



AUSTRALIAN AND NEW ZEALAND HISTORY OF EDUCATION SOCIETY

NEWSLETTER, July 2019

From the President

Here is hoping all members are surviving winter without too much trouble.

As my presidency of ANZHES concludes at the conference to be held in Port Macquarie, New South Wales, 21-22 November, I shall be looking forward to meeting as many members there as is possible. My thanks once more to Ashley Freeman and Mary Carroll for undertaking the organisation of the conference.

Congratulations to Ashley, by the way, for the publication of his article, long in the making, about the connections between bushranging and the development of colonial government schools in rural areas of New South Wales. It has been rather unfashionable in the historiography for some time now to be too strong about the link between the governing class's desire for 'social control' and the development of compulsory schooling, but there is plenty of evidence that the desire to control unruly populations often played an important role historically.

As this newsletter goes out some ANZHES members will be lucky enough to be leaving for Portugal, for the ISCHE conference in Porto, its theme being "Spaces and Places of Education". Though an innocuous, even banal theme, at least it has the virtue of allowing any historian to adapt their work.

It has been some years now since I attended an ISCHE conference, but they always host remarkable papers and the making of valuable international contacts. At least two of the historians who came as key-note speakers to former ANZHES conferences partly at my instigation, Wayne Urban and Daniel Lindmark, did so as a result of friendships that I developed through ISCHE. Similarly, Marc Depaepe came to an ANZHES conference at the invitation of John Ramsland when he was Secretary of ISCHE.

As a new scholar in the early 1990s, I was warned off ISCHE. It had long borne the difficulties of the attempts to link scholars in the West with those of the Soviet bloc. It was not very welcoming of historians from the United States, despite the fact that in the 1970s and 1980s educational history being written there was prolific, innovative and remarkably insightful. Nor was ISCHE a great place for women historians.

All that changed for the better in the 1990s, in almost every respect. For example, the now long-standing women's working group in ISCHE has been a valuable home-base and network for women historians for nearly three decades now. ANZHES member, Kay Whitehead honorary associate of the University of Sydney, is one of two conveners of its "Gendering Local, National, Regional, Transnational and Supra-National Histories of Education" meeting in Portugal.

Finally, may I express my thanks, as I try to do often, to members of the ANZHES Committee. This work is voluntary and is occasionally demanding, though mainly not. If you as an ANZHES member can contribute to the leadership of the Society there will be opportunities at the coming Annual General Meeting in November. Think about it.

Best wishes to all
Craig Campbell
27 June 2019

Honours List Award to ANZHEs

Member

Congratulations to ANZHEs member, Dr Deborah Towns OAM



For service to education, and to gender equity

Dr Towns, who is currently a Research Fellow at the Centre for Workplace Leadership, was presented with the Medal of the Order (OAM) for her service to education, and to gender equity. A sociologist and historian, Dr Towns's research has focused on the analysis of gender and leadership in workplaces and schooling.

ATTENTION

ANZHEs ANNUAL CONFERENCE

CALL FOR PAPERS

THEME: Across the Oceans - Australia and the rest of the world: Transnational influences and exchanges between educational institutions of all kinds

ABSTRACT PROPOSALS DUE BY

27 SEPTEMBER 2019

More details later in this newsletter or online at

<https://anzhes.com/category/conferences/>

JOURNAL ITEMS

The latest issue of *History of Education Review* has just published online.

Volume 48, issue 1, contains:

[Note all links are active in the articles named below]

***Micro histories of intercultural knowledge exchange: Tao Xingzhi's educational poetry**

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

***Bushrangers, itinerant teachers and constructing educational policy in 1860s New South Wales**

Ashley Thomas Freeman

***Australian and New Zealand women teachers in the First World War**

Kay Morris Matthews and Kay Whitehead

***Creating "them" and "us"**

Mary Tomsic and Claire Marika Deery

***Carnegie in Australia: philanthropic power and public education in the early twentieth century**

Bill Green

***There was movement at the station: western education at Moola Bulla, 1910-1955**

Rhonda Povey and Michelle Trudgett

***Mindfulness for teachers: notes toward a discursive cartography**

Remy Low

***Muriel Pyrah: sources and myths from a West Riding of Yorkshire school, 1967-1972**

Lottie Hoare

***"The Right Thing to Read": A History of Australian Girl-Readers, 1910-1960**

Emily Kate Gallagher

***History of Bilingual Education in the Northern Territory: People, Programs, Policies**

Amy Claire Thomas

***Review of Malcolm Harris' Kids These Days by young people encountering education in Australia**

Hannah Forsyth, Christina Burjan, Patrick Flood, Cooper Forsyth, and Ruby Newman

***The Good University: what Universities Actually do and why it's Time for Radical Change**

Hannah Forsyth

OTHER JOURNAL ITEMS of Possible Interest to Members

1. Latest Issue of [Boyhood Studies Volume 11, Issue 2](http://www.berghahnjournals.com/boyhood-studies)
www.berghahnjournals.com/boyhood-studies
Theme: Masculinity in the School-to-Prison Pipeline

