fortunate to meet Andy, and to become one of his many friends and colleagues. His exhausting investigations of the history of teacher unions, and labour movements more broadly, have certainly improved my own scholarship over the years.

With my partner, Kari Dehli, I also want to remember Andy as a friend who welcomed us in the St. Kilda house, and who was always ready with a funny quip and a story – often a pretty long story. He was a man who appreciated, and knew the drama and players, of his cricket as well as his politics. On one occasion about 4 or 5 years ago we called Andy from Canada on a Sunday afternoon (Melbourne time). When he finally picked up

the phone, all he said was: “Harry, I can’t talk now. I’m watching the Test Match.”

What a wonderful way to remember Andy, for his work and its influence on the work of so many of us. Perhaps we can best close by echoing the words of Canadian historian Elizabeth Smythe, in her response to hearing, as she puts it, the “Very sad news. ...We should all raise a glass.”

**Kay Whitehead** (Flinders University of South Australia) recalls “Andy welcoming me to the ‘club’ of union historians ... adding ‘we’re a boys club Kay but you are very welcome’.”

**Geoff Sherington** (University of Sydney)

I first met Andy and Martin in about 1977. Of course his work on war and education attracted me because of my work on the same subject in England. I came to see him as one of the most significant international scholars in the history of education. His research was grounded in the archives and had significant implications for understanding ‘modern’ education. His stroke robbed us all of someone who was still active as well as his biting but always good sense of humour.

**Roy Lowe** (UK History of Education Society)

I first met Andy Spaul when Noeline Kyle had invited me to give a plenary [at the 1996 ANZHEES conference] in Brisbane. At lunch on the first day we sat together and were introduced by Lynne Trethewey. He said, I quote, “Jesus Christ, Lynne, you’ve ... sat me next to the most tight-arsed editor in the English-speaking world”. I replied, “So is this the Aussie who had no control of his basic English grammar?” I already knew of Andy’s excellent work and had recently invited him to contribute a chapter to a book I was editing. It was, by the way, very good and very scholarly, as was all his work. That night at approaching 1.00am we were in the lobby of the Brisbane Novatel when the manager came across and said, “If you two boys don’t stop that raucous singing I’m going to have to throw you out”. I had found a soulmate in Australia and for a few years was able to look forward to my annual

pilgrimage halfway across the world, to enjoy his warm company, his scholarship and his nonsense, all of which were captivating and all part of the unique package that was Andy Spaul. It was a sad loss when his stroke took him out of my world. I join old friends in Australia in grieving for a lovely man.

**Kay Morris Matthews** (Eastern Institute of Technology, Hawke's Bay, New Zealand)  
"Andy was larger than life and great fun."

**Jo May** (University of Newcastle, NSW)  
I didn't know Andy well but when we had the Newcastle conference in 1997 he was lovely to me. I will not forget standing on the porch of the Old Customs House where we had the dinner and talking with him. I have also read and consulted his wonderful work many times. He will be missed.

**Lynne Trethewey** (ex-University of South Australia)  
My collegial friendship with Andy Spaul dates back to the first ANZHES conference I attended at St. Mark's College, North Adelaide, in August 1976. It was renewed and strengthened at each subsequent annual conference and occasional ISCHE, CHEA-USA and UK History of Education Society conferences; when in 1998 I undertook South Australian archival research for Andy's project on the post-WW1 Commonwealth Returned Soldiers Vocational Training Scheme; and lasted up until I visited him in rehab following the stroke which derailed his professional life and discontinued his active involvement in ANZHES.

I vividly remember Andy's stimulating conference papers, hilarious jokes and after dinner speeches, leading the singing, and his shenanigans outside of formal proceedings. Two examples indelibly etched in the minds of those who were there at the time have become ANZHES folklore. Having partied on with a select few others at the Crazy Horse strip club on Adelaide's notorious Hindley Street (I couldn't think of any other late-night venues to take them to following the 1976 conference dinner), a totally inebriated Andy

fell asleep on the tennis court after I dropped him off at St. Mark's and was woken early in the morning by Rev. Spencer Dunkerley hovering over him in full priestly garb such that Andy thought he'd died and gone to heaven. Andy reiterated his assertion that I "drank the boys under the table" on this occasion (not true!) when delivering his equally memorable 'alternative history' of the Society (cf. John McMahon's commissioned version 'ANZHES. The First Twenty-Five Years') before a rapturous audience, which included the current ISCHE President, Richard Aldrich from the London Institute of Education, at the 1995 conference dinner on Sydney Harbour.

Many more tales about Andy will undoubtedly be told over drinks at informal gatherings of ANZHES members for years to come. The foregoing reminiscences are the least of them.

Vale, Andy Spaul – that incorrigible, talented and endearing man who leaves us all with heavy hearts but also enduring memories of the good times we shared.

