



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

NEWSLETTER,

March 2019

FROM THE ANZHEs PRESIDENT

Dear ANZHEs members,

There is good news on the conference 2019 front. While yet to be finally confirmed, it looks as if Ashley Freeman and Mary Carroll will offer a conference at a campus of the Charles Sturt University in Port Macquarie in New South Wales. Dates, themes and other details will be publicised as soon as they are available.

Our last Charles Sturt University-based conference was memorable in many respects—for its strong Indigenous theme and attendees, and also the fact that the Murrumbidgee River was in flood, flowing past the conference venue at eye level (behind levee banks admittedly).

Recently, I have been writing a DEHANZ entry on the foundation years of Adelaide High School. <http://dehanz.net.au/entries/adelaide-high-school-inventing-a-state-high-school/> It has caused me to reflect on the different reasons that as historians we identify and follow our research topics. A large part of it I suspect is that we are deeply interested in aspects of our own histories.

Several years ago, I was asked to write something for the centenary of Adelaide High, South Australia's first free coeducational government high school (1908-). Extracts from that reflection are given later in this newsletter, see pages 5-7. I hope it will be of interest.

Craig Campbell

6 March 2019



In the wake of the terrible events in Christchurch, we send our thoughts of healing, peace and solidarity to our New Zealand friends, colleagues and community during this time of deep sorrow.

ANZHEs ANNUAL CONFERENCE

**PLEASE SAVE THESE DATES: 28 & 29
NOVEMBER 2019**

Venue: Port Macquarie Campus

Charles Sturt University

Port Macquarie NSW

Details to Follow

**Convenors: Dr Mary Carroll and Dr Ashley
Freeman**

ADVANCE CHEA CONFERENCE

ALERT

**The Canadian History of Education
Association (CHEA)**

22nd to 25th of October 2020

Please save the dates. The Canadian History of Education Association (CHEA) is holding its Biennial CHEA conference from the 22nd to 25th of October, 2020, on magnificent Victoria Island, BC. <https://www.tourismvictoria.com/> It will be held at the Inn at Laurel Point.

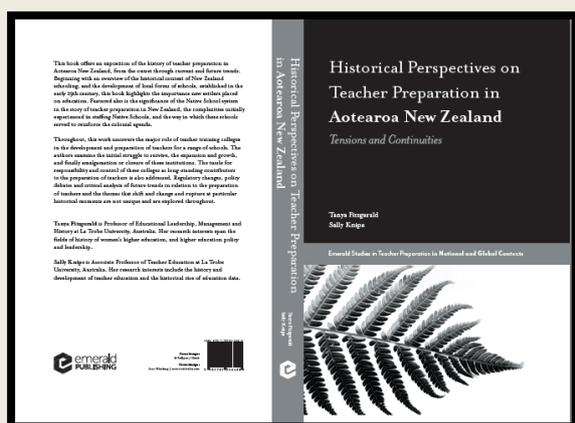
Details will follow.

NEW BOOK

COMING SOON - JULY 2019

Historical Perspectives on Teacher Preparation in Aotearoa New Zealand: Tensions and Continuities

TANYA FITZGERALD AND SALLY KNIPE



This volume is part of the *Emerald Studies in Teacher Preparation in National and Global Contexts* series edited by Tom O'Donoghue, Judith Harford and Teresa O'Doherty.

BOOK PRIZE

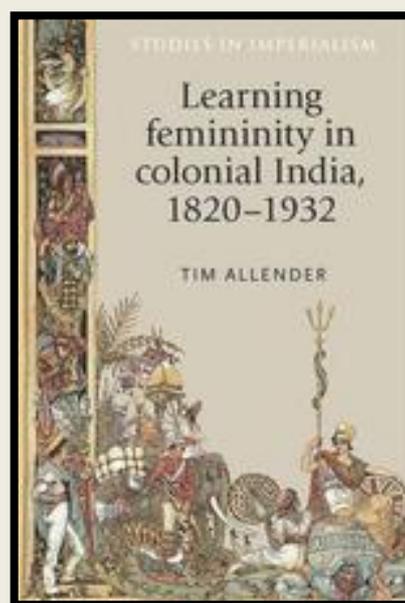
CONGRATULATIONS TO

PROFESSOR TIM ALLENDER!

Winner of the History of Education Society (United Kingdom) Anne Bloomfield book prize

Winner of the HES (United Kingdom) **Anne Bloomfield book prize** for best book, history of education, 2014-17.

Book prize citation: The panel were impressed with the depth of scholarship, the range of primary sources, and the author's own self-confessed awareness of both the strengths and limitations of his approach. Allender's book considers education in its broadest sense, ranging from institutional contexts to family, community and religious groups... The book examines the education of girls and women in the nineteenth and early twentieth centuries, considering in particular the experiences of Eurasians. The book departs from traditional chronologies of Indian and imperial history to make a valuable contribution not only to the fields of south Asian and gender studies, but also to the history of formal and informal education.