2. Latest issue of [JEMMS Volume 11, Issue 1](#)
Journal of Educational Media, Memory, and Society
Theme: After the War—A New Beginning? Reading Primers and Political Change in European Countries around 1945

Welcome to DEHANZ

The on-line *Dictionary of Educational History in Australia and New Zealand* continues to attract new authors and their entries. There are now 55 entries in all. Those new in 2019 so far are:

- Correspondence School of Victoria – its first 60 years Victoria, 1909-1969
- Adelaide High School: Inventing a state high school South Australia, 1875-1920
- School choice and school markets Australia, 1788-2018
- New South Wales Teachers Federation: Part 1, The first 50 years New South Wales, 1918-1968
- New South Wales Teachers Federation: Part 2, The second 50 years New South Wales, 1968-2018
- Blackburn, Jean, and social justice through education Australia, 1919-2001

The New Zealand (Jenny Collins) and Australian (Dorothy Kass) editors are keen for contact from ANZHES members either with proposals for new entries, or indeed worked-up draft entries. Please consider writing for DEHANZ. The great attraction is that you will influence and have your work read by hundreds of people more than normally see our theses or journal articles.



Banner reproduced in Dorothy Kass's DEHANZ entry on the history of the New South Wales Teachers Federation.

At the moment the Chair of the Editorial Board (Craig Campbell) is working on a two part entry that attempts to summarise the history of the education of Aboriginal and Torres Strait Islander peoples. He would be grateful for any assistance or advice on doing this. Co-authorship of anything resulting would be some recompense. Get in touch if you are interested. The Dictionary may be found at:

<http://dehanz.net.au/>

There, advice is available on writing for the dictionary.

And finally, elections to the DEHANZ editorial group are due at the ANZHES Annual General Meeting in late November this year. You may like to consider nominating.

REMINDER

It's ANZHES Membership subscription time!

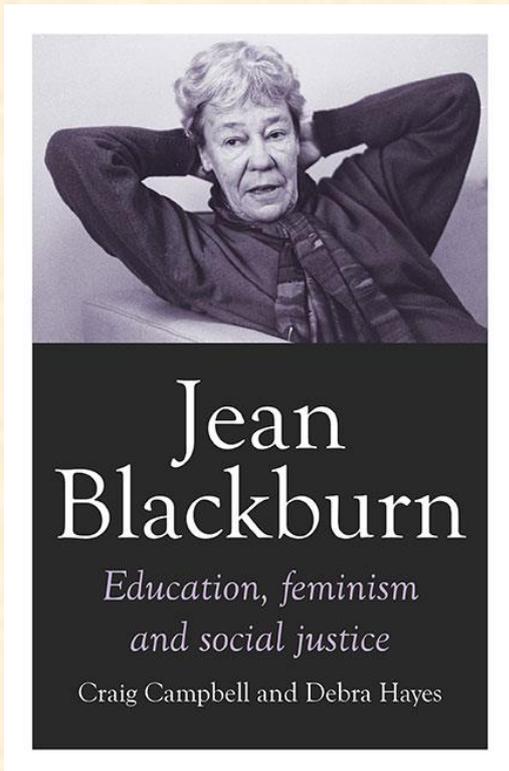
If you have perhaps forgotten to renew for 2019, please think about doing so. Your support is greatly appreciated. You can renew online at: <https://www.registernow.com.au/secure/Register.aspx?E=33532>. You will receive an automatic receipt.

Thank you!

NEW BOOKS

Note from the Compiler: ANZHES Members have been especially busy as you will see below. I have included the chapter headings in edited volumes so that you can scan for relevance to your own projects. Let me know if this is useful or not to you.

New publication by ANZHES member



Craig Campbell & Debra Hayes. 2019. *Jean Blackburn: Education, feminism and social justice*. Melbourne: Monash University Publishing.

From the publisher's blurb:

Jean Blackburn devoted much of her working life to the development of socially just education policy. From the early 1970s she worked with Peter Karmel on the most significant government report framing school policy in the twentieth century, the blueprint for the Australian Schools Commission. And she was the architect of both the Disadvantaged Schools Program, which

revolutionised the delivery of education by public and Catholic schools, and the *Girls, School and Society* report of 1976. Following the release of his 2011 report on government funding of schools, David Gonski pointed to the enduring relevance of Blackburn's contribution. She was, in Raewyn Connell's summation, "the most influential feminist educator in Australian history". In this innovative biographical study Craig Campbell and Debra Hayes make clear the profound influence of Jean Blackburn on Australian society, and also show the social worlds she moved in and through, and the personal struggles she faced as a political radical, housewife, mother and feminist.

