A history of Psychology at the Australian National University, 1949–1999
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Psychology at the Australian National University (ANU) has changed immeasurably since its humble beginnings as part of the Canberra University College (CUC) in 1949. Now called the Research School of Psychology, the Psychology Department has developed from its primary function as a teaching unit in the 1950s. Via several amalgamations and restructures at the administrative level, it has also moved away from its original, dual place within the Arts and Sciences, to its current place within the ANU College of Health and Medicine. All along, Psychology at CUC, and later at ANU, has sought to distinguish its research from other Australian psychology departments, so that, despite its many transformations, certain themes and questions have continued to motivate its researchers. Among these, social psychology, experimental psychology and clinical psychology have been particularly important research and teaching nodes in Canberra. Moreover, though Psychology at ANU has grown its research capacity, it continues to prize the education it offers to its students.

1950s

> I don't remember the enrolment in Psychology I when I first came but I know they all fitted into a room with a capacity of about forty and it wasn't full, so it was a small number.[i]

When social psychologist Cecil Gibb arrived at CUC in 1956, the Psychology Department offered only three courses: Psychology I, Psychology II and Psychology III. As he indicates in the comment above, enrolments were small—less than forty in the first-year course—even for the standards of the 1950s, when Australian universities were much smaller than they are now. CUC was established to cater to the needs of public servants and most students at the College were studying part time.[ii] Indeed, by 1957, when the total enrolment at CUC was just over 450, full-time students made up less than ten per cent of the entire cohort.[iii]

Gibb came to CUC as the Foundation Professor of Psychology and Head of the Department. For him, social psychology was prime, declaring in his inaugural address that, 'There is a very real sense in which all psychology is social psychology.'[iv] Gibb had studied his B.A. and M.A. degrees at the University of Sydney but like many of his generation, he went abroad to undertake his doctoral research. He received his PhD in 1949 from the University of Illinois, with a thesis that was supervised by Raymond Cattell and titled, 'The Emergence of Leadership in Small Temporary Groups of Men'. Gibb's research focused on the psychology of leadership, group processes and the dynamics of families. He often used multivariate statistical methods, including factor analysis, in the study of these subjects.[v] This research interest in leadership and group dynamics informed Gibb's administrative service to the Psychology Department and later to the School of General Studies.

When Gibb arrived in Canberra, the Psychology Department consisted of only two other men: Patrick Petony and Gavin Seagrim. Petony had come to CUC in 1951 and had a strong interest in

clinical psychology. In 1956 he was awarded a Rockefeller Travelling Fellowship to visit Carl Rogers at the University of Chicago and the University Counselling Centre there. Upon his return, Petony established the ANU counselling service in 1958.[vi] Gibb, for his part, was not interested in clinical psychology.[vii] He often took the opportunity to remind his listeners in public lectures and articles that psychology consisted of much more than its clinical subdiscipline. He later said that he was openly 'determined while I was Head of Department we would have no real specialty in clinical psychology.'[viii] Seagrim joined the Department in 1953. His path to academia was atypical, having served in the British Army in India for twelve years before enrolling in a B.A. at the University of London. He graduated with First Class Honours in Psychology and was then appointed lecturer at CUC.[ix] Seagrim's interests were in experimental psychology, comparative psychology, and the psychological aspects of anthropology. While working at CUC, Seagrim undertook a Master of Science with honours, graduating from the University of Melbourne in 1957.[x]

Figure 1: Professor Cecil Gibb, 1991.
ANU Archives 513-139.

The psychology students in the early years were an assortment of young and old, and local and 'foreign' students from the embassies.[xi] In a 1991 oral history interview, Gibb fondly recalled of his early students,

> a lot of our part-time students were, in the early years, Roman Catholic nuns. They were a real sort of backbone to the class in a way. They were easy students to teach. They were interested. They worked and they were never any trouble. So that one of my pleasant memories is of a group of nuns, then, of course, in those days, all in uniform – habits.[xii]

Gibb also spoke about travelling around 'the whole of the south of New South Wales' to visit high schools and encourage their students to apply to CUC.[xiii]

By the mid-1950s, CUC was located in Childers Street, having taken over an unoccupied workers' hostel in 1953.[xiv] CUC's full-time academic staff numbered roughly forty and, apart from zoology, were entirely concentrated in humanities and social sciences.[xv] It was only later in the 1950s that new chairs in the sciences were brought in to teach at CUC. Officially, graduates of CUC were awarded their degrees from the University of Melbourne, which was also responsible for setting the Psychology curriculum at CUC. Gibb, Petony and Seagrim were required to travel to Melbourne every year to assist in marking the examinations, which were also, initially, set by the faculty in Melbourne.

CUC was regarded as far less prestigious than the nearby Australian National University (ANU), which had been established in 1946 as a research-only institution. Despite the cultural differences between the two, however, the *Act* that had created the ANU allowed for the future possibility of ANU to incorporate CUC. This was vaguely stated and did not specify *when* or, ultimately, *if* the merger would take place.[xvi] In the 1950s, opinion was divided over the matter, with many academics at the ANU contemptuous of a closer association with CUC, its staff and its students. Amalgamation would eventually occur, as we shall see, but for the 1950s, the two remained separate.

