

George Clarke

"These reports... are the first and most hopeful signs of making an integrated new city".

Laurie Thomas in *The Australian*.

## EDUCATION AND PLANNING IN A NEW CITY.

An opportunity for Campbelltown

by  
Professor S. Encel  
and  
Barbara Lepani

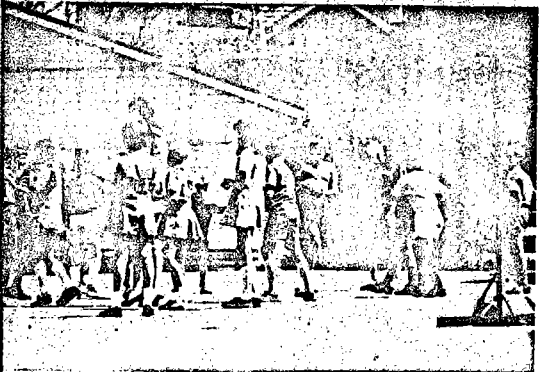
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## INTRODUCTION

The New South Wales State Government is proposing that a new city with a population growing to 500,000 by the year 2000 should be established at Campbelltown, 32 miles south of Sydney.

This report, by Professor Sol Encel, Professor of Sociology at the University of New South Wales, and Mrs. Lepani, is one of a series of reports prepared at the request of Urban Systems Corporation Pty. Limited, consultant town planners to Lend Lease Corporation Limited, who are participating in the development of the new city.

Urban Systems Corporation and Lend Lease Corporation believe the ideas and suggestions of Professor Encel and Mrs. Lepani should be made available for public discussion and comment.

## PLANNING FOR EDUCATION IN A NEW CITY

### General Observations

Education is one of the most important forms of social investment. Any plan for a new community like Campbelltown must place the demands of education at the centre of the planning process. Not only can education make a major contribution to social development, but the rapid growth of population which is projected for Campbelltown will create a great upsurge of demand for educational facilities, and these must be foreseen and prepared for well in advance.

It is estimated that the population of Greater Campbelltown will include 22% in primary age group (5-11 years), 13.8% in secondary age group (12-17 years), and 9% in tertiary age group (17-22 years). In Australia 7% of this latter age group are engaged in full time tertiary education (estimated 0.63% of population of Greater Campbelltown). In 1980, if the State Planning Authority's forecast of 215,000 population is accepted, the potential student population would be 47,300 primary school students, 27,000 secondary school students, and 1,300 tertiary education students.

This population will require 56 primary schools, 23 secondary schools, and facilities for 1,300 students at tertiary levels. To provide this large number of educational institutions, with all the physical plant and staff required, is a planning task of the first magnitude, and the need for rapid decisions and large-scale concepts cannot be over-emphasised.

If the population growth is less rapid and increases to only 140,000 persons by the year 1980, there will still be a large student population, including 30,000 primary school students (approximately 35 schools), 18,000 secondary school students (approximately 16 high schools), and 900 students engaged in full time tertiary education.

These are quite apart from part time study which is incalculable because, in that case, supply is at least as important as demand.

A local full time student body of 900 is sufficient to think in terms of the early establishment of tertiary institutions, since there would

certainly be a number of students from outside, not to mention the possibility of external courses and the use of radio and television.

So far we have spoken only about demand. The contribution of education to economic and social development deserves similar prominence as a factor in planning. Education is one of the most important service industries of a modern community. In Australia, it accounts for 4.5% of gross national product, and constitutes about 25% of State Government budgetary expenditure.

The economic contribution of education to a community is obviously considerable. About 80% of the recurrent costs of education are due to salaries. A school population of 48,000 would involve from 1,300 to 1,400 teachers. Total salary payments would be in the vicinity of \$8 million. Tertiary education on a corresponding scale would add \$2.5 million in salaries to this figure.

Educational institutions generate their own demand for goods and services, the level of which has never been measured (and perhaps cannot be), but is undoubtedly significant if only because of the numbers involved.

Education as an 'industry' clearly contributes to the economy and society of any town. But it also makes other contributions of a less tangible nature which are nevertheless highly valued; in particular, this is true of tertiary education, so that many communities seek the establishment of tertiary institutions. This demand is often misconceived, especially because the grafting of an educational institution on to a community with a well-established character may have little effect on either side. In a new city, however, the community of the future is likely to be very different from that of the present town. Planning, therefore, should seek to take advantage of the potential role of educational institutions and ensure that it is realised in the growth of the town.

In summary, the following benefits could be expected from early decisions to provide a comprehensive range of educational facilities in a new city:

- (a) A significant addition to the number of professional and skilled persons in the local labour force;

- (b) The provision of physical facilities which, if deliberately planned, can add considerably to community resources;
- (c) A wide range of educational opportunities which will help to retain intellectually able adolescents and young adults within the community;
- (d) The added attraction for industry to locate in an area where good educational facilities for staff and their families are available;
- (e) The stimulation of business activities which find it useful to draw upon the specialised skills thrown up by the educational system, and also of those which cater for the demands of educated people;
- (f) Additional employment opportunities;
- (g) If educational activities are experimental and innovative in character, the status of the town as an educational centre will attract all kinds of people, not only from other parts of Australia, but from other parts of the world.