The authors are "launching" this work in the main cities of Australia in which Blackburn worked. ANZHES members are very welcome to attend.

Melbourne

Friday, 2 August, 6 for 6:30 pm

Readings bookshop

701 Glenferrie Road, Hawthorn

Launched by Peter Goss (Grattan institute)

Sydney

Tuesday, 13 August, 6 for 6:30 pm.

Gleebooks bookshop

49 Glebe Point Road, Glebe

Launched by Susan Ryan (former Minister of Education in the Hawke Government)

Adelaide

Wednesday, 14 August, 6 for 6:30 pm (tbc)

Imprints bookshop.

107 Hindley Street, Adelaide

Launched by Alison Mackinnon (former ANZHES President and education historian)

Canberra

Tuesday, 17 September, 4:30 pm

Inspire Centre, University of Canberra

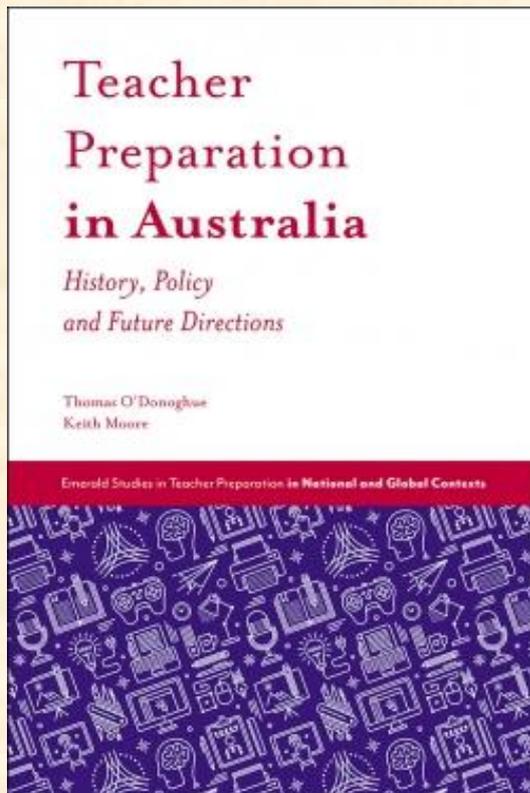
Launched by: to be confirmed

New Publication by ANZHES Member

[Teacher Preparation in Australia: History, Policy and Future Directions](#)

Thomas O'Donoghue, *University of Western Australia, Australia*

Keith Moore, *Queensland University of Technology, Australia*



Series: [Emerald Studies in Teacher Preparation in National and Global Contexts](#)

Teacher policy and practice in Australia has evolved substantially from the development of the first colony in 1788 to the present. This book traces the history of teacher preparation through five inter-related phases; the unregulated phase, the apprenticeship phase, the ascendancy of the Teachers Colleges, the ascendancy of the Colleges of Advanced Education, and the university dominated phase from 1989 to the present day.

While the focus is primarily on preparation to teach in primary and secondary schools, this

important text also sheds light on teacher preparation for vocational education and at kindergarten level. The rich historical overview explores both the state and private sector together with that of the Christian Churches. Furthermore, research is not merely restricted just to initial teacher preparation; continuing professional development is also considered.

With its comparative outlook, this book will prove an invaluable resource for not only Australian educational leaders, historians and policy makers, but also their counterparts internationally. The authors provide an exposition which will be used by teacher educators in many parts of the world to sharpen their perceptions of their own situations through comparison and contrast, to provoke ideas for critical discussion, and to stimulate them to come to an understanding of the importance of considering contemporary developments within their wider historical contexts.

