pushing boundaries
National Conference of the History Teachers’ Association of Australia

program
Thursday 5 October – Sunday 8 October 2006

venue
Notre Dame University Western Australian Campus
Fremantle

hosted by
History Teachers’ Association of Australia
HISTORY TEACHERS’ ASSOCIATION OF WESTERN AUSTRALIA
Dear Colleagues

On behalf of the Western Australian branch of the History Teacher’s Association of Australia, I would like to introduce you to the 2006 National Conference.

We are fortunate to be hosting this conference just when History seems to be at the crossroads. History has been thrust into the spotlight for a number of varying yet related reasons. Within our discipline there is a debate regarding the effect of postmodernism on History. The "History Wars" which relate to whose version of History is "correct" has now even moved to the classroom. Politicians and educators are grappling with the nature, content and purpose of the History we teach our students. Concern has been raised regarding the status of History as a subject in our schools and whether there needs to be a national curriculum. The general public has been exposed to much of this debate and Historians have found themselves the focus of media attention. The effect of these events has been to raise the profile of History as a discipline, and to make people acutely aware of the role played by History in Australian culture and society.

"Pushing Boundaries" is our conference theme conference. As good Historians do, the organizing committee connected to the significant date of 1606 and the fact that this year is the 400th anniversary of known European contact with Terra Australis. As those geographical and scientific explorers pushed the boundaries of their time, this conference also aims to explore and push the boundaries of our historical insights and practise.

Fremantle is an appropriate setting for this conference. Its museums house artefacts related to the earliest European shipwrecks on this coast and connect directly to 1606. It also houses displays relating to the various racial and cultural groups that have settled in Western Australia. These range from indigenous artefacts to the migrant groups that came to Australia after World War 2, found a connection with WA and had their own personal boundaries to push. That mix of heritage and multiculturalism is alive in Fremantle today, and reflected in its cosmopolitan architecture, galleries and ambience.

**Venue**

The main venue for the 2006 HTAA National Conference is the Fremantle Campus of the University of Notre Dame, located in the historic West End of Fremantle. The University is a town university and the only one of its type in Australia. Its historic buildings and leafy courtyards contrast with its modern facilities, providing the ideal environment to ‘push your own boundaries’.

The program the organising committee has planned for you addresses the issues facing History today on both the federal and state level, presents practical strategies to inspire your work in the classroom and includes sessions that feed the inquiring passion all professionals have to hear and question the results of the latest research. I would like to thank the members of the organizing committee for their energy and hard work over the past year, essentials sometimes not easy to find in a year of radical change to our subject.

I would also like to acknowledge and thank our presenters – practising teachers, prominent academics and active historians, who are willing to share their expertise and time to provide quality professional development for every delegate. This conference could not happen without the generous support of our sponsors and for this I would like to offer our sincere thanks.

The most important factor now needed for this conference to succeed is **you**. Please take some time to browse through this brochure. If you have not registered, please read the notes and complete the registration form, then make your workshop selections. If you have already registered, you will just need to complete your workshop selections.

We look forward to welcoming you to the conference and enjoying the program we have put together for you.

*Tom Loreck*
President,
History Teachers’ Association of Western Australia (HTAWA)
program highlights

guest speakers

**THE HON. JULIE BISHOP, MP**
Federal Minister for Education, Science & Training
Minister Assisting the Prime Minister for Women’s Issues

**PROFESSOR FEMME S. GAASTRA**
Professor of Maritime History at the University of Leiden, The Netherlands

**DR CATHIE CLEMENT OAM**
Historian and heritage consultant

**BILL LEADBETTER**
Senior Lecturer in Social Education & History, Edith Cowan University

guest presenters

**MICHAEL CAULFIELD**
Project Director – Film Archive, Department of Veterans’ Affairs, Canberra

**THOMAS E. PERRIGO**
Chief Executive Officer, The National Trust of Australia (WA)

**SHEILA FLANAGAN**
Executive Officer, Sir Charles Court Young Leaders’ Program

workshops

Michelle Fracaro, Adam Usher, Helena Bezzina, Brian Rogers, Michael Spurr, Mark Fielding, June Cuneo, Anthony Lunt, Meredith South, Jan Giles, Margaret Fleming, Jacqueline Hollingworth, Joy Lefroy, Geraldine Ditchburn, Mike Lefroy, Janet O’Brien, Mark Edele, Barry Heard, Charlie Fox, John Willmott, Gareth Loomis, Rosemary Horten, Paul Brunton, Fiona Hooten, Alex Pouw-Bray, Joe Alexander, Tony Taylor, Alana Young, Brian Hoepper, Roslyn Korkatzis, Franco Smargiassi, Cath Baron, Miles Wittam-Seth, Ros Marshall, Kerry Boyd, Tom Loreck, Deborah Henderson, Bill Allen, Jacqui Stone.
program highlights

panelists

The Role of the Media as the Front-line Recorders of History.

HON. PETER FOSS
Former Attorney-General of Western Australia

CHRISTIAN KERR
National Affairs Director, Crikey.com

MATT PRICE
Columnist, The Australian

PAUL RIGBY AM
Cartoonist & artist

OLIVIA ROUSSET
Walkley Award-winning SBS journalist

Hypothetical: Who DID put Australia on the map?

PROFESSOR JOHN C. WOOD
Deputy Vice-Chancellor, Edith Cowan University

PAUL BRUNTON
Senior Curator, the Mitchell Library, Sydney

DR DEBORAH GARE
Lecturer in History, University of Notre Dame

RUPERT GERRITSON
Author and Historian

MARTINE MARIN
Historian
Thursday - October 5

Welcome & Registration

3.30 – 5.30pm

A great opportunity for you to register before the conference begins, to enjoy networking and to have a glass of wine with your friends.

By registering on the Thursday you’ll avoid an early start on the three conference days, and receive your satchel and delegate’s badge.

Avoid the hassle of a 7.30am registration on Friday, and get to know the wonderful venue of Notre Dame University’s Fremantle campus.

Join us in the main hall of the gymnasium.
friday - october 6

plenary session

8.30am
Conference Commencement & Keynote Address

The Federal Minister for Education, Science and Training, and the Minister Assisting the Prime Minister for Women’s Issues, the Hon Julie Bishop MP.

9.00am
Panel Discussion

The Role of the Media as Front-line Recorders of History.

Hon Peter Foss as a former Attorney-General is eminently suited to moderate this lively panel discussion.