In keeping with the above, some detailed aspects of educational planning are examined below, firstly in relation to schools, and secondly in relation to a proposed Centre for Higher Education.

#### Schools

The provision of educational facilities involves consideration of the social factors already mentioned and of the importance of designing accommodation which will allow the schools to respond to changing educational patterns.

Some of the special features of residential developments in new cities include the following:-

- 1. The pace and size of population expansion will hinder ready integration into the mainstream of the life of the existing city.
- 2. There will be a high proportion of young children.

- 3. Economic factors will influence married women to seek employment.
- 4. The public transport system will be less frequent and less convenient than in the areas from which the new residents have come.
- 5. There will be a severe shortage of facilities related to the growth of community groups, coupled with a social adjustment time lag in recognising that the new environment demands greater efforts of community voluntarism than was necessary in older suburbs, where there was always a 'them' that took care of such things.
- 6. The slow emergence of new social patterns for relieving suburban isolation and general housewife boredom, as old ones prove impossible to realise in the new social and geographical situation.

The immediate social factors to be considered in planning include:-

- 1. Adequate provision of educational facilities — pre-school (including kindergarten and child-minding centres), primary and secondary.
- 2. Adequate access to public transport and the provision of the 'corner shop'. This latter facility is strongly urged for several reasons:
  - (a) provision of essential small item goods to housewives with young children, thus avoiding the necessity for an elaborate preparation of baby, pram and car just to buy a ½lb. of butter;
  - (b) the important social role the familiar, personally-known shopkeeper plays in allowing conversational exchanges and casual friendships to take place between neighbours;
  - (c) the added responsibility which young children can get from running small errands;

- (d) the longer hours permitted convenience food goods retailers;
  - (e) the smaller parking areas needed in aggregate;
  - (f) money circulates in the immediate neighbourhood;
  - (g) added diversity in the streetscape.
3. Adequate access to community facilities (halls, baby health centre, entertainment opportunities) in such a way as to actively encourage community interaction.

#### What Role can the Schools Play?

As it is the government's responsibility to provide schools for children, the schools are likely to be the first community facilities built in a new neighbourhood. It is important to consider how the above-mentioned social factors may be catered for from the very first stages of development.

One obvious solution is to explore the possibilities of designing and staffing the schools as community facilities which go beyond the provision of accommodation for merely formal education. This concept is supported in the report of a seminar held in Canberra in 1969 on the planning of a new town at Tuggeranong, ACT. The NSW Teachers' Federation has also supported the notion in its submission to the Committee on Educational Needs in NSW, made in 1969.

An example of the deliberate planning of school facilities to serve wider community purposes is to be found in the USA, where the Winchester Community School in New Haven, Connecticut, was designed in this way.

This school was designed in response to the special needs of a high-density, low-income inner city area. It is suggested that the idea could be equally well adapted to the needs of a moderate-income, low-density new town development. Both are characterised by an impoverishment of community facilities and social factors which militate against the community's being able to provide such facilities through voluntary efforts.

1. The school has an enrolment of 750 children from kindergarten through to Grade 6. (Thus it is equivalent to a standard NSW Grade 1 primary school).
2. Besides the staff of regular teachers there is an after-school community staff of 25.
3. The Assistant Principal serves as the community school co-ordinator of all after school programs.
4. The school building is used from 8 a.m. to 10 p.m. six or seven days a week throughout the year. It is used by individuals of all ages and by groups serving young children, children, teenagers, adults and senior citizens.
5. The physical plant consists of classrooms, gymnasium, auditorium, small theatre, cafeteria, audio-visual centre, library, health centre, special subjects rooms (art/craft, music, recreation), community social agency office, small offices, and meeting rooms.

Summarising 17 years of the school's history its Principal, Mr. Barry Herman, wrote about it as follows in a recently published article in *Educational Leadership*, Oct. 1967 (USA):-

*"As a community school it serves —*

1. *As an education centre — a place where children and adults have opportunities for study, learning, and cultural enrichment.*
2. *As a neighbourhood community centre — a place where citizens of all ages may take part in such things as sports, physical fitness programs, informal recreation, arts and craft classes, musical programs, civic meetings, adult education, home economics, tutoring and leisure time activities.*
3. *As a centre for community services — a place where individuals and families may obtain health services, counselling services, legal aid, employment services, and homemaking help.*

4. *As a centre of neighbourhood and community life – the school as a place that can assist citizens in the study and solution of significant neighbourhood problems.*

*"In order to achieve a feed back between the educational programs during the day and the after-school programs, the teachers and community school staff are being encouraged to view the various services and programs as co-ordinated with a single purpose – that of providing more adequate and better integrated services to the total community school population – pre-school, regular school, after-school and adult.*

#### **"School Community Activities**

*Some recent and ongoing community school activities involving the school population and neighbourhood have been –*

