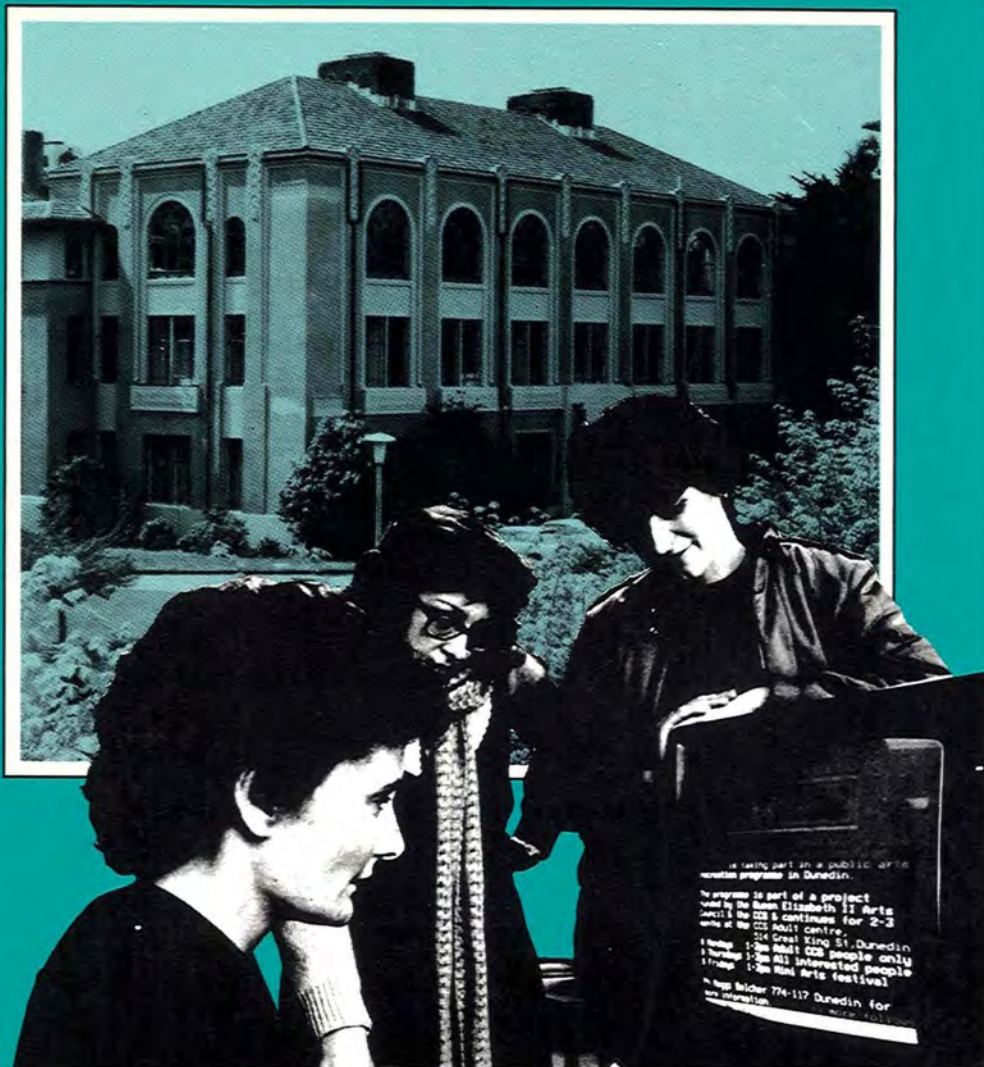


CAMPUS beyond the walls

The first 25 years of Massey University's Extramural programme

J.M.R. Owens



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Dedicated to the memory of
Peter Freyberg
(1924-1985)
First Director of Extramural Studies.

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THE THRESHOLD

*It's as though one morning you emerge
raise your head antler-like
motionless, high-arched
the blown grass in your nostrils*

*not believing in the silence
the tick of the sunshiny grass
the blank blue eye of the sky*

*but it's not fear that holds you
so still, hardly breathing –
you are burnt by the sheer flame
of the moment*

*the locked trees are behind now
the day glitters white as your bones
you have become
one quivering current of living*

*step forward
there is nowhere to go but ahead
and into the fearful joy of the light.*

– Lauris Edmond

Introduction

by Dr C.E. Beeby

It is rare for an administrator to find that plans for any new venture have turned out far better than he or she had ever expected. This book shows that a handful of us who struggled, 30 years ago, to get more help for external students, are in that position now. The old administrator becomes so accustomed to explaining the partial failure of plans that once seemed impeccable that it is a strange experience to be faced with success that has surpassed expectations. The tired phrases of defence and excuse are useless, and one feels disoriented by the expansion of the horizon.

What then did we expect in the 1950s? I have discussed this with three other survivors of the small group that did most of the early planning that set the scene for what was to become the Centre for University Extramural Studies (CUES) at Massey University. We are agreed that we had no vision of anything as grand as this, no vision of any kind, indeed, that went beyond solving the immediate problems of a host of students who wanted to take a degree but were unable to attend a university. What occurred was a combination of public pressure, short-term planning, and the quick seizing of opportunities as they arose, that, for good or ill, has characterized New Zealand's thinking in many spheres.

I left New Zealand early in 1960, and so can speak with authority only of the events sketched in Chapter 1. In these I was closely involved because the main public demand for external courses came from teachers, practising or in training. They were scattered and powerless, but their case was pressed by the teachers' organizations, which themselves had no great leverage with the Senate of the University of New Zealand. As Director of Education, I was pressing for more assistance for external students because the war and the

subsequent baby-boom had caused a grave shortage of teachers, particularly at the secondary level. But the majority of academics, whose authoritative opinions were expressed through the Senate's Academic Board, were opposed, sometimes fiercely, to any extension of the external system, which many would have liked to abolish. The Senate was composed mainly of representatives, lay and professional, from the constituent colleges. Though it appreciated the staffing difficulties of the secondary schools on which the colleges depended for the standard of their entrants, the Senate was locked in a state of inertia by its own internal divisions. Two things were necessary to break the deadlock: a majority vote in the Senate in favour of some institution taking responsibility for developing a national service for external students; and one college whose academics were willing to break ranks and provide the service.

In the late 1960s, by chance four men who vigorously supported the move held key positions on the Senate: the Vice-Chancellor, the Director of Education (with the support of the government), the Principal of Victoria University College, and the Chairman of the Academic Board who was also Professor of English at Victoria. It also happened that one of the leading academics in the fight for the rights of external students was Professor of Education in the same college, Colin Bailey. In 1957, the Senate, while still opposed in principle to external study, set up a committee to advise it on the subject, consisting of the four men that members knew to be most in favour of the move. The stage was set.

At about the same time, by happy accident, the buildings of the Palmerston North Technical College fell vacant. It was not chance, however, that made the Department of Education turn the buildings into a teachers college — nor was it a matter of politics. After our experience with Ardmore Teachers College (itself established in disused buildings distant from a university) the Department was convinced that it would be unwise to start any new college out of striking distance of a university. Palmerston North had Massey Agricultural College, with the possibility that it might some day have courses, particularly in science, that it could offer to teachers, and the city was within reasonable travelling distance of Victoria, whose

principal was not only sympathetic to external teaching but was also open to ideas of extending the functions of the only university college with no special school. The professors of the three subjects of most interest to teachers, Education, English and History (F.L. Wood), were so keen on helping extramural students that, when the Department gave the college additional staff in 1956 to enable lecturers to visit the Palmerston North Teachers College each week, they themselves undertook the main burden of the travelling. This gave additional prestige to a simple scheme for giving aid to the external students in the teachers college. The establishment of the Palmerston North University College, with responsibility for external students throughout New Zealand, followed naturally from this in 1960. Once again, the Department was ready with what appeared, at that time, to be adequate finance.

Any experienced administrator could have foreseen the first year or two of heroic, grinding work necessary to get extramural teaching going, but no one in the 1950s could have predicted that the unit would so soon become the general studies faculty of a new university. Some of us had expected that Massey would ultimately become a full university, but I, for one, had not seen it as likely to happen for a decade or more. The book is vague on exactly why the 'shot-gun marriage' between the two institutions came about so opportunely in 1963. It may have been, in part, a matter of chance, but there are signs of some shrewd planning behind it. It could have been, as the author seems to suggest, that the existence of the Palmerston North University College gave fresh impetus to the city's pressure for its own university, and, for all I know, politics may have had some influence on events at this point. However it happened, the timing was surprising but, in retrospect, right. Since the finance and staffing of the university depended on the counting of heads wherever they might be in New Zealand, the extramural studies unit, with its burgeoning rolls, became essential to the university that had given it a home. Internal and external courses simply had to learn to live together. From then on, it became possible to plan a system of external teaching from a firm and permanent base. This book shows how ingenious and successful that planning has been.

So what next? It is hard to imagine an institution that has shown such vigour and flexibility in its first 25 years settling down to a placid middle age. As one who failed to foresee the speed and richness of its growth in its first quarter-century, I am scarcely qualified to prophesy about its second. Yet there are some things in the past of the institution that could influence its future, and on these I can quite properly comment. It might not be obvious to the more recent observer that most of the conditions that made it essential to establish a national unit for external teaching in 1960 have now disappeared or been greatly weakened. School rolls are falling, there is a surplus of teachers except in a few subjects, university rolls are almost stationary and, if they were not augmented by an increase in the number of mature students, they could drop. If the country were willing and able to provide adequate bursaries for the traditional 18 to 25-year-old clientele of the universities, full-time internal study could be made universal, the more readily because of the present unemployment crisis.

Nor would it be any longer true to say, as I did in 1959 when I was trying to justify external study:

The University of New Zealand . . . has a complete monopoly of higher education for a whole country. So it cannot identify itself with one single type of university in older and bigger countries.¹

There is now a whole system of tertiary institutions — technical institutes, longer-term teachers colleges with their new academic qualifications for teachers, and community colleges — that could, and often do, cater for the needs of many of the students unable to attend a university. There are also six universities in place of the University of New Zealand and its four dependent university colleges. The wider geographical distribution must have reduced the demand for extramural studies. What is more, within broad limits set by the University Grants Committee, they could go their own ways. Apart from financial considerations, there would be no insuperable difficulty in any of them dropping all external students and fashioning itself on the traditional university model desired, 25 years ago,

by the sternest critics of external study. Even Massey University, if the number of internal students in arts and social sciences were sufficient, could press for legislation to free it from CUES, which could then become a free-standing university for external students on the lines of the Open University in Great Britain. (This possibility is discussed in Chapter 5.) I have no means of knowing the present views of the hard-line critics of extramural teaching in the 1950s, but I imagine that they would still maintain — as do those of us who fought hardest for external students — that it is better to be an internal university student than an external one. Yet there appears to be no general move to get rid of the external students entirely. In some universities the reverse is occurring. Otago University, for instance, has recently been given approval to set up more courses giving organized teaching to external students in some of its specialties. Victoria is experimenting with vacation courses granting credits for short units, that could give external students a taste of internal study. It could be, that with the threat of falling rolls, universities are becoming reluctant to lose external students they were once glad to have taken off their hands.

Whatever doubts might still linger in academic circles about external teaching, there have been such changes in the public attitudes towards universities since 1960 that the trend initiated by the small unit in Palmerston North seems irreversible. University graduates now occupy positions of authority in business, industry and politics where, 25 years ago, they were thin on the ground, and the old jibe at the ivory tower is rarely heard from their ranks. This infiltration of graduates into places of power, combined with the rapid changes in the skills needed for many occupations, has opened up the universities to a new breed of mature students whose needs are far more varied than those of the traditional undergraduate coming straight from secondary school.

Government departments and agencies and the bigger employers have become more willing to release employees either for full-time study or, in university centres, for attendance at lectures, but there is still a large number of students who, for occupational, geographical or personal reasons, cannot attend a university. For an increasing

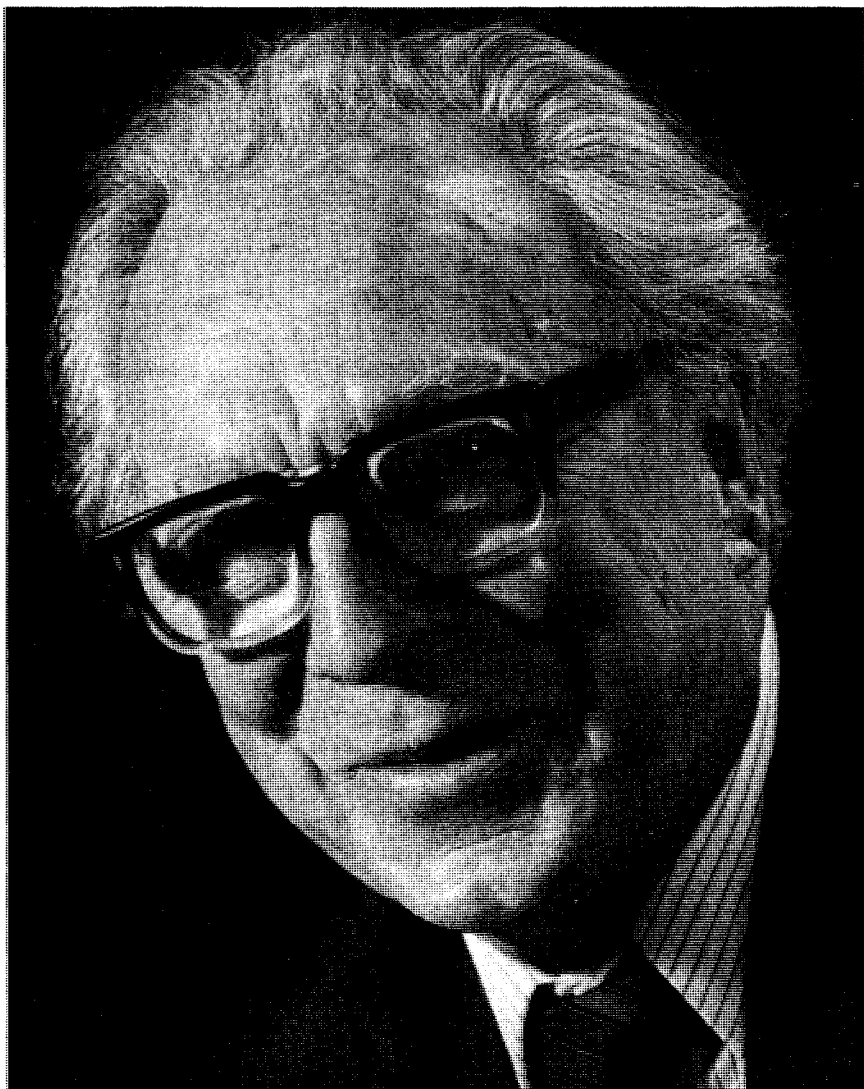
number of these students, CUES has come to play a vital role. Created originally to give BA, BSc and diploma courses for teachers, within the past 10 years it has taken on an astonishingly wide range of specialized diploma and certificate courses (see Table 3), and the proportion of teachers among its students has steadily diminished (Table 7). Table 6 shows that it is catering for far more than its share of students over 25 years of age. Table 7 suggests that a growing proportion of these are wives and mothers, stimulated, no doubt, both by the feminist movement and the wider range of careers open to women. The glimpses that Chapter 6 gives into the personal lives of mature students I found strangely moving.

All the universities have devised new courses, such as business studies, to meet the increasingly complex demands for tertiary education, but there is a limit to which old, established institutions can adapt themselves to a new clientele and novel functions. CUES has been flexible enough to fill many of the gaps that are inevitable when a highly structured organization faces a fluid demand. Admittedly, it has been restricted by the need to conform to Massey's internal courses, but, as Dr Owens points out in Chapter 5, this has its compensations. The unique contribution that CUES has made, lies not in any special courses it teaches but in its methods of teaching, and in the peculiarly personal relations it has built up between teachers and taught, and between the students themselves. Some of this has been done, as might have been expected, by short-term on-campus courses, but more remarkable has been the almost spontaneous growth of co-operation with a network of other organizations interested in adult education: the Country Library Service, public libraries, teachers colleges, and — most significant of all perhaps — the community colleges. Study groups have sprung up around some of these institutions as a result of local or voluntary initiative or of deliberate planning by CUES and the Extramural Students Society. This has brought Massey into direct contact with organizations whose concern for adult education extends well below the tertiary level as commonly understood.

This raises an interesting possibility. CUES has contacts with two worlds: its feet are firmly set in the university, the apex of the

formal education system, but its sympathies are obviously with those whom that system has, for some reason, failed, and with the institutions at lower levels which are trying to meet their needs. It has become part of the conventional highroad to education, but it also has growing links with a network of less beaten tracks along which New Zealanders are seeking careers or just a fuller intellectual life for themselves. In its second quarter-century, CUES could well establish itself as a regular bridge at the highest level between formal and informal education throughout the country.

C.E. Beeby
New Zealand Council for Educational Research
February, 1985



Dr C.E. Beeby
Photograph by Kenneth Quinn, for the Alexander Turnbull Library.

1 Battles Long Ago

THE IDEA that systematic university teaching should be available for all suitable students wherever they live, sounds reasonable enough, but like all new ideas it had to fight for acceptance. It took more than one miraculous trumpet blast for the walls of conventional opinion to tumble. This poses some interesting problems. Why was this development so consistently opposed by most university teachers? How was it that despite this opposition, it came into existence? Universities are often thought to be centres of innovative thinking, where new problems are defined and new solutions evolved. In this case the main pressure to do something came from outside the university. In university circles the only effective response came in the end from a handful of men who had the ultimate responsibility for decision making. Most others saw the situation of the student outside the university as bad and insoluble. Some, especially at Victoria University College, were prepared to do their best with the resources available. For others the universities were an ideal world where the few who were young and rich or brilliant wandered among old stone buildings absorbing the indefinable atmosphere created by ripe old scholars: crusty port perhaps, cigar smoke and the dust of ancient books.

For those involved, the New Zealand University before the 1960s was a constant irritation. There was inadequate funding in earlier years, there had been overseas control of examinations, there was the part-time student; above all, there was the 'exempted student'. Exemption meant the right to sit examinations without having attended lectures, having had little, or, more often, no assistance. Small wonder that John Beaglehole wrote that the exempted student was frequently 'the subject of unhappy thought.'¹

For example, Professor J. Rankine Brown of Victoria University College wrote in 1937:

The existence of exempted students may be a necessary excrescence on a university now-a-days, but many of us in New Zealand consider it to be an evil, and several attempts have been made to get rid of the system or to palliate it in some way or other. These attempts have so far failed, and, I believe, will always fail owing to the pressure of public opinion as represented on the Senate of the University.²

One of the most determined and enlightened attempts to grapple with the problem of the exempted student was the 1925 Second Royal Commission on University Education in New Zealand, composed of Sir Harry Reichel, Principal of the University College of North Wales, and Mr Frank Tate, Director of Education for Victoria, Australia. Surveying the many abuses and inadequacies of the New Zealand system they produced the oft-quoted conclusion that 'the New Zealand University offers unrivalled facilities for gaining university degrees, but that it is less successful in providing university education.' Among the abuses which led them to this conclusion was the 'special and difficult problem' of the exempted student: 348 men and 80 women students in 1924, forming 10 percent of all students enrolled in the university colleges. True university education, they wrote, consisted of 'co-operation in study and investigation between students and able teachers'. It involved much more than attendance at lectures. It included discussion with teachers and fellow students, related reading in a well-equipped library, the writing of exercises for the criticism of teachers. It was evident that exempted students, often living in the country, had none of these advantages: they might benefit from study but it was not a true university education.

It was an eloquent and justified condemnation of exemption as it was at that time, and as such has been remembered. What is less remembered is that the commission went on to do two other things. First, it pointed out that the whole of the argument against the exempted student 'assumes that there is a high standard of university teaching, and that it is the duty of the university to maintain

such a standard in all of its work'. But it noted that many exempted students, though living in university centres, preferred to work with textbooks and notes rather than attend lectures. It added:

That this is so may be an indication that some university teaching is not all it should be. If the teaching in a subject consists of lectures to large classes, not supplemented by discussions and tutorials, and if the lectures are repeated year after year from the same material, it cannot be expected either that students will willingly attend, or that exempted students will have any less difficulty in passing the necessary examinations than those who do attend.

The Commission went on to lay down what should be done for the exempted student. Every effort should be made to reduce the number of exempted students by increasing facilities for full-time attendance. Internal study was best: but this said, it did not propose the abolition of exempted students; rather, that they should, as far as possible, participate in the teaching which ideally should be offered to internal students.

The exempted students should receive from the college guidance as to their reading; necessary help in the form of notes and suggestions for related reading in works of reference; and tutorial assistance in the form of exercises to be returned for criticism.

They added that there were obvious dangers in sending out full notes of lectures. They also felt it desirable that every exempted student ought to spend at least one year in attendance at university classes. Briefly, they considered the possibility of a special degree for those who had passed examination but not shared in university life; but in the end they were thinking of the exempted students as part of the university system: perhaps a second best but not so drastically that they needed to be labelled.

These recommendations will involve additional expense, but the gravity of the situation demands this. One-tenth of the students

today are receiving no direct teaching from the university, and such a state of things shall not be allowed to continue.³

The Reichel-Tate Commission is important in the history of extramural teaching. Its recommendations were not immediately followed, but a philosophy had been spelt out which could be taken up whenever the problem was tackled again. Extramural teaching was to be seen as a variant of internal teaching and in so far as the methods and achievements of internal teaching could be replicated, good enough to be regarded as interchangeable, provided the student had some internal experience. In other areas of the world, different approaches have developed. For New Zealand it represented a workable path to follow when the will to action finally existed.

In the late 1940s, however, there existed only a will to abolish exemption. It is not hard to see why. It is true that some departments, in subjects such as English, Education and History, did what they could, but it was precious little. In this period university teachers often had to teach eight or more courses. Departments were usually small and had no secretarial assistance, no typing or duplicating services. All correspondence was handwritten. Staffing schedules did not take into account the number of exempted students on the books of university departments. In such a situation, as Professor Colin Bailey recalls it, the exempted student was 'an almost intolerable burden'.⁴ The fact that exempted students who had paid fees and received little help were often abusive, only exacerbated the situation. Departments with large numbers of exempted students pressed loudly and continuously for funds which would enable them to provide an adequate service. Their pleas were rejected.

Some of the submissions later made to the University Senate spelt out the often disastrous consequences for the exempted student. They specified the lack of detailed syllabuses or general guidance, tuition and library facilities. Syllabuses were sometimes 'only a few lines couched in very general terms.' Outlines of work were sometimes provided so late in the year that they were useless.