Christian Kerr is the national affairs editor for Australia’s most widely read independent online news service, Crikey.com.au, and a regular media commentator on political issues. He has spent more than 20 years in politics and the media, working as an adviser to two federal cabinet ministers and a state premier. He has been the corporate relations manager for one of the nation’s largest construction and infrastructure companies.

Matt Price is a Canberra-based columnist with *The Australian* newspaper and News Limited’s stable of Sunday papers. A dozen of Matt’s 23 years in journalism were spent in television working mainly for the Nine network. Matt writes about politics, sport and anything else that takes his fancy. He is the author of Way To Go: Sadness, Euphoria and The Fremantle Dockers, a potted history supporting his favourite AFL side. Matt appears on the ABC’s Insiders and Offsiders couches and does regular radio work.

Paul Rigby began his career as an artist, cartoonist and illustrator on the *Daily News* in 1952, and for half a century has produced at least one editorial cartoon a day for newspapers, magazines, or books. He has worked for the Sun, News of the World, News International, New York Post, New York Daily News and been syndicated throughout America and internationally. In 2003 he returned to Western Australia and established the Rigby Studio & Gallery in Margaret River, producing oils, prints and illustrations. Among many accolades he has been awarded five Walkley Awards, an AM and made Knight Commander, Order of St. Johns’ Knights of Malta.

Olivia Rousset has been working as a freelance journalist and documentary director since she won ABC TV’s ‘Race Around the World’ in 1997. She is a Walkley Award winner and the recipient of a UN Media Peace Award. Olivia has been reporting for SBS Television’s Dateline for the past 6 years, travelled to Iraq, PNG, Indonesia, the US, Ethiopia, Eritrea, Jordan, Syria, Turkey, Bosnia, Israel, Kosovo, Fiji, Brazil and East Timor filming, reporting and directing her own stories. Earlier this year she completed a series of programs on the abuse at Abu Ghraib for Dateline, speaking to both victims and perpetrators of torture.

11.00am
Morning Tea
Session 1
11.30am – 12.30pm

1.1 Meet the panel
An informal session to discuss with panel members issues raised in "The Role of the Media as Front-Line Recorders of History."

1.2 Vroom to the (primary) source:
Michelle Fracaro - National Archives of Australia.
Vroom to the source introduces Vroom, the virtual reading room of the National Archives. Here, students can interrogate the primary sources themselves, and then surmise, speculate and conclude. In short, they become the historians. You too can 'go to the source' in this workshop, as participants will have the opportunity to tackle their own research and replicate the experience that they can offer students in the classroom.

1.3 History Blogs - Creating History Weblogs and Building Effective Learning Communities
Adam Usher - Head of History, the Geelong College
A weblog, or blog, is a web-based space for discussion and multimedia resources that is handled by a web browser. The weblog is valuable for learning as it encourages collaborative work from any sort of community, big or small, on enquiries of a wide or narrow scope. The blog allows many voices to be heard, enhancing diversity. This session presents a practical guide to the use of weblogs in the classroom and the development of teacher and student learning communities. It will present the results of programs developed on an intra-school, inter-school and international scale. Adam, who is History Learning Circle Coordinator of the RevsOnlineProgramme and Conference Series, will show you how to build your own weblog.

1.4 Interpreting the Museum
Helena Bezzina, Senior Education Officer with the National Museum of Australia.
This inquiry-based approach to creating links between museology, historiography and interpretation. This workshop will provide practical insights on the nature of learning in Museums. Adopting the student-centred method, the approach looks at the importance of providing all students with the cultural capital to feel confident in the museum, to make considered judgments about the narratives portrayed in exhibitions and the possibility of alternative storylines. Drawing on a constructivist approach to learning, it highlights the importance of including authentic contexts - and authentic tasks - that allow for multiple perspectives and opportunities for students to reflect and articulate. Through this approach, students better understand both how history and historical enquiry is played out in museum, and why these histories are often contested.

1.5 Interactive workshops on proposed curriculum content
Brian Rogers, Principal Project Officer, Syllabus Development and Resources Directorate, Department of Education and Training.
Debate among school educators, university academics and the wider community about the place of Australian history in the school curriculum has raised the issue of what should be taught in a history classroom. With issues such as timetabling and teacher expertise complicating the picture this workshop will provide the opportunity to discuss this topic with colleagues and offer practical direction to the debate.
### Friday - October 6

#### Concurrent Workshops

**1.6 What is Fascism?**

**Michael Spurr,** Executive Director of the History Teachers’ Association of Victoria.

In this paper Michael opens with an outline of the major attempts to define fascism in the last thirty or so years. Having arrived at some form of consensus about the nature of fascism, he will discuss the political and cultural implications of this movement in Central and Western Europe during the interwar Years.

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**1.7 The Commander: The Baudin Expedition to Australia 1800-1804**

**Mark Fielding,** Dean and History Teacher, St Stephen’s School, Perth

In 1800 Nicholas Baudin led one of Europe’s greatest scientific research voyages, fully equipped to explore the mysteries of the Great Southland. This enlightenment-driven expedition should have been one of the great success stories of the age, yet it has been plagued with the bad memories of opportunities lost, dubious research findings, bad blood and a very cranky captain. What caused such adverse memories? Was Baudin as bad as many of the scientists thought? Did other factors lead to claims of mismanagement and arrogance? Did the scientific observations and survey work deserve more credit than they got? This presentation, supported by stunning visual images from the expedition, explores these questions and more. It taps into Mark’s work for the *Terra Australis* 2001 celebrations including a research trip to Le Havre where the Baudin collection is held.

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**1.8 Peeling the Onion. How do we read Egyptian tomb walls?**

**Heather Tunmore** taught secondary school in Perth for 15 years and has worked in the tombs of Kagemni and Ptahhotep at Saqqara. She has a Masters degree in Ancient History from the University of Auckland.

Using lavish illustrations from tombs she has worked in and visited, Heather Tunmore will introduce you to the artistic conventions and the layers of meaning behind the types of scenes commonly reproduced in text books.

