

**ACCESS, Volumes 1-24
1982 to 2005**

A Partially Annotated Bibliography

**James Marshall (Vols. 1-20)
Elizabeth Grierson (Vols. 20-24)**

ACCESS was founded in 1982 by James Marshall and Colin Lankshear. They were general editors for the first seven years. At that time the journal was adopted by the Department of Education of the University of Auckland. Initially articles were solicited but gradually submissions arrived and special guest editors were approached. The title was *ACCESS: Critical Perspectives on Cultural and Policy Studies in Education*.

Vol. 1, No. 1, 1982

Editors: James Marshall and Colin Lankshear

Editors' Foreword

Linda J. Nicholson: *Rationality and Gender*.

Ivan A. Snook: *Ideology in Education*.

David Beddgood: *Fighting the Cuts in Education*.

Ed Brandon: *Radical Children*.

Eric Braithwaite: *Education and Equality*.

Vol. 1, No. 2, 1982

Editors' Foreword

Kevin Harris: *'Ideology' in Educational Theory – A reply to Ivan Snook*.

Richard K. Harker: *European Attitudes and Policy Toward the Education of Māori in New Zealand*.

Stephen (Tipene) O'Regan: *Multi Cultural: The future redeemed*.

C.W. Evers and J.C. Walker: *The Unity of Knowledge*.

R.M. Robinson: *Knowledge as Theory Competition*.

Vol. 2, No. 1, 1983

Editors' Foreword

J.C. Walker: *Ideology, Educational Change and Epistemological Holism: A critique of some Marxists and their critics*.

Roy Shuker: *Educating the Workers: The W.E.A. in New Zealand, 1915-1938*.

Kevin Harris: *Teachers: Grist for the Laurentian millstones*.

Robert Mackie: *Tales from the Berkeley Woods: Feyerabend on science in a free society*.

Book Reviews:

Hamish Morrison: *Some New Perspectives in Philosophy of Education* by J.C. Walker.

Michael Peters: *Philosophy of Education: An introduction* by T.W. Moore.

—*Philosophical Issues in Education* by John Kleinig.

—*Introductory Studies in Philosophy of Education* by Philip Snelders.

—*Education and the Value of Knowledge* by M.A.B. Degenhardt.

—*Can We Teach Children to be Good* by Roger Straughan.

—*Means and Ends in Education* by Brenda Cohen.

Vol. 2, No. 2, 1983

Editors' Foreword

Colin W. Evers: *Teaching, Intention Based Research and Physicalism*.

Roy Nash: *The World is Full of Dead Hedgehogs - On ideology for Kevin Harris*.

Martin Simons: *Problems and Decisions*.

Michael Peters: *Essay Review: Frank Musgrove's education and anthropology.*
Mike Waghorne: *Bursaries, Jobs and the 1982-83 Summer.*

Vol. 3, No. 1, 1984

Editors' Foreword

J.C. Walker: *The Evolution of the Ape: Analytic philosophy of education in retrospect.*

D.C. Phillip: *The Good Intentions of Colin Evers.*

Ed Brandon: *Quine versus the Apemen.*

R.J. Walker: *The Maori Response to Education.*

Robert Mackie: *Teachers, Classes and the Crisis.*

Book Reviews:

Colin Lankshear: *Ideology, Culture and the Process of Schooling* by Henry Giroux.

Robert Mackie: *Philosophy and Educational Foundations* by Allen Brent.

Kevin Harris: A letter from London

Vol. 3, No. 2, 1984

Editors' Foreword

Felicity Haynes: *From Phyla to Philosophy: Or the epistemological problem of sticking out one's neck.*

M.A.B. Degenhardt: *Philosophy of Education and Political Comment.*

Michael Peters: *A Critique of the Knowledge as Production Thesis.*

Colin Lankshear: *Meditations and Meditations: A centrefold reply to Robert Mackie.*

Book Reviews:

Gary McCulloch: *Education versus Qualifications* by John Oxenham.

Vol. 4, No. 1, 1985

Editors' Foreword

C.W. Evers & J.C. Walker: *Dali, Seafaring and the Unity of Knowledge: Replies to Brandon and Robinson.*

C.W. Evers: *Realism and the Damnably Useful: A reply to Phillips.*

J.C. Walker: *Marxism, Materialism and Pragmatism: A reply to Simons.*

J.A. Diorio: *Sexual Essentialism and Sex Education.*

F Haynes: *The Effect of Closed-Loop Causality.*

Book Reviews:

Staff and Students of Paper 14.326: *Family, School and Community*, (Ed.) D.K. Ramsey.

Vol. 4, No. 2, 1985

Editors' Foreword

Gabriele Lakomski: *Epistemology and the Theory and Practice of Program Evaluation.*

Alan Luke and Susanne de Castell: *Educational 'Crises' and the Rhetoric of Reform: The Arnold/Huxley debate revisited.*

David Corson: *Popper on Education.*

Vol. 5, No. 1, 1986

Special Guest Editor: Rosa María Torres del Castillo

Eric Braithwaite: *Foreword.*

Rosa María Torres: *Education and Democracy in Revolutionary Grenada.*

Vol. 5, No. 2, 1986

Special Guest Editor: Gary McCulloch

Editors' Foreword

Gary McCulloch: *Culture, History and Change: Aspects of education.*

ACCESS

Critical Perspectives on Communication, Cultural & Policy Studies
Vol. 23 (2) 2004, page 66

Roger Openshaw: *Re-interpreting Our Educational Past: An overview of recent research in the history of New Zealand education.*

