

## APPENDICES:

## Foreword

The various clusters of documents and analyses given here - (approximately sequential to their order and relevance to the main text) - elaborate on and flesh out with some specific detail matters either referred to in that text or more generally illustrative of the further movement of specific northern N.S.W. extension activities. Particular reference is paid to those units, institutes etc. which had 'hived-off' and so no longer could be seen, because of their autonomous nature, as ever having derived from an origin in the 'Department'.

Various organizations were, through a representative, more or less sequentially added to the purview/membership of the Board of Continuing Education during the 1970s. Thus, in 1980, an ideal membership was recommended as:

The Directors of the principal campus organisations now involved in the University's extension efforts: these members should consist of -

- a) the Director of the Department of Continuing Education, or his nominee
- b) the five Directors, or their nominees, of the self-sustaining units: FMRC, IHE, ABRI, AGEU, ARAU
- c) the Chairman of the Campus Conference Centre, or his nominee
- d) the Director, Heads or their nominees of any other UNE extension units formed in the future.

Yet it cannot be said that their policies, or the self-determined emphasis of their activities, were ever discussed in any detail<sup>1</sup> on that Board. This change of direction at the University's extension committee was in marked contrast with the earlier Adult Education and University Extension Committees, whose deliberations and business were so much centred on the Department itself - not least because of its importance to the University, and since it was the only provider or organiser of extension activities at that time.

Some of the university units were essentially practical, as in the reports/details in such following appendices as: Rural Accounts (Eiii); A.B.R.I. (Fi); K.R.A.U./A.R.A.U./R.D.C. (Fv, Giv); A.G.B.U. (Giii), etc.

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1. This view is based on personal knowledge and on careful analysis of the Minutes of the B.C.E.

Others were more community based e.g. N.E.R.A.A.L. (Gv). Other activities again passed into the extension work of various Government departments or governmental agencies.

Yet other appendices document (departmental) activities in ways that would be too detailed for inclusion in a running text history which is also a thesis concerned with the rise and eclipse a central plan of extension for the institution itself. But the activities all have a common core - they were generated by the work of the department in its role as facilitator, but by no means dominant force. Indeed these numerous efforts have as their core/seed the idea of informing/helping the people, where they lived, as they lived, and assisting them to the way of more meaningful life to which they aspired.

The difficulty with (the history of) all community-based educative/developmental work is the plethora of documents which are generated at the time, but which are not preserved in total, and are quite extraordinarily hard to locate. The present researcher has had to collect most of the papers on which the thesis is based from a multiplicity of sources, private, governmental, and perhaps most significantly, from the user-consumers of the extension offerings. That preservation tells its own story as to the pride and satisfaction of those people at being associated with these varied and life-satisfying activities.

## APPENDIX A

The Auckland (New Zealand) W.E.A. and its Influence on New South Wales

Mention has been made above of the personal background of New Zealand social and economic thought in the case of J.P. Belshaw and his work for 'rural economics' both in the catchment area of the N.E.U.C. and for the nation. Yet it is not without significance that, some years before he died, Jim Belshaw had given the writer a copy of a 16 page typescript (*M.S.A.* - 157, W.E.A. Auckland District Records) held in the Archives of Auckland University, which he, Belshaw, stressed as an item of historic importance. Its title is 'The Auckland W.E.A. 1925-1934' and its author Lascelles (J.L.J.) Wilson (1898-1988). When Wilson joined these classes in New Zealand, he had already been a soldier-settler dairyman, and a timber feller, and was then in the city working as a linesman for the Electric Power Board. His recollected remarks (of c. 1960?) are fascinating for many reasons, not least for his emphasis on the significant 'chance encounters ... in adult education' which 'profoundly changed' (p. 1) the lives of himself and several others.

Long years after I had left New Zealand, the Minister for Education in New South Wales, 'Bob' Heffron,<sup>1</sup> later the State Premier, told me how chance had taken him ... to the WEA class in economics at the Auckland Trades Hall, tutored by Professor Grossman. ... Whatever its other contributions to young Heffron, this course left him with an abiding sense of debt to the WEA and adult education. As Minister for Education in the early 1950s, he gave very tangible proofs of the strength of this recollection to the WEA and adult education generally in N.S.W. (p. 1)

The Wilson essay refers to other consequences of the Auckland W.E.A. classes in the period 1925-34, including: participation by the future New Zealand prime minister, Michael Savage (p. 1); the emphasis on earlier and contemporary drama (p. 3); the holding of residential summer schools from 1926 (p. 4); the dynamic work of Lloyd Rees, first in Dunedin and later in Sydney (p. 5); the rise of the journal, *Highway* [a New Zealand *Current Affairs Bulletin*] in 1926 (p. 6); the involvement of New Zealand professors of economics with adult education,<sup>2</sup> (*passim*); the stress on 'Education for Social Change' (p. 9); the exciting contributions from Horace Belshaw, professor of economics at Auckland University College from 1927,<sup>3</sup> described thus by Wilson in retrospect -

so eminently rational; so restrained in argument; so sympathetic to opposing views that were rationally expressed ... especially at the later Summer Schools, when economic and political issues had become the subject of acute controversy. (pp. 9-10)

and again as

young, vigorous, enormously enthusiastic and a man who had proved himself earlier as a tutor organiser for the WEA on the West Coast. His ideas on New Zealand's economic problems were challenging ... He was immensely popular because of his infectious gaiety, and, for those who became his students, his

stimulating teaching. (p. 11)

While much more could be extracted from this fascinating essay, its importance to Armidale is very great, as the late J.P. Belshaw indicated. For New England adult education it may be held to explain:

Madgwick's ability to keep in touch with the 'common man' through his long-time friend and deputy's<sup>4</sup> plainness of manner and contact with the worker-consumer;  
the many 'New Zealand ingredients' in Madgwick's a.e. philosophies (particularly 'report writing up' and the issuing of proceedings of events held);  
the Horace Belshaw career pattern, of theory and practice, as emulated in so many ways by his impressionable much younger brother;

and what may be termed 'the New Zealand mafia' of determined New South Wales adult educationalists, James Belshaw, Bob Heffron, Lascelles Wilson, Jim Warburton, and, finally Des Crowley, as the first Director of the University of Sydney's renamed 'Department of Adult Education' (from 1964).

- . . . . .
- (1) Robert James Heffron (b. Thames, New Zealand, in 1890) entered the N.S.W. Parliament in 1930, serving as Minister for National Emergency Services (1941-44) and Minister for Education (1944-60), as well as Premier, (1959-64). The University of New England awarded him the degree of Doctor of Literature (*h.c.*) in 1956 for his work in establishing the University and 'your sympathetic attitude and vigorous implementation of the Government's policy towards tertiary education' (formal letter of 17 July 1956 offering the degree - letter by R.B. Madgwick).
  - (2) See D.W. Crowley on this, p. 647, in his article on J.L.J. Wilson, in J.E. Thomas and B. Elsey, *International Biography of Adult Education* (1985).
  - (3) Actually from 1927 to 1944, and so the teacher of his younger brother, James.
  - (4) Their friendship began with; Wilson's 1936 appointment as Assistant Director of Tutorial Classes at Sydney University under Duncan; continued in the A.A.E.S. where Wilson was Deputy Commander, and then Colonel; covered the Mills-Wilson work of 1947-48; Wilson's Sydney Directorship, 1950-63; Wilson's election in 1960 as the first chairman of the A.A.A.E., etc.; and the close relationship continued until Madgwick's death.

## APPENDIX B

Contents of the 1953 Rural Science ReviewA. Papers from the Continuation School of Animal Husbandry and Agriculture (at Armidale)

- Dr. G.L. McClymont                      Property Management - Observing, Reasoning, and Experimenting. Pp. 1-4.
- Mr. J.C. Cotsell:                      Pasture Improvement in New England. Pp. 43-53.
- Mr. A. Johnson:                      Pasture and Fodder Crop Programmes on the North-western Slopes and Plains. Pp. 54-59.
- Dr. F.H.W. Morley:                      Problems of Fertility in Sheep. Pp. 83-88.
- Professor H.R. Carne:                      The Ecological Approach to Animal Disease. Pp. 89-90.

B. Papers from the School of Animal Husbandry and Agriculture. Dubbo, May 1953

- Mr. A.J. Anderson:                      The Chemical Aspects of Pastures and Soil Fertility. Pp. 5-14.
- Mr. J.M. Vincent:                      The Nitrogen Economy of Soils. Pp. 15-20.
- Mr. E.J. Breakwell:                      The Establishment and Maintenance of Pastures (Part D. Pp. 21-32).
- Mr. E.J. Breakwell:                      Do. (Part II). Pp. 33-42.
- Dr. G.L. McClymont:                      The Fundamentals of Animal Nutrition. Pp. 50-71.
- Dr. G.L. McClymont:                      Practical Problems of Animal Nutrition. Pp. 72-82.
- Mr. W.H. Southcott:                      Animal Parasites. Pp. 103-106.

C. Contributed Papers

- Mr. D.C. Blood:                      The Treatment of Livestock Diseases. Pp. 99-102.
- Mr. W.H. Southcott:                      Some Hints on Performing the Modified Mules' Operation. P. 107.
- Mr. H. McL. Gordon:                      Post-Mortem Examination of Sheep. Pp. 108-110.

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## APPENDIX C

Typical Early (Howard organized) Mamoi Weekly Classes, etc.

The enrolments at Tamworth in weekly classes in the period 1956-1960 would average annually over 500 with the recurring themes of: orchestra; music appreciation; the appreciation of ballet; foreign languages; religion; philosophy; and modern art. For many of these lectures the chairperson and often the joint lecturer was Howard himself, with a suitable local lecturer,<sup>1</sup> to team up with the chairman-lecturer.

The following items are excerpted from the 1958 Report

## A. Classes

Centre	Subject	Lecturer	No. of Lectures	No. of Enrolments
Manilla	Music Appreciation	Mr. I. Lazlo	10	7
"	Art Craftsmanship and Hobbies	Mr. P. Mun-goven	11	33
Tamworth	Orchestra Class	Mr. A.C.M. Howard and Mrs. L. Kesteven	10	20
Tamworth	Art Appreciation	Mr. J. Cramp	10	20
Tamworth	Secondary Education Report	Panel	8	73
"	Public Speaking <sup>2</sup>	Panel	10	34
"	Philosophy	Father A.R. Ebbs	10	13
"	Ballet Appreciation	Madame E. Zorina	10	20
"	Psychology	Dr.L.C.D. Kemp	5	54
"	French I	Mr. P. Patterson	10	10
"	II	"	10	35
"	Italian	Mrs. E. Buzo <sup>3</sup>	10	14
"	German	Mr. N. Webb	10	14
"	Music	Mr. L. Bell	10	19
"	Orchestra Class	Mr. A.C.M. Howard and Mrs. L. Kesteven	10	20
"	Great Figures in Protestant Thought	Panel	4	11

"	Philosophy <sup>4</sup>	Father A.R. Ebbs	10	42
"	Public Speaking	Mr. J.W. Warburton	10	29
"	Understanding Your Child	Dr. L.C.D. Kemp	5	32
"	Orchestra Class	Mr. A.C.M. Howard and Mrs. L. Kest- even	10	20
"	Music Appreciation	Mr. L. Bell	2	21
"	Making a Home	Panel	9	28

#### B. (Rural) Schools and (Regional) Conferences

Centre	Subject	Duration	Enrolments
Coonamble	Rural Science and	3 day	232
	Interior Decoration	"	202
Moree	Local History	"	26
Narrabri	Public Speaking	"	35
"	Astronomy	"	22
Quirindi	Rural Science	"	252
Wee Waa	Public Speaking	"	29

#### C. Discussion Courses<sup>5</sup>

Narrabri	Hereditiy in Humans	7
"	The Primary School Child	14
"	Current Affairs Bulletin	6
"	Applied Psychology	8
"	The Primary School Child	7

In addition, numbers well in excess of 12,000 were estimated to have viewed in the region two Department sponsored travelling exhibitions, one of Australian artists, the other of Aboriginal Culture.

- (1) After the acquisition of the Brisbane Street Centre in 1962 and the more ready use of university cars, it became more common to bring lecturers from Armidale for the evening class (8-10 p.m.). Classes were a staple, partly because of the Sydney extension model and more particularly because of the population concentration in Tamworth and adjacent towns. Often the publicity of an activity in the (larger) centre would enable it to be repeated in modified form nearby.
- (2) Vocal articulation and elocution were of especial interest to A.C.M. Howard. See the photograph of him in a typical articulating pose, *A.D.H.S.J. & P.* 29 (1986), p. 60.
- (3) The Armidale-based mother of Alec Buzo, the later playwright.
- (4) This, like other seeming repeats, was a further class in a later 10-week term. In order to match the schools' teaching, terms could not go beyond 10-11 weeks and were often shortened to 8 meetings, then 10 years later, to 4.
- (5) Although not always tutored from Tamworth, they were organised and, usually, visited by the Nanoi officer. He, like many others tutored - and promulgated on radio - the early successful course, *Readings in the Ways of Mankind*, (a work edited and with commentary by Walter Goldschmidt, a 1957 publication issued by the Fund for Adult Education, U.S.A.).