Examples have been quoted of a Professor or Lecturer changing his plans during the year and the exempted student, unaware of

this, has been left high and dry Marking of essays, constructive criticism and advice . . . is so lacking that many students have absolutely no idea of what their chance of success is.⁵

Despite such treatment, the exempted students did not wither away: numbers remained in much the same proportions as when the Reichel-Tate commission had considered the problem in the 1920s. There were, in 1948, 918 exempted students in Arts Faculties and 317 in Commerce Faculties.⁶ In this year the Academic Board secured the passage through the University Senate of a bill to limit extramural studying in arts and science to Stage I and Stage II students from 1951.⁷

This move, far from signalling the beginning of the end of the exempted student was the start of a decade of struggle over the extramural issue. In other times it is possible that off-campus students might have gone quietly to their doom, or at least found few powerful advocates. In the 1950s however, the postwar baby boom was looming and the Department of Education was lamenting the shortage of university graduates in the primary school service.⁸ As a result, a formidable alliance representing the school-teaching profession was soon arrayed in defence of extramural teaching. For once there was common ground, as the professional associations – the Post Primary Teachers' Association and the New Zealand Educational Institute – worked hand in hand with the formidable and clear-minded Director of Education, Dr C.E. Beeby.⁹ As Director of Education from 1940 to 1960, Dr Beeby was a member of the Senate *ex officio*, and, in the absence of an independent university grants committee, he was also the chief adviser to the Minister of Education on university affairs, and had a very effective unit in the Department to monitor the financing of the constituent university colleges. Although he did not, he claims, attempt to use the 'power of the purse' in the deliberations of the Senate, he was not a man to be ignored.¹⁰

In May 1949 the University Senate considered strongly-worded protests from the NZEI and Teachers' Refresher Course committee. The NZEI said it was 'gravely concerned at the growing resentment of many of its members who as extramural students of the University

Colleges, find themselves unwanted.' The recent statute limiting enrolments in arts and sciences beyond Stage II after 1951 was discriminatory against teachers, since extramural students in Law and Accountancy had no such barrier placed in their way. Law and Accountancy were not organized as staged subjects and were, to a considerable extent, controlled by their professional bodies. The new statute could not be made to apply to these subjects. But however good the reasons it was still a discrepancy.

The letter suggested three possible lines of solution: the setting up of a liaison service for extramural students in each constituent college, the use of the staff of the regional councils of Adult Education attached to the University Colleges or the establishment of one constituent college to cater for all exempted students. The letter ended with a telling quotation from the University's charter, which exhorted it to 'hold forth to all classes and denominations without any distinction whatever, encouragements for pursuing a regular and liberal course of education'.¹¹

As a result of this and other pressure, a conference was held in September 1949 with representatives of the University's Academic Board, the Professorial Boards of Colleges, the Education Department, the Public Service Commission and the teaching profession. It hammered out a series of compromises. In view of 'the emergency situation in teacher supply' they considered there was a case 'for some postponement of the application of the existing Statute to external students', that the case for restriction was more urgent at Honours and MA than at Stage III, and that a student who had completed a prescribed number of internal units might proceed to Stage III externally. They called for more assistance to enable internal study and concluded:

that internal study is strongly to be preferred to external study, and further . . . that facilities such as (a) reading guides, (b) extended syllabuses, and (c) general guidance, might be generally provided to students who are granted exemption.¹²

These compromises were no solution. The matter continued to be argued but under the worst of situations, with insufficient time and

insufficient information. As Professor Bailey put it in 1953: 'On almost every occasion committees have been got together hurriedly, resolutions have been rushed through and some sort of a report issued.' Small wonder that 'almost all parties in the conflict suspect the motives of the others', and there was 'little prospect of a rational solution.' He pointed out that the extramural question was never an issue in its own right but was always entangled with all the other problems of the period.

First, it was clear that the University of New Zealand was going to be closed down and the university colleges were going to gain autonomy. Second, there were considerable efforts being made to 'reform and develop new approaches in university teaching' such as tutorials and seminars. Finally, there was, he suggested, a 'net of confusion ... concerning the aims, functions and full responsibilities of a modern university', partly because of New Zealand circumstances and partly because of new experiments as universities expanded overseas.¹³

Deputations continued to come to the Senate; resolutions continued to be passed. In 1952 the Senate's Academic Board adopted as its own a report by Victoria College Professorial Board on Extramural Studies. One of its main arguments against extramural study was that since the New Zealand University Commission had reported in 1925, great changes had taken place in university teaching. Staff were more specialized, teaching was more personal, the content of subjects was enriched, and libraries had improved:

and as the University has been enabled more and more to fulfil its functions in respects of its internal students, the gap between the internal and the external students has widened. If external study was not University study twenty-five years ago it is not even the pale resemblance of it today.

For true university education one had to be a member of an academic community 'within the walls of the Colleges.'

As for the idea (put forward by the Educational Institute) that a School of External Studies be established at one of the Colleges, they commented that the Teachers' Organizations had failed to

understand the nature of a university:

No doubt teaching of a factual nature could be done by correspondence. But it is a complete misconception of University teaching to regard it merely . . . as a purveying of information. It is aimed at teaching a student to think; at giving him qualities of judgement and discretion in his professional field; and especially at the higher levels of developing in the student those techniques and methods of inquiry into new fields which his teachers have found useful in their own work.

It would be impossible to provide external students with reference, periodical and other material. Offering such a service would discourage many from internal study. It was impossible to provide 'University education in any real sense' on an extramural basis; it was 'merely an indifferent substitute'.¹⁴

As the Academic Committee had adopted this report, it meant, as Hugh Parton says, 'no ways existed of providing extramural teaching which it could conscientiously recommend.'¹⁵ So the Senate had to find its own way out of the dilemma. On the motion of Dr J. Williams of Victoria, the Senate resolved that 'extramural study is fundamentally an unsatisfactory method of proceeding to a University degree', but recognizing that 'circumstances may make it expedient for a time to allow extramural study for degrees to continue', adopted the usual university tactic when high principle conflicts with brute reality, and referred the matter to a committee.¹⁶ Two years later, as a result of this deliberation, the Senate reaffirmed its earlier general position on extramural studies, but removed the reference to a time limitation of the right to take Stage III units extramurally and proposed that diplomas or degrees for which more than half the units had been taken extramurally should be labelled external, and they resolved on the number of units which should be taken internally.¹⁷

As a compromise it said, in effect, condemnation in principle, acceptance in practice; a slippery hold but one which would strengthen. Dr Beeby had been on the committee and continued to exert influence.

Over the next few years a group of men at the centre of the affairs

of the University of New Zealand, meeting continually on a variety of matters, gradually came to a consensus about what needed to be done about the extramural problem. They were the Vice-Chancellor of the University of New Zealand between 1952 and 1961, Sir George Currie; Dr Beeby; Dr James Williams, Principal of Victoria University College; and Dr Ian Gordon, Professor of English at Victoria and formerly Vice-Chancellor of the University of New Zealand. They all brought different attitudes to the problem. Dr Beeby, of necessity, was preoccupied with the teacher shortage; Dr Williams was concerned with the interests of Victoria. Professor Gordon was well disposed towards the extramural student; during army service in the Pacific and in post-war Japan he had seen that distance university education worked effectively and that it brought into the university programme able students who might otherwise have been lost.¹⁸

However, the development within the University of New Zealand of a consensus on extramural matters might have been to no avail if no university college had been prepared to give effect to new policies. Victoria's Professorial Board had been adamantly against extramural teaching in 1952; but now two of Victoria's leading administrators — the Principal, Dr Williams, and Professor Gordon — had become convinced of the need for change; and although opposition continued in other parts of Victoria, the professors whose departments were to be involved in the new policy were prepared to give full co-operation. So a new policy could begin to emerge.

Throughout the 1950s the teachers' organizations kept up the pressure for an adequate programme of extramural teaching; but this pressure alone did not win the day. In the end it appears that the balance was tipped by the realization that a whole series of problems could be solved in one scheme. This was the period when universities, at the request of the Department of Education, began teaching at outlying teachers colleges and when towns throughout the North Island began to develop ambitions to have their own university. Responding to these pressures, the Labour Party made promises about new universities in its 1957 electoral manifesto. Dr Beeby, in his 1957 report to the Minister of Education, stated that if New Zealand universities continued their present admission policies they

must expect to double their rolls in something under 10 years and that this would entail a building programme of approximately £12,000,000.¹⁹ The term 'junior college' came into vogue, along with 'satellite institutions' or 'branch universities'. Just as the old University of New Zealand (now about to be wound up) had had its constituent Colleges, so also the newly independent universities would have their subsidiaries which would feed them students at the higher level. These were heady days when the City Fathers of the North Island began to dream dreams, and the principals of the University Colleges, one imagines, began sticking pins in maps.

Palmerston North had a special case for attention. It was a politically marginal seat and at a crucial point its Member of Parliament (Mr P.O.S. Skoglund) was Minister of Education. Both political parties vied to shower bounty on this coy electorate. The city already had an agricultural college and a teachers college, each of which generated its own momentum. Massey Agricultural College, having achieved considerable reputation as a one-faculty college, now began to develop ambitions to teach pure science, an ambition which Victoria regarded with grave suspicion. The Teachers College, which had had visiting lecturers from Victoria College since 1956, wanted a more permanent form of university teaching.

The solution to all these problems would be a branch university college at Palmerston North. Under the guidance of Victoria, university courses could be provided for the Teachers College and pure science developed, away from the horny hands of those chaps with mud on their boots. The only problem was that a purely internal university college would not generate enough students to justify an adequate staff. At the same time there was pressure to provide a programme of extramural teaching. If the branch college accepted this responsibility, the necessary staff would be fully employed. An even greater advantage was that staff at existing universities would not have to be pressured into undertaking systematic extramural teaching, and they would no longer be reproached for failing to provide such a service. Indeed, such a scheme might also siphon off the pressure to provide for part-time students.

In the Minutes of the Senate of the University of New Zealand the

bald record of motions passed indicates how responses were made, or sometimes not made, to the pressures building up. In 1956 there was a move by the Technical Education Association of New Zealand for a closer liaison between Massey Agricultural College and the Palmerston North Teachers Training College so that Massey could take Stage I students in Pure Science. On the motion of two Victoria professors, no action was taken by the Academic Board.²⁰ The following year, as party political pressure was building up, the Senate received a deputation from the two teachers' organizations requesting the setting up of a department of Extramural Studies. They presented telling arguments. They gave evidence of the extramural teaching provided by the University of South Africa, and the Universities of Queensland and New England. They had glaring examples of the obstacles faced by exempted students in New Zealand and statistics of the estimated shortages of trained post-primary teachers in the years ahead. They listed the kind of extramural service needed.²¹

This provoked the usual condemnations (in principle) of extramural study but was followed by motions by Dr Williams, seconded by Professor Gordon, stressing the emergency of the teaching shortage and appointing a committee to consider the extramural question. The committee included the Vice-Chancellor (Dr George Currie), Dr Beeby, Professor Gordon and Dr Williams.²²

In October 1957 the Committee produced its first report which was a memorandum on a Branch College of Victoria at Palmerston North. They proposed tuition at Stage I, initially in English, Education, Geography, History, Mathematics (Pure and Applied) and possibly French to internal students drawn from the district and the Teachers College. These subjects, except for Geography, would also be taught extramurally. The academic staff would consist of a Dean and five lecturers. The building would cost £42,000 and library stock £20,000. The total capital cost would be £66,000; the annual cost for Year I, £17,605. In the immediate future they did not foresee extramural teaching beyond Stage I because:

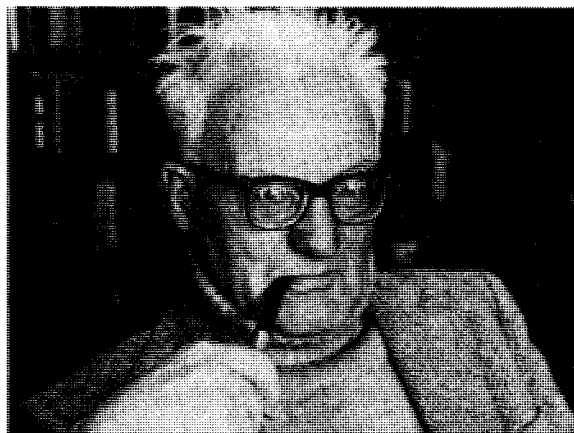
the advantages of a constituent college — a staff with a range of specialisation, a reasonable undergraduate library, contact with other disciplines — are overwhelming.



Professor Colin Bailey

Dr J. Williams

Courtesy VUW Photographic Unit



Professor Ian Gordon

*Jane Ussher photograph,
courtesy, NZ Listener*

Any expansion should be in the direction of further Stage I subjects.

The report discussed the possible teaching methods for the extra-mural programme and referred to:

the issue of study guides, schedules of topics, reading lists, lending of recommended reference material, supplemented by regular essays or other appropriate written work, which will be assessed, corrected, and commented on by the lecturer of the subject.

But they thought no rigid pattern should be laid down; each department would use its own methods.

None of us has any experience of full, regular tuition of extra-mural students, and we shall all have to learn what can or should be done.

They thought there should be full-time short courses, probably in February, supplemented by weekend schools.

The report said it was premature to forecast the remoter future. The Branch might assume independent status, or possibly be merged with Massey Agricultural College.

A third possibility, especially if science subjects are at some stage offered, is that for a time it might become the joint responsibility of Victoria and Massey and might at some time thereafter assume independent status.

There would be advantages in siting the Branch in close proximity to Massey:

The Branch staff could then have a full academic atmosphere and academic colleagues (and a pleasant common room) close at hand. The students from the beginning would have the feeling that they are part of an established academic pattern with a range of disciplines, and not merely transients in a pre-fab. The practical advantages of a close and friendly relationship with Massey are obvious when the problem of residential courses is under consideration.²³

Their second report, in April 1958, considered three schemes –

- (a) the Palmerston North-type scheme, or a 'satellite institution';
- (b) concentrating the work in one of the existing university institutions; or (c) concentrating the work in more than one.²⁴

These reports were duly considered. Again it was resolved that:

the Academic Board is still strongly of the opinion that extramural study for university purposes is academically unsound and is no adequate substitute for intramural study.

Consciences salved, they then resolved that an establishment for extramural studies in one place for the whole university system was desirable. Notwithstanding this, any extramural student who wished might continue to enrol in his or her own university 'and avail himself of existing local facilities.'²⁵ For all the abuse of exempted students, the university colleges were in no hurry to lose them. The Senate agreed to entrust the extramural service to Victoria and on 29 April 1959, the Minister of Education Mr Skoglund announced that branch universities were to be established in Palmerston North and Hamilton, to open in March 1960.²⁶ For some reason nothing came of the proposal that the Branch College should be placed on the Massey site, but the Palmerston North City Council came to the rescue with the offer of 25 acres of land between the Manawatu Golf Club and Centennial Drive.²⁷

So the way was clear for extramural studies, but all the opposition to that was now entwined with anger about new universities. The Association of University Teachers opposed branch universities; a group of New Zealanders holding university posts in England wrote to the Press denouncing them as potentially 'a disaster of the first magnitude.' The Vice-Chancellor of the University of New Zealand, Dr Currie, roundly defended new universities. There was no evidence, he said, that there would be any adverse effect on existing universities.²⁸

In these years the prospect of massive university expansion had occasioned considerable debate about the kind of university New Zealand needed. Dr Beeby had sparked much of the debate by making the special topic of his 1958 Annual Report to the Minister of Education a series of comments about university matters. He was

careful to label this 'a friendly outsider's view' which did not presume to be an account of the present state of the University or an outline of the policy it should follow in the future. His analysis started from the fact that the University in New Zealand had a complete monopoly on higher education:

So it cannot identify itself with one single type of university in older and bigger countries. There is no university in Britain or in America that is strictly comparable in its functions with the University of New Zealand, for none has a monopoly.

It would be a mistake to model New Zealand on Oxford or Cambridge, for Britain had its older and its provincial universities, as well as 'the sprawling University of London, with its external degree, its working relations with technical colleges and its hosts of extra-mural students.' Anyone excluded from one university in Britain 'may knock at other doors at the less desirable end of the street.' A student excluded in New Zealand had nowhere else to go.

In a country as small as this, there are real advantages in the University's holding a monopoly of higher education, provided it never forgets the responsibilities that monopoly brings with it.

Dr Beeby commented on the fact that despite opposition to the principle of extramural study, the University had invited the Victoria University of Wellington to provide special assistance in a limited range of extramural subjects throughout New Zealand. New Zealand could not take as its model those British universities which rejected extramural teaching, for in England the need was met by London University.²⁹

This 'friendly outsider's view' provoked a less friendly response in many university circles, not only because of what was said but also because a public servant had presumed to comment at all. Dr J.G.A. Pocock, of the University of Canterbury, commented in *Landfall* that Dr Beeby had 'occasioned considerable ill-feeling'. In Pocock's analysis, university objectives were determined by two sets of standards: the academic conscience, which wanted work of the highest

quality, and social demand for what the economy required.

New Zealand had a dependent economy which was egalitarian and non-competitive and hence made little demand for graduates of high quality. If Britain was in danger of becoming a 'meritocracy', New Zealand could be defined as a 'mediocracy' demanding 'a constant flow of moderately trained and unambitious graduates.' Dr Beeby, in Dr Pocock's view, reflected this:

... a great many university teachers regard the Director of Education as almost personally responsible for their frustrations, as constantly hostile to the values of the academic conscience and as constantly aiming to bind the universities to his own ends. They believe that he influences the government's control of university finance so as to restrict the universities' activity in ways determined by him; and they see in the recent announcement of two branch universities evidence of his intention to set up institutions of sub-university standard which would control entrance to the universities and limit them to providing the flow of mediocre or low quality graduates which his department chiefly requires. It is doing an able public servant a great injustice to regard Dr Beeby as personally responsible for the state of the country's universities; though the fact that he wears horns and tails for so many is significant; for if the foregoing analysis is correct, it follows that he is only reflecting the country's values and endeavouring to satisfy what are in fact its actual and immediate needs.³⁰

Dr Pocock's only solution to the problem was that university people should seek to persuade society that it needed the kind of high quality graduates they wished to produce. He left soon afterwards for a distinguished university career in the United States.³¹

In retrospect, it is hard to be certain how it was that the extramural scheme came through against such solid academic opposition. Was it the pressure of public opinion, the evidence of need, expressed through the activity of party politicians and professional institutions? Or was it the achievement of a small group of men at the centre of university politics who, with more vision than their colleagues and

under more pressure to be realistic, manipulated the decision-making process? If it was public opinion, universities had ignored this for generations by making just enough concessions to take the heat off. If on the other hand it was the achievement of a few, it should be noted that it only came through as part of a package and that it could only have happened at a particular point of time. Shortly afterwards, Dr Beeby was no longer Director of Education, the University of New Zealand had gone out of existence and, as will be seen, the influential Parry Report denigrated extramural study. If the moment had been missed, the extramural programme might have had to wait until the Open University and other overseas developments demonstrated that distance university education was a safe enough innovation for a profession which still looked all too often to overseas models and overseas approval.

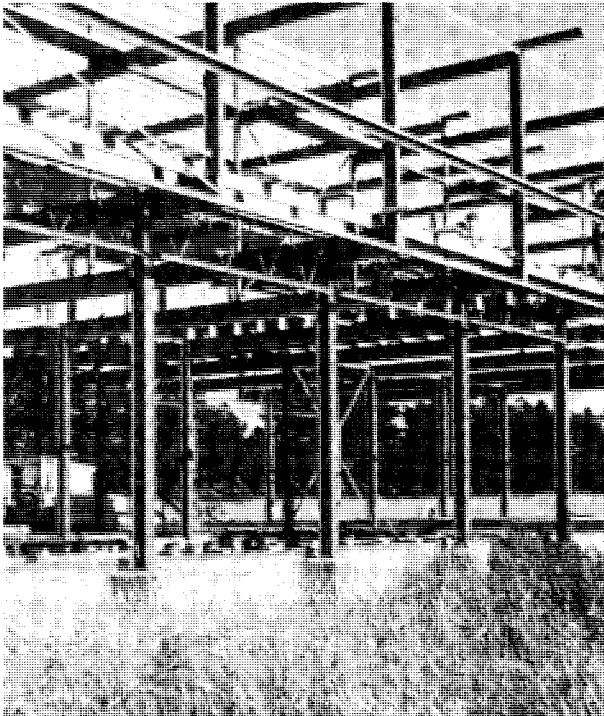
Entwined with the problem of how systematic extramural teaching was finally provided despite the opposition to it, is the problem of how Palmerston North came to be chosen as the centre. The two problems are linked by the fact that, since no existing university wished to take on the extramural task, the willingness of Victoria University to accept responsibility indirectly, through a satellite institution if a suitable location could be found, removed the last obstacle. To patriotic Palmerstonians (and to some extent their rivals in neighbouring cities), the explanation is obvious: the city got its university because it was a marginal Parliamentary seat and the city member at the appropriate moment was the Minister of Education. Those involved in the decision-making processes in Wellington recollect it differently and see the sequence of events as determined, not by political pressure, but by the logic of circumstances.

In this view the story begins in 1956 with the need to establish a teachers college somewhere. The administrators looked, not for marginal Parliamentary seats but for a suitable town with an empty building. Palmerston North was suitably central and it already had an Agricultural College which could be of assistance; but the deciding point was that it had available the former Technical College building in Princess Street. All else followed from this. Once a teachers college was established, university teaching was provided. This meant

the city was the obvious choice for a satellite of Victoria University. Once a university college was established the next step also followed – the evolution of the combined tertiary institutions into Massey University. Professor Colin Bailey writes:

No Palmerston North nationalism, no political doctrine of a marginal seat, no *deus ex machina*, in the shape of Phil Skoglund (who I knew well) and no City Fathers with dreams of academic lustre initiated the chain of events that led to the establishment, or should I say, transfiguration of Massey. Not the smoke-filled room of Palmerston planners, but an empty building . . . was the starting point.³²

For whatever reason, a start had been made. It remained to be seen whether survival was possible.



