

ROYAL HISTORICAL SOCIETY

..... NEWSLETTER



..... MAY 2018



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PRESIDENTIAL LETTER

MARGOT FINN

In this summer newsletter, Margot Finn identifies a number of highlights from our 150th anniversary programme to date, and surveys a few of the policy issues with which officers and Council have been grappling since the AGM of November 2017

It's been a hectic six months since the November newsletter was published. We're now halfway through our programme of lectures, workshops, seminars, symposia and award ceremonies for the Society's 150th anniversary year, with seven more public events scheduled before the November AGM. The roundup below captures some highpoints of the public programme to date, and signals key policy areas that will be keeping RHS officers and Council occupied in the coming months.

The award ceremony for the Public History Prizes in January 2018 saw the Society (in collaboration with the Historical Association and the IHR's Public History Seminar) recognise a rich and diverse range of student-led, academic, curatorial, library-based and media projects. The overall winner (and winner of the Radio & Podcasts category) was BBC Radio 4's Partition Voices. Presented by Kavita Puri and produced with assistance from the British Library's Oral History Curator, this timely collaborative project featured recollections (by both British Asians and members of the British colonial administration) of forced migration, violence, and nationalist ferment in India and Pakistan in 1947. Researchers keen to explore these topics can access the interviews that underpinned Partition Voices via the British Library's Sound Archive; the series itself is now available on BBC iPlayer. A first-rate resource for teachers, the series is, more broadly a reflective, moving reminder of the extended and entangled histories of colonial and postcolonial migration that continue to shape social life and politics today—as the recent controversy over the citizenship status of Windrush era migrants has forcibly reminded us.

The point that excellent public history can and does emerge without the large-scale funding and institutional support afforded by national organisations such



Guests at the Public History Prize awards at the Mary Ward Centre in London

as the British Library and the BBC emerged especially clearly from the new student prizes (co-sponsored by the HA). Cherish Watton (Cambridge), winner of the Undergraduate Prize for her dissertation on ‘Democratic and Critical Commemoration of the Women’s Land Army in Twentieth-Century Britain’, began her research on this topic before she began her degree studies, and now connects community-based researchers, family historians and academics through her impressive Women’s Land Army website (<http://www.womenslandarmy.co.uk>). The Postgraduate Prize winner, Joe Hopkinson (Huddersfield), produced a stunning documentary film on an educational policy I’m embarrassed to note I didn’t know had been implemented. ‘Dispersing the Problem: Immigrant Children in Huddersfield, 1965-1974’ investigates identity and belonging in modern Britain by chronicling the history of school bussing—of newly arrived Black Caribbean and South Asian children—in West Yorkshire.

Available on YouTube (<https://www.youtube.com/watch?v=dcebaTMspUk>), Hopkinson’s documentary—like Cherish Watton’s website and the prize-winning entry for the Public History Prize’s Online Resources category, ‘Our Migration Story’ (<https://www.ourmigrationstory.org.uk>), —is an open access resource. The availability of an increasing number of high-calibre outputs such as these opens up new opportunities to think about how British and global histories are taught and understood at schools, at universities and in cultural and heritage organisations. A follow-up workshop for early career historians on ‘Public History: Making a Difference’, held at Birmingham Museum and Art Gallery in March, and our Diverse History/Hanes Amrywiol event at the University of South Wales’s Cardiff campus in April underlined how vital dialogue between academic- and community-based historians is today, not least because the impact of prolonged ‘austerity’ has raised real barriers to innovation in cash-strapped schools and heritage organisations that play vital roles in

..... encouraging children and adolescents to engage with the past.

A day-long RHS workshop in April on ‘The New School History Curriculum’ attracted ninety participants from schools, examination boards and universities. Providing a preliminary snapshot of how new GCSE and A-Level examinations are (or are not) bedding in, the event also focused attention on the transition from school to university. The radical disconnect undergraduate students often perceive between history in schools and in higher education institutions was identified as a problem at multiple levels. Concern was expressed that, notwithstanding the increasingly wide scope of the exam boards’ History curricula, which now include (for example) syllabi on precolonial African kingdoms, the relatively narrow range of topical choices available at many schools may discourage pupils from opting to study history. Methodological issues can also render the first year of undergraduate study for those who persevere baffling. To history undergraduates unaccustomed to encountering primary sources in forms other than extracts or gobbets, our expectations of what they can and will read, how much and how well they can write, and what we will value in marking their work often come as a shock. We’re increasingly conscious that as higher proportions of students take up university places, the RHS needs to play a more effective role in assisting history students’ transition to higher education.

Within the university sector, we are exploring some of these topics—and how they may affect recruitment to History programmes at universities—more systematically in sections of the RHS’s Race, Ethnicity & Equality questionnaire. Launched in April 2018, the questionnaire closes on 31 May. If you are a UK university-based MA or PhD student or postdoctoral teacher and/or researcher,



Margot Finn with (from left) Ludmilla Jordanova, Kavita Puri, and Samir Shah.

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please do join the hundreds of historians who have completed the questionnaire to date: <https://edinburgh.onlinesurveys.ac.uk/rhs-race-ethnicity-and-equality-working-group>. (If you are based outside the HE sector and/or outside the UK and would like to provide our working group with information relevant to this initiative, please do email president@royalhistsoc.org).

