

Appendix G 1

The Reports of the Department and Meetings of its Mentors

It is one of the sad aspects of the history of adult education at the University of New England that official reports and statutory meetings were, alike, unequal in organization, and possessed of confusing formats, even in the Magwick period. It was early a complaint on the A.E.C. that they: covered uneven periods (or 4 to 8 months); were usually not comparative; and often lacked crisp organization. Thus it is noticeable that the Howard Reports (1962 and 1971) or the Rooth reports of the 1980s, are always more carefully sectionalized,¹ and detailed on the matter of Departmental publications and on current research work. Perhaps the most unfortunate aspects of the Annual Reports to Council were: their changing format; imprecision as to publication details; and inappropriate bursts of philosophy, when specific detail was called for. Nor did the loss of the best propaganda weapon, unlimited space in the *U.N.E. Bulletin*, improve their cogency, or their clarity as reports of stewardship. Sadly, too, the pamphlet version Annual Reports were not issued for years at a time.²

The general university public was not well served, either, in the various uneven descriptions of the Department supplied in the *University Calendar* while the years of high confidence are represented by buoyant prose and an excited style,³ the later entries⁴ are perfunctory and not illuminating to the curious reader. A like 'loss of nerve' is to be found in the relatively few meetings of the relevant committees from 1969 on, and again from 1976.⁵ Indeed, a community member of the period 1976-79 expressed the opinion⁶ that the meetings were 'dreary and trivial, full of tedium, frustrated hopes, and a sense of irrelevance from their length and non productivity'.

- (1) Another meritorious exception would be the C.D. Division's activities which were always written up in crisp fashion, whether the penman was N.D. Crew, P. Wright, or E.C. Iceton.
- (2) The consolidated Departmental one for 1964-67 was not widely circulated, and there were none in the late 1960s, nor from 1974 until 1981, when they began again, in a consistent, exhaustive and highly statistical format.
- (3) E.g. in the early 1960s, or 1970 and 1971.
- (4) E.g. 1959 Report (1962 *Calendar*, pp. 236-37); 1960 Report (1962 *Calendar*, pp. 281-83); 1961 Report (1963 *Calendar*, pp. 269-71); 1963 Report (1965 *Calendar*, pp. 199-202); 1964 Report (1966 *Calendar*, pp. 273-276).
- (5) Thus the Report/Minutes of the Board of Continuing Education to the Professorial Board are of little substance, e.g. on the meetings of 15 June 1976, October 1976; although that of March 1977 told of T.A.F.E.'s outreach.
- (6) To the present writer in 1982.

Appendix G ii

Post Secondary, Sub Adult? The Williams Way to A.D. 2000. (Education, Training and Employment, 1979)

This heading is the title of an appraisal of the Williams Report by N. Haines,¹ in the light of the notions of lifelong education. His penetrating analysis found the document: to fight shy of a.e. in its 'lacklustre, uncritical' way (p. 393); to make no attempt to understand, let alone accept or reject the principle of lifelong education (p. 394); and to be unconvinced that there could be limits to economic growth in Australia; (pp.394-95); to deem that (adult) education would necessarily stay/remains 'work-oriented';² and to have followed (the thinking of) the 1974 national classification of T.A.F.E. as 'six streams and eleven fields'; the sixth ill-funded stream covering all adult education. He remained horrified that

the committee gave no attention to the problems arising from control of much adult education by TAFE authorities (p. 396);

and then echoed the question of the A.A.A.E.,

does it [the Report] really come to grips with a changing Australia in the field of values and attitudes?³

He then suggested, prophetically (p. 376), that much real a.e. might well have to remain in the hands of voluntary agencies.

His survey recalled the Martin Report of 1964 having talked of 'Education as an Investment'⁴, and questioned whether institutions now 'funded and patronised, mostly for their quick-return functional training courses' will be 'so managed, equipped and inspired that they will indeed provide education in the "broader" sense' (p. 397). This 'work' focus of the Report revealed only too clearly 'the unreadiness of this committee to take seriously education outside the system'⁵ (p. 398). He also pinpointed the Report's notion (17.8) that the way to advance learning was reserved to 'higher education', so implying

that what we do learn will be (in Martin language) *sub*; it won't be 'scholarly'; it won't in fact be 'research' ... (p.402)

He then turned back (p. 403) to the words of the Duncan Report⁶ and to its concern to 'close the gap between schooling and adult education', this scrutiny only serving to enforce his sadness at the blinkered nature of the Williams' view of the educational/cultural future for the nation.

(1) It appears in *Unicorn*, Vol. 5, No. 4, November 1979, pp. 391-404. At the time the writer was: Reader at the Centre for Continuing Education, A.N.U.; had been recently the head of the Australian Delegation to the Commonwealth Conference on Non-Formal Education for Development, New Delhi; and was the Editor of the *Australian Journal of Adult Education*.

- (2) Despite the Prime Minister's announcement that the committee would consider 'the relation between an efficient education system and work ... and human satisfaction'.
- (3) See the slim volume, *Comments on the Recommendations of the Williams Committee Report* (Canberra, A.A.A.E., 1979).
- (4) *Tertiary Education in Australia* (1964), para. 1.17.
- (5) I.e., outside that provided in the already simplistic and under-funded T.A.F.E. Stream 6.
- (6) P. 91 of the 1973 Whitelock (ed.) issue of the text.

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Appendix G iii

A.G.B.U.

