1. (i) and (ii) General comments and Courses

In September this year, at the request of the Dean of Arts, I wrote a statement which dealt with many areas normally covered in the Annual Report. I attach this statement and will deal here only with matters not therein contained.

(iii) Enrolments and Examination Results

This Department is pleased to note that the decline in first year enrolments evident in recent years appears to have stabilized (327 in 1978, 325 in 1979), despite the continuing decline in the economy. This may be due to the slight increase in the population of the A.C.T. (212,700 in December 1977 to 219,300 in December 1978), from which most of our first year intake comes. The increasing rate of wastage in both first and later year units, within the department is, however, a matter of concern, but as a study of the cases of increasing rates of wastage in the university as a whole is being undertaken, no attempt will be made to analyse the situation in any depth here. One of the highest rates of wastage within the department was that of 2/3P (Pacific History), and this is perhaps attributable to the reduction in the hours of opening of the National Library, on which students in the unit depend for access to essential source material. There may also be a connection between the increasing rate of wastage, since more students may be withdrawing from units rather than risking a failure.

(iv) Student Participation

The Departmental Committee has met according to its constitution. Student members make a valuable contribution to its deliberations and all matters relevant to their welfare have been considered. The lack of a Departmental Centre inhibits the development of social relations between staff and students, but in many units teachers attempt to break down barriers by being available to talk with their students throughout the year. The History Society functioned very well, attracting large numbers to its regular monthly meetings and hence providing a forum for an interchange of views on the work and role of the Department. The fact that the secretaries in the Department go out of their way to be helpful to students is noticeable to all staff and students, and makes a very precious contribution to the general harmony prevailing within the Department.
(v) Work of Graduate Students

Apart from the numbers presently enrolled for higher degrees the Department is particularly pleased to note that six students were awarded doctoral degrees this year by the University. Two worked on Australian history, two in Indian history, one in British and another in Pacific. Two other students were awarded masters degrees, one on an Australian topic and another on late medieval history. Two of the doctoral theses are in preparation for publication.

(vi) Litt.B.

The new degree drew many enquiries and twenty three enrolled, eighteen of whom were part time. Of the four withdrawals all were part time, while three others have suspended their course. All the full time students will be admitted to part A of the course, while the part time students are proceeding satisfactorily in the main. The Department does not regard the Litt.B. as a substitute for the honours degree. Nonetheless it is determined to ensure that those who take it out at the higher level will in all respects be regarded as students capable of proceeding to a higher degree in history. The Department wishes to record its satisfaction with the development of the degree, but views with some apprehension the fact that in 1981 well over 30 minor theses will be undertaken by students enrolled for the honours degree and the Litt.B., with a consequent heavy demand on teachers for supervision and marking.

(vii) Staff

At the end of this year Mr Geoffrey Fairbairn retired as a Reader in the Department after eighteen years as a valued member of its teaching staff. He proposes to devote himself to his research projects. Miss Jill Waterhouse, senior tutor in the Department for five years resigned to take a senior lectureship at Cambridge which in itself indicates how much a loss she is to us. Mrs Judith Campbell, who was appointed in 1964, also resigned from her senior tutorship. In effect three senior and very valuable members of the staff have been lost, to be replaced by a lecturer and a temporary tutor. We wish to record our deep gratitude to Mr Fairbairn, Miss Waterhouse and Mrs Campbell for their work, scholarship and friendship over the years. It needs to be said that, if the present trend continues of losing senior staff, unless other measures are taken, for example by exchange visits from staff of other Australian universities, we run the danger of intellectual inbreeding. The Department also wishes to thank Mr Peter Biskup who taught Aboriginal history this year and Dr A. Megill who worked in the European Studies Programme. Mr Trevor Wigney, master of Burgmann College also helped with the teaching of Australian history and was a valued colleague.