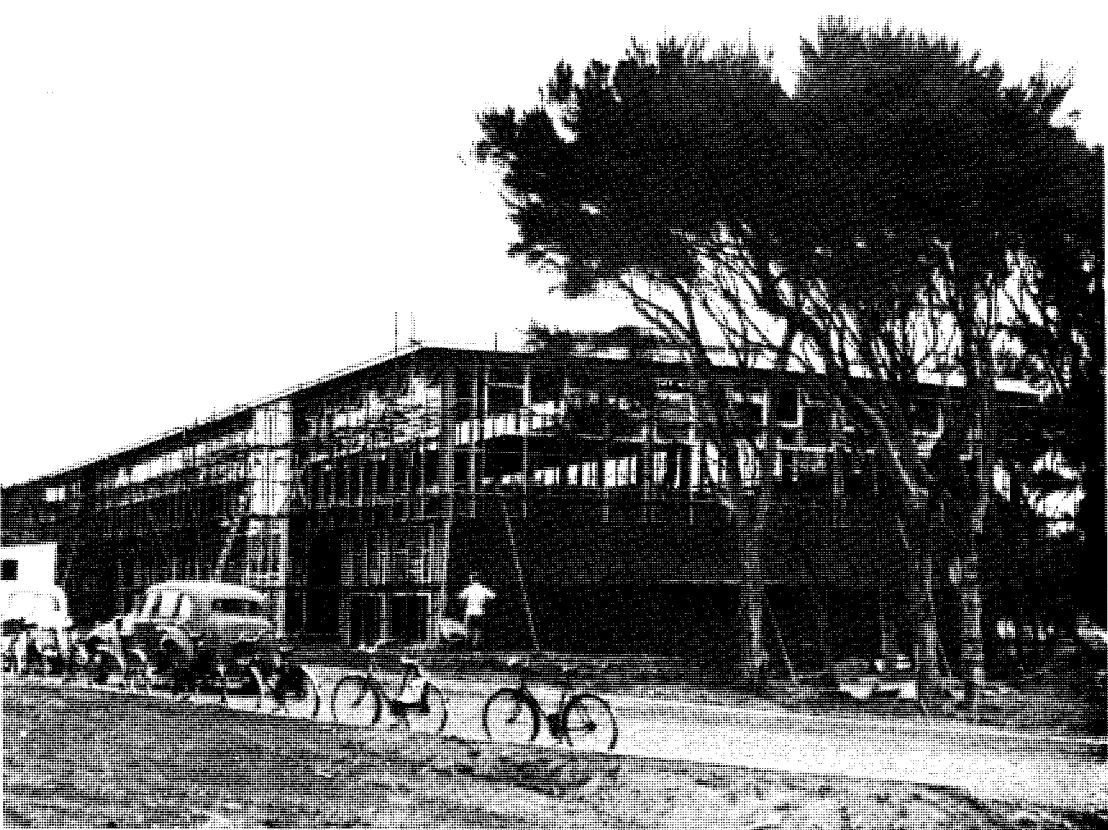
*Palmerston North
University College,
early in 1960.*

2 The Anxious Years

PALMERSTON NORTH UNIVERSITY COLLEGE (more commonly known as PNUC) was due to start teaching internally and extra-murally on 14 March 1960. One or two staff had arrived by the end of August 1959; others arrived as late as January 1960. The first shock was to confront the Hokowhitu building, the gaunt ribs of which were the first stage of a thrifty pre-fab among which cheerful workers ambled in no apparent haste. A footbridge was being erected over a lagoon swarming with ducks. This led to Caccia Birch House which the university had acquired from a government department. It was a large, rambling two-storey wooden building dating back to the 1890s. Set in magnificent grounds, it had in Edwardian times been a residence of the Governor-General.

It soon became a hive of activity. New staff were accommodated there, and there was room for offices and the storage of books and furniture which now began to arrive. This provided the second shock. It was apparently not the kind of university where you rang for the janitor to empty your ashtray. The furniture arrived and the Principal, George Culliford, was out in his shirt sleeves helping the driver unload. Soon his staff found themselves puffing and sweating under lethal loads, or with their wives, joined in weekend working bees to complete office tasks for which no staff had been appointed.

The third, and perhaps the biggest shock, was Dr Culliford himself. A much decorated wartime pilot he was a member of the English department at Victoria, an authority of Shakespeare's First Folios, and had become a kind of administrative troubleshooter for the Vice-Chancellor. No diplomat, he concentrated on hitting the target and leaving the opposition to pick up the pieces. He expressed himself in colourful Service phrases, and his style of leadership reflected



This is what the first class of 40 to 50 students saw when they attended the opening lecture at the Palmerston North University College.

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this background. He shunned pretension and led by doing. His staff, of varied temperament, soon found that as members of his team their needs were seen to in ways which would not occur to an orthodox academic administrator. They responded to his sense of urgency and excitement: the war-time pilot and his crew pressed on over enemy territory, while academic searchlights probed and the flak burst all around.

Culliford's team consisted of three lecturers in English, two in Education, Geography and History and one in Mathematics¹ together with a librarian, an administrative secretary, a caretaker and two gardeners, and gradually several typists. The teaching staff sat down in Caccia Birch, to the sardonic quacking of ducks, and pondered how, amid all the other tasks, they could launch an extramural



The early days of Palmerston North University College.

*The late Professor Peter
Freyberg, first Director of
Extramural Studies.*



service by March 1960 for all of New Zealand and dependent territories, together with Fiji, Samoa and Tonga. Other than a vague awareness of the operations of the University of New England, some experience of adult education, and some drawing on the administrative experience of the Correspondence School, nobody knew how one taught extramurally. For a start, how many extramurals would there be? All that was known was that enrolments were coming in thick and fast. Peter Freyberg, a lecturer in Education, was given the task and title of 'Director of Extramural Studies.' It was a grand academic title, suggesting someone professorial presiding over a humming office of obedient administrators. In fact it was Peter Freyberg running the show (when he was not being a lecturer) with the assistance of the Principal's typist.

The main problem was how to devise a teaching programme by March. If you set assignments, then presumably students had access to books. Multiple sets of books were ordered, though who could tell when they would arrive? More students were enrolled. More books were ordered. This continued. But how did you write a study guide? Some colleagues at Victoria said you could not (or should not) write study guides, because they would only be potted lectures which students would memorize instead of reading books. One type of study guide, in conscious reaction against this criticism, was an

agenda of questions, with lists of sources where material for answers could be found. The extramural students could only make sense of such guides by reading far more books than the internal student did.

The library had a crucial role in all this. Some £20,000 had been allocated for books in 1959, which was not ungenerous, though it underestimated the extent to which staff would be ordering multiple sets of volumes for extramural borrowing. There was also reasonable provision of library space in the new building. But, as a later librarian has put it, 'in the vital field of staffing there was almost total failure.'² As academic staff were appointed, they made frequent trips to Wellington to make up library order lists. These orders were handled by the Principal, who, as they began to arrive, would work late into the night taking books into stock. The Librarian, Margaret Hall, did not arrive to take up her duties till 21 January, just over a month before teaching would begin. As well as processing the £20,000 worth of books (some 500 volumes had already arrived), she was going to have to provide a service for some 650 students, internal and extramural. None of the equipment or bibliographical aids had arrived and she had no staff until some of the lecturers' wives offered to work unpaid. Neighbouring libraries and G.H. Bennett's bookshop lent equipment, books and catalogues, and gradually Miss Hall imposed order on chaos:

Not only that, but she brought into being for the first time in New Zealand a genuine library service to extramural students, a service that from the beginning has brought in a ceaseless stream of tributes from grateful users. When Margaret Hall resigned early in 1962, she could look back on an achievement that was nothing less than heroic.³

Another who coped admirably with a crisis situation was Nancy Green, who presided over the secretarial staff. The combination of internal and extramural teaching put special pressures on newly recruited typists, who were constantly faced with requests for work in a hurry. If Nancy Green had not had her special combination of maturity, wisdom and charm the whole operation might have ground to a halt.



Staff members of the new Palmerston North University College carrying the many bundles of books into their temporary home at Caccia Birch. From left, Miss L. Halberstam (History), Mr John Owens (History), Miss M. Hall (librarian), Mr Bryan Saunders (Geography) and Mr M. Grigg (of Bennett's Bookshop).

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January 1960 not only saw the arrival of new staff: on the 22nd the Minister of Education, Phil Skoglund released the Hughes Parry Committee Report on New Zealand Universities. It expressed sympathy with the objectives of the Department of Education in the developments at Palmerston North ('and would expect the universities to be equally sympathetic'), but it doubted whether 'enough exploration and discussion of alternative solutions to the problems was undertaken.' Now that the university colleges were becoming independent institutions, Massey Agricultural College should not become a one-faculty university. Because the development in Palmerston North of two institutions offering university courses could profit neither, they recommended that the PNUC development should be moved to the Massey campus and incorporated into

Massey College, under the aegis of Victoria University.⁴ The delight of the Massey Administration was reported in the press.⁵ No comment was reported from Dr Culliford.

On extramural study the committee was equally forthright:

Extra-mural studies cannot in any circumstances be rated as equivalent to intra-mural education — they can at best be regarded only as 'a make-do', as an inadequate substitute for full-time study at a university centre. The student working in isolation does not get the personal contacts with teachers and fellow students, the advantages of library and union facilities, and the whole-hearted immersion in student life that is so essential in a full and adequate university education.⁶

From this it followed that a request for extramural facilities should only be considered if no other course was open to a student. At all times the policy should be to attract students to full-time study at the university centre. Where permission for extramural study was granted, adequate facilities should be provided, including reading lists, lists of essay subjects, a library service and system of general advice on how to study. The committee went on to suggest the award of diplomas or certificates for 'students studying in isolation' rather than encouraging them to proceed to full university degrees. Such courses could be administered by the universities' extension departments or by Victoria University of Wellington.

Finally, it should be a requirement that no extra-mural student should be allowed to complete his degree unless he has spent the greater part of his period of study at a university centre.⁷

For those struggling to create an adequate extramural teaching programme the report was particularly discouraging. The Parry Committee had only briefly visited PNUC and had not succeeded in learning what was proposed. The phrase 'students studying in isolation' and their scrappy list of the help that should be given the extramural student indicated how little they had attempted to learn what help was about to be given. Once again, extramural study was being judged, not on what was possible but on what was thought



Some of the staff of the new university college at Palmerston North examining some of the books just received for the college library, in the old Caccia Birch homestead. Left to right: Miss M. Hall, librarian (seated); Mr P.C.M. Alcock (English); Mr P.S. Freyberg (Education); Mr A. Watts (Secretary); Mr D.M. Anderson (English); Miss L. Halberstam (History); and Dr S.G. Culliford (Principal).

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to be possible by those who had not bothered to learn about it. One unfortunate consequence of all this authoritative, if ill-informed condemnation was that even those involved in extramural teaching came to accept the orthodoxy that theirs was a rescue operation, necessary but second rate. Colleagues in other universities, if in a kindly mood, commiserated with them over their lot.

So, 14 March 1960 arrived, and the college which appeared destined to close, opened its doors for business. There were only three full-time students and 186 part-time students.⁸ The large proportion of part-time students was an advantage to the extramural programme, for in age and social composition they were very similar to the extramurals, but there were many problems associated with part-time study. Inevitably all lectures were between 4 and 8 p.m. Once again, PNUC was going against the views of the Parry Committee, for, like the Reichel-Tate Committee earlier, it had strongly condemned part-time study. As four o'clock approached on the opening day, the do-it-yourself staff were rushing around clearing space and moving desks and chairs into place. There was a temporary blackboard; plastic sheets to keep out rain and wind lined the wall till a permanent wall and glass window could be installed. At 4 p.m. Peter Freyberg began the first lecture to some 50 students; workmen continued banging till knocking-off time at 4.30 p.m.⁹

Extramural enrolments continued to come in. Lecturers settled into a routine in which they wrote study guides or lecture notes, or marked assignments, wrote letters to extramurals, or attended innumerable committees where they were constantly making decisions about every aspect of their work. Some were trivial matters establishing a work routine; others were matters of policy which should have been settled and sometimes had to be corrected by more experienced people at Victoria. For example, the newly appointed staff at PNUC at first accepted extramural enrolments from sixth formers who were continuing at school, not realizing that there was a long background of controversy over principle in such a practice. There were charges of 'empire building' over decisions made under pressure and in haste. But the day did not end at 5 o'clock. Staff would rush home for a hasty meal, then back to teach, after which they often



Left to right: Dr S.G. Culliford (Principal), Mr P.S. Freyberg and Mr A. Cooper (Lecturers in Education), on the first day of lectures at Palmerston North University College.

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remained to continue unfinished administrative work.

One member of staff, George Whitehead, an elderly mathematician, had a different routine. He slept for parts of the day, gave his lectures, then worked in the deserted building through the night. As he marked assignments, he would carol his favourite operatic arias to himself, sometimes taking off for a quick bite at the famous Palmerston North pie cart, in the Square through which the railway still rumbled.

On 19 May the Minister of Education, Mr Skoglund, officially opened the College building. The local paper reported him painting a prophetic picture

of a future in which Massey College and the new university had grown to such an extent that many new buildings, including residential colleges, had sprung up around the lagoon and on the hills surrounding Massey.

Such branch universities were destined to become universities in their own right and he envisaged them all over the country as in Britain

while the universities in the big cities would become mainly post-graduate and research institutions. Most of the other speeches were in this vein; but Mr W.B. Tennent, former city mayor and now Opposition M.P. for Manawatu, commented on a recent speech by Dr L.J. Wild, Pro-Chancellor of the University of New Zealand. He denied that the City Council had pushed too hard for a separate site. The decision not to build on the Massey site had been made by Victoria and the Minister, he said.¹⁰ Donald Anderson, a lecturer in English so orthodox in his views he was an iconoclast, wrote to a friend that what the minister had actually built was 'a fragment of a glorified night-school plus a correspondence college, the whole a monument to the ambition of Victoria.'¹¹

There was, in this period, great diversity of opinion concerning the name of the institution. Some called it 'the university', some 'the college', some 'the university college'. In April, Dr Wild had added to the confusion by arguing that only the University of New Zealand could create a college and that therefore PNUC was really a 'branch' of Victoria. It was perhaps a rather legalistic point since Victoria was carrying out the policy of the University and the Minister: but it all added to the general confusion and was part of the battle over whether PNUC should be allowed to continue as a separate institution. Locally it became known (especially in Massey circles) as 'the Twig'; others, even at Victoria, referred to it as 'PUNC', while its site was referred to as 'a swamp'.

The minutes for the Extramural Committee during 1960 indicate the general penny-pinching approach, in that the Director had to be authorized to obtain stationery – such extravagant items as envelopes, manila folders, record cards, duplicate books for lecturers' comments on assignments, class registers and a rubber stamp. On the other hand, the committee was from the start discussing most of the services which came to be offered: the need to encourage study circles, the pros and cons of outside 'tutors', the library service, weekend and vacation courses, the use of tape recorders. Not all of these services could be offered in the first year, but from 21-26 August the History department organized its own vacation course.

Students attending the vacation course were accommodated and



Students and their lecturer, Mr John Owens, take a morning tea break on the steps of Palmerston North University College, at the first Vacation Course, May 1961.

Photo by Mr Bob Smith.

fed at Massey Agricultural College, though teaching went on at the university college site. This presented many problems. Since students and staff were still hard at work at 9 p.m. a history lecturer's wife prepared soup which was transported to the college by a student affluent enough to own a car. A feature of the course was the individual student discussions with the lecturers in which much was learnt of the problems of extramural study. Despite all the problems and discomforts, lecturers reported the students were happy and co-operative and well able to organize their own affairs. They were 'evidently grateful for the course and for previous help they had received' and eager for more. They wanted 7-day vacation courses, more of them, and more weekend or Saturday courses as well.

Through much of the year Peter Freyberg wrestled with the problem of processing enrolments. It had been estimated that about

300 students would enrol for 330 units. The college was under pressure to take as many students as possible, but all enrolments had to be approved by the relevant university, and well into the year approval of some courses was still awaited. The continual trickle of late enrolments created academic and administrative problems. The final official figure was that 510 students had enrolled for 565 units but many more than that number were dealt with.

At the end of the first year it was difficult to assess what had been achieved. The examination results, complicated by the problem of staff in two institutions teaching to the same prescriptions and jointly marking the scripts of students from both institutions, were ambiguous. However, a great leap forward had been made from the system of the 'exempted student' and however gloomy the future of Palmerston North University College was as an institution, extramural teaching had passed the stage where it might be suppressed. George Culliford returned to urgent tasks at Victoria knowing that at least this had been achieved.

During 1961 Reg Tye was acting Principal for eight months. It was a stressful period. His own department was short of a lecturer, and the college, with an uncertain future, was very short of funds and under constant criticism. Tye found himself working a 90-hour week, and, in the Culliford do-it-yourself tradition, mowing the lawns because there were neither funds nor volunteers to do it. He was replaced in September by Dr K.W. Thomson, who was then a Senior Lecturer in Geography at Adelaide. Geography was not to be taught extramurally for many years as it was generally assumed that no scientific subject could be taught extramurally. However, Dr Thomson had taken the trouble to study extramural programmes in Australia and in company with Peter Freyberg was to battle for the cause of extramural study.

During the long vacation, staff had worked to repair the errors and omissions of the first year. Study guides were rewritten in good time, more books ordered for the library, and new procedures and programmes planned. But many of the staff were showing signs of physical stress, not only as a result of the long hours worked but also because of the tensions and conflicts of loyalties that were



Professor Keith Thomson, Dean of Social Sciences Faculty, and former Principal of Palmerston North University College.

inherent in the situation of a branch university college. In May, Donald Anderson, one of the lecturers in English, died suddenly at New Plymouth while returning with his wife from a tour of extramural students. While it was realized that he had particular health problems, it was still taken as further evidence that the pace of the first year should not be maintained. It was perhaps fortunate that the gloom cast upon the college by his death was to some degree counter-balanced by the arrival of John Dunmore, lecturer in French, whose wit and ingenuity enlivened the common room. He soon demonstrated also that political problems could be handled with finesse, and that laughter could defuse situations.

French Reading Knowledge was offered extramurally in 1961.

History and Mathematics both held vacation courses in May, and the lecturers concerned produced detailed reports analysing not only the problems of vacation courses but also more general issues. On this occasion extramural students met with members of the internal students' association to discuss questions of liaison and the possibility of forming their own association. On the History course some 40 out of 62 students attending indicated they would be willing to come again in August, and so further vacation courses, involving other departments, were held then. It was suggested that tape-recorded lectures should be provided and broadcast talks organized. At this stage John Dunmore was organizing the use of tape recordings in French and the English department was building up its collection of tape-recorded poetry. The following year the History department organized the first broadcast lecture discussion series, and other departments such as English, French and Education, were to experiment with this approach. Broadcasting never became popular, despite the fact that students continued to press for broadcast or televised tuition. It was felt that there was little point in broadcasting when tape recordings could be supplied.

In retrospect, the achievements and limitations of extramural teaching in the 1961-2 period can be seen. The philosophy of the period was that distance education was the poor relation of internal teaching. The criterion of success was how far it achieved the best of internal methods. By this standard it was doing well. In many subjects it was possible for students to attend two vacation courses, attend more than one evening course given by touring lecturers, participate in a student discussion group and follow a series of broadcast lectures; all in all, this provided an amount of direct face-to-face teaching and student interaction unmatched by many internal first-year courses where, all too often, massed students trooped in and out of lectures, probably repeated several times and given by university teachers they never knew personally.

During this period extramural teaching was the major teaching concern of those involved, yet the pressures were such they could not break loose from the philosophy 'internal is best' and exploit the full potential of distance education. Study material was

unimaginative in design and poorly printed; courses were directed only at a narrow segment of the community — the teaching profession. Staff had yet to realize the range of people capable of extramural study and the academic potential of the isolated student working alone with adequately constructed study material.

After 1961-2 there had to be a less-intensive emphasis on the replication of internal teaching methods. As more extramural courses were offered, it became impossible to find accommodation and lecture space to offer two vacation courses a year to first-year units. As more and more lecturers applied to go on teaching tours around the country, limits were set to the travel funds. Furthermore, as the institution grew it took on more of the pattern of normal university life. Staff became involved in teaching a variety of internal courses; many enrolled for doctorates or gave more of their time to research and publication or became involved in professional associations. Extramural teaching ceased to be the primary concern as it had been in the first two years and became one of a series of commitments in the lecturer's life.

All of this fitted into a pattern of change which followed the recommendations of the Parry Report. The University of New Zealand had dissolved at the end of 1961 and as a result Massey Agricultural College now associated itself more closely with Victoria University of Wellington. In 1962 the Massey University College of Manawatu Act was passed, as a result of which Palmerston North University College was to become the General Studies Faculty of the new institution. On 6 December, Dr Williams, the Victoria Vice-Chancellor, came up to bid farewell to his staff who, at a farewell dinner feasted on salmon mousse, baked ham, garden peas, blue vein cheese and strawberry gâteau: washed down with seven different wines, starting with Springbok Fine Pale Sherry and ending with Cointreau. It was a night of maudlin bonhomie and when Dr Williams spoke, it appeared he was deeply upset at the turn events had taken. One of those present recalls murmuring in the words of *Pilgrim's Progress*, that 'the trumpets were sounding for them on the other side'.

So, in January 1963, yet another start was made. Professor Thomson

was now Dean of the new Faculty, and Massey continued as Massey University College of Manawatu under the vigorous leadership of Dr Alan Stewart. In January 1964 he became its first Vice-Chancellor when Massey University of Manawatu was created, the title of the institution being abbreviated to Massey University in 1966.

This shot-gun marriage of two such different institutions, whose interests had previously seemed at odds, presented problems on both sides. It was, for example, never altogether clear whether it was a take-over or a merger. The staff of the university college feared (wrongly, as it turned out) that their interests would now be subordinated to those of agriculture. The Massey administration had to learn not only the ways of a new kind of faculty, but about extramural studies also. Freyberg and Thomson, having struggled to make Victoria understand extramural problems now had to negotiate with Massey. It took time for the Massey administration to appreciate that in the extramural programme they had inherited not a millstone but an asset. Peter Freyberg later commented that it was as though Dr Stewart 'accepted the cuckoo in the nest and made the best of it.'¹²

There had been no new extramural courses in 1962 and in that year also, enrolments were slightly down because of an increase in fees. 1963 however, saw the first extramural offerings at Stage II in Education, English and Pure Mathematics, together with first-year French. History II was offered extramurally the following year. In general it was thought that Stage II would be the highest level that could be offered extramurally. However, in 1963 Peter Freyberg, prophesying fairly correctly that the present extramural roll of 750 students might expand to 2,000 in the next six years, went off to study the Australian extramural experience at New England and Queensland. He came back with ideas which must have caused alarm in many quarters. At New England, the Department of External Studies had a staff of 31, based on a ratio of one staff member to each 100 student course-units. All academic heads he spoke to were in favour of their subjects being taught extramurally, even with laboratory subjects such as Geography and Biology. Furthermore, the professors 'saw no reason why a full degree should not be com-



Sir Alan Stewart, Principal of Massey Agricultural College, then Vice-Chancellor, Massey University, till 1984.

pleted extra-murally at the pass level.' At Queensland, where extra-mural services had been provided for more than 50 years, full degree courses could be taken at pass and honours level. From this Freyberg concluded it was reasonable that Massey's extramural students should be able to complete a full degree.¹³

In the same year he produced a report which said:

Although the proportion of extra-mural students gaining terms is somewhat smaller than that for internal students, the pass rate of those who sit the examinations is substantially the same.¹⁴

The following year proposals were made to the Grants Committee which included the introduction of third-year extramural units, starting with Education III in 1965 and envisaging a range of new subjects offered extramurally in future years — Economics, Political Science, Anthropology and Sociology.¹⁵ Most of these proposals were abortive, but in combination with other developments they indicated that Massey was pursuing the concerns of its new faculty and of its extramural students with far more vigour than Victoria had been able to demonstrate in the uncertain first few years.