The Animal Genetics and Breeding Unit (A.G.B.U.) was established in 1976 by the University, in cooperation with the New South Wales Department of Agriculture. It was described then as 'a research and resource unit for the application of genetics in animal production'. Thus it was to be an agency concerned to

'co-operate with, and complement, other organizations serving the public and private sectors of Australian animal production by contributing directly to the design and development of performance recording and breeding programmes'.¹

It was also stated, from the outset, that it would

provide assistance and facilities for graduate, post-graduate and continuing education in the application of animal genetics.² (*ibid.*)

By 1978, in the *Research Report* for that year, it would be describing its own research work succinctly as

Estimation of genetic parameters, definition of breeding objectives and the design of genetic improvement programmes for the Australian beef and dairy cattle industries, consulting government and industry bodies. (1980 *University Calendar*, p.776)

Under the leadership of its foundation head (still so in 1989), Dr. K. Hammond, it would have attracted many project liaison officers visiting fellows, etc. and be publishing research in conjunction with co-workers from

the Australian Meat and Livestock Corporation;
the New South Wales Department of Agriculture;
the Australian Association for Animal Breeding
and Genetics;³
the Australian Meat Research Committee;
the New Zealand Society of Experimental
Agriculture;
etc ...

and, as with the last named, be maintaining close contact with various similar and relevant overseas research groups, such as S.A.B.R.A.O.

(1) Statement (the first so issued) in the 1978 *University Calendar* (pp.715-716). This 'charter' must link it to various 'beef schools' staged over many earlier years by the adult education sector of the University.

- (2) Long known as the 'Department of Livestock Husbandry', this most closely associated academic department would become that of 'Animal Science' in 1978.
- (3) The Unit personnel would be involved in the authorship of many papers to the Association's Inaugural Conference in 1979. (See pp.798-799 of the *1981 University Calendar*.) It had in 1977 issued its own volume edited by K. Hammond, L.R. Piper and P.D. Mullaney, *Improving the Servicing of Animal Breeding Programmes in Australia*.

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Appendix G iv

The Ongoing work of the (Kellogg) Rural Adjustment Unit¹/ Rural Development Centre

The ever more relevant Adjustment Unit would gain increasing momentum in its activities and outreach in the period 1978-1980, and beyond. The objectives would be variously refined and articulated, viz., to:

- A. to: (a) increase the understanding, by Australians, of rural problems and policies;
 (b) play a part in forming rural policy;
 (c) stimulate and help co-ordinate appropriate action by rural communities, groups and individuals, so as to help rural people prepare for and accommodate changes in their social and economic environment. (1978 Calendar, p. 686; 1980 Calendar, p. 716; etc.).
- B. to: (a) promote understanding of the forces underlying structural change and adjustment in rural areas;
 (b) contribute to the design and application of rural policies which are efficient and equitable;
 (c) seek a range of Federal, State² and local government policies which will enable and encourage rural communities to meet more of their own needs;
 (d) initiate and develop programmes which can be used to increase the knowledge and skills of rural people so that they are better equipped to:
- (a) cope with change, and
 (b) meet their needs from their own resources.
- C. By later 1984 its self perception was less categorized, referring to itself as:

'an independent, non-political, non-profit agency, which works to improve the quality of rural life and policies affecting the total infrastructure of rural Australia

The Unit has two main roles. It helps keep primary producers, rural and urban communities, business and government informed about issues affecting Australia's rural sector. And it explores options in current problem areas³ and arrives at recommendations for action. ...

The unit has two main thrusts of activity, one on the productivity of rural industries, and the other on the quality⁴ of rural life.' (1985 Calendar, p. 378)

- D. By late 1985, much of the last, (C), would be repeated, with the note:

'Research is undertaken when information needed to approach a problem is not otherwise available. Normally, such research is funded from outside and carried out in collaboration with other agencies.'⁵ (1986 Calendar, p. 381)

E. The description - of the Rural Development Centre - in mid 1989 has another subtle thrust again:

'The Rural Development Centre ... aims to increase understanding about rural issues, and through that to promote improved rural policies.'⁶

While the main investigations were economic, 'Aboriginal enterprise'⁷ had (in 1988) emerged as a new area of study. The needs of women in rural areas, and of the aged, also developed into projects'. Yet other work then concerned: land degradation; tree planting programs; water pricing policies; 'an evaluation of extension services and the establishment of an adult education network'.⁸

And Publication

In the later 1970s, the K.R.A.U. policy of dissemination by publication would continue. Thus the following, sequential, items may be noted:

January 1978:	<u>The Role of Australia and New Zealand in World Agriculture</u> ⁹
April 1978:	<u>Stabilization in the Beef Industry</u>
(July) 1978:	<u>Report of a Workshop on Rural Health Issues</u> ¹⁰
August 1978:	<u>Beef Stabilization</u> (Proceedings of the Kellogg Unit Workshop of May 1978)
September 1978:	<u>Livestock Agents and Marketing Reform</u>
December 1978:	<u>Rural Adjustment Research</u> (Proceedings of a Canberra workshop ¹¹ of August 1978)
September 1979:	(K.R.A.U. and Department of Agricultural Economics ¹²) <u>Submission to the Inquiry into the Australian Financial System</u>
September 1979:	<u>Welfare Workers in Country Local Government: ... and 'Communicating with Council about community service issues'</u> ¹³
October 1979:	<u>An Appraisal of the Suitability of a Saskatchewan Land Bank Scheme to Australia</u>
November 1979:	<u>A.C.I.D.</u> (- Australian Communities in Danger - See below)
June 1980:	<u>Rural Health Issues</u> (a larger <i>Bulletin</i> October 1980 version of the July 1979 item)
October 1980:	<u>Australian Agriculture in the 80s</u>

October 1980: The Acid Workshop ('Proceedings of a workshop on the problems of decline and growth in rural Australia')

The rural health publications are one of interest on many accounts, not least for the last linking up with earlier U.N.E. work - e.g. (p. 135), with G.A. Rennison's¹⁴ *We Live Among Strangers* (M.U.P.) (1970); (p. 134), with J.S. Nalson's *Rural Poverty in Northern N.S.W.* (1974); (p. 135), with the Rural Health Seminar, run by the Department of Continuing Education in January 1975; etc. The A.C.I.D. publications have a similar dimension, in that many papers therein summarize c.d. work by the Department over many years and the applied research from the Department of Sociology, in such towns/areas as:

Armidale; Ashford; Inverell, Walcha,¹⁵ etc. in the former case; Bellingen and the north coast's rural area (especially Terania Shire) in the latter.