- o A Paperback Book Fair, held on two days and one evening, where children and adults had the opportunity to browse at new books and magazines, make purchases and stimulate a desire to read all kinds of reading materials. Books and magazines ranged in price from 5 cents to \$1.00.*
- o H.M.S. Pinafore, presented by the children's theatre, an after-school group, which presented four performances of this delightful Gilbert and Sullivan operetta. The children's theatre has now embarked on a new musical production.*
- o Winchester Motown Review was a variety show benefit made up of local bands, singing groups and dance groups found in the community. The program was initiated by high school workstudy students who work in the community school program. Teen committees were organised and the teenagers signed up the local talent to perform free of charge in the benefit. Other committees handled publicity, making posters, and selling tickets.*
- o A Tutoring Program for all ages is successfully carried on daily. The tutoring volunteers in the program are teachers, college students, housewives and interested adults from the community at large.*
- o A Seven Week Course in Negro History for parents, teachers and community adults began after an interest was aroused in a recent PTA meeting where multi-ethnic and Negro History materials used in school were discussed. A Yale American History major was hired to teach the course.*
- o School Vocation Programs provide sports, camping, storytelling, recreation, trips, films, and many other varied opportunities for experiences geared to the weather and the interests of the groups being served.*
- o A Teen Dance held recently was planned and organised by a teen committee to provide a social outlet for young people to meet under supervision. An informal teen lounge is held at the school two evenings a week for the same purpose.*
- o A Junior Advancement Program is held four days a week after school for above-average fourth, fifth and sixth grade students. This enrichment teaching program is conducted by a group of dedicated former teachers and housewives who are affiliated with the Yale community.*
- o Neighbourhood Organisations and Groups meeting at the school are given assistance and leadership by community school personnel when it is asked for:*
- o A Softball League was recently started and teams will compete with each other as they competed when basketball was in full swing.*
- o A Children's Chorus put on a spring concert of folk music, spirituals, Broadway hit songs, and perennial favourites. The chorus, with the music teacher as conductor, will repeat the concert at several other schools in the city".*

It is worth noting the references in the above account to the use of people associated with Yale University, which is in New Haven, a town of about 120,000 people. The development of post-secondary education in Campbelltown, discussed in the last part of this report, would provide a similar pool of workers to make such a community school feasible. Indeed, there would probably be a mutually stimulating effect.

The example of the Winchester School, now internationally famous, has recently made itself felt in Canberra, where the N.C.D.C. has finally 'got the message' and is encouraging the Department of Education and Science to design community schools.

The recently-designed Duffy Primary School provides an excellent example of the type of school that should be built in new cities.

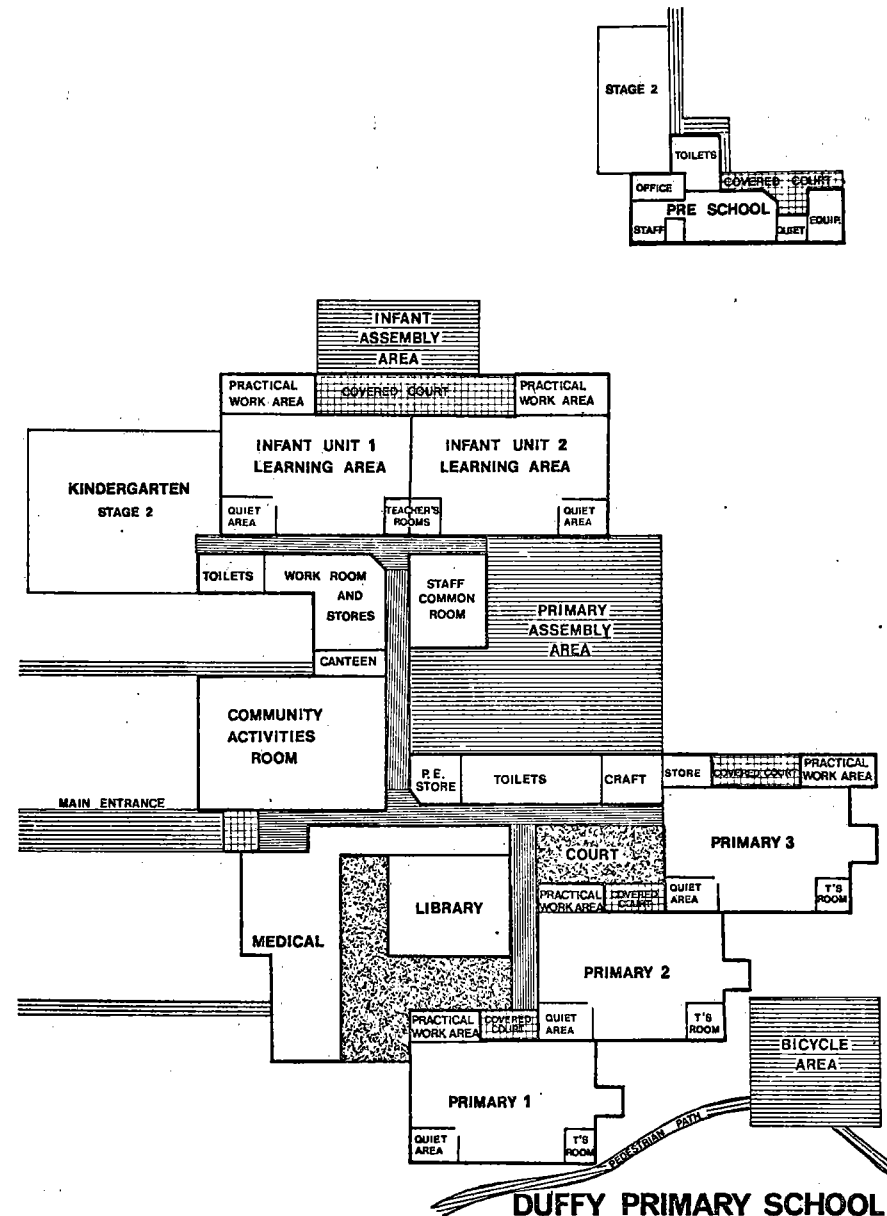
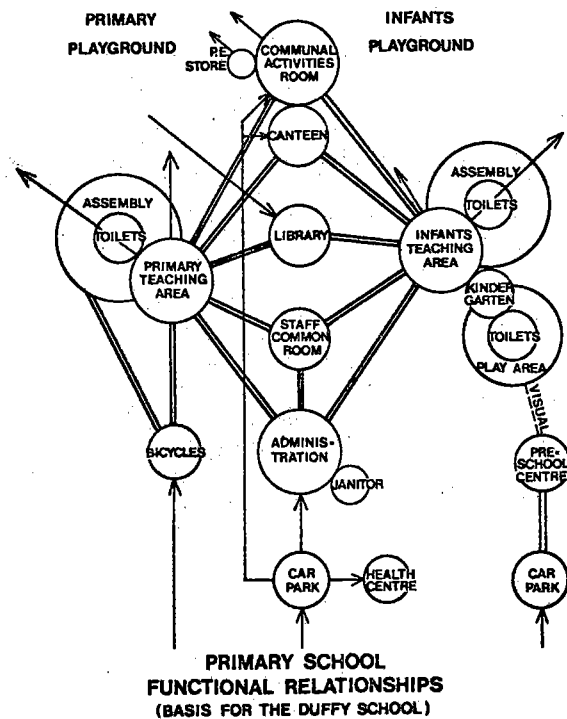
Even with a more modest physical plant, with facilities reduced to:-

