Chapter V

PAUSE, REAL-PRAISAL, AND ZELMAN COWEN

The Martin and Australian Universities Commission Reports of 1965-1966 and ensuing turmoil at New England

In 1965, in the field of continuing education courses, schools and seminars, enrolments had grown from the inter-war maximum of 10,000 to over 200,000 p.a. If to these be added attendances at university extension lectures, ... demonstrations etc. organised by Agricultural Departments, Arts Councils etc. ... the total public reached is many hundreds of thousands more.


This retrospective glance at continuing education by the then head of the University of Sydney's Department of Tutorial Classes marked the time of calm, practical confidence, and continuing expansion before the impending turmoil for the several university departments of adult education. For many reasons, this fiscal and ideological storm and the ensuing recriminations were most bitter in New South Wales, while internal pressures from partial appraisals within the University of New England much exacerbated that external situation. As both the Minutes of the University Council and various contemporary academic drives for growth made very clear, there began a fierce competition for financial resources in a time of across-the-board cut-back, in which the seemingly indulged favourite became something of a prime target. In 1966 the Vice-Chancellor (Madgwick) was himself less well, and more and more often the deputy, Professor D. Howie, would act for him, particularly in financial matters, where the Scot was vigilant and assertive. And so there is evidence in every quarter of more and more scrutiny, much of it critical, coming the way of the Department of University Extension, whose very name was to become a weapon with which to attack its practices. But this is to anticipate. It is now necessary to follow through the series of steps which led to the (local) controversy, and, in all probability, contributed to the departure of two

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1. The states with a.e. so managed were New South Wales, South Australia and Western Australia. See below.
2. Compare the maxim - 'A favourite hath no friends'.
3. Since Professor Howie would retire in 1969, this was very much of a last time of authority for him, added to by the fact that he had been Deputy Vice-Chancellor since 1964 and would soon be the adviser and right hand man to Dr. Madgwick's successor.
key men, as well as to widespread loss of extension morale and the generating of as much anger within the Department towards the Armidale campus, particularly from the Namoi Regional Office.

In this chapter we will, of necessity, follow a course which embraces various aspects of the national scene, not only because events there made their local impact, but because various local figures, including the new Vice-Chancellor, spoke out against the discrimination against or calling into question of current a.e. activities, both in Armidale itself and in the University's Regional Offices. It was too, the case, that the university in Armidale was the one within New South Wales most committed to the practice of adult education and that many regular (academic staff) contributors to the programmes and very many recipients of the same offerings - as witnessed by months of angry letters in newspapers of the Northern Tablelands and Mid - and Far North Coast - felt very deeply about the Canberra recommendations. They sensed very correctly that the considerable momentum of regional extension, once arrested, would be almost impossible to attain again.

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The Martin Report made to the Commonwealth Government on Tertiary Education, in 1965, was perhaps, the first post-war nationwide brake to the progress of a.e., especially in universities. Its origins would seem to have been the strictly utilitarian concepts of the value and purpose of adult education, and the consequent discounting of any a.e. course, if it did not directly fit the vocational needs of society. While the Report primarily recommended the setting up of Colleges of Advanced Education, to provide advanced technical education, it also recognized a limited need for these Colleges to develop a.e. in vocational fields. Initially it appeared certain that, for all these Colleges, there would be many very important

4. Dunton, and Whitelock for his imaginative and innovative schools. Despite his fairly limited background of Oxford historical studies, Derek Whitelock was a pioneer for the University in: Asian Studies (where he was assisted by Judith Wright, the Department of Foreign Affairs, publisher Andrew Fabinyi and many others); ecology (where he worked with J. Le Gay Brézéron, L.J. Webb, etc.); the university use of television (notably in 'University Comment' on NEN Channel 9); in elegant publications for both local and national consumption; etc. In many ways he was the young man of drive whom the Department would sadly lack in the 1970s and later. A.J.A. Nelson, in particular, would rely on him for many complex tasks in this period. (See personal files of A.C.M. Howard, etc.) Yet most of Whitelock's work was as an individual and it largely ceased with his departure to Adelaide in 1967, although his work as historian and editor would impact on Armidale teaching. See items in Bibliography.

5. More obviously in Australia's heavily settled areas, like Victoria, unless the individual College had considerable residential facilities.
tasks in a.e. in fields at that time scarcely developed by other agencies, and so their participation in extension would be a considerable service. As D.W. Crowley would observe a little later: 'The Martin Report on Tertiary Education of 1965 had given very cursory treatment to a.e.; though adult educators had somewhat resented this, they had not protested, for there was nothing very wrong with what had been said ... that a.e. did not really come within its terms of reference ... '. The seemingly innocuous but, in reality, insidious details were contained in these paragraphs.

3.29 The question of whether a university should undertake adult education programmes or extension classes should be determined by the quality of work offered. Some forms of adult education of a sub-university nature would be better conducted by another agency.

3.30 The Committee's objections do not imply that members of university staffs should not participate in adult education; on the contrary, their participation is desirable provided that it does not demand an undue proportion of their time and energy. Their involvement should come about by private agreement with the adult education agency, and should not be regarded as a normal part of their university duties.

Unfortunately, these notions did not 'lie on the table', but were followed by the A.U.C. letter to all universities in October 1965, seeking information about a.e. work and asking somewhat aggressive questions concerning: entry requirements for admission to courses; the length of these courses; the level/intensity of the courses; and whether or not any award should/could be made at the conclusion of the course.

The 5th The Australian Universities Commission Report for the 1967-69 Triennium, with its damming a.e. recommendation, was tabled in the Senate of Federal Parliament on 19th September 1966, when the Martin Report paragraphs were repeated, with the following harsher paragraph:

2.77 As with other sub-graduate and miscellaneous courses the Commission has included in its recurrent recommendations for the 1967-9 triennium sufficient funds for their support. In the case of adult education, funds have been provided where requested.


7. These words were interpreted by U.N.E. Heads of Departments in ways, either hostile or, very often, unsympathetic. Ultimately any individual's earnings from a.e. would be coveted by the H.O.D.s, until the saving decision in the early 1980s that they be paid into the earners' (personal) \academic Pursuits Funds. The paragraph quoted actually encouraged harassment of those with a.e. sympathies and experience.

8. Contrast this with the official U.N.E. encouragement to departments so encouraged by the 1953-63 period's promises of extra staffing.
The Commission wishes to inform universities, however, that such support from Commission sources will terminate from the end of the 1967-9 triennium. It is the Commission's view that activities such as adult education should be based either on colleges of advanced education or should be conducted by a state agency appointed for this purpose, as in the State of Victoria.

Apart from shock in the University itself, there were outcries in the region's press, as in Grafton, Lismore and Tamworth, several of which community groups had their complaints forwarded to Canberra by their Federal Parliamentarians. The ultimate result was a successful one and the consequence was a statement/Press Release from Senator the Hon. J.G. Gorton, Minister for Education and Science on 19 November, including the important words:

   Adult education will ... continue to be provided by Universities in South Australia, Western Australia, and New South Wales ....

Very unfortunately, this slow process of seeming indictment of a.e. and then of (partial) exoneration came at an important time in the University's growth and determination of new directions. As well, it impacted forcefully on the many new academic staff who were scarcely now (1965) 'Madgwick men and women' and who did not know of the trials and triumphs of pioneering. Further, many of the new departments could see no cause to be unduly concerned about 'community relations', preferring instead to put their time into research, odd trips to Sydney, or to the 'coast', rather than to give cheerfully every second weekend to small groups of eager adults in villages and hamlets up to two hundred miles away. Further, such exercises had been very physically exhausting since small plane travel was not...

9. A paper by Nelson, dated 24 Oct. 1966, and entitled, 'The University of New England and Adult Education' was widely circulated. Another entitled, 'The Australian Universities and A.E.' (also by him) was presented at the University of Sydney Seminar on the Recommendations (12 May, 1967), C.F. Beilley, General Secretary, W.E.A., Sydney, had also written a denial of the assertions about a.e., and his rebuttal was published widely on 30 October, 1967.


11. In various more private contexts Madgwick would express regret at the impersonality of his later University, and state that those who came after 1959 would never know its early friendliness, caring and general dynamic. The same view is expressed by W.G. Walker in his contribution to The New England Experience (1968).

12. This was assisted by the 1957 decision to close the university administrative building, Booloominbah, and the telephone switchboard on Saturday mornings, when they had been 'open' hitherto, and it had been a custom to give large parts of one’s Saturdays to work in one’s office.
available, and now the necessary university moral endorsement was lacking. The result was a sudden and general indifference to participation in a.e. by an ever larger percentage of the academic staff.

The next section attempts to give some form of overview of the very confused series of local events on the adult education front from later 1966 (a few weeks before Z. Cowen's unofficial early arrival) to later 1969. Quite clearly the new Vice-Chancellor did not hold the same social and moral perceptions of grassroots adult education as his predecessor, but had more pragmatic and national, and even elitist, ideas as to what was good style for the university as it prepared for the 1970s.

To Anticipate: A Necessary Chronology

These dates are given now to show the complex inter-relation of events over a period of three years or so. (Those occurring at the University of New England are verifiable in the Council Minutes.)

4/4/1966  Offer of Vice-Chancellorship to Professor Z. Cowen, of Melbourne.

8/7/1966  Extension Committee of Professorial Board receives Sub-Committee's Proposal for an Institute of Extension.

8/8/1966  Council approves approvingly the 'excellent' work being done by the Department of University Extension.


10/10/1966  Professor J. Howie informs the University Council that the A.U.C. has cut the University Grant by c.17%.

14/11/1966  Dr. Madgwick informs Council that he has discussed the implications of Senator Gorton's speech with the staff of the Department of University Extension.

14/11/1966  Vice-Chancellor (R.B.M.) comments to Council on the A.U.C.'s Report as to University Extension, as does the Professorial Board.

13. Its members, in order of signature, were: A. Nelson, W. Oliphert, (the foundation full-time lecturer in Education), R.M. Parish, G.L. Mc Clymont and A.C.M. Howard.
14/11/1966  Council notes that the Professorial Board has authorized its Chairman 'to take any steps advisable' ... to ensure Ministers are informed of the academic consequences of the allocation of insufficient funds for the recurrent expenditure in the University. (The Chairman of the Board had been instructed to write on this matter to the Federal and State Ministers responsible for Education.) The Vice-Chancellor dissociated himself from the Board's resolutions.

5/6/1967  A Council Committee is appointed to investigate Colleges.

9/10/1967  The Professorial Board's Academic Planning Committee recommends to Council (following on a Report from the Director of U.E.) that:
- no new regional offices be established before the end of the 1970-72 triennium;
- there is a need to strengthen the Grafton and Lismore offices;
- there is a need to redistribute staff and to consol date for 5 years.

10/11/1967  Director's Report (especially on N. Coast, staffing problems, etc.) tabled.

15/11/1967  The Walker Sub-Committee on Residential Schools sends its Report to the University Extension Committee.

11/12/1967  Notice of (Council) Motion: that the Council write to the A.U.C. and to the Minister for Education and Science, pointing out:
that the A.U.C.'s intended supplementary provision for 1968 and 1969 will compound the damage already inflicted on the University by the reduction in real terms in its required

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14. At this period the external student was still equated as the equivalent of 1/4 of an internal student. Any short fall of funds raised the spectre of even more external students being accepted by understaffed teaching departments. Professor Cowen was to fight this imbalance and have the ratio changed to one half. [See Council Minutes for 10/7/67 (p. 2338).]

15. This had been foreshadowed by the new Vice-Chancellor's questioning of their role and style in his Graduation Address in April 1967. See the text of this, U.N.E. Bulletin, May 1967, pp. 3-6.

16. D. Armstrong (temporary lecturer there) had just proceeded to Canada on early sabbatical leave. He would resign a year or so later, rather than return. Ironically the 'Hovie' Report of 1969 would recommend six regional offices - the new ones being for Port Macquarie, Moree and Dubbo. Only the first was ever opened, and it functioned for a very short period.

17. Chaired by W.G. Walker its other members were: R. McCaig, J.S. Nalson, and A. Stock.
funds for the 1967-69 triennium (p. 2434); and

that the University proposed to pay academic salaries ... even if this involves deficits (ibid.).

11/12/1967 Council receives the Report of the Sub-Committee on Residential Schools and the Director's Report on Developments within his Department.

11/12/1967 On a Recommendation of the Board, Council resolved that a committee be appointed to examine the problems identified in the last two reports.

11/12/1967 A special committee was appointed to investigate the implications of A.U.C. policy, its members being: the Vice-Chancellor, G. Butland, W. Davis Hughes, Sir Frank Kitto, and J. Lewis.

12/12/1967 The Vice-Chancellor announces composition of (u.e.) investigating committee

19 A. Lazenby (replaced by G. Butland), R. Franklin (replaced by W. Walker), J. Naison, R. Green, A. Stock, and I. McPhail, with Professor D. Howie as chairman.

January 1968 A.C.M. Howard proceeds overseas and so will not be available (to speak out) in 1968.

5/8/1968 The New South Wales Universities' Board visited the University, meeting Heads of Departments, the Director of University Extension, etc.

16-21/8/1968 Professors Z. Cowen and W.G. Walker address at Armidale the 8th National Conference of A.A.A.E. (See below.)

26/9/1968 Vice-Chancellor presents a paper on Extension at U.N.E. to a meeting of the New South Wales Vice-Chancellors and the N.S.W. Universities Board. (Report, C. Minutes, p. 2575)

9/12/1968 Report that D. Howie is to retire;
Report that V.C. has been liaising with Mayor and Council of Lismore [i.e. about the university continuing extension work in the Richmond-Tweed].

17/1/1969 Assistant Rector (A.C.M. Howard) writes stinging letter (0 pages) to Deputy Vice-Chancellor (D.

18. The Vice-Chancellor was then authorized to appoint this Committee. (See the entry for 12/2/968.)


20. His reference is K.A.D.1.
Howie) on 'The Council's Committee of Investigation'.

31/1/1969
Dr. M. Price sends his (6 p. fcp.) letter commenting on the University Extension (i.e., Howie) 'Committee's Provisional Material (his italics) for Report'.

31/1/1969
Memo to Professor D. Howie, on the Committee (2 pages fcp.), from 'E.A. Iceton, Lecturer in Community Development'.

10/3/1969
Report of Council Committee on University Extension circulated to Council, Professor Howie (Chairman) summarizing its findings.
[Apart from its being a largely subjective cost-benefit document filled with sections on 'appropriateness' of various activities, the two central areas of concern were:
(i) 'the professional training of extension officers';
(ii) 'community development policies and procedures'.
The latter area was seen to have 'open-ended implications' (p.6), and the Committee preferred 'community involved education' (ibid.), which was less 'utilitarian and ... political' (p. 7). The former matter, as well as 'training and research in the practices of adult education' (p. 21), it was felt, should be done 'within the Faculty of Education'.]

Council resolves:
That the report be forwarded to the Professorial Board, the University Extension Committee, 21 the Director of University Extension, and the Professor of Education for comment, and that further consideration be given at the next meeting of the Council to the distribution of the Report to other bodies both within and outside the University (p. 2672).

21/3/1969
The Council-Staff Consultative Committee finds 'prejudice' in the report.

J. Moorhead (Clarence Region member of Council) had

21. At this time a Committee of the Professorial Board, its membership (as listed in the 1969 Calendar, p. 27) being: Chair and Deputy Chairman of the Board; 'the Academic Members of the Department of University Extension', R.A. Boyd (for Science), M.N. Kelly, G.L. McClymont, J.P. Makeham, R.S. Neale, J.S. Ryan, W.G. Walker and the Registrar. It was thus more like a 'Faculty Board' and much larger and more genuinely a forum than any other A.E./U.E. University committee up to that time.
proposed that the Howie Report be referred to a committee of no more than eight persons ("residents actively involved in University Extension work in the Grafton and Lismore areas"), but this motion was withdrawn pending Council discussion and the Vice-Chancellor was authorized

'to invite a number of outside people involved in the work of the Department of U.E. in community development to comment on the proposals of the Council Committee with respect to University development in the field of c.d. activities' (p. 2696).


4/6/1969 Special (academic/faculty members) sub-committee of U.E. Committee meets (on the last).

14/7/1969 All documents of comment (on the 'Howie' Report) to reach Registrar/Professorial Board.