Inevitably, UK higher education policy has occupied the Society increasingly since the last newsletter. Trials of the 'subject specific' (in our case, this means 'History and Archaeology') Teaching Exercise Framework (TEF) are now under way, with reports from the pilot studies due to be published this June. Meanwhile, the 2021 Research Excellence Framework (REF2021) is ramping up. Having nominated over thirty expert assessors for the History sub-panel, the Society was pleased to learn in March that three of the eight members appointed to the History sub-panel at the initial criteria-setting stage are RHS officers (Vice Presidents Frances Andrews and Jonathan Morris, and myself). We'll be joined on the full sub-panel next year by a wider array of Fellows, former and current Council members and RHS officers, ensuring that our understanding of the distinctive demands of historical research in different local, regional and national contexts feeds into quality-related funding allocations to UK universities.

The announcement early in 2018 that the REF after REF2021—likely in 2027—will mandate open access (OA) publication of books has become a major focus of our policy work in the past two months. The Society is a champion and early adopter of open access book publication: the first titles of our open access New Historical Perspectives series are now under contract and will appear in 2019. But we're advocates, not zealots, and RHS officers are acutely conscious—not least through our work in setting up New Historical Perspectives—of the pragmatic hurdles that OA throws up for historians. Not all presses, moreover, offer authors an OA option, and many that do charge substantial sums (so-called book processing charges, or BPCs) to compensate for projected losses of sales revenues for hard copies of OA books. If the new OA mandate for REF2027 is implemented in the absence of equal access for UK researchers to funds to pay BPCs, historians at different institutions—and early career historians lacking an institutional base—may find their publication options limited. Consultation on these issues—by Research England (the body that orchestrates REF) and/or by UKRI (the new body that oversees the UK Research Councils)—urgently needs to be undertaken with the community of researchers who publish their research findings in books. The RHS's preliminary response to the HEFCE/Research England mandate can be accessed from our new 'Publications & Open Access' tab on the Society's website: <https://royalhistsoc.org/policy/publication-open-access>. We'll be posting information on BPCs and on the consultation process on the website at intervals in the next several months, and encourage Fellows and Members to contact us with information that can augment our own thinking and guidance on this vitally important topic.

Like the dilemmas of OA, the impact of the demise of the government's undergraduate student numbers cap in England illustrates the unintended

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consequences that ensue from well-intentioned but rapid policy change. Under the old regime, recruitment by individual universities above agreed quotas incurred fines; since 2015-16, however, English universities have been able to recruit as many undergraduates as they wish. Many history departments (especially among the Russell Group) have expanded rapidly in this context. Creating new posts, adding new fields of study, and opening up more History places to the next generation are all welcome developments associated at some institutions with the first few years of this policy. But the past several months have made the consequences of the removal of the student numbers cap for smaller history units, especially but not only in the post-92 universities, increasingly obvious. Together with the sharp drop in mature students undertaking undergraduate study, this policy has placed real strain on many excellent history programmes. Redundancies and the closure of history programmes that have lost their prospective students to departments that now recruit much larger student cohorts are coming to light with increased, and worrying frequency. Although devolution theoretically insulates Northern Irish, Scottish and Welsh programmes from the winds of English policy change, in practice challenges posed by student funding regimes are becoming evident across the four nations. The prospect of a return to the loss of history programmes experienced in the 1990s is a very real one.

The RHS's ability to grapple with these challenges—whether at the level of history in schools, public history or higher education funding policies for teaching and research—is enhanced by having a diverse and encompassing membership. With over 4,000 members in our 150th year, we're larger than at any point in the past. Renewing our membership rolls nonetheless remains a high priority, and Fellows and Members are warmly encouraged to recommend new applications for election. The deadline for the next round of applications is 4 June (followed by 8 October). Details are available on our website at: <https://royalhistsoc.org/membership>.

*Margot Finn
President*



To contact the President:

president@royalhistsoc.org

150TH ANNIVERSARY PROGRAMME

2018



Friday 1 June 2018

The Gerald Aylmer Seminar

in association with The National Archives & the IHR

‘Diversity amongst the Documents?:

The Representation of BAME Communities in UK’s Archives’

Wolfson Suite, Institute of Historical Research

Friday 22 – Saturday 23 June 2018

‘The Future of History: Going Global in the University’

Symposium at the University of Oxford

Friday 6 July 2018 at 6.00 pm

The Prothero Lecture

Professor Carole Hillenbrand

‘Saladin’s Spin Doctors’

&

RHS Publication, Fellowship, & Teaching Awards

Gustave Tuck Theatre, UCL

Tuesday 11 September 2018
 ‘History: New to Teaching’
Workshop at the Institute of Historical Research

Friday 21 September at 6.00 pm
 Professor Naomi Standen
 ‘Eastern Eurasia without Borders:
 from the Türks to the Mongols’
Gustave Tuck Theatre, UCL

Friday 5 October 2018
 Professor David Arnold
 ‘Death & the Modern Empire:
 The 1918-19 Influenza Epidemic in India’
University of Strathclyde

Wednesday 17 October 2018, 6pm
*The Colin Matthew Memorial Lecture
 for the Public Understanding of History*
in association with Gresham College
 Professor Tom Williamson
 ‘How Natural is Natural? Historical Perspectives on
 Wildlife and the Environment in England’
Museum of London

Friday 23 November 2018 at 6.00 pm
2018 Presidential Address
 Professor Margot Finn
 ‘Material Turns in British History: Part II’
UCL

PUBLIC HISTORY PRIZE

‘PARTITION VOICES’



Kavita Puri discusses her BBC Radio 4 series, 'Partition Voices', winner of the Radio & Podcasts category and overall winner of this year's Public History Prize

In homes across Britain are people who bore witness to one of the most tumultuous events of the twentieth century – when British colonial rule came to an end and the Indian subcontinent was divided along religious lines. Yet, 70 years on, we are only just hearing about their experiences in Britain. And they are harrowing recollections.