Canberra at that time was growing rapidly, with a population that increased from almost 20,000 in 1950, to 30,000 in 1955 and then to 56,000 by 1961.[xvii] However, as ANU historians Stephen Foster and Margaret Varghese put it, Canberra 'remained a small town'.[xviii] Gibb's detailed report of the first-year Psychology cohort of 1958 registers the familiarity of Canberra in the 1950s:

> Original enrolments included 34 examination candidates and 4 non-exam students. Of this 4 two were diplomatic wives who did not progress into second term, one was the husband of an examination student and he dropped out half way through the year, the fourth non-exam student stayed the distance. Of the 34 examination candidates, one was killed in a motor accident, one who had started and dropped out in 1957 repeated the performance in second term, and one withdrew towards the end of third term when her immanent failure was clear. The remaining 31 sat the examinations and 26 were successful.[xix]

Such a comment gestures towards the intimacy that characterised Canberra at the time and, arguably, though decreasingly, has continued to set the ANU apart from the other major Australian universities.

In the 1950s, psychology was a relatively young academic discipline. This was the case around the world, but especially in Australian universities. There is a strong sense in Petony, Seagrim and Gibb's letters and reports to the Principal and Registrar that the Psychology Department at CUC (and later at the ANU) sought to carve out a niche for its research that would ensure its relevance in the Australian academic context. Petony wrote to the Principal, Herbert 'Joe' Burton, in 1951 of 'the desirability of specialising in areas other than those developed in the other universities on this side of the continent'. On those grounds, he ruled out industrial and physiological psychology and proposed child psychology as 'one in which we can make a definite contribution in Canberra'.[xx]

Gibb was anxious for psychology to receive its due recognition as a scientific discipline with much to offer society. He sought a more favourable public perception of psychology, and the increased funding that would accompany it. Comparing psychology to physics, he argued that psychologists often took physics as a model 'of scientific excellence' but compared themselves unfavourably with it. Building upon such idealisation, Gibb pushed for the recognition that: 'Ours *is* an age of psychology almost as much as it is an age of physics.'[xxi] He highlighted the importance of psychology in helping to address the major issues in Western society of the day.[xxii] In the case of atomic warfare, Gibb positioned psychology not only as having the potential to be equally as important to society as the physical sciences, but also the remedy to problems wrought by the physical sciences.[xxiii]

True to Petony's prediction, the Psychology Department did come to excel in child psychology. In 1959, Seagrim took study leave and travelled to Geneva to work alongside the eminent Swiss psychologist, Jean Piaget. This training in Piagetian methods and theories of cognitive development in children would prepare Seagrim for many years of research in child psychology in Canberra and the Northern Territory. Though the Department was still short on staff, Gibb strongly supported Seagrim's research with Piaget, writing to the Principal that, 'his decision to go to Piaget is very wisely taken. Piaget is undoubtedly the outstanding European psychologist'.[xxiv] Seagrim intended to use his experience and knowledge gained from working with Piaget to conduct research in Canberra's pre-schools upon his return. Gibb flagged the potential significance of this collaboration, writing that,

> It may well lead to some of the most valuable research yet produced by Australian psychologists. The work of Piaget has been widely influential in psychology, but most psychologists are cut off from it because Piaget has practically no English.[xxv]

Piaget's accessibility to a wide audience of psychologists was not only restricted by his lack of English, but by his difficult writing style. However, this provided another opportunity for Seagrim, who translated Piaget's influential book, *Les mécanismes perceptifs* (*The Mechanisms of Perception*) from its original French into English.[xxvi]

At the end of 1959, then Prime Minister Robert Menzies made a crucial decision on the matter of CUC and ANU's amalgamation. Arguing that Canberra's small population could not justify two universities, especially in the minds of the Australian public, he decided in favour of an amalgamation that would take place by 1961. In the wake of this declaration, the Psychology Department of CUC became part of the ANU.

1960s

The early 1960s were a period of change for the ANU and CUC after the amalgamation of the two institutions in 1960. They became, respectively, the Institute for Advanced Studies and the School of General Studies within the overarching and reimagined Australian National University. Although in theory the two were joined, they retained much of their independence and, at least initially, continued on their separate trajectories. The Department of Psychology continued within the School of General Studies, teaching both Arts and Science students. Gibb was a strong

supporter of the amalgamation and later reflected that he would never have applied for the job at CUC if not for the possibility of amalgamation with ANU.[xxvii]

As student numbers continued to grow and course offerings diversified, a major challenge faced by the Department of Psychology in the 1960s was the lack of staff available to teach them.[xxviii] Gibb had appointed two new lecturers in 1958: Margaret Middleton and D.M. Taylor. Middleton had previously been a Senior Research Fellow in Psychology at the University of Western Australia and would continue working in Psychology at ANU for many decades.[xxix] In 1963, W.H. Gladstones joined the Department's faculty. Gibb's decision on the appointment of Middleton and Gladstones was guided primarily by a desire for good teachers.[xxx] By 1963, the Department's staff numbered thirteen.[xxxi] However, student growth continued to outpace staff growth. Moreover, beside pursing desirable student-staff ratios, the Department wanted to offer specialised courses. In 1963, Gibb wrote to the Dean of the Faculty of Science, asking for more lectureships in Psychology to be approved. He outlined the additional pressures Psychology was under; namely its need to offer appropriate lessons to both Arts and Science students; the repetition of all Psychology I and Psychology II lectures and laboratory classes in the evenings; and the fact that Petony was only available to the Department half-time, since he was also the student counsellor (Gibb added that this 'half-time' commitment in reality included seven hours per week of teaching).[xxxii]