Professor Tim Allender, *Learning Femininity in Colonial India, 1820-1932* (Manchester: MUP, 2016) <http://www.manchesteruniversitypress.co.uk/9780719085796/>

NEW ARTICLES

from *History of Education Review* published at Emeraldinsight.com

[◊ Australian and New Zealand women teachers in the First World War](#)

Kay Morris Matthews and Kay Whitehead

[Abstract](#) | [Full Text](#) | [PDF Plus \(192 KB\)](#)

[◊ Bushrangers, itinerant teachers and constructing educational policy in 1860s](#)

[New South Wales](#)

Ashley Thomas Freeman

[Abstract](#) | [Full Text](#) | [PDF Plus \(178 KB\)](#)

[◊ Micro histories of intercultural knowledge exchange: Tao Xingzhi's educational poetry](#)

Jing Qi, Catherine Manathunga, Michael Singh, and Tracey Bunda

[Abstract](#) | [Full Text](#) | [PDF Plus \(198 KB\)](#)

[◊ Secularism, race, religion and the Public Instruction Act of 1880 in NSW](#)

Remy Low

[Abstract](#) | [Full Text](#) | [PDF Plus \(251 KB\)](#)

The most recent issue of *History of Education Review* can be found [here](#).

As of 17 March 2019:

The recent issue of *History of Education Quarterly* can be found [here](#).

The recent issue of *History of Education* can be found [here](#).

The recent issue of *Paedagogica Historica* can be found [here](#).

Full H-Education journal list (updated 1/20/2019) [here](#).

THE NSW SCHOOL MAGAZINE

1170 issues are now digitised and available on Trove!

The National Library of Australia announced in its March 2019 newsletter that the NSW School Magazine is now on Trove:

“Back to School

The *School Magazine* is Australia's oldest literary magazine, and the oldest literary magazine for children anywhere in the world. The magazine began in 1916 as a publication for New South Wales primary school children, with the aim of presenting Australian writers to Australian children. Trove has recently digitised early editions of the magazine.”



[View The School Magazine on Trove](#)

APPLICATIONS OPEN for 2020

National Library of Australia

Fellowships

Type: Fellowship

Date: February 27, 2019 to April 30, 2019

Location: Australia

Subject Fields: Australian and New Zealand History / Studies, Japanese History / Studies, Military History, Political Science, Social History / Studies

Applications are now open for the 2020 National Library of Australia Fellowships, which support in-depth collection research across a broad range of disciplines. These prestigious funded Fellowships are available to scholars from Australia and overseas undertaking

advanced research projects. They will enjoy 12 weeks of intensive research using the National Library of Australia's extraordinary 10 million item collection.

Applications close 30 April 2019 and will be assessed on merit. Some Honorary Fellowships may also be awarded.

Benefits include an honorarium of AUD\$1,000 per week for 12 weeks, contribution towards travel and accommodation, privileged access to the Library's collections, staff and resources, and uninterrupted time for research.

[Read the guidelines and apply.](#) Contact Info: Narelle Marlow, Fellowships Program Manager, National Library of Australia
Contact Email: fellowships@nla.gov.au
URL: <http://www.nla.gov.au/awards-and-grants/fellowships-and-scholarships>

ACADEMY GRANTS AND AWARDS

Available in 2019

[From the Australian Academy of the Humanities – Newsletter 15 February 2019]

Nominations for Academy grants and awards will open on Thursday 28 February 2019. This year, in celebrating the 50th anniversary, we will be offering the [Humanities Travelling Fellowships](#), the [David Philips Travelling Fellowship](#), the [Publication Subsidy Scheme](#), the [McCredie Musicological Award](#) and the [Crawford Medal](#). Stay tuned for the announcement of a new Award that honours the remarkable service to the Academy and contribution to Australian life of [Professor John Mulvaney AO CMG FBA FSA FRAI FAHA](#).

Details of all the grants and awards are available on [our website](#) and we encourage you to share news of these opportunities

through your networks and to early-career researchers.

ANZHEs MEMBER IN THE NEWS

In an Op Ed in the *SMH* 26 Feb 2019 (p.25) entitled "Schools: choose with your heart, vote with your head", UTS academic, Jenna Price, explained why she eventually sent her child to a private secondary school. She valued the advice of Associate Professor Helen Proctor:

But Helen Proctor says it's okay to put your family's needs first. 'Do what's best for your own children but when it comes to voting, vote for what's best for all children.' This is the best advice I've ever heard about schooling, which is no wonder since Proctor, with others, actually did write the book on how parents should choose schools: School Choice: How parents negotiate the new school market in Australia.