During the year Mr L. White terminated his visiting fellowship with us. He has a book in course of publication. The Department very much appreciated the manner in which Mr White participated in its affairs, and especially in our seminar programmes. Mr M. Booker remains as a visiting fellow and has his second book ready for publication. Dr Robert Banks, formerly senior lecturer at Macquarie University, has been offered a visiting fellowship commencing in 1980.
Staff of the Department in 1979 were as follows:

**Head of the Department**
Professor J.N. Molony, S.T.L., J.C.L. (Pontificia Univ. Urbania), M.A., Ph.D.

**Professor of History**
C.M. Williams, B.A.(Melb). D. Phil (Oxon)

**Manning Clark Professor of Australian History**
R.A. Gollan, M.A. (Syd), Ph.D. (Lond), F.A.H.A.

**Readers**
D.W.A. Baker, M.A. (Melb)
E.C. Fry, B.A., B.Ec., Dip. Ed.(Syd), Ph.D.
Dorothy L. Shineberg, B.A., Ph.D.(Melb), M.A. (Smith Coll.)
G.H. Fairbairn, B.A. (Cantab)
H.G. Kinloch, B.A.(Cantab), M.A. Ph.D. (Yale)

**Senior Lecturers**
B.E. Kent, B.A. (Melb and Oxon), Ph.D.
I.R. Hancock, B.A. (Melb), B. Phil (Oxon)
G.R. Bartlett, B.A. (Oxon), Ph.D.
Barbara R. Penny, M.A. (Melb)
J.D. Ritchie, B.A., Dip.Ed.(Melb), Ph.D.
C.C. Macknight, B.A. (Melb) Ph.D.
J.H. Tillotson, B.A., Dip.Ed.(Oxon), Ph.D.

**Temporary Senior Lecturer**
P. Biskup, JuDr. (Comenius), M.A. (W. Aust.)

**Lecturers**
Daphne E. Gollan, B.A. (Syd), M.A.
W.G. Craven, M.A. (Melb)
J.A. Merritt, M.A. (W. Aust.) Ph.D.

**Lecturer in Women's Studies**
S.M. Magarey, B.A., Dip.Ed. (Adel), M.A., Ph.D.

**Temporary Lecturer in Modern European Studies**
A. Megill, B.A. (Sask), M.A. (Tor), Ph.D. (Columbia)

**Part-time Lecturer**

**Senior Tutors**
Jill Waterhouse, B.A., Dip.Ed. (Syd)

**Tutors**
M.J. Birch, B.A.
P.K. Moore, B.A. (N.S.W.), Ph.D. (Edin)

**Part-time Tutor in Women's Studies**
S. Dowse, B.A. (Syd)

**Research Assistants**
Barbara Payne, B.A. (resigned 12/10/79)
Replaced by:
Susan Allen, B.A., M.A. (Sus)
Christine Wise, B. Ed., A.L.A.A.

**Departmental Secretary**
Shirley Bradley

**Secretaries**
Paddy Maughan
Belinda Mead

**Secretary, Women's Studies**
Carol Flanagan

**Stenographer**
Barbara Hutchinson
2. PUBLICATIONS.


The Department wishes to make explicit its warm support for and continued gratitude to the A.N.U. Press. We are convinced that the University ought have a press maintaining the highest standards of academic publication and that all necessary measures to preserve its existence should be taken. Whilst taking the opportunity to remark on this matter, I also wish to point out that four members of staff in the Department have manuscripts in course of publication by varied publishers so that our support for the A.N.U. Press is not based on mere narrow interests.

