A.H.A. August Conference Report

News and Notes

History, the Human Sciences, and Social Science

Coming Events

No. 2

December, 1974
The first general meeting and conference of the Association was held at Melbourne University on 21 and 22 August 1974. The Association is indebted to the History Department at Melbourne University for providing rooms for the meeting. Three discussion sessions were held, two general sessions and a dinner. Overall about 100 members attended.

I. Business Session

The first business of this session was to consider the amendments to the Constitution proposed by the Executive. These embraced the decision not to incorporate the Association, to limit the proposals for making “public statements”, and to make provision for postal voting, for correspondent members on the Executive, and for the quorum at meetings of the Association. These proposals were approved, and a further amendment added to the objectives of the Association that it should attempt to obtain ready access to archives and records for historical study, in addition to striving to preserve them.

The chairman reported on the Executive’s plans. He expressed his profound regret, which was frequently reiterated in discussion, at the delay in the appearance of the Newsletter. This, it was hoped, would have been the first of the Association’s activities and would have proved valuable both in providing information for members and in stimulating recruitment. On finance he stressed the Association’s shortage of funds and the meeting agreed to raise the subscription rates for 1975 to $10 for ordinary members, $5 for members over 65 and $2.50 for undergraduate and postgraduate students.

The Chairman also outlined what had been done on the question of Commonwealth Archives since the publication of the Lamb Report. The meeting discussed the archives question at some length and concluded by passing the motion:

that this meeting of the Australian Historical Association records its wholehearted approval of the action already taken by the Australian government to secure a radical reform of the Commonwealth archival arrangements, and expresses its firm hope that no further time is lost in introducing legislation for this purpose and that in all reformative undertakings concerning the Australian archives the views of archival users will be actively canvassed and taken into account.

Later the following members were elected as a committee of the Association to watch over the Association’s interests in the development of the National Archives:—

Professors Shaw, Ward and MacDonagh, Dr. Neil Gow, Mr. John Davies and Mr. Stephen Webster.

II. Association Activities

A further session was devoted to discussing the future activities of the Association.

Dr. Prest suggested a variety of ways in which the Association might operate. In particular he proposed that in each state or region there should be appointed correspondents or secretaries who would act as local spokesmen or organisers for the Association there, with the hope that local members might form committees to undertake some particular work to further the objectives of the Association. Such state or regional committees might deal with such subjects as archives, employment of history graduates, graduate training, resources of state libraries and archives, bibliographical aids, relations with other historical societies and with history teaching in the schools.

Other matters discussed included:
Further consideration of a publications programme, possibly of school level texts on current historical issues.

Membership drive, with wide circulation, to all interested in the objects of the Association.

Provision of funds for scholarships, or travel, or for visits of scholars.

Publicity, both by using Newsletter and by other means.

Service to other groups, e.g. co-operating with other historical societies.

Election of central executive (President, Secretary and Treasurer) from one centre (e.g. Sydney, Melbourne) and regular meetings and rapid action in emergencies.

Arranging further conferences.

Relationship of the Society to Section 26 of ANZAAS. Possibly aim to organize Hobart meeting in May 1976.

Giving evidence on inquiries into the National Estate.

III. History Teaching in Schools as Preparation for University Work

This session was opened by Mr. Graham Worrall, Chairman of the Victorian History Standing Committee. He remarked that on the connection between studying history at the sixth form and at undergraduate level, a modest investigation made at Monash showed that correlation could be demonstrated at the upper and lower levels between performance in H.S.C. and undergraduate history courses, but the middle range students in H.S.C. performed no better in first year undergraduate history courses than did students who had not studied history at the sixth form level. E type students (i.e. those who had not recently taken the ordinary H.S.C. examination) performed best at first-year undergraduate level irrespective of when they had matriculated and whether or not they had studied history at the sixth form level.

Mr. Douglas Kennedy of Xavier College discussed the different aims and objectives of teaching history in secondary schools and at university and raised the question of continuity with university teaching. He emphasized the validity of teaching history at schools in its own right irrespective of whether students were going on to the university or not.

Mr. Lloyd Evans of the State College of Victoria reiterated the view that history teaching in schools is not intended to be a preparation for university work in history. Nevertheless the H.S.C. examinations in history in Victoria are more than sixth year terminal assessments: they are also intended to provide a rough guide to the capacity of candidates to undertake tertiary studies in disciplines of their choice, including historical studies. Thus tertiary teachers of history are naturally interested in the qualities/skills acquired by their students in secondary school studies. They are also interested in the attitudes which undergraduates bring with them from the secondary school to the study of history.

The implications are twofold for tertiary teachers of history: first, they should concern themselves with the nature of historical thinking at secondary school level, including levels below H.S.C.; second, they should be aware that many of their undergraduate students will teach history and will require not “something to teach” (the traditional treadmill) but a grasp of the nature of the discipline and of the relevance of historical thinking in the contemporary world.