Towards the end of 1963 further efforts were made to launch an extramural students society, linked to the internal Student Association. Behind the scenes, help was given by Peter Freyberg and Peter Crump (who had been extramural administrator since 1962), and John Dunmore helped with the drawing up of the constitution; once launched, the leading part was taken by extramurals living in the vicinity of Palmerston North. The first AGM was held during a vacation course in 1964, with Bryan O'Neill elected first President and Christobelle Gibson the first Secretary. The internal Student Association proved highly co-operative, accepting a low affiliating fee of ten shillings a year and offering a place on their Executive to the Society's President.¹⁶

In 1964, a number of foundation Professors were appointed in the Faculty. These were C.G.N. Hill (Education), R.G. Frean (English), W.H. Oliver (History) and B.I. Hayman (Mathematics). K.W. Thomson was now the Professor of Geography as well as Dean of the General Studies Faculty, and in 1966 John Dunmore became Professor of French and Head of the Department of Modern Languages, and L.B. Brown became Professor of Psychology. Most of them, together with the Vice-Chancellor and Director, were to have the major influence on the extramural programme over the next 20 years.

They held a variety of views. Some saw extramural teaching as an exciting challenge and opportunity; some came with a hostility which owed much to the traditional image of the 'exempted' student. University teachers who were not involved in the new programme often failed to realize the change that had occurred with a comprehensive programme of extramural study. So the new Professors, most of them

coming from other New Zealand universities, were often subjected to much peer pressure before they arrived, and their initial image of extramural study was often unfavourable. As a result many began by taking a hard look at the extramural programme. Furthermore, they were 'Foundation Professors' in an institution where foundations (especially in extramural work) were already laid. Inevitably, in the first few years they attempted to make a fresh start in a more orthodox image, conforming to the pattern of existing New Zealand universities.

It would be easy, in a history such as this, to see the ensuing debate in terms of a confrontation between the 'good' professors who favoured extramural work, and the 'bad' who opposed it. In fact, the situation was more complex. There were a range of objectives to be met. In the extramural programme certain needs had to be filled and opportunities seized. But a new university, whose degree was to be interchangeable with that of other universities, could not neglect its good name in the international university community. It must have a reputation which enabled it to attract and retain staff. A 'gung ho' attitude of heedless expansionism would have been against the interests of the extramural programme itself. So the discussion was not so much a debate 'pro and con', as a search for the just balance. To achieve one objective at the cost of another was not the best solution.

The views and fears of the wider university community were vividly and bluntly reported by W.H. Oliver less than three months after he arrived to take up the Chair of History. He was addressing a social function following the Roman Catholic Academic Mass, celebrated to mark the inauguration of the Massey University of the Manawatu. First, he reported the scorn expressed in academic common rooms for Massey's diplomas in 'such matters as dairy engineering and poultry keeping'. Then he turned to what was being said over the common room teacups about:

... something which every right-thinking academic had been trying to limit and contain, namely study towards a degree without attending a university. Here is dilution, here is a low-level intellectual activity, beside which a certificate in poultry

keeping looks like the classical tripos. Many of my colleagues in other universities, faced with this phenomenon, have only been able to echo Voltaire and cry 'écrasez l'infame'.

Such a view might be a little extreme, he said: but the attempt to explain to a university teacher elsewhere what extramural teaching involved, could be 'a chastening experience'.

He went on to point out, however, that Massey staff were sitting on the shoulders of extramural students. If there were no such students there would be no arts faculty and if no arts faculty then probably no university. 'So let us not cut our own throats while we cut the throats of the extramural students.' He contrasted those who saw extramural teaching as a great step forward and those who saw it as 'mere treason' and suggested a compromise – 'containment' (which at that period was the word used by the American State Department to describe its policy towards expansive Soviet communism).

'Massey', said Professor Oliver, 'has inherited the extramural problem from the older universities; it must also make sure that it inherits their desire to restrict this unsatisfactory method of teaching.' To those who argued the right of individuals everywhere to higher learning, and the need of the country for 'a flock of graduates', he suggested that 'containment' was still desirable. The right of individuals 'is to real, not imitation higher learning; the need of the country is for graduates who had been to university, not merely passed exams.'¹⁷ It was a controversial speech, warmly supported by some, angrily condemned by others, especially at Massey.

During 1964 the University set up a committee to report on developments in the arts. One of the consequences of this was that the General Studies Faculty was split into two Faculties, of Humanities and Social Sciences. The committee's comments on extramural study were not of great moment, except perhaps that one of its consultants, Professor P.H. Partridge, Director of the Research School of Social Sciences at the Australian National University, spelt out his view that extramural work 'should be subsidiary to the development of sound teaching and research *within* the University'.

Failure to follow this principle could lead to difficulties in recruiting adequate staff.¹⁸

During 1965, in fact, rather more attention was being given to developing the programme of internal teaching, although the offering of French II completed the range of Stage II extramural units and the Diploma in Education was also offered. Extramural numbers had been steadily rising and there were now more than 1,000 unit enrolments each year, more than double that of 1960. Freyberg produced a memorandum indicating present and future pressures and argued the case for introducing new subjects extramurally to take the pressure off existing offerings.¹⁹ In 1966, apparently somewhat reluctantly, Psychology I was offered extramurally. It was not a happy experience for staff or students and was withdrawn.²⁰ The episode reinforced the view of the time that scientific subjects could not be taught extramurally.

In 1966, Freyberg was again arguing the case for extramural teaching at Stage III level.²¹ Shortly afterwards Professor Frean produced a paper outlining a radical new approach to extramural teaching. He argued that consideration should be given to teaching extramural students not, as at present, by correspondence, but by residential vacation-course programmes using the normal methods of internal teaching. The concept was modelled on the North American 'summer school' programme. He expected some reduction in enrolments but argued that this would be offset by being able to offer science subjects and tuition to Stage III.

The document, prepared with Professor Frean's customary thoroughness, may or may not have been intended as a workable alternative to the existing programme. He may have been using a familiar teaching device of testing established views by acting as a devil's advocate. His paper enabled him to explore the problems which experience had revealed. He expressed considerable disenchantment with 'the effects of continual immersion in a system of postal tuition', which he considered, from the point of view of a man's intellectual potential 'cannot be anything other than a necessary evil'. Postal tuition was, he wrote, an irritant, lowered morale and adversely affected recruitment of staff.²²

His paper provoked widespread discussion. It was now proposed that a review of the extramural teaching programme should be undertaken — as Professor Hill's motion in the extramural committee put it, 'a comprehensive stocktaking after six years of operation'.²³

At this point, Peter Freyberg left to take up the Foundation Chair of Education at the University of Waikato, but before he left he produced in October 1966 an important study, *The Characteristics and Performance of Extra-Mural Students*, which was a solidly-based demonstration of the quality of work done.²⁴ Mr H.E. McVeagh of the Correspondence School in Wellington was appointed Director, but shortly afterwards returned to the School to be its Principal. Donald Bewley, Senior Lecturer in the University's Education department, who had previously been on the staff of the University of New England and knew its extramural work, and who was already a member of the Extramural Committee, was appointed Director.

Number of students enrolled and total units taken 1960-1967

(as at 31 March each year)

<i>Students</i>	1960	1961	1962	1963	1964	1965	1966	1967
Previously enrolled ¹	—	186	241	285	308	418	558	606
New	510	514	367	457	610	759	709	748
Total students	510	700	608	742	918	1177	1267	1354
Total units	565	771	659	818 ²	1035	1386 ³	1481	1618
% increase	—	36	-14	24	27	34	10	7
1960 index	100	136	117	145	183	245	269	286

1. Previously enrolled for an extramural course — many 'new' students (particularly teachers) have previously attended a university or been exempted from lectures without being taught.

2. Enrolment limited in accordance with staff available.

3. Enrolment limited — 58 applications declined.

Source: Review of E-M. Teaching Programme 1960-67, E.M.C. 67-23.

3 Evolving a Policy

DONALD BEWLEY'S APPOINTMENT as Director of Extramural Studies coincided with the call for a review, a 'Comprehensive stock-taking after six years of operation'. One of his first tasks, therefore, was to compile a report, drawing together the Freyberg and Frean documents, together with the reactions of academic staff. Although it was reviewing past experience, it was also to set the stage for future developments. The years ahead were to see many such reviews and investigations. As extramural teaching was a new area of university work, even its basic assumptions were constantly questioned. It could not rest in the complacency of long tradition.

The review which emerged after long hours of discussion was in many ways a feat of diplomacy. It had to reconcile a range of opinion about extramural work which varied from outright hostility, or at best indifference, to missionary enthusiasm. So, while opening up new possibilities, it contains the usual obeisance to orthodox opinion:

While the New Zealand city universities remain relatively small, few, if any, lecturers or students would prefer extra-mural to internal studies.

Part of its case for extramural study was that it:

will not only help meet demands for improved manpower stocks but also bring more people within range of the valued experiences, albeit for a few occasional weeks and a single final year of study.¹

Nevertheless, while bowing to New Zealand conservatism, the

*Professor Donald Bewley, current
Director of Extramural Studies.*



report also referred to overseas developments in the United States, the USSR and Australia which went beyond such caution. It reported that the new Macquarie University in Australia was offering a wide range of courses in science as well as arts subjects to third-year level. By contrast, the first seven years of the Massey programme (achieved against all the contrary pressures) was seen as worthwhile but cautious, limited in the purposes and professions it served, and hesitant in fulfilling even the modest programme that had been envisaged. There had been talk of extramural 'empire building': but the review pointed out:

.... with the exception of the Diploma in Education which can be completed extra-murally and Japanese I, a language not taught anywhere [in New Zealand] before, the extra-mural studies system has not made possible enrolment in any subject which would not admit external students previously, despite the extremely effective administration of the service which has been built up and the special teaching skills which have accumulated.

Since much of the review was a factual report on what had happened it may have seemed an innocuous document. It was, however, the product of long, often acrimonious debate within the extramural studies committee. It was adopted as academic policy by the Professorial Board with little dissent, and thus became a commitment about extramural studies from the university as a whole, not simply the responsibility of the newly incorporated humanities and social science faculties.

With the adoption of the review, Professor Frean's summer school proposal faded into the background. It had obvious limitations: that it would cater only for those free to attend an extended class programme in the summer, was almost exclusively for teachers but not for all of them, and that it would involve the uncertainty of recruiting staff from Massey and elsewhere to teach additional classes in the summer vacation. Nonetheless, in future years a limited use was to be made of summer schools; at 300 level and for the BEd degree; and Professor Frean's criticism of some of the disadvantages of the extramural system focused attention on matters needing attention. For example, his reference to the deadening effects of a continual immersion in marking extramural assignments led to a more generous allocation of sessional assistants to help with this work.

But the review did more than close off alternative proposals: its 10 recommendations set the stage for most of the significant developments of the next decade. The most important innovations were foreshadowed in the fifth recommendation which asked that the 'feasibility and desirability' of three possibilities be examined: extramural courses in the biological and physical sciences; courses appropriate to 'professions other than teaching which are seeking graduate status for established non-graduate members'; and a Diploma in Teaching and a Bachelor of Education in which Stage III courses would be available extramurally 'but which would require a satisfactory period of internal study'.

The significance of this recommendation was felt in many areas. Not only did it expand the range of courses, increase the number and vary the nature of extramural students, but it soon involved

A study group in action



Extramural students around the square table, circa 1970. Education students Gurmit Singh, Nola Collins, George Bowers and Joe Younger.

most faculties of the university in the extramural programme. The next few years saw continual expansion. Humanities offered another language (German), as well as Philosophy, which was a core discipline for the Faculty. In the Social Sciences, Geography, long regarded as impossible extramurally because of its laboratory requirements, was introduced; its teaching problems were solved by conducting an extensive laboratory programme on campus before the academic year started. Economics, a subject which foreshadowed the Business Studies programme that began in 1971, was also introduced. The offering of Sociology and Social Anthropology, together with the reintroduction of Psychology, provided the keystones in the behavioural sciences which led on to subsequent developments in Nursing Studies, Social Work, Regional Planning and Police Studies. Furthermore, the presence of the behavioural sciences in the BEd degree made curriculum changes possible in schools. This degree, proposed in 1967, and defended against strong tides of emotion the following years, became available extramurally in 1970. That year also saw the introduction of Chemistry, the first of a series of courses which resulted in an entire Science Intermediate course becoming available extramurally, and which became a model for the applied sciences later.

The BEd degree had special significance, foreshadowing a whole series of professional degrees and diplomas. In this respect, it illustrated the role which the school-teaching profession had always played in opening up the extramural programme. They had provided the initial impetus, and the major clientele throughout the 1960s. The University's Education staff, reflecting this demand, had pioneered in the advance of levels – Stage II in 1963, Stage III in summer-school form in 1976, postgraduate diploma papers in 1965. They also led in the development of new qualifications – the DipEd in 1965, BEd in 1970, and other diplomas later.

The impact of all of this on school teaching has been profound. For example, a national policy for upgrading the primary teaching profession became possible in 1962 once extramural studies were well established. Its outcome, the Diploma in Teaching, could include subjects from the New Zealand Department of Education's

own programme at the NZ Correspondence School (which eventually became the Advanced Studies for Teachers Unit), but was made up in part by university courses which could be taken extramurally.

All this challenged some of the conventions of the New Zealand universities, their preoccupation with full-time students straight from school, their dislike of adult part-time students, their anxieties not to become embroiled with non-university institutions. The BEd degree, part of which could be taught at Palmerston North Teachers College, but which in counterpart form would be available extramurally, enabled established teachers to match graduate newcomers. It was innovative in recognizing the importance of the extramural clients and in creating much closer institutional ties between the University and the Teachers College than had hitherto been thought possible or desirable.

Such links with non-university institutions had developed before the 1967 review. Ardmore Teachers College made more use of PNUC and Massey than it did of Auckland University for university study during training. Greenmeadows, the Roman Catholic Seminary in Hawkes Bay, enrolled its novices. There have been other such links subsequently. When Ardmore closed, North Shore, Auckland Secondary and Wellington Teachers Colleges continued to have teacher trainees taking the Massey programme. There have also been extramural students enrolled concurrently in Polytechnic programmes – at one time in Journalism, then in Nursing. Internal university students sometimes complete their degree with an extramural paper, or add extra studies after completing their degree.

So the example of extramural qualifications in teaching was soon followed in other professions. The Carpenter Report foreshadowed an extramural approach to nursing education and from 1974 Massey's diplomas and degree in Nursing Studies were offered both internally and extramurally, ensuring the same opportunities in small hospitals as in metropolitan ones. Social Work was a profession in which formal training was sparse: but it was growing and diversifying. Its professional needs generated, in 1976, a programme at Massey for internal students who would join the profession, and a com-

parable in-service programme extramurally for those who were already employed.

The mid-1970s also saw a surge in Business Studies, providing not only a bachelor's degree but several mid-career diplomas. Each diploma had a specialized title, and often these specialties dealt with areas of study similar to those covered in the full degree. Often the diplomas had core papers in common. Eventually the faculty was asked to stem the flow of such diplomas and recently has considered offering a single diploma with specialist endorsements instead. This proposal may reduce the number of diplomas while increasing the range of clients who might benefit.

During the 1980s Applied Science extramural students started to enrol for programmes in quality assurance and food quality assurance from the Technology Faculty, and for horticulture and wool handling systems from the Agricultural and Horticultural Sciences Faculty. These developments mark the progress in teaching subjects with laboratory demand. In the 1960s some social sciences laboratory courses had been introduced. In the 1970s BSc laboratory science subjects were begun. When the university changed from organizing courses in units to papers (which were either one half or one third of a unit) the amount of laboratory work required for each enrolment was scaled down and carried out in vacations, often making extramural work more practicable for students. As these laboratory courses became more common, the applied sciences began to see the relevance of the extramural approach, not only for the disciplines they taught but also for the industries they served. When applied science courses were offered from the faculties of Agricultural and Horticultural Science and of Technology, it could be said that the old Massey, with its emphasis on agriculture and its products, and the new Massey, with faculties teaching extramurally, had finally merged.

The strong vocational bias to these developments continues to worry some Massey staff. They seem to mirror, rather than challenge, public attitudes that over-value 'practicality' and vocationalism. Group after group seeks scope for a fresh programme on its behalf. Most of the courses introduced since 1970 are related to the specific



Rehabilitation Studies students access information on teletext, CUES' entry in the education pages of teletext is updated regularly.



Early Childhood Education Lecturer Rosemary Renwick discussing Massey University extramural courses with students at an area meeting in Masterton.

interests and training curriculum of one profession or another, as Table 3 shows (see appendix). But the university has not simply responded by providing papers specific to those professions. Instead it has argued that educating the 'professionals' involves broadly based foundation courses: in behavioural sciences for the social service professions; in quantitative, economic and management principles for business professionals. This can be achieved by using papers already in existence so that although qualifications may have distinguishing names, there is still a strong general 'liberal arts' programme as a basis for the 'professional' aspects of the qualification.

The 1967 Review was cautious about proposals to introduce extramural teaching at Stage III. At that stage the demand for such teaching did not appear strong, for there were still fewer than half a dozen subjects offered to Stage II. It appeared that much of the demand for third-year courses could be met by other means. One of the recommendations of the Review was that the Department of Education and the Public Service Commission be urged to increase the opportunities for successful extramural students to complete their degrees by full-time internal attendance at universities, or to facilitate the temporary transfer of such students to university centres. For a few years this policy was successfully operated. Despite this, the demand for third-year extramural courses was inevitably growing and various measures foreshadowed a change in policy. In 1971 the Extramural Enrolment Statute was amended so that it became possible for a degree to be taken entirely extramurally. Furthermore, summer schools were provided for the BEd degree which provided yet another opportunity for extramural students to complete their degrees.

One other area of policy dealt with in the 1967 Review had to do with extramural study in the South Pacific Islands. It was recommended that responsibilities be re-defined and appropriate facilities provided. It had long been apparent that Massey courses were not always suitable for such students, and even before becoming Director, Donald Bewley's research had shown how wasteful the programme was of student talents and resources. Hitherto, students had been accepted from areas of New Zealand citizenship (Cook Islands,

Niue, Tokelau) or where New Zealand was involved in schemes of co-operation (Fiji, Tonga and Western Samoa). There were also past students who needed only a couple of units to complete a degree, or New Zealanders with some claim to extra-territorial privileges, such as diplomats and the military. Among all these students the problem groups were those who lacked the relevant academic experience and awareness of the cultural basis of the courses they would receive. Bewley urged the university to adopt a more cautious policy towards those who were enrolled, and to engage in active negotiation with the proposed University of the South Pacific (USP).

Discussions were held with the first Vice-Chancellor of the USP, Dr Colin Aikman, and later his first Registrar, Mr Stephen Perrott (both New Zealanders) prior to their taking up their appointments. Massey's extramural programme continued to provide for New Zealanders and island-born candidates who had already been in New Zealand Universities; but others were expected to enrol as USP students and, if the USP agreed that their programme might include a Massey extramural course, they remained a USP student 'registered for tuition'.² To assist these developments, Donald Bewley spent three months at the USP, reporting on the implications of Massey's Pacific Island extramural experience for the new University. Since then, Massey's relationship with the University of the South Pacific has tended to be supportive and the USP has made use of the available resources from time to time. For example, Accounting, as it is taught at a distance by the USP, owes its origins to the use of Massey's extramural courses. Relations have been cordial, although the scale of enrolments has never been great. This co-operation set the scene for Massey's greater participation in international distance education through the coming years.

By 1975 it was clear that the policies laid down in the 1967 Review needed fresh consideration. The University itself set up an ad hoc committee of Council and Professorial Board to consider 'the implications of increased numbers of extramural students.'³ At the same time the Director-General of Education had set up a working party on continuing education at a distance, chaired by Mr David James, of the National Council of Adult Education. Its terms

of reference included a study of Massey's extramural programme, but as its report was not published until 1980 most of its recommendations were by then either already achieved or out of date. However, it is of interest that it recommended that Massey should further develop 300-level extramural courses and that when calculating university staffing and quinquennial grants, extramural students enrolled at Massey should be counted on the same basis as internal students.⁴ Massey's own committee, the Ad Hoc Extramural Committee, met on 21 occasions between June 1975 and May 1976. It received 20 submissions and considered a wide range of matters arising from them. The university was concerned about the eventual size of extramural enrolment and the proportion of extramural to internal numbers. There was concern about whether there were any courses which could not be taught extramurally. Above all, there was continuing debate about third-year courses, whether they could or could not be taught extramurally.

The Committee made a number of clear recommendations. They saw no limit to extramural growth. The report stated that:

- (i) there appear to be no major reasons why the size of extramural enrolment in itself, or the proportion of internal and other kinds of enrolment should be impediments to extramural growth; and
- (ii) that it seems that the consequences of extramural growth can in principle be met by sustained planning and the provision of resources.

The Committee recommended that the university should continue to be responsible for offering university courses for all extramural students in New Zealand; that the extramural department should be designated The Centre for University Extramural Studies (CUES) and that in due time 'all courses be made available extramurally unless compelling reasons for not doing so can be adduced'. The programme was to be administered by a reconstituted Extramural Studies Committee of the Professorial Board. On third-year tuition the committee took a much more positive stance than earlier reviews:

The provision of 300-level tuition, extramurally, should proceed as soon as, and wherever, such developments are appropriate.

Different approaches to the development of programmes for such tuition were to be encouraged. Finally, despite all the problems, the committee recognized the importance of on-campus tuition for extramural students and recommended that as far as possible they should be encouraged to attend vacation courses at Massey.