Another issue for the Department in the early 1960s was convincing the University administration of the need to fund and develop a facility for comparative behavioural studies at ANU. Seagrim was a strong advocate on this issue. As he expressed in a letter to the Vice-Chancellor in 1964, 'human behaviour can be understood only within the context of general animal behaviour'.[xxxiii] Seagrim believed that 'great advances' were being made in psychology in the field of comparative behaviour, but that the area was almost non-existent in Australia.[xxxiv] With pre-existing facilities in Canberra—including the CSIRO—Seagrim thought that the ANU was ideally placed to fill the gap.

A third major challenge for the Department of Psychology in the 1960s was finding enough space for teaching and research. Gibb's annual reports contain recurring concern about how to accommodate the expanding Department. As a temporary solution, it was agreed that Psychology would move into the third floor of the then new Physics building in 1960. By 1964, however, the Department had almost outgrown this space. Gibb's 1964 Annual Report records the Department's need to be 'more selective of Ph.D students than might reasonably have been the case' due to the impossibility of accommodating a larger number of suitable candidates.[xxxv] In the early 1960s, the Department was accepting one new PhD candidate per year since that was all it could support with the available scholarship money and physical space.

Of these PhD students in the early 1960s, many came to study under Seagrim's supervision and formed a core research group, especially in the areas of children's cognitive development and perception. In Gibb's reckoning, Seagrim was the centre of 'the strongest research group in the Department.'[xxxvi] In 1964, Barbara Gillam was the first student to graduate from the School of

General Studies with a PhD. Her research, overseen by Seagrim, focused on stereoscopic vision, with the use of aniseikonic lenses to test variations in the perception of space. [xxxvii]

In 1966, Gibb, became the first Deputy Chairman of the Board of the School of General Studies, in addition to his role as Head of the Psychology Department. The position of Principal of the School of General Studies had been abolished after Burton's retirement, since the role was seen as too similar to that of the Vice-Chancellor. Instead, the role of Deputy Chairman was created to oversee the Board of the School of General Studies, which, in turn, reported to the Council of the University.[xxxviii] Around this time, the Department of Psychology advertised for a second Chair. Seven applications were received, including that of Gavin Seagrim. Ultimately, Ken Provins—a Reader in Psychology at the University of Adelaide—was appointed with the hope that he would contribute to expanding the field of experimental psychology at the ANU.[xxxix] During the late 1960s, Provins' research interests focused on the influence environmental heat and body temperature had on human behaviour.[xl] Secondarily, he was interested in 'the physiological basis of motor skills and the associated problems of handedness.'[xli] When Provins moved to Canberra, his research assistant J.R.H Warner moved with him to continue their research, along with certain equipment, including an E.E.G. frequency analyser and 'vigilance equipment'.[xlii]

Figure 2: Professor Ken Provins, 1968.

ANU Archives 225-1002.

The Psychology Department within the School of General Studies had, by 1969, come a long way from its origins in the Canberra University College. It had developed a post-graduate cohort, expanded its teaching program, developed its laboratories and built up a successful academic faculty. The other half of ANU—the Institute of Advanced Studies—still did not have a psychology department of its own. Throughout the 1960s, the Research School of Social Sciences,

within the Institute debated whether it should establish a department of social psychology.[xliii] Ultimately, they decided against it. According to Gibb, this was because the Institute could not find appropriate people to hire within such a faculty. Moreover, Gibb argued that, when discussions were taking place about which schools and disciplines should be included in the proposed national university, the psychology departments at the Universities of Sydney and Melbourne were making concerted efforts to establish PhD programs of their own, so they argued against a research school of psychology in Canberra.[xliv]

1970s

> Above all there was an obsession with assessment and success on the part of the students, undoubtedly reinforced by the elaborate electric fenced mazes the staff weaved for the students. There was certainly no cheese at the end of the wrong alleys.[xlv]

The 1970s were a decade of self-reflection at the University's administrative levels, with students demanding more autonomy over their education and departments testing out new ways of teaching and assessing their pupils. The Psychology Department was influential in these changes as some of its academics and students had a special interest in these issues. As Head of the Department of Psychology and as Deputy Chairman, Gibb drew on his research on leadership and group dynamics to implement changes in university teaching and administration. In 1970, he was largely responsible for the advent of early admissions at the ANU, which proved successful in drawing in bright and diverse students.[xlvi] In addition, the Psychology Department, under Gibb's aegis, was an early adopter of continuous assessment, taking pressure off students' final, yearly examination and introducing smaller tests and essays throughout the year.

Gibb's work in this field was not universally accepted at ANU, especially when his recommendations were perceived by those in the Arts as an attempt to conform with Science's ideals—for instance, the push for terms to be replaced with semesters.[xlvii] Historian Manning Clark referred to Gibb as the 'measurer' and opted instead for greater flexibility in course requirements and a more spontaneous approach to teaching.[xlviii] In 1975, Gibb's efforts to improve teaching were formally realised in the creation of the Office for Research on Academic Methods (ORAM), the aim of which was to 'keep the College informed about the student body.'[xlix] He based ORAM on the Bureau for Institutional Research at Albion College, Michigan and two similar units at the University of Michigan. Gibb also intended ORAM to collect feedback from students on their courses and their teachers, so that it could foster staff development. At the time, ORAM's functions were relatively novel in the Australian context, but such practices have since become commonplace.