4/8/1969 7 sets of documents (i.e. all those requested, plus report from U.N.E.T.A.) go to Council, as well as letter (of 9/7/1969) from the Secretary of N.E.R.D.A.

7/8/1969 Director receives letter from Registrar and circulates same to 'Professional Members' of his staff. (It: content recommends that: 'there be a General Planning Committee for Extension, it to report through the Professorial Board to Council; this G.P. (i.e. replace, the U.E.C.; that the Professorial Board advise on a.e. teaching, any such teaching to be the established within the Faculty of the established within the Faculty of Education'.)

This great upheaval and sequential close questioning of the Department - a matter deserving of a major thesis in itself, so complicated are the many issues raised, misunderstood, and deemed by one or other of the score or more protagonists to be the central one - was, in all probability caused by a mix of the following factors/beliefs:

- serious university liquidity problems;
- a complex organization, ill-understood and seemingly unnecessary;
- U.E. Departmental structure (derived from Baker's model) proposed a decade earlier) now exposed to the scrutiny of (unfriendly) outsiders;
- a valid, if unduly damning analysis of 'flexible' areas of

22. The 'Academic' members of the Department, all Committees' members (and there was much member overlap) and the more involved Council members.
University outlay, v.z.: from 1968 salary totals:

University Extension $154,000
External Studies $121,000
Library Staff $146,000 - all this at a time
when (internal) research a location was $113,000 and Dixon
Library book purchases were $130,000;

a somewhat distorted/provocative table showing that the number
of clerical staff in University Extension had been up to 35%
in 1964) of the total of these in Academic Departments;
the Director's seeming request for the University to 'clarify
its position on U.E.' (Howie Report, p. 1);
the current recommendation that there be a Department of A.E. in
the Faculty of Education;
the recommendation that the Department of University Extension
be reconstituted with a role solely administrative and
entrepreneurial;23
that a special effort be made to increase the use of academic
staff (i.e. they would be the preferred lecturers and offer
more 'academic' subjects);
that the regional centres be eventually increased to 6;
and that there be a new General Planning Committee for U.E.
'with responsibilities for ... general and forward planning
of programmes'.

The charges against the Department were felt by its members to be both
probing and hostile, and, as was then indicated, the Committee did fail to
consult consumer/participant groups and to consider in any degree the
social consequences of the many activities.

While there were many heated debates on all the matters raised, many of
which were simplistic extrapolations, it is, perhaps, enough to quote from
A.C.M. Howard's fairly destabilizing response - in his letter to Professor
Howie, and from the various comments to be found in his Personal Files for
1967, 1969 and 1970. Some typical Howard analyses/queries are now
(tabulated.

(i) the unwise building up of the 'R.S.D. ... to the greatest
number of people ever engaged wholly in residential a.e.
activities in Australia' \(23/12/1966\);
(ii) the excessive use of the inflated and seemingly autonomous
term 'Director' (i.e. in every region) \(9/1/1967\);
(iii) switches of staff from one office to another \(31/1/1967\);
(iv) as case in point, a lack of recognition of (his own)

23. This would ultimately take the form of there being no further
appointments as Lecturer/Senior Lecturer, unless the person be
engaged in considerable teaching duties. In the interim a Lecturer
could be appointed in Drama or C.D. if 'maintained by outside funds'.
Thus, persons of the sen ority and academic strengths of the earlier
Regional Officers would not again be appointed. This must impact
adversely on the programmes planned, and on the efficiency of
delivery of many/most programmes.
qualifications\textsuperscript{24} (i) Music) by the Accounts Department (3/3/1967):

(v) the complex (not to say unwise) problems of circulating (various) sensitive memoranda in a department which had grown too rapidly and with a falling system of complete communication (passim);

(vi) harshly critical comments\textsuperscript{25} on the Tamworth and Grafton offices and their 'substitute' programmes when the senior man was on leave;

(vii) lack of positive action or the internal ('Crew') committee report on accommodation (of 10/5/1966);

(viii) his preference for Dubbo over Moree as a new regional office (20/7/1967);

(ix) his [A.C.M.H.'s] probing letters; not to the Director, but to others as to Armidale plans (e.g. 18/9/1967).

The official memorandum of 17 January 1969 from Howard to Professor Howie is a more formal but strong comment from which there may be excerpted certain salient points: the problems addressed should have been taken up at least 5 years earlier; 'you' (i.e. and your committee) need to think 'nationally'; an inquiry should have been internally initiated by us (in the Department) after the Martin and A.U.C. Reports; 'your committee' has an alarming ignorance of the subject area; you should not have by-passed the Professorial Board Extension Committee; the (draft) Report is ignorant of the workings of the regional offices; our staff was consulted far too late by you; you have ignored the '(non-credit) consumer'; you have ignored the acknowledged overseas authorities (e.g. Paul Sheats, A. Liveright, or R. Kidd\textsuperscript{26} who are very familiar with our work); your rejected 'alternatives' are not listed; our department is 'the most adventurous and exploratory in the British Commonwealth' (p. 4); U.N.E. staff as lecturers 'cost too much' in the regions, especially with the further expenses of

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\textsuperscript{24} Others, like Whitelock, were so treated internally, as 'non-academic' in qualification, even if they were not so denigrated in other universities. This lowered morale had much angered many of the more senior men who had excellent reception 'outside' for their scholarship, particularly in the area of the publishing of their books and research papers.

\textsuperscript{25} Especially from D.P. Arstangton, 6/6/1967. It is certainly the case that neither office was ever led as well as by their first Senior Lecturer/Assistant Director. 'Regional Directors' and the various 'locum' figures found at their study leave times had a hard task to hold the line there.

\textsuperscript{26} All had published widely and commanded the highest respect. The second and third have produced major classics in the field, e.g., \textit{Study of Adult Education in the United States and How Adults Learn}. All knew New England well. They were, respectively, from U.C.L.A., the University of Syracuse, and the Graduate School of Studies in Education, Toronto.
travel thither; our 'clerical duties' (volume of letters, filing, etc.) need to be compared with the University administration, or, External Studies (p. 7); 'will there be enough 'liaison experts' in our department to service all teaching departments?' (p. 10); and the faults of 15 years must lie with the Director and the writer, the latter of whom at least should be 'changed' (p.11). There is, understandably, no record of a written reply from the Chairman of the 'Investigating Committee.' While most of his points were factual, the overall Howard anger was morally based and expressed his personal anger at the inquisitorial and carping questions put to Departmental staff, when the essence of their work was creative and community-supportive.

A post-script to all the 1966-69 turmoil is Howard's letter of 8/10/1969 to the then Chairman of the Board (A. Lazenby):

[Re] your reference to Extension ...

I could wish ... that either the Vice-Chancellor or you would make a definite statement about the future of the Department. After nearly two years of an inquisition worthy of the Dominicans and wearying harassment ever since, and the open-ended Council decisions, we have now been subjected to a policy of attenuation and attrition. It would have been good to have had the Vice-Chancellor speak to the staff during these troubled times ... to set forth his Extension policy. He has never been able to do so. (p. 1)

Eleven days later, in a letter to the Vice-Chancellor as to his own reluctance to take the acting headship during A. Nelson's forthcoming leave, Howard would add

I know of no University Department whose head is subjected to this close surveillance. ... I am unhappy about the staffing position ... the present staff have been subject to an inquisition ... Their morale is badly shaken. They feel that the work of the Department over the past fifteen years has been discredited by the University as a whole. Yet they also know that the Department was the outstanding Department of Extension...

27. Only one from a particular teaching department's staff of 19 would go as far as Tamworth in 1969, and he never stayed overnight, despite teaching c.10.20 p.m. This increasing difficulty of getting U.N.E. staff to travel had meant that more and more lectures were given, particularly in Tamworth, local teachers, veterinarians, etc. who were deemed 'inferior' by Howie Committee standards.

28. A sharp contrast with the Madgwick act of late 1966. (See above.)

29. Doubtless such Tamworth views would explain the subsequent move of his assistant, W.G. Maddox, to the Politics Department when there was a vacancy there.
in Australia and has done more than any other University of New
England department or agency to 'sell' the University in New
South Wales through its education programmes. (p. 2)

Many other similar staff and consumer opinions were expressed on paper
and it is enough to refer to another^30 more 'open' letter to Professor
Howie, sent by E. Iceton,^31 from the Department, on 31 January, 1969 -

In summary, I feel the report is very weak in its academic
understanding of the nature of Adult Education, and shows an
insufficiently wide examination of issues to be suitable as the
basis of such a major development in policy. I believe at least
twelve months' further thought by the Committee and ourselves
in regular consultation would be necessary, including an
examination of trends in adult education throughout the world.
(p. 1)

He did not query 'the value of the committee's work so far'^32 (my italics),
but wondered at the partial, if any truth of the Report's reference to

a lack of acceptance of University extension by many in other
academic departments of the University.^^33

The short Iceton letter (based on much drafted but unsent detail) then
made various counter-proposals and observations:

(i) 'a total re-examination of the role of the University'^34 in
society' is essential;
(ii) 'a consequent re-examination of the service, research and
teaching function ... should be undertaken by the
A.E./Extension staff and others' ... to lead to parity of
status and 'harmonious relations' in the institution:

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30. Also discussed in Chapter VI.

31. He, too, was only just back from leave and so the more clearheaded as
to the unwisdom of the Report's recommendations and conclusions.

32. This equates with Howard's use of the word 'provisional'. Only three
of the Committee's 23 meetings involved Departmental members.

33. Iceton's polite letter did not nail the point that the 'internal'
attitude was based on fear of loss of revenue, or actual ignorance of
the operation of a.e., rather than on 'a lack of acceptance'. Compare
the evidence in the Pressorial Board Sub-Committee's 'counter-
report', namely that it was rare in the general academic staff of a
typical U.K./U.S.A. university for there to be more than 10%
interested in a.e., and for there to be more the 4-5% who were
competent and successful a.e. lecturers.

34. Presumably he meant 'this University' in particular. His family were
founders of St. Paul's College within the University of Sydney, and
Iceton had, progressively, jettisoned: it; orthodox medicine; big
cities; and Commonwealth bureaucracies (in the Northern Territory)
before his coming to Aridale.
(iii) the excessive organizational load on regional and residential schools: staff should be relieved by the creation of an 'organiser grade'.

(iv) the [prescribed] use of internal lecturing staff is valid 'only where such staff have something relevant to offer';

and (v) 'Public Relations: should not be thought of as a primary function of Extension, any more than of all staff who deal with the public'.

Although it was not taken up, the fifth point would become the accepted norm some generation later, while the third would be achieved in the later 1970s by the classification/category of 'Continuing Education Officers.'

This regrettable matter of academic confusion over adult education and lack of clarity as to the (now differing) University purpose was a constant point of friction and dispute, but the tasks of the Department continued. The nine points of advice accepted by Council 36 (on 4 August 1969) would be communicated to the Director and thence to his professional staff. Meanwhile, the public were waiting and the need was as great as ever. Thus, the 1965 Report of the Department to Council (published in 1967) had listed - 1200 persons in Residential Schools at the University; a 66% increase in Grafton region enrolments; and 343 young people involved there in a 'Seminar' on Youth in the Rural Community; while the 1966 Report began bravely with these words: 'The Department continued to develop its contribution to Adult Education at both the national and regional level and public response to its activities continued to be very favourable indeed.' There followed such particulars as: 2102 persons attending residential schools at the University; the Conference for Valuers (in conjunction with the N.S.W. Institute of Valuers) attracting 102; a Course on Hearing and Communication Defects; the Seminar on Teacher Training in Australia, which was attended by lecturers, college principals and others from several States; the two intensive (residential) schools, each of three weeks, on Bahasa Indonesia; 40 a 10-day National Residential Seminar on Education and International Understanding, held at Grafton, in

35. The 1988 Calendar lists four of these.

36. See Minutes, pp. 2766-69.

37. Organised by (now Temporary Lecturer) D.P. Armstrong (formerly C.D. worker with N.D. Crew) and himself a participant in the 1964 International Seminar on C.D.

38. Excerpts are given in the 1988 Calendar, pp. 347-49.

39. To become an 'internal' research field led by W.G. Noble (Psychology) in the 1970s and 1980s.

association with the National Advisory Council for U.N.E.S.C.O.; the interesting three-day Seminar on Community Participation in Crime Prevention (at Grafton); 5,533 persons engaging in Regional Programmes; and the raising of funds by N.E.R.D.A. and the Wool Research Committee for the appointment (early in 1967) of a lecturer to work very closely with the Association in the field of rural development.

Soon after the beginning of the Vice-Chancellorship of Professor Z. Cowen in 1967, it was clear that there was a distinct change of perception, in official papers, as to the community (both in teaching and in extension) to be served. Thus press releases and statements in the regular broadsheet, Smith's Weekly, referred to the 'national' catchment of internal undergraduates, instancing the fact that some 14% came from Victoria. And on 21/10/1967 Council noted this detail from its draft submission to the A.U.C. for the 1970-72 triennium, viz.: 

> it is hoped that the [new triennium] ... might see ... a resumption of the University's development towards its ultimate role ... not as a regional institution catering for a limited part [my italics] of the spectrum of educational requirements of students drawn from the northern regions of New South Wales, but rather as serving a far more widely-based population by providing education in a carefully selected set of comparative advantage. (Council Minutes, p. 2359)

This notion of building judiciously on existing expertise (i.e. subjects) - one prominent in 'Hovie' reasoning - was also noticeable in the submission for a 'Faculty of Natural Resources' (op.cit, p. 2361), referring to the intended teaching programme within the Department of Geography for a post-graduate Diploma in Regional Planning. This work in planning, one which would transform that teaching Department was yet another example of a part of the overall extension effort being 'legitimized' and so removed from further (carping) scrutiny.

41. Compare the earlier U.N.E.S.C.O. Seminar there (Ch. III.)

42. Cp. the 1964 Grafton Seminar, The Ex-Prisoner and the Community. (See the well-edited Proceedings.) The presence of the large Gaol there prompted this public interest.

43. This was both a valid and yet a subjective gloss since the Vice-Chancellor to-be had had special 'New England' advertisements put in Victorian newspapers in late 1966, to take up the 'empty spaces' likely to arise from the N.S.W. fifth year students 'staying on' at school the next year.

44. By the mid 1980s, the Department would be renamed 'Geography and Planning' and 'Urban' would be included in designated award titles.
A.F. Dunton and Audio-Visual Possibilities at U.N.E.

The U.N.E. advertisement answered by A.F. Dunton in 1958 had indicated a particular (extension) need in that the person appointed to the (Grafton-based) adult education post would

be required to direct the production of visual aids and other teaching material.

In his early New England years Dunton had used both film, and, where possible, television in the field of his own c.d. work, and he planned to study the use of these aids much more widely when on his year's leave in 1965. Accordingly, Madgwick had written to this effect to the Controller of BBC Educational Broadcasts, Mr. J. Scoupham, stressing how important developments in radio and television are likely to be in the future extension programmes of the University, very largely because of the geographical situation. Furthermore, in the field of external studies for which the University assumes responsibility for the whole of New South Wales, the possibilities of radio and television are being carefully considered.

Dunton had by then also run in Armidale four (annual) January Film and Television Schools, commencing with the first entitled 'Film and Television Programmes: Problems, Possibilities and Techniques,' which was opened by Sir Richard Boyer (A.B.C.) with an address on 'The Future of Television'. All of them had served as training exercises for (radio) people intent on entering the new media field, and were impressive not merely for their intensity but because such innovative and national figures as Peter Prager (of Hansen Erickson), Shane Benson (playwright and editor), Robert Mondel, John Frank (then Production Manager, Channel 9, Brisbane), or the documentary film-maker Gil Brayley participated, all lecturing for Dunton without fee.

45. Staff Microfilm, no. 10. The letter was dated 6 February, 1965. The tone of the letter would seem to indicate Madgwick's interest in bringing 'extension' and 'external studies' much more closely together than had been the case since 1954.

46. This medium would be much used by the Department of External Studies many years after Dunton's departure.

47. Also the title of the Proceedings, published in 1961 (Pp. 128 on fop.).

48. At the first these were notably from commercial radio in Northern N.S.W., while at the second there was a similar large group from the New Zealand Broadcasting Commission (i.e. non commercial radio).