- community hall (gymnasium, auditorium, theatre)
- library
- music room
- classroom areas
- health centre

with the possible inclusion of:-

- cafeteria
- committee room
- small office

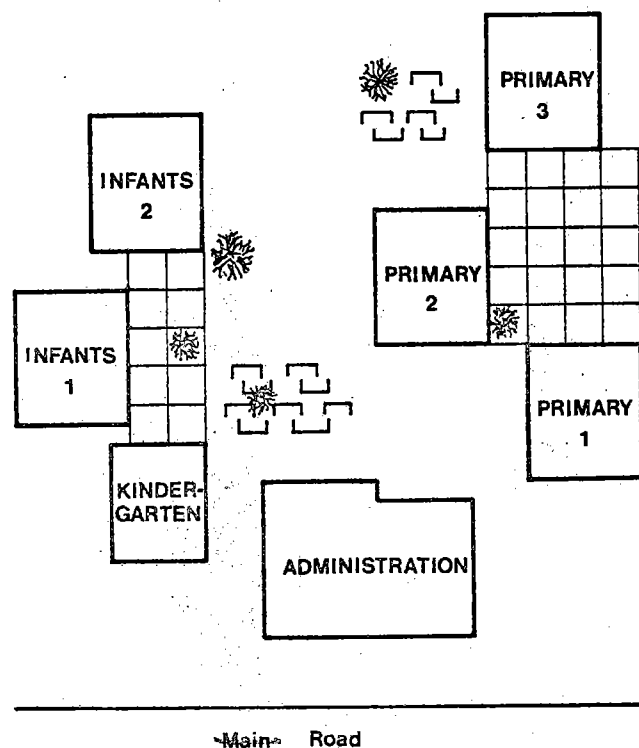
this school plan should be able to accommodate many of the exciting functions of the Winchester School.



### Pre-School Facilities

These should include:—

1. Pre-school centres to meet the demands of working mothers with pre-school children. At least one per neighbourhood should be allowed for in planning. Child-minding centres that will ultimately provide a comprehensive pre-school learning environment, as a substitute for the mother-child educational pattern, are required rather than the passive concern for the child's physical needs implied by the term 'child-minding'.
2. Kindergartens to be built with primary schools — as with recent provisions at Tregear Primary School at Mt. Druitt.



DESIGN FOR TREGEAR PRIMARY SCHOOL

### Primary Schools

These should be situated in a neighbourhood location to serve a catchment population between 5,000 and 6,000 people, with a maximum enrolment of 840 pupils. They should be located adjacent to community playing fields and within the neighbourhood. Emphasis is to be given to allowing safe passage to school for all children, away from major traffic routes.

The primary school design will need to meet the following requirements:—

1. Flexibility in uses of indoor and outdoor spaces.
2. Provision on site to enable temporary classrooms to be erected as part of structural layout — to meet the demands of child population peak as it moves through the school.
3. Facilities suitable for community use:
  - hall suitable for assembly, concerts, dances and gymnasium
  - library
  - committee meeting room
  - health clinic
  - art/craft provisions
  - audio-visual equipment
4. Proximity to the neighbourhood shopping centre. Parking facilities here would serve not only for shoppers, but also for school functions and sporting activities.

### Secondary Schools

These should be located at the district centre to serve a catchment population of 15,000 to 18,000 people, and drawing enrolment from three to four primary schools. Maximum enrolment is 1,000 to 1,200 pupils.