Roy Shuker: *Popular Culture and Moral Panic: From comics to video nasties.*

Gary McCulloch: *Towards a Social History of Education in Auckland.*

Vol. 6, No. 1, 1987

Editors: James Marshall and Colin Lankshear

Editors' Foreword

Peter Read: *Proposal for the Financing of Education after Compulsory Schooling.*

Ivan Snook: *Financing Tertiary Education: Comments on Peter Read's paper.*

Eric Braithwaite: *Proposals for the Financing of Education after Compulsory Schooling.*

Roger Openshaw: *Reinterpreting New Zealand School Patriotism.*

James Collinge: *An Argument for Peace Education.*

Vol. 6, No. 2, 1987

Editors: James Marshall and Colin Lankshear

Editors' Foreword and Note on Principal Author

Colin Lankshear: *Here and There: An introduction.*

Colin Lankshear: *The National Literacy Crusade in Nicaragua: A sketch.*

Rosa María Torres: *From Literacy Student to Popular Teacher: Post literacy instruction in Nicaragua.*

Vol. 7, No. 1 & 2, 1988

Special Guest Editor: Eric Braithwaite

Editors' Foreword

Eric Braithwaite: *Editorial Foreword.*

Gary McCulloch: *From Currie to Picot: History, ideology and policy in New Zealand education.*

Viviane M.J. Robinson: *An Opportunity for Participatory Democracy.*

Roger Peddie: *The Problem of Picot: A comparative critique.*

Graham Hingangaroa Smith: *Pikau: A burden for one's back.*

Laurie Thew: *Picot and Community Control.*

Des Mann: *Secondary School after the Picot Report.*

David and Janet Bedgood: *What's Behind the Picot Report?*

Alison Jones and Colin Lankshear: *Picot and the Market.*

Michael Peters and James Marshall: *The Politics of 'Choice' and 'Community'.*

Comment: Eric Braithwaite edited a superb edition of *ACCESS*. He chose his authors carefully and widely. Rereading the volume after several years I still remain surprised at how prophetic it was for New Zealand education. Yet a prominent liberal educator, Jack Shallcrass, had said it was irresponsible (verbal comment from Roger Peddie after a visit to Wellington)! I still remain surprised at how many traditional liberal educators were so quick to embrace the neo-liberal doctrines that underlay the Picot Report. Unfortunately Eric will not read this praise for he died in 1995.

Vol. 7 was also the last volume for Colin Lankshear and myself as founding co-editors. The journal was adopted by the University of Auckland's Department of Education, and with a new editorial team. Initially it was Gary McCulloch who was to take over the reigns as editor.

Vol. 8, No. 1, 1989

Editor: Gary McCulloch

Gary McCulloch: *Editorial Introduction.*

Linda Tuhiwai Smith: *Te Reo Māori: Māori language and the struggle to survive.*

Michael Peters, David Para and James Marshall: *Te Reo O Te Tai Tokerau: The need for consolidation and National implementation.*

Graham Hingangaroa Smith: *Kura Kaupapa Māori: Innovation and policy development in Māori education.*

Pita Sharples: *Kura Kaupapa Māori: Recommendations for Policy.*

John Evans and Brian Davies: *Creating and Managing an Education Crisis: The education reform Act 1988.*

Peter Smith: *Thresholds.*

Vol. 8, No. 2, 1989

Linda Tuhiwai Smith and Graham Hingangaroa Smith: *Kei hea tatoa e ahu ana?: Which way in education?*

Ivan Snook: *Educational Reform in Education: What is going on?*

Liz Gordon: *The Access Training Programme: A new labour market focus for education.*

Michael Peters: *Efficiency or Effectiveness?: Performance indicators in tertiary education.*

Conferences: Report on the Australasian Philosophy of Education Society's Conference, Sydney, September 1989
by John Clark

Vol. 9, No. 1, 1990

Editors: Garry McCulloch and Roger Dale

Gary McCulloch: *Introduction.*

Roger Dale: *The Limits and Possibilities of Education.*

Jim Marshall: *Education Research and Higher Education.*

Nena Benton: *On Immersion Education. De Euskedi Hasta Aotearoa: Mas Vale Ser Cabeza de Raton Que Cola de Leon.*

Book Reviews

Dianne Snow: *Disabling Policies? A comparative approach to education policy and disability* by G. Fulcher.

Michael Peters: *Theory of Education* by Margaret Sutherland.

Roger Peddie: *Language Planning and Education in Australasia and the South Pacific* by Richard Baldorf, Jr and Balan Luke.

Tony McNaughton: *Social Education: Principles and practice* by Chris Brown, Clive Harber and Janet Strivens (Eds.)

Vol. 9, No. 2, 1990

Colin Lankshear: *The Politics of Literacy.*

Jackie Greenwood: *Language and the 6th and 7th Form English Syllabus.*

Richard Harker and Roy Nash: *Cultural Reproduction and School Achievement: A case for Kura Kaupapa Māori.*

Helen May: *'From a Floor to a Drawer': A Story of Administrative Upheaval: A post-Meade reflection on early childhood policy.*

Book Reviews

Gary McCulloch: *Politics And Policy-Making In Education* by Stephen J. Ball.

Comment: Roger Dale was to join Gary McCulloch as general editors in Vol. 9.

