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Building a Department of Adult Education at the University of British Columbia, 1957-1977

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Abstract

The diversification of universities into different departments and programs of study have various explanations. The degree program in adult education at the University of British Columbia — the first of its kind in Canada — for example, began with influential administrators who proposed and authorized it in anticipation of student demand. They then hired a professor of adult education, Coolie Verner, who used his considerable institutional status to create a curriculum, attract students, conduct research, and hire additional staff through the 1960s. Although changing circumstances in the following decade lessened Verner's influence, he had created an enduring institutional structure. Verner's activities illustrate the role of individuals and internal politics in determining administrative units at a university and, as a consequence, in legitimizing the research and teaching that occurs within those structures.

The growth and internal differentiation of Canadian universities over the last one hundred and fifty years have several explanations. Government policies on labour force development, demands from students or employers, popular beliefs in social or economic utility, charitable donations, or the intellectual evolution of academic fields have changed universities from their traditional status as liberal arts colleges for clergy or an educated élite. Canadian universities have become “multiversities,” housing diverse faculties, departments, and programs of study. Although some new programs are responses to broad social currents that touch many institutions, others have a more idiosyncratic origin.¹ In the case of adult education at the University of British Columbia, one person, Coolie Verner, almost single-handedly built the department through shrewd exploitation of institutional and social circumstances.² Although virtually alone in his vision of a new academic department, he had the support of a handful of highly influential administrators. With their blessing, he courted allies, developed a curriculum, attracted students, and propounded an academic discipline. Verner thus was able to build one of the largest departments of its kind in Canada.

The University of British Columbia (UBC) in 1957 was the first Canadian university to offer a degree with an emphasis on adult education. This “first” was established by UBC administrators who thought that the program would attract those working as or aspiring to be “professional” adult educators. A growing number of Canadian educators were organizing, planning, or teaching educational programs for adults in a wide range of institutional settings including university extension departments, school boards, ministries of agriculture, private corporations, and recreation centres. Degrees in adult education were available at several American universities, and UBC administrators saw an opportunity to provide them in Canada. UBC's Director of Extension, John Friesen, was central to this influential network of administrators as

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were: President Norman MacKenzie; his Deputy, Geoffrey Andrew; the indefatigable Head of Physics and Dean of Graduate Studies, Gordon Shrum; and, after 1956, the first Dean of Education, Neville Scarfe. A pilot course in the summer of 1956 taught by Canadian Association of Adult Education (CAAE) Director Roby Kidd, “Administration of Adult Education Programs,” suggested strong local interest. These several university men — and they were all men — were old friends who had played, and still played, significant roles in affairs of Canadian society and state. They had participated in the running of schools, national educational organizations, government information services, universities, research organizations, and Royal Commissions. They shared a belief in managed social change through public institutions, and now promoted applied social science research in universities. Their cooperation sealed a lengthy pattern of private endeavour, and launched a wider campaign to create a “professional community” of adult educators.³

The creation of the College (later Faculty) of Education at UBC provided the opportunity to launch several new graduate programs, all of which required resources from its Faculty. The adult education program needed personnel, money for salaries, physical space, a curriculum, students, and academic legitimacy. In short, it needed to establish and defend its claim as a unique area of teaching and research. For its first two years, the program consisted of only a single course taught during the winter session by Allan Thomas, MacKenzie’s bright, young, and enthusiastic nephew who was also employed by the Department of Extension, and one or two courses taught by Thomas or a visitor during the summer session. In 1959-60, Coolie Verner of Florida State University joined UBC as a Visiting Professor of Adult Education to provide full-time instruction; the following year, Wilbur Hallenbeck, Professor of Adult Education at Columbia University did the same. Few took these courses, and fewer enrolled in the degree program (table 1).⁴ But despite modest offerings and demand, the program enjoyed substantial administrative support that promised an improved future.

Table 1: Adult Education Degrees Conferred, 1960-1977

Year	M.Ed.	M.A.	M.S.A.	Ed.D.	Total	
1960	-	1	-	-	1	
1962	-	1	-	-	1	
1963	-	1	-	-	1	
1964	1	-	-	-	1	
1965	1	1	3	-	5	
1966	5	5	1	-	11	
1967	2	1	-	-	3	
1968	1	6	3	1	11	
1969	2	4	1	1	8	
1970	4	7	1	-	12	M.Ed.: Master of Education
1971	9	4	1	-	14	M.A.: Master of Arts
1972	2	8	1	2	13	M.S.A.: Master of Science in Agriculture
1973	11	4	-	-	15	Ed.D.: Education Doctorate
1974	8	4	-	1	13	
1975	6	9	-	2	17	
1976	5	2	-	4	11	
1977	7	4	-	4	15	

Source: *Write On: Adult Education Makes the Future* (Vancouver: Adult Education Research Centre, 1985).

Institutional Networking

When Verner arrived in 1959, the original network of founders and supporters was still intact. Invited by Friesen and especially Thomas, Verner immediately sought allies who might facilitate growth of the UBC program and justify the appointment of a professor of adult education.⁵ Some in Extension or in the School of Social Work may already have known Verner as a distant colleague, a tenured Associate Professor of Adult Education at Florida State University, a member of the CAAE, and a participant in the Commission of Professors of Adult Education.⁶ MacKenzie and Scarfe may also have known Verner through these associations, but the ties were distant at best. Verner spoke before Faculty of Education members, attended the Dean's Seminars, and met socially with full-professors Henry Johnson (Director of the Elementary Division), Ken Argue (frequent Director of Summer Session), Sadie Boyles (Assistant Director of Secondary Education), Ranton McIntosh (Director of Secondary Education), and Joseph Katz. Most significantly, Verner developed a friendship with Dean Neville Scarfe who was something of a benevolent dictator.⁷

Personal acquaintances were important to MacKenzie's UBC. Influential appointments were often made on the basis of personal association, and Education was no exception. F. Henry Johnson, for example, had been appointed by the provincial government to help launch the new Faculty, and was rewarded with his university position.⁸ In Extension, Friesen and Thomas had positions secured in part through MacKenzie's network. Gordon Shrum, MacKenzie's "chief expeditor" had approved Friesen's appointment, and Friesen in turn had supported Scarfe. Scarfe left a position as Dean of Education at the University of Manitoba and brought most of the Faculty with him to UBC.⁹ Networking was therefore an important way for Verner to secure a position at UBC, although few were oriented to adult education as he defined it. Many new education professors were former Normal School instructors, so Verner sought allies outside the Faculty as well.

Verner contacted the Faculty of Agriculture whose Dean, Blythe Eagles, was interested in whomever taught courses for its Master of Science in Agriculture (MSA) degree, for which the Department of Extension was partly responsible. The MSA program, with an emphasis on agricultural extension, had been deemed academically acceptable, providing that it include rural sociology and agriculture courses, not just education courses. During his visiting year, Verner taught a rural sociology course as well as adult education courses suitable for agriculture students.¹⁰ Agriculture professors included Verner on a Committee on Agricultural Extension, and welcomed him to an annual seminar in agricultural education.¹¹

Verner also contacted the School of Nursing, whose administrators had long supported continuing nursing education. UBC was about to construct Canada's first university-based teaching hospital, and government and Kellogg Foundation grants were forthcoming for medical education.¹² Verner's contacts with the School were consistent with the national campaign by Roby Kidd and the CAAE to link nurses with adult education, mental health, and social work.¹³ It is unsurprising, then, that Verner was scheduled to meet with UBC nursing instructors on 29 March 1960.¹⁴

Several UBC social scientists interested in "applied sociology" were also interested in Verner. Briefly a social worker himself, Verner began a long association with Leonard Marsh of the School of Social Work (and later Professor of Educational Sociology).¹⁵ Verner also met with anthropologists Harry Hawthorn — MacKenzie's fishing buddy — and Cyril Belshaw, whose support helped ensure Verner's cross-appointment as Visiting Professor of Sociology to teach a course in rural sociology.¹⁶ In return, the new Department of Anthropology, Criminology and Sociology enlisted another sociologically-trained ally.

