

Chapter VI

INTERNAL RECONSTRUCTION, THE LAZENBY-ROOTH PERIOD,
AND CONTINUING EDUCATION

It is not possible to meet [programme] demands made upon us ... with existing staff resources and financial provision. We are currently developing training and self help programmes with a view to encouraging the growth and improving the effectiveness of the adult education programmes of other organizations. A.J.A. Nelson, the Director of University Extension, to Professor A. Lazenby, Acting Vice-Chancellor, p. 1 of a 7 page document of August 1970.¹

Whereas the 'institutionalists' stress the fabric of power and responsibility, non-directive pedagogy² proposes that daily ... practice be ... 'centred on the client'. E. Faure *et al.*, *Learning to Be: The world of education today and tomorrow*, p.121. (Paris, U.N.E.S.C.J., 1972)

- after 1971 [there was] growth in the complexity of the field [of adult education] (p. 28). ... Consistently through the 70s ... perhaps the most significant aspect of A.A.A.E. ... concerned the promotion of new areas of adult education or new target groups. (p. 29). E. Brennan, 'A History of the A.A.A.E.: The Seventies and Beyond', *A.J.A.E.* 28, 3, November, 1988.

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Although it was not at all obvious at the time, 1970 had, perhaps, been the last year of more traditional New England adult education, for reasons concerned with the differing personnel now involved, the more business-oriented groups³ now to be reached, the maximal range of ongoing activities

1. Nelson would go on leave about this time and not resume his Directorship, due to his permanent secondment in 1971.
2. Inspired by the psychologist Carl Rogers and his work.
3. For example, The Agricultural Business Research Institute would begin to make its impact, as with its *Grazing Evaluation Seminar* of 1969. (The *Proceedings*, ed. F.A. Rickards, were published in 1970.) Its general concern was 'the application of advanced business management techniques to agriculture', through computerizing farm management information and developing techniques for the analysis of farm records. Its further concern (see 1973 *Calendar*, p. 661) for 'new technologies of cattle production, especially crop fattening and/or feeding; development of livestock energy standards' (*ibid.*) would pass in some measure in 1976, to the Animal Genetics Breeding Unit (A.G.B.U.). See the next chapter. For A.B.R.I., see Appendix F i.

The activities of F.M.R.C. would become more complex and see, in 1975, the founding of the Company Director's Course, run by the University of New England, in conjunction with the Company Directors' Association of Australia (of 275 George Street, Sydney, and with

and achievements in the area of community development, and the actual and impending changes in leadership in the University and in the Department of University Extension. The Commonwealth re-organization of administration and policy making would result in the setting up of the Technical and Further Education system (with its own Commission), while other national policies such as those for long-term regional development, multicultural education, the women's movement and the slow extension of community-based adult education activities, would all have their impact. Distance education would slowly move closer to continuing education, adult literacy would become a matter of greater concern and action, as would Aboriginal education and educational assistance to the unemployed. But much of this was only perceived more clearly later in the decade, even though these needs/and pressures were already impacting in the greater Australian community and becoming universal in Australian society. In short the life of the older New England was moving closer to the pattern of the nation in so many cultural and educational spheres.

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The movement 'side-ways' of A.J.A. Nelson

In August 1971 A.J.A. Nelson moved from the Directorship of University Extension to a Professorial Fellowship in the Faculty of Education, with freedom to do full-time research into the teaching of adult education. It was a move 'sideways', which made sense to the administration at the time yet it was one which, arguably, would not ultimately assist what had long been desired - the integrated development of both the study and the practice of adult education. Yet there was really no chance of a separate Faculty of Adult Education, with various extension personnel, after the departure of Madgwick. The intimation of the offer of transfer⁴ reached Nelson towards the end of his year's sabbatical leave and while he was in England. The note referred to the proposal of translation being 'a reward

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Chapters in all the other states). The course would be offered: through a tutorial programme (in various capital city and provincial locations); through a 10-day Residential Programme, at U.N.E., or through a correspondence programme. During 1983 an arrangement would be made with the Faculty of Economic Studies to develop the courses for Company Directors, the Dean of the Faculty of Economic Studies to be in charge of the academic content, the administration to be in hands of the Department of Continuing Education, with the 1984 Residential Schools to be held in various (eastern) states. See the 1983 *Annual Report* of the Department of Continuing Education, pp.3-4.

4. The main source of this account is personal discussion with A.J.A. Nelson on various occasions long after his retirement and the return of A. Lazenby to the United Kingdom. The official Council record is terse and factual.

for faithful service over many years'. Nelson consulted various British friends, related the New England offer to one made to him at the same time to do further UNESCO work in Kenya, at a greater salary, and finally elected to return to the Armidale scene. His reasons were complex - a feeling of great tiredness after almost 40 years in the field; various family pressures; his own age, just 60; and the hope that he might still make a further New England contribution to a.e. and offer help to his Departmental successor.

When one registers the startling nature of this event, the related question, always asked, is: 'Why did they do it?', and was the second vice-chancellor merely carrying out a modifying policy inherited from his predecessor, Cowen? Nelson's explanation of the events, which has not varied much over the years, is that, from his perspective:

his personal relations with Professors Cowen and Lazenby were always very good;
the Department had been under very real threat since the A.U.C. policy declarations of 1967;
he had realized 'the strength of the enemy' and so had himself visited such local leaders as the Mayor of Lismore⁵ in that spring, in order to rouse the protest of the outflung people at the intended curtailment of university adult education; and this northern N.S.W. regional support had led significantly to the subsequent modification of national policy by Senator Gorton.

He had always been very charitable of the motives of the then university administration and seen the offer made to come from a complex situation where it was felt essential to reduce the size and the cost of the extension operation mounted. Each 'side' had realized both Nelson's considerable public popularity and that, in term of extension policy as it was developing evermore expensively, he need not be left in the Directorship of an otherwise expanding department after the age of 60.⁶

While others have argued that the Cowen period saw the beginning of the university's self-perception as being both a national and international institution, - where the generous committment to region needed to be modified, - that does not seem to have been the main motive for cutting back the costly more regional extension effort. Arguably scale and

5. See Chapter V for the local/national confusions of 1967 as to university provision of adult education. Nelson had also gone to the Hon. I. Sinclair, Country Party leader and MHR for New England, and to the Local Government Association of New South Wales.

6. There may well have been operative some notions related to superannuation and lesser rights of employment after 60. Yet the fact remains that his long absence overseas, coming when it did, provided a less painful and more suitable set of circumstances for such a translation.

proportion of disbursement were problems which had to be addressed, and the hitherto persuasive elements of moral fervour, applied Christianity and sincere, and even convinced, democratic thought, were no longer so universally encountered. To the Madgwick men 'it came down to a declaration of faith',⁷ but the new cautions and practicalities of 1965 and of the following decade saw the university's role differently. Thus it was that Nelson accepted the offer of transfer, discussed it personally with A. Lazenby on his return that August, and then moved across to the Faculty of Education later in the year. His new duties would give to the teaching of adult education⁸ as discipline the vital local impetus of theory based on (Australian) practice which it had sought for many years.

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Change in the early 1970s

As was indicated in the last chapter, the early 1970s were to be a period of distinctive change in the University's extension style and this was marked by three significant events - the departure of Vice-Chancellor, Z. Cowen, in the autumn of 1970; the transfer of A.J.A. Nelson from the Directorship of the Department of University Extension in later 1971 to a Professorial Fellowship in Education; and by the retiring of the Assistant Director, A.C.M. Howard,⁹ in July 1972, when he was serving as Acting Director. The quiet mood of the Department of University Extension in 1970-71, and after 'Howie', is caught in various notes¹⁰ by C. Howard on

're-education and re-training for industrial change' (p. 660); the Department's hope 'to maintain sensitivity and responsiveness to the economic and social needs of people (primarily in northern New South Wales) ... and to satisfy the intellectual curiosity of people who can profit by participating in courses in University Adult Education' (p.613);

and his description of the departmental research as on:
 'the techniques of small group learning in a community problem solving situation; [and] the principles and practices in community decision making and the organization and implementation of action to achieve adaptive change.' (p. 667)

7. A. Dunton's phrase, in retrospect.

8. See Appendix F ii for details of much of his work as a Professorial Fellow, in effect in Adult Education.

9. Although he had retired officially on 31 December 1970, he accepted an invitation from the Vice-Chancellor, A. Lazenby, to continue as Acting Director until the appointment of the new Director, S.J. Rooth. (A. Lazenby became Vice-Chancellor on 10 August, 1970.)

10. They were only published in the 1973 *Calendar*, to which reference is made.

As well, there had been: the opening on 1st October 1970 of the University's fifth regional office, at Port Macquarie, with E.J. Pearse as resident lecturer; the helpful visit of D.G. James, Secretary of the National Council of Adult Education for New Zealand; the potentially dynamic appointment of Professor W.R. Hoskins¹¹ as Director of 'Farm Management Accounting Research and the Extension Programme'. In this same period, Council would note, without demur at possible censorship of community work, how the General Planning Committee for University Extension would report to it through the Professorial Board. In particular, extension items were now being referred to 'various committees' of the Professorial Board before the items reached Council¹² and so 'would be presented at a later meeting of the Council' (*ibid.*). There was also the beginning of what might well be termed the 'running down of the Department'. The decision not to replace the Nelson position until 1976 - and then only at the grade of lecturer - had followed an unfortunate cluster of resignations a little earlier, the names of J.G. Bird, T.M. Keneally, G.L. Strickland and A.J. Mackenzie, all lecturers, being so listed together in the August 1970 *Bulletin* (No. 25, p. 11). Another sad loss and removal of a long-time support was the death of the still very influential Chancellor, Dr. P.A. Wright, in August 1970. Yet the picture was not so black, in that the new Vice-Chancellor (acting in 1970), Alec Lazenby proved to be more supportive of practical u.e. work in the immediate Tablelands region than his predecessor, and more genuinely involved with the Department than any other subsequent Vice-Chancellor.

Professor Lazenby's Interest in Extension (1965-1977)

An agronomist by discipline, and earlier a Cambridge rural research fieldworker, in Africa and elsewhere overseas by choice, Alec Lazenby's Vice-Chancellorship was, perhaps, the most quietly sympathetic to old-style rural extension of all Madgwick's successors to date. This was, possibly, the consequence of his own disciplinary background, but he alone of them took part in seminars, of an agricultural dimension, while actually serving as Vice-Chancellor. This commitment was made clear in his Occasional Address¹³ at Graduation, 1971, the first paragraph of which ended:

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11. See *Council Minutes* for 16 April 1971 (p. 3264). Hoskins was from Bowling Green State University (U.S.A.). Unfortunately, he would soon resign from the Australian post.
 12. See *Council Minutes* for 12 July 1971 (p. 3344). This was an obvious delaying or modifying mechanism. The 1972 and 1973 committees are listed (p. 5) in the Department of University Extension's *Report on Departmental Activities, 1972-1973*.
 13. See *The University of New England Bulletin*, No. 28, June 1971, pp. 3-7.

Further, who can doubt the major contribution made to Adult Education by our Department of University Extension through its Regional Offices, Community Development and Residential Schools activities. (p. 3)

The next major point in this forward-looking speech had been to stress the morality of what the university was doing.

During our short history, a not insignificant portion of our resource has been put, deliberately, into projects of direct relevance to the community ... especially for northern New South Wales¹⁴ ... and many of our extension activities are examples of such contributions. These activities will continue ... I believe that it would be quite wrong if - in these difficult days¹⁵ - the University withdrew from its other¹⁶ forms of community involvement. (p. 4)

While there is not space to list his many supportive gestures towards the University's community outreach, one may note: his concerns with water supply and irrigation;¹⁷ his actions to explain to the Warialda community the necessary principles of good management of the Warialda Rural Research Station;¹⁸ his support for the purchase of the property 'Newholme',¹⁹ as an ecological and rural field study area; his supportive interest in the publication, *Swelling Clay Soils* (1972); his generous and fine tribute to A.C.M. Howard on the latter's retirement;²⁰ or his sympathetic policy towards the D.U.E.'s desire to retain its fee income to 'expand its Extension activities in proportion to the demand for courses, without being penalised for it' (*Council Minutes*, 11 September 1973, p. 3673). Many publications of the period contain concerned and significant prefatory words from him, as with his 'Introduction' to *Agricultural Extension in New England* (1972, p. (ii)), where he refers to N.E.R.D.A.'s²¹ 'worthwhile projects' and to 'the approach to adult education which has become characteristic of the University's partnership with ... local communities and organizations.' He had then described the publication as a 'vital

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14. This was, at the very least a modification to the perceptions of the Howie Report and of Z. Cowen which were usually concerned with the national/international scene.
 15. He was referring to the risks for the University of 'inadequate funding'. See pp. 6-7.
 16. Those other than teaching undergraduates.
 17. See *U.N.E. Bulletin*, No. 25 (1970), p. 3.
 18. See *Council Minutes*, 12 July 1971, pp. 3322-3323, and later.
 19. Some 2-3 kilometres beyond the University's northern boundary.
 20. *Council Minutes*, 14 August 1972, p. 3653.
 21. See Chapters III and IV.

document' which 'will, I am sure, provide a stimulus for powerful discussion by those interested in improving our extension services - whether they be the man on the land, the professional extension worker, or those responsible for policy.' Meanwhile some of the more traditional activities were continuing, both in Summer Schools and regionally. As well, there were variations in traditional areas of offering.