Vol. 10, No. 1, 1991

Wanda Korndorffer: *Creating and Maintaining Equal Employment Opportunities for Māori at Victoria University of Wellington.*

Noeline Kyle (with J. Wright, J. Jones, J. James): *Gender Equity Policy in Australia: Past and present.*

Christine Howard and Paul Taylor: *Women at the Top in British Higher Education: Equal opportunities policies in action?*

Peter McLaren: *Language, Experience and Pedagogy.*

Tomaz Tadeu da Silva: *A Tribute to Paulo Freire.*

Book Reviews

Peggy Fairbairn Dunlop: *At School I've Got A Chance* by Alison Jones.

Vol. 10, No. 2, 1991

Editors: Roger Dale and Dianne Snow

David Hughes, Hugh Lauder and Robert Strathdee: *The Performance of Pupils from State and Independent Schools in New Zealand.*

Glenys Patterson: *University 'Reform' in New Zealand 1984-1990: Policies and outcomes.*

Ken Rae: *Industrial Relations for New Zealand Teachers.*

ACCESS

Critical Perspectives on Communication, Cultural & Policy Studies
Vol. 23 (2) 2004, page 68

Joce Jesson: *Constructivism, Interactive Teaching, Crisis, and "Science for All": Gaps in the new orthodoxy.*

Book Reviews

Liz Gordon, Marilyn Davies, Dennis McGrath and Alan Barker: Review Symposium of *Sharks and Splashes: The future of education and employment*, (Ed.) G. Hawke.

Roger A. Peddie: *Minority Languages and Dominant Culture: Issues of education, assessment and social equity* by Mary Kalanatzis, Bill Cope and Diana Slade.

Comment : Gary McCulloch returned to England to the University of Lancaster in 1991 as one of the youngest ever full Professors of Education to have been appointed to a British University. Dianne Snow joined Roger Dale as joint editor for Vol. 10 (2).

Vol. 11, No. 1, 1992

Editors: Diane Snow, Linda Smith and Eve Coxon

Michael Peters: *Starship Education: Enterprise culture in New Zealand.*

Peter Roberts: *Adult Literacy Research: What does philosophy have to offer?*

Anne Meade: *Boffins in Early Childhood Services.*

Patrick Fitzsimons and Michael Peters: *The Politics of Management: Secrecy and Openness in decision making in New Zealand.*

Book Reviews

Wanda Korndörffer: *A Quality Partnership: The transition between education and employment* by Harvey McQueen

Gordon Chandler: *New Zealand Social Studies: Past, present and future* by (Ed.) Roger Openshaw.

Vol. 11, No. 2, 1992

Linda Tuhiwai Smith: *Editorial.*

Patricia Johnson: *Enabling, Encouraging or Empowering?: Maori members on School Boards of Trustees.*

Russell Bishop: *The Waikato Mission Schools of Reverend Robert Maunsell: Conflict and cooperation.*

Judith Simon: *European Style Schooling for Maori: The first century.*

Peggy Fairbairn-Dunlop: *Decentralisation or Centralisation? Education in Western Samoa: 1992.*

Eve Coxon: *Moving Beyond Critique: An Indigenous response to economic reductionism in education.*

Eleanor Rimoldi: *Education in Bougainville-Buka: Site of struggle.*

Ian Stewart & Shayne Williams: *Developing the Discourse of Emancipation in Aboriginal Education Research: Establishing parameters for the Shoalhaven Aboriginal Education Research Project.*

Bill Harrison: *Indigenous Education in New Zealand and New South Wales: Assimilation through 'Insultation' rather than 'Consultation'.*

Kathy Willmet: *Differing Approaches to Education Policy by Aboriginal Communities: A case study of Yirrkala and Yipirinya.*

Book Reviews

Dianne Snow: *Clean, Clad and Courteous: A history of Aboriginal education in New South Wales; and Documents in the History of Aboriginal Education in New South Wales, and Still Colonising: The Limits of the Liberal text in the historiography of Aboriginal Education*, both by J.J. Fletcher.

Roger Peddie: *Education and the Social Construction of "Race"* by Peter Figueiroa.

Leonie Pihama: *Two Decades of Bilingual Education in New Zealand: Developments from 1972. A selective annotated bibliography* by Virginia Earle.

Comment: The editors changed again with Vol. 11 to Diane Snow, Linda Smith and Eve Coxon and for the first time the Editorial Board, members of the Education Department Policy Studies Group, are identified. This group is to later change its name to Cultural and Policy Studies in Education.

Vol. 12, Nos. 1 & 2, 1993

Special Issue: *The Corporatisation of New Zealand Universities.*

Special Guest Editor: Michael A. Peters: *Editorial.*

Rob Crozier: *Foreword: Learning for Life - When will they ever learn?*

Michael C. Peters, John Freeman-Moir and Michael A. Peters: *The Corporatisation of New Zealand Universities*.
Chapter 1: Corporatisation and the New Zealand University System. Chapter 2: Student Fees and Allowances:
The case for cost recovery. Chapter 3: Competition in Tertiary Education. Chapter 4: Performance and
Accountability in Tertiary Education. Chapter 5: Universities and Corporate Managerialism. Chapter 6:
Beyond Liberalism and Free Market: The future of Higher Education.
Simon Marginson: Afterword: How Can the Managed University Be Different?