Chapter 1. Introduction

Chapter 2. The Unregulated Phase in Teacher Preparation in Australia: 1788-1850

Chapter 3. The Apprenticeship Phase: 1850-1900

Chapter 4. 1900 to 1945

Chapter 5. The Hegemony of the Teachers' Colleges: 1945-1972

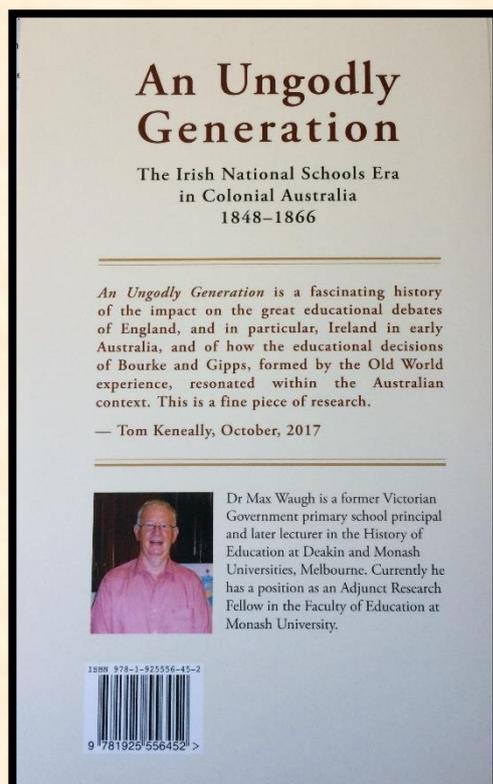
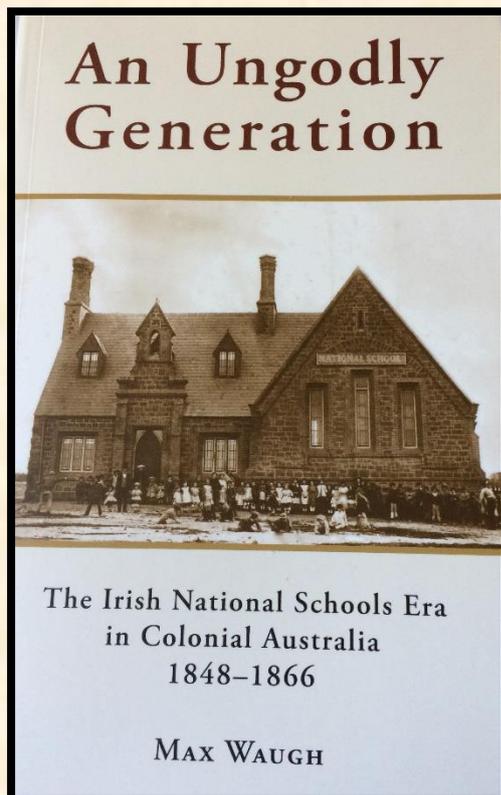
Chapter 6. Teacher Preparation in Papua New Guinea until National Independence in 1975

Chapter 7. The Dominance of the Colleges of Advanced Education: 1973-1989

Chapter 8. The Period of Academization: 1989 - The Present

Chapter 9. Conclusion

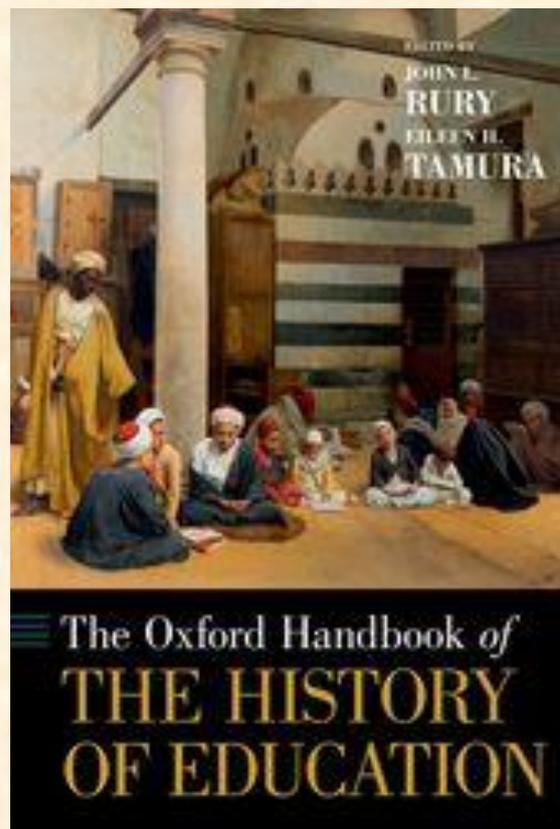
New Book by ANZHES Member



Copies are available from the author, \$25 + postage. For an order form, please contact the Secretary and I will pass your details on.

New publication by ANZHES members

This handbook offers a global view of the historical development of educational institutions, systems of schooling, ideas about education, and educational experiences. Its 36 chapters consider changing scholarship in the field, examine nationally-oriented works by comparing themes and approaches, lend international perspective on a range of issues in education, and provide suggestions for further research and analysis. Like many other



subfields of historical analysis, the history of education has been deeply affected by global processes of social and political change, especially since the 1960s. The handbook weighs the influence of various interpretive perspectives, including revisionist viewpoints, taking particular note of changes in the past half century. Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context, and how these influences have affected the experiences of students, their families and the educators who have worked with them. The Handbook provides

insight and perspective on a wide range of topics, including pre-modern education, colonialism and anti-colonial struggles, indigenous education, minority issues in education, comparative, international, and transnational education, childhood education, non-formal and informal education, and a range of other issues. Each contribution includes endnotes and a bibliography for readers interested in further study.