1971 and 1972 before S.J. Rooth's Arrival

Earlier styles of school or (cultural) activity were continuing. February 1971 had seen one of the Department's various occasional exercises in International Training, in participation with the Department of Foreign Affairs. Thus the D.U.E. had been responsible for a Training programme in Agricultural Extension methods for 35 Agricultural Extension officers drawn from various African, South-East Asian and Pacific Countries. Two months later it was running another intensive course²² for the Federal Government entitled 'The Establishment and Management of Rural Youth Programmes', thereby treating communication technique and the practices which could modify significantly rural community behaviour and attitude. Members of this group came from Ceylon, Fiji, Korea, India, Laos, Malaysia, Nepal, the Philippines, Thailand, Vietnam, Western Samoa, and Thailand. In the Namoi Region there were further day (release and study) courses (see also Chapter V), and a pilot interdisciplinary course, 'The Meaning of Life - An Introduction to Philosophy'. Equally challenging were the Lismore liberal courses: 'Against the Status Quo' - concerned with the New Left; and on John A. Robinson's²³ book, *Exploration Into God*.

In early September 1971, in the Spring School in the Tweed Valley, there were evening lecture recitals given by the Irish-Australian poet, Roland Robinson, and the Aboriginal song man, Dick Donnelly,²⁴ who was said to be

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22. See a summary account in *U.N.E. Bulletin* 28 (June 1971), pp. 12-13. See also Appendix V, to the present chapter (i.e. the account of the foundation of K.R.A.U.).
 23. A decade earlier Lismore had had courses on Bishop Robinson's *Honest to God*. The local officer at both times was J.M. Praed, soon to move to Armidale. This North Coast appetite for religious debate and inquiry has been long-running, particularly from the Roman Catholic and Anglican communions, and the (Free) Presbyterian Church of Eastern Australia.
 24. The initial meeting of these two is described by Robinson in his *The Shift of Sands* (1976), p. 271. Their first joint work for the University, some years earlier, is attributed by Robinson to Derek Whitelock (p. 273). Another Praed-organised Aboriginal meeting at Lismore is discussed (pp. 274-275). Yet other, now Rooth-inspired Aboriginal artists' meetings in 1973, are described in 'Some Aboriginal Voices Now'. *A.D.H.S.J. & P.* 17 (1974), pp. 28-33, involving Aboriginal poet Mary Duroux (from Kempsey) and story teller, Hilton Gregory (Mick') Donovan, from Dorrigo.

'the finest singer of tribal and contemporary Aboriginal songs in New South Wales'. Dick Donnelly was a full-blood of the Githavul tribe. Both men gave recitals of legends and poetry to many extension groups in the north over a number of years, Roland Robinson (b.1911) still performing to University of New England groups throughout the 1980s.

The constructive social work with Aboriginals in Armidale,²⁵ listed in the 1971 *Report*, continued in 1972 and 1973; initially it was described as 'a study of personal development through community development activities in Aboriginal communities'. The Australian Office of Aboriginal Affairs continued its financial assistance for the related employment of an Aboriginal as a Field Officer, so that, in 1972, it was possible for the local Aboriginal community to participate in his selection.²⁶ This provided a learning experience for both the local community and for the applicants for the position. Meanwhile students of the Armidale Teachers' College and the University of New England volunteered to assist Aboriginal children in primary and secondary schools with their homework.²⁷ While this comprised the main duty of the Field Officer, it also enabled much community contact. At the same time there was published for nearly two years (1972-73) the *Aboriginal Human Relations Newsletter*, its readership and the number of Aboriginal readers both increasing very significantly, as needs were recognized and dammed hopes articulated and fulfilled. Related to this was the Human Relations Workshop for Aboriginals held in Armidale in 1972, participants coming from as far afield as Bourke and Sydney. All these activities were assisted by E.C. ('Ned') Iceton, as a particular and distinct activity in community development.

Meanwhile, the more 'orthodox' c.d. continued at Bannockburn,²⁸ the farmers involved in the project forming their own co-operative and now employing the two field workers hitherto partly funded by the University. About this time (later 1972), recommendations were made for the enlargement

25. See also 1973 *Calendar*, p. 661.

26. The selected officer, Mr. Ray Kelly, would later work from Grafton for the State Department of National Parks and Wildlife as an Aboriginal Sites Officer.

27. These efforts were more successful than those of a decade earlier when University staff, led by J.W. Warburton and R.B. Walker, tried to assist secondary students similarly. Arguably they advanced the establishment of the Aboriginal Resources Unit in the 1980s and so culminated in the related Orala Centre for Aboriginal Students for study help. Similar work had long been achieved, from a like stimulus, at the Armidale College of Advanced Education.

28. See references to this in Chapter V, where the 'running down' of a more visible academic presence in c.d. was anticipated. The N.E.R.D.A. publication of 1972 is also referred to in the present chapter in the section on A. Lazenby. (*V. supra.*)

of the N.E.R.D.A. Council, and for its (representative) acceptance on a independent programme planning committee concerned with adult education on the Northern Tablelands.

There was also a further series of regional seminars concerned with Ageing,²⁹ as with: the September 1971 Port Macquarie Seminar,³⁰ 'Planning for Aged People's Housing'; and a Grafton workshop on 'Ageing and Retirement' for women senior citizens, one result of which was the establishment of a craft shop selling handicrafts produced by members of the initial group. It is to be noted here that A. Nelson, from his second retirement (1976) on, would be interested in establishing various University for Seniors/Elder University exercises, both for visiting Americans and for Tablelands residents, particularly in Armidale itself. Other early 1970s 'community' activities - all represented by the issue of publications - were the conferences/seminars on: Insurance, as at Lismore (1971), Tamworth (1971), Tamworth (1973³¹); the early computer scheme, Fortran - Armidale (1971), etc.; Learning Disabilities: Diagnosis and Treatment - Armidale (1971); the Grafton-produced *Reshaping Downtown with a Shopping Mall* (1971); or the more advanced remedial course and book, *Children's Learning Difficulties: Remedial Strategies* (1973). These programmes were typical of the more sophisticated 'social' activities of the 1970s, and also assumed forms closer to other organizations successfully offering such leisure activities.

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S.J. Rooth, Director (1972-1986)

After an inter-regnum by A.C.M. Howard, as Acting Director, for about a year, Mr. S.J. (John) Rooth took up his appointment as Director of the Department of University Extension in August 1972. An Englishman of Yorkshire antecedents, he had served as an officer in the Royal Air Force Education Branch, in both Germany and Holland. After various teaching posts in Europe and Australia, he had been appointed a Regional Officer in charge of decentralized adult education in Launceston and north-eastern Tasmania, where he planned and established a new Launceston Centre of Adult Education, which provided a programme of both regular classes and cultural activities. Later, as a lecturer in the Department of Adult Education at

29. Both A.J.A. Nelson and A.F. Dunton had led study groups on this theme in the 1950s and early 1960s. These contributed to the establishment of a number of retirement villages.

30. Its *Proceedings* were edited by E.J. Pearse.

31. This Seminar attracted 51 members, representing 21 companies, government and public. It is styled a 'refresher' activity (p. viii) by the Editor (B. Brennar).

the University of Adelaide,³² he had been largely responsible for the development of its work in country areas of South Australia and also for planning its residential schools. A research interest then - one leading to a Master's degree - had been the study of educational needs and interests of married women in rural areas, with particular reference to their existing social and educational backgrounds. From 1967, he had been the Director of Integration Services in the Department of Immigration, and, for a period, had acted as Assistant Secretary, Integration Branch, an activity which included supervision of the migrant accommodation³³ programme in Australia and of the Good Neighbour Movement.

Although his directorship would continue far beyond the period covered by the present survey, it must be stressed that John Rooth's genuine kindness, his ability to reconcile opponents, and his constructive dialogue with his first Vice-Chancellor, would all alike, enable the Department to build and even to expand in ways that had not been possible in the more exhausting and understaffed pioneering years or in the troubled later 1960s. The upheavals occasioned by the 1965 and 1966 Federal Reports (see chapter V) would be forgotten and new and exciting exercises of a more grassroots nature embarked upon.

The Appearance of the Rooth period's 'Blueprint'

The Department in 1972 had set itself the task, under its new Director, of defining its educational position, purpose and plans for the future. Arguably it was an exercise which it might well (and probably should) have been undertaken during the Howie Committee's sitting, if that (draconian) investigation had been conducted differently. The resulting 1973 report³⁴ of 41 (fcp) pages, plus three appendices, entitled *The University of New England and Continuing Education in Northern New South Wales*, and dated

32. Where he served under J.W. Warburton, at that time still the Director of that Department.

33. He gives a modest but eloquent account of his own earlier Australian work in the Foreword (pp. 3-6) and in his own paper, 'The Integration of Migrants in Australia' (pp. 34-43) in the selected papers and proceedings of a residential workshop - (both entitled *Immigration and Adult Migrant Education*), - held at the University of New England, 19-24 January, 1975. The workshop produced some 64 recommendations (*op.cit.*, pp. 100-105), deemed to be of profit (p. 98) by G.W. Falkenmire, one of the seminar's leaders and Superintendent of the Adult Migrant Education Service, Ministry of Education, New South Wales. He would also serve on various U.N.E. committees and on the New South Wales Board of Adult Education and so assist Rooth's further close work with governmental agencies.

34. Called a 'blueprint' on pp. 40 and 41 and so styled at the time and later.

March 1973, appeared over the signature of S.J. Rooth (p. 41 and cover), but it was a most carefully thought-cut departmental consensus document³⁵ which took cognizance of past activities and mistakes, as well as limning in the likely immediate future of the Department, or, rather, the probable more modified extension role of the University as facilitator, provider,³⁶ catalyst and support mechanism and resource.

Like all good and reasonably comprehensive 'government style' reports, it had a logical structure, sectionalized carefully. Its major parts were:

- I Adult Education: Present and Future (pp. 1-10);
- II Adult Education: Teaching and Research (pp. 10-18);
- III Adult Education at U.N.E.: Off-Campus Activities (pp.19-23);
- IV Adult Education at U.N.E.: On-Campus Activities (pp.24-29);
- V Adult Education at U.N.E.: Organization, Administration and Finance (pp. 30-39);
- Conclusion (pp.40-41).

The more striking and highly generative concepts for future action will now be discussed *seriatim*.

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I. Adult Education: Present and Future

After a philosophical and historical retrospect,³⁷ it was stressed that there was a need both to develop the existing activities and to propose new initiatives, as against the earlier 'total provision for education in our society' (p. 1.) by reason of the 'growing number of agencies and institutions now ... engaged in A.E.'. It was noted too that there was now 'a wide range of individuals ... engaged [variously] in ... Community Development' (1, B). The A.U.C.'s 5th Report a.e. sympathy³⁸ was noted, with the wise rider/comment:

35. Thus it would withstand the buffets of at least 16 years, including the Cumming Committee's investigations in the mid-1980s.

36. See Appendix F iii. 'The expanding range of providers', a document which surveys the a.e. scene in (Northern) New South Wales at about this time.

37. Some interesting language is used, including the following: 'entrenched' (1, A), 'University authorities ... have somewhat limited attitudes towards a.e. and the role of a University Department of Extension' (*ibid.*), 'wrong to be too prescriptive' (*ibid.*); etc.

38. It was tabled in May 1972.

The extent which they will become involved in adult education is largely a matter for each individual University to determine. (1, C)

The extension challenge now was the taxing one of 'work at the highest professional level' which does not neglect 'the greater majority', whose needs³⁹ must be researched, it may well be, by 'the encouragement of other community-reached agencies'.

It was observed as of both importance and considerable relevance that the Commonwealth Advisory Committee concerning the role of C.A.E.'s had modified earlier Canberra plans and said that:

We do not consider that Colleges should be specially active in the field of a.e., defined here as general non-vocational studies for persons of mature age. (p. 5)

It was also noted as significant that the Commonwealth hoped that universities might have 'special residential colleges'⁴⁰ for professional and refresher work. The next section (1, D) discussed the responsibilities of the University of Sydney for 'the south', and so, by analogy, of New England for 'the north of the state'. It was also noted that the mid-1971 N.S.W. Government Regional Organization of the state⁴¹ should assist the Department's regions, whose officers/representatives might seek representation on these new Councils.

After an exhaustive analysis of the groups which 'could benefit greatly from the support of organized adult education and University leadership' (p. 8), it was reaffirmed that the Department would continue to provide appropriate educational experiences to 'the north', and the (11) various means thereby were listed, notably no. 4 -

encouragement of an awareness of the value of education as a means by which the economic, social and cultural standards of a community can be improved.

The next sections of the Report, II-V, would flesh out the planned, immediate, and more distant actions.

39. A fine example of this research is that into adult literacy (discussed briefly in Chapter VII).

40. See the Tamworth College quest earlier (Appendix F iv.)

41. Of the nine regions numbers 1-4 covered fairly well the U.N.E. area for a.e. They were announced by the Premier on 6 July 1971. It was now proposed that they become the university a.e. zone. This highly influential thinking would supersede the Howie recommendations. The University would be very well represented in these Councils from this time on.

Section II was concerned with teaching and research, the first point made being to stress that 'few of the many professional workers in the field have had, any formal preparation⁴² for the tasks they undertake (2. A), and that prestige for the discipline (in Australia) would only come from an ordered body of knowledge about a.e., supported by serious research,⁴³ and by its being a part of formal training. It was noted that there was 'no external course for a postgraduate qualification in a.e. currently available in Australia' and that such a qualification would have wide appeal in northern New South Wales, elsewhere in Australia, and in South-East Asia, the latter area being likely to be most interested in rural education and c.d.⁴⁴ Existing courses were reviewed and then the New England Diploma of Education's two courses Adult Education I and II. Their actual content, as in 1973, is then given, viz.: -

Adult Education I

- (a) The definition, aims, scope and role of adult education.
- (b) Professional preparation for the adult educator.
- (c) Historical aspects of the growth of adult education in Australia.
- (d) The provision of a.e. in Australia.
- (e) Comparative study of developments in a.e.: particularly in Europe, Asia and North America.