Vol. 13, No. 2, 1994

Special Issue: *Constructivism in Science Education*.
Special Guest Editor: Amarjit Singh Dhillon: *Editorial*.
Amarjit Singh Dhillon: *Constructivism and Science Education*.
Robert Nola: *Constructivism in the Philosophy of Science Education*.
Michael Peters: *Response. Constructing Objectivism: A response to Robert Nola*.
Robert Nola: *Reply. Objectivist Objections to Constructing Objectivism*.
Mark Olssen: *The Epistemology of Constructivism*.
James D. Marshall: *Response. Constructivism without epistemology*.
Mark Olssen: *Reply. Wittgenstein and Foucault: The limits and possibilities of Constructivism*.
Joce Jesson: *The Construction of Science in the New Zealand Curriculum: The waste stream of curriculum
policy making*.
Patrick Fitzsimons: *Response. Constructing the Document: A cultural political text*.
Joce Jesson: *Reply. Constructions of Constructivism*.
Graham Hingangaroa Smith: *Falling Through the Cracks of the Constructivism Debate: The Neglect of the Māori
crisis within science education*.
Elizabeth McKinley: *Response. Māori and Science Education*.
Graham Hingangaroa Smith: *Reply. Te Kupu Whakamutunga*.
Johanne McComish: *Gender Issues and Constructivism: Problems of Theory*.
Valda Kirkwood: *Response. Gender Issues and Constructivism: Reflections on praxis*.
Johanne McComish: *Reply. It's Life Jim, But Not As We Know It, Not As We Know It*.

Vol. 14, No. 1, 1995

Special Issue: *Marxism and Education: Essays at the End of the Century; Part I*.
Special Guest Editors: Alan Scott and John Freeman-Moir
Alan Scott and John Freeman-Moir: *Editorial*.
Jean Anyon: *Educational Reform, Theoretical Categories and the Urban Context*.
Michael Apple: *Losing Collective Memory: What postmodernists forget*.
David Bedggood and Janet Bedggood: *Once More on the Political Economy of Education*.
Stephen Bronner: *The Aesthetics of Emancipation: Historical experiments and future possibilities*.
Richard Brosio: *Capitalism's Global Imperium and the Continuing Need for Radical Democratic Agency*.
John Davies: *Class Theory, Education and the Challenge of Postmodernism*.
John Ehrenberg: *Marxism and Civil Society: The Left and the politics of decay*.

Vol. 14, No 2, 1995

Special Issue: *Marxism and Education: Essays at the End of the Century; Part II*.
Special Guest Editors: Alan Scott and John Freeman-Moir
Alan Scott and John Freeman-Moir: *Editorial*.
Milton Fisk: *Changing Consciousness: Toward a pedagogy for social improvement*.
John Freeman-Moir: *Remembering the Future*.
Anthony Green: *The Interface Between Education and Law : Marxist themes for critical analysis*.
Robert Mackie: *To Find the New World in a Critique of the Old: The contribution of Marxism to education*.
Gregor McLennan: *Post-Marxism and the Problems of 'Modernist' Explanation*.
Frank Margonis: *Marxism without Dogma*.

Comment: By Vol. 14 the editors, rotating from the now Cultural and Policy Studies in Education group, are
Michael Peters, James Marshall and Susan Robertson. By now the Cultural and Policy Studies Group in
Education has been expanded considerably and has become very strong academically.

In 1995 the Department of Education was reviewed by an international committee as part of the University of Auckland's policy on peer review and quality. The international review committee noted that this group was extremely strong, with some members with notable international standings. Yet in the next few years this group was to be decimated.

Vol. 15, No. 1, 1996

Special Issue: *Marxism and Education: Essays at the End of the Century; Part III.*

Special Guest Editors: Alan Scott and John Freeman-Moir

Alan Scott and John Freeman-Moir: *Editorial.*

Mark Olssen: *Neoliberalism and the Welfare State: Prospects for the year 2000.*

Evan Poata-Smith: *Te Ao Marama? Cultural Solutions to Māori Educational Inequality: A critique.*

Brian Roper: *The Collapse of Stalinism and the Future of Marxism.*

Rachel Sharp: *Management in Higher Education: Some personal reflections on the dilemmas of high office in academia.*

David Small: *Education, the New World Order and National Sovereignty.*

Alan Wald: *Marxism and Intellectuals in the United States at Century's End.*

Vol. 15, No. 2, 1996

Special Issue: *Adult and Community Education in Aotearoa New Zealand: An Emerging Identity.*

Special Guest Editors: Brian Findsen and John Benseman.

Brian Findsen and John Benseman: *Editorial.*

John Bensemani: *Thriving and Surviving on the Fringe: Whither adult and continuing education.*

Brian Findsen: *University-based Adult and Continuing Education in New Zealand: Trends and issues.*

Helen Heppner: *Extending the Boundaries of our Thinking: The need and rationale for learning opportunities in later life.*

Roger A. Peddie: *A Framework for Lifelong Learning: Adult and community education and the NZQA.*

Joyce Stalker: *The New Right and Adult Educators: A feminist view.*

Alison Sutton: *A Clash of Cultures: The response of one voluntary organisation to a changing policy environment.*

Robert Tobias: *The Professionalism of Adult Education in Aotearoa New Zealand, 1930s - 1960s.*

Vol. 16, No. 1, 1997

Special Issue: *Privacy and Education: Ethical, Legal and Policy Issues.*

Susan Robertson: *Editorial.*

Ivan Snook: *Schools and the Right to Privacy.*

Bruce Slane: *The Privacy Act and Schools.*

Margaret Agee: *Privacy and the School Counsellor.*

Ronni Sanlo: *Privacy in the Residence Halls: An unrecognised concern for lesbian, gay, bisexual and transgender students.*

Nicholas Burbules: *Privacy, Surveillance and Classroom Communication on the Internet.*

David Preston: *What Makes Professionals so Difficult: An investigation into professional ethics teaching.*