In the era of initiative, shortly to replace the era of prescription, it will be difficult to sustain the teaching of history in schools, unless teachers understand the value of training in historical thinking and are able to justify to students and to the community the relevance of the study of history and the relationship of the discipline to other disciplines within the human studies.
IV. History Teaching at the University

Mr. Weston Bate raised the question of different characteristics of different courses, arising from a paradox in the traditions of the subject. Some, covering a broad sweep, perhaps laid greater emphasis on subject matter; others emphasized the techniques that the historian should adopt and the skills he should use in investigating any particular historical problem. Other courses centred on a particular problem and compared the way it was solved in different societies at different times. A survey course will tend to emphasize knowledge, a theme or problem to emphasize understanding.

These different approaches raised the question of different choices available to students and how far choice should be governed by what students considered as "relevant" in terms of their personal involvement, and the relationship of curriculum to progression.

Present practice tends to concentrate on two categorisations, those of areas (e.g. Britain, Russia, Africa, U.S.A.), and periods (e.g. Ancient, Medieval, Modern). Less attention is paid to categorising courses in terms of a typology of historical experience such as the long unfolding of a theme, a broad chronological sweep, a comparative study, a problem, a special topic. Less attention still is given to identifying different styles of history, either in terms of documentation — sparse, medium, profuse — or quantification.

It is difficult to offer a progression of experience within such a random arrangement of courses, but it would seem possible to help students achieve more than a smorgasbord by trying to identify the nature of each course by advertising and emphasizing type and style as well as area. This might lead to a general awareness of method, and the use of method and theory as an integrating element in our discipline.

Progression is also available in transitions from breadth to depth, from one period to another, from one country, or one revolution, to another, and from multi-faceted to generalised (e.g. revolutions to Revolution).

Mrs. Barbara Falk was concerned with problems of teaching rather than the problem of curricula. She discussed three points. The first was the categories of knowledge and skills that teaching history at a university is intended to foster. The second the importance attached by students to essays, lectures and tutorials, as means of learning. In a recent student evaluation of a subject taught by these means at Melbourne University, students rated essays highest for inherent interest, lectures second and tutorials last. For preparation for examinations preparation for tutorials was of greatest use, lectures second, essays third and the tutorials themselves fourth. When asked about the ‘workload’ of history subjects in comparison with all arts subjects, most students regarded most history subjects as higher than average heavy. The heaviest burden of work was in preparation for tutorials.

These findings led to the third point, a consideration of purposes and methods of teaching in tutorials. Here emphasis was placed on the limitation placed on expression of consecutive thought by any one student because of the number of students present in a normal Australian history tutorial. There was some discussion of alternative forms of tutorial including experimental workshops and syndicates.

Mr. Ross Cooper emphasized the importance of visual history, i.e. the use of visual materials by historians in their teaching. This meant not only using maps, diagrams, cartoons, comics, films, slides and video tapes more frequently where they can do a better job than verbal means, but also it meant accepting the principle that students should be allowed to submit work for assessment that includes a large visual component. It also meant directing students to use visual sources of information like photographs and films (both dramatic and documentary) as primary sources in their own right. This should be especially the case with any 19th and 20th century courses, and in Australian history, films like The Hero of the Dardanelles (1915), The Birth of White Australia (1928), Forty Thousand Horsemen (1941) and The Sentimental Bloke (1918) convey much non-verbal information about attitudes that cannot be gleaned from other sources. Historians might also examine their research field for visual primary sources, and come to some fresh insights as a result.
V. Employment of History Graduates

The session was opened by Geoffrey Serle who presented a fuller version of his report published in *A.H.A. Bulletin*, No. 1.

Discussion was lively and prolonged. Some were inclined to ‘rubbish’ talk of crisis and to applaud the current process of forcing-out into other occupations, others to stress the urgency of the crisis and of the need to accept responsibility for finding employment. There was no disagreement about the need fully to advise intending post-graduates of employment possibilities.

There was considerable discussion about the employment-policies of CAES, etc. and some agreement that more broadly based postgraduate work (course-work rather than thesis) and acquirement of formal teaching-qualifications would be useful, and that departments should review their requirements in this light.

In discussing the virtues and vices of employing higher degree graduates in history, speakers from CAEs explained forcibly how their appointment policies tended to reject the young, highly specialised graduate in favour of those with worldly experience and knowledge of current curriculum and methodological developments. Some were incredulous, but this attitude was firmly reiterated.

One or two speakers passionately demanded that historians organize (cf. the Partridge Committee on Social Studies) to combat the inroads of Sociology and defend History in the schools, where demand is contracting.

Another warning that was issued was that demand for history in primary and secondary schools could be contracting partly because of bad tertiary and postgraduate training of the potential teachers.

In conclusion it might be urged that all members consider seriously whether they should take action along some of the lines recommended.