49. Former cameramen to the famed film director, Chauvel, and Head Teacher of Television, North Sydney Technical College.
Dunton had been transferred to Armidale in early 1966 'with special responsibility for radio and television programmes' and would soon be at work in the Eberle Centre in Brown Street, where he took it upon himself to prepare a blueprint, for the whole University's use, of the future needs in the media, radio and television. Thus he had continued various local radio programmes with the ABC which was making Armidale broadcasts from the new 2AN on a frequent basis, had prepared a splendid television studio at the west end of the top floor of the building and, most importantly, had assessed and costed the likely future audio visual needs of the whole University. This work he wrote up in his monograph, fully titled:

*A Proposal in Detail for the Progressive Development of a Department of Audio-Visual Communications at the University of New England (1966).* (The main text was followed by five schematic appendices.)

The small book itself was a bold analysis of the use of these tools as servants (not 'toys'), which also imposed high technical performance on all their users. It was also the preliminary to an intended development of broadcast tapes for U.E. to use (and then sell to the Commercial and National Networks). He also anticipated working with the commercial television station, NEN 9, (as would occur late in 1967). The prime purpose was to plan the acquisition of suitable equipment that would contribute

not only to extra-mural work but to the teaching programmes development of almost every department in the University. p. 2)

Accordingly he proposed the early establishment of 'a University Department of Audio-Visual Communications'... 'to serve the needs of all Faculties and Departments and provide facilities for them and to work with them'.

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50. i.e. from Grafton after his year (1965) in England. He would move to Macquarie University as Executive Officer, Part-Time Studies, in February 1967.

51. See below.

52. It is worth noting that he had worked in 1965 in Cambridge with Brian Jackson of the National Extension College, a forerunner of Britain's 'Open University'. He could also himself write 'Open University' surveys for G. Whitlam when the latter was Prime Minister (1972-75). See pp.106, ff. of National Priorities (Vol. 2). (1975) for his summarized thought.

53. The 1977 Calendar would be the first to list (p.xlix), a 'Technical Manager, Audio-Visual Services'. Audio visual matters were discussed by Council on 13 May 1974 (Minutes, p. 4022) and 10 November 1975 (Minutes, p. 4306).
Examples of these plans were his perceptions as to how to: (i) develop further rural extension programmes; (ii) continue 'Farm Forum' type programmes; (iii) link the Regional Offices to both ABC and commercial stations; and (iv) establish with the 'Rural Faculties' a 'Rural Extension Service'. Many of his plans for language work were very sophisticated. He expressed concern at the piecemeal actions already in train around the University, arguing urgently for the early establishment of the A.V. Department and a studio making professional tapes in Brown Street. He also insisted on amalgamation with the other sound technician then working in French, and with the University's Photographic Section. His analysis was supported by examples from the United Kingdom and contained the estimate that the whole task would take seven years.

The advanced broadcasting studios which he advocated would 'enable university staff to share in national programmes, to be heard on current affairs programs and to serve as commentators.' (p. 7) He had already arranged to make master tapes of Australian poets to be exchanged for comparable materials from Harvard University and from the British Council. He then itemised all the materials necessary for a quality Radio/Tape Studio and discussed the next phase of land-lines to ABC 2NU (Tamworth) and commercial 2AD (Armidale); to all teaching departments; to lecture theatres, the Teachers' College (etc.); and to the Campus Central Studio. A further projected phase would be the establishment of a University Broadcasting Station, and he concluded with a plan for four further developments.

While his plans have yet (p. 989) to bear fruit at the University of New England in any full-blooded form, his audio-visual work was of much brilliance and has since been largely responsible for the success of the various distance teaching aids used by his own Department of Part Time Studies at Macquarie University. It is highly ironic that Dunton's plans, if executed imaginatively, could probably have given the University the national voice which it is still to acquire. Like Howard and Praed, he had already made brilliant use of radio (both the ABC and commercial), and had foreseen the likely enormous impact of television as an educational medium.

54. Thus, in the spring of 1966 he ran one which attracted considerable notoriety on village problems in Northern China and on their typical consensus-style resolution.

55. He actually built this in the Brown Street building. This equipment was transferred to the later A.V. complex in Alluna (i.e. old 'Hut C', on campus).

56. This would be done more than ten years later, in the basement or Stage III of the Dixon Library.

57. This franchise lapsed with his departure.
for both rural Australia and for disseminating the regional (academic) opinion nationally. A degree of seeing community interference in his work in Armidale in later 1966 may well have contributed to his decision to go elsewhere. Dunton's successor, G.L. Strickland, was appointed to a specific 'visual aids position', but did little apart from making a list of university equipment, and soon (in late 1970) returned to Melbourne.

All his other skills aside, it is clear that the passing of Dunton was a lost opportunity, further exacebated by the selling of the city Centre for a fraction of its value in 1968. It is doubly ironic that the progress made by 1969 - as in External Broadcasting - has yet to have the sharp rationale and cogency of plan of some 23 years earlier. And the sophisticated centre, named by Madgwick for his deceased friend, Eberle, on 14 November 1966, would be sold within three years of its dedication.

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Community Development organised from Armidale in the later 1960s and Rural Credit matters

After the 1964 Conference, the main activities in C.D. for that year were the many individual staff responses to calls to them to act as consultants, the Director A.I.A. Nelson so acting for the Australian Council of Young Farmers, and Mr. N.D. Crew planning and conducting requested community leadership schools for the Country Women's Association and the Junior Farmers' Movement in northern New South Wales. In the following year the (N.E.R.D.A.) Dingo Report was discussed with the Minister for Agriculture, and steps such as aerial baiting put into effect. Progress was also made with grazier self-surveys on agricultural extension, and there was a first conference on drought and its effect, including work with the Department of Botany on the problem of the death of trees during the long mid-60's drought. All these projects were community-initiated and gratefully responded to.

58. Discussed with the present writer in early 1967 and on subsequent occasions. He had used as a model, BBC scripts about community/farm planning in a village in (Red) China and this occasioned community and political protest to the University.


60. Audio-Visual Aids were discussed by Council on 8/8/1966, when much of Dunton's planned first phase was endorsed.

61. Supported by a Nuffield grant. In certain aspects the drought's impact was to continue for 5 years and so change the direction and (original minerals) thirst of the then projected Faculty of Natural Resources.
In May 1966, Dr. E.A. Iceton, a medical practitioner as well as extension consultant, had joined the Division and began work with local Aboriginal communities. He also worked with established white groups serving Inverell and Armidale, and he commenced preliminary community work in Tingha, Guyra, Urailla, Corrig and Kempsey about this time. Soil erosion also became a subject of N.E.R.D.A.'s concern as the drought progressed, and its various study group reports became the working papers for the large National Seminar on Drought conducted by the department in 1969. The aboriginal community support plan continued in 1969, but, as a matter of deliberate policy, it was again undertaken unobtrusively, its principal aim being to encourage Aboriginal groups to assess their own problems and goals, and then to take constructive action in relation to them. Another feature of 1967 was the conducting, in cooperation with the Australian Broadcasting Commission, and with the support of both the New England Regional Development Committee and the New South Wales Department of Decentralization and Development, of a project to produce a radio discussion series for New England entitled 'Decline or Development'. There were many organized groups both listening and discussing the series, as well as many similar Town analyses for towns in the Northern third of the state over the next few years. While the University assisted with 'know-how' and organization, content and decision-making were local and so the more widely accepted in the districts. The various schemes were, arguably, more in harmony with the 'Iowie' approval of 'community-involving' exercises.

A particularly interesting activity, near Inverell, was that involving the Bannockburn Valley Conservation Group, representing the majority of the small farmers of that area, and formally founded as a group in October 1967. At a time of particular stress in agriculture, the members elected to stay on their holdings and practice utilization-with-conservation, especially to promote the welfare of the people of the Bannockburn community; to utilise the natural resources of the area to the fullest extent in the national interest; while utilising these resources, to maintain and improve production; and to ensure the conservation of all resources, particularly soil and water, for use by future generations.

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62. 1966 saw the formation of the Inverell Regional Study and Development Group.

63. E.g. with the Evening College there. A note of Iceton's on his own planning (30/10/68) reveals such aboriginal commitments as his work at: Warranbool (June 1966); Brisbane (April 1967); Grafton (October 1967); and Easter each year at the F.C.A.A. conference in Canberra.

64. E.g. the 'Our Town Projects' at Narrabri, Maclean, etc.

Within two years the members had so improved both their intra-group communication, and their ability to work as a group, that they employed their own extension officers (a husband and wife team); farmed two crops a year instead of one; entered into a cooperative arrangement for stock marketing, and had triggered off the development of two other satellite farmer groups formed for co-operative extension. Their basic achievement was in human relations, from which economic and social improvement followed, and they always referred to their fellow workers as those who had accepted the Phillipines-originating exhortation of 'The Challenge' -

Go to the people
Live among them
Learn from them
Serve them
Plan with them
Start with what they have. (Motto to Field Report, No. 2)

The dynamic project went from strength to strength, with solid financial support from the Shell Company of Australia, Ltd. An independent assessor group was funded by the Australian Wool Board to analyse the work, and it reported favourably. The balance of funds required were supplied by the farmers themselves. The University Department's input was professional consultation, guidance and advice, these assisting the continuation of evolutionary, adaptive changes. And so, by the end of 1970, it was reported that

The three locality groups making up the Bannockburn Farm Community are now financially affiliated and are so advanced in their integration that three marketing groups have been set up together with a Co-ordinating Committee of all the groups which is now launching into a buying and marketing co-operative.67

About this time it was felt politic for the University involvement in the scheme to be reduced, partly because of the project rather than the University raising large sums from 'outside', and not least because of the relatively large scale commercial activities being engaged in by the Group.

66. See Ron and Audrey Filler, Successful Farm Management: The Bannockburn Conservation Group system for Practical Bookkeeping and Planning, Pergamon Press, 1973. This has had U.S., U.K. and Canadian editions. Those seeking further information about this quite remarkable achievement are referred to Audrey Miller's Field Report No. 2 (op. cit.), of 97 pp. The Millers also came to the University on many occasions, giving seminars, being consulted by many bodies, and presenting a new perspective on group dynamics to behavioural psychologists and others.

An early retrospective view of the project at Bannockburn by A.J.A. Nelson\(^68\) made the following points (seriatim) that it was: based not on a town but a rural neighbourhood; begun as a problem of soil erosion but went on to deal with something more basic, a problem of communication between people in the valley; co-operation as an alternative to selling out in a time of rural depression; co-operative in its stock breeding and selling arrangements; and that it caused the further development of two 'satellite groups';\(^69\) and the acquisition of a butcher's shop (i.e. an outlet for its meat) in another town. Assessing all these things as sound cohesive, and creative social achievements, he concluded:

But members of the Bannockburn groups emphasize that their greatest achievement has been an improved social life: the revival of a sense of community among neighbours who had ... become accustomed to by-passing (each other); ... (and) a sense of community which gave new meaning to life and made other things possible. (p. 173)

Quite clearly 'Bannockburn', like 'Tia' earlier, had been marvellously successful as a micro-development, at some distance from the University and, for a time, happily free from undue doctrinaire scrutiny from (academic) non-participants.

The Council committee which deliberated over extension from 1967 had showed some unease about C.D., being particularly concerned that so much of the decision making was in the hands of communities outside the University. This had the unfortunate effect of preventing the next desirable Departmental phase, a programme of research and professional training in community development. Yet the momentum had not quite passed, as is clear from the Bannockburn No. 2 Report (1972) by Audrey J. Miller. Further, there would be other publications from N.E.R.D.A. which had a like story of grass-roots success to report.

Thus there would appear in 1972 another C.D. Division pamphlet,\(^70\) _Agricultural Extension in New England_, that summed up much of what had gone before and suggested that the report would '... provide some stimulus to re-thinking the purposes, organization and methods of Agricultural Extension generally'. (p. 34) In his 'Introduction' (p. i) A. Lazenby (then Vice-Chancellor) called the survey a 'vital document' and a stimulus to improving extension services. The authors had stressed the 'active support and encouragement of the Department' (p. 2), and expressed the hope that


\(^69\) The Swanbrook and Pindarri Conservation Groups.

\(^70\) This 37 page text has no 'author' but was 'signed' (p. 35) by 9 leaders, the first of whom was Peter A. Wright.
the University might make 'a reassessment of its responsibilities and its relationship with the community'. (p. 34) The N.E.R.D.A. executive also emphasized that:

the New England with its University, C.S.I.R.O., and Department of Agriculture [co-operation] ... is a unique and discrete extension region. (p. 35)

The last request made was for a joint committee of these organizations to give consideration to the formation of 'an autonomous research-extension centre at Armidale.' (ibid.) [Late: N.E.R.D.A. work is referred to in Appendix E ii].

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As the effects of the mid-sixties drought bit deeper, C. Howard decided to organize at a weekend gathering an innovative social support system, the Rural Credit Conference of October 1966.

to bring together those who administer rural credit ... bankers, primary producers, etc. who wished to understand the implications of rural credit policy. (p. 7)

Since some 104 people\textsuperscript{71} enrolled, the need was clearly demonstrated for some (non-political) understanding of the role and management of (rural) debt. The programme was in three parts:\textsuperscript{72}

| Background to Credit Borrowing - The Chief Liaison Officer, Rural Liaison Services, the Reserve Bank of Australia, and the General Manager The Commonwealth Development Bank of Australia. |
| Supervised Credit, discussed by Professor J.N. Lewis, and 'Farm Decision Making' presented by J.P. Makeham. |

There was grazier help, and assistance from the Reserve Bank, the B.A.E.,\textsuperscript{73} and U.N.E. in the planning of the programme. The conference's value was that it allowed all the interested parties to recognize the framework in which the farmer was working and to set appropriate measures of his progress, rather than what J. Makeham described the annual debt reviews to be:

\textsuperscript{71} Including stock and station agents, farm machinery and fertilizer company agents, accountants, etc.

\textsuperscript{72} As were the printed papers, of 82 pages, of bold type format.

\textsuperscript{73} In the person of the Deputy Director, E.J. Waring, formerly of U.N.E.
just a battle of wits between client and banker with the person with the most plausible imagination winning the day. (p. 79)

The correct process could be, and was, summarized as: Management Decision; Information Needed to Resolve Issues; and a post-drought plan to restore lost equity, increase nett income and reduce vulnerability to further drought. All in all, it was a typical Howard school, hard hitting, scrupulously organised and totally relevant to the participants.  

The later 1960s Council Minutes have many references to the various university extension activities mounted to cope with agricultural change. Related to U.E.'s were those by the Department of Farm Management, now more concerned to provide (local) extension services, as with the appointment in March 1966 of J.P. Makeham, an agricultural science graduate of Melbourne University who had worked for Huon Hassall and Associates, international agricultural consultants. Also, at its last meeting of 1966, under Madgwick, Council would approve the appointment of J.G. Bird to work as lecturer for N.E.R.D.A. (paid for on outside funds). The growth of the Farm Management Research Centre in 1967 would cause the Council to resolve (5/8/68) that: the Head of Farm Management be asked to submit a report on 'the past and future' operation of the F.M.S.C. (p. 2545); and that appropriate approval be obtained in advance regarding costs, fees, and 'the type and range of service to be provided' (p. 2546). Some two years later the F.M.S.C. would become the Agricultural Business Research Institute, and the then General Planning Committee for University Extension would request a clarifying statement from the Professorial Board as to the role of A.B.R.I. in relation to extension and training programmes, because of some danger of overlap in the activities of the Institute and the Department of University Extension and the General Planning Committee for University Extension.

74. See Seminar File, Namoi Records. See also Appendix E iii on: The Australian Committee for Coding Rural Accounting.

75. See Chapter VII.

76. I.e. lecturer in 'Rural Community Development'. He would also work on statistics and participate in various projects with the Hawkesbury Agricultural College.

77. See Council Minutes for 10 August 1970, pp. 3056-57. There had been several (competing) overlaps of free courses from F.M. with charged services from University Extension. (See Assistant Director's Personal Files, 1968-70). See also Appendix F 1 (on A.B.R.I.).