Verner made other personal connections. His avocation as a historical cartographer linked him intellectually with Scarfe (whose graduate studies had been in geography) and perhaps other UBC geographers, and his interest in old books linked him to the university's librarian. Neal Harlow, the university Librarian, had a favourable impression of Verner. Since Verner wanted to leave his position at Florida State University, these self-introductions were likely motivated in part by imagined prospects of employment.¹⁷

However well Verner may have impressed colleagues at UBC during his visiting year, the envisioned Department of Adult Education still needed students. Students did not immediately enroll in the new program in large numbers. Between 1957 and 1961, nearly ninety students enrolled in graduate adult education courses, but only six registered in the winter session. The courses may have become more popular as electives, but few were officially registered in the adult education degree program. Just one person graduated from the program in 1960, and only one each year until 1964 (table 1).¹⁸

Verner promoted his program in Vancouver and the province, especially among those interested in adult education. He met with representatives from the teachers' fraternity Phi Delta Kappa, Frontier College, the Young Men's Christian Association, the Nurses' Association (and other nurses), the British Columbia Teachers' Federation, Abbotsford night schools, the College of Education, and spoke at the Vancouver Institute. He visited Victoria, Prince George, Salmon Arm, and Langley, British Columbia, where he promoted "lifelong" education, always claiming it to be in the public interest. Acceptance by school trustees and public school "directors of evening schools" was particularly important since they were looking for status as "directors of adult education." Friesen wrote to Faculty administrators that Verner had "won the confidence and respect of government and other agencies."¹⁹

Verner's meeting with the British Columbia Adult Education Council was a particularly direct attempt to convince practicing adult educators to enroll in the UBC program. Verner spoke of the growth of institutionalized adult education in Vancouver, and emphasized the importance of university training for those working as adult educators. He encouraged the audience to take their profession seriously and be proud of their work. Perhaps most importantly, Verner described attacks on funding for organized adult education across the United States, not because adult education was trivial, but because the field was unorganized and adult educators were "not responsible professionals ... [who] don't know enough about what they are doing ... are not learned in their professions ... don't develop programs intelligently ... cannot prove [program] effectiveness."²⁰

To a growing field of practice enjoying increased government funding and public support, these words were threatening. Verner prescribed research-based university education to prepare effective adult educators. American universities had already assumed such leadership, particularly after Carnegie Corporation funds came to Columbia University for adult education research in the 1920s.²¹ Verner, in that tradition and consistent with CAAE leaders like Kidd, also a Columbia alumnus, promoted universities as the home of the "discipline" of adult education and the place to train adult educators.

When Verner returned to Florida State University, Scarfe bade him a friendly farewell.²² But Scarfe was not saying good-bye; he had already invited Verner to "rejoin" UBC in some capacity, and Verner was "looking forward to a long, pleasant, and fruitful association with [Scarfe] and the University of British Columbia."²³ Verner had evidently impressed many of the people with whom he fraternized during that first year, and was among the first of many American academics hired at UBC during the 1960s. Less than a year later, Verner received a formal employment offer from UBC.

Friesen, Scarfe, and Thomas had chosen Verner to be the new professor of adult education. Verner's prior success at Florida State University and his vigorous promotions in British Columbia demonstrated that he had the political skill to build a new department. Verner was careful to know the terms of his appointment, having just become a full professor at Florida State. In March, 1961, Friesen conveyed an offer of Associate Professor at \$11,000 per annum; Verner immediately accepted. To make the appointment acceptable to the university, Scarfe promptly requested and received a brief biography and three glowing references.²⁴ Less than a month later, Scarfe offered Verner a full Professorship at \$12,000 per annum. Doctorates were still rare in many faculties at UBC, especially in the Faculty of Education, and such a title and salary compared favourably with those colleagues sharing Verner's qualifications. Scarfe also held the view that Faculty of Education salaries should be generous and competitive with other institutions.²⁵ Verner was appointed, without term, as Professor, starting 1 July 1961. Everything, Friesen wrote, was "working according to plan."²⁶

Verner was also a valuable new recruit to the Faculty of Agriculture. The Department of Agricultural Economics was desperate for a new appointment to meet teaching demand and to expand its program. Although Verner was not quite the econometrician requested, he was cross-appointed to the Department of Agricultural Economics and satisfied some of the demand without additional costs.²⁷ Whether the appointment was a result of Verner's ongoing network or not, he became UBC's first Professor of Adult Education and a department of one. At that time, Faculty of Education departments lacked the power to control their own budgets and appointments, requiring approval from the Dean's Office. Until the early 1970s, Verner always seemed to get approval from his Dean and other administrators as he established a curriculum, attracted students and new faculty members, published original research, and obtained research grants.

Verner's participation in the Faculty's Graduate Division Working Committee helped him to influence policy in his favour. Graduate degrees in Education were awarded through the Faculty of Graduate Studies (FoGS), a relatively new body of growing importance. Small when established in 1949, FoGS had grown as graduate students seeking advanced credentials increasingly brought financial and status rewards to the university. With MacKenzie's support, graduate studies across UBC were growing by the late 1950s.²⁸ Verner, as an advocate of graduate studies and an active researcher, was part of this growth. Scarfe appointed Verner Associate Director of Graduate Studies for the Faculty of Education by 1966, not unusual given the Division's small size and the small cadre of active researchers in the Faculty. The Director of the Graduate Division, Harry Stein, was one of Scarfe's loyal Manitoba recruits who, along with Verner and other committee members, effectively set policy for the Division. The Working Committee subsequently supported requests from the adult education department to admit students who lacked formal credentials, and recognized the department's need for more teaching staff.²⁹

Verner's administrative standing also helped him to create an adult education curriculum to fit his view of the field. Verner had earlier changed the content of several graduate courses during his year as Visiting Professor, which remained intact after 1961. In addition to the already existing course in agricultural extension, Verner introduced an undergraduate and a graduate course in agricultural economics in 1961 and 1964 respectively. He then used the same courses for three degrees. The Master of Arts was the basic adult education degree and the Master of Education was a part-time, non-resident degree otherwise the same. The Masters of Science in Agriculture (Extension) was similar but included courses in agriculture and rural sociology.³⁰

In 1966, Verner received approval to offer both the non-degree diploma and doctorate in adult education. The diploma required special consideration since it was administered through the Department of Extension, but used the same courses as Verner's magistral programs, plus a project or internship arranged by Extension. Because it admitted people who may have lacked a degree, it required the supervision of a special Senate committee to ensure academic standards. However, the committee was initially comprised of such adult education supporters as Dean Scarfe, Dean Eagles, John Friesen, and Verner himself. The FoGs had recommended the Doctor of Education degree in 1961, and by 1966 such departments as Educational Psychology, Educational Administration, and Educational Foundations were vying for the privilege of offering a doctoral program. That a doctorate was offered in adult education, using the same core courses as the other programs, is a testimony to Verner's influence.³¹ Verner increased the number of programs built on the same curriculum from three to five.

