



Charles Sturt
University



Riverina College
of Advanced Education



Paradigm Shifts

Riverina College of Advanced Education, 1972–1985

Neil Hall

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Figure 1 *Riverina College of Advanced Education's waterwheel logo* (cover and title page)

Contents

Dedication	iv
Acknowledgements.....	v
Vice-Chancellor’s foreword.....	vi
A note about the footer.....	vii
Preface	viii
Introduction.....	ix
Up Bourke Street	xiv
 Part 1 RCAE Wagga Wagga.....	 1
Chapter 1: The campus	2
Chapter 2: Staff: The pioneers.....	12
Chapter 3: Courses	34
 Part 2 Interregnum.....	 48
Chapter 4: January 1976 to September 1978.....	49
 Part 3 RCAE Albury-Wodonga.....	 52
Chapter 5: The campus	53
Chapter 6: Staff: Idealism at the frontier	57
Chapter 7: Courses.....	65
 Part 4 Impact	 74
Chapter 8: Impact by the periphery.....	75
 Part 5 Farewell	 80
Chapter 9: Off to Wollongong.....	81
 Appendix 1: Paradigm shifts	 82
Appendix 2: Correspondence with the author.....	83
References.....	84
Figures	86

Dedication

To Harvey Mendham

Harvey Mendham joined Riverina College of Advanced Education (RCAE) in July 1975 as the first academic staff member permanently based in Albury. He retired from Charles Sturt University in 1998. I recall being introduced to him at a School of Teacher Education meeting in Wagga. In December 1975, I left RCAE for a sojourn in the United Kingdom. In September 1978, on my return to Australia, I took up a post in Albury with RCAE as the second Education and fifth full-time academic staff member.

Harvey and I had offices opposite one another in the Townsend Street warehouse building. We regularly discussed decisions on educational matters made at RCAE's Wagga campus that impacted on us or our students. Harvey, a heavy smoker, was full of nervous energy and completely dedicated to students and to the idea of a university-level institution in Albury-Wodonga. He was a pleasure to work with. We complemented each other: he was an urbane raconteur who had a brilliant way with words – one of C.P. Snow's literary intellectuals; I was the naïve scientist – a brash, working-class lad who'd made good. For the six or so years we worked together, we made an in-depth study of education not just interesting for our students, but also entertaining and inclusive. Even now, more than 40 years on, I find myself smiling at memories that surface randomly of our time together at RCAE Albury-Wodonga.

In the 1990s, I renewed contact with Harvey and his wife, Vivienne. After I moved to the UK, I visited

them every year or so whenever I was in Australia. Sadly, Harvey died in August 2021.

When I think of RCAE/Charles Sturt Albury-Wodonga, I think of Harvey.



Figure 2 A typical Harvey Mendham pose: providing advice to a student, 1980s

Acknowledgements

This book could not have been completed successfully without the help of Charles Sturt University Archives Wagga Wagga. I was writing it in the UK, where I have lived for the past 20 or so years. And while I hoped to visit Australia, including Wagga, in 2022, my work was hampered by COVID-19 and travel restrictions to Australia. Then, up stepped Paul O'Donnell, reference archivist at Charles Sturt University Archives, who gave this project a real shot in the arm when, a couple of days before Christmas 2021, he sent me copies of some 20 photographs from the archives. Paul had previously managed to find a campus map from the early 1970s that, far from just having nostalgic appeal for the author, provided a way of explaining what the place had been like. And then the photos arrived, providing a visual record of the people and places I was writing about. It was sensational material. And Paul kept on going. My thanks to him cannot be overstated.

Thank you, also, to former colleagues who responded to my invitation to take part in this study – and in particular to Doug Hill, who sent me much thought-provoking material. The Albury LibraryMuseum was helpful in providing images from its archives. Thanks to those who read a draft version of this work. And to my partner, Pam Meecham, who listened, read and encouraged.

Many thanks to copyeditor and proofreader Robyn Flemming and designer Kristy Brown, and to Karina Smith, Administration Assistant, for keeping us on track. Thanks also to Samantha Beresford, Head of Government Relations & Regional Engagement, who accepted the ideas

and enthusiasm of a cold-caller and found funding for the project.

Vice-Chancellor's foreword

This book chronicles a pivotal chapter in the history of higher education, the evolution of the Riverina College of Advanced Education from 1972 to 1985, focusing initially on Wagga Wagga and later on its expansion into Albury-Wodonga.

At its core, this is a story of transformation and growth, not just of an institution, but also of the individuals who shaped it.

As we mark the 50th anniversary of the Riverina College of Advanced Education's inception, this book serves as a tribute to those early pioneers whose dedication to educational excellence laid the strong foundations that Charles Sturt University is built on today. It is a tribute to their legacy and a testament to the enduring spirit of progress and innovation that continues to define our institution.

I extend my gratitude to Neil Hall for his dedicated work in documenting this history, as well as to the entire team that contributed to its production. Your efforts have brought this remarkable journey to life, ensuring that the rich tapestry of our educational heritage endures for generations to come.



Professor Renée Leon PSM

Vice-Chancellor and President
Charles Sturt University

A note about the footer

Some (men) see things as they are and say *Why?* Others dream things that never were and say *Why not?*

In the 1970s, RCAE-headed paper had this text along the bottom. Initially attributed to Robert F. Kennedy, it was later acknowledged as a modification of a quotation by George Bernard Shaw. President John F. Kennedy had thought these words a ‘remarkable combination of hope, confidence, and imagination’ (1963). They captured a good deal of the RCAE experience for me, but ‘men’ had to go.

Lilian Sutherland, personal assistant to RCAE’s Principal, Cliff Blake, recalls:

One of the first things suggested by CDB [Clifford Douglas Blake] was the design of our new stationery. The colours of the new institution were to be red and white. A new symbol resembling a waterwheel was inserted, plus at the base of the page: ‘Some men see things as they are and say why? I see things that never were and say why not?’ (Robert Kennedy). I wonder whether CDB did this deliberately, by quoting Robert Kennedy (who did say this) rather than George Bernard Shaw? I think most people in the 70s could relate more to the Kennedys and the terrible events of the 60s. Anyway, it was a great and inspiring quote!

Stationery might not seem all that important, but Cliff Blake was signalling a move away from the old guard towards the new.



Figure 3 Principal Cliff Blake and Lilian Sutherland, c.1990

Preface

This book is a history of Riverina College of Advanced Education (RCAE) from 1972 to 1985, focusing initially on Wagga but then also incorporating later developments in Albury-Wodonga. It was conceived as a story of the development of an institution side by side with my own development as an academic. But I realised that an overly personal approach was unlikely to be of interest to third parties; besides, it wouldn't tell the most important part of the story. I therefore modified the account of my own experiences, views and perceptions and shone a brighter light on other people's stories in an attempt to create a fuller picture of the time, the place and the institution.

But still, a vital spark was lacking. The anecdotes made for revelatory stories, but was there potential for some deeper interpretation? There were consistencies across stories about the time, place, infrastructure, personnel and courses. Yet, these very issues were different from those of other colleges of advanced education (CAEs) of the time. Over time, in both Wagga Wagga and Albury-Wodonga, important changes occurred associated with place, infrastructure, personnel and courses. These changes didn't always occur smoothly, and the differences between RCAE and other CAEs weren't always without repercussions; indeed, the shifting of gears sometimes felt like a seismic shock. Much of what happened at RCAE in its first years involved fundamental deviations from the norm – in effect, paradigmatic shifts. I realised that these shifts could act as themes for better understanding the lived experiences of the players.

This work is timely in that an anniversary of 50 years since students first enrolled at RCAE is worthy of celebration. It is timely, too, in that many of those first players are no longer with us, so it is important now to capture the stories of those who were there.

But there is yet another matter here, that of institutional amnesia. In any institution, initiatives are soon forgotten once the major players have moved on and new players enter and provide their own stories. Sometimes institutional amnesia is deliberate, such as when present-day stakeholders seek to forget or deny a past practice. Whether accidental or intended, institutional amnesia is a way of overlooking or diminishing past achievements so as to emphasise the present. In the case of RCAE, the paradigmatic shifts of the 1970s and 1980s deserve to be recognised, acknowledged, recorded, remembered and celebrated.

This book is an institutional history, a story focusing on personnel, management, policies, courses and infrastructure. It is an ethnographical study in that it focuses on the culture and social interaction of a community. On a personal level, one of my motivations for compiling the text was to celebrate 50 years since I first worked at a tertiary institution, while also recognising that my celebration is of minor significance compared to that of the institution. All the same, I do have cause to relate to this celebration, having had the advantage, along with my colleagues at that time, of experiencing it at first hand: we were there.

Introduction

I had just about completed writing this book when I realised that men's views predominated, as did those of academics. But then Joy Lubawy, Trish Gray and Robyn McPherson responded to my requests for contributions as part of the 50th anniversary celebrations, and together they provided a set of previously untold stories. Joy Lubawy, who was an early student of RCAE and later worked there, painted a picture of the importance of Gough Whitlam's 1972 Labor government. Trish Gray shared stories from the point of view of the administrative staff, as she moved from a junior typist position to larger roles in the division of Part-Time and External Studies before working with international students. She grew professionally as RCAE grew. Robyn McPherson worked for Continuing Education as RCAE moved towards providing valuable adult education courses that aligned with staff expertise: she described in her account a period of huge expansion. These are important stories, easily lost, and are in considerable contrast to the book's emphases on buildings, staff and courses. They provide wider and more inclusive voices for what follows.



Joy Lubawy

Figure 4 Joy Lubawy, early 2000s

In 1972 when Gough Whitlam was elected as Prime Minister, there were three issues of direct concern to me, a young mother and the wife of a serving soldier based at Kapooka: to end the Vietnam war and bring our troops home; the new priority for Early

Childhood Education; and tertiary education fees would be eliminated. The gift that Gough gave to women like me was extraordinary; you would never believe how much it altered the trajectory of my life and those of my family. My soldier husband re-trained as a librarian, and I graduated with a Diploma in Teaching in Early Childhood Education and won the College Medal at graduation.

I read in the local newspaper about a new type of college starting, a College of Advanced Education. On the local news I saw a procession as the gates were closed and the Teachers College finished, and the new college was opened. A year later I went to the External Studies building and completed the forms needed for application for admission with Libby Blake. An appointment was made to see Dr Fred Ebbeck in his office in R Block. My NSW Leaving Certificate was not grand enough to gain the necessary Teachers College Scholarship which would have made attending tertiary education a possibility for a child of farmers in Central Western NSW. Fred decided to give me a chance: study externally for a year, get good grades and then become a full-time student if all went well.

I completed a couple of introductory subjects in Early Childhood and in late February 1974 I took one daughter to preschool and left another with a neighbour, waved my soldier husband farewell and went to enrol. There they were: lecturers seated behind tables in the courtyard of R Block. We were given a handbook to guide our choices and we could,

if we wanted to, discuss our subjects with an adviser, but it seemed the first choices were very simple. I lined up and enrolled in Communication and Australian Studies.

My very first class was with Fred Goldsworthy. He left the room for 10 minutes and we started to talk about what we were studying and why. Some were Art and Drama students, some from Life Management; others were going on to teach in primary or secondary schools. All these smart young people just out of school and me, now 26-plus – a mother, for goodness sake! Ann Gorman, a social worker, led me through Australian history and politics in a thought-provoking way. Those two lecturers – brand new to their jobs, I think – shaped much of my future studies as I chose English Literature and Sociology as the two strands of study other than the compulsory core of Early Childhood Education. I was never disappointed that I was inspired to make these choices. I managed to finish the first year successfully.

My biggest impression was flexibility. This college was one of the new kinds of college, with 'schools' within the whole and yet somehow the whole organisation ran as a complete unit. I think the way we were able to select subjects which interested us from a wide range of topics meant we met many students and many creative thinkers. Everyone was a pioneer.

To meet the needs of mature-aged students with small children, some lecturers held classes from 4 to 6 pm. We got to know the lecturers; they invited us to their homes for meals, poetry readings, or to meet new

students visiting for residential schools. Some are forever engraved in our hearts; one in particular, Dr Yvonne Winer, a former South African, was ahead of her time with what became known as the Reggio Emilia Approach.

Arthur Trewin entranced me with maths, smiling as he set me another puzzle for the week, knowing I would work hard to try and solve it by the next class and then reminding me when I threw up my hands in failure that 'there is always a pattern; you just have to have faith and search for the pattern'. Doug Hill gave me latitude to plan almost everything I would later do with a preschool class, beginning with science! He gave me the opportunity to wonder, to be creative, to learn how science worked by doing it.

It felt like we were a team, the lecturers (and the administration and maintenance staff) and the students, discovering together and working out ways to allow students to create and develop their own questions and perhaps find answers. This may have been because we were pioneers in every way. We had classes in old and not built-for-purpose buildings at times, we made do, we invented, we shared and were given opportunities to really grow as human beings.

I went on to complete my Bachelor of Education 13 years later, as an external student. I worked on South Campus from 1980 to 2004 as Teaching Director of Campus Preschools and went on to write a number of books.

Trish Gray

My journey at RCAE started on 17 January 1972 in downtown Forsyth Street, Wagga Wagga, as a typist for the Part-Time and External Studies section headed by Dr Al Lemen, a retired Brigadier from the US Army. Al Lemen, Coral Rees and I were it: my job was to type, print and send out the notes for the 31 students from Wagga Wagga Teachers College who chose to commence their teaching career and to gain their diploma by distance education.

In 1973 the office moved to the house on the corner of Urana Street and College Avenue: the house was next door to Sister Hamilton, the College Nursing Sister. My line manager changed from Al Lemen to Alan Le Marne. The division was expanded; staff came and went but grew in number. Ken

Smith and Greg Worthington joined, as did Peter Smith: their job was to develop the division of Part-Time and External Studies. By this time, the Study Centres in Albury and Griffith had been established.

Memorable occasions: The Duke of Edinburgh visited the South Campus and all staff were encouraged to show him an RCAE welcome. The 'turning of the soil' explosion by Hon. Wal Fife, MP on the hillside near the winery.

Expansion was in the air and the Council of RCAE determined that amalgamation of the Agricultural College and RCAE was a good move and thus the migration to the Boorooma and Agriculture campuses began. The division of Part-Time and External Studies moved to the Green Room



Figure 5 Trish Gray, Cliff Blake and Pat Kelly, n.d.

(the former Agriculture Picture Theatre) in Graham Building and operated from there for a number of years. I moved on to the Secretariat and was Minute Secretary for a few months until I became Secretary to the Registrar, Dudley Kelso. When Dudley was asked to establish the International Office, I could have stayed in the Registrar's Office but chose to move to the International: a decision I never regretted as it started me on a whole new adventure. After some years, I moved to be in charge of the rapidly growing Offshore program. Initially, Hong Kong diplomats in Medical Laboratory Science and Library Science were able to upgrade to degree level: Accountancy and Nursing followed. The offshore program grew to include Malaysia, Singapore, England, Canada, New Zealand, Kuwait and South Africa.

It was an exceedingly busy but exciting time to be working at RCAE/RMIHE/Charles Sturt. The encouragement and confidence in my ability from Dudley Kelso and Cliff Blake was exceptional. Mind you, I did spend many extra hours working whenever there was a Student Recruitment Exhibition: I attended the exhibitions and caught up with the offshore coordinators.

Professor Blake retired and the new Vice-Chancellor dismantled the International Office. Thus came the end of my career at Charles Sturt in August 2002. At the time it was a tragedy, but on reflection, they were the best years of my life and I got to experience seeing the birth of an institution from being the baby to the fully grown institution. So, I say 'Thank you, Charles Sturt' – a fabulous ride.



Robyn McPherson

Figure 6 Robyn McPherson, n.d.

My first position at RCAE was a three-month contract in 1981 in the School of Education to support a short, professional development course for senior teachers and school inspectors from Papua New Guinea [PNG]. This was part of Alan Le Marne's movement of continuing education towards emphasising university staff expertise and to continuing professional development. The Papua New Guinea course was funded by the Australian Development Assistance Bureau (ADAB). I provided support to the academics and the participants, coordinating excursions, cultural activities, school visits and personal support. Alan Le Marne, observing this from over the hill in his office in East Hall, believed that these courses should be run by Continuing Education. He persuaded the College of this and a new position was created for which I successfully applied.

The College was successful in winning ADAB contracts to repeat the professional development for PNG educators each year for the next five years and I relocated to the School of Education for three months' duration. The rest of the time I supported Alan in the initiation, planning and coordination of a range of other programs. These included short, professional development courses in viticulture and wine making, led by the academics, as this area was becoming a prestigious part of

the College alongside 'The College' wines. Included was an educational wine tour through Europe with participants from many prominent Australian wineries. I believe RCAE broke new ground in wine making and viticulture and that RCAE went on to play a major role in transforming the Australian wine industry. Continuing Education contributed to those beginnings.

Other courses included a 'Farming for Bankers' course to educate the people who provided finance to agricultural businesses about the challenges faced by those businesses. These were annual and very popular and yes, golf and dining were involved. I put together courses in information technology, drawing on College academic and computing resources at a time when computers were just starting to impact on business and individuals in ways that nobody could yet foresee. Continuing Education ran other programs for other groups, but these needed to be on topics that reflected the growing status of a college of advanced education.

One of the largest programs Alan Le Marne won for RCAE was the Elderhostel courses that attracted participants from the United States. At their height, we planned and coordinated eight to twelve one-week sessions in a year covering fun topics such as Australian Wine and Australian Literature. Participants were generally retired professionals who enjoyed challenging and interesting travel and who were prepared to stay in student residences as they did in the USA. Elderhostel was a huge program in the

US and when it went global, Alan was able to sell Riverina College of Advanced Education to the Elderhostel Directors, making RCAE the first college in Australia to participate.

Riverina College of Advanced Education was an innovative educational institution in the early days, and those of us who were lucky enough to work there in those years can attest to that. Continuing Education played a small role in this innovation and creativity through its offerings in pioneering professional development and newly emerging academic areas of education and training.

I went on to become foundation Principal of Riverina Community College in November 1985, when NSW Education restructured adult education. Alan moved to Sydney in around 1990 and was appointed Principal of Parramatta Community College.

Up Bourke Street

It was Monday, 3 September 1973, three weeks short of my 26th birthday. I'd spent Sunday night in some humdrum hotel and was walking south and uphill on Bourke Street, with the Wagga Wagga showground on the other side of the road. The prunus trees were beginning to bloom, their pink blossoms contrasting perfectly with their purple leaves. They were lined along the edge of the footpath every few metres, perhaps as markers to the future. The sky was relentlessly blue, the morning crisp and full of sunshine: there was no traffic. I crossed the road and turned into Urana Road, still with the showground across the road on my right, then did a left at College Street. On the right were a couple of fibro houses, then a disused tennis court and then the bandstand/rotunda. Into the college, along the asphalt path with rose gardens on my right, down a pathway to the Education office: 'Hi, my name is Neil Hall and I start work at Riverina College today.'

To personnel, an ID card, sign here. 'I'd like to see Arthur Trewin. Where is his office?' Walk to a single-storey building made of Besser blocks, monotone grey and cheap, metal roof supported by lightweight structural steel extending beyond the building line to cover a walkway: protection from sun, rather than rain. 'Let's get you an office.' Z Block was a converted ablution block. I mean, it's a bit worrying, isn't it? Buildings might be labelled A, B, C and so on, but 'Z Block' certainly sounds peripheral.

Within a day I was installed in Z Block, in the middle office of three on the north side, with two more offices on the south side, together with a tap/sink and space for tea making. The

offices were separated by cheap internal walls that fell short of reaching the ceiling. We each had a window, which proved essential as two of our colleagues smoked. There was Bob Bialozor, American, social scientist, sportsman; Ted Booth, social scientist, social democrat; June Spencer (later to become June Trewin), Early Childhood educator, smoker; and Theo Sirgianidas, nervous chain smoker.