### Plenary Session

**1.30pm Telling Tales Inside School - the Resurgence of History in Contemporary Discourse and Pedagogy**

**Bill Leadbetter,** Senior Lecturer in Social Education and History, Edith Cowan University

The Australia Day call by the Prime Minister for more and better History to be taught in schools, while fraught with controversy, nevertheless finds its echoes in some contemporary educational thinkers. Is it time to disaggregate History from Social Education, or is integration with other disciplines still the best way forward? This paper addresses these questions by looking at the nature of History itself, and its social and educative role.
Session 2:
2.20pm –3.30pm

2.1 Valuing our Veterans

_**June Cuneo**, Commemorations and Education Officer, Department of Veterans’ Affairs_

The Valuing Our Veterans program provides students with a real connection to history, creating the opportunity to comprehend the experiences of war from those who lived through them - the veterans themselves. By learning about the wartime experiences of our veterans, students are better able to appreciate the meaning of remembrance and commemoration. It is hoped that students will feel proud to participate in commemorative days such as Anzac Day and Remembrance Day and to preserve these traditions into the future. This workshop is sponsored by the Department of Veterans’ Affairs.

2.2 The History of the Environmental Movement in Australia

_**Anthony Lunt**, History and Politics teacher Trinity College_

As a result of the 10 week ‘Teacher-in-Residence’ program at Curtin university in 2003, Anthony has produced a CD-rom of teaching notes, sample assessments, a document bank and student materials on The History of the Environment Movement in Australia. While the package has a WA focus, based on the ‘social and cultural experience’ section of the current TEE syllabus, it is still broad enough for wider use. In particular, the resources could be useful in creating a section of work for Unit 2A, Historical Movements. Copies of the CD can be supplied at minimal cost.

2.3 A Unit 1A approach to local history, using Rottnest Island as a resource.

_**Merredith Southee**, Teacher of History St Marks’ Community School, member of HTAWA Planning Committee and deeply involved in reconciliation issues._

_**Jan Giles**, Project Officer at the Curriculum Council for the Philosophy and Ethics course_

This workshop will develop a Local History Unit suitable for Unit 1A, with adaptations for Unit 2A. The area chosen for this study is Rottnest Island. The workshop will also explore how the Rottnest study can be adapted to other local areas.

2.4 The Petrov Affair: A nation in fear.

_**Margaret Fleming**, Senior Education Officer, Old Parliament House, Canberra_

The Petrov Affair: A nation in fear – explores what we can learn about contemporary issues of fear and security from Australia’s reaction to the threat of communism. Using online resources at [www.oph.gov.au/petrovwebquest](http://www.oph.gov.au/petrovwebquest), students investigate the affair from the perspective of the major characters, evaluate its impact and make recommendations relating to individual and national responses to fear.

2.5 Keeping Murder in the Family.

_**Jacqualine Hollingworth**, Board Member and HTAV CEO 1998 - 2005_

The Julio-Claudian family began with Julius Caesar - and everyone knows how he ended up! One has only to research Tiberius, Caligula, Claudius and Nero to understand the nature of power and politics in a ruthless, dysfunctional and dangerous family.
### 2.6 Inheriting our heritage

**Joy Lefroy**, Education Coordinator of the National Trust of Australia (WA)

Our history is our past. It is a vibrant and rich source of knowledge. Our heritage is our future. It links our past with our values.

Whose responsibility is our heritage? What heritage should we value? What can we do to instil an understanding of the richness of our heritage in students and how can we justify spending time within our already over-committed teaching load to engage future generations in recognising and valuing their heritage? Joy will explore how teachers can push out the boundaries of the timetable and the classroom to embrace the history and heritage around us.

### 2.7 Interactive workshops on proposed curriculum content.

**Brian Rogers**, Principal Project Officer, Syllabus Development and Resources Directorate, Department of Education and Training

Debate among school educators, university academics and the wider community about the place of Australian history in the school curriculum has raised the issue of what should be taught in a history classroom. With issues such as timetabling and teacher expertise complicating the picture this workshop will provide the opportunity to discuss this topic with colleagues and offer practical direction to the debate.

### 2.8 Excursion

**Tour of a Working Studio - Leon Pericles’ Studio in Mosman Park**

Leon Pericles is a well-known artist in Western Australia and his distinctive works hang in a number of galleries in all Australian states. In his working studio ten minutes drive from the conference venue, Leon creates art works that are detailed and whimsical flights of the artistic imagination. A delight in the narrative, a sense the absurd, and his sharp satirical wit can be seen in many of the works. His teacher and mentor, Australian artist Robert Juniper, says of Leon 'the outstanding quality of Pericles' work is his youthful exuberance; smiling and witty, his puckish humour touches all subjects. Combined with a mastery of technique and experimentation he manages to put laughter on a higher plane'. Particularly in this studio visitors can observe the age old process of making an etching. Working with Leon are 'artist’s apprentices’ who craft limited handmade print runs from Leon's proofs. This is an intricate process, reminding one of the working studios of the Italian masters.

**Please note:** This excursion will leave Notre Dame at 1.45pm, returning at 3.30pm. Delegate spouses/partners are also welcome.

### 7.00pm

**Conference Dinner – a Traditional Feast at the Old Maritime Museum**
saturday - october 7

plenary session

9.00am
Keynote Address

The Legacy of the Dutch East India Company
The World’s First Global Organisation

Professor Femme S. Gaastra, Professor of Maritime History
University of Leiden, The Netherlands

Femme Gaastra has published on the history of the VOC – the Dutch East India Company and on nineteenth and early twentieth century maritime history. His publications include: Dutch-Asiatic Shipping in the 17th and 18th Centuries (together with J.R. Bruijn and I. Schöffer); and The Dutch East India Company. Expansion and Decline.

The Dutch East India Company (VOC) was founded in 1602 and received a monopoly on trade and shipping between Asia and the young Dutch Republic. It was the first commercial enterprise based on a permanent share capital. The Company became the largest commercial enterprise in the world; its size and logistics making it an important element of the global economy. No less than 4800 voyages were made from Europe to Asia, nearly one million men left Europe for Asia on the Company’s ships during the two centuries of the VOC's existence, and its trading network in Asia stretched from Japan in the northeast to Yemen in the west. After 1780 the VOC endured great financial difficulties. The Company was rescued from bankruptcy by the Dutch State in 1795 and was finally dissolved in 1800.

Prof Gaastra will analyze the factors behind the growth and the downfall of the Company. He will examine the impact of the Company in Europe and Asia, drawing on resources such as the Company's rich legacy of nearly four kilometres of archives kept in archives in Indonesia, India, Sri Lanka, South Africa, the Netherlands, the United Kingdom and France. These circa 30 million pages of texts, figure and drawings are now listed in UNESCO's Memory of the World Register.

10.15am
Morning Tea
saturday - october 7

plenary session

10.45am
Hypothetical: Who DID put Australia on the Map?