- [Oxford University Press](#); June 2019
- ISBN: 9780199340040

Maxine Stephenson and Craig Campbell are responsible for the chapter surveying the historiography of Australia and New Zealand, viz.

Craig Campbell & Maxine Stephenson. 2019. National education systems: Australia and New Zealand. In John L. Rury & Eileen H. Tamura Eds. *The Oxford Handbook of the History of Education*. Oxford University Press: Oxford.

Contents include the following chapters:

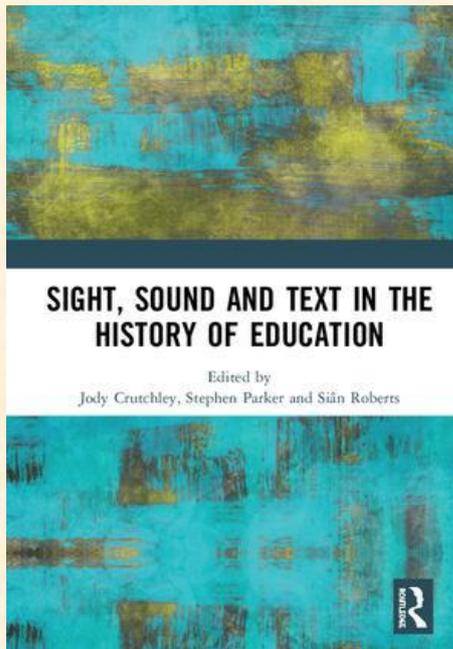
- [Theory in the History of Education](#), *Isaac Gottesman*
- [Method in the History of Education](#), *William Richardson*
- [Colonial Education and Anti-Colonial Struggles](#), *Ana Isabel Madeira, Luís Grosso Correia*
- [Conflicting Constructions of Childhood and Children in Education History](#), *Barbara Beatty*
- [Consensus and Revisionism in Educational History](#), *Gary McCulloch*
- [Curriculum History](#), *Daniel Tröhler*
- [Education and Migration in History](#), *Paul J. Ramsey*
- [Education and the African Diaspora](#), *Christopher M. Span, Brenda N. Sanya*
- [Education in Greek and Roman Antiquity](#), *Mark Joyal*
- [Education in Medieval Europe](#), *Spencer E. Young*
- [Education in Pre-Modern China and Japan](#), *Conrad Schirokauer*
- [Gendering the History of Education](#), *Lucy E. Bailey, Karen Graves*
- [Higher Education in Asia](#), *Anthony Welch*
- [Higher Education in Canada and the United States](#), *Philo Hutcheson*

- [Higher Education in Modern Europe](#), *Vincent Carpentier*
- [Inequality in Education](#), *Judith Kafka*
- [National Education Systems: Africa](#), *Peter Kallaway*
- [National Education Systems: Asia](#), *Elizabeth VanderVen*
- [National Education Systems: Australia and New Zealand](#), *Craig Campbell, Maxine Stephenson*
- [National Education Systems: Europe](#), *James C. Albisetti*
- [National Education Systems: Latin America](#), *G. Antonio Espinoza*
- [National Education Systems: Middle East](#), *Heidi Morrison*
- [National Education Systems: North America](#), *Nancy Beadie*
- [Pre-Colonial Indigenous Education in the Western Hemisphere and Pacific](#), *Adrea Lawrence*
- [Progressive Education](#), *William J. Reese*
- [Race and Ethnicity in Education History](#), *Yoon K. Pak*
- [Religion and the History of Education](#), *James W. Fraser, Diane L. Moore*
- [The German University and Its Influence](#), *Charles E. McClelland*
- [The History of Non-formal and Informal Education](#), *Andrew Grunzke*
- [The History of School Teachers and Administrators](#), *Kate Rousmaniere*
- [The History of Technology and Education](#), *Sevan Terzian*
- [The History of Transnational and Comparative Education](#), *Marcelo Caruso*
- [The Modern History of Literacy](#), *David Vincent*
- [The Professions and Professional Education](#), *Richard K. Neumann Jr.*
- [The Urban History of Education](#), *Ansley T. Erickson*
- [Transitions from Rural to Urban Schooling](#), *David A. Gamson*

New publication by ANZHES and HE (UK) members from the joint conference in 2016.