The change of policy on 300-level tuition meant that an approach to the University Grants Committee was needed for the resources to permit this expansion. Universities are financed in five-year periods and well before a quinquennium begins, usually as much as two years before, each university drafts its proposals for the major developments for which it will seek funding. With a quinquennium due to begin in 1980, Massey put forward its quinquennial proposals for extramural development in 1978. It was intended, however, to introduce 300-level papers, not in 1980 but in 1979, in two departments, Mathematics and Business Studies, where such teaching was possible by reallocating existing resources. Psychology also hoped to do this but was unable to secure faculty support in time. At this point a detailed questionnaire had been sent to more than 1,000 1978 extramural students who had completed a major part of their course and this, together with information supplied by individual departments which had conducted their own surveys, formed the basis of a detailed report presented in 1979, which demonstrated a firm demand for third-year extramural courses.⁵

The intention to advance the extramural programme to 300-level was notified and explained to the University Grants Committee. It was agreed to defer publication of the proposed 1979 programme until the UGC as a body could visit Massey in October 1978, as part of their pre-quinquennium assessment of proposals. On this visit, further information was given and interviews held with officers of the Extramural Students' Society, the Chairman of the Extramural Studies Committee and the Director. As a result, approval was given for Massey to introduce 300-level courses 'on a trial basis' in 1979.

Quite what a 'trial basis' meant was not fully apparent, but for the

next two years Massey reported the successful outcome of the courses it had introduced and its proposals to add further courses. The lack of response to these reports was taken as confirmation that the development of 300-level teaching could proceed as Massey University departments saw fit. Not all were enthusiastic. Some deferred this development until library resources and services could be increased, staff could be given time to develop courses, vacation-course obligations could be tightened up and other constraints introduced. Other departments, especially those concerned with professional studies in Business, Education or Nursing Studies, saw their chance to disseminate their disciplines more widely among people whose professional talents and experience would make them knowledgeable and resourceful students.

The numbers of 300-level courses grew and with this the numbers of students, although most courses had restricted numbers. Concern was expressed by the Curriculum Committee of the University Grants Committee. Most of its business derives from the introduction of new courses, not from the modes of presentation adopted for them. Nonetheless it asked for a discussion of extramural studies at 300-level.

The Curriculum Committee is composed of the vice-chancellors and a professorial representative from each university, with the Chairman of the UGC as chairman. Papers circulated before the meeting made clear that the committee was concerned about the changes in the extent and educational purpose of extramural studies since 1959. If the intention was to have Massey cease its 300-level papers it soon became apparent that this would not happen. Massey had taken all the proper steps to establish a level of offering that it intended and was able to continue.

Some universities were anxious that extramural enrolments should not lessen their own numbers. Their concern reflected some recession in enrolments, particularly in some Arts faculty departments. The argument was therefore shifted to the 'Certificate of inability to attend lectures' (CIAL). Students were expected to seek this if they lived close to another university, to which the certificates were customarily sent for approval. The practice had begun soon after

extramural studies were instituted and reflected the belief of that time that extramural study was inferior to internal study so that good reasons had to be advanced for choosing the less satisfactory alternative.

When universities were rapidly expanding in the 1960s, approval of CIALs had become almost automatic. The existence of extramural study had provided an alternative to early evening classes for part-time students. Universities were glad to see part-time students become extramural because this enabled the evening classes to be reduced. Sometimes a student's application prompted some counselling about course structure or advice about alternatives, but in general, approval for extramural study was readily given. The obligation to seek a certificate is laid on a student either because his or her home university makes it a condition of being enrolled there, or because it fulfils a requirement in Massey's Extramural Enrolment Statute. For several years, Massey used applications for certificates to counsel local students but rarely if ever declined one if a good reason was forthcoming. In 1979 Massey suggested that university registrars dealing with CIALs consider abandoning them. They had become a wasteful exercise, demanding time and effort which seemed ill-spent when so few certificates were declined.

The Curriculum Committee, however, decided that the CIAL should be maintained and treated with greater stringency. Massey recorded its dissent from the latter proposal on the grounds that it did not believe there was any legal basis for the approval or disapproval of CIALs except by Massey or when exercised by another university over students on its own books. Universities do not have authority over a territory although they may define territories within which their own students are regulated. Any authority vested in a university can only be exercised over people who, having subscribed to become its students or staff, are thereby subject to its statutes and regulations. A student of another university, resident in a particular city, has no obligation towards that city's university. Some jurisdiction over all extramural students enrolled at Massey derives from the University's Extramural Enrolment Statute which obliges all those students to give evidence to and be certified by Massey's

Professorial Board that they are unable to attend lectures. The custom of referring CIALs to the local university does not give that university warrant to deny a CIAL to a student of another university, such as Massey, although it can lead to advice about alternative opportunities and can assist that university in making better informed decisions about the students on its own books.

In 1984 the situation remained confused. A few individuals found themselves subject to conflicting advice about whether they may or may not continue extramurally. A few more were declined enrolment as extramural students registered for tuition on the books of another, their local, university.

It will be seen, therefore, that making a policy for extramural studies has always been a slow business. Each advance is preceded by considerable debate, within the university and without. What is done is constantly monitored. For all the frustrations of such a situation, it is an essential precondition if the Massey extramural degree is to be interchangeable with New Zealand's other degrees.

4 Growth and Administration

ONE of the basic features of the extramural programme is its continual growth, both in numbers and in range of courses. In 1960 it started with 510 students enrolled for four first-year BA units. In 1984 there was an enrolment of more than 10,000 students for 350 papers for eight degrees, 18 diplomas and three certificates offered by seven of Massey's eight faculties.

Yet to some extent numbers are deceptive. Although each student requires all the processes of administration and enrolment, the amount of teaching activity involved is much less than for a comparable number of internal students. This is not because extramural students receive less teaching, for some would argue that more effort goes into teaching them — perhaps more than is academically healthy. The reason is that they enrol for fewer papers. In measuring the quantity of Massey's extramural work, account needs to be taken not only of student numbers but of their average number of papers. This average has decreased rather than increased over the years. It dropped especially sharply after the substitution in 1973 of individual papers for units (pairs of papers at Stage I and trios at Stage II and Stage III). The number of EFTS (equivalent full-time students) also shown in Table 5 (see Appendix) reveals a slower pattern of growth and indicates a different proportionate relationship between extramural and internal teaching than is suggested by the proportion of students. Even today the amount of extramural teaching, measured by the number of enrolments in papers, which Massey University undertakes, is only a third of the university's entire teaching. Of course, the faculties, and within them the departments, vary both in the scale and proportion of the extramural enrolment: in Humanities, 65% of the teaching is extramural; in Food Technology the activity is peripheral and the number of

students and papers remains small. This continual growth was not deliberately planned from the beginning; it has, instead, been a response to a demand which has steadily built up as it became known that the service was available.

The organization of extramural studies has been quite simple, although its purpose has been to maintain the paradox that it is 'the same but different' academically and administratively. Policy control is maintained by a committee of the Professorial Board. There have been two executive officers to keep the extramural operation in accord with the objectives of the university. The Director of Extramural Studies is an academic whose post carries with it membership of the Professorial Board. His major concern is with the extramural implications of new academic developments in the University. The Deputy Registrar (Extramural) maintains Registry activities and records for the extramural population consistent with those for internal students. However, there are differences in the timing of enrolments and in interchanges with other universities. There are special needs for access to records at any time when an extramural student makes a passing visit or a telephone call; and there are special arrangements to be made for off-campus examination centres. He also has responsibility for the physical production and delivery of student materials and for the receipt and return of extramural assignments.

Whereas the Director answers to the Vice-Chancellor, the Deputy Registrar answers to the Registrar, who in turn, answers to the Vice-Chancellor. The relationship between the Director and the Deputy Registrar has always been operational rather than hierarchical, a partnership in which each is sensitive to the responsibilities of the other, in part because each can identify with the tasks of the other and probably could, but would not want, to undertake them.

While there have been three Directors, the extramural administration has been given stability and continuity by the fact that there has been only one senior Registry officer, Peter Crump. He was appointed in 1962 but before that had provided administrative services for the programme while employed elsewhere. Accordingly his perspective on extramural studies spans the whole 25 years of its



*Mr Peter Crump,
Extramural Registrar.*

operation. In the early days he was a jack-of-all-trades administrator, and even acted as unofficial bouncer at extramural parties, a task he fulfilled, not by brute strength, but by the force of his steely eye!

Over the years there have been administrative assistants – Albert Wildbore, now at Canterbury University, and Peter Smith, now a Wellington public servant – but their tenure was short. Others, appointed to lower levels, took larger, more senior responsibility because it was necessary, notably Kathleen Durie who, for many years organized admissions and maintained records.

In 1975 a Deputy Director was appointed, Chris Smythe, who, like Freyberg and Bewley came from the university's Education department. During the year 1976-7, when the Director was seconded to the University of the South Pacific as Professor and Head of the School of Education, Chris Smythe became Acting Director, but before the year was out, he had obtained an overseas appointment. However, another appointment had by then been made – an Extramural Educational Resources Officer, Terry Povey,

to act as consultant in course design and appropriate educational technology. The Deputy Director position was not maintained when the Director returned but Terry Povey took on the additional task of Assistant to the Director.

Two years later a Research Officer (also Assistant to the Director), Marianne Tremaine was appointed. Her particular task was to monitor the progress and needs of beginner students, especially those with limited entry qualifications. In 1980, a further Assistant to the Director, Sally Keeling, was appointed. Hers was a half-time post as Course Adviser, which evolved three years later, after she had been replaced by Andrea McIlroy, into a full-time position combining course advice with co-ordinating and servicing the various local and regional forms of support available to extramural students. This is done through the Extramural Students' Society which has a Liaison Officer who co-ordinates and services the support network which the Society has set up, as well as through various community education organizations. The development of the Regional Services Co-ordinator position, however, owes much to Sally Keeling's study of the needs of the system.

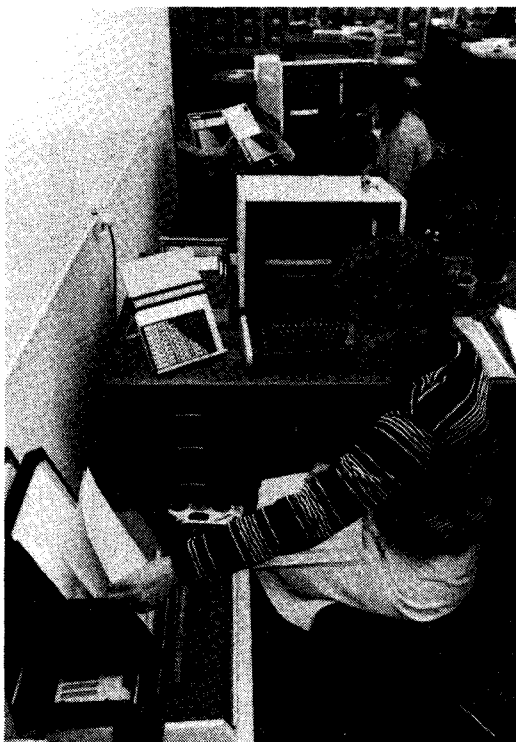
In the meantime, the appointment of Assistant Registrar, Richard Scott, alongside Peter Crump, and the addition of another Senior Administrative Assistant (first Kath Durie, then Betty Livingston), increased the team at CUES. Since the mid-1970s the level of 'professional' staff (i.e. Administrative Assistant and above) has remained the same. However, there has been a steady enrichment of the skills and qualifications among other extramural staff to cope with the increasing sophistication of the technology employed. CUES remains a very small administrative staff in comparison with the staffing at Australian distance education institutions engaged in similar but usually smaller operations. Instead of increasing staff members on a pro rata basis with increases in the scale of enrolment numbers and the complexity of the programme, the extra burden has been taken up by changes in administrative systems and technology, although the delays in implementing such changes have sometimes required key staff to work longer hours.

One of the major problems has always been lack of space, particu-

larly since the extramural operation depends on the storage and despatch of study material. It soon outgrew the original premises on the Hokowhitu campus, yet it was not until mid-1968 that it moved to the main campus, to an area that had previously been the Massey College library. Peter Freyberg and Peter Crump had planned with much care a floor in the intended Registry building; but by 1972 it became clear that the expected overall growth of the university would necessitate a larger Registry staff than had been anticipated. At the same time it was decided that the Humanities Faculty would require only two of the three floors of the Old Main Building, and so the ground floor was adapted to the needs of Extramural Studies. But the internal re-structuring of the Main Building was a major operation and for two years the extramural programme continued, while demolition and dust ruled elsewhere in the building. First, the ground floor was re-structured, then Extramural Studies moved downstairs while the noise and pollution of reconstruction continued overhead. By the time Humanities moved in, the 1975-7 Review had assigned a new name to the organization on the ground floor – the Centre for University Extramural Studies.



*Professor-Emeritus John Dunmore
Foundation Professor of French and
First Head of Modern Languages.*



CUES staff preparing study guides on word processors.



CUES staff despatching extramural study guides.

This new name did not arrive unhonoured and unsung among the extramural community. From Ann Campbell of Gore, an English teacher whose extramural achievements were a triumph over considerable adversity, came the following cheerful ditty, published in the October 1977 Extramural Newsletter:

PROMPT SONNET, or, Can you give me a cue?

When exam time comes near and you're filled with the Blues,
Just cheer yourself up by remembering CUES.
Don't hang yourself, dearie, or take to the booze
'Cause salvation's at hand in the office of CUES.
Yes, CUES are so willing, they'll never refuse
Advice on exam scripts — the 'don'ts' and the 'do's'.
I assure you that CUES have got a few clues
About what kinds of answers will bring you good news.
And when, at New Year, on C-pluses you muse
They'll give good advice 'bout what papers to choose
For next year . . . and next year Now, don't blow a fuse,
'Cause Stage Three's included in their future views.
Too far in the future? Well, pray in your pews
For completed degrees by the Grace of Good CUES.

5 The Massey Approach to Extramural Teaching

THERE ARE MANY forms of distance university education around the world. Massey's approach to extramural teaching is partly the product of what has been borrowed and partly a result of what has evolved with experience. There are two main features to the Massey approach: that it is 'community based' and that it is 'dual-mode' — that is, that the extramural goes hand in hand with the internal teaching.

The community-based aspect, while it owes something to the general philosophy of distance education, is for the most part a pragmatic response to the situation that exists in New Zealand — a desire to use the resources available.¹ The result is a network of support which appears spontaneous and uncontrolled, but which works well.

For example, although the Massey library has a highly skilled extramural service (and extramurals, in gratitude, have contributed considerable funds to the Massey library) nonetheless, full use is also made of the Country Library Service and local libraries.² Massey provides tuition, but frequently there is supplementary tuition in independent institutions, a Marist seminary, or teachers colleges, for example. Donald Bewley writes:

A student group in Invercargill requested and found a willing response from the Otago University Extension. From this grew a locally organized programme of weekly classes with locally (not Massey) appointed tutors for whom materials are supplied. The Invercargill experience has to some extent become the model for study circles at the community colleges and

polytechnics wherever they develop some provision for university level learners as part of their community and continuing education programmes.³

At the same time, the Extramural Students' Society has developed its own support programme. It has a Liaison Officer to liaise with student groups throughout the country. Many areas now have an extramural 'communicator' — an experienced extramural student who provides information about study, helps form local study groups, assists new students, conducts book exchanges, organizes transport to vacation courses or visits by Massey staff and maintains contact with the management committee in Palmerston North. In 1984 there were 53 Area Communicators within New Zealand, one in Papua New Guinea, and one in Fiji. Probably the most important aspect of their work is providing support for students concerned about their studies. In some senses the network is a telephone 'lifeline service', providing counselling. The staff of the Rural Education Activities Programme (REAP) also provide certain services. Some REAP officers are themselves Area Communicators, or their offices are used by Area Communicators. Several Massey departments (Education, Psychology, English, and History, for example) have organized their own network of off-campus tutors who can be consulted by students in their region.

Although some of this activity originated from Massey, the main characteristic is local and voluntary initiative, which Massey has encouraged. These activities are regularly publicized in newsletters sent out by CUES, the Library and the Extramural Students' Society. Donald Bewley has commented:

The results may seem untidy but if an educational programme such as extramural studies operates in the community and prompts a community response, the broader goal of creating an educative society is better achieved than if the institution that provides courses also provides every element of the support system.

The dual-mode aspect of Massey's extramural programme is difficult to describe. It means that extramural teaching runs in tandem

with internal teaching.⁴ But does that mean that extramural is subservient to internal? Some would say yes, and that is its greatest strength. Some would say no, and that is its greatest weakness. Others would deny that it is subservient. Perhaps it would be better to call it a marriage and to agree that only a fool would ask who is the dominant partner in any long-established union.

Nevertheless, if we see it as a marriage, there is no doubt that most of those who first launched the extramural programme were 'internal chauvinists'. Everything was viewed according to the values of internal teaching. It was not an attempt to start a new form of university education with its own philosophy and methods, but rather a limited attempt to improve the already entrenched system of the 'exempted student'. It drew on the experience of the University of New England, as well as the New Zealand Correspondence School (NZCS) and the Technical Correspondence Institute (TCI); but essentially it was an adjunct of the main university system, which was to do with the face to face instruction of those who had recently left school.

From the start it was believed that extramural teaching would only thrive and be adequate if associated with a thriving internal university. High quality staff would be attracted, despite the extramural 'incubus', because the internal teaching was attractive, and the research reputation of staff established. The quality of teaching would be maintained because those involved were also experienced internal teachers. Once this pattern was established it was not questioned, even though, overseas, there were alternative modes of operation – such as the University of Queensland where a separate staff are employed for extramural work, or, from the 1970s, the British Open University which deals exclusively with distance teaching.⁵

The arguments which seemed so compelling in favour of the dual-mode approach in the 1960s are less impressive in the 1980s. Whereas in the 1960s universities were struggling to find staff, in the 1980s the situation is reversed in most disciplines. Whereas in the 1960s the extramural teacher was on the defensive about this activity, in the 1980s the distance educator is confident about his or her in-

ternationally accepted profession. The result is that whereas in the 1960s extramural teachers had to justify their activities as being 'almost as good as' internal teaching, in the 1980s they have to ask whether they still need an association with internal teaching.

The theory has always been that the extramural student benefits by being taught by someone who is teaching internally. At Massey it has often seemed that benefits flow more strongly in the other direction. The extramural teacher has to prepare study materials with all the care that goes into writing a book. These materials are usually made available to internal students and are much more carefully produced than course materials in solely internal universities. The size of internal classes varies at Massey; but often the existence of an extramural programme makes it economic for a lecturer to enjoy the luxury of small internal courses with a great deal of individual tuition. The fears that extramural teaching would 'drag down' internal teaching have proved groundless.

If the internal students gain more than they lose from being at a dual-mode institution, is the reverse the case? There is certainly some evidence that the extramural programme suffers in a dual-mode situation. The main disadvantage is that it has to compete for resources and staff. The extramural programme at Massey has had to prove its need for administrators and work space against the claims of all the other commitments of the university. Teachers have three main areas of work: research, internal teaching, and extramural teaching. Most have an order of priorities, which is often related to their conception of what makes for promotion. It can be questioned whether many have decided that the path to a successful career is brilliance in extramural teaching. In any case, research has its own attractions and the internal student is on the doorstep. With this the extramural student cannot compete.

It might also be asked whether it is to the advantage of the extramural student that the courses taught are, in most cases, first designed for internal teaching. It might perhaps be argued that if Massey's courses were solely extramural they might be more relevant to the mature student and to women students, and might, as with the Open University, be more interdisciplinary.

On the other hand, there are advantages to dual-mode teaching. The first is that dual-mode teachers, communicating their material in two different ways, gain a much greater command of subject matter, and often transfer the skills developed in one mode to the other. The dual-mode approach also preserves the concept of student-teacher interaction. A Massey course is usually the mental concept of one person who either does the teaching or maintains a close control over it. It maintains the craft concept of the individual skill of the teacher. The teaching-learning process is essentially a personal encounter between the mind of a particular academic reaching out, and the mind of the student considering and challenging his or her account of the subject. This may be contrasted with an Open University instructional package constructed by a set of subject specialists with the assistance of instructional designers, editors, illustrators, radio and television producers. It has been described as an industrialized process of learning:

sharing many traits in common with other forms of industrial processes — including rationalization, mechanization, mass production and division of labour.⁶

Nobody would deny the advantages of industrialization, but individual craftsmanship will always have its place in teaching, as it does in other walks of life. Massey extramural students finish a degree with clear recollections of individual teachers who have helped them along the way. Despite all the advantages of new communication technology, face to face teaching is still stressed.

A third advantage of the dual-mode approach is that Massey courses can be combined with internally taught courses, at Massey or elsewhere in New Zealand, in the construction of a degree. This is because Massey's extramural courses are identical with its internal courses. A high proportion of students combine internal with extramural study, moving from one to another as their situation changes. New Zealand has a small, scattered and mobile population. Inter-changeability of degree courses seem to fit the country's economy and society.

When systematic extramural teaching began, the basic reason for



Teleconferencing with the South: a team from Massey University participates in a New Start Programme (1984) with intending extramural students in Otago and Southland.

a dual-mode approach was the fear that a separate, wholly extramural degree would be regarded as inferior. With time these fears subsided, but with experience there proved to be teaching and administrative advantages to the dual-mode approach, and so it has continued.

Distance education has attracted worldwide interest in the last two decades, and Massey has learned from and contributed to the growing fund of international experience. With the British Open University, which could be seen as a major alternative approach and philosophy to dual-mode institutions like Massey University, there has long been consultation and co-operation. It stretches back to Professor Walter Perry's first visit to Massey in 1968, soon after he was appointed Vice-Chancellor of the Open University, continued the following year when Massey University's Director of Extramural Studies visited the Open University in its early London home, and has resulted since in many visits in each direction by academic and administrative staff. The two institutions now collaborate in a joint project to develop counselling in distance education, and their materials are offered side-by-side to students in Hong Kong at the Open college of the University of East Asia.

Nearer to home, Massey University staff helped found and pioneer the Australian and South Pacific External Studies Association (ASPESA). ASPESA has workshops and biennial forums. The 1981 Forum held in Fiji was organized jointly by Massey University and the University of the South Pacific; in 1984 a combined Massey University-ASPESA workshop was held at Massey as part of its extramural 25th anniversary celebrations, and from this resulted New Zealand's own professional organization, the Distance Education Association of New Zealand (DEANZ). Through ASPESA, Massey staff have links with the International Council for Distance Education.