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## APPENDIX D i

University Rural Research

In later 1963 and early 1964 more research grants were coming in for the 'rural' faculties, as with

- five research grants from the Australian Cattle and Beef Research Committee;
  - support for plant physiological research on the significance of root reserves in the regeneration of pasture plants after grazing;
  - supplementary and drought feeding of cattle;
  - the establishment of a number of farm accounting advisory groups by the Department of Farm Management, in collaboration with country accountants;<sup>1</sup>
  - the establishment of a Poultry Research Fund Group (initially meeting, 1/7/63, at the Tamworth Adult Education Centre) to facilitate exchange of ideas between the industry and the University; (the Group, working with G.L. McClymont and R.B. Cumming, would meet both at the University and at least annually in Tamworth)
  - J.M. Taplin's work on Winter Feeding for Lambs;<sup>2</sup>
  - A.J. Davies<sup>3</sup> (of Public Administration, Faculty of Agricultural Economics) speaking on 'Decentralization' in Tamworth (July 1963) and on 'Regional Planning' in Kempsey (November 1963).
- while - J.H. Bell<sup>4</sup>, 'was researching Social Stratification and a provincial urban community in the New England Region'.

The list of these interactive community/university research projects, occurring alongside the named Community Development exercises, could be multiplied several times.

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- (1) See the brief report, *Bulletin*, March 1964, p. 17.
- (2) A survey of this research appeared in the *Review of Marketing and Agricultural Economics*, Vol. 31, No. 2, June 1963.
- (3) Under Vice-Chancellor Cowen, this section would transfer to the Faculty of Arts and become the Department of Politics. A.C.M. Howard assisted Davies with data in this subject area. (See his Personal Files.)
- (4) His department, Sociology, was also still in the Faculty of Agricultural Economics.

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## APPENDIX D ii

Some early Solicitors' Conferences

These Warburton organized solicitors' weekends were a series<sup>1</sup> arranged in conjunction with the North and North West Law Society, e.g.:

Dates	Special Themes	Lecturers
(1)* May 28-29, 1960	Problems Arising in relation to Stamp, Death, Estate and Gift Duties and Income Tax	Mr. Edward St. John, B.A., L.L.B.; Q.C. Mr. Russell Fox, <sup>2</sup> L.L.B., Editor of <i>The Australian Law Journal</i>
(2) February 24-26, 1961	Income Tax Problems, etc.	As in 1960
(3) February 16-18, 1962	Proposed: Company Legislation; Land Titles changes; Matrimonial Causes, etc.	Mr. B.R. Davies Deputy Registrar- General; Mr. D.L. Godfrey- Smith, Barrister- at-Law; Mr. W.R.D. Stevenson, Solicitor.
(4) February 7-9 1964  May 30-31st 1964 (request of Clarence River & Coffs Harbour Law Societies)	Will-makers; Maintenance, etc; Worker's Compens- ation (Amendments etc. to) Moneylenders Act, (Hire) Purchase Agreements	Mr. A.F. Mason Mr. P.B. Toose Mr. H.M. Gibson  Mr. P.E. Powell, Barr.-at-Law  Mr. A.M. Gleeson, School of Law, Sydney.
(held at the Diocesan Centre, in Grafton)		
(5) February 5-7 1965	Form of Contract for Sale of Land. Fences, Roads, etc.	Mr. H.W. Tebbutt  Mr. Every-Burns

- \* The number in the Armidale series (still running in 1988)
- (1) This list has been compiled with the assistance of Ian M. Johnstone, Solicitor, of Armidale. Details are given of items of contemporary/subsequent interest, especially the styles of the lecturers later much more distinguished. All seminars were at Armidale, unless otherwise indicated.
- (2) Later Mr. Justice Fox of the A.C.T., the Ranger Inquiry, etc. and from this period a staunch supporter of U.N.E., who, soon after this, would buy a rural property near the university.

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*Appendix D iii*

Early popularizing (1939-64) of geology by the Department of Adult Education/University Extension

Although it was not solely engendered by work organised by J.W. Warburton, it is appropriate to refer here to this one teaching department's outreach<sup>1</sup> through the university's extension arm. This popularizing agency is called 'an excellent avenue for spreading of an acquaintance with geology' (p. 24). The mechanism is described thus:

Classes usually consist of two or three lecturers, a practical class and an excursion held over a weekend. (*ibid.*)

It was recorded that about 80 such schools had been given by the members of the Department and some 2,000 persons contacted. It was reported (p. 25) that places where schools had been held<sup>2</sup> included:

Alstonville, Armidale, Ballina, Barraba, Bellingen, Bendemeer, Bingara, Boggabri, Casino, Coffs Harbour, Coonabarabran, Coonamble, Ebor, Emmaville, Glen Innes, Grafton, Gunnedah, Guyra, Inverell, Kempsey, Kyogle, Lismore, Maclean, Narrabri, Tamworth, Taree, Tenterfield, Uralla, Walcha and Wollun.<sup>3</sup>

The exercises were indirectly responsible for the very large enrolments in undergraduate courses in the early years. Professor Voisey's colleagues and successors in the Department of Geology would resist the external teaching of their subject for almost thirty years more. Voisey had wanted such courses to be available from c. 1956 onwards.

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- (1) Uniquely written up in a departmental history by A.H. Voisey (Foundation Professor of Geology) in his booklet, *The First Twenty-Five Years of Geology in the New England University College and in the University of New England (1939-64)* (1964), where it is summarized, pp. 24-25.
- (2) Most were in the Tablelands Region and the next most popular Region was the Mid-North Coast, Voisey's major local research area.
- (3) These were a further, if supplementary, help in the serious research task of the compiling of geological printed maps for north-eastern N.S.W. (scale of 1: 1000,000), which began to appear regularly from early 1964. Many of the maps were prepared by that same long-serving group of teaching staff (B. McKelvey, H. Gutsche, A.E.H. Pedder, S. Shaw, and others).

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*Appendix E i*A Possible Tamworth Residential College<sup>1</sup> and Residential A.E. Expansion

From the middle of 1964, there had been a plan from the Trustees of the Tamworth Adult Education Centre for a Residential College there. Writing<sup>2</sup> about the idea to the Secretary of the Chamber of Commerce, A.C.M. Howard in explanation quoted the scriptural injunction, 'Get thee into a desert place and rest a while', stressing the need for a retreat for

'the complete and unqualified absorption of the student into the learning process in regard to the material or problem to be studied'

and adding that, in such a college, detached living was 'a matter of spiritual, mental and physical recreation and refreshment', as well as of great value as an education and more conducive to 'purposeful learning'. He hoped for such an a.e. college in Armidale and another one in Tamworth, 'the headquarters for the North and North-West of the N.S.W. Education Department, State Agriculture Extension Services, etc'. Such a Tamworth College would be used by the P.M.G., Chamber of Commerce,<sup>3</sup> with the University paying the salaries of the staff, much as at the Namoi Centre. A planning committee was suggested, in order to publicize: the A.E. Centre; the city's Kable Centre; the Little Theatre project; to write to U.S. Cultural foundations (Kellogg, Carnegie, or Rockefeller); and it was urged that J.B. Regan (a Tamworth member of the University Council) might well be deputed to visit these educational trusts when next overseas.

In subsequent months, various centrally placed old houses were noted - the possible purchase of Elliot Cohen's house in Carthage Street, - a project on the lines of the Adelaide W.E.A.'s buying and then refurbishing Graham's Castle as a residential a.e. college. A.J.A. Nelson<sup>4</sup> was supportive of this project for Tamworth, because of a similar need in Armidale due to

an increasing interest in our utilization of un-used University accommodation.

Further, contemporary correspondence reveals apparent University suasion on the Director for him to utilize 1000 college rooms for 12 weeks per year, or, minimally, to bring 10 more courses of 100 persons, for 12 weeks.<sup>5</sup>

This Tamworth scheme was laid before the Vice-Chancellor and much stress was placed on the need not to arouse false hopes locally, not least because of the A.U.C.'s likely objection to providing funds for residential a.e., rather than for residential university extension. The Assistant Director then expressed his worry that the Tamworth staff might thus have become (over-)committed to intolerable burdens, when the 'pioneering days' were over. Lists were compiled of possible uses for a Tamworth College - work for local government engineering certificate, the Institute of Engineers, Assurance Seminars, Surveying examinations,<sup>6</sup> (U.N.E.) external students' gatherings and teaching, planning and financial seminars, farm management courses, staff training exercises, etc. Similarly, it was suggested that some compulsory external residential schools might be transferred to Tamworth. But soon caution came into play, as in Dr. Madgwick's letter to the Mayor on 16 July 1964, stressing the

'considerable number of' difficulties both financial<sup>7</sup> and administrative which the University would need to consider before any final decision could be taken.

Yet, two months later (on 25th September 1964), - as reflecting Council enthusiasm - the Registrar would write to the Tamworth City Council in encouraging vein, noting:

The members of the Council felt that the establishment of such a centre in Tamworth would have a most desirable influence on the nature of the University's work in the Namoi area.

In the next two years, the scheme became entangled with a possible liberal arts college (pace the Martin Report), or with a developed Tamworth Technical College, and various suggestions of the new Federal Member (I. Sinclair), the whole becoming further complicated by the fact that the project had never been formally approved by the University Council.<sup>8</sup> Further, the Tamworth City Council had gone about things incorrectly in not first acquiring a site, and making a proper plan, and so formally involving the University by an offer of an actual building. Yet the whole enterprise could have succeeded, as the documents make obvious, with clearer thought, proper process and continuing pressure being applied by the Tamworth authorities.<sup>9</sup>

- (1) See file of this name, in Namoi Archives.
- (2) On March 13, 1964.
- (3) Newspaper reports had suggested its strong interest. The idea may well have come from J. W. Warburton, relieving there during the previous year.
- (4) Memo, 2/4/1, of April 1964.
- (5) Since some six new staff were mentioned, this was, arguably, the impetus that could, and did, lead to the great expansion of Residential Schools later in the decade.
- (6) Many of these groups have used the Centre in Brisbane Street since c.1970.
- (7) Indeed, A.C.M. Howard would write to the Registrar on 10 August 1964, arguing: 'A very good case could be made for the closing of the regional offices'.
- (8) Letter from the Vice-Chancellor on 25 August 1965 to the Hon. I. Sinclair. In some ways all this anticipated the Tamworth Community College. See Appendix F iv.
- (9) A.C.M. Howard's excellent local contacts over at least twenty years, his friendship with the Hon. I. Sinclair, and the legitimate desire of Tamworth for a tertiary/quaternary education institution were all available catalysing forces, but the City Council could be said to have unduly blurred the issue by unwise/premature public statements which implied enormous capital costs for the University.

## Appendix E ii

Postscript to N.E.R.D.A.

N.E.R.D.A. would produce in 1975<sup>1</sup> a last publication, *Efficient Use of Superphosphate in New England*, with the support of the Australian Wool Corporation. It came, specifically, from a sub-committee of the Association, with further strengthening by -

- the Dept. of Agronomy, U.N.E. (G. Blair);
  - the Commonwealth Development Bank (S. Christensen);
  - the N.S.W. Department of Agriculture (P. Cregan, R. Godden, and B. Scarsbrick);
  - the C.S.I.R.O (J. Hilcer);
- and - the Department of Continuing Education, (W.J. McCarthy).

It would also assist with the survey of learning needs in its own area, a project led by N.D. Crew and modelled on the work of A.W. Eberle almost thirty years before. [See Chapter VIII.]

- (1) Then under R.J. Gordon as President. By 1975, the Council of N.E.R.D.A. included women members, representatives of C.S.I.R.O., and the N.S.W. Department of Agriculture, as well as the university sociologist, Professor J.S. Nalson.

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## Appendix E iii

The Australian Committee for Coding Rural Accounts<sup>1</sup> (1966-70)

The origins of this group, concerned with similar farm liquidity problems (i.e. to those of the Rural Credit Conference, October 1966), are difficult to define precisely. Formally the Committee was constituted because five bodies, requested to appoint delegates in order to establish the Committee, agreed to do so. They were:

1. The Australian Society of Accountants;
  2. The Bureau of Agricultural Economics;
  3. The Faculty of Agricultural Economics, University of New England;
  4. The Farm Management Section, Australian Institute of Agricultural Science;
- and 5. the last also representing the Australian Association of Farm Management Consultants.