The secondary school site should be placed adjacent to the district shopping centre where community facilities are expected to develop.

It is proposed that the secondary school and its sporting facilities be designed to facilitate community use. With the utilisation of educational buildings to an economic maximum and community involvement in educational and community matters, the trend for



community use of school buildings will grow. We propose that this has many advantages in enabling the greatest variety of community facilities, in an economical manner, at the earliest possible time.

It is certain that the proportion of students remaining on after fourth form (school certificate) will increase. With such an increased senior student population, the school will need to provide:—

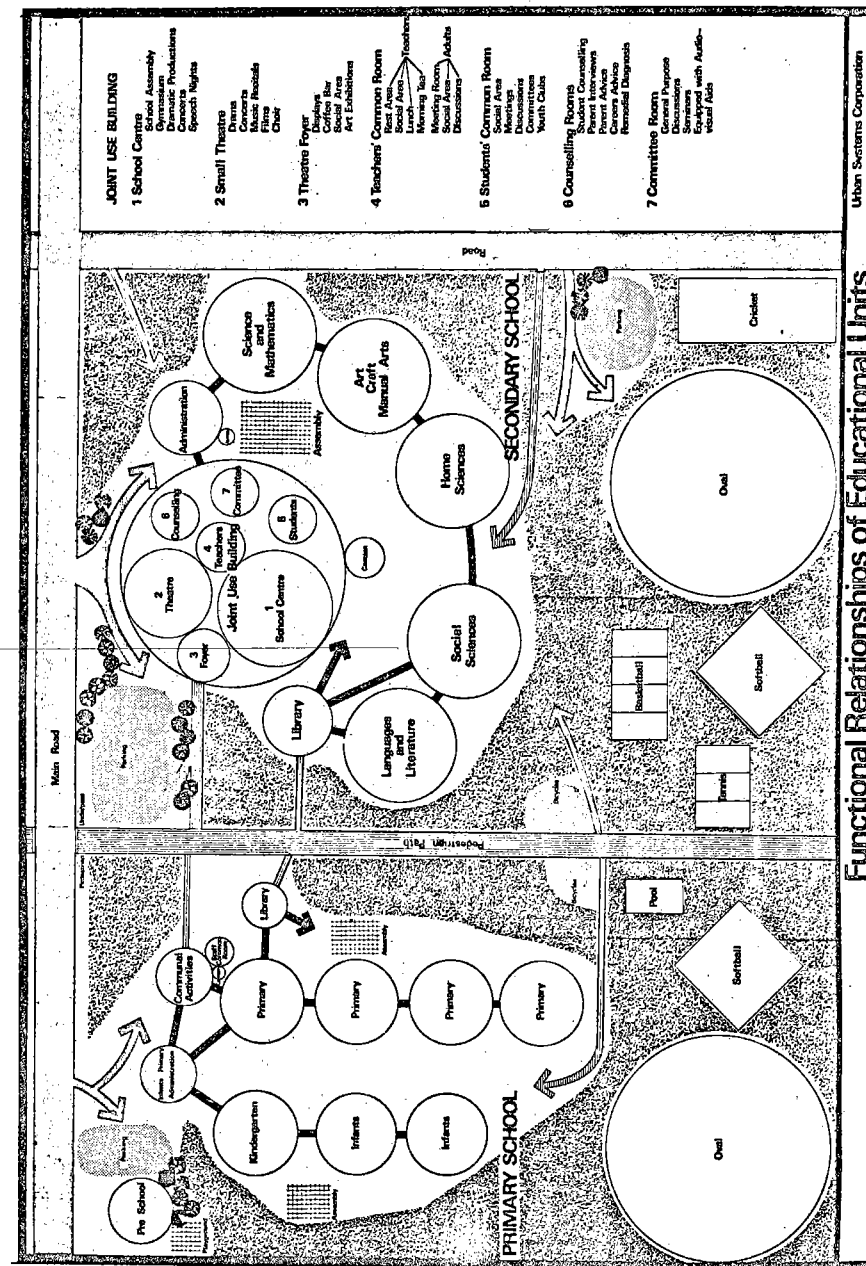
1. Many facilities which are also needed by the general community.
2. Opportunities for the senior students to interact in meaningful ways with their community and to reduce the institutional isolation of the school.
3. Opportunities for the adult community (including ex-students who leave at fourth year) to take part in a continuing educative process to meet their needs and in response to community needs.

It is also probable that in new cities an increasing proportion of high school students will have both parents working. Many parents will commute to areas outside the area in which they live. The special needs of such children could be met in a well designed high school complex which remains a centre of activity from 8 a.m. until 11 p.m. Such intensive use of an expensive economic investment as the school fully justifies provision of the best facilities available.

A school designed to meet these demands might consist of:—

- Administration block
- Library
- Subject (department) blocks of classrooms
- School centre (assembly hall, gymnasium, drama workshop)
- Small theatre — with display foyer
- Common rooms for staff and senior students
- Counselling rooms
- Cafeteria/canteen

It should be possible to design a building housing all these facilities, other than classrooms and library, to allow for community use out of school hours. These areas need to be self-contained and closed off from formal teaching areas of the school — for purposes of security.