Vol. 16, No. 2, 1997

Special Issue: *Perspectives on the New Zealand Qualifications Authority.*

Special Guest Editor: Patrick Fitzsimons

Patrick Fitzsimons: *Editorial.*

John A. Codd: *NZQA and The Economic Rationalisation of Education.*

Michael Irwin: *The National Qualifications Framework: Where to now?*

Peter Roberts: *Qualifications Policies and The Marketisation of Education: A critical reading of The Green Paper.*

Shona Hearn: *Te Tiro Hou Meets The Green Paper: Where to from here in secondary school qualifications?*

Jenny Chapman: *The Association of University Staff and The NZQA.*

Asha Singh-Morris: *A Response To The 'Green Paper'.*

Trevor Thwaites: *Standards In Music: From process to outcomes.*

L.C. Eagle and R.C. McDonald: *Competency Based Assessment: Is the case proven for application to business programmes?*

Roger Peddie: *Language, Levels and Learning: Unit Standards and the assessment of foreign languages.*

Vol. 17, No 1, 1998

Special Issue: *Information Technology and Education*.

Special Guest Editor: Amarjit Singh Dillon (with James Marshall)

Michael Peters, Susan Robertson and James Marshall: *Obituary for Armajit*.

James Marshall: *Foreword*.

Peter Roberts: *The Crisis in Scholarly Publishing: Exploring electronic solutions*.

Judy M. Parr: *Computer-mediated Communications: A new pedagogical space*.

Don Sheridan and Felix B. Tan: *Using the Internet to Support Education: Implications for life-long learning and self assessments*.

Jessie Wong Yuk Yong and Victoria Y. Hsui: *Multimedia in Education: An X-model for multimedia selection*.

James Marshall: *A Wittgensteinian Approach to Communication in the Mode of Information*.

Wendy Morgan: *Technologised Subjects: Schools, students and literacy in an electronic age*.

Michael Peters: *Education and the Shift from Knowledge to Information : Virtual classrooms or automated diploma mills*.

Nicholas C. Burbules: *Questions of Content and Questions of Access to the Internet*.

Comments: Armajit Singh was tragically killed in a motor accident whilst on holiday in the South Island on 28 November 1997. Armajit had taken a position at Nanyang Technological University, Singapore in 1997, after several years in science education at the University of Auckland. He had brought the edition almost to fruition and I completed it. See the Obituary and Forewords in this edition for more.

Vol. 17, No. 2, 1998

Special Issue: *Graduates, Intellectuals and the Academy in the Global Marketplace*.

Susan Robertson: *Editorial*.

Ndibalema Alphonse: *Tertiary Education Reforms in Tanzania and New Zealand: The fallacy of Vocationalism*.

Cornelia K. Muganda: *Educational Markets and Social Justice: An examination of educational policy reforms in Tanzania and New Zealand*.

Nesta Devine: *'Trompe-L'oeil': A critical exploration of theory underpinning Public Choice Theory and the preference for individual action*.

Ruth Irwin: *Nietzsche, Foucault, and Genealogy as Method*.

Ho-chia Chueh: *Homi Bhabba, Modernity and Differences*.

Comments. The contributors to this edition were all students at that time, though not all at the University of Auckland. Two were Tanzanians and three were students at Auckland University.

Vol. 18, No. 1, 1999

Special Issue: *Divarications: Aesthetics, Art, Education and Culture*.

Special Guest Editors: L. Holmes and A.-Chr. Engels-Schwarzpaul

Michael Peters, James Marshall and Susan Robertson: *General Editors' Foreword*.

L. Holmes and A.-Chr. Engels-Schwarzpaul: *Editorial Introduction to Divarications: Aesthetics, art, education and culture*.

Elizabeth Grierson: *Spaces of Indeterminacy: Towards a theory of praxis in visual arts pedagogy*.

Janet Mansfield: *Beyond Modernism: The arts in New Zealand education*.

Lucy Holmes: *Sublimation and Courty Love: A lesson for art education*.

Ho-chia Chueh: *A Form of Binarism: Levi-Strauss' definition on cultures*.

Betsan Martin: *Luce Irigaray: Expanding her symbolism for Aotearoa-New Zealand*.

Tina Engels-Schwarzpaul: *Messing With Ornament: Theory and impure subjects*.

Comment. This was an important edition for ACCESS as, for the first time, all of the papers were from our doctoral students, two of whom had edited the edition.

Vol. 18, No. 2, 1999

James Marshall: *Editors' Foreword*.

Michael Peters and Simon Marginson: *Introduction*.

Simon Marginson: *Harvards of the Antipodes? Nation-building universities in a global environment*.

Jane Kelsey: *The Politics of the Universities.*
Roger Kerr: *Academic Freedom and University Accountability.*
Hirini Mead: *The Development of Wananga: Politics and vision.*
Jonathon Blakeman and Jonathon Boston: *The autonomy and governance of New Zealand universities.*
Ruth Butterworth: *Cnut's Successors.*
Richard Epstein: *The University in the 21st Century.*
Jonathon Boston: *The Funding of Research in the Tertiary Sector.*
Michael Peters: *The 'Post-Historical' University.*

Vol. 19, No 1, 2000

Special Issue: *Human Capital Perspectives on Education Markets, Student Decision Processes and the Marketisation of Education.*

Special Guest Editor: Lynne Eagle

Lynne Eagle: *Editorial.*

Lynne Eagle and Anne de Bruin: *Ideological and Theoretical Underpinnings of the New Zealand Education Reforms.*

Anne de Bruin and Lynne Eagle: *Human Capital Theory and the Economy.*

Anne de Bruin: *Towards Mitigating Human Capital Deficiencies of Ethnic Minorities.*

Ann Dupuis, Anne de Bruin and Patrick Firkin: *Human Capital Acquisition: Constrained choice in a regional labour market.*

Lynne Eagle and Dick McDonald: *Intentions versus Actualities: Have the New Zealand education reforms met their objectives?*

Steve Barnett, Dick McDonald and Lynne Eagle: *Anyone Want a Dip. Bus.? Rediscovering Dip. Bus. in the debris of the education war.*

Lynne Eagle and Gurvinder Shergill: *Student Decision Processes: Rational investment in human capital?*

Gurvinder Shergill and Lynne Eagle: *Demographic and Socio-economic Factors Impacting student choice.*

Brian Murphy, Lynne Eagle and Dick McDonald: *Lessons for the Future: Where to now for tertiary education policy?*

Comment: Lynne Eagle was a part time student for her Ph.D at the University of Auckland in 2000.

