

Professor B. Rose - History

1971

Head of Department - was only Professor till 1976 when 2nd appointment. In 1980 History Department adopted principle of elected headships. Situation in Sydney University History Department in 1960's part reason for looking elsewhere.

- 028 Department situation in preceding 10 years "very difficult" - 3 professors all of whom had left difficulties behind - some details. Professor Rimmer's problems with a particularly different member of the department (not named, but clearly Malcolm MacRae) Acting head for 2 years after Professor Rimmer's departure was M. Roe, who then held view that department could be conducted on a collective basis.
- 048 "I was told by the then V.C. that my job was to contain a member of the department who ... boasted he had driven out three professors.."
- 058 Discussion of character and actions of (M. MacRae) - good and bad aspects. He was allowed "certain liberties in order to get work out of him". Other members of department naturally resented having a "rogue elephant".
- 085 Playing bagpipes; and making extensive trunk calls to Brisbane at departmental expense.
Also unexplained absences. But not major problems.
- 100 Strong ambitions in department: people "pushing own barrow" after 2 years without head of department.
- 120 Method of "moulding" department when one is the only new member of that department.
Aim of consensus solution, giving everybody something but nobody everything.
- 140 "The traditions of the good professor - the role of the professor then."
- 165 New courses being introduced at that time. Medieval history. "Would not have been a course I would have chosen if setting up a department in Hobart".
- 175 Asian History
Changes to Australian history courses - from 1st to 3rd year, for instance.

- 235 Looking back at these developments with hindsight. Asian history has not developed as expected. "I still think it a pity to overemphasise Aust. history by putting it in 1st year - 2nd year".
- 256 History in the schools.
- 275 Possibility of students becoming Australian historians but not historians.
- 285 The numbers. Fall off as a result of dropping Aust. history as 1st year subject - that was recovered - numbers increased steadily till 1976 or 1977. Numbers have declined since to 35 to 40 per cent of previous numbers.
Department now overstaffed "with excellent teachers, good reputations in research, ".
- 310 Reasons for decline in numbers.
(a) decline in prestige in history at school level
rise of "social psychology"
also legal studies
rise in no enrolling for (less academic) English at school level
(b) introduction of Sociology at university level - supported by B. Rose in interest of broadening B.A. degree.
Discussion of sociology as a discipline.
- 400 Opportunities for pursuing own work since being in this university.
- 445 Th future of the department - the problem of overstaffing. Not a critical problem. There is an irreducible minimum of staff. Here, if you lose one member of staff you lose all your teaching facility in, say Japanese history etc.
- 490 "The academic needs to produce excellence in departments which have become less popular" and the exigencies of staff shortages in expanding departments.
- 515 Changes in system of tenure in future leading to unknown results.
- 530 Changes in own view of role of professor since coming here.
In a situation where colleagues are not renewed i.e. remain on, senior and experienced staff members, consensus becomes more important "I have tried to move in this direction - but still think

it not appropriate to have departmental policy decided by majority meeting" ... The statment of the "green paper".

- 600 "Defeat on quite important occasions" eg in 1979 on subject of interrated courses - structures developing from year 1 to year 3 and even into Hons. year.

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"Shortened very personalised" courses, units - students may treat department as smorgasboard".

I was defeated on this in 1979 - a very serious modification of structures, a dismantling of connected ocurses...

- 040 "If the professor is no longer Head of the Department, what is he?"

- 080 "Professors no longer have a monopoly of leadership - if they ever had - in the academic field".

- 095 General views of the university - "after Sydney one's immediate impression of the student body is politness and assiduity - perhaps students too conservative and cautious - "Hobart is a very long way away from the world".

Difficuly as teacher of modern history in comming here from Sydney to cope with ignorance of students. "General lack of an elite who are facinated in the subject of history and its relations to the world".

The problems of education and size. "You need a critical size to get an elite of self-conscious intellectuals" -

- 130 The incorporation of the T.C.A.E. courses.

Good and bad aspects.

"The institutions would have been better kept separate".

- 165 Submission to the Williams committee 1976.

- 200 "It did seem to me that the conclusions in the Karmel report were the wrong ones and in the long run there will be rescumption of the growth in tertiary institutions - it may not be for 10 years - and that we're not locked for ever in this pessimistic situation - better use of leisure, broader education, capacity to adapt to technological advances - all enhanced by broad tertiary

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education rather than by "emphasis on training people to a very high level in a very narrow field" - which will be seen to be a mistaken development.