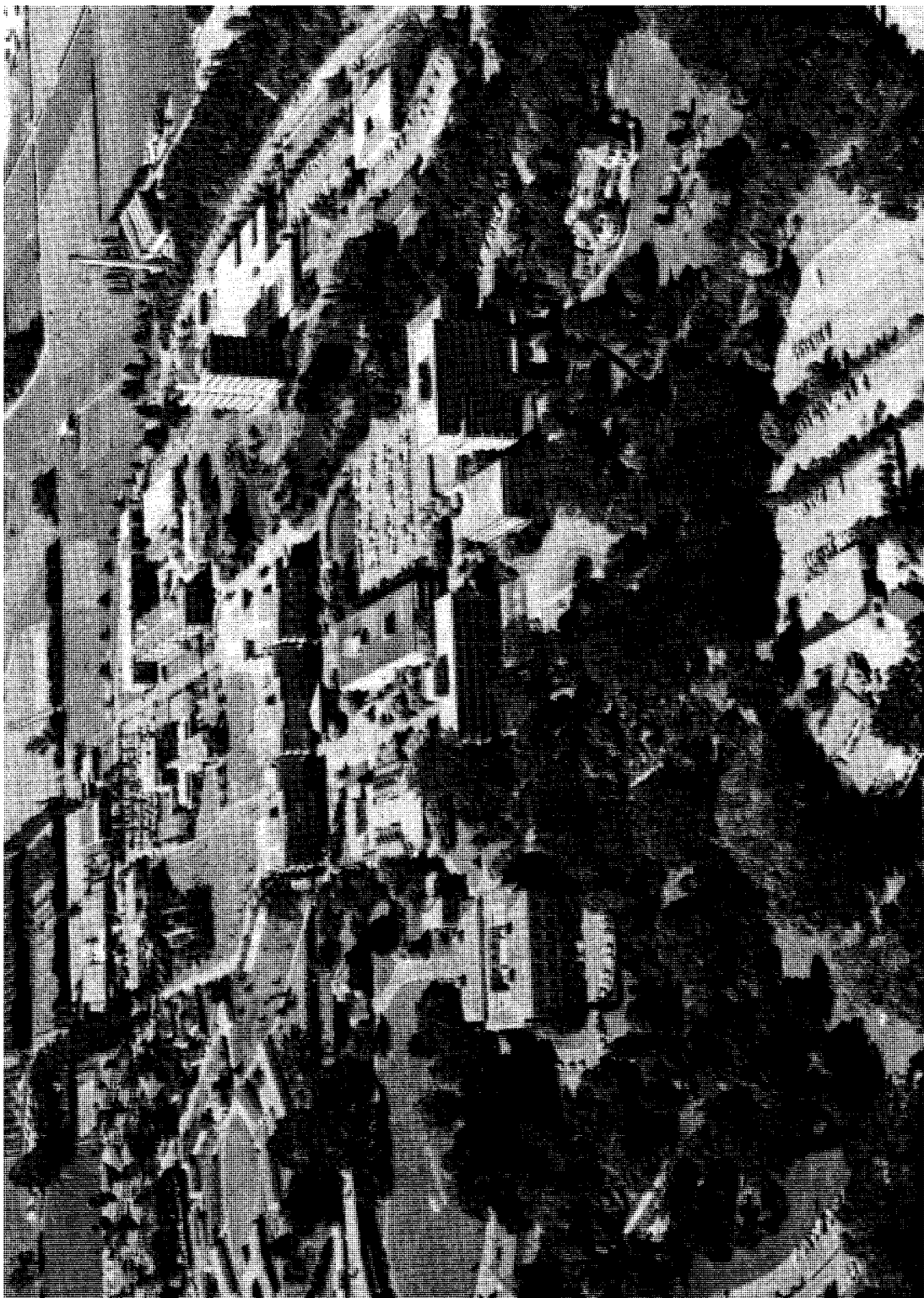
There are other links with distance-education institutions in Asia and the Pacific through Commonwealth organizations and UNESCO, resulting in a regular flow of international visitors to observe the Massey extramural programme in action. CUES, along with the New Zealand Correspondence School and the Technical Correspondence Institute, has been nominated to represent this country in UNESCO's

Asian Programme of Educational Innovation for Development (APEID), and has made a substantial contribution by sending staff overseas as resource people and by hosting a major distance-education workshop. It also participates in UNESCO's Asia-Pacific regional distance-education programme in higher education.

Through a bilateral arrangement between the governments of New Zealand and the Philippines, a programme of distance education for agricultural extension workers in mid-career is being devised with the Visayas State College of Agriculture.

Enrolment of students from overseas, beyond some associated South Pacific countries, is limited. Previously enrolled students, whether New Zealanders or not, who need only a few papers to finish a New Zealand degree or diploma may enrol from anywhere. New Zealanders abroad as diplomats, members of the military or who, in their professions are seconded or contracted to work overseas where no comparable local opportunity exists, can be enrolled. Otherwise, degree and diploma courses are barred to candidates outside New Zealand. One exception, however, is the Department of Modern Languages' Certificate in the Teaching of a Second Language (English). It was designed for the Pacific area and as the name implies, was for teachers dealing with students whose mother tongue was not English. Since the Certificate was introduced in 1976 more than 200 students, ranging from Malaysians in the west to Cook Islanders in the east, have gained it. Although the Certificate was created with a specific purpose in mind, its success raises interesting questions. Could New Zealand's special expertise in extramural studies or 'teaching at a distance' have applications beyond our shores and at levels that come under the heading of Continuing Education as well as of Degree or Diploma studies?

In its 25th year, Massey has a much greater international programme as a distance-education institution than was envisaged in its early years. However, this has been a natural development that could have been expected given the international reputation of other New Zealand distance-education institutions, such as the Correspondence School, and given the fact that Massey University faculties, particularly in the applied sciences, have a long tradition of overseas co-operation.



6 'The Knees of the Mind Don't Give Out'

THE EXTRAMURAL STORY has so far been told from the inside looking out. From this perspective it is a tale of battles over policies and philosophies, the slow creation of an institutional structure. But there is also a student's eye view of the process. We need to ask what kind of people take up extramural study and how they view the process.

A basic characteristic of the extramural student is maturity. In 1964, 74.6% were aged between 20 and 40; in 1983 this was 75.7%. However, within that age range, there was a shift: in 1964 the largest group (26.6%) was in the 20-24 age group, but in 1983 the largest group (22%) was aged between 25 and 29. So, despite the increase in numbers and diversity of extramural students, it remains predominantly an activity of those who are likely to be newly married, with young children, and launching themselves on careers. It is also an activity which touches a wide segment of the population. It has been pointed out that in March 1982:

one in every 333 New Zealanders was an extramural student and one in every 33 New Zealanders has at some time in the last 21 years been an extramural student.¹

The fact that there are not more people in the over-50 age group is at first sight surprising, although overseas studies have indicated that older age groups are usually under-represented in such educational programmes.² It is interesting that there has been a small increase in the percentage of Massey extramural students aged more than 50, from 2% in the 1960s to 6.1% in 1983.³ Nonetheless, the older student represents an underdeveloped aspect of extramural

Opposite: an aerial view of the campus.

education in New Zealand as in other parts of the world, and more study of this question is desirable. It could well be that there are considerable psychological and social barriers for the older extramural student to overcome:

Thus I rendered myself proof against the blandishments of golf or bridge, or the lure of endless committees . . . instead the quest for what might be termed 'a slow degree' . . . hunched over the kitchen table, elbow deep in books, scraps of paper and cigarette butts, flogging an antique brain into efforts which all too frequently turn out to be masterly feats of non-comprehension.

Another extramural student describes the middle-aged syndrome when one has foresaken 'most of the vices of human life, has settled into staid, respectable middle-age — "No mother dear, you can't try wind-surfing" — and jogging brings lumbar pain.' And again: 'taking up academic study 19 years after dropping out of High School is a lot scarier than taking up jogging.' But the same student goes on:

Having a second chance is more than just economic however. Like many folk I wasted my first academic chance. By the time I realised what I'd lost it was too late to go back to school and try again. Time and events had set a trap that was as much psychological as physical. The road of life narrows and becomes a railway in due course and then a rut (which is just a grave with the ends knocked out). To be able to start again — to go for a degree in middle life and in the middle of living — is a way of taking charge of a life increasingly given over to circumstance. It is a victory immediately one enrolls, a type of reversal of fortune that gives what middle-aged joggers are looking for before their knees give out — and there's the beauty of it: the knees of the mind don't give out . . .

The motivation of the older student may vary. Sometimes it is partly vocational. People in mid-life can be suddenly caught out by

technological or economic revolution. One student who had been a watchmaker wrote:

It was 1970 before I saw my first quartz watch offered for sale in New Zealand, it was digital and cost \$1500. Within a decade better watches than that one were routinely selling for less than \$100. In one year alone the amount of money spent on watch repairs fell by 40%.

In the wake of this he took up extramural study, but it soon became far more than a 'meal ticket' degree.

Probably the best known of Massey's older students was Mrs Alexis Dennis of Warkworth, who returned in her early seventies to continue extramurally a degree she had begun before marriage half a century before. Because third-year courses were not available extramurally as she came towards the end of her degree, she completed it internally at Auckland University, at the age of 81. Mrs Dennis later established a Trust which offers financial assistance to elderly or handicapped students.

The youngest extramural student was David Tan of Christchurch, who enrolled at the age of 10 in 1978. At first he had been told he was too young for university study, but Massey's Professor of Education, Clem Hill, who believed that regulations were made to meet the educational needs of students and not the other way round, arranged for him to be accepted. In his first year he gained an A-pass in a Mathematics paper, subsequently passing two other extramural papers. He was then accepted for internal study at the University of Canterbury. He graduated with first class honours in Mathematics in 1983 and is now enrolled for a PhD Degree in Electronic and Electrical Engineering at Canterbury.

Extramural study has proved particularly suitable for students with physical disabilities, who often find the practical problems of internal study too great. As resources have been improved, blind or paraplegic students have completed courses satisfactorily. One student, for example, was totally disabled but could tap out single letters by using a pointer strapped to her forehead. The Massey campus has been adapted so that students in wheelchairs have access

to the library and lecture rooms. Arrangements have been made to make study material available in braille and on audio-cassettes. Special provision has also been made for students who are in hospital or in prison.

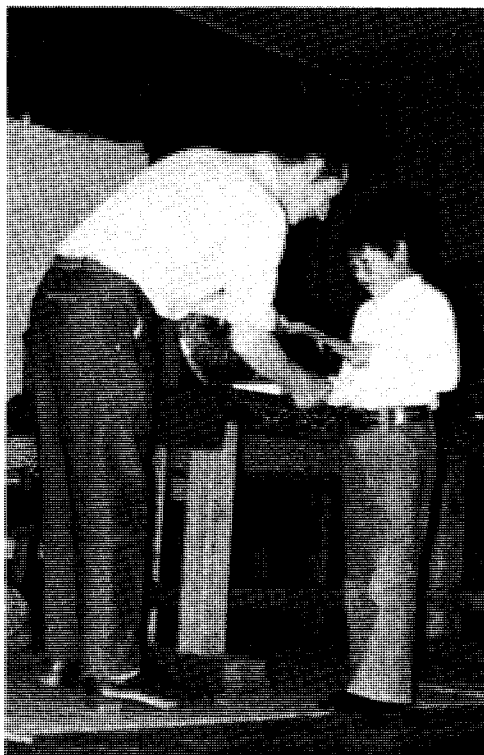
In all these ways the Massey extramural programme brings university education within the reach of students who may have previously believed that circumstance had conspired to make it impossible for them. The programme has not been given wide publicity, but for the most part has made its way by word of mouth recommendation. For example:

Milkmen have traditionally been held responsible for all manner of things, but I wonder how many milkmen have introduced ageing female country bumpkins to Massey, as mine did. It was all very chancey. I rang this unknown man because he'd forgotten my cream again, and discovered he was a Massey student with overdue essays (which seemed a reasonable excuse then, and still does) and found that the world which was opening up for the milkman was also accessible to me.

I could finish a degree begun years before without exposing myself to the ignominy of possible failure before groups of merciless young students. So . . . I joined the remarkable brotherhood of 'Massey students' . . .

As extramural students describe it, taking up this work often accompanies a profound transformation. The desire to transform a life perhaps provided the underlying motivation, but the involvement in new ideas and meeting new people generates its own change. The change can affect relationships with friends and neighbours:

The first year I told no one outside our home that I was studying, so friends and neighbours wondered at my diminishing sociability, but from the second year on, when I started to do two units a year, I had to tell them. A strange reaction. Awe, misunderstanding, disinterest. We drifted apart. Looking back I understand that they were right – their interests and mine



David Tan, youngest-ever extramural student, seen here receiving a soccer award from his school.



Who else is doing my course? An extramural student peruses the area roll at a meeting in Masterton.

became further and further apart — but at the time I felt isolated.

One has to bear in mind that home is among the golf-playing, beer-drinking, gumboot-wearing sod-of-the-earth people.

...extramurals learned to say little of what they were doing and to skulk surreptitiously to the Post Office keeping all address labels hidden.

Locally, I am regarded with the tolerance due to a minor 'curiosity' who spends time in such an unfamiliar way...

One of the most significant trends in extramural study is the increasing proportion of women students: 35.5% in 1966, 43.4% in 1970, 59% in 1980, 63% in 1983.⁴ Of women enrolled in 1980, 60% were married. Some study so that they can rejoin the work force as their children grow older; some simply for personal interest. Many are attempting to gain the university education they missed because of early marriage, or because parents thought there was little point in sending them to university. Motives are varied.⁵ In rural areas or conservative towns, such study is often seen as being incompatible with the role of wife and mother. On many occasions marital opposition has prevented or hindered extramural study; sometimes marriages have broken down when the husband felt threatened by the wife's desire for education. But the reverse situation is also possible:

In fact, in very many cases, children, husbands and boyfriends are extremely proud of the student in the family and boast about her successes. One partner often encourages the other to begin studying as well and some of the most successful students are husband-and-wife partnerships. Relationships may even improve with shared or broader interests. Some husbands and families have been prepared to make sacrifices such as shifting house to Palmerston North so a student can complete her degree in a full-time internal year. In other cases women have left their families for the academic year or commuted each week between home and the university. As more 300-level final



Gore Extramural Student Lois Mckinnor at a lunch meeting. Children Adrienne and Vanessa are unabashed by the mother's occupation with the 'higher' things of learning.

year papers are introduced extramurally such arrangements are less often necessary.⁶

Massey has been slow to introduce papers specifically directed at the needs, interests and viewpoint of women students, but more and more women have seized the opportunity created by extramural study. It has been estimated that 'one in every 25 New Zealand women is or has been an extramural student.'⁷ Accordingly, the Massey extramural programme must have played a significant part in the changing attitudes to women's social role in recent years. Women in mid-life have often used it as an opportunity to obtain the educational chances younger women take for granted.

Parental attitudes are often crucial in determining whether the younger student can undertake university study, but for the older extramural student the problem is often to persuade the younger generation to adjust to parental withdrawal from the family whirl:

Of course it was a good idea for me to be occupied if they were busy, but when time hung on their hands how could I be so selfishly engrossed in my own affairs? . . . then, with the first exam successes, came a quiet peace. The glow was shared among us as though we had been united in effort.

Another reports his son's comment on father's change of personality as exam time approaches:

'Slight change, slight change' exclaims 7-year-old John placing knife and fork firmly down. 'No you can't watch telly. No I can't play with you. No we can't go out. Stop making that noise. Slight change?'

Study with Massey has also often been a means of bridging the generation gap as parents have enrolled to keep pace with children attending university.

Some students are happy with the loneliness of the long-distance student ('like Simeon Stylites perched for 33 years atop his rock in the desert'):

Personally, I prefer to intersperse periods of study with bouts

of the hard labour always to be found on a farm, and can amuse myself by trying to solve some problems posed me in a study guide, as I perform some laborious task or other. At least I'm not on the golf course losing golf balls; my humiliations are mostly private ones – as the joys must also be, unfortunately.

One student recalled with distaste the demands for interaction as a full-time student and the need of the 'juvenile intellectual' to score points off his peers:

Whatever the reason, my studies in isolation have proved fruitful and rewarding although I look forward to a brief spell with fellow students during vacation time courses and at the occasional gathering.

For most, the vacation course is a high point for extramural students:

So the extramurals gather together, briefly, under one roof; it would be hard to find such a rich variety of people anywhere else in New Zealand. The closest analogy I can think of . . . is that of a shipload of pioneers bound for a new colony.

In History there was a great crowd of students who greeted each other annually at vacation courses like travellers returning from overseas.

As an extramural student over six years I came to know people from all over New Zealand (and beyond) and was to meet the same people year after year. A special brand of student togetherness was to grow, strengthened by common professional interests and the maturity of the people involved.

Again and again, extramurals report they have made some of their closest friendships on vacation courses. Furthermore:

The introduction of vacation courses was the vital turning point. External students thereby became very much a part of the university.

Vacation courses are equally a high point in the experience of those who teach extramurally. Students who have previously been face-

less and disaster-prone correspondents, writing in to request more time for assignments, or to express bewilderment or outrage over markers' comments, take on a new relationship face to face. Professor John Dunmore comments:

Vacation courses were conceived as the lifeline between the university and the extramural student. They were a necessity — almost a political necessity, one guessed, a precondition for the acceptance of extramural studies — but they brought an element of exhilaration, strangeness and exhaustion into academic routine no one could have foreseen.

Lecturers in other universities sank into a learned torpor when term vacations emptied the classrooms: we were suddenly invaded by eager, insistent enthusiasts from every corner of the country. They descended on the small campus on a Sunday, and first thing on the Monday, fed on institutional breakfasts which must have administered a severe shock to their system, they filled the classrooms, expecting at least as great a challenge from us as they themselves presented.

They were older; it was as though, like Rip van Winkle, we had slept, not for 100 years, but for 10 or 20, and the 18-year-olds we had farewelled on the Friday had returned as mature and experienced 30-year-olds. The evenings had to be filled as well as the days. One does not travel from Invercargill or Kaitaia for a diet of free periods or enlivening strolls around the campus. The investment of time and money was too great to be frittered away while lecturers paused for breath.

The evening playreading was *de rigueur* in those early days, plays selected usually from prescribed texts for English I and acted in the Library by staff assisted by a few bemused internal students, dressed in a peculiar range of academic gowns.

Shakespeare and his contemporaries were the main, but not the exclusive fare. We had *Antony and Cleopatra*, *Volpone*, and once, as a variation, the strange Kleist drama, *Prinz Friedrich von Homburg*, for which audience and actors had to assume that a battle had been raging on the Hokowhitu golf



The problem of where to store stage scenery at Palmerston North University College was solved when an old stable at Caccia Birch House was employed. John Dunmore, lecturer in French (left), and Dr K. Thomson, Principal (right), are assisted by a secretary of the college Miss Colleen Jackson.

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course. Disbelief was suspended about as high as it could go. The catharsis, however, was overwhelming.

Numbers and the multiplicity of papers put an end to those mock-heroic days. Animated cocktail parties turned into something approaching peak time at a racecourse bar. So the socials had to shrink to departmental size. Tribalization had set in.

Off-campus courses allowed for more personal contact. One has memories of long, talk-filled evenings in cold high school classrooms, in vast silent buildings, with mist eerily filling the carpark and rising around unfamiliar trees. Meetings held in oases of friendliness amid a foretaste of nuclear winter. Or the lounges of study group organizers, briskly efficient types who gathered students from afar, sat them on chairs and cushions commandeered from every room in the house and, one suspected, attics, making sure that children and spouse were occupied elsewhere, and who brought out coffee and biscuits – or, more often, jam and cream-topped scones – an action which not only displayed a hospitality that came from the heart, but also signalled that the time had come to think of home: Existentialism or the uses of the subjunctive back away and fade into the evening glow when the call is heard: ‘Who takes milk and who doesn’t?’

The distance students will travel to meet a peripatetic lecturer will never cease to amaze. A centre in Invercargill means there will be students there from Gore and Nightcaps; Whangarei means Kawakawa and small history-laden townships with exotic names.

The further afield one goes, the greater the surprise. How can one feel other than humble when, delayed by what the airlines jauntily label ‘mechanical trouble’, one arrives at Nandi at one o’clock in the morning to find a couple of extramural students on the tarmac waiting to welcome you to Fiji?

Such places have more Massey links than most would suspect. People will gather to discuss courses or merely to recall old times; and when they invite you to visit their school, the long drives into the country, along roads that twist among the sugar

canes and into the hills, and threaten to peter out altogether, make one realise, when suddenly the lane opens out into a playground filled with dark-eyed children, what real isolation means.

I once spent a week in Honiara, in the Solomons. I had advised students of my visit, and one had replied that she would try to get to Honiara if she could, but warned that transport was not always reliable. But there she was, among the others. Since her address was a Post Office box in Honiara, I had assumed she taught at a school some miles inland where the bus service was erratic. After all, the tarseal did not extend beyond the edge of the town, and to visit one school some 20 miles out I had been taken in a Land Rover along roads where only four-wheelers were likely to survive. But she explained that she taught in a school on another island, where a light plane called once a week if the weather allowed it and there was enough mail or cargo to make the journey worthwhile. And to reach the airstrip, she had make a two-hour journey by canoe. It had, she reassured me, an outboard motor.

It made Brideshead and all those dreamy spires sink back into the world of fiction. Life insists on being stranger than the reality novelists try to recapture.

Although there are no statistics, it does appear world travel is frequently a prelude to extramural study. Perhaps it has revealed the gaps in a New Zealand schooling; perhaps it has created a need for greater intellectual stimulus than can be provided amid the placid predictability of the New Zealand scene. It produces a student for whom study is not merely dutiful book learning and, face to face, such students can be a shock and a delight to the jaded lecturer.

One student commented that, perhaps without realizing it, the Massey staff had adjusted to the fact that they were dealing with older students. On a Massey vacation course, when he asked a question, the lecturers attempted to answer him. Going on to another university for more advanced work he found that when, in a small group, he asked a question the lecturer ignored him and

continued his prepared discourse. However, most universities, it appears, now have increasing numbers of older students. This may be partly an economic matter: older people are often better able to meet the cost of university study. It is also probable that the extramural programme has done much to popularize university study in the years of maturity.

A select group of students have continued studying even after gaining their first degree, and are thus able to compare extramural study in the 1960s with that of the 1980s. They comment that as the programme has expanded and become accepted much is taken for granted. In the early years, they report, there was a tremendous sense of gratitude and loyalty to an institution offering what had been so long denied; what is now a right was then a privilege. There was a sense too, of being pioneers, and a feeling, while numbers were small, that everybody knew everybody.