Vol. 19, No. 2, 2000

Special Issue: *Education, Neo-liberalism and the Knowledge Economy.*

James Marshall and Michael Peters: *Editors' Foreword.*

Notes on Contributors

Michael Peters and James D. Marshall: *Introduction: New Zealand, Neo-liberalism and the Knowledge Economy.*

Mark Olssen: *The Neo-Liberal Appropriation of Tertiary Education Policy: Accountability, research and academic freedom.*

Michael Peters: *New Zealand as the 'Knowledge Society': the Foresight Project and the Tertiary White Paper.*

Michael Peters: *Education Policy Research and the Global Knowledge Economy.*

James D. Marshall: *Bright Futures Technology: Curriculum, Maori and the environment.*

Book Reviews

James Marshall: *Paulo Freire's Politics and Pedagogy: Reflections from Aotearoa-New Zealand* by Peter Roberts (Ed.).

Vol. 20, No. 1, 2001

Special Issue: *Inaugural Arts Forum.*

Special Guest Editors: A.-Chr. Engels-Schwarzpaul, Elizabeth Grierson and Janet Mansfield.

James Marshall and Michael Peters: *General Editors' Foreword.*

A.-Chr. Engels-Schwarzpaul, E.M. Grierson, and J. Mansfield: *Editorial - Intervention: Inaugural Arts Forum.*

Michael Peters and Colin Lankshear: *Curriculum in the Postmodern Condition.*

Janet Mansfield: *Beyond the "Beauty Full" Classroom: The Draft Arts Curriculum and teacher education in the postmodern condition.*

Elizabeth Grierson: *Political Framing of the Arts in Education.*

Ted Bracey: *Art Education in New Zealand: A question of criticality.*

A.-Chr. Engels-Schwarzpaul: *Repackaging Arts and Reconstituting Life-Worlds.*

Christopher Naughton: *A Critical Examination of Cultural Context in Relation to Music Education.*

David Lines: *The First Musical Space: Articulating the music of the moment.*

Comments. This was an important set of papers from the *Inaugural Arts Forum* held at the University of Auckland on 1 September, 2000. The forum looked critically at arts in the New Zealand schools' curriculum and teacher education. With the exception of the Introduction and the paper by Ted Bracey, all contributions were from doctoral candidates.

New direction for *ACCESS* and new editor, Elizabeth Grierson

In the editors' foreword for Vol. 20 (1) new directions for *ACCESS* were pronounced. After twenty years in the Department of Education at the University of Auckland it would shift to the Arts Faculty of the Auckland University of Technology under the editorship of Elizabeth Grierson. A new editorial board was to be formed with Jim Marshall and Michael Peters as Consulting Editors. The words 'on education' would be dropped from the title to indicate a broader sphere of cultural and policy research, although *ACCESS* had not restricted itself tightly to education. The new title was: *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*.

Vol. 20, No. 2, 2001

Published as *ACCESS: Critical Perspectives on Communication, Cultural & Policy Studies*.

Special Issue: *Digitisation and Knowledge: Perspectives from Aotearoa New Zealand*.

Bridging Issue published between the 'old' management of *ACCESS* and the 'new' management.

Editor: Elizabeth M. Grierson

Elizabeth Grierson: *Preface and Acknowledgements*.

Bionotes of Contributors.

Mark Jackson: *Introduction. Digitisation and Knowledge: Perspectives from Aotearoa New Zealand*.

Brian Opie: *The Knowledge Society: Innovation, multimedia and the postmodern city*.

Elizabeth M. Grierson: *From Cemeteries to Cyberspace: Cartographies of identity in a technologised age*.

Mark Jackson: *Spatiality and Design*.

Sharon Harvey: *Virtual(ly) Universities? An examination of two digitally contextualised 'Universities'*.

Brian O. Cusack: *Knowledge Games and Revolutions*.

Steve Knight: *National Standards and the New Media*.

Jonathan Woodham: *Designing History: From Pevsner to postmodernism*.

Comments. This issue of *ACCESS*, dated 2001, was published in 2004 as a back issue. James Marshall was handling the edition but with the death of his wife was unable to continue with it. Elizabeth Grierson then worked on a collection of papers developed from the 'Digitisation and Knowledge' conference held at Auckland University of Technology in February 2001. Earlier versions of some of these papers first appeared in the on-line publication *Working Papers in Communication Research* (2001, edited by Mark Jackson).

Vol. 21, No. 1, 2002

Special Issue: *Education and Culture in Postmodernity: The Challenges for Aotearoa/New Zealand. The 2000 Macmillan Brown Lectures and Responses*.

Editor: Elizabeth M. Grierson

Elizabeth M. Grierson: *Editors' Foreword: The Terrain*.

Michael A. Peters: *Preface and Acknowledgements*.