In 1974, undergraduate students launched a renewed campaign for more influence in the University. Students primarily sought equal control of course content, autonomy over how they would be assessed, an end to overcrowded classes and the creation of Women's Studies.[l] This was a University-wide protest that culminated in the overnight occupancy of the Chancelry building. However, Psychology was an important locus for the protests since psychology's subject matter—

including the psychology of leadership, teaching and learning, group dynamics, and protest—aligned so closely with the issues being disputed. Chairman of the Students' Association Education Committee Julius Roe claimed that Psychology students needed 'to regurgitate textbooks, their initiative was stifled and they were assessed like the reflexive rats they were studying.'[li] He also questioned the definition of psychology as starkly scientific, especially in the way Gibb described the discipline. In a long and passionate article in the student newspaper, *Woroni,* Roe wrote,

> Psychology cannot be relevant to the real needs of society and students since its function so avidly supported by Professor Gibb is not to understand and help people but to institutionalize, quantify and mystify human behaviour so as to achieve an understanding which enables the psychologist to turn contradictions and conflicts into ambiguities and to repress that which cannot be so manipulated.[lii]

Such a critique went beyond the way the Department assessed students to the very meaning of the discipline of Psychology itself.

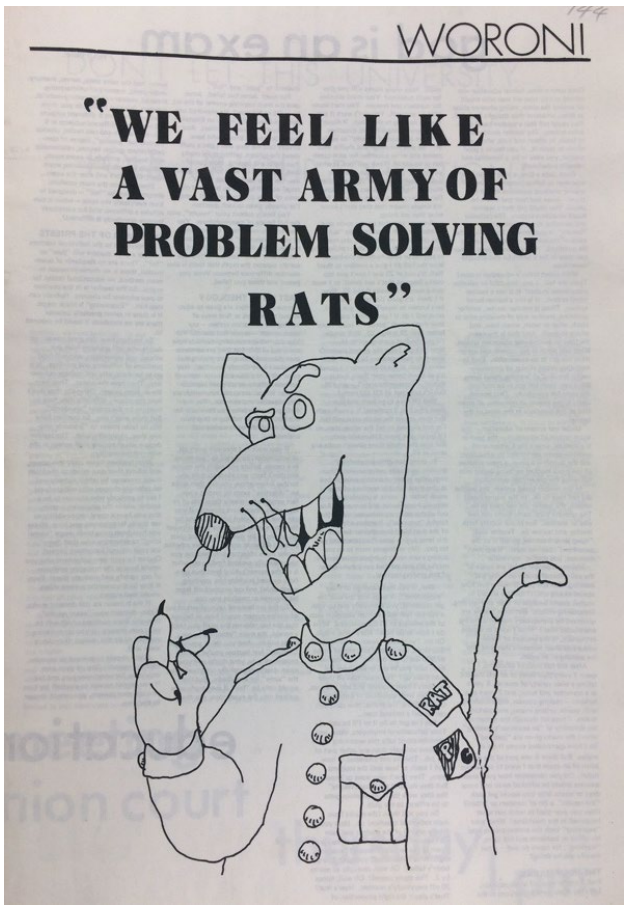

Figure 3: Front page of the student newspaper, *Woroni*, 1974.

Roe's views were strongly articulated, and one should exercise caution in ascribing his views to a majority of the undergraduate cohort in Psychology at that time. However, student protest was strong enough to bring about consultation in the Department. The Department's attempts to understand student concerns and its attempts to compromise should be acknowledged. The Department's annual reports for 1970s introduced a new section titled 'Student Participation', in which efforts to consult students and student responses were described. Psychology Liaison Committees were established at the departmental level and met several times a year, so that

students could be consulted about overall course content, assessment and new appointments. As early as 1973, Psychology teachers suggested to their pupils that student committees be formed to represent the interests of the cohort in each individual class.[liii] In 1973, the Psychology Department enlisted support from the Education Research Unit of the Research School of Social Sciences to assist them in understanding student dissatisfaction with the Department and the discipline.[liv]

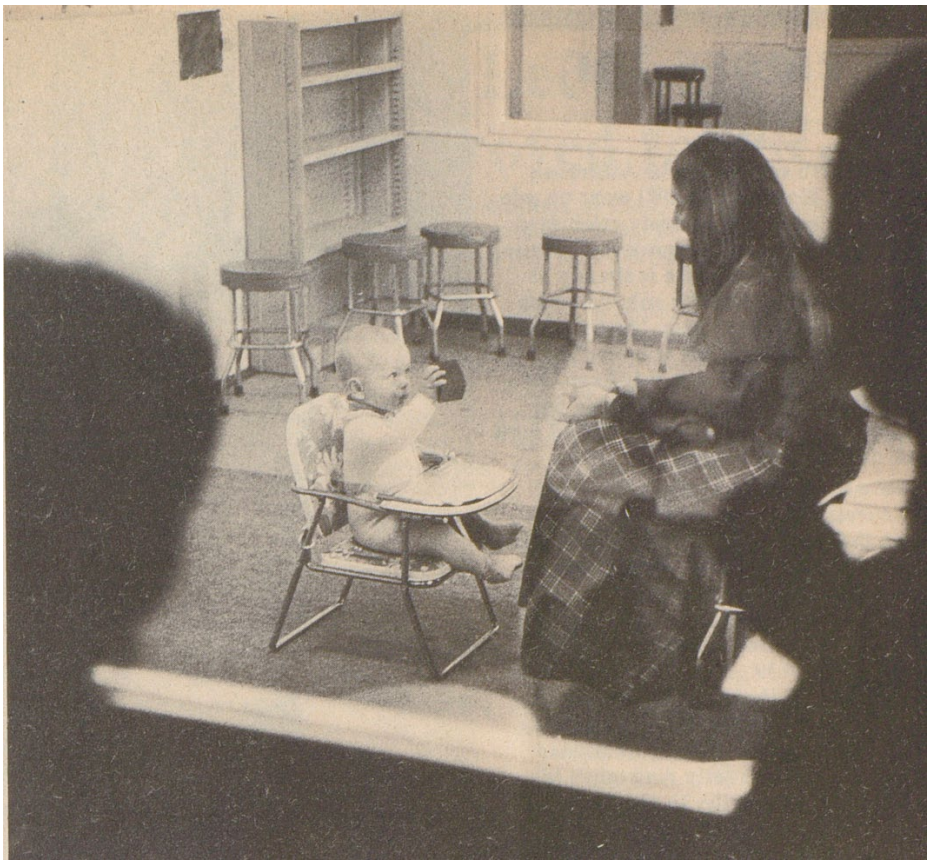

Figure 4: Psychology demonstrator Jennie Small and a child at the ANU Child Care Centre are watched through one-way glass by Dr Margaret Middleton and a student.
'Students learn from children at Child Care Centre', *ANU Reporter,* vol. 3, no. 13, 25 August 1972, p. 4.

Though debates about the *way* students were taught and assessed were foregrounded during the 1970s at the School of General Studies, the content of courses also continued to evolve. The courses taught within the Psychology Department at ANU diversified as a greater number of varied academics were appointed. For instance, in the early 1970s, R.K. Darroch persuaded his colleagues to let him teach a course on environmental psychology that, in Gibb's words, didn't exist 'anywhere else in Australia and was pretty rare in other parts of the world.'[lv] By 1971, there were 276 students enrolled in the first-year course, Psychology A0, and twelve different undergraduate courses offered across the undergraduate program.[lvi]

During the 1970s, much of the major research conducted in the Department concerned Aboriginal and Torres Strait Islander peoples. In 1971 the most important research undertaken was the Aboriginal Infant Morbidity Project, contracted by the Welfare Division of the Northern Territory

Administration and conducted under Sarah Francis, her research assistant, Christine Thompson, and Margaret Middleton.[lvii]

Another project focusing on Aboriginal people in the Northern Territory during the early 1970s was overseen by Gibb. He was appointed Chair of a Committee charged with investigating how to improve the lives of Aboriginal people living on pastoral properties in the Northern Territory. Decreasing numbers of Aboriginal men were being employed as stockmen on the stations and Federal Minister for the Interior Peter Nixon in the Gorton Government wanted to know if 'new or additional steps' should be taken to 'give better effect to existing policies for the social, economic and educational advancement of Aborigines' living on pastoral stations.[lviii] This was a pre-Whitlam era when the rhetoric of self-determination was still new. Aboriginal and Torres Strait Islander people had only been included in the Census since 1967; their children were still being taken from their families and no land had yet been returned to them. In this context, the Committee's report can be considered progressive for its time. It emphasised the importance of Aboriginal autonomy, arguing that all Aboriginal people 'should be free to preserve as much or as little as they wish of their own patterns of social organisation. They should have the widest range of choice.'[lix]

Seagrim and Robin Lendon also did research with Aboriginal people in the Northern Territory in the 1970s. They built on earlier research conducted by Molly De Lemos and Pierre Dassen of Aboriginal children in Central Australia. The Hermannsburg Project, as this research came to be called, applied Piagetian methods to compare the cognitive skills of children from different cultural backgrounds in Central Australia: Aranda and Lowitja children living in Hermannsburg; Aboriginal children living in or around Alice Springs who attended school with non-Indigenous children; and Aboriginal children who 'have been more or less permanently absorbed into white communities or households, for example as residents and wards of Mission hostels in Alice Springs, or by adoption into white families'.[lx] By this time Piaget's theory of cognition was widely accepted but the reason why children moved from one stage of cognitive skill to the next remained unclear. Seagrim and Lendon expressed a desire for their research to be of use to Aboriginal people in deciding whether to acculturate to Western thinking and how to overcome developmental obstacles in order to do so. However, their overarching aim was to cast light on Western cognition and the factors that drove cognitive development. The results of their research were published in the book, *Furnishing the Mind: A Comparative Study of Cognitive Development in Central Australian Aborigines*.[lxi]