Adult Education II

Course outline: -

- (a) The psychology and sociological backgrounds of the adult learner and principles of adult teaching.

42. This stress on necessary formal training for extension work might seem a somewhat 'American' view, since extension qualifications might then have been even rarer in British universities' a.e. departments than in Australian ones. Paradoxically Australia had long had many inservice courses run by churches, armed services, the public service etc. The U.K. situation was changing however, especially for younger adult educationists.

43. By implication (p. 11), this would include external studies - a point made by A. Nelson many years before.

44. This was discussed by J.L.J. Wilson in his 'Introduction' to the 1971 *Handbook* of the A.A.A.E. The Diploma's initial papers are discussed in Chapter IV in relation to (American) advice given to the Department in later 1964. In the first decade many Thai students would in fact come to New England to do the Diploma and/or higher degrees in Continuing Education.

- (b) Principles of programme planning and implementation.
- (c) Educational methods, techniques and devices for teaching adults.
- (d) The measurement and evaluation of programmes of adult education.
- (e) Elementary research methods in a.e.

Proposed Teaching and Research in A.E.

It was intended by the 'Department' that this new professional qualification be postgraduate,⁴⁵ and that such teaching only be offered to those already so committed and/or community leaders, and be taught externally,⁴⁶ and with the appointment of additional full-time staff in a recommended new 'Division of Adult Education', which should teach, in the fullness of time,

- * short residential (refresher) extension courses
- * undergraduate courses in a.e. and extension
- * postgraduate courses in a.e. and extension

that a *Diploma of Adult Education*, be instituted for graduates, but that some 'highly experienced adult educators' be permitted to enrol;

that the *Degree of Master*⁴⁷ *of Adult Education* should be established for those holding the Diploma/qualifications considered to be equivalent - this necessitating 'research in theory or practice of Adult Education'.

Although he was not cited particularly, much of A.J.A. Nelson's earlier experience-based and now more pedagogic thought had been added to the 'blueprint' at numerous points. In conjunction with these various recommendations it was proposed that the following staff should be appointed: -

- * an Associate Professor to head the Division of Adult Education within the Department of University Extension;
- and * a Lecturer/Senior Lecturer in Adult Education.

In the area of research, it was suggested that

45. Save for 'some informal teaching', e.g. to rural science, farm management and agricultural economics students.

46. In the early years of teaching the Diploma of Continuing Education, its residential schools would be held at the Clyde Cameron College, Albury.

47. Up to 1989 such a designated education degree had not been established, the main degree still being M.Ed. The 'Blueprint' clearly envisaged considerable/total autonomy and freedom from the Faculty of Education.

- * all members of the Department be encouraged to do research⁴⁸ and to participate in making use of research findings;

and recommended that

- * a position of Research Fellow should be established within the proposed Division of Adult Education.

Of the existing publications of the Department, it was noted (2. E) that some had required considerable editorial skill and background knowledge of the area in question. In other words, subject expertise had been the Departmental input, rather than pedagogic content there made explicit. There were, however, some such comments normally included in the editorial introductions. For all that, the Department had made much contribution to an as yet small literature of the professional field, still in need of much expansion. It was also regretted that the departmental library⁴⁹ could not function 'usefully', needing librarian, catalogue, etc. The a.e. holdings of the Dixon Library were checked and maintained largely through the activities of A.J.A. Nelson (by then a Professorial Fellow in Adult Education). The hope of 1973 had been for a departmental library to be looked to by the person managing the Discussion Groups.⁵⁰

Community Development Reappraised

The sad reflection made here was that the name was not meaningful to many and that: 'certainly it does not yet have an accepted place in the traditionally organised social system.' (3. A) However, it was still dynamic as a concept in social work areas, and amongst aborigines⁵¹ and migrant groups. The New England c.d. work had been and was probably the most 'systematic' in Australia, by reason of its carefully thought out plans and limited participation. The technique was always problem-centred

48. Within ten years certain queries would be made as to why Continuing Education Officers were doing research. In the later 1970s the Pro Vice-Chancellor would write out research from their duty statement and would attempt to prevent them from engaging in this activity. By the later 1980s there was less official objection to their being so engaged and one of them, D. Dymock, embarked on a Ph.D. on the Australian Army's Education Service.

49. Sadly it would be scattered and much of its contents destroyed before the 1983 move to the Lodge. See 'Introduction'. This loss of control of materials occurred at a time when it appeared that the temporary help with cataloguing (from the UNELEARN secretary) would not continue.

50. See *The U.N.E. and Continuing Education in Northern N.S.W.*, p. 18.

51. E.A. Iceton's work at U.N.E. or A. Duncan's like contribution for the University of Sydney were both of considerable significance here. By now J.W. Warburton had done several years of like encouraging and supportive facilitating for the University of Adelaide.

and could be seen in such 'Departmental' offerings as: news commentaries; newspaper articles;⁵² the discussion courses on racism, wool's future, rural adjustment, etc.; human relations⁵³ workshops, etc. In all of this the aim was stated to relate to social response, viz.:

to realise education's power to cause social (re-) action;
education leading to informed decision;
organizations/individuals knowing how to implement social
action;
and communities developing channels of communication to the
relevant agencies and understanding what each 'can be expected
to do'.

It was felt that: the 1971-72 state plans for regions looked forward to medical/health contributions (such as E. Iceton could provide), medical-aboriginal questions, and the Department's 'team projects': the likely future activities would be social⁵⁴ rather than economic: that more work be done with the Department of Agriculture; and that innovation occur in c.d. methods and their evaluation. It was hoped that social welfare and preventative services could be increased, as would later be sought by K.R.A.U. (See Appendix F v.)

On the head of regional programmes, it was the considered opinion: that these had tended to develop independently;⁵⁵ that there should be more integrated programmes both within and between⁵⁶ regions; that they should be assessed for effectiveness (as well as for their income-raising potential); and that more education activities be sponsored locally⁵⁷ by

52. Compare the special articles requested by *The Northern Daily Leader* from the late 1940s, from the Department of Economics (especially from J.P. Belshaw), or later, in the editorship of V. Davies, through the Book Review Panel, from such Departments as Geology, Geography, English, etc.

53. Often popularly named 'encounter groups'.

54. It was intended to 'add a woman' to the Departmental team, but this did not occur until 1986.

55. This concurred with a 'Howie' observation.

56. These already occurred with C.L.F., or Charles Strong Trust lecturers, touring writers, print exhibitions, etc. Of course, time and money always precluded extended tours - until the days of the New England Ensemble and N.E. Theatre Company. [See Chapter VII.]

57. H.S.C. (or, earlier, Leaving Certificate) 'study days' were offered locally at centres far from Armidale, from c. 1963, but they would be largely centred on Armidale, at least from the later 1970s. Their range would include: English Literature; Modern History; Physics; the Natural Sciences, etc. Their organization has fluctuated, at various times, from: the teaching department(s) in question; the University's Enrolment Section; and/or the Department of Continuing Education.

the University (i.e. through the Department).

Other suggestions/hopes for off-campus a.e. activities included:

- that two (mature) persons staff each region, the second to be at a 'sub-lecturer level',⁵⁸ as a training device;
 - that the regional offices (ultimately) correspond to the Department of Development and Decentralization's Regions 1,⁵⁹ 2, 3 and 4, and Tamworth;
 - that the community be surveyed to establish afresh 'a clearer picture of needs and interests' (p. 22);
 - that (at least some) local a.e. committees might well 'be formed as sub-committees of the Regional Offices;
- and - that these offices 'should become contact points and information centres ... for external students, ... research workers, etc.' [thus reversing the stated policies of H.C. Sheath, the Director of External Studies, 1956-1972].

The Group Study Courses were said to owe their success to serious participation of group members up-to-date materials, relevance of the course to its recipients, and strong support from the tutors - hence the need for course up-datings,⁶⁰ more tutor visits, more sophisticated assistance,⁶¹ and more seminars on leadership techniques. It was necessary to limit the burden on the Senior Lecturer in charge to, say, 50 available courses and 120 groups.⁶² Taped work would be valid for music, drama and poetry, perhaps be followed by residential requirements. Quite clearly the thrust of all this analysis was towards less flamboyant activities, more 'responsible' and socially aware programmes and real returns for every University extension dollar. As was suggested above, the 'Blueprint' was an informed document, clear and quiet, and contained the most scrupulous awareness of the actual/potential consumer so sadly lacking from 'Howie'.

U.N.E. On-Campus A.E. Activities

The January 'residential' schools were seen to fall into the clusters - (A), where outside⁶³ tutors were needed: e.g. visual and plastic arts and

58. This was done in Tamworth, and at Coffs Harbour a little later, despite the 1978-1979 threats of closure of both offices.

59. Ultimately the 3 coast offices would coalesce - at Coffs Harbour.

60. Like the Dunton work of 1966-67. See Chapter V.

61. Sound tapes, as well as written answers had been used by some tutors, e.g. for the literary groups at Kyogle and at Port Macquarie in the early 1960s.

62. 1971 had seen c. 100 groups and 1,200 students.

63. See *1971 Report*, p. 17.

crafts; performing arts (excluding music); music;⁶⁴ and (B), using mainly U.N.E. tutors, viz: literature, languages and related foreign cultures. The 'February' ones were usually devised by the Department ... in association with members of U.N.E. teaching Departments' and were: rural, aboriginal, social and educational. Others again were developed as a result of the specialist interests of members of U.N.E. staff - e.g. in human relations [Crew, Praed and Icceton supportive] or, in security analysis. Many were arranged for professional groups, legal and medical, and a special appointment would be made here.

Yet others were convened to discuss 'matters of national importance' - industrial relations, drought, regional agriculture, educational administration (e.g. Catholic education); while others were planned with the relevant State and Federal Agencies. A last possible category was the gathering of a learned society with which U.N.E. staff were associated, e.g. the Australian Entomological Society, or the Australian Society for Animal Production.⁶⁵ All the residential activities were deemed now to be the awkward but necessary compromise between 'educational idealism and economic realism', and more or less 'self-balancing', while the University and Department derived public relations benefit and 'national recognition'.

The future Departmental need was for: 'educational goals', a programme continuity, reasonable fees, more administrative staff to expand operations,⁶⁶ and an academic to do this, particularly in the arts regionally,⁶⁷ with a possible 'mini' festival in Armidale during January.⁶⁸ It was noted that the teaching contribution from the Department itself and University was still very small, most internal departments having (at best) 'one or two successful adult educator tutors' (p. 28). On the refresher

64. The Departments of Drama (1976) and Music (1972-1973) had yet to be founded and did not 'take over' the related summer schools, anyway. See Appendix F vi.

65. See P.A. Wright's remarks about this group in Chapter V. Later high overheads would cause U.N.E. academic staff members to bypass the Department and the Campus Conference Centre and dialogue directly with colleges, particularly if they were senior members of that college.

66. The programme continuity was almost impossible to achieve after c.1960-63, due to excessively high fees, low local catchment of students [who did not have to pay for residence], and excessive changes in the ranks of Departmental facilitators. Only 10 % of available bed space was being used.

67. Later G. Pittendrigh, and then Ms. A. Glover would do some of this until the separate Regional Centre for Music and Drama gradually became formalized.

68. This was also provided some years later and was regularized in the 1980s.

side, an appointment should be made soon, but the on-going educational ideal was still for the Department to have access to an around-the-year 'adult residential college', for various types of students. It was also noted that there had been difficulties with the (State) Department of Education to ensure release for their staff to attend 'subject (area)' in-service courses. Indeed, several such literary schools, scheduled for a late November weekend, failed to attract the required 30 enrolments from a teacher group of more than 2,000, who could be subsidized to attend. Any refresher programme should be planned to ensure 'reasonable ... economic viability', but this would seldom be attained.

*

*

The Call for a Change of Name for the Department

It was also proposed in the 'Blueprint' that the increasingly used term, Continuing Education,⁶⁹ be the name of the Department. It was argued that there was a special sense to the word 'Extension', viz.:

[a use] associated with those programmes which are organised to meet a variety of community needs including ... c.d. and other off campus activities. (p. 31)

It was also observed that the University's Committee on Academic Government in November 1972 had given some consideration to the establishment of a Faculty Board of Continuing Education. It was (thus) recommended (p. 32) that the Department have 'new divisions' viz.:

Extension - concerned with off-campus work (community development; regional activities; study groups);⁷⁰
and Adult Education - with a teaching function, particularly in the preparation of professional workers in the field.

This very careful document - perhaps the most responsible from any university department to that date - was discussed by the General Planning Committee for University Extension on 29 March 1973 and endorsed by Council on 13 April 1973 (*Minutes*, pp. 3798-3799). [This must have encouraged the hope that teaching and practice remain very closely associated.] Items discussed in detail then were minuted, including: the recognition of the impact locally of other providers of a.e.; the regional development to be 'linked with the new decentralization plans of the State Government'; the minimum establishment (of 3 persons) for each regional office; the closure

69. The term had already been used at the A.N.U., and the new name would be approved by the New England University Council in mid-1974. (See pp. 4060, 19614 of the *Minutes*.)

