

50 Years in Print: *Teaching History* 1961 – 2011

Denis Mootz, Paul Kiem, Kate Cameron & Toni Hurley

Publication of the March 2011 issue of Teaching History marks the 50th anniversary since the first issue of the HTANSW journal was published at the beginning of the 1961 school year. The outline history that follows has been prepared by the current editors. The aim has been to celebrate the occasion by taking the opportunity to record details and impressions about one of HTA's most significant activities.

Since the publication of the first issue in 1961, *Teaching History* has been the one constant amidst an ever-changing array of HTA activities. Indeed, for many members over the years, particularly those remote from Sydney, it could be argued that the journal *was* HTA. The fact that *Teaching History* is now celebrating its 50th anniversary is largely the result of the dedication of generations of volunteer editors. In part, this history is a tribute to their legacy. It is also an occasion to remember the passing parade of colleagues who have shared their expertise in the pages of *Teaching History*. Finally, it is an opportunity to observe the often fascinating changes and continuities reflected in the journal.

The Early 1960s: Finding the Way

In his Chairman's Address to the HTA Annual Conference on 14 March 1970, Professor Ian Jack lamented the fact 'that people interested in History who have taken the trouble to join together in a successful Association, have been so indifferent to the sources for the history of their own creation'.¹ Noting that what survived of HTA NSW's earliest records had emerged from storage in a leaky garage and a subsequent car accident that had mixed the already mildewed files with domestic groceries, he went on to describe all that was missing. Unfortunately, for example, there are no files at all for 1960. This means that we have no record of any discussion that resulted in the decision to launch a journal in 1961.

What was the rationale for such a major commitment? While there must be an element of surmise here, HTA's then Patron and the NSW Director General of Education Harold Wyndham probably summed it up simply enough in his foreword to the first issue of the journal:

... teachers of history should develop every means whereby they may keep in touch with one another and with the best work which is being done in their special field. One such means is obviously the maintenance of a journal.²

When it was founded in 1954, with the aim of allowing teachers to 'meet and discuss the teaching of History and issues connected with our teaching of History', the NSW History Teachers' Association had initially offered its members affiliation with Britain's Historical Association. In 1961 a membership subscription of £2.4.3 (\$4.43) allowed HTA members to receive the Historical Association's journal *History*. By the start of the 1960s, however, HTA had become well-established, its membership was growing and the publication of its own journal was a logical next step. One incentive was the need to engage an increasing number of members who would not be able to physically 'meet and discuss' regularly. In the background there was syllabus development and the Wyndham Inquiry, ensuring a decade of rapid change and the need for teachers to be informed and supported.³

What's in a name? The title *Teaching History* would seem to be a deliberate choice, suggesting that the journal would be catering to the needs of a secondary classroom history teacher. As we will see, this may not have always been absolutely evident and, like other aspects of the journal, editorial policy and the resulting content mix would evolve. Interestingly, at a time when so much was influenced by what came out of Britain, NSW HTA's *Teaching History* appeared nearly a decade before the Historical Association's publication of the same name.⁴

The inaugural February 1961 issue of *Teaching History* was a slim publication of 25 pages. It contained three articles and a number of book reviews. The 'unpretentious format', as described by a later editor, remained more or less the same 'while the enterprise found its way' until 1964.⁵ In that year a collage was introduced for the cover, the page size enlarged and the number of articles generally increased to four or five. The founding editors were Mr A.G.L. Shaw, a University of Sydney historian and HTA's original Chairman, and Mrs Mary Armstrong,

from Cremorne Girls' High School. Mary Armstrong would remain an editor until 1972, giving her the third longest term. Dr F. Stambrook, a University of Sydney colleague, replaced A.G.L. Shaw in 1963.

The earliest journals had few articles directly related to the content of school history courses and little on teaching ideas or concrete resource suggestions. Much of what was presented amounted to general discussion about teaching and advice of an exhortatory nature. Some of the concerns that emerge are reflective of important developments in teaching methods at the time but there is also a perennial feel to much of the discussion. How to strike the right balance between teacher exposition (dictating and note giving) and student centred learning (research and discussion) was one of the challenges teachers were dealing with. Another was how to introduce effective source based work. More broadly, the introduction of a Social Science course in the first year of high school met with strong resistance from HTA and appears to have contributed to a view that history as a school discipline was under threat.


The appearance of Social Science added to existing nervousness about the viability of history at a time when perceptions about the looming ascendancy of science and technology created real fears that history would ultimately 'go the way of the classics'. Harold Wyndham had set the tone in his foreword to the first journal: 'To remain unthinking and professionally complacent amid a new revolution, will be to hasten the day when history, if its relevance is accepted at all, becomes a footnote to technology.'⁶ Of course the Wyndham Scheme, introduced into NSW schools in the 1960s, was itself revolutionary. One of its by-products was the publication of Professor Harry Messel's famous blue science book to support the mandatory junior science course. For a period in the 1960s, when an eldest child started high school and collected their text books it became a minor *rite of passage* for a family to gather around and view the graphic colour image of a dissected rat in the big blue 'Messel'. History texts at the time struggled to compete with this.

If there was something of a siege mentality regarding the future of history, it may have contributed to the publication of some interesting articles on the nature and purpose of history. The February 1962 issue, for

example, contained an article by Professor J.H. Salmon on 'The Uses of History'.⁷ It holds up well after half a century and, along with a number of similar articles, is a reminder that historiography is not a recent phenomenon when it comes to secondary school history.

By the mid-1960s most issues of the journal were presenting a mix of discussion and content-related articles. One of the more interesting contributions was Alan Barcan's 'The External Examination and the Teaching of History', dealing with the history of external examinations and a fine example of thorough research that would still be useful to anyone working in that area today.⁸ Other articles such as F.G. Stambrook's 'The Origins of the First World War' and T.F. Carney's 'Changes in Public Life Induced at Athens by the Peloponnesian War' clearly provided the sort of academic input that would have been welcomed by senior teachers of Modern and Ancient History.⁹

A feature of the early journals was the space given to advertisements for books and book reviews, which between them could occasionally occupy up to 40% of the space. While the revenue from advertising would have been important, the focus on books suggests that *Teaching History* was providing an important service to teachers at a time when information about recent



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Phone 54-8243.