This volume contributes to the study of ‘new’ sonic and visual sources and their intertextual relationship with the documentary, as well as traditional understandings of ‘text’, in the history of education. It both presents case studies of research and points to new avenues of further research. This volume arose from a joint conference of the History of Education Society, UK, and the Australian and New

Zealand History of Education Society, held in 2016, on the theme 'sight, sound and text in the history of education'.



The conference drew together educational and media historians, as well as archivists and museum professionals, to examine methodological issues, and a range of examples of sensory and textual histories. The event from which this book arose showed that there is so much more to consider in this area. This book was originally published as a special issue of *History of Education*.

Table of Contents

Introduction - Sight, sound and text in the history of education *Jody Crutchley, Stephen G. Parker and Siân Roberts*

1. 'What do they know of England who only England know': a case for an alternative narrative of the ordinary in twenty-first-century Britain *Ian Grosvenor*
2. Enlivening the senses: engaging sight and sound to (re)consider the hidden narratives of academics in the histories of university education *Catherine Manathunga, Mark Selkrig and Alison Baker*
3. 'I feel I am really pleading the cause of my own people': US southern white students' study of African-American history and culture in the 1930s through art and the senses *Christine Woyshner*

4. Gender and hyper-linear history in the representation of the female Australian primary school teacher in *Marion* (ABCTV, 1974) *Josephine May*
5. Art and sonic mining in the archives: methods for investigating the wartime history of Birmingham School of Art *Sian Vaughan*
6. Blocks are educational: revealing discourses through early childhood policy illustrations *Suzanne Manning*
7. Humanism, modernism and designing education: exploring progressive relations between Australia, New Zealand and the West Riding of Yorkshire 1930s–1970s *Catherine Burke*
8. Reading to the soul: narrative imagery and moral education in early to mid-twentieth-century Queensland *Clarissa Carden*
9. 'Embodied knowing': exploring the founding of the Melbourne Rudolf Steiner school in 1970s Victoria, Australia *Tao Bak*

Kristine Moruzi, Nell Musgrove and Carla Pascoe Leahy (eds) are pleased to announce the publication of the new edited collecton,

[Children's Voices from the Past: New Historical and Interdisciplinary Perspectives](#) (Palgrave, 2019). This book



explores a central methodological issue at the heart of studies of the histories of children and

childhood. It questions how we understand the perspectives of children in the past, and not just those of the adults who often defined and constrained the parameters of youthful lives. Drawing on a range of different sources, including institutional records, interviews, artwork, diaries, letters, memoirs, and objects, this interdisciplinary volume uncovers the voices of historical children, and discusses the challenges of situating these voices, and interpreting juvenile agency and desire. Divided into four sections, the book considers children's voices in different types of historical records, examining children's letters and correspondence, as well as multimedia texts such as film, advertising and art, along with oral histories, and institutional archives.

Table of contents (13 chapters)

1. Hearing Children’s Voices: Conceptual and Methodological Challenges Musgrove, Nell (et al.)
2. Children’s Voices in the Boy’s Own Paper and the Girl’s Own Paper, 1880–1900 Chen, Shih-Wen Sue (et al.)
3. Where ‘Taniwha’ Met ‘Colonial Girl’: The Social Uses of the Nom de Plume in New Zealand Youth Correspondence Pages, 1880–1920 Gilderdale, Anna
4. “Dear Monsieur Administrator”: Student Writing and the Question of “Voice” in Senegal, 1890s–1910s Duke Bryant, Kelly
5. “Str[a]ight from My Heart”: Black Lives, Affective Citizenship, and 1960s American Politics Berghel, Susan Eckelmann
6. Children’s Art: Histories and Cultural Meanings of Creative Expression by Displaced Children Pages 137-158 Tomsic, Mary
7. Karen B., and Indigenous Girlhood on the Prairies: Disrupting the Images of Indigenous Children in Adoption Advertising in North America Stevenson, Allyson
8. ‘Share the Shame’: Curating the Child’s Voice in Mortified Nation! Douglas, Kate
9. *Oral Histories and Enlightened Witnessing* Michell, Deidre
10. “Basically You Were Either a Mainstream Sort of Person or You Went to the Leadmill and the