The decision to set up A.C.C.R.A. was made at a meeting convened by the Australian Agricultural Economics Society and held at the University of New England in August 1966. The decision to hold, at Armidale, a National Workshop on Standardizing Terminology and Procedures<sup>2</sup> in Farm Management Accounting had been made at a special evening meeting of the annual conference of the Australian Agricultural Economics Society (Melbourne, February, 1966). The purpose of the Workshop - run by the Department of University Extension, and attracting 48 representatives of 'professional farm accountant bodies' - was to consider progress towards such standardization amongst accounting organizations. The organizing committee, headed by Professor J.L. Dillon, then arranged the actual workshop for persons 'active ... and of sufficient standing in their profession' from:

Australian Association of Farm Management Consultants;  
 Australian Society of Accountants;  
 Bureau of Agricultural Economics;  
 Commonwealth Development Bank of Australia;  
 Commonwealth Taxation Office;  
 Farm Management Section A.I.A.S.;  
 I.B.M. Australia, Pty. Ltd.;  
 Institute of Chartered Accountants in Australia;  
 National Cash Register Co. Pty. Ltd.;  
 New Zealand Society of Accountants;  
 Reserve Bank of Australia;

as well as from seven major state/quango departments, and of five major universities.

The two principal and unanimous recommendations of the workshop were that -

- A.C.C.R.A. should be created;
- and that the Queensland book, *Accounting and Planning for Farm Management*, be adopted as a base text.



The A.A.E.S. had had for some years a committee working on related problems and chaired by E.J. Waring, while other active workers in this area were J.N. Lewis and R.A. Pearse<sup>3</sup> (the three coming from the Department of Agricultural Economics, U.N.E.). All these inter-related committees: were small; did not include members of farmer organizations; could meet easily; were especially concerned with the welfare of primary industry; and had contact with an excellent research man in accounting in G.G. Meredith,<sup>4</sup> who was coopted at the first meeting of the Committee. The Committee's terms of reference were:

1. To develop a system of coding farm accounts sufficiently comprehensive to be generally acceptable to the accounting profession.
2. To develop a detailed glossary of all terms required for farm management accounting.

The task proved to be of very considerable magnitude, and the final *Manual* acknowledges (p. 16)

the major contribution made by Messrs. Price Waterhouse & Co. in the preparation and presentation<sup>5</sup> of the code and associated documents.

The whole exercise and its resultant product and ongoing influence alike illustrate

the very considerable 'applied' expertise then available at U.N.E.;  
the ability of the department (of U.E.) to host such an exercise initially;  
and the way in which systems deemed indispensable a generation later were the product of long and hard U.N.E. extension work in the community's interest.

- (1) Various reference are to its *Workshop Manual*, a large sectionalized volume, issued in Canberra in May 1970. See also Chapter VI.
- (2) See also A.H. Chisholm and J.L. Dillon, 'Discounting and Other Interest Rate Procedures', in *Farm Management* (Professional Farm Management Guide Book No. 2,) (U.N.E., 1966).
- (3) He had spent 1965 in the U.S.A., evaluating farm accounting systems there, and felt strongly that the confusion of methods and techniques present in North America should be avoided, if at all possible, in Australia.
- (4) Soon to be Dr. and then Professor, G.G. Meredith, and remain permanent head of U.N.E.'s Department of Accounting and (later) Financial Management.
- (5) Many of the methods of lay-out and sectionalized manuals would be followed by F.M.R.C. later.

*Appendix E iv*

Development in the Macquarie Valley

The Department of University Extension, through its Namoi Office, responded to an approach by the Macquarie Regional Development Committee<sup>1</sup> by organizing a Seminar (held in Dubbo in April 1968), the chief aim of which was to encourage among local residents discussion<sup>2</sup> of the region's future and of active participation in development programmes. The first of these purposes was woven into the Seminar programme which allowed free discussion to promote application of the principles of development to local conditions. The second, 'participation', was approached through a workshop (also in Dubbo), a month later, when a small study group, led by A.J.A. Nelson and N.D. Crew, undertook an examination of the techniques of leadership.

A local committee did most of the planning, assisted by Associate, Professor E.R. Woolmington (Geography, U.N.E.), while there was much potential for further community self help in the fact that W.A. Butterfield, Director of the New South Wales Department of Decentralization, was present. (A cavil might, however, have been the excessive/relative degree of detachment/objectivity of Professors P.G. James, E.R. Woolmington and J.S. Nalson.<sup>3</sup>) The first two papers were:

- (i) 'Principles of Regional Development', P.G. James (pp.-24);
- and (ii) 'Natural Resources and Economic Development', J.A. Sinden,<sup>4</sup> (pp. 25-50).

The first was concerned to explore 'development' - social, political, economic, or cultural' - and to consider the principles by which it might be facilitated, viz.:

the goals of development, its mechanics, its constraints<sup>5</sup> and its achievement. (p. 1)

The diffuse and very generalized paper - (or so it seems when read subsequently) - returned finally to stress, more cogently, the same principles:

- 1. selection of realizable goals;
- 2. choice of the most suitable actions;
- 3. appraisal of the likely obstacles, and the need to 'assess ways and means whereby they might be overcome';
- and 4. the self-organization to ensure that the policies agreed upon are implemented, 'step by step,<sup>6</sup> stage by stage'. (p. 24)

The Sinden paper was wide-ranging, treating many countries and products, but of particular interest for its references to the lower Clarence Valley (e.g., p. 33), comparing the comparable use of land there for dairy farming and/or the business venture of Federal Match Pty. Ltd; which was growing poplars there.<sup>7</sup> (pp. 33-34) Late in the paper there was some emphasis on 'Theories of Regional Development' stressing the need for efficient use of resources, but this, too, became very general.

The largely demographic papers by E.R. Woolmington - (i) 'Problems and Prospects of Urban Decentralization', and (ii) 'Water and Urban Development', - are both helpful and shrewd in their powers of analysis and

information, as well as of quiet assessment of all relevant factors. They may be summarized:

- i - improved transportation has led to the 'thinning of the mesh' of country service centres, so that those thriving in N.S.W. today only constitute a dozen or so;<sup>8</sup>
- ii - valuable pioneering work<sup>9</sup> by Neutze (p. 54) had led to the suggestion that decentralization might prove more economic than centralization;
- iii - unlike in Queensland, the N.S.W. rail system virtually forced centralism, especially for the rail shipment of primary products;<sup>10</sup>
- iv - some of the country centres could 'take off' if they had an adequate water supply;<sup>11</sup>
- v - Dubbo, on the Water Opportunity Ration (pp. 76-77), could be, theoretically, the state's fourth city (excluding Sydney, Wollongong and Newcastle), the order of size being Bourke, Wagga Wagga, Grafton, then Dubbo, Cowra and Casino - always assuming 'present rates of consumption (p. 83);

and so he could conclude that, for Dubbo, there was 'little or no water impediment to development ... to the status of regional capital'.

The Musgrave paper focussed on agricultural changes possible in the Macquarie Region below Burrendong Dam (p. 96) and argued for growing sorghum, as against cotton, but predicted relatively happy years of expansion 'in the short run'. Others discussed 'Credit for Development' and Professor J.S. Nalson (Sociology, U.N.E.) discussed 'Social Change in Developing Regions' focusing, successively, on

- 1. Value Systems
- 2. Economic systems
- 3. Status systems
- 4. Communications systems
- and 5. Decision-making systems.

He argued that, inevitably, an entering big business is

going to play havoc [locally] with your cosy ideas<sup>12</sup> of community development based on mutual trust, loving your neighbour and keeping it all within the local happy family! (p.140),

and then turned to the notion of the 'mobile' people<sup>13</sup> or 'spiralists':

They ... have similar career paths ... have arisen through our system of universal education ... [have] some degree of professional qualification, [are] employed in large-scale organisations, ... are likely to be important in developing regions. (p. 142)

They were particularly interesting when they settled in a country centre, since they could well become community and country leaders and 'a vigorous element of social change' (p.142), so that

(an) expansion would occur because of an increase in the collective store of information by reason of the movement into

the region of new people (p. 144)

### Nelson's Seemingly Acerbic/Pragmatic Conclusions

The last pages of the paper (and book) are filled with a mixture of challenges/cynical observations:

- *I can see a very strong self-interest here in welcoming the stranger within your gates.*
- C.d. is a popular pastime in rural areas of New South Wales.
- What is this community? Is it the region? Is it the town? Is it all the people? ... Who are *you*, and how well can *You* speak for everybody in the region?<sup>14</sup> (p. 145)

He reminded the audience of the meeting, in Dubbo in 1967, of the Darling Basin Conservation Authority, representing 70 shires, and how powerless it had been. He rebuked local level planning alone as powerless -

*unless* ways and means are found of convincing ... State and Commonwealth

by facts and figures, using

your own economists, sociologists and regional planners to prepare your cases. (p. 146)

Perhaps his script was a response to the vagueness or undue subjectivity and the apparent distancing from specific detail by those who had gone before him.

. . . . .

- (1) It was centred on Dubbo.
- (2) The relative looseness or imprecision of this seminar, especially in terms of the absence of comparative material, is mentioned in the *Gwydir Resources* Paper of 1970. See also 'Preface', by W.G. Maddox.
- (3) They gave, between them, four of the eight papers.
- (4) Both these speakers were from the Department of Agricultural Economics.
- (5) The 'social' constraints were very important. (p. 3)
- (6) Great emphasis was put on 'patience' and persistence.
- (7) The project, edited by Sinden, was written up in 1969 as *Commercial Potential of Poplars on the North Coast of New South Wales*. Sinden also paid tribute (p. 38) to a case of more than doubling of butterfat there, after the Flood Mitigation Authority's work. [Compare Nelson's work there in 1956-57, and Dunton's, 1958-64.]
- (8) Tamworth, Lismore, and Dubbo, being the obvious northern ones.

- (9) He had shown how subjective were most town v. country arguments.
- (10) This would fit with Sir Earle Page's arguments about the need for 'lateral' rail systems, e.g. Inverell-Glen Innes-Grafton-Iluka.
- (11) The obvious ones were Wagga-Albury and the North Coast - as is occurring in the later 1930s.
- (12) This may be some form of satiric comment on the positive thinking/morally good ideas of Nelson and Crew as to c.d. It was, however, true that some (American-led) cotton 'giants' would appear.
- (13) They are similar in many aspects to A.J.A. Nelson's notion of 'transients' (bank personnel, etc.) who were the easiest group to reach with adult education activities, and equally likely to move on fairly soon.
- (14) One is reminded of the regrets, expressed at the 1964 Community Development Conference by Peter Wright, that so many in N.E.R.D.A. did not 'follow the leader'.

\* \* \*

Appendix E v

B.H. Durston (ed.), *Planning and Organizing Programmes in Adult Education* (1969)

The first paper by B. Durston is entitled 'Programme Planning and Implementation' and is largely theoretical. The second, N.D. Crew's 'Programme Planning: An Australian Experience', attempted to evaluate an actual model - N.E.R.D.A.; its formation, assesement of rural problems, and its part in the New England Radio Farm Forum. Crew applied a model of the programme planning process evolved by Boyle, (i.e. his five 'phases') and was, in that retrospect of their work of 4 or 5 years earlier, critical (p. 13) of

- the perceived needs (as originally accepted);
- the lack of a problem priority list;
- the lack of 'clear objectives';
- imprecision as to 'potentially useful or cooperating agencies';
- lack of co-ordinating plans;

and the major deficit was:

There was no involvement of local people, or other extension officers, in the analysis of the survey data, the identification of problems, or the evolution of a programme document. (p. 13)

Yet Crew admitted greater success with small projects and concluded:

In the past, the New England Rural Development Association has shown zest and imagination, and has contributed considerable voluntary effort, in dealing with problems of the regional community. Its enthusiasm and experience continue to provide stimulus for professional workers in this area of Adult Education.

The third paper, prepared from notes provided by A.C.M. Howard, was entitled 'The Rural Community School: An Agricultural Extension Technique' and it described in some detail the planning and organization of such an event.<sup>1</sup> The fourth essay was B.C.F. James' 'The Residential School for Primary Producers: An Educational Challenge', and it is an excellent example of the writer's sensitive yet shrewd style.<sup>2</sup> The particular challenges came about from:

- sheer numbers enrolling (400 on one occasion);
- the need to present theory interestingly so that attention is not lost before practical sessions;
- the mix of persons in a group, from managers to 'older men with little formal education',<sup>3</sup> or men 'from small properties [who] ... are making a real sacrifice in time and money to be at the school at all' (p. 22);
- the plan to have follow-up events in appropriate country towns;
- the need to foster understanding in the 'glib' person;
- or the seemingly differing backgrounds, present even in a small discussion group.

One of his modest, yet important, conclusions is that:

'One should not underestimate the benefit to the individual adult of the educational and social processes at work during the school.'

The fifth paper, by G. Maddox, is entitled 'Education in the Arts' and follows the theories of Paul F. Sheats.<sup>4</sup> It begins with philosophical and social perspectives and then concentrates, somewhat rhetorically on ways of

creating the climate wherein the treasures of the past can be conserved and cherished and transmitted to others, ... (so) leading to creative experiences ... to the benefit of all society.