Moderated by **Professor John C Wood** the Deputy Vice-Chancellor (Students and Teaching) at Edith Cowan University. Previously he was the Foundation Dean of the College of Business at the University of Notre Dame, Fremantle, where he was also the Deputy Vice-Chancellor (Academic). John graduated with first class honours in Economics from the University of Western Australia and won a scholarship to Oxford University, where he completed a Doctorate in Economics.

**Paul Brunton** is Senior Curator at the Mitchell Library in Sydney. He has worked with the Mitchell Library's Australiana collections since 1973 and was Curator of Manuscripts from 1986 to 2001. His annotated edition of Joseph Banks' journal kept on *Endeavour*, 1768-1771, was published in 1998. He was curator of the exhibition *Matthew Flinders: the Ultimate Voyage* and published an annotated edition of Flinders' letters, *Matthew Flinders: personal letters from an extraordinary life* in 2002. He curated the exhibition *First Sight: the Dutch mapping of Australia, 1606-1697* which was on show at the State Library March – June 2006.

**Dr Deborah Gare** lectures in history at the University of Notre Dame in Fremantle's historical west end. She completed her PhD in Australian history at the University of British Columbia in Canada as a visiting scholar and also at the University of Manchester. Deborah specialises broadly in Australian and Western Australian history. She is currently co-editing a major new textbook due to be published in 2007 called *A Land Without Limits: An introduction to Australian History*.

**Rupert Gerritson** grew up in Geraldton where he experienced first hand the excitement of the discovery of the wreck of the *Batavia* in 1633. His best known work is *And Their Ghosts May Be Heard*, which is a detailed account of the fate of the Dutch mariners cast away on the WA coast in the 1600s and early 1700s. Following the appearance of *Ghosts*, Rupert has published a range of papers and monographs, nationally and internationally, in historical ethnography, archaeology, maritime archaeology and historical linguistics. He is currently an independent scholar based at the Petherick Reading Room of the National Library of Australia. He is also co-founder and National Secretary of “Australia on the Map: 1606 – 2006”.

**Martine Marin** is a Baudin expert who convenes “Les Amis de Nicolas Baudin.” In an extensive career as an historian Martine has been Editor in Chief of the French-Australian magazine *Antipode* and was an early member of Terra Australis 2001, an association established to celebrate the bicentenary of the Baudin expedition. In 1999 she established “Les Amis de Nicolas Baudin” which now has a hundred members, including members of the Museum of Natural History of Paris and the Institut Oceano graphical. The association aims to link between researchers through a quarterly newsletter in French called “La Lettre des Amis de Nicolas Baudin” (21 issues so far), gathering articles, describing events and publications linked to the expedition.
concurrent workshops  
session 3: 12.00 – 1.00pm

3.1 Meet the panel
An informal session to discuss with panel members issues raised in “Who DID put Australia on the Map?”

3.2 Fremantle: A ‘Soft Top’ Museum - Taking history to the streets
Mike Lefroy, Education Officer, Western Australian Maritime Museum Fremantle
When your museum sits between two historic harbours and has the oldest public building in the state as a near neighbour, the arguments for incorporating these features in your education programs are compelling. Taking learning programs into the streets has led to a number of new initiatives and partnerships at the Maritime Museum. The history of Fremantle’s maritime precinct goes back many thousands of years to the ancestors of today’s Aborigines. European history, while much younger, is also etched into the landscape through the built environment. During this workshop participants will take to the streets of Fremantle’s Maritime Precinct and discover some of the stories embedded there; in particular the progress of the Swan River Colony from a chaotic collection of tents among the sand hills to the thriving metropolis of today. We will also discuss strategies and techniques which help to ‘get under the skin’ of a community and prise out the stories behind the facades and beneath the footpaths.

3.3 1975 Prime Minister dismissed!
Margaret Fleming, Senior Education Officer, Old Parliament House, Canberra
This workshop will focus on how the Whitlam Government was dismissed in 1975. Participants will take on the role of key players and recreate the drama of 11 November. We will then interrogate the role plays to find the embedded learning opportunities for civics and citizenship.

3.4 Putting Australia on the curriculum map in History and SOSE: Asia Scope and Sequence for Studies of Society and Environment.
Geraldine Ditchburn, Lecturer, Murdoch University
Incorporating studies of Asia perspectives into the school curriculum has been on the national agenda for over a decade. But how might history teachers do this effectively? Where do you start? One of the latest publications from the Asia Education Foundation is Asia Scope and Sequence for Studies of Society and Environment. This document is intended to be used with local curriculum frameworks and the National Statement of Learning for Civics and Citizenship (MCEETYA, 2006) to provide teachers with perspectives, examples of content and resources to assist them in incorporating studies of Asia in their curriculums. This workshop will explore the rationale and structure of Asia Scope and Sequence for Studies of Society and Environment. Participants will find out how they might use the Scope and Sequence in their SOSE and History classrooms, and will be introduced to examples of work units and other support materials.

3.5 A new digital resource supporting history ancient and modern.
Janet O’Brien, Curriculum Writer, WestOne Services
Through a New digital resource supporting history: Ancient and Modern, Janet will showcase an approach that will be used by WestOne to develop a series of curriculum resources for the History: Ancient and Modern Course of Study. The resource for History 1B, The Path to Power, includes assessment tasks designed to provide students with opportunities to demonstrate outcomes and essential content required by the Course of Study. It also includes digital content which focuses on the use of sources in history and takes students through the historical inquiry process to write their own history.
saturday - october 7
concurrent workshops

3.6 Terrorising Russia: From Revolutionary Tactics to State Terrorism 1850 – 1950
Dr Mark Edele, Lecturer, University of WA, specialist in Russian history and recipient of a Humanities Travelling Fellowship from the Australian Academy of the Humanities and a Mellon Dissertation Year Fellowship.

Terrorism is not a new phenomenon. The conscious use of violence for political ends was born in the French revolution, which gave it its name. Ever since 'la terreur' such political violence and the state's reactions to it have played a major part in European history. Russia is a particularly interesting case study of the impact of terrorism on a social and political order. Originally conceived of as a means to topple autocracy and bring about a popular revolution, terrorism instead led to the rise of a police state. After the Bolshevik revolution, terror became a technique of state domination. Applied first to the perceived enemies of the revolution, terror eventually engulfed the new elite itself. This workshop charts the history of political violence in Russia between the middle of the 19th and 20th centuries as a means to think about the phenomenon of terrorism more broadly.