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**World Review**

Denis Wright, the editor, draws the attention of A.H.A. members to the journal; *World Review*, published three times per year by the History Department, University of Queensland, under the auspices of the Australian Institute of International Affairs, Queensland Branch. It has been the past practice to invite scholars to submit articles of interest on topics predetermined by the editor but the policy is now being opened up. Accordingly the editor is now pleased to receive unsolicited articles on topics of contemporary interest. The address is The editor, *World Review*, Department of History, University of Queensland, 4067. Subscriptions to *World Review* ($3 p.a.) may be made to the Journals Clerk, University of Queensland Press, University of Queensland, 4067.
Visitors

Visitors to the department during 1974 included Professor Jerome Ch’en of York University, Toronto, who is a specialist in the history of modern China with a particular interest in the rise of Mao. Professor Ch’en was one of Adelaide’s Centenary Professors.

Australian history course visitors were Professor J.A. La Nauze of A.N.U., and Dr. J.B. Hirst of La Trobe, who spent five months in Adelaide en route to England on study leave.

Pacific history also had two visitors, Dr. P. Corris from Melbourne University, and Dr. S. Firth from A.N.U.

The new second third year course on the English Revolution and the modernisation of English society 1600-1760 had as visiting lecturers, Patricia Crawford (W.A.), Rod Fisher (Queensland), Don Kennedy (Melbourne), George Yule (Melbourne) and Frank Manuel (New York).

On leave

Dr. H.S.K. Kent spent the August vacation in Europe. He read a paper, by invitation, on 18th century Northern European trade at the Sixth International Congress on Economic History in Copenhagen, and visited Stuttgart University and State Archives.

Dr. Wilfrid Prest will spend six months in Oxford from mid-December as a visiting fellow at All Souls.

Dr. N. Etherington is due back from a year’s study leave in Europe and Africa in December. On return he will take up duties as the department’s first elected chairman of department for a three-year period 1975-77. Professor A.G. Gough’s three-year term as chairman will end in December 1974.

Mr. Hugh Stretton has become a part-time reader in the department for as long as his present temporary appointments continue with various government bodies.

New appointments

Dr. Stephen Large (B.A. Harvard, M.A. and Ph.D. Michigan), whose former post was director of the Centre for East Asian Studies at the University of Iowa. Dr. Large has published The Rise of Labour in Japan: the Yuaikai 1912-1919 (Tokyo 1972), and is now researching the political role of organised labour in Japan 1920-1940 with special emphasis on ‘social democratic’ unions and related political parties.

Dr. A. Lynn Martin (B.A. Oregon, M.A. and Ph.D. Wisconsin). Dr. Martin came from Lakehead University, Ontario, via an extended period of research in Rome. He has published Henry III and the Jesuit Politicians (Geneva 1973), and is now working on a study of papal nuncios in France during the sixteenth century.

Mr. Ian C. Campbell has a temporary lectureship for 1974 in Pacific history. Mr. Campbell is completing a Ph.D. on a psycho-historical study of the Pacific beachcombers.

Research and publications in progress


Dr. P. Burns, The Malay States in the 19th century. Britain in Malaya. The growth of modern politics in Malaya.
Dr. R.G. Dare, Aspects of the British Labour Party in the inter-war period. Social credit in Britain and Australia.

Mr. A.F. Denholm, Biography of the first marquess of Ripon 1827-1909.

Dr. N. Etherington, Victorian novelists of Empire. The impact of Victorian master-servant relations on the societies of new colonies.

Professor A.G. Gough, A study of French Catholic intellectuals and their relations with the papacy during the Second Empire. The transmission of European political ideas to Australia by the Catholic bishops trained in Italy.

Dr. G.R. Knight, 19th century Java — social-economic history — colonialism. Currently working on social-economic change on the north Java coast in the first half of the 19th century.


Dr. D.R. Hainsworth, The business activities of Sir Christopher Lowther during the Eleven Years Tyranny. Dublin as a centre of trade during the early 1630s. An edited collection of the letters, business papers, diaries etc of Sir Christopher Lowther 1611-1644 (publication shortly by the Council of the Surtees Society). The Lowthers of Whitehaven 1611-1755: the gentry as entrepreneurs.

Dr. H.S.K. Kent, 18th century international trade and trade theories. 20th century militant European labour and related movements.


Mr. J.F. McGregor, Radical religion of the English Revolution.

Dr. R. Norris, Early Australian Commonwealth history.

Dr. W.R. Prest, Social history of the English legal profession in the later sixteenth and early seventeenth centuries.

Mr. Hugh Stretton, Historical theory and urban theory.


Dr. P.H.M. van den Dungen, Modern South Asian history — current research interest in peasant society in India.


**Theses in progress**

**Ph.D.**

Broomhill, Ray, Unemployment in Adelaide in the 1920’s and ‘30s.

Burton, Rodney, Building Societies in South Australia 1836-1866.

Campbell, Ian, Early Pacific Islands transculturites.

Forbes, Ian, German-South American economic relations 1890-1914.

Harris, Roger, An intergenerational study of post-war Polish migrants in Adelaide.

Hill, Craig, Social conflict in the Department of the Indre 1846-47.

Milligan, David, Socialist thought in the Church of England 1917-1956.
Porter, Mervyn, Papal education policy in the twelfth and thirteenth centuries (1150-1250).
Pruul, Mrs. Susan, The Irish in Australia 1850-1880.

M.A.
Allen, Margaret, Salisbury (S.A.) in transition.
Brugger, Mrs. Suzanne, Interaction between the Australian forces and the indigenous population during the Middle East campaigns of World War I.
Connolly, Julie, The British Constitution in the thought of Gladstone, Disraeli, Bright and Russell, 1830-1870.
Cowell, Roger, The Anglican Church in Tonga.
Edwards, Bruce, The emergence of party politics in South Australia 1890-1910.
Jenkin, Graham, History of the Ngarrinyeri people.
Johnston, Brian, Mahatma Gandhi and social equality in modern India.
Kunst, Peter, The social basis of political behaviour, St. Louis 1850-1880.
McGill, Mrs. Maryanne, The political career of Sir Henry Barwell.
Matthews, Jill, The treatment of everyday life in history and social theory.
Moses, Ruth, The tourist industry in the Pacific Islands, with particular reference to the hotel trade.
Scarfe, Janet, The Oxford Movement in South Australia.
Shepherd, Michael, Compulsory military training in South Australia.
Small, Marlene, Aspects of the thought of Mahatma Gandhi.
Thomas, Philippa, Biography of the Reverend G.T. Pritchard.
Williams, Roger, European influences on American Fabian socialism.

MACQUARIE UNIVERSITY
School of History, Philosophy and Politics
Theses completed

Ph.D.
Hansen, D.E., Church and Society in N.S.W., 1919-1939.
Frappell, Leighton Oliver, 19th Century British Intrepretation of the Continental Reformation.
Graham, Neil Illingworth, The Role of the Governor of N.S.W. under Responsible Government 1861-1890.
M.A. Hons.
Munro, D., Traders in the Gilbert and Ellice Islands 1860-1920.
Ridley, P.M., Trollope and Ireland.
Bennett, John Michael, The Life and Influence of Sir Frederick Darley.
Fitzgerald, James Arthur, Popperian Philosophy.
Shortus, Stephen Paul, Ideas of Australian History in the 1880s.
Simpson, Kenneth, Language and Ontology.
Prentis, Malcolm David, Aborigines and Europeans in the Northern Rivers Region of N.S.W., 1823-1881.
Henry, Keith Haldane, From Plough to Premiership: The Career of Sir John See 1845-1907.
M.A. Pass
Mackinolty, Judith, Sugar Bag Days — Sydney Workers and the Challenge of the 1930s Depression.
McGrath, Dermid Anthony, The Legislative Council and N.S.W. Politics 1889-1895.
Taberner, Gordon Kingsley, Lucius Cornelius Sulla as seen in the Latin Sources.
Griffiths, J.T., The development of church finances in the Anglican Diocese of Sydney in the 19th century.
Macintosh, N.K., The Rev. Richard Johnson and the Church of England in N.S.W.
Maple, G.S., Anglican Life in the 1870s in the Diocese of Sydney.
Patton, R.W., The Exclusives 1788-1821: the origin and development of a group attitude in the free population of New South Wales.

Theses in progress

Ph.D.
Barraclough, R., A comparison of the political ideas of Philo, especially on Roman rule, with those of New Testament writers.
Fisher, S., Economic structure and social mobility, Sydney 1870-1890.
Kanawati, N., The economic resources available to officials of the Old Kingdom as shown by their tombs.
Maslakov, G., Popular conceptions of history at Rome.
Nobbs, R., Life insurance in Australia 1850-1890.
Prentis, M.D., History of the Scots in Eastern Australia, 1788-1900.
Puls, C.C., A history of gambling in Australia.
Ryan, L., A history of the Tasmanian Aborigines.
Sanderson, V.C., The legateship in the Roman political career to the time of Julius Caesar.
Thomas, G.S.R., An historical study of persons associated with the cult of the Magna Mater and Attis within the Roman period.
Tracey, R., Romanization in Syria in the late Republic and early Empire.