This building might be designated the 'joint use building' — jointly used by the school and the community.

It is proposed that the joint use building might consist of:—

School centre — multi-purpose area used for school assembly, gymnasium, dramatic productions, etc. and which includes a drama workshop and changing rooms.

Small theatre — with formal stage, suitable for drama, picture theatre, concert, conferences.

Theatre foyer — suitable as display area and served by coffee bar facilities.

Common rooms — for staff and senior students, and served by these same facilities.

Counselling rooms — vocational guidance, remedial diagnosis, general counselling for personal problems.

Committee room — with movable dividers acoustically treated, to create smaller spaces as desired, and served with audio-visual aids.

Cafeteria/canteen — with sheltered eating area both enclosed and open air, furnished with durable chairs and tables. This would serve —

- school lunch requirements
- evening meals for adults
- evening meals or afternoon tea for some students
- cater for sporting events on weekends

The joint use building needs to be:—

- Close to the main road with well lit approaches
- Served with parking facilities
- Close to the library
- Close to the administration offices
- Close to the home science/arts and crafts/ manual arts area.

It is recognised that this may create administrative problems in the protection of school property, provision of janitors, and the arrangement of room allocation, books and collection of fees, which need careful administration. It is particularly important that the solution of these problems should make the adult community feel it their school as much as it is the Principal's school.

#### Numbers and Areas

The N.S.W. Education Department regards 840 pupils as the optimum size for a primary school (first class), with a range from 600 upwards. This would require a site of 7–10 acres. A secondary school of 1,000 pupils would require a site of 15–22 acres. Altogether, the Department's criteria would entail about 15 primary schools in a community of 100,000, plus 6–7 secondary schools, and a total area of perhaps 300 acres to accommodate them.

#### Post-Secondary Education

Education beyond secondary school can play an effective part in the growth of a balanced and progressive community if it fulfils certain criteria. These criteria include flexibility to meet a changing situation, the maximum use of modern educational technology, and the provision of opportunities to establish links with the local community on a mutually advantageous basis.

These requirements would be met if post-secondary education were thought of as a group of related activities, rather than a set of self-contained and rigid organisational structures of which it currently consists. This could be done in new cities such as that planned for Campbelltown by setting up a Centre for Higher Education, which would grow as the town grew and contribute to its economic, social and cultural development. The Centre would comprise a series of linked units covering areas such as undergraduate university courses, vocational retraining, teacher training and educational technology. Some comments follow on the needs and possible characteristics of the various units catering for these fields.

The establishment of a Centre for Higher Education would be an innovation in keeping with the imaginative approach already adopted towards planning in Campbelltown. It would provide for students currently restricted by quotas, matriculation qualifications, geography, the difficulties of part time study, or young families.

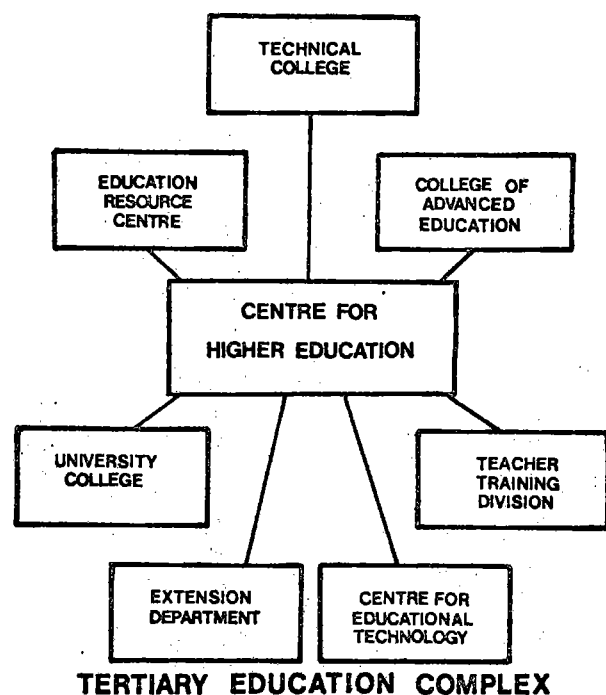
It would be a national centre for educational experiment. Its range of functions would provide varied employment opportunities within the town itself, and it would attract a wide range of visitors.

#### (a) Undergraduate University Courses

Apart from the traditional universities, the demand for undergraduate university courses by people engaged in full time or part time occupation is being met by the External Studies department at the University of New England and by Macquarie University.

It is envisaged that the Centre would help to meet the demand for external studies at present being met by these Universities, and also any future demands in this area. This would mean that:

- (i) it would be able to concentrate on the specific problems, both educational and technological, which are peculiar to external study, and so become a research centre for such activities; and
- (ii) it would relieve the traditional universities from making extra provisions for external studies which often prove a strain on finance and administration, and suffer as a result.



Figures supplied by the University of New England show that, in 1969, more than one-third of the total enrolment in external courses (3,081) came from the Sydney metropolitan area (1,223). Moreover, in 1971 applications were refused from 700 applicants because of quota restrictions.

#### (b) Post Graduate University Courses

These are currently provided by the University of New South Wales with the Division of Post Graduate Extension Studies. Campbelltown is within its range of transmission for radio and television and could thus provide a regional reception centre. Co-operation in setting up the radio and television system can be expected from both University of New South Wales and the Australian Broadcasting Commission; in the short run, it could operate as a branch of the University of New South Wales organisation and become independent in the long run.