Bionotes of Contributors.

Three Macmillan Brown papers:

Chapter 1. Michael Peters: *Neoliberalism, Postmodernity and the Reform of Education in Aotearoa/New Zealand*.

Chapter 2. Michael Peters: *Cultural Postmodernity in Aotearoa/New Zealand: Biculturalism, multiculturalism and transculturalism*.

Chapter 3. Michael Peters: *Globalisation and the Knowledge Economy: Implications for education policy in Aotearoa New Zealand*.

Three Response papers:

Chapter 4. Peter Roberts: *Postmodernity, Tertiary Education and the New Knowledge Discourses*.

Chapter 5. Sharon Harvey: *Constructions of Knowledge, Tertiary Education and Research Policy in Aotearoa New Zealand*.

Chapter 6. Mark Olssen: *Terrorism, Globalisation and Democracy: On Reading Michael Peters Post 9/11*.

Comment: In 2000 the Macmillan Brown Lecture Series was awarded to Professor Michael A. Peters, of University of Glasgow and University of Auckland, by the Board of the Macmillan Brown Centre for Pacific Studies, University of Canterbury. Michael Peters presented his three Macmillan Brown Lectures in April 2001, at the Maidment Theatre, University of Auckland, hosted by the University of Auckland. *ACCESS* was offered the three lectures for publication; and the editor invited response papers from Peter Roberts, University of Auckland, Sharon Harvey, Auckland University of Technology, and Mark Olssen, University of Surrey UK.

Vol. 21, No. 2, 2002

Special Issue: MONOGRAPH: *The Professionalisation of School Counselling in New Zealand in the 20th Century.*

Editor: Elizabeth M. Grierson

Monograph Author: A.C. (Tina) Besley.

Bionotes of Contributors.

Elizabeth M. Grierson: *Foreword: A Foucauldian Approach to Critical History, Power and the Subject*

Tina Besley: *Monograph Contents; Introduction*

Chapter 1: *Policy and Place: Guidance Counselling in New Zealand Secondary Schools 1950s-1988; The welfare state context.*

Chapter 2: *The Neoliberal Policy Environment and School Counselling in New Zealand 1988-1999.*

Chapter 3: *A Genealogy of School Counsellor Education: Establishing professional identity.*

Chapter 4: *Governmentality and Professionalisation: The New Zealand Association of Counsellors.*

Chapter 5: *NZAC and the Ethical Self-Regulation of Counselling.*

Conclusion.

Comment. The publication of a MONOGRAPH was a new departure for *ACCESS*. The material from Tina Besley offered a rich field of research into school counselling in Aotearoa New Zealand, from a Foucauldian perspective, and it was deemed appropriate to devote an entire edition to this work. Tina Besley has worked in school counselling in New Zealand and was a Research Fellow at the University of Glasgow.

Vol. 22, Nos. 1 & 2, 2003

Double Special Issue: *Technology, Culture and Value: Heideggerian Themes.*

Editors: Elizabeth M. Grierson, Mark Jackson, Michael A. Peters.

Elizabeth M. Grierson: *Preface and Acknowledgements.*

Bionotes of Contributors.

Elizabeth M. Grierson, Mark Jackson, Michael A. Peters: *Introduction. Technology, Culture and Value: Heideggerian themes*

Michael A. Peters: *Towards a Philosophy of Technology in Education: Mapping the field.*

Elizabeth M. Grierson: *Heeding Heidegger's Way: Questions of the work of art.*

A.-Chr. (Tina) Engels-Schwarzpaul: *Ways of Appropriating: Culture as resource and standing reserve.*

Mark Jackson: *Abbau-unbuilding.*

Janet E. Mansfield: *Framing the Musical Subject, Technoculture and Curriculum: A Heideggerian critique.*

Nesta Devine: *Politicising Technology and Technologising Politics.*

Charles Crothers: *Heidegger's Reception Within Sociology.*

Tina Besley: *Heidegger and Foucault: Truth-telling and technologies of the self.*

Maria O'Connor: *Fault-erring: On the styles of margins (Blanchot/Heidegger).*

Book Reviews

James D. Marshall: *Philosophy: An Introduction Through Literature* by L. Kleiman and S. Lewis.

— *The Arts in Education: Critical perspectives from Aotearoa New Zealand* by E. M. Grierson and J. E. Mansfield.

Comment: The idea of publishing a volume of papers exploring technology, culture and value through the work of Martin Heidegger was proposed following the successful Summer School at Auckland University of Technology, in January-February 2002, *Critical Perspectives in Arts: Technology, Culture and Value*. A call for papers was responded to with enthusiasm and by mid-2003 there were more than enough papers to compile a double issue. The aim of the collection was to extend the critical approach to contemporary questions of technology and technologised thinking in the work of education, cultural production, language and self or social constitution. We envisaged a collection of essays that would work with Heideggerian themes to raise critical questions about today's mode of being, working and thinking, and are satisfied that this aim was achieved.

Vol. 23, Nos. 1 & 2, 2004

Special Volume: *Censure and Governance in Education: Policy Contexts.*

Volume Editor: Elizabeth M. Grierson

No. 1: Politics of Censure and 'Will to Certainty' in Teacher Education

Editors: Elizabeth M. Grierson & Janet E. Mansfield

No. 2: Internationalism, Education and Governmentality

Editors: Elizabeth M. Grierson & A.-Chr. (Tina) Engels-Schwarzpaul

No. 1: Politics of Censure and 'Will to Certainty' in Teacher Education

Elizabeth M. Grierson: *Preface and Acknowledgements.*

Bionotes of Contributors.