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**THANK YOU TO ANZHES FROM THE  
SPAULL FAMILY**

**Dear Josephine and Members,**

**Thank you to the office bearers and members of ANZHES for the warm tribute made in relation to the recent passing of Andrew Spaul. Your words meant a great deal to his daughter (Rebecca) and family; and your homage will be filed in her family album for evermore.**

**Further, thank you all for the part you played in Andrew's life. ANZHES was indeed an important and enjoyable part of his work; and he appreciated the alliance and friendship of all he met at your conferences during those years. Thank you for kind words and thoughtfulness.**

**Yours faithfully,  
Roger Spaul  
for Rebecca and her family.**

## A VERY USEFUL LIST OF SOURCES

In case you haven't visited the UK History of Education Society website lately, you might not know about the very useful list of references on our field there.

"Welcome to *Exe Libris*: the UK History of Education Society's Online Bibliography. "

Go to:

<http://projects.exeter.ac.uk/hoebibliography//index.php?keywords=organisations>

Here you will find articles published in a range of leading history of education journals, including in the *History of Education Review*.

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## ANZHES MEMBER NEWS

### **Congratulations John Hughes!**

In May 2018, the NSW Premier, Gladys Berejiklian, and the Minister for Education, Rob Stokes, announced a review of the NSW curriculum to ensure that it equips students to contribute to Australian society into the 21st century. John Hughes, a longstanding member of ANZHES, was commissioned to write a background paper for the review.

John's paper was published online late in 2018 and can be accessed on the NSW Curriculum Review website under the Research page. It is titled: 'A discussion paper on the history of the New South Wales curriculum since 1989: context, cases and commentary on curriculum change'. The link is:

<https://nswcurriculumreview.nesa.nsw.edu.au/home/siteAreaContent/58b95b7d-a7a3-465d-b0af-cf423e74259a>

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## Searching the RAHS Journal (1901-1954) on Trove

[Adapted from the RAHS Newsletter by RAHS President, Christine Yeats.] The *Journal of the Royal Australian Historical Society (JRAHS)* from 1901 to 1954 has been digitised and is now available through Trove. Using the *RAHS Journal, Magazine and Conference catalogue* as your starting point you can now get to the digitised copy of the article in a five easy steps.

**Step 1:** Search the *RAHS Journal, Magazine and Conference catalogue*. RAHS Library <https://www.rahs.org.au/catalogues/>

You can search by Title, Subject, Author or all three options.

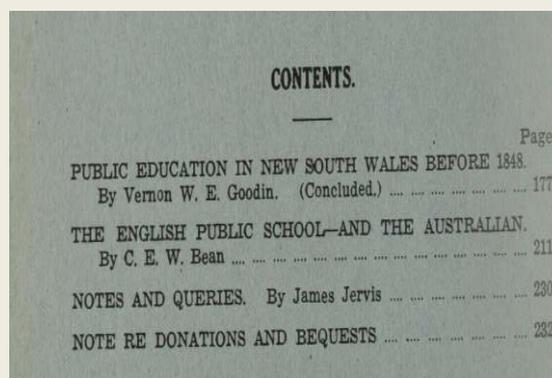
**Step 2:** Select the relevant article on the list. If it was published between 1901 and 1954, click on the entry and then highlight and copy the title.

**Step 3:** Go to Trove and select the *Journals, articles and datasets* Zone and paste "Anthony Trollope: travels and impressions in Australia" in the Search Box, using double quotes around the words in the title, and press Search.

**Step 4:** The Results screen will display *Anthony Trollope: travels and impressions in Australia*, with the icon "View online Trove Digital Library" in the bottom right hand corner.

**Step 5:** Click on the title line or the View online icon and the article will appear.

*The image below is of the back Contents page from the issue of the RAHS journal [vol. 36 (4) 1950] I downloaded following the process outlined above.*



CONTENTS.	
	Page
PUBLIC EDUCATION IN NEW SOUTH WALES BEFORE 1848.	
By Vernon W. E. Goodin. (Concluded.)	177
THE ENGLISH PUBLIC SCHOOL—AND THE AUSTRALIAN.	
By C. E. W. Bean	211
NOTES AND QUERIES. By James Jervis	230
NOTE RE DONATIONS AND REQUESTS	232

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## **CONFERENCES OF INTEREST**

### **◇ 2019 History of Education Society (USA)**

Mark your calendars! The History of Education Society will hold our annual meeting from Thursday, October 31 through Sunday, November 3, 2019 at the Hyatt Regency Columbus Hotel in vibrant Columbus, Ohio. The program will be filled with terrific panels, symposia, receptions and other opportunities for exchanging ideas, presenting new research and connecting with old friends and new. We look forward to seeing you in Columbus.

#### **CALL FOR PROPOSALS**

The Program Committee for the 2019 Annual Meeting of the History of Education Society invites proposals on all topics related to the history of education, in any period or nation, and especially proposals that cross cultures, periods, or national boundaries. The Committee defines education broadly to include all institutions of socialization – such as schools; universities; mass media; voluntary organizations; learned and/or scientific societies; libraries, museums, and other cultural institutions; vocational and/or corporate training enterprises; after-school and out-of-school learning environments; international organizations; and technology-mediated education. We invite proposals for individual papers, complete paper sessions, panel discussions, or workshops.