In May 1963 *Teaching History* announced the appearance of R. D. Walshe's popular *Student's Guide to Modern World History*

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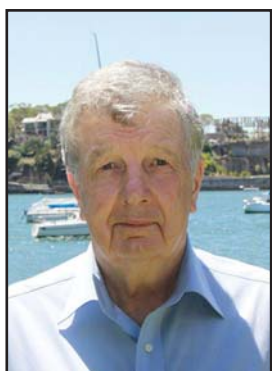
Professor A.G.L. Shaw

AGL Shaw was the first co-editor of *Teaching History*. He was later foundation Professor of History at Melbourne's Monash University.



Mrs Mary Armstrong

Founding co-editor of *Teaching History*, Mary was also an early Chair of HTA. Her last school appointment was as Principal of Forest High School and she is a Life Member of the Australian Council for Educational Leaders.



Dr Neville K. Meaney

Editor of *Teaching History* from 1968 to 1972, Associate Professor Neville Meaney recently retired from the University of Sydney. He continues to publish in the field of international history.

"Modelling is popular, one model done by a Third Year boy demonstrating a town water-supply system. Girls, of course, prefer to show the history of dress by using dolls."

**W. Hetherington, Inspector of Schools,
'The New History Syllabus in Practice' TH Feb 1961**

"Of the issues raised by the New Syllabus, none interests me more as a practising teacher than how much, and what, I am to do, and how much, and what, I am to expect my pupils to do ... the underlying initiative is very definitely that of the teacher, while the pupils are given the chance of doing things for themselves, within limits that they and the teacher may be able to manage."

**G. Little, Kurri Kurri High School,
'Teacher and Pupil Initiative', TH October 1961**

"... the dialectic of historical method is itself one of the strongest arguments for the value of history as an intellectual discipline – provided that it does not degenerate into a complete cynicism towards all historical generalisation, that it does not abandon the search for truth when confronted with a variety of conflicting but demonstrable explanations."

Professor J. H. Salmon, UNSW, 'The Uses of History' TH Feb 1962

"The "paperback revolution" has no doubt had far-reaching social and intellectual results, but one immediate effect of considerable interest to the Ancient History teacher is that it has made more readily accessible to the school pupil original source material... with the guidance of an enthusiastic teacher it can be used to give an introduction to at least some of the principles and techniques of historical method."

**Sr M. Anselm, Holy Cross College Woollahra, 'The Use of Original Source
Materials in the Teaching of Ancient History' TH Feb 1962**

"The drawing up of the syllabus at the moment is a hit-and-miss affair. The sub-committee meets in backrooms, at a few hours' notice, and without a secretary. It is not properly briefed on its duties. Contradictory orders have been sent down from the Social Studies Committee by word of mouth."

**H. D. Nicolson, St George Technical College 'Report of the History Teachers'
Association Representative on the History sub-committee of the Social Studies
Syllabus Committee' TH May 1963**

"... the Chief Examiners report for 1957 included such traditional comments as 'pupils should be more prepared to answer the questions *why?* (or *account for*) and *what were the effects of?*, as well as the question *what?* (the answers to which are most easily learned by rote)' and, again, 'the most striking and most commonly repeated fault was the refusal of candidates to answer the question set'..."

**Alan Barcan, Newcastle Teachers' College, 'The External Examination and the
Teaching of History' TH September 1964**

publications may not have been as well disseminated as today. It may also highlight the central role of texts at the time.

1967: A Scholarly Journal

When the July 1967 issue of *Teaching History* was published the format had changed again. This time the contents rather than any graphics appeared on the front cover and the journal appeared as a small monograph. At the same time, a new volume and numbering system was introduced, which explains why *Teaching History* is only up to Volume 45 in its 51st year. The July 1967 editorial makes it clear that the format change will be accompanied by a shift in editorial policy and raises eyebrows, certainly in hindsight, by expressing the hope that this will be the last change needed:

Journals grow up and come of age. The first nine issues of *Teaching History*, between 1960 and 1963, were in unpretentious format, while the enterprise found its way. In 1964 the format was made much larger ... Now, in 1967, the editors, the publications committee and the executive of the History Teachers' Association feel that another and, we hope, final change is necessary.

The circulation of *Teaching History* now exceeds 1000. The number of worthwhile articles and book reviews on topics of value to all interested in history has now become such that *Teaching History* has come to a point of life where it can now take its place as an historical journal on its own merits.¹⁰

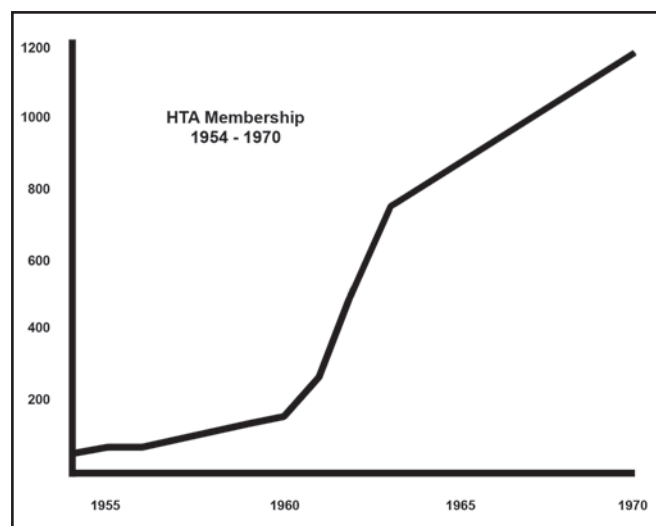
In practice, *Teaching History* began to look and read much more like a scholarly journal. It offered members

a regular diet of three to five weighty articles and an extensive book review section. While many of the articles had relevance to topics presented at the secondary level, there were others that most teachers would have struggled to engage with even as background reading. There was certainly a dominance of academic contributors and very little in the way of teaching ideas presented. By 1970 it would become evident that not all members were happy with the new direction the journal had taken.