Verner impressed other university administrators. In 1967, John Goodlad, Dean of the Graduate School of Education at the University of California (Los Angeles), reviewed the Faculty of Education for Dean Cowan of the UBC Faculty of Graduate Studies. Goodlad noted only "little outposts of graduate emphasis" in the Faculty, but praised the adult education personnel as competent, empirical researchers who may one day be able to offer a Ph.D. Goodlad further praised the Graduate Working Committee as "first rate," bolstering Verner's status with Cowan. Verner and Cowan (along with Friesen) had met earlier on other UBC committees, suggesting the Dean supported Verner's activities to some degree.³²

Although Verner had a secure and influential academic position in the Faculty of Education, he maintained old ties with the UBC Department of Extension. Verner joined the “Council of University Extension and Adult Education” as a consultant, participating in Extension programs throughout the 1960s. Part of Verner’s motivation may have been personal; Friesen wanted to remain in touch with the adult education program, and Friesen had helped with Verner’s appointment.³³ The personal contacts with Extension grew during the 1960s when two early adult education graduates gained employment in the Extension Department, one of whom later became the Director of the Centre for Continuing Education.

Another motive for cooperation with Extension was likely self-interest for both Extension and Verner’s department. The Extension Department was useful in promoting Verner’s programs while at the same time advertising its own professional diplomas and certificates. Once favoured by President MacKenzie, Extension faced a dwindling budget and a new mandate for cost-recovery professional education under MacKenzie’s successor, John Macdonald.³⁴ Extension launched several new diploma programs in the mid-1960s, including the Diploma in Adult Education that provided a formal association between it and the academic department from 1966 to 1985.

Impact and Demands of Local Labour Market

Verner maintained other beneficial connections throughout UBC in the 1960s and 1970s to help recruit students to his programs. Regardless of Verner’s status in the Faculty’s establishment (that was, with the exception of Sadie Boyles, quite literally an “old boys club”), the success of the department depended on students. In particular, hiring new faculty members would be difficult without student demand. Fortunately for Verner, several developments in British Columbia boosted enrollment across UBC as well as in the adult education department. An expanding and changing local economy encouraged demand for highly skilled workers of all ages in many industries, leading to increased demand for competent adult educators.

Verner diverted students with career interests in agricultural extension and agricultural economics into his courses. The Faculty of Education required that three to six units (one or two full courses) of an education graduate degree be taken in another Faculty; three to six units of agriculture fulfilled that requirement yet were effectively adult education courses.³⁵ Adult education students often found themselves in the agriculture classes to complete program requirements, and others were drawn to the agricultural extension aspect of adult education from across British Columbia, the United States, the West Indies (where Roby Kidd had once been active) and later Australia, following Verner’s 1971 tour of the Antipodes.³⁶ The importance of the agriculture courses began to wane by about 1972 as the department grew in other directions.

The old alliance with health education was a continuing boon to the adult education department. As public health-service provision grew in Canada and British Columbia, UBC assumed more responsibility for preparing health professionals. Verner subsequently instructed “Nursing 202” (Principles of Teaching) in 1967 and 1968, and was briefly a Lecturer in the School of Nursing. He provided a keynote address to the Canadian Public Health Association in 1969 and instructed various workshops for health-care providers.³⁷ Faculty members in the School of Nursing seeking advanced credentials also enrolled in Verner’s program.³⁸ Few opportunities then existed at UBC for advanced education in any facet of nursing. The Faculty of Medicine’s Department of Continuing Medical Education paid scant attention to nurses, and none to their formal credentials. Although a Master’s Degree in Nursing was approved in 1966, with four of Verner’s adult education courses accepted as electives, the School remained academically weak and unable to provide doctorates or instruction in all aspects of nursing practice.³⁹

In 1971, Verner and colleagues in the Division of Continuing Education in the Health Sciences secured a large grant from the Kellogg Foundation for nurses to study adult education at UBC. The Foundation had provided funds for health and education since the late 1930s, particularly in rural areas, and by the 1950s

also supported agriculture and continuing adult education. During the 1960s, Kellogg funds generally supported health care, rural development, and education, with some twenty percent of its grants awarded outside the United States.⁴⁰ Verner, the CAAE, and UBC were no strangers to Kellogg funding. UBC's "Kellogg programs" to train nurses as educators used the existing adult education courses but included special sections of the advanced seminar and health-care electives. A total of fifty-eight students enrolled directly under this initiative.⁴¹

Finally, the new program in Community and Regional Planning sent students to Verner's courses. Offered by the Faculty of Graduate Studies and supported by the Central Mortgage and Housing Corporation in Ottawa, the program became a School within about ten years and by 1970 offered a Ph.D. The program was advised by several levels of government at a time of rapid urbanization in British Columbia and across Canada.⁴² Verner's course on rural sociology became a recommended elective after 1966.

Activity in agriculture, nursing, and community planning at UBC helped provide student demand for Verner's courses, but the growth of various forms of adult education provision throughout the province also contributed. Much of the growth was independent of Verner, who continued to promote his programs to prospective students and employers. During Verner's first year as a UBC professor, he resumed his active speaking schedule, targeting school boards and particularly the Vancouver School Board as major providers of adult education.⁴³ Later, Verner tapped into British Columbia's new system of community colleges. Two of Verner's early students became prominent administrators at Vancouver Community College and the British Columbia Institute of Technology respectively. As the colleges shifted from youth-oriented "junior colleges" to comprehensive community colleges in 1971, Verner recommended that staff have adult education degrees. Many adult education graduates of the 1960s and early 1970s found employment in colleges.⁴⁴

Adult education programs and courses became more popular through the 1960s as Verner responded to and encouraged demand. Student enrollment in the adult education program climbed quickly from the late 1960s to the late 1970s to create one of the largest graduate departments in the Faculty of Education.⁴⁵ The adult education department's policy of catering to a mature clientele by providing courses late in the afternoon (after regular hours of work), correspondence courses, and flexible admissions criteria also helped attract students, although an M.A. degree still required a year's residency.⁴⁶

The adult education department also acquired a gendered dimension: a majority of magistral students until 1970 were male, but from 1970 to 1985 most were female and many were in health fields. The Kellogg project for predominantly female nurses accounts in part for this shift, but so too does a wider demographic change. Not until 1960 did women substantially and proportionately begin to increase their numbers in Canadian undergraduate university programs, particularly in education, arts, home economics, and nursing, and by the 1970s women began entering graduate programs in numbers. The pattern at UBC was similar to the national pattern.⁴⁷ The adult education department provided one of the few options for women holding "female" degrees to pursue graduate education relevant to their vocations.

Women may have regarded the adult education department simply as an opportunity for graduate study, but their enrollment helped validate the department. However, while magistral students were predominantly female, only about one-third of the doctoral graduates before 1985 were women.⁴⁸ If doctoral students were the aspiring (or encouraged) adult education leaders or future professors of adult education, it is clear that the UBC program was attracting and supporting males in that role.