78. A further Council note indicated that the future Institutes might well cut across Extension Department Activities. (Minutes p. 3057) That this was so in the event is clear from the summary account of various provider organizations within the University, as given in several of the Appendices to this thesis.
Other inter-organizational similar activities were more cordial, such as the 1968-69 cooperation\textsuperscript{79} of J. Makeham with C. Woodard, then an Extension Officer with the N.S.W. Department of Education, which led to the designing of a course in Farm Management which was based on correspondence teaching methods. The first students enrolling in 1970. Further developments in this course resulted in the following collaborative format being evolved finally:

Week-long schools are conducted at the University of New England in May of each year for Level I. These students also attend a two-day, on-farm case study in the central west of NSW... Level II students attend a five-day school at Sydney University Farms at Camden, a further five-day school at the University of New England in July and a four-day course at the Orange Agricultural College. (op.cit., p. 3)

Later developments have condensed this three-year course to two years, with certification requirements now listed as including completing the A.B.R.I. record book in Level I. The organizational significance of these exercises is that there was - for nearly twenty years - no real delineation between the extension efforts of the two departments, any more than there would be in the B.C.F. James and Department of Agronomy joint exercises at a later period.

Another of these joint (i.e. teaching department and extension) exercises was the carefully planned National Workshop on Agricultural Adjustment Problems in Australia, held in February 1968. The coordinators (and editors of the Proceedings (1969)) were J.P. Makeham and J.G. Bird who were assisted in the planning stage by a committee from the University's Faculty of Agricultural Economics. This was most appropriate since Donald B. Williams, a Visiting Professor of Agricultural Economics (from the University of Melbourne) had written in 1967 of the New England Faculty

\[\text{(it) is the largest (Australian) university centre for teaching and research in agricultural economics and is developing farm management extension programs to assist private consultants}\]

\textsuperscript{79}. For this and other U.N.E. (Rural Science) extension links with the teaching departments, see Barry O'Neil 'N.S.W. Department of Agriculture Home Study Programme' (pp. 1-12) in R.J. Clark and S.J. Rooth (eds.) \textit{Case Studies in Adult Education} (1968). Woodard used U.E. facilities, both in Armidale and in Tamworth, while on this project.
and club-advisers.  

The conference was in four parts. Part I - 'The Setting' - including papers by the Hon. J.D. Anthony (Minister for Primary Industry) and the following New England contributions:

B. Standen and W.F. Musgrave, 'The Agricultural Adjustment Problem with Particular Reference to Australia';
J.S. Nalson 'Sociological Aspects of Agricultural Adjustment';
and J.B. Hardaker, 'A Review of Agricultural Adjustment Policies in Overseas Countries'.

Standen also contributed to Part II, 'The Low Income Problem' and J.G. Bird to Part III, 'Review of State and Industry Adjustment Problems' - with his 'Policy Implications of Adjustment Research for the Dairy Industry' in the North Coast Area, N.S.W.' There were three New England Contributions to Part IV - 'Problems of Institutional Change' - viz.:

J.N. Lewis 'Problems of Institutional Change in Australian Agriculture';
J.B. Hardaker, 'Agricultural Adjustment and Farmers' Organizations';
and N.D. Crew, 'Agricultural Extension'.

The Nalson and, particularly, the Crew papers, posed various social questions, concerning; (re-)education; value systems; mobility patterns; the availability of research;  assisting the primary producer's ability to assess the alternatives available, etc. In particular, Crew attacked (p. 238) the 1962 and 1967 Australian Agricultural Extension Conferences for their concentration on method and productivity and simplistic neglect of the purpose of extension. He argued that the fundamental root to the general problem was the negligence of people. The concluding paper, by D.B. Williams - 'The Summing Up' - drew together all these concerns and appealed for a new, sophisticated approach to 'Adjustment' which he defined as 'the consequences of forced changes'. Quite clearly this Conference, - and many antecedent and contemporary activities of the University in the extension area, - were preparing for the (ellogg Rural Adjustment Unit which would be functioning in less than a decade. (See the Appendix Fv, on this.)

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81. Thus building on earlier c.d. work (assisted) by his Department.

82. Usually more quickly available through commercial sources than (governmental) extension officers.
At its August meeting of 1967 the Council had accepted the recommendation from the Faculties of Agricultural Economics and of Economics that a Diploma in Rural Accounting be introduced. While it was to be a one-year full-time course of study for graduates seeking a professional training in farm management accounting, it was also strengthening the expertise and teaching efficiency of that department. Significantly, on that same day (14/8/1967), approval was also given for the inclusion of training in Agricultural Extension as a possible part of a normal Diploma in Education. The rationale was as follows:

The proposed introduction of course-work in Agricultural Extension would serve the needs of graduates from this and other universities in Rural/Agricultural Science and in Agricultural Economics/Farm Management who are preparing for careers in the agricultural services or in group and private consulting. (Council Minutes, p. 2356).

Unlike the complex and tension-filled relationship between Education and Adult Education, this development was seen to be one of mutual advantage to all sponsoring groups.

Soil and Water Conservation in the North West and Other Namoi Developments

The highly significant Soil and Water Conservation in the North West and other Namoi developments came about from the suggestion of two members of the University's Department of Agronomy to B.C.F. James in University Extension. The matter was discussed with the Commissioner of the Soil Conservation Service of New South Wales, endorsed, and then planned to bring together soil conservationists and research workers from disciplines relevant to soil conservation. The Proceedings have a 'foreword' jointly from P.A. Wright (the Chancellor) and A. Lazenby (Professor of Agronomy), under-scoring the essential fact that

The soil is one of Australia's most important natural resources and the present standard of its management will determine whether it will support crops and pastures in future years - or be laid to waste ... (p. 1)

The Colloquium, the first of its kind in Australia, considered the major topics of: ecology, soils, agronomy, hydrology, land use, erosion, socio-economic methods of soil conservation, and extension methods. The Proceedings volume itself concluded with a battery of economic papers, with

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83. The main speakers came from C.S.I.R.O., New South Wales, Victoria, South Australia and the universities. Contributed papers are merely listed. Its recommendations are still largely ignored in 1989.

84. See A.L. Mitchell's 'Extension Methods in Soil Conservation'. (pp. 65, ff.).
considerable New England input. The essential feature of the published volume — edited by the Colloquium’s Director — is the richness of thought, fresh and personal style of the communications, and the emphasis on the interrelationship of people-community and soil-land problems. Thus the general argument concurred very closely with the thrust to the earlier Seminar on Regional Research in Agriculture (held at the University in May, 1966).

This Colloquium was the first of many conducted jointly by B.C.F. James of the Department of University Extension (later Continuing Education) with the Department of Agronomy. Indeed, this personal subject expertise in agriculture and economics in a Departmental member (B.C.F. James) would result in many similar conferences and publications with Agronomy until the tragic death of James some two decades later.

A Namoi Regional Office Community Water Project — Gwydir Valley — (1960-1970).

In July 1960 a meeting had been called in the Memorial Hall, Bingara, to discuss ‘the proposed Binga-a dam’, by the Moree and District Standing Committee on Local Government. Sixty three persons attended, including representatives of local government, Federal and State Members of Parliament and, as special guests by invitation, Professor A.H. Voisey (geologist) and A.C.M. Howd of the ‘Department of Extension’ (GWRC, p. iii). The latter suggested that the proposal to build such a dam needed ‘continuous study groups made up of local people interested in the selection of a site and the subsequent use of the stored water of the proposed dam’, if the valley was to maximize the dam’s potential. That initial meeting agreed to form study groups and to plan for a later conference, held in Moree in July 1961, and styled ‘The First Gwydir Valley Resources Conference’, areas of study being:

1. Engineering Problems.
2. Water Resources actual and potential.
4. The Economics of Irrigation.
5. The Utilization of Water.

85. From W.F. Musgrave, J.A. Sinden, and D.J. McConnell.
86. Discussed in various documents loaned to the present writer by the late Namoi Officer, E. Brennan. Most of the detail is corroborated by the publication, Papers presented at the Gwydir Resources Conference, Moree, April 7-8, 1970. (Tamworth, Namoi Extension Office, 1970.) It is cited as GWRC.
6. The Sociological Implications of Development due to Utilization.

Another Howard-organised function, it attracted similar important scientists and representative community members and had papers on the topics chosen in 1960, with speakers including: the Principal Engineer of the W.C. and I.C.: the Commission's Principal Irrigation Officer: the Science Liaison Officer of the Reserve Bank: Dr. Joan Tully, a Queensland Extension Officer (on secondment to the U.N.E.): an economist of the Rural Bank of New South Wales: and a senior officer of the Bureau of Agricultural Economics. At the close of the conference it was revealed that a first survey of a dam site had already been made. This initial conference and its follow-up would see its ultimate extension and research application almost three decades later in the development of the federally-funded Centre for Water Policy Research at the University of New England.

The subsequent selection of the site of Copeton Dam and the supplementing of State finances by Federal grants meant that by 1968, the possibilities of development through 'new water' were very close. And so, seeking a realistic appraisai of the future possibilities, the Gwydir Valley Development Association accepted the offer of A.C.M. Howard to plan, organise and direct a conference (that of 1970) to follow up the 1961 study. The second conference was an excellent example of co-operation between the Mayor and Town Clerk of Moree and the W.C. and I.C., B.E.A., the Director General of Agriculture (N.S.W.).

the Macquarie, Namoi and Gwydir River Valleys. Further, Associate Professor Musgrave (U.N.E.) assisted with his critical assessment of the appropriate nature of suggested topics ... [so] that an effectively instructive programme attained the goals set'. The various printed comments by Howard make it clear that, at all stages, he was discussing his own perceptions of c.d., as well as stressing the applied concerns proper to the University, viz.: in 1961 he had quoted from the Third Report of the Rural Reconstruction Commission (1945) about the need for development/settlement schemes not to become 'a menace to those responsible for guiding commerce, agriculture, finance and ... the provision of educational facilities, roads and other amenities.' (G.W.R.C. p. v) Thus he now stressed in his editorial, two months after the 1970 Conference:

87. 1966 had seen the issue of the W.C. and I.C.'s. Water Resources of the Macintyre and Severn Valleys volume.

88. C. Howard, in GWRC. p. v.
It should not be forgotten that the Conference was an Adult Education activity ... not an opportunity for a political point of view to be canvassed ... . A university is concerned to make sure ... that facts be presented without bias or prejudice. What the listeners do with these facts is a concern of a university but not its responsibility.

The last (1970) conference was held in three discrete sections, designated as: A: Institutional Arrangements for Storage, Reticulation and Use; B: Management (Soil, Irrigation, Crops, Economics); C. The Community of the Gwydir Valley; followed by 'A Summary', by W.F. Musgrave. The latter produced a trenchant summing up90 as to the 'heaven sent windfall to those who live in the lower Gwydir Valley, and to the residents of Moree'. He argued that it was better as a conference than that held in the Macquarie Valley in 1968;91 he praised the decisions as to how to regulate water supply and 'the abandonment of the closer settlement arm of irrigation policy' (p. 2), queried various controls92 on the use to which water was put, - arguing they were survivals from 'the M.I.A. disaster', and stressed the 'risk' aspects of development economics. He also showed sympathy for political action by agriculturalists, lest they be dominated by 'urbanites ..., industry, or some other type of farming' (p.6), and he warned that the small family farms might have to get out of Irrigation farming, (pp. 6-7). He also cautioned against (excessive) cotton farming.93 The survey was typical of the writer's hard-headed appraisals of development/extension agricultural economics projects, particularly in the north-west and for the valleys of the major Darling tributaries.

Very significantly, Professor Musgrave would thank the Department's Campbell Howard generously:

It is his conference; Jack Lesueur and I helped him to do a little bit of plotting but I think that, if anything has been achieved, 90 per cent of it is due to Campbell Howard. (loc. cit, p. 2)

89. Addressed, inter alios, by the Hon. J.G. Beale, Minister for Conservation in the N.S.W Parliament, on the Copeton Dam.


91. See Appendix E iv.

92. His terms were 'over-paternalistic', and 'big brotherdom'.

93. This would bring its own problems nearly two decades later. Interestingly, a then strident participant (see questions to Mr. G.B. Peacocke), one J.J. Pigrau, would in 1988 be Associate Professor and Executive Director to the University's Centre for Water Policy Research, of which the Director would be Professor W.F. Musgrave.
While, in 1969, it may be held that an enormous amount had been achieved then and even more has been since, for development in Bingara, Moree, and the Gwydir Basin generally, it was C. Howard's concern that there be strong emphasis on the local people's involvement and participatory responsibility. At the end of the introduction (to G.W.R.C., p. 6), he had repeated his 1961 quotation of the 1945 post-war Rural Reconstruction Commission's words:

... water supply and irrigation policies may become a menace if they push schemes to bring water to the land without regard to all the consequential happenings. (p. vii)

His quiet 1970 conclusion to his editing of the proceedings was to stress that his Department 'must [always] be concerned with the quality of life and living of men and women', and it concluded with this comment:

the Department of Extension of the University ... will be very disappointed if the quality of life in the Gwydir Valley is not higher as a result of this Conference than it would have been had the conference not been held. (ibid.)

* * *

Another highly significant and pioneering first for the Department was the 1969 Insurance Seminar, held in Tamworth on 26th and 27th September, 1969. It was largely attended by persons engaged in insurance undertakings in the Namoi Region. The event was another spontaneous community function - learning experience, coming about, as it did, as the result of dialogue between the officers of the Tamworth Centre of the Insurance Institute of New South Wales and the Regional Office, in this case with Mr. A.C.M. Howard. Generous co-operation was forthcoming from the President of the Institute, at all stages. Papers given included:

S.A. Thompson, 'Practical Profits Insurance for the Modern Businessman' (pp. 1-27);
F.K. Richards (an accountant), 'Taxation and Superannuation' (pp. 29-49);
J. Wangman, 'Workers' Compensation Claims - New South Wales Workers' Compensation Act 1926 (as amended)', pp. 51-74;

and other papers on 'Company Mergers' and their disadvantages to both rural and Australian society as a whole. Pleasingly a set of papers were requested for publication, the seminar Director (A.C.M. Howard) introducing them in a format suitable for 'more detailed and intensive study', and

94. There was later published Papers Presented at the Insurance Seminar, Tamworth, N.S.W., pp. v - 90.

95. The first two were senior Sydney executives of an international insurance company.
adding that it was hoped that they would assist lifelong learning in this 'vocational' sphere. (p. v) This was yet another example of the Eberle plan (1951) for the printed word to build on the original learning experience of a conference and then reach out to further groups of concerned persons.

In 1968 W.G. Maddox of the Namoi Office edited a volume which was not the product of a locally held seminar, but seemingly a book 'made up' as a setting for the research papers96 of J.J.J. Pigram, namely: 'The Agricultural Potential of the L verpool Plains' and 'The Future of Cotton in the Namoi Valley'; and of J R. Geisman (both very much theory models) 'Choosing a Site for a Regional Capital', and 'Locational Advantage in Regional Planning'. That it was a type of 'theory-and-practice' local (community) development-encouraging manual is indicated by the fifth paper, 'A Practical Plan for the Development of Secondary and Tertiary Industries'97 from M.J. Sutcliffe, the Senior Marketing Consultant of P.A. Management Consultants Pty. Ltd. The plan, while in theory a general c.d. one, was obviously aimed at further industries in such centres as Tamworth,98 Dubbo, Inverell, Narrabri or Moree.

The analysis was concerned, inter alia, to: foster the establishment of new small industries; suggest the practical steps to ensure 'worthwhile' future progress; define and attempt to solve the 'quite unequivocal' marketing problem, by defining market needs, preparing the product suitably, developing market strategy, and controlling progress by 'belief in the product99 ... real enthusiasm, ... dedication and determination to achieve results': an advance analysis of the relevant details concerning transport, labour, markets, raw materials, the availability of industrial sites, water supply, waste disposal,100 power, amenities, and

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96. The first and last papers are identical with those of the Macquarie Valley Seminar - (See Appendix E iv) - by P.G. James and J.S. Naison, and the Woolmington paper is similar but much shorter. The Geisman papers read very much as the thoughts of a research student.


98. Internal content and the circulation of the book made it an obvious force for the impending development of what would become Taminda (the Tamworth Industrial Estate zone) and of the West Tamworth Rail-Freight Centre.

99. There is a certain similarity to the words of Miss Bates some 9 years earlier, but all is presented in a more cogent, practical and Australian fashion.

100. Still a serious problem in 1989 for the too centrally placed Fielders' Enterprises (flour, starch, etc.) in 'East' Tamworth. Progressively most heavier industry would be moved from various locations to the West Tamworth (railway) area and comprise 'Taminda', the Tamworth industrial estate.
administrative costs; and preparing the marketing plan.

