

Chapter IV

THE YEARS OF HIGH CONFIDENCE (1961-1965)

Madgwick's (1961) Credo

... university departments of continuing education ... to be effective ... would need to have the special backing of the Vice-Chancellor. (A.J.A. Nelson,¹ in 1971)

These words of general application and hindsight wisdom well describe the first half of the 1960s, the last years² of R.B. Madgwick's Vice-Chancellorship of the University. In his overview farewell to his University, published in the *Bulletin* (No. 14, December 1966), Madgwick commented:

the University now has a highly developed Department of University Extension which provides perhaps the best public relations programme we have [The] Faculties of Rural Science and Agricultural Economics ... and the Department of University Extension have between them built the University firmly into the whole community and in so doing have produced a degree of goodwill towards the University which cannot be measured. (p. 4 of his, 'The University of New England in Retrospect', *loc. cit.*)

That quiet observation of fact had underlying it both deep satisfaction and an impassioned philosophy which was seldom clearly enunciated within the body which he had created. Its most relevant mature statement had come in 1961 when Madgwick and others³ followed the Prime Minister, the Rt. Hon. R.G. Menzies, in the seminar entitled 'The Challenge to Education in Australia'. As the Foreword to the printed volume states, the two problems identified by the seminar were the training of teachers and 'the provision of some forms of tertiary education for the large number of boys and girls who require further education after they leave school but at present do not get it.' (p. vii)

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1. P. 153 of his analysis of the further education situation in India, in his note, 'India', pp. 151-154 of the *Proceedings of the Conference on Continuing Education and Universities in the Asian and South Pacific Region* (New Delhi, 1971).
 2. His possible early retirement at 31/12/65 was discussed on Council as early as 8/6/1959 - see *Minutes*, p. 808. On paper his service ran to 1966, but he was off duty for long periods from 1963-1966.
 3. W.H. Frederick, A. Barcan and W.J. Weeden. The volume's title is that of Menzies' address. It was the proceedings of the Second Annual Conference of the Australian College of Education and was published by F.W. Chesire / The Australian College of Education, in the same year.

Clearly this anticipated the Madgwick address then which would be printed⁴ as 'Educational Influences Outside the School and University', and which is an autobiographic *apologia*⁵ of increasing intensity, in which he explored his own life, and the Australian scene from c. 1918, against the background of the chaos unleashed by World War I, when

Great countries came down in ruins, [and] Christianity and the ethical principles upon which it rests, came to be questioned by a new humanism ... (p. 51)

He argued that the only merit in his own student career was his rejection of total (economic) objectivity, his inability to resist "value-judgements",⁶ and so his liking for ordinary people, 'simple, honest and worried' and 'still seeking some ... dynamic other than materialism' (p. 52). Compassion for young soldiers had made him realize that 'education could not be allowed to remain cold, analytic It had to become warm, constructive, idealistic, positive ... continuous through life.' (*ibid.*) Echoing the words of Sir Richard Livingstone (delivered much earlier in Armidale) that 'only the young people matter', he then came to analyse the influential, indeed fundamental, agencies for modern humanity: 'the Family; the Church; Social and Political Groupings;⁷ the Mass Media of Communication; and, finally, Adult Education'.

He considered the many areas where 'education' operated - in unions, in business, etc. - and so came to his 'central thesis', that the raising of educational, cultural, social, and indeed spiritual and moral standards in the community,⁸ 'rested on the integration of a wide variety of influences ... and values which the community establishes'. He then stressed the need for intelligence, learning, and understanding and 'a sense of wonder, ... of exploration, of a controlled imagination, - an appreciation of what is true and beautiful', (p. 56), linking the importance

4. *Op. cit.*, pp. 51-66.

5. See also the Madgwick sections of Chapter II.

6. This having the courage of one's emerging convictions is an underpinning theme to Sir Hermann Black's *The Communicative-Learner* (1985), the Inaugural Sir Robert Madgwick Lecture.