Partition Voices was a BBC project to record the testimony of those in Britain – colonial British and British Asians - who lived through the Partition of India 70 years ago. It also included interviews with second and third generation British Asians on the legacy in their lives today. It formed part of a landmark three-part Radio 4 series broadcast during the anniversary in August 2017. The team are thrilled and honoured to win the Royal Historical Society's Public History Prize.

Partition saw at least ten million people on the move. Outside war and famine it is one of the largest migrations in human history. Muslims travelled to Pakistan, Hindus and Sikhs to India. It was accompanied by terrible violence – up to a million people lost their lives, and tens of thousands of women were raped and abducted. It is a difficult legacy to talk about and it has taken 70 years for these stories to enter the public space in Britain.

Many of those who lived through this traumatic time came to Britain in their thousands in the 1950's and 60's. They are elderly now, and it was a privilege to hear their stories. We travelled across Britain and spoke of course to Hindus, Sikhs, and Muslims but also Parsees and Anglo-Indians, as well as colonial British, to gain a full understanding of that time. What emerged was a complex tapestry of the Partition experience. It is by no means definitive, I am not sure it ever can be.

Some interviewees were saying the words out loud for the first time. Some children were weeping silently in the corner of the room as they were hearing their parent's Partition experience for the first time. We heard many stories of horror, and profound loss. Some still have nightmares. But we heard so many recollections too of shared culture and traditions across religions before Partition. Time and again we were told of the deep connection felt to the land that our interviewees had been forced to flee. It was a connection that sustained, even if they never returned again. Some kept a stone, a brick, soil, as a physical reminder that they existed in a land now labelled "enemy".

Yet this history, British history, of how empire ended and what occurred in its aftermath is barely known. There has been silence from the Partition generation for many reasons. Coming to Britain they were trying to build a life here, and faced struggles to be accepted in this country. There was no time to look back. The second and third generation, born here, knew little of life on the Indian subcontinent, so why speak of it? And Partition is a complex subject to broach – all sides were victims, but all sides were perpetrators too, some within families, how do you begin to speak of this?

There has also been institutional silence. Partition and empire are not taught in schools. There is no memorial to the huge number of people that died in India, Pakistan or Britain. There has never been a public reckoning of what happened on the Indian subcontinent or here. There was no public space to discuss it.

During this anniversary – 70 years on - we were finally asking and listening, and there was a public space for people to discuss their experiences. Conversations were beginning, silence was breaking. Projects are now taking place across the country to preserve these stories before it is too late. There was also a legacy element to the Partition Voices project. The British Library will be archiving all our interviews for posterity.

These stories matter. The history of the Indian subcontinent and Britain are inter-connected. Empire, and its demise, explains why there are so many South Asians in Britain. It is British history.

British people of South Asian descent need to understand their history, it helps inform their complex identity. It is important that not just the narratives of division and hate, which can foster further hostility are heard, but so too the stories that show the connections within the community. British people need to understand their South Asian compatriots, why they are here, and why contemporary Britain looks the way it does. We should be learning of South Asian history, as we rightly do Black History. It is the story of modern Britain, who we are as a nation. History, public history is vital. And we are grateful to the Royal Historical Society in recognising the importance of our endeavour, in bringing the subject to national attention.

Kavita Puri

PUBLIC HISTORY PRIZE: WOMEN'S LAND ARMY



Cherish Watton discusses her research and website on the Women's Land Army (www.womenslandarmy.co.uk) for which she won the Undergraduate Student Prize at the 2018 Public History Prize awards

Over the last three years, I have expanded my website, on the Women's Land Army (WLA) and Women's Timber Corps (WTC) of the First and Second World War. It is now the national online hub for the commemoration of these civilian wartime organisations. I offer general histories on what it meant to be a Land Girl and Lumber Jill, as well as primary source material such as journals, photos, videos, and songs. My aim has been to democratise access to material which people can usually only access in physical archives. The website is used by a broad audience of family historians, schools, the media, and scholars. Beyond the digital sphere, I have enjoyed giving several radio and television interviews. I have used these opportunities to refute the 'warm-bath' history which can characterise discussions of women's war work.

During my degree, I developed the website (which had been running since 2011) in line with my new academic training. People contacted me with previously unseen source material, which I used in my dissertation on the Women's Timber Corps. Writing for websites such as HistoryToThePublic.org made me feel part of a bigger community of public historians and improved my writing. This experience was invaluable, as in some academic circles I felt public history could be somewhat frowned upon – and even to be avoided.

In the undergraduate programme, the 'Historiography, Argument, and Practice' final essay (worth 20 per cent of our final grade) gave students the opportunity to study 'History, Policy, & Public History'. This was one of 28 topics – and one of the most popular. Yet outside of Tripos, I was not aware of funding

bodies, nor training which I could draw upon to improve my public history work. It was a case of learning on my feet when appearing on radio and television, or receiving donations of archival material. I think more could be done to link up existing student public historians and to publicise the support available from the RHS, the Raphael Samuel Foundation, the Women's History Network, and other bodies.

Though it has only been a few months since winning the RHS Public History Undergraduate Student Prize, there has already been a greater recognition of my work in academic and non-academic circles alike. Within my MPhil cohort, we've had more conversations about public history and shared experiences of being a trustee for one of the world's oldest military history societies, volunteering at Duxford, and offering outreach on the histories of board games and gaming. Cambridge colleagues have also invited me to contribute to the public history blog, *Doing History In Public*, and to present with the other Cambridge RHS Public History Prize winners at our Public and Popular History Seminar.