Sutcliffe's conception of the industries that would lend themselves to decentralization in (northern inland) country towns was a mix of the already present (in Tamworth) and the ones 'still in need of development/expansion', e.g.: Cement and Concrete; Engineering and maintenance; Agricultural equipment;\(^{101}\) Agricultural chemicals; Abattoirs; Wheat Products; Wool processing; Footwear; Leathergoods; Furniture; Confectionery; Poultry, etc. The last industry was obvious one - and already much assisted by the University's Faculty of Rural Science. His suggestions as to marketing strategies are also interesting in view of the dramatic local use subsequently made of them, viz.: personal approach, media advertising (including media supplements), posters, lectures, local 'events' (e.g. sporting tournaments) organised by use of 'the previous promotional media that are available' (p. 71).

Quite certainly this publication was a shrewd compilation aimed at several towns as well as Tamworth, and its considerable sales to local government officers, chambers of commerce, etc. over some twenty years would indicate that it is still a forward-looking rather than an historical survey of regional growth. Stressing the growth of Gunnedah (in his first paper) and of Narrabri and Wee Waa\(^{102}\) (in the second), John Pigram made it clear that 'the interdependence of town and region' must be stressed and that true regional potential can only be realised when there is a conscious integration of the efforts and aspirations of both rural and urban communities. (p. 75)

The Namoi Regional Development Committee, the Tamworth Chamber of Commerce and the New South Wales Department of Decentralization (p. v) had all been involved in planning the publication and had cooperated with the University's teaching departments 'on numerous occasions' (ibid.). As the

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101. Soon to be much boosted by the Tamworth Region's annual 'Agquip' Exhibition of Farm Machinery and related patents, devices, etc. By the 1980s educational exhibits would also feature regularly in this August event, and the Namoi Regional Office would be represented there.

102. Much of his content reminds one of Tamworth's present media complex on the Goonoogoodoo Road, and its new much expanded Country Music Week, or of Lismore's media (and education) centre at Goonellabah. The general area had moved from a first planting of cotton to producing 75% of the national output in 7 years (p. 99), while the then recent influx of Americans to the project is caught fictionally in T. Keneally's then contemporary novel, *The Survivor* (1969). In 1968, Keneally, as a member of the Department, had himself visited the Narrabri-Wee Waa region, as part of the Department's work integrating rural and town concerns.
Editor observed modestly of the intriguing compilation, it is at least 'a short step in a long and difficult journey', 103 A comparable but specific project of the same type, 'Development in the Macquarie Valley', is discussed in Appendix F iv.

Thus it is clear that C.D., at least in the Namoi Office, had become a regular part of the regional programme, being integrated into the pattern of the radio broadcasts, regular classes, town seminars, and regionally initiated conferences of wide/national significance. It is also noteworthy for the stress on the symbiotic relationship between rural and town communities, an emphasis not widely communicated since 1956 exercises on the Clarence.

* * *

Change in the Catholic Church, and the University's Serious Discussion of this

As in earlier years, J.M. Praed, at the Richmond-Tweed Regional office, had encouraged, by various study courses, the probing of religious doctrine and seemingly humanist philosophies both in Australia and more widely in western countries. In October/November 1964, the Rev. Fr. Dennis J. Kenny, S.M., B.A., Litt. B., 104 produced (after delivery) three lectures, described as 'part' of a series of lecture-discussions, and running to some 200 pages, 105 entitled The Vatican Council and Some Modern Issues, Part 1. The three 'issues' were:

'What the Council Has Achieved' (pp. 1-74);
'The Church and Freedom', (pp. 75-135);
and 'The Church and Marriage' (pp. 137-200).

The work had a Part II, with the same title but a separate sub-title, 'A Critical Appreciation'. Its essays were: J.M. Praed, 'From a Humanist to a Catholic Progressive,' (pp. 1-xiv); D. MacDonagh, 'A Catholic Case Against Christian Unity', (pp. 1-10); and F.L. Johnson, 'A Physician Looks at the Population Today', (pp. 11-27), with Five Figures. As is stated early in the second volume, the books are to be read together. The three essays in

103. Perhaps to Tamworth's being developed to some 100,000, as was suggested then. The 'Personal Files' of A.C.M. Howard reveal his long and contributive association with the Tamworth Productivity Group, an organization sponsored by the Commonwealth Department of Labour.

104. He had studied in the University's Philosophy Department and was on the staff of St. John's College, Woodlawn (near Lismore).

105. This refers to the cyclostyled 1964 format, vol. I.
volume one were issued, with additional material, by the University of Queensland Press, as the well-received hard-covered volume, *The Catholic Church and Freedom* (1967).

Father Kenny's preface to the later volume stresses that the 1964 purpose was to introduce Catholics and non-Catholics to some of the changes which are coming about in the Catholic Church both in and as a result of the Second Vatican Council, and their ultimate aim was to foster better understanding between Catholics and other Christians. (p. viii)

The commercial press version of the book was enlarged to include an account of the fourth session of the Council (begun in September 1965). The lectures themselves were bold, progressive even, and intended to stimulate, and were aimed to help all Christians to deeper thought, and to look at their own freedom and at their conceptions of marriage. In his foreword, A.J.A. Nelson spoke of the frankness, insight and sincerity of the work, and of its 'simple clarity' as that of a sensitive and reasonable radical who is concerned to contribute to renewal and does so by his 'wisdom'. (p. vi) While much more could be said of the books, with their appendices, good talk and freedom from bias, they are the essence of excellent theological discussion. Like earlier Department-sponsored religious dialogues within local communities - as at Tamworth with Frs. T. Fitzgerald, O.P., and A. Ebbs, O.P., or at Grafton with Dr. Parrinder of London - or at Tenterfield with J.W. Warburton, Professor Smith and others - these events and publications were much in the questing spirit of the 1960s, and echoing on a small scale the urgencies debated at Vatican II or by Bishop J. Robinson in England. Once again the Department was encouraging the University, but the community by its concerns had shaped the programme. Modern man's search for a soul was excellently explored in all these seminars concerned with man, society, and the transcendental.

*106. Viz: Council speeches on: Marriage; Married love; and Seven Rules for religious liberty (plus a bibliography).

107. Help and encouragement had been given by former engineer Father Barry Miller, S.M., who would soon join the University as a philosopher, to retire in 1987 as Associate Professor B.R.J. Miller.

108. It is, however, hard to accept totally the Praed view (*loc.cit.*, p. xxviii) that one can see in the Kenny prose 'the spirit of Roger Bacon alive today'.
Various Applied and Residential Activities

While (internal) accounting tuition in the 1967-69 triennium was to be limited to new undergraduate courses and the Dip. Pur. Acctng., with some extension work, it was proposed in the University submission for the 1970-72 triennium, that, external finance being available, there might begin

the establishment of an Accounts Systems Research Centre to undertake research into accounting systems for small business (including farm) management.

There was, too, a rider that 'Economics/Accounting is one of the combinations most in demand by industry, commerce and government employees.' The 'Report of the Council' for the following year would be able to record actual research in the Department of Accounting into: small (local) business finance; financial management advisory services; interim comparisons for small businesses; and farm management accounting's use of the National Code and classification of accounts. Already plans were well advanced for groups of like experience - e.g. jewellers, estate agents, etc. - meeting in seminars especially designed to analyse their more particular problems in ways both theoretical and practical. As with Agronomy exercises, the contact, local knowledge and general expertise of the Department of University Extension were essential to the planning of these operations which (long) had a considerable regional catchment. At a later stage they would turn to management and even go international, from the small localized beginnings.

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The Regional Research and Extension Unit, an applied group - involving staff drawn particularly from the Departments of Geography, Agricultural Economics and University Extension - flourished in the later 1960s, until the transfer of the Unit's Director, Associate Professor E.R. Woolmington to the Royal Military College, Duntroon. The unit was described officially as


110. Later to be known as the F.M.R.C. (Financial Management Research Centre). See Chapter VI.

111. See G.G. Meredith's 'Interfirm Comparisons - the Wider Implications', University of Sydney Adult Education Symposium Papers (1968), 1-19.

112. See his paper to A.N.Z.I.F.A.S., Adelaide, August, 1969, on 'Location Advantages for Decentralized Urban Entities'.
an interdisciplinary organization designed to carry out research and extension activity in the field of regional development.

Its editorial committee comprised N.D. Crew, J.A. Sinden,\textsuperscript{113} and E.R. Woolmington. The early reports so issued included:

No. 2: R.L. Newton, \emph{An exploratory study of marketing and regional supply problems of New South Wales fisheries}, 1969.
No. 4: J.A. Sinden and N.T. Schaefer, \emph{Farmer attitudes to farm forestry on the North Coast of New South Wales},\textsuperscript{114} 1969. Pp. 8, etc.

Most of these reports were also sponsored jointly by external groups, No. 3 being also issued 'on behalf of the Clarence and Richmond-Tweed Regional Development Committees of the New South Wales Department of Decentralization'. The research clearly drew on contacts from earlier (c.d.) projects, local government conferences and many of the Department's activities in the 1955-1962 period.

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\textbf{Dr. Myrddin Price and Residential Schools (1966-1970)}

After the departure of J.W. Warburton at the beginning of 1965, there was something of a hiatus\textsuperscript{115} until the appointment of Dr. M. Price to the rank of Senior Lecturer and responsibility as 'Director' of the Residential Schools. B.C.F. James, seconded to join this section from C.D. to cover the various rural schools, very soon branched out into a range of more aesthetic subjects, becoming the entrepreneur for painting, dance and many other artistic enterprises. Price himself, despite being plagued by ill-health which would threaten his premature retirement in 1970, was a man 'with fire in his belly'. Himself a former coal miner in Wales and British

\textsuperscript{113} A forester working in the Department of Agricultural Economics.

\textsuperscript{114} A version of this, by Woolmington, Sinden and Schaefer was given to 41st A.N.Z.A.A.S. in Adelaide (August, 1969).

\textsuperscript{115} A.C.M. Howard, D.A. Whitelock, W.G. Maddox and others 'filled in', directing from their various bases the schools which appealed to their professional interests (music, journalism, etc.).
constitutional historian, his work prior to coming to New England had been as Warden in charge of an isolated country house (Urchfont Manor, in rural Wiltshire) where adult peer groups - from the unions, Armed Forces, business, etc. - did concentrated "outward bound" style educational exercises for long periods, under considerable intellectual pressure, but free from the media and from worldly distractions. Seeking a new challenge, Price came to Armidale to spend the last nine years of his life in dynamic, perhaps quirkish, but totally committed a.e. work. Further, and unlike most migrants of his age and background, he adjusted very quickly to the new country, particularly throwing himself into social science activities, such as the schools on (industrial) law, industrial relations, communication, etc. As these topics will make very clear, he was passionately concerned with honest dialogue, equity, objectivity and the sort of understanding which would banish any simplistic "we-they" extrapolations. In all this work his able and loyal lieutenant was Bernard C.F. James with his "single-minded interest in the arts". Both had Welsh and Oxford backgrounds and they functioned as an excellent team.

While it is not practical to list all of the Price-led or-inspired offerings, some noteworthy (summer) residential schools were:

- problems in the rural sector;
- the annual workshop for psychotherapists;
- the writers' retreat (first held in January 1967);
- child drama school (an occasional, e.g. in 1967);
- sculpture school (1967 and variously);
- Australian and Asian literature;
- Ballet School;
- Writers and Readers Seminar;
- Historical Preservation Seminar (one of a series related to

116. A W.E.A. lecturer had got him to university in Wales, and, after adult education work there, he had won an award which took him to Wadham College, Oxford, and a D. Phil., on English Parliamentary history and reform.


118. A. Nelson, ibid.

119. Another precursor of A.R.A.U.

120. Among its 15 young members were: poet Les Murray later to become an A.O., and be awarded the University's D.Litt. (h.c.), in part for community service; David Ireland, to become a thrice winning Miles Franklin Award novelist; Geoffrey Lehman; and Irene Smy. Tutors included: Judith Wright, Ken Slessor, Frank Hardy, Tom Keneally, John Manifold and Keith McKenize (an academic).

121. Separate 'writers' were particularly involved, e.g. Tom Keneally, Donald McLean, etc.
Local History and held frequently since);
Workshop on Therapeutic Counselling;¹²²
School on Management in Local Government;
Agricultural Economics Society Conference;
Course in Librarianship;
School Principals and Inspectors Conference (78 participating);
the English-History Teachers School (this an occasional
'in-service' event); etc.

The enrolment and attendance for these schools in their first year was in
excess of 1270, most events lasting from 5 to 21 days.

While mere catalogues are tedious, it is clear that these schools
presented a very considerable range of: the recreational (largely in
January); the expressive (largely in January); the professional (largely in
February); and the refresher (also largely in February). Despite the many
convulsions¹²³ that shook the Department from 1966 to 1969, and his own
serious illnesses of 1969-70, M Price was able to organise, publicize and
run, in January-February 1970, a greater range of offerings, e.g.:

Painting School (22 days) under Stanislaus Rapotec (of Sydney)
and George Baldessin (of Melbourne); Fee¹²⁴ $153.
Drama School (17 days), under Gwen Foggon (Brisbane) and
Alexander Hay (Sydney); - Fee, $124.
Poetry (4 days), ten poets examining their role in Australia and
the world at large - including Les Murray,¹²⁵ Rodney Hall,
Tom Shapcott, Bruce Davey, .; Fee $34.
Creative Embroidery (13 days¹²⁶), under Patricia Langford and
Cynthia Sparks; $99.
Asian Music (4 days), the course given by a panel of Australian
and Asian¹²⁷ Musicians, under Professor Donald Peart
(University of Sydney); $40.
Chamber Music (3 days) with (lecture-) recitals from the Sydney
String Quartet;¹²⁸ $8.
American Literature (6 days) - various lecturers, including

¹²². Like nursing schools, usually organised by Dr. E. Iceton, a former
medical practitioner, become c.d. worker.
¹²³. And staff losses, e.g. Messrs. Whitelock, Dunton, Nehl, and others.
¹²⁴. These are full resident rate, with no student concessions. For some
higher fees of 1971-1977, see Appendix F vi.
¹²⁵. To be recommended in 1969 for the degree of Doctor of Letter (h.c.)
for his services to poetry and to the University.
¹²⁶. These counts are of days or part thereof. This school, or its
progeny, is still running. It may be held to have had significant
impact nationally.
¹²⁷. A definite precursor for such offerings by the University's
Department of Music in the 1970s and 1980s.
¹²⁸. Described as 'the best in Australia'.
Professor Martin Day\textsuperscript{129} (Houston, Texas); $50.
Thinking, Speaking and Writing (7 days) (See below); $57.
Rural Youth Clubs School (3 days) - designed for those working
with such groups\textsuperscript{130} in country towns; $20.
Indonesia\textsuperscript{131} (3 days), under Bruce Grant (author of \textit{Indonesia})
and Drs. T.K. Tan (author of \textit{Sukarno's Guided Democracy});
$22.
Leadership in Women's Organizations\textsuperscript{132} (3 days), designed to
assist groups such as the Country Women's Association, View
Clubs and Quota; $22
and National Resources (3 days), concerned with 'the question of
Australia's need to augment its investment in the
exploitation of natural resources', alongside a parallel
investment in human resources\textsuperscript{133} such as education, social
programmes, etc.

While these schools were advertised very widely by the usual elegantly
printed heavy (folded) brochure, more specifically directed notices drew
public attention to a Solicitor: ' Conference, or Nurses' Conference, and to
a seminar for Accounting Teachers.

It may now seem appropriate if a typical Price-directed Residential
Seminar - one on Industrial Law - is discussed in some detail. That of
May\textsuperscript{134} 1970, following on those of 1967, 1968 and 1969, was concerned
to study the problems of industrial law [and] provide a unique
opportunity for some working in this field to meet and
further their knowledge and interest in the subject.

The thrust of the seminar was planned that it should look at the areas of
law relevant to the employer-employee relationship, 'determining who is an
employee and what compensation he may receive if injured'. As the then
circular phrased it:

\begin{itemize}
\item \textsuperscript{129} On the first of his several visits to Armidale, this one as a
Fulbright Fellow.
\item \textsuperscript{130} In the later 1970s these groups were especially catered for by J.F.
Mason, as D.P. Armstrong had done in Grafton (1965-67).
\item \textsuperscript{131} The 'country of study' of that year.
\item \textsuperscript{132} Held immediately before/after the 'Country of Study' weekend. These
schools were long run by N.D. Crew, but from 1987, by Dr. R.J. Clark.
\item \textsuperscript{133} This would seem to be the purpose of the 1987 Green and White Papers
from the Federal D.E.E.T.
\item \textsuperscript{134} 10-25 May. The fee was at a higher rate, being a total of $80.00 (and
including a non-refundable registration fee of $6.) and had to be
paid by 5 May. An air concession of one third was available if flying
by East West. Planes were usually met and delegates transported free,
on departure, to the airport. There survive some quite detailed
records of this event.
\end{itemize}
The purpose of this seminar is to look at these (i.e. relevant) areas of the law - the common law, trade unions, strikes and lockouts, workers' compensation and industrial arbitration ... and to examine the rules of law as they operate in the Australian industrial society of 1970.

