

PROFESSOR R. SELBY SMITH

Professor of Education, Dean of Education - former first Principal T.C.A.E.

Director-General of Education Athol Gough asked RSS whether he would consider an invitation to be Principal of the new T.C.A.E.

"Athol Gough told me of many of the difficulties the Council were finding - some of their own making - they admitted this later - chiefly their making a number of major decisions before appointing a Principal. I felt that "properly managed there was a real role for a CAE in Tasmania - not necessarily in Hobart ..."

Began to have reservations very soon after arrival about wisdom of having CAE in Hobart. Not enough population e.g. to support 2 engineering schools so close. College was also planning to establish a School of Liberal Arts - "an extraordinary and ill-planned decision, and at my very first Council meeting 3 weeks after arrival I managed to persuade them to reverse it ... just in time to prevent the building being started".

C'wealth prepared to spend so much money - State saw it all as way to spend C'wealth money and provide employment. And some members of Council saw opportunity of a rival institution "not a complementary institution as I saw it". e.g. establishing a 4 year degree course in engineering - "there's bound to be very little difference" in College and Univ. courses, when both 4 year courses have to satisfy Institute of Engineers. "It simply wasn't justified".

060 Composition of TCAE Council -

Vice-Chancellor could very rarely attend. - They fixed a time which clashed with a regular commitment of V-C.

069 The move from the TCAE to the University. Details. Situation in Education Faculty was worrying V-C. - invited RSS who he knew was considering resignation from College, to take position of 2nd professor and head of Education Faculty.

Saw first priority as revising structure of Dip.Ed.

It was a very old-fashioned course - didn't include sufficient intellectual challenge.

Next priority, to devise a worthwhile 4 year degree course leading to B.Ed.

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Then to start some worthwhile research work and work for higher degrees.

Need for improved buildings e.g. science laboratory and some work in Special Education.

Help of Prof. Bill McConnell who came for about 8 weeks - Dr Sureties - Dr Knowles - worked out an entirely new Dip.Ed. and proposed structure for B.Ed. (first B.Ed. year 1975).

Certain amount of opposition within Faculty - inertia and opposition. "There was a time ... when I could do little more than command a majority (in staff) ... and the scene changed completely when we went to Faculty ... Professorial Board even more so".

Opposition to 4 year B.Ed. from traditional Arts people and to a lesser extent from Science. Reasons. Discussion of pros and cons. Able students doing primary teaching should have "full University experience"; "should not be pushed off into 3 year College diploma course".

185 Special Education - a new development. Details.

Karmel's viewpoint. Advanced Education body gave grant to CAE at same time, also for Special Education. "I was horrified".

Illustrations of work of Dr Merrill Jackson. Problem of getting enough students.

"Gradually we began to get very good answers to our advertisements for staff - there were some very opportune retirements - we were able to re-structure the staff - bringing in people from outside.

Prof. Hardie's people were all Tasmanians, people who had made a success of teaching in Tasmania, but had no higher degrees.

Re-organisation of teaching practice by Dr Brian Knowles. - Managed to gain confidence of headmasters e.g. independent schools co-operated, which they had never done before, in taking students.

Students also sent to country schools, at first on voluntary basis.

Student numbers expanded dramatically in this period - numbers nearly doubled. CAE numbers also very large. Many interstate applicants, which causes some difficulties. More staff therefore justified.

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- 305+ Differences / Uni and TCAE education courses. "A long and difficult question to answer". Strengths as well as weaknesses of TCAE courses. For several years, Education justified, by its increasing numbers, more staff than it actually got.
- 390 Would have liked more full-time staff; and would have liked closer co-operation with the College. Details.
Great pleasure at co-operation of students and their likeableness.
- 480 Tasmanian students and interstate students competing for places.
Methods of selecting.
- 505 Two terms as member of Standing Committee of the Professorial Board.
Put up by Law and Commerce as well as Education Faculties.
"Static state" period - "very difficult and down-to-earth interviews with heads of departments".
Does not admit to existence of any "junta" making decisions!
- 585 Comparison between 2 V-Cs - Cartland and Caro. Differences seen mainly as sequential. Caro seen as "courageous and resolute" in so-called static state, which being interpreted means diminution in some areas.
- 640 END
- Side B The "takeover" of the T.C.A.E.
- ++ "One has to go back to my own experience when I became extremely unhappy with the plans for the College because I felt they were very badly ... and ill-based ... e.g. matriculants - "CAE's plans provided for a large number of students who could not possibly exist" e.g. in engineering - proposal for 3 schools of engineering in Tasmania within TCAE!!
Went to Canberra and withdrew whole submission - with reluctant permission of Council. Likewise School of Liberal Arts.
- 030 Claude Alcorso, on Universities Commission at time, very involved at this time.
Mr Batt, Min. of Educ. became convinced a thorough-going enquiry necessary - Commonwealth and State joint enquiry.
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+ Prof. Karmel as Chairman. Details. Recommendations of RSS to this committee, including transfer to Launceston of some of TCAE - with warning that it would not be viable there either unless e.g. Maritime College was not a separate entity. "All major points I suggested were included in their Report". - Caused division within the University because some people in Faculty of Arts thought it would destroy character of Univ. to take on some TCAE courses -(illustrations). Details of changing attitudes to Karmel Report. "A very large minority group" opposing it. Reasons for opposition e.g. that Education Faculty would become too large: "suspicion and worry".

Pharmacy, Surveying - benefits of amalgamation with University. Teacher education is the most controversial as well as biggest - instance of British Columbia.

Were the seeds of disaster there from start or was there ever a possibility that the two institutions could have succeeded?

Answer: Not in Hobart

Engineering courses and the Institute of Engineering.

Accountancy. Different accounting courses not needed.

Pharmacy also needed 4 year univ. course - they would not have been recognised anywhere other than Tasmania after 3 year TCAE course.

Teacher education numbers. "Cloud-cuckoo-land".

The case of Environmental Design. "First reaction one of surprise, almost of horror." Judgment of "people who ought to know" supported it.

An area where TCAE and University were not competing - but it did not succeed.

Whole TCAE very badly planned.

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