70. Shown clearly in Appendix 3, a page diagram at the end of the Blueprint 'document'.

of the Port Macquarie Regional Office;⁷¹ that the 'extended and revised Residential and Refresher Schools Division ... be approved'; and that an appointment currently at Tamworth be transferred to Armidale, to work in the Refresher area. As soon as the last recommendation was implemented, it became possible to plan a refresher (professional education) course programme, described thus:

Where suitable facilities are available, courses will be arranged in term time as well as in vacations. Such courses will be organized in conjunction with professional associations and other occupational groups together with academic departments within the University. (1972-73 Report, p. 3)

In September 1973 this position was filled by J.F. Mason, previously the Department's Administrative Officer.⁷² He would also follow up, at theoretical and practical levels, the 1970 Armidale Office's extension exercise, when some thirty representatives of Community Service Clubs had met to discuss club programming and 'its relationship to Adult Education'.⁷³

*

Meanwhile various teaching departments were taking their own initiatives in their subject areas. An interesting example of an academic department's own 'outreach' is provided by the June, 1974 Field Conference of the Geological Society of Australia Incorporated, Queensland Division (the organization's first outside Queensland). It was hosted by the University of New England's Department of Geology which provided all the paper givers from its present or past ranks. As was to be expected, there were references in the pre-conference book of papers to A.H. Voisey's early field work, to the Belshaw-inspired history of mining in New England, and to various matters of applied geology and of the popular extension teaching of the recognition of 'rocks' - all of which have been referred to in earlier chapters of this thesis.

This now more widespread general academic entrepreneurial activity had been preceded by: the work of the then Department of Education's research project with the Royal Australian Navy in 1970-1971, and the resultant

71. After 'three years' experience, the exercise had 'not proved economic'.

72. He was succeeded by Mr. R. Chappell who, in 1987, would succeed W.J. McCarthy (also of the Department) as the State Government Member of Parliament for the Northern Tablelands.

73. See *The University of New England Bulletin* No. 24 (May 1970), p. 18.

publications;⁷⁴ or that of Biochemistry's work⁷⁵ with the Australian Society of Animal Production (J.S.W. Branch) in Sydney in 1969. After c. 1974, the U.N.E.'s Department of Agronomy would also run its own c.e. schools, often with assistance from the Department of Continuing Education.⁷⁶ The most interesting of these is that entitled 'Soil Management, Energy Use and Crop Production',⁷⁷ and led by (then) Associate Professor J.V. Lovett. Meanwhile there were many practical publications from the Department of Accounting and Financial Management, whose A.F.M. Exploratory Series, edited by J.J. Staunton,⁷⁸ had reached 4 volumes⁷⁹ by 1977. And the academic staff, present and past were contributing more and more to the Group Study from U.E./C.E., - as with D.R. Beer, R.J. Payne, D. Maynard and Gwen Kelly contributing to *Canada* (1972); or, from Barbara Holloway (English), author of *Five Notable Australian Women Writers*⁸⁰ (1975).

* * *

U.N.E and the N.S.W. Board of Adult Education

The Board of Adult Education⁸¹ was first appointed in 1974 by the then Minister for Education for the purpose of 'promotion, encouragement, development and co-ordination of adult education in New South Wales' and to

74. The then Armidale Teachers' College was also involved. See the volume/report from W.R. Lett and V.W.L. Bonnett (R.A.N.), entitled *Naval Instructor Training, A Research Report* (New England Papers on Education, No. 4 - n.d.) and the same authors' *Teaching and Communication* (1971), a volume described as 'Papers given at Seminars for Naval Instructors at Armidale ..., during 1970-71'.
75. See the symposium's papers, *Education for Agricultural Extension*, to which G.L. McClymont and J. Tully contributed.
76. The main contact person here was B.C.F. James.
77. Held in July 1980. The *Proceedings*, a book (of pp. iii & 236) with the same title, were re-issued, with revisions, the following year. The Foreword (pp. i-ii) indicates that Lovett held extension views very similar to those of Alec Lazenby.
78. In 1975 he would contribute to *Management Forum* 1 (2), 'Pastoral Company Reporting Practices'.
79. E.g. E.J. Evans (ed.), *Selected Readings for the 1980s on General Price Level Adjustments* (1975).
80. C. Clift, S. Hazzard, C. Stead, T. Ashley and R. Dobson. Interestingly the last two had given extension (literary) lectures earlier for U.N.E. in an adult education capacity.
81. See its charter as set out on p. 19 of *The Development of A.E. in Country Areas* (No. 3 of N.S.W. Studies in A.E., published by the Board in 1979).

'make reports and recommendations to the Minister for Education on the needs, policies and priorities necessary to achieve these objectives'. Its planning was to be with: 'representatives⁸² of local community interests'; and 'bodies providing a.e. activities'. It should 'stimulate the provision of courses ... by appropriate bodies' and 'foster research into matters relevant to the development and improvement of a.e.'. S.J. Rooth was a foundation member, later serving as its Vice-Chairman and Chairman of the Standing Committee, while G.W. Falkenmire⁸³ would also be a member. The Board was concerned with 'an integrated programme of development for a.e. in New South Wales', while assisting with fulfilling/correcting what was perceived as 'an urgent need for further development of a.e. in the country, a lack of balanced provision and some overlap of services' there.

The U.N.E. work done with and for the Board in the mid 1970s was described thus by S.J. Rooth in a retrospect

Although the University cannot undertake to meet the educational needs of all adults ..., it can bring to bear its influence in strategic areas ... advise voluntary organizations to broaden the range and raise the quality of [their] c.e. ...

To do this the Department will ... make itself aware of other agencies, their policies ... and methods... . The success of the Department's work ... owes much to the NSW Board of Adult Education. The Department has enjoyed a close and productive working relationship with the Board since the Board was established in 1974.⁸⁴

More and more the Department would assist the Board, firstly with its country work and related publications, and, secondly, with representing it in the north to the emergent Community Learning Associations which began to spring up as the field 'presence' of the University was pulled back by financial constraints.⁸⁵

82. E.g. Mrs. J. Flint (of Dubbo) 'Orana Education Association'. She would serve on the U.N.E.'s Board of Continuing Education in the later 1970s. Universities, C.A.E.'s, the W.E.A., business, Trade Union Training, Evening and Technical Colleges and the Cultural Affairs Division of the Premier's Department, would also be represented on the B.A.E.

83. He was the Superintendent, Adult Education Migrant Service and would also serve on many U.N.E. c.e. Committees, by invitation. (See earlier in this Chapter.)

84. P. 4 (of 'Director's Review') in Department of Continuing Education *Annual Report* (1981). This was the first such document issued since that of 1972-1973.

85. Further, after the disbanding of the U.N.E.'s Board of C.E. in 1980, the B.A.E. became even more a crucial forum for the discussion of policy issues on further rural education in the local area.

Subsequent analysis revealed that the cutting back of total financial assistance, which had been begun in 1968,⁸⁶ would continue throughout the 1970s. Progressively there were failures to replace staff at both the academic and the secretarial levels. Indeed, it would be argued that the progressive centralizing⁸⁷ and continual pruning of the Department had brought the staff of 38 in 1971 down to 15 by 1986. The permanent Academic Staff listed in the 1971 *Calendar* numbered 12; in 1977 they numbered 10, plus two graduate assistants; while by 1981 they would number: only three who were academic and entrepreneurs, three who were teaching full time, three teaching part-time and four Continuing Education Officers.

Already, too, the Residence Rates for Schools were continually creeping up, those for 1976 being: (conferences/professions) \$10.50 per night; others, minimum \$6.50. Further, from 23 April 1976, most c.e. lecturing fees were doubled (over the pertaining 1970 rate).

UNELEARN

This programme was developed from 1973, on the basis of departmental experience with the former Discussion Groups Correspondence Programme. That mode had been developed to supplement regional and residential programmes and to cater for many people who were unable to enrol in the community schools and class/lecture programmes which the Department was offering. The study course programme was described (in its literature from 1973) as

providing not only prepared discussion courses⁸⁸ for group study but also an information contact point and a consulting service to assist individual and community groups to identify their own a.e. needs.

86. See P. 1 of the 1983 *Annual Report* of the Department.

87. Begun, in a sense, with the movement of A.F. Dunton to Armidale in 1966, soon followed by J.M. Praed, and the slowing down of the more far-flung work in c.d., as on the Far North Coast. The responsibility of teaching and research for the Faculty of Education would progressively draw off resources, as it so used the time of N.D. Crew, S.J. Rooth and B. Brennan, before the appointment of special lecturers in c.e. In 1980 the graduate assistants would become Continuing Education Officers, with, initially at least, official University disapproval at their doing research, apart from the necessary editing of proceedings.

88. There would be considerable up-dating to avoid problems with copyright, especially where there had been large sections of earlier material quoted in (probable) contravention of the developing copyright laws. Interestingly the UNELEARN development of further student needs/requests followed the pattern of Eberle's experience 25 years earlier.

In later years this work⁸⁹ would be helped in the development of courses by funding from the New South Wales Board of Adult Education, which would also assist the promotion of the U.N.E. programme state-wide.

In a sense related to UNELEARN (and earlier, the Study Groups) was the Department's collaboration with the Country Women's Association since the first Residential School on the 'Country for Study', Norway⁹⁰ in January, 1971. The University would maintain its policy of only offering tutorial courses, rather than selling text materials. The one exception has always been the 'country of study', where, after the summer residential school for potential/actual study leaders, the text has then been made more widely available.⁹¹

Peter Sydenham, Stathmology and Planning:

Dr. P.H. Sydenham of the University's then Department of Geophysics was a prolific (instrumentation) publisher in the mid-1970s and keenly interested in u.e./c.e. Thus he began to offer short and highly successful c.e. courses on Stathmology or 'the integral approach to: Measurement; Instrumentation; Control'. A first seminar in 1974 was followed by the issue by the Department, in later 1975, of *Introduction to Stathmology*. Its subtitle was: 'Material arising from the residential short course presented at the University of New England, N.S.W., Australia', and it was distributed to those enrolled in the second course (1976). The actual contents included:

- 1.⁹² An alternative view of measurement;
1. Measurement - a personal viewpoint;

89. The officer in charge/and or the person tutoring the group; the former was initially, J.M. Praed, and then mainly E.C. Iceton, although G.B. Pittendrigh, N.D. Crew and D. Dymock would be associated with the work.

90. This school was organised by J.M. Praed (by then in Armidale) who, in the event, passed the editorship of the book to academics, a custom followed when the country presented excessive problems for a 'generalist' c.e. staff member. This book, *Norway*, which was for that year a special study text, would set enrolment records not passed by subsequent study groups. Much the same thing would occur in the mid 1980s with the then chosen country, Finland.

91. Usually too, these topics would receive special treatment by the Australian Broadcasting Commission in that same year. In the last published Annual Report, that for 1986 (p. 10), it is suggested that the sales of 362 copies of the guide, *Switzerland*, to private individuals, would mean perhaps 724 studying Switzerland without U.N.E. tutoring in that year. In 1985, those tutored formally on such a course passed 300 for the first time.

92. Numbers correspond to the sectionalized programme.

- 7. Guide to instrument optical designs;
 - 13. Measurement of temperature (R. Stokes, Professor of Physical and Inorganic Chemistry);
 - 14. Flow, measuring and recording it;
 - 15. Radiation detection - non-ionizing (Ian McIntosh,⁹³ Department of Physics, U.N.E.)
- and other papers concluding with one on 'Process control-industry philosophies.'

After the ending of the excessively cautious General Planning Committee for Continuing Education in 1974-75, Sydenham would be a prominent member of the new Board of Continuing Education⁹⁴ and in a year or two, as Associate Professor Sydenham, its Chairman. In July 1976 he would issue a small volume⁹⁵ of his own editing, entitled: *Resource Allocation in Continuing Education: first working document of a continuous study*, with a cover motto, 'A study of chaos'. His planning work was honest, accurate, and, as coming from outside both the Department and the University's central administration, it was largely ignored. Its origins were described as coming from

the sub-committee of the Professorial Board's Board of C.E.,
founded to advise the Director, its first meeting being in
March 1975;

and the Board (of C.E.)'s approval of year-long study
'of policies and strategies of allocating resources to the
rapidly growing area of non-credit education ... (p. 1);

and its purpose 'was primarily to seek more objective ways to fund the continuing education enterprise in the future', the study group⁹⁶ finding that this was a national problem, the A.U.C.'s 6th Report declaring the matter 'just about insurmountable' (See *Council Minutes*, 12 August, 1974). A postal survey was conducted in January 1976 and two workshops for invited participants were held in the April and July. The initial concern was to

- 93. He would become a pioneer in Agricultural Technology at U.N.E. and, later, move to industry.
- 94. The previous committee was one under the Council, while this one was a Committee of the Professorial Board, as recommended by Council on 13 May, 1974. See its membership as of 22 September, 1975, in the *University Calendar*, 1976, p. xxvii. There were again community members (as in the early 1960s) - viz. from Dubbo, Moree, Coffs Harbour, Grafton and Tanworth.
- 95. It was published by the Department of Continuing Education.
- 96. Initially: P.H. Sydenham (Chair), J.F. Mason, E.J. Pearse and E.A. Icceton. Later members would include: Dr. J. McDonnell (C.E., Monash), Dr. W. Hannah (Educational Administration, U.N.E.), B. Hart (Monier Concrete), and the participants in the First Workshop. Interestingly about this time, J.F. Mason would co-operate with Monash's J. McDonnell in various research projects in the area of refresher education (later to be known as 'Continuing Professional Education').