While the range of towns is greater - it includes Ashford, Orange, Boggabri and parts of the Darling Downs - the overall content of the volumes takes up, and puts into a new perspective,:

the c.d. work of J.H. Shaw and N.D. Crew;
the applied research from the Department of Geography;¹⁶
and the 1959 (Bates - led) work on Armidale itself.¹⁷

Perhaps the last matter to note in the dynamic work of the Rural Adjustment Unit's publication of books is the hard-covered volume, *Group Farming*¹⁸ (1982), by R.A. Powell, M.K. Bartholomaeus, R.N. Gasson¹⁹ and D. Blessing. Arguably the work paralleled some of N. Iceton's at Bannockburn some 16 years earlier.

It only remains to refer to the first issue, in summer 1984 of *Inside Australia*, the Rural Development Centre's new quarterly magazine, concerned in the words of the Chairman, Sir Donald Eckersley, 'to integrate the issues that face non-metropolitan Australia', - with its first long article by the Prime Minister, Bob Hawke, stressing that the prestige journal is

aimed at bringing together the disparate voices of rural Australia, including those of unionists, local governments, residents of country towns, and community groups. (*Op.cit.*, p.2)

The dream of the D.C.E. - expressed in the original submission of November 1974 - for the most responsible 'rural adult education'²⁰ had been fulfilled.

(1) The ongoing name of the unit varies - the 1980 *University Calendar* calling it 'the Kellogg Unit' (p. 7 (6)); but later reports of that year styling it the Australian Rural Adjustment Unit, and the various publication series (See Appendix F v) being re-numbered to become *A.R.A.U. Bulletin No. 1*, etc. By 1987, when funding was from 'the Federal Government and, through contract work, from various State and

Federal Government departments and private firms' (*Annual Report*, p.81), it was the Rural Development Centre.

- (2) This wording would, in part, be due to the impending need for Australian funding, rather than American.
- (3) Some of the wording reflects N.D. Crew's period as Acting Director of the Unit, and that of Professor G.L. McClymont, who so acted for several years after leaving the Department of Biochemistry.
- (4) G.N. Gregory's original title had been 'Project Officer - Welfare'.
- (5) This collaboration in extension (research) is closely parallel to the work by then, of the Department of Continuing Education, the Adult Learning Groups, and many other (northern) organizations.
- (6) *1988 Annual Report*, p. 83.
- (7) In 1989 F.M.R.C. input would occur here, with help from North American advisers who had so assisted the Indian peoples there.
- (8) *1988 Annual Report*, p. 84.
- (9) See note 7 to Appendix F v.
- (10) N. Iceton gave a paper, 'Promoting Health: A Social Developer's Approach', as did G. Gregory. The Vice-Chancellor, R. Gates, was a participant, as were W. McCarthy (M.L.A.), and G. Pittendrigh (D.C.E.).
- (11) Many (former) New England persons would participate, including: J.G. Bird (Head, Extension, Hawkebury Agricultural College), G. Gregory, J. Lees (K.R.A.U.), J. Makeham, G.A. Mowbray (D.P.I.), W. Musgrave and K. Woodward (K.R.A.U.).
- (12) Such joint research with U.N.E. departments would become more and more common.
- (13) This slim pamphlet contains notes from the address (at Wagga Wagga) by Professor Ronald Henderson, Director of the University of Melbourne's Institute of Applied Economic and Social Research, observing (*inter alia*), that perhaps there should be a social welfare officer for every 6,000 country people (p. 1).
- (14) She was the first principal of Duval College (1960), and active in D.A.E. seminars in that period.
- (15) The survey of a thirty year period in Walcha's development (Walcha, Appendix, pp. 1-5) pays tribute to earlier D.C.E. work there.
- (16) See the papers from T. Sorensen and J. Holmes by (then at the University of Queensland as Professor of Geography).
- (17) See the papers by C. Grigg, and B. Connor, in particular.
- (18) The publication was made possible by a grant from the Commonwealth Development Bank of Australia.

- (19) From England, but visiting in 1978. (See Appendix F v.) In 1982 she was undertaking research in the Countryside Planning Unit at Wye College, England.
- (20) See p. 3 of that document, which, with its 7 appendices, was the successful case for obtaining the 'seeding' grant from the W.K. Kellogg Foundation.

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*Appendix G v*N.E.R.A.A.L.

The New England Regional Association for Adult Learning was established on 9th August 1979, as a regional committee to advise the N.S.W. Board of Adult Education of adult learning needs in New England.

The main clauses, from its Constitution of 4 October 1979, include:

Clause 1
Name The name of the organisation shall be 'The New England Regional Association for Adult Learning'.

Clause 2
Aims The aim of the Association shall be to stimulate the provision of and participation in adult learning in the region by:-

- (a) providing opportunities for liaison and consultation about adult learning in the region.
- (b) considering ways to stimulate the provision of and participation in adult learning.
- (c) providing opportunity for co-operative efforts in adult learning.
- (d) informing the Board of Adult Education of the development in adult learning in the region and to advise aspects needing the attention of the Board, the Minister and the Government.
- (e) assisting the Board of Adult Education in carrying out its functions in the region.

Clause 3 Membership shall be open to individuals and groups involved or interested in the field of adult education in the region. Criteria for membership shall be determined by the Committee.

Clause 11 The Constitution may be amended by the following procedures:

- a) A notice of motion posted to all members of the Association at least three weeks prior to the holding of the Annual General Meeting or a special meeting at which the motion shall be raised.
- b) Assent to the motion by at least a two third majority of the members at the meeting.

Clause 12 In the event of the group winding up its activities all its assets including records shall be handed over to the New South Wales Board of Adult Education.