3.7 Well Done Those Men! Memoirs of a Vietnam Veteran
In this workshop, Barry Heard, Vietnam veteran turned author will share with you his experience of national service training, the Vietnam War and the ordeal of coming home. He will talk about the publication, in 2005, of his book Well Done Those Men and the impact that this has had on his life and the lives of others. He will also talk about his plans to assist Australian Peacekeepers with the dilemma of “coming home”.

3.8 An overview of Film Australia's audiovisual resources and supporting learning materials
Jacqui Stone, National Sales Manager, Film Australia
The session will focus on a new online learning initiative and feature modules specifically developed for the teaching of secondary school history.

1.00pm
Lunch

concurrent workshops
session 4: 1.50 – 2.50pm

4.1 Assaulting the Sacred: Pushing boundaries in the 1960s
Associate Professor Charlie Fox, Lecturer in Australian History at UWA.
Charlie’s favourite course is a course on Australia in the 1960’s called When the Young Declared War: Australia in the Swinging Sixties. His research interests are the histories of work, unemployment, intellectual disability and the sixties. More boundaries were pushed in the sixties in Australia than at any other time. From censorship to gender roles, from popular music to protest, from film and theatre to style, Australia changed radically in the sixties. This paper will examine profanity in some of its many forms in the sixties and the way it reshaped the boundaries of social and cultural life.

4.2 Merging Theory and Practice – keeping it real with documents in Political and Legal Studies.
John Willmott is a Teacher of Political and Legal Studies, Tuart College, author of Structures & Systems: an introduction to Political & Legal studies and Process & participation: Politics & Law in Australia

The seminar explores alternatives to ‘talk and chalk’ and to ‘read and summarise’ in teaching politics and law. Strategies examined include the use of charts and diagrams, games and quizzes as well as the use of a wide variety of original sources such as newspaper articles and documentary video. These approaches make learning interesting and also teach skills of analysis vital to decision making in the real world.

Saturday - October 7

4.3 Self Directed Learning - A unit which places the responsibility of learning on the students.

Gareth Leechman, Head of Department - History, Shore School, Sydney

In this workshop, Gareth Leechman will present a self directed unit taught at Shore School to its senior students. The unit involves students choosing their research topics, creating the unit readings and handouts, presenting their information to the rest of their class and being involved in the setting of a formal assessment task. Students who have participated in this unit feel that they are able to be more independent in their ability to handle the rigors of their final year of study, as well as preparing them for life after school.

4.4 Using the Internet: Plunging into the depths of the sea.

Rosemary Horten, Web Content Manager, South Metropolitan Area Health Service

Formerly a teacher of English and History and a teacher librarian in the primary, secondary and tertiary sectors and award winning web author, Rosemary is currently the web manager for the South Metropolitan Area Health Service, based at Fremantle Hospital. Plunging into the depths of the sea will guide you through the multitude of history web resources available on the P.L. Duffy Resource website. http://www.trinity.wa.edu.au/plduffyrc/. Additional guidance will help you find specific resources (primary documents, cartoons), and show you how to access the (free) resources of the invisible or deep web.

4.5 Interactive workshops on proposed curriculum content.

Brian Rogers, Principal Project Officer, Syllabus Development and Resources Directorate, Department of Education and Training

Debate among school educators, university academics and the wider community about the place of Australian history in the school curriculum has raised the issue of what should be taught in a history classroom. With issues such as timetabling and teacher expertise complicating the picture this workshop will provide the opportunity to discuss this topic with colleagues and offer practical direction to the debate.

4.6 Using the Resources of the Mitchell Library.

Paul Brunton, Senior Curator Mitchell Library

The Mitchell Library, State Library of New South Wales, was established by the bequest of David Scott Mitchell in 1907. At that time, Mitchell had acquired the premier collection in the world of books, manuscripts, pictorial works and maps relating to Australia and the Pacific. The Library has been added to continuously for 100 years and is essential for the writing of any aspect of Australian history. This workshop will introduce its resources - both those which can be accessed on site and those which can be accessed from a distance.

4.7 Excursion

History in Paintings: The Art Gallery of WA

The excursion will include a train trip from Fremantle to Perth station from which the Art Gallery is a short five-minute walk. A guided gallery tour will focus on historical information captured in various art works. Some of the works depict Western Australia through Artists’ Eyes while others reflect Noongar Perspectives on Identity and Change. Of particular interest are paintings, including one by Rover Thomas, that support oral accounts of the killing of Aboriginal people. These works raise some interesting questions about non-textual historical evidence. Other exhibits include works in the Centenary Gallery in the old Police Courts.

Please note: This excursion will leave at 1.45pm, returning at 3.30pm
saturday - october 7

concurrent workshops
session 5:  2.55pm –4.00pm

5.1 Visual Imaging with Picture Australia.

Fiona Hooton, Manager Picture Australia

With the burgeoning of visual image technology in the mid twentieth century photographs have become one of the major ways that we understand and experience the past. This workshop offers the opportunity to experiment with a range of techniques to engage students with real and virtual images using storytelling, drama and questioning skills. Activities are designed to inspire students’ confidence in their observation and analysis skills. The workshop will demonstrate Picture Australia's web site at http://www.pictureaustralia.org/ - a collaborative Internet-based service hosted by the National Library of Australia which allows users to search free the online pictorial collections of 45 cultural agencies from the one website at the same time.

5.2 Horrible Histories: Middle years of schooling and boys’ learning.

Jacqualine Hollingworth, Board Member and HTAV CEO 1998 - 2005

It is a well founded fact that boys learn best with pictorial content and humour. Jacqualine has found that boys love the Horrible Histories as these 'comics' give them control over their learning environment. They learn that History can be fun.

5.3 Vroom to the (primary) source.

Michelle Fracaro, National Archives of Australia.

Vrroom to the source introduces Vrroom, the virtual reading room of the National Archives. Here, students can interrogate the primary sources themselves, and then surmise, speculate and conclude. In short, they become the historians. You too can 'go to the source' in this workshop, as participants will have the opportunity to tackle their own research and replicate the experience that they can offer students in the classroom.

5.4 Scarred but strengthened: Australia during the depression. Focus group.

Margaret Fleming, Senior Education Officer, Old Parliament House, Canberra

In conjunction with this major exhibition, the education team at Old Parliament House is developing an oral history school program with a web component. Find out about the exhibition and explore learning strategies that encourage students to connect with the local social and political history of the 1930s.