Professor Ian Jack's Address to the 1970 Annual Conference was an interesting and wide-ranging presentation. His good natured admonishment to HTA about the need for greater care of its archival material was followed by a brief outline of the association's foundation. This homage to the 'founding fathers' and HTA's inauguration 'under the Chairmanship of Dr. Curry' is a little marred by its failure to acknowledge Renée Erdos as the driving force behind HTA's foundation. Nevertheless, Professor Jack then goes on to examine HTA's growth in membership and, highlighting the years 1961-1962 as a 'turning point', suggests that publications had been critical to its success:

Why is 1961-2 the turning-point in the Association's membership? I do not think it is coincidence that the first issue of our journal *Teaching History* appeared in February, 1961, the second issue in June. I do not think it coincidence that the uniquely immaculate file of H.T.A. publications for 1961-2 kept by Mr. Vacchini has 37 items as well as the journal.¹¹

Professor Jack's Address prompted letters from Bob Walshe, a past Chairman of HTA, and Barry Price, a Canberra teacher. The Address and both letters were then published in the *Newsletter*, HTA's other regular publication at this time. Bob Walshe presented an alternative explanation for HTA's increase in membership, arguing that it related more to HTA's ability to provide teachers with a discussion forum and guidance at a time of syllabus change, with the implication that membership would wax and wane with the level of syllabus development taking place. (Forty years later it can be suggested that both explanations are valid. HTA's membership retention may be sensitive to the level of new syllabus activity but a quality publications program and other member services will greatly assist in levelling out the peaks and troughs.) What Bob Walshe went on to argue was that the flagship



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publication, *Teaching History*, was not catering well for school level history:

Teaching History ... has become a rather heavy academic journal; it is read by very few teachers; it is felt to be 'worthy', but it does not help much or at all in the classroom; it is almost exclusively written by academics...

Barry Price made a similar point:

Should H.T.A. pay more attention to teaching method? ...In recent years *Teaching History* seems to have been unduly concerned with scholarly monographs on historical research. Is there not a place for the more humble handy-hints in the classroom technique ...?¹²

Actually, there was a place for such 'humble handy-hints' – the *Newsletter*. Indeed, whether by design or not, it seemed to be functioning as a humble but very useful complement to the journal during this period. It certainly presented an interesting mix of reports, announcements, discussion and short articles. It sometimes featured 'Ideas That Have Worked' and had contributions with down-to-earth titles such as 'The Overhead Projector', 'Tenth Year – The Last Term' and 'Getting Away From Chalk and Talk'.

1970s: Themed Issues & New Features

In the 1970s each edition of the journal featured a theme and the editors sought relevant articles and book reviews. The themes were wide-ranging, for example Modern Britain, History and the Novel, Revolution and Counter-revolution, Recent Writings on Asia, Modern Europe: Reflections and Debates, The USA: Historiographical Issues, and Australian History, Literature and the Arts. Editors encouraged teachers to take an interest in Australian history. From 1973 they devoted one edition each year to Australian history in an effort to address 'the tragic primitiveness of Australian historiography, and the strange zeal with which Australians avoid their own history'.¹³ Typically each edition would include two or three scholarly articles and several book reviews on the theme, as well as other reviews.

Perhaps in response to the criticism received, early issues of *Teaching History* in the 1970s included articles relating to teaching – not exactly 'handy hints' for the classroom, but considered articles on curriculum and assessment. These included 'The Aims of the New Senior School Syllabus' by John Ward and 'Constructing a Teaching Programme for School

Certificate History' by J.M. Graham in the first issue for 1972,¹⁴ T. Nash on 'The New Syllabus in History for Forms II-IV' and R.G. Ely, on 'Some Reflections on Question Framing in History Examinations' in the second issue.¹⁵ The first issue for 1973 carried a weighty article by Goodwin Packer who condemned the proposed syllabus for separating knowledge objectives into three parts – knowledge of facts, knowledge of concepts and knowledge of generalizations, and called into question the inductive method of teaching history. Citing a number of philosophers to support his position, he concluded that the position reflected in the proposed syllabus was 'clearly anti-intellectual and anti-historical'.¹⁶

In the meantime, a level of dissatisfaction with the 'scholarliness' of *Teaching History* simmered in the background but was again highlighted in 1974 with the publication of 'Does *Teaching History* Help in Teaching History?' in the December *Newsletter*. This frank one page article by journal editor Dr Richard Bosworth summarised four major points that had emerged from a recent HTA survey of members. One of them indicated that 'some members feel that the journal is often too academic, collecting the night soil of "academic scholarship"'. This was clearly harsh, especially given that other members had said that they appreciated recent historiographical articles. And it is very easy to feel an editor's sympathy for Richard Bosworth as he responded to calls for more articles written by teachers with: '*Teaching History*'s main problem in this regard is that we don't receive articles by teachers!'¹⁷

In fact, editors saw it as their responsibility to provide articles written by 'experts', to 'throw light on the diversity of writing on subjects ... of particular interest to students and to offer guidance to teachers in their reading'.¹⁸ The inclusion of little known topics was 'to fill gaps in teachers' knowledge' and enable them to widen their treatment of areas of history.¹⁹ Editors were also conscious of 'breaking new ground', for example in publishing memoirs as articles, reminding their readers that history is all around us,

... in the memoirs of friends, teachers and ordinary members of the community. Much rich ore lies untapped which in fact is available to school research teams – especially in the area of local studies and in the European past ... In the latter case research programmes are especially urgent, given the age and fading memories of many Australians who emigrated

"As a prescription for good senior school teaching, there is merit in the simple notion of one-third of the class time to be spent in teaching (mainly, the explaining of themes and the outlining of developments), one-third of the time to be spent in writing and the correcting of writing (or in discussions), and one-third to be spent in free reading under supervision."

**Professor John Ward, University of Sydney,
'The Aims of the New Senior School Syllabus' TH June 1972**

"... the survey is simply the introduction to the more important depth studies. The survey is the time for the teacher as performer when he dominates the construction of a broad, simple framework. The more important part of the course is the pupil inquiry that the depth studies cater for, where the teacher assumes more of a managerial role."