'establish the nature and extent of existing thought and practice that is used to guide the flow of resources into Continuing Education activities in their many forms' (p. 3), and some 46 % of the questionnaires sent out were returned, from which it was more than clear (p. 7) that the University of New South Wales, Monash University and various training groups in industry were interested in developing better policy for continuing education or 're-education'. The first workshop was held on 2-3 June 1976, and was concerned with definition, resources and modes of operation.⁹⁷

The actual discussion and published material, alike, were notable for the now unfashionable emphasis on the importance and significance of requests from the public, in 'The Importance of the Consumer' (pp. 29-30), it being suggested that there might well need to be 'a national association of community committees to overcome the attitude that 'resource holders know what consumers need'.⁹⁸ The courageous papers also indicated the current prevailing of a contrary situation to that needed, as in:

We all look 'upward' through an authority chain to the resources: should it [not] be the other way round with resource holders recognizing they have the responsibility to see what the consumers need. (p. 30)

or 'The "systems" model produced as the basis for the Workshop revealed to me a state of bureaucratic chaos. I do not believe much can be done to clean this up by examining the funding system alone. ... the objectives and processes should be the starting point for a rationalisation.' (*ibid.*)

Clearly Sydenham, more than a generation later, had 're-invented' the approach of Madgwick and Nelson in the A.A.E.S. and long practised in New England. It was thought by him that many bureaucrats 'hope the exercise will fail', and that two models should be prepared, 'the first to show the present reality of confusion, discontinuity and irrationality, the other to show the vision of a desirable model' (p. 31). The conclusions of the Sydenham report were to the effect that

97. Material was provided from the former Department members, A.F. Dunton (then at Macquarie) and J.H. Shaw, Head, Closed-Circuit Television, University of New South Wales.

98. The failure of the University of New England in this respect, by 1979, by ignoring their Community representatives, would be reported to the O.E.C.D. by E.A. Iceton and referred to in the C.E.R.I. (Centre for Educational Research and Innovation)'s publication *The University and the Community: The Problems of Changing Relationships* (O.E.C.D., 1982), pp. 77, 103. See next chapter. Sydenham (*op.cit.*, p. 35) would also talk of the wisdom of government allowing recognition of Maslow's hierarchy of personal needs.

this Study Group will never replace the need for an extensive national study⁹⁹ made by a full time body devoted to the task ... [one] as important as credit education [to the people] as the means to solve problems encountered all through their lives. (p. 37)

* * *

In-term use of Colleges for Conferences¹⁰⁰

This ideal situation, predicted in the 'Blueprint' as considerable such accommodation being often needed for refresher courses, became much more possible in the mid-1970s, with falling internal student numbers and 'wastage' by withdrawal, the last accelerated by the teaching/learning innovation of semesters (and so semester examinations) for courses in all faculties. Thus arrangements had been made in later 1976 for the such use of the whole of the undergraduate student residential accommodation - 46 rooms and two flats - of Robb College, West Court.¹⁰¹ for conferences in term time, from mid-year. There had been a 1975 attempt to plan the use of Wright College for 1976-78 Continuing Education activities, with various centralized catering economies to run in parallel. (*Council Minutes*, 14 July 1975, pp. 4243, ff.), but this met with considerable Wright College opposition and the Robb plan was moved ahead apace, since it did not present a like threat to a whole college's students and their lifestyle.

These 'centre' entrepreneur and c.e. operations (at Robb and Earle Page Colleges, in particular) were encouraged by the Professorial Board, with

99. Most associated with continuing education would be dissatisfied with the later two such reports, from R. Johnson and F. Hinton, viz.: (i) *Adult and Continuing Education in Australia* (Canberra, C.T.E.C., 1985); and (ii) *It's Human Nature: Non-Award Adult and Continuing Education in Australia* (Canberra, C.T.E.C., 1986).

100. As early as 1971 certain clusters of rooms in Earle Page College and Robb College had been designated College Conference Centres.

101. The matter is reported on as discussed in Council on 10 October 1976 (pp. 4468-9) and reported on as complete in the July 1977 issue of the *U.N.E. Bulletin* (No. 41, p. 18): 'the wide walkway running north/south to the east of West Court has been almost entirely covered in and with appropriate internal conversions the site now houses a Residential Centre for Continuing Education ... jointly funded by the University itself in conjunction with the Department of Continuing Education, the latter using monies from its 1976 operations. (*Council Minutes*, 11 October 1976, p. 4469)

A similar conversion of a walkway into a conference facility would occur in the mid 1980s at the N.E. corner of Drummond College, a smaller complex known as the 'Blue Room'. This would be followed by like developments at Wright and Duval Colleges.

certain provisos,¹⁰² as indicated in its modification of the 1976 paper, 'Policy and Development for the Department of Continuing Education'.

The Academic Planning Committee is aware that several academic departments and the Campus Conference Centre¹⁰³ run their own refresher training or residential or summer schools. It does not recommend that such practices be stopped or curtailed, but it does recommend that [they] ... consult the Board of Continuing Education before putting on such schools. One specific recommendation is: that the Department of Continuing Education should have a key role in the administration, and be involved wherever possible in the academic input, of refresher training/residential schools.

The wording makes it clear that already many academic departments were by-passing the main entrepreneur agency. Over time the C.C.C. struggled to retain control of all conferences, but it would often be circumvented as would the D.C.E.

The W.R. Kellogg Australian Rural Adjustment Unit

At Council on 9 February 1976, the Vice-Chancellor reported with pleasure that 'the University would receive a grant of \$A909,560 over the next five years to establish a rural development unit, to be known as the 'W.R. Kellogg Australian Rural Adjustment Unit',¹⁰⁴ the commencement date to be 1 July 1976, and the first formal major activity to be the planning of a national conference on rural adjustment problems (to be held at U.N.E. in November 1976). Paradoxically this development was the final result of initiatives of the 1950s for a Kellogg College for Adult Education near the Deer Park. Despite continual contact with Kellogg by various members of the Department, notably A. Nelson and N. Crew, the initiative passed to the 'applied agricultural economics' area, and so Kellogg's ultimate benefactions the R.A.U. was physically located in that Department. The initial director was to be Professor W.F. Musgrave, a Professor of Agricultural Economics. The unit would become, in many ways, a type of (national) community development project, as was attested by N.D. Crew's secondment to it as Acting Director for a period. A brief summary of the Unit's early work and achievement is included in Appendix F v. It is convenient now to turn to other developments of the mid 1970s.

102. See *Minutes of the March 1976 Council meeting*, p. 4534.

103. This was a planning central office which evolved in the years 1975-76, as a means of 'sharing' the conferences, residential schools, etc.

104. *Council Minutes*, pp. 436-6. [Documents, p. 24, 682.]

The Department's Renewed Interest in Planning

The earlier (1960s) concern with local government and for activation of the then dying regional small towns showed no signs of abating but rather became more specific in its focus. After the 1974 Conference held at Coffs Harbour¹⁰⁵ on planning, the further conference was held in Tamworth, 18-21 February 1975, its format, determined after much preliminary planning, resulting in three main themes being selected: I. Contributors to the Planning Process; II. The Planner's Professional Problems; and III. Planning for Community Living. The opening address entitled 'The Role of Environmental Planning on Future Land Use', from the Hon. Sir John Fuller, M.L.C., Minister for Planning and Environment, N.S.W. Government, introduced two important concepts¹⁰⁶ - (i) the notion of compromise, in that planning decisions require some accommodation of differing/conflicting philosophies and approaches; and (ii) the decision making process worked in different ways at different levels, with many decisions taken by the planners, as opposed to their contract clients, the elected aldermen and councillors. There was also a realization that there were differing perceptions of the notion of 'region'¹⁰⁷ - some social, some political and some geographical. Both the conferences gave considerable prominence to ensuring cultural and educational variety in 'growth centres', a somewhat different emphasis to the earlier desire to reactivate moribund communities.

On two evenings of the 1975 Conference there were 'learning exchanges';¹⁰⁸ the first concerned with Regional Planning, and the Philosophy of Planning; the second with the education of the Planner and the Role of the Elected Representative. Of particular interest - since it had many other implications - was the paper¹⁰⁹ from Andrew Strickland (Department of Urban and Regional Planning) on 'Federal Initiatives' and

105. The University's Regional Office was opened there that year, as the mid-North Coast Officer, F. Wigham, moved from Grafton to the development centre and more dynamic city. Arguably University 'know-how' had much to do with the sudden developmental growth of Coffs Harbour. Emeriti Professors Gilbert Butland and N. Yeates moved there, while the latter's wife Mrs. M. Yeates, as a Councillor there, would become the driving force behind the '80s push for full daytime university education being provided there.

106. See the *Proceedings of the Town Planning Conference*, Tamworth, 1975, ed. B. Brennan.

107. This was of particular interest at a 'decentralized' conference and it also sounded not dissimilar to the Earle Page concepts of the 'province' some 50 years earlier.

108. See the 'Conference Program', p. 2.

109. Pp. 9-14.

concerned to clarify the 76 regions agreed upon¹¹⁰ by Federal and State Governments, and which contrasted with the chaos of entrenched overlapping authorities, as in the San Francisco Bay Area, or on the Richmond Tweed. Strickland also related the regional concept to federal planning of education¹¹¹ (p. 12) and of the administration of social welfare, hospital, legal aid, etc.

The Conference itself was organized by Barrie Brennan,¹¹² an educationalist who had succeeded Graham Maddox as Lecturer in charge of the Namoi Regional Office. His particular interests in oral communication, youth leadership and teaching methods had caused him to become the effective successor to Campbell Howard both in the Namoi Office and, in due course (and especially from 1987) to N.D. Crew, in various teaching roles in Armidale. His editing of the *Proceedings* of this conference was crisp and lucid, especially in his 'Review/Commentary'¹¹³ (pp. 69-70) in his defining (p. 70) of the differing areas of desired public involvement, whether concerned with the setting, the types of houses, the transport facilities, or recreational space. In this shrewdly presented compilation, one hears the voice of the later Editor of *A.J.A.E.*, where his contributions have been notable for their calm courteous style, and for the clarity and objectivity with which he has long been able to present subjective matters.

Following on the 'Our Vanishing Coast Seminar', held at Kempsey in March 1975, in the later 1970s and the 1980s there would be many planning conferences held, like those at Valla or at Coffs Harbour, concerned with the seemingly antithetic yet necessarily linked themes of development and conservation on the Mid-North Coast. The matter of such study for the Far North Coast, or old 'Richmond Tweed' Region would fall more and more into

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- 110. The whole was a Whitlam Government initiative of 1973 and links with earlier Labor participation in U.N.E.-sponsored Planning Conferences.
 - 111. This would be causing problems in New South Wales in the later 1980s at various levels of education, particularly as Region 1 was seen to be 'deprived', in comparison with Region 2.
 - 112. A succinct curriculum vitae of his earlier work is given in the 1972-73 Report (pp. 13-14). He would later transfer to Armidale, act as a Senior Lecturer in the Teaching Sub-Unit, and become Acting Director from late 1988 and the long serving Editor of the *Australian Journal of Adult Education*. (He was still Editor in June 1989.)
 - 113. He would write many similar pieces, as with his opening paper (pp. 1-12) and his 'Survey of Continuing Professional Education', pp. 107-109 of D. Dymock (ed.), *Continuing Professional Education - Policy and Provision* (1988) being Papers presented at a national conference in Armidale, October 1987.

the sphere of extension work of the Northern Rivers College of Advanced Education,¹¹⁴ and so pass beyond the University's 'province.'

The continuing education and related interests of the Department of Sociology, U.N.E.

From an early stage of the University's autonomous existence the Sociology teaching had been in some measure of the applied (and rural) kind, so that: the first such entry in the Calendar (1962, p. 40) shows the foundation appointment as that of Associate Professor J.H. Bell,¹¹⁵ in a department of 'Rural Sociology', within the then Faculty of Agricultural Economics; and there the first course¹¹⁶ outline would refer to 'the study

114. See the relevant sections of the four author text entitled: *A Report to the Adult Education Board of N.S.W. on The Possible Role of the Regional Multi-Purpose Colleges of Advanced Education of N.S.W. in the Education of Adults* (1975). The N.R.C.A.E. contributing author was K. Woldring, a lecturer there in its Community Learning Unit. Of interest, too, is the section on 'Community Education', pp. 43, ff. which, the literary critic and regional historian, Maurice Ryan (N.R.C.A.E.) would contribute, in 1976, to the A.N.U. volume from the 1975 National Conference *Proceedings*, entitled *Continuing Education in the CAEs*.

On 19 September 1974 at the instigation of S.J. Rooth, the Pro-Vice-Chancellor (G. Butland) and the then Chairman of the Professorial Board (J.L. Dillon) had met with the Principals of the Armidale and Northern Rivers C.A.E.s, in order to plan co-operation and rationalization in c.e. programmes, which deliberations would lead to the plan to close the U.N.E. Lismore office on 30 April 1975, and for the University to lease premises in Coffs Harbour, for occupation by the Department of Continuing Education from 1 January 1975 - the last decision being

in line with the policy adopted by Council in 1973 when it was agreed that Regional Offices would be established in the same centres as the State Executive Offices of Regions 1, 2, 3 and 4. (*Council Minutes* for 10 February 1975, p. 4165)

Further, 'high-level educational activities of a regional nature', mainly originating in the Coffs Harbour Regional Office, could continue in the Northern Rivers district, in co-operation with the N.R.C.A.E. (One assumes that this referred to seminars, etc. with a 'high academic content'.)

