

## Chapter VIII

## CONCLUSION

This chapter can be but an extended note on the university's current extension drives and a form of appraisal of the major movements, attitudes and achievements of the years under scrutiny. For the adult education issue has become blurred<sup>1</sup> as to demarcation for the University, much as it had done for the A.A.A.E. at an earlier time. Indeed, of a truth, 'adult education', by the 1980s, if not long before, had become inextricably bound up with all the complex forms of community dialogue deemed necessary with the passing of the 1960s national exuberant mood. The work of Madgwick in the Australian Army, or of Eberle, Warburton and Dunton in New England, must seem now to have been the joyous activity of a golden dawn of university extension leadership which did not fulfill its promise. And Nelson, another of those pioneers, had been moved sideways, perhaps mainly from the perception that his grand visions and (imperial) requests for more staff were anachronistic, if not irrelevant to a more pragmatic and austere time for the university.

The thesis propounded at the outset (in the 'Introduction') is one which needs modification now, in that it is not just the 'rise and fall' of an a.e. ideal for the 'province', New England, and for its major tertiary institution. Rather is it that the on-going momentum of UNE's modern Department of Continuing Education, and its other University-based research-cum-extension brother providers, has become more diverse in the range of offerings, and specialized for various communities, as is appropriate some thirty and more years after the commencement of the first serious extension work in 1943. However, it is possible to argue that the remarkable dedication of the founder fathers of the original University College, as well as of the Federal and State Country Parties, their educational goals, and their notions of de-centralized development have lived on - in the more richly diverse outreach of the University; in more generally encountered Australian appreciation of New England style of further/continuing education;<sup>2</sup> and in the surprisingly successful state and federal bipartisan policies for a.e. momentum since the early 1970s. And the new University - which rose from the old on July 17, 1989 - by virtue

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1. See Appendix F iii. for Lascelles Wilson's judicious classification in 1971 of the widenings of the perceived 'range of providers'.
  2. In the period in question, Departmental staff had gone to: Macquarie, Adelaide, New South Wales, Wollongong, Nottingham and other universities to work/teach, while its graduates/diplomates are to be found: in T.A.F.E. nationally; in many C.A.E.s now absorbed into network universities; and in many educational agencies, both in Australia and overseas.

of its amalgamation with two Colleges of Advanced Education and an Agricultural College,<sup>3</sup> - will become an exciting organization, impelled by government into the sort of relevant community dialogue so yearned for in 1979 by E.C. Iceton who could see no likelihood of such an event occurring again in the over cautious and inwardly-looking, 1970s style, University.

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From the time of setback and the threat of major funding cuts to the University's adult education activities in 1966, the work of its organizer-provider Department (of University Extension, and then, later, of Continuing Education) had been perceived as being progressively more 'marginal'<sup>4</sup> and less 'well regarded'<sup>5</sup> by the university staff and administration - or so the conventional orthodoxy would have it. Of course, this was but one perspective, and came from a very different position to that held by: the community-sympathetic University Council; the local consumer of the (applied) educational product; and from those well versed in the actualities of extension or adult education provision, and aware of the reachable community's needs and anticipations which had so long been met, at least in some degree.

If for a moment we regard the rural faculties' work, and that of the special internal provider agencies of the 1970s and 1980s, as subordinate to that of the designated department, then it is so much easier to see that the original and particular thrust to a.e. at New England had come about from two forces

- (i) the regional perception of its own serious deprivation of further education, of cultural offerings and of extension 'know-how', both in the 1930s and for at least the next two or three decades;
  - from (ii) a philosophical view of adult education which saw the ordinary man, and woman, as capable of 'direct, pertinent, intelligent and disciplined discussion ... [of] contributing to an educative society ... . I wonder why we are so little conscious of the great
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3. In Orange, N.S.W.

4. The term has been widely so used, and no more significantly than in his 1968 assessment of a.e. nationally, by Professor P.H. Partridge (p. 168 of his *Society, Schools and Progress in Australia*).

5. While this was the claim of many administrator-academics post 'Howie', the truth was rather that the academic body, being progressively less participatory, was very ill-informed as to this work, and prepared to accept the contention that a.e. was draining off scarce resources from the teaching and research enterprise, and was neither necessary nor important in any valid way for the University enterprise.

potential for thought and action amongst ordinary people - who [assisted by a.e.] could be enjoying the growth of ideas, the growth of others, and the growth of ourselves.'<sup>6</sup>

The first catalysing force was both social and regionally political in its origins and is to be associated with the thoughts of E.C.G. Page and P.A. Wright, and with their various associates and friends across the northern third of the State of New South Wales.

The second perception of necessary social 'intervention' was one concerned with the need for a.e. to work towards social change in specific communities and to liberate those long denied educational opportunity, and imbued with the ideal of the creation of better members of society. It was one concerned with the Great Depression, and that impact had fired the early a.e. officers, the first two directors and, even more significantly, their leader, the Warden of the College and the first Vice-Chancellor of the University, R.B. Madgwick. A number of these men had rural (and, often very impoverished) antecedents, both in Australia and overseas, and these, combined with wartime (and often A.A.E.S. experiences), made them passionately community-oriented and 'New Englanders by conviction'. Despite the various attempts at outreach during the Second World War as organised by the early Warden, Dr. E. Broth, it was the tutorial classes offered by A. Eberle that constituted the first real attempt of the University College to come to grips with the cultural and social problems of the nearer rural community, with its offerings of technical classes, activities for women, and the first Community or Rural Residential School weekends. His successor, A.J.A. Nelson, brought the further outreach,<sup>7</sup> with his founding of the far-flung regional offices, community development projects, agricultural work with G.L. McClymont, and his own early planning for external studies.<sup>8</sup>

The first ten years or so (1954-65) of Nelson's directorship followed, at core in fact and ideal the old (wartime) political and moral

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6. A.J.A. Nelson. in April 1975, in a retrospective essay for *The Journal of the Royal Australian Army Education Corps*.

7. One recalls, in this context, poet Les Murray's maxim that 'New England is a state of mind'.

8. Until c. 1963 these were remarkably geared to the immediate region, as with their (weekend) Residential Schools in northern towns like Inverell, Grafton, Lismore or Gunnedah. The Sydney focus came later and related particularly to urban-attractive subjects. It is of interest that a prominent U.S. extension university, Wisconsin, should only move to external degrees after many years of University Extension. See pp. 293-294 of Malcolm S. Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (revised and updated edition, 1980).

exhortation of R.B. Madgwick-

we are fighting for the survival of democracy and of free political institutions ... to make these ideas real ... and to revivify them as ideals and incentives ...  
Properly understood (any) adult education ... can do much to lay the basics for a reasonable world ... and equip the people to build this new world and ... to take their rightful place in it. [Excerpted from the 1942 Memorandum,<sup>9</sup> Directorate of Army Education]

That this liberal ideal was understood by those reached by the similar, peacetime, cultural mission in the north, from c. 1948 to 1964, is clear from another section<sup>10</sup> of the Nelson 1975 essay

The only judges who really matter are the men and women whom it tried to serve. In one sense, I believe, their verdict has already been given, since it does not seem reasonable to suppose that the scheme would have taken root ... as it did without commending itself to public opinion as a good and useful thing.

The early co-operative c.d. work of 1956 would be called by Madgwick in prophetic vein an effort 'which may act as the model for the rest of the western world'.<sup>11</sup> But he then added that even that achievement was meaningless 'unless we [all] continue to do our share in the responsibilities which are involved',<sup>12</sup> and give 'every person in every home ... a say in the various problems as they are dealt with'.

This notion that a.e./community work was the university's prime and essential social activity was not, unfortunately, incorporated in the University's charter,<sup>13</sup> and this challenging and seemingly axiomatic aspect

9. This was a form of charter for the A.A.E.S. See Chapters I and III.

10. These words were taken from an unpublished essay of Lieut. Col. Wilcher (A.A.E.S.), and cited by Nelson. They are meant, of course, as a tongue-in-cheek comment on the by then undervalued work of the Department which he had left in 1971.

11. Grafton *Daily Examiner*, 21 September 1956, p. 2.

12. *Ibid.*

13. This was pointed out, on p. 2 of the Walker Sub-Committee's Draft Report on Residential Schools, of November 1967, viz. that:  
There is no specific mention of University Extension in the University Act or By-Laws.  
Malcolm Knowles discusses the needful [American] 'policy base' for university a.e., adding:

the strongest programs in universities are in those institutions in which the a.e. unit is parallel to academic affairs ... and the chief executive officer is a vice-president for continuing education. The increased power and prestige ... come with high organizational status ... . (*Op.cit.*, p. 71)

of the U.N.E. submission to the Murray Commission in 1957 was ignored almost entirely. Despite the supportive power of many friends in Sydney in the University's early years, Madgwick and Nelson were unwise in not ensuring from the academic body some form of total, personal and, preferably, legal, university commitment to their cause. Worse would come when, soon after Madgwick's retiring, the key A.E. Committee lost its simple and direct access to Council, and had to pass the aggressive financial scrutiny of departmentally focused empire-building young professors who had no interest in the old 'traditions'. Yet at the same time the actual staff of the Department were busy about diverse activities - in music, drama, local history, geophysics, etc. - many of which would be the important fore-runners of significant later developments, within the University.<sup>14</sup> Meanwhile, as the University grew apace, the 'authorizing' or 'validating' committees, whose task it was to vet proposed a.e./c.e. offerings, became more complex. No longer was it just the Vice-Chancellor as the Chairman, and the Director as the Secretary. The early A.E./U.E. Committees of small academic and large community membership would be succeeded in 1966 by the University Extension Committee of the Professorial Board, while, in 1970, there was a 'General Planning Committee for University Extension', a Committee of Council, but heavily weighted with professors. In 1975 there was no committee at all but, in 1976 there was created the new Board of Continuing Education, a body of some 20 members, which by 1978 had reached a total membership of 32. Thus an in-group of those who would now be perceived as 'palace favourites' had become an unwieldy body, where the community representatives could easily be ignored, and were, as the Board became less and less significant as an initiating force, and prevented from stimulating new policies, let alone from giving their perspectives on the need to maintain a range of courses still offered to the public in the various regions.

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14. One could really include the Natural Resources Faculty a development under the list of Departmental initiatives, since, in the early days of the mid-1960s drought, Professor G.J. Butland (Geography) and A.J.A. Nelson had applied jointly for a visitor under the Fulbright Programme for 1965, namely Professor Lawrence S. Hamilton, a forester from the Department of Conservation at Cornell University. Their submission had included under section 6 ('Circumstances making such a visit desirable'):

... there is an urgent need both to formulate a natural programme of resource conservation and planning before it is too late and to educate a wide cross-section of public opinion in this regard.

and concluding: 'such a visit ... would be the essential stimulus for such an inter-disciplinary approach'.

The American Style of Rural Science, Agricultural Economics, etc.

For several years after his appointment in December 1954, Professor G.L. McClymont had busied himself in community work<sup>15</sup> - both in the Tablelands and on the Clarence - and he had taken American advice,<sup>16</sup> thus imparting an urgent American 'land grant' style to his faculty, and to its junior partner, Agricultural Economics, - the last led by first Belshaw, then Lewis, and, later, by Dillon and Musgrave. This American influence would continue, so that the associated Departments, Sociology,<sup>17</sup> Public Administration, etc. would assume easily a policy stance and, in the 1970s, provide extension units which were largely autonomous and, most significantly, free from general university cavil or financial intervention. Indeed, it is the practical or American style of extension unit which has had the least difficulty surviving inside the University, not least because of its considerable concern with money, financial viability and the profit motive. The more liberal or traditional a.e., being 'British', aesthetic, scholarly, and less of concern to the practical Australian male ethos, has had the harder task to survive in more austere days. Always a seemingly static area and more patronised by women, its authoritative impact has diminished under the influences, individual or cumulative of: television (from the later 1960s); easy holiday travel (relatively cheap at least until the early 1980s); the movement towards career and vocational education, with grants more for skill-development and job-oriented programmes; ecological and computer-education projects; and the strong behaviourist orientation of much contemporary education theory and practice.

The period of seeming total University commitment

In all probability Madgwick and Eberle, and then Nelson, were lulled into a false sense of considerable university support by the freedom from criticism of their concepts in those early days. Not only had many academic staff volunteered as tutors for a.e. work, but almost all who could had attended community-oriented seminars by the many distinguished visitors to

15. See Chapter III.

16. First from Dr. Mackenzie of Oregon (before 1956, when N. Yeates arrived) and from W. Baker in 1956-57. Details of this were given in conversation by Emeritus Professor N. Yeates (Foundation Professor of Livestock Husbandry), at various times. See his *Stone on Stone: A Pioneer Family Saga* (1976) for particular events and names.

17. Compare the early sociology work of Warburton, as in his contact with Professor S.T. Porteous of Hawaii, or with the Maori leaders and university teachers in Auckland.

the Department in the early years.<sup>18</sup> The record of Professor W. Baker's visit, from late July 1956, shows that he had met almost all the middle level and senior teachers and researchers, and that he seemed to carry them with him. Even such 'academic' figures as Professor J. Sommerville, M. Kelly, and others, appeared satisfied with the proffered justifying arguments. A particularly interesting stance was that of Professor McClymont,<sup>19</sup> who then pointed out

that it was normal for a university to work on problems which were related to the needs of society ... whether they existed in the past as did the problems of the historian, or in the present as did ... the social scientist and natural scientist (62c).

Baker's and Madgwick's assumptions were that all university and community members understood these concepts.<sup>20</sup>

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As will be clear from the remarks about N.E.R.A.A.L. (Appendix G v) or the various comments on the year 1976,<sup>21</sup> the members of the Department, more and more obstructed inside the University, had turned to a less liberal and more pragmatic community style of further education, in its way not so dissimilar to that of Eberle more than a generation earlier. While their revenue-producing work with traditional regular classes and residential schools was more and more cautious, since it had to generate ever larger (profit) sums,<sup>22</sup> the members of staff were really repeating, on a much larger scale, grassroots vocational work of the style practised by Eberle in the small hamlets of the post-war and economically depressed New England of his own day. They were going to the people and listening to the people and then endeavouring to fill/make possible their expressed requirements. Yet now change, relativity and educational pluralism were part of more progressive views of the world.

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- 18. These matters were verified, courtesy of A.J.A. Nelson, by consulting the file, Visitors, Overseas 15/2 - running from 4-7-1956 to 2-3-1964. See Appendix G viii.
  - 19. He would work most productively with Baker a little later in the Clarence Region. (See Chapter III.)
  - 20. See Appendix G viii. The widest publicity had been given Baker's visit by the Director of Public Relations and Publicity, (File 66/56) on 17 July 1956.
  - 21. See Chapter VII above.
  - 22. \$250,633 in 1986; \$330,310 in 1987, this last coming out finally at \$355,000; and at \$493,396, for 1988. (See *Annual Reports* of the University for 1987 and 1988.)

When Robert Menzies had laid down the directives<sup>23</sup> for the Murray Committee on Australian Universities in December 1956, the first three of his topics 'in the best interests of the nation' had been:

1. the role of the University in the Australian community;
2. the extension ... of university facilities;
- and 3. technological education at the university level.

In the accepted final Report's comments on the University of New England, there were two points of interesting emphasis (p. 26), namely that:

'it is in a rural setting';

and: 'in our opinion this is an experiment which is likely to have a significant influence on Australian university development'.

While the general tenor of 'Murray' was opposed to sub-degree work, there is recognition of another 'role of the universities in the community' (p.126), viz.: 'the universities should ... be guardians of intellectual integrity in the community' - a view close to Nelson's contemporary theories as to Australian democracy.

#### Directorial (mis-) understanding

In a very real sense, Nelson, and Iceton later, as theorists and planners may be held to have themselves accepted the 1957 challenge. The great extension problem for the Department, and thus for the University, was the vacuum left after Madgwick's departure. While both Nelson and Madgwick were visionaries, they were not sufficiently realistic as to ensure an adequate statutory base for the future. Had they worked to make the Department a 'national centre' for a.e. - such as would be formed in Canberra in 1969 at the Australian National University - and had it been adequately funded by some 'outside'/international trust such as Kellogg or Carnegie, the future developments could well have outdone those of the Rural Development Centre (founded in 1977 as the Kellogg Rural Adjustment Unit).

Another impression, re-enforced by the reading of various surviving personal files, is that the Madgwick men - Eberle, Nelson, Howard, Warburton and Dunton in particular - were all loners, men of considerable quality and maturity, who 'got on with the game'. Their differing styles and philosophies were progressive and humanistic, placing their emphasis on the person as learner, and concentrating upon the human potential for growth in both cognitive and affective areas of life. They were all

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23. See 'Terms of Reference', p. 5 of *Report* (the 'Murray Report') of the Committee on Australian Universities (Canberra, 1957). The fourth directive was concerned with adequate funding.



remarkably optimistic in their approach to personal and societal change. It was after their several final departures that the unsecured base became the more vulnerable to the more probing inquiries of the Cowen period and later. The only way in which the Department could have built more solidly on its 1955-66 achievements would have been by

- : the appointment of very much more senior men to the regions;
- : the relatively early establishing of a scholarly teaching (cum extension) Institute;<sup>24</sup>
- : obtaining some form of trust-endowment in order to rid it of the probings into its running costs, and hence continual questioning of its specific activities;
- and : some massive change of heart by the University's academics and administrators.

Interestingly enough, the Dawkins-led initiatives of 1987 and the 'new' university of 1989, may yet, in their own way, bring about the centralized role which Iceton had envisaged for the Department. The many attritions of the Department's c.e. staff may have pruned it down to a skeletal version<sup>25</sup> of its former self, perhaps the more ready, through its hard working Continuing Education Officers in the field, to hear the (local) community voice again after much of the sudden pretentiousness of 'extending the university' in the period c. 1954-1971.

The needful preparation for the style of a likely new, leaner Extension Department, had been made fairly clear at the Twelfth Congress of the Universities of the (British) Commonwealth, held in Vancouver in 1978, where the major planning session had been devoted to 'Reconciling National, International and Local Roles of Universities with the Essential Character of a University', while popular support and 'approval' was also discussed. It was argued then: that 'the pressures of the electorate may be such that social demands and local needs will be given most weight (pp. 274-75); that there will be a requirement to adjust promptly to changing community needs' (p. 277); and that 'academic bodies ... can no longer ... count on a degree of insulation that has protected them ... from community probing'

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24. To be delayed for another 10 years, and still, in 1989, without the recommended professor in charge. Both Nelson and Crew wished all such teaching to be largely independent of the school-oriented Faculty of Education.

25. For example, in 1969, residential schools and regional seminars alone had totalled more than 146,000 student contact hours, while in 1985 residential hours were down to 14,850 and all activities including discussion groups work were just under 50,000. (See Reports of 1970 to Advisory Board and 1985 *Annual Report of D.C.E.*)

(p. 278). Many other papers (several from Australia<sup>26</sup>) stressed:

- the importance of c.e. (p. 328);
- the positive use of leisure time as a university concern (p. 343);
- and the requirement that institutions 'should want to develop an extra dimension as resource centres<sup>27</sup> of help to the neighbourhood' (p. 401).

Even more interestingly, the priorities for universities' a.e. offerings were then still ranked as: (i) liberal; (ii) continuing education; (iii) professional/vocational; and (iv) concerned with social justice. Sadly these forewarnings and challenges were not digested by the New England delegates, since they neither contributed, nor did they report the international cautions against pruning a.e. back to their own Council upon return.

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#### Barriers to this (1978) Challenge to Sympathy for Liberal Continuing Education in (Australian) Universities

Inimical influences in the face of old liberal c.e. seemed in 1979-80, to be both national and social:

- the obsession with development (see Williams). material greed, and the political fear that the unemployed would seem to be neglected if undue numbers of impractical/liberal courses should be offered;
- authoritarian (central) educational systems;
- or - the widespread intolerance of university departments of Education<sup>28</sup> for a.e./c.e.

26. Significant Australian contributions had come from: Sir John Crawford (*Proceedings*, pp.26, ff.; Professor B.R. Williams (pp.200 ff.); with Sir Hermann Black contributing to 'What Range of Learning'. The short title of the volume is *Pressures and Priorities* (London, A.U.B.C., 1979). The plans for sub-degree diplomas and more practical degree courses in such areas as tourism, hospitality, etc. may be held (in 1989) to have 'moped up' large areas of demand earlier assisted by non-credit extension offerings. 'Resource centres' like the New England Historical Resources Centre, the Water Policy Centre, etc. may be held to have replaced occasional seminar or lecture offerings in the same areas.
27. By Sir Frederick Dainton (U.K.). The new (1989) university has a number of these.
28. See L.F. Neal (a liberal), on 'Function of a Department of Education' (*Vestes IV*, 2 June 1961; and note the omission of a.e. from G.S. Harman, *The Politics of Education: a Bibliographical Guide* (1974)). The files of minutes of the Faculty of Education at New England indicate considerable tension between its members and those of the D.C.E., particularly in relation to a.e./c.e. teaching - of any type.

Yet other reasons were due to the characteristics of the Australian university, qua institution, including: (i) a rigid stance<sup>29</sup> adopted in the face of reforms; (ii) various public service/accounting attitudes endemic within the university decision-making, leaving this in the hands of the few, and of those at the top; opposition to decentralized and better informed decision-making,<sup>30</sup> etc.; (iii) an assumption that responsibility to society is somehow best achieved by having 'scholars within' and by not providing any outreach; and (iv) an inadequate franchise for the institution and the presence of very limited knowledge of further education, or similar extension altruism, in the members of the inner cadre.

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A re-appraisal of the New England vision, the efforts and achievements in 'adult education'

In the earlier years of this century, Australian a.e. was a fairly clear concept, British in inheritance, liberal, urban,<sup>31</sup> formal, and presented usually in classes of regular meeting. It related very largely to the more static British political and social system, whose problems and development had been spread over time, arisen gradually, and so been solved. The problem was other in Australia, a new nation, where the British models have either not survived, or, necessarily, have required considerable modification. A Sydney model, conservative and cautious, would remain in New South Wales long after New England had evolved a very different approach to the further education of adults in the years after school was over.

Further, New England and its former A.A.E.S. men had seen that dynamic and democratic attitudes could be passed on through further education to rural people, as could an understanding of governmental and political

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29. Cp. P.K. Wheeler, 'Barriers to Educational Change in Australian Universities'. *Vestes XIII*, No. 3 (1970), pp. 246-258.

30. After the relative flourishing of an early Academic Board from May 1980, this body became a forum for debate, the real power lying in the Academic Advisory Committee, a standing committee which did not report its proceedings publicly. It was finally abolished in June 1989, and has been replaced in due course by a much less democratic 'Senate'. Yet that body is quite likely to be over-ruled on community matters by the new 'people's' Board of Governors (replacing, in July 1989, the old Council).

31. See G.A. Almond and S. Verba, *An Analytic Study: The Civic Culture* (Abridged 1965 edition: Little Brown and Company).

institutions. And both Madgwick and Nelson, in particular, realized that a.e. can communicate the explicit norms of democratic participation and responsibility.

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#### Philosophical conflict both inherited and indigenous

As the second and third chapters make clear, the great driving force behind the post-war New England a.e. effort was the notion of a new Australia, even of a new style of caring and informed civilization. While they did not succeed on a national a.e. front, Duncan, Mills and Madgwick had valiantly sought to extend into peacetime the considerable government powers of the Allies<sup>32</sup> as needed in war, so that major social changes could be carried out. The war had brought to Australia a high degree of unity and national self-awareness, and what was not lost afterwards was an awareness of the vast potential for dynamic development of social organization and, particularly, of governmental planning. In New England there was a perception of the repulsive (physical) circumstances of a squalid life, as well as an understanding of the limited culture, and of the existing limitations to people's imaginative, intellectual and spiritual lives.<sup>33</sup> The relationship between culture understood and an orderly democracy was seen to lie in regional adult education,<sup>34</sup> which would preserve ailing (rural) communities, and prevent a pessimistic view of human experience.

In 1941, and later, members of the Moot (of British idealists and social thinkers<sup>35</sup>) were concerned with

the ordering of the new society that is quite evidently emerging [in Western countries] and how it can be shaped in the reconstruction after the war is over.<sup>36</sup>

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32. Yet Butler's 1944 Education Bill had far-reaching consequences, in Australasia no less than in Britain.

33. Witness the emphasis on offering literary, theological and historical courses, of all of which J.W. Warburton, Bishop Moyes, A.C.M. Howard, and A.J.A. Nelson were especial champions.

34. This was Max Weber's second classification in his typology of education, expounded in *The Protestant Ethic and the Spirit of Capitalism* (1930), and elsewhere.

35. They are listed with attendances in the Appendix to Roger Kojecky's *T.S. Eliot's Social Criticism* (London, Faber, 1971).

36. *Op. cit.* p. 201.

A like vision of the individual and social potential was passionately held in New South Wales by the N.E.U.C's leaders, and the a.e. endeavour was a part of the necessary intellectual enfranchisement of all the region's people, that they might the better monitor the conduct of politicians and economists, each playing both his or her social role (as citizens of a democracy) and their personal one, the better to develop all their latent powers, and so enjoy as meaningful a life as possible. In particular, both Madgwick and Nelson would write, of the individual and community life, their cherished view that 'the good man and the good citizen are identical'. While not all of the early leaders would link their perceptions explicitly with religion and Christian work and witness, as Madgwick and Moyes did, Belshaw, Howard, Dunton and several of the others were devout Christians whose lives were 'seamless' wholes. Their notions of cultural opportunity and spiritual fulfilment were moral principles, - much as was, for example, Eberle's crusade for good community libraries, or Nelson's like insistence on the availability of quality books of relevance for every learning exercise, however physically isolated.

As far as community development is concerned, this campaign, so unfortunately misunderstood within the University, was an eminently sane one, linked with and concerned to reconcile a number of different educational ends - such as the occupational, the social and the individual - with means which were democratic, consultative, organic to the community and, above all, positive. Properly understood, it would save families and communities, preserve social coherence and identity, and give all the members of any such group a shared hope. Yet other examples of the praxis - like Nelson's work for U.N.E.S.C.O., or the decentralised personal/group study of particular countries - would enable better international understanding and would further the likelihood of wider peace in one's own time.

Ideally, of course, the reflective individual citizen, must, like his University, be concerned with the potential for good in a time of flux, and endeavour to eliminate eventually the dangers which are inherent in that chaos. Similarly, every individual has a chance to influence his own milieu - and more distant ones - through the information outflow which he makes towards others, in his conversation, writing,<sup>37</sup> and in the sharing of his own insights and discoveries. For in every extension class, in every continuing education exercise there was and is a commitment to a search, a policy, a change which will bring about enlightenment, social amelioration, or meaningful insights, as well as the chance to make the individual citizen more responsible. For the citizen's moral burden is on one and all to find/retain aesthetic standards in a technological age, and to explain

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37. This is a keystone to the M. Price - inspired T.S.W. schools and philosophies.

to his or her fellow the potential of every seemingly fluid situation. to create humane and workable new organizations. to contribute to a changing world. and to inculcate a sense of the preciousness of all learning. and particularly that which is creative and life invigorating.

Related to both these goals for all adults were the (Departmental) concerns with: all levels of education<sup>38</sup> and with its improvement; leadership in (particularly women's and) community organizations;<sup>39</sup> the elimination of the causes of (regional) poverty; the deliberate concern to ease racial prejudice; professional retraining; and the goal that every citizen should become more responsible within his community, thereby acting to ensure and enhance its democratic purposes. In all these endeavours, the Department was concerned to make more civilized the people whom it was serving, and itself to ever serve, in a more civilized way, the causes of democracy in each and every community to which the adult citizen might belong.

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#### Stimulus to University Research and Publication

Another aspect of the extension/a.e. endeavours has been the quite remarkable priming assistance to (beginning) research and to serious university publication over a very wide range of disciplines, and not merely to those of applied economics, or the 'rural' or policy subjects. Thus it is impossible to over-stress the significance of the Departments's supportive work for: the preserving/interpreting of Australian drama;<sup>40</sup> the study of local history<sup>41</sup> at a number of intellectual levels; projects in regional economic history; insightful overviews of social work among the region's deprived, particularly the Aborigines; regional development of many kinds: tourism and regional culture; popularizing (Catholic) theology, and ecumenical work with the Charles Strong Trust; inculcating the habit of intelligent group discussion within one's home community; the study of the

38. Compare the various Departmental concerns with (and schools on): the New Education Fellowship; the Wyndham Scheme high school reforms; rural education; instruction in child psychology; or a more recent like cluster of projects from A.R.A.U. and the R.D.C.

39. E.g. in the service clubs.

40. A special debt is owed here to A.C.M. Howard and, for the tradition of 'work-shopping' quality new plays, to Tom Keneally.

41. This will be one of the particular strengths of the 'new' University of New England, with particular diplomas here.

interrelationships of history, geography and economy and of a country's<sup>42</sup> resultant social life; the knowledge and conservation of flora of the various 'Ecofest' study areas; the traditional culture of the Aborigines and its tragic shattering; plasma physics; computer skills;<sup>43</sup> faunal problems;<sup>44</sup> local government processes; town planning<sup>45</sup> and the related escape<sup>46</sup> from stagnation and despair; and so many other themes.

Indeed, it is not too much to claim that the Department was able to 'prime' the pumps of many teaching departments and so to lead them, from the narrow round of teaching and 'external' marking, into research; and to make possible for very many individuals the key early publications of their careers. As the circumstances of the universities changed in this country, it was largely their work with the Department - and its various 'field laboratories' - that made New England's academics more Australian in outlook, resourceful, responsible in their people-directed research,<sup>47</sup> and able to give the University its distinctive stamp. As far as the related a.e. or c.e. monograph publications themselves are concerned, it is not possible to ascertain the full number of these, due to the records not being preserved, but library searches would suggest that, in the last thirty years, their total would aggregate to somewhere about 1,000 - a

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42. This refers not merely to Australian history but also to the projects entitled 'country of study' and to the ongoing interest in these yearly publications, since 1970.

43. Particularly since the 1970s courses on Fortran, so well led by J. Burr.

44. E.g. the dingo survey.

45. This is yet another example of the Department being ahead of the formal academic endeavour, of its moulding the University rather than merely displaying its wares. Thus the planning work within Geography would cause that academic area to become the Department of Geography and Planning. See also Appendix H for a further philosophical support to New England research activity. Even in early 1978, it was noted in the Professorial Board papers (p. 11677, of November 1978) that 'some 22 out of a total of 38 departments had contributed to the activities of the D.C.E. in the first seven months of 1978.' For this work was the way to productive research output.

46. The 'our town' projects occur many years before A.R.A.U.'s work in this context.

47. New England has become in the 1980s, one of the most productive research universities, since there is no academic stigma in using the data of the materials close to hand.

total many times the relatively short 'official' list.<sup>48</sup>

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The work of the now numerous 'other' university providers - A.R.A.U., A.B.R.I., R.C.M.D., or F.M.R.C., etc., - has been partly interwoven through this historical account, or given in the appendices. While their activity is often more significant to a particular user or consumer of their 'product'/organizational skill/cultural offering, yet they have almost always been hived off from the central or parent unit, the much abused and ill-understood 'Department'. They have finite and sharper goals - and limitations, - since they are scarcely concerned with the whole adult person. And so the last word should not be of them.

#### The meaning of the adult/extension endeavour at New England

These myriad activities were concerned initially with the 'civilizing' of an essentially benighted rural area,<sup>49</sup> with the giving of some form of conscience to the (post-Christian) modern Australian, and with facing up to the impact of technology, or with 'developing' one's society. Beginning with the problem of drift from the land in the 1930s and 1940s, New England adult education had been concerned, sequentially with: the recovery of (its) society from war; the sudden and widespread rise of confusion in social institutions, particularly in the family; the progress of technology in agriculture, no less than in our cities; the valid extension of human interest - from kinship groups, to the national state, and even to the nature of life on the planet; the enormous rate of exponential change,<sup>50</sup> and its linked threats, and of redundancy, information explosions, etc.; and both too much leisure and associated endemic despair in the young. As the work of the University makes abundantly clear, so many of its now flourishing specialist agencies have been enthusiastic for development in a material sense, paying but lip-service to the awkward social concomitants thereof.

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48. These approved and so scholarly monographs come through the Publication Fund and Publication Unit. Sadly other university presses have taken up so many of the New England extension-begun publications, Queensland University Press having had an amazing bonus of New England work to publish - particularly in the fields of education, sociology, administration, etc.

49. A point well made of N.E.R.D.A. by Peter Wright in several essays and notably in his paper in *The New England Experience*.

50. See W.W. Rostow, *The Stages of Economic Growth* (1960). This book contains his theory of the 'take-off', or societies so caught up in the dynamic of change, that they cannot turn aside from it.



Long before it was realized - pace Dawkins, that 30 % of society would take up credit tertiary study, 42 % enter a.e./c.e. classes in the last decade of the century, or participation in Year 12 would climb startlingly in Australia - the Department had understood that

higher education courses might be introduced to meet the academic abilities of the real students, not ideal ones.<sup>51</sup>

Thus the cry of 'sub adult', as uttered by Haines and others, is almost meaningless, since its sense is but 'below high levels of achievement in the traditional subjects', and it has enshrined a dangerous elitist and exclusive view of education which is cruelly dismissive of all those who wish to, and will, advance their knowledge and make themselves more useful and fulfilled citizens for tomorrow's Australia. Another truth relevant here is that: 'much successful c.e. is based on problem-solving, in life-topic subjects' (P.B. papers, p. 11679).

While some may find such claims for the extension endeavour exaggerated or somehow unrealistic, such propensity to doubt as to suitability/appropriateness never inhibited the key New England extension men, some of whose many achievements have been described and assessed in these pages. All of them sought for their fellows a deeper understanding of each person's situation and a proper appreciation of human values and aspirations in a finite time and place, as well as more generally. Similarly, they, not as academics but as mere 'generalists', sought manfully to overcome the effects of atomization of knowledge produced by: science; and the trivialization of history and politics by the media; or the loss of a religious, moral and personal sense of meaning to life. They ever endeavoured: to arouse dormant wisdoms; to show the continual interplay of ideas, facts, and values; and to stimulate the general awareness that every individual must relate to his fellows and to himself, while communing with the universe.

The multi-faceted extension role of the university was, and is, dedicated to the task of showing that theoretical knowledge, the cultural inheritance, or the psychology of human relations were, alike, related to the dynamic content of the wholeness of life. Knowledge was taken to the community and shown, in all these endeavours of outreach, to no longer consist in the manipulation of nature or of one's fellows, but to be a means of recovering the dignity, integrity and self-actualization which are the inalienable rights of man. In its university inheritance as an outlying

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51. Gregor Ramsey, pp. 24-25 of his 'The New Challenge for Higher Education: Growth, Increased Outputs and New Directions', in G. Harman and V. Lynn Meek (eds.), *Australian Higher Education Reconstructed?* (1988). This is a more articulate statement of the Williams' perception of 1979.

college of Sydney, New England was pulled in two directions - (i) to outdo its parent in its academic (internal) teaching; and (ii) to outdo the (parent) Extension Board, and to obtain and retain the respect of its own community for its relevance to their needs. The former pull was the stronger initially, and again when in 1955 it proceeded to offer its Arts courses externally. Various elitisms then made their appearance, particularly in 'pure' science and amongst those who were using the University as a stepping-stone to careers elsewhere. Yet the need to liberalize both its offerings and its responsible 'community' policies remained insistent. The national university population had doubled from 1960 to 1968, or trebled between 1960 and 1976,<sup>52</sup> or, more dramatically still, increased eleven-fold in the universities and C.A.E.s combined, in 1977, as opposed to the university totals of 1951. Now, when, at the end of the 1980s, it is estimated that higher education will take some 30 % of the population for training, the university, qua institution, has necessarily changed. While 'U.N.E.' has made much demur at its 'new' shape after amalgamation, with its far outreach and sub-degree diplomas, it is clear that a like open-ended flexibility and educational imagination had always been present in its more formal adult education, or in its manifold extension and community activities, all of which were learner-centred and situation-centred processes.

In 1932, Ernest Barker had contributed to the Symposium, *The University in a Changing World*, his own essay, 'Universities in Great Britain',<sup>53</sup> in which he argued that adult education had the advantage of bringing the university 'into a closer touch with the general community' (p. 117), adding that 'it would be a dereliction of social conscience to drop, or curtail, such work' (*ibid.*). He also noted that it did not use largely 'the ordinary teachers of universities' but remained 'a charge on the energy and on the spirit of some [few] members of each university' (p. 118) - the same point as was made by the 'rebuttal' sub-committee to 'Howie', in the winter of 1969.

Barker then concluded that every university could be tempted to the excessively practical, and yet reflected that both the practical courses and the highest levels of instruction must needs be offered, then concluding:

But the university, like the Church, lives by the Spirit, and for the cultivation of the things of the Spirit; and like all other spiritual institutions, it must always be judged, in the

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52. See W.D. Borrie, 'Demography', p. 67 of Grant Harman and V. Lynn Meek (eds.), *Australian Higher Education Reconstructed?* (U.N.E., 1988).

53. Reference is made to the reprint of 1969 (New York, Books for Libraries Press).

last resort, by the degree to which it performs its own intimate and essential purpose. (p. 120)

His words would be echoed by A.F. Dunton (see chapter V) in his averring that the idea that adult education work 'is properly the concern of universities' is indeed 'a declaration of faith'.

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Of course there was, too, a peculiarly Australian pragmatic side to the curtailment of university Adult Education by the 1980s. Stephen Alomes has recently made a number of shrewd comments<sup>54</sup> on the Depression period dialogue between intellectuals and social policies. His notion is that public affairs research came from the universities and would tend to mirror the universities' dialogue, first with the capital city (and its orthodoxies) and then with the funding centralist government. Thus he observes, very justly, of the inter-war period that

[urban] vice-chancellors were ever worried that the ... government might decide to reduce the university budget substantially if their staff were too critical<sup>55</sup> of government policies (*loc.cit.*, p. 74).

The university authorities in Armidale had like worries after the Martin Report. In the same fashion, by the (later) 1970s, (attempted) social engineering by adult educationalists was not only deemed intrusive into areas that government found extremely sensitive - as with the Committee of Inquiry into Poverty, chaired by Ronald Henderson - but it might be held to show that universities were over-funded, if they should be able to find the staff to explore and criticize the consequences of affordable public policy.

From the mid 1950s, the Federal government had itself become more intrusive into public life, despite Menzies' desire to the contrary, and L.G. Melville, vice-chancellor of the ANU could observe<sup>56</sup> at the 'Liberty in Australia' seminar in 1955 that:

54. In his essay 'Intellectuals as Publicists 1920s to 1940s', pp. 70-87, of B. Head and J. Walter (eds.), *Intellectual Movements and Australian Society* (1988).

55. F.A. Bland had been silenced on various occasions by the Labor premier of New South Wales, J.T. Lang. See E. Hearnshaw, 'F.A. Bland and Politics', *Journal of Public Administration*, vii, 2 (new series), June 1948, especially p. 161.

56. In his preface to the Proceedings of this 1955 Seminar of the Australian Institute of Political Science, entitled *Liberty in Australia* (1955).

the inroads on the old liberties in the English-speaking world have been significant ... we have less liberty today than in the 1920s ... We must decide ... what part of liberty we want to preserve. (pp. x-xi).

Keynesian full employment policies had led to western inflation and to consequent invitation to controls. While the centre could scarcely exercise effective regional judgement, every university's policy/authority would become more closely associated with economists and with those whom Douglas McCallum would style 'our new rulers', men who

are intelligent, but not cultured; [they] ... have no feeling for those who are subject ... to economic or political injustice ... And with the rise of the new men of talent the older notions of *liberal* democracy have had their day.<sup>57</sup>

In the case of the University of New England, more than most of their colleagues the adult educators had always to work within the needs and goals of their employer, however much they felt impelled to respond to the needs and goals of society. Further the changing institution was more than aware of the rise and ready availability of new delivery systems and that seeming equivalent resources for learning are progressively more available everywhere in the social setting. By the later 1970s, universities with limited funds had once again seen themselves in the 'steady state' and as primarily responsible for producing intellectual or professional leaders. More and more expensive responses to the simple needs and to the cultural interests of the region's adults were seen to conflict with the mission of the university, particularly in times of dwindling resources and every increasing internal demands. In another ten years the adult educators would become more and more involved in continuing professional education and so in acting as agents of potential change, rather than in orchestrating these very changes themselves. As always, however, their work required the highest ethical commitment, since the line of demarcation between adult education and (political) propaganda is a fine one.

As has been stated in the 'introduction', the New England adult education exercise was always one of the interplay between (i) rural consumers and their needs; (ii) the modes of articulating those needs and the presence or absence of means/officers to facilitate the communication of them to the then major provider; (iii) the (institutional) perception of what might be 'appropriate' in offerings and reasonably affordable for the university as Government funded institution; and (iv) the social context, which was continually modified by the changes from an isolated, conservative and somewhat impoverished rural community, to one living with

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57. P. 46, in P. Coleman (ed.), *Australian Civilization: A Symposium* (1962).

automation, massive leisure activities and the sense of familiarity with the global village. Thus almost all the forces behind the adult education endeavours from 1948 to c. 1975 had been hugely modified, not least by, the initially Cowen-articulated perception of the university's 'ultimate role' -

not as a regional institution ... but rather as serving a far more widely-based population. (Council minute of 21/10/1987. See Chapter V.)

The distinctive enclave known as 'New England' had retreated into Australian history by the 1970s and even more since then.

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It is perhaps enough to conclude this survey of a period of on-going endeavour and achievement with the ever-relevant words of the Catholic poet, Les Murray,<sup>58</sup> who called this out-reaching university one 'with a sense of responsiveness to the educational needs of people cut off from the ... capital cities', and 'a place where my spirit always expands. where the country was most articulate'<sup>59</sup> ... [with] a university which had abolished the slur and the strain of provincialism'. He then reflected on the discernible changes to the institution (from his first long visit in 1967 to 1978), adding his wise words of caution (as applicable then as so often in the years since)

If the model seemed in danger, then the danger appeared, to this outsider, to come from a temptation to narrow professionalism within the faculties, and from a certain running-down in the adult education department - a lessening of drive there...

His reflective conclusion was that

It would be a profound pity ... if ever the U.N.E. turned upon itself, and abandoned the outlying centres and the non-credit evening classes ....

For: Even more than with other universities it seems to me, what some might think of as the penumbra of the U.N.E. is in fact its special radiance.

In 1978 the Academic Planning Committee had stated that 'it was felt that the time had come to move forward to the establishment of a smaller tighter service department' (P.B. papers, p. 11679). In their rebuttal of this, the staff of the D.C.E. had pointed out the A.U.C. stress in May 1975

58. To whom the University announced in 1989 the award of the degree of Doctor of Letters (*h.c.*), for services to poetry and to the University and the regional community.

59. In his 'North of My Days', *Notes and Furphies* (1978), p. 20.

on the ongoing 'need to balance university autonomy with responsiveness to the community' (*ibid.*). Their conclusion was that the D.C.E. was still the cutting edge for the University, the diagnoser of social ills, the intelligence to determine tomorrow's crises, to assist adults to become 'enlightened and effective citizens'. Their conclusion and warning, always valid, was an impassioned appeal against the dubious quality of a quickly arrived at decision for the University

to turn its back on the tradition which made its reputation - scholarship and adult education through external studies and continuing education. (*ibid.*)

While the radiance may pale, it does not altogether fade, and 1989 has brought a new commitment to serve the region or province,<sup>60</sup> now that extension is, at last, in the legislation and so no longer a shameful or merely eccentric marginal activity.

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60. Sir Earle Page's words of defiant pride, as he argued for his new state, with his University as its heart.

## SUMMARY LIST OF SIGNIFICANT DATES AND EVENTS\*

1848	The first National Board of Education established (in Sydney)
1862	Passing of the Morrill Act (in the U.S.A.) establishes the land-grant colleges which, later, will offer agricultural extension courses for adults
1871	Annie Page, at the time of her marriage, stated: 'my children shall have the best available education'
1878	Community Proposals for a University College in Armidale (see <i>1956 Calendar</i> )
1880	The New South Wales Public Instruction Act (i.e. to establish secular primary education)
8 August 1880	Eddie C.G. Page born in Grafton
20 July 1889	Birth of P.A. Wright. He would have very little secondary education
1896	University Extension work organized in most of the Australian colonies
1898	Foundation in Armidale of St. John's Anglican Theological College
1905	Birth in Sydney of R.B. Madgiwck.
1906	President Van Hise, University of Wisconsin, issues his famous statement, that he wished to make 'the boundaries of the University campus coterminous with the boundaries of the state'
1908	The University of Oxford launches the 'Tutorial Class Movement', organized by the Workers' Educational Association
12 August 1911	Birth of A.J.A. Nelson in rural South Australia
1914	Foundation of the (W.E.A. and University of Sydney) Joint Committee for the Supervision of Tutorial Classes
7 January 1915	Dr. E. Page proposes a separate state in the north of New South Wales
July 1915	Dr. E. Page launches the Northern New South Wales Separation League
13 August 1917	Dr. E. Page addresses the Conference of the Australian Provincial Press on new states
1917	Dr. E. Page rounds the North Coast Local Government Association
1917	Dr. E. Page rounds the Northern N.S.W. Development League
1921	Dr. E. Page becomes the national parliamentary leader of the Country Party
1923	Second New State Movement Convention is held at Armidale
1924	Armidale Citizens University College Committee established

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\*Most are discussed in the main text, but a few, implicit in it, are included for more distant readers for a comprehensive perspective. All persons are male, unless indicated and only titles are shown; and all are in the Department of A.E./U.E./C.D. unless otherwise indicated.

1924 C.V. Thompson gives evidence to the N.S.W. Minister for Education as to tertiary education needs in 'New England'

1926 Defeat in N.S.W. of the last attempt to impose high school fees

1927-1941 (with a short break) David Drummond Minister for Education in N.S.W.

23 January 1928 P.W. Wright puts pressure on the Armidale Chamber of Commerce to convene meeting to propose a University in the north

1928 Armidale Teachers' College opens, with A.C.M. Howard a foundation member of staff  
Dr. Edgar Booth becomes Secretary of the University of Sydney's Extension Board

February 1929 R.B. Madgwick becomes an acting lecturer in Economics at the University of Sydney

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August 1934 Delegation of prominent citizens from northern New South Wales to the N.S.W. Minister of Education, to urge the establishment of a University College

March 1936 Dr. R.B. Madgwick appointed lecturer in Economic History, University of Sydney

1936 Hon. D. Drummond is told by League of Nations that N.S.W. has 'no Technical Education ... because no Act sanctions it'.

1936 Sydney University's Department of Tutorial Classes imports from New Zealand the Discussion Group Scheme

Late 1936 Dr. R.B. Madgwick giving lectures in Northern New South Wales on behalf of the Sydney University Extension Board

24 February 1937 Professor R.D. Watt, Dean of the Faculty of Agriculture at the University of Sydney, lectures at Narrabri

30 June 1937 By this deadline day, necessary funds were raised for the establishment of the New England University College at Armidale

1937 Professor S.H. Roberts (History, University of Sydney) lecturing variously on the North Coast and in the North-West of N.S.W.

1937 Dr. E.H. Booth appointed foundation Warden of the New England University College  
R.B. Madgwick replaces him as Secretary, University of Sydney Extension Board.



- August 1937 S.U.E.E. lectures on planning given in Armidale. Irrigation is associated with Bishop Moyes and C.B. Newling
- 1 January 1938 The New England University College established by resolution of the Senate of the University of Sydney.
- Early 1938 Peter A. Wright becomes laboratory technician with C.S.I.R. unit at N.E.U.C.
- January 1939 A.C.M. Howard conducts (for the State Department of Education) the Teachers' Summer Music School
- February 1939 A.H. Voisey appointed as Lecturer in Geology and Geography
- Early 1940 R.B. Madgwick, C.E.W. Bean, Sir Robert Wallace, (Vice-Chancellor, University of Sydney) and others agitating for an Education Service in the Australian Army
- 5-17 February 1940 A Summer School in Agriculture and Animal Husbandry held at the N.E.U.C.
- February 1941 N.E.U.C. hosts the 15th Agricultural Bureau or N.S.W. Conference
- 1941-1945 A.I.A. Nelson serves as Divisional Education Officer (A.A.E.S.)
- 1 March 1941 Dr. R.B. Madgwick becomes Lieutenant Colonel, in command of the Army Education Service
- 29 September 1941 In the initial issue of *Salt* there appears R.B. Madgwick's 'On Thinking Straight'
- 20 November 1941 A federally inspired Advisory Committee for educational (i.e. a.e.) services in Northern New South Wales is formed at the N.E.U.C., Dr. Booth to be its President.
- 1941 Attempts by the new, Labour, Minister of Education, Clive Evatt, to close both the N.E.U.C. and the Armidale Teachers' College
- 3 August 1942 In *Salt*, R.B. Madgwick reviews 'A Year of the A.E.S.'
- 1943 Publication and wide distribution of E. Booth's pamphlet, *Decentralization of University Education*
- 10 May 1943 Lieut. A.W. Eberle's *Salt* article, 'Last Time We Failed'
- 21 June 1943 Appearance of *Salt* article, 'Soldiers who had no Future' (by Colonel Madgwick)

10-11 March 1944	W.E.A. Conference in Sydney on post-war a.e.; with key addresses by Professor R.C. Mills and Colonel R.E. Madgwick.
1944	E. Page and J.P. Belshaw first issue: <i>The Need for the Establishment of a Faculty of Agricultural Economics</i>
1944	J.P. Belshaw writes of the need for the N.E.U.C. to be concerned with: 'Rural sociology of rural life'.
4 August 1944	N.E.U.C. Conference on Developments in Teaching
December 1944	W.J.K. Duncan's Report, 'Adult Education in Australia' (not published until 1973) submitted at this time to the Universities Commission
1944	The British Education Act of this year assisted the clearer perception of the link between adult education and social welfare
1945	University of Sydney's Department of Tutorial Classes begins the 'kits'/'project' scheme of a.e.
September 1945	Dr. E. Booth, Warden of the New England University College, resigns (notice given on 1 July)
September 1945-February 1947	Dr. J.P. Belshaw Acting Warden of the N.E.U.C. - then Deputy Warden until 1954.
April 1946	(Dr.) R.B. Madgwick's last contribution to <i>Salt</i> .
December 1946	Dr. Madgwick appointed Warden of the N.E.U.C.
1947-1948	A.J.A. Nelson works with Australian ex-service students in the United Kingdom
1948 (- until mid 1955)	A.C.M. Howard serves as a local inspector of schools (mainly in rural in N.S.W.)
1948	Foundation of the New England New State Movement
June 1948	A.W. Eberle arrives in Armidale, to act as (nominal) Staff Tutor for the University of Sydney, but really as the foundation member of the N.E.U.C.'s 'Department of Adult Education'
Late 1948	J.P. Belshaw's <i>Decentralization of University Education</i>
1948	The (delayed, but now funded) commencement of the N.E.U.C.'s Regional Research Bureau

- 1948 Commencement of a.e. work in New England. fully paid for by state funds
- 1949 Expansion of a.e. classes (from N.E.U.C.) to Uralla and Guyra
- 1949 A.J. Eberle submits to the University of Melbourne his thesis, 'Adult Education in the New England Region, New South Wales'
- 1949-1954 A.J.A. Nelson serves in Sydney as officer-in-charge, International Relations Section of the Commonwealth Office of Education (working closely with the cultural assistance plan for South East Asia, i.e. the Colombo Plan)
- July 1949 P.A. Wright expresses his concerns over neglect of 'our rural population' to the All-Australian Federal Sydney Convention
- 1950 Sir Earle Page addresses the Canberra University College on the theme, 'The Value of Decentralization of University Education in Australia'
- 1951 Formation in Armidale of a local 'lay' body, the Adult Education Committee, to work with A.W. Eberle
- 1951 Establishment (in the U.S.A.) of the Center for the Study of Liberal Education for Adults
- January 1952 *Current Affairs Bulletin* is transferred from the Commonwealth Office of Education to the Department of Tutorial Classes, University of Sydney
- May 1953 Eberle runs School of Animal Husbandry and Agriculture held at Dubbo, N.S.W.
- November 1953 Issue by A.W. Eberle of the *Rural Science Review*
- January 1954 Death of A.W. Eberle in the U.S.A.
- 1 February 1954 The New England University College becomes the University of New England
- February 1954 Ad hoc A.E. Committee appointed at the University of New England, the Secretary being T.C. Lamble
- Early 1954 T.C. Lamble (then Deputy Registrar) acts as a.e. officer (part-time)
- 23 April 1954 Committee appointed to select first Director of External Studies

5 July 1954	A.J.A. Nelson appointed Senior Lecturer ('Director') in Adult Education
16 October 1954	First chair in the Faculty of Rural Studies (sic.) offered to Dr. G.L. McClymont
December 1954	Dr. G.L. McClymont becomes the first Dean of the Faculty of Rural Science
1955	Sir Earle Page becomes the University of New England's first Chancellor
1955	Establishment of the Faculty of Rural Science
7 February 1955	Appointment of first Extension Services Committee
7 February 1955	A.J.A. Nelson appointed Acting Director of External Studies
18 February 1955	Two regional education inspectors (Mr. de Ferranti, Armidale; and Mr. C. Ebert, Lismore) added to Extension Services Committee
22 February 1955	Extension Services Committee meets to approve 38 new tutors for a.e. work
22 February 1955	The 1954 Acting Director of A.E. (T.C. Lambie) reports the completion then of 25 classes, 2 schools, etc. involving 463 people.
7 March 1955	Committee established to found and develop the Faculties of Rural Science and Agricultural Economics (including J.G. Crawford and 3 members of Council)
15 April 1955	Appointment of Dr. E.T. Edwards as Information (i.e. Public Relations) Officer to the U.N.E.
Winter 1955	Commencement of the first series of lectures on 'The History of New England' (which would lead to the foundation in 1959 of the Armidale and District Historical Society)
11 July 1955	A.J.M. Howard appointed Senior Lecturer, Tanworth - his office first in his own house, and then above a pharmacy in the main street
8 August 1955	Opening of the U.N.E. Establishment Fund
12 September 1955	Report on the development of External Studies tabled at Council by A.J.A. Nelson
October 1955 - October 1956	Each spring, Commemoration of Benefactor ceremonies
12 December 1955	H.C. Sheath appointed Director of External Studies

- 12 December 1955 Extension Services Committee splits into the Adult Education Committee (reporting to Council) and the External Studies Committee (reporting to the Board of Studies, later styled 'Professorial Board')
- 12 December 1955 Council determines that the new A.E. Committee 'will be concerned primarily with the development of A.E. activities in the northern part of the state'.
- 1 February 1956 A.A. Nelson, Senior Lecturer, promoted to Director of Adult Education (At Associate Professorial level and, then, later Professorial level); he also becomes Secretary to the A.E. Committee
- 3 February 1956 Re-endorsement of official liaison with C.S.I.R.O. and decision to award an honorary degree to Dr. I. Clunies Ross, the C.S.I.R.O. Director
- 1956-1970 G. Blomfield serves on Walcha Shire Council, much assisting a.e. work in that region
- 1956-1971 A.D.M. Howard's many (morning) weekly broadcasts over Radio 2TM.
- 1956 Long official visit to the University of Professor W. Baker (Chairman of the Saskatchewan Royal Commission on Agriculture and Rural Life) to advise on the extension role and on U.N.E.'s extension development
- 14 May 1956 Despite a time of austerity, funds approved for a motor car for the Director of Adult Education
- 1956 Professor Robert Peers, (University of Nottingham) visits N.S.W. and comments very favourably on a.e. at New England
- 11 June 1956 Commonwealth Bank of Australia offers, for a.e., 4 years' funds from the Rural Credit Development Fund
- 9 July 1956 Council accepts P.A. Wright's offer of funds for a Research Fellow, within the Department of Economics, 'to investigate and report upon the economic development and potential of Northern New South Wales' (the post would go to N.D. Crew, appointment approved, 10 February 1958)
- 27 September 1956 D. Howie moves doubling of a.e. class fees. Carried (on A.E.C.)
- 8 October 1956 Approval of Selection Committee for Chair of Agricultural Economics

- 9 October 1956 A.N. Committee's reports to it, and A.J.A. Nelson's a.e. plans are adopted by U.N.E. Council
- 18 October 1956 Publication of A.J.A. Nelson's *Six Questions About Community Development in the Clarence Valley*
- 10 December 1956 Approval of Honorary degrees for P.A. Wright and the Hon. D. Drummond for their services to U.N.E. (conferred at the Commemoration of Benefactors, 12 October 1957)
- 18 January 1957 Professor W. Baker sends to Dr. R. Madgwick his official analysis of the university's possible extension role and his favoured form of departmental organization
- 11 February 1957 Selection of first full Adult Education Committee, including: the Registrar; and all Deans of Faculties
- 11 February 1957 Election of (University) Establishment Fund Committee, half of its membership coming from local communities
- 11 February 1957 Director of Adult Education tables at Council his report on 'The University of New England and the Communities in Northern New South Wales'
- March 1957 First issue of the *University of New England Bulletin*
- 13 May 1957 J.H. Lewis accepts the Chair of Agricultural Economics
- 13 May 1957 Council notes format of Appeal pamphlet (to be sent to neighbouring business houses) from Director of Public Relations and Publicity
- 13 May 1957 Council considers establishing a special benefactors' trust entitled 'The Fund for Adult Education and Community Development'
- June 1957 The (Baker-inspired) U.N.E. community-focused submission to the (Murray) Committee on Australian Universities
- 10 June 1957 Council resolves to commence teaching in Agricultural Economics in 1958
- 10 June 1957 Council notes that A.J.A. Nelson has been invited by the Carnegie Corporation to the U.S.A. and Canada, 'to observe University extension work, particularly in relation to Community Development'

- 3 August 1957 G.M. McCartney, Chairman, Clarence Valley Rural and Businessmen's Committee, reports on excellent c.d. work there by more than 500 people
- 12 August 1957 Appointment of James Wilfred Warburton, M.A., as Senior Lecturer, Adult Education, for the Tablelands. (Richard Boston Larcombe was similarly appointed but he did not take up the post.)
- 9 September 1957 Emeritus Professor S.H. Roberts (University of Sydney) to give the Albert Joseph Memorial Oration on 12 October 1957 (i.e. at the Commemoration of Benefactors)
- 11 October 1957 Professor J.P. Belshaw resigns as Dean of the Interim Faculty of Agricultural Economics, in favour of J.N. Lewis
- 11 October 1957 Deputy Chancellor, Dr. J.S. Moyes, to represent the University at the 8th Quinquennial Congress of the Association of Universities of the British Commonwealth in Canada
- 9 December 1957 Council approves appointment of J.M. Freed M.A., as Senior Lecturer, Adult Education, in a new Regional Office in Lismore.
- 16 December 1957 J.W. Warburton takes up his post as Senior Lecturer, Tablelands and Residential Schools
- January 1958 First Painting School at U.N.E.
- 10 February 1958 J.H. Shaw appointed Lecturer in (applied/Australian rural) Geography
- 12 April 1958 Professor P.H. Partridge (Social Philosophy, A.U.U.), gives the Occasional Address at Graduation
- 12 May 1958 Associate Professor N. Yeates (Livestock Husbandry) presses to Council the research advantages of a regional abattoir (Armidale favoured but the decision made some years later for Guyra)
- 12 May 1958 Professor J. Lewis granted special leave to Mysore and to tour India after the 10th International Conference on Agricultural Economics
- 9 June 1958 U.N.E. Council resolves to collect N.S.W. rural newspapers
- 9 June 1958 Approval of Adult Education renting the St. Vincent de Paul premises in Beardy St. Armidale

- 14 July 1958 Council congratulates its member, W. Davis Hughes, on his election as Leader of the New South Wales Country Party
- 11 August 1958 Council approves the appointment of A.F. Dunton as Senior Lecturer, Adult Education (at Grafton)
- 8 September 1958 Acting Vice-Chancellor (Professor D. Howie) raises a.e. fees
- 11 October 1958 Special Commemoration of Benefactors ceremony
- 13 October 1958 R.A. Pearse appointed Lecturer in Farm Management and Agricultural Economics
- 10 November 1958 Council discusses the Australian Agrostology Conference to be held at U.N.E. in December, and approves Hon. D.Sc. for Dr. J.G. Davies (to be specially conferred at the conference)
- 8 December 1958 Finance Committee resolves to lower the daily a.e., rate to 1-5-0.
- 1958 A major injection of funds for U.N.E., from the Commonwealth Government, following its acceptance of the Murray Committee's Report of 1957
- 1958-1964 Regular educational and cultural broadcasts by A.F. Dunton on the ABC (Grafton and Kempsey) and on other channels
- January 1959 First Residential Music School, at U.N.E.
- 1959 Commencement on the Northern Tablelands of c.d. work funded by the Australian Wool Board
- 8 February 1959 B.C.F. James appointed Research Fellow in the Economics of Wool Production (Faculty of Agricultural Economics)
- 9 February 1959 Council approves warmly that C.S.I.R.O. occupy a Pastoral Research Unit at U.N.E. ('in the Faculty of Rural Science')
- 13 February 1959 T.C. Lamble suggests widening A.E.C. by more 'area representatives', four (4) being endorsed to Vice-Chancellor on 3 March 1959
- 1 May 1959 Dr. Wyndham (on Council) advises the establishment of a Regional Directorate of Education at Tamworth
- 1 May 1959 A.E. Committee reconstituted to include a representative from the area of each regional office, 'Richmond-Tweed, Namoi, Clarence and Tablelands'



May 1959	A.F. Dunton commences the issue of the monthly c.c. newsletter, <i>Community</i>
May 1959	First Armidale school on Aboriginal Welfare
8 June 1959	Professor A.H. Voisey to represent the Professorial Board on the Adult Education Committee
July 1959	C.c. seminar at university, over three weekends concerning developing Armidale. It forms 13 ongoing committees concerned with: Employment; Housing; Industry; Recreation; Health; Aboriginal Settlement; Creek Beautification; A.F. provision; Botanical Gardens, etc.
6 August 1959	G. McCartney accepts place on A.E.C., adding 'this work of the University will be very important ... to Australia as a whole'
10 August 1959	Don Cameron (of 'Fassifern') and W.S. Bigg (of 'Thalgarrah') fund Farm Management prizes
August 1959	A.S.M. Hely addresses A.E. Conference (in Adelaide) on 'The Role of the Universities in Adult Education'
7 September 1959	Transfer of J.H. Shaw (from Geography, U.N.E.), to Senior Lecturer, Community Development Division
12 October 1959	Council approves expansion in 1960 of Department of Adult Education staff by: 1 lecturer; 1 senior clerk; 3 typists; and 1 office junior.
12 October 1959	Department of Adult Education required to earn £8,000 p.a. in fees
9 November 1959	Council congratulates the Director of A.E. on 'the valuable work done in his Department'
9 November 1959	R. McCaig (a Queensland adult education officer) appointed Assistant Registrar
January 1960	First of the (occasional) Summer Drama Schools in Grafton
January 1960	First Residential Conference for Solicitors at U.N.E.; 14 other Residential Schools planned for Armidale in 1960
1 February 1960	A.S.M. Howard, Senior Lecturer in A.E. (Tamworth) appointed Assistant Director
8 February 1960	Council approves the creation of the position of Pro-Vice-Chancellor (to serve on all committees: Professor Howie so designated)

- 8 March 1960 The A.E.C. discusses the use of television in adult education, its recommendations being endorsed by Council on 14 March 1960
- 8 March 1960 Chair A.E.C. (Dr. Madgwick) recommends that a.e. work be assessed in allocating additional staff to teaching departments
- 14 March 1960 Council endorses A.J.A. Nelson's 'A Statement on the Relationships between the N.S.W. Advisory Board of Adult Education and the University of New England'
- 14 March 1960 Deliberation over a town house as the Armidale accommodation for the Department of Adult Education. 'Lawson' (Cnr. Dangar and Mann Streets) is chosen
- 14 March 1960 Decision on the site for a permanent Agricultural Economics Building, to be near Rural Science
- 14 March 1960 Council resolves to work closely with the New South Wales Advisory Board of Adult Education
- 14 March 1960 Council encourages the Extension work of Academic Staff
- 14 March 1960 Council praises c.d. work in the Clarence Valley
- 14 March 1960 Council appoints A.C.M. Howard Chairman of a committee to co-ordinate musical activities in the University, and to advise the Vice-Chancellor as to how to spend funds in this area. Similarly Howard would later be made a Custodian of the University Amphitheatre (near Wright College)
- January 1960 Publication by Paul Sheats (U.C.L.A.) of his *A Report on University Adult Education in Australia and New Zealand* - favourable comments on U.N.E.
- 1960 Formation of the New England Rural Development Association
- 9 May 1960 Council discusses a.e. scholarships for students (these awarded occasionally as free/subsidized places on courses)
- 20 June 1960 Sir E. Page (Chancellor) resigns from Council, in order to record 'the history of the movement for conserving and developing the water resources of Australia'
- 5 July 1960 A.E.C. recommends a 50 % cut in Residential Schools until the D.A.E. is accommodated on campus

- 5 July 1960 Dr. R. Madgwick (at A.E.C.) states that: 'the C.I. work being done by the Department of Adult Education is the most rewarding of all the University's extension activities'. The statement is endorsed by Council at its August meeting
- 4 January 1961 D.F.N. Donaldson appointed Graduate Assistant (Administrative) to D.A.E. He resigned 20/11/64
- January 1961 First Residential Film (and Television) School in Armidale (directed by A.F. Dunton)
- 1961 Dr. R.B. Madgwick participates in the (Prime Minister's) Seminar, 'The Challenge to Education in Australia'
- May 1961 The Aboriginals-only conference at Lennox Head (organised by J.M. Praed)
- August 1961 Dr R.B. Madgwick becomes Foundation President of the Australian Association of Adult Education
- September 1961 D. Drummond speaks in Armidale on 'The Changing Times of Education' and publishes this address
- 6 December 1961 At the A.E.C. (P.A. Wright in the chair), it is noted that the recent U.N. Conference (run by A. Nelson) is the first International one to be held at U.N.E.
- January 1962-  
February 1963 A.J.A. Nelson on leave
- January 1962 At Tamworth, the Seminar, 'Mass Media and the Individual'
- 1 February 1962 N.D. Crew appointed Lecturer, Community Development (salary paid by Wool Board until 30/4/64)
- 1962 Teaching of Rural Sociology begins (within the Faculty of Agricultural Economics)
- 5 March 1962 Appointment of D.P. Armstrong as Graduate Assistant (Community Development). Initial salary paid by Wool Board
- 1962 A.J.A. Nelson member of a U.N.E.S.C.O. mission to Ethiopia
- April 1962 Formation in Armidale of the New England Soldier Settlers Association
- 28 May 1962 A.I. Dunlop appointed Graduate Assistant, Community Development (salary paid by Australian Dairy Produce Board, then by Wool Board)

- 1 June 1962 B.C.F. James. Research Fellow. Agricultural Economics. appointed Lecturer. Community Development. Salary paid for three years by Commonwealth Development Bank
- 1962 A.L.A. Nelson consultant to Special Asian Conference on a.e. in Saigon
- 25 July 1962 Mrs J.O. Munday joins Tablelands and Residential Schools
- 13 August 1962 Resignation of J.H. Shaw (Senior Lecturer. Community Development)
- October 1962 Opening of the permanent Tamworth Adult Education Centre (in Brisbane Street. Tamworth)
- 26 October 1962 First Annual Report of the Chairman (Peter A. Wright) of the New England Rural Development Association
- 11 February 1963 Professor J.A. Richardson (Education) appointed Professorial Board representative on A.E.C.
- February 1963 N.D. Crew's address. 'The Population of New England'
- 1 March 1963 Resignation of A.I. Dunlop. Graduate Assistant. Community Development
- 7 May 1963 D.L. Whitelock appointed as Lecturer in Community Development (to work until 31 December 1964) then to Tablelands
- 13 May 1963 Decision to constitute a Faculty of Economics
- 13 May 1963 Decision to fill Graduate Assistant post in A.D.C. despite the deletion of 35 U.N.E. positions (including post of Professor of Farm Management)
- 13 May 1963 Council receives report from (sub-committee of) A.D.C., and renames the Department of Adult Education as the Department of University Extension
- 13 May 1963 Despite massive Residence losses. Council resolves to keep 1964 a.e. daily rates at 1963 level
- 23 June 1963 D.P. Armstrong (Graduate Assistant. C.D.) transferred to Grafton (still in C.D.)
- 5 July 1963 Establishment of Farm Management Advisory Centre (earlier F.M.A. 'Service'). E. Waring as Acting Head

- 10 August 1963 Council discusses possible leasing of old P.L.C. Buildings in Brown Street, Armidale; (they will, later, become the centrally located Eberle Centre)
- October 1963 At the Commemoration of Benefactors, early New England University College Council members honoured - Roy L. Blake with Doctor of Letters (*h.c.*) and Robert B. Austin with Doctor of Science (*h.c.*) - as was locally born poet, Judith Wright
- 11 November 1963 Council discusses Diploma in Farm Economics; then recommends its establishment, 9 December 1963
- 9 December 1963 Council considers the appointment of Dr J.L. Dillon as Associate Professor in Farm Management; then, soon after appoints him Professor
- 1 January 1964 W. Musgrave becomes Senior Lecturer in Agricultural Economics (Professor on 1/1/1970)
- 2-16 February 1964 International Seminar on Community Development held at Armidale.
- March 1964 Commencement of teaching of Adult Education (Methods) in Diploma of Education and Bachelor of Education
- 1964 Foundation (in the U.K.) of the Council for National Academic Awards
- 1964 - 1966 Serious continuing drought on Northern Tablelands with the deaths of many trees and much stock
- 1 January 1965 A.F. Dunton proceeds on leave to United Kingdom
- 1 January 1965 B.J.F. James, Lecturer, Community Development, transfers to Residential Schools
- 31 January 1965 Resignation of J.W. Warburton, Senior Lecturer
- 1 January 1965 D.A. Whitelock, Lecturer, Tablelands, transferred to Residential Schools (so until 29/3/1967)
- February 1965 First Provincial Press Seminar
- 9 March 1965 G.E. Nehl appointed Administrative Assistant, Director's Division (later Federal Parliamentarian for North Coast of N.S.W.)
- 1 August 1965 D.P. Armstrong promoted to Lecturer (*c.d.*) at Grafton

23 October 1965	W.C. Maddox appointed Lecturer, Tamworth
1 January 1966	Knight Bachelor award for Dr. R.B. Madgwick
17 January 1966	F.V. Bitmead appointed Lecturer, Lismore
February 1966	A.J.A. Nelson granted special leave to conduct seminar for senior officers of the Territory of Papua-New Guinea
26 February 1966	A.F. Dunton, Senior Lecturer, Grafton, transfers to Armidale
28 February 1966	E. Waring becomes Assistant Director, Bureau of Agricultural Economics (Commonwealth Public Service)
1966	Efforts of (sometime University Councillors) Peter A. Wright, I.M. Johnstone and others result in the formation of the Northern National Parks Trust
4 April 1966	Recommendation of offer of Vice-Chancellorship to Professor Z. Cowen (of Melbourne), to commence January 1967
4 April 1966	S. Cavenor appointed Graduate Assistant, Residential Schools, then in Director's Division
3 May 1966	Dr E.A. Iceton appointed Lecturer, Community Development
9 May 1966	Dr J.S. Nalson (research worker on 'rural change') accepts offer of the Foundation Chair of Sociology
4 June 1966	B.H. Durston appointed Lecturer in research methods (salary paid by Community Development)
6 June 1966	Professor M.T. Heates accepts liaison role, for the University, with the Royal Australian Navy - several developmental courses being run at the University for naval personnel
11 July 1966	Council approves six sub-departments to the (new) Department of Animal Biology
22 July 1966	Dr M.G. Price appointed Senior Lecturer, Residential Schools (with his office in a house in Handel Street, adjacent to the college area)
August 1966	Decision, in Armidale, to set up the Australian Committee for Coding Rural Accounts
8 August 1966	Council notes 'the excellent work being done by the Department'

8 August 1966	Council endorses Academic Planning Committee report, and so sets up an Audio-Visual Aids Committee
8 August 1966	R.H. Parish appointed Professor of Economics
21 September 1966	Senator Gorton addresses Federal Parliament on the Third Report of the A.U.C.
10 October 1966	Council endorses policy of half a.e. fees for full-time students
10 October 1966	P.V.-C. D. Howie reports to Council massive A.U.C. cut in U.N.E. funding
14 November 1966	On the recommendation of the University Extension Committee, Council resolves: that the University Extension office in Brown Street be named 'The Arnold Eberle Centre' Dr Madgwick opens this building
16-17 November 1966	Dr Madgwick discusses A.E. funding for universities at the Australian Vice-Chancellors' Committee meeting in Hobart
18 January 1967	A.F. Dunton, Armidale, resigns, departing on 16 February
January 1967	The (Young) Writers' Retreat (at Roob College)
13 February 1967	Council endorses purchase of the F.L.C. premises in Brown St. Armidale
20 February 1967	J.G. Bird appointed Lecturer, 'Rural Community Development' (Salary paid by N.E.R.D.A.)
23 March 1967	Resignation of Mrs J.O. Munday, Graduate Assistant (Administrative), Residential Schools
14 April 1967	The style of the Diploma of Farm Economics is changed to Diploma of Agricultural Economics
15 June 1967	Inauguration of the Cowen-inspired television programme, 'University Comment', on Channel 9 Tasworth
27 June 1967	Radio discussion series entitled 'Australia Today' on Radio Station 2AD and associated stations
14 August 1967	Council approves a Diploma in Rural Accounting
14 August 1967	Council approves Agricultural Extension as part of the Diploma in Education

- 14 August 1967 U.H.E. Submission to A.U.C. states: 'the University sees its role not as a regional institution catering ... for the northern regions of New South Wales, but rather as serving a far more widely-based population ...'
- 1967 Failure (due to hostile Newcastle voting) of the Referendum to establish New England as a New (Seventh) State in the Australian Commonwealth. Loss of momentum for New State policies.
- 23 August 1967 D.P. Armstrong, Lecturer (c.d., at Grafton) granted leave to Canada. (He did not return)
- 1967 Professor G.L. McClymont receives the Australian Poultry Award for services to poultry nutrition and to the industry (particularly in the Namoi Region)
- 9 October 1967 Council resolves that no new regional offices be developed until late 1972
- 14 August 1967 Appointment of P.A. Rickards as Research Fellow (Farm Planning Officer) in the Department of Farm Management. Later he will direct A.B.R.I.
- 26 October 1967 The death in Canberra of Lady Madgwick
- 13 November 1967 Promotion of N.D. Crew to Senior Lecturer
- late 1967 A.J.A. Nelson becomes Foundation Editorial Associate to *Convergence: An International Journal of Adult Education*
- 1968 Department of Farm Management is approached by the Rural Youth Organization to offer its members on-the-farm management training
- 11 March 1968 Council is told that L. Strickland (Audio-Visual Aids Officer in the University and Lecturer in the Department of University Extension) is making a detailed inventory of University resources in this area
- April 1968 Namoi Office organizes the Macquarie (Valley) Regional Development Seminar in Dubbo
- 17 June 1968 F. Wigham appointed to Grafton as Lecturer in University Extension, and J.F. Mason Office Manager in that Department
- 1968-1969 A.J.A. Nelson is Chairman of the Australian Association of Adult Education
- 5 August 1968 Auditor-General requests that the Department of Farm Management formalize the activities of the Farm Management Service Centre



- 9 September 1968 Council notes that, at the 10th Commonwealth Universities Congress, Professor Cowen had been secretary to the 'The Role of the University in Professional Training' group
- 9 October 1968 F. Bitmead (at the Lismore Regional Office) is promoted to Senior Lecturer, University Extension
- 9 December 1968 Council told of likely premises for the D.U.E. in Lismore in a new Council building
- 10 February 1969 Council passes complex and detailed schedule of u.e. fees
- 10 March 1969 Council sends 'Howie' Report to the Professorial Board, the University Extension Committee, etc., for comment
- 31 March 1969 Farewell dinner for Professor D. Howie
- 30 June 1969 Special meeting of Professorial Board to consider the Council Committee's Report on the Department of University Extension
- later 1969 The Department of University Extension moves from Brown Street, Armidale, to the Milton Building (on campus)
- 4 August 1969 Many papers on D.U.E. go to Council
- 1969 National Seminar on Drought (held at the University)
- 13 October 1969 Council considers the budgetary position of the D.U.E.
- 13 October 1969 Council offers the Eberle Centre for sale
- 4 August 1969 Council approves the papers Adult Education I and II as options in the Diploma of Education
- 10 November 1969 Council congratulates formally A.C.M. Howard on his award of a Fellowship of the Royal Society for the encouragement of the Arts (F.R.S.A.)
- 10 November 1969 Council approves the setting up of a School of Natural Resources (a particular concern to Z. Cowen)
- 10 November 1969 General Planning Committee for University Extension recommends that second appointment to Grafton Office be used to establish regional office at Port Macquarie
- 10 November 1969 Council defers consideration of a formal designated qualification in a.e. for the present

28 November 1969	Council accepts resignation of J.G. Bird, Lecturer in University Extension (in the Community Development Division)
8 December 1969	Council notes that 'the present establishment of the D.U.E. is twelve on University funds and three on outside funds' and resolves to reduce this to twelve, plus one
8 December 1969	Professor Lazenby expresses to Council 'the hope that the U.E. Department would operate in the fullest sense as an independent department'
8 December 1969	Council awards Mrs Eileen Price the M. Econs. for a thesis, 'The Local Government or Town Planning - A Case Study' (She will assist in a Cluster of Residential Schools in this area.)
1970-1978	Geoffrey Blomfield, grazier, and keen adult educationalist, serves on the University Council
28 February 1970	Resignation of Professor Z. Cowen
9 March 1970	A.I. McKenzie appointed Lecturer in Rural Education (to work in U.E.). He would soon become the Foundation Principal of the Orange Agricultural College, and later a Federal M.P.
May 1970	Issue of the A.C.C.R.A. <i>Workshop Manual</i>
25 May 1970	Resignation of T. Keneally, Lecturer in Drama, within the D.U.E.
10 August 1970	Professor A. Lazenby (then Acting) becomes the University's third Vice-Chancellor
10 August 1970	Council makes Director of U.E. an <i>ex officio</i> member of the Faculty of Education
10 August 1970	Extension role of Agricultural Business Research Institute clarified by Council
30 August 1970	Death of the Chancellor of the University, Dr Phillip Arundell Wright
1 October 1970	Opening of the University's regional office at Port Macquarie
31 December 1970	Official retirement of A.C.M. Howard, Assistant Director, Department of University Extension. (He would stay on as Acting Director until July 1971, just prior to the arrival of S.J. Rooth)
1971	Peter A. Wright becomes a Foundation Member of the new Faculty of Natural Resources (for which he had long been an advocate)

- May 1971 A.J.A. Nelson's mediating (and editorial) role in the Conference on Continuing Education and Universities in the Asian and South Pacific Region, held at the University of Madras
- 7 June 1971 A.J.A. Nelson appointed as a Professorial Fellow in Education
- 6 July 1971 Announcement by the Premier of the new Regional System for New South Wales
- 19-20 August 1971 National Development Conference, Canberra
- 1972 Publication of the last full (pamphlet form) *Departmental Annual Report* (for 1971) until that for 1981
- 13 March 1972 Council notes with pleasure Professor Lazenby's membership of the New South Wales Development Corporation
- May 1972 Australian Universities Commission (in its *Fifth Report*) expresses attitude that continuing education activities of the universities should be 'substantially self-financing'
- 5 June 1972 Position of Director of University Extension is offered to Mr S.J. Rooth
- 10 July 1972 Council notices serious loss of residence revenue from extension activities, due to change to semester/term examinations
- January 1973 Dr K.J. Walsh transfers from Department of U.E. (Tamworth) to Department of History
- February 1973 Resignation of W.G. Maddox (Tamworth), who then transfers to Department of Politics
- 16 February 1973 B. Brennan become Lecturer-in-charge, Namoi
- 1973 G.L. McCartney (Chairman, Development Corporation of N.S.W. since 1969) becomes member of Federal Cities Commission Advisory Committee
- 1973-1979 Ian Johnstone, solicitor, serves on the University Council
- March 1973 Telling of the consensus 'Blueprint', *The University of New England and Continuing Education in Northern New South Wales*, written by S.J. Rooth and others
- 23 March 1973 Death of Dr. R.L. Blake, 'Council' member from c. 1934 to 1966

13 April 1973	Council rules 'that the University should not be seen as sole provider of adult education in northern New South Wales ... but should link with the new decentralization plans of the State Government'
13 April 1973	Council recommends closure of the Port Macquarie Regional Office
May 1973	Resignation of (c.d.) Aboriginal Field Assistant, R. Kelly
July 1973	R. Prater appointed Administrative Assistant (Tamworth) (later moved to Coffs Harbour)
30 July 1973	Council approves promotion grade of Associate Director (in D.U.E.). No one has ever attained it
September 1973	J.F. Mason becomes Lecturer in charge of 'Refresher courses'
13 May 1974	Council deems that 'the future development of c.e. in the University is essentially an academic operation and proposes ... a Board of Continuing Education responsible to the Professorial Board
July 1974	Visit to New Zealand by S.J. Rooth results in widespread educational and Governmental support there for cooperation with possible 'Adjustment' projects
1974	Publication by Dr. D.A. Whitelock of <i>The Great Tradition</i> : a history of adult education in Australia
1974	The Federal or Commonwealth Government assumes the whole financial responsibilities for universities, which are then totally at the mercy of federal educational bureaucracies
1 November 1974	S.J. Rooth sends to Vice-Chancellor 'Submission of Kellogg Foundation for the establishment of a Rural Adjustment Unit at the University of New England'
1 January 1975	Opening of the U.N.E.'s Regional Office at Coffs Harbour
1975-1980	Emeritus Professor G.J. Butland serves on the N.S.W. Higher Education Board
March 1975	G.J. Butland (P.-V.-C.) opens Kempsey Seminar on: Coastal Development from now to the year 2000

30 April 1975	Closure of the U.N.E.'s Regional Office at Lismore and transfer of F. Bitmead to Armidale
May 1975	Sixth Report of the Australian Universities Commission recommends university response to community needs
14 July 1975	Council is told that % of internal students resident in Colleges has dropped, from 84.9 in 1968, to 49.3 in mid-1975
1975	A..A. Nelson consultant to a.e. conference in Sri Lanka
28 September 1975	Death of Emeritus Professor D. Howis, an original staff member of the N.E.U.C. in 1938
1975	Armidale and Northern Rivers Colleges of Advanced Education established by the Colleges of Advanced Education Act
13 October 1975	Council told of planned joint-administration for Universities and C.A.E.s - the new Tertiary Education Commission
31 December 1975	Resignation of G. Krippner (Tablelands Officer)
9 February 1976	The University receives W.R. Kellogg Foundation grant of \$A909,560 for 5 year 'seeding' period
8 March 1976	Council discusses seriously the state of the performing arts in the University
8 March 1976	Enrolment of 19 in the first intake to the Diploma of Continuing Education, of whom 2 (internals) and 13 (externals) complete in minimum time
23 April 1976	Doubling of most c.e. lecturing fees 1 over 1970 rate
24 May 1976	Ceremony to mark extensive refurbishing of the Tanworth Centre for Continuing Education
1 July 1976	Formal commencement of the W.R. Kellogg Australian Rural Adjustment Unit
1976	The beginning of an era of cut backs and of decline in the University's teaching and student numbers
1976	Establishment of Animal Genetics and Breeding Unit (with cooperation of N.S.W. Department of Agriculture) (to be re-founded in 1980)
14 February 1977	(Great) Hall Appeal Citizens' Committee recommends that University Hall be used for community-appeal functions, concerts by the New

- England Ensemble, etc.  
Much leadership in the appeal supplied from the Department and (former) N.E.R.D.A. Executive members.
- 6 June 1977 Ratification for 4 years of the New England Ensemble (for Music), which had begun performing with D.C.E. in 1974
- 14 November 1977 Announcement that R.C. Gates will be fourth Vice-Chancellor
- July 1978 W.J. McCarthy (then Departmental Field Officer) becomes A.L.P. member for Northern Tablelands in State Parliament
- 30 October 1978 Resolutions on Continuing Education from Academic Planning Committee presented to Professorial Board
- November 1978 Retirement of J.F. Mason
- February 1979 Publication of the set of 3 volumes entitled: *Education, Training and Employment*, the 'Williams' Report of the Committee of Inquiry into Education and Training
- March 1979 N.S.W. Board of Adult Education publishes *The Development of Adult Education in Country Area* (S.J. Rooth, chief editor)
- 9 August 1979 Founding of the New England Regional Association for Adult Learning (N.E.R.A.A.L) as 'a liaison and co-ordinating body for adult learning in the New England region by the N.S.W. Board of Adult Education
- 29 February -  
1 March 1980 Think-tank Workshop on all a.e. provision being housed at one location at the University of New England. Recommendations that this central locating of all providers take place at Robb College is blocked by one minor official
- May 1980 N.S.W. Board of Adult Education publishes *The Training of Adult Educators in N.S.W.*
- November 1980 The N.S.W. Board of Adult Education recognizes 23 organizations as Country Adult Education Centres, whose constitutions and a.e. programmes are acceptable to the Board
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- February 1981 N.S.W. Board of Adult Education publishes *The Learning Needs of the Adult Community of the*

	<i>Northern Tablelands of New South Wales</i> (by Crew & Powys)
February 1983	Development (at a conference) held at U.N.E. of the 'Armidale Statement on Continuing Education for Universities and Colleges of Advanced Education'
27 May 1984	Death of A.C.M. Howard on eve of planned musical tour of Europe
12 June 1984	N.E.R.A.A.L. Sub-Committee on Adult Education for Disabled Persons organises workshop for tutors to plan literacy courses and courses for the disabled
1984	A.J.A. Nelson (formerly, 1972-1984, its foundation Chairman) becomes Patron of the Australian Council for Adult Literacy
September 1984	A.J.A. Nelson is one of the four educators to whom U.N.E.S.C.O. paid tribute at World Literacy Day in Paris
Summer 1984	First appearance of <i>Inside Australia</i> the magazine of the Rural Development Centre
1985	Regional Councils of Adult Education in New South Wales are formed on the basis of the Minister of Education's policy statement
January - February 1985	D.C.E. holds its first Australian College for Seniors Residential Programme (with considerable American participation)
August 1985	The first Indonesian Dikmas (Community Education) Programme begins (under Project Director B. Brennan)
August 1985	National Workshop held on Adult Literacy and Community Development (A.J.A. Nelson leading)
Late 1985	Issue of the draft Johnson/Hinton Report. <i>Adult and Continuing Education in Australia</i> [Final Report appears in April 1986]
April 1986	Award by A.S.P.B.A.E. of the Arnold Hely Medallion to A.J.A. Nelson
April 1986	U.N.E.'s Departments of C.E. and of Administrative and Higher Education Studies host jointly the First National Conference of Staff Development of T.A.F.E.
August 1986	Publication, by N.S.W. Ministry of Education, of <i>The Provision of Adult Education in New South Wales: Roles of the Agencies and Guidelines for Development</i>
October 1986	Retirement of N.D. Crew (then second senior and longest serving member of the Department)
November 1988	Retirement of S.J. Rooth, Director and the succession of B. Brennan as Acting Director (at least until 31st December 1989)
February - March 1989	Inauguration of teaching by the University's Faculty of Economics at its new College at Coffs Harbour (with a pledge as to the growth of this institution and the intention to offer some full time teaching from the Faculty of Arts in 1990)
April 1989	Early edition of A.J.A. Nelson's <i>My dear Ministers: A Letter on Literacy</i>

17 July 1989

Day One of the new institution, 'The University of New England', incorporating the former Armidale College of Advanced Education and the Northern Rivers College of Advanced Education

17 July 1989

Announcement that the new University will incorporate the present Orange Agricultural College (which has considerable extension side) as an affiliated University College

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