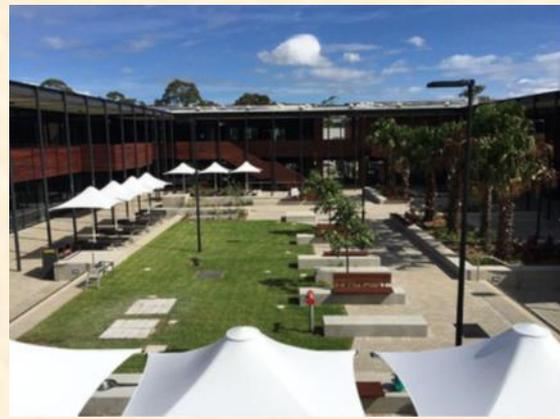
- Limit”: Understanding Post-War British Youth Culture Through Oral History *Kenny, Sarah*
11. Muffled Voices: Recovering Children’s Voices from England’s Social Margins *Smith, Greg T.*
 12. Revolutionary Successors: Deviant Children and Youth in the PRC, 1959–1964 *Brzycki, Melissa A.*
 13. Lost and Found: Counter-Narratives of Dis/Located Children *Golding, Frank (et al.)*

CONFERENCES

ANZHEs ANNUAL CONFERENCE

2019

CALL FOR PAPERS



DATES:

21 & 22 November 2019

VENUE:

Port Macquarie Campus, Charles Sturt University, 7 Major Innes Road, Port Macquarie NSW 2444

CONVENORS:

Dr Mary Carroll and Dr Ashley Freeman

THEME:

Across the Oceans - Australia and the rest of the world: Transnational influences and exchanges between educational institutions of all kinds

The Australian and New Zealand History of Education Society (ANZHEs) invites proposal

for the 2019 conference on the theme *Across the Oceans - Australia and the rest of the world: Transnational influences on and exchanges between educational institutions of all kinds*



Australian Sketcher 18.12.1880

Submission Guidelines

Proposals:

Include name, contact information, title, 250-word abstract, brief biography (no more than 30 words), and 3-5 keywords on the proposal topic. Panels: name, contact information, title, 250-word panel overview, brief individual presenter abstracts (limit 100 words each), and brief biographies for the moderator and each presenter, 3-5 keywords.

Proposals due: 27 September 2019

Please send all proposals or panel submissions by email to macarroll@csu.edu.au and afreeman@csu.edu.au

Subject Line: Please include the following in the subject line: Proposal ANZHES 2019

All proposals will be assessed by the academic committee for the conference. Accepted proposal will appear in the conference program.

ADVANCE CHEA CONFERENCE

ALERT

The Canadian History of Education Association (CHEA)

22 to 25 October 2020

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



Details will follow.

Welcome to the IX Conference on Childhood Studies, 11-13 May 2020 at Tampere University, Finland!

The theme of the 2020 conference, Childhood and Time, is deliberately broad and designed to invite scholars to discuss timely perspectives on childhood across a broad spectrum. We hope to inspire lively debates from different disciplinary and interdisciplinary perspectives about many aspects of how childhood and time interweave.

The conference is organised by Tampere University, the Tampere Centre for Childhood, Youth and Family Research PERLA, and the Finnish Society for Childhood Studies. Abstract Submission

Please, submit your abstract of no more than 350 words by 15th January 2020. Abstracts should be in English.

Session types:

- Paper (20 min + discussion)
- Poster
- Self-organized symposium (3 x 20 min + discussion)

If you want to submit a proposal for a self-organized symposium, please note that the chair has to submit an overall description of the proposed symposium as an abstract. Moreover, all the participants have to submit the abstract of their presentation separately. They should choose "symposium" as a session type and then announce within their abstract the name of the symposium the abstract belongs to.

The electronic form for abstract submission will be available in October 2019.

The Conference on Childhood Studies is a well-established biennial multidisciplinary forum held since 2008. Follow us on Twitter @Childhood2020 #childhood2020.

**ISCHE
The International Standing
Conference for the History of
Education will hold its 42nd
annual meeting from August 19 to
22, 2020 (Wednesday-Saturday) at
Örebro University,
Sweden.**

**The theme is
"Looking from Above and Below:
Rethinking the Social in the History of
Education."**



**Deadline for paper and session proposal is
December 31, 2019.**

**CFP: 2020 PCA "Education,
Teaching, History, and Popular
Culture"**

**Popular Cultural Association: Education,
Teaching, History & Popular Culture**

Call for Papers:

The Area of Education, Teaching, History and Popular Culture is now accepting submissions for the 2020 Popular Culture Association National Conference to be held April 15 – 18 at the Philadelphia Marriott Downtown (<https://www.marriott.com/hotels/travel/phi-dt-philadelphia-marriott-downtown/>). For detailed information please see <https://pcaaca.org/conference>.

Educators, librarians, archivists, scholars, independent researchers and graduate students are encouraged to apply. Undergraduates are reminded that there is an entire area devoted to undergraduate presentations in which they should submit:

<https://pcaaca.org/area/undergraduate-sessions>.