5.5 Historical Sources and Evidence: Sutton Hoo; creating a digital Medieval History unit

Dr Alex Pouw-Bray, Head of History, Scotch College Adelaide

“Sutton Hoo is of primary importance to early medieval historians because it sheds light on a period in English history that otherwise has little documented evidence. It is one of the most remarkable archaeological finds in England because of its age, size, far reaching connections, completeness, beauty, rarity and historical importance.” (From Wikipedia) Evidence that sheds light on that period in English history comes from archaeology, ecclesiastical history and early English literature.
5.6 Letting Students Choose Their Own History - (And why the Commonwealth Government is all wrong about the Teaching of History!)

Joe Alexander, Head of Social Science Faculty, A.B. Paterson College, Gold Coast; President of the SOSE Association of Queensland.

How do we choose what ‘History’ students learn in the classroom? The Prime Minister and Federal Education Minister seem obsessed with reducing history to a highly didactic course based around “facts and dates”. Often the ‘History’ we teach can say more about what our politicians think, rather than the discipline of ‘History’. It can be difficult to construct a History program without feeling like we might be leaving something important out. What would happen if we encouraged and equipped our students to choose the areas of History that interest them? Could we change our whole thinking about History curriculum and let them make the big decisions we agonise over? This workshop will provide a rationale for a negotiated approach to learning in History, and at the same time suggest that the current Federal government’s approach to the teaching of History is all wrong. The workshop will provide a theoretical and practical framework for allowing students to choose the ‘History’ that interests them. It will include a wide range of practical resources and ideas, and ways in which a negotiated approach can actually work in the classroom.

5.7 Interactive workshops on proposed curriculum content.

Brian Rogers, Principal Project Officer, Syllabus Development and Resources Directorate, Department of Education and Training

Debate among school educators, university academics and the wider community about the place of Australian history in the school curriculum has raised the issue of what should be taught in a history classroom. With issues such as timetabling and teacher expertise complicating the picture this workshop will provide the opportunity to discuss this topic with colleagues and offer practical direction to the debate.
sunday - october 8

plenary sessions

9.00am
Keynote Address: The Mackinolty/Fitzgerald Memorial Lecture

The Humpty Dumpty factor in the “discovery” of Australia Dr Cathie Clement OAM, Historian and heritage consultant

Dr Clement’s research and writing, which focuses on Australia’s North-West, encompasses events that range from early maritime exploration to recent entrepreneurial activity. As a Perth-based consulting historian, her main research interests are the colonisation of the Kimberley region, contact between indigenous people and others, the acquisition and use of land, and the gold rush of 1886. Dr Clement is also active in matters that affect the history profession. She has written several articles about aspects of the so-called “History Wars” and, for the past decade, she has been the WA delegate to the Australian Council of Professional Historians Associations.

Dr Cathie Clement OAM has chosen as her theme The Humpty Dumpty factor in the “discovery” of Australia. The lecture will build on a concept developed as part of the so-called “History Wars”. First described in an article titled “The Humpty Dumpty factor in Aboriginal history”, that concept was introduced in the December 2003 issue of Teaching History. The lecture, supported by graphics, will focus on assertions that non-indigenous people discovered and/or occupied parts of the Australian continent prior to 1606. It will demonstrate some of the negative outcomes that flow from people seeking out and using (or misusing) evidence to prove rather than test hypotheses.

10.15am
Morning Tea

10.45am
Plenary session: The Australians at War Film Archive

Michael Caulfield, Project Director, Film Archive, Department of Veterans’ Affairs

Michael Caulfield’s works include musicals, documentaries, drama and feature films. He wrote and directed the docu-dramas The Secret Discovery of Australia and Lawrence of Arabia: The Master Illusionist and was performance director for the acclaimed Australian feature films Storm Boy and The Chant of Jimmy Blacksmith. He is also the author of three children’s books.

In 1989, Michael produced The Great Wall of Iron, a four hour documentary about the People’s Liberation Army, which won the George Peabody Award, the most prestigious documentary award in the USA. His work during the 1990’s includes the Emmy-award winning Submarines: Sharks of Steel, and the documentary specials The Space Shuttle and Flight over the Equator, followed by two series of the 13-episode television drama Fire.

In 1999-2000 he produced the eight-hour award-winning television series Australians At War, and most recently he co-produced, wrote and directed his company’s latest IMAX® film, Horses. The Story of Equus released in June 2002. This was awarded the prestigious La Geode award in Paris for the most popular children’s IMAX film in Europe. He has just completed The Australians At War Film Archive, an epic, three-year project that involved the shooting of fifteen thousand hours of war veterans’ interviews as the foundation for a permanent archive in Canberra.
## Concurrent Workshops
### Session 6: 11.55am – 12.55pm

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<th>Time</th>
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<td>6.1</td>
<td>Meet the Presenter – Michael Caulfield</td>
<td>Michael Caulfield will be available to discuss in greater detail his film work and, in particular, The Australians at War Film Archive.</td>
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<td>6.2</td>
<td>Historiography</td>
<td>Tony Taylor, Director of the National Centre for History Education. In his workshop Tony will discuss the finer points of teaching historiography at the school level. Participants will workshop primary and secondary school examples of differences of opinion in historical explanation.</td>
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<td>6.3</td>
<td>Perfectly Exciting Offerings for the Classroom – using the resources of the Parliamentary Education Office, Canberra</td>
<td>Alana Young, Teacher of Political and Legal Studies, Mt Lawley Senior High School. In this hands-on workshop participants will explore the amazing resources available from the Parliamentary Education Office in Canberra.</td>
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<td>6.4</td>
<td>The Sunshine and Moonlight Projects.</td>
<td>Brian Hoepper - Teacher and textbook author, co-editor of 'ozhistorybytes' for the National Centre for History Education. Manager of the Sunshine Project. Roslyn Korkatzis A former Head of History and past President of HTAA, manager the Moonlight Project. In Queensland, the Commonwealth History Project funded the ‘Sunshine’ and ‘Moonlight’ projects. Both produced practical resources for teachers of History and SOSE. The Sunshine Project produced a resource-rich website and two videos (‘Inquiry Approaches’ and ‘Drama Approaches’). The Moonlight Project produced a CD of six PowerPoint workshops to increase the knowledge and expertise of middle school teachers of History and SOSE. In this workshop, Roslyn Korkatzis and Brian Hoepper will demonstrate these resources. Participants will receive a copy of the Moonlight CD.</td>
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<td>6.5</td>
<td>National Socialism and the Arts.</td>
<td>Michael Spurr, Executive Director of the History Teachers’ Association of Victoria. Nazism seems most readily associated with the stifling of artistic creativity. Quashing the vibrancy of Weimar Era - Expressionism, the Bauhaus and other varieties of Modernism - Nazism is generally seen as marking the end of an era in German cultural History. This paper sketches the main threads of Weimar Culture, its suppression and the establishment of a National Socialist style in the arts and architecture.</td>
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<td>6.6</td>
<td>Document Keeper</td>
<td>Franco Smargiassi, Teacher of humanities and software designer, particularly for geography for which he has won several awards. Document Keeper is a system of preserving valuable documents in digital formats. DK makes documents more readily available, and helps to preserve the originals. Participants will learn to search, select, categorise, describe, edit and prepare primary sources of information, as well as develop skills in using IT to present their results. DK allows the user to store searchable document copies in any digital format (images, text, audio, video etc) on CD or DVD.</td>
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sunday - october 8