Increased student numbers allowed the department to hire more faculty members. Four assistant professors were hired between 1965 and 1969. Three were Americans, and all were men. Russell Whaley came in 1965 but stayed only one year, eventually becoming Associate Professor of Health Education at Oregon State University. John Niemi replaced Whaley in 1966, completed his doctorate in adult education at the University of California, Los Angeles the following year, and stayed at UBC until 1974. After 1968, Gary Dickinson taught and advised students for several years before joining the faculty until 1981. Dickinson

was a British Columbian who had taught adults in public schools before meeting Verner, under whom he completed a magistral and the department's first doctoral degree. James Thornton, an American and former school teacher who had taken his doctorate under a colleague of Verner, was hired in 1969 and stayed until retiring in 1991. Until 1974, Verner, Thornton, Dickinson, and Niemi were the UBC Department of Adult Education, the first three becoming close colleagues.⁴⁹

As a symbol of Verner's standing in the Faculty and success in establishing his programs, the department in 1969 acquired the use of the UBC President's official residence. The new President, Walter Gage, was not using the house, and space was scarce across campus, but the move was widely interpreted as evidence of Scarfe's politicking on Verner's behalf.⁵⁰ (The department later paid homage to Scarfe by dedicating the 1973 Annual Report, the celebratory retrospective *Pioneering a Profession*, to him.) The department enjoyed some five years at the President's residence before relocating to an old fraternity house at the edge of campus.

As student demand grew, a second "wave" of faculty members joined the department. In 1974, Gordon Selman left his position as Director of Extension to join the adult education department, bringing with him a healthy salary, tenure, and standing as Associate Professor. Selman was born and raised in Vancouver, and held a master's degree in history from UBC. Although lacking a doctorate, Selman had extensive ties with UBC administration and considerable local and international respect as an educational administrator.⁵¹

Also in 1974, Roger Boshier emigrated from New Zealand to join the department as a "research methodologist," specializing in quantitative hypothetico-deductive statistical analysis. Boshier eventually became a tenured full-professor at UBC and an energetic promoter of adult education. Dale Rusnell, an Albertan who had been a school teacher and industrial trainer before graduating from the UBC adult education program, joined the department the following year as an Assistant Professor and stayed six years. John Collins, a graduate of the University of Utah, joined the adult education department in 1976 by transferring from the Department of Academic Planning, and maintained a cross-appointment in the Department of Psychology. Collins was a friend of Verner who had earlier contributed to adult education workshops and supervised graduate students. Daniel Pratt also transferred (with tenure) from the Faculty of Education's Department of Communications, Media and Technology in 1976, a time when the adult education department was anxious for new personnel. Pratt, an American whose doctorate was from the University of Washington, examined the psychological aspects of communications media, and developed an interest in adult teaching and learning.⁵²

During the early to mid-1970s, department members energetically promoted themselves among and to various organizations and people in Vancouver, British Columbia, and abroad. They participated in conferences and workshops with personnel from the UBC Department of Extension, local chapters of the CAAE and Canadian Vocational Association, British Columbia Association of Adult Education Directors, and provincial colleges and institutes. Some of these people were themselves climbing the career-hierarchies of the new post-secondary institutions.⁵³ Department members were also active in the Northwest Adult Education Association, a group that attracted academics and practitioners from Canada and the United States. By the mid-1970s, Verner, Niemi, Dickinson, and later Boshier had a strong presence in the American Association for Adult Education (or later incarnations) as researchers, consulting editors, or members of the Association's Commission of Professors. Verner provided some consulting work for foreign governments, and Boshier promoted adult education and the UBC program among former colleagues in New Zealand. Selman was active with practitioners in Vancouver, and with a wide array of committees and projects at UBC and abroad.

Research

The final necessary task in establishing Verner's department was to develop a respected academic discipline to guide practitioners, inform public policy, and attract research contracts. Students wrote theses following Verner's predilections, adding to a formal and international body of avowedly unique adult education theory.⁵⁴ Meanwhile, Verner was initially very successful in attracting research contracts. His status and influence in the Faculty during the 1960s owed much to his research contracts from the Canadian government. However, the early contracts had limited continuing influence, and once they expired, little else immediately took their place.

Contracts for research first came to Verner through agricultural economics, an established research field in Canada and elsewhere.⁵⁵ In the early 1960s, with demand for agricultural economists increasing in the Canadian civil service, the UBC Department of Agricultural Economics under Professor W. J. Anderson helped launch a non-profit research organization. Supported by federal and provincial governments, farmers' organizations, co-operatives, and private businesses, the new Agricultural Economics Research Council of Canada involved Anderson as the Director of Research and Geoff Andrew (MacKenzie's former Deputy and adult education supporter) as a Director. In 1964, Verner registered with the Agricultural Economics Research Council of Canada as a rural sociologist and Professor in the UBC Department of Agricultural Economics. The Council eventually published an article by Verner in 1966 and an entire study by Verner and student Peter Gubbels in 1967.⁵⁶

More important than its publications, the Council provided Verner an opportunity to access federal research funding for rural economic development. In 1961, after several years of discussion in the Canadian Senate, the federal government passed the Agricultural Rehabilitation and Development Act (ARDA). ARDA provided money, technical assistance, and support services to research low employment, poverty, and the effects of rapid technological change in rural Canada. Although Canadian agri-business posted record profits in the early 1960s, many rural areas remained in poverty. Poverty was linked to improper land-use, resource and land-use conflicts, rapid urbanization, and low education. One of ARDA's more ambitious projects began in 1963 with the Canada Land Inventory (CLI), a cooperative effort with provincial governments to survey, classify, and map human and natural resources across vast regions of Canada.⁵⁷ Verner, with biologists and economists in the Faculty of Agriculture, played a prominent role in the CLI.

British Columbia was the only province to conduct socio-economic surveys as part of the CLI. Verner directed, conducted, and co-published some thirty surveys over five years, hiring adult education students as assistants who often used CLI data in their theses. Verner's background as a rural sociologist, agriculture extension researcher, and amateur cartographer made him well-suited to the project, although by the late 1960s Dickinson was doing much of the work. Education was a minor theme in the reports, but rural adult education (tied to the Technical and Vocational Training Assistance Act) was an aspect of the project that Verner and his assistants discussed whenever possible. The CLI contracts provided considerable funding to the adult education department, and were perhaps the largest external grants in the Faculty at the time.⁵⁸

Verner and Whaley also received modest federal funding from the Special Planning Secretariat of the Privy Council for a study on disadvantaged adults. Heralded by ARDA, federal welfare programs to combat poverty and improve economic opportunity were planned by 1965. Much of the proposed action fell in the fields of education, health, labour, and industry, and Verner tapped into these initiatives. He spoke publicly on the role of education in alleviating poverty and sat on a national inquiry committee with venerable social democrat Member of Parliament Stanley Knowles, although the *Montréal Gazette* identified Verner as a sociologist rather than an adult educator.⁵⁹

Verner sought other similar research contracts. In 1970, Verner advertised his research services to the Director of Farm Service, Farm Credit Corporation. In 1972, the federal Department of Agriculture,

Economics Branch, sought information from Verner regarding a farm management information system, and Verner had colleagues in the federal government. As late as 1977, Verner was active with the Social Science Lead Committee of the provincial Ministry of Agriculture.⁶⁰ The CLI projects, however, remained the only significant source of federal funding.