#### (c) Adult Secondary and Post-Secondary Education

In the United States, the institution of the 'junior college' or 'community college' has spread widely in the past 20 years. In some cases, these are virtually senior high schools for persons who were unable to reach university entrance level; in other cases, they offer two year courses for high school graduates who have been unable to enter university for one reason or another. The demand for education at this level is growing also in Australia, and the Centre for Higher Education could provide an interesting possibility for experimentation to meet such a demand. Such courses would meet the educational needs of people over 16 years who did not complete high school but wish to continue their education. It could provide, more effectively, courses such as those given at the present evening colleges. It could also offer courses like those given by the W.E.A. Mothers who wish to return to work could also obtain vocational training or retraining. The Centre would thus contribute towards the future local workforce.

#### (d) University Extension Services

This refers to the type of services at present being provided by the University of Sydney, in its Department of Adult Education's Extension Board. Thus it would provide courses for the business community and the rural community, giving them access to the latest information available in their fields.

**(e) Vocational Retraining**

With the rapid changes in technology, and particularly the introduction of computers and other devices, it is predicted that there will be a heavy demand for vocational retraining in the near future which cannot be met by educational institutions now available. The Centre could provide both in-service training and other forms of vocational retraining. It would be particularly valuable in retraining people at present employed in rural industry, who will need to seek employment outside this area in the near future.

**(f) School for Educational Technology**

Teaching methods at all levels are undergoing a revolution, but training facilities are very limited to introduce teachers to them. The emphasis on audio-visual methods at such a Centre would make it suitable as a training school in educational technology. The University of Sussex has established such a school with a one year diploma program, open mainly to experienced teachers.

**(g) Teachers College**

This is a fairly obvious component of such a Centre and could provide for both Sydney and parts of southern N.S.W.

**(h) Experimental 'Free' Schools**

Australia has seen an increasing concern by parents with the nature of the education their children are receiving. This has recently resulted in three experimental 'free' schools for pre-school and primary and one for secondary children being established in the Sydney region alone.

It is recommended therefore, that in the spirit of a national centre for educational experiment, 'free' schools at pre-school, primary and secondary levels be established within the Tertiary Education Complex. These would not be controlled by the Department of Education through its primary and secondary directorates. Rather they would be independent schools attached to the Centre for Higher Education.

**(i) Resource Unit**

To function as a centre of specialised resources for local schools, the Centre for Higher Education and interested members of the general public. (Note the relationship which could develop with the School for Educational Technology).

This Unit should consist of:—

- (i) library
- (ii) subject rooms — for display and demonstrations (e.g. language, maths, slow learner aids, etc.)
- (iii) facilities for informal social gatherings
- (iv) specialised classroom equipment for loan/hire, plus displays and demonstrations
- (v) specialised copying and printing services
- (vi) pick-up delivery service (24 hour notice)

The Resource Unit should be available to teachers after school hours.

The question of administrative control would involve allowing all educational bodies equal and adequate access to the facilities and services of the Resource Unit. Therefore, staffing and control are critical questions, though staff would most certainly include a librarian and subject experts in the various fields, under a director and assistant director.

**Technical Facilities**

The Centre would emphasise the following methods:—

- (a) television
- (b) radio
- (c) telephone link-up
- (d) printed notes
- (e) regional tutorial units
- (f) summer schools

(a) Rather than televised lectures, this involves courses especially designed by a team of academics and educational technologists. Many of the courses needed by this Centre would involve not only an inter-disciplinary approach, but co-operation between different levels of education.

Each TV channel is equal to one lecture theatre. Although there is no limit to the number of people who could fit into this 'theatre', it can give only one lecture at a time. Hence there is need for a number of channels. As there is no transmission space left in the VHF range used by commercial television and the ABC, it would be necessary to use UHF as used by the University of New South Wales. Thus, the use of television involves the provision of television sets suitable for video-tapes and UHF reception. It is possible that in the future all television broadcasting will be done by UHF, but in its initial stages the Centre would need to provide a hiring service for these special sets. An avenue of local employment would also be established in this way.

Both the ABC and the University of New South Wales are at present using their studios to maximum capacity. Hence the new Centre would need to provide its own studio facilities for production and broadcasting. The ABC's contribution would be limited to video-tapes and technical advice.

(b) Much the same applies to the use of radio. The Centre would need several radio wavelengths. This will have to be FM broadcasting, as Australia is at present using its full capacity of AM broadcasting as stipulated by the I.T.A. The Centre would need to provide its own studio facilities for radio broadcasting.

(c) Television Link-Ups. This service must be hired from the PMG and involves considerable expense. However, it is a vital part of the educative process, as it breaks down the purely passive relationship between the student and the lecturer. With the provision of regional tutorial units where students have face-to-face contact with their tutor, the telephone link-up would be necessary at (i) the end of a set of lectures, or (ii) when the tutor thought it necessary.

(d) Printed notes. The Centre would need to provide facilities to print, assemble and distribute these notes to students. At the discretion of the lecturer, the notes usually contain a course outline, sets of exercises, and any other special material which cannot be obtained through the normal library services available to students.