Six experts in the field lectured on various aspects of industrial law, and this was followed by Group Discussion. The (co-) director of the Seminar was Professor D.C. Thomson (Faculty of Law, University of Sydney), and other speakers included: Professor E.I. Sykes (Professor of Public Law, University of Melbourne) His Honour Judge F.R. McGrath, Workers' Compensation Commission; Mr. ... B. Sweeney, Q.C., of the New South Wales Bar; Mr. C.L. Cullen, of the New South Wales Bar; and Mr. J.F. Day, of the New South Wales Bar. What this, like all these schools of Price's, exemplified was: a distaste for humbug; a sense of individual responsibility; a delight in the cut and thrust of expression of opinions, and in the various ways in which democracy and the essence of civilization can be kept alive and transmitted to the young and unsophisticated in a context of their own experience.

In addition to the fifteen main Price-controlled summer schools held in early 1967, there may be noted: from the 20 for 1968: Forgotten Cinema; Progress with Pottery; Venacular and Historic Architecture; Correctional Practices: Australia and the E.E.C.; from the 17 for 1969: The Development of Dance in the Twentieth Century; Australian Writing in a World Context; Medium, Message, McLuhan; Trade Unionism in Australia: Mental Health; from the 15 of 1971: Twentieth Century France: or Security Analysis; or to note the 14 of 1972.

The T.S.W. and E.C. Schools

One of Myrddin Price's tasks in England had been to test people in a situation somewhere between the 'think tank' and 'country house weekend' business selection process, usually with a group of twenty or so, at the

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135. Followed, much later, by the 1980s tours studying the work of regionally significant architect, J. Horbury Hunt. Price also a personal friend of Roger Manvell, the famed British film critic, and had brought him to Armidale.

136. Run particularly for Prison and Parole Officers, many of whom would take T.S.W. courses also.

137. As used by Unilever Ltd., and other large corporations. He was assisted by various assessors of personality from the Tavistock Institute in London.
Urchfont\(^{138}\) college to assess their employees' performance. Despite his heroic efforts, Price found it impossible to attract such compatible groups\(^{139}\) to Armidale, and so there came about the New England communication schools, variously titled but conforming to a pattern, viz.: Thinking, Speaking and Writing;\(^{140}\) January; and (More) Effective Communication: - in February. Regular contents of these seminars included lectures on such themes as: Obstacles to Clear Thinking; How Self-Interest influences our Beliefs; How we form our Judgements; or Unfair tricks of Argument, etc.

These schools were an excellent illustration of the Nelson maxims about the level of the treatment and calibre of the lecturers, all from tertiary education institutions and all of whom had considerable social commitment, and, usually, an impoverished early background.\(^{141}\) The seminars had several sessions interwoven but related to four precision areas, viz.: (i) thinking - ideologies, learning, memory, logic, suggestion, propaganda, fallacy; (ii) speaking - conten., audience, exposition, persuasion, concern for audience, tone, negotiation; (iii) listening - concentration, the knowledge-interest relationship; and (iv) writing - dictionaries, (personal) lexis, registers, good style, report writing, etc. Audio-visual aids were used, and the students were exposed to 'issues' - such as: antisemitism; the 'theology' of Auschwitz; racism; Northern Ireland; civil disobedience; public morality;\(^{142}\) peace studies, etc.

While each group brought with it much of the then chosen content for both group and private sessions, - the essence of the two series, and with a style typical of their many summers, was:

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139. He had run eight such courses a year at Urchfont from 1960 to 1965. [From Price's death to 1983 these schools would be organised by D. Dymock.]

140. This title was close to/borrowed from that used by (Professor) C.E.M. Joad for his earlier British (radio promulgated) attempts to improve communication. Its many book editions, through Odhams Press Limited, were titled: *How to Write, Think and Speak Correctly*.

141. One was a former foundry worker, another a farmer. The women tutors had all had to fight for an education and to escape from a stereotyped domestic activity pattern.

142. The Trathan affair in Sydney (i.e. the behaviour of the head of Newington School over the Vietnam War) was an excellent controversy/topic to arouse student passion and to make objectivity difficult.
January - liberal, mixed groups, very widely differing backgrounds (especially migrants), and current university students, or more mature age persons intending to commence external studies;

February - mainly men in the 30-45 age group intending to try for promotion, or to improve their communication skills, etc.

Thus these organizations would be represented at the February 1973 School: Corrective Services (N.S.W.); Australian Gaslight Company; W.D. and H.O. Wills (Aust.), Ltd.; Broken Hill Mine Managers Association; Ciba-Geigy Australia, Ltd.; Qantas; The Federal Department of Customs and Excise; Prospect County Council; B.H.P. Co., Ltd.; Electrical Trades Union of Australia, etc. There were, 'reunions of the graduates' or these courses in Sydney from c. 1969, and through this it was possible for the tutors to keep up with the often dramatic career advances/changes.

And so it is appropriate to quote from a letter by M. Price to the Training Officer (Probation and Parole), N.S.W. Department of Corrective Services who reported that several of his officers (who had been to Armidale) had requested some U.N.E. format material be considered for incorporation of the 'In-Service' course for Probation Officers. Relevant points made by him are: education and understanding for its own sake is what is encouraged' (p. 2); 'they must themselves do something about thinking straight' (ibid.); and 'the problem is ... how to make them ask the right questions and look for the answers within the limits of their abilities, time and other opportunities' (ibid.). His letter concluded with the statement that the seminar occasions were not to be 'caught' in notes. A tutor said of the courses:

In essence, the philosophy is a Christian/Marxist one about persons in (pre-determined) situations endeavouring to communicate with total respect, humility, tact, probity, self-

143. Women with domestic duties or women teachers were more available in January.
144. E.g. newly appointed union stewards, personnel officers, etc.
145. Taken seriatim from a names list (in alphabetical order of surnames).
146. This section sent many officers over more than ten years, until the schools ceased in 1983.
147. At least two postgraduate short U.N.E. theses have been done on these schools and their content has been discussed with the present writer by the supervisors, W.B. Olyphert and N.D. Crew.
148. 15 April 1970 (File Ref. 7/469/1).
awareness and intuitive subtlety and integrity. It is a very
real corrective to the ingratiating philosophy of Dale Carnegie
or the basically cynical and pragmatic analysis of Marshal
McLuhan. 149

This, and numerous other letters and learning exercises, encapsulate the
strength of mind of Myrrdin Price, the one staff member who brought
industrial troubles and issues to the country and, in a relatively
insulated setting, endeavoured to shed light on their seemingly
irreconcilable and confrontationalist aspects. He was a highly intelligent
social scientist with a responsible problem-solving attitude to all the
troubles of (inadequate) middle management. It is little wonder that such a
man, despite his serious heart condition, pressed on with dynamic
entrepreneurial work until his (death on 7 February 1975. Not a publisher of
papers in these years, he lived for the interplay of strong minds and for
the quality of life as one chooses to live it. Quite certainly he was one
of the finest adult educators ever to work in the Department.

Price's gentle close colleague, Bernard James was scholarly, and
meticulous, but so reserved that his sensitive idealisms often went
unperceived by those only meeting him in summer schools. After his years
in Agricultural Economics, and in Community Development, B.C.F. James
produced and directed a long series of (agricultural) schools, analyses of
rural problems, and proceedings of such gatherings and milestone occasions.
These years saw the commercial publication of two volumes, being Animal
second, edited by James this year, was Intensive Utilization of
Pastures 151, a collection of the papers of the 1965 graziers' school,
concerned with investigations, from c. 1950, of the relationships between
pasture, improved pasture and carrying capacity. A concluding chapter by
Professor A. Lazenby pulled together the various strands from the other
papers, 'thus enhancing the value of the book, and as such will make
profitable reading for both student and grazier'. 152

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151. Sydney, Angus and Robertson, 1969, pp. 124. (See Chapter VI for
reference to another James-edited volume.)
152. W.M. Willoughby (of the C.S.I.R.O. and an Honorary Fellow of the
17.
New England's Role in Dance Education in Australia

Dance education was another activity fostered lovingly by B.C.F. James, when he moved to the residential division after earlier c.d. work. Dance historians make it very clear - as do remarks by the teacher/artistic director herself - that Peggy van Praagh made her national mark, in some part, by reason of New England. As her biographer, Christopher Sexton, observed: 'in the summer of 1967 van Praagh officially began her long association with professional dance education in Australia by actively participating in a Summer School in Dance, held at the University of New England - the School was an undisputable success with close to a hundred participants. (Peggy van Praagh: A Life of Dance, 1985.) This summer activity was the beginning of a decade of dance activities conducted by her and others at U.N.E., notably various Choreographic Workshops, the first of which received the first Guilbenkian funding in Australia. As both James and Sexton made clear, discussions held in Armidale in January 1967 led to the initial convening of the Australian Association of Dance Education (AAD).

As Graeme Murphy (Director of the last workshop in 1986 and Artistic Director of the Sydney Dance Company) would observe of the 1976 workshop

I had no preconception of what such an event would be like and found the atmosphere most conducive to artistic expression. The personnel were excellent - and somehow the plan was right between the essential pressures of such an event and a certain relaxed atmosphere that allowed one to take risks.

And so it was more than appropriate that the University should, later, confer on this 'energiser' of dance the degree of Doctor of Letters (h.c.). Yet the achievement was also that of Bernard James, perhaps the most self-effacing of the long-serving Departmental facilitators of self-fulfilment.

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154. See the Dance Australia article.
The Provincial Press seminars 1965–1969, and later, came about by reason of the concerns of D.A. Whitley, and Dr. R.L. Blake, and were, not unrelated to the sweep of intellectual confidence in the pre-Referendum dynamic of the New State Movement. The first seminar, held over the weekend 28-30 May 1965, attracted journalists and newspaper managers from New South Wales, Queensland, Victoria and the Capital Territory. As R.L. Blake would report:

Not only did those who attended derive considerable benefit from the addresses and discussions, but the personal contacts proved to be extremely beneficial and enjoyable. (Note on the seminar file, September, 365.)

This seminar was under the auspices of the New South Wales Country Press Association, with the blessing of the Australian Press Association, both of which bodies urged that it become an annual event.

The 40 newspapers involved represented all eastern states. The discussion groups handled the themes of: the moral responsibility of the press; national vs. local news; and the effect of radio and television on the press. Taste, integrity vs. public opinion, editor vs. manager, and the importance of the editorial, were also of concern. Support was given by Professors H.W. Piper (English, U.N.E.) and G. Sawyer (Law, A.N.U.), while Mr. Anthony Larkins, Q.C. (of Sydney) sent various guidance notes. The occasion was a splendid success and a long article on the Seminar in the Newcastle Herald described it as 'a practical demonstration of the extensive influence of the University [of New England]', and quoted from A.J.A. Nelson the dictum that:

The value of extension activities to a university is very likely to have special benefits for the university.

155. He was employed as a journalist in Newcastle (U.K.) after leaving Oxford in 1957.

156. The Managing Editor of The Armidale Newspaper Company and a long-time member of the University Council. (See Chapters I and II.)

157. See file 7/194/1 on the First Seminar. It was the first for New South Wales. (There were already journalistic courses at both the University of Queensland and at the University of Melbourne.)

158. Once in the A.A.E.S. under Madgwick and an important contributor to SALT. He would assist the Department on a number of occasions.

159. Unsigned, but by E.K. Lirgard, the Editor, who had attended. Fired by his own perception of New England extension work, Lirgard would be a keen supporter for a movement for the University of Newcastle to free itself from the Sydney adult education yoke and to have its own department (later called Community Services).
The N.S.W. Country Press Association wrote to Dr. Madgwick calling it a 'new event in the history of the Provincial Press in this State and Australia' (21/6/1965), which 'undoubtedly conferred a new mark of professional status on our country newspapermen.' The series continued on for a number of years, conducted by Dr. M. Price after the resignation of D.A. Whitelock, and usually attended by 50 to 70 (senior) writers, editors and managers. Normally, too, the resulting papers were published in a pleasing format. Many very influential newspaper men came year after year to the most effective of goodwill exercises for the University ever conducted in relation to the media and its influence.

* * *

After the Seminar on Historical Preservation in Australia, 11-13 August 1967, organised by the Department of Adult Education, the Australian National University, with the support of the Australian Council of National Trusts, (Sydney), there commenced a series on (New England) History and Preservation at Armidale, with the notable contributions of Dr. Lionel Gilbert. Head of History at the Armidale Teachers' College, and later the founder-director of the fine community liaison project, the Historical Resources Centre at the Armidale College of Advanced Education. The ultimate community fulfilment of these a.e. local projects would well be seen as: the founding of the National Trust's local branch; the serious study of old properties like Jalala; the later schools (organised by F. Bitmead) concerned with the colonial buildings erected by J. Horbury Hunt; or the National Trust's taking over and running of the old White family house, Saumarez, near Armidale. Thus, as with the regional historical society in 1959-1960, it would be said that the Department had fostered an important cultural organization which has flourished since that initial support.

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160. One of 1969 reported on the University-Book Review Panel's work in particular, an a.e. type initiative of 1960 by G. Bloomfield and Dr. Russel Ward, and to continue until 1974. This project would be reported to the O.E.C.I. by E.C. Iceton as a university-community exercise.

161. This same point was well made by Dr. R.B. Madgwick at the 1968 Seminar, when he spoke as Chairman of the Australian Broadcasting Commission.

162. The Seminar itself was directed by J.L.J. Wilson, then Acting Head of the A.N.U.'s Adult Education Department (after his retirement from the University of Sydney).
Regional Development and Discussion Groups

With the departure to Armidale of J.M. Praed from Lismore, his successor, F.V. Bitmead began the first of a series of (Spring) study tours of the area noting features of interest. The Papers Based on A Spring School on the Richmond Valley held in Lismore September 1-7, 1968 tell the story, by the paper titles, viz.: Mrs Louise Tiffany Daley ‘Brief History of the Richmond River Valley’; Mr. Rowley Brunker, ‘Geological History of the Richmond Valley’; Mr. A.G. Floyd, ‘The Forests of the Richmond Valley’; and Dr. Ji-o Kikkawa, ‘The Birds of the Richmond Valley’. The School had some 171 students, was an outstanding success, and, perhaps more significantly, was the precursor of the Ecological courses, both credit and non-credit, which would feature so popularly in the offerings of the Northern Rivers College of Advanced Education at Lismore in the 1970s and 1980s.

The occasion was a regional variant on the timely Whitelock-inspired Armidale event, the January 1961 Seminar, Wildlife Conservation in Eastern Australia, which had included legal and economic papers, or social as in Judith Wright’s ‘The Role of Public Opinion in Conservation’. Davis Hughes, Council member and Minister of Jorks, observed then his hope that

from such a provocative and constructive Seminar will emerge a new conception of an Australian Wildlife programmes which will compel appropriate action by all Governments. (p. 2)

Due to the then flourishing Whitelock-Cowen-Le Gay Brereton association with the Duke of Edinburgh - particularly in national ecological projects in 1967-1968, - this is a shrewd prediction of what actually happened.

The Department of University Extension, with concern for more academic input into development (c.d.?!) schemes, ran other schools such as the aggressive seminar entitled ‘Town and Shire Management: Land, Area and

163. These would be followed by more ecological exercises, such as, from Tamworth, as with the 1970 Warrambungles Walk About, or, later at Coffs Harbour with R. Preter’s Ecofests.

164. Author of the Richmond River History, Men and a River. For this work and her many imaginative extension activities she would be awarded in 1973 an Honorary M.A. by the University.

165. Formerly at U.N.E., but then at the University of Queensland. Like most Lismore Schools, this one did not use distant U.N.E. staff.