7. This section is very strongly insistent on the need for (young) adults to be members of 'sporting, social, cultural and educational groups' ... to 'develop qualities of leadership and of community participation' (p.56).

8. He was a prominent member of the Synod of the Anglican Diocese of Armidale, as well as a longtime Alderman of the Armidale City Council.

of community education with the success or failure of formal education.⁹ In summary,

adult education as I understand it is, and must be, a combination of individual education and community education ... and should know no limits other than the needs or the wishes of the community it exists to serve. (p. 61)

This public enunciation of the mutually supportive nature of community and personal adult education is identical with many similar statements in group addresses in those years from A.J.A. Nelson. It was the more helpful in that Nelson would play down the reasons for such intervention in his official reports, but Madgwick was not so inhibited when speaking to the nation.

Madgwick's further remarks then: underline the significance of every individual's wants and needs; reject prescribed ideas 'handed down';¹⁰ encourage activities that fill up leisure time; inculcate the reading habit and the enjoyment of music and art¹¹, 'to assist adults to understand what education is' (p. 62); underscore the need for leadership programmes; refuse to ignore 'any persons in a democratic society' (p. 63); and, in drawing upon his A.E.S. experiences, stress the need for available and attractive cultural 'facilities' (pp. 63-64). He then instanced the U.N.E. commitment and concern to 'aim the service¹² at the people of the region' (p. 64); etc. His conclusion was that Australia was failing to make education 'effective', 'very largely because of lack of appreciation by the community of [solvable] problems'. His perception of the 'great task' facing society was: 'to make the educational agencies once more strong and effective'; to encourage social tolerance; and to develop an 'educated ... understanding people', without which there is no democracy. His conclusions are rousing ones, namely that:

The whole community ... must become the object and subject of our endeavours. We need to be ... humble enough to listen ... but fearless in attacking the false. [Effective] education must demonstrate .. a belief in the sanctity of the human being ...;

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9. This echoes the Harvard Report of 1945.
 10. The text rejects Old Testament style authoritarianism and deliberately echoes New Testament forgiveness and compassionate sympathy.
 11. Thus validating concerts, musical appreciation classes, and touring exhibitions, all of which were beginning to be questioned by academic members of Council at this time.
 12. Here (p. 64) he summarizes U.N.E.'s extension achievements of 1960 - following very closely the Department's 'Report for the Year 1960', a 16 pp. fcp. typescript.

our policies must be warm, expansive and, above all, humane.
(pp. 65-66)

In a real sense this benign address was a message and challenge from U.N.E. to the nation.

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The A.E. Committee¹³ and *The Bulletin* (1961-65)

The formal organizing and the (university) publicizing of these deeply felt ideals were, until 1965, by the same means as at the end of the previous decade - through the work of the A.E. Committee of Council and *The Bulletin* - both very clearly under the strong hand of Madgwick himself. At the last meeting of 1959 (17 Nov.), the Vice-Chancellor had stated that the Department was 'leading the way in several fields of work in Australia',¹⁴ and would be ready when television¹⁵ came. At the first of 1960 (March 8th) it had endorsed a statement entitled 'The Nature of Adult Education',¹⁶ which document echoed J.S. Mill's remarks of 1867, that 'education ... comprehends even the indirect effects produced on character'. It also anticipated the Madgwick remarks of 1961 by its emphasis that a.e. (through such a department) should be 'educational in intent' and that the actual programmes were 'liberal' by intent,¹⁷ concerned to 'emphasize community needs' and communicated by 'quality' teaching 'at the Tertiary level'. It was also stressed, as a prime consideration, -

that one of our aims should be to strengthen the work of other agencies and to pass to them activities which seem appropriate to them. (p. 2)

On that occasion and on 11/2/1960, particular stress was put on the work of: the 1959 Residential School for Agricultural Economics and Farm Management (87 students); the 3 day Beef Cattle and Carcase School (130 students); the 26 discussion groups (administered from Armidale); the 9

13. The reports of the committee were always accepted *in toto* by the University Council. But some are not fully minuted in the Archives files.

14. *Minutes*, p. 1.