#### **CONFERENCE THEME: HISTORY OF EDUCATION IN THE EVERYDAY – BUILDING INCLUSIVE HISTORIES**

All proposals are welcome, but we particularly encourage submissions on the following areas:

1. Global Democracies, Citizenship-Making and Education as a Fundamental Human Right
2. Resistance, Agency and Social Movements for Inclusive Education
3. Indigeneities

4. The Role of Social Foundations in Building Civil Societies
5. Innovations and Problematics in Research Methodologies
6. Reconsiderations of Theory and Historiographies

#### **SUBMISSION GUIDELINES**

The submission website will be available beginning January 1, 2019. Proposals are due on or before Sunday, March 3rd, 2019 (no later than 11:59 p.m. PST).

The Call for Proposals may be found [HERE](#).

Registration and Conference Hotel Information Online registration will be available on or about September 1, 2019. Conference hotel reservations at the Hyatt Regency Columbus Hotel will open at about the same time.

Please note that the deadline for online conference registration will be Friday, October 11, 2019, after which participants will need to register onsite. The deadline for conference hotel reservations will be on or about the same date.

### **◇ Australian Historical Association's 38th Conference – Local Communities, Global Networks**

When: Monday 8 July – Friday 12 July 2019

Where: Empire Theatre, Masonic Temple (Southern Cross Lodge), Toowoomba City Library **Deadline for papers is Thursday 28 February 2019.**

The 38<sup>th</sup> [AHA](#) Conference, hosted by the University of Southern Queensland's School of Arts and Communication, invites submissions on the theme of Local Communities, Global Networks.

How have the local and the global intersected, inspired and transformed experiences within and from Australia's history? How do the histories of Indigenous, imperial, migrant and the myriad of other communities and networks inform, contest and shape knowledge about Australia today?

The conference theme speaks to the centrality of History for engaging with community and family networks. Constructing livelihoods within an empire and a nation that have had a global reach, local communities have responded in diverse ways. The varieties of historical enquiry into this past enrich our understanding of Australia and world history.

The AHA welcomes paper and panel proposals on any geographical area, time period, or field of history, especially those relating to the theme of Local Communities, Global Networks. Deadline for papers is Thursday 28 February 2019.

For more information, including speakers, instructions on submitting abstracts and other details, visit the [University of Southern Queensland website](#). For further information or questions, [email](#)

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### **HISTORY LAB PODCASTS**

“History Lab is Australia’s first investigative history podcast, exploring the gaps between us and the past. A collaboration between 2SER 107.3 and the Australian Centre for Public History You can listen to History Lab wherever you download and subscribe to your podcasts. Find out more at [historylab.net](#) or on Twitter @historylabpod.

[S1Ep0: Exploring the gaps between us and the past](#)

[S1Ep1: Lindy Chamberlain and the afterlife of evidence](#)

[S1Ep2: Damages of a broken heart](#)

[S1Ep3: When the Titanic sank in the desert](#)

[S1Ep4: The making of History Lab](#)

[S1Ep5: Fishing for answers](#)

[S2Ep1: The Bank, the Sergeant and his bonus](#)

[S2Ep2: Invisible Hands](#)

[S2Ep3: Skeletons of Empire](#)

[S2Ep4: Making history in audio \(behind the scenes of Season 2\)](#)

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### **On Axiomatic (2018) by Maria Tumarkin**

I downloaded this innovative book of essays, each based on an axiom, for my summer reading and I was enthralled by it. For historians of education, at a time when schools have been rightly foregrounded as sites for *causing* student trauma through abuse and bullying, the first essay, exploring the axiom ‘Time Heals All Wounds’, is a moving testimony to the positive importance of schools and teachers in the lives of students who have lost friends to suicide or accidental death.

Illustrating the central role of the school in dealing with adolescent trauma Tumarkin cites the case of Mildura Secondary College in 2006 when six students were killed by a car as they walked along the side of a road to a party. The school’s cafeteria was converted into a grieving room, the school itself fended off media intrusion, providing a private, consoling communal space for its students and families, as well as helped to arrange the funerals. She commented: “[T]he school became the crumbling world’s centre – the centre that could hold.” After the initial week or so, one teacher arriving at school observed that “the school was noisy again. The most beautiful sound. Like birds coming back from the northern winter.”

Following a category 5 cyclone in Queensland, one school principal opened her school as soon as possible to facilitate the return to normality. Tumarkin wrote: “A local school can hold things together the way the medieval town square used to. As long as it was there, intact, the rest of community could be reimagined around it.” With its history of natural disasters, especially of bushfires and floods, the role of schools in communities during natural disasters and peacetime social upheavals has a long but as yet untold history.

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