(e) Regional Tutorial Units. These units would include a study centre, soundproof TV reception rooms, a seminar room, and provision for a small library which each regional unit would build

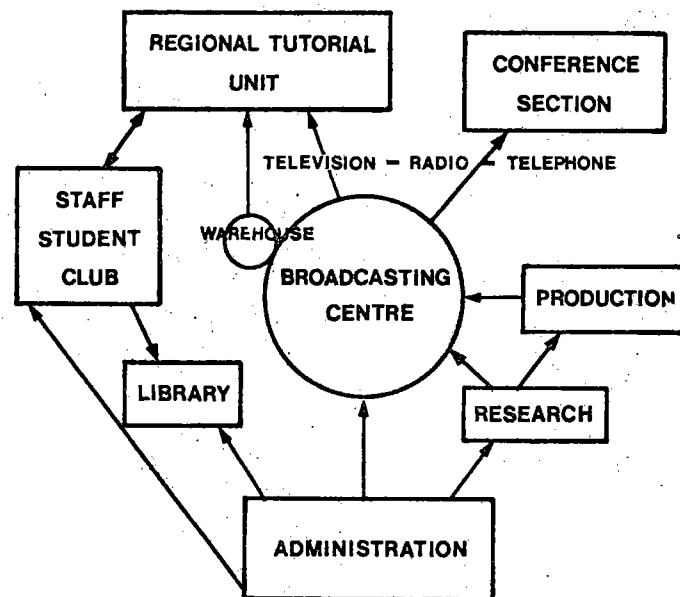
up through donations from past students through the years. This would be particularly valuable for building up a collection of journals. The regional tutorial units would involve a permanent tutor responsible for administering it, and several part time tutors to meet the special needs of the courses offered. Such a unit should also include laboratory facilities or have arrangements made to use the facilities offered by the local high school.

(f) Summer schools. External courses usually provide for an intensive phase when all the students, tutors and lecturers are brought together in face-to-face contact. Such residential courses might be provided at different times during the year, to stagger the demand for accommodation. Unless a residential centre to accommodate such activities as business conferences, etc. were planned for Campbelltown, it would be more economical to locate the summer schools at the traditional universities where vacation accommodation can be provided at the university residential colleges. Obviously, the development of Campbelltown as a conference centre would carry economic and social benefits.

### Buildings

An advantage of the proposed Centre would be that it could be established in stages and built according to a flexible plan which would allow for modification of buildings and facilities as it developed. Initially, it would be housed in a single main building with several sections for special purposes. This building might consist of administration offices, studies, one or two lecture or seminar rooms, and a radio and television centre. As the functions of the Centre developed, other buildings would follow. Ultimately, the following provision would be needed:—

1. Administrative offices
2. Staff studies
3. Lecture theatres, seminar and tutorial rooms
4. Broadcasting Centre. This would consist of a complex of studios for the preparation of television and radio programs, a library to store films and tapes, sound-proofed broadcasting rooms fitted for television link-ups and various rooms for cutting, editing, etc.



### CENTRE FOR HIGHER EDUCATION

5. Educational technologists' offices — attached to the broadcasting centre with facilities for research and experimentation.
6. Library — staff reference student loans
7. Warehouse — hiring of UHF TV sets and maintenance equipment.
8. Conference Section — to be designed in conjunction with the Campbelltown City Centre. Ideally, this would be equipped with audio-visual aids and would consist of:
  - (i) a large hall for 200 people (also usable as a larger civic theatre)
  - (ii) 2 smaller rooms — 40 people each

- (iii) 6 smaller discussion group rooms for 10–15 people each
- (iv) an administrative office

As well as servicing the Centre's Extension Unit, this conference section would service the whole of Campbelltown.

9. Staff-student club with cafeteria, meeting rooms, etc.

### The Establishment of the Centre for Higher Education

The decision to set up a Centre for Higher Education (which might be given some significant local name, e.g. the Macarthur Centre), must be taken very soon, if possible before the end of 1971. Initially, what is required is the appointment of a planning committee to prepare detailed proposals for submission to the relevant State bodies (Universities Board, Advanced Education Board, Department of Technical Education, Higher Education Authority) and Federal bodies (Universities Commission, Commonwealth Committee on Advanced Education). The timing of these submissions and their subsequent translation into action will of necessity be geared to the triennial timetable used by the two Federal bodies (1970–72, 1973–75, 1976–78 etc.) Thus, detailed proposals should be ready by the end of 1973 for discussion in 1974, decisions in 1975, and implementation in 1976.

The governance of the Centre should be seen as a self-contained process. In some ways, the proposals made here are for an enlarged and highly flexible version of a College of Advanced Education, offering a wide range of courses and qualifications with wide possibilities for mobility and interchange between them. In N.S.W. at least, C.A.E.'s are likely to award their own qualifications, subject to accreditation and approval by the Advanced Education Board and/or a national authority. The Centre for Higher Education could be made subject to such an accreditation procedure. It would be administered by a governing body representing the various educational interests combined within it, and would be organised into Schools of Studies, each with an approved program leading to approved qualifications. Thus, one School might provide a course of technical training leading to a diploma; another, a high-level course in environmental studies leading to a degree; and another, a postgraduate diploma course in educational technology.