J.M.Graham, Newcastle Teachers' College, 'Constructing a Teaching Programme for School Certificate History', TH June 1972

"... understanding can come from either Modern or Ancient History because they are basically the same. The subject matter is the same – people in earth's environment. The stars may change, fashions radically alter, empires rise and fall, calamity take various guises, but man is the same. . . And, more important, the historical problems are the same. We still need to understand the process of discovering what happened- searching for facts, grouping and regrouping them, forming hypotheses, testing and evaluating these hypotheses. All the time thinking of causation and explanation and learning to be aware of prejudices . . ."

**Alan Dwight,
'A Vision of Dry Bones' TH September 1972**

"It is not necessarily an endorsement of 'new nationalism' that *Teaching History* should devote a number annually to Australian history. What is clear in this edition as always is the tragic primitiveness of Australian historiography, and the strange zeal with which Australians avoid their own history."

**Jean Orr, Hunter's Hill Girls HS, and
Dr R. Bosworth, University of Sydney, 'Editorial' TH July 1973**

"Local and national history must be interrelated and 13, 14 and 15 year olds are capable, with the help of a teacher, of distinguishing things in their own background which will throw a completely different light on Australian history for them. At the same time, they will be able to see how events like the Depression, the trade union movements and the World Wars have affected life in their area."

**Laurel Clyde, Blacktown Girls HS,
'Local History in the School Library' TH July 1973**



Professor Richard Bosworth

Editor of *Teaching History* from 1973 to 1979, Richard shares chairs in History at the University of Western Australia and Reading University and is a Senior Research Fellow at Jesus College, Oxford.



Professor David Christian

Editor of *Teaching History* from 1986 to 1988, David is now Professor of History at Macquarie University. An international leader in the field, he is currently developing an online course in Big History.



Mr Howard Wolfers

Howard Wolfers was editor of *Teaching History* from 1986 to 1989. He is currently Principal of Richmond High School.

from the horrors of Europe of the 1930s and 1940s.²⁰

Another example of breaking new ground was the inclusion in May 1978 of rich primary sources in the form of an English translation of a number of political songs of modern Italy. This feature serves to remind us of the the exciting work being done in some classrooms where, 'To an increasing extent, teachers [were] using art, literature and music as source material in History lessons.'²¹

As well as the articles, the journals of the 1970s occasionally included more classroom oriented features. Under 'Communication' teachers explained or debated current issues, such as the strengths and weaknesses of new syllabuses, the history teacher's role in curriculum design²² and methods in oral history.²³ Under 'Practical Issues' were articles such as 'The essay as an evaluation device: alternatives to it at the HSC'.²⁴ The feature 'Historical Method' had an inauspicious beginning with a rather esoteric article on 'Lord Acton and Morals in History'.²⁵ No further articles appeared in the journal under this heading in the 1970s.

It is worth noting, especially in the context of concerns about balance in *Teaching History's* content, that HTA had a prolific publishing record in the 1970s. As well as the regular journal and newsletters, there was a series of *Modern History Monographs*, and a number of other publications focusing on classroom practice, including *Women and History* (1975), *Ideas on Local History* (1976) *Coping with Change* (1977) and *New Challenges in Senior History* (1979). Two significant monographs that brought together a range of articles and ideas on teaching were *Ways we Teach History* (1971) and *A New Look at History Teaching* (1977).²⁶ It was an impressive effort by an all-volunteer executive and, taken as a whole, suggests that HTA was keenly committed to providing both discipline leadership and a practical response to the everyday needs of classroom practitioners.

1980s: A New Look & New Trends

The journal had a new look for the new decade – covers were in colour and featured drawings done by students. 1980 also saw the move to publishing four rather than three issues per year. Inside, each journal continued to feature articles, written by academics, relevant to a theme. The pattern of themes established for the 1980s was one issue devoted to Australian History, two to European history and one to Ancient History. Where few issues in the 1970s had featured Ancient History,

now one issue each year was dedicated to the subject, '... to help satisfy the needs of the inexperienced teacher and revitalise the interest of those who have been teaching the subject for many years'.²⁷

The second issue for 1980 presented a very useful cross referenced index of all articles published in the journal and the newsletter since 1961, as well as HTA's other publications. The 50 subject headings indicate the incredible range of interest, for example archaeology, drama and simulation games in history teaching, medieval history, modern history in the senior school, primary school – history and social studies, the interpretation of history, women in history, the various new syllabuses and examinations and assessment.²⁸

The journals of the 1980s reflect new trends in history teaching, particularly the emphasis on social history, evident in the July 1981 issue devoted to the theme 'People in Australian History', and the impact of the British Schools Council approach to teaching history. The 1980 and 1981 HTAA Conferences devoted much of their programs to the British Schools Council 'History 13-16', with its emphasis on student-centred activities involving rich sources and the close examination of evidence. Rather than copying notes or working from textbooks, students were using evidence to solve mysteries, form hypotheses and develop historical explanations. Subsequent articles in the *Newsletter* and *Teaching History* feature programming and teaching ideas based on this approach. While many found this approach fresh and exciting, it is obvious from teaching ideas published over time in *Newsletter* that similar types of activities had always had a place in some teachers' repertoires.

The journal also reflects contemporary responses to developments in curriculum and assessment. Throughout the 1960s, 1970s and 1980s the journal published responses, both positive and negative, to new syllabuses and examinations. In 1981 HTA responded to a Commonwealth discussion document *Core Curriculum for Australian Schools: What it is and why it is needed*. This document advocated a framework of 'basic and essential learnings and experiences' from which schools would select and organise their own curriculum. It advocated integrated studies and a multi-disciplinary approach to curriculum design and was critical of the 'orthodox' way of packaging knowledge into subjects. HTA offered a spirited but well-reasoned defence of the place of History in a core

**Professor Brian Fletcher**

Editor of *Teaching History* from 1976 to 1984, Brian was appointed foundation Bicentennial Professor of History at the University of Sydney in 1987. He held this position until his retirement in 1999. Brian was also Patron of HTA NSW from 1988 until 2009.

From quite small beginnings *Teaching History* blossomed before the 1980s into the best journal of its kind in Australia. It showed a capacity to adapt to changes in the approach to history, to changes in the syllabus, to the evolving needs and demands of teachers and to advances in historiography. It blended academic values with classroom needs in a highly effective way and maintained a high standard. It has proved of service to school teachers by keeping them up to date with what is going on in their areas of interest, and it has also attracted the interest of university scholars. Over the years I have been struck by the large number of occasions on which journal articles appear on students' reading lists and in the footnotes that accompany articles in historical journals and history books of all kinds. A further indication of the standing of the journal was provided by the occasion on which I was telephoned by one of Australia's most eminent and world-renowned history professors who was at the Australian National University. He had just read a particular volume of *Teaching History* and was greatly impressed. On the strength of that he decided to join the History Teachers Association.