If you're a student, please don't underestimate the public history work you are doing and do consider an application for the Public History Prize. Once my supervisor had told me about the award, it didn't take very long to write a summary of the work. It was a helpful, reflective (and enjoyable) process. Lecturers, please persuade students who are doing existing public history work to apply for the award. I wouldn't have applied for the award without my supervisor's suggestion; it was this initial push that made all the difference.

I extend my sincerest thanks to the RHS for this award and I hope it encourages other undergraduates to have confidence in showcasing their engaging and critical histories.

Cherish Watton
University of Cambridge

THE WOMEN'S LAND ARMY

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Search

National Call For Information: Land Girls & Lumber Jills
If you would be interested in filling in a questionnaire sharing memories of the Women's Land Army or Women's Timber Corps, please click here.

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Enter your email address to subscribe to this website and receive notifications of new posts by email.
Email Address

Homepage

This website provides information on the lives and experiences of British Land Girls in World War One and World War Two.

World War One World War Two

Veterans Badge WLA Memorial

Latest News and Documents

- WW2 Proficiency Distinction Certificate for Milking and Dairy Work
- 'You Realise Miss Marden' Cartoon, January 1940
- Happy Easter 2018!
- 'The Land Girl' Covers: April
- 'The Warworker's Testament - WLA Bible, 1918
- 'Spring Modes' Punch Cartoon, 1941
- Women's Forestry Corps, North Devon, WW1
- 'Lilies on the Land, West Sussex, April 2018
- 'The Land Girl' Covers: March
- WW2 Book: 'Life in the Land Army' by C. Falcon

PUBLIC HISTORY PRIZE: HUDDERSFIELD BUSSING

Joe Hopkinson discusses his film 'Dispersing the Problem: Immigrant Children in Huddersfield in the 1960s and 1970s', for which he won the Postgraduate Student Prize at the 2018 Public History Prize awards



When I began pursuing an academic career I somewhat pretentiously eschewed engagement with public history. In truth I only began bringing public history into my work after deciding to use my MA by research at the University of Huddersfield to broaden my skill set. For my BA I completed a dissertation on attitudes towards the Great War in the West Yorkshire town of Dewsbury. Whilst this was a great experience it left me wishing that I had also developed skills outside of archival research. When given the opportunity to undertake a funded MA I decided to create a multimedia output and to explore different historical methodologies.

This led me to an Oral History project which examined the experiences of Black and Asian people at school during the 1960s and 1970s. My specific focus was on those who had been dispersed by bus around schools in Huddersfield during that period as part of a national government policy. I became aware of bussing through a chance conversation with a family member. He remembered a bus of South Asian children arriving at his primary school during the 1960s. My relative and the other white pupils apparently threw sticks and stones at the disembarking Asian children, shunned them at playtime, and were never educated in the same classroom.

The story felt significant and I was certain that the children who were disembarking the bus would have important memories that deserved to be highlighted and discussed publicly. The idea behind bussing, which was used in at least eleven British Local Education Authorities between 1963 and the early 1980s,

was to help non-Anglophone children to learn English through increasing their contact with white British pupils.

Bussed children were however often segregated. They were taught English intensively in spare classrooms that were frequently situated in external buildings such as a local church, or working men's club. The policy was explicitly about race: if you were Black or Asian you might have to get the bus; if you were white then you were not affected. Moreover, in Huddersfield the reasoning for bussing Black Caribbean children, noted in the Education Committee Minutes 1965-1966, was that they were considered more likely to suffer from educational retardation. Their idea was that spreading Black children around would reduce their negative impact on any school's remedial services.

Alongside a shorter than usual dissertation I produced, directed and wrote a 25 minute long documentary. The film was well received by the local community and the Royal Historical Society kindly thought it deserving of their Public History Postgraduate Student Prize. The documentary has been screened in one of Huddersfield's most popular venues, as well as during my university's Black History Month events, and most recently at 'Making A Difference,' the RHS public history symposium in Birmingham.

These screenings, the accompanying Q&As, and the feedback I have received have strengthened my belief in the importance of public history engagement. The memories and experience of Black, Asian and Minority Ethnic (BAME) people living in the UK are under acknowledged by our discipline. The history of modern multi-ethnic education in Britain, for instance, has yet to be written. Sociologists, educationalists and critical theorists remain engaged with the subject but despite the passage of time historians have barely begun to weigh in. Through researching multi-ethnic educational experiences I have become awakened to the importance of using





public history to create a more inclusive narrative of our recent past. The public are eager to engage with this kind of history and in the current social and political climate it is especially timely, and necessary.

Since the Public History Prize award ceremony in January 2018 my work has been reported on by Huddersfield's local newspaper, and the *Yorkshire Post*. I have also been invited to screen the film and speak at several upcoming public history events. Currently, I am in my first year of a PhD at The University of Huddersfield that is funded by the Heritage Consortium. The project is very much a continuation of my MA research. While bussing remains a concern I am taking a broader look at the experiences of BAME people in British schools during the 1960s and 1970s. Once again, my goal is to make a documentary film and screen it publicly.