Elizabeth M. Grierson and Janet E. Mansfield: *Introduction. Politics of Censure and 'Will to Certainty' in Teacher Education.*

Roger Openshaw: *How Curriculum History Can Enhance Teacher Understanding, and Why It May Never Get The Opportunity To Do So.*

Anne-Marie O'Neill: *The Politics of Neoliberal Curriculum Change: Forbidden knowledge and teacher education.*

John Clark: *It's About Time That Teacher Education Began to Critically Examine the School Curriculum: Against philosophical naiveté and political conservatism.*

John O'Neill: *Knowing How To 'Just Do It': The politics of professional development for teachers.*

Joce Jesson: *Union Education and Citizenship: Educating the educators.*

Brian Findsen: *The Politics of University Teacher Education: A wooden horse in academia?*

No. 2: Internationalism, Education and Governmentality

Elizabeth M. Grierson: *Preface and Acknowledgements.*

Bionotes of Contributors.

Elizabeth M. Grierson & A.-Chr. (Tina) Engels-Schwarzpaul: *Introduction. Internationalism, Education and Governmentality: Critical perspectives.*

Mark Jackson: *Pedagogy's Topographies of Power.*

Andrew Butcher: *Quality Care? Export Education Policies in New Zealand from 1999 to 2002.*

Fazal Rizvi: *Globalisation and the Dilemmas of Internationalisation in Australian Higher Education.*

Craig Ashcroft and Karen Nairn: *Critiquing the Tertiary Education Commission's Role in New Zealand's Tertiary Education System: Policy, practice and panopticism.*

Jill Smith: *Cultural Equity in Policy and Pedagogy: An issue for visual arts education in Aotearoa New Zealand.*

James Marshall and Elizabeth Grierson: *A Partially Annotated Bibliography of ACCESS, 1982-2005.*

Comment. This volume was devised to profile themes of educational governance and governmentality particularly in response to teacher education and issues of diversity and internationalism. Janet Mansfield was invited to join Elizabeth Grierson as co-editor for the first issue; and Tina Engels-Schwarzpaul for the second. Writers are from United States, Britain, and New Zealand.

Vol. 24, Nos. 1 & 2, 2005

Special Edition: *The Legacy of Jacques Derrida.*

Editors: Elizabeth M. Grierson and Michael Peters

Michael A. Peters: *Foreword.*

Elizabeth M. Grierson and Michael Peters: *Introduction.*

Authors and titles to come.

Comment. This Special Volume of ACCESS is dedicated to the late Jacques Derrida (1930-2004) and his contribution to contemporary philosophy, cultural criticism, arts, humanities, education, language, politics and subjectivity. A Call for Papers was sent out the week after the death of Derrida was announced (October 2004). Papers have been submitted from New Zealand, Australia, Spain, Taiwan, United Kingdom, USA.

Future Issues of *ACCESS*

- *The Politics of Research*
- *The Framing of Excellence*
- *Cultural Sustainability*
- *Globalisation: Issues of diversity, equity, justice*
- *Communication and Technology*
- *Visual Communication and Globalisation*
- *Creative Practice in Education*

Editors of *ACCESS* 1982-2005:

1982-1988: James Marshall and Colin Lankshear, Department of Education, University of Auckland; with Special Guest Editors: Rosa María Torres del Castillo in 1986; Gary McCulloch in 1986; and Eric Braithwaite in 1988.

1989: Garry McCulloch, University of Auckland;

1990: Garry McCulloch and Roger Dale, University of Auckland;

1991: Roger Dale and Dianne Snow, University of Auckland;

1992-1994: Diane Snow, Linda Smith, and Eve Coxon with Editorial Board members from the Cultural and Policy Studies Group, University of Auckland; with Special Guest Editors: Michael A. Peters in 1993; Amarjit Singh Dillon in 1994.

1995-2001: Michael Peters, James Marshall, and Susan Robertson, from the Cultural and Policy Studies Group; with Guest Editors often appointed for Special Issues: Alan Scott and John Freeman-Moir in 1995 and 1996; Brian Findsen and John Benseman in 1996; Patrick Fitzsimons in 1997; Amarjit Singh Dillon (with James Marshall) in 1998; L. Holmes and A.-Chr. Engels-Schwarzpaul in 1999; Lynne Eagle in 2000; Tina Engels-Schwarzpaul, Elizabeth Grierson and Janet Mansfield in 2001.

2001-2005: Elizabeth Grierson, Centre for Communication Research, Faculty of Arts, Auckland University of Technology; with Michael Peters and James Marshall, Consulting Editors. In 2005 Elizabeth Grierson is appointed Professor of Art and Philosophy at RMIT University, Melbourne, and Adjunct Professor at Auckland University of Technology. She retains her association with the Centre for Communication Research and continues as the Executive Editor of *ACCESS*.

In 2002 an international Editorial Advisory Board was appointed: Professor Allan Bell, Auckland University of Technology; Dr Tina Besley, University of Glasgow; Professor John Codd, Massey University; Dr Brian Findsen, University of Glasgow; Dr Mark Jackson, Auckland University of Technology; Associate Professor Adam Jaworski, University of Cardiff; Dr Janet Mansfield, Auckland University of Technology; Associate Professor A.-Chr. (Tina) Engels-Schwarzpaul, Auckland University of Technology; Dr Mark Olssen, University of Surrey; Professor Fazal Rizvi, University of Illinois; Professor Annabelle Sreberny, University of London; Professor Lynda Stone, University of North Carolina at Chapel Hill.