A perspective on the work achieved was provided by the N.E.R.A.A.L. Workshop on Community-Based Adult Learning in New England. It was held at the Health Education Unit (Dean House, Tamworth Base Hospital) on 1 and 2 March 1985, and opened by a talk by E. Brennan on the role and functions of the N.S.W. Board of Adult Education and its relationships with community-based adult learning groups. Some of the points made then may now be tabled:

- * Community-based adult learning groups/associations exist in New England, so that: (i) people can make effective use of their leisure time; and (ii) so that communities can come together (social cohesion).
- * The real strength in community-based adult learning groups comes from volunteer or 'amateur' workers and not from tutors or organizers who have necessarily undergone 'in-service' courses.
- * Co-ordinators mainly do their work for 'job satisfaction'; they are not highly paid.
- * The most important role and functions of the groups of N.E.R.A.A.L. are seen to be in (i) meeting learning needs; (ii) 'problem-solving'; (iii) 'networking'; (iv) overcoming conflict; (v) 'lobbying'; and (vi) co-ordinating with other adult learning institutions.
- * The main concern of adult learning in New England was seen to be in the enhancement of the 'quality of life'.
- * 'Rivalry' with TAFE was seen to be a problem by some groups, which felt that they should be able to say: 'We have the right to exist'.
- * Participants expressed the view that NERAAL was unique in that it was primarily concerned with the adult learning needs of the people of New England.
- * It was argued that: no voluntary group/association should be at the behest of formal bodies; the role of community groups was strongly emphasized; the opinion was expressed that no more controls should be enforced, and that no formal system should be established; and that the concern lay with 'our reality', and not with any single purpose.
- * Local community assistance to groups was seen to be highly important.
- * It was stated that the primary concern of adult education which is emerging is that of 'teachers for teaching', rather than an emphasis on the needs of the adult learner; and that adult education was being stifled and deprived of its impact as a social force by virtue of the official assessment of 'felt' rather than 'real' need.

And the State Meeting following:

At the State meeting of Regional Co-ordinators on 4 March 1985, the following rankings were produced, by those present, for functions to be undertaken by regional councils:

1. establish priorities;
2. advise B.A.E.
3. employ Executive Officer
4. establish role of Executive Officer
4. foster networks (contacts, etc.)
6. identify gaps to existing local provision
7. exchange information
7. advise agencies on roles
9. advise other groups on access to [B.A.E.] funds for special projects
10. assist in establishing new providers
10. create register of tutors and other resources
10. lobby
13. publish outline-register of providers
14. emphasize specific foci (- area of need)
(- geographical areas)
(- mode of provision)
14. promote and develop
14. compile regional directories¹
16. research in adult education
17. train tutors and co-ordinators
17. establish Secretariat
17. establish powers and responsibilities of Councils
17. make submissions for special projects to be conducted by council itself
17. establish inter-regional network
22. establish resources and support role
23. establish consultative processes
24. establish local sub-groups

It was also thought that it was inappropriate for an 'overlord' Regional Council to perform such tasks as:

- * approving of programmes;
- * disbursing of funds;

Suitable persons to comprise a Regional Board

The conference members ranked such potential persons for membership thus:

High Priority	(**)
Priority	(*)
Low Priority	()

- ** Board of Adult Education
- ** Department of Leisure, Sport and Tourism
- * Department of Education²
- ** Department of Health
- ** Department of Agriculture
- Department of WAFE

- * (Mainstream)
- ** (Outreach)
- ** (Literacy)
- ** Universities and Colleges of Advanced Education
- * Special Groups - Aborigines, Migrants, Women, Farmers
- ** Representatives of Community Learning Groups
- Pensioner groups
- * Local Government
- Community Group (co-ordinators)
- * Education Centres
- ** Workers Educational Association
- * Libraries
- CWA
- Adult Migrant Education Service³
- Registered groups:
- * Handicapped providers
- CYSS
- Information Centres
- Church groups⁴
- * Local members of Parliament
- Political parties
- Community arts
- * Consumers

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The Department of Continuing Education (of the University) and the Adult Learning Associations

The link between these groups and the university was strong, from their first appearance. Apart from the executive Regional Council rôles played by N.D. Crew, R. Prater and C. Petersen (with much general assistance from B. Brennan), the Department had played a major role in the region due to its regular staging of workshops for new co-ordinators of A.L.A.s. The gatherings were/are funded by the B.A.E., and have attracted state-wide enrolments. A related D.C.E. support would be that for disabled persons, as that recorded in the volume of proceedings,⁵ *Education of Disabled Adults in Country Areas*, from the Conference of the same name held at Robb College, February 20-22, 1981. In the 'Preface', (p.1), S.J. Rooth explained the auspices of the gathering:

Towards the end of 1980, the NSW Board of Adult Education⁶ made a decision to support the organization of a workshop to be held at the University of New England ... on the topic, 'Education of Disabled Adults in Country Areas'. This decision was stimulated by the proclamation of 1981 as the International Year of Disabled Persons by the United Nations. Through this proclamation the U.N. sought to provide the opportunity for everyone to focus community attention on the needs and problems of handicapped people and the families.

The Conference included a paper from Ken Gibbon, Adult Education Adviser to the N.S.W. Board of Adult Education, who presented an account (pp. 26, ff.) of the provision of adult education for people with various types of disability, a paper particularly interesting for its account of:

skills training undertaken in sheltered workshops; and the quality of a.e. programmes for the disabled, including 'progression within the course; the acquisition of self-awareness and dignity; and the acquisition of independence'.

His further discussion of classes for the disabled (which were 'taken in establishments away from those where normal evening college classes are held') shows the surprising number of 1980 classes held in the University area,⁷ and Gibbon concludes with his assessment of what was available apart from Health Commission provision:

The Board of Adult Education is aware of and attempting to provide a well balanced geographically equitable programme within stringent economic constraints. The Board's staff promotes programmes in all parts of the State; however the local voluntary agencies do not always take positive steps to implement programmes knowing that the Board will possibly provide financial support.

The last point is important, since it underscores the very limited funds of the Board, and thus how much it appreciated the assistance of the University of New England in its various enterprises. Indeed, the University would offer workshops, like that of October 1985, for new co-ordinators at the University. Certainly no other university in New South Wales has assisted the work of the Board so much since its foundation.