Through my engagement with the RHS, and this positive reporting I have made a number of invaluable contacts. Former employees of the Commission for Racial Equality, and other individuals in Liverpool and Huddersfield – my PhD case studies – have reached out. Through attending the RHS award ceremony and being asked to speak at their public history symposium I have also met other wonderfully useful people – including my fellow prize winners. Hearing about and discussing their projects further emphasised to me the many valuable contributions that are being made to public history, and the importance of history for society in general.

Joe Hopkinson
University of Huddersfield

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PUBLIC HISTORY PRIZE WINNERS

2018

Overall Winner
'Partition Voices'
BBC Radio 4/Kavita Puri

Museums & Exhibitions
'Tunnel: the Archaeology of Crossrail'
Museum of London Docklands

Film & TV
'Black & British: A Forgotten History'
BBC 2/David Olusoga

Radio & Podcasts
'Partition Voices'
BBC Radio 4/Kavita Puri

Online Resources
'Our Migration Story'
Runnymede Trust

Public Debate & Policy
'Historicizing "Historical Child Sex Abuse"'
Lucy Delap, Louise Jackson, and Adrian Bingham

Undergraduate Prize
'Democratic and Critical Commemoration of the
Women's Land Army in Twentieth-Century Britain'
Cherish Watton

Postgraduate Prize
'Dispersing the Problem:
Immigrant Children in Huddersfield during the 1960s & 1970s'
Joe Hopkinson

CAMDEN SERIES



Richard Toye, one of the Society's Literary Directors, discusses his experience editing a volume for our Camden Series, and invites proposals for future Camden volumes

In 2017, my colleague Andrew Thorpe and I published an edition of the diaries of Cecil Bisshopp Harmsworth (1869-1948), in the Society's *Camden Series*. The project took us several years, having begun (in embryo) when the University of Exeter acquired the diaries at auction in 2008. Collaborating as editors was highly rewarding for both of us. Here I describe some aspects of the process, in the hope of encouraging others to submit proposals for the series.

Harmsworth served as a Liberal MP from 1906-1910 and from 1911-1922. He also served in Lloyd George's war-time secretariat, and after World War I, as Under-Secretary of State for Foreign Affairs; from 1939, until the end of his life, he was a member of the House of Lords. As a middle-ranking figure, he was not especially well-known in his own lifetime. He was very much overshadowed by his elder brothers Alfred and Harold, the newspaper proprietors known respectively as Lords Northcliffe and Rothermere. However, Cecil's diary is a very interesting document, which records not only the high politics of Westminster but also the quotidian detail of constituency work and electioneering.

Before putting a publishing proposal to the Society, it was necessary to secure copyright permission from the Harmsworth family, which they generously granted. The first part of the editing involved both transcription and selection. The former was reasonably easy, if somewhat laborious, because Harmsworth himself had typescript copies made. Selection did pose some dilemmas because, although it is likely that most of our readers will be primarily interested in his record of political life, there is also much material about his family (whom he adored) which could be of interest to historians of fatherhood, for example. Moreover, it was necessary to look beyond the diary (and associated papers in the same collection) to establish some details of Harmsworth's life. We were not, of course, trying to write a comprehensive biography, but naturally his own account had to be checked against other sources.

Probably the most challenging part of the exercise, and in many ways the most enjoyable one, was identifying the figures mentioned in the text in order to write the many biographical footnotes. Of course, if the person

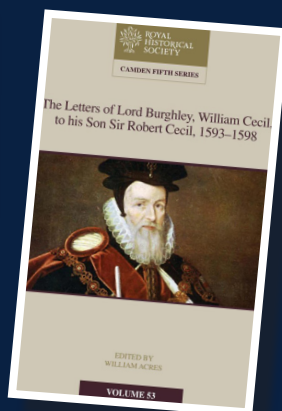
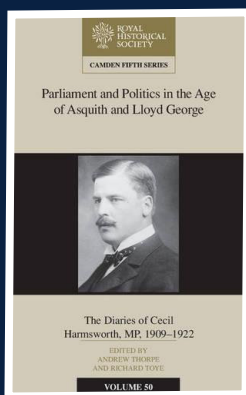
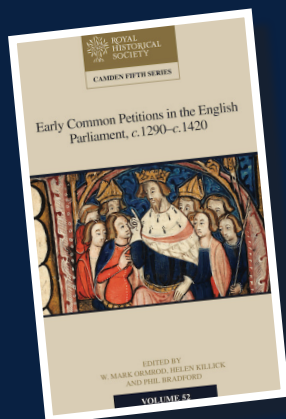
concerned was a Member of Parliament, even an obscure one, then locating the relevant information was not too difficult. If, however, they were merely a losing candidate in a single election, or were mentioned in passing only as ‘Mr. Smith’, the exercise could be very problematic. We made creative use of digitised newspapers, the Census, and even ancestry.com. We cracked some real ‘tough nuts’, including (my personal favourite) a pair of Luton-based photographers, and there were satisfyingly few people who we were obliged to list as ‘unidentified’.

Perhaps the most satisfying aspect of creating this type of edition is the thought that one is creating a resource that other historians will be able to draw upon for years to come. Potentially there are other benefits too. One might assume that this type of scholarship is not well-rewarded when it comes to the REF. Yet the 2014 History panel noted: “websites/databases, scholarly editions and monographs were the three types of output which tended, overall, to produce the highest percentage of the highest grade. [...] Submitting units also showed a greater reluctance to double-weight scholarly editions than authored monographs, even though such editions tended to score highly.”

My enjoyment of the editing process, and the support Andrew and I received from the Society and Cambridge University Press throughout, was one of the things that motivated me to apply to become one of the RHS Literary Directors. I and Andrew Spicer, my fellow Literary Director, would be delighted to discuss ideas for future *Camden* editions via email in advance of receiving formal proposals.