In retrospect, the discomforts of the early days are recalled with the loving ghouliness normally reserved for boarding-school puddings. Students recall the discomforts and hazards of long-distance car journeys, or plodding across the mud and board walkways while Massey's buildings were being erected. But pride of place goes to 'the infamous Rehab Prefabs' of the 1960s period:

Cold, draughty, damp and with an indescribable ablution system, they were the last word in discomfort The modern students in the courts and the upgraded rehabs don't know they are alive.

. . . the long low military-type barracks, the long draughty dimly lit corridors, the dark brown lino worn and stained, the draughty concrete-floored washrooms, the graffiti on lavatory walls, the motley assortment of clothing in the drying rooms . . . the long walk of someone trying to tiptoe to the lavatories in the dead of night sounding like a forest of squeaking animals as the floorboards responded to every movement. The saga of the shower blocks . . . one vast steamy chamber for communal ablutions. In recent years the residential courts were established with their monastic cells but these could never engender the

camaraderie of the old-style Rehab rooms in the early sixties. For other students, equivalent ghoulish memories centre on the crisis of end-of-year examinations in centres organized by Massey around the country. This is the time of year when limbs get broken, wives are rushed to hospital for childbirth and snow falls for days, shutting off the extramural in the remote one-teacher school. One student, boarding ship for Britain for his 'OE' and to follow the All Blacks, found the long arm of Peter Crump pursuing him, with the following telegram waiting in his cabin:

Terms awarded. Examinations papers on board. See Chief Purser. Please advise if sitting – Crump Massey.

He reported:

Sat Paper A in Indian Ocean and Paper B in Atlantic in Chief Purser's cabin with Stewards providing tea and biscuits every ½ hour. Result: D. How could this happen? Perhaps I should have accepted the Purser's offer to 'take your books in with you.'

The hazards of extramural study are many, but so are the rewards. For some it is the opening up of new realms of experience while still amid the banalities of ordinary life. Several students reported the emotional impact of a first reading of poets such as William Blake or Mathew Arnold – while sitting late at night at the kitchen table. Suddenly they were on the threshold of a new world. For many, the reward is the discovery of the true range of their own potential. 'Studying through Massey', wrote one who had gone on to a higher degree at another university, 'gave me back the confidence I had lost in my intellectual ability.' Here is how three different students reported it:

Massey – To me the words mean enjoyment, frustration, growth, hard work, achievement and involvement. In short, a way of life.

Extramural study requires more discipline, dedication and determined stickability than internal study. It is not for the

faint-hearted or the insecure, but it must be a life-saver for many as a second or only chance for advanced education.

14 years work over 18 years. 28 papers passed. At least 250 assignments and articles. How many papers – how many hours? BA, DipEd, Dip Tchng. Amazing really. Come in 66/53967 your time *is* up. ‘Born 1966. Resting peacefully 1984. No withdrawal symptoms.’ Thanks, Massey. Thanks, family.

Footnotes

INTRODUCTION

1. *Appendix to the Journal of the House of Representatives of New Zealand*, 1959, E1, p. 6. (See also pp. XX-XX of this volume.)

CHAPTER 1

1. J.C. Beaglehole, *The University of New Zealand, an Historical Study*, 1937, p. 353.
2. J. Hight *et al.*, 'New Zealand University Problems', *Proceedings of Conference of Australian and New Zealand Universities*. Adelaide, 1937, p. 10. See also T.A. Hunter, T.H. Laby and C.W. von Zedlitz, *University Reform in New Zealand*. Wellington, 1911, pp. 40-41.
3. Report of Royal Commission on University Education in New Zealand, *AJHR*, 1925, Vol II, E 7A.
4. Professor Colin Bailey, typewritten notes, 15 December 1983.
5. Memorandum for the Senate of the University of New Zealand, presented by the New Zealand Post Primary Teachers Association and the New Zealand Educational Institute, 29 August 1957.
6. Hugh Parton, *The University of New Zealand*, Auckland, 1979, p. 189; *University of New Zealand, Minutes of Senate*, 1949, p. 34.
7. C.L. Bailey, 'The Extra-Mural Problem', *New Zealand University Journal*, Vol. I, No. 1, March 1953, p. 37; Parton, p. 189. Motives behind this move were not entirely negative. Professor Bailey comments that one of the major purposes of limiting extramural study to stages I and II was to open up the possibility of proceeding to MA, for which Stage III internal study was regarded as an essential basis. 'New Zealand was full of extra-mural students with a cluster of Stage Is and Stage IIs, enough to get a Teacher's B Certificate but not qualifying for enrolment in Masters courses. The new regulation would bring pressure on this group to so plan their degree that they could take a Stage III unit internally. Some teachers, by taking Stage I and a Stage II whilst at Teachers College applied for a first-year appointment in a university centre. Some boards were co-operative, some

- were not.' He adds that the 1948 figures quoted included a number who were still at school and the University took strong exception to this practice. (Professor Colin Bailey, Wellington, 3 August 1984 — J.M.R. Owens.)
8. *AJHR*, 1955, E1, p. 31.
 9. See, for example, submissions on extramural teaching from the NZ Post Primary Teachers' Association dated 19 August 1954 and 29 August 1957.
 10. Dr Beeby's reminiscences were recorded on tape by Neville Green in December 1983.
 11. *Minutes of Senate*, May 1949, p. 345.
 12. *ibid.*, January 1950, p. 20.
 13. C.L. Bailey, *op. cit.*, 1953, pp. 37-42.
 14. *Minutes of Senate*, 1954, Appendix, pp. 74-9.
 15. Parton, p. 190.
 16. *Minutes of Senate*, September 1952, p. 122.
 17. *ibid.*, 1954, pp. 70-1; Parton, 190-91.
 18. Taped interview with Professor Gordon by Neville Green, December 1983.
 19. Report of the Minister of Education for the year ended 31 December 1957, *AJHR*, Session II, 1958, Vol. II, E1, p. 44.
 20. *Minutes of Senate*, 1956, p. 351; Parton, 213.
 21. Memorandum for the Senate of the University of New Zealand, by the NZ Post-Primary Teachers' Association and the NZ Educational Institute, 29 August 1957.
 22. *Minutes of Senate*, 1957, pp. 73-4.
 23. First Report of Committee on Extramural Studies, 17 October 1957, *Minutes of Senate*, 1958, Appendix B, pp. 55-7.
 24. Second Report of Committee on Extramural Studies, 21 April 1958, *Minutes of Senate*, 1958, pp. 58-60.
 25. *Ibid.*, 1958, pp. 28-9.
 26. *Manawatu Evening Standard*, 29 March 1959, p. 11; Parton, p. 214.
 27. *Manawatu Evening Standard*, 16 May 1959, p. 9. See also 9 June 1959, p. 6; 12 June 1959, p. 6; 13 June 1959, p. 8 and PNCC Archives, Minute Book No. C. 16, p. 1013.
 28. The Report of the Vice-Chancellor, 5 August 1959, *Minutes of Senate*, 1959, pp. 56-61. See also *Manawatu Evening Standard*, 4 June 1959, p. 8.
 29. Report of the Minister of Education for the Year Ended 31 December 1958, *AJHR*, Session 1959, Vol. II, E.1.
 30. J.G.A. Pocock, 'University and Society', *Landfall*, Vol. 13, No. 3, September 1959, pp. 262-66.
 31. The debate on 'Mediocracy' continued in *Comment*, Vol. 1, No. 2, 1960, pp. 13-17 and Vol. 1, No. 3, 1960, pp. 20-3.
 32. Professor Colin Bailey, Wellington, 3 August 1984 — J.M.R. Owens. Dr

Beeby also recollects that the existence of an empty building was the key point in deciding to locate the Teachers College in Palmerston North — Dr C.E. Beeby, Wellington, 2 August 1984 — J.M.R. Owens.

CHAPTER 2

1. The foundation staff were: Education, Alan Cooper and Peter Freyberg; English, J.R. (Reg) Tye, Peter Alcock and Donald Anderson; Geography, Bryan Saunders and Eric Warr; History, John Owens and Lucie Halberstam; Mathematics, George Whitehead. All were at the Lecturer level, except J.R. Tye who was a Senior Lecturer.
2. A.E. Turner, 'The Library: Massey University of Manawatu', *New Zealand Libraries, Bulletin of the N.Z. Library Association*, Vol. 28, No. 9, October 1965, pp. 209-16.
3. *ibid.*, p. 213.
4. *Report of the Committee on New Zealand Universities*, Wellington, December 1959, p. 97.
5. *Manawatu Evening Standard*, 23 January 1960.
6. *op. cit.*, p. 41.
7. *ibid.*, pp. 41-2.
8. Minutes of Academic Committee, PNUC, 6 April 1961.
9. *Manawatu Evening Standard*, 15 March 1960.
10. *ibid.*, 20 May 1960, p. 5. See also *Manawatu Evening Standard* and *Manawatu Daily Times* of 9 April 1960.
11. Dennis McEldowney, *Donald Anderson, a memoir*, Auckland and Hamilton, 1966, p. 115.
12. Professor Peter Freyberg, Hamilton, 19 August 1984 — J.M.R. Owens.
13. Report on the Provision of Extra-Mural Services at the University of New England and Queensland by P.S. Freyberg, Massey University College of Manawatu, P.B. 63/58.
14. Outline of the Extra-Mural Teaching Programme, Massey University College of Manawatu, R. and E. 63/2.
15. Submissions made to the University Grants Committee for developments involving Extramural Teaching, Massey University of Manawatu, EMC 64/8.
16. Notes supplied by B.M. O'Neill, 19 March 1984.
17. W.H. Oliver, 'The Future of a University', *Comment*, Vol. 19, April-May 1964, pp. 20-4. For his views in later years, see W.H. Oliver, 'Humanities in Tertiary Education' in *Trends and Issues in Higher Education*, 1970, pp. 20-43.
18. Report of Committee of University Council on Developments in the Arts, Massey University of Manawatu, GSB 64/14(a), p. 8.
19. Extramural Enrolments 1960-1965 and Some Implications, Massey Uni-

- versity of Manawatu, EMC 65/10.
20. Massey University of Manawatu, EMC 66/2.
21. Extramural Teaching at Stage III level, *ibid.* EMC 66/12.
22. Extramural Tuition: an alternative, *ibid.*, EMC 66/18.
23. Minutes, *ibid.*, EMC 66/22
24. Confidential. The Characteristics and Performance of Extramural Students, *ibid.*, EMC 66/24.

CHAPTER 3

1. Report to the Professorial Board on the Extramural Teaching Programme 1960-1967, Massey University, EMC 67/23(g), PB 67/112.
2. Donald Bewley, 'Massey University and the University of the South Pacific: Registration for Tuition', in P. Crump and K. Livingstone (eds.) *ASPESA Forum '81; 'Dimensions of Distance'; Proceedings*, Massey University and the University of the South Pacific, Palmerston North and Suva, Fiji, pp. 387-90.
3. Ad hoc Extramural Committee, Final Report, Massey University, ESC 84/18, PB 76/136.
4. *Learning at a Distance. A synopsis of the Working Party's Report*, Department of Education, Wellington, 1980.
5. Donald Bewley and Hazel Riseborough. *The Market for Extramural Studies*, Massey University, August 1979.

CHAPTER 5

1. Donald Bewley, 'Community Resources in Distance Education' in M.J. Pentz and M.W. Neil, *The Education of Adults at a Distance*, Kogan Page in association with The Open University Press, London, 1981, pp. 247-54.
2. V. Thompson, *Survey of Library Use by Extramural Students*, Massey University Library, Library Series No. 9, 1975.
3. Donald Bewley, *Massey University Extramural Studies*, Massey University, Revised 1983, p. 7.
4. Donald Bewley, 'Correspondence as the Core: the Centre for University Extramural Studies, Massey University' in D.C.B. Teather (ed.), *Towards the Community University*, Kogan Page, London, 1982, pp. 89-101.
5. For a comparison of Massey and the Open University by a historian who had taught at both institutions see: John Belchem, 'Teaching at a Distance in Britain and New Zealand: Some Early Impressions' *Teaching at a Distance*, No. 16, Open University, Winter 1979, pp. 2-6.
6. R.A.C. Stewart, 'Distance Education, Some Reflections', in P. Crump and K. Livingston, (eds), *ASPESA Forum 81; 'Dimensions of Distance';*

Proceedings, Massey University and University of South Pacific, Palmerston North and Suva, Fiji, p. 327.

CHAPTER 6

1. Marianne Tremaine and Judy Owen, 'The Female Majority: Women Who Study Extramurally', *Teaching at a Distance*, No. 25, Open University, October 1984, pp. 33-37.
2. R.A. Chesson and J.R. Macdonald, 'Extramural Participants — An Educational Elite?', *Continuing Education in New Zealand*, Vol. 10, No. 2, 1979, pp. 59-60.
3. *ibid.*, p. 59; Donald Bewley, *Extramural Studies at Massey University*, 1983, p. 20.
4. Freyberg, 1966 and Bewley, 1970, cited in Chesson and Macdonald, p. 58; Ngaire Hunt, 'Extramural Studies at Massey University: Their Purpose and Function', *Continuing Education in New Zealand*, Vol. 13, No. 1, May 1981, p. 14. Tremaine and Owen, *op. cit.*, p. 33.
5. Judy Owen, 'Married Women and Extramural Study', *Delta*, Vol. 26, June 1980, pp. 50-64.
6. Tremaine and Owen, *op. cit.*, p. 35.
7. *ibid.*

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NOTE: Internal university papers and reports, correspondence and tape-recorded interviews with participants are indicated in the notes, not here.

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Appendix

Adapted and updated from Donald Bewley *Massey University Extramural Studies*. Massey University, Revised 1983, pp. 12-26.

TABLES AND CHARTS

Table

1. Student enrolments, extramural and internal, 1960-1983.
2. Extramural students by faculties, 1984.
3. Growth of courses offered extramurally, 1960-1984.
4. Growth of numbers of courses (units and papers) offered extramurally, 1960-84.
5. Growth of extramural student numbers, 1960-1984.
6. Age distribution, extramural and Internal, 1984.
7. Occupations of extramural students, 1965 and 1984.
8. Occupations of extramural students, 1970-1984.
9. Extramural paper enrolments, 1984.
10. Geographical distribution, 1978, 1983 and 1984.
11. Extramural results analysis, 1984.
12. Course enrolments and pass rates by stages, quadrennial, 1972-1980, and biennial, 1980-1984.

COMMENTS ON TABLES AND CHARTS

The following tables indicate how extramural enrolment has grown and developed in recent years:

Tables 1 and 2 show how enrolments are distributed over faculties, Table 1 with details over the past two decades including comparisons with internal student enrolments, Table 2 graphically. It should be recognized that an extramural student represents a two-paper enrolment, while full-time internal students may be taking six or more papers. Clearly, faculties vary considerably in the extent of their involvement with extramural teaching, some having depended on this heavily for their initial growth (although now offering much research and internal graduate teaching) while others have added extramural students as a later, small-scale aspect of their programmes.

Table 3 records the introduction of extramural teaching to the various degrees and diplomas of the University. For the first decade, courses primarily served teachers. The 1970s saw the expansion in several faculties of professional courses, in business and administration, nursing, social work, agricultural economics, regional planning, some specialist aspects of teaching and more recently policing. During the early 1980s, applied science courses (Food Quality Assurance, Quality Assurance, Horticulture and Wool Handling) have been introduced. The table also includes extramural departmental certificates offered in the extramural mode (for which enrolment numbers are not shown in other tables).

Table 4 A variety of courses is needed to service such programmes. The change from units (pairs of papers at Stage I, trios at Stage II in the same subject) to single papers, not only permitted different structures within degrees, but facilitated the expansion of the extramural (and internal) programme in various subjects, a paper at a time. It has also

permitted short cycles of alternative papers, a system which several departments now use as the basis for offering the 300-level papers of a major.

Table 5 shows the increase in student numbers from 500 in 1960 to over 10,000 in 1984. The great majority of extramural students study part-time and their enrolments can be related to the total workload of the University by converting them to equivalent full-time student loads. The resultant figures show a slower growth. The extramural proportion of the University's whole teaching activity has grown over the last eight years from about a quarter to a third.

Tables 6 and 7 characterize one of the major differences between extramural and internal students. The bulk of extramural students are in the older age categories and in employment.

Table 8 uses the broad occupational categories asked for by the University Grants Committee, and this obscures the diversity of occupations in which students are found. They do, however, show significant changes in the proportion of certain occupations among students during the last decade as the range of qualifications developed. Most notable are the proportionate reduction of teachers (whose number has been steady for the past five years) and increases among government, local body and private employees, and 'housepersons'.

Table 9 shows that enrolments in particular papers are small. Only 12% of the papers have enrolments exceeding 100; more than half have enrolments of fewer than 30 (including most of the 300-level papers and several 'papers' which serve to enrol students for individual 'projects'). To mount an extensive programme to serve a wide clientele involves some sacrifice of economies of scale. To perform our social and economic function in a society with a small population we have adopted the technology which is reasonably efficient for such an operation (offset printing and audio cassettes) and have bypassed those (such as broadcast television) which have to be justified by audience size. The

capacity of courses (for some of which there are quotas) is limited by staffing, i.e. by the presence of particular staff to teach specialist papers at advanced levels.

Table 10 shows for both 1978 and the last two years the distribution geographically of extramural students in the cities and country areas. Proportionate enrolment remains relatively constant except for some signs of the northward, urban drift which New Zealand has experienced in recent years.

Tables 11 and 12 record pass rates. The chart shows that there is a 35% withdrawal rate (those 'declined terms' are students who are effectively withdrawals without notification) between 31 March and the October examinations. Those who reach the examinations compare well with internal students taking the same examinations, passing at similar rates, although with differences in the distribution of performance levels that vary from paper to paper.

TABLE 1:
STUDENT ENROLMENTS, EXTRAMURAL AND INTERNAL 1960-84

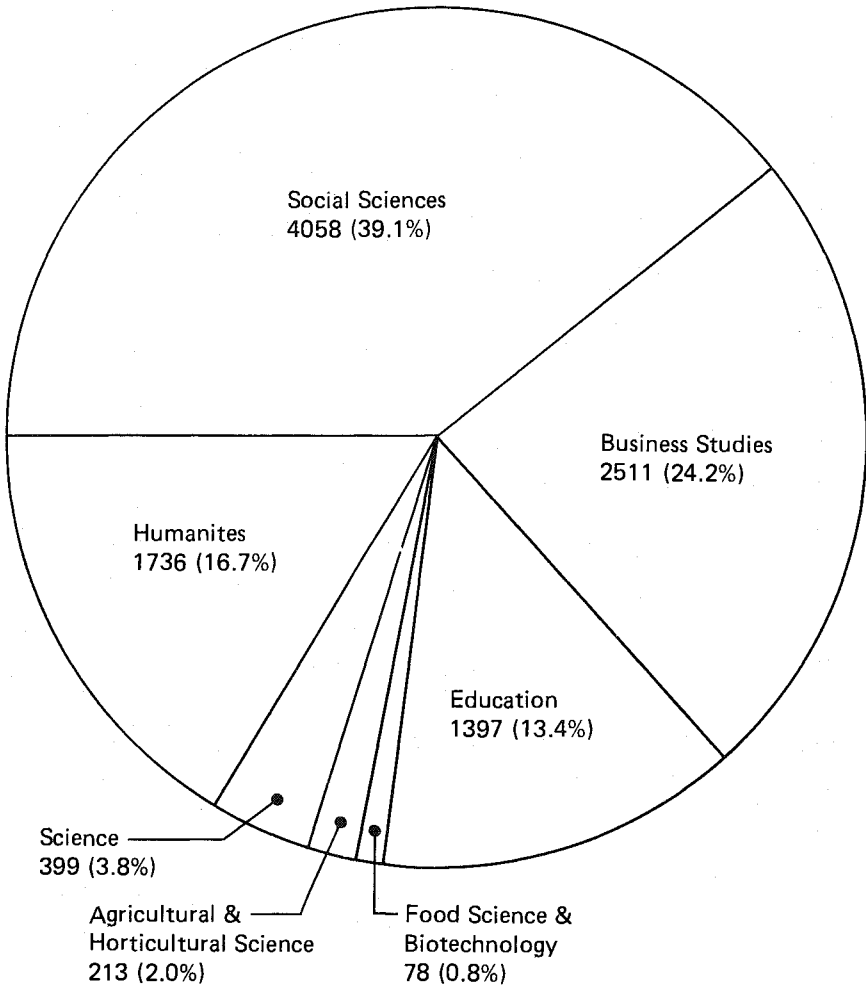
Palmerston North
University College

Massey University

1960	1962		1964	1966	1968	1970	1972	1974	1976	1978	1980	1982	1984
<i>Internal Students</i>													
		Agric. & Hort. Science	390	537	573	583	599	629	787	894	1107	1290	1321
		Business Studies	—	—	—	—	124	236	438	593	884	1148	1217
		Education	14	13	29	336	581	887	1023	914	910	813	571
		Humanities	144	211	286	269	292	310	294	281	310	299	256
		Science	75	184	372	535	605	485	581	645	641	687	663
		Social Science	111	237	312	265	439	675	724	807	832	880	944
		Technology	140	210	304	348	392	382	397	408	528	621	649
		Veterinary Science	85	177	245	336	349	372	439	425	485	447	448
170	206	Sub-total	959	1569	2121	2672	3381	3976	4683	1967	5697	6185	6069
<i>Extramural Students</i>													
		Agric. & Hort. Science	—	—	—	—	—	—	—	42	63	80	213
		Business Studies	—	—	—	—	50	236	598	954	1414	1993	2511
		Education	48	210	202	535	876	1157	1386	1431	1296	1338	1396
		Humanities	489	501	636	771	808	967	1242	1193	1215	1388	1736
		Science	—	88	53	45	72	85	232	353	433	408	399
		Social Sciences	381	475	611	666	772	1169	1660	2056	2540	3239	4058
		Technology	—	—	—	—	—	—	—	—	—	48	78
510	608	Sub-total	918	1274	1502	2017	2578	3614	5118	6029	6961	8494	10391
680	814	TOTAL STUDENTS	1877	2843	3623	4689	5959	7590	9801	10996	12658	14679	16460

Several subdepartments (Education, English, Geography, History, Mathematics, Modern Languages) formed the Palmerston North University College from 1960-1963 before being integrated with Massey Agricultural College to form Massey University. The Faculties of Humanities and Social Sciences came into being in 1965 replacing one Faculty of General Studies; figures for 1964 have been interpolated from 1965 enrolments. The Schools of Business Studies and Education came into being in 1973 and became faculties in 1977; courses were formerly shown under the Faculty of Agricultural and Horticultural Science and the Faculty of Social Science; figures for 1972 and earlier are shown under the new faculties.