UBC's adult education professors found two other sources of contracted research. In 1973, Verner and Dickinson prepared a study for the Canadian Labour Congress on union education that was more distinctively oriented to adult education. Similarly, the Kellogg grants for health educators provided funds for several reports on health education. Funding for adult education research was otherwise hard to find. The federal ARDA studies were only incidentally about adult education and the Privy Council grant eventually yielded a book-length review of literature that said more about the demographics of poverty than adult education.⁶¹ Although federal funding of the social sciences more generally was increasing, by the mid-1970s Verner and his colleagues had not tapped into it.⁶²

The provincial government was similarly unsupportive despite hopes for centralized, direct, and controlling leadership of the field. Adult education research had not been important to the provincial Social Credit party during the 1960s, although the Socreds certainly encouraged vocational training.⁶³ The social democratic New Democratic Party (NDP) formed its first government in British Columbia in 1972 but did not respond strongly in favour of human services professionals and experts. Despite a flurry of new legislation, the NDP paid little attention to the UBC adult education department or even the School of Social Work. Even Verner's agricultural work went unrecognized, despite the NDP's new commitment to agricultural land reserves. Nor did provincial public institutions recognize adult education credentials above others in their hiring policies.⁶⁴

Even without external grants, Verner, Dickinson, and then Boshier published extensively up to the mid-1970s. However, their research was poorly known to UBC education colleagues or around the province or country. Academic support for a "discipline" or science of adult education primarily came from academics outside UBC. Despite years of research productivity, members of the adult education department at UBC until the mid-1970s failed to gain scholarly distinction with colleagues outside their immediate circle.⁶⁵

Not surprisingly, the department began to exhibit a rather unique sub-culture, especially after 1969. Voluntarily segregated at the President's House and then an old fraternity house, students were able to take courses, conduct research, and socialize almost exclusively with adult education faculty members. In 1971, Verner assumed advising duties for all twenty doctoral students in the department, and this cohort worked on several in-house booster publications. A certain *esprit de corps* is suggested by a cheeky poem written in the early 1970s that described the hierarchy of the department ruled by "the great god Coolie."⁶⁶ A New Zealand colleague recalled Verner's subversive advice that "one shouldn't be intimidated by the myths of University standards nor weighed down by university tradition." Wayne Schroeder, Visiting Professor in 1977, also noticed that "a student stratification appears to have developed that is potentially counter productive or divisive." The "in group" was, Schroeder believed, autonomous and insular. Presumably, it was this "in group" that wrote the strong (and almost sycophantic) memos requesting Verner's supervision after his retirement.⁶⁷ These may have been "halcyon days" for some, but to others they may have been days of cliques and missionary zeal.⁶⁸

Conclusion

Coolie Verner had shown great skill in exploiting the administrative machinery of his institution for nearly fifteen years. He established a program of study previously unknown at a Canadian university by creating a curriculum, attracting students, and hiring staff. He and his associates produced research in support of a "discipline" of adult education and found clients willing to pay for these insights. His popular and, at least in

the adult education community, well-respected program claimed the administrative, social, economic, and intellectual legitimacy required for its very existence. Yet Verner's success had depended on administrative privilege and the circumstances of this privilege were changing. Administrators who had supported Verner were retiring or moving on. People with no particular support for the UBC Department of Adult Education gradually assumed more power in the Faculty of Education and were willing to investigate Verner's alleged administrative improprieties and student over-load in late 1971. The 1969 Committee on the Future of the Faculty of Education initiated organizational reform that diminished the independence - some called it isolation - of the adult education department.⁶⁹ Adult education professors were denied authority to revise their own curriculum in 1976, while colleagues in the Departments of Higher Education and Educational Administration studied colleges, community and health services, and other non-formal educational settings.⁷⁰ Other Faculties across campus gradually lost interest in sending students to Verner's program.

Verner relinquished his chairmanship of the department in 1973 (the year Scarfe stepped down as Dean) and all but disappeared in Faculty administrative circles.⁷¹ He was weary and would soon be ill. He retired early in 1977 leaving others to maintain the adult education program in light of new demands and expectations. Although Verner did not achieve his goal to "pioneer a profession" through unique adult education theory, he had created an institutional structure that long outlived him. Subsequent adult education professors responded to critics and maintained the program partly by embracing the winds of social criticism that swept across North American universities in the early 1980s.⁷² Verner's creation continued to attract students and provide a home for research, but it never quite reclaimed the independence and privilege it once enjoyed.

The story of UBC's adult education department reminds us that the different administrative units within a university are not always "natural" divisions defined by their subjects of study, methodologies employed, clientele served, or value to society. Politics and personal ambition within the academy play a role in defining what is studied and who participates. Universities play a broader role in legitimizing and advancing particular kinds of knowledge but the political dimension of scholarship is often present long before the research and teaching begin.

Endnotes

1. Examples can be found in: Martin L. Friedland, *The University of Toronto: A History* (Toronto: University of Toronto Press, 2002); H. Blair Neatby and Don McEown, *Creating Carleton: The Shaping of a University* (Montreal & Kingston: McGill-Queen's University Press, 2002); R. G. Gidney and W. P. J. Millar, *Professional Gentlemen: The Professions in Nineteenth-Century Ontario* (Toronto: University of Toronto Press, 1994), Chapter 17; Paul Axelrod, *Scholars and Dollars: Politics, Economics, and the Universities of Ontario*, (Toronto: University of Toronto Press, 1982); Richard White, *The Skule Story* (Toronto: University of Toronto Press, 2000); Eric Damer, *Discovery by Design* (Vancouver: Ronsdale Press, 2001); Richard A. Jarrell, *The Cold Light of Dawn: A History of Canadian Astronomy* (Toronto: The University of Toronto Press, 1988); Lee Stewart, "It's Up to You": *Women at UBC in the Early Years* (Vancouver: UBC Press, 1990). An attempt to summarize "typical" reasons for university diversification is found in Konrad Jarausch, ed., *The Transformation of Higher Learning, 1860-1930* (Chicago: University of Chicago Press, 1983).
2. The role of organizational or structural characteristics of the institution in aiding diversification is noted in Sheldon Rothblatt, "The Diversification of Higher Education in England," in *The Transformation of Higher Learning*, ed. Konrad Jarausch, 143. The development of Canada's second and third adult education degree programs in Canada escape comment in recent book-length publications. Friedland, *The University of Toronto*; Michael Hayden, *Seeking a Balance, University of Saskatchewan, 1907-1982* (Vancouver: UBC Press, 1983).