Back to the hotel late in the day, back to Z Block for Tuesday. Met Alan Le Marne near a rose garden. 'You're Neil. Come to work with Arthur Trewin? I've been helping out a bit and bought some books. Maybe you'd like to buy them off me.' Later in the day, near another rose garden: 'Hi, I'm Don Affleck. I manage the student residences.' 'Nice to meet you, Don ... help with accommodation?' Turned out that west wing students in W Block were disruptive – hint of drugs and alcohol – so they were dispersed. Half of the block empty. Accommodation problem solved, welcome to standard student room: two single beds, wardrobe along one wall divided into two, two desks, glass highlight above door for snooping in earlier years, with linen and food thrown in. Bathroom down the corridor. And it's only 20 metres from Z Block.

By Thursday, I had full board, a workable office and a few *Nuffield Project* mathematics books.

Part 1

RCAE Wagga Wagga

Chapter 1

The campus

The campus is no more: probably a fitting end to a dubious and disreputable set of buildings largely unsuitable for tertiary education. Most of the buildings had been developed as part of the need, during World War II (WWII), for a hospital for RAAF personnel and were used in this way from 1944 to 1946 (Blacklow, 2015, p. 9). They were weatherboard: cheap, and built quickly with timber frames and timber cladding; some had verandahs. Soon after the end of the war the site was repurposed as Wagga Wagga Teachers College (WWTC), where students, both rural and urban, could study and graduate as two-year trained teachers. From 1947 until 1971, the institution offered only teacher training courses, with teaching staff generally coming from the ranks of teachers in NSW schools.

Buildings E and H: Conference room and Creative Arts building

Cliff Blake¹ recalls that the post-WWII shortage of teachers led the NSW government's response 'to establish two new teachers colleges – one at Wagga Wagga in 1947 and the other in Bathurst in 1951'. Both colleges were to be housed in former military establishments, to operate for a few years, after which teacher training would revert to the Sydney and Armidale teachers colleges (Blacklow, 2015, p. 5). The colleges were thought to be temporary, so no capital funding was provided and there were few funds for conversion works.

The building in the foreground of Figure 7 is the conference room. (To be honest, I have no recollection of this building.) Alongside it was the Creative Arts building. This was an inexpensive construction, but it lasted for decades. It's vernacular architecture: concrete piers to support floor beams, corrugated steel roof, numerous windows for light and air, shaded. But somehow, even allowing for the period, the building fails to signal creativity. Indeed, what went on inside it may have been state of the art, but to those arriving here either to teach or to study, such a building was underwhelming.

Barbara Kamler: *The buildings on the South Campus were just shocking – really horrible conditions in tin shed demountables, boiling hot in summer, freezing in winter.*

Building F: Science laboratories

Building F housed the science laboratories. Vernacular architecture again: concrete piers, floor beams, corrugated steel roofing; one of many existing buildings renovated cheaply to provide accommodation for new courses. It's an unbalanced comparison, perhaps, but the 1960s-era Carslaw Building at the University of Sydney contained a range of laboratories where students could study science. This is not to criticise RCAE, but it does make the point that facilities in Wagga Wagga, where science students could also choose to study, were not in line with city-based institutions.

¹ I mean no disrespect when I refer to Clifford Douglas Blake AO as either 'Cliff Blake' or 'Cliff'. In my years at RCAE Wagga, we all knew one another, so I think of him as 'Cliff'.



Figure 7 *Conference room and Creative Arts building, 1970s*



Figure 8 *Science laboratories, 1970s*



Figure 9 Carslaw Building, University of Sydney, n.d.

The Carslaw Building, at the University of Sydney, was designed in response to the need for a high-rise facility in a city where space was in short supply and for car parks for commuters. But in Wagga, space wasn't at such a premium, so the auditorium sat in a large space, with tree-lined footpaths, suggesting a much more relaxed – perhaps even idyllic – setting (refer to Figure 14).

Building K: Administration building



Figure 10 Administration building, 1970s

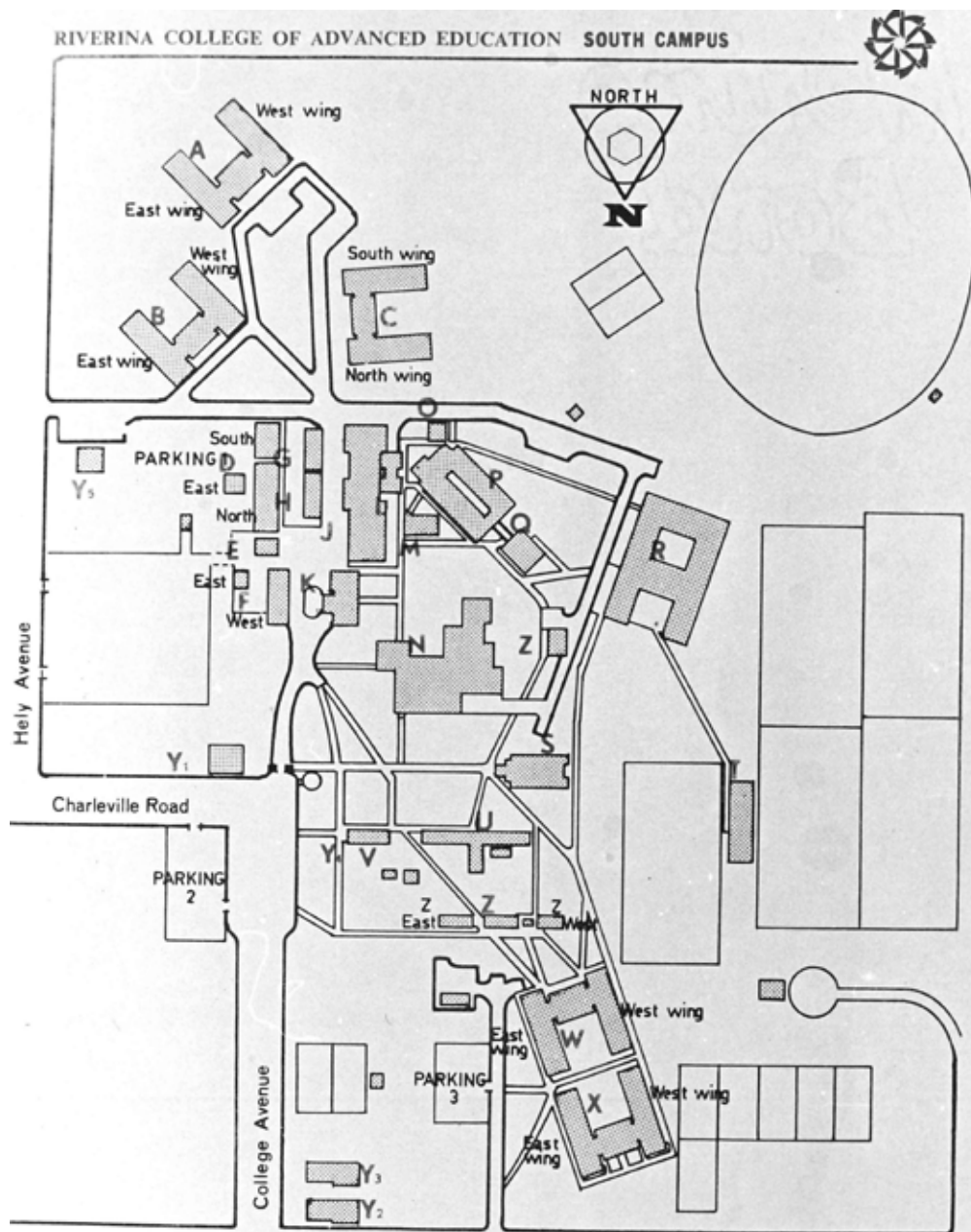


Figure 11 Map of RCAE, South Campus, c.1973

A, B, C	Mary Gilmore Halls: student residences
D	Art and design
E	Conference room
F west	Science
F east	Printery
G	Social sciences
H	Creative arts
J	Central store
J	Kitchen, dining
K	Administration
L	Executive dining room
M	Co-op bookshop
N	Information resource centre (IRC)
N	Union, Bursar, music and drama
O	Business studies
P	Business studies
Q	Dean, Business studies
Q	Staff centre
R	Teacher education
Z	Curriculum resource centre (CRC)
S	Auditorium
T	Teacher education
U	Applied science
V	Offices of Master and Deputy Master of college halls
W	Hamilton Hume Hall: student residences
X	Hamilton Hume Hall: student residences
Y1	Residence, master of college halls
Y2	Architect office
Y2	External studies
Y3	Clinic, counsellor, medical
Y4	Accountant
Z east	Properties
Z	Teacher education
Z west	Maintenance workshop

Information resource centre

A noticeable feature of tertiary education in non-universities in Australia during the 1970s was the language used to make them appear modern and to distinguish them from what had gone before. So, instead of a 'library', RCAE had an 'information resource centre' (IRC); we had 'semesters', rather than 'terms'; and there was progressive assessment rather than an over-reliance on end-of-year examinations. Teacher Education students borrowed materials for use in schools neither from the library nor from the IRC but from the curriculum resource centre (CRC).



Figure 12 *Information resource centre, 1970s*



Figure 13 Auditorium, 1970s



Figure 14 Auditorium: long view with garden, 1970s

Building S: Auditorium

Doug Hill, initially a Lecturer in Science Education, tells me that the auditorium was transported from the Temora RAAF base and used as a lecture theatre and for student theatrical presentations (which I attended in 1973 while living on-campus) – and continued to be so used until the 1980s. The auditorium's seats came from the 1930s-era Capitol Theatre in Gurwood Street, which had closed in 1965.



Figure 15 *Teacher Education offices and teaching rooms, 1970s*

Building R: Teacher Education offices and teaching rooms

An adequate, but altogether uninspiring, set of lecturers' offices and teaching rooms known as R Block was the main teaching facility for Teacher Education students, with academic offices for fewer than half of the Teacher Education lecturers.

We had a formidable difficulty – a lack of suitable accommodation. It was always embarrassing when I was showing a potential staff member around, particularly if they'd come from an established university, at [sic] the primitive facilities that we had. (Cliff Blake, 2008, p. 21)

CAE facilities were makeshift and temporary in nature

At the time, there were reasons to expect that this experiment labelled 'colleges of advanced education' would be less than successful. Would students come? Would academic staff? Would the staff be good enough? Would the students? Teacher Education students were encouraged through the recently increased availability of scholarships that paid both board and a living allowance, although on a miserly level. The children of the baby boomer generation were of school age, so large numbers of new teachers were needed now and in the future. Existing institutions couldn't meet the demand. But the thinking of the time was that, after a few years, the demand might subside and RCAE might become redundant, so why spend money on purpose-built structures?

Paradigm shift 1

Many of the colleges of advanced education formed by the expansion of higher education throughout Australia came about through a renaming of an existing set of buildings. RCAE was unique, however, in that a major proportion of its infrastructure comprised repurposed WWII buildings little modified since the 1940s.

For some Teacher Education students, being in Wagga, away from home/parents and the big city, was an active choice; others chose to be nearer to home than if they had studied at a city institution. Some city-based students came to Wagga only because they weren't accepted for study by a city institution. The Sydney to Wagga flight on Monday mornings allowed well-off city students to travel to Wagga for classes, stay until Thursday or Friday, then head back to Sydney, effectively avoiding living in Wagga and experiencing the rural nature of RCAE.

The federal Labor government that came to power in 1972 wanted to encourage decentralisation and initiated the Albury–Wodonga and Bathurst–Orange projects. Wagga wasn't included. And these decentralisation projects met with opposition both from locals, who didn't want them, and from city-based businesses and their employees, who didn't want to go there. There may have been little in the way of a local outcry if, in 1975, instead of moving to the North Campus,

the RCAE had been disbanded and its site in town had been closed. However, John Kerwan reminded me that there was considerable local backing for the formation of RCAE:

My father, Frank Kerwan, was very heavily involved in a wide range of community and promotional activities in Wagga Wagga during the 1960s and 1970s. One aspect of his community service of which he was particularly proud was his efforts leading to the establishment of the former Riverina College of Advanced Education, nowadays the Charles Sturt University. He was the Foundation Secretary of the Wagga Wagga College of Advanced Education Committee which led the successful campaign for the establishment of the former College of Advanced Education. (Kerwan, 2022)

Why would students other than those in Teacher Education choose to study in Wagga? Why study history, business, silversmithing or psychology in Wagga when there were many other better funded places with superior, purpose-built infrastructures? The obvious, but overly simple, answer was that these students didn't qualify for those institutions. But this is to undervalue, or to fail to recognise, that studying in Wagga itself had perceived advantages: it was less expensive than the city, and students were likely to receive individual help much more readily than in those places where lectures were presented in tiered lecture theatres accommodating 400 students. But this was also the time when those elite students who were selected to attend established universities (approximately 6 per cent of total students) were about to lose their exclusiveness:

government policy increased the numbers of tertiary-educated students as part of its social change and economic development agenda. When existing universities appeared unable or unwilling to take on these additional students, CAEs were formed and government support was provided for students to attend. Tuition fees had been abolished, so studying locally and living at home was a reasonable option. However, if you hadn't been accepted into a place where it was possible to commute from home each day, then university-level education was available in some regions where the cost of living would be more modest than in the city.

Chapter 2

Staff: The pioneers

When I arrived at RCAE in 1973, during its second year of operation, there were three academic schools: the School of Teacher Education, the School of Applied Science and the School of Business and Liberal Studies. The School of Teacher Education had its antecedents in Wagga Wagga Teachers College (1947–71); the other schools were new. In 1972, Riverina College had 780 students: about 560 were new or continuing students in the School of Teacher Education, and

the rest (220) were new students enrolled in the other two schools. I was the 25th staff member of the School of Teacher Education and the 70th member of RCAE academic staff.

Tables 1 and 2 show that, although the School of Teacher Education had the greatest body of students, the other schools also had high staff numbers to enable course development with the expectation of increasing student numbers.

Table 1 Academic staff by school and qualification, 1973

	T Educ	Mast	Doc	B&LS	Mast	Doc	App Sc	Mast	Doc
SL+	2	0	1	2	1	1	1	0	1
SL	5	1	3	3	1	0	3	0	3
L	12	7	3	19	6	1	9	3	5
AL	5	2	0	6	1	0	2	1	0
Total	24	10	7	30	9	2	15	4	9

Source: *RCAE Handbook*, 1973 (not tabulated there).

Note: 'T Educ' = School of Teacher Education; 'B&LS' = School of Business and Liberal Studies; 'App Sc' = School of Applied Science; 'SL+' = Above Senior Lecturer; 'SL' = Senior Lecturer; 'L' = Lecturer; 'AL' = Assistant Lecturer; 'Mast' = Master's degree; 'Doc' = Doctorate.

Table 2 Academic staff by level, 1973

	Totals	Mast	Doc
SL+	5	1	3
SL	11	2	6
L	40	16	9
AL	13	4	0
Total	69	23	18

Source: *RCAE Handbook*, 1973 (not tabulated there).

From a present-day, qualification-led perspective, staff across all schools were underqualified. For example, in the School of Teacher Education, only seven staff had doctoral qualifications and ten had a master's degree as their highest qualification. So, seven staff had a bachelor's degree or less. The lack of higher degrees is particularly evident in the School of Business and Liberal Studies: specialists in business, law and accountancy rarely studied beyond an initial degree, but large numbers of lecturers in the liberal arts were also without a doctoral qualification. The School of Applied Science better reflected the traditional continuity from a bachelor's degree to complete a PhD as a full-time student.

Paradigm shift 2

Many academic staff were selected for their professional experience, evidence of innovation in their professional context and on-paper potential.

School of Teacher Education staff

Cliff Blake, the RCAE Principal, was determined and ambitious that this new institution would have as positive a beginning as he could manage. For him, this meant employing staff with demonstrated commitment and professionalism beyond what might be normal or average or expected. Most of the former Wagga Wagga Teachers College lecturers were not offered positions in the new RCAE. The handful that were taken on

included Alf Morris (Art Education), Arthur Trewin (Mathematics Education), Ray Wade (Deputy Principal of WWTC), Alex Robertson (Science) and Keith Swan (History).

My first job was to try to recruit the academic staff, or more particularly to recruit the first set of Deans. This was a difficult task. I had decided, and made it clear at the time of my appointment, that I did not want to take the staff of the Wagga Teachers College. I wanted to fill all the positions by open public advertisement and to have a proper selection process ... To his eternal credit, Arthur Trewin, who was the President of the Wagga Lecturers' Association, and a member of the Interim Council, supported the move.

...

I always had a university as the goal likely to be attained much further into the future. What I tried to do was to inculcate into the emerging College the value systems of a university ... These things were not happening at Mitchell College. They were certainly not happening in other CAEs. (Cliff Blake, 2008, pp. 17, 28)

Paradigm shift 3

From the outset, RCAE was to become a university.

For most of the lecturers in the School of Teacher Education, working at RCAE was their first academic appointment. Immediately prior to this, they held positions in schools: some were classroom teachers; others held management positions.

Arthur Trewin

Arthur Trewin, a highly regarded staff member of WWTC, was one of the few from that college offered a position – as Senior Lecturer in Mathematics Education – when Riverina College of Advanced Education was formed.

In 1968, Arthur had published *Mathematics with a Difference* with Macmillan. The textbook emphasised modern mathematics and contained sections on numeration, geometry and other typical primary school topics. A couple of years later, he received a letter from a Canadian lecturer asking if there was to be a second book in the series: she was using the text in undergraduate classes, she said, and wanted more.

Arthur went on to write four books in the *Project Mathematics* series: Grade 3 (1970), Grade 4 (1970), Grade 5 (1973) and Grade 6 (1973), all published by Macmillan. These were textbooks for primary school children in years 3 to 6 and were very popular, especially throughout the Riverina. Arthur had spent years presenting teacher in-service courses and was well known for his views on school mathematics. The contents of both the initial book and the subsequent textbooks were influenced by Piagetian theory associated with children whose thinking and analysis were at the concrete operations stage.



Figure 16 Arthur Trewin, n.d

Many ideas came from the Nuffield Mathematics Project reinterpreted for local conditions and with significant input from the work of Zoltan Dienes and his Multi-based Arithmetic Blocks and Attribute Blocks. These ideas were a considerable conceptual distance from accepted mores of what constituted children's experiences in school mathematics throughout Australia. They were nothing like drilling, rote learning and the recall of isolated facts – all familiar practices in most schools of the day.

The USA connection

Where do you look if you want to hire people with PhDs in education and other fields?

We had a big advertising campaign in England and the United States. (Cliff Blake, 2008, p. 18)

The first head of the School of Teacher Education was an American who so upset his staff and locals who worked in education that he soon left and was so thoroughly written out of RCAE history that I never knew his name. But they did come.

Dennis Buckley

My main recollections of Dennis Buckley, Lecturer in Education from 1972, are that he lived in a tutor's flat in W Block and enjoyed partying. According to Jim Christensen, on one Fourth of July, Dennis pulled out a small-calibre revolver from his drawer. A student asked whether it was real or a replica. Dennis fired a round into a telephone book, in the hallway of the residence, to demonstrate that it was a genuine revolver.

Word got back to Cliff Blake, who fined him \$200 and directed him to divest himself of the revolver. Eventually, Dennis went to work for UNESCO in Germany.



Figure 17 The author at one of Dennis Buckley's parties, October 1975



Jim Christensen

Lecturer in Education, 1974–89

Figure 18 Jim Christensen, c.2020

I arrived at RCAE in August 1974, and I was assigned to teach the introductory course, 'Basic Issues in Education' and 'History of Australian Education'. As the curriculum evolved, I was assigned to courses such as 'Introduction to Education'. My office was the hallway in a toilet block on what had been Wagga Teachers College. There were sheets of plywood installed in front of urinals, and the toilet area was used as office space, as well. There was no heating in the building, and needless to say, I did not spend much time there. I went to the library, quite a modern building, did my paperwork, lesson preparation, reading and research there. The classrooms were quite okay – spacious, large chalk boards, and there were comfortable seminar rooms, as I recall.