166. Still then Lismore Teachers’ College, but soon to become the N.R.C.A.E.

167. There were other, smaller, exercises. These have left us well edited volumes of proceedings.
Services', held at the University 19-24 May 1968, under the direction of Myrddin Price and his wife (a member of the Department of Politics), who, in their 'Preface' to the printed Proceedings, refer pertinently to

a rising public debate on major urban problems in Australia, and a revival, or a new start, evidently gathering around concepts of regionalism and development ... and local government's performance in contributing to the quality and material well-being of the environment. (p. 1)

The resulting papers were to be in three clusters, viz.: Introduction, Ends, and Means, the first covering: 'The Powers and Responsibilities of Local Government in Country Areas'; the second 'Why Regions? What Regions?', decentralization, and 'Why Have Country Towns?'. The 'Means' section included papers on Coleambally New Town, a new settlement on the western plains, and its planning.

The opening address of Professor C.J. Butland (pp. 3-7) perhaps made the most significant suggestion, that there be a correlation of planning on a regional basis, rather than 'a haphazard crazy quilt of schemes intrinsically useful in themselves, thrown into the mill of half a dozen government departments ... which takes most of the major decision-making out of the hands of local representatives' ... ' (p. 6), and that it would be necessary to 'strengthen' local government before the end of the century. (p. 7) Another of these valuable 'controlled development' seminars was that called Regional Development and Planning, held at Grafton, 23-25 February, 1968, also under U.E. auspices. It had papers from Associate Professors E.R. Woolington and P.G. James (Agricultural Economics), by Dr. J.A. Sinden and P.C. Sharma. While the other papers were in large measure theoretical, the Sinden one was very practical, discussing timber, beach sands and other forms of exploitation.

168. Given by the Hon. Mr. Justice Hardie, Justice of the Supreme Court and Judge of the Land and Valuation Court (N.S.W.).

169. Given by Mr. P.D. Day, Under-Secretary, Department of Decentralization and Development.

170. It was officially 'opened' on 27 June, 1968. [See Sydney Morning Herald for that day.]

171. This is surprisingly close to the classic Earle Page and Ulrich Ellis arguments for 'new states'.

172. But Sharma did look closely at 'Demographic Trends in the Clarence Region, 1947-1954'.

173. In 1965 Australia had provided 94% of the world production of rutile, 74% of zircon (despite neither mineral having more than 10-12 years more of reserve available).
Very clearly, there was now occurring a marriage of the Department's regional office activity and the research sectors of the University on a scale not encountered earlier. Whether it was deliberate or not, political geography (i.e. the research work of E.R. Woolmington, I. McPhail and others) is to be seen here as moving towards 'planning' in the regional sphere, and the seminar held in the field as re-enforcing and underpinning the work of the University researcher in higher 'formal' publication. A particular instance of this is the inclusion of such material in the scholarly publication, *Agricultural Policy in Wealthy Countries* (1971), by Gwyn James. The writer had been a Research Officer in Farm Economics, University of Cambridge (1955-61), and a member of the Committee which in 1967 published *Forestry, Agriculture and Multiple Use of Rural Land*. His 1971 volume refers approvingly to such U.N.E. Department of University Extension finding: as those in: (i) Makeham and Bird (eds.), *Problems of Change in Australian Agriculture* (1968); and (ii) research work by other New England agricultural economists, such as D.H. McKay, J.N. Lewis, R.M. Parish and J.M. Sturgess (see p. 147). Once again the Department was supporting in modest fashion the more 'recognized' university research.

Further Working with the Local Government Association

In the autumn of 1968, the Department held a 'Seminar For Aldermen and Councillors', arranged in conjunction with the Armidale City Council and the Local Government and Shires Associations of New South Wales. Coming as it did so soon after the 1967 possible New State Referendum, E.L.S. Hall's opening paper, 'Whither Local Government?' had considerable administrative point, while c.d. influences were not far behind Ald. R. Shuke's 'Regional Ventures and Country, or combined Council Operations.' Sir Robert Madgwick agreed to address the gathering on a topic selected for him, viz. 'Local Government, Press, Radio, and Television'. From that address some important Madgwick a.e./extension concepts may be excerpted: 'radio is still a most significant medium, particularly ... in country districts' (p. 39); he had himself been lost because of inadequate knowledge when an alderman178 (p. 39); local government is an essentially democratic organization; on the ABC the value of local news is that it promotes discussion at the

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174. From 1967 the Department's name has been 'Geography and Planning'. See Chapter VI.

175. The volume had English and Singapore editions, as well as Australian. The writer had come to New England from the U.K. in 1967.

176. And it had suggested the Rural Development Boards in Britain. James had been working near A. Lazenby in Cambridge.

177. With articles by Tribe, Faison, Standen and Musgrave.

178. Of the Armidale City Council in the later 1950s.
grassroots level where all may participate; and as the Town Hall 'governs' for you, so Local Radio has the important obligation too, to 'inform the people', not obsequiously, but by not treating parochial items 'unsympathetically or irresponsibly'. (p. 47)

A related small conference was the one, held at Lismore, June 14, 1969, entitled 'The Local Government Seminar', and particularly supported by the Local Government Association of New South Wales, the Shires Association, and the North-East Government Association. It came a few weeks after the Richmond-Tweed Regional Development Committee released a report, prepared by a research team from the U.N.E., ... its chief recommendation that a North Coast Development Authority be established, to enable a concerted attack in the development problems of a coastal area from about Port Macquarie to the Queensland Border. ('Editorial Note', p. 3)

There was a paper from the Richmond-Tweed Rural District Council and several on the changing roles for local government, especially in new large/amalgamated shires. A local paper retraced (pp. 14-15) the many earlier efforts, from 1923, to separate conflicting authorities discussing the New State Movements (1945-1967) and their meaning, as well as the ludicrous (inherited) tangle locally (i.e. on the Far North Coast) of 'seven Shires and four Municipalities ... four County Councils, and many other authorities.' (p. 15) Yet other probing analyses referred comparatively to various recent amalgamations in the United Kingdom.

A further (related) activity was the project conducted at Narrabri in 1970, well described in the 1970 Annual Report of the Department: 'In an attempt to do something positive in the field of urban renewal in the country districts, a pilot experiment, in part financed by the State Planning Authority of New South Wales, was conducted in Narrabri ... designed to mobilize the resources of the citizens of Narrabri so that they ... might objectively look at the physical aspects of their town, define realistic goals and ... practical means for attaining these.' The Extension Department proposed to continue making its resources available to the citizens' committee, representing 'the whole town', i.e. all the citizens were students/participants in the exercise.

179. Organised by the Richmond-Tweed Office.
180. See Proceedings, ed. F.V. Bitmead.
182. An excerpt appears in the University Calendar for 1972, p. 632.
183. Extending, over six weeks, and culminating in an intensive 'Our Town' series of meetings and discussions.
All these projects were of a c.d. nature, but they were based on towns long settled rather than on (impoverished) rural zones. All depended for their dynamism on public meetings, seminars, radio information sessions, and the full co-operation of the local press. Most were found to have as the root cause of bewilderment and (passive) resentment a lack of understanding of change and a fatalistic belief that alternative and combative strategies were not possible. Depopulation in the sense of the destruction of the class of the self-employed person was widely found. Bankruptcy, closure of small business, the intrusion of national retailers and rural reluctance to accept social welfare were all found to be common personal problems, while overseas marketing of rural produce and 'home' costs of storage and transportation were discovered to have both local impact and to occasion widespread and quantifiable hardship. All these community activities had a prime purpose of arousing individual, and thus public awareness, and all were - to paraphrase Sir Robert Maddick - democratic, informative and responsible.

Another related consciousness arousing exercise, from the Tamworth office, was the 'day-release' socio-business one entitled 'Living in a Town Like Tamworth', which ran at 4 pm on Tuesdays in second term, and again in third term. The first group, was tutored by a panel with a bias towards business and retailing, while the second had in common an interest in light engineering, the electrical trades, etc. There was only one woman in the first group, but two in the second. Both courses were chaired by W.G. Maddox who provided the continuity and 'back-up' for the exercise. In a sense it was a type of tech. college/junior chamber of commerce exercise, but it had its impact on a young adult group hard to draw into more formal courses.

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Discussion Groups, from 1966-67 -

Discussion/Study Group activities had always been the responsibility of someone senior in the Department at Armidale, and their more mature form and actual presentation probably came about with the transfer of A.F. Dunton to Armidale in early 1966 and his determining on content revision

184. Most of the students came from retail stores, with five from Myers, while in, the second group radio, television, and other retail activities were represented. (Information provided by W.G. Maddox, February 1989)

185. Similar in style to one sequence run in Grafton by D.P. Armstrong in the years 1964-67, and, perhaps to be expected, the organization method of the much younger staff member in each case.
and an elegant and standardised format. All the courses organised by him have his quiet but authoritative request for proper group practice and clear definition of the various student duties, as of:

the group leader who 'is not required to take part in the discussion but is responsible for seeing that relevant discussion takes place' (p. 1);
the recorder or secretary, noting 'in fairness it is advisable that this task be shared from meeting to meeting by different people' (ibid.);
and the librarian who should 'issue the books from the box supplied ... record the names of the borrowers ... and return the box of books to Sydney at the conclusion of the course.' (ibid.)

His (old-fashioned) remarks about group discussion, written reports, the later visit by the tutor, role of the tutor, and use of reference books are equally pithy and sensible.

Some of the tide of the Dunton prepared/revised U.N.E. courses (dated 1 January 1967) are: Greek History and Literature - by M.N. Kelly (in 10 lectures); Sense in Poetry - by C.C. Clarke (in 6 lectures); Preparation for Play Production - by C. Kenny and H. Heseltine (in 11 lectures, with a play text); or Apathy or Education? - by B.H. Durston (with 11 topics.) While the minor details of the printing might change over the years, the work had been well done and J.M. Fraed would continue in later 1967, from where Dunton left off. Typical later 1960's decade new courses were the very popular: The Feminine Mystique (1969) - by Joanna Hempel; or Five Notable English Plays (1970) - by Martin S. Day. A most helpful survey of this quietly achieving project is the article, 'A Non-Credit Distance Education Programme', by Robyn Wolstenholme, the UNELEARN Co-ordinator in 1988, who stresses the subtlety of the techniques and their suitability

186. Contrast this with the irregularly sized and unattractive format of, for example, The First Years of Indonesia's Ekonomi Terpimpini, 1959-1965.

187. The course was particularly based on R.W.T. Cowan (ed.), Education for Australians (1966) (to which A. Nelson had contributed). (See Chapter IV.)

188. He prepared several himself, e.g. the 1967-issued Crime and Punishment, which drew on his (Grafton) Prison Seminars.

189. St. Joan, by G.B. Shaw; The Circle, by W.S. Maugham; The Lady's Not For Burning, by Christopher Fry; Private Lives, by N. Coward; and The Caretaker, by H. Pinter.

190. The Study-group method has been called 'UNELEARN' since the mid-1970s. The essay is N. 20 in Case Studies in Australian Adult Education (1988), ed. by Ralph J. Clark and S. John Rooth.
to both small groups and, with modification, to the isolated single student.

Some Armidale Assessments in 1968

The educational administration expert, now professor of education and server on the various u.e. committees, W.G. Walker would speak wisely at the 8th National Conference (1968) of A.A.A.E. on 'Australian Education: The Next Ten Years', and the paper would be reproduced in New Horizons in Education, No. 40, 1968 (pp. 7-16). In particular, he stressed then his point 6: 'The further narrowing of the gap between the so-called "urban" and "rural" cultures' (p. 7); and 'all the signs of a pressing and urgent demand' (p. 15) for adult education and university extension, but stressing that there was room for concern about the form -

I suspect that if we are not careful much of the growth in class enrolments will be disproportionately high in courses like ballet, sculpture and pottery which are 'cultural' pursuits rather than the utilitarian pursuits or more academic 'liberal' studies which our place in geography and history would seem to demand. (pp. 15-16)

Further points made by him - and to be present in the later published 'Howie' Report - concerned: the dubious position of a.e. in Australia; the very small proportion of the population which 'buys their wares'; the 'thumbs down' attitude of the A.U.C.; the lack of academic standing for university adult educators; and questions about techniques like so-called 'c.d.' (p. 16) He argued that all these matters needed to be taken up as still ongoing themes of division and confusion, and then asked the pertinent question -

Is the time drawing near when departments of university extension should see themselves solely as entrepreneurs or administrators charged with the tasks of releasing the floodwaters of university learning into the populace? (p. 16)

191. Still the only such professor, as the establishment of the four separate Faculty of Education Centres was some way in the future.

192. The Journal of the World Education Fellowship in Australia. Quotations are from this, more accessible, version. This text would seem to indicate the very central place of Walker's thought in the Howie Report. The Fellowships' Federal Council's President, was a frequent lecturer in summer schools in the later 1960s.

193. The last was true of T.A.F.E. Colleges in some areas, but not true of the U.N.E. offerings, where even ballet was a very small exercise.
A clue to his own — and his university's — emerging thinking was his rhetorical question about the possible growth area in: 'disciplined research into adult education and the professional training of adult educators'. (p. 16)

At the same National Conference of 1968, N.D. Crew gave one of his most important papers, entitle 'Rural Education. The Individual and His Community', in which he endeavoured to examine the changing environments and the inadequate/accidental learning of 'the skills necessary to fulfill the responsibilities associated with being a producer, spouse, parent and citizen ...' (p. 1) Accordingly, he had proposed that a.e. people 'evolve a profession so that is can contribute to the formulation of national educational objectives' (p. 1). He also predicted greater and greater community and social strains as country towns develop as 'service centres' and city lifestyles come in conflict with 'rural customs' (p. 3). He foreshadowed much unplanned change,195 and the need for the individual and his community to have more formative input, rather than leave everything to 'the doctrine of economic efficiency' (p. 6).

His further concerns were with the adult and his decisions in, and because of, society, with excessive/improper restriction from 'a web of legislation and social restraints' (p. 9). Australian society, he felt, was characterised by its politica opportunism and lack of clear thought and analysis. He turned to adult learning and the words of Coolie Verner196 -

Some responsibilities (of decision) ... are reserved solely for adults ... . Learning to perform these developmental tasks creates the need for education at all stages of life.

This learning is voluntary and is asked for in church groups, service clubs, or by citizens from each other. Yet it is haphazard and relies on hit or miss personal access to the expert, so that it is 'technocratic' rather than democratic. His appeal was for a form of direction of the learning process (or 'adult education') which is continuous throughout life: 'strengthens the ideals of human freedom'; 'helps the individual to fill economic, social, aesthetic and spiritual needs'; 'aims ... to broaden

194. The un-numbered 16 page text is treated as though it had this pagination.


and deepen community life'; and 'puts a grave responsibility on the adult educator when our basic ideals are in peril.' (p. 13)

Crew's serious and reflective conclusion was that a profession of a.e. would have to emerge to educate Australian communities, whether rural or urban, with relevant content in each case. While it would be easier to educate rural groups, all such positive social acts had two sides, to combat the negative, and to enhance the constructive, as well as still having to combat a lack of effective communication, and the presence of prejudice and selfish special interests; as opposed to 'the forces enhancing the dignity of man and the values of and yet collaboration'. His address encapsulated his own thought and provided a powerful re-statement of core ideas of Eberle, Madgwick and Nelson.

* * *

And the Rise of the Teaching of Adult Education

Positive and confident departmental reports (as of the early years under Madgwick) were largely absent in the later 1960s, and a consolidated report was issued (but not widely circulated) for the years 1964-1967, inclusive. For the rest, the major record results were proceedings and commercially published books197 from various seminars; the annual notices in the University's Calendars; articles published later on local projects in distant academic journals (e.g. papers by Warburton, Armstrong, Whitelock, and Durston); the various historical survey essays written by Nelson, Durston and Whitelock for the students taking the Diploma of Education's A.E. option; or the research findings volume edited by Berry H. Durston. entitled Planning and Organizing Programmes in Adult Education (1969) and intended to assist students and 'other educators ... who feel the need for keeping abreast of developments in their field, and infusing fresh ideas, methods or techniques into their programmes'. (p. iii) The little book has become a classic, with several more recent reprints. (See Appendix E v.)