It is also concerned with the wise use of leisure, 'the challenge of our technological society', not least to 'heighten the social experience of communities'.<sup>5</sup> He discusses in a pleasing and reflective fashion relevant conceptions, such as 'need', 'effort', 'satisfaction', the 'practical' aspect of art, etc. A modest footnote well describes some of his own Namoi group work in 1967 and 1968:

During the past two years, for instance, two art societies<sup>6</sup> have been formed, a choral society re-formed, and assistance has been given ... to historical societies, to a third art group, to two Arts Councils and four lapidary societies ... service clubs, church groups<sup>7</sup> and the C.W.A.

The concluding paper by Nelson, 'Summary and Comment', restressed the importance of planning, reflected on the other papers, and focused on the Crew offering, arguing that the latter was unduly harsh in his (self-)re-appraisal. The value of the paper is its wise stress on the need to relate extension theory to the Australian scene and to develop Australian models (or case studies) for rural extension. Perhaps still smarting under the impact of the various recent investigations,<sup>8</sup> he observes with a relatively trenchant aside:

[It] is nowhere more apparent than at a place like the University of New England [that] .. to have followed the accepted [Sydney] routine in adult education would have been to court failure. (p. 34)

He also emphasized that one can only work by cooperation which 'must start on the campus'.

- (1) In this sense it echoes or complements the various Howard pieces in this area, discussed in earlier chapters.
- (2) He was, perhaps, the best writer produced by the Department, this persuasive elegance arising from the unique mix of: Celtic conviction, economic training, the shy man's ability to watch others, and a passionate concern for the English usage appropriate to the

occasion. (The present writer has been given access to the James collections of linguistic and stylistic usages, colloquialisms, etc. Bernard James was particularly concerned for the valid survival of 'English' English precision, in the face of Australian English's tendency to make the colloquial idiom a part of formal writing.)

- (3) This is similar to the situation with the Communication Schools.
- (4) As in his contribution to 'What is Adult Education? Nine Working Definitions', *Adult Education* (U.S.A.) 5, 3 (1955), 131, ff. He had visited Armidale in 1959, and would again in 1970. (See 1970 Report.)
- (5) Maddox is understood to be planning a long study entitled 'Culture and Community', quite removed from the political surveys such as *Australian Democracy*, for which he has become known in the last decade or so.
- (6) Both - at Tamworth and Carrabutula - still flourish.
- (7) Maddox was a staunch Methodist, Howard a like Presbyterian.
- (8) They were castigated in the Howard letter to Howie in January 1969 as 'traditional', 'British', 'narrow', etc.

\* \* \*



*Appendix E vi*The Work of Tom Keneally, and the Year 1970

The following section is separated from Chapter V, and made an appendix, to indicate that, despite the protracted storms caused by the various investigations of the Department of University Extension, most of its staff were busy 'getting on with the game', and that the Lazenby period,<sup>1</sup> which had already begun, was one of much dynamic and interesting activity, with less 'American theory' and a more generally acceptable home-grown ethos. Further the direct part of A.J.A. Nelson and A.C.M. Howard in the leadership of the Department was passing to other hands. Despite many cynical or despairing comments as to impending disaster, real consolidation was now taking place.

And Tom Keneally, 1969-70

The more recently esteemed as an 'international' novelist, Tom Keneally (b. 1935) had a considerable local association with the University<sup>2</sup> before he joined the Extension staff in 1969, having been: a replacement tutor to the Writers' Retreat (January 1967); lecturer to 'Writers and Readers' (same time); C.L.F. lecturer that year, touring in the regions of the Namoi and Tablelands Regional Offices, with one lecture entitled 'The Australian Drama at the Moment';<sup>3</sup> and tutoring on the second Writers' Retreat (May 1968). About this time the Department had obtained 'outside' assistance to fund a temporary lectureship in Drama,<sup>4</sup> the funds coming to U.N.E. from the state government, on the recommendation of the Advisory Committee on Cultural Grants. His terms of contract read:<sup>5</sup>

The person appointed will be required to help rural communities to develop their drama activities, and to assist in the development of the Department's residential programme in drama. The work done in rural communities could centre on the development of drama groups, but the lecturer will be encouraged to develop approaches which seem especially appropriate in the communities in which he is working. This programme ... could include activities related to the critical appreciation of radio and television programmes, the use of drama in education, drama as an aid to community development,<sup>6</sup> and autonomous group work in drama.

Keneally, the appointee, actually arrived in Armidale on 25 November 1968, directed the Tenth Annual Drama School,<sup>7</sup> January 3-9, 1969, and then the seminar, 'Australian Writing in a World Context', as well as lecturing in the February Seminar on 'Medium, Message and McLuhan'.

Over the period from February to June he was committed to a hectic drama schedule, helping schools, energizing local drama groups, and discussing his own plays.<sup>8</sup> He actually met with local groups in Ballina, Byron Bay,

Casino, Coffs Harbour, Grafton,<sup>9</sup> Lismore, Maclean and Armidale, as well as himself corresponding with groups in Tamworth, Moree, Inverell and Glen Innes. He also issued two series of Background Papers for Discussion Groups, entitled *Five Notable Australian Books*. Series A contained notes on

*Tourmaline*, by Randolph Stow;  
*Australia*, by Russe Ward;  
*Voss*, by Patrick White;  
 and *Riders in the Chariot*, by Patrick White.

The second booklet, *Series B*, looked at:

*My Brother Jack*, by George Johnston;  
*The Tyranny of Distance*, by Geoffrey Blainey;  
*The Watcher on the Cast-Iron Balcony*, by Hal Porter;  
 his own *Bring Larks and Heroes*;<sup>10</sup>  
 and *Cooper's Creek*, by Alan Moorhead.

The choices are illuminating, not least for the fact that the history books chosen were all very much a part of his own reading, while the literary 'Gothic' choices were close to moods of at least the first dozen or so years of his own writing career.

He would also organize the Playwrights' Retreat<sup>11</sup> (August 1969) for 'fifteen novice playwrights of promise', and the 11th Annual Drama School, January 1970. He also participated<sup>12</sup> in a very distinctive development, the holding of then novel Residential Schools, one in Armidale and one in Grafton, where discussion group leaders met and were given training in the fundamentals of cultural leadership and other techniques associated with the operation of Group Study programmes. In early 1970 he also tutored eight groups on his own study course (v. *supra*).

The significance of Tom Keneally to the Department's evolution may not have been deemed very considerable at that time, but in hindsight, it is obvious that he began the still continuing tradition of an important writer-in-residence being brought to the whole northern sector<sup>13</sup> through the agency of the Department. He did much, too, to foster dramatic studies of works written in Australia and for Australians, and started the happy tradition of workshop treatment<sup>14</sup> of a new play before it should attain its final form. He also began a most necessary tradition of the Group Discussion Courses being involved with Australian novels, histories and socio-cultural surveys. His part in various Writers' Retreats was another contribution in bonding poet Les Murray, former priest Michael Parer, and writers like Rodney Hall, Bruce Dawe,<sup>15</sup> Thea Astley and others to Armidale, thereby increasing immeasurably the cultural and literary dynamic of the University's Residential Schools and the experience of the students of the Department of English.

While he would probably have never joined the staff without the catalytic influence of Derek Whitelock, Zelman Cowen<sup>16</sup> and Arch Nelson, Tom Keneally repaid this trust in generous fashion and his abiding influence is one of a new cultural maturity and confidence in the study of and support to Australian letters in the institution and hence in its literary outreach.

While other aspects<sup>17</sup> of this transitional time, after 'Howie' and before Lazenby and Rooth, could be teased out, it is, perhaps, enough, to

analyse further the record of Extension activity in 1970.

#### The Department at the end of the 1960s

There was a most comprehensive report<sup>18</sup> published for 1970, and it makes very clear that, inquiry over, the Department wished to appear responsible and highly organised. Its order of 'Contents' is interesting, since it is like the full annual reports of the University, as it begins with the membership of the General Planning Committee for University Extension,<sup>19</sup> and then follows this by: Staff; Introduction; Staffing; Research, etc. and Grants and Visitors (p. 9), before giving detailed accounts of the Regions and then the (other) Divisions.

The comprehensive 'Introduction', (pp. 4ff.) elaborates on a quotation from the Director-General of U.N.E.S.C.O.<sup>20</sup> on education as 'a dimension of life', and then proceeds to re-defining a.e. as assisting the individual to

more successfully satisfy his economic, social, spiritual and aesthetic needs and aspirations (p. 4);

and stresses that the activity is voluntary. There then followed a review of certain new developments:

the establishment of a Regional Office at Port Macquarie 'for the north coast from Taree to Nambucca Heads and east of the Dividing Range';

a Regional Officer (G. Krippner) at Armidale<sup>21</sup> whose sole responsibility<sup>22</sup> 'would be the provision of University Adult Education programmes on the New England Tablelands.' (p. 5)

As a follow-up of various single earlier schools on decentralization, it was announced that

At Regional Centres programmes have been arranged dealing with the current economic and social problems inherent in the New South Wales Development Commission's concept of Growth Centres.<sup>23</sup> (p. 5)

while problems of Local Government had been reviewed through such programmes as 'Planning for the 1970s' and 'Rationalization in Local Government'.

#### Recurring Areas of Teaching

A rationale for continuing with liberal arts - and the credo of Howard, the writer - was that

The Department believes that people still appreciate and seek intellectual challenge [through them].

Thus, in the Namoi Region there had been such series of classes as

at Gunnedah: one series on poetry; another on drama and novels;  
 at Moree: Literature; Novels;  
 at Tamworth: German Language Course; Indonesian Language Course;  
 at Tamworth: Teilhard de Chardin;<sup>24</sup>  
 at Tamworth: Australian History;

on the Mid-North Coast, there was:

at Coffs Harbour: English Literature;  
 at Grafton: English Literature;<sup>25</sup>  
 at Grafton: Introduction to Japanese Language;  
 at Port Macquarie: Learning in the Primary and Infants School.

Meanwhile, the Richmond-Tweed offered courses on: Books for Children, Drama, Australian Democracy, etc; and the Tablelands; Russian Language; Indonesian; Australian Literature and Current Affairs, etc.

There was a strenuous effort again to follow 'Howie', and so to increase teaching in the sciences, with the area range still only Geology,<sup>26</sup> Zoology and to a lesser extent Botany being offered, perhaps significantly, through the Coastal Regional Officers. Zoology and Botany courses were however, more and more subsumed into inter-relating 'ecology' type courses such as: the Warrumbungles Walkabout, which focused on flora, fauna, geology and local history of the Warrumbungles Ranges;<sup>27</sup> the study of the Natural Resources of an area of the North Coast by a joint committee of academics, rangers and others, with an emphasis on the ways to preserve the coast, and its flora and fauna;<sup>28</sup> the Woolgoolga Seminar, entitled, 'Between the Tides';<sup>29</sup> or the Lismore Office's interest in 'Conservation and Wild Life' (p. 15), as in the activities based there and entitled 'Planning the Far North Coast' and 'Birds of the Seashore and Tidal Margin'. The Armidale office contributed the study of ornithology in the rain forests on the eastern slopes of the Great Dividing Range, with field schools based on Dorrigo and Tenterfield.

#### Small Business Activities

A particular feature was the new series of programmes<sup>30</sup> built around the then developing Department of Accounting and Financial Management led by G.G. Meredith. Thus the special *problems of* businessmen in small communities were treated at Barraba, Coonabarabran, Grafton and Armidale. 1969 had seen research done in the Department of Accounting and Financial Management into financial management advisory services, 'in-firm' comparisons for small businesses, and R. Peterson's *Accounting Theory and the Corporate Income Tax Allocation Problem*<sup>31</sup> being issued. For the work in the field in 1970 was aimed at preventing small business failures and at providing 'extension programmes for small businesses'.<sup>32</sup> Another member of the Accounting Department, C. J. Gibson, was publishing his own related research findings, as in

'Advising Farmers', *The Bankers' Magazine of Australasia*, 84 (1970), pp. 95-102;  
 or in 'The Business of Farming', *General Journal* 9 (1970), pp. 111-117.

### Other Distinctive Features of the Department in 1970

The various c.d. activities of the year were described as 'a purposeful and increasingly rewarding set of projects' (*Report*),<sup>33</sup> - not least when they were concerned with agricultural 'crisis' problems - in all of which almost 9,000 persons were involved in 1970, each

fulfilling (his) capacity as citizen to develop himself and his community to the optimum (p. 6)

Then, too, the Department's research was distinctively and differently described as:

'Group/Community process; as vehicle for learning the skills for ... problem solving;<sup>34</sup>  
The Political Education of Adults;<sup>35</sup>  
The Attitude-Changing Function of Role Playing, and Discussion in Small Groups;  
and Insights, Essential to Effecting or Facilitating Adaptive Social Change with Aboriginal Groups.' (p. 7)

The last thrust is represented in that year's publications from E.A. Iceton, such as:

'Social Issues - A New Approach', *Australian Journal of Social Issues*, V, 1 (February), pp. 53-75.  
or: 'Aboriginal Human Relations Workshop - a Report', *Journal of Australian Institute of Human Relations*, 3, 2 (October), pp. 3-8.