M.A. Hons.
Ayres, C., Gilbert and Sullivan as part of an emerging later Victorian common culture.
Croke, B.F., The *Chronicle* of Marcellinus the Count: a translation and historical commentary.
Dolley, R.W., The plebeian tribunate in the second century B.C.
Eldridge, V.J., Social aspects of reform movements in Judah in the period of the divided kingdom.
Flood, M.R., Aspects of social history in the inscriptions of Asia Minor in the early Roman Empire.
Grady, I.E., “Capax imperii”: alternatives to Caesar 44 B.C.—A.D. 68.
Miller, R.S., A Study of British Attitudes towards France 1932-1939.
Nutt, D.C., Political and military aspects of the reign of Constantius II.
Patterson, D.W., The aedileship in the late Roman Republic.
Pennay, B., The political concerns of Bathurst, 1885-1910.
Reaburn, M.F., St. Jerome and his correspondents.
Sirianni, F.A., Julius Caesar in the judgement of his contemporaries.
Stokes, S., The Optimates down to Sulla.
Taberner, G.K., Ideas of salvation in the Hellenistic World.
Wheatley, N., N.S.W. unemployed political organisations 1925-1940.

M.A. Pass
Callan, M.E., Ausonius and Sidonius Appollinaris.
Davis, R.E., The entry of syncretism into pagan tradition in the late Roman Empire.
Saunders, J.R., History of the Australian Institute of International Affairs.
Tubier, V.M., Early Mesopotamian medicine.
Yeend, P., History of the King’s School, Parramatta.

MONASH UNIVERSITY
Department of History

Professor J.D. Legge will be away on study leave during 1975, spending most of his time in England, as will Mr. Graham Worrall. Dr. John Rickard will also be on leave for the first half of the year, visiting England and Ireland in connection with his research for his biography of H.B. Higgins.
Mr. Stewart Broadhead, who has been preparing a scheme for the selection of the University's archives and the disposal of its expendable records, reports that Monash University has accumulated a formidable quantity of paper in its short career, but that it has done well to make an early start with plans designed to ensure that valuable records are continually selected for preservation and the remainder destroyed as soon as administrative and legal requirements permit. Mr. Broadhead will be back in the History department in 1975, but he will devote part of his time to establishing the archives scheme as an integral part of records management procedures.

THE UNIVERSITY OF NEW ENGLAND
Department of Classics and Ancient History

On leave

Mr. Robert Baker has been on leave in Glasgow (where he was a Research fellow) and London (where he has a Commonwealth Study Grant at the Institute of Classical Studies). He has been working on Roman personal poetry and on prosopographical questions in Roman history.

Mr. Bruce Marshall has been on leave at Worcester College, Oxford, where he has been working on Asconius' comments on extent and lost speeches of Cicero.

Visitors

Recent visitors to the Department include Professor Albrecht Dihle of the University of Cologne.

Research and publications in progress

Dr. Margaret Carroll has completed her series of articles on the 'siege' section of the Chronicon Maius of Pseudo-Phrantzes for Byzantion. Her book, A Greek Source for the Siege of Constantinople, 1453 is to be published by A.M. Hakkert of Amsterdam in 1975.

Mr. Bruce Marshall is writing a political biography of Marcus Crassus (c. 115-53 B.C.) which is to be published by A.M. Hakkert of Amsterdam. Further articles on Crassus are to appear in Historia (one written in collaboration with Dr. Greg Stanton, and another written in collaboration with Mr. Robert Baker), in Rheinisches Museum für Philologie and in Latomus. Articles arising out of his research on Asconius during study leave are to appear in Classical Quarterly, Glotta and Latomus; further articles have been written on 'The Date of Q. Mucius Scaevola's Governorship of Asia' and 'Pompeius' Temple of Hercules'.


Postgraduate work in progress includes a study of the phenomenon of double representation of a tribe on the Athenian board of generals in the fifth century B.C.

Department of History

The Department of History has planned its future course structure around major sequences in four main areas - European, Australian, South Asian and American history. The II/III system has been retained — there will be no practical difference between second and third year courses. Preliminary honours courses as such have been abolished and entry to fourth year will now be based on results in five history courses, of which at least three must be at second and third year level. Assessment is to be divided equally between examinations and assignments; up to 40% of the former may consist of examinations held other than at the end of the academic year.
New appointments

Dr. Daniel Argov, author of *Moderates and Extremists in the Indian Nationalist Movement, 1883-1920*, has been appointed to a lectureship.

Mr. John O'Hara has been promoted to temporary lecturer for 1975.

On leave

Mr. Klaus Loewald is currently on leave in Europe. Mrs. Jennifer Crew returned in August from study leave in the United Kingdom and U.S.S.R. Professor Russel Ward (6 months), Sister Maureen Purcell, Dr. Bruce Mitchell and Mr. Don Beer (all twelve months) will take sabbatical leave in 1975.

Visitors

Recent visitors to the Department included Professor A.L. Basham and Dr. Ged Martin, both of the Australian National University.

Research and publications in progress

Mr. Steve Dyer’s “Business Reaction to Waterfront Unrest in the Great Depression” will be published in the *International Review of Social History*, 1975-6.

