



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?

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#### 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.

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### **PUBLICATIONS BY ANZHES MEMBERS**

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By Kay Morris Matthews  
New Zealand, 2021  
For orders, contact:  
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