**TABLE 2:
EXTRAMURAL STUDENTS
BY FACULTIES
1984**



Total students: 10,391

TABLE 3:
GROWTH OF COURSES OFFERED EXTRAMURALLY

1960	1965	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984
						DipNursing Studies									DipQA	
BSc		(LabSc)														
BA																
	DipEd															
		BEd														
			BBA													
						BBS										
						*Cert. Early Childhood Education/Early Child Development										
							DipSLT									
								DipHA								
									DipBDP							
									DipSocSc							
										*Cert. Teaching Second Language (English)						
											BAGecon					
											DipBankingSt					
												BRP				
													DipPoliceSt			
														BHortSc		
														CertRehabSt		
															Cert Social Services Supervision	
															Dip Welfare Admin	
															Cert Wool Handling Systems	

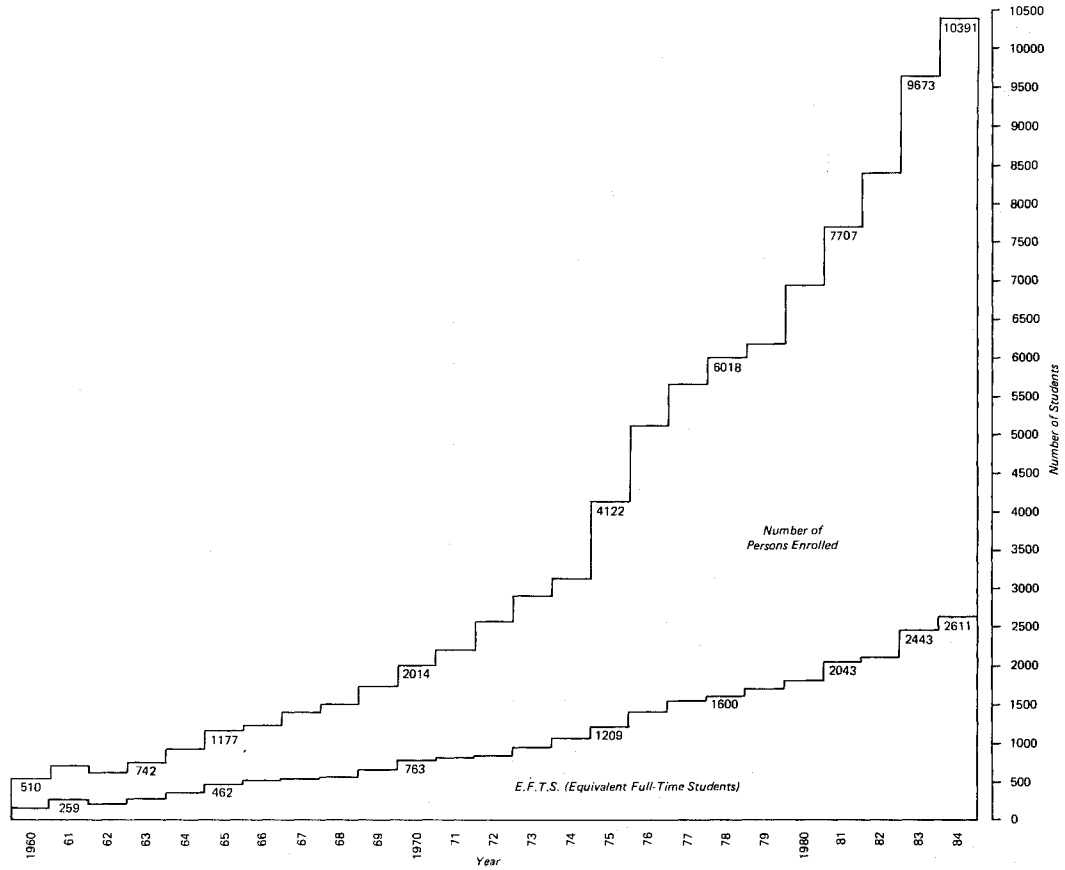
*Departmental certificates (enrolments through departments;
not shown in extramural totals).

TABLE 4:
GROWTH OF NUMBERS OF UNITS AND PAPERS
OFFERED EXTRAMURALLY 1960-1984

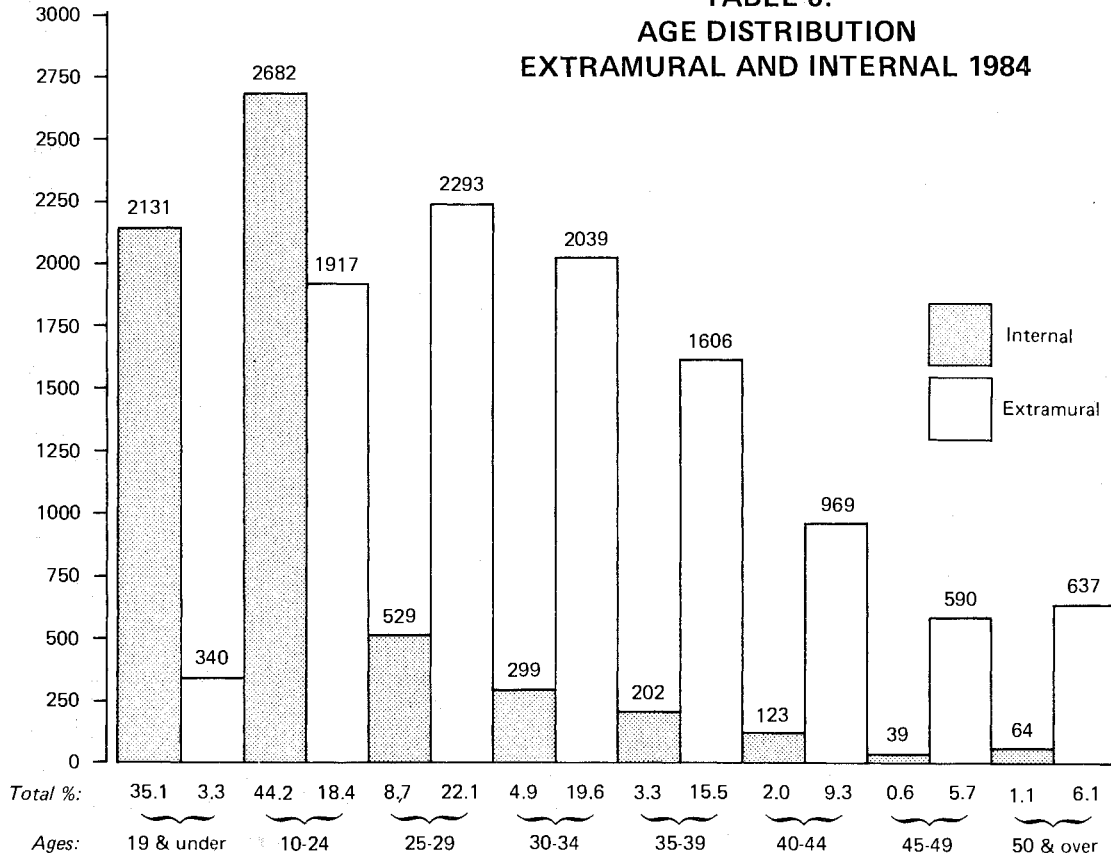
	<i>000-level (certificate)¹</i>	<i>100-level (Stage I)</i>	<i>200-level (Stage II)</i>	<i>300-level²</i>	<i>Diploma and other</i>	<i>TOTAL</i>
UNITS						
1960	—	5	—	—	—	5
1965	—	6	5	—	6	17
1970	—	13	6	—	9	28
1971	—	15	8	—	6	29
1972	—	16	9	—	11	36
PAPERS						
1973	—	36	37	—	10	83
1974	—	42	50	—	14	105
1975	—	48	61	—	20	129
1976	—	54	71	—	20	145
1977	—	55	79	—	31	165
1978	—	55	77	—	38	170
1979	—	57	92	4 ²	44	197
1980	—	62	97	22 ²	43	228
1981	—	67	116	39	52	274
1982	—	72	122	55	49	298
1983	2	71	125	69	67	334
1984	8	74	122	68	79	351

1. Excludes departmental Certificates in Early Childhood Education/Early Child Development, 1983 onwards (Education), Teaching A Second Language (English), 1977 onward (Modern Languages).
2. Excludes Alternative Programme (Summer School), BEd 300-level papers; students enrolled extramurally but were taught 'internally' 1976-80.

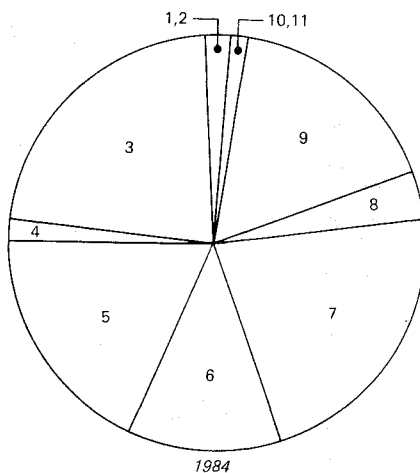
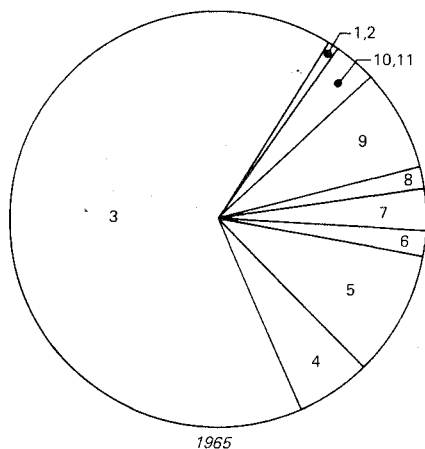
**TABLE 5:
GROWTH OF EXTRAMURAL
STUDENT NUMBERS
1960-1984**



**TABLE 6:
AGE DISTRIBUTION
EXTRAMURAL AND INTERNAL 1984**



**TABLE 7:
OCCUPATIONS OF EXTRAMURAL STUDENTS**

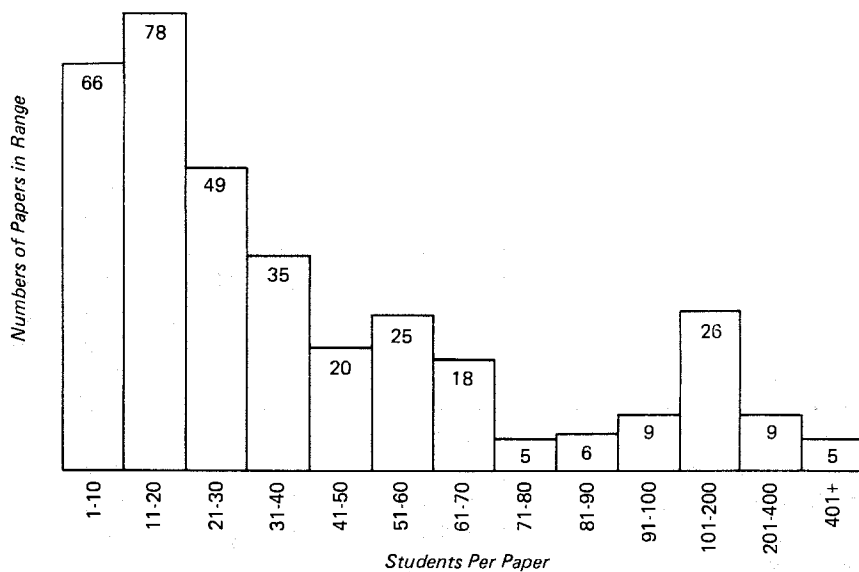


- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Full-time student 2. University staff 3. Teacher 4. Teachers College student 5. (a) Nurse: Govt Dept 6. (a) Nurse: Hospital Board | <ul style="list-style-type: none"> 7. (a) Nurse: Private 8. Self-employed 9. Housepersons 10. Technical Institute student 11. (a) Retired |
| <ul style="list-style-type: none"> (b) Other Govt employee (b) Other Local Body employee | <ul style="list-style-type: none"> (b) Other privately employed (b) Others |

TABLE 8:
OCCUPATIONS OF EXTRAMURAL STUDENTS 1970-84

<i>Occupation</i>	<i>1970</i>	<i>%</i>	<i>1971</i>	<i>1972</i>	<i>1973</i>	<i>1974</i>	<i>1975</i>	<i>1976</i>	<i>1977</i>	<i>1978</i>	<i>1979</i>	<i>1980</i>	<i>1981</i>	<i>1982</i>	<i>1983</i>	<i>%</i>	<i>1984</i>	<i>%</i>
Full-time study	14	(0.7)	32	38	38	48	79	79	65	60	68	74	72	96	120	(1.2)	219	(2.1)
University staff	7	(0.3)	6	2	1	4	6	7	6	7	7	18	42	23	20	(0.2)	25	(0.2)
Teachers	1135	(56)	1267	1404	1492	1743	1836	2118	2142	2102	2027	1982	2087	2085	2350	(24.3)	2355	(22.7)
Teachers College students	114	(5.5)	76	104	133	121	90	125	138	207	179	230	208	171	105	(1.1)	61	(0.6)
Government employees	195	(10)	195	228	301	453	529	785	1060	1287	1495	1652	1303	1534	1663	(17.2)	1779	(17.1)
Local Body employees	35	(2)	44	54	80	149	285	367	324	185	201	238	891	1018	1253	(13.0)	1523	(14.7)
Private employment	107	(5)	136	173	238	302	514	678	816	1010	1078	1378	1575	1828	2251	(23.3)	2449	(23.6)
Self-employment	32	(2)	39	37	41	76	97	121	165	195	168	188	255	332	393	(4.1)	411	(4.0)
Housepersons	266	(13)	279	371	438	518	659	833	925	939	928	1139	1196	1307	1350	(14.0)	1361	(13.1)
Full-time students at Technical Institutes	—		—	2	5	15	10	28	23	24	21	28	28	38	36	(0.4)	45	(0.4)
Others	112	(15)	131	144	188	185	3	—	—	2	22	36	52	62	109	(1.2)	163	(1.5)
TOTALS	2017	(100%)	2205	2557	2955	3614	4108	5118	5664	6018	6195	6963	7707	8494	9654	(100%)	10319	(100%)

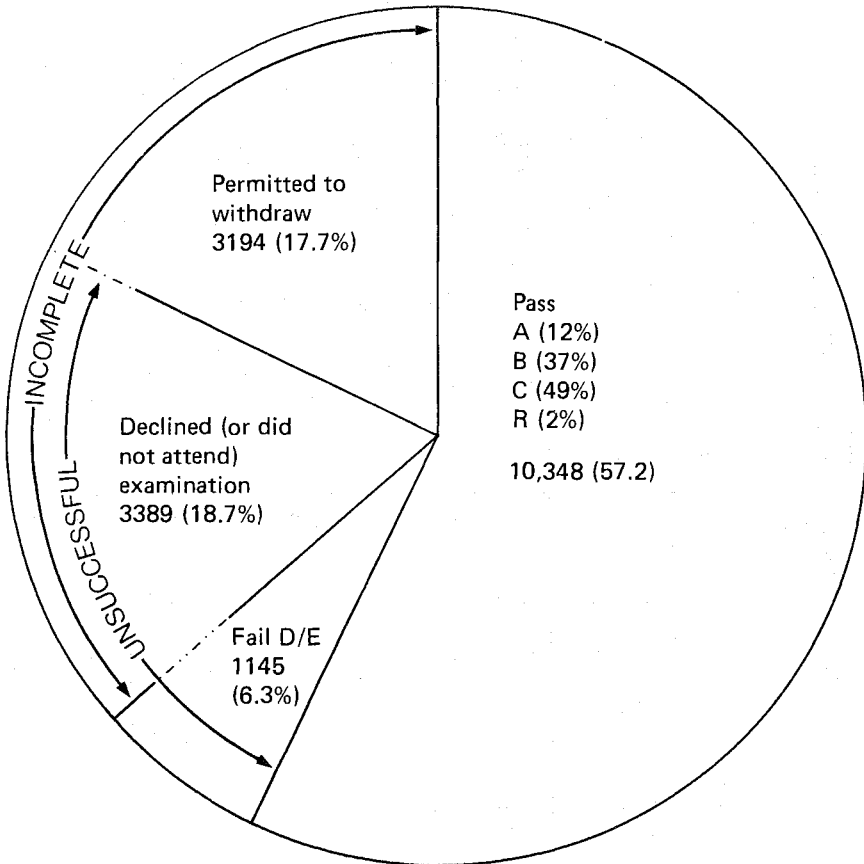
**TABLE 9:
EXTRAMURAL PAPER
ENROLMENTS 1984**



**TABLE 10:
GEOGRAPHICAL DISTRIBUTION**

<i>Centre of Region</i>	<i>1978 (%)</i>	<i>1983 (%)</i>	<i>1984 (%)</i>
Whangarei	88 (1.5)	176 (1.8)	180 (1.7)
Auckland	1092 (18)	1580 (16.4)	1680 (16.3)
Tauranga	106 (1.8)	184 (1.9)	212 (2.1)
Hamilton	150 (2.5)	313 (3.2)	342 (3.3)
Rotorua	154 (2.5)	294 (3.0)	301 (2.9)
New Plymouth	121 (2.0)	219 (2.3)	245 (2.4)
Gisborne	114 (1.9)	131 (1.4)	135 (1.3)
Napier	122 (2.0)	239 (2.5)	261 (2.5)
Hastings	116 (1.9)	184 (1.9)	224 (2.2)
Wanganui	160 (2.7)	272 (2.8)	281 (2.7)
Palmerston North	272 (4.9)	523 (5.4)	543 (5.3)
Upper & Lower Hutt	295 (4.9)	455 (4.7)	476 (4.6)
Wellington	559 (9.3)	1063 (11.0)	1102 (10.7)
Nelson	95 (1.6)	165 (1.7)	169 (1.6)
Christchurch	210 (3.5)	387 (4.0)	464 (4.5)
Timaru	94 (1.5)	116 (1.2)	137 (1.3)
Dunedin	90 (1.5)	175 (1.8)	210 (2.0)
Invercargill	100 (1.7)	165 (1.7)	163 (1.6)
Northland	142 (1.9)	261 (2.7)	260 (2.5)
Central Auckland	70 (1.2)	135 (1.4)	137 (1.3)
South Auckland & Bay of Plenty	430 (7.1)	637 (6.6)	653 (6.3)
Taranaki	129 (2.1)	155 (1.6)	153 (1.5)
East Coast	25 (0.4)	26 (0.3)	26 (0.3)
Hawkes Bay	125 (2.1)	147 (1.5)	182 (1.8)
Wellington Province	412 (6.8)	626 (6.5)	677 (6.6)
Marlborough	85 (1.4)	103 (1.1)	105 (1.0)
Nelson Province	46 (0.8)	68 (0.7)	86 (0.8)
Westland	54 (0.9)	91 (0.9)	98 (1.0)
Canterbury	143 (2.4)	189 (2.0)	221 (2.1)
Otago	141 (2.3)	221 (2.3)	229 (2.2)
Southland	110 (1.8)	125 (1.3)	128 (1.2)
Domiciled Outside New Zealand	113 (1.9)	229 (2.4)	211 (2.0)

**TABLE 11:
EXTRAMURAL RESULTS
ANALYSIS 1984**



Total (students) 10,391

Total (papers) 18,076

**TABLE 12:
COURSE ENROLMENTS AND PASS RATES BY LEVELS 1972-84**

PAPERS

	<i>1972</i>			<i>1976</i>			<i>1980</i>			<i>1982</i>			<i>1984</i>		
	<i>Passed</i>	<i>Enrolled</i>	<i>%</i>	<i>Passed</i>	<i>Enrolled</i>	<i>%</i>	<i>Passed</i>	<i>Enrolled</i>	<i>%</i>	<i>Passed</i>	<i>Enrolled</i>	<i>%</i>	<i>Passed</i>	<i>Enrolled</i>	<i>%</i>
	<i>Sat</i>			<i>Sat</i>			<i>Sat</i>			<i>Sat</i>			<i>Sat</i>		
STAGE I/ 100 Level	1158	1874	62	3616	6550	55	4122	7552	55	4512	8674	52	5146	9986	52
		1355	85		4265	85		4743	87		5164	87		5820	88
STAGE II/ 200 Level	359	513	70	1794	2775	65	2546	4043	63	2927	4493	65	3171	5166	61
		401	90		1943	92		2824	90		3240	90		3509	90
STAGE III/ 300 Level	—			—			277	394	79	799	1036	77	1180	1589	74
								307	90		852	94		1246	95
U/Grade	1517	2387	64	5410	9325	58	6945	11989	58	8238	14203	58	9497	16741	59
		1756	86		6208	78		7874	88		9260	89		10575	94
Diploma/ 600 Level	362	486	74	469	733	64	456	688	66	663	992	67	725	1159	63
		36	99		498	94		493	92		708	94		774	94
All Courses	1887	2873	65	5879	10058	58	7401	12677	58	8901	15195	59	10348	18076	57
		2123	88		6706	88		8367	88		9969	89		11493	90
Certificate	—			—			—			—			126	176	72
														144	88

The above figures are end of the year results based on confirmed enrolment 31st March.

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Extramural students from Massey University are now found in all parts of New Zealand and in all walks of life. They are people who have studied university courses while living away from the campus and carrying on existing careers and family commitments, making use of a programme which now celebrates the 25 years of existence described in this book. Many of them have achieved qualifications for new careers; others have gained new interests and friendships. Women especially have made use of this 'second chance' university education.

The programme is now so well established it is difficult to believe that in origin it was fiercely opposed as a betrayal of university standards. The book graphically describes the early struggles to launch and develop the scheme. It celebrates in very human terms the achievements and experiences of teachers, administrators and students involved in developing a wealth of human talent which might otherwise have been neglected. Today, Massey extramural teaching takes its place alongside similar programmes found in all parts of the world, but as the book indicates, it has a distinctive New Zealand emphasis and has had a major influence on the country.

The author, Dr John Owens, of Massey University's history department was one of the original staff appointed in 1959 to launch the programme. As well as using documentary sources, he has made extensive use of interviews and written reminiscences of participants. Dr C.E. Beeby has written the Introduction, assessing in retrospect an educational development which, as Director of Education in the 1950s, he helped to establish.

Cover design by Helen McLeay