Mr. Terry Hogan is working on an index to journal articles in Australian history, which will be on a vastly expanded scale to that done by John O'Hara and Stephen Foster in 1970. Funds for the project were provided to the supervisors, Professor Russel Ward and Associate Professor A.T. Yarwood, by the Australian Research Grants Committee. Completion and, hopefully, publication date will be towards the end of 1975.


Ms. Jean (Jo) Woolmington is preparing a book of documents entitled *Religion in Colonial Society*, which will be published in Cassells Problems in Australian History Series.

Theses commenced 1974


M.A. B. Sokoloff, The Influence of the Idea of Chivalry on relations between England and France during the Hundred Years War in the fourteenth century.

Department of Prehistory and Archaeology

New appointments

Mr. Graham Connah has been appointed Head of this newly established department (until 1974 courses in Prehistory were taught in the Department of Classics and Ancient History). From 1975 onwards it will be possible for undergraduate students to pursue study of Prehistory during each year of their degree course.

Mr. Iain Davidson has been appointed to a lectureship in the department. He is working on a Ph.D. thesis for the University of Cambridge on the prehistoric economy of Mediterranean Spain. He has begun his research in Australia by collecting skeletons of Australian fauna as a preliminary to studies of prehistoric economy in Australia.

Visitors

Recent visitors to the department included Richard Wright of the University of Sydney, and Mr. David Moore of the Australian Museum, Sydney.

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Research and publications in progress

Excavations have been conducted of shell midden sites in the Macleay Valley during the May vacations of 1972, 1973 and 1974.


Mr. David Moore has recently completed a Ph.D. thesis entitled 'The Australian-Papuan Frontier at Cape York: A reconstruction of the ethnography of the peoples on mainland Cape York and the adjacent Torres Strait islands . . .'

UNIVERSITY OF NEW SOUTH WALES

History School

The Arts faculty will adopt a session unit system in 1975, and much of the time of History School staff meetings has been given to discussion of how the School should provide teaching within a structure of First Level (first year), Upper Level (second and third year) and Advanced Level (honours) courses. The outcome amounted to a decision to operate the existing course structure as double units within the session unit structure.

A third, alternative first year course, Britain since 1760, was introduced in 1974. Several new honours courses were offered: Australian Foreign Relations, Zionism and Middle Eastern Conflict 1917-73, Anti-dynastic Insurgence and Reform Movements in China in the 19th Century, Anglo-Irish relations since 1916, and Revolutions in Twentieth Century Peasant Societies.

Mr. J. Gershevitch is retiring from his lectureship at the end of 1974, but will continue to be associated with teaching in the School.

On leave

In July, Associate Professor K. Woodroofe returned after sixth months' leave in Canberra; Dr. B. Kingston left for a year's leave in London where she will complete for publication a collection of documents about women in Australian history.

New appointments

Dr. J. Ingleson, from Monash University arrived at the beginning of 1974 to take up a lectureship in South East Asian history.

Dr. P. Edwards, a Cambridge graduate and formerly lecturer in history in the Kingston Polytechnic, Surrey, arrived in July to take up a lectureship in European history.

New appointments for 1975 will be Dr. M.N. Pearson, Associate Professor in the University of Pennsylvania, in Asian history; Dr. I.R. Tyrrell, a Duke University graduate, now temporary tutor at Queensland University, in American history; and in Australian history, two doctoral candidates from the Australian National University, Mr. F. Farrell and Mr. M.M. McKernan.

Theses in progress

Ph.D.

Amrithmahal, R., Social change in the City of Lucknow 1857-1875.
Bridges, B.J., The Church of England and the Aborigines of N.S.W. 1788-1855.
Henningham, S.C., Nationalism and Rural Politics in North Bihar 1917-1942.
Murphy, P.B., Australia-Japan Relations 1930c-1940c.
Tiffin, S., Dependent and Neglected Children in the U.S., 1890-1930.
Wicks, P.C., Australia and the Commonwealth (1941-1967).
Willis, S.H., The formation of Australian attitudes towards China 1918-1941.
Wright, A.M., Status and Role of Women in 20th Century as Depicted in and Influenced by Newspapers and Magazines of the Period.

Theses completed

Ph.D.
Haines, G.J., The Catholic Laity and Secular Education in N.S.W. and Victoria 1865-1885.

THE UNIVERSITY OF SYDNEY

Department of History

Professor Patrick Collinson, who returned from study leave at the beginning of third term and resumed the headship of the department of history, has been elected a Fellow of the Australian Humanities Academy.

Professor J.M. Ward has been elected Fellow of the Senate who shall be Chairman of the Professorial Board, University of Sydney from 5 November 1974 to 31 December 1975.

Professor Arthur Mann, Preston and Sterling Morton Professor of History at the University of Chicago, visited the University of Sydney in First Term, 1974, as an Australian-American Educational Foundation Lecturer.