Submissions that explore, connect, contrast, or otherwise address area themes of schooling and education, teaching throughout history (including preparing teachers/preservice

teacher education), history, archival studies and/or their linkages to popular culture from all periods are desired. Sample topics for papers include, but are not limited to:

- Successful use(s) of popular culture and/or sport(s) in teaching at all levels in all contents;
- How schooling/education has impacted/has been impacted by popular culture;
- Representation(s) of teaching and/or schooling in popular culture through history;
- International/multinational/cross-border lenses through which popular culture/popular perception of schooling and/or teaching can be viewed;
- The intersection of schooling, politics, and the media;
- Debating whether there can, in fact, be a form of “popular” culture today;
- The role of history in education, teaching, or preservice teacher education;
- The importance of/re-integration of historical foundations into teacher education;
- Linkages between archival research and education, schooling, and/or popular culture;
- How LGBTQ+ studies has impacted/been impacted by schooling/education;
- Queering classrooms/queering education;
- Tapping into (or resisting) popular technology/social media to improve education;
- Explorations in the impact of social media/corporate America on children; and/or
- Exploring the intersections of social media, social identity and education.

To be considered, interested individuals should please prepare an abstract of between 100-250 words. Individuals must submit electronically by visiting <http://pcaaca.org/national-conference/proposing-a-presentation-at-the->

[conference/](#) and following the directions therein. Please be sure to complete/ensure the accuracy of all presenter information.

PLEASE NOTE: The deadline for proposals and endowment grants is November 1, 2019.

Decisions will be communicated within approximately two weeks of this deadline. All presenters must be members of the Popular Culture Association and fully registered for the conference.

PLEASE NOTE: The deadline for “Early Bird” registration is December 1, 2019; the deadline to register for the conference (else be removed from the program) is February 1, 2020.

Graduate students are STRONGLY encouraged to submit their completed papers for consideration for conference award: <https://pcaaca.org/awards>.

PLEASE NOTE: The deadline for consideration for awards is January 15, 2020.

Any further inquiries can be directed to:
Dr. Edward Janak
Chair, Department of Educational Studies
Email: Edward.janak@utoledo.edu
Phone: (419) 530-4114

Call for papers: [Children’s History Society and Manchester Centre for Youth Studies Conference](#)

Manchester Metropolitan University, Manchester, UK, 25-27 June 2020.

The last two years have seen some of the most powerful youth protest movements in decades. Greta Thunberg’s school strike calling for climate action inspired a global campaign among millions of school children.

In the United States, March for Our Lives saw hundreds of thousands of young people

demonstrating against gun violence in one of the largest youth protests in U.S. history. From possessed and prophetic children, to young people participating in industrial disputes and school strikes, to violent gangs imposing themselves on their peers, the young have endeavoured to convey their own feelings and views, while adults have tried to explain and interpret them.

‘Young people speaking up and speaking out’ raises questions about how the youthful voice has been conceptualized in qualitative historical research and what is meant by children’s rights. ‘Speaking up and speaking out’ has not necessarily taken a verbal form and not all children and young people have been able either to speak up or speak out, given a variety of constraining forces. Conversely, collective action has taken many forms, from the Children’s Crusade (1212), to traditions of ‘misrule’ and role-reversal.

This third biennial conference of the Children’s History Society consequently seeks to explore the challenges and possibilities of researching how children and young people have resisted, confronted or acceded in societies that have rarely valued their voices, in the face of adults who have tried to restrain them and enforce silence in different historical settings and eras.

[Click here for more information](#)

For individual papers, please submit an abstract of no more than 300 words, together with a 2-page CV, to childrenandyouth@mmu.ac.uk by **1 November 2019**. Panel submissions featuring three papers of 15-20 minutes apiece are also encouraged, and should be submitted collectively by the panel organiser. Please state your contact email address on the abstract. Applicants will be notified of the outcome in January 2020. We expect the selection process to be competitive, and hence we will prioritise panels and papers directly addressing the overall conference theme as

well as one or more sub-themes from the suggested list noted on the CHS website.

All attendees and presenters need to join the Children’s History Society in order to participate in the conference. To join, please visit the CHS website: histchilduk.wordpress.com/joining

The conference will be hosted at Manchester Metropolitan University in Manchester, the world’s first industrial city. Manchester has a history of radical politics and protest, a vibrant music (and football) scene, famous art galleries, museums and libraries, many within walking distance of each other. Lovely countryside, such as the Peak District and Lake District is within easy reach by train.



The School Mistress
By John Opie (1761-1807), Tate Gallery,
London

ISCHE 2019

If you were unable to make the ISCHE Conference you might still be interested in perusing the official program.

The official program of the 41st ISCHE annual conference has been published on the ISCHE 41 website available at <https://www.fpce.up.pt/ische2019/programme.html>