John N. Molony
Head of Department.
### DEPARTMENT OF HISTORY

#### ANALYSIS OF STUDENT PERFORMANCE

<table>
<thead>
<tr>
<th>1</th>
<th>Subject or Unit</th>
<th>2</th>
<th>Enrolled as at 30.4.79 No. %</th>
<th>3</th>
<th>Sitting No. %</th>
<th>4</th>
<th>Wastage No. %</th>
<th>5</th>
<th>Failure No. %</th>
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<td>1A</td>
<td>Australian</td>
<td>119 (100)</td>
<td>26 (21.8)</td>
<td>5 (4.2)</td>
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<tr>
<td>1B</td>
<td>19thC. China.</td>
<td>34 (100)</td>
<td>6 (17.6)</td>
<td>4 (11.8)</td>
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<tr>
<td>1C</td>
<td>British</td>
<td>64 (100)</td>
<td>15 (23.4)</td>
<td>5 (7.8)</td>
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<tr>
<td>1E</td>
<td>Eur. Lit. &amp; Soc.</td>
<td>63 (100)</td>
<td>17 (27.0)</td>
<td>8 (12.7)</td>
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<tr>
<td>1G</td>
<td>Greece &amp; Anc.</td>
<td>45 (100)</td>
<td>10 (22.2)</td>
<td>3 (6.7)</td>
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<tr>
<td>2/3A</td>
<td>19th C. Aust.</td>
<td>72 (100)</td>
<td>11 (15.3)</td>
<td>2 (2.8)</td>
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<tr>
<td>2/3AH</td>
<td>&quot;</td>
<td>25 (100)</td>
<td>1 (4.0)</td>
<td>1 (4.0)</td>
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<tr>
<td>2/3B</td>
<td>American</td>
<td>61 (100)</td>
<td>5 (8.2)</td>
<td>8 (13.1)</td>
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<tr>
<td>2/3BH</td>
<td>&quot;</td>
<td>12 (100)</td>
<td>1 (8.3)</td>
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<tr>
<td>2/3HO</td>
<td>&quot;</td>
<td>2 (100)</td>
<td>1 (100)</td>
<td>-</td>
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<tr>
<td>2/3C</td>
<td>African</td>
<td>38 (100)</td>
<td>7 (18.4)</td>
<td>3 (7.9)</td>
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<tr>
<td>2/3CH</td>
<td>&quot;</td>
<td>26 (100)</td>
<td>1 (100)</td>
<td>-</td>
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<tr>
<td>2/3D</td>
<td>Mod. Revs.</td>
<td>57 (100)</td>
<td>8 (14.0)</td>
<td>13 (22.8)</td>
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<tr>
<td>2/3DH</td>
<td>&quot;</td>
<td>25 (100)</td>
<td>4 (16.0)</td>
<td>1 (4.0)</td>
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<td>2/3F</td>
<td>Ren. &amp; Ref.</td>
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<td>4 (16.0)</td>
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<tr>
<td>2/3FH</td>
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<td>13 (100)</td>
<td>3 (23.1)</td>
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<td>2/3GHO</td>
<td>20th C. Aust.</td>
<td>1 (100)</td>
<td>1 (100)</td>
<td>-</td>
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<tr>
<td>2/3J</td>
<td>Revs. &amp; Ins.</td>
<td>19 (100)</td>
<td>2 (10.5)</td>
<td>-</td>
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<tr>
<td>2/3JH</td>
<td>&quot;</td>
<td>10 (100)</td>
<td>1 (100)</td>
<td>-</td>
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<tr>
<td>2/3K</td>
<td>Hell. World</td>
<td>14 (100)</td>
<td>7 (50.0)</td>
<td>7 (50.0)</td>
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<tr>
<td>2/3KH</td>
<td>&quot;</td>
<td>5 (100)</td>
<td>1 (100)</td>
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<tr>
<td>2/3N</td>
<td>Ab. Aust.</td>
<td>21 (100)</td>
<td>4 (19.0)</td>
<td>3 (14.3)</td>
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<tr>
<td>2/3NH</td>
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<td>7 (100)</td>
<td>1 (14.3)</td>
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<tr>
<td>2/3NABS</td>
<td>Ab. Studies</td>
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<td>2 (10.0)</td>
<td>1 (5.0)</td>
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<tr>
<td>2/3P</td>
<td>Pacific</td>
<td>19 (100)</td>
<td>8 (42.1)</td>
<td>1 (5.3)</td>
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<tr>
<td>2/3PH</td>
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<td>9 (100)</td>
<td>2 (22.2)</td>
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<tr>
<td>Enrolled (As at 30 April 1979)</td>
<td>Sitting</td>
<td>Results</td>
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<tr>
<td><strong>Final Honours</strong></td>
<td>13 full-time</td>
<td>13</td>
<td></td>
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<td>2 part-time</td>
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<tr>
<td>1 4H Hist/Medvl. St.</td>
<td>1</td>
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<tr>
<td>2 4H Hist/Pol. Sc.</td>
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<tr>
<td>1 4H Hist/Geog (Melb)</td>
<td>1</td>
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<tr>
<td><strong>Master's Qualifying</strong></td>
<td>6 part-time</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Litt.B.</strong></td>
<td>5 full-time 18 part-time</td>
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<tr>
<td><strong>Master's Qualifying</strong></td>
<td>1 part-time</td>
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<td>to transfer to Litt.B.</td>
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<tr>
<td><strong>Master's Degree</strong></td>
<td>4 full-time 7 part-time</td>
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<tr>
<td><strong>Ph.D.</strong></td>
<td>14 (2 jointly with Sociology)</td>
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</table>