I did my studies for my PhD at the University of California, Los Angeles, specialised in comparative education, as did Dennis Buckley. Dennis completed his PhD before me, and he went to RCAE in Wagga in 1972. I went to Southern Illinois University [SIU] – Carbondale, where I taught philosophy of education. But when 106 academic staff were declared redundant Dennis said that he had a solution. RCAE was recruiting staff, and that's how it came to be that my family and I emigrated to Wagga.

We loved Wagga. A great place for our children to grow up. The employment terms were so generous. The college gave me a salary that was 20% more than my salary at SIU, airfares from the US to Wagga, a sea freight allowance for personal goods and a house loan with very generous terms. In addition, the medical benefits in Australia were so much better than in the USA (and still are).

Jim left in 1989, to move into a new career.



Barbara Kamler

Lecturer in Language Arts,
1975–85

Figure 19 Barbara Kamler, c.2020

There was a great deal of advertising in the US about positions at the newly created RCAE in Wagga. My then-husband Sandy Santmyers was encouraged by his master's supervisor to apply, especially as it promised to offer an innovative hybrid structure: leaving its teachers college past behind and moving towards a more rigorous university style. Sandy got the job, a two-year contract, and I accompanied him.

I applied to teach high school in the NSW Department of Education and after a brief induction program in Sydney, I was appointed to Coolamon Central School in 1972 where I taught English and some geography. It was bizarre to be asked to teach geography in a country I barely knew.

Things went well for a year or two until the new ambitious principal arrived, full of collegial newspeak he was unable to implement, and annoyed I had my master's degree and he did not. I applied for jobs at RCAE that I was not qualified for. But thankfully, Brian Cambourne sat on one selection panel and later rang to encourage me to apply for a language arts position that would soon be advertised.

I started at RCAE in 1975: I was ecstatic to escape Coolamon and the strictures of the rigid school timetable. Initially, I taught introductory language arts courses, sometimes having to repeat the same lecture to six different groups each week. In 1986 I moved to Melbourne and a position at Victoria College, Rusden, where I taught until 1989, when I enrolled at Deakin University as a full-time student to complete my PhD. PhD in hand, I first worked at Melbourne University in 1991 and then at Deakin University, until I retired as Professor of Education in 2006.

Sandy Santmyers, Lecturer in Education, stayed on at RCAE for many years. And **Tony Palumbo** came as a Lecturer in Psychology for a few years.



Bob Bialozor

Lecturer in Social Science,
1972–75

Figure 20 Bob Bialozor, n.d.

Bob Bialozor was a key figure in the establishment of the Wagga Wagga Teachers Centre at 102 Peter Street. He was born in Wisconsin, in the US, in 1942 and arrived in Wagga in 1972 with his wife, Karen, and son, Bill. Their daughter, Amy, was born while they were in Wagga. One of Bob's passions was sport, both as a participant and as a spectator. We played tennis from time to time, and we both played for the college in the Wagga Basketball Association.

In 1975, Bob joined the School of Education at Gonzaga University, Spokane, Washington, where he developed site-based graduate education programs. He retired in 2009 and died in Spokane in 2017.

In mid-June 2022, Doug Hill, long since retired and President of the Friends of Charles Sturt organisation, was having lunch with his Probus group, some of whom had been teachers in Wagga schools when RCAE commenced. They recalled that, at a Friday afternoon gathering half a century earlier, they had joked that 'RCAE' in fact stood for 'Riverina College of American Education'.

Wagga also offered an escape from the Troubles in Ireland for some:

- **John Counihan**, Lecturer in Education, 1972–88, who retired to Queensland and died in 2010; and

- **Lew Wilson**, Lecturer in Educational Psychology, who arrived in about 1974 and died in Wagga in 2017.

Paradigm shift 4

In order to achieve academic credibility, lecturers with PhD qualifications were sought, resulting in significant numbers of staff coming from the United States.



Rosalie Grant

Lecturer in Science Education, 1972–75

Figure 21 Rosalie Grant, c.2020

Rosalie Grant went the other way. After lecturing in Science Education from 1972 to 1975 at RCAE, Rosalie studied in the United States, where she remained. She writes:

RCAE was established during the time when a revolution was occurring in science education for children. Science curricula were changing from a didactic approach to one that was inquiry and experientially based. This philosophy underpinned the cutting-edge approach taken by staff at the newly formed Science Education Department at the RCAE. In addition to class activities, relevant materials were housed in the Curriculum Resource Centre and student teachers were encouraged to use them.

The idea of having practical workshops that involved RCAE student teachers in inquiry-based learning was very different to approaches commonly used in teacher colleges in which student teachers were simply asked to implement a given curriculum as set. Our RCAE student teachers were being exposed to activities, and equipped with skills, they could later deploy in their classrooms to develop a more sophisticated understanding of science in their students and improve learning outcomes. We were aiming to develop the student teachers themselves, not requiring them to implement a given curriculum. We advocated strongly for this philosophical standpoint.

Another critical element of our work that Tony [Blake] and Jeff [Northfield] introduced was the importance of team teaching – meetings where workshops were discussed, developed, and debriefed. These meetings were opportunities for all of us to share our varying expertise and learn from one another, thereby building a common approach to RCAE science education. A strong, collaborative team was formed with each of us sharing the same philosophical approach and aims for our students.

Reflections

When I joined Tony and Jeff in 1972, my impression was that the newly established college was seeking to serve not only students and teachers in Wagga Wagga, but also to reach out and meet the needs of teachers in surrounding local communities. At that time the New South Wales Department of

Education was encouraging two-year trained primary school teachers to obtain a three-year teaching qualification.

Tony and Jeff arranged for off-campus and night courses in science education to be offered so that primary school teachers could gain a three-year teaching qualification. These science education courses often consisted of monthly face-to-face classes held after hours in schools. This necessitated travelling to towns such as Griffith, Albury, Coolamon and Tumut/Adelong, and sometimes staying overnight in the communities.

I thoroughly enjoyed this opportunity, not only to work and engage directly with teachers in the country towns, but also learning about the issues they were dealing with in their daily lives. It was my first real experience of country life, albeit limited and secondhand. Nevertheless, the experience gave me a greater appreciation of country life and teaching in country schools.

It was a very exciting and rewarding time for me to be involved in RCAE's Science Education Department and to have the opportunity to work with and learn from Tony and Jeff, and later Doug Hill.² They taught me a lot and I only hope I conveyed the importance and significance of their approach to our students, commonly primary school teachers.

Future pathways

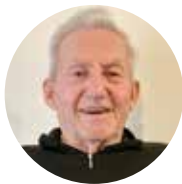
I often reflect on my time during the early days of the RCAE and admire Tony's and Jeff's vision for science education and how engaging with them shaped my future career and life. So much so, that after three years of working with Tony, Jeff and Doug, I left the college to extend my interest in the new directions for science education we were promoting to pursue post graduate studies. Tony recommended studying under Professor John Renner at the University of Oklahoma. He was a world leader in science education, developing inquiry-based science curricula based on the foundation of students' cognitive abilities – the same educational philosophy promoted by Tony, Jeff and Doug.

It was an honour to work with these three colleagues and I am forever grateful for the opportunities and pathways they opened up for me.

The locals

Of course, most of the academic staff were Australian, and some stayed for the rest of their academic lives. Dave Chisholm, Tony Hepworth, Mark Brennan, Phillip Thomas, Theo Sirgianidis, Anne Pulvertaft, Roland Bannister and June Spencer (later June Trewin) are some who came to RCAE and stayed on at Charles Sturt.

²Doug Hill joined the Science Education Department when Jeff Northfield left to pursue his interest in Science Education at Monash University, Melbourne.



Ray Petts

Figure 22 Ray Petts, 2022

Ray Petts was a student at Wagga Wagga Teachers College in 1961 and 1962. From 1965, he spent three years teaching in British Columbia, Canada, and in 1969 he began three years at the University of Oregon, in the United States, where he completed a master's in education. Ray recalled that he joined RCAE when the opportunity arose in part because he had grown up in Leeton and knew Brian Parton. He worked at RCAE and its later reincarnations from 1972 to 2003.

I found it pretty much the same when I was employed there in 1972, using the same buildings where I had been a student. The old auditorium was still in use for drama and assemblies. My subject area, physical education, health and recreation, was taken in an old weatherboard building which doubled as offices for four of us: Dr Brian Parton, David Staniford, Craig Morrison and myself.

R Block was a new area for teaching, adding to the former WWTC classrooms as lecturing spaces. Most of the older accommodation buildings were used as offices as was the weatherboard staff club. Many of the lecturing staff in education had school classroom teaching experience but not all, particularly those recruited from overseas.

In those early days we were encouraged to take the institution into the community. I contributed to the Royal Life Saving Society, worked in conjunction with the Department of Sport and Recreation. I, with Jim Barnett, originated the City to Lake Run, assisted in drama and arts in the Music and Education Program and worked in CAP (Country Area Programs). With Rob Harris, I started the School of Education Camps having earlier worked in the successful camps at the Borambola Sport and Recreation Centre. This emphasis in the early days of RCAE on placing itself within the community seems nowadays to have been replaced with an emphasis on research. I stayed in Wagga because of the Leeton connection (and my parents), because I liked the area and because of my engagements within the community.

Ray had previously told the Charles Sturt Alumni magazine *Thrive* (Winter, 2020) that RCAE was a positive environment for learning, and for staff and students.

It was a time for new ideas and challenges, and it gave rise to a supportive teaching environment. For example, we set up the Country Area Program where we took students across all curriculum subjects to areas like Broken Hill, Hay and Wentworth to gain experience teaching school children from different areas. These expos were beneficial to the students, the school and the teachers. I absolutely loved teaching. Special education was my great love, and I was able to work with Willans Hill School in

Wagga Wagga for about 30 years. Each year, I would have my class working one-on-one with kids from Willans Hill – children living with conditions such as Down syndrome, cystic fibrosis and spina bifida.



Doug Hill

Figure 23 Doug Hill, 1970s

Doug Hill grew up on an orchard on the Murray River near Wentworth. After attending Melbourne University, he taught in Victorian state high schools for more than a decade. He was given time off from teaching and completed a Master of Education (MEd) degree by research at Monash University. In November 1973, he joined RCAE, in Wagga Wagga, as Lecturer in Science Education.

Overall, I think RCAE's first years were heady ones in which the promise of change was evident and those present at the time could be part of this process. Most RCAE buildings were recycled from WWII, and I gained the impression that new developments were coming. Strangely, I learned much of such plans whilst sitting in the chair of dentist Peter Hastie who was also Chairman of the College Council! The Riverina Trucking Company used the old college staff room as its HQ once RCAE moved to the North Campus.

The early years of RCAE were critical to its success. Key success factors included its leadership, establishing an environment for

critical debate, allowing a diversity of voices, the formation of community links, and showing that its courses, research and other activities addressed the needs of the wider region.

During this early period at RCAE, the local Agriculture Teachers Association was active. Doug, along with colleague Rod Francis and two local Agriculture teachers, Dick Mead and John Gifford, received a grant of \$100,000 for the Agricultural Science Materials Project (ASMP). The ASMP modules were subsequently used in curriculum studies in Agriculture in the Diploma of Education program, where the focus was on better classroom materials and teaching practices.

From the start, RCAE academic staff were expected to develop distance education packages to be posted to students anywhere in the country. The same approved subject outlines were used, and the same assignments and examinations were set for both external and internal subjects: the belief appeared to be that there was no need for academic staff to receive professional development in writing correspondence materials. As a consequence, these materials were quite variable in quality.

There was an excitement while working with Tony Blake and Rosalie Grant at the time: we'd come to this backwater and were going to change the face of science education. Later, I began moving into other areas as the college grew. The agricultural students were graduating with diplomas, but the jobs were going to those who had degrees, so I helped establish the Diploma of Education

for Agriculture graduates which gave them the possibility of becoming teachers. I later took up early childhood science and social science, and education studies.

Cliff Blake was supportive of me: he was dedicated to work, knew people and was politically aware. He had promoted me to Senior Lecturer after I had been at RCAE for 18 months and then granted me a year's study leave on half pay to study towards my doctorate in the USA. I chose to study at West Virginia University, as I could build on the work I had done in my MEd and had established contact with Professor Sheldon Baker who published in the same field. He arranged for me to be a graduate assistant, which entailed limited work with undergraduate students for which I was paid, a fee waiver, and housing in the home of a member of staff on leave. He later came out and stayed with us. With the doctorate, Cliff then supported my working as a consultant for a month or two each year, mainly in South East Asia.

I never thought of leaving. I knew the far west of NSW, my wife was from Swan Hill, and she and the kids liked Wagga. After I resigned in 1998, I continued as a Professorial Associate and I worked on contract as both a consultant and a writer of instructional materials, mostly for Charles Sturt Training. My 40-year association with RCAE/RMIHE/Charles Sturt has been one of challenges, professional growth and new directions, all of which I have relished.

Some left to pursue careers elsewhere

Quite a few academic staff came to RCAE in its first years and then moved on. For example, Rod Nason (Mathematics Education), Ed Murtagh (Migrant Education), Rosalie Grant (Science Education) and Brian Cook (Social Science/CRC) all came before 1975 but left well before Riverina Murray Institute of Higher Education (RMIHE) or Charles Sturt.

Fred Ebbeck

Fred Ebbeck was an Australian who came to RCAE from Florida, in the United States, as Principal Lecturer in Early Childhood Education. In 1974 he published *Now We Are Four: An Introduction to Early Childhood Education*. He left RCAE to become chief executive officer of the Kindergarten Union of South Australia, and continued academic publishing based on his experiences throughout Asia, particularly in New Guinea, Hong Kong and Singapore. He oversaw the government's *Ebbeck Report* (1990) on teacher education in Australia.



Tony Blake

Figure 24 Tony Blake, n.d.

Tony Blake came to RCAE as Senior Lecturer in Science Education and was given time off to study the coursework of a doctorate in the United States. On his return, he completed the

research/thesis component of the degree by gathering data that contrasted two approaches to teaching mathematics and science in a Piagetian context. I was one of those whose help he sought, in that he asked me and a couple of others to present our lectures using two different teaching approaches, based on which he did the usual pre-test/post-test data analysis.

When Peter Rousch left to become Dean at Wollongong University, Tony became a highly regarded Dean of the School of Education in Wagga (1980–85). He left to become Deputy Principal of Sydney CAE, then Principal of Kuring-gai CAE, and then Deputy Vice-Chancellor (1990–96) and Vice-Chancellor (1996–2002) of the University of Technology Sydney (UTS).

I think that the course taken in the early years was dominated by a lack of facilities and the fact that all of us, including Cliff [Blake], were making it up as we went. Also, his determination that it was not going to resemble a teachers college. (Email 16/6/22.)

Why did I go to Wagga Wagga? I had a friend who got a job at Gordon Institute of Technology in Geelong: he found it very satisfying. In July 1971 I was interviewed by Cliff Blake, Peter Hastie and others in the offices of the Commerce Permanent Building Society, which may have been a cunning ploy to avoid showing the actual campus and facilities to applicants. I eventually was offered a lectureship which I rejected, but I accepted the new offer of a senior lectureship. We worked on the campus of the Wagga Teachers College, confined to a single building which apparently was a book

depository. Although I had initially been appointed to the School of Applied Science, I was commandeered by the incoming Dean of Teacher Education, Jack Higgins, to be responsible for developing courses in secondary science teacher education, together with continuing primary teacher education for those students transitioning from the teachers college.

One of the most significant things that Cliff Blake had insisted on was the requirement that teachers college staff must apply for any positions they sought in the new College of Advanced Education. In reality, only a handful remained to join the new college and, by and large, they were very good. Cliff was determined that the new institution would not be run along the lines of a teachers college but more like a university. This determination was profoundly important in the evolution not only of Riverina College but eventually of the whole college of advanced education sector.

Cliff Blake allowed me to continue my work on the Australian Academy of Science school biology project, the Web of Life: inquiry-based science teaching heavily influenced by the work of Jean Piaget. This approach dovetailed comfortably with the underlying approach taken by the reading language experts in teacher education led by Brian Cambourne. My regular trips to Melbourne added to the heavy load of teaching and course development which needed to be accredited by the then Advanced Education Board.

As 1972 progressed it became clear that we were all making it up as we went, including Cliff Blake, who was a clever, but novice administrator. We had the eyes and ears of the town well and truly on us as we sought to convince the populace that we were the real thing. Unfortunately, our attempts in teacher education were severely hampered by the Dean, Jack Higgins, who turned out to be somewhat unhinged in many respects. He did, however, for some reason or other, favour me and early in the piece he started urging Cliff Blake to find a way for me to undertake a doctorate. Fortunately for me, Cliff found the idea appealing and put a case to the relevant authorities in Sydney.

During this early period, it became evident that I could not cope on my own in the area of science education. A former Melbourne colleague, Jeff Northfield, joined me, as did Rosalie Grant who was returning to Australia after a stint overseas in the United States and the United Kingdom. They proved to be wonderful colleagues, although, as it turned out, relatively short lived. Thanks to Cliff, I left with my family to go to the United States in mid-1973 to undertake a doctorate. By 1974, when I returned, Jeff had returned to Melbourne. By 1975, Rosalie had gone to the USA to commence a doctorate. Once again I was fortunate to receive another outstanding colleague (and yet another Victorian), Doug Hill, who became an evergreen stalwart for RCAE and then Charles Sturt. I was also fortunate to have a new colleague in maths education called Neil Hall, who was extraordinarily helpful in assisting me to undertake the research for my doctorate.

As to the facilities, well perhaps they were best summed up by the sign that John Biddle had erected on the South Campus: 'This is a pedestrian campus.' It certainly was, to say the least, pedestrian. Fortunately, we were given the hope of brand-new facilities at the North Campus when it was finally constructed. Notwithstanding the inadequacies, given the opportunity I would do it all again in a heartbeat. They were heady times, with some crazy colleagues on occasions, many of whom had been imported from the United States. Teacher education was saved with the appointment of Peter Rousch, and those who survived the early turmoil learnt a great deal. And although in those early years I gave Cliff Blake a great deal of grief as the President of the Staff Association, I look back and realise what a visionary leader he was in many ways. And what an important influence he had on the evolution of advanced education – indeed, higher education. Which led ultimately to the Dawkins amalgamations and the incorporation of advanced education into the university sector. I don't think his contribution has been fully recognised in that regard.

Wagga Wagga was a wonderful place to raise a family. We soon made firm friends: locals, college staff from all around Australia and from other parts of the world. Certainly, there were a number of ratbags, but there were also some very clever and engaging human beings.

In 1980, I was appointed as Dean of Teacher Education, which was a great honour for me, but I particularly liked being given the responsibility for taking care of the fledgling nursing program. That's the sort of serendipitous thing that could happen at RCAE, but almost certainly would not have occurred elsewhere.

During my own³ time at RCAE, I spent the second semester of 1975 travelling fortnightly to Griffith with Tom Watson, Lecturer in Economics from the School of Business. We would take our classes, then head to an Italian restaurant in a basement on the main street where we would eat, along with some of the students, then go back to our motel, with a drive back to Wagga the next morning.



Figure 25 RCAE Griffith Study Centre, Banna Avenue, Griffith, c.1975

³ The author.

The Wollongong connection

Once Peter Rousch moved from Dean of Education at Wagga to Director of the Wollongong Institute of Education, a steady movement of academics from RCAE to Wollongong ensued. I was one of them, as were Brian Cambourne, Ted Booth (Social Science) and Michael Hough (Educational Leadership).



Peter Rousch

Figure 26 Peter Rousch, 1970s

When Peter Rousch joined RCAE in 1974 as Dean of the School of Education, he was intent on changing the content, teaching approaches and assessment procedures associated with Teacher Education programs. He left RCAE in 1979 to become Director of the Wollongong Institute for Education, and when this became the Faculty of Education, Peter became a Deputy Vice-Chancellor of the University of Wollongong (UOW). He retired in 1989.



Brian Cambourne

Figure 27 Brian Cambourne, 2015

Hi Neil,

I remember you (and Harvey) well from those years we spent at RCAE together, followed by

those years at UOW. They were heady days that those of us in our mid-80s now (I'm 85) can look back on with all pride and pleasure of youth: what professionally exciting times they were!

Brian worked at RCAE from 1972, leading the teaching of language and literacy and the research into both reading and writing. As these colleagues experienced success, so their numbers grew, and so did Brian's influence regionally, nationally and internationally. Later, he moved to the University of Wollongong.

Brian taught for 15 years (from 1956) in the NSW Department of Education. His PhD is from James Cook University, in northern Queensland. He became a Fulbright Scholar and a Post-Doctoral Fellow at Harvard University, in the United States. Brian became one of Australia's most respected researchers in literacy and learning. He continues to be an Honorary Fellow at the UOW. His work on the *Conditions for Literacy Learning*, first published in 1988 and revised since, continues to be discussed internationally.

I was seconded from Thirroul Primary School to Wagga Wagga Teachers College in September 1965 as a lecturer in psychology. It was a time when the NSW Department of Education trained and appointed its own teachers. They owned, staffed, and controlled the curriculum of three regional teachers colleges (Bathurst, Armidale, Wagga Wagga) and two Sydney colleges (Balmain and Sydney Teachers College).

The reforms began in 1969, at the time I was in the second year of a three-year PhD

fellowship at James Cook. I returned to WWTC at the beginning of 1971. As WWTC began the transition from teachers college to CAE, staff were offered the opportunity to stay and become members of the new CAE or to move to another campus. Some stayed, as they had homes and families and were well established in Wagga. Many others transferred to Wollongong Teachers College. Cliff and the RCAE Senate began the process of seeking 'excellent' academics from around the world. One of the common responses of these academics was to buy acreage around Wagga and lead rural lives while working as academics.

Cliff met the first Dean of Education (Professor Jack Higgins) in the airport at Uganda on his way home after doing some sort of gig there. Cliff was impressed that Higgins 'had three degrees: a bachelor's, master's and PhD'. Apparently, Cliff wasn't aware that most Aussie academics with PhDs in education had identical qualifications. Jack became famous for getting Riverina College declared 'black' by the NSW Teachers Federation. He managed this in his foundation lecture to all Education Faculty staff and students by disparaging the NSW Curriculum while holding a copy aloft. Being blacklisted meant that no schools would take our students for practice teaching, no school would allow anyone from the college to enter, and no graduates would be employed by the NSW Department. Some cooler heads within the college and the department got together and resolved it.

In the late 70s/early 80s, there was concern that Australian children's literacy levels were falling. Ministers for Education informed CAEs that money was available for the design and delivery by correspondence of a two-year part-time literacy diploma. I submitted a proposal and it was accepted. Cliff was so pleased to get this money and recognition that he offered to construct a building with space for offices and teaching equipment to run this course. The Reading-Language Centre was a subtle message that we thought reading and language development were closely related. The staff included Dr Chuck Caruso, a new PhD from the USA; Mark Brennan, in his early 20s, from Macquarie Uni with a strong disposition to social equity and breaking the staid norms of society; and Barbara Kamler, who joined the Centre and did some groundbreaking research into the teaching of writing.

Barbara Kamler recalls:

Brian Cambourne was an extraordinary mentor and leader of the Language and Literacy group at RCAE. He offered great insight, fantastic intellectual engagement and great generosity to his staff. While most of my colleagues focused their teaching and research on reading, I had other interests. Brian asked me to specialise in children's writing and linguistics, which eventually became my areas of expertise. Most importantly, he encouraged me to apply for my first sabbatical (did we call it study leave back then?) to develop my knowledge and reputation in writing pedagogy and

development. In 1980, I spent six brilliant months at the University of New Hampshire, in the US, working with Donald Murray on writing theory and Donald Graves, guru of process writing in schools. Becoming part of their research team was life-changing, and in retrospect set up my very productive career as a writer, teacher and researcher in the years to follow.

The Language and Literacy group developed a strong reputation under Brian's leadership, nationally and locally, through our dedicated outreach to teachers through in-service courses. We all engaged in innovative pedagogical work. I was doing research on early writing in schools, collecting rich longitudinal data I would later use in my PhD. Most wonderful was working with such able and enthusiastic colleagues as Chrys Bouffler, Anne Pulvertaft, Mark Brennan, Fred Gollasch to name a few. But the School of Education generally had many talented people – really, it was a hotbed of talent! There was something quite rich about the culture at that time: as people later became leaders all over Australia.

In my own⁴ case, when I was in Wagga I felt something of a pioneering spirit, working against the odds to achieve a long-term goal. Lilian Sutherland felt the same: 'I felt that I was in a pioneering role – along with many others.' And Doug Hill supports this broad idea: 'Overall, we think the first years were heady ones in which the promise of change was evident and that those present at the time could be part of this process.'

⁴ The author.

Years later, in Albury-Wodonga, I felt the same pioneering spirit when we were once again trying to establish an institution, and to present a quality tertiary education, while hampered by lack of resources.

In looking back at RCAE from 1973 to 1985, the number of people who left to take up senior positions at other universities both within and beyond Australia points to RCAE having been something of what Barbara Kamler called a 'hotbed of talent' but what I like to think of as an incubator: where ideas and individuals grew.

Paradigm shift 5

The early years of RCAE Wagga Wagga provided many lecturers later opportunities to prosper beyond RCAE in institutions throughout Australia and beyond.

Getting to know you

RCAE's South Campus was small, and with relatively few numbers of staff it was inevitable that you met people from all the schools. This is simply a list of people I encountered and came to know a little. I'm not claiming friendship, or expecting anyone in particular to remember me after 50 years, but I did meet and talk with these people, sometimes just informally, but sometimes in official committees and the like. There was: Keith Swan (historian), David Morell

(Science Dean), Colin Anderson (Drama), Fred Goldsworthy (Literature), Louis Du Plessis (Mathematics), Barrie O’Keefe (Accountancy), Zvonimir Hribar (Accountancy), David Meacham (Education, then External Studies), Geoff Bamberly (Administration), and Alex Robertson (Physical and Earth Sciences). There was an informality in the institution, egalitarianism rather than hierarchy, together with a palpable sense of collegiality and innovation – and this included academics, administrative and maintenance staff, and students.

RCAE Wagga grew rapidly

Year after year, the number of lecturers continued to grow (see Table 3). The School of Agriculture became the fourth school in 1976, and by 1984 diversification of existing schools and new areas of study saw the number of schools grow to nine.

Paradigm shift 6

These staff numbers indicate a rapid growth as RCAE came to terms with what a CAE could be.

Table 3 Academic staff by level and by year, 1973–84

Level	SL+	SL	L	AssL	To-tal	No. of schools
1973	5	11	40	13	69	3
1976	12	23	67	32	134	4
1980	15	28	76	30	149	4
1984	20	42	113	38	213	9

Source: RCAE Handbook, 1973, 1976, 1980 and 1984 (not tabulated there).

A cultural connection

Keith Swan, Roland Bannister and Colin Anderson are indelibly linked to RCAE’s cultural input to Wagga Wagga and its region and to the way in which RCAE gained community acceptance.

Keith Swan was a Lecturer in History at Wagga Wagga Teachers College from 1950, became the first President of the Wagga Wagga and District Historical Society in 1962, joined RCAE as a Senior Lecturer in History in 1972 and shortly thereafter became the acting Dean of the School of Business and Liberal Studies.



Figure 30 Keith Swan, 1970s



Figure 28 *The road to RCAE's North Campus, c.1974*



Figure 29 *Boorooma Campus, 1978*

Keith took the notion of historical study into the community and linked academic work to local history. So, when he suggested the development of a regional archives, he already had a high standing in the community from which to launch such an initiative.

Keith introduced me to the State Archivist who was looking for a repository for regional archives – depositions from the courts, lots of newspapers and hospital records, records of many amalgamated local government bodies – and all this material was, as it were, looking for a home. With encouragement from the State Archives, we decided that the former library might make a good home for a regional archives.

... We were the first college of advanced education in Australia to establish an archives. It was a real achievement.
(Cliff Blake, 2008, pp. 74–75)

Roland Bannister joined RCAE in 1972 as a Lecturer in Music and developed programs of study for future infants and primary school teachers. For six years he was seconded as the Director of the Riverina Conservatorium. Roland worked at RCAE/Charles Sturt for 32 years and remained involved in community music. He taught brass instruments at RCAE and the Conservatorium and directed Riverina Concert Band (the town band of Wagga Wagga) for about 25 years. (Bannister, 2023)

The city didn't really have an orchestra or chamber music group. We applied successfully, through the Ministry of Arts, for a small grant to establish a Music Centre



Figure 31 Roland Bannister, n.d.

in Wagga in the former Student Union. This Centre was an immediate success. Soon children were studying the piano, violin, guitar, clarinet, and some of the percussion instruments. (Cliff Blake, 2008, p. 80)

Colin Anderson was central in the development of Drama in RCAE and local theatre, including The Playhouse, which provided Drama students with a town venue. Doug Hill recalls:

Who can forget the contribution of Colin Anderson who was given the task of introducing drama courses for teacher education students, presenting productions, and most importantly, bringing town and gown together via theatre. This focus on drama culminated in the establishment of The Playhouse in central Wagga Wagga.

a lot of material, particularly of a satirical kind, for revues. Soon after taking up his appointment in Wagga, Colin assembled mainly teacher education students, and began musical comedies on the South Campus. (2008, p. 82)

In 1972, Colin Anderson had refused to begin his academic career until he had seen his Higher School Certificate (HSC) students through to the end of their last school year. Cliff Blake put considerable pressure on me to begin as soon as possible, so from September 1973 my HSC students had to cope with a new Mathematics teacher.

I spoke with Colin frequently in the dining room, where we compared backgrounds (we had both been high school teachers) and what we saw as our roles at RCAE. He was a fascinating character: committed, professional and memorable, and went on to achieve the kinds of things he spoke about. We talked once about the coming break over Christmas and New Year. He was off to London for the entire period to see theatre every day. Come January, I was gathering hay in 40-degree heat at Coolamon for \$1.60 an hour. I'd purchased a house in Panorama Street by getting as much cash together as I could, reckoning that it would be a good idea not to sell up in Sydney, but this left me with no money for groceries.

Cliff Blake:

He [Colin] was an accomplished actor, an experienced director, who wrote quite



Figure 32 Colin Anderson with Cliff Blake, RCAE's South Campus, 1970s

Chapter 3

Courses

Teacher Education

Teachers colleges were part of the Department of Education, charged with training students referred to as ‘trainee teachers’. Most lecturers in teachers colleges came from the teaching system where their trainees would work. They continued to be employed by the Department of Education and seldom had qualifications beyond an initial degree. Their role was to take school leavers and prepare them to undertake classroom duties similar to those they had undertaken, in the manner they had adopted, particularly through learning to teach specific lessons. There were no tuition fees, no students other than these trainees, and all students had Teachers College

Scholarships – \$20 a fortnight in 1967, with an additional amount if living away from home. And there were penalties if trainees didn’t take up teaching at a school anywhere in the state chosen by the Department of Education.

At Wagga Wagga Teachers College, the three terms were referred to as Lent, Trinity and Michaelmas. There were mid-year and annual examinations (WWTC Mid-Year Examinations, 1966), with a great deal of music and craft for infants and primary school trainees, with many demonstration lessons and quite a few subject-specific excursions. In 1966, there were mid-year examinations in the subjects listed in Table 4.

Table 4 WWTC mid-year examination subjects, 1966

Education Psychology	Music
Physical Education	Biological Science: Theory
English Method	Physical Science: Practice
Expression	Social Science
Craft	History of Education and Comparative Education
Women’s Handicrafts	Speech and Drama
Physical Science: Theory	Art
Elementary Arithmetic	The Arts
General Method of Teaching	Biological Science: Practice
English Literature and Language	Mathematics 1A
Dramatic Art	Australian Studies

This practice of mid-year examinations was mirrored by Sydney Teachers College in 1967, where I had to complete a range of half-yearly examinations as part of my teacher preparation course.

All courses at WWTC were two years long and prepared students to teach in infants, primary or secondary schools. This is a lot of examining. Trainees were treated like older children rather than young adults, with a range of disciplinary procedures, random inspections of rooms, and isolation of males from females. It all sounded quite draconian when city-based students of the time were likely to be involved in flower power, psychedelic drugs, political demonstrations, and a move toward a freer and more liberal society.

As part of this overbearing watchfulness, teaching staff were required to write an annual report for the Principal (*WWTC Annual Reports*, 1970). Some focused on their area of teaching; others made broader statements about students' needs; and some were quite open about how they initially found lecturing demanding and different from school teaching. The Warden, for example, had been 'extremely busy'; there was a maintenance report, a report from the counsellor, a report on college productions, and a note from the lecturer who felt the need to tell the College Principal that 'once again I was invited to adjudicate the Folk Dance section of the Wagga Wagga Eisteddfod'. The close supervision of all aspects of life at WWTC was confirmed again when the College Principal provided written comments on each lecturer's annual report.

Teacher Education is about becoming a teaching professional, and many of the pioneers at RCAE

believed that it went well beyond teaching by recipe. Critical thinking was essential to enable teachers to make informed decisions and to provide foundations for advanced professional practice. Such students would need to attend institutions independent of any specific employing authority, where their lecturers were academically well qualified, most but not all from teaching backgrounds, and where academic staff were meant to be at the forefront of professional practice through conference attendance and academic publication.

This distinction explains, in part, why Cliff Blake offered very few WWTC staff positions at RCAE. Most of these staff moved to other institutions, and Cliff set about hiring new, better qualified, enthusiastic staff. Lecturers who remained from the teachers college included Ray Wade, who was Acting Dean of Education until Peter Rousch's arrival in July 1974.

Ray Wade by his careful and deliberate administration got the School on a sound footing until we were able to appoint Peter Rousch. Peter was a good academic, a good administrator, and had a wonderful way with colleagues. (Cliff Blake, 2008, p. 21)

In my one-year teacher training course at Sydney Teachers College in the late 1960s, I studied education, mathematics (teaching) method and some pure mathematics, and I would say that these were studies at a level befitting tertiary education. But I was also required to study subjects in health education, government, physical education, English literature, spoken and written English, and an option. (I chose art, rather than music.) While I recall enjoying learning about

different systems of government and developing a life-long interest in theatre and drama, these courses were not especially demanding. In the same period, students undertaking primary and infants courses were required to do more or less all the subjects in the primary school curriculum: a smorgasbord of learning from literacy and mathematics to needlework and art, where the emphasis was on planning for teaching, with little depth of study: constantly busy but academically undemanding. This lack of depth of study wasn't going to happen at RCAE.

Development of the three-year Diploma in Teaching (Primary)

During my period at RCAE, and during the time that Peter Rousch was Dean of the School, much time and energy was spent developing innovative teacher education programs, ones that were distant from teachers college ideas and more academically and professionally engaging. It was an attempt to move from regarding teaching as a skill to regarding it as a profession, and to move away from relying on countless recipes for lessons to a more theoretical position where teachers would be able to develop their own curricula based on professional knowledge about curriculum as a practice, philosophical ideas and aspects of psychology. There was thus a huge contrast between the length and depth of study in the professional and general studies majors at RCAE and the smorgasbord nature of the teachers college courses. (The three-year program is outlined in Table 5.) Explicit in the RCAE program was that teaching graduates should be knowledgeable beyond the

practical aspects of day-to-day teaching and knowledgeable beyond the field of education: they should be scholars. This new Diploma in Teaching (Primary) sought to develop the student as a professional committed to lifelong learning, with understandings and values able to be applied across educational settings as change occurred: there were no recipes for lessons here (Final Course Submission, 1974).

Professional studies were selected from:

- Comparative education
- Creative & performing arts
- Educational administration
- Educational psychology
- Educational technology
- Education of abnormal children⁵
- History & philosophy of education
- Language education
- Mathematics education
- Physical education
- Science education
- Social science education.

The three most popular professional studies were Language Education, Mathematics Education and Physical Education. Each enrolled about 30 students yearly, leaving the other fields to struggle for numbers and with some never being taught.

⁵ This language of the time is evidence of the distance we have travelled in inclusive and egalitarian education.

Table 5 Three-year Diploma in Teaching (Primary)

	Semester 1	Semester 2
Year 1	Communication Child Psychology Basic Issues in Education General studies major 1 General studies single 1	Language Arts 1 Maths & Science Education 1 PE & Health Creative & Performing Arts 1 Teaching Clinic
Year 2	Educational Psychology General studies major 2 Professional studies major 1 Professional studies major 2 Social Science Education	Theory & Practice of Education Professional studies major 3 Language Arts 2 General studies major 3 Teaching Practice 1
Year 3	General studies major 4 Professional studies major 4 General/Professional studies single 1 General/Professional studies single 2 General studies single 2	Creative & Performing Arts 2 Maths & Science Education 2 Professional studies major 5 General studies major 5 Teaching Practice 2

Source: RCAE Handbook, 1975 (pp. 63–64).

General studies were selected from:⁶

- Arts & crafts
- Biological sciences
- Earth sciences
- English literature
- History
- Mathematics
- Music
- Philosophy
- Physical sciences
- Political science
- Psychology

- Social science
- Sociology
- Theatre.

I'm less certain about subject choice here, but I recall many students studying psychology, sociology, arts and crafts, and theatre. 'Arts and crafts' wasn't to be confused with the term used by WWTC, which meant 'craft ideas to teach children'. Here it meant professional preparation in fields such as graphic design, silversmithing, ceramics and photography.

⁶This is where Joy Lubawy found that 'the way we were able to select subjects which interested us from a wide range of topics meant we met many students and many creative thinkers'.

Paradigm shift 7

The content of the three-year Diploma in Teaching was a monumental change in areas and depth of study, brought about by a change in philosophy as to what constituted modern Teacher Education programs.

This was an exciting time: just out of teaching high school and into curriculum development in Teacher Education. Initially, I was allocated a reduced lecture load to assist Arthur Trewin through a form of apprenticeship. Even in the first few days at RCAE we spoke about the structure of a Professional Studies major in Mathematics Education. These discussions proved to be timely: two weeks after my arrival, Arthur was hospitalised and wouldn't be back before Christmas. Suddenly, unexpectedly and worryingly, I was the Mathematics team: the expert, the lecturer, the curriculum developer, the planner, the assessor, the decision maker.

Views about modern Teacher Education courses may have been the driving force for these curriculum developments, but there was also the need for the schools of Science and Business and Liberal Studies to boost their numbers of face-to-face students to make their subjects educationally practical and financially realistic and their courses viable. These schools had considerable numbers of correspondence students but low numbers on campus. With more than one hundred new Teacher Education

students annually, spread across subjects such as history, psychology, sociology, the sciences and drama, and with a commitment to study their chosen subject for several semesters, classes from these schools that may have had as few as five on-campus students were likely to have their numbers boosted two- or three-fold.

A side effect was that the timetable of lectures was largely set by the School of Teacher Education, with other schools having to fit in with these constraints. I organised the School of Teacher Education timetable for 1974 (with Bob Bialozor) and for 1975. Other schools were resentful of this situation, but the Teacher Education students were so dominant on the campus that their numbers held sway. Inevitable tensions arose, too, when Education students took periods of practice teaching while lectures were ongoing in non-Education subjects and in the area of assessment.

Professional Studies major in Mathematics Education

Specialist curriculum officers from each state meeting in the mid-1960s highlighted the need for teaching materials beyond textbooks and workbooks – in particular, through the development of materials that would assist discovery learning and help individual students. They had in mind Cuisenaire rods, Dienes's Multi-based Arithmetic and Attribute Blocks and other materials so that learners could represent, visualise and manipulate mathematical ideas.

Arthur Trewin and I came quite easily to an agreement about those subjects that would form the Professional Studies major in Mathematics

Education. In quite different ways, we had come to similar views on the teaching and learning of mathematics. Our sequence of subjects was founded on ideas from the UK's Nuffield Mathematics Project, which had as its motto:

I hear and I forget,

I see and I remember,

I do and I understand.

The Project was based at the Shell Centre for Science and Mathematics Education, Chelsea College, University of London, where I would later study. In our interpretation, we identified an important philosophical basis for these views. At the time, I recall tracing the idea of child-centred education from Rousseau, through the views of Froebel and Pestalozzi, to Dewey, the Progressive Education movement in the UK, Montessori and Piaget, as well as some specific schools such as Summerhill. We used 'concrete' materials in our classes, such as Cuisenaire rods and Unifix materials.

But Zoltan Dienes also had important ideas for the teaching and learning of mathematics through a structural interpretation in which his Multi-based Arithmetic Blocks played an important role, and through the teaching of the logical nature of mathematics, particularly through his invention of Attribute Blocks, and we used these materials, too. And Arthur Trewin's series of primary school textbooks, *Project Mathematics* for Grades 3, 4, 5 and 6, had the same philosophical basis as the Nuffield Project and as our Mathematics Education subjects.

The subjects

- **MATH T 2033 A History of Mathematics and Mathematics Education**
Important ideas in the history of mathematics; how major historical problems in mathematics were solved.
- **MATH T 2043 The Remedial Teaching of Primary School Mathematics**
Norm-referenced and criterion-referenced practices, diagnosis of a learner's mathematical difficulties, and the design of a remediation program; working with pupils in schools with one-to-one diagnosis and remediation.
- **MATH T 3013 Comparative Studies in Mathematics Education**
Investigating primary school mathematics curriculums across states of Australia and internationally, particularly aims and objectives, mathematics content, classroom organisation and teaching methods.
- **MATH T 3023 Creative Classroom Mathematics**
Experimentation and discovery in primary school mathematics.
- **MATH T 4016 Mathematics Education Investigation and Research**
A student-selected investigation, over two semesters.

(*RCAE Handbook*, 1975, pp. 243–4)

It is difficult to exaggerate the novel nature – indeed, the uniqueness – of these subjects: the range of ideas was simply not covered in other schools of Teacher Education. I became an early member of the USA-based Research Council

for Diagnostic and Prescriptive Mathematics (RCDPM) and wrote for them about some of our ideas: their responses supported this claim to innovation.

Paradigm shift 8

The novelty of this sequence of Mathematics Education subjects demonstrated the creativity and freedom to innovate in this new and unfettered institution. It also reflected the innovative nature of RCAE itself. Other areas of study innovated in their own way.

Expanding course offerings

Cliff Blake recalled:

By the end of the third year we had the makings of a college in place. We had a credible list of courses, most of which had survived through the complex approval process that the Advanced Education Board had put in place. That was not a body that was given to innovation or seeking to encourage change. The professional bodies, most notably the Institute and the Society of Accountants, were very prescriptive in the kinds of courses they would accredit and, in turn, [that] we could offer. The teacher education courses were very much prescribed by the Department of Education and the Board of Teacher Education. We hadn't at this stage ventured too far from accounting, administration and teaching

courses. We had a course in applied science, but not many takers for that course ... It seemed to me that if the College was going to survive, it needed to grow and so growth became my principal endeavour. (2008, p. 22)

Library and Information Science

Edward Reid-Smith came to Wagga Wagga to take up a Principal Lectureship in Library and Information Science in April 1974, as part of the School of Business and Liberal Studies. Edward had studied in Manchester, in the UK, and worked in Afghanistan. In 1972, he returned to UNESCO in Paris, but an intended Cambodia project fell through and he turned to RCAE.

I felt that Wagga was an overgrown village with town and gown quite separated. On my first weekend we attended a barbeque at Keith and Vera Swan's woolshed where we met the Roland Bannisters who invited us back to their place. We bought a house in Salmon Street and I walked to and from the South Campus site.

The College didn't seem prepared for my arrival. My first office was in the former RAAF surgery, next to the Division of Part-Time and External Studies (DPES). I had a desk, a chair and a patient's couch. Keith Swan's door was always open but it was at the other end of the campus. A few weeks later I moved office [and] gained a small bookcase, but the filing cabinet had to wait for the move to North Campus. (Reid-Smith, n.d.)



Figure 33 Edward Reid-Smith, n.d.

Edward's immediate task was to present a stage-three submission to the NSW Advanced Education Board in Library and Information Science. In doing so, he encountered the politics of NSW higher education: there was infighting between potential candidates for librarianship courses: city versus rural; on-campus versus external study. There were a number of rejections from the Board, who listened to the Library Association of Australia: the course had too much professional content; it rejected the computing subject and an international perspective; there was no honours degree. Approval came late in the year for an undergraduate diploma, not a degree, and not for a postgraduate course.

With other courses being developed (administration, industrial relations, nursing and reading-language arts) for introduction in 1975, I soon discovered that resources were being spread very thinly indeed. (Reid-Smith, n.d.)

In these early years, Edward attended lunchtime seminars presented by the School of Teacher Education and some by the School of Applied Science: the School of Business and Liberal Studies never organised its own series. He recalled that residential schools were particularly demanding: lectures and practical activities during the day, recreational ones in the evening, and late nights as students sought individual advice. Edward retired from full-time work in 1990 but continued to have some connection with Charles Sturt until about 2010.

Wine Science

Cliff Blake:

We undertook the challenge to offer a course in oenology and viticulture at Riverina. There had been a long-established course in South Australia, based on the Roseworthy Agricultural College, but that had gone into eclipse. The enrolments were low and the institution there was not equipped to serve the burgeoning needs of the industry as it started to grow rapidly in the 1970s and 1980s. We developed a course in 1972, to be offered face to face and by distance education. (2008, p. 88)

We appointed Brian Croser, and what a success he was! He not only was a competent

wine maker and a good lecturer, but he was a man of enormous energy ... His philosophy was that if this was where winemakers ... were to be trained we needed to bring grapes from the different production areas, so that students could get experience with different wine styles. We needed to make both red and white wines as well as fortified wines. So we started bringing truckloads of grapes from the Hunter, from Cowra, from various places in Victoria, from South Australia, and certainly from the Griffith area. (2008, p. 89)

The other pillar of the Croser philosophy was that we had to show our wines and market them, because in his view that is the only real test of the quality of the product. Can it win prizes in the wine shows against other producers and will the public buy the product? And so we started the commercial winery. There was always an element of tension between the commercial winery and the teaching winery. The lecturers – and by this stage we had, in addition to Brian Croser, Andrew Hood, Andrew Pirie and Andrew Birks – [were] a very formidable quartet. (2008, p. 89)

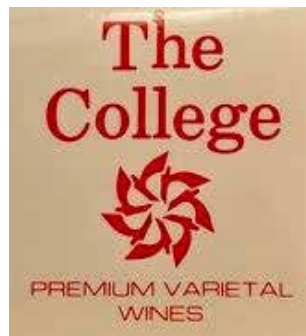


Figure 34 'The College' wine label, 1980s



Figure 35 Andrew Hood, chief winemaker at Frogmore Creek Vineyards, Tasmania, c.2005

Andrew Hood:

The Wine Science and Viticulture courses at RCAE were established in response to industry dissatisfaction with the Oenology course at Roseworthy, South Australia, prior to then the only such course in the country. Key features of the RCAE courses were that they would be offered by correspondence and that students should already have some employment in or association with viticulture or winemaking.

I had become friends with Brian Croser in Adelaide in 1974 when I was working at the Australian Wine Research Institute and he was still at Hardys, and during 1976–77 he encouraged me to apply for a lectureship in the new RCAE course. By the time I arrived in October 1977 there was already a cohort of students with the first graduates due to emerge the following year. Other new lecturers had also been appointed:

Dr Andrew Markides, a yeast microbiologist, and Max Loder who had been South Australian Government Viticulturist. Dr Andrew Pirie, who was then establishing Pipers Brook Vineyard in Tasmania, was also employed on a part-time basis to write a package on oenological climatology.

Brian had also designed and set up the winery in existing farm buildings on the site of what was to become the Ron Potter Centre, and Max and Don had begun planting vines on the east-facing slopes nearby. I think



Figure 36 *'The College' wines, 1980s*

that some wine was made in 1976, but the first major vintage was in 1977 using fruit purchased from different regions including the Clare Valley and Coonawarra in South Australia, Mitchelton in Victoria, Griffith and Cowra. The winery was intended to be 'small commercial' in scale and most batches of fruit were of about 10 tonnes. The fruit from distant areas was generally processed in local wineries, mostly overnight by staff and students travelling to those areas, but the Cowra and Griffith fruit was transported to Wagga for processing, again mostly in the middle of the night. The 1977 wines made an immediate impact, winning several prestigious awards and medals in wine shows around the country ... Apart from being enjoyable, involvement in such a hands-on way in the winery was extremely valuable in educating us.

My first experience in lecturing was a real jump into the deep end. The initial task was to write mail packages in subjects for which I had little experience and no prior examples. I had no training or experience in education and, I might say, received none at RCAE. Apart from setting and marking assignments and exams, our only contact with students was with residential schools which for most subjects ran for three or four days, during which students would come from all over the country for practical exercises and tutorials. As the students were mostly already involved in the industry, there was a wide range of ages with many older than us young lecturers. Many of them also knew much more about wine than we did as well. Nevertheless, these

residential schools were a lot of fun, and many good friendships were made. Long, sometimes rowdy sessions at the Red Steer were a feature.

The growth of courses at RCAE Wagga

As Teacher Education courses were changing, other schools were also developing programs of study. Table 6 shows the rapid development of diploma and degree courses in the decade or so after RCAE’s foundation.

Table 6 Courses by school and by year, 1973–84

	T Educ	App Sc	B&L St	Agr	C Arts	Totals
1973	3	4	3			10
1976	7	4	8			19
1980	8	7	7	5	7	34
1984						50+

Source: RCAE Handbook, 1973, 1976, 1980 and 1984 (not tabulated there).

Note: ‘Agr’ = Agriculture; ‘C Arts’ = Creative Arts.

Paradigm shift 9

Through both foresight and opportunism, RCAE Wagga grew rapidly, far outpacing other CAEs. It soon moved well away from a narrow teacher training provision to become a multidisciplinary institution.

A new concept of assessment

At the time when I was a student at the University of Sydney in the mid-1960s, only 6 per cent of any given age cohort attended university: there were no alternative institutions. In Pure and Applied Mathematics 1 in 1965, the policy was that one-third of the 400 Year 1 students would be failed and not able to progress to Year 2 (so, 270 students progressed), and at the end of Year 2 one-third of these would be failed so that only about 180 of the original 400 students made it to Year 3 unscathed. There were weekly assignments which were discussed at tutorials, then students were to bring their completed assignment to the Monday morning lecture. On some Mondays, the assignments were collected as students left the lecture theatre. These assignments accounted for a minuscule percentage of the final assessment, which was otherwise an end-of-year examination. As this was an able group of young mathematicians, it is unclear what the lecturers thought they were doing. What a waste of students. What a waste to society. Exactly what were they gatekeeping?

The RCAE Handbook of 1973 noted: ‘The College does not have formal examination periods but rather encourages assessment of students to be carried out on a progressive basis’ (p. 35). Years later, in the 1982 handbook, there is reference to a ‘variety of assessment techniques’ and, again, the statement: ‘The College does not have a formal examination period at the end of each semester. In general students are assessed periodically during the semester ... The College believes that this procedure gives a more valid measure of students’ attainment. It also gives

students ... [opportunities] to take corrective measures’ (*RCAE Handbook*, 1982, p. 25).

In practice, this ‘progressive assessment’ generally required subjects to have three assessment components. The first assessment, worth 10–15 per cent of the overall assessment, was due two or three weeks into the semester, with students receiving feedback within two weeks. The second component was due around weeks 8–10, with feedback returned prior to the end of teaching (week 12 perhaps), and the final assessment was due at the end of semester (week 15). This method provided students with feedback on their progress throughout the semester, so they knew how they were doing and had some idea of their likely final grade. The assessments that students completed in the first-year programs sometimes resulted in their withdrawing or changing subjects or course. This wasn’t viewed as a negative occurrence, but rather as an opportunity for students to make more informed choices about their lives and careers.

Paradigm shift 10

RCAE introduced a concept of assessment new to tertiary education in Australia. It replaced the three-term year/annual subject with the two-semester year/semester-length subject, and it introduced the concept of grade point average (GPA).

Comparing staff qualifications: Wagga Wagga Teachers College, Riverina CAE and Mitchell CAE

In 1969 there were 47 lecturers employed at WWTC, but Table 7 shows that only 13 of these lecturers had higher degrees. This 28 per cent was unlikely to be a sound basis for becoming a university. So, when WWTC became RCAE, about 40 of its academic staff took up positions in other former teachers colleges, not having been offered a position at RCAE. Some went to Mitchell College of Advanced Education (MCAE) at Bathurst, others to Armidale Teachers College, to the Institute of Education at Wollongong, and elsewhere. In 1973, 71 per cent of academic staff at RCAE had a higher degree, but only 38 per cent at MCAE. Ten years later, this proportion had grown to 58 per cent – still lower than the 1973 RCAE proportion.

Table 7 Academic staff qualifications, by institution and by year, 1969–84

Inst/Year	Total	Bachelor	Master's	Doctorate	Other
WWTC 69	47	31	10	3	3
RCAE 73	69	18 (38%)	23 (33%)	18 (38%)	
MCAE 74	109	67 (61%)	32 (29%)	10 (9%)	
MCAE 84	150	64 (43%)	64 (43%)	22 (15%)	

Sources: *WWTC Calendar*, 1969 (pp. 12–13) (Education: 12, Fine Arts: 12, Humanities: 11, Science: 12); *RCAE Handbook*, 1973 (not tabulated there); *MCAE Calendar*, 1974, 1984 (not tabulated there).

While it is clearly the case that an academic doesn’t have to have a higher degree to be innovative in teaching, research or publication, it certainly helps; and it helps in giving an impression outside the institution. While professional experience certainly counts, this

institutional lack of higher degrees likely meant a limit to innovative course development.

Whereas the *RCAE Handbook* of 1974 described the new three-year diploma in teaching with its Professional Studies major and General Studies major, the MCAE's 1974 Calendar showed a move away from the cafeteria approach in earlier teachers colleges, but sets its vision pretty low, with subjects such as English 1/History 1/ Creative Arts 1 in first year, and English 4/Creative Arts 3/Maths 3 in the third year. This is a narrow curriculum; there doesn't appear to have been any specific philosophical stance directing the curriculum or any specific vision for graduates. It could be that the curriculum was based on the skills and experiences of existing staff rather than being the result of discussions on teacher education or educational philosophy. These may have been issues associated with other courses, too.

Table 8 shows that in 1973, 23 per cent of academic staff at RCAE were employed as senior lecturers or higher, 25 per cent in 1976, and 29

per cent in 1984: in raw numbers: 16/35/62. At MCAE, the percentages are 28/30/33 and the raw numbers 31/40/49. So, while in 1973/76, RCAE was paying high salaries to 16/35 academic staff, in 1974/76 MCAE was paying high salaries to 31/40 staff: this financial burden caused by high salaries meant that RCAE had the financial flexibility to support innovation and course development that was simply not available to MCAE. RCAE also had a policy of employing assistant lecturers, which again kept the salary outlays down. By 1984, when RCAE was supporting 62 senior lecturers or above and MCAE 49, RCAE had more diploma and degree courses and more students than MCAE and salaries for senior academic staff could be covered. There also remained large numbers of assistant lecturers (or Lecturers Level III) at RCAE.

Table 8 Academic staff employment grades, by institution and by year, 1973–84

Inst/Year	Total	SL+	SL	L, LI/II	AL, LIII	Other
RCAE 73	69	5 (7%)	11 (16%)	40 (58%)	13 (19%)	0
RCAE 76	141	12 (9%)	23 (16%)	67 (48%)	32 (23%)	7 (5%)
RCAE 84	213	20 (9%)	42 (20%)	113 (53%)	38 (18%)	0
MCAE 74	109	8 (7%)	23 (21%)	71 (65%)	7 (6%)	2 (2%)
MCAE 76	134	11 (8%)	29 (22%)	79 (59%)	15 (11%)	0
MCAE 84	150	12 (8%)	37 (25%)	100 (67%)	0	1 (1%)

Sources: *RCAE Handbook*, 1973, 1976, 1980, 1984 (not tabulated there); and *MCAE Calendar*, 1974, 1976 (p. 64), 1984 (pp. 33, 41, 61, 73, 85) (not tabulated there).

In the snow

In mid-1975, along with Geoff Bamberry (School of Business and Liberal Studies) and Alex Robertson (School of Science), I (representing the School of Teacher Education) took an RCAE-focused publicity road trip to Tumbarumba High School where we each talked for a few minutes to students in the year or two before their HSC. It was important for RCAE to get out there and sell its wares: a new local institution had to make itself known. After our talks, we took some questions about specific courses, but most of the questions from these enthusiastic young people were along the lines of: *What could you study after you left school? What were universities and CAEs like?* These weren't questions that I had been asked by suburban students when I was teaching in the western suburbs of Sydney just a few years before. Most students from Tumbarumba didn't continue to study after their HSC. Those who did either received scholarships or came from wealthier families. But the impression that we got was that these students, as keen as they were, had few role models and little understanding of the educational possibilities beyond school. We found this same response again later in the day when we visited Tumut High School.

We had an enthralling experience as we gained altitude on the drive from Tumbarumba to Batlow and passed through a snowstorm: visibility was limited, and trees were bowed under the weight of snow. It was a different land – one of whiteness, enchantment and romance. The experience impacted all three of us. The snow continued as we passed through Batlow and ceased at some point on the downhill slope towards Tumut.

Moving on

It soon came time for me to move on. A higher degree was essential for academic credibility and a career. At the time, there were no master's degrees in Mathematics Education in Australia: the only possibility was to undertake a higher degree by research, but there were no professors of Mathematics Education either. Another important career step for an academic at that time was to spend time outside of Australia. Throughout the 1970s and 1980s, large numbers of Australian mathematics educators studied or had sabbatical leave in the UK or the US. On their return, they became the experts that led Australian Mathematics Education to such a high international reputation in the 1980s.

From Cliff Blake, Principal, RCAE, 22 September 1975:

I was saddened to receive your resignation, knowing as I do the most significant contribution that you have made to the development of the School of Teacher Education, and to its Mathematics Curriculum courses in particular. I would like to take this opportunity to thank you sincerely for this contribution, and to indicate that you leave the college with an excellent record and reputation, and that should you return to Australia and contemplate resuming work in an advanced college, then Riverina College would be delighted if you would favour us with the first opportunity to consider an application for employment.

Part 2

Interregnum

Chapter 4

January 1976 to September 1978

Two adults and one child, single to London, please: \$1,000 from STA (Student Travel Australia). Left Sydney on Christmas Day 1975 on a Malaysian Airlines flight to Kuala Lumpur for an overnight stay, next day on to Bangkok for long enough to spend some hours in that chaotic city, then on to London. Two nights in a hotel in Half Moon Street off Piccadilly and opposite Green Park, train to Leeds and then to Harrogate, and a bus to Ripon, Yorkshire. Home for the next few months.

My wife and I travelled overseas for the first time with the goal of each of us gaining professional development and further qualifications. I applied to teach mathematics in schools all over England. Mathematics was a shortage subject, and I quickly found a job. But I also used these applications as a way of getting into schools, meeting teachers and finding out about mathematics education. I started at Bridgemary Comprehensive School, Gosport, whose 3,000 pupils were spread across three adjacent sites, as head of mathematics in the Junior School (11- to 14-year-olds); however, there was a hitch. I had been appointed as Scale 2, but as a probationer I couldn't take it up and so came as Scale 1 from 1 May to 23 July 1976, 'full of ideas and resourcefulness, and well able to look after himself – even with some of our less attractive pupils' (Head of Mathematics, 1976). Hampshire Education Committee wrote to me on 26 May 1976 confirming my resignation from Bridgemary: 'good of you to come'. A little later

the Authority wrote again: the Department for Education and Employment (DFEE) had accepted their recommendation that my three months in Bridgemary were sufficient for my probationary period (instead of 12 months), then paid me the difference between the Scale 1 I was working on and the Scale 2 that had been the original job. So, I was now a fully qualified teacher and with an entirely unexpected financial bonus.

Even before taking up the job in Gosport, I was offered a lecturing post in Mathematics Education at Rolle College, a single-purpose teachers college in Exmouth, Devon: Lecturer Grade 2, incremental point 3, annual salary of £4,238. So off to ICME III (International Congress on Mathematical Education) in Karlsruhe, Germany, by car and tent. Then to the idyllic village of Lympstone, Devon, ready to work at Rolle. Our nearly five-year-old son started at the village school and the welcoming head teacher nicknamed him 'Wagga Wagga', which he thought was terrific. We were there for a year, then I went to London to study for a master's degree at the Shell Centre for Science and Mathematics Education, Chelsea College, University of London, with a part-time Mathematics Education lecturing post at Brunel University for the 1977–78 academic year teaching PGCE (Post-Graduate Certificate in Education) students. Like the Australian DipEd, the certificate was a way for graduates to become teachers. I was paid a total of £2,163.04 for one day per week.

At the Shell Centre I worked with Geoffrey Matthews, a pioneer in the introduction of modern mathematics in primary and secondary schools in the 1960s and 1970s and the first Professor of Mathematics Education in the UK. He ran the Nuffield Mathematics Project: the content was innovatory, as were the books on logic, environmental geometry, probability and statistics, and computers and young children. He obtained the largest grant then given by the Social Science Research Council for an exploration of the development of concepts in secondary school mathematics and science. The result had a considerable impact on the secondary school curriculum and on the new General Certificate of Secondary Education (GCSE) in the 1980s, through the Cockcroft Report and the bestselling SMP 11-16 textbooks.

My supervisor was Joan Bliss. When she was in her late teens, Joan had travelled to Geneva and enrolled in courses in child development given by Jean Piaget. Piaget appointed her to his staff while she was an undergraduate and she worked with him until he retired in 1971. In her thirties, she moved back to the UK to work at the Centre for Science and Mathematics Education.

In April 1978, I wrote to Cliff Blake. In his reply of 24 April, he stated:

... the Australian situation has tightened up considerably since you left for England ... We do not envisage significant expansion in staff numbers ... I am not optimistic about prospects in the Australian tertiary sector generally ...

We are in the process, however, of advertising two positions in the School of Teacher Education, and after consultation with the Dean of the School, I have attached copies of these advertisements for you ... I am sorry that I cannot be more optimistic, particularly in view of your current studies which would normally stand you in good stead in teacher education in Australia.

I have also enclosed a Form of Application.

From Peter Rousch, 19 June 1978:

The College has made you an offer for a position at the Albury Campus ... [W]e would be very happy to have you back on staff ... We thought that your insights in Mathematics Education would be most beneficial at Albury, and the work that you have been doing in Curriculum (and your) insights into Practice Teaching.

From Peter Rousch, 5 September 1978:

I am pleased to hear that you will be back in the next few weeks ...

We have significant numbers of students engaged in practice teaching from time to time and, in conjunction with Harvey, you will be required to supervise these ... [Y]ou could be involved in two other subjects, Curriculum Theory and Practice, currently being taught by John Counihan, and Curriculum 2B, Early Childhood Mathematics, currently being taught by Margaret Clyde.

Harvey Mendham has just advised me that a warm welcome awaits you and your office

accommodation is all set up. Conditions, as far as staff accommodation, are nothing like what you had to experience some years ago.

On Thursday, 7 September 1978, a week or so before returning to Australia, I drove from Leytonstone to the printer who was binding my master's thesis in Fulham, then to the Centre for Science and Mathematics Education at Parsons Green to deliver the thesis so there was no uncertainty about its presentation to the College. I took the scenic route through the centre of London as I returned to Leytonstone. But I became caught in traffic in Piccadilly, where I felt myself becoming stressed until I really took in the moment: *I've just submitted my thesis, I'll be back in Australia soon, and even though I'm caught in a traffic jam, here and now feels like something special.*

Part 3

RCAE Albury-Wodonga

Chapter 5

The campus

I started work at RCAE Albury-Wodonga on Monday, 25 September 1978. My first impression of 432 Townsend Street was that it was a warehouse. I later learnt that Harvey Mendham referred to it as 'the factory'. There was a car park at the rear, and a corridor ran from the front doors on Townsend Street through the building to the car park entry.

At the entrance to the building there was a reception area on the right, with two offices on the left, for the Director of the campus, Geoff Fairhall, and his secretary, Karen Hanlon. There were then a library and two teaching rooms, with a small computer room at the end. On the left after the Director's suite there were eight academic offices, arranged in four pairs separated by a corridor. The outside offices had windows overlooking the driveway; the inside ones were windowless. Beyond these offices was a sizeable open-plan common room with windows. The corridor from here led to toilets, a modest science laboratory and three teaching rooms.

The building was constructed in 1976-77 and was purpose built as a teaching facility that could later be easily converted to a warehouse or for use as small business offices. After RCAE moved out, the building became an Adult Education Centre incorporating U3A (University of the Third Age) and is now the base for LiveBetter Community Services.

On four nights a week, Monday to Thursday, from about 5 to 9.30 pm, the building came alive as students crowded into the space. Students from different courses and staff got to know one another as they mingled in the common room before and after lectures and during breaks. There was something quite special about the atmosphere: perhaps the hope, confidence and imagination that JFK had seen in George Bernard Shaw's words.



Figure 37 RCAE Albury-Wodonga Campus, Townsend Street, Albury, 1979



Figure 38 The author's office, RCAE Albury-Wodonga Campus: an interior, windowless space, 1979

When the pre-1977 federal election promise of a university for Albury-Wodonga fizzled out two months after the election, Cliff Blake took action

In a memo sent to members of the Albury-Wodonga Study Centre on 10 May 1977, Blake announced that as of the preceding 29 April, the council had adopted the resolution that the RCAE would be the 'principal provider of tertiary education' in Albury-Wodonga. To demonstrate its commitment to this resolution, the Albury-Wodonga Study Centre dropped the name 'Study Centre' in November 1977, becoming the more substantial RCAE Albury-Wodonga

Campus. Then, in 1979, it cemented its presence in the community by taking over the old Albury Technical College building in the centre of town on the corner of Dean and Olive streets. (Dilena, 2022, p. 31)

Cliff was proactive and politically aware. He seemed always to take the initiative and was prepared to live with the consequences. Overwhelmingly this worked, and RCAE grew within and beyond Wagga and across diverse fields of study.

Paradigm shift 11

RCAE had a more assertive approach to taking up challenges than other CAEs. It grew in staff, in courses of study and in infrastructure.

The former technical college provided a central site for RCAE and made its everyday presence felt more than at the edge-of-town site in Townsend Street. There was a car park immediately to the north of the building, accessible from Olive Street, used by shoppers and workers during the day, then by students in the evening. In one of the Mathematics Education courses I taught, as part of the Geometry curriculum, the students redesigned this car park to make it more efficient for its multiple users and submitted their recommendations to the city council. The central site meant that students were able to grab a drink and snack prior to their lectures, and staff could step out during the day for coffee or the bank or other everyday necessities.

There was a reception area, a common room and teaching rooms at ground-floor level. The first floor had three teaching rooms and six academic offices in the annex attached to the north of the main building. For a time, both the Townsend Street and Dean Street buildings were in use by RCAE. The Dean Street building has been the Murray Conservatorium since 1983.

Then there was the move to Olive Street as RCAE took over former residential buildings from 1982. There were initially two adjacent buildings: 'Avoncourt' and 'Mudge'. 'Avoncourt' contained the offices of the Director and his secretary; there were other administrative staff nearby, with academic offices situated at the rear of the building. 'Mudge' contained the library at the



Figure 39 RCAE Albury-Wodonga Campus, Dean Street, Albury, c.1980

front and a series of teaching spaces. Over the next few years, RCAE bought land that had been declared redundant by various NSW government departments together with private housing within the block bordered by Olive, David, Wilson and Guinea streets, so that the campus had offices and teaching rooms spread widely across more than 20 repurposed buildings that included an anatomy laboratory, a fine arts building, a library, a physiology laboratory and computer rooms.

As had been the case in Wagga, the initial buildings in Albury-Wodonga were not purpose built. The Townsend Street building wasn't intended to be a permanent facility. The TAFE building was repurposed, as was the residential housing. The Albury-Wodonga buildings were never as bad as the original buildings at South Campus in Wagga, which had been supplemented by the Boorooma Campus from 1975, whereas it was decades before Charles Sturt moved to the Thurgoona Campus in Albury-Wodonga.



Figures 40 and 41 RCAE Albury-Wodonga Campus, Olive Street, Albury, 1982

Chapter 6

Staff: Idealism at the frontier

Harvey Mendham

Harvey Mendham⁷ joined Riverina College of Advanced Education Albury in July 1975, having moved from the Education Department at the University of New South Wales. He would retire from Charles Sturt University in 1998. Harvey was the first full-time academic staff member in Albury, as a Lecturer in Education (Literacy). He joined Geoff Fairhall, who was the campus Director, and Tonia Timmermans, an administrative assistant, at 512 Swift Street, where three suites of the GMAC Building were leased through local estate agency Colquhoun. Harvey said that the two reasons he came were his and his wife

Vivienne's desire for a change of lifestyle, away from the long commutes to work in Sydney, and his knowledge of the work of Brian Cambourne, who was based in RCAE Wagga Wagga. He and Vivienne moved to a five-acre farm where they built a house, planted Australian native trees and shrubs (which they hand-watered throughout the summer), and rescued abandoned or injured sheep, which turned a nice profit. Vivienne threw herself into local government and worked for the Hume Shire. Harvey immersed himself in Albury-Wodonga.

Vivienne Mendham recalls:

For four years we had taken a month's break during summer and camped in a tent along the east coast north of Sydney. In January 1975 we were returning from one of these trips and we became stuck in city traffic: we looked at one another and said there has to be a better life than sitting in traffic. And we decided that Harvey should look for a job outside Sydney.

Harvey started at RCAE Albury in July 1975. But he was always travelling to Wagga, and when teaching started he worked at night. We didn't expect either of these things: they were not explained during his interview. We



Figure 42 Harvey Mendham with Betty Moore at refreshments following a graduation ceremony, 6 May 1994, in his 20th year at RCAE/Charles Sturt University

⁷ From interviews with Harvey Mendham on 24 July 2019 conducted as part of the research for the publication *Achieving Higher Education in Albury Wodonga*.

rented a house on a farm, had sheep and we loved it ... I wasn't worried about finding work ... I thought that it wouldn't be any trouble.

Those first few years were a lot of fun and hard work. Harvey was doing his master's thesis, which he restarted a number of times. I spent hours typing and retyping his work and in 1978 typed the final thesis as well as building our house as an owner builder. Iain McCalman joined the little crew and life became even more fun. He and Harvey were 'brothers'.

Harvey recalled that in his first teaching semester he had classes on Monday and Wednesday nights, supervised practice teaching students on Tuesdays and Thursdays, and presented an adult education class on Friday evenings. Lecturers travelled from Wagga to teach in the evenings, sometimes by train, to be met by Harvey, but more usually in a college vehicle. Classes were from 6.30 to 9.30 pm and included history, Western tradition, sociology and psychology.

Iain McCalman joined Harvey in Swift Street, and by the time RCAE moved to Townsend Street they were joined by Ken Wright, Lecturer in Business Studies, who relocated from the UK and John Shannon (Economics). I joined them in September 1978 to become the fifth full-time lecturer. We were later joined by Frank Kelly (Computing), Ken Morris (Accounting), John Saw, Melanie Robb (Law) and others. Virtually all students were part-time and in work, hence the 6.30 pm start. In the early years, most students were two-year trained teachers studying to become three-year trained, but there were also part-time degrees in Business Studies and in

Liberal Studies. Harvey also recalled that it was at about this time that the Murray River Performing Group was formed by Robert Perrier and others, from which grew the Flying Fruit Fly Circus (1979) and today's Hothouse Theatre.

Harvey Mendham:

By the early 1980s, RCAE offered programs for teachers to complete their BEd [Bachelor of Education] or a Graduate Diploma in Educational Administration, as a way of gaining four-year trained status. When RCAE moved to the Olive Street buildings and (later) became Riverina Murray Institute of Higher Education, full-time degree offerings were made to students immediately out of school: there was a seamless transition from mature age students to school leavers. Roles and expectations altered over ensuing years as a greater focus on research occurred: a proper university ... this is what Cliff Blake always wanted. Cliff was wonderfully successful, extremely straightforward, a good decision maker.

When asked about the atmosphere at the Albury Study Centre, the political machinations around Wagga versus Albury, and the future of tertiary education in Albury-Wodonga, Harvey's view was: 'We were too busy to worry ... We were running a college that seemed to be flourishing and we were part of it.'

An interlude about Cliff Blake

Of course, views about Cliff Blake were mixed. He was a successful leader and an effective decision maker, but – Harvey's opinion aside – he *wasn't* always straightforward. Whenever Cliff was to visit

Albury-Wodonga, there were papers to be read prior to the meeting, a collective Albury-Wodonga view to be formed where possible, and a vague agenda outlined. From time to time, Cliff would say that what he had previously sent had been superseded, so all our reading and discussion was for nothing. On these occasions, I think that Cliff was mostly genuine, but it was also a neat sleight of hand that enabled him to maintain control and to stymie what may have become problematic discussions. For example, in March 1980 Cliff sent

the Albury-Wodonga staff his four-page *Albury-Wodonga Campus Position Paper No. 1* outlining changes to the operations of the campus. The academic staff met and responded on 3 April with their *Albury Wodonga Academic Staff's Response to the Principal's Position Paper 1*. When the Albury-Wodonga academic staff and their Deans from Wagga assembled for the meeting on 21 April, Cliff withdrew his position paper: it was neither tabled nor discussed.



Figure 43 Ken Wright lecturing, 1981

Some colleagues spent considerable time keeping up to date with the politics of Wagga and Albury-Wodonga as it applied to tertiary education and to our campus: we read, met, discussed and prepared campus-wide views. We also discussed some of Geoff Fairhall's ideas on cooperation between college and TAFE on the border. He supported the notion of a community college, but it was unclear where Riverina College fitted in and he gained little support from local academic staff.

Other staff have opinions here. Lilian Sutherland, Cliff's secretary for more than 20 years, recalls:

In the early days on North Campus (Wagga), our offices were located in the Sutherland Building. My office had a sign outside the door saying 'Principal'. Some Aggie [Agriculture] students decided to tie a dead snake around the doorknob. I found CDB [Cliff Blake] kindly removing this from my doorstep!

The meaning is clear and would have been clear to Cliff at the time. Then there is Barbara Kamler's view:

Cliff Blake was a friend to many, but extremely uncomfortable with women. Some [might] say [he was] misogynist[ic]. I remember in 1976 when I was pregnant and entitled to maternity leave (8 weeks before the birth, 6 weeks after), I found the regulations inappropriate. I wanted the reverse, so [that] I had more time AFTER to get used to motherhood. I felt there was no problem working right up to the birth, given how well I felt.

I made application to Cliff Blake and we met

in his office, where he swivelled back and forth on his chair the entire meeting, avoiding any eye contact (or perhaps avoiding my very pregnant belly). He said he was concerned about my wellbeing: 'You know how it is', he said, 'how pregnant women might fall.' Clearly, it was all about the legal liability of the college, and of course, my request was denied. But there were good men who understood. In September, after my son was born, Brian Cambourne refused to let me teach the rest of second semester and gave me work that could be done in my office, baby basket nestled beneath my desk.

Cliff was an opportunist, keen for the college to grow. Here he tells something of how the amalgamation/takeover of Goulburn CAE came about:

I was walking up Bridge Street and Mr Pratt, the Chairman of the Higher Education Board, was walking down and our eyes met and I said, 'Hello, Mr Pratt. How are you?' And he said, 'Oh, I'm terribly, terribly worried. I'm just taking this report to the Minister, and you know we haven't really come up with a solution to Goulburn.' I said, 'Well, Mr Pratt, give it to me. I'll fix it.' He said, 'What, you'd be interested in it?' And I said, 'Yes.' 'What will you do with it?' he said. 'I don't know. But I'll ring you on Monday and tell you.' (Cliff Blake, 2008, p. 24)

But the opportunist couldn't resist micro-managing virtually all aspects of the college administration: he was in overall control, but he wanted to be certain that his ideas filtered down. This led to some decisions that clearly should have been left to someone with more experience in the field. Lilian Sutherland recalls:

After perusing some requests for toilet paper of a choice brand and being horrified at the exorbitant cost, CDB [Cliff Blake] insisted that he would sign all requisitions in future. He ordered a much cheaper and thinner brand. This led to at least double the quantity being used, and no savings!

Back to Harvey:

Albury-Wodonga was very much an outpost ... Ian and I and those who came later ... were adequately supported, but even amongst Riverina staff in Wagga there was puzzlement as to why resources had to be put down here ... We often thought that it was Wagga first then Albury later.

As someone who was there at the time, I find that these words have the ring of truth. Harvey mentioned two more topics.

After UNE [University of New England], RCAE was a big provider of study by correspondence. External studies boomed and our breaks were taken up with residential schools ... And Neil Hall joined me as a Lecturer in Education (Numeracy) and he had a special interest in computers in education and ran successful classes in that area. Computing came quite early to Townsend Street.

Iain McCalman

AO, FASSA, FAHA, FRHistS, FRSN; Professor Emeritus, Australian National University and University of Sydney.

I joined the Albury Study Centre in 1975, and I found that I had been just preceded there by Harvey Mendham and Geoff Fairhall, the Director. My reasons for wanting to take up the position were complex and only partly academic. I was experiencing a sustained patch of doubt about undertaking an orthodox academic career. I'd pushed myself incredibly hard as an African born and bred outsider schooled in Zimbabwe



Figure 44 Iain McCalman, 1970s

in order to excel at ANU, and, while I had succeeded reasonably enough, I did not want to go on and do a PhD like so many of my contemporaries. In hindsight, my reluctance to undertake a further higher degree at that time had much to do with the continuance of my homesickness for my birth and upbringing in Malawi, as well as my loss of old friends from boarding school at the Jesuit taught St Georges College in Zimbabwe. Because my father, also African born and bred, had been a big game photographer and then a bush District Commissioner in the British Civil Service, we had lived colourful and adventurous lives. I'd also been head boy at the only multi-racial school in Southern Rhodesia in the testing year of Ian Smith's dubious 'Declaration of Independence'. I was proud of having played a small part in resisting Smith's attempt at white dictatorial rule and of having lived happily for some years in post-imperial Malawi. As a result, the idea of becoming an orthodox academic didn't attract me.

However, I had spent holiday time in Beechworth with my best friend from ANU days, Steve Christensen, whose family had inherited a small property there that dated back to 1851. Both of us (plus our spouses) built adjacent mud-brick houses, influenced, I guess, by the hippie movement of the mid and late 60s. Anyway, I'd answered the advertisement and been appointed to teach history and humanities at the Albury Study Centre. I was attracted to the position precisely because it was far from being an orthodox university centre. I hoped it might

be, as it indeed proved to be, a pioneering position that would test and inspire me in multiple ways that were more like Malawi than the ANU.

So, I spent the next four to five years teaching in Albury and Wagga, while also building a mud-brick house and a bush garden on 13 acres of land at Baarmutha-Three Mile, a former gold village three miles out of Beechworth on Fighting Gully Road, at the top of the Buckland Gap. Hand building an alternative house using local natural resources, without any power other than a chainsaw, and to some extent living an alternative lifestyle went hand in hand with my teaching – to which I became utterly dedicated. Most of my students were interesting adults of my own age or older and I taught an extraordinary range of subjects for which I'm eternally grateful. I taught modern European and Australian history, literature and society between the wars, political theory and philosophy, a comparative history of race relations in Australia and South Africa, and a variety of communications and media courses. I believe that I learnt as much from my students as they learnt from me. I also believe that the experience of building the mud-brick house influenced my shift into environmental history later in my university career.

Teaching at the Study Centre was a unique experience, and I cannot exaggerate how much it helped to mould my rather eccentric subsequent academic career. For a start, Harvey Mendham and I developed

a friendship like no other that I have experienced. We came to see each other virtually as brothers, who shared common political values, love of nature, senses of humour, and intense commitments to teaching – he in education and me in humanities. Vivienne Mendham was an equally valued and lifelong friend and equally kind and inspirational in other important lifeways. We experienced many hilarious, as well as moving experiences and adventures of the mind. I was shattered when Harvey died and still feel his loss acutely. I firmly believe him to have been the greatest academic pioneer of what subsequently became the Albury Campus of Charles Sturt University.

I also found enormous inspiration from a group of like-minded young colleagues who I worked with at the Wagga Campus, which I visited once a week. We were roughly the same age, and equally idealistic about the importance of teaching and of the need to find new ways to inspire our students. In my long academic career since, I have never encountered such a close, brilliant, and idealistic group of colleagues. They included Hugh Crago and David Gilbey in literature and communications, and David Maclean and Andrew Marcus in history.

I also enjoyed unique cultural experiences outside of Riverina College whilst working in Albury. One was to be a pioneering patron of the Murray River Performing Group, which generated the famous Flying Fruit Fly Circus, and its later circus school. I was fortunate to meet, befriend, and work with its idealistic



Figure 45 Iain McCalman, 2010s

founders, especially Bomber Perrier and Lloyd Suttor. I was also an early recruit to join a small group of talented Albury friends, writers, and poets, who have since gone on to achieve considerable local and national fame. The brilliantly original experimental novelist Graham Jackson was an old friend from ANU days, who also came to work at the Albury Study Centre.

My time in Albury and Beechworth ended in part due to a divorce and the associated sale of the mud-brick house. My move back into more formal academic life was also triggered by my one day receiving a letter from an eminent British historian which somehow found me in Baarmutha-Three Mile. He'd admired my MA and urged me to publish it and to extend my academic career. I thus decided to undertake a PhD at Monash University. This subsequently became a successful book, which restarted my academic career at the ANU. Now semi-retired after a long and diverse teaching,

researching and writing career, I look back on my time at the Albury Study Centre of the Riverina College of Advanced Education as unique and foundational.

By the late 1970s, RCAE had established itself in Wagga: it wasn't going to go away. The Griffith Study Centre had come and gone, and Albury-Wodonga had an uncertain future. The first academic staff member for Albury-Wodonga was appointed in 1975, the fifth in September 1978 – hardly an encouraging rate of growth. The campus Director was not an academic appointment, none of the academic staff held senior lectureships, and while we saw ourselves as a united group we were in fact answerable to different heads of school based in Wagga whose priorities were Wagga. Yet there was an idealism that drove us. It was a special feeling to belong to an institution that was finding its way. We worked hard not just to establish our courses but as part of the local community and for the general good. The pioneering spirit that had existed in 1972–73 in Wagga was evident in the late 1970s and early 1980s in Albury-Wodonga.

Paradigm shift 12

Academic staff were 'parachuted in' to establish an institution in Albury-Wodonga, one that had no previous history, that had to find a *raison d'être*, and to which the locals may have been indifferent. This hadn't happened before.

Chapter 7

Courses

In second semester 1973 I travelled fortnightly with Cherry Trewin from RCAE Wagga to the Albury Study Centre (512 Swift Street) to teach a Mathematics Education course to two-year trained teachers, so I had taught in Albury prior to coming there full time in 1978. Not everyone had fond memories of the trip from Wagga to Albury and back again.

Barbara Kamler recalls:

I hated it. It was awful. Exhausted at the end of a full day in Wagga, it was tiring to get in the car and travel all that way for a three-hour class in the evening. Not my best time to teach.

For the first few years, students studying at RCAE Albury-Wodonga were overwhelmingly teachers upgrading their qualification: they were from NSW and Victorian government schools, from Catholic schools on both sides of the border, and from private schools such as Scots, Albury and the Lutheran school in Walla Walla. They had spent two years at a teachers college and were paid as a two-year trained teacher, and most of them had taught for five to ten years. This extra study would enable them to become a three-year trained teacher and move to a higher salary scale, but this carrot was accompanied by a stick in the form of an uncertainty about continued employment if they didn't achieve three-year status. This upgrade typically took two and a half years of part-time study, with enrolment in two subjects each semester for five semesters.

The students were highly motivated: very few dropped out, and they enjoyed the cross-educational system camaraderie. And some of them travelled considerable distances after a day of teaching, twice a week for two years: Baranduda to Albury is 16 km, Walla Walla to Albury is about 40 km, but Yarrawonga to Albury and return is 190 km. From my point of view the lectures were exciting because here were experienced practitioners talking about their professional practices, and these practices were anything but bland and one-dimensional because the students came from different teaching systems with different ideas, organisations and priorities.

Conversion course for two-year trained teachers to achieve three-year trained status

Teachers who had been employed for many years were automatically given three-year trained status, which meant a pay increase initially and then advancement to a higher pay level than two-year trained teachers. But teachers with fewer years of experience could gain three-year status only by study.

The conversion course offered by RCAE had four sections:

- one General Studies subject from the code HIST/LIT/SOC (3 units);
- two Professional Studies subjects, both with code EDUC (6 units);

- four Curriculum Studies subjects, from Education, Educational Administration, Language Education, Mathematics Education and Social Science Education (12 units); and
- three Elective Studies, one of which had to be Physical Education (9 units).

(*RCAE Handbook*, 1978, p. 138)

Students could study these subjects in any order, but in Albury-Wodonga, Harvey and I organised subject offerings so that students could complete 30 units in five semesters by taking two subjects per semester. However, they had to take what was offered when it was offered, otherwise their completion of 30 units would take longer.



Figure 46 Students in a lecture (probably Education), Townsend Street, Albury, 1981⁸

⁸The woman leaning forward is Gudrun Reid. The man is her brother, Herwig Waldhuber. Gudrun and Herwig were the first students to complete a three-year Teaching diploma studying only at Albury-Wodonga. Both went on to teach.

So, Harvey and I had control of this curriculum and called upon our Albury-Wodonga colleagues in Liberal Studies to provide subjects as Education students needed them. This increased their class sizes, making them more viable. We covered the two Professional Studies subjects, Language Education, Mathematics Education, and some General Education subjects such as Educational Psychology and Measurement and Evaluation: we taught most students 18 of their 30 units. Some lecturers travelled from Wagga for the Social Science and Physical Education subjects, and many students opted for more Liberal Studies subjects under the 'three elective studies' banner.

Initially in Albury-Wodonga, just as in Wagga, it was Teacher Education that provided the majority of student numbers and provided some subject areas outside Education with extra students. These teachers were already working in the area: it was good advertising, and it cemented the college in the community and gave a boost to its status.

Once teachers had become three-year trained, there was rapid development of a demand for further study to become four-year trained. Initially, this was from two-year trained teachers who had become three-year trained. But when colleges of advanced education provided three-year initial Teacher Education programs, it wasn't long before more recently qualified teachers sought out four-year training. This market was huge, involving thousands of teachers in New South Wales alone. Four-year status was the highest level of qualification and salary for teachers throughout Australia and was seen as equivalent to a three-year university degree graduate who

had also undertaken a period of teacher education. RCAE, along with many other colleges of advanced education, provided Graduate Diplomas in Education (Grad Dip), which allowed a form of advanced professional practice through further study. These courses were timely; teachers with some years of experience were looking for a professional and intellectual challenge that fitted their needs and circumstances. The Graduate Diploma in Educational Leadership was taken up by teachers who saw their long-term goals as leaders in schools, especially in promotion positions. The Graduate Diploma in Literacy proved popular simply because so many teachers saw *reading* as the essential primary school skill, helped at RCAE by Brian Cambourne's skills and reputation.

CAEs were not initially allowed to offer degrees in Education; they could only offer Diplomas in Teaching and Graduate Diplomas in Education. Eventually, four-year courses in initial Teacher Education were offered to full-time students, but they had the option to leave after three years as fully qualified three-year trained teachers. In Albury, this movement to a Bachelor of Education (BEd) enabled a sequence of Education subjects to be offered to those students enrolled in the BA (Liberal Studies) as a major in Education. These were not students intending to become teachers, but students who had an interest in education in the same way they may have been interested in Western tradition subjects or psychology or sociology.

A large proportion of each cohort in the new four-year BEd chose to leave after three years, figuring they could earn money and study later for their fourth year. This meant that CAEs were

now able to offer a two-year part-time course to three-year trained teachers who would then be awarded a BEd. But after a few years of classroom experience, many teachers felt the need for a more specialised fourth year of study and chose a Graduate Diploma over the BEd. This helped the Graduate Diplomas in Educational Leadership and Literacy Studies. But then a new program was developed in Albury-Wodonga: the Graduate Diploma in Computers in Education.

Graduate Diploma in Computers in Education

Colleges of advanced education could not accredit their own courses. Within New South Wales, program development had to be approved by the Advanced Education Board, later to become the Higher Education Board (HEB). The role of the Board was to report and make recommendations to the Minister on 'the introduction of new programs for study at tertiary level and the rationalisation and avoidance of duplication of higher education resources particularly courses and accommodation' (Higher Education Board, 1975).

At RCAE and in other advanced colleges, an idea for a new program of study had to be championed through a long and tedious process at the school level. I was based in Albury, while the school was in Wagga. My initial idea for a Graduate Diploma in Education (Computers in Education) met with several rebuffs: How could computers possibly have any role in teaching and learning, especially in primary schools? Will children have to learn to program a computer? Who will teach it? How will we resource it? How could it possibly be taught through a

correspondence mode? A can of worms had been opened that highlighted phobias associated with mathematics and computers. I persisted and was given school approval to begin the process. Over more than 12 months, I surveyed teachers throughout the Riverina and North-East Victoria as to what they thought about such a course: Would they consider it professionally worthwhile, and would they consider enrolling in it? These measures of need and demand were important elements in the HEB process: the absence of data supportive of both need and demand meant that proposals would go no further. The document drawn up to outline and argue for the course was then passed to the RCAE committee responsible for course accreditation, who approved the idea subject to a range of provisos but did allow that a modified document could be sent to the HEB.

I have always assumed that the Dean of the School, Tony Blake, met with the Principal, Cliff Blake, almost certainly informally, to talk about this. Cliff became an enthusiastic supporter, and at the first opportunity nominated me for membership of the NSW Computer Awareness syllabus committee which at that time was developing its Computer Awareness program that would be compulsory for all Year 7 and Year 8 students in NSW high schools. This influential group allowed me access to the NSW Department of Education Computer Education Unit based at Erskineville Primary School, in Sydney.

On receiving the application, the HEB must have been stunned by the change in paradigm. Why would you use computers in primary schools? Does everyone have to learn how to program a computer? How could the program be taught through the correspondence and residential

school mode? Their delay in responding to the proposal indicated that they didn't know what to do. There was the novelty of the proposal, together with problematic aspects relating to teaching computing, teaching programming and using computers. These kinds of issues came from university departments of computer science, not from CAEs or their schools of education. There were political issues here: if the course was approved by the HEB, would this be implicit approval for the use of computers in schools? Was the HEB in a position to actually do this? Did it *want* to do this? What of the precedent, what of the implicit expense, of placing computers in schools? Their uncertainties were evidenced by the delay in their initial dealings with the proposal, just as had been the case within RCAE at the School of Education level.

A committee representing the HEB, to help it come to an opinion about the proposal, visited RCAE Wagga to gain a first-hand view of the resources in place that would allow the program to succeed: both Cliff Blake (Principal) and Jack Cross (Vice-Principal) were supportive. The HEB thought it crucial that at least one member of their committee have specialist knowledge of the field, but this proposal was unique – there was no field. I take as evidence that they were flummoxed by this proposal in their selection of an expert: a Senior Lecturer in Computer Science, a researcher in computer science who later became Pro-Vice Chancellor of a university. He admired what RCAE was trying to do and became very supportive. During a quiet moment on the formal HEB visit to Wagga, he took me aside and said something very like: 'I'm not sure why the HEB has asked me to do this ... but I'll write whatever you want.'

Computers in Education course outline

It is perhaps difficult to conceive of the idea, but in the early 1980s there were microcomputers, with puny sized memories, and there were schoolteachers who sensed a change and wanted to know something about this technology. Here and there, some teachers were teaching a programming language to pupils, and others were exploring the physical structure of the machines, but computer science wasn't going to be adopted as a compulsory subject in schools. If this wasn't the path to the future for the use of computers in classrooms, and it certainly was not, what then was the path? There were very few places to look. So, I undertook field base work with computers in classrooms, working beside teachers to see what was possible. This came about through two years of DCAP (Disadvantaged Country Area Program) funding of a program through Riverina schools based around Finley; during a period of study leave in 1981 when I visited state computer education units in Tasmania and South Australia, where there was evidence of interesting ideas; and eventually research related to two Apple Education grants. Table 9 shows what we came up with at RCAE Albury in 1982 in the absence of a developed and agreed field of study.

Teaching, Learning and Computers was about the way in which educational software may support different approaches to teaching and learning: an attempt to theorise the use of computers in classrooms. *Computers and the Curriculum* emphasised educational software available for a range of curriculum areas and developed criteria for their evaluation. CED4028 was about programming using BASIC, LOGO

Table 9 Graduate Diploma in Education (Computers in Education)

	Semester 2 ⁹	Semester 1
Year 1	CED4014 Teaching, Learning and Computers	CED4034 Computers and the Curriculum
	CED4028 Computer Skills in Education (commence)	CED4028 Computer Skills in Education (complete)
	Residential school August	Residential school May
Year 2	CED4043 Computers and the School	CED4063 Leadership and Computers in Education
	CED4058 Designing Educational Packages (commence)	CED4058 Designing Educational Packages (complete)
	Residential school August	Residential school May

Source: RCAE Handbook, 1984, p. 54.

and authoring software. The intention was to understand what computer programming was, not to create programmers. *Computers and the School* focused on the cost effectiveness and the efficient management of school computers (RCAE Handbook, 1984, pp. 121–2).

This course was designed for a specific period when computers first became available to schools. There were very few computers in infants and primary schools, maybe one or two per school, with a slow movement to having either a computer room where classes shared resources or having one or two computers per classroom. So few were the numbers of computers that the course regulations included the following statement:

Students must have regular access to a microcomputer, both for programming and for software evaluation. At present the College is able to support students having access to

an APPLE microcomputer (Apple II, Apple II+, Apple IIe) with a DOS 3.3 disk drive. (RCAE Handbook, 1984, p. 54)

There was some pressure on schools to take computers seriously as they moved rapidly into small businesses, as well as pressure from parents to look at this technology and from computer salespeople, whose promises were unreliable. Teachers who knew anything about computers were rare, and anyone who completed a Graduate Diploma in Computers in Education would inevitably become the expert in their school, the advisor on purchasing hardware and software, the repairer when things went wrong, the go-to person for help, the professional developer of colleagues and the interface with parents. Therefore, the course could not just be about computers and software; it had to take into account myriad demands. Additionally, it had to be taught by correspondence, meaning through printed materials, since there was no internet or

⁹ The course started in July each year.

web or social media, though we did occasionally send out material on 5.25" floppy disks.

The Stage III Proposal (RCAE, 1982) sent to the HEB stated:

This College believes that the rapid increase in the availability of computers in Australian schools in recent years is only the tip of the iceberg; the near future is likely to see an exponential growth in primary and secondary schools' access to computer facilities. It

appears likely that computer facilities will soon be as common in schools as overhead projection and other audio-visual aids. (p. 14)

A survey conducted at the time, with 227 responses from 520 questionnaires sent to 46 randomly chosen schools from the Riverina region of New South Wales and the Beechworth and Wangaratta inspectorates in Victoria, showed the following:

208 teachers agreed that 'teachers know little about computers';



Figure 47 The author with students at a residential school, 1983 or 1984

211 agreed that 'teachers know little about using computers in schools';

158 agreed that 'teachers feel that they need to know more about using computers in schools'; and

203 agreed that 'in-service courses will have to be provided'.

(Stage III proposal, RCAE, 1982, p. 16)

Once the program was approved, the HEB allowed 25 part-time students to enrol. However, when nearly 400 teachers applied for the Graduate Diploma, this number was increased to 45 students.

There was sufficient suitable software available in the public domain for our teaching materials. Some of this software was developed by interested amateurs, but an important source was MECC (Minnesota Educational Computer Consortium), which had decided that schools in Minnesota, in the US, should buy Apple II computers, rather than other brands, and produced fit-for-purpose educational software.

We were able to use Sandys Wordprocessor (1981), a free, simple and easy-to-use word processor developed in Australia. The Tasmanian Department of Education's Computer Education Unit produced the First Fleet Database, a searchable database with 12 items of information about each of the 780 convicts who arrived in Australia as part of the First Fleet, and many rote-learning activities in reading and mathematics. MECC produced *The Oregon Trail* in 1985, a simulation game involving making decisions as families took covered wagons to a



Figure 48 Note the Commodore 64s

new future in the west along the Oregon Trail. Students learnt to program in the computer language Basic and in LOGO, a software developed for children.

When the first residential school for the course was held in Wagga in August 1983 (RCAE Handbook, 1983, p. 26), we needed to supply computers for student use. The Principal was approached to purchase two networks of Commodore 64 microcomputers each linked to a server. I put one network together while the supplier (Don Munro) connected the other. The Commodore 64 was released in 1982 and had RAM of 64,000 bytes. The low-end smartphone that I use today has 2,000,000,000 bytes (2GB), the equivalent of more than 30,000 Commodore 64s or Apple IIs.

Universities' developments of off-campus sites have been commonplace for decades, but in the 1980s, in an era prior to the internet and social

media, RCAE Wagga Wagga was peripheral to the city, with RCAE Albury-Wodonga peripheral to Wagga. Institutions on the periphery of the periphery were intended to implement courses and policies developed at the centre. The development of the Graduate Diploma in Educational Studies (Computers in Education) in Albury was unexpected and exceptional, as the following letter from the Principal makes clear.

Cliff Blake, Principal, RCAE, 20 September 1982:

Dear Mr Hall

The college has now made a Stage III submission to the Higher Education Board in which it proposes the introduction of a PG1 course on Computers in Education to be offered, effective from the start of the Spring Semester 1983. The College believes that the emphasis that the content of this proposal gives is consistent with the requirements of the Department of Education and with the current thinking of the Higher Education Board. If the proposal as presented or a slightly modified version of the proposal is finally accredited, then clearly this course will need to be offered from the Wagga Wagga Campus. The College acknowledges the important role you have played in the development of this course and the role that you will be expected to play in its implementation. These developments need to be examined concurrently with decisions presently being taken to establish a course profile for the developing Albury-Wodonga Campus of the College. If present decisions are sustained, then it is unlikely that the

School of Education will have an on-going commitment to that Campus.

For these reasons I am writing to indicate that the College would be supportive of your eventual transfer to the Wagga Wagga Campus. The timing of the transfer is a matter which should be negotiated between yourself and the Dean of the School of Education. If there is any assistance I can give in those negotiations then I will be happy to do so.

Paradigm shift 13

A decentring of power and expectations: courses could be developed at the outreaches of the periphery.

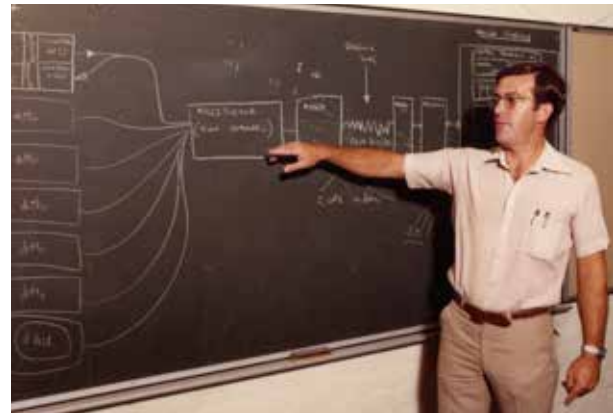


Figure 49 Frank Kelly lecturing, 1981

Part 4

Impact

Chapter 8

Impact by the periphery

In 1972 there were academic staff at RCAE Wagga who were researchers. In about 1977, Doug Hill and Rod Francis were part of a group that received a \$100,000 grant to develop materials for the teaching of agriculture in high schools throughout Australia. Barbara Kamler talked about the publications of the Literacy group, and certainly Brian Cambourne was prolific. Fred Ebbeck was publishing books, as was Arthur Trewin. There would have been more, but I either didn't know of them or cannot now remember. And there were researchers in RCAE's other schools.

Staff of the School of Teacher Education led many Teacher In-Service courses throughout the Riverina area of the NSW Department of Education. I remember travelling to Rand Public School for a one-day, in-service course on Mathematics Education that was attended by participants from small schools from all over the area, including Arthur Trewin's daughter, Michelle. The impact of such courses would be easy to underestimate, as there were no attendance fees and we were teachers. In fact, we were involved in advanced professional practice and working with hundreds of teachers who were seeking insights into recent trends in specific educational areas, just as doctors or engineers might meet to discuss developments in their professional spheres. Such courses proved effective in advancing practice and they certainly put the 'RCAE' label out there. In 1974, the NSW

Department of Education Mathematics consultant Colin Cooksey, with whom I had worked, and the local head of Mathematics, Fred Kanneider, and I organised all aspects of a residential conference on secondary school mathematics. Some 140 teachers attended, staying at the Agricultural College. It was a first for NSW teachers.

In Albury-Wodonga, the impact of RCAE was obvious. Teachers upgrading their qualifications were certainly advancing professional practice and the impact was immediate because they were already qualified teachers working in classrooms. They came from schools on both sides of the border, from infants and primary schools, from public, Catholic and private schools. Working with other teachers in their school on topics of joint interest enabled teachers to experiment with new ideas supported by an expert, and it encouraged research publication.

Hall, N. (1982). Towards a theory of teaching mathematics. In J. Veness (Ed.), *Mathematics – a universal language*. Sydney: AAMT.

For one school term in 1982, I held classes on Wednesday mornings in the Dean Street building for children from local primary schools who had been selected by their school as able in mathematics. During the class, we pursued a range of problem-solving activities unlikely to have been available to their teachers. A letter of invitation had been sent out to all the local primary schools explaining what, when and

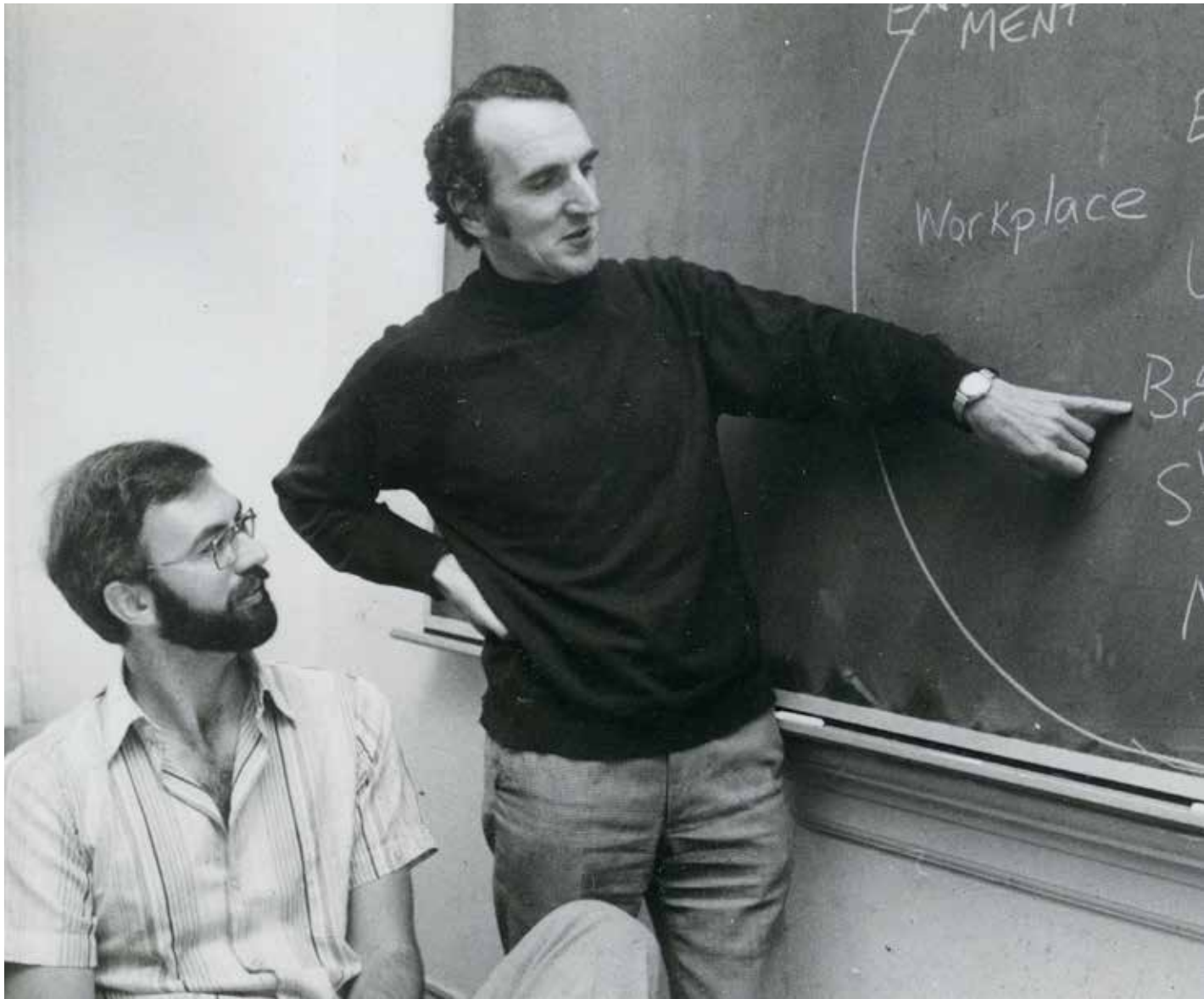


Figure 50 Ken Wright explaining his forthcoming ANZAAS paper to the author, 1981

where. I was known in most of these schools, but whereas schools in Victoria and Catholic schools from both sides of the border jumped at the opportunity, I received a phone call from the Area Director of Education in Wagga asking why I was suggesting that NSW teachers were inadequate. I was taken aback and explained that I was very experienced in teaching mathematics and was known in the schools. He forbade NSW public schools from being involved. This was pretty typical of working with different school systems on the border: the NSW Department of Education was locally more monolithic, suspicious and control focused.

Hall, N. (1983). Problem solving for children talented in mathematics. In D. Blane (Ed.), *The essentials of mathematics education*. Melbourne: MAV.

The availability of a number of subject codes that allowed students to take an individual research project instead of a taught subject meant that many could undertake topics of personal and professional interest, some of which involved consulting with local authorities. Dianne Hawksworth was a mature-aged student with a particular interest in the transition from school to work. We worked together to design a survey of the 40 largest employers in the Albury-Wodonga area. Dianne then visited them and explained her project. This collaboration resulted in the following research publication:

Hall, N. & Hawksworth, D. (1983). *Education: Meeting the needs of the community*. Research report, Albury: RCAE.

Copies of the publication were distributed to

each participating company. Shortly after, the Melbourne Age newspaper published an article about our work and we received more than 50 requests from Victoria, New South Wales and South Australia for copies. As a result of the publicity, we were contacted by the local Catholic Education Office to undertake a study on the transition to work.

Hall, N., Haysey, P. & Hawksworth, D. (1983). *Survey: Transition education*. Research report for the Catholic Diocese of Wagga Wagga. Albury: RCAE.

The RCAE had an early impact in Wagga Wagga, helping to broaden the local economy by moving away from a reliance solely on primary industry. The town grew as RCAE developed new courses, which required new staff and attracted more students. This RCAE-related growth continued for decades.

The early impact in Albury-Wodonga was related more to professional development than to staff/student growth. Initially, teachers undertook studies to improve their qualifications and salaries, but this also improved their professional practices. This happened, too, for a large number of businesses whose employees undertook part-time study of accountancy, administration and computing: their professional practices improved immediately. Then there was the growth of 'study for its own sake', as adults grasped the opportunities for degree study locally and undertook subjects in Liberal Studies. From its earliest years, RCAE Albury-Wodonga had an impact on the local economy through increased professional qualifications and increased productivity, and by enriching educational

provision for cultural developments. And where the Wagga Wagga campus altered the town of Wagga, the Albury-Wodonga campus met the local needs of a broader area – the Riverina and North-East Victoria.

Then there was the work with computers in classrooms. The Disadvantaged Country Area Programs (DCAP) provided funding for educational initiatives to help rural school children participate in experiences that urban and city schools took for granted. The DCAP Finley Computer Education project was based on all those primary schools that sent pupils to Finley High School: Finley Primary, St Joseph's Primary Finley, Berrigan Primary, Corowa Primary, Barooga Primary, Tocumwal Primary, Sacred Heart Tocumwal, Jerilderie Primary and St Joseph's Jerilderie. Finley Primary was a large school with at least 20 teachers, but some of the Catholic schools had as few as six. At the start of the project the high school had one or two computers in the Mathematics department for their sole use, but there were no computers in any primary school. The project was funded over two years to place one Apple II in the smaller schools and two in the larger schools, with more for the high school. The central issue was: how could one computer be used effectively in a classroom?

This beside-the-teacher classroom work encouraged the professional development of large numbers of teachers living and working on the periphery, in a field little understood in schools.

There was another impact by RCAE, beyond both Wagga and Albury-Wodonga. The college was

locally democratic: it had a flattened hierarchy that allowed movement of ideas across staff, across Schools and through levels of seniority. Accepting students without normal high school qualifications was a good idea because it was democratic and everyone deserved a chance. A good idea was worth trying, regardless of who suggested it. There was no old guard or gatekeeping; the mood was supportive. There were many blank pages that needed content: courses had to be developed and innovation was rife. This egalitarianism allowed locals to feel the institution had something for them: it was no ivory tower. These voices from the periphery demonstrated the excellence of what could happen in colleges of advanced education: they set a tone for other CAEs across Australia; they provided a model for the expansion of tertiary education to a broader clientele; and they provided a challenge to, and perhaps even insights into, the staid, unyielding, inaccessible and conservative behaviours of the older, established universities.



Teachers meet to be taught

COMPUTERS such as this could eventually shelve painting and plastecine in Australian kindergartens.

This unit was introduced to an education conference in Wodonga yesterday.

A computer-education lecturer from the Riverina College of Advanced Education at Wagga, Mr Neil Hall, right, showed Neville Dwyer how the system worked.

Neville, of Rankin Springs, was one of 95 early childhood educators from North-East Victoria and Southern NSW to attend the "Challenges for the Future" seminar.

Figure 51 Newspaper clipping from the Border Morning Mail showing the author working with a teacher at the 'Challenges for the Future' conference in Wodonga, involving 95 Early Childhood educators from North-East Victoria and Southern NSW (with Apple II+), c.1985

Part 5

Farewell

Chapter 9

Off to Wollongong

From Cliff Blake, Principal, RMIHE, 5 March 1985:

Dear Mr Hall

Thank you for your letter of 1 March, in which you tended your resignation from the College, effective from 31 May 1985. While receiving this resignation with regret, I congratulate you on your appointment to the University of Wollongong and wish you well in the future. Your contribution at Riverina College, particularly in the area of Computers in Education, has been a most significant one, and is one that will endure well into the future.

After leaving RCAE, I became a Senior Lecturer in Information Technology Education at the University of Wollongong for a decade, publishing in this field and in Mathematics Education, and was, together with Brian Cambourne, a member of the Board for Research and Post-Graduate Studies. I completed a PhD and owner-built a house adjacent to the Little Blowhole in Kiama. I headed to the UK to become a Reader in Mathematics Education in Liverpool, then Director of Educational Research at the University of Greenwich, London. There, I supervised many PhDs and EdDs to completion and was the founding editor of *JETEN*, the journal of the European Teacher Education Network – a community of 60 universities across 20 countries focusing on research and professional development in Teacher Education.

Although my own experiences have been central to this publication, I am in debt to many people – in particular, former colleagues and the archives. On looking back, it is clear that RCAE from 1973 to 1985 was a defining incubation. Like many others, on leaving RCAE I took with me experiences of curriculum innovation, a belief in progressive and inclusive tertiary education, and a commitment to advanced professional practice. I look back at this period with great pleasure and with the knowledge that what I learnt at that time and in that place guided me in later years.



Figure 52 The author, c.2020

Appendix 1

Paradigm shifts

Paradigm shift 1

Many of the colleges of advanced education formed by the expansion of higher education throughout Australia came about through a renaming of an existing set of buildings. RCAE was unique, however, in that a major proportion of its infrastructure comprised repurposed WWII buildings little modified since the 1940s.

Paradigm shift 2

Many academic staff were selected for their professional experience, evidence of innovation in their professional context and on-paper potential.

Paradigm shift 3

From the outset, RCAE was to become a university.

Paradigm shift 4

In order to achieve academic credibility, lecturers with PhD qualifications were sought, resulting in significant numbers of staff coming from the United States.

Paradigm shift 5

The early years of RCAE Wagga Wagga provided many lecturers later opportunities to prosper beyond RCAE in institutions throughout Australia and beyond.

Paradigm shift 6

These staff numbers indicate a rapid growth as RCAE came to terms with what a CAE could be.

Paradigm shift 7

The content of the three-year Diploma in Teaching was a monumental change in areas and depth of study, brought about by a change in philosophy as to what constituted modern Teacher Education programs.

Paradigm shift 8

The novelty of this sequence of Mathematics Education subjects demonstrated the creativity and freedom to innovate in this new and unfettered institution. It also reflected the innovative nature of RCAE itself. Other areas of study innovated in their own way.

Paradigm shift 9

Through both foresight and opportunism, RCAE Wagga grew rapidly, far outpacing other CAEs. It soon moved well away from a narrow teacher training provision to become a multidisciplinary institution.

Paradigm shift 10

RCAE introduced a concept of assessment new to tertiary education in Australia. It replaced the three-term year/annual subject with the two-semester year/semester-length subject, and it introduced the concept of grade point average (GPA).

Paradigm shift 11

RCAE had a more assertive approach to taking up challenges than other CAEs. It grew in staff, in courses of study and in infrastructure.

1/2/77

From Fairhill, Head of Mathematics, Bridgemary School, Gosport, Hants, England
By school internal mail

Paradigm shift 12

Academic staff were 'parachuted in' to establish an institution in Albury-Wodonga, one that had no previous history, that had to find a *raison d'être*, and to which the locals may have been indifferent. This hadn't happened before.

25/7/77

From D.B. Clark, Assistant Secretary (Establishment), Brunel University, London, England

To 3 Dawlish Park Terrace, Lypstone, Exmouth, Devon, England

Paradigm shift 13

A decentring of power and expectations: courses could be developed at the outreaches of the periphery.

24/4/78

From Cliff Blake, Principal, RCAE

To 19B Woodriffe Road, Leytonstone, London, England

19/6/78

From Peter Rousch, Dean, School of Teacher Education, RCAE

To 19B Woodriffe Road, Leytonstone, London, England

Appendix 2 Correspondence with the author

5/9/78

From Peter Rousch, Dean, School of Teacher Education, RCAE

22/9/75

From Cliff Blake, Principal, RCAE
To School of Teacher Education, Wagga Wagga, NSW

To 3 Bluegum Crescent, French's Forest, NSW

26/5/76

From J.R. Plumridge, Area Education Officer, Hampshire Education Committee

20/9/82

From Cliff Blake, Principal, RCAE
By internal mail

To 7 Ash Grove, Alverstoke, Gosport, Hants, England

5/3/85

From Cliff Blake, Principal, RMIHE
By internal mail

1/9/76

From Devon Authority, Area Education Officer

To Rolle College, Exmouth, Devon, England

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Figures

1	Waterwheel logo	taken from letterhead of personal communication, then edited
2	Harvey Mendham, 1980s	CSU 2620-s02-0023
3	Cliff Blake and Lilian Sutherland, c.1990	CSU 2620-s33-1959
4	Joy Lubawy, early 2000s	CSU, John Egan early 2000s
5	Trish Gray, Cliff Blake and Pat Kelly, n.d.	CSU 2769-s07-565
6	Robyn McPherson, n.d.	Doug Hill/Robyn McPherson
7	Conference room and Creative Arts building, 1970s	CSU 2620-s32-1461
8	Science laboratories, 1970s	CSU 2620-s32-1465
9	Carslaw Building, University of Sydney, n.d.	University of Sydney website
10	Administration building, 1970s	CSU 2620-s32-1459
11	Map of RCAE, South Campus, c.1973	CSU 2620-s32-1467
12	Information resource centre, 1970s	CSU 2620-s32-1460
13	Auditorium, 1970s	CSU 2620-s32-1457
14	Auditorium: long view with garden, 1970s	Doug Hill
15	Teacher Education offices and teaching rooms, 1970s	CSU 2620-s32-1464
16	Arthur Trewin, n.d.	wwdhs.org.au/13th-july-2019-in-waggas-past-25-and-50-years-ago
17	Neil Hall at Dennis Buckley's party, 1975	Author collection
18	Jim Christensen, c.2020	Jim Christensen website, jamesechristensen.com
19	Barbara Kamler, c.2020	Barbara Kamler website, barbarakamler.com
20	Bob Bialozor, n.d.	legacy.com/us/obituaries/spokesman/name/robert-bialozor
21	Rosalie Grant, c. 2020	www.wcer.wisc.edu/About/Staff/1671
22	Ray Petts, 2022	Doug Hill
23	Doug Hill, 1970s	CSU 2620-s33-1629
24	Tony Blake, n.d.	www.sydney.edu.au/arms/archives/media/me_objects/5126]
25	RCAE Griffith Study Centre, c.1975	CSU 2620-s32-1579
26	Peter Rousch, 1970s	CSU 2620-s33-1648

27	Brian Cambourne, 2015	Big Names Project 2015. readingmacohort2015.weebly.com/
28	The road to Boorooma campus, c.1974	CSU 2620-s32-1407
29	Boorooma campus, 1978	CSU 2620-s32-1420
30	Keith Swan, 1970s	CSU 2620-s33-1888
31	Roland Bannister, n.d.	CSU 2620-s33-1879
32	Colin Anderson and Cliff Blake, 1970s	CSU 2620-s33-2006
33	Edward Reid-Smith, n.d.	CSU 2620-s33-1922
34	'The College' wine label, 1980s	Doug Hill, 16/11/22
35	Andrew Hood, c.2005	Andrew Hood, 7/3/23
36	'The College' wines, 1980s	CSU 2620-s32-1528
37	RCAE Albury-Wodonga Campus, Townsend Street, Albury, 1979	Author collection
38	Neil Hall's office, Albury-Wodonga Campus, 1979	Author collection
39	RCAE Albury-Wodonga Campus, Dean Street, Albury, c.1980	CSU 2620-s01-0016
40	RCAE Albury-Wodonga Campus, Olive Street, Albury, 1982	CSU 2620-s01-0008
41	RCAE Albury-Wodonga Campus, Olive Street, Albury, 1982	CSU 2620-s01-0018
42	Harvey Mendham with Betty Moore, 1994	CSU 2769-s02-126
43	Ken Wright lecturing, 1981	AlburyCity Collection ARM 11.996.05
44	Iain McCalman, 1970s	CSU 2620-s33-1642
45	Iain McCalman, 2010s	iainmccalman.com.au/about/biography/
46	Students in a lecture, 1981	AlburyCity Collection ARM 11.996.10
47	Neil Hall with students, 1983 or 1984	Author collection
48	Neil Hall with Commodore 64s	Author collection
49	Frank Kelly lecturing, 1981	AlburyCity Collection ARM 11.996.01
50	Ken Wright with Neil Hall, 1981	<i>Border Morning Mail</i> photographer, April 1981, never published
51	Neil Hall with teacher and computer, c.1985	<i>Border Morning Mail</i> clipping c.1985
52	Neil Hall, c.2020	By Pam Meecham



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