The Adult Education Method Option was offered, in the later 1960s, in the Diploma of Education. The material used was largely Australian, as is clear in the contents of the External Notes for the then module 903-10, 'Background to Teaching in Adult Education', viz.:

197. The writing of D.A. Whitelock was most conspicuous here, and he worked with Z. Cowen to present the University on television. Apart from his published volume (closely associated with his U.N.E. Ph.D. in a.e.), The Great Tradition: a history of adult education in Australia (1974), there was the collection (planned before his departure for Adelaide, and edited by him), Adult Education in Australia (1970) with 11 of the 20 papers by present/former members of the Department, and a 'Preface' by Zelman Cowen.
1. Noel Anderson, 'Those Institutes Called Mechanics', *Adult Education* (Victoria) 6, 4, June 1962, (pp. 15-18) and the following comment (pp. 18-20) by C.R. Badger: 198
3. L.C. Wilcher, 'Australian Army Education Service', unpublished paper, in the possession of Robert Madgwick; and

The articles and accompanying comments were all scholarly, fluent, and, where appropriate, trenchant, as were the commentaries. The whole was Nelson's method of answering some of the philosophical and methodological queries of his colleague, B.H. Durston, as set out in his (ed.), *Planning and Organising Programmes in Adult Education* (1969).

**Adult Education Research and Training - The Way Ahead?**

For the nearly five years of his New England research lecturership, Berry H. Durston 200 was engaged in writing papers, making reports, and in setting the Faculty scene for the full diploma teaching which would follow from 1976. In his papers, he was concerned to: create a number of valid surveys of Australian research, working conditions, etc; report on various projects which he had in hand (see *A.J.A.E.*, 7, 2, p. 50, on an evaluation of two summer schools held in Armidale in January 1967); and assist in the creating of the sense of the locally emerging discipline which would award valid qualifications 201 for the new generation of Australian adult education practitioners.

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198. In charge of the Victorian Council of Adult Education.
199. Also used by R.B.M. in his 'Memoir'. See Chapter III.
201. Significantly all those who would teach a.e. at New England, in due course, viz. N.D. Crew, R.G. Hagnall, and R.J. Clark, all obtained professional qualifications from North America, or from New Zealand, as in the case of C. Horton.
Durston had also the desire to foster an 'indigenous' trained leadership of the profession, as well as to surpass the merely descriptive articles catalogued in the last issue each year of A.J.A.E.. He hoped for quantified 'sound theoretical formulations', some of which were provided in D. Armstrong's recording of the Farm Forum, or the Crew method reappraisal of N.E.R.D.A. (referred to in Appendix F v). He hoped for research into adult learning, motivation, attitude, and interests, and as a young Western Australian trained educationalist he was somewhat shocked at the current lack of questionnaires, of analyses of reasons for enrolment, and of student reactions to the programmes offered by his seniors of an older generation. He was also concerned to establish the identity of the participants in formal a.e., their number, their fields of interest, methods of study, the identity of the providers, the nature and extent of informal adult learning, systematic program evaluation, etc. Like Crew and Madgwick a generation earlier - he hoped for a national educational plan to co-ordinate and rationalize the total educational enterprise at all levels. He felt disturbed that 'economic' studies should be made to assist political persuasion and that the majority of Australian universities (10 out of 16) were not committed to the provision of a.e. as part of their role in teaching, research and service to the community.

In the last analysis, he saw only positive advances in the then current restructuring and expansion of the Centre for Continuing Education at the A.N.U., hoping that something of value might come from the C.A.E.'s, but feeling that it was most unlikely that they would become 'general purveyors of a.e.' Indeed, he quoted the W.G. Walker reservations of 1966, as a likely scenario. As is clear from his sympathetic review of John W.C. Johnstone and Ramon J. Rivera's Book, Volunteers for Learning: A Study of the Educational Pursuits of American Adults (1965), he was, like A. Nelson, deeply influenced by its methodologies, questions and probable relevance, mutatis mutandis, for Australia, concluding

It certainly provided the kind of evidence which will support the claims of a.e. to a greater proportion of the total

202. All the 'Australian' a.e. H.o.D.'s were from New Zealand and/or not trained formally in a.e.

203. See his mimeo 'objective analysis' of the participants in The Writers' Retreat of January 1967. This report is statistical and social science based to an extreme degree and so may not have been the best questionnaire for poets, novelists, etc.

204. He deemed their major energies to be likely to be put into external studies.


educational effort and expenditure that is made in the future (loc. cit., p. 56).

Zelman Cowen as Adult Education 'Futurologist'

From his earliest days in the University the new Vice-Chancellor had sought to explain what he saw as the public’s concerns to the University, and the latter's potential to those who funded all their exercises. It will, perhaps, be enough to concentrate here on three of his stylish personal extension appearances. The first is the very early visit to Tamworth in mid March, 1967, to: visit the Centre; look in on a lecture there; proceed to NEN channel 9; attend a reception at the R.S.L. Club; meet the press and radio; tour the city; have a break; proceed to the Rotary Club, where he dined, spoke and was engaged in talk/questions for an hour. The guest list of the luncheon shows persons attending from: Parliament; local government; circles medical, legal, ecclesiastical, educational, banking, and newspaper; police; convocation; rural research; and mercantile leaders. While the day was exhausting, the University and its concerned outreach were given remarkable publicity.

The second occasion is that of his opening and presidential address on 16 August 1968 to the 8th National Conference of the A.A.A.E. in Armidale, and entitled 'Continuous Education', particularly relevant since the Conference theme was 'Adult Education in Australia: The Next Ten Years'. His focus was on continuing education as

the part of the continuous process ... most neglected in our past thinking and ... the part which I believe to be the most in need of study and development today. (p. 1)

and going on to quote John Dewey’s 'The real education does not come until after we have left school', and referring to both R.H. Tawney and Sir Richard Livingstone, quoting copiously from the latter and stressing his observation that -

The Social Sciences are 'the most difficult of all sciences ... vast in extent and obscure and elusive in character.

207. See Assistant Director File 2, 1967. Preserved in the last mentioned file. There was a similar (subsequent) visit to Gunnedah.

208. Reference is made to the bound proceedings, pp. 1-13.

209. The University of Adelaide and the Technical College there had begun to teach adult education the previous year, and New England a little earlier.
He then continued, that these were the 'further education of orthodox academics', stretching them by 'earnest intellectual encounter'. With many references to New England, he then suggested that good extension students had 'imagination' (p. 6) above all other qualities, and the courage to test their intuitions. Thus 'testing of new knowledge' was the important style of (New England) a.e., and it showed how history/perspective assisted all such endeavours. He also stressed that 'It is through extension or adult education that the university has its most important direct contact with adult members of the society of which it is a part'. (p. 8), and underscored the Nelson-like idea that, without extension and a satisfactory teaching-learning relationship with the adult community, a university's teaching and 'research programmes are likely to be inadequately based.' (p.8)

He rebutted concepts of a.e. as either merely 'liberal' or 'remedial', and stressed the new needs for knowledge to be 'up-dated', quoting the City of Lismore Council's campaign in 1966 to have a.e. retained in universities as a social necessity. He observed, that we had much better statistics on 'cattle, ... and houses' as opposed to the education of our adult population. That area was in need of measurement, assessment, and examination as to aim. The freeing of man from drudgery left him two alternatives: "to grow mentally and emotionally as an individual within his community"; or to live in 'unhealthy stagnation in a society where he feels that he can make no contribution'. The challenge is the apathy of the poorly educated who will be so vulnerable in an age of automation. Thus continuous education should become 'quite quickly the largest and most costly sector of the whole educational system'. For this to happen, the need will be for national leadership to be 'resolute and imaginative'. He deemed this to be 'the high purpose' and highest priority of the association.

The other paper is the one read by him - as the concluding offering - to the 1969 Australian Finance Conference International Seminar held in Sydney, entitled 'Australia 980'. The Cowen paper then was entitled 'Educational and Social Horizons' (pp. 123-154). In his opening he noted

210. There was (p. 7) an oblique reference to the Clarence, and then to the Drought Seminar.

211. The initial (1966) recommendation of the A.U.C. he described as 'inadequate', and generating a rebuttal which was 'spontaneous, [and] ... a veritable chain reaction of protest.'

212. The first of the 7 papers was from the Rt. Hon. J. Gorton, Prime Minister and the second from the Rt. Hon. W. McMahon, Federal Treasurer.

213. This is the title of the published proceedings also. The whole book was a study text in many T.S.W. or E.C. Schools throughout the 1970s.
that he had been asked, in January 1960, to give the final paper to the A.I.P.S. summer school, *Australia 1970 and Beyond*, and had entitled his offering 'The Way Ahead', it being concerned with education, culture and possible social courses. Sadly most of what was said then by him had been ignored, so the current offering was limited 'to consideration of educational needs and problems of the Australian community and the problems of its urban environment.' (p. 124)

He began his 1969 address by stressing the amazing recent doubling of the American university student population, showing how like expansion had taken just 8 years in Australia (1950 to 1968), and then stressing the increasing involvement of the Commonwealth in education, not merely in research funding, but in help with the construction of teachers' colleges, etc., and in perceiving the educational needs insisted on by an enlightened community.' He noted, too, that the universities also sense... in community attitudes a dissatisfaction with their performance (p. 127).

He went on to stress that universities were endeavouring to look to future community needs, but that they should not jettison the cultural heritage. He predicted: more self-criticism in universities; more respect for the C.A.E.'s strong agricultural or technological emphasis; and the community expectation to be defined as 'quality of result and equality of access'. He praised external studies at New England as being 'a system... of inestimable value' (p. 132), and the Open University's techniques of radio and television, and then, moving to the extension or continuing education area, he argued that abundant leisure would challenge 'the real value of life' as we might see it.

His final challenge was not merely to overthrow and pass the poor Australian educational outlay (nearly 4 per cent of the G.N.P.), but to echo Robert Hutchins'cry -

'the great problem is how to educate everybody. The world has never had to face this issue; it will no longer be possible to evade it.'

For him adult education 'will touch and affect the whole of the skilled work force', particularly challenging the quality of television. The

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214. Compare the Madgwick Memoir's phrase of distaste, 'the Commonwealth invades the field.' (See Chapter 1.)

215. He instanced the long and careful planning at New England of a Faculty of Natural Resources as a case in point.

216. Noting how it had 'significantly increased the graduate school-teaching force in the state of N.S.W.'
ensuing debate after his address emphasized: the problems of finite resources; the turning of the community towards the colleges;\textsuperscript{217} the crucial role of television in future a.e.; the need for better teaching of adults; the creating of adequate jobs for graduates\textsuperscript{218} (p. 148); and the need that education not seem 'remote' (p. 149).

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Conclusion to the Martin-A.U.C. Indictment and the Cowen Era

In his address to the University\textsuperscript{219} at the Graduation of 1967, Z. Cowen had referred to the brakes being applied to finances federally and then made the general comment that: 'I should perhaps give notice that I want the University to take a long hard look at itself.' (p. 5) He had praised Sir Robert Madgwick for what he had built (p. 6), and given notice that he would make his own mark. His committees\textsuperscript{220} and their work were important and necessary, since the tiredness of the later Madgwick period (1964-1966) had affected many, and the hitherto generous financial climate had indeed changed.

Cowen was always particularly concerned with serving and informing the public, as is clear from many printed speeches, such as that of August 1967\textsuperscript{221}: 'We are embarking on various new ventures ... a weekly television programme ... University Comment ... (and) we aim to provide background commentary to events of international and national importance.' After referring to a series of radio discussions 'through 2AD and associated stations', he added: 'There is room for the expansion of such enterprises on radio and television; they bring the University to the community, and, we hope, the community to the University.' (ibid.) Nor did he depart from that personal and dedicated concern for the University to be known, audible, visible and helpful.

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As has been suggested earlier in this chapter, there may have been serious errors of process and even considerable ignorance of a.e. orthodox

\textsuperscript{217} A point made by Sir Philip Baxter, Vice-Chancellor, University of N.S.W. (p. 146). See also Appendix F iv.

\textsuperscript{218} The dearth of such jobs Cowen described as the conclusive evidence of 'an educational system which malfunctions'.


\textsuperscript{220} On the Colleges, Union finances, etc. and presumably his intentions for something like the Howie Committee.

\textsuperscript{221} Bulletin. August 1967, p 3.
thought in the investigations into the Department of University Extension, but the shake-up was probably necessary. Despite the statements of 'a loss of morale' from the oldest member of the Department, other staff became more committed if possible, and the later 1960s are notable for: the heightened activity of other University providers; the flood of quality publication of significance from U.E.; the diversifying of the departmental activities; and the new and dynamic team applied (regional) research from teaching departments, local government and community groups, all of which worked with the Department as never before. (Some additional perceptions of the changed thoughts and actions of the University in the extension arena in 1969 and 1970 are to be found in Appendices F v and F vi, elaborating on the long-term meaning of Berry Durston and of Tom Keneally, respectively, for the Department.)

But now the old A.A.E.S. comradely days of folk high school style training were gone, and newer modes of thought were emerging, along with more culturally significant national educational aspirations. The need to service many rural communities was held to have been transferred to the Department of Technical Education and to the other providers. The Armidale College of Advanced Education was not yet in the field, but the Cowen-period was marked for the greater provision of city-type offerings such as the C.A.E. had provided in Melbourne, or with which Price and James were familiar from their British backgrounds. Also, the old political 'depression period' hangups had passed and the greatly increased staff numbers were no longer lonely generalist pioneers, but subject experts who 'got on with the game'. American models were slowly being discarded as confidence grew and an Australian mode of practising a.e. was gradually emerging. As was suggested by both the honorary New Englander, Donald McLean, and A.J.A. Nelson in 1969, 'It's People that Matter' and we must educate 'for social and personal survival in an age of no-work'. The University and its Extension Department were looking forward now and both were even more concerned with the quality of life for the individual and for his community. Television and Automation were the new forces to harness and deploy in the coming decade, as both Nelson and Dunton had made very clear.

As both Walker and Crew had stressed at the 1968 National Conference (v.supra), the rural and urban cultures were moving together, and the

222. See earlier, in Chapter III, for this advice, given to himself in his 'Memoir' by A.C.M. Howard.

typical 'country town' was rapidly becoming a service centre. Similarly each educationalist had commented on the need for the emergence of a qualified adult education profession, the preparation for which was even then occurring with the so focused methodology papers from A.J.A. Nelson and B.H. Durston. The latter's appeal for a research and teaching wing to the Department would actually occur at the University, nearly twenty years later, although it would then soon be separated from the professional practice.

The turmoil of 1965-1967 in governmental and public thinking about the universities' role in adult education provided the opportunity for much rethinking about the desirable/expedient extent of New England's activity in this area. Zelman Cowen possessed considerable idealism on this head, as is shown by his 1968 paper. Yet his 1969 address saw the central role of information television in future adult education and a need for scrupulous care with U.N.E.'s dwindling resources. While the second Vice-Chancellor threw himself into many extension activities and conferences, the long-term (extension) value of his time at New England must be seen to lie in his shrewd and prophetic addresses as to the changing nature of the university, of Australian society, and of the interaction between the two. The Utopian or holistic philosophies of Madgwick and of Nelson, particularly in the 'intervention' aspects of community development, were (now felt to be) prejudicial to correct institutional process and to university control of its own fieldwork.

Properly understood, the various Canberra reports and Cowen's general caution both marked a now necessary change of community analysis and of general social policy from the University. 'The Agenda of Liberalism' had been used in the early New England adult education endeavours as a university reached out to its immediate community, but now the more mature institution had called a halt to what was felt to have been massive social reforms where it was difficult to disentangle causes and effects, let alone to control open-ended commitments. While such 'activists' as A.C.M. Howard may not have realized the philosophical base now operating, it was no longer one akin to the theories of K. Mannheim (as in his Man and Society in An Age of Reconstruction, 1940) or even of Lord Beveridge (as in his Voluntary Action: A Report on Methods of Social Advance, 1948). The pattern for the future would be less concerned with re-designing (rural) communities, but more with small regional adjustments or programmes of a much more specific if piecemeal nature. Always more of a social scientist than Madgwick, Cowen was less of an idealistic righter of wrongs and a man more concerned with the contemporary (political) climate and with the first shadows of federal governmental pragmatism. By the year 1970, the

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224. The phrase is used widely by W. Lippmann in his The Good Society (1937).
University had become more cautious of its extension role and concerned less with social interaction by socially informed (regional/residential) adult educationalists, but more with its position as informant, umpire or catalyst. Thus the university was now, less of an agent for individual and community change, less of a reforming strategist, and more of a servant of needs. Despite Nelson and Crew, the Department was becoming more detached and concerned to decide whether certain notions of undue intervention had been brought into play.