**Results**

- **Honours Class 1** = 2
- " Class 2A = 8
- " Class 2B = 1
- " Pass = 1
- " Fail = 1
- 2 continuing
- **Honours Class 2B** = 1
- " Class 2A = 2
- " Class 1 = 1
- 1 successful
- 1 unsuccessful
- 4 continuing
- 3 suspensions
- 4 withdrawals
- 16 continuing
- 1 continuing as Litt.B.
- 1 withdrawal
- 10 continuing
- 1 withdrawal
- 1 under examination
- 12 continuing

**NOTES**

1. Sitting includes all enrolled on Examiners' Return even if subsequently withdrawn or absent
2. Failure includes WD/N and absentees after compilation of Examiners' Return.
3. 2 (two) deferred results.
4. 1 (one) deferred result.
I write in response to your request for a statement on the manner in which the Department has attempted to meet the recommendations contained in the Report of the Review Committee which was presented to us in late 1977.

The Committee addressed itself to the question of a possible reduction in the number of courses offered by the Department as well as the introduction of 'one experimental sequence of courses designed explicitly to examine problems involved in observing and explaining societies and social change and to elaborate, examine and criticise the historians' techniques and perspectives.' (p.5)

In respect of the first matter the problem lies in being able to offer a sufficient range of first year courses in order to both attract students to history itself and to prepare them for later year courses. Australian and British history are so intimately connected until at least the end of the 19th century that it seems appropriate to continue offering them as first year courses. History IE has proved itself of great benefit, not simply to our own students, but also to those taking Modern European Studies of which it remains the explicit basis. History IG, dealing as it does with Greece and the Ancient East, is still being offered because, in part at least, it seemed undesirable to drop a unit while the Department was seeking ways of developing fruitful collaboration with the Department of Classics. As you are aware this will begin next year and hopefully, at some not distant time, the teachers involved in the area from both departments will make recommendations regarding the teaching of Ancient History in the Faculty. History IB was retained this year to fill a temporary need. History ID and IF have been dropped, but Professor Williams will teach an advanced unit on the English Revolution in 1980, partly to take advantage of Christopher Hill's visit to the university. The Department is particularly pleased to note the development of collaboration with the Faculty of Asian Studies as marked by the introduction of a unit of Japanese History in 1980. Whether the Faculties decide to continue teaching the unit in this Department or in Asian Studies is not nearly as important as the fact that it will be taught and the development it marks in fruitful collaboration. Hopefully such collaboration will be strengthened by the introduction of Chinese history, taught by members of the Faculty of Asian Studies. That a country with the history and literature of China is studied in depth is of clear importance. A beginning in collaboration is to be undertaken in 1980 when Dr Colin Jeffcott will assist with the teaching of the Chinese component of our History 2/3Q unit.

Insofar as our advanced year units are concerned the question has not been so much a matter of eliminating areas from our offerings, but of rotating units in order to facilitate staff research and their involvement in other areas of teaching such as the Litt.B. History and Theory and postgraduate supervision. Dr Macknight will offer Aboriginal History in alternate years which is an arrangement satisfactory to the Aboriginal
Studies Committee and in itself another instance of the collaboration so markedly part of the recommendations of the Review Committee. All other units are, or will be, alternating - the two in Australian history, Modern Revolutions, African, English Medieval, Renaissance and Reformation, Hellenistic World and Pacific. Given the constant annual demand of a substantial body of students for American history it does not seem possible to undertake a system of rotation with our present staff resources. Nonetheless by this system of rotation we are taking steps to ensure that members of staff will be free occasionally of departmental responsibilities to concentrate on their research projects. (p.5)