Richard Toye
RHS Literary Director

literary.directors@royalhistsoc.org



SUPPORTING THE NEXT GENERATION OF HISTORIANS

The RHS awards around £60,000 per year to post-graduate students and early career historians, helping them pursue research and attend and organise conferences. Grant winner Finn Schulze-Feldmann tells his story.



Going abroad is essential to (almost) every PhD, be it for the attendance of a conference or research in a library or archive. Yet, to obtain the means for such a costly undertaking can be a tedious task. Opportunities are rare and, if one is found, the application often presents a laborious and time-consuming undertaking. Thanks to the Royal Historical Society and its generous grant schemes, I have been able to attend an international conference and to visit sites and an archive abroad. In addition, the straightforward application system and the support I received whilst and after applying was exceptional.

I am currently writing up my dissertation on the role pagan oracles played in the genesis of the Reformation. In the course of my doctoral studies at the Warburg Institute London, I received two grants from the Society. During my second year, I was awarded the funds to take part in the Sixteenth-Century Society and Conference in Bruges, a three-day conference that brought together early modern historians from all over the world. It was the first international conference at which I was to present a paper. I was excited about the opportunity when my paper was accepted and grateful when I learned that my application to an organisation as respectable as the Royal Historical Society had been successful.

Delivering my paper to a room full of experts was a great experience. What I presented was a key argument of my thesis. I proposed how a group of theologians had appropriated for their theology a specific oracular tradition of ancient origin, i.e., the Sibylline oracles, in order to overcome the denominational conflict of the Reformation.

After my presentation, an attendee approached me. The advice she gave me was invaluable for the direction I would take with my research. It was only after we finished chatting that I was able to make out the name on her name badge. I was glad I did so: she was one of the leading scholars in the field.

Besides the great experience the conference was for me as an early-career historian, my stay in Bruges where the conference was held turned out to be even more fruitful. Beautiful as its façades look to tourists from near and far, they are hiding real gems for those interested in the cultural history of the early modern period. On a day when I was wandering through the city with its stunning churches and impressive museums, I discovered a small sixteenth-century altarpiece featuring a combination of Sibylline and Marian imagery that I had never encountered before. One year later I can say that it was this retable that gave the first chapter of my thesis a new direction. My trip to Bruges could not have been any more successful really.

The second occasion on which I received a grant was a week-long research trip to Berlin with an excursion to two sites in nearby villages. After having worked in the state library of Berlin already for my undergraduate degree, I was pleased to find that this time too the library's holdings that had looked so promising did not let me down. Neither did the two churches I visited. In fact, the field trip to these almost forgotten parish churches in a very rural and secluded part of northern Germany once again underlined how indispensable such research trips to archives are, and likewise how important exploring objects in situ is to understanding their meaning and significance. Enthused over the new textual and material evidence I had obtained, I returned to London, eager to revisit parts of my thesis in light of my new findings.

I can only but encourage anyone wishing to visit an archive at home or abroad, or to attend the odd conference on the other side of the Atlantic to consider an application to the Society. I have yet to encounter an application process more efficient and a team more willing to support you along the way. There are multiple deadlines a year, which allow for support whenever need arises, and the contributions made by the Society are substantial, too. Going abroad has advanced my doctoral studies immensely. Most importantly, it made me think about all that is out there, waiting to be discovered.

Finn Schulze-Feldmann
PhD student
Warburg Institute

HISTORICAL ASSOCIATION QUALITY MARK SCHEME



Mel Jones, Education Manager of the Historical Association, discusses the Society's sponsorship of the HA's Quality Mark scheme, which celebrates & promotes excellent history teaching in schools across the country

Part of the mission of the Historical Association (HA) is to support and celebrate good history. Conversations about a way of doing this had been happening at the HA for some time but it was not until 2014 that a pilot was launched. Ofsted had scaled down their subject inspections, leaving secondary school history departments and primary school co-ordinators with no way of knowing how they were doing in terms of their history provision, or any guidance or validation.

The panel putting together the Quality Mark (QM) provides a clear rationale for schools to participate. The criteria would provide a thorough analysis of a school's history provision and would operate both as a validation of excellent provision and as an improvement and development tool for those on such a journey. Supported by a team of assessors, QM provides a pathway for schools to audit and develop their provision regardless of context and within their means. The criteria are flexible enough to allow for a wide variety of approaches to the development and provision of excellent school history. So QM is not an inspection, but more of a celebration of what schools are doing well. It is a supportive framework for schools to highlight development points and feel validated.

Following a successful pilot, the full roll-out of the award began in the summer of 2015. Since then over 120 schools have registered and over 70 awards have been made, with this figure increasing all the time. Participating schools have 12 months in which to complete the award, so while registration is now in its third year, assessments are in the second year. While a small number of case studies are already on the HA website, over time we hope to gather a body of evidence about the great provision and practice going on in some of our schools up and down the country.

We are delighted that the RHS is supporting QM with a number of bursaries for secondary schools to participate in the programme because after all, great secondary history departments are far more likely to foster the enthusiasm and qualities needed to make great university history students. We will be using these bursary-funded secondary school participants as a secondary impact case study to examine how participation in QM in secondary schools contributes to the development of the department, the status of and provision for history in the school and pupil enjoyment.

Here is what some of our secondary school participants have had to say about their involvement in the programme so far:

'The QM is excellent for reflecting and developing best practice. It is fantastic to get a professional endorsement that the work our department is doing is of a high standard.'