115. Like J.W. Warburton (see Chapters III and IV), Bell would be a participant in the early work of the Australian Institute for Aboriginal Studies. Bell would be joined by a tutor, R.D. Hutchins, for the 1963 session.

116. It was much supported by the (early 1960s) course, 'World Resources', with its concern for 'the relationships between population and land and resource use' (1963 *Calendar*, p. 211).

An early text book on this course would be Erich W. Zimmermann's *World Resources and Industries: A Functional Appraisal of the Availability of Agricultural and Industrial Materials* (rev. edition, 1951; New York, Harper and Brothers).

of society, ... social structure and organization, and cultural patterns' ... with 'special attention to social stability and social change' (1963 *Calendar*, p. 211). The first published account of Bell's research in Armidale would refer to his interest in 'the social structure of the part-aborigines of the New England region',¹¹⁷ while the 1965 entry would list his work on 'a provincial urban community in New England' (1967 *Calendar*, p. 324). Bell would also explore (stratified) social elites, as in his 'The Rural Social System and its Dynamics' (*Chiasma* 2, October 1964), and, with the coming of the Professor, J.S. Nalson, in 1967, the Department would move to the Faculty of Arts, with more New England regional research, this time into religion,¹¹⁸ and also refer to Nalson's own concern with problems of family farming¹¹⁹ in modern society and with power and leadership in country towns.

For the next ten years or so after his arrival,¹²⁰ he would be active in the area of rural sociology and of necessary adaptation to change. Since Praed's Lismore work was of a different and more urban style, it was often observed, very justly, that Nalson had - (for the Richmond-Tweed especially) - taken over and expanded on the style of the Department of

117. See 1964 *Calendar*, p. 296. Interestingly enough it was listed just above J.W. Warburton's 'The Aborigines of New England - their Background and their Future', *A.D.H.S.J. & P.* 4, October, 1962.

118. The major religious research, concerned with the minister-congregation-community issue, was done by K.C. Dempsey. In 1969 he would submit to the University his doctoral dissertation entitled: 'Conflict and harmony in minister-law relationships in an Australian Methodist Community'. See also his

- (i) 'The impact of divergent values and norms on Methodist minister-lay relationships in a country community', *St. Mark's Review*, No. 65, August 1971;
- (ii) 'Professionalism and conflict in minister-lay relationships', *Journal of Christian Education*, Vol. 16, No. 2, 1973; and
- (iii) 'The Changing Character of Minister-Lay Relationships', pp. 52-80, in Peter E. Glasner (ed.) *The Contemporary Australian Parish and Ministry* (Canberra Centre for Continuing Education, Australian National University, 1974).

119. In 1968 the Manchester University Press and University of Western Australia Press would issue jointly Nalson's *Mobility of Farm Family: A Study of Occupational and Residential Mobility in an Upland Area of England*. He had earlier (1950) submitted to Leeds University a thesis, 'Incentive Payments to Workers in Agriculture'.

120. His later career, until his retirement in 1987, would be largely spent in senior administration, but he had, earlier, often served on the General Planning Committee for University Extension and related Committees. His policies of flexible acceptance of change were not understood by many of the community members of these Committees.

Adult Education's early work in rural sociology from J.W. Warburton. Some of Nalson's typical conference contributions have been glanced at in the last chapter and they would occur in many other volumes. Thus, in the last 1975 (Tamworth) Townplanning Conference, he would contribute 'Problems of Professionalism'¹²¹, a very frank comment on certain new professions and on society's expectations of them. He also explored current narrowness, tendencies towards ossification, elitist attitudes, etc., and advocated a three-step extension/sociological approach (p. 45) to one's actual situation by: asking questions; recognizing patterns; and developing explanations.

In 1971, Nalson would write the Foreword to R.D. Craven's *The Extension Role*, a formal publication of the Department of Sociology. That volume makes it clear that Nalson had worked with an earlier research group at the university, producing the various reports associated with the project, *Consensus and Conflict in Tertiary Agricultural Colleges*.¹²² As Nalson's Foreword states:

It was clear from that report that a major task of the colleges of Agriculture in Australia was the training of people for the field work of agricultural extension. But it was equally clear [that] the curriculum planning ... in the courses was undertaken with only the broadest notions of what the components of the extension task were, or should be. (p. (i))

After commenting on the methods of the surveys, Nalson then added: '... a radical re-thinking is necessary of the philosophy, content and emphasis of that part of tertiary agricultural education aimed at producing extension officers. It suggests that the social sciences ... should receive a major emphasis ...' (*ibid.*) The author, Craven, acknowledged many U.N.E. extension-practising helpers¹²³ and made many suggestions as to selection, training and self-perception of extension officers. His conclusions (pp. 64-65) were very similar to those philosophies appropriate to c.d., viz.:

'Good extension is the successful transfer of the right sort of information in the right way;
the aim is to assist the farmer to use his own initiative to solve problems that directly affect his welfare;

121. *Proceedings*, pp. 42-46.

122. This project's findings were published as a book of the same name in 1973, by the University of Queensland Press. Its sub-title was *A Comparative Study of Four Australian Agricultural Colleges*. A later and related study, also from the Department, was Alan W. Black's *Organizational Genesis and Development: A Study of Australian Agricultural Colleges* (U.Q.P., 1976). It was based on his similar Ph.D. of 1972.

123. Including U.N.E.'s: A. Black (Sociology); J. Makeham (Farm Accounts); and J.G. Bird (then at Hawkesbury Agricultural College).

and 'advisory' work is seen as handling requests from farmers, whereas 'extension' is seen as an adult education activity, where the initiative is taken by the extension officer.

The last sentence makes it clear that Nalson (or Craven following Nalson) viewed a.e. in a British light, which doubtless explains his relative difficulties with the methods of N.E.R.D.A. and other c.d. exercises.

R. Keam, A. Black, J.H. Bell and others would be involved in such (academic) rural sociology activity over a number of years as would J.S. Nalson¹²⁴ himself. The Department would issue, through Canberra in 1974, the study *Rural Poverty in Northern New South Wales*,¹²⁵ while, the same year, J.H. Bell and J.S. Nalson would publish: *Occupational and Residential Mobility of Ex-Dairy Farmers on the North Coast of New South Wales. A Study of Alternative Occupations*.¹²⁶ While much of this research was academic, its findings reached the people most concerned through the Research and Regional Development bodies that followed closely and publicized all the University's c.d. work in the same general area.

* * *

External Stimuli

Apart from budgetary constraints¹²⁷ and like Federal pressures, there were other influences which worked to modify or re-shape the University's and the Department of Continuing Education's work in u.e./c.d. areas. There were still distinguished overseas visitors coming to the Department, as

124. Thus in 1972 he would give these related papers:
 'Rural Adjustment. A Sociologist's View' to the Australian Agricultural Economics Society in Sydney; and
 'Whither the Wool Country. A Sociologist's View', to the 44th A.N.Z.A.A.S. Congress, in Sydney.
 He would contribute the chapter, 'Rural Adjustment' (pp. 32-51) to J.A. Sinden (ed.), *The National Resources of Australia* (Sydney, Angus and Robertson).
125. In part indebted to J.G. Bird, *The Dairy Industry on the Far North Coast of New South Wales*, Sydney, 1962.
126. A title such as this would be followed very soon by G.N.F. Gregory (ed.) *Rural People, Support Services and Counselling*, 1977. (K.R.A.U. Bulletin, No. 1, Armidale). See Appendix to chapter VII, and the 1978 publication of the Department of Sociology, Paul Muller's *Dairy Farming on the North Coast of New South Wales: Social Change, Occupational Mobility and Future Development*, a work also introduced by J.S. Nalson who linked its conclusions with the related earlier research (p. 1).
127. The Universities were funded federally from the Whitlam period. There was less Federal sympathy for (c.d.) extension work than from the state authorities.

with his visit while on his 1971 Australian tour by Professor Coolie Verner, Director, The Research Centre for Adult Education, University of British Columbia, Canada. There was also considerable New England involvement with A.A.A.E., as with Campbell Howard's participation in the XIth National Conference (Perth, August 1971), or in the leading roles played at the 1973 Canberra Conference by former/spiritual New Englanders:¹²⁸ John Shaw, acting as convener, for the 'Technology, media and lifelong education' strand; David Armstrong, acting as convener for 'Resource utilization and financial structure'; or Madge Dawson, for 'Lifelong education and woman'.

Then, too, the University Council would view sympathetically in 1973 the rise of the Regional Advisory Councils and its own possible relationship with them, not least since Professor G. Butland, then Pro Vice-Chancellor, was a member of the New England Regional Council. Accordingly he was the person to endorse officially the request¹²⁹ for 'the University's views on projects, priorities, and developments, either on a local or regional basis'. G. Butland informed the Council then that there were already established regional sub-committees 'to consider such matters as communications, tourism and secondary industry'. The record of Council discussion noted:

It was pointed out that the New England Region was one which had the advantage of a regionally oriented University and that the Advisory Council should be invited to call on the University if it felt that this could assist in its deliberations. It was also suggested that other nearby regions e.g. the North Coast,¹³⁰ might be invited to approach the University if they so wished. (*Minutes*, p. 3836)

Meanwhile rural (extension) liaison from Armidale continued in various spheres. The Colin Blumer District Veterinary Laboratory (established in the University grounds in 1961) was noted (in February 1974) to have a good

128. See the Conference Volume entitled: *Lifelong Education: Conditions, Needs, Resources* (Canberra, 1973).

129. Discussed at Council, 4 June 1973 (*Minutes*, p. 3836).

130. G.J. Butland would retire in December 1975, to live at Coffs Harbour, where he continued to play a crucial catalytic part in the University's regional developmental role. The Executive Officer of the Region Three Advisory Council, at Dubbo, would inform Council of his Council's appreciation of the University offer. (*Council Minutes*, 9 July 1973, p. 3847.) A similar response from the Northern Rivers Regional Advisory Council would be noted on 13 August (p. 3867), as was the fact that this would 'provide a further opportunity for the Department of University Extension to strengthen its role in the community' (*ibid.*). It was also noted that the D.U.E. was organising a September workshop to examine 'the problems of the development of regional extension services'.

co-operative relationship with the Departments in Rural Science, and a further lease for some 40 years at a peppercorn rent was approved. That same autumn would also see some enlightened Council policy for discussion with Professor Katz,¹³¹ and staff workshops on 'Teaching and Learning', which would eventually transform the process of University assessment and modify the hitherto total significance of November degree examinations. Another ongoing feature would be the Department of Sociology's further applied research into farm problems, as in their project written up in Paul Muller's *Dairy Farming on the North Coast*¹³² (1978). However, the new process of holding mid-year examinations in most subjects and the need for external residential schools in the May vacation rather than in the August-September one would cut back the hitherto larger amount of accommodation available for residential a.e. in May, just as the necessity now for the mid-year examination slot would shorten the second vacation¹³³ - all of which arrangements for internal students would serve to obstruct the organization let alone the expansion of residential schools in Continuing Education.

* * *

Conclusion

The total pattern of change fully operative at the end of the Lazenby era would thus mean for the U.N.E.'s extension work: much higher tuition and residential fees; fewer residential schools; the considerable increase in other university providers, especially in applied (rural) science and economics; an ever increasing dialogue with the (official) developmental groups in the state; and the withdrawal from the scene of the original Departmental leaders¹³⁴ in the field of liberal and community further education. The so-called 'benign pragmatism' of Nelson had been replaced by the new pragmatism/expediencies of Rooth, Butland and Lazenby, whose philosophies could be said to have been

131. Now at the University of New South Wales. He was the same F.M. Katz who had conducted Psychology classes for the Namoi Regional Office (1961-62), and who brought rapid reading to the attention of the whole University region at that time. Arguably New England extension experience had assisted his learning theory and advice.

132. This work, following J. Bell and J. Nalson, would record massive social change there, namely that, in addition to the exodus of such farmers prior to 1970, some 'two-thirds of [those] operating in 1970, have since left' (p. 1), yet the remainder still not earning 'an adequate income'.

133. A decade or so later, the four-term academic year would compound the problem of accommodation and there would be further restrictions as to what college space was available for residential a.e.

134. Howard in 1972 and Nelson, finally, in 1976.

thought out within the context of a society, ... which was inventing new institutions ... in country centres [and] thus ... widening the impact of adult teaching.¹³⁵

In the Lazenby years the foundations were established - by development schemes, by the 'Blueprint', and by the beginnings of T.A.F.E. - to make the global picture of the University's particularized and highly selective provision of 'adult education' a world away from the seemingly assured and expansionist style, in the traditional areas by the Department of University Extension of 1970). The social changes, - brought about by increasing tertiary educational provision,¹³⁶ television, serious inflation, the rise of a national press, a national theatre and a stronger sense of national identity - all meant that a more complex social order necessitated more specific assistance to more specialized areas. Higher fees were already modifying the numbers coming to Armidale for the 'January' schools. Television and the other cultural activities sponsored by the Premier's Department, as well as spiralling costs, had caused real curtailment of the liberal classes both offered and accepted in the country towns. Already the more practical dimension of u.e./c.e., as predicted by W.G. Walker, was making itself manifest, as was the more orthodox advisory/consultative mode of extension also predicted as early as 1967-1968.

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135. P.H. Partridge, pp. 173-174, in his section on 'Adult Education' in *Society, Schools and Progress in Australia* (1968).