New appointments

New appointments include the following as lecturers: Dr. K. Dillon, Ph.D. (Cornell), in Early Modern History; Dr. J.L. O'Neil, Ph.D. (Cantab.), M.A., in Ancient History; and Dr. J.Y. Wong, D.Phil. (Oxon.), B.A., (Hong Kong) in East Asian History.

Research and publications in progress

HISTORY, THE HUMAN SCIENCES, AND SOCIAL SCIENCE*

In this paper I want, basically, to answer two questions: What should be the place of history in secondary schooling? What should be the relation of history, in secondary schools, to social sciences?

I will however approach these questions indirectly, by way of analysis of a conception which is often, nowadays at any rate, thought to provide the most effective basis for answering them. I mean the conception of inter-disciplinary, or partnership, relations. It is often urged that the inter-disciplinary model shows the most comfortable and cognitively fruitful framework for the human sciences. That is, for that group of sciences (such as economics, political science, anthropology, sociology, history, linguistics and geography) which take as their subject matter the inter-subjectively knowable aspects of human-kind.

There are certain broad propositions which hold good of the set – or in a broad sense family – of disciplines which I have called the human sciences.

1. Each human science is a cluster of methods, concepts, problems and subject matters which, in the higher reaches of scholarship, usually is felt to be, usually is believed to be, and is recurrently discovered to be, a comfortably integrated cluster.

2. Each such cluster, in the higher reaches, is related (usually in an easy and comfortable way) in a number of differing ways to every other cluster.

3. Most commonly, however, in these higher reaches, these relations will be of one or other of two kinds:
   (a) An operator in one cluster (e.g. geography) will presuppose findings by practitioners in other clusters (e.g. economics, sociology, history).
   (b) An operator in one cluster will, in an ad hoc way, borrow methods and concepts from another cluster.

4. In the higher reaches it is, however, rare to find partnerships (or inter-disciplinary) relations holding between the clusters (although there is sometimes much talk – for example, in the so-called ecological field – of this being about to happen, or needing to happen).

5. The comparative rareness of partnership relations at this higher level is not accidental, but relates to the nature of the clusters and the way, historically, they have come into being. Partnership relations between the members of a set of clusters usually only arise when:
   (a) The problem is one to which each of the clusters is relevant,
   and (b) The problem is not, in its central character, a problem of any one of the member clusters in the set.

* Paper presented to a meeting of Tasmanian history teachers and Education Department social sciences officers to discuss the future place of history, as a separate subject, in Tasmanian Secondary Schools, years 1-4. The present history syllabus (a very unimaginative political and constitutional history course) is taught only in a couple of private schools. Most history teaching in years 1-4 takes place at present as part of the Social Science programme.
However, at the higher level, there are very few scientific problems relating to man (ecology being the obvious, but rare, counter-example) which do not, in their central character, slot fairly easily into one of the human science clusters. Nor should this be regarded as surprising, when one considers that, historically, what has mainly kept clusters alive as living traditions has been their power to provide an efficient framework for problem-solving. Hence, at any particular time, a wide variety of human science problem-solving clusters will be available; and the likelihood that an emerging problem in the humanities area will not find a comfortable slot somewhere will be fairly small.

The conclusion which this brief and preliminary analysis suggests for the place of inter-disciplinary or partnership relations in the human sciences at secondary school level is fairly clear. Obviously, from a scientific point of view, i.e. from the point of view of the human sciences themselves, inter-disciplinary or partnership relations will need to be, approximately, as scarce on the secondary level as they presently are on the tertiary.

And yet, equally obviously, the inter-disciplinary or partnership model of the human sciences at secondary level has many friends among educationalists. Why has this been so?

Speaking broadly, and oversimplifying a bit for purposes of preliminary exposition, one can say that the answer is basically a very simple one. The key is the proposition that, for the most part, inter-disciplinary advocates do not see education in the human sciences as relating so much to knowledge, as to practice and to the values of practice. Their realm, mostly, is the realm of practical problems – of problems relating to “What is to be done?”, and “How should I live?”, and “What do I need to possess?”. And it is precisely in this practical “relevance” seeking, conduct-oriented, realm that, quite commonly, the various human sciences really do need to act as partners. This happens, by and large, for the simple reason that none of the human sciences, as they stand, either ask or answer such practical questions. They certainly provide material which is more or less relevant to solving practical problems; and this is one of the main reasons why they are valued; but they do not, in their central character pose such problems.

One may summarize by saying that, in the realm of practice, the human sciences severally act as partners, and jointly as servants – as servants of the values and commitments which gave rise in the first place to the practical problems in question.

The situation with regard to the place of the human sciences in secondary school would then seem, on the basis of the foregoing analysis, to be as follows:

If one sees secondary school education in the human sciences as essentially involving the transmission to secondary pupils of the methods, concepts and conclusions of these various realms of cognitive endeavour, then one usually will seek to avoid the inter-disciplinary or partnership model.