1.00pm
Lunch

Performance by the Notre Dame Theatre Arts students

*The Mayfair Ladies Organising Committee.*

When the first trams were ready to grace the streets of Fremantle it was left up to the Mayfair Ladies Organising Committee to oversee the opening ceremony. Lady Mayoress Samson and the Premiers wife Lady Forrest had differing views on just how this event should be run. Based on primary research (and a little artistic license) the Theatre Studies students from Notre Dame will entertain us with their devised short play based on the historic opening of the Fremantle tram lines.

*Please bring your lunch to the Malloy Courtyard on the Notre Dame Campus*

plenary session

1.45pm
Guest Speaker Presentations

*Eight Years of Linking Academic Excellence with Leadership*

**Sheila Flanagan,** Executive Officer Sir Charles Court Young Leaders Program

The SCCYLP is a partnership project between Curtin University of Technology and HTAWA which began in 1999. Year 10 students who excel in History and who have also been recognised as leaders within their school or local community, are invited to participate in an intensive 3 day program of activities linking history with leadership. Sheila Flanagan will outline the highlights, features of this very successful program.

*Heritage Values of the Dampier Rock Art Precinct*

**Tom Perrigo,** Chief Executive Officer of The National Trust of Australia (WA)

The Dampier Rock Art Precinct is comprised of 42 islands, islets and rocks in a 45km radius that make up the Dampier Archipelago. The Burrup is the largest of the islands that make up the archipelago and it is an area of extreme heritage value, containing the largest and most significant collections of petroglyphs (rock art) galleries in the world. It remains Australia’s only site on the World Monuments Fund’s top 100 world endangered heritage sites. It is generally accepted that the rock art dates back more than 6,000 years is probably much older. Tom Perrigo’s presentation includes some magnificent images of the rock art.
Sunday - October 8

Concurrent Workshops
Session 7: 3.00pm – 4.00pm

7.1 Trialling Unit 1A with Year 10 Students

Cathy Baron & Miles Whittam-Seth, Teachers of History at Leeming Senior High School

Cathy and Miles have trialled History 1A with their Year 10 students and have written programs for History 2A and 2B. This workshop will look critically at the planning, implementation and assessment structures they used and display the tasks they gave their students. The outcome will be a highly interactive session, with strategies designed for the participants to approach the new courses of study with confidence.

7.2 JCPML Cartoon PD in a Package - Let's go 'scaffolding' and 'chunking!'

Ros Marshall, Education Officer at the John Curtin Prime Ministerial Library, Curtin University of Technology WA

(Please note this workshop begins at 1.50pm and runs for 90 minutes)

Exam markers have identified cartoon interpretation as an area of weakness in the teaching of History in Australian schools. Cartoon PD in a Package is a resource designed by the John Curtin Prime Ministerial Library to develop confidence and proficiency in teachers and students using cartoon resources. The History syllabus in some states also requires teachers to look at the genre of sources. This professional development workshop will consider the genre of cartoons. Join Ros Marshall for an introduction to the innovative concepts of 'scaffolding' and 'chunking' cartoons.

7.3 The History Wars

Brian Hoepper, Teacher and textbook author, co-editor of 'ozhistorybytes' for the National Centre for History Education.

On the eve of Australia Day 2006, the Prime Minister called for a 'coalition of the willing' to pursue 'root and branch renewal of the teaching of Australian history in our schools'. He lamented the 'fragmented stew' of 'themes' and 'issues' in school history, and the neglect of 'our history and heritage'. The Australian followed up with an editorial - 'The facts come first' – provoking numerous salvos fired across the contested terrain of history teaching. With August's History Summit, the debate intensified and dramatic changes were foreshadowed. In this workshop, Brian will locate these debates within the larger frame of the 'History Wars' and the 'Culture Wars'. He will ask whether there is any validity in the PM's claims, and whether history teachers should welcome the Summit's proposals.

7.4 Versions of History

Kerry Boyd, Society and Environment Curriculum Officer at the Curriculum Council of WA Tom Loreck, President of HTAWA and Head of Department, Society and Environment at Churchlands Senior High School

The aim of this workshop is to explore, using historical evidence, how and why views about people, events and ideas can change within a time period and across time periods. Using a range of sources, participants will explore Australia's changing views about immigration and indigenous people. A variety of sources will be used and different methods of interrogating these will be explored. Those attending the workshop will be engaged in a number of activities.

7.5 China's Transformation in Global Times.

Deborah Henderson, Chair of the History Educators' Network of Australia (HENA).

This workshop explores some of the issues and challenges facing China today.
sunday - october 8

7.6   Conscription.

Jacqueline Hollingworth, Board Member and HTAV CEO 1998 - 2005

Conscription has on occasions been an issue in Australian society. Why? Jacqueline will lead this workshop through WW1 and Vietnam when conscription divided families, communities and the nation. She will also discuss why conscription was not seen as a problem in WW2.

7.7   Killing me Softly with Outcomes – Can History Survive OBE?

Bill Allen, Lecturer in Education Programs, University of the Sunshine Coast, Qld

Several commentators, notably Kevin Donnelly in The Australian, constantly proclaim that outcomes based education (OBE) is killing the subject of History as we know it. OBE is blamed for ‘dumbing down’ the subject, destroying teacher morale and eroding student interest in the subject. In this presentation Bill will attempt to show that History is far more robust than these commentators suggest; that teachers can still retain their principal strength in directing the curriculum; and that despite much confusion about the nature of outcomes based education and its impacts, there is still great hope for the subject in the new century and the new educational climate. In his talk Bill will refer to examples from courses he taught in WA schools and his recent experiences in Queensland.