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3. For details, see Eric Damer, "The Study of Adult Education at the University of British Columbia" (Ph.D. diss., University of British Columbia, 2000), Chapter 1.
4. University of British Columbia, Faculty of Education Fonds, Registration by Course Class Size/ Course Responsibility Box, Enrollment by Course 1957-1982.
5. Thomas had quickly joined President MacKenzie's influential personal network. Faculty of Graduate Studies (hereafter "FoGS") Dean's Office, Box 1-4, 15 July 1957, Shrum to McGregor.
6. Coolie Verner, "Research," *Food For Thought* 16, no. 5 (February 1956): 214-221; Verner Fonds, Box 1-5, 4 August 1952, Recommendation for advancement; 1 July 1956, Proposal for Tenure. Box 1-7, 1 July 1956, Cancelled membership cheque; Box 2-1, 5 December 1958, Receipt; *A Report on the Ann Arbor Conference of The Professors of Adult Education* (Commission of the Professors of Adult Education of the Adult Education Association of the U.S.A., 1957). Unless otherwise stated, all fonds are held at the University of British Columbia Archives.
7. Verner Fonds, Box 4-4, Academic Diary and Box 45, photographs: UBC 15924/20, 15924/8, 15924/37/1-3, 15924/47/1-68. LeRoi Daniels, Personal correspondence, 6 June 2000.
8. Peter B. Waite, *Lord of Point Grey: Larry MacKenzie of UBC* (Vancouver: UBC Press, 1987), 142; John Calam Papers, unpublished MS, 1998, "Conflict and Compromise: Establishing UBC's College of Education, 1956," 85-87.
9. Waite, *Lord of Point Grey*; UBC Archives, Department of University Extension Fonds, Box 3-44, 25 June 1953, Shrum to Kidd; John K. Friesen, "West Coast Venture" in *Pioneering a Profession* (Vancouver: Adult Education Research Centre, UBC, 1973), xxv. Not every edition contains Friesen's piece. Scarfe Fonds, Box 1-2, Newspaper clipping, "Must Pay Staff to Hold Them, Says UBC Head."
10. Faculty of Agricultural Sciences Fonds, Box 10, Faculty of Agriculture Committee on Extension file, 23 January 1959, Minutes; FoGS Deans Office, Box 2-1, 6 April 1959, Minutes; Faculty of Agricultural Sciences Fonds, Box 10, Department of University Extension file, 1959-1960, Brochure.
11. Ibid., Faculty of Agriculture Committee on Extension file, 19 January, 5 February, 8 March 1960, Minutes; Verner Fonds, Box 6-8, 3 June 1960, Conference on Continuing Agricultural Education brochure.
12. School of Nursing Fonds, Box 1-13, 13 October 1948, memo for Doctor Dolman; Box 2-3, student essays on nursing education practices; Box 2-30, 22 March 1960, Minutes; UBC Board of Governors Minutes (hereafter BoG Minutes), 29 February 1960; School of Nursing Fonds, Box 1-13, 1953 President's Annual Report, 4a; BoG Minutes, 25 July 1960; 26 September 1961.
13. School of Nursing Fonds, Box 1-13, President's Annual Report, 1952-53, p. 4a; Box 1-14, Report of the School of Nursing, 1 July 1963, to 30 June 1964. Evelyn Mallory, Director of the School of Nursing, was also on the Council for the School of Social Work.
14. School of Nursing Fonds, Box 2-30, 22 March 1960, Minutes; Verner Fonds, Box 4-4, 29 March 1960, Academic Diary. Verner was scheduled to meet with Alan Thomas and Roby Kidd the same day.
15. Verner Fonds, Box 1-3, 1 October 1941, Employment Certificate; 8 April 1942. Box 4-4, 21 and 28 November 1959, Appointment Diary; 20 and 25 January 1960, 17 April 1960; Marsh Fonds, Box 27-3, *Curriculum Vitae*; Marsh Fonds, Box 27-2, 11 February 1962, 4 March 1962; 28 May 1962, Macfarlane to Marsh; Donald Campbell, "A Study of Enrollments and Financing of Provincial Technical and Vocational Training in Alberta 1956-1965" (M.A. thesis, University of British Columbia, 1968).
16. Hawthorn Papers, Box 10-21, *CV* of Coolie Verner. A note, possibly John Friesen's was written on the bottom: "Dr. Hawthorn—this awaits Board appointment." Hawthorn Papers, Box 10-21, 18 August 1959, Memo, John Friesen to Cyril [Belshaw]; Verner Fonds, Box 6-5, 20 November 1961, Hawthorn to Anderson; Hawthorn Papers, Box 10-21, 1 February 1966.

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17. Verner Fonds, Box 1-6, 13 April 1961, Harlow to Verner; Box 1-5, 10 June 1959, application for exchange program; [late 1950s], Application for Federal Employment.
18. Faculty of Education Fonds, Registration by Course Class Size/Course Responsibility Box, Enrollment by Courses—Session 1957-1982.
19. Verner Fonds, Box 4-4, Engagement Calendar, September 1959 to May 1960, Academic Diary; Box 1-6, 16 May 1960, Transcript; Vancouver Institute Fonds, Box 4-6, 5 December 1959; Verner Fonds, Box 13-1, 10 March 1960, Speech; [18 March 1960], Program, The North Central Education Conference; Box 1-6, 6 April 1961, Bill [Hallenbeck] to Verner; Box 1-6, 29 March 1961 and Box 13-1, 8 November 1962; Senate Minutes, 14 February 1962.
20. Verner Fonds, Box 4-4, Academic Diary; Box 13-1, Lecture notes, "Speech for B.C. Adult Education Council, 23 November 1959"; The University of British Columbia, Coolie Verner Memorial Reading Room, 11th and 12th Conference of the B. C. Adult Education Council, 23 November 1959 and 6 May 1960, Minutes.
21. Verner Fonds, Box 1-13, "Speech for B.C. Adult Education Council, 23 November 1959," Transcript; Box 1-6, "Self Images of Education," 16 May 1960, Transcript; Coolie Verner and Allan Booth, *Adult Education* (New York: The Center for Applied Research in Education, 1964), 109; Joseph F. Kett, *The Pursuit of Knowledge Under Difficulties* (Stanford: The Stanford University Press, 1994), 401-2.
22. Verner Fonds, Box 1-6, 4 March 1960; 19 April, 1960.
23. Ibid., 29 March 1960, Verner to Scarfe.
24. Ibid., 27 February 1961, Friesen to Verner; Box 1-6, 7 March 1961; Box 1-5, 17 June 1960; Box 1-6, 16 March 1961, Friesen to Verner; 23 March 1961, Resignation, Verner to Blackwell; Box 1-6, 27 March 1961.
25. Ibid., Box 1-6, 13 April 1961, Scarfe to Verner; Calam, "Conflict and Compromise," 177; *Financial Statements* (Vancouver: The University of British Columbia, 1963-64).
26. BoG Minutes, 1 May 1961; Verner Fonds, Box 1-6, 19 April 1961, Friesen to Verner.
27. Faculty of Agricultural Sciences Fonds, Box 3-3, 16 September 1960, Anderson to Eagles; Box 10, Annual Reports, 1959-60; Box 3-4, 25 September 1961, Anderson to Eagles; Box 3-6, 30 September 1963, Eagles to MacDonald; Verner Fonds, Box 6-5, 20 November 1961, Hawthorn to Anderson.
28. Gordon Shrum, *Gordon Shrum: An Autobiography* (Vancouver: The University of British Columbia Press, 1986), 68-69.
29. Faculty of Education Fonds, Graduate Board/Graduate Division/Working Committee/Executive Committee Binder [December 1965], "The Composition, Structure, and Administration of the Graduate Division of the Faculty of Education," [October 1971], Graduate Board Policy: excerpts from Board Minutes for Past Four Years; 15 January 1969 and 10 April 1969.
30. Coolie Verner Memorial Reading Room (hereafter CVMRR), Box 1 (unfiled), 3 January 1968, Verner to Scarfe.
31. Senate Minutes, 4 November 1965, 20 December 1965; 8 February 1961. The doctorate also required advanced research courses, a longer residency, and a dissertation.
32. Faculty of Education Fonds, Full Staff Meetings/Faculty Forum 1962-1971 Binder, 4 December 1967, Goodlad to Cowan; *The Canadian Who's Who XI, 1967-1969* (Toronto: Who's Who Canadian Publications, 1969); Verner Fonds, Box 7-8, UBC Committee on Urbanism, 15 October 1965, Minutes; Box 13-2, Canada Land Inventory Conference Joint Meeting of Committees, 24 November 1966, Proceedings.
33. Extension Fonds, Box 3-26, Annual Reports 1961-62, 1962-63, 1963-64; Centre for Continuing Education Fonds, Box 5-22, various notes on programs; Verner Fonds, 6 April 1961, Bill [Hallenbeck] to Verner.