If, on the other hand, one sees school education in the human sciences as relating more essentially to the fostering of certain kinds of behaviour, and certain ways of thinking about conduct, then one usually will seek to implement some sort of inter-disciplinary model.

I now wish to return to the first of my initial questions, namely: What should be the place of history in secondary schooling?

I expect all would agree that the “place” of history is among the cluster of cognitive disciplines which I have called the human sciences. However the crunch question is: What should be history’s relation, organizationally and conceptually, to all the other human sciences?

There seems to be two main approaches to this latter question:

1. If one sees history in the school as a distinct, cognitively fruitful tradition of inquiry, which is, as it stands, deserving of transmission to future generations, then one will insist on securing or preserving its autonomy.

2. If one sees history as a useful adjunct to the fostering of certain kinds of social attitudes and values, and to the solving of certain kinds of “life problems”, then one will hope to see history taught as an element in some sort of inter-disciplinary human sciences programme.

In that the former approach tends to generate free, critical spirits, and the latter approach tends to produce in students an essentially servile, uncritical outlook; and because I personally believe that (for reasons which go beyond the scope of this paper) liberty is almost always better than servility; I would opt for the former conception of the place of history in the secondary school. Autonomy, then, is the fundamental conception in considering the place of history in the school. History and the various other human sciences are related to each other as friends, but not as partners. I return now to the second opening question: What should be the relation of history to social science? Before seeking to answer it, I should disclose an assumption, and a puzzle.

The assumption (already broadly indicated) is that, lying behind the “should” of the question, is a personal commitment to the view that the chief task of human sciences education in secondary schools is the transmission (at an appropriate level) of the severally autonomous, but familiarly linked, human science traditions.

The puzzle is: What is social science?
It will have been noticed that social science was absent from my initial list of human sciences. This omission was deliberate.

Sometimes, social science just means sociology. Sometimes, however, social science means something more like either:

(a) that group of human sciences which study society in the narrow sense (e.g. sociology, anthropology, political science, economics)

or (b) that group of human sciences which study any or every aspect or instance of mankind (e.g. the above human sciences plus, say linguistics, history, geography, etc.).

Furthermore, in the case either of (a) or (b) the term social science can function either,

(i) Distributively – as referring simply to a set of human sciences.

or (ii) Collectively – as referring not simply to a set of human sciences, but to some sort of single, over-arching, inclusive science. The concept here is of a science which includes various human sciences, and which also, while not losing its character as a science, somehow transcends them.

A fairly frequently recurring, although largely implicit, theme in the exposition and justification of the social science concept is the move from its distributive sense (when it refers simply to a set of human sciences) to its collective sense (when it refers to a distinct science which both incorporates and transcends component human sciences). This shift does not, I think, stand up to close examination; but it receives surface plausibility from the overtones of concreteness which the term 'social science' carries over from its application to sociology.

This analysis suggests that social science, in any proper academic sense, is either sociology or some more or less wide set of human sciences. On either interpretation, the only intellectually and educationally proper relationship between history and social science is therefore friendship, not partnership.

I will conclude by touching briefly on the question of why the concept of social science as a sort of collective, over-arching, single super-science has been so popular among educationalists.

The answer has a number of aspects. One aspect certainly has been the often unimaginative, stereotyped presentation of the human sciences in schools. Another aspect (in part a product of the first aspect) has been the dysfunctional gulf which, in the past, have often existed between the various human sciences in schools. Often overworked teachers have forgotten (if they were lucky enough ever to have learned) that while the human sciences are not, in their character as sciences, partners, they certainly are nearly always friends – indeed, in quite a real sense, are members of the same family. In part, therefore, the social science movement can be seen as an attempt to help the various human science teachers to help themselves.

But there is, I strongly suspect, a more fundamental impulse behind the social science movement. Social science, in many of its aspects, involves an attempt to dress up a basically practicalist concept of education as a transmission-of-scholarly-traditions-of-inquiry concept of education. This is a very sweeping claim, and some may think it a wild one. But one sees its basic plausibility, I believe, when one notices how consistently the social science movement has been promoting the inter-disciplinary or partnership concept — that essential hallmark of the conduct-and-value-prescribing practicalists.

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COMING EVENTS

The General Business Meeting of the Australian Historical Association is to be held on Wednesday, 22 January at 5.30 pm. Unless otherwise indicated, the venue will be the lecture theatre reserved for Section 26 A.N.U.

Religious history in Australasia is the theme of a conference to be held in Sydney, 21-23 August 1975, under the auspices of the Association for the Journal of Religious History. Further information will be forthcoming.

A conference of early modern European historians will be held in Adelaide in May 1976. Enquiries and suggestions should be sent to Dr. Lynn Martin at University of Adelaide.