As the decade drew to a close, the Psychology Department saw big changes in its staff, as several senior researchers who had worked on the faculty for a long time either resigned or moved elsewhere. In 1975, after twenty years in the position, Gibb stepped down as Head of the Department. He retired from the University at the end of 1978. Petony took on the position of Acting Head of the Department until 1977, when William Scott was appointed. 1975 also saw Provins resign from the ANU to take up an appointment as Deputy Vice-Chancellor at Adelaide University. Seagrim retired five years later. Such changes naturally affected research and teaching. Notably, with Gibb's departure, the Department was free to develop a clinical specialty.[lxii] Don Byrne arrived in 1979 to help the Department prepare a postgraduate course in clinical and counselling psychology that would be offered 1980.[lxiii]

1980s

> Now this ignoring the social context is a real crime in psychology that cuts right across areas[lxiv]

During the 1980s and 1990s, psychology as a discipline was assailed by the critical turn that challenged so many other academic fields at the time and since. Critics questioned psychology's pretentions to absolute objectivity and the search for essential truths. The Department at ANU was not impervious to these critiques. Psychologist Jacqueline Holman, in a 1979 talk given as part of the new Women's Studies course, questioned psychology's claims of impartiality, especially psychology that took women as its subject:

> if science is not value-free and psychology is not value-free, the psychology of women is as open to bias as anything I could possibly dream up. Probably the single most vulnerable area in all of psychology I would think to prejudice.[lxv]

While Holman may well have been right to claim that psychologists have historically ignored their social contexts in the sense that they have not accepted the implicit biases in their research methods and findings—biases that are the product of social contexts—the fact remains, of course, that psychology has evolved in response to society. At ANU, this was evident in the research projects in the 1970s that focused on Aboriginal peoples in the Northern Territory at a time when political discourses around Aboriginal people's autonomy and welfare were changing. It was also evident in Holman's Women's Studies lecture, given at a time when 'second wave' feminism was contesting the traditions of many academic disciplines. It could be said, therefore, that the social context did not ignore psychology, and this was as true at ANU as much as anywhere else.

Figure 5: The Psychology Building, c.1986. ANU Archives 226-606.

Societal changes also impacted the teaching of clinical psychology at ANU. In 1980, the Department introduced graduate training in clinical psychology at both the PhD and Master levels. Nine students enrolled in the Master's course in 1981.[lxvi] According to the Course Director, Don Byrne, the course was unique in Australia because it offered an integrated PhD program and because it was based on a community health model, rather than that of the mental hospital.[lxvii] The 1980 Annual Report asserts that this new program was partially initiated because of 'widespread interest among undergraduate students' as well as a 'unanimous appeal' from the student's psychology club.[lxviii]

Higher levels of training were increasingly required of psychology graduates by potential employers in the 1980s. The public service had, in previous decades, been a major employer of psychology graduates with only a pass degree and no post-graduate qualifications. By 1980, however, the Department of Psychology at ANU reported that 'new positions in the public sector are diminishing, while opportunities for psychology graduates in private industry are increasing.'[lxix] Depending on the job, graduates seeking employment were increasingly expected to have an Honours degree, Masters or even a PhD. This goes some way to explaining student interest in post-graduate clinical training, though the proportion of available employment positions in clinical psychology and counselling was decreasing at the time.[lxx]

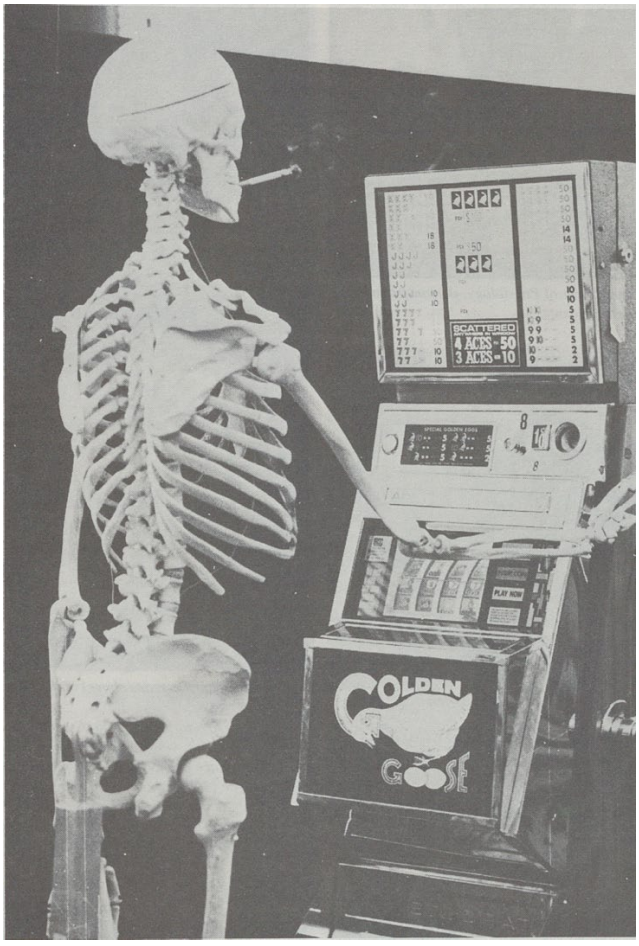

Figure 6: The gambling research laboratory in the Psychology Department, 1985. 'Poker machines 'addictive' for some', *ANU Reporter*, vol. 16, no. 5, 27 September 1985, p. 3.

1990s

During the 1990s, the most significant research conducted in Psychology at ANU was in social psychology and, in particular, the psychology of group conflict and intergroup discrimination. Much of this research was overseen by Professor John Turner, who joined the ANU in 1990. Before coming to ANU, Turner had worked with Henri Tajfel at the University of Bristol. There, he had helped create the 'social identity theory' of intergroup behaviour. During the 1980s, Turner worked to develop the 'self-categorization theory' of group formation, which is one of the most influential perspectives in social psychology today. While at ANU in the 1990s, Turner built on his previous research to explore issues of social antagonism, stereotyping and the influence of social process on cognition. Turner was Head of School from 1991–1994 and 1997–1999.

Following Turner, another social psychologist, Penelope Oakes, was appointed Head of School in 1999. Oakes had collaborated and co-authored many papers with Turner, and she made an immense contribution to social psychology at ANU in her own right. Oakes was the first woman to be appointed Head of the School and also the first woman promoted to a Professorship in the School.

Oakes' appointment as the first woman Head of the School in 1999 is an important date to remember. Much of this history details the achievements of male academic psychologists. However, women have played vital roles in Psychology at CUC and ANU throughout its history. The faculty has included important academics, such as Oakes, Middleton, and Holman. But there were also the women who are largely invisible in the archival records of the Department: countless women who disproportionately filled important position in the Department as demonstrators, tutors, administrators, typists and research assistants. These women and their contribution to Psychology at ANU should not go unacknowledged. The names of some of these women that do appear fleetingly in the archives are: Cecilie A. Scanlon (demonstrator), W.F. Yik (demonstrator), Anne Harsanyi, Bridget Farrer (senior demonstrator), Helen M. Clark (demonstrator), M.M. Summers (tutor and demonstrator), Janet Laurenson (secretary), Phyllis Mayson (secretary), Jennifer Small (demonstrator), S.C. Page (demonstrator), M.L Hambly (demonstrator), E.H. Hoadley (demonstrator), and P.J. Cunliffe (demonstrator).[lxxi]

Re-focusing on these women draws attention to the gaps—acknowledged and unacknowledged—in any history. This narrative misses many historical details and, perhaps more importantly, many of the anecdotes that enrich an institution's culture. By this reckoning, this short history will hopefully be just the start of many conversations and stories shared about Psychology's history at ANU.

I would like to acknowledge and thank those who have supported this research. Foremost, the Research School of Psychology for commissioning this history project. In particular, I would like to thank the present Head of School, Iain Walker, for his interest in the history of Psychology at ANU and for reaching out, 'across the creek', for someone to investigate it. I am very grateful to the archivists at the ANU Archives and the National Library of Australia for all their work and support in a difficult time. Thank you also to Esther Carlin, Maria Nugent and Daniel Oakman, who have provided advice on the research and writing.