On 3 November 1986, it would be reported, at an executive meeting of N.E.R.A.A.L., that an extension of community-based a.e. programmes for disabled persons (funded through the Tamworth and North-West Community Learning College) had occurred: from Warialda Hospital, Barraba Day Care Centre, the Narrabri Life Enjoyment Group, Sheltham Enterprises Workshop in Tamworth, Inverell Special School, Bingara Day Care Centre and Moree Sheltered Workshop. At all these there had been, in 1986, a variety of programmes which had achieved their objectives of 'community involvement and the fostering of positive attitudes by and towards disabled persons'. (*Minutes*, p. 8)

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The Meaning of the New England University's input

While the central authority, the N.S.W. B.A.E., would ultimately (in 1987) enforce 'regional councils', the university area generally held out for the right of the regional associations to remain concerned with grass-roots wants and opinions; and to learn in and with the members of one's own community, - often assisted by more experienced members of that same community. Thus they continued to resist imposed uniformity.

And so on 11 August 1986, with N.D. Crew in the chair, the N.E.R.A.A.L. executive resolved

'that N.E.R.A.A.L. welcomed the recognition of Adult Education by the Government, and generally supports the directions of the [State] Policy Statement'.⁸

In reference to the above, the meeting also stated that N.E.R.A.A.L. members of local groups⁹ were especially pleased that the Minister had recognized that such groups would continue to play an important role in the new Regional Council structure for Adult Education in New South Wales.

A further dynamic Crew-chaired executive meeting,¹⁰ that of 3 November 1986, noted (Minutes, pp. 6-7): the Board's approval of N.E.R.A.A.L.'s involvement

- with community groups;
- the Minister giving the 'first indication from the New South Wales Government that adult education is important;
- the Board 'now appeared far more responsible for a.e. in New South Wales';
- a.e. tutors need not necessarily be qualified as this 'would curtail the operation¹¹ of a.e. in the country';

and that 'there should be no overlapping of adult education¹² especially in small country towns'.

This meeting also resolved: to hold a workshop at the Centre for Continuing Education¹³ in Tamworth, to analyse closely the Ministerial Policy Statement; and 'to organize, write and edit a newspaper regional promotion of Community Education in New England and the North-West', providing funds for this.

Equally notable for its like insistence¹⁴ was the North Coast Regional Liaison Group (now become the N.C.R.C.) in which R. Prater was prominent - he would also work closely with C.H.E.R.P. (the Coffs Harbour Education and Recreation Program, designed for 'older' adults. By the later 1980s, the various newsheets¹⁵ from the North Coast Group make it abundantly clear that the A.L.A.'s there were liaising with tertiary education bodies very easily and effectively for:

- the N.R.C.A.E. and the University Office (at Coffs Harbour) were collaborating well (as had been hoped from 1975);
- Aboriginal Community Education groups were flourishing: around Lismore; in the Taree District; at Purfleet; etc.;
- A.L.A.s etc. were flourishing at: Port Macquarie; Alstonville; Casino; Kempsey; Crafton; Forster; Camden Haven; Woodburn; etc.;
- the N.R.C.A.E.'s Conservation Centre was working well despite cut-backs;

and the N.R.C.A.E.'s School of Business had established a Business and Resource Centre, with a considerable c.e. strand.¹⁶

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Conclusion

N.E.R.A.A.L. and its North Coast brother group have each, alike, shown the strengths of the people when assisted in the clarification of their thoughts by D.C.E. personnel acting as catalysts (N.D. Crew as a retired academic from the end of 1986). It is enough to quote some phrases illustrative of this from a Report¹⁷ to the N.E.R.A.A.L. A.G.M., 1 September 1987

- 'N.E.R.A.A.L. is a flexible, democratic, community-based organization accessible to anyone with an interest in a.e.';
- and - 'N.E.R.A.A.L. has been able to foster the growth of the community-based adult learning network, and to offer support, advice, information and funding for activities outside the established programming area'.

- (1) Several years later N.E.R.A.A.L. would produce such a Directory. Compare the N.S.W. Board of Adult Education's *Opportunities to Learn ... a Guide for Adults - Sydney*, 3rd edition, January 1979.
- (2) This is particularly interesting, in view of the very prominent and assertive rôle of Area Inspectors of Education on the A.E.C. of the University, 1955-1962. (See Chapter III.)
- (3) It would seem that these last two were deemed to function within their own special orbit, rather than in more heterogeneous associations.
- (4) A. Eberle had deemed these to be of considerable importance in 1948-49.
- (5) They are introduced by the Conference Director, S.J. Rooth.
- (6) Its Chairman gave the 'Introductory Address'. (See p. 8 for a summary.)
- (7) 6 Centres out of 9 state-wide; and 4 locations out of 10 around the state for T.A.F.E. classes in 1980. Lismore had two workshops, and Taree one.
- (8) This was the August 1986 document, *The Provision of Adult Education in New South Wales: Roles of the Agencies and Guidelines for Development* (Ministry of Education).
- (9) Those represented at the meeting were: Narrabri A.L.A., Barraba C.L.A., Tamworth and N.W. Community Learning College, and Walcha A.L.A.
- (10) An augmented one with eighteen present, including S.J. Rooth, D. Dymock, and C. Petersen.
- (11) This is the philosophy of the remarkable value of the 'talented amateur' to lead and instruct within the small/isolated community.
- (12) This logical step was taken to avoid duplication of scarce resources in one place, with the total lack of the same elsewhere.
- (13) I.e. the University's Regional Office, in Brisbane Street.
- (14) They have been the only 'rebels' from the various regions. Notably, too, they have had by far the most considerable numbers involved and the largest number of L.A.s.

- (15) See also the Prater community work as listed in the D.C.E.'s *Annual Reports* (1981-1986).
- (16) This parallels the Tablelands and N. West community groups working with the University's Department of Accounting and, later,, the F.M.R.C., from as early as 1969.
- (17) From the Liaison Officer. The meeting was held at the Centre for Continuing Education.