'To have our achievements recognised by an independent, supportive but astute professional body helps self-esteem all round in a department. Colleagues from other departments as well as Senior Management Team have been warm and positive in their praise.'

'I would rate the QM very highly. External subject-specific verification of what we do has been very important for us. It has also been important in helping to raise the status and profile of the department and given us a real boost. Having ideas about future developments has also been really helpful. I have recommended the award to other History departments.'

'Working towards QM status has had a number of positive impacts. We have focused much more on subject specific issues than the normal school cycle of self-evaluation and development planning does. That tends to focus more on whole-school issues. Gaining the QM award has certainly enhanced the profile and status of the department within the school.'

'Excellent, it has changed not only practice but mind-set.'



Pupils from Moat Community College with their HA Quality Mark certificate

Kenneth Fincham, RHS Vice-President (Education) writes:

The Society is keen to mark its 150th anniversary with activities and initiatives which underline many of its long-standing objectives and priorities. One such is our support for History in secondary schools, important not just for those who continue to study history at university but also for those whose formal study of the subject ends at A-Level. History in schools is a standing item on the agenda of the Education Policy Committee, founded by Peter Mandler back in 2003, on which sits a representative of our old friend and ally, the Historical Association.

The HA's Quality Mark scheme, for primary and secondary schools, is a wonderful way to encourage history teachers to reflect on their practice, to enhance the profile of the subject within and beyond the school and provide the opportunity for external recognition of teachers' achievements and aspirations. The cost for schools to enter the scheme is sometimes problematic in a time of extremely tight budgets. By providing bursaries for up to ten applicant schools, the Society hopes to boost the numbers of the secondary schools signing up for the QM scheme. We have agreed that these should be state-funded and non-selective, where hitherto the take-up has been lower than expected, and, if possible, with a good geographical range. We will report more, in about a year's time, on what promises to be a fruitful RHS-HA partnership.



Pupils and staff from Dunottar School with their HA Quality Mark certificate

A-LEVEL COURSEWORK: A REQUEST FOR ASSISTANCE



Ken Fincham, RHS Vice-President (Education), requests assistance from Fellows for the assessment of A-Level coursework in History

In recent years the Society has established good working relations with the History Subject Officers and Chief Examiners for the principal A-Level boards in England and Wales. We have hosted regular meetings to look over results, consider the impact of curriculum changes and discuss trends in the numbers taking A, AS and GCSE history. It has also allowed the Society to intervene, all the more effectively, when curriculum changes have been pushed by government: thus we helped ensure that an independent project was retained in all A-Level history syllabuses, which gives students the opportunity to develop independent research skills which some will refine if they go on to study history at university.

Among the A-Level boards, OCR is unusual for the amount of freedom allowed to students to pick their own topic, subject to approval by a panel of OCR's inhouse experts. Many go for tried and trusted subjects, but a few propose titles which stretch the expertise of OCR's team, including niche subjects within fairly familiar areas. Here are four examples:

- *Assess the reasons for changing attitudes towards poisoning as a crime 1830 - 1965.'*
- *'To what extent did women have a greater social standing in Celtic society than in Roman society?'*
- *Assess the success of Japan's three unifiers in restoring peace between 1570 and 1610.'*
- *'How effective was the Anti-Mafia commission in reducing the influence of the Sicilian Mafia between 1965 and 1992?'*

OCR would be delighted for offers of help in any of the areas listed below. Fellows could lend a hand by judging whether a topic is viable and providing some very basic guidance to printed or online resources.

What we have in mind is a scheme which will not take more than a few hours of a Fellow's time, once a year, and would not draw them into an exchange of emails with a school or individual candidates. If you are interested in helping and/or want more details of what would be involved, please get in touch with me as soon as is convenient.

Ken Fincham
RHS Vice-President (Education)
k.c.fincham@kent.ac.uk

Areas in which Fellows could offer assistance to OCR

- *History of crime and history of medicine*
 - *Military history (all periods)*
 - *Medieval Europe*
 - *Pre-Norman Conquest England*
 - *History of China, Japan, and East Asia (all periods)*
 - *The Renaissance*
 - *European early modern witchcraze*
 - *British empire (especially decolonisation)*
 - *19th-20th century British social, gender and cultural history*
 - *Arab-Israeli conflict*
 - *US Civil Rights movements*
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THE RHS & REF2021



*Jonathan Morris,
RHS Vice-President
(Research Policy), explains the
Society's role in nominations
for the REF2021 History
sub-panels, and looks forward
to the next REF process.*

REF2021 is now gearing up with the recent appointment of the Main and Sub-Panels. Professor Mark Jackson from Exeter University was appointed Chair of the History Sub-Panel, with the support of the RHS.

Nominations for membership of the REF sub-panels were then sought from scholarly bodies. In contrast to previous exercises, societies were required to demonstrate that they had followed an open nomination process with an emphasis on equality and diversity. An unintended consequence of this requirement appears to have been that many smaller bodies that nominated directly to REF2014 chose not to do so for REF2021, as they lacked the capacity to comply with the equality and diversity requirements. Some smaller historical societies, for example, this time chose to forward nominations to the RHS.

RHS Nomination Process

On 7 November 2017, the Royal Historical Society issued a call for nominations to all Fellows. The call was posted on the RHS website, and circulated to members of Council, who were invited to disseminate it further, with specific, strong encouragement for nominations from groups under-represented in REF2014. Self-nominations and those where nominator and nominee were employed by the same HEI, were excluded, but nominees were not required to be Fellows or Members of the RHS.

Recognising the need for a balance between continuity and new blood within the sub-panel, the RHS directly contacted members of the REF2014 sub-panel to ask if they would wish to be reconsidered for nomination.

Our offer was not extended to those who had already served on more than one previous exercise, however. After the nominations process closed, the nominations were reviewed by the President and the incoming and outgoing Vice Presidents for Research Policy (Jonathan Morris and Mary Vincent).

Adhering to a strict principle of including only one sub-panel nominee from each HEI, we compiled a set of nominations that reflected the major sub-fields in historical studies that we expect to see represented in final submissions to the panel. In cases where we felt we lacked sufficient awareness of the field, we took advice from senior historians who were not among our nominees – usually past sub-panel members. Altogether we submitted 40 nominations: 32 practising researchers to the History sub-panel, 3 to the Area Studies sub-panel and 1 to the Communication, Cultural and Media Studies, Library and Information Management sub-panel; plus 4 assessors of the wider use and benefits of research to the History sub-panel.

We were particularly concerned to monitor for equality and diversity among our nominations, especially given that the REF2014 panel was all white, and included only one representative of a post-92 institution. Of the 36 practising researcher nominations submitted by the RHS, three came from BAME backgrounds and six held positions in post-92 institutions. 14 of the 40 were women, a somewhat disappointing proportion, but significantly higher than the c.21% within the UK history professoriate. One of our four impact assessor nominees was female, and we ensured a balance between London and non-London based nominees within this category.

Eventual Sub-panel Composition

At the end of February 2018, the first sets of appointments to the new REF sub-panels were announced. These were divided into two – an initial criteria-setting group who have begun meeting in 2018, and who will be joined in 2020 by a second set of already appointed output assessors. A final set of sub-panellists will be appointed in 2020, following the declaration of submission intentions by UoAs, in order to align the panel's capacity to review outputs and impact case studies to this.

18 History sub-panellists have so far been appointed: eight for the criteria setting phase, 10 to be added as assessors in 2020. Of these nine are female, one comes from a BAME background, and one works at a post-92 institution. Nine were members of the REF 2014 sub-panel. 14 of the 18 sub-panellists received a nomination from the RHS. Three current RHS officers have been appointed to the sub-panel, including the President who will also serve as Deputy Chair of the sub-panel.

Jonathan Morris
Vice-President (Research Policy)

REF2021 HISTORY SUB-PANEL



Criteria Phase

Prof. Mark Jackson	Exeter	Chair
Prof. Frances Andrews	St Andrews	
Prof. Margot Finn	UCL	Deputy Chair
Prof. Matthew Hilton	QMUL	
Prof. Jonathan Morris	Hertfordshire	
Prof. Joy Porter	Hull	Interdisciplinary Adviser
Prof. Lyndal Roper	Oxford	
Dr David Souden	British Museum	

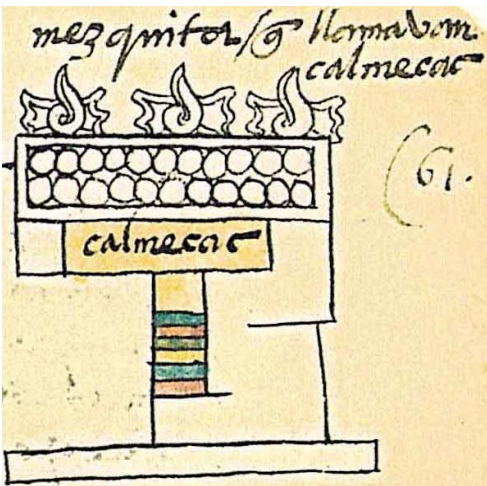
Additions for Assessment Phase

Prof. Lynn Abrams	Glasgow
Prof. Pratik Chakrabarti	Manchester
Prof. Catherine Cubitt	East Anglia
Prof. Michael Hughes	Lancaster
Prof. Claire Langhamer	Sussex
Prof. Paul Nugent	Edinburgh
Prof. Phillipp Schofield	Aberystwyth
Prof. Julian Swann	Birkbeck
Prof. Mary Vincent	Sheffield
Prof. Alex Walsham	Cambridge



The RHS 150th anniversary blog,
Historical Transactions,
includes updates on our activities and publica-
tions, as well as features from historians on topics
ranging from the Irish revolution to early modern
Mexico, LGBT History Month to
controversial public history.

<https://blog.royalhistsoc.org>



RHS STATEMENT ON GDPR



Under the new General Data Protection Regulations which come into force in the UK on 25 May 2018, the Society is obliged to review the ways in which it stores and uses all personal data. The Society retains names, postal addresses and email addresses of its members: these are stored securely, and used only for our own legitimate interests, provided your rights do not override these interests. A list of current Fellows and Members and their institutional affiliations is available on our website; Fellows and Members who do not wish their names to be listed in this way may request the removal of their names from the website. It is otherwise our policy not to extend these uses of personal data in any way without the explicit agreement of the owners of the data.

To see the full text of the Society's Data Privacy Statement, go to:
<https://royalhistsoc.org/membership/data-privacy-statement/>

THE ROYAL HISTORICAL SOCIETY

- **REPRESENTS** history as a discipline, and historians as a group
- **PROMOTES** the vitality of historical scholarship through support for research and publication
- **ADVOCATES** best practice in history teaching in universities and schools
- **PROVIDES** a forum for all historians to meet and exchange ideas
- **SUPPORTS** and encourages early career historians



MAY 2018