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34. Gordon Selman, *A Decade of Transition: The Extension Department of The University of British Columbia 1960 to 1970*, Occasional Papers in Continuing Education, no. 10 (Vancouver: The Centre for Continuing Education, The University of British Columbia, 1975).
35. Faculty of Education Fonds, Graduate Board/Graduate Division Working Committee/Executive Committee Binder, [December 1965] "The Composition, Structure, and Administration of the Graduate Division of the Faculty of Education."
36. Author's Personal Collection (hereafter "PC"), Curriculum Folder 2, Verner to Winters et al., 3 January 1968; Verner Fonds, Box 7-1, Class lists; Box 7-4, 8 August 1973, Henderson to Faculty of Graduate Studies; 28 August 1973, Drew to Verner; Box 13-10, [August 1971], notes on travel arrangements to Australia and New Zealand. See also Patrick Alleyne, "Interpersonal Communication and the Adoption of Innovations Among Strawberry Growers in the Lower Fraser Valley" (M.S.A. thesis, University of British Columbia, 1968); Isaac Akinbode, "Relationship Between the Socio-economic Characteristics of Farmers in British Columbia and their Contacts with District Agriculturists" (M.Sc. thesis, University of British Columbia, 1969).
37. Verner Fonds, Box 4-4, 26 March 1963, Academic Diary 1962-63; UBC Calendar, 1968-69; Verner Fonds, Box 7-10, 30 July 1969.
38. Margaret Neylan and Helen Niskala were UBC nursing instructors who turned to Verner for advanced credentials. Beverly Du Gas, who wrote a thesis on nursing education, was the second student (and the first woman) to earn a doctorate in the department.
39. Donald H. Williams, *Fourth Annual Report of the Department of Continuing Medical Education* (Vancouver: Department of Continuing Medical Education, 1964); School of Nursing Papers, Box 2-5, November 1965, Progress Report on Master's Degree Programs; Senate Minutes, 25 May 1966.
40. Robert Gobert, *Final Report to the W. K. Kellogg Foundation* (Vancouver: University of British Columbia, 1977); Waldemar A. Nielsen, "Danforth and Kellogg: Fine But Flawed," chapter in *The Big Foundations* (New York: Columbia University Press, 1972), 99-118.
41. *A Report on the Ann Arbor Conference of the Professors of Adult Education* (Commission of Professors of Adult Education of the Adult Education Association of the U.S.A, 1957); Ralph Michener, "Education" in *Canadian Annual Review for 1968*, ed. John Saywell (Toronto: University of Toronto Press, 1969), 368; BoG Minutes, 25 July 1960; Gobert, *Final Report*, PC, Curriculum folder 1, Brochure "Programmes to Prepare Members of the Health Professions As Specialists in Continuing Education."
42. Patricia Roy, *Vancouver: An Illustrated History* (James Lorimer & Company, 1980), 140; *Calendar*, The University of British Columbia, 1960-1970.
43. Verner Fonds, Box 4-4, Academic Diary 1961-62; Box 5-3, Newspaper Clippings; Box 13-1, Speech to Lower Mainland School Trustees Association conference, 28-30 September [1961]; Gordon Selman, *The Invisible Giant: Adult Education in British Columbia*, Occasional Papers in Continuing Education no. 25 (Vancouver: The Centre for Continuing Education, The University of British Columbia, 1988), 11; Verner Fonds, Box 1-6, 6 April 1961, Bill [Hallenbeck] to Verner; CVMRR "Adult Education in British Columbia" 13th Conference on Adult Education in British Columbia, 28 November 1960.
44. John Dennison, "The Community College in Comparative and Historical Perspective: The Development of the College Concept in British Columbia," *The Canadian Journal of Higher Education* 9, no. 3 (1979): 29-40; Selman, *The Invisible Giant*, 29; Verner Fonds, Box 7-10, 20 October 1972, Verner to MacMurchy; Megan Stuart-Stubbs, "Survey of the Graduates in Adult Education (1960-1988) at the University of British Columbia" (M.A. thesis, University of British Columbia, 1990), 36.

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45. Verner Fonds, Box 7-1, Class lists; Faculty of Education Fonds, Registration by Course Class Size/ Course Responsibility Box, Enrollment by Courses 1957-1982; "Enrollment 1956-57—1978-79," Binder, survey of graduates by department 1974-1979 by Roi Daniels, Office of Graduate Studies. PC, Annual Reports, Department of Adult Education 1967-72; PC, Curriculum Folder 1, Department of Adult Education Mark Distributions 1975-76, 1976-77; Department of Adult Education Winter Session Course Enrollment 1973-74 through 1977-78.
46. Faculty of Education Fonds, Graduate Board/Graduate Division Working Committee/Executive Committee September 1965 to October 1978, 22 January 1969, and 10 April 1969; PC, Boshier file, 8 March 1976, Boshier to Director of Graduate Studies; PC, Curriculum folder 1, "Tentative Schedule of Courses 1978-79."
47. *Write On: Adult Education Makes the Future* (Vancouver: Adult Education Research Centre, 1985); Stuart-Stubbs, "Survey of the Graduates in Adult Education," 60; Lesley Andres Bellamy and Neil Guppy, "Opportunities and Obstacles for Women in Canadian Higher Education" in *Women and Education*, 2nd ed., ed. Jane Gaskell and Arlene McLaren (Calgary: Detselig Press, 1991), 163-192; Stewart, "It's Up to You."
48. *Write On*.
49. Russell Whaley and T. Adolph, "Attitudes Toward Adult Education" *Adult Education* 15, no. (Spring 1967): 152-156; John Niemi, Personal correspondence, 9 June 2000; Gary Dickinson, Personal correspondence, 23 May 2000; PC, *curriculum vitae* of James Thornton; James Thornton, Personal correspondence, 6 June 2000; Verner Fonds, Box 13-10, [August 1971], list of gifts; 6 November 1972, Verner to African Curios Inn. Verner sent gifts to Thornton and others.
50. John Dennison, Personal correspondence, 23 May 2000. Gordon Selman, *Felt Along the Heart: A Life in Adult Education* (Vancouver: Centre for Continuing Education, The University of British Columbia, 1994), 139.
51. Selman's salary was comparable to full professors, and slightly higher than Verner's. However, it dropped about \$2,000.00 with the transfer. *Financial Records* (Vancouver: The University of British Columbia, 1974-75, 1975-76); Verner Fonds, Box 7-9, 17 August 1974, [Leirman] to Verner.
52. Faculty of Education Fonds, Deans and Directors Binder vol. 1, 30 April 1974; PC, Boshier Folder, 21 August 1970, Tough to Boshier; Verner Fonds, Box 13-10, 29 April 1971, Dakin to Verner; *The Vancouver Province* 10 February 1977, 23; "Dr. Roger Boshier wins major research award," *Hawke's Bay Herald-Tribune* (New Zealand), 19 November 1976, p. 2; Dale Rusnell, Personal correspondence, 24 May 2000; John Collins, Personal correspondence, 8 June 2000; Verner Fonds, Box 13-1, [1970], Brochure for "Mid winter Clinic 70, Vancouver and District Dental Society;" Box 13-10, [August 1971], list of gifts; Faculty of Education Fonds, Deans and Directors Binder vol. 3, 24 November 1975; 3 June 1976; Daniel Pratt, Personal correspondence, 29 May 2000.
53. Verner Fonds, Box 13-4, 1 April 1971, Day to North West Adult Education Association Conference Committee.
54. Eric Damer, "The Rise and Fall of A Science of Adult Education, 1957-1985," *Historical Studies in Education* 12, nos. 1-2 (Spring/Fall 2000): 29-53.
55. *Canadian Farm Economics* 1, no. 1 (April 1966); *The Journal of Agricultural Economics Research* 1, no. 2 (January 1949); Agricultural Economics Society, *Proceedings of a Conference* (Reading: The Agricultural Economics Society, 1928). In 1940, the Canadian Department of Agriculture began publishing a specialized research journal in the field.
56. W. M. Drummond and W. J. Anderson, *A Review of Agricultural Policy in Canada* (Agricultural Economics Research Council of Canada, 1966), frontispiece; Faculty of Agricultural Sciences Fonds,