NEW ZEALAND HISTORICAL

ASSOCIATION

Conference 2019

Kanohi-ki-te-Kanohi: Histories for our Time

CALL FOR PAPERS

The cfp for the NZHA conference 2019 is available [here](#), and proposals are due by 31 March. Some information from the NZHA website: Kia hiwa rā! Kia hiwa rā!

The New Zealand Historical Association invites proposals for papers and presentations at our biennial conference, to be held at Victoria University of Wellington Te Whare Wananga o Te Ūpoko o Te Ika a Māui, from the **27th to the 30th of November, 2019**.

Meetings, encounters, exchanges, kisses, words, conversations, attractions, glares, confrontations, curiosities: how have people come face to face? What histories are made in these moments? What happens when historians face their subjects?

We welcome proposals for papers, panels, roundtables, buzz sessions and other forms of presentation. We particularly encourage proposals from post-graduate students, early career academics, teachers and those working with and for heritage institutions and collections.

RECOVERED LIVES

To celebrate International Women's Day, the [Australian Dictionary of Biography](#) has teamed up with [Inside Story](#) and the [Canberra Times](#) to publish the obituaries of twenty-eight Australian women who have been previously overlooked. See [Inside Story website](#). Alongside this project, the *ADB* is calling for nominations for its colonial women project. Founded in 1966, and published by the Australian National University, the *ADB* is Australia's pre-eminent dictionary of national biography. It aims to 'tell the story of Australia through the lives of the dynamic, engaging, eccentric and sometimes notorious individuals who have shaped it'. But women only account for about 12 per cent of *ADB* articles. For the colonial period, less than 4 per cent of articles recognise women. The *ADB* needs your help to identify more women from the colonial period who might be eligible for an *ADB* article. To learn more details about the colonial women project and to download a nomination form go to: history.cass.anu.edu.au/centres/ncb/colonial-women-adb

If you have any questions or queries, feel free to contact: colonial.women@anu.edu.au



Memories of Adelaide High

By Craig Campbell

Little did I know in February 1966 when I started my year at Adelaide Boys High School that I was pounding a well-beaten track, followed by many hundreds if not thousands of South Australian senior high school students since 1908.

At my small outer suburban school (Blackwood High), my subject options ran out at the Leaving level (year 11). If I was to continue my Latin into the New Matriculation (year 12) I would have to go to Adelaide Boys High. I was already bonded to the Education Department as a student teacher, so I joined those groups who had enrolled in the school from 1908, the intending Education Department teachers who would finish their high schooling at Adelaide High, coming from rural and outer suburban schools.

I experienced three initial shocks. The first was the vision of hundreds of boys dressed in grey and black. Blackwood High had been co-educational, and the uniform had green and red in it. This new world was colourless, with neither girls nor any part of the rainbow to leaven the view. The second was also uniform related. Boys at Blackwood were often in shorts and long socks, showing a little flesh about the knees. It was all long, grey melange trousers at Adelaide. And then there was the loss of my Christian name. I was no longer "Craig" to my teachers or fellow students, but a surname, "Campbell". I set about making myself as colourless as my fellow students as quickly as possible. My bare knees did not see the light of day again, and my red and green jumper was replaced with grey, black, and a white stripe.

I was placed in class "M4", led by a long-time Adelaide High character, Mr Russell, the senior physics master. It was a large group, a class that seemed to be made up of students who had recently joined the school, as well as long-timers. I quickly found a small group of eccentrics, two boys who were devoted to the Goon Show whose names I forget, Tan K.F., a Malaysian boy seeking entrance to an Australian university, and Phillip L. and Graeme H. None of us were much interested in sport – all of us were happy in the well-stocked library run by the impressive Mrs Tomachevski – and we worked hard to achieve our second matriculation. We were part of the last group in SA to have matriculated for university in year 11, and we set out to do it again in the re-structured year 12.

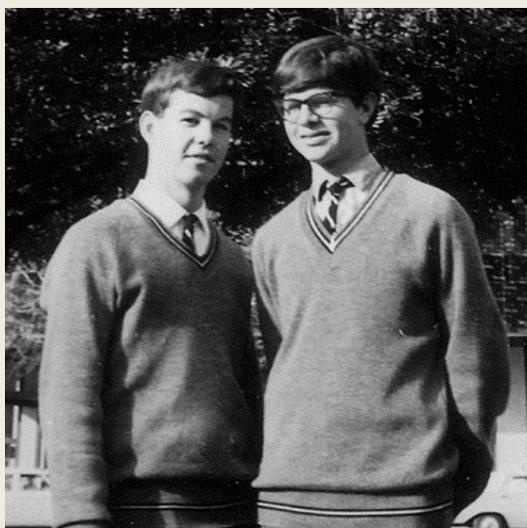


Figure 1 Craig (right) with classmate Graeme at Adelaide High School, 1966.