Mr Tim McMullen

Editor of *Teaching History* and HTA Vice President from 1978 to 1986, Tim was also a policy adviser at the Board of Studies and Deputy Principal of Patrician Brothers Fairfield. He has just retired after 16 years as Head of Secondary Curriculum at Sydney Catholic Education Office.



Printing technology was much more primitive in the 1970s than in later decades. At that time we used Westmead Printing, a small printery operated out of Westmead Home for Orphan Boys (a site adjoining Parramatta Marist). It still used hot metal processes and the production process was a tedious one. A week or so after I had handed in the articles for an edition they would return the galleys (long strips of paper) to me for checking. Alterations of errors had to be done manually at the printery and I was often involved in multiple checking before final publication. In the early 1980s Westmead Printing was taken over by a modern printery at Rydalmere which was gobbling up a number of smaller printeries at this time of changing print technology. The new printery used word processors which made the whole process of printing much more efficient and less time consuming. However it continued to publish *Teaching History* under the logo of Westmead Printing. One of my happier memories of this change process was the series of long and expensive lunches over which the details of the change were hammered out. This was, after all, the 1980s!

curriculum with Jim Fitzgerald's 'History and the Core Curriculum: A Response to the Core Curriculum for Australian Schools'.²⁹

Journal offerings during the mid-1980s explored a range of issues relating to the revision of the Senior syllabuses in both Ancient and Modern History. Bruce Mitchell discussed the pros and cons of a 'common' one-size-fits-all Modern History syllabus versus differentiated courses.³⁰ Bryan Cowling considered the rationale for syllabus change in Modern History and argued that it was time 'to design a syllabus for the next decade from scratch and to abandon the process of development by 'accretion' and 'tinkering'.³¹ The new syllabus which

eventually appeared in 1987 included the 2 Unit and the 2 Unit General People and Events course – and enjoyed great popularity with teachers and students. The new Ancient History syllabus had a similar structure and was just as popular. The introduction of new 2 Unit courses and new 3 Unit options became a major focus of journal contributions in the late 1980s to early 1990s and featured academic research – with an increasing historiographical emphasis together with a range of programming, teaching and assessment suggestions from some of the outstanding practitioners of their day including Kay Cortessis, Rob Laidler, Ian Simpson, Di Hennessy, Judy King, Albert Marchetto and Joanne Jarvis. Teaching ideas also reflected changes in teaching

Teaching History Editors 1961 – 2011

1961-1962	Mr A.G.L. Shaw
1961-1972	Mrs Mary Armstrong
1963-1967	Dr Fred Stambrook
1967-1968	Dr Ian Jack
1968-1969	Dr Richard Bauman
1968-1972	Dr Neville Meaney
1970	Dr Robert Hind
1973-1979	Dr Richard Bosworth
1973-1976	Mrs Jean Orr
1976-1984	Dr Brian Fletcher
1978-1986	Mr Tim McMullen
1980	Mrs Mandy Tunica
1985	Dr Jim Fitzgerald
1986-1988	Dr David Christian
1986-1987	Ms Jillian Tomlinson
1986-1989	Mr Howard Wolfers
1988-1991	Ms Larissa Treskin
1988-1992	Dr Robert Lee
1989-1992	Ms Judy King
1989-1993	Ms Joanne Jarvis
1992	Ms Kim Drummond
1992-1993	Mr Tony Mulligan
1992-1993	Ms Kim Bowden
1993-1994	Mr Russel Granger
1994-2011	Mr Denis Mootz
1995-1996	Ms Carmel Young
1995-2011	Mr Paul Kiem
2003-2011	Ms Kate Cameron
2005-2011	Ms Toni Hurley

This list is based on the information published in the journals. There have also been a number of review editors or assistant editors, including Janet Scarfe, Dr Graham White, Ian Keast and Dr Jim Fitzgerald. There were also numerous people working in the background at various times to ensure that the journal was typed, typeset, printed and mailed.

methods including an increasing focus on enquiry based learning, the use of oral history, role plays, simulation, and emerging computer technology.

Teaching History & Newsletter Merge

In 1986 a new-look A4 size journal merged the *Newsletter* which had concentrated on news and teaching ideas – with *Teaching History* with its focus on academic articles and curriculum issues – as a single publication. Reasons for the change included the need to eliminate overlap between the two publications and to contain the rapidly increasing cost of printing and postage.³² The first of the new style journals was a slim volume of just 31 pages (compared to 80 pages in the current journals). Its feature article by G.H.R. Horsley introduced the (then) revolutionary idea that the great classical Greek historian Thucydides demonstrated political bias in his *History of the Peloponnesian War*! Horsley hoped that students would not be ‘depressed by discovering that Thucydides was not after all, the dispassionate, scientific historian, par excellence’³³ they had been led to believe. (The Extension History course was still 14 years in the future).

Waves of Change: Feminism, Fines ...

The ‘historiographical revolution’³⁴ represented by the interest in women’s history began to feature in *Teaching History* from the mid 1980s. The editorial of the October 1986 issue noted the following:

In the last twenty years, historians have re-discovered what a small minority has always known – that the history of those who were not famous, is as important (and as interesting) as the history of the tiny minority of (mainly male) people that was. As a result, historians have become increasingly aware of the huge gaps in traditional accounts of the past. Of these the most striking is the absence of women. However the flowering of women’s history in the last two decades has gone a long way towards redressing this balance; and in doing so has had a profound impact on the writing and teaching of history.³⁵

That issue included an article by Carolyn Allport, a pioneer of the Women’s History Course at Macquarie University offering a rationale for teaching women’s history together with a survey of emerging themes and teaching approaches. Mandy Tunica followed with a consideration of the issues facing history teachers attempting to implement the Non-Sexist Education Policy that had been introduced to schools in 1980 and ‘which had to be fully implemented by 1984!’³⁶

Teaching History responded in timely fashion to the Director General’s 1987 Memorandum to Principals which set out

mandatory requirements for the implementation of Aboriginal education initiatives. The editorial of the 1987 December issue referred to the statement made by Mr Dawkins, Federal Minister of Education 'that teachers have been agents at spreading a distorted history' and that 'what (history teachers) have to do in 1988 is to challenge those distortions'.³⁷ The first article in that issue was Heather Goodall's 'Not Such a Respected Soldier'³⁸ which examined the impact of World War I on Aborigines in NSW. Ruby Langford's 'An Aboriginal History', which appeared in the September 1991 issue, still makes for compelling reading.