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*Appendix G vi*The Iceton Perspective on the 1970s and the Future

In late 1979 Dr. E.C. Iceton had prepared a set of papers ¹on 'The Department of Continuing Education, as a Case Study', for the O.E.C.D. Conference on 'Mechanisms of Interaction between Higher Education and the Community'. The sections of this probing document were:

- 1.² Formal Role and Function of the Department;
2. Relationship with Internal University Departments;
3. Department-Community Consultation Mechanisms;
4. University-Community Consultation Mechanisms;
5. Resource Sharing and Co-operation with Community Agencies;
6. Inter-agency Co-operation;
7. Background to Establishment of the Department of Continuing Education;
8. Recent Development of the Department;
9. Looking Forward.

While there is no space for detailed analysis of this trenchant yet insightful and wise document - whose conclusions are even more relevant ten years on - some of the sequential argument³ may be sketched in:

- 1.1. The U.N.E. Department 'differs from government agencies in that it has the freedom to respond to community situations at short notice and can choose activities that it sees as appropriate to it.'
- 2.1. 'The Department . . . has no access to equal leverage with others [i.e. other departments] in academic decision-making.'
- 2.2. From 1954 until about 1967 'the Department had . . . the wholehearted support of the foundation academic staff⁴ . . . keen to build the student and community base of their new university . . . '.
- 3.1. 'The Department was always responsible to community inputs in deciding its programming. But community people have never been in routine planning meetings.⁵
- 3.3. '[In social development consultancy] 'there has been one full time staff member since 1966⁶ taking an interventionist initiative . . . '. This is a mixture of vision and activism, along with an 'open interaction process'.
- 3.4. 'Within academia generally . . . there is a resistance to . . . human concern and activism [as] threatening to many academic minds'. This causes them to split theory from practice and so 'to split the University from the Department and from the community'.
- 4.5. 'The (1976) founded Board of Continuing Education is seen in 1979 by the Professorial Board⁷ as anomalous and irrelevant to the University's decision-making. . . . [it] does not meet frequently enough or for long enough to be effective . . . for academic purposes.'
- 4.6. '... the outside representatives . . . people with community leverages . . . are seen by the Professorial Board as potentially reducing that body's autonomy.'

The document continued with sectionalized chapters -

5. Resource Sharing and Co-operation with Community Agencies; noting the absence of 'official university-community mechanisms'.
6. Inter-Agency Co-operation; stressing various links in Regions 1, 2 and (partly) 3, facilitated by the N.S.W. Board of Adult Education,⁶ but observing
so far the University administration keeps such activity at arm's length ... (6.4).
7. Background to establishment of Department.⁹
8. Recent development of the Department - with stress on the fact that since 1967, the many necessary 'rear-guard actions have reduced effectiveness' (8.4).

In answer to the question of whether the Department had created 'problems for the University as a whole' (8.5), the trenchant answer was:

'None, except fear both of its growth and influence, and of the changes it might bring ... there has been no serious attempt at assessing differential social and institutional costs and benefits; and adding

the effectiveness of the University's anomalous and unsatisfactory machinery for administering continuing education has been seen as a problem for which the Department is somehow held responsible. (8.5)

9. Looking forward as to future prospects, this was stated to 'depend upon changes and responses to change at three levels - society, university, and Department' (9.1), and on society adopting 'a just and rational approach to managing the coming social transition' (9.2).

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- (1) They comprised 7 pp. of typescript with two maps, were signed and dated October 1979, and circulated for the O.E.C.D./C.E.R.I.'s Conference in Paris, 4-8 February 1980.
- (2) All paragraphs were numbered within sections, as are the present quotations from references to his script.
- (3) It is both particular, and universal - as for Australian/Western European conditions some ten years ago.
- (4) There were already opposing forces to a.e. in the 1950s, but they were not yet numerous. Perhaps Professors D. Howie and A. Stock were the most critical of community work.
- (5) I.e. of the Department, in Armidale.
- (6) Iketon himself.

- (7) Soon to be called the Academic Board.
- (8) Other links with State and Federal Departments of Agriculture, Health, National Parks, Education, C.S.I.R.O., etc. were stated to 'have been common from the beginning' (i.e. 1954).
- (9) Noting early political parties support for the institution, 'so that the initial commitment to community involvement was hardly suprising' (7.2).

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Appendix G vii

The Adult Literacy Campaign: Literacy and Reading - Initiatives from the Department since 1977

Since 1977, the Department has taken a rôle of national leadership in the matter of Adult Literacy. There had been a part interest here for some time, but the main thrust had been towards reading problems in the child.¹ In 1975 A.J.A. Nelson had accepted an invitation from the International Institute for Adult Literacy Methods to gather materials for a publication on adult literacy in Australia. Helped by various adult educators, he had been able, in 1976, to devote the summer and autumn issues² of the Institute's journal, *Literacy Discussion*, to *Adult Education and Adult Literacy - the Australian Experience* (the name of the book form of the volumes). Then in November 1976, shortly after retirement from his Professorial Fellowship in Education he had, at the annual conference of A.A.A.E. being held in Armidale

opted to join, as my special interest group, a workshop on adult literacy. This was for me a fateful decision. Apart from myself the members of the workshop were all specialist teachers in adult literacy ... an important item on the agenda was the establishment of an Australia wide organization for adult literacy ... The Australian Council for Adult Literacy (A.C.A.L.) ... and I was elected as the Council's first Chairman.³

The Council would then issue, from Armidale, its newsletter *Adult Literacy Newsletter* (to 1979) and its successor, *Literacy Link*, recording the details of developments and conferences - 1250 attending the third, at Wesley College, Sydney in Mar/ 1979). Each had news or messages from Arch Nelson, Chairman, while D. Dymock (of the Department) was editing from No. 5 (April 1980). A. Nelson was, meanwhile preparing the annual journal, *Literacy Review* (I, 1980). That same year, Dymock undertook a survey, for A.C.A.L., of all adult literacy schemes⁴ currently operating in Australia; and Nelson edited *Adult Literacy: Some Australian Papers* (Armidale, A.C.A.L.), its ten papers including, among the four from the Armidale Conference, his own 'Literacy and the Australian Aboriginal' (pp. 38-42). In the following year, he edited *On the Importance of Being Literate* (Armidale, A.C.A.L.), with a moving Preface by the Vice-Chancellor, Ronald C. Gates, in which Literacy is linked with the world-wide objectives of U.N.E.S.C.O. Nelson contributed an epilogue, 'Where do we go from here', stressing anew (p. 97) the functions of A.C.A.L. -

- (i) to help develop public awareness of the need for adequate levels of literacy;
- and (ii) to facilitate and promote cooperation among concerned people and organizations throughout Australia.

An even more exciting advance was the Workshop, Adult Literacy and Community Development, August 1985. Its Report was issued as a book, with the same name, and edited by A.J.A. Nelson and D.R. Dymock (D.C.E., 1986), assisted by a grant from the N.S.W. Board of Adult Education. As Nelson's 'Preface' explains, its focus as 'on the relationship between the development of community and the development of adult literacy' (p. iii). Two discussion papers were made available in advance, including Nelson's 'The Community Development Approach to Adult Education'. Dymock ('Introduction', p. vii), stressed the hope that the recommendations (some

47 in number) would 'encourage government departments and agencies to establish funding and operational guidelines in line with recommendations made', a situation that has since been largely achieved. The reason for this, and each individual advance is summed up, in the words of the conclusion to Nelson's paper -

My general thesis has been that unless a move for literacy is community based, it is unlikely to succeed. (p. 31)

That is true of all the fruitful forays into the world of adult literacy sponsored by the Department since 1976.

Postscript

Yet the last word should be the Nelson concept, reported in 1989 in *My dear Ministers*, that 'a deliberate policy of encouraging students to write for publication has brought interesting and worthwhile results' (p. 12). Alike compassion is to be found in his 'The Australian Council for Adult Literacy: Achievements and Aspiration'.

- (1) There are many such seminars in the 1970s, usually led by Professor Jonathan Anderson (of Flinders University, and formerly of New England). D.C.E. had published the school *Proceedings* as books, viz: *Children's Learning Difficulties - Intervention and Remediation* (1975); *Learning Disabilities in Children: Diagnosis and Treatment* (1971); and other volumes from 1973 and 1974. There had been a (small) adult strand in the January 1976 school, 'Developing Literacy and Numeracy Skills at all Levels'.
- (2) VII, 2 (pp. vii, 119) and VII, 3 (pp. vii, 97). He had also, that year, issued the paper 'Adult Education and Adult Literacy in Australia: An Historical Note'. (Mimeo, 17 pp.)
- (3) *My dear Ministers, A Letter on Literacy from Arch Nelson* (U.N.E., April 1989), p. 10. He remained Chairman until 1984, then continuing as its Patron.
- (4) A little later he would be awarded the Master of Education with first class honours, for his research in this area. His publication was *Adult Literacy Provision in Australia: Trends and Needs* (1982).

Appendix G viii

The thoughts of W. Baker and of O.C. Carmichael

Some salient details of Professor Baker's time in the University, particularly in the long seminars with the academic staff, 31 July - 3 August 1956, may be tabulated, since they make it abundantly clear that he had not only explained to them all the needs of the surrounding community, but also predicted the necessary structure for the Department,¹ and, arguably, gave warning of almost all the likely developments of the next thirty years and more. Details, taken *seriatim* from the file, may be listed:

traditional a.e. is 'superficial ... and the provision of discrete services² unsatisfactory';
 local government is not 'alert to community problems';
 there are considerable problems of co-ordination in extension³ as between different authorities';
 local rural people seem to have an alertness to their problems ... but not a highly developed sense of the importance of tackling these problems;
 universities have to decide how to use their limited resources;
 the university has 'neutrality and objectivity in identifying community problems';
 Professor Sommerville had stressed that 'the primary aim of an a.e. programme ought to be to stimulate critical thinking';
 Baker argued that university impact on the community could come through: correspondence courses; local conferences; refresher courses for professional men;
 a residential programme; and 'an institute for building development';⁴
 in practice 'only a small part of the/any university's total resources go to extension;
 that audio-visual aids and an extension library should be high priorities;
 that there should be an a.e. association for the U.N.E.'s region;
 that 'every university should have a single department to control all extension work', lest there be risk of misunderstanding and duplication of effort;
 'the status of people working provisionally⁵ in the Department of Extension should be on a par with those ... in any other teaching department';⁶
 extension at Saskatchewan took 5 % of the total University budget;
 it is essential that the Extension Department should have support⁷ from within the University;
 'the Director of Extension should be represented on the governing body of the University ... and have an intimate knowledge of the working of the governing body';
 and that 'the Extension Department is an important source of feeding students into the University'.⁸

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That Baker had something of a national impact on Australia that year⁹, if uneven in the long term, as indicated by his work then with:

the University of Sydney;
 the State Department of Education (led by Dr. H.S. Wyndham);
 the State Department of Agriculture;
 similar state and federal offices;
 the Department of Primary Industry;
 Rotary;
 the Australian Broadcasting Commission;
 various Chambers of Commerce;
 and Lismore and Grafton authorities (see Ch. III).

His was the vision but its Amidale implementation would be uneven and impermanent. Yet the then public acceptance of his views in the university came from such background qualifications as the announcements that

- (i) he was 'a distinguished Canadian Authority on Rural Problems';¹⁰
- (ii) he had come on a grant from the Carnegie Corporation of New York at the Vice-Cancellor's request;
- and that (iii) 'Professor Baker ... will advise the University on its relations to the community and the best way in which it may serve the people of Northern New South Wales'.

Like reports of the University's commitment are to be found in Oliver C. Carmichael's *Universities: Commonwealth and American* (1959),¹¹ although he did note that

- (i) 'New England's Council ... does not have representatives of manufacturing and commercial interests' (p. 91);¹²
- (ii) 'the professorial board ... [unlike American Senates] is concerned with the educational program' (*ibid.*);
- and (iii) 'in New England University ... the Department of Adult Education ... provides regional classes, residential courses in animal husbandry', etc. (p. 274)

Excellent British reports of New England's a.e. appear in various contemporary documents, notably in Professor Robert Peers' *Adult Education: A Comparative Study* (1958),¹³ as would the Fulbright visitor, Richard Franklin in 1964.¹⁴

(1) Thus he anticipated the essential content of his formal report sent to Madgwick on 18 January 1957.