While the Group Study Courses<sup>36</sup> (by correspondence) involved 1,012 people in 85 groups, and 1,214 in the Residential School Seminars, the most interesting features of that transitional year<sup>37</sup> were less the small business activities, or the opening of the Port Macquarie office,<sup>38</sup> than

a general diversification of work by the staff of 18;  
the work abroad - in India and Scotland,<sup>39</sup> rather than America - of the staff;  
the various mature and experience-based contributions by Departmental staff to the Whitelock volume;  
the Bannockburn project's buoyant confidence;  
the 'ecology' responses to the man-creature-environment symbiotic relationship;  
the many activities to explain and/or help Aboriginal respect (archaeological as well as socio-cultural);  
the working with a large number of community organizations which had come into being after seminars, etc. and which 'continue to flourish and develop with little more than pastoral care and interest from the Regional Office' (*Report*, p. 14);  
or such an exciting activity as the one at Lismore, entitled 'Introducing Australia' which was able to mingle Australian politics, literature, painting, wild life and music.<sup>40</sup>

### A Summing Up

An unbiased analysis of the year 1970 makes it very clear that a new dynamic was being felt throughout the Department. The men appointed in the 1950s would move to other scenes, and the 'Extension Futures' looked promising and were to increase in significance. Yet they would be different from the past - because of: the increasing confidence and activity of other providers; the freedom from a need to follow slavishly 'outside' models; the impending move into professional teaching; the growing sophistication of the clientele and of the courses offered; the greater use of the media; and the long awaited slow-but-sure cultural maturing of the general society.

Change and Decentralization were in the wind and they would make their distinctive impacts on New England and its several communities as the 'provincial' and 'state' boundaries to thought and funding became notions of the past.

- (1) From February 1970 until August 1970 he was Acting Vice-Chancellor and then Vice-Chancellor until later 1977.
- (2) For a more general (and literary) overview, see J.S. Ryan, 'Thomas Keneally in Armidale', *A.D.H.S.J. & P.* 15 (1972), pp. 80-89.
- (3) His theme was the shrewdly perceptive one that the drama critics then 'lacked responsibility in attacking the new wave of Australian plays'.
- (4) There were many flourishing amateur drama groups in the North of the state, particularly on the Mid- and Far-North Coast.
- (5) See the *A.D.H.S.J. & P.*, article, p. 83.
- (6) This had already been done by A.F. Dunton, as in his China village script of the spring of 1966.
- (7) He was assisted by the capital city based tutors, Gwen Foggon and Alexander Hay.
- (8) Particularly *Halloran's Little Boat* (1967) and *Childermas* (1988), which would soon (in 1970) become a discussion group text in its revised form.
- (9) He also arranged for Grafton a seven week visit from Alex Hay who lectured, gave technical advice there, and produced Shaw's *Pygmalion*.
- (10) Porter and Keneally would both soon script strands of the four-part (and visually arresting) film, *Libido* (i.e. 'Lust'), Porter contributing 'Libido in the Child', Keneally 'Libido in the Priest'.
- (11) His tutors were well known figures, Wal Cherry, Harold Lander, and Victor Emiljanow.
- (12) Other tutor-leaders were A.J.A. Nelson, J.M. Praed and F. Wigham.

- (13) Many others would be so projected, e.g.: Barry Oakley, Les Murray, Peter Porter, Trevor Shearston and almost all the writers funded by the Literature Board to the University and based in its Department of English from this time on.
- (14) A. Buzo's *Macquarie* would be so treated, and also Bob Herbert's *Don't Let the Title Put You Off*.
- (15) These two ere in his 'Poets in the Global Village' Seminar.
- (16) As Vice-Chancellor he made a point of fêting Keneally.
- (17) A.B.R.I. will be treated further in Chapter VI. It was not a new event in 1970, but rather a reforming of the former Farm Management Service Centre.
- (18) Mimeo, 18pp., entitled *Department of University Extension, Annual Report, 1970*.
- (19) This body, as recommended by 'Howie', had replaced the University Extension Committee of the Professorial Board.
- (20) Rene Maheu.
- (21) These were consequences of the Howie Report.
- (22) His predecessors, J. Warburton and D. Whitelock, had had residential and other duties in addition.
- (23) Thus there was a Namci office weekend Seminar at which 'careful academic scrutiny' was brought to bear on research publications, from the Hunter Valley Research Foundation, on Tamworth's prospects as a regional capital.
- (24) Then and later, J.F. Mason of the Department was much concerned to offer courses on the Christian thinker.
- (25) These two mid-North Coast literature courses aggregated 236 enrolments.
- (26) After the departure of Professor Voisey to Macquarie University, in February 1966 there was never another geologist so tireless in offering 'rocks' classes in the North. But the Department of Geology's regional research in the Nundle and other areas adjacent to Tamworth made extension geology classes more common there than in other zones.
- (27) N.W. from Tamworth and reached from Gilgandra and Coonabarabran; 172 persons enrolled.
- (28) The follow-up conference of March 1975, was entitled *Our Vanishing Coast*. It was organised by F. Wigham not long before his own retirement.
- (29) The title had been used earlier for similar courses.

- (30) Later the 'community' targeted would widen out to peer groups like Jewellery Shop Assistants, Real Estate Agents, or meat retailers. And the activity would, in due course, become the Financial Management Research Centre, first listed in the *University Calendar* in 1975 (p.47), with a professional staff of ten persons, three of whom held the Diploma of Rural Accounting.
- (31) Sub-titled 'New England Accounting Research Study No. 1'.
- (32) Report to Council. See 1972 *Calendar*, p. 614.
- (33) The Report was compiled and edited by A.C.M. Howard in early 1971.
- (34) The language here and elsewhere is that of traditional social philosophy.
- (35) This may be seen as a Howard-phrased way of referring to local government and rural development issues.
- (36) Two new areas, and so very promising with their courses, were: 'The New Technology and Human Values' by G. Woolsey (physicist); and 'Has Wool a Future?', by Ian Sturgess (from Agricultural Economics).
- (37) A.J.A. Nelson's last time in the Department, since, when he went on leave in August 1970, he would return from Asia, a year later, to a Professorial Fellowship in Education.
- (38) The office there was generously supported by the Port Macquarie Municipal Council.
- (39) By B.C.F. James.
- (40) This was a Richmond-Tweed activity, directed by F. Bitmead. Some two years later, F. Wigham (himself an American and, by training, a community worker) would advocate that the University establish such an interdisciplinary school of Australian Studies. As yet (1989) little University progress has been made in this area, despite the establishment, in 1988, of the modest Centre for Australian Language and Literature Studies (C.A.L.L.S.).



*Appendix F i*

The Agricultural Business Research Institute and the role of such institutes with the University

The possibly competitive activities<sup>1</sup> of the various extension institutes - as with other such University activities - came to something of a head in later 1973, when, on 14th September, a meeting<sup>2</sup> was convened by Professor G.J. Butland to discuss matters pertaining to the operation of the Agricultural Business Research Institute, the Accounting Systems Research Centre<sup>3</sup> and the Australian Chart and Code for Rural Accounts Secretariat. All were deemed to be

- (i) a desirable adjunct to the teaching research and extension activities of the Department within the Faculties of Economic Studies and Rural Science;
- while (ii) 'the contributions which the research institutes provide to industry are also recognized as being desirable as part of the University's service to the community. (As reported in the *Council Minutes*, p. 3959, of 11 February 1974.)

In particular, A.B.R.I. was stated to 'have made a major contribution to the development of farm record keeping systems and the publication of research results in the rural area'. It was congratulated on its being recently granted 'the responsibility for operating the National Beef Recording Scheme 'which is increasing the national importance and reputation of the Institute and of the University'. Also, the A.C.C.R.A. group's<sup>4</sup> 'research and extension activities have confirmed this University's national role in this particular field, while the A.S.R.C. was described as 'a national centre for research and extension into the financial management of professional firms and small business enterprises'.

The Report which was approved by Council, defined the terms of reference of the first organization (pp. 3960-61), while the second and third groups, it was recommended, 'should be organized within a Financial Management Research Centre attached to the Department of Accounting and Financial Management. Subsequent discussion on Council (on 13 May 1974) revealed that the 1973 operations of A.B.R.I. had resulted in a general income of that year of \$45,505, without the need for any subvention from the University.

- (1) A.C.M. Howard had complained that the early Farm Management Services (c. 1964-66) were competing against him, with much cheaper/free services in Tamworth at that time. This was resolved by some loose agreement as to what each entrepreneur service might offer. See Assistant Director, Personal Files.
- (2) Its papers are included with the *Council Minutes* for 11 February and 11 March 1974 (pp. 3959, etc., 3971, 3974-6).
- (3) An earlier name for the Financial Management Research Centre.
- (4) Its location within the Department of Accounting and Financial Management was deemed to have brought 'direct benefits for teaching and research at undergraduate and graduate level'.

## Appendix F ii

A.J.A.'s Nelson's Years as Professorial Fellow in Education (1971-1976)

While there is not the space to discuss in any detail the flood of papers from Nelson's pen at this time, some reference must be made to the tenor of his later writings, both for their relevance to and assistance in planning within the Department, and for their impact on the collective thinking of the University Council where he served for many years. During this period of his service, as nominated by the Governor of New South Wales, from 1978-1987, he acted as spokesman on many c.e. matters, as well as working heroically with P. Wright, G. Blomfield and other community sympathizers for the cause of university extension work.

Although it slightly predates this period, it is helpful here to quote from one of his most accessible essays. The following points are taken from his well-known chapter, 'The Universities and Adult Education' (pp. 50-63), in D. Whitelock (ed.) *Adult Education in Australia* (1970). The 1966-67 controversy had caused Nelson to reflect over the styles of departments of adult education in the six relevant a.e.-providing universities, noting how the three in New South Wales complemented each other - Sydney University having many staff as full-time teachers (p. 51), New South Wales University being vocationally oriented, and New England, still communicating with its initial regional/community sponsors (p. 53), - which situation underscores his chapter epigraph (p. 50):

The University must have society's support. Society must have access to the University's resources. (Carnegie Trustees, Foundation for the Advancement of Teaching.)

He had also there stressed the sad lack of development of 'the study of a.e. as a field of knowledge and practice', particularly in the light of the North American professionalism. He had commented, reflectively on the academic 'aloofness' (p. 56) in most middle-career academic staff, whereas their senior and beginning colleagues were more supportive, idealistic and concerned to serve.

This led him to consider when a.e. was appropriate for universities, and to come up with certain optional sensible situations, viz: where there is academic strength; where the university means to expand or to fill an existing gap; teaching the theory of a.e.; pilot projects; offering leadership to a.e.-type organizations or assistance in maintaining competence professionally and for dynamic people; encouragement in the community 'habits of objective thought' (p. 59); and the need for the graduate to continue his education. Thus he saw the university facing three 'inescapable challenges' (p. 60):

- (i) an expanding demand for continuing education;
- (ii) to involve the less successful in society in activities of personal value and 'cause them to contribute significantly of themselves' (p. 61);
- and (iii) to make university assessment of the role of university extension up to date, as well as for the university to

test its (new) knowledge 'in the adult market-place before passing it on to undergraduates' (p. 62).

His conclusion related to the 'tedious' story of university a.e. until the universities become the places of 'renewal and inspiration' (p. 62) which the public expects them to be. (A like paper, 'The Role of the Universities', (pp. 164-9), had also been contributed to D. Whitelock's new (1973) edition of *The Duncan Report*<sup>1</sup> of 1944.)

He also produced the highly original monograph, *The Role of Colleges of Advanced Education in the Education of Adults* in July 1972. His essay is a far seeing document of considerable richness of knowledge and thought, which can now be seen to have anticipated many of the milestone events of the tertiary sector in the next 15 years or so. Broadly its concerns may be represented by these points, taken *seriatim* from his text: -

- (i) there should not be automatic control of a.e. at the federal level,<sup>2</sup> but rather 'leadership ... imaginative and sensitive' (p. 1);
- (ii) colleges of advanced education, being new, have a remarkable chance to reach out to education's 'have nots' (*passim*);
- (iii) this C.A.E. type a.e. will be of a new form, not the old, limited and traditional university type a.e. (p. 4); but rather aimed at 'community service'<sup>3</sup> (pp. 5, 11);
- (iv) such new work can give the C.A.E. both 'a dynamic relationship with the adult community' (p. 6), and increased stature and standing locally (p. 150);
- (v) C.A.E.'s can do what the university a.e. department can not, provide correspondence/part-time attendance courses for credit towards a degree or diploma' (p. 6);
- (vi) the Commonwealth Advisory Committee on Advanced Education is correct in its view (para. 1.28) that it did not consider that colleges 'should be specifically active in the field of a.e.', defined here as 'general non-vocational studies for persons of mature age';
- (vii) metropolitan institutes of technology will and should be concerned with major problems connected 'with the development of technology in our society' (p. 12), whereas the 'regional college of advanced education will meet a wide variety of adult educational needs' (*ibid.*);
- (viii) such C.A.E.s will need a 'revolution' (p. 13) in the provided aids to learning - as opposed to orthodox libraries; i.e. 'audio-visual learning equipment' (p. 15), etc.;
- (ix) advanced education will have to accept a challenge, 'that the real problems of our post-industrial, technologically advanced society are related to serving people and helping to maintain effective relations between them' (p. 17),

- i.e. social problems rather than 'traditional ... academic' ones (p. 18);
- (x) refresher leave will be needed for C.A.E staff (p. 18);
  - (xi) such C.A.E.s will need to have entry based, at least in part on 'the basis of ... experience and competence' (p. 18);
  - (xii) C.A.E.s must be careful to provide for learning skills for 'less educated<sup>4</sup> adults' (p. 51), i.e. the 'have nots' of society (p. 36), and also for retraining (p. 24) and some 'leisure' type courses (p. 25); also to prepare materials for use by community study groups (p. 27);
  - (xiii) the colleges should share their facilities (libraries, halls, etc.) with industry, commercial organizations and the community, while themselves using such facilities out in society (pp. 30-31);
  - (xiv) a decentralized college should exercise 'an important influence on the growth of the centre<sup>5</sup> in which it is established' (p. 32) and provide some training facilities in continuing education (p. 43);
- and (xv) it is unrealistic to imagine that a.e. will *either* be provided by C.A.E.s, or exclusively a state agency (as stated in the 1966 resolution of the Universities' Commission), but it is more likely that there will be multiple agency providers, whose work can be coordinated 'at the local or regional level' (p. 47), with 'an advisory committee ... at state level' (*ibid.*).

He reflected on both past and future comments on this theme, with his own justifiable perspectives on the New England achievements. These are to be found in many places, as in the latter part<sup>6</sup> (Appendix A, pp. i-v) of his wise text *The Role of Colleges of Advanced Education in the Education of Adults* (1972) and in his New England parts of the 1978 paper,<sup>7</sup> 'Community Development in Australia: Some Reflections'. In both cases Nelson's initial stress was on the fact that the University of New England, in evolving its own distinctive programme of continuing education, reflected both its circumstances - of its physical isolation - and of 'its relationship with the society of which it is a part' (1972, i). Hence some of the programmes were designed to meet the demands and needs of the people of Northern New South Wales.

Like external studies for degrees, - as a means of combating distance factors, - so regional offices had been established at rural centres; also, a programme of residential continuing education was developed. Local committees had been established to facilitate the smaller region's felt needs being communicated to the Department, which would then provide appropriate 'know-how' to those in need. While much more could be quoted from his musings over the lessons of the past and the possibilities for the future, it is perhaps sufficient to turn to his last important statement on the Department, rather than from his concern for 'our participation in the international commerce of ideas<sup>8</sup> about adult education' (A.J.A.E. VIII, 2, 1968, p. 106). He would, in 1988, contribute to M. Franklin (ed.), *The New England Experience*, an essay 'The University and Adult Education' in which

he analysed the activities of the Department, particularly in the years 1955 to 1971. He touched lightly on the matter of the articulating of the philosophy behind the astonishingly successful endeavour, namely clear and cogent thought, quietly communicated to those who would listen:

When I began writing this account of the past I had thought to give a detailed account of events. Instead I find myself concentrating on the thinking behind what we did. (P. 94 of his essay in *The New England Experience*.)

That same reappraisal contained his three central philosophical concepts -

- (i) 'that adult education should be a *primary* concern of universities' (p. 94);
- (ii) 'that we should expect universities to help to keep us abreast of developing knowledge' (p. 95);
- and (iii) 'that, without the testing and exchange of ideas that is characteristic of good university adult education, much of our university research and teaching would be inadequately based'<sup>9</sup>

It is this shrewdness of thought and intellectual honesty which characterized all his work at New England.

In April 1986, he would receive formal international recognition with the presentation<sup>10</sup> of the Arnold Hely Medallion from the Asian and South Pacific Bureau of Adult Education (A.S.P.B.A.E.) for his 'outstanding contribution to adult education in countries throughout the world', 'and particularly for his introduction of community development processes in Ethiopia, and Indonesia and for his similar catalysing work in India. Yet that was no more than a logical extension of his conceptions of a.e. field work, and of his awareness of the continual threats to democracy and to social justice. This menace he and his fellows, whose young manhood was that of the Depression years in Australia, perceived to be the possible destroyer of (western) industrial civilization, as it had emerged so painfully in the last two centuries. Again it is his own words which sum up best the dilemmas, which haunted him, and which gave him both his remarkable commitment and the urge to write so much, that, in its quiet but far from dispassionate argument, is the essence of a far-sighted yet immensely practical idealist. As his last published major essay has it -

Some of us, particularly some of those of us who are young in outlook, seem to be aware that some characteristics of our society - corruption, crime, violence, our purblind acquisitiveness, unemployment, poverty amid plenty, our failure to solve the 'problem' of leisure, ... our failure to match technological change, and [the] increasing fecundity of production with radical changes in our attitudes towards each other - [all] pose an internal threat to our democratic way of life quite as dangerous as the perceived threat which triggered university interest in adult education in the fifties and sixties. ('The University and Adult Education', p. 100)

In 1970, Roby Kidd had encapsulated<sup>11</sup> Australia's distinctive style of adult education, its significance, and its achievements, in Mary Gilmore's

words of another forgotten toiler, the convict:

The nation was  
Because of me.

In like fashion, it is not too much to claim that the 1980s University of New England, in so much of its activities and in its deep-seated concern with social equity, is still projecting, in much of its work, the deeply held views of Nelson concerning

liberal adult education - that is education which aims to develop people as people ... [and is] essential to individual and community survival.<sup>12</sup>

In conversation Nelson has often claimed of Madgwick that he had a splendidly compassionate understanding of the potential of ordinary men and women. While that was undoubtedly manifested in Madgwick's field work of the 1930s and the war years and after, at New England and throughout Northern New South Wales, and further afield, it was Nelson who actually led similar ordinary people to self actualization, both as individuals and within their own communities. The poet, Les Murray, has called New England 'a state of mind' and it would be hard to challenge Arch Nelson's right for the third quarter of the 20th century to the designations 'mind-shaper' and 'unacknowledged defender of social democracy and justice' in these parts, on behalf of his Department and University.

- (1) See reference to the original in Chapter II.
- (2) This was already emerging at the University level, but State influence on the new Colleges of Advanced Education, and State control of Technical and Further Education Colleges, would alike prevent this centralism in adult education.
- (3) This phrase occurs (para. 1.16) in the Second Report of the Commonwealth Advisory Committee on Advanced Education.
- (4) Various quotations (pp. 22, 23 and elsewhere) in the text indicate the American influence: on New England external degrees (e.g. from 1954, at Brooklyn University); on the thought of Nelson; and, hence on Madgwick. Compare the surveys of Thurman J. White, as in his 'Higher Education in North America', *Journal of the International Congress of Adult Education*, Vol. XI (1972), Nos. 1 and 2. Later (in 1988), Nelson would identify Madgwick's link with North America thus: from my discussions with him, it was apparent that his observation of extension ... in North American universities sharpened his perception of what might be done at New England. (P. 93 of his 'The University and Adult Education' in M.A. Franklin (ed.), *The New England Experience*).

- (5) This links in well with the early 1970s establishment of nine regional development centres by the N.S.W. Minister for Decentralization. See also p. 22 of *The University of New England and Continuing Education in Northern New South Wales* (1973) and in Chapter VI.
- (6) Entitled 'The Universities and Adult Education', pp. 50-63 of the volume cited.
- (7) The whole is pp. 163-183 of Dan A. Chekki (ed.), *Participatory Democracy in Action: International Profiles of Community Development* (Vikas Publishing House, Sahibabad, Distt. Ghaziabad, U.P. India, 1979).
- (8) Consider here his many musings in *Convergence: An International Journal of Adult Education*, of which periodical he was, from 1967, a Foundation Editorial Associate.
- (9) This notion had been propounded by him on many occasions since the early 1960s.
- (10) Reported in the article, 'Educator Honoured', in *The Armidale Express* for April 18, 1986 (p. 2). He was then only the fifth recipient of the award in the world.
- (11) See particularly pp. 276, 280 of his paper in D. Whitelock, *Adult Education in Australia*.
- (12) *Op.cit.*, p. 284, and Nelson's own words.

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*Appendix F iii*

The expanding range of 'providers'

While many a.e./c.e. articles refer to this phenomenon, it is, perhaps, difficult to obtain a quantification of this provider group with any degree of accuracy. Fortunately it is possible to make an estimate of the range of services for New South Wales from three dated estimates<sup>1</sup> of this by Madgwick's old 'lieutenant', Lascelles (J.L.J.) Wilson of the University of Sydney, and long time Director of the Department of Tutorial Classes there. If we ignore for the moment 'National Organizations',<sup>2</sup> the assessments gave three different lists of names, with, in Wilson's opinion, many more 'important instrumentalities concerned with different areas of adult education'.<sup>3</sup> As has also been pointed out by various historians, the range and number of such agencies has always been far more complex in New South Wales, the most populous state, than in the others. Then, too, those academics and potential consumers coming from the non-university provider states could not easily understand the historical reasons why the universities - old and new - in the state of New South Wales desired to so involve themselves in extension work.

In his 1963 article, Wilson made a number of comments on a.e. and New South Wales, from which may be excerpted such observations as:

- the A.A.E.S. had shown that if:  
     'a sufficiently flexible range<sup>4</sup> of programmes, academic and popular, were made available, a very substantial public response would be forthcoming';
- the role of the university in a.e. ... is 'of continuing and crucial importance [supported by] effective participation<sup>5</sup> of education and agricultural departments, libraries and voluntary bodies' (p. 328);
- the principles of the Duncan Report (1944) would be followed, belatedly, in large measure in N.S.W. (*ibid.*);
- flexibility was the norm in N.S.W. after 1945, particularly in 'the new universities' [then including New England and the University of New South Wales];
- the Education Department's evening college<sup>6</sup> system, begun in 1943, 'was expanded rapidly' (p. 331);
- the Arts Council of N.S.W. had become a founder member of the N.S.W. Advisory Board of Adult Education;
- special grants had been made for a.e. work at the N.E.U.C.;<sup>7</sup>
- the four state (N.S.W.) Universities in 1962 had provided some 700 courses, classes, groups and schools, with a total enrolment of over 20,00 (p. 332);
- these universities, by extension lectures, radio, television and a.e. publications that year had reached five times that total number of persons, i.e. 100,000;
- in 1962, the universities were reaching 'approximately a quarter of the estimated total public reached by all these N.S.W. instrumentalities between them' (p. 332);
- the Department of Agriculture had been particularly supportive in N.S.W.;



and - all the evidence suggested a particular demand from 'the rural areas ... for more advanced level work ... which only universities can mount.' (p. 336)

#### Wilson's thoughts in 1967

In the 1967 *Handbook*, Wilson in his 'Introduction', had endeavoured to present a broad survey of the bodies which were 'in purpose and method ... adult education bodies'<sup>8</sup> (p. 7) catering for a general and not a specialized public. Whereas only two state providers had existed before 1939<sup>9</sup> (the W.E.A. and the University of Sydney), he estimated the 1965 national total reached by all providers to be over 200,000 in formal classes, but many times that number at lectures and demonstrations, etc. Yet he still had (p. 8) to censure the slowness of expansion since the mid-fifties beside

the comparable scale of growth of public provision for adult education in countries like New Zealand, Canada, the U.S.A., or Great Britain.

Wilson then went on to deplore the Australian policy-making

so over-dominated ... at the policy-making levels by strictly utilitarian concepts of the values and purposes of education ... relegating to the periphery any education ... not vocational ... (p. 8)

He noted, since 1964<sup>10</sup>, the 15 (new) adult education centres, and had hoped that the same would occur for the N.S.W. Education Department's Evening Colleges; and then he praised the

large scale programmes ... possible to New England with its extensive Halls of Residence accommodation and the ... constant use made of them ... by other cultural bodies. (p. 9)

He also noted approvingly one university's full-time a.e. research officer<sup>11</sup> (p. 10) and the visits of leading overseas educators such as R. Kidd and S. Liveright,<sup>12</sup> who had 'afforded a further impetus.'

The last part of his editorial (p. 10) was concerned with the future, and it noted how State Government help had increased 'astronomically', 'while the Federal Government is committed to steady expansion of subsidies to the universities'. Yet he had cautioned against optimism, since

the low priority that a.e. has had in the past in the minds of education policy makers is a further obstacle. It is one [obstacle] ... however that is likely to be less formidable than in the past. (*ibid.*)

He also predicted an over-taxing of the limited resources of the various agencies

unless there is a clearer realization than has been the case in the past that the mutual interests and problems of these agencies transcend their differences, and they draw closer to learn from and support each other.

Thus the *Handbook's* best service<sup>13</sup> would be the communication of 'each other's existence and rôles.'

The following entry, on U.N.E.'s Extension Department (pp. 47-50), was notable for:

its approval of Eberle having followed 'local advice';  
its stress on the number of 'rural centres' serviced by each regional office;  
'the general trend since 1958 ... towards longer and more substantial courses' (p. 48);  
'the Professorial Board's scrutiny of 'all programmes' (p. 49);  
and the various planned expansions, notably in the provision made for the 'education of community leaders' (p. 50),  
as well as some 44 Departmental publications<sup>14</sup> to early 1966.

#### Wilson's survey in 1971

In this *Handbook* the Editor had to observe, generally, that few of the Colleges of Advanced Education had 'as yet had time to develop extension work on any scale' (p. 7), adding that

sectors of rural industry already demonstrate their needs<sup>15</sup> for further training or re-training. (p. 7)

Despite the political concentration on the tertiary expansion in the decade, - it had been more than doubling - because of vocational needs, and 'for broad socio-cultural reasons', he observed that

In every field of adult education there has been throughout the '60s a steady increase in response to programmes catering for adults' interests in professional, administrative and other vocational centred refresher or similar courses. (p. 8)

His further arguments, in the editorial, stressed that -

- numbers were being turned away;<sup>16</sup>
  - 'a further huge latent area of needs exists' and should be charted now;
  - the impact of change on 'the entire socio-political fabric of society' will increase the need for understanding of the 'total culture';
- and - that in the U.S.A. those adults furthering their education exceed in total all those in primary, secondary, and tertiary education.

He went on (pp. 8-9) to develop his ideas<sup>17</sup> that all education should develop imagination and creative capacity: in order to foster

'receptiveness to new knowledge and new ideas'; in order to avoid acquiring a concept of 'terminal'<sup>18</sup> education', thus destroying any real sense of a community of interests among men. In contrast, he felt that continuing education should help

adults to learn afresh how they and their community are to grapple with the problems of rapid and large scale changes. (p.9)

He continued with the observation that there was an enormous need for a.e. to help with the political education of adults, in order to make them critical and aware

of the means by which freedom and a free society can be preserved, not destroyed by change. (p.9)

He noted approvingly by the great expansion in retraining type a.e. schools (1967-1971), and then remarked how quickly regional further education centres<sup>19</sup> could secure

response ... from adults in rural centres by well planned and diversified programmes

when assisted by a local representative committee.<sup>20</sup> His editorial conclusions drew attention to: the neglect of so many rural towns and regions<sup>21</sup>; inadequate a.e. provision for the less well educated; and the increasing failure of communication in large growing institutions, governmental and commercial alike.

The later U.N.E. entry (pp. 63-66) drew attention to: the fact that a.e. was 'a field of study and research'; to the Port Macquarie office; to the Department's residential programme<sup>22</sup>

provides a service which has come to be nationally known<sup>23</sup> and used (p. 63); and that staff of the regional offices have an overall concern ... with the development of communities with a favourable orientation to learning, and, to this end, they aim, where appropriate, to aid the educational work of other organisations.

It was further stressed that in residential, community and experimental work, the emphasis was on learning as opposed to formal teaching, and the development of what Carl Rogers had described as a

much broader thoughtfully devised *environment for learning* where the experiences of the student will be challenging, rewarding, affirmative and pleasurable.

The overall purpose of the Department's programme was to involve other departments in projects and to ensure that

the University plays an appropriate and effective role in the total and diverse provision of rural adult education in northern New South Wales and beyond.

All these linked Wilson perspectives and assessments are of much validity, not least since the last appraisals were drawing on some 50 years experience of a.e., most of it in New South Wales. In a very real way he

had indicated the need for the co-ordination both necessary, and about to be provided by the New South Wales Board of Adult Education. (See early in Chapter VI above.)

#### The 1971 lists of providers

The 1971 *Handbook of Australian Adult Education* listed (pp.3-4) the following organizations then deemed by him to be major providers (the new items from the 1967 list being asterisked).

*National Organizations* (many of which had already worked with the Law of University of New England, or were about to do so):

- Australian Association of Adult Education
- Australian Administrative Staff College<sup>24</sup>
- Australian Broadcasting Commission
- Australian College of Education
- Australian Council of National Trusts
- Australian Council of Social Services<sup>\*25</sup>
- Australian Elizabethan Theatre Trust
- Australian Frontier Incorporated<sup>\*</sup>
- Australian Institute of Human Relations<sup>\*</sup>
- Australian Institute of Management
- Australian Institute of Mental Health<sup>\*</sup>
- Australian Institute of Political Science
- Australian Outward Bound Memorial Foundation
- Arts Council of Australia
- British Petroleum, Australia<sup>\*</sup>
- British Drama League of Australia<sup>26</sup> (in 1967 list but not in 1971)
- Broken Hill Proprietary Co. Ltd.
- Country Women's Association of Australia
- (Federal) Department of Education and Science
- (Federal) Department of Immigration<sup>27</sup>
- Drama League of Australia<sup>\*</sup>
- Family Life Movement of Australia<sup>\*</sup>
- Junior Farmers' Movement
- National Fitness Council
- National Library of Australia<sup>\*</sup>
- National Library of Australia, Film Division
- National Marriage Guidance Council of Australia
- The Australian National University, Department of Adult Education
- Royal Australian Army Education Corps<sup>\*</sup>
- World Education Fellowship
- Young Men's Christian Association of Australia
- Young Women's Christian Association of Australia
- The Australian Council for the Arts.

From New South Wales:

Advisory Board of Adult Education  
 Advisory Committee on Cultural Grants\*  
 Arts Council of Australia (N.S.W. Division)\* 28  
 Art Gallery of N.S.W.  
 Australian Museum  
 Colleges of Advanced Education, N.S.W.\*  
 Country Women's Association of N.S.W.  
 Department of Agriculture - Extension Division  
 Department of Education - Evening Colleges  
 Department of Public Health  
 Department of Technical Education  
 Geological and Mining Museum  
 Library of N.S.W.\*  
 Library Board of N.S.W.\*  
 Library of N.S.W. - Adult Education Section  
 Macquarie University\*  
 Museum of Applied Arts and Sciences  
 National Fitness Council of N.S.W.  
 New Education Fellowship\*  
 N.S.W. Association of Mental Health  
 N.S.W. Film Council  
 Nicholson Museum of Antiquities (within the University of Sydney)  
 Public Service Board of N.S.W.  
 University of New England - Department of University Extension  
 University of New England - Department of External Studies\*  
 University of N.S.W. - Division of Postgraduate Extension Studies  
 University of N.S.W. - Institute of Languages\*  
 University of Sydney - Department of Adult Education  
 Workers' Educational Association of N.S.W.\*

- (1) (i) His article, 'Universities and Adult Education: The Encroachment of an Idea', in *The Australian University*, 1, 3 (1963), pp. 319-342, and especially pp. 331-333.  
 (ii) His 'Introduction' etc. to *Handbook of Australian Adult Education* (A.A.A.E., 1967).  
 (iii) The similar material in his editing of *Handbook of Australian Adult Education 1971* (A.A.A.E., 1971).
- (2) Listed in (ii) and (iii), with 20 in 1967 and 32 in 1971. The last year's lists are given in full at the end of this Appendix.
- (3) *loc.cit.*, 1963, p. 332.
- (4) Clearly he is justifying the multiple providers mode in peace time and the universities supplying the more academic position of this spectrum.
- (5) This had been said in the Duncan Report of December 1944, submitted then to the Universities Commission. See Chapters I and II.

- (6) Unfortunately there were very few of these in the north of the state.
- (7) See Chapter II.
- (8) Thus he excluded dramatic, music and painting societies, learned societies and hobby groups. Interestingly, all these had been supported by the New Eng and Department at various times.
- (9) The 1930s *national* a.e. public he estimated to have been c.10,000 annually.
- (10) I.e. since the previous edition of the *Handbook*.
- (11) Unnamed, but clearly B.H. Durston.
- (12) Both had come to New Eng and.
- (13) The Chairman of A.A.A.E., at that time, and so mentor to the *Handbook* was A.J.A. Nelson.
- (14) Almost all of these were volumes of proceedings, books, etc.
- (15) New England's University was the only major provider in this subject field in the north, whatever might be available in the west and south of New South Wales.
- (16) Compare the January 1974 Literary School on J.R.R. Tolkien, planned for 30, and for which enrolments were closed at 160.
- (17) Based on current learning theory.
- (18) It had been 'more appropriate in static or slowly changing societies'.
- (19) At Wangaratta (Vic.), and elsewhere.
- (20) The high schools were working with the centres in many instances.
- (21) Particularly in comparison with the more adequate New Zealand provision.
- (22) It is described later as 'the largest of its kind in Australia', with as many as 2,000 students in a single year.
- (23) The Drought Seminar of 1969 was cited as such an event.
- (24) Early on (1956-59) it was led by (Sir) Douglas Copland (1894-1971), New Zealand born economist, economic adviser to successive Federal Governments and friend to H.C. Coombs, R.B. Madgwick, and J.P. Belshaw.
- (25) Not in the 1967 list.
- (26) In part subsumed by the Elizabethan Theatre Trust, Arts Council and other organizations like the Drama League of Australia.
- (27) Compare the career of S.M. Rooth.

- (28) The organizations so marked were deemed by Wilson (in his 1963 essay) to have been crucial providers and democratic and emancipating forces in a.e. in the period after 1945.

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# Appendix F iv

## Colleges of Advanced Education, the Community College etc., and Continuing Education Provision

This theme, discussed at length by A.J.A. Nelson in various places and contexts (see Appendix F iii) - was the occasion of much debate on the University Council in the period 1974-76. In view of the widespread academic staff uncertainty, in 1988-89, as to the wisdom of such amalgamation, and sub-degree courses, particularly at the Northern Rivers C.A.E., it is a matter of considerable irony that the Council itself had, nearly 15 years before, agreed on various acts of collaboration with that C.A.E., and the Director of Continuing Education had been so active in shedding onto it much of the heavy burden of servicing the U.N.E.'s far flung areas at prohibitive cost.

On 9 April 1976 (*Minutes*, p. 4362), the Council of the University was advised that, as a result of investigations carried out by the Community Colleges Committee set up by the New South Wales Ministry of Education, Community Colleges were to be set up in country areas, 'in order to provide educational opportunities which are not at present catered for'. Such Colleges had been recommended for development in Dubbo and Tamworth, the latter to be styled the New England Community College and to represent the whole region, with the Armidale Technical College 'an integral part of the (same) Community College'.

The named Committee itself had visited Armidale<sup>1</sup> on 1 April 1976 and had held meetings with various University personnel (described thus in its Report)

Pro Vice-Chancellor	P.K. Elkin
W. Walker	Professor Education
S.J. Rooth	Director, Department of Continuing Education
R. Stokes	Chairman, Professorial Board
T. Lamble	Registrar

and, separately, with N. Iceton and J. Pearse,<sup>2</sup> lecturers in the Department of Continuing Education, University of New England.

In the final published report, the chairman, Professor L.N. Short, could see various problems (pp. 60-61) such as competing demands for development of post-secondary facilities, but he detected 'a strong sense of "region"' (p.61) and felt that the projected colleges would make 'an enhanced provision of post-secondary educational opportunities in these centres (*ibid.*).

Perhaps the most explicit statement of its commitment then by the leaders of the University of New England to a rather different form of the traditional extension activity would be found in its *Submission*<sup>3</sup> to the Inquiry into Education and Training, where it stated (p. 1) that 'the objectives of universities' are:

- a) The advancement of knowledge through teaching;
- b) The advancement of knowledge through research and scholarship;



- c) The preparation of people for the professions and 'semi-professions';
- d) The provision of recurrent education for scholars, professionals and semi-professionals;
- and e) The recognition of responsibility to the community by providing a wide range of consultancy, advisory and extension-type services.

It was also noted (item 4, p. 1) that

While there are basic differences in aims and objectives and methods between most university activities and most C.A.E. activities, there is a large and increasing overlap between the two which is of considerable concern.

It was also stressed, - [a view which anticipates amazingly the 'Dawkins' Green Paper on Employment, Education and Training in 1987] - under optimal conditions of balance (C. 9), that

Technical colleges, community colleges, C.A.E.'s and universities should become more closely integrated into a flexible structure of tertiary education with greater mobility of students between different types of institution and a greater sharing of facilities and personnel.

In a separate section on 'the provision of recurrent education' (E.13, E. 14), it was noted

all enrolments for non-credit courses of any type should be referred to as *continuing education*,

and that resources should be used efficiently [for] community and minority group need'. Later still, it was asserted that

Universities argue that teaching, professional preparation and extension based on personal experience of research<sup>4</sup> ... is likely to be a richer and deeper process than that which is not. (p. 4)

Under the 'Provision of Recurrent Education' (p. 9) it was observed:

- E. 3. In northern New South Wales, with a population of half a million, as in many other regions ... in Australia, continuing education presents a somewhat confusing picture. Uncoordinated, unrationalized activity by technical colleges, evening colleges, two C.A.E.'s and one University involves some 5,000 enrolments in structured programmes, about one per cent of the region's population.<sup>5</sup> Resources are not used effectively. Regional co-operation in continuing education by all post-secondary education institutions ought to be encouraged by both state and federal governments.

In the last such paragraph, E 6, it was stressed that centralized administration of continuing education 'largely fails to meet the individual and community needs' ... in this region.

These views would be assimilated by the Commission and appear, with certain modifications, in their final document. This was issued in 1979 as

'the Williams<sup>6</sup> Report', i.e. the Report of the Committee of Inquiry into Education and Training, published by the Federal Government in three volumes under the title *Education, Training and Employment* and 'signpost' Australian post-school education to the year 2000. Participation in the last activity, expressed as a percentage of the 17-29 age group, was estimated to rise from 31 % in 1977, to 34 % in 1981, and then to 42 % by the end of the century. Thus it is clear the the University, in 1977 had anticipated the great expansion of practical training which would occur and the related vastly changed extension task for the various educational sectors.

- . . . . .
- (1) See the State Government paper, *Community Colleges: Report of the Committee on the application of the community college concept in the Orana and New England Regions*, May 1977, p. 77.
  - (2) He would soon leave the Department and assume a responsible position at the Alice Springs campus of the Darwin Community College (later to become the University College of the Northern Territory).
  - (3) In the U.N.E. *Council Papers* for 6 June 1977.
  - (4) This point was made by A.J.A. Nelson in many of his essays.
  - (5) This sentence is ambiguous as written, but it seems to indicate 5,000 such enrolments through the University of New England alone. (This is about the number in the D.C.E. Reports of the 1980s.)
  - (6) 'Williams' was Dr. B.R. Williams, the then Vice-Chancellor of the University of Sydney.

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## Appendix F v

The Kellogg Rural Adjustment Unit (K.R.A.U.)

The W.K. Kellogg Foundation [of Battle Creek, Michigan, U.S.A.] is dedicated to the task of helping people help themselves through the application of knowledge to the problems which concern them. (W.K. Kellogg, 1930)

The Kellogg Foundation sees itself [as] helping to improve the utilization of existing knowledge and in doing this restricts itself to the areas of health education, and agriculture. W.F. Musgrave, p. 46 of his G.B. Alexander Foundation Lecture,<sup>1</sup> (14 October, 1977) *The Challenge of Structural Change for Australian Agriculture and the Role of the Kellogg Rural Adjustment Unit* (1977).

As was pointed out by the Director of the University's Adjustment Unit, when it had been running for 16 months, that:

The Kellogg grant is unusual in several ways. First it is large as non-government grants go.

Second: it comes from a foreign source and third the grant was made for non-research purposes (*loc.cit.*, p. 14).

As the first *Annual Report*<sup>2</sup> of the Unit (hereafter called K.R.A.U.) makes clear, it had already:

- organized a three-day November 1976 workshop, 'Counselling for Rural Adjustment', (attended by 75 persons from all states and many professions), which was concerned to recommend as to how (through improved organization) 'the large number of counselling and support services available in rural areas could be made more effective';
- organized in May 1977 a workshop, 'Rural Community Development' (attended by 50 persons), at which they had explored the opinion from the first gathering that 'self-help, c.d. activities etc. had great potential for reducing the need for reliance on the structured support services of government';
- produced, with the ABC, in the first half of 1977 a series of six television documentaries about rural Australia entitled 'The Vision Splendid';<sup>3</sup> and intended it 'to communicate to a predominantly urban viewing audience<sup>4</sup> some information about the present situation and the likely future of agriculture in Australia';
- co-organised and co-sponsored the First National Conference of Rural Youth, held in Canberra in July 1977, and 'geared to a redirection and revitalization of Rural Youth<sup>5</sup> which has a great capacity for education and communication in rural areas';

- prepared for the large Conference, held in Sydney on August 9-11, 1977, on Productivity and Farm Incomes, a timely theme, in view of the then depressed economic situation for farmers .pm3

and arranged, for November 1977, a workshop on rural local government and community welfare.

It was indicated in the Report that for each workshop conference a series of three publications<sup>6</sup> would be produced:

- i) *Contributed Papers*, normally to be distributed beforehand;
- ii) *Miscellaneous Publications*, for policy distribution and containing 'a discussion of the recommendations formulated by conference participants';
- iii) *Bulletins*, consisting of both the last, plus 'a summary of discussion, recommendations, and a retrospective appraisal of conference and subject.'

In the first year, excellent links had been established by the Unit with the U.N.E., the B.E.A., the D.P.I., and many state and federal departments, primary producer organizations, journalists, etc. One of the last, Neil Inall of the ABC's 'Countrywide', had described it thus:

It has no axe to grind ... . As a result of its independence, people from all sorts of organizations throughout Australia are drawn to the Unit to share their knowledge and their experiences. There's no other national focal point where they can do this. They're encouraged too by the open, informal, non-point-scoring atmosphere that prevails. The Unit is unique in Australia in documenting and analysing the process that individuals, communities and industries must go through in adjustment to change.

The Unit's Chairman of Council, Sir John Crawford, would soon say of it and its work, that

the RAU contributes an important informational<sup>7</sup> and education service ... which can monitor change and advise on the nature of adjustment which may be required. I commend the initiative shown.

During 1978 the Unit expected to welcome as Visiting Fellow from England Dr. Ruth Gasson, currently active in the areas of rural sociology, agricultural adjustment, part-time farming and labour relations in agriculture.

While the real antecedents of the Unit are remarkably complex, certain details<sup>8</sup> are of significance:

- (i) there had been a hope of Kellogg assistance to the University from its first years, A. Nelson having visited various U.S. Foundations early in his directorate, and the Department of Adult Education continuing such dialoguing, as with John Shaw's visit of the early 1960s;
- (ii) it had been thought that an a.e. college, - either of partial a.e. use on the Armidale campus, or full use at, perhaps, Lismore - would be a regional asset<sup>9</sup> and service, by its offerings, to S.E. Asia as well as to Australia;
- (iii) in the early 1970s, both N.D. Crew (D.U.E.) and W.F. Musgrave (Agricultural Economics) had visited Kellogg aid authorities at the University of Newcastle-upon-Tyne<sup>10</sup> and elsewhere, and discussed these matters of relevant assistance;
- (iv) in 1974, S.J. Booth had forwarded the (key D.C.E.) submission on this theme to the Vice-Chancellor, who had then himself submitted it on behalf of the University to the Kellogg Foundation.

As is clear from what has been said already, the c.d. aspect of the requested help was very attractive to Kellogg, but the various secondments to Newcastle (U.K.) of staff members from the U.N.E.'s Department of Agricultural Economics, together with the events in Australian agriculture in the decade prior to 1976, may well have caused the assistance to take the form<sup>11</sup> which it later did.

The later part of that first year *Report* stressed the ability of K.R.A.U. to assist information flow in all directions, and to work in three general areas: the economic, the educational and in that of welfare. The total complex of activities was said to have certain common threads: a concern with rural people; and a concern with the effects of adjustment; and with change.

Other early Unit activities major publications (arising from early activities) were:

*Rural People, Support Services and Counselling* (1977)  
*Rural Community Development in New South Wales*<sup>12</sup> (1977)  
*Productivity in Agriculture and Farm Income*<sup>13</sup> (1977)  
*Policy Statement .... on Rural Adjustment Counselling* (1977)  
 and *Local Government, Community Groups and Social Welfare* (1977).

They more than adequately explain the early work of the Unit.

(1) The lecture was delivered at the C.B. Alexander Agricultural College, 'Tocal', Paterson, N.S.W. and printed at Maitland. It has 23 un-numbered pages.

- (2) An eleven page document, covering the period 1 July 1976 to 31 July 1977. It was also submitted to the U.N.E. Council that spring.
- (3) Calling it 'an evocative phrase', K.R.A.U. pointed out that the title came from Banjo Patterson's poem, 'Clancy of the Overflow'.
- (4) They were shown at peak mid-evening on six consecutive Mondays.
- (5) This will remind readers of the similar efforts, thirteen and a half years earlier, of A.J.A. Nelson's International Seminar on Community Development, and of its associated concern for Rural Youth organizations.
- (6) I, and ii would go, free, to participants; ii would be widely distributed, free; while iii would be sold at cost, as would i, ii, to the general public.
- (7) The Unit was planning, for February 1978, its Australia New Zealand conference on trade in agricultural commodities, organized jointly by K.R.A.U., Massey University (N.Z.), and the Trade Policy Research Centre, London. (The venue was at Massey University, Palmerston North, New Zealand.)
- (8) These have been emphasized to the writer in conversation at various times by the late A.C.M. Howard, A.J.A. Nelson and N.D. Crew.
- (9) Compare the very considerable use by the Regional Office at Grafton (especially under A.F. Dunton) of the Anglican Diocesan Centre, very conveniently located in the middle of the city of Grafton.
- (10) See for the emphasis of research interest at Newcastle-upon-Tyne, under the Department of Agricultural Economics, the references to: agriculture and economic development, agricultural organization and management, etc. p. 786 of that university's 1970-71 *Calendar*. See also its Agricultural Adjustment Unit under Professor John Ashton, p. 157. See, too, also N.D. Crew, *An Adult Learning Experience in England, 1973-1974* (which text discusses Crew's visits to that University and Unit).
- (11) Then, too there had been from 1973, the ongoing W.K. Kellogg Programme for Administrators in Higher Education, with its assistance to the U.N.E. Centre for Administrative Studies, within the Faculty of Education.
- (12) A paper, 'C.D. and Rural Change' was contributed by N.D. Crew; J. Tully was cited as an authority (pp. 7.4, ff.), as was E.C. Icceton, in the main bibliography.
- (13) U.N.E. papers included those from: W. Musgrave, R. Powell, J. Dillon, and J.P. Makehan.

*Appendix F vi*Residential Schools, 1971-1977

The Summer schools would continue with remarkably dynamic direction, despite the very sad loss of Ir. M. Price in February 1975. Thus, for 1972, the (Summer Schools) brochure featured 10 schools and listed 6 other programmes, including the Swelling Soils Symposium (6-10 February). The 1973 listings totalled 13 in all, including Security Analysis (3-10 February); for 1974 there were 12; while for 1976<sup>1</sup> there were 15 in all, including the cluster of Dance events;

- (i) two Choreographic Workshops (by invitation only) for 19 days;
- (ii) a Seminar on dance aesthetics, choreography and dance criticism, 14 days;
- (iii) a general School for those wanting to know more of dance (similar to those of 1967, 1969 and 1974), 5 days.

Significant signs for the future were the progressive increase in age of participants in the liberal schools and the like incremental creep in the costs of the actual events. Thus the 3 weeks painting school would cost residents: \$160 in 1972 and 1973, but \$245<sup>2</sup> in 1976; while 17 days in Drama cost \$118 in 1972, this would be \$137 in 1976 for only 11 days; and the Music school rates would increase by 50 % between 1974 and 1976. Also, many of the brochures from 1975 would have on them, 'fee to be decided', so fluid were the escalating costs involved. There began to emerge then a policy of smaller payments to U.N.E. staff,<sup>3</sup> as opposed to professional contracts with lecturers or tutors from outside. Also, some of the more glamorous occasions were now receiving scholarships and outside subsidy, so that the 1976 dance events were able to list financial support from: The Australia Council, The British Council, the Australian American Educational Foundation, and the Gulbenkian Foundation, Lisbon.

- (1) This was, in some ways, the apex of the work of Bernard James in this area. In an obituary tribute to him in the 1986 *Annual Report* of the Department, S.J. Rooth would write:

The annual summer schools earned him the reputation of one of the most able Arts administrators in the country, and brought many of the nation's leading singers, musicians, choreographers, ballet dancers and artists to the University campus. (p. 3)

- (2) In 1978, for 12 days less than \$300; by 1979, for 11 days, some groups paid \$434; while in 1982, with a less well known painting tutor the rate was \$370; and the 11 days' music fee had reached \$340.
- (3) Despite this cost cutting, the fee for the January literary weekend (Friday evening to Sunday lunch) would increase by 20 % in the period 1972 to 1974.