The Years 7-10 History curriculum angst concerning the future of history that had been a feature of the 1960s returned in force during the 1980s. History teachers' anxieties were fuelled in part by curriculum changes advocated by Terry Methereell, NSW Minister for Education and Youth Affairs, following the election of the Greiner government in 1983. Bill Hovey's article, *Crisis, Challenge and Change*,³⁹ voiced many teachers' concerns about the threat to History from Social Science and Australian Studies courses in 7-10 and argued for the need for Australian history to be made a core subject.

Apart from the celebration of the Bicentenary, 1988 was significant for the visit of John Fines, one of the architects of the British Schools Council History Project and guru of source-based questioning and assessment. Fines conducted a number of seminars around the state

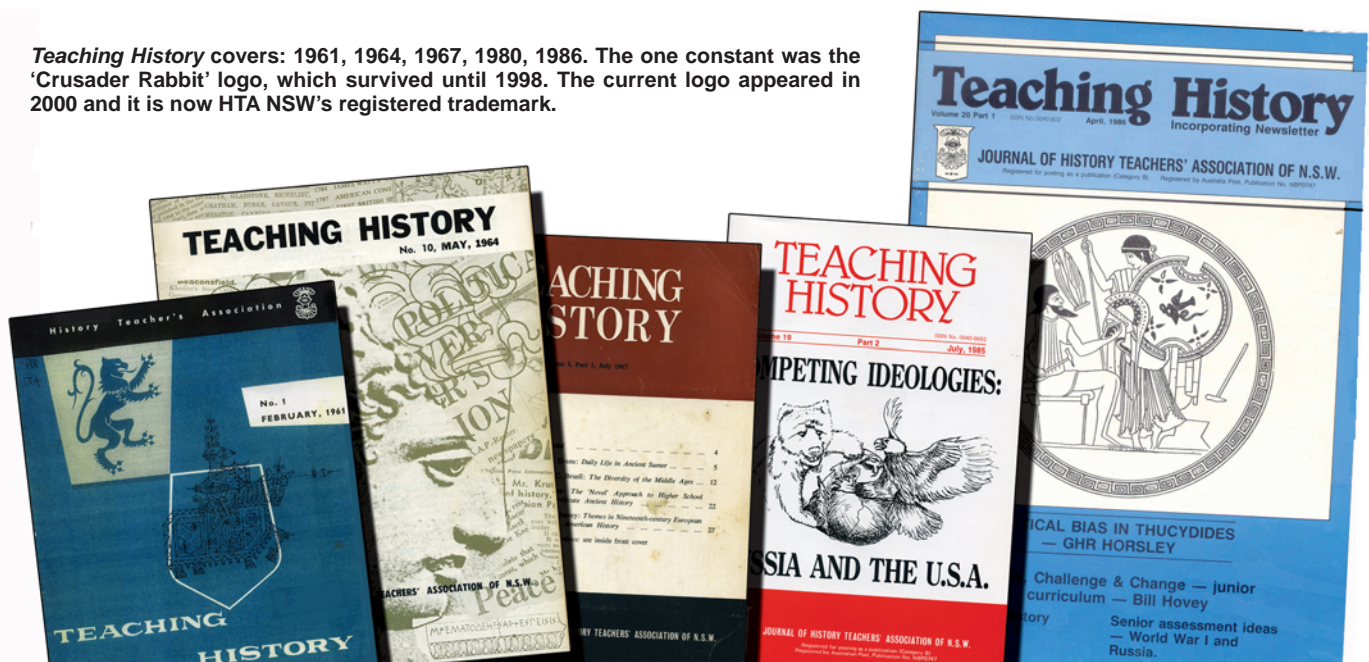
during his visit. The short article he wrote for *Teaching History* entitled 'Three Little Paradoxes and a Duck-Billed Platitide' (October 1988) – is as stimulating and relevant today as it was when first published. Fines took advantage of the opportunity to add his voice to the debate about the threat to History from more 'relevant' and 'useful' subjects, arguing that 'critical reading in history classes is *essential* for the preservation of a literate culture, is *essential* for the protection of minds that are endangered by media, is *essential* for the continuation of a fully participatory democracy'.⁴⁰

Carmel Young's, position paper, *History – Tomorrow*, in response to the 1989 Excellence and Equity NSW Curriculum Reform appeared in the February 1991 issue of *Teaching History* and is an eloquent demonstration of John Fine's arguments in defence of History. In looking back over the debates and issues of the 1980s to early 1990s, it seems clear that the preservation of history as a discrete discipline in NSW owes much to the passion and perseverance of the many History teachers who went into bat for their subject.

Articles, Curriculum Issues & Teaching Ideas

The editorial philosophy of *Teaching History* since the 1990s has been to produce journals that provide: some academic material that will help keep teachers up to date with subject matter, or introduce some new subject matter, some curriculum guidance directly related to current syllabus documents, or a stimulating

Teaching History covers: 1961, 1964, 1967, 1980, 1986. The one constant was the 'Crusader Rabbit' logo, which survived until 1998. The current logo appeared in 2000 and it is now HTA NSW's registered trademark.





Ms Larissa Treskin

Larissa was Editor of *Teaching History* from 1988 to 1991. She is currently Principal of James Ruse Agricultural High School, Carlingford.



Ms Judy King

Judy was editor of *Teaching History* from 1989 to 1992. She has recently retired as Principal of Riverside Girls High School, Gladesville.



Ms Joanne Jarvis

Joanne was editor of *Teaching History* from 1989 to 1993. She is currently Principal of Engadine High School.