- Box 3-4, 25 September 1961, Anderson to Eagles; Box 10, Opportunities for Employment and Personnel Services files; Coolie Verner and Peter Gubbels, *The Adoption or Rejection of Innovations by Dairy Farm Operators in the Lower Fraser Valley* (Ottawa: Agricultural Economics Research Council of Canada, 1967); Verner Fonds, Box 7-4, Verner to Agricultural Economics Research Council of Canada; Coolie Verner, "Discussion: The Social Consequences of the Modernization of Agriculture," in *Rural Canada in Transition*, ed. M. A. Tremblay and W. J. Anderson (Ottawa: Agricultural Economics Research Council, 1966), 219-224.
57. Drummond and Anderson, *A Review of Agricultural Policy in Canada*, 64; William E. Rees, *The Canada Land Inventory in Perspective* (Ottawa: Lands Directorate, Ministry of Fisheries and Environment: 1977), 1, 2, 6; D. W. Carr, "Agriculture," in *Canadian Annual Review for 1965*, ed. John Saywell (Toronto: University of Toronto Press, 1966).
58. Verner Fonds, Box 13-2, 26 May 1964, "Educational and Training Needs for Rural People" by [Donald R. Buchanan]; John Niemi, Personal correspondence, 9 June 2000. The Kellogg grants were larger, but came to the adult education department indirectly. PC, Annual Reports folder, [1977], "General Statistics About The Department of Adult Education."
59. "Professors Analyze Poverty Literature," *UBC Reports*, Issue 12, no. 4 (September-October 1966), 3; John S. Morgan, "Welfare," chapter in *Canadian Annual Review for 1965*, ed. John Saywell (Toronto: University of Toronto Press, 1966); *UBC Reports*, Issue 12, no. 4 (September-October 1966). (Found in Verner Fonds, Box 5-3.)
60. Verner Fonds, Box 7-4, 2 October 1970, Verner to Harrison; 13 January 1972, Holtby to Verner; Box 8-9, 15 November 1971, Verner to Cooke. Cooke was with the federal Department of Economic Expansion, which published a report by Verner and Dickinson in 1971; Box 3-3, 11 April 1977.
61. Coolie Verner and Gary Dickinson, *Education Within the Canadian Labour Congress* (Vancouver: Adult Education Research Centre, University of British Columbia, 1973); Coolie Verner and June Nakamoto, *Continuing Education in the Health Professions* (Washington: Education Resources Division, Capital Publications, 1973); Verner Fonds, Box 18-6, 24 February 1977, Verner to Scott; Darrell Anderson and John Niemi, *Adult Education and the Disadvantaged Adult* (Syracuse: ERIC Clearinghouse on Adult Education, 1969).
62. Debates of the House of Commons, Bill C-26, *Government Organization (Scientific Activities) Act*, 30th Parliament, 2nd Session, (22 April 1977); Dennis Healy, Léon Dion, and Herbert Neatby, *Report of the Commission on Graduate Studies in the Humanities and Social Sciences* (Ottawa: Social Sciences and Humanities Research Council of Canada, 1978).
63. Gary Dickinson, ed., *Adult Education in British Columbia* (Vancouver: Adult Education Research Centre, University of British Columbia, 1973), 46; Lawrence Paul Dampier, "Towards A Public Policy for Adult Education in B.C.: A Review" (M.Ed. paper, University of British Columbia, 1977); Michael J. Prince, "At the Edge of Canada's Welfare State: Social Policy-Making in British Columbia" in *Politics, Policy, and Government in British Columbia*, ed. R. K. Carty (Vancouver: UBC Press, 1996), 236-271.
64. *Ibid.*, 253; Michael Clague, Robert Dill, Roop Seebaran, and Brian Wharf, *Reforming Human Services* (Vancouver: University of British Columbia Press, 1984), 80. Faculty of Education Department Chairmen discussed a comment made by "the [N.D.P.] Premier" that "the university" was élitist. Faculty of Education Fonds, Chairmen of Departments Binder, 13 February 1974, Minutes; Rees, *The Canada Land Inventory in Perspective*, 23-24, 35; William S. Griffith, "Working Toward Adult Education Policy at the Local Level: The Content," *PACE Newsletter* 10, no. 1 (1980): 31-45.
65. John Dennison, Personal correspondence, 23 May 2000; Damer, "The Rise and Fall of A Science of Adult Education."

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66. Verner Fonds, Box 7-10, [1970s], Poem.
67. PC, Boshier folder, 12 February 1976, Keith to Boshier; PC, Curriculum folder 2, 8 June 1977, Schroeder to Thornton; Verner Fonds, Box 3-3, 11 April 1977, Memo to Chairman, Department of Adult Education.
68. Faculty of Education Fonds, Dean's Advisory Committee Personnel Binder, 23 November 1982, Minutes. Comment by faculty member.
69. Ibid., Graduate Board/Graduate Division Working Committee/Executive Committee, 28 September 1971, 6 April 1972; and passim between these dates. *The Report of the Commission on the Future of the Faculty of Education*, University of British Columbia (Vancouver: Faculty of Education, 1969) 4, 5.
70. CVMRR Fonds, Box 1, 1976 Curriculum revisions folder, 19 October 1976, Housego to Thornton; 19 October 1976, Bruneau to Ungerleider; 20 October 1976, Prang to Thornton; 20 October 1976, Suedfeld to Thornton; 20 October 1976, Munro to Thornton; Faculty of Education Fonds, Centre for the Study of Administration Binder, 7 November 1979, Minutes; The UBC Faculty of Education Dean's Annual Report to the President and Board of Governors, June 1973, 84-86, 191. Even professors across campus considered such projects as a downtown college for working adults. FoGS Deans Office, Box 4-7, 25 February 1974, Minutes.
71. Verner Fonds, Box 7-10, 7 September 1973, Verner to Andrews. Verner's name disappears from the minutes of any of the Department Chairman meetings from 1970 to 1974 and from the minutes of the Graduate Executive Committee. Faculty of Education Fonds, Chairmen of Departments Binder; Graduate Board/Graduate Division Working Committee/Executive Committee Binder.
72. Harold Perkin, "The Historical Perspective" in *Perspectives on Higher Education*, ed. Burton Clark (Berkeley and Los Angeles: University of California Press, 1984), 43, 46.