136. The two northern Colleges of Advanced Education - Northern Rivers at Lismore, and Armidale - were already providing many applied qualifications and planning for various sub-degree diplomas.

Chapter VII

1977 TO 1980 AND BEYOND

The last years of the decade, those of the early part the vice-chancellorship (1977-1985) of R.C. Gates, were a period of relative pause and also of continued withering¹ in the Department itself, the summary reports of which no longer appeared in the *University Calendar*.² And the positive public deliberations of the Department's plans were largely thwarted by the many trials of the soon-to-be-disbanded Board of Continuing Education. The Residential Schools both floated and actually offered were fewer in number, smaller, and unduly expensive to the participants.³ While the work of the autonomous agencies would continue relatively unabated, in their controlled financial autonomy, the generalist provider Department was contracting and changing in many ways. Several of this period's residential offerings⁴ may be tabulated

a residential school on Children's Learning Difficulties;
 'Music Refresher' for teachers;
 a seminar on open-plan classrooms;
 'refresher' seminars on Industrial Law;
 seminars (residential) on Tourism;⁵

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1. By early 1980 it had lost (retired early) of its 1978 personnel: J.F. Mason and F. Wigham (lecturers) and would soon so lose: G.B. Pittendrigh, a (seconded) Senior Lecturer, in charge of arranging musical groups, and related matters; and W.M. Johnstone, Graduate Assistant, who saw his future as brighter at Wollongong University.

Some index of the stresses building up in the Department and University, described as 'an educational bureaucracy', is the sad (and autobiographic) article by M. Praed, published soon after his leaving the Armidale office. It is 'Fathers Buddhas', and appears in the British journal, *Self and Society*, Vol. 5, No. 7 (July 1977, pp. 235-238.

2. This was a serious error (publicly) in tactics. The last pamphlet report, that of 1972-73, was not followed by another until 1981; there were no research reports for the whole university in the 1975 and 1976 *Calendars*, and the D.C.E. was not prominent in the 1977 *Calendar* (featuring the University's Annual Report for 1975). The glossy special reports of the University had very limited circulation and D.C.E. entries therein became progressively shorter. [See Appendix G.i.]
3. This continued the trends documented in Appendix F vi.
4. In *Council Papers*, for information, June, July, 1977. (Other details come from B. Brennan and other informants.)
5. These were run by J.F. Mason and were novel in their stress on regional culture, local history and architecture, etc. The series had begun more modestly in 1972-73.

a one-week course on Plant Tissue Cultures;⁶
 a week long seminar, 'Forests and People', which
 would lead to various State and Federal policies on
 management;
 two schools in Psychodrama and an Encounter Workshop;
 and a large autumn school, 'New England Heritage'.⁷

The 'Council' outline of 1978 also refers to specific new extension activities

one day seminars on Wills, Probate, and Estate Planning (held in various centres);
 'the organization and promotion,⁸ of music in the area' - Musica Viva concerts, the New England Ensemble, etc.;
 day classes for the school leaver and unemployed youth;
 four Departmental staff working with the Australia Assistance Plan (which would lead to the very large university assistance to the Indonesian development project several years later);
 and the remarkable (government assisted) series of capital city seminars on 'Industrial Laser Gauging'.

On the regional side, the Australia Council assisted the Departmental sponsorship of a singing teacher in the Namoi region,⁹ while 'Community Education Weekend' project¹⁰ was vastly popular throughout Namoi. The new programme, 'Ecofest', associated with R. Prater, also began.¹¹ The North Coast work reflected a different style¹² (American derived, perhaps) involving: community-based education programmes; creative learning exercises (assisted by the Australian Education Commission); planning the use of the environment; public health (assisted by the N.S.W. Health

6. It attracted nurserymen from all parts of Australia and led to various quite complex Departmental publications, jointly issued with the Department of Botany, and which have since been widely used overseas.
7. It was followed (to 1985) by some seven workshops on local history, often with an archives conservation strand.
8. Until the rise of the expanded Regional Centre for Music and Drama (c. 1980), this was largely in the hands of G.B. Pittendrigh.
9. This would lead, indirectly, to the Tamusca (Tamworth based) summer music camps - an ongoing activity - and the regional conservatorium there. The new (1976) Department of Music assisted in this movement.
10. Called 'Gawimera', it included: Painting, Acting, Farm Management, Veterinary Science, and Child Development; - thus repeating the old Eberle-begun Community Schools. The (inner) Namoi Region had continued its leadership in these schools (noticeable since c. 1952).
11. These still continue in Namoi, and especially from Coffs Harbour. R. Prater has been pre-eminent in leading these coastal 'Ecofest' activities.
12. Begun by F. Wigham, and still followed by R. Prater.

Commission)); and: collaboration with the Department of Tourism and Recreation. Meanwhile, the more isolated groups were taking a greater percentage of Discussion courses in the fields of literature, music and art. Of course, with complex financial stresses - and the differing style of courses - were a part of the larger Australian redevelopment of finances and effort from the traditional levels of adult education to a different target population, well described as 'the (lower) secondary school leavers ... unemployment and technical colleges'.¹³ For another (1979) comment on this shift of emphasis, see Appendix G ii.

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Major Planning Policy and University Budgeting

Throughout the decade the U.N.E. Vice-Chancellors would continually report to the Professorial Board the factors placing peculiar stresses on forward budgeting, as Professor Lazenby had done on 22 November, 1971, 18 February 1972 and on many subsequent occasions.¹⁴ These budgetary matters were often the base of (cautious) discussion of policy on the Academic Planning Committee.¹⁵ Thus that body, as well as the Council, had scrutinized the 'Blueprint', agreeing with it 'in principle' in April 1973. The same period saw the more philosophical Professorial Board debates on academic government, at which it was stressed that 'Service to the Community' was the fourth key function of a University (after teaching, research and professional training).

More serious were its later deliberations, such as the report, 'Continuing Education: Policy and Development', tabled at the P.B. meeting of 29 November 1976, after discussion with the D.C.E. staff (on 11 November). Its contents included: (i) various formulae for staffing the Department; (ii) c.e. promotion criteria; (iii) the c.e. relationship with academic departments; and (iv) various guidelines 'for the development of Continuing Education'. Most of this was directive and concerned with somewhat restrictive advice as to the using more of academic staff as teachers. It also noted the increased incidence of refresher schools. A pleasing feature was the recommendation of the inclusion of a 'community

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13. See the objective international statement on this in the Seventh Commonwealth Education Conference Report, Ghana 1977 (Commonwealth Secretariat, (London), 1977), pp. 28-29.
 14. On 27 November 1972, he had reported on an agreement remitting University Extension fees from income assessment. [Professorial Board Minutes, p. 2187.]
 15. See P.B. 'Minutes' of 30 April 1973, p. 2230. The A.P.C. was in effect an executive advisory committee of the Professorial Board, to which it sent its influential reports.

service' criterion¹⁶ in the list of desiderata for D.C.E. promotions, but it was also suggested (chapter 8), that the Faculty of Education would be interested in any possible appointment of a Deputy Director for the D.C.E.

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Teaching in the Diploma of Continuing Education

This matter became more and more a matter of interest to the Faculty of Education,¹⁷ particularly from later 1975. Thus the 'Practicum' had had advice from B. Cole, the D p. Ed. Co-ordinator (see Minutes for 1 October 1975), while on 24 February 1977 and later, there had been dispute as to whether a new appointee responsible for initiating and organising recurrent education of a non-credit sort be within one of the Faculty Centres or in the D.C.E. Essentially the non C.E. opinion was that it 'would prefer the less informal contract afforded by locating the officer in the Faculty' (Minutes, p. 639), while still using the administrative services of the D.C.E. Further debates on this general lead took place both on the P.B. and in the Faculty of Education in late 1978, as in its green paper (F ED 78-21) debated on 28 November 1978. The minutes of that meeting describe the Director's wish that all such teaching should stay in his department, and citing his reference to: (i) the 'stability of the Diploma regulations'; (ii) the course success since 1976; (iii) the importance that the five Cont. Ed. courses be taught by staff located in a Department which was practising in the field of Continuing Education'.

The general matter was further discussed at the Faculty of Education on 16 February 1979 (Minutes, p. 798) and again at the Professorial Board¹⁸ on 19 February when it was further resolved:

'That in future considerations of staffing in the Department of Continuing Education the Academic Planning Committee adopt as long term goals:

- 1) staff involved in the teaching of the Diploma in Continuing Education be attached to an existing academic department;

16. The actual phrase recommended for the Administrative Handbook was 'making a significant contribution to the community'.
17. See Faculty Minutes for: 1 October 1975 (p. 508); 14 December 1976, item III; 9 March 1977 (p. 638); 17 July 1978, pp. 739-740; 20 November 1978 (p. 777); etc. The A.P.C. had proposed, in the spring of 1978, that 'staff teaching Cont. Ed. courses in the Diploma be re-located either in Centres in the Faculty of Education or in Departments elsewhere in the University'.
18. Its chairman was Professor W.G. Walker who was also a leading figure on the A.P.C. at the time.

- (ii) the Department become a tighter service department drawing on academic departments and people outside the University for teaching expertise.' (Minutes, pp. 2768-69)

While these two notions are ambiguous in some points, it is clear that it was proposed that no one remaining in the D.C.E. should lecture, after some to-be-determined future date. The gist of the motions was reported to the Faculty of Education by the Dean on 7 March 1979. (Minutes, p. 805)

The financing of continuing education

This matter was debated on the B.C.E. from the time (May 1975) of the tabling of the *Sixth A.U.C. Report*, and it was referred to the Board's Standing Committee in July 1977. There ensued a major debate on this at the B.C.E. on 14 November 1978, from which many related prepared papers¹⁹ were sent back to the P.B. for its own later November meeting. The matter may be summarized thus:

- the A.P.C. had seemed to have, adopted 'speedy' solutions of budgeting restraint, pruning the D.C.E. in the process;
- the A.P.C. had not clarified its financial policies for the future;
- the A.P.C. had 'distorted' the C.T.E.A.'s statement that at least 1 % of recurrent funds be spent on 'c.e. programs';
- the A.P.C. had been 'disturbed' to find that only about 23 %²⁰ of the D.C.E. income had been spent on specific c.e. activities;
- and the 'steady state' university²¹ does not have to be one which turns its back upon the adult population.

Another paper, from W.M. Johnstone (*loc.cit.*, pp. 11683 - 11688) had explored various aspects of the attitudes of Canberra and the University Council to Continuing Education, stressing that

- (i) in 1973 U.N.E. had spent on c.e. and a.e. 3.27 %²² of its 'general recurrent income';
- and (ii) 'the problem is that the government has not followed the advice of the Tertiary Education Commission in its level of

19. Listed as pp. 11675 - 11692 of the Board's Documents.

20. The rest was admitted by D.C.E., to have been spent on 'general administration, research, ... c.d., assessment of community needs, evaluation, the Diploma of C.E. teaching programme and other non-income earning activities.' (their emphasis)

21. Internal Undergraduate enrolments would fall from 917 in 1978 to 688 in 1979 (P.B. Minutes, p. 2769).

22. This figure was supplied to Canberra, but it may have included other agency/provider elements. Three of the five most 'generous' universities in 1973 were in N.S.W., with U.N.E. 'top' nationally.

funding universities, and continues to place more restrictive guidelines on the T.E.C.' (p. 11688).

The P.B. deferred debate on this occurred on 19 February 1979, the Minutes reporting discussion thus:

'the Budget Advisory Committee recommended to the Academic Planning Committee that the University ... move towards a net expenditure of 1 per cent of the recurrent budget for formal continuing education activities in the Department of Continuing Education. Currently the net cost of the Department of Continuing Education represented well over 2 per cent of the total University budget.' (Minutes, p. 2766)

The functions of the Board of Continuing Education

These had of course been made clear in the Sydenham Report and other documents, and when the latter had proceeded overseas on leave, the Acting Chairman, Professor W. Musgrave, had attended the Faculty of Education on 10 August 1977, to report to the Board. This he did emphasising:

- (i) 'that the Board was concerned with the planning and development of University wide attitudes towards State and Commonwealth Government policy regarding continuing education', and
- (ii) 'that the Board was not in place of a Faculty in which the Department of Continuing Education was located. The Board was a standing committee of the Professorial Board and its interests embraced the whole of the University.'

He has also gone on to state that he believed that 'the Faculty of Education would have an interest in encouraging scholarship and research in c.e.'

On the occasion (19/2/1979) of the P.B. discussion on C.E. activities, the Chairman (Professor Walker) was reported (in the minutes) as having

informed members that the Budgetary Advisory Committee, in preparing the budget for this year and looking forward to 1980 and 1981, had a number of discussions on the 'extension-type' activities of the University. These included the activities of F.M.R.C., A.B.R.I., K.R.A.U., C.C.A.E., the New England Ensemble, New England Regional Drama Company, 2ARM-FM and a number of other activities unconnected with the Department of Continuing Education.' (Minutes, p. 2766)

This version of the meaning of extension was challenged by the D.C.E. as to its accuracy, but it had a certain loose appropriateness as a definition.

For another extension aspect of the later 1970s was the further work of the autonomous agencies at the University. The Animal Genetics and Breeding Unit, in its founding and developing functions, was a natural consequence of: animal husbandry a.e. schools (begun in the 1940s); the Department of

Livestock Husbandry;²³ and current A.S.A.P. seminars held at the University. [See Appendix G iii.] The Kellogg Rural Adjustment Unit continued [See Appendix C iv], so involving considerable, if uneven, assistance from the Department. Soon after its establishment K.R.A.U. had established an Advisory Starding Committee of eight, including: S.J. Rooth and N.D. Crew²⁴ (D.C.E.); three staff from Agricultural Economics, including J.L. Dillon and J. Makeham; and Professor McClymont, and Professor Nalson. Related to this Kellogg initiative were the 1974-1977 (limited) W.K. Kellogg Programmes for Administrators in Higher Education, which have assisted 22 persons from this area to undertake such study at U.N.E. and offered 39 fellowships to assist projects so related. In all 25 such workshops and conferences were initiated and supported by Kellogg - the further locations including New Zealand²⁵ and Papua New Guinea.

In view of its ongoing significance it is important to draw attention to a (last) significant act from N.E.R.D.A.²⁶ It is described thus:

A major survey was undertaken in association with the New England Rural Deve opment Association ... to ascertain

23. Formally established in 1958. It would soon be restyled 'Animal Science' and Genetics. For its early thrust see pp. 156-158 of the U.N.E.'s *Report on Research, 1954-1960* (1961). (See Appendix G iii.)

24. He would serve as Director of the Unit for various periods later on.

25. K.R.A.U. also reached out to New Zealand, particularly to Auckland and Massey universities (in this, similar to F.M.R.C.).

A related project is that of 1980, from the Australian Rural Adjustment Unit, in the words of its report of 1982, from G.L. McClmont (then Director) and prefaced (p. i) to the published text *Competence and Curriculum: a study of the national agricultural system*,*

This study arose from a suggestion by the Unit's Consultative Group that the agricultural education system was not providing the type of training needed by an adjusting agriculture. Following a successful approach to the Commonwealth Extension Services Grant (sic.) of the Department of Primary Industry for funds, an advisory committee of agricultural educators and people from industry was established to assist

The results show that there is a very real need for adjustment in the agricultural system. We believe that this study ... will stimulate the discussion and action needed to effect this adjustment.

As might be expected, the text followed the earlier 1976 work of A. Black and that of 1970 from J. Nalson. It also cited (p. 102) Z. Cowen and C. Selby-Smith (eds.), *Australian Higher Education: Problems of a Developing system* (1972).

* I.e. post secondary, many diplomas being closely scrutinized.

26. See the 1976 Council-tabled report (v. *supra*).

community and individual learning needs, and supported by a grant from the New England Regional Advisory Council.

The published *Report* (often called 'the New Eberle')²⁷ would have momentous regional effects, including (however indirectly):

- the establishment of the New England Regional Association of Adult Learning (see Appendix G v);
 - the peculiarly democratic learner-based style of the region - in contrast with the more formal Board of Adult Education dominated groups elsewhere (see Appendix G v);
 - the encouragement of community music;
 - the unique regional university input into community learning groups and projects;²⁸
 - the splendid dialogue with the Australian Broadcasting Commission;
- and perhaps most significantly, the way in which Departmental staff were able to influence/lead state a.e. policy through N.E.R.A.A.L./the New South Wales Board of Adult Education, as it had not been possible for them to do within the University since the early 1960s.

In both the Tamworth and Coffs Harbour centred regions, it is difficult to over-assess the ongoing constructive influence for democratic learning of: N.D. Crew, S.J. Rooth., R.J. Prater, C. Petersen, and B. Brennan, or of the various public Literacy Campaigns led by A.J.A. Nelson,²⁹ with considerable Departmental support from D. Dymock and others.

* * *

While other aspects of this time of alternative Departmentally inspired activities could be teased out, it is clear that the thrust had changed, and that the more visionary members of the Department had, in Audrey Miller's Freire-like phrase, 'gone back to the people', and so been able to learn from them. While some would - and did - see much of this as 'sub-adult', it would be more valid to perceive the campaigns as other ways of going about the task of truly serving the people where they lived and in their real needs.

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- 27. To be compared with his 1949 thesis. See Chapter II. It was not published until February 1981, its title being: *The Learning Needs of the Adult Community of the Northern Tablelands of New South Wales*.
 - 28. To a lesser extent also found in Region 1 (North Coast), in large measure due to the presence of the University Office in Coffs Harbour and the dynamic influence of R. Prater there.
 - 29. Crew, Rooth and Nelson are continuing, despite (early) retirement in 1986, and 1976, respectively. For the literacy strategies in their community work, see the brief synopsis in Appendix G vii.

Yet it is proper to give attention to the voice of the last of the Departmental 'professionals', N. Iceton, who still aspired to serve the people from a approved base within his institution. His comments of 1979 [Appendix G vi] - are not necessarily the obsequies of his Department, but they make it all too clear what fate had overtaken the official perception of its role and relevance, as his sad words recount for the O.E.C.D./C.E.R.I. the way in which his institution had ignored the seemingly requested community opinion. Its concluding sections (9.2; 9.3) stressed a need for appropriate 'mechanisms'³⁰ for effective interaction with the community', lest the University be 'bypassed'.³¹

Other significant and University-community service developments of 1978 to 1980

These extension developments are many and can only be listed summarily:

- (i) the Regional Centre for Music and Drama, initially established within the Department at the University 'in order to provide cultural activities for the communities throughout northern New South Wales'. Since 1978 it has served as entrepreneur to its two resident drama companies, the New England Theatre Company and the Theatre-in-Education Company.³² Earlier it had organised the New England Ensemble on similar country tours and the capital cities, until the support funding lapsed; (one drama tour for mid 1989 had more than 20,000 advanced bookings; and there are numerous other similar achievements to the credit of the Centre;
- (ii) the Geophysical Research Institute, established in 1978, in order to 'promote closer involvement between industry and research';
- (iii) the Animal Genetics and Breeding Unit, initiated in 1976,³³ and 'formally established' in 1980, one of its newly defined functions being 'to facilitate the interaction of the University's Department of Animal Science with the community';

30. See Appendix G vii for his argument/analysis. Ideally the Department acting as central negotiator with 'an intergovernment regional council for socio-economic development' (9.3).

31. His queries would be answered, at least theoretically, in such U.N.E. scholarship of 1988 as: (i) P. Candy, (ed.), *TAFE at the Crossroads: Relationships with Government*; or (ii) W. Toombs and G. Harman, *Higher Education and Social Goals in Australia and New Zealand*.

32. It would perform annually to some 20,000 school students by 1988 and tour more adult theatre productions than any other professional company in Australia.

33. See Appendix G iii.

- (iv) the expanded work of A.B.R.I. (see Appendix F i) which, by 1988, would have reached out to 'some 20,000 farmers and to a number of agricultural corporations and government departments.'³⁴
- or (v) the exciting (national) literacy campaign organized from the Department [See Appendix G vii.].

Yet other provider agencies to emerge/re-form in the 1980s would be

- the Rural Development Centre (formerly K.R.A.U./A.R.A.U.), now federally funded and now expanded by its Rural Counselling Resource Centre³⁵ ('established to support Australia's rural counsellors');
- the Centre for Electronics in Agriculture (established in 1985 to develop new applications of electronics to animal production, but soon using electronics 'to improve all facets of agricultural productivity');
- or: the Centre for Water Policy Research (established in 1987 as one of twelve national centres of concentration on water research).

* * *

Quite clearly the later 1970s - like the 1980s - would be a time of very diverse outreach to the community and, equally, one of the rise of more and more University research centres (for both the pure and applied investigation of problems in given subject areas³⁶). The time was confused one for several reasons -

- (i) the more widespread use of the term 'higher education',³⁷ as a blanket one blurring the distinctions between universities, colleges of advanced education and T.A.F.E.;
- (ii) the confusions within the A.A.A.E., as to whom should comprise its members and the complication of the rise of competitor

34. See the 1988 *Annual Report* (p. 78) which features its success that year in launching the Technology Transfer Centre, a campaign in which it had played 'a prominent role'. In later 1989, F.M.R.C. will transfer to this site as will various other units and agencies.

35. It was analysing the malaise afflicting country towns, much as the D.A.E. had begun doing in earnest in 1956.

36. No effort has been made to list the smaller, more cultural groups, like the Centre for Australian Language and Literature Studies, all with like regional/community thrust.

37. The 1982 *University Calendar* would be the first to have 'and Higher Education' added to the earlier name, 'the Centre for Administrative Studies' (in Education). Later that Centre would absorb the members of the Continuing Education Teaching Unit.

- organizations;
- (iii) the official links with the N.R.C.A.E., despite their not being perceived by the academic body within the university institution;
 - (iv) the implementation of complex (and confusing) regional activities, yet perhaps more valid for regional development than the cumbersome 'grand schemes' of the Whitlam period (1972-1975);
- and (v) the rise of C.I.A.'s, T.A.F.E. Outreach and other groups intended to assist personal and cultural development amongst the adult populace.

From the point of view of the Department, hindsight suggests that S.J. Rooth, a long time civil servant himself, had been able to do what would have been impossible for his predecessors - namely lead the Department's activities into close association with the New South Wales Board of Adult Education, and in this he was ably supported by his (former) deputy Neville Crew. Then too, although he had not played a significant teaching part himself, he had taken his department³⁸ - albeit reluctantly - into the academic work of the Faculty of Education.³⁹ While not a dynamic performer at the meetings of the Academic Board of the University, Rooth had enjoyed the respect of men like Lazenby or Butland within the University, and of governmental figures in Sydney and in Canberra. The further academic (and financial) confusions of the 1980s about the Department's size, or rôle, need not concern us here. It is, perhaps, enough to stress that he led in very troubled times and managed to bequeath to it a new structure which should survive into the 1990s. Nor is it necessary to argue that there is any less validity in the Department's last rôle⁴⁰ of provider of Continuing Professional Education work and of supporting morally those bemused by the final arrival of: automation; undreamed of leisure; social disunity; and the massive concomitant problems of adapting to such universal change.

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A failed master-stroke

Interestingly, the 'think-tank', created by calling together all the University's a.e. providers had sought, in the late summer (29 February - March) of 1980, to bring all the agencies under the one roof, the entire complex of the former Robb College which would then become a grand centre

38. Later this would be largely confined to the 'Teaching Sub-Unit'.

39. By the late 1980s the Department's teachers would also appear on such bodies as the Research Committee of the Faculty of Arts.

40. The progression had been: community challenger; cultural entrepreneur; generalist adviser; and then, 'filler-in', providing/sponsoring the educational offerings not readily available elsewhere.

for the D.C.E., F.M.R.C., A.G.B.U., R.C.M.D., and many others. Had this plan succeeded, there would have been such benefits as:

easy community access to the location on the city edge of the campus;
fruitful interaction between the agencies, hitherto scattered;
excellent facilities for media releases;
and the most solidly built of the colleges, with its excellent conference facilities.⁴¹

The keenness of its Chairman, the Pro-Vice-Chancellor, Professor J.L. Dillon, would have ensured the move thither of A.B.R.I., and perhaps, A.R.A.U., but the actual centralizing scheme foundered on the reluctance of one person to participate, and the moment for an amazing integration⁴² was lost, leaving the matter of extension/community dialogue as confused and fragmented as it had been before. Yet the workshop was discussed in the September 1980 papers for the Academic Board (pp. 845-8), when Dr. William Hannah, Chairman of the outgoing B.C.E. deemed it the basis of an 'exceptional' policy statement that should serve the University well in the future, if only one could overcome

what the Board perceives to be a general malaise on this campus concerning University extension. (p. 848)

Perhaps we may leave the Department and the B.C.E. with some of their recommended policies⁴³ - as 'social conscience of the university' - for U.E. which were sent to Council (on 13 October 1980) and to the (new) Academic Board (on 27 October 1980):

to provide a balanced programme of extension activities serving professional, cultural and community interests;
to assist people in the community to update and understand information important to them in their work and daily living;
to project to the wider community the spirit of enquiry, the respect for evidence and truth;
to foster and encourage the participation of adults who wish for and need credit and non-credit coursework through either internal or external study;

41. Not merely the new Centre, described earlier in this Chapter. [It should be noted that the present writer was a member of the 'Think-Tank' team involving more than 20 representative persons much involved in disparate sections of the University's then complex extension outreach.]

42. It would appear that a 'less liberal' synthesis may be possible if F.M.R.C. is followed in 1990 and later by other 'practical' providers, in its move to the new Technology Transfer Park, also to be established on the perimeter of the sprawling campus.

43. Slightly paraphrased from B.C.E. 80-16, printed in Academic Board papers (pp. 849-850).

to devise offerings for general and particular publics in an understandable form that will emerge from a process of dialogue with them so that what is provided meets their needs as they see it;
and to be innovative and forward-looking to serve the changing needs of society in ... engaging in open dialogue.⁴⁴

The sad truth is that the Department of Continuing Education had been given but little credit for having put its house in order, and its ability to provide positive and exciting working papers for the Professorial Board and new Academic Board, via the Board of Continuing Education, had been but little noticed. The quotations above were from the last words of the B.C.E. prior to their dissolution. Perhaps this phase of the Department's articulate protest is best encapsulated in their still timely challenge⁴⁵ to 'pure research alone' on 13 November 1978:

No one asked what problems the research will solve. Where is the research directed to the major issues such as the energy crisis, the problem of international trade, financial recession, unemployment, technological change, increasing leisure time, or preventative medicine?⁴⁶ Where is the critical analysis of society?

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44. The rest of this document, on Community Aims, Resource Use and Extension Units, is quoted *verbatim* in Appendix H i.
45. In the Professorial Board papers for 21 November 1978, pp. 11675 to 11682.
46. E.C. Iceton would lead many seminars in this area of Community Medicine in the 1980s.