The teaching we experienced ranged from good to mediocre. I could not believe that my modern history teacher spent most lessons dictating notes to us, one set of which, on the American War of Independence, had already been dictated to me by another teacher

in my former school for the Intermediate (year 10). Our teacher for Mathematics I and II was a young man, drafted in from the university in a period of grave teacher shortage. My generation was close to the peak of the education-hungry baby-boom. He knew his maths, though as students we were not as respectful as we should have been (making life difficult for student teachers and inexperienced teachers has a long history).

The highlight was English and Latin. I went to "M1" for these subjects with Mr Luke. He was part of Max Harris'* push at the time, and a genuine intellectual.

Though the teaching was undramatic, I appreciated the quizzical looks, the "Yes, but ..." approach to making sense of the texts we studied. Somehow, through him, when I got to English I at the University, I already had a sense of F.R. Leavis and T.S. Eliot, and their individual impacts on literary and cultural studies. Luke gave me the task of preparing a talk on the "two cultures", reviewing the debate set off by C.P. Snow about the problematic effects of the divergence of scientific and literary studies in our culture. Such teaching undoubtedly counted towards a fine education.

In maths and physics, I had ever been a half-desperate survivor. Mr Matthew's physics teaching was more than adequate, but where I had real problems was in the experimental classes. Apparatus for each experiment over the year was laid out in the main physics laboratory. Each small group of students did a different experiment each week or fortnight over the year. One was usually doing an experiment totally unrelated to what was being taught at the time in class. Often the mathematics being assumed in physics was in advance of what we were doing in maths itself, especially the calculus. My only hope was to attach myself ever more firmly to my clever and eccentric friends. They always conducted the experiments successfully and solved the associated mathematics, "massaging" the results if necessary. I was grateful.

In terms of the collective life of the school, it was the assemblies which impacted the greatest. Blackwood High did not have an assembly hall in the early sixties. But here, on West Terrace, was a wonderful space, decorated in imitation of greater public school fashions. I shall never forget the amazing assembly to mark the retirement of vice-principal Tom Brown. (Now there was a name to conjure with!) The speeches were predictable enough, but when the school was asked to show its appreciation, the clapping, but more extraordinarily, the drumming of a couple of thousand boots on the assembly floor, for what seemed like an eternity, was impressive and moving. Archie Campbell, the principal, in situations like that and as he moved about the school, always impressed with his quiet but undeniable authority and dignity.

It was remarkable to me how quickly, under the circumstances of an all-boys' school, for only a year or so, how alien girls came quickly to be. Some of my

friends and I joined the dance classes organised between Adelaide Girls' and Adelaide Boys'. How strained, and hopeless were they? We could barely manage a relaxed word to the girls. We knew we were falling into deficit! When the MacRob girls came over on exchange from Melbourne, some girls at AGHS asked some boys to volunteer, to come to an evening "party" to help entertain their guests. We volunteered. We stood around the lounge-room of a small inner-city cottage, lit by candles, looking at the girls in terror, and they in pity towards us in return. We lasted all of twenty minutes, before fleeing into the night. (Never spruik the joys of single-sex education to me!)

What else do I remember about the school in my year there? I was amazed by the ethnic divide which seemed to appear between years 10 and 11. There seemed to be very large numbers of Greek and Italian-origin boys in years 8, 9, and 10 – but hardly any in years 11 and 12. This early leaving pattern of the non-Anglo-Australian students was well changed by the time I was associated again with the school in the 1980s as a step-parent.

Oh yes – "Religious Instruction". What an amazing fellow was the Rev. Phillip Potter, sometime Moderator of the Methodist Church in South Australia. For a lesson each week he took all the senior boys, the Methodist and the ill-defined Protestants in the assembly hall. It was a recipe for disaster. No boy worth talking to seemed to have a good word for RI. It was an imposition when we could have been doing more physics or maths – it was all about the coming exams, after all! But he engaged us, even though he was often fearfully let down by students who might have insisted that atheism or agnosticism were the only viable beliefs of the faux-cosmopolitan Adelaide High boy. When asked to present their arguments, they couldn't.

All too soon we were in tiny desks at the end of the year doing our exams, and Adelaide High was left behind. For me it was a place of grey wonder, but it undoubtedly extended my intellectual and social world, and gave me a few friends to talk to in the transition to that even scarier world, the first year at the University of Adelaide, full of the well-dressed and socially connected ex-students of rich private schools.

Craig Campbell

6 March 2019

*Max Harris was an Adelaide modernist poet, book-seller and famous victim of the Ern Malley poetry hoax.

If you'd like to share your memories of High School with ANZHES Colleagues, please send an entry to me. (1000-1500 words) Other items of interest to members are always welcome.