(2) Also stressed by M. Kelly (Classics), then.

- (3) This matter would only be addressed sensibly by the rise of the Regional Councils, under the N.S.W. Board of Adult Education, in the later 1980s.
- (4) This would seem to approximate to the later Rural Adjustment Unit, particularly in its evolved form.
- (5) Presumably this meant either short or longer term work, i.e. coming from another field.
- (6) Madgwick and Bishop Moyes held this view, but, later it was shared progressively, by fewer and fewer in the institution. This is in contrast with the then contemporary attitude in the British redbrick universities.
- (7) He even advocated *several* (my italics) extension committees to the University Council - i.e. for various aspects of the work.
- (8) Eberle had held this view, as Dunton did later.
- (9) He was similarly influential in India.
- (10) Other details published included his membership of the American Rural Sociological Society, and of the Committee on Methods of Social Action, National Conference of Social Work, U.S.A.
- (11) See Visitors File and the volume itself.
- (12) This omission had only been addressed sporadically until the announcement of the Interim Board of Governors to the new University (July, 1989).
- (13) E.g. p. 254. Internal evidence indicates his knowledge of Eberle and of Nelson.
- (14) See Chapter III. In the cited visitors' file, Franklin observes of Nelson's Department (p. 185) that it
 is globally orientated and given to inter-continental
 travel The Australians here seem to be unusually open,
 warm, dynamic people ... moving along exciting lines consistent
 with their own needs and resources.

* * *

Appendix H

The Further Philosophical Legacy of the U.N.E. Extension Movement

After the death of Eberle and the retirement of both Madgwick and Nelson, it would seem that the deepest practical thinker about the meaning of New England's rôle in continuing education has been Dr. E.C. Iceton. Although his work is mainly with low profile small groups, in the future his various philosophical essays are likely to take one of the most important gifts from New England c.e. to Australia and to countries beyond. One of these is his 'The Concept of a Profession of Catalyst in Adaptive Social Change: Tertiary Studies in Continuing Education and Community Development',¹ a provocative paper which gets to the core of both the purpose of the Department's (then forthcoming) teaching work, as well as probing the meaning of its own c.d. activities.

Its concern initially is with the whole man, that is 'a person learning to live and be creative and constructive in the real world of the present'; (p. 17), and with his 'ethical and emotional development, as well as cognitive' (*ibid.*). He is also concerned with 'the problem of the values enshrined in institutions',² with the need for 'adaptive social change', and with 'academic alienation' and with the need to fit practical learning into 'our Tertiary System'. As he had said,:

I believe that a formal academic approach to understanding Community Development must be inadequate if it is not coupled with experience of personal professional concern and responsibility. ... one cannot discuss a problem or an issue very meaningfully if its origin, and core - the feelings people have - have been only partially perceived.³ N. Iceton, 'The Concept of a Professor of Catalyst in Adaptive Social Change' (1974), p. 20.

The honesty of thought⁴ is patent, the need to answer the questions is still as crucial.

- (1) Being pp. 17-27 of *Canberra Papers in Continuing Education*, (Series III), ed. N. Haines (1974).
- (2) See also later thought of 1979, in Appendix G vi.
- (3) Haines describes Iceton's paper as concerned with 'the breadth of the field, [and] the depth and complexity of the issues'. (*Op.cit.*, p. 1)
- (4) He was following much of the work of M.L.J. Abercrombie, as in his 'The Work of a University Extension Research Unit', *Universities Quarterly*, March 1968, pp. 182-196.

Appendix H1

On 9th September 1980 the then outgoing Board of Continuing Education recommended that their policy statement on University Extension (Document B CE 80-16) be commended to the Academic Board for adoption. On 13 October Council referred the document to the new Academic Board for its meeting of 27 October 1980. At that time the document was left 'on the table'.

The text of the first 'academic' part of 'University Extension Policy' (in Academic Board papers as pp. 849-852) is discussed in Chapter VII of this thesis. There now follows the rest of this text (from pp. 850-852), viz:

COMMUNITY AIMS:

Extension services should accord with the evolving community expectations that are of growing importance to the future of the University. Such services should be consistent with the University's overall objectives including in particular the above academic aims, and will -

- a. serve local, regional, national and international communities as circumstances dictate;
- b. reflect a specific responsibility and commitment to the development of Northern New South Wales because U.N.E. is that area's university; the area is also an important stimulus and resource for the teaching and research activities of the University;
- c. involve the visible presence of the University beyond the campus in the form of academic and administrative staff, regional offices and contact points, and joint activities in cooperation with other agencies.

RESOURCE USE:

The extension activities of the University will -

- a. make the best possible use of existing University facilities and resources in order to optimise the extension thrust of the University within the limits of available resources;
- b. not duplicate the programmes which other agencies can provide with equal effectiveness;

In addition, the University has a responsibility to provide support for extension activities which cannot be self-financing and will -

- c. offer adequate resources to enable individual staff and academic departments to participate in extension activities as part of their normal and accepted duties;

- d. maintain the agencies that engage in specialist vocational and self-financing adult education work and make an annual allocation to extension services which cannot be self-supporting.

EXTENSION UNITS:

Extension activities of the University are provided by generalist and specialist units offering a balanced programme to community participants both on and off campus. A basic policy of the University is to encourage the establishment of such units to provide for the development of new methodologies and the interchange of generalist and specialist ideas and understanding about important issues.

These units will be responsible to the Academic Board in the same way as departments and faculties and will -

- b. coordinate their activities with those of other units where possible and appropriate;
- c. provide information of their activities including financial statements to the University through the Academic Board;
- d. recognise their responsibilities to the University purpose of community service.