"HARDWARE is the physical machine itself, that is, the bits you can handle. Software is the set of instructions fed to the hardware to make it do the things we want it to do. Both are necessary. Hardware by itself cannot do very much until software is fed to it to get the machine to do things."

Conrad Silvester, 'Applications for Microcomputers for History Teachers in N.S.W' TH Jan 1984

"... In England, and as I understand it in Australia also, public concern about bias and indoctrination persists. It is a complicated issue whose waters are considerably muddled by assumptions made by the critics; that teachers left of centre are more likely to behave unprofessionally than those right of centre; that attempts to indoctrinate pupils are effective; that teachers with political beliefs cannot distinguish between their political commitments (again, presumed to be left wing) and their professional responsibilities."

John Slater, 'History and Controversy' TH Jan 1987

"During the sixties there was a substantial development of integrated studies, and many teachers of History felt threatened in all sorts of ways, they searched for definitions of objectives that would clearly demarcate History from other disciplines, show that it was separate..."

John Fines, British Schools Council History 13-16 Project, 'If History is to Survive' TH Apr 1994

"What the government wants to come out this is a set of objective outcomes, by which teachers can be evaluated....that is why they like tests so much, external tests...Lead tables of performance are published every year. This has all sorts of distorting consequences actually."

Professor Eric Evans, Lancaster University, 'National Profiles in the UK' TH Sept 1995

"History is under threat from a number of sources: a crowded, uninspiring and unteachable course; . . . system staffing formulae and priorities which have led to the disappearance of History Head Teacher positions; an increase in the number of untrained teachers teaching History; and school timetables which deliver fragmented and discontinuous learning experiences . . . The combination of these circumstances poses a serious threat to the future of school history in NSW."

**Kate Cameron, President HTA NSW
'The Undermining of History in NSW Schools', TH March 2003**

"We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where all Australians, whatever their origins are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia."

Prime Minister Kevin Rudd, Apology to Australia's Indigenous Peoples, TH March 2008

pedagogical suggestion, and some teaching ideas that might be photocopied and put to work immediately on receipt of the latest journal.

The now familiar format of Articles, Curriculum Issues and Teaching Ideas has become well established since the 1990s. There have been occasions when a full issue was devoted exclusively to either curriculum issues or teaching ideas but generally there has been a reasonable balance. It is possible to discern a significant increase in the number of articles that deal with Ancient History topics since the 1990s. This reflects the growth and increasing popularity of Ancient and Archaeological options in NSW schools. Another obvious change in the journal in this period is the number of students whose work has been published. The advent of competitions such as the Simpson Prize and the HTA Extension Essay Prize has given HTA NSW access to high quality student materials for publication. There has also been some effort to include in each issue items of general interest about schools, teachers, students and the wider history community.

Printing Technology: Challenge & Response

From the early 1990s the editors of *Teaching History* were presented with a number of challenges and opportunities generated by the extraordinary technological change that occurred in IT as the world moved towards the 21st Century. In 1994 all materials for publication, some handwritten, were sent either by fax or mail to the typesetter, who then typed them on a word processor and sent the proofs back, at all hours of the day and night, by

thermal fax for editing. Edits were returned by fax and the process was repeated as often as necessary until the editor was sufficiently convinced that the text was error free. The journal varied in size. The printer at Peakhurst, who received all text on a 31/2 inch floppy disk, could only staple 80 pages including cover, based on 5 lots of 16 pages. The 116 page issue in October 1994 was delayed, as its date suggests, because it had to be outsourced for stapling. In recent years *Teaching History* has aimed at a maximum of 80 pages.

The production of the journal and its printing have changed considerably in the 21st century. In September 2000 circumstances forced the editors to assume the responsibility for desktop publishing. In September 2002 the closure of the Peakhurst printer forced a change of printers and a number of changes followed. This complicated the desktop publishing as changes in software became more difficult to cope with for part-timers. After almost a decade of two editors, in 2003 the editorial responsibilities were further divided and there are at present four editors who take responsibility for one issue of *Teaching History* each year. In recent years desktop publishing has become the responsibility of HTA's full-time Professional Officer.

The covers have generally been in full colour since the early 1990s. Coloured photos, in some cases coloured 35mm slides, on one occasion a coloured overhead, were provided to the printer. The advent of coloured photocopying and more recently digital photography have revolutionised the use of colour in *Teaching History*. In September 2005 a 16 page coloured section, originally called the "centrefold", was introduced. This has added greatly to the journal's appeal as the use of coloured images supplements the quality of the articles that are published. Another advantage of this initiative is the ability to offer advertising in colour. This has resulted in a considerable rise in advertising income and allowed HTA to showcase the in-house publications, monographs and study guides, that have been an important feature of the last decade as well.



The current *Teaching History* editors, a team since 2005: (left to right) Kate Cameron, Paul Kiem, Toni Hurley, Denis Mootz

Curriculum Change, ICT & Historiography

Since 1998 there seems to have been non-stop curriculum change in NSW, with Syllabus rewrites and revisions for all Stages occurring seemingly every year or so. Recently the development of the National Curriculum has generated a great deal of interest and activity. This is reflected in the number of special reports and features that have appeared. There is also a very prominent representation of articles dealing with issues of history pedagogy which reflects, among other things, this unrelenting curriculum development. The other obvious area of increasing pedagogical concern reflected in *Teaching History* is the area of IT (or ICT) and the use of technology in the classroom. Since Lyndon and Lloyd Sharpe introduced us to the “Information Superhighway” in July 1994 the concern with IT and initiatives such as Web 2.0 have become almost ubiquitous topics of concern to teachers.⁴¹ Another area which has seen an increase in interest is historiography. The introduction of the History Extension course in 2002 has inspired the publication of a significant number of articles on historiography generally and Extension electives particularly. The ‘History wars’ have also had an impact on *Teaching History* with equal opportunity provided for the adherents of black and white views of Australia’s

early history to argue their case. Once the acrimony subsides the discipline will be stronger for the forced rethink and debate that such challenges involve.

A Print Journal in the Digital Age

While there has been feedback from members about the journal from time to time, this has generally been in response to surveys and is otherwise quite uncommon. Letters to the editor, for example, are an absolute rarity. So, what guides editorial policy? On the one hand, it is the instinct of the editors for what classroom teachers need. On the other hand, and this will always be the major constraint, there is the willingness of colleagues to submit quality material for publication.

What *Teaching History*’s editors have always dealt with, of course, is the never-ending challenge of catering to the needs and interests of a very diverse group with, at one extreme, those who want something concrete for tomorrow’s lesson and, at the other, those who are happy to trawl through the densest of articles in their own scholarly quest. It will always be a question of balance and, while such balance will be difficult to achieve in a single issue, the current journals do aim to publish a wide variety of material over the period of a year. Having

Newsletter & News Sheet

From at least the mid-1960s until 1986 the *Newsletter* played an important role in complementing the journal. An A5 sized booklet, it was often a substantial publication, with one of the 1982 issues extending to 83 pages. The *Newsletter* presented an interesting mix of reports, discussions, reviews and, increasingly, teaching and resourcing ideas. In 1986 the *Newsletter* was incorporated into the journal, reducing costs and duplication but also consolidating a shift in the journal’s focus towards the inclusion of more articles on curriculum, assessment, teaching ideas and resourcing.

At the start of the 1990s a new regular news letter re-emerged, rebadged as the *News Sheet*. While presented in a different format, it soon took on some of the characteristics of the old *Newsletter*. Particularly under the editorship of Lyndon Sharpe (1991-1996) the *News Sheet* played a valuable role in introducing history teachers to the use of computers in the classroom. Nevertheless, by the late 1990s duplication and cost had once again become an issue and it was decided to limit the role of the *News Sheet*. Since then, for most of that time under the editorship of current HTA Vice President Bernie Howitt, the *News Sheet* has been a four page publication that allows news and short-term announcements to be passed on to members with the flexibility not possible with the journal.

Newsletter editors have included Miss B. A. MacDonald (1970-72), Mrs Mandy Tunica (1972-75), Mr D. Campey (1975-76), Mr G. Tome (1976-79), Mr G Allport (1979-80), Ms Lindy Taylor (1981-83) and Ms Jillian Tomlinson (1983-86). Along with Lyndon Sharpe and Bernie Howitt, the *News Sheet* editors have been Ms Lynne Goodwin, Mr David Anderson and Mr David Woodgate. Unfortunately, HTA no longer has copies of the earliest issues of the *Newsletter*.

a team of four editors assists with this. There has also been a conscious effort to maintain the blend of two traditions that values both scholarly articles and practical teaching ideas. Fortunately, the current editors have been supported in this with a steady flow of contributions from both academics and classroom practitioners.

There have been two other significant influences in recent years. Firstly, there has been a determination to respond quickly to changing teacher needs. This is nowhere better illustrated than in the ongoing support provided for the Extension Course since its inception. Secondly, there has been a move to take advantage of rapidly changing technology to improve both the presentation and production of the journal. In this respect the current editors have advantages that our predecessors could not have imagined.

Ironically, however, those same technological developments that have benefited the journal now pose a major challenge to its future as a print publication. While all the talk about 'the end of the book' may have been premature over the last ten years, the next few years are beginning to look truly ominous. Thus, while fifty years in print is a remarkable achievement, it is clear that any success is fragile and the journal's future is far from certain. Ongoing adaptability is essential and it will be heavily influenced by generational change within HTA's Executive and membership.

Even so, it would be unwise at this point to accept as inevitable the eventual demise of *Teaching History* as a print publication. The digital age will not spell the end of all printing – there will always be a place for quality hard copy publications. What may need to be carefully considered is that once a printing tradition is lost it may be impossible to recover, while there is no guarantee that any *ejournal* replacement will do the same job or inspire the same loyalty as *Teaching History*. In the meantime, the current editors are conscious of the legacy that has been bequeathed and are committed to passing on the baton.

www.htansw.asn.au

HTA's website has:

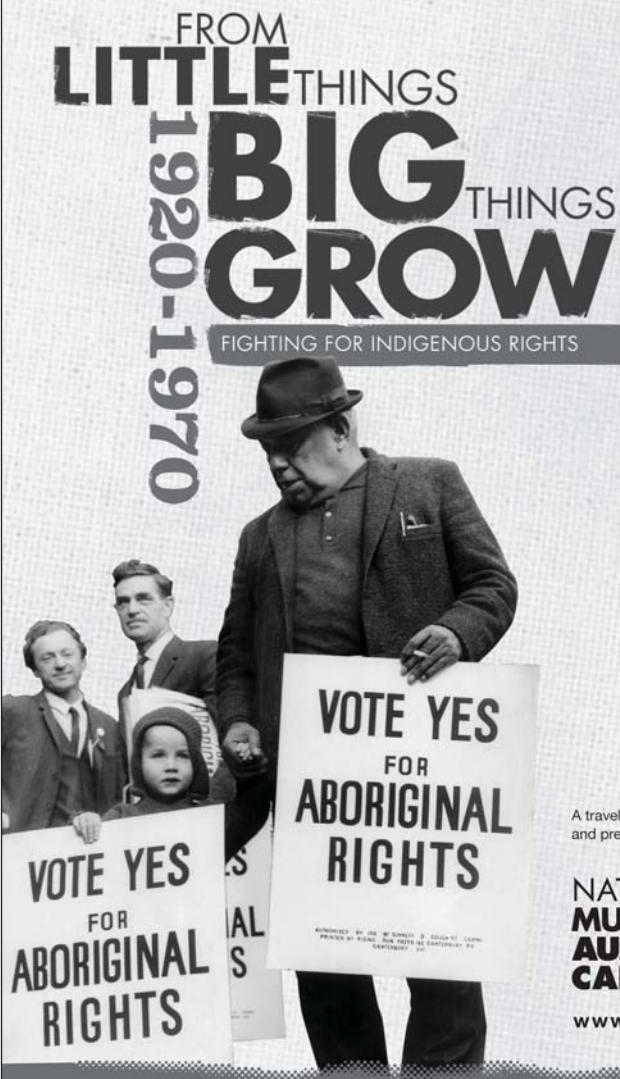
- A complete index of *Teaching History*.
- Back issues available for purchase.

There are also plans to digitise all back issues and make them available to members.

Endnotes

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