[i] Cecil Gibb interviewed by Stephen Foster, 18 October 1991, Australian National University Oral History Archive, ANU Archives, AU ANUA 44-112 Tape 1; 44-113 Tape 2; ANUA 44-27 Transcript, p. 9 of the transcript.
[ii] S.G. Foster and Margaret M. Varghese, *The Making of the Australian National University*, Canberra: ANU Press, 1996, pp. 8; 144.
[iii] Ibid. p. 149.
[iv] Cecil Gibb, *Rats, Relations and Roles*, Inaugural Lecture delivered at the Canberra University College on 5 September, 1956. Copy held by ANU Library Print Repository.
[v] Michael Cook, obituary for 'Emeritus Professor Cecil Gibb 1914–1994', *ANU Reporter*, 25 May 1994, p. 11.
[vi] 'Student Counselling Service', *the Canberra University College Gazette*, July 1959, vol. 3, no. 1, p. 13.
[vii] Cecil Gibb interviewed by Stephen Foster, p. 28 of the transcript.
[viii] Ibid.
[ix] 'Other Appointments', *The Canberra University College Gazette*, January 1953, vol. 1, no. 5, p. 27; Curriculum Vitae of Mr. G.N. Seagrim, March 1963, ANU Archives 19-4840.
[x] Gavin Nott Seagrim, 'An experimental investigation of non-satiational figural after-effects', Thesis (M.Sc.), University of Melbourne, 1957. Copy held at Menzies Library, Australian National University.
[xi] Cecil Gibb interviewed by Stephen Foster, p. 9 of the transcript.
[xii] Ibid. p. 10 of the transcript.
[xiii] Ibid. p. 12 of the transcript.
[xiv] Foster and Varghese, *The Making of the Australian National University*, p. 148.
[xv] Ibid. p. 151.
[xvi] Ibid. pp. 18; 146.
[xvii] Nicholas Brown, *A History of Canberra*, Melbourne: Cambridge University Press, 2015, p. 123; Foster and Varghese, *The Making of the Australian National University*, p. 149.
[xviii] Foster and Varghese, *The Making of the Australian National University*, p. 149.
[xix] Department of Psychology Annual Report – 1958, Papers of Cecil Gibb, National Library of Australia.
[xx] Patrick Petony letter to The Principal, 12 March 1951. ANU Archives.
[xxi] Cecil Gibb, *Psychology and the Public Interest*, p. 13, Papers of Cecil Gibb, National Library of Australia.
[xxii] See Gibb, *Rats, Relations and Roles*.
[xxiii] Ibid. p. 11.
[xxiv] Cecil Gibb Memorandum to the Principal, Herbert Burton, 'Mr. G.N. Seagrim — Study Leave', 19 June 1958, ANU Archives 19-4840.
[xxv] Cecil Gibb Memorandum to the Principal, Herbert Burton, 'Study Leave — Mr. G.N. Seagrim', 9 October 1957, ANU Archives 19-4840.
[xxvi] Jean Piaget, *Les mécanismes perceptifs : modèles probabilistes, analyse génétique, relations avec l'intelligence*, originally published Paris: Presses universitaires de France, 1961; Jean Piaget, *The Mechanisms of Perception*, translated by Gavin Seagrim, London: Routledge & K. Paul, 1969.
[xxvii] Cecil Gibb interviewed by Stephen Foster, p. 4 of the transcript.
[xxviii] In 1964, 167 students were enrolled in Psychology I, 58 in Psychology II, 22 in Psychology III, and 1 in Psychology IV. Memorandum to the Registrar, School of General Studies, from Cecil Gibb, 20 March 1964. Papers of Cecil Gibb, National Library of Australia.
[xxix] 'New Appointments', *The Canberra University College Gazette, July 1959, vol. 3, no. 1, p. 16*.
[xxx] Cecil Gibb interviewed by Stephen Foster, p. 30 of the transcript.
[xxxi] Department of Psychology Annual Report – 1963, Papers of Cecil Gibb, National Library of Australia.
[xxxii] Memorandum to the Dean, Faculty of Science, from Cecil Gibb, 29 March 1963.
[xxxiii] Gavin Seagrim letter to the Vice-Chancellor, 12 November 1964, ANU Archives 19-4840.
[xxxiv] Gavin Seagrim, Application for second Chair in Psychology, ANU Archives 19-4840.
[xxxv] Department of Psychology Annual Report – 1964, Papers of Cecil Gibb, National Library of Australia.
[xxxvi] Cecil Gibb interviewed by Stephen Foster, p. 29 of the transcript.
[xxxvii] Barbara Gillam, *Space Perception with aniseikonic lenses: a study of stereoscopic vision*, 1964 PhD thesis, Australian National University, available online via ANU Library or, in hard-copy, in the Menzies Library.
[xxxviii] Cecil Gibb interviewed by Stephen Foster, p. 22 of the transcript; Foster and Varghese, *The Making of the Australian National University*, p. 158.
[xxxix] 'Appointment to a Second Chair of Psychology', press release, Australian National University, 29 November 1967, ANU Archives 19-8948.
[xl] [see recent paper in] *Australian Journal of Psychology*
[xli] Ken Provins Curriculum Vitae, ANU Archives 19-8948.
[xlii] Ken Provins letter to the Secretary, Australian Research Grants Committee, 13 November 1967, ANU Archives 19-8948.
[xliii] Extract from Minutes of the Meeting of Faculty of the R.S. Social Sciences held on 15 October 1969, ANU Archives 53 09.6.8.0.
[xliv] Cecil Gibb interviewed by Stephen Foster, p. 21 of the transcript.

[xlv] Julius Roe, 'Psyched Out', *Woroni*, vol. 26. no. 6, 1974.
[xlvi] Foster and Varghese, *The Making of the Australian National University*, p. 199; Gibb speaks about the rational for early entry in his interview with Stephen Foster, pp. 10-11 of the transcript.
[xlvii] Foster and Varghese, *The Making of the Australian National University*, pp. 209–10.
[xlviii] Ibid.
[xlix] Cecil Gibb interviewed by Stephen Foster, p. 31 of the transcript.
[l] Ibid. p. 222.
[li] Quoted in *ANU Reporter,* 10 May 1974, pp. 4-6. Available online at ANU Open Research, Archive and Library Collections, https://openresearch-repository.anu.edu.au/handle/1885/141191. Original article Julius Roe, 'Psyched Out', *Woroni*, vol. 26. no. 6, 1974.
[lii] Ibid. Roe, 'Psyched Out'.
[liii] Annual Report 1973, Department of Psychology, Papers of Cecil Gibb, National Library of Australia.
[liv] Ibid.
[lv] Cecil Gibb interviewed by Stephen Foster, p. 28 of the transcript.
[lvi] Annual Report 1971, Department of Psychology, Papers of Cecil Gibb, National Library of Australia.
[lvii] Annual Report 1971, Department of Psychology, Papers of Cecil Gibb, National Library of Australia.
[lviii] Peter Nixon quoted in *The Situation of Aborigines on pastoral properties in the Northern Territory*, Report of the Committee of Review, December 1971, p. 1. The report is available online via the National Library of Australia catalogue.
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[lx] Gavin Seagrim and Robin Lendon, *Furnishing the Mind: A Comparative Study of Cognitive Development in Central Australian Aborigines*, Sydney: Academic Press, 1980, p. 13.
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[lxii] Cecil Gibb interviewed by Stephen Foster, p. 28 of the transcript.
[lxiii] Annual Report 1979, Department of Psychology, available at ANU Open Research. https://openresearch-repository.anu.edu.au/bitstream/1885/149251/36/2.1.8.17%281%29-54-1979.pdf
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[lxix] Ibid. p. 1.
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