While it may have been clearer to the authors of the Review Committee Report what was intended by the 'experimental sequence of courses' referred to above, it has never become at all clear to the Department. We would indeed argue that the core of our teaching, both in respect of units and students, is Australian history, taught sequentially, and doing all the other things mentioned in the report in respect of a sequence of courses. At the same time there are other sequences, for example History IE, 2/3D and 2/3Q, which consciously strive to achieve the same objective. As this is the case it would not appear wise or necessary to devise some artificial means of achieving an end which the Department has for several years had in sight. Nonetheless we would want to see further developments and discussions have already taken place to investigate ways in which we can link 'the historians' enterprise with those of other social scientists and scholars in the humanities.' (p.5(a) at bottom of page). We regret that so far the development of Australian Studies has not been furthered to the degree seen as desirable by the Committee. (ibid (b)) This matter was discussed at our last Departmental Committee meeting and warm support for departmental initiative in regard to it was expressed. Clearly a great deal of cooperation and good will, to say nothing of time and effort, will be required to make the venture successful. It ranges across six departments in the Faculty and, surprisingly, does not presently include units from Anthropology, Prehistory or Linguistics as well as our own unit of Aboriginal history. It would seem appropriate that Aboriginal Studies ought not to be divorced from Australian Studies in the overall offerings of the latter. The absence on leave this year of the Professor of Australian History has meant a certain reluctance on my own part to appear to preempt his prerogative in the matter. Nonetheless I have given him to understand that I am taking some steps to foster the venture this year. The Faculty may wish to consider whether some form of advertisement of Australian Studies may be appropriate given its unique nature in Australia's universities. With all the resources at its disposal relevant to Australia generally, this university seems uniquely placed to offer Australian Studies and the fact that we do so may need to be more widely known.

The suggestion that a first year unit be offered on a cross disciplinary basis has not been adopted as yet, basically because of the difficulty in devising it. Indeed it has been mooted that it may be more appropriate to offer it within another department, for example Economic History, to which we would then happily contribute to the extent deemed desirable. It needs to be understood that, although teachers of history have specialist skills in their discipline, they do not extend beyond it in the normal course of events. The economic historian has two
specialist skills and hence may be in a better position to understand what is needed in order to construct such a course. At the same time the department will itself give further consideration to the matter during 1980 and a consensus may be reached leading to the introduction of such a course. In respect of combined honours we feel that, while the department views such courses with favour (three of our fifteen fourth year students are so enrolled this year) it is normally the case that the initiative comes from the students themselves. Perhaps it would be wiser to allow this matter to rest until we see the fruits of collaboration at teacher level with Asian Studies, Aboriginal and Australian Studies, Medieval and Modern European History and Classics before we move further in this area.

A series of matters was raised on p. 6 of the Report to which I can address myself briefly. The Department has closely considered the question of a requirement for honours students in relation to a foreign language and has, by unanimous consent of its Departmental Committee, seen fit to oppose it while offering alternatives which I have already communicated to you. Despite much goodwill no progress has been made in respect of 'periods of exchange' with other universities and indeed unless there is clarity that such periods would not be counted as Outside Studies Programmes no progress will be made. The Review Committee noted the lack of adequate provision for our postgraduate students. It is a matter we would not want to press in the present economic climate. We have not felt the need to press our postgraduates to work in fields other than Australian history as this year 14 of 25 Ph.D. and M.A. students are writing in other such fields. Finally the question of the new postgraduate degree has been settled with the introduction of the Litt.B. and the department is pleased that a matter which was so largely initiated here has come to this conclusion. Twenty-five students enrolled this year for the Litt.B. and though a few have withdrawn the venture in the main is successful.

In conclusion it needs to be said that, despite the continued decrease in enrolments with a consequent loss in staff numbers, the morale and standards of the Department remains high. In my view morale depends mainly upon encouraging teachers to use their own particular skills and giving them responsibility in so doing. Hopefully such will remain the case in History.

John N. Molony