15. This was A.F. Dunton's special field of expertise (1958-67). The T.V. studio prepared for the University in the city in 1966 was lost by the sale of the Eberle Centre.

16. A 3-page typescript filed with the Minutes.

17. i.e. concerned to free people 'from the sense that they are lonely, insignificant and powerless' (p. 1).

Clarence schools in A.F. Dunton's first full year (average length of 3 days); the 750 persons at the ongoing R.A.B. meetings; the 16 classes¹⁸ [many for 30 weeks] in Tamworth; the 10 adjacent town/village classes;¹⁹ the 11 local community schools organised from Namoi (average attendance c. 103); classes in religious topics at both Tamworth and Armidale;²⁰ an amazing demand for discussion groups and classes on Public Speaking (tutored by J.W. Warburton); etc., etc.

The Committee also endorsed then the pre-circulated paper (5 pp.) by A.J.A. Nelson, entitled 'A statement on the Relationship between the N.S.W. Advisory Board of Adult Education and the University of New England'. Lascelles Wilson had suggested in 1957 that the U.N.E. get 1/10 of the grant to the University of Sydney but Nelson stated quietly yet cogently that greater monies were required to finance the much wider N.E. purposes, seemingly focussed on vocational needs, 'but the aim was to develop the capacity and understanding of the individual, not to provide answers to problems (n, p. 1)'; and that 'in my view a rural University,²¹ like New England, could not perform its proper role in a rural community without them [i.e. such services] (p. 2). He referred to the real catchment for existing residential schools being state wide and beyond, and predicted possible annual increases of at least a thousand in the numbers so involved.²² He estimated the actual zonal population at 500,000 and argued that: more a.e. was needed in the north to prevent drift to the cities; rural community study would reach beyond N.S.W.; and the strength of the New England department will depend alike on its work's 'suitability, quality and variety', and on imaginative planning.

There followed a careful and courageous section on future a.e. funding which may be held to be momentous, namely - that the Board should only

18. Including such subjects as Greek, Russian and Chemistry.

19. E.g. John Gabriel's 20-weeks class of 40 people doing Psychology at Kootingal. [This would be a regional feature of the Namoi office for more than a decade; cp. F. Katz's similar class at Bendemeer.]

20. This was the period of the Federal Government's grant for a Department of Religious Studies at the University. [It was later (1968) rejected and the money returned.]

21. Internally New England was said to be 'a University in a rural setting', but Madgwick and Nelson preferred the other term, at least when dealing with the region's civil and farming communities.

22. The main factors to prevent this were more use of colleges for external students, higher board fees, and subjects taught in the summer which were tutor intensive and so proportionately more expensive. P. 4 of this report anticipated that 'our residential schools ... will probably become the major part of our work'. See also Chapter V on this.

assist the University in [innovatory] parts of its a.e. offerings; that the University should have the same responsibility for its Department of Adult Education 'as for any of its other departments', all allocations being properly 'determined in committees'; that the Board 'might ... reasonably grant assistance for (capital) equipment',²³ while the U.N.E. covers 'immediate costs' from fee income, if possible;²⁴ and, somewhat prophetically, that the Board needed members who 'know enough about adult education' (p. 5).

In a 1961 appraisal of the 1960 offerings the Committee noted: the 88 students at the (Second) Music School; 41 in Art, and some 15 residential schools in Armidale; and approved local schools for Bathurst and Nyngan - Cobar. It endorsed the aggressive Lismore Office plan for 28 schools, including those on: Valley Problems (at Casino); Archaeology²⁵ (at Casino); Community Participation in Education²⁶ (Lismore); several Richmond-Tweed Art groups; and Design and Living (at the University). Indeed the Revised Statistics for the year showed:

New England and Residential Schools	1,678
Other Tablelands Activities	773
Grafton Office Activities	1,703
Namoi Region Activities	3,584

With the Richmond-Tweed the enrolments aggregated more than 8,000 for 1960. On 8 March 1960, at the Committee, the Chair (i.e. Dr. Madgