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# *Journal of History for the Public* 12 (2015) Abstracts

## From Model of Modernization to Paragon of Life Quality: Japanese Image of Germany Over the Past One Hundred and Fifty Years

**Toru TAKENAKA**

Meiji Japan, which considered modernization as the most pressing task, saw in Germany the very model for this national project. While the Japanese introduced many institutions and technologies from Germany, the view gained ground that regarded the country and its people as morally exemplary. This view was augmented in the interwar period by the new argument that stressed the affinity in the "national character" between Japanese and Germans, reflecting Japan's growing self-confidence in the wake of its rise to a world power after World War I. The image of Germany as model of modernization in both material and immaterial terms remained basically unchanged beyond the deep fault of 1945. This image rather went through wider popularization as higher education, whose institutions had been strongholds of the Germanophile mindset in prewar Japan, significantly grew in the 1960s and the 70s. It was in the 1980s that a new image of Germany emerged. This view indeed did not differ from the old one in that it still saw Germany as praiseworthy model. The country and its people should, however, be looked up to not because of its success in modernization, but in realizing high quality of life by advanced social welfare system and well-preserved natural environment. This shift of perspective was made possible because the post-materialist orientation was diffused in the Japanese public when the age of the "high economic growth" came to an end in the 1970s.

## The Introduction of the National History Curriculum in Australia: The Aftermath of the History Wars

**Takao FUJIKAWA**

Researchers tend to emphasize that former Liberal PM John Howard and his favorite historian, Geoffrey Blainey are starkly in opposition to former Labour PM Paul Keating and the so called 'black armband history' in Australia's History Wars. They assert that there is an unbridgeable chasm between the two viewpoints: a fault line between the 'rightwing nationalism' and the 'leftwing multiculturalism'. From such a stand point the Howardian brand of neo-liberalism, which absorbed Pauline Hanson's anti-immigration ideology, and the Labour brand of multiculturalism, which offered an apology to the Aboriginal people and the stolen generations were entirely irreconcilable.

However, does the discourse of the great divide really reflect the difference of actual policies? What is the end result of the History Wars? This article is an attempt to answer such questions by following the development and introduction of the national history curriculum in Australia.

First the author outlines the development of the History Wars in Australia. Secondly he describes different perspectives in which the History Wars are positioned. Thirdly he deals with citizenship education and shows what the Howardian ideology and the Labour ideology had in common. Lastly the author treats the introduction of the national history curriculum and reveals the shared ground by the two apparently opposing parties. This will shed light on the continuing process of the reinvigoration of Australian nationalism.

## Colonialism Revisited: The Notting Hill Race Riots in Jean Rhys' 'Let Them Call it Jazz'

**Mayumi HORIUCHI**

*Wide Sargasso Sea* (1966), possibly the best-known of Jean Rhys' (1890-1979) stories, reminds readers of the history of the British West Indies and the ongoing memory of slavery there. However, another story she wrote soon after her brief return to Dominica in 1936, the short story, 'Let Them Call it Jazz' (1962), has not been discussed so often. The story, set in the Notting Hill area of modern London, has a young 'coloured' woman from the West Indies as its heroine. This paper argues that 'Let Them Call it Jazz' should be considered as a kind of 'reportage' on the Notting Hill race riots that broke out in August 1958.

After witnessing her home island moving towards decolonisation during her brief homecoming, Rhys embodied two principal ideas in her works written after the 1950s. On the one hand, in some of her short stories she boldly began to depict her dissatisfaction at the changes initiated in Dominica by the black islanders. On the other hand, in her novel *Wide Sargasso Sea* she accused British people of forgetting the existence of the white creoles born as a result of British colonisation. 'Let Them Call it Jazz', however, embodies another feeling.

During the 1950s, people in the UK began to regard the influx of West Indian immigrants and the racial conflict that took place as 'a social issue', however, they did not know the historical background of such 'a social issue'. In the 1950s, only 25% of UK voters could distinguish the 'dominions' from the 'colonies' among Britain's imperial possessions. Having had to endure their cold attitude towards white creoles, Rhys did not keep silence once she knew the great difficulty that her 'black country people' faced.

This paper examines contemporary newspaper reports of the Notting Hill race riots, and considers how Jean Rhys incorporated them into her story. Through the story, she encouraged 'people in the mother country' to rediscover the history of colonialism through the struggle of a West Indian woman in 'the Empire's capital', London.

## Development of Fertility Treatments and the Medicalisation of Infertility in Mid-Twentieth Century Australia

**Tomoko FUJITA**

Controlling fertility with reproductive techniques and treatments has become a significant aspect of not only individual family life but also state policy. In particular, rapid development of and widespread access to assisted reproductive technology (ART) in the past several decades have led to public discussion on issues relating to access and regulation. In 1984, the State of Victoria became the first jurisdiction in the world to enact legislation to regulate ART research and practice.

Parallel to the political discourse, a body of historical research on the Australian family has developed since the 1970s, illustrating the process of family modernisation and diversification. While covering developments in methods for preventing reproduction, they have overlooked the advances in infertility

treatments which eventually led to the recent ART developments. Considering that these technologies of conception are logically connected to the older technologies of contraception and abortion, and that vast numbers of babies have been born through these technologies of conception, historical research on the Australian family needs to be reconsidered from the perspective of "making children."

This study scrutinises the initial stages of clinical fertility treatment and their effects on family in mid-20th century Australia, focusing particularly on the establishment of sterility clinics at public hospitals in the 1930s-1940s which were greeted by lines of women seeking treatment as well as related political debates. The examination of the state and professional interventions in managing fertility reveals that the establishment of special clinics and the medicalisation of infertility as part of the treatment of childless couples' difficulties in having children led to the reconstruction of gender roles and family norms along with the reduction of women's bodies into social resources.

## Development of European Cooperation in the Field of Higher Education: Focusing on Conflict between Intergovernmental Cooperation and Supranational Integration

**Rika KOBATA**

This paper examines the history of cooperation at the European level in the field of higher education, especially paying attention to the conflict between supranationalism and intergovernmentalism.

Despite the progress toward EU integration, European states have shown particular attachment to the national sovereignty in the field of higher education, which has a close connection with national identity. Therefore, in the Treaty of Rome, which established the European Economic Community in 1957, no provision was made for higher education. Instead, ministers worked together in an intergovernmental organisation, the Council of Europe.

In the 1970s, however, the European Community replaced the Council of Europe as a main framework for cooperation. The EC Ministers of Education met for the first time in 1971 and the next decade was characterised by emergence of various Community actions, such as Erasmus, Lingua and Tempus. When the Treaty on European Union came into force in 1993, a new article was introduced as a legal basis for Community actions in the field of education. But according to this, the Community could only supplement the actions of Member States while respecting their responsibility. This was a result of the Member States' resistance to any attempt to develop a supranational competence in this field.

The situation began to change at the end of the 1990s, when some European countries launched an entirely new initiative to harmonise their own higher education systems. This is known as the Bologna Process. At first, it was a purely intergovernmental cooperation established outside the EU and without the participation of the European Commission. With its development and institutionalisation, however, the Commission was included in the follow-up structure and started to provide technical expertise and financial supports to the process. This can be best described as an intergovernmental cooperation embracing certain aspects of the Community, which created a new dynamism in the higher education policy in Europe through the political will of the European states and various resources of the Commission.

## The Capital Goods and the Role of Natural Resources: In the Case of the Ships of the Line

**Yu OHNISHI**

The purpose of this article is to examine the ships of the line as the capital goods in the 'long 18th century', and the role of natural resources, especially timber and iron.

Before the Industrial Revolution, the few fixed capital goods, which were required a large amount of natural resources for construction, are ships, notably naval vessels centered on the ships of the line.

The ships of the line were the main weapon on the naval combat throughout the Second Anglo-French Hundred Years' War.

A First-rate ship of the line, 'Thunderer' as an example, cost £39,115 as an initial investment, and cost £68,000 as a replacement investment. It is estimated that the Royal Navy as a whole cost £100,000,000-150,000,000 as an initial investment, and cost £100,000,000 as a replacement investment approximately, in the long 18th century. In the process of construction, these naval vessels swallowed natural resources corresponding to this amount of funds (liquid capital).

Of particular importance among the required resources, it has been timber and iron. The former was used as a mainly structural material of the hull and mast, the latter as artillery and anchor. With the exception of some oak trees of England, and these resources were supplied from Northern Europe, particularly from the Scandinavian Peninsula.

Norway and Sweden supplied timber and iron respectively, and their quality of exported goods were highly appreciated in England.

According to the records of the amount of British import, not only ships of the line, but also the construction of cargo ships needed these basic materials. Therefore, imported timber and iron from Scandinavian countries had contributed to economic growth of the Great Britain on the eve of the industrial age.