7.8   Excursion

Walking tour of the West End with Dr Deborah Gare and Dr Simon Adams. Deborah is a lecturer in History at Notre Dame University, while Simon is the Executive Dean of Arts and Sciences.

Please note: This excursion leaves Notre Dame at 1.45pm, returning at 3.30pm

3.30pm
Conference Wrap-up and Farewell
venue

Most of the sessions will be run at the main venue, the Fremantle campus of the University of Notre Dame, located in the historic West End of Fremantle, 18 kilometres from Perth.

The University is a 'town' university and the only one of its type in Australia; its historic buildings and leafy courtyards contrasting with its modern facilities.

In keeping with a conference theme, celebrating 400 years of Dutch/Australia relations, Saturday morning sessions will be held at the New Maritime Museum, where you will be free to wander through the spice markets of East Indies, marvel at challenges faced by solo yachtsman, John Sanders and thrill at being part of the Australia II crew.

exhibitors

There will be a number of exhibitions at the Conference, including:

- Harcourt Education
- Pearson Education
- Education Jacaranda/John Wiley
- Department of Veterans Affairs
- Trekset Tours
- Cambridge University Press
- National Trust of Australia (WA)
- Film Australia
- National Archives of Australia
- Woolridges
- Austline Software
- EnhanceTV
- Ryebuck Media
- National Museum of Australia

There will also be an exhibition entitled A French Australia? Almost! Thirteen large panels describing French exploration in Australian waters, researched and mounted by Noeline Bloomfield, Department of European Studies and Languages, UWA.

social events

Registration

Although registration will open before each day's program begins, there will be an opportunity for you to register before the Conference begins.

On Thursday afternoon between 3.30 – 5.30 pm we are opening registration and hosting a wine tasting.

It is just a chance to mingle a bit with fellow delegates over a glass of beautiful WA wine!

Join us in the Gymnasium on the campus of the University of Notre Dame:

Thursday October 5 3.30 – 5.30pm (no cost involved)

Conference Dinner

We have planned a gourmet traditional feast of delicious food complemented by West Australian wines to delight your palate.

It will be held in the Old Maritime Museum, Cliff Street, Fremantle – in the historic West End of Fremantle. So, please join us:

Friday October 6, 7.00pm Cost: $70 per head (wine is included in this price)
**travel & accommodation**

For all travel and accommodation, contact:

**De Bretts Travel:** Rosanne Nichols  
**Telephone:** 08 9339 3099  
**Facsimile:** 08 9339 8803  
**Email:** rosanne@debretts.com.au

**registration**

If you have not already registered for the Conference, seize this opportunity!  
To attend the conference, you will need to complete the Registration form. The form can be photocopied from this brochure, or downloaded from the website.

It is vital that you complete the form. Please ensure you **print clearly** your name and school (as you wish them to appear on the name tag), provide contact details, catering needs and indicate payment method. Failure to provide these details will mean we cannot register you as a participant.

**Please note:** HTAWA does not have facilities for American Express credit cards.

There are no part day registrations. A Day Registrant will be charged for the whole of that day.

If you have already registered and your registration has been confirmed thank you! Please now complete the workshop selection form. You must also indicate the workshop you would like to attend and your preferences for each session. While we will attempt to accommodate your first preference for workshops, we cannot guarantee that this will always be possible.

Confirmation notification will be sent to all participants. If you do not receive confirmation within 5 working days of submitting your registration form, please contact the conference convenor. Do not assume you are registered because you have submitted your form to your school office or PD co-ordinator. This is particularly important if you are planning to travel from interstate to attend the conference.

In some instances workshop may be cancelled. This can occur for a number of reasons. If a session is undersubscribed, at the discretion of the presenter, it may be cancelled. In some instances a workshop may be cancelled by a presenter withdrawing from the program. In such instances, we will endeavour to ensure that second preferences are met.

We understand the occasionally it is necessary for participants to cancel their registration on a conference. While we would like to be able to offer a full refund, regrettably we are not always able to do so. Should you need to cancel your registration please note that written applications are needed for refunds to be processed. On occasions where it is not possible to provide advance notice of a cancellation, a copy of a doctor's certificate should be provided to obtain a refund.

Once the registration form and workshop forms have been completed, post it to:

**Helen Wills-Johnson, Conference Convenor**  
PO Box 6938, East Perth 6892, Western Australia

Direct enquiries to the Convenor by:  
**Telephone:** (08) 9325 7857  
**Mobile:** 0416 13 7857  
**Email:** hwj@vianet.net.au  
Should you need an invoice, please contact David Murray on:  
**Fax:** (08) 9204 5112  
**E-mail:** dmurray@morganbax.com.au

**Register On-line:** www.htawa.org  
Conference fee or on-line payment enquiries should also be directed to David Murray at dmurray@morganbax.com.au

pushing boundaries – national conference of the history teachers’ association of australia 2006
### Registration Form

Registration can be made by either completing this form and posting to the Conference Convener, or by On-Line Registration at: [www.htawa.org](http://www.htawa.org)

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**Registration:**

- Standard registration $280.00
- HTAWA member registration $220.00
- Day registration $100.00
- Student registration $20.00 per day
- Exhibitors $200.00
- Conference Dinner $70.00

**TOTAL AMOUNT PAYABLE**

**All Conference fees are inclusive of GST**

I have dietary requirements: yes no If yes, please provide details:

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**TAX INVOICE**

This Form becomes a Tax Invoice when payment is made to:
History Teachers’ Association of Western Australia ABN: 59 304 823 680

**PAYMENT**

Payment may be made by cheque or credit card.
Please note: HTAWA does not have facilities to process American Express credit cards.

Please make cheques payable to: HTAWA (Inc) and post cheques and registration forms to HTAWA Conference Convener Helen Wills-Johnson at PO Box 6938, East Perth 6892, Western Australia.

**CREDIT CARD DETAILS:**

- Type of Card: VISA Master Card Bankcard
- Name on Card:  
- Expiry Date: Card Number:  
- Amount: $ Signature:  

**FURTHER ENQUIRIES**

For any further enquiries, please contact the Conference Convener Helen Wills-Johnson on:
- Telephone: (08) 9325 7857  
- Mobile: 0416 13 7857  
- Email: hwj@vianet.net.au

Conference fee or on-line payment enquiries should be directed to David Murray at dmurray@morganbax.com.au
workshop selection form

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Please indicate the days and workshops you wish to attend, using the workshop code accompanying each abstracts. Although every effort is made to accommodate your first preference, you are encouraged to provide a second and third preference. Please note: HTAWA reserves the right to cancel workshops.

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