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PERKINS, Mr W. Senior Lecturer in Education
Mr R. Chappell contributing

1925 Intermediate examination

1927 Leaving and Matriculation; both exams then conducted by the University.

1928 teaching for six months at Blackwood Creek, as a bonded Education Dept student

Mid-1928 to Philip Smith Training College

1929 began Arts degree.

Very little connection between above institution and university - separate sporting and social organisations. Not aware of any sense of being 2nd class citizens - just no common ground.

Completed half his degree, five subjects, in one year.

050 "A" and "B" courses

1930-32 appointed as Senior English master at Queenstown High which then had matriculation classes for a few years before the inevitable cuts occurred.

Did Colonial History as external student.

1933-36 teaching at Hobart High, completing degree and Dip. Ed.

1934 HARDEST YEAR IN LIFE. Examination results of students in school influenced teaching mark of teachers, hence need not to neglect.

1 xH.D., 3 X D. in final degree exams

100 Teaching at Tech, High School, with internal examining, which started in Tasmania in 1938. First act on being allowed to change courses was to abolish formal grammar and introduce functional grammar.

135 After war, Schools Board developed, with external examining?? (some confusion here) The Intermediate still ~~xxxxxx~~ internal for (old) High Schools: Hobart, Ogilvie, Launceston, Dev., Burnie, Scottsdale; and Hob. L'ton and Q'town Junior Techs.

145 1946 appointment at Univ. Guidance officer.

1946 establishment of Educ. Faculty. Prof. Hardy 1947

1948 appointed as lecturer in English method. Other staff: Tom Doe in Science method, Hills, Tom Collins, Lottie Wilmot Training College closed down end of 1947. Faculty occupied same building and took over all teacher-training in Tas. In 1950's L'ton T.C. established because Hobart could not cope with numbers reqd.

195 Difference between earlier T.C. course and later Educ. Faculty course: less practical and more philosophical. Professor Hardy's influence; criticism of him for "never" going into schools. But appealed to elite of students. Ordinary and esp. certificate students "never saw him."
Good feature of change was reduction in segregation of trainee teachers from univ. students. Likewise, ed. staff met univ. staff.

W, Hills and Lottie Wilmot only two of "Old" T.C. staff who went over to Univ. staff (cf. Tech. and T.C.A.E. staff in 1971; and threat of job loss to T.C.A.E. staff on similar grounds in 1978..)

255 Vast majority of students in early Ed. Faculty years destined for primary schools. High schools largely staffed by non-graduates. (Some uncertainty here).

Comparison of older and newer systems of teacher training: concurrent and overworked; or end-on and lacking in practical

CHAPPELL, Roy Senior Lecturer in Education 1952-
Arrived in Tasmania 1949? Cambridge graduate: taught ins chooks
for 3 years.

350 Bill Perkins continuing:

Two prominent people on English staff: J.A. Johnson, Prind pal
of Teachers' College: and Professor T.B. Taylor - "the exact
opposite of Johnson" - former a Tennyson, latter a Browning
man. Often in conflict (detsl ls) Taylor anti-religious, anti-
Catholic especially - In 1950's Catholic nuns and priests
forbidden to attend his lectures. See Togatus - then edited
by Geoffrey Redding (?)

410 Taylor's meth od of lecturing, and some distinguished students
V. entertaining final year in English.

Roy Chappell continuing:

425 Financial stringency: salary of a thousand pounds inadequate
for growing family, so worked at Jones jam factory in
Christmas vacation for two years - "stráctly illegal of course"
Transferred from H. School to primary teaching in order to
get quick promotion, which wouã otherwise have been impeded
by Teachers' Federation.

Became lecturer in Primary Method in Ed. Faculty in 1952.
Found immediate interest in wider university/ rather than in on
own Department. Became Secretary of Staff Assn in a vital
period, owing to growing dissatisfaction of staff with Univ.
Council as executive body. "No desire to move ahead" on
part of Council.

Demand for Royal C ommission - a key point in Univ. history.
Univ. staff completely united at time of R. C. Prof. Taylor
was president of Staff Assn at that time - had a terrible time
in witness box. In spite of bitterness, much achieved by
Royal Commission - curbed domination of Council ~~and~~ over
academic staff. After thatt he professorial board became
chief policy maker.

600 Orr case set a united university into a new state of division
Vindictiveness on part of Establis hment in not accepting
Orr's resignation, but insisting on "administering justice".

Side B

Chappell was only member of Education Faculty to support Orr.
James McAuley changed attitude re Orr - at first pro, then
ante, says Perkins (opinion only)
(Sir) John Kerr initially pro, then ante Orr.
Maïn reason Perkins was against Orr was Orr's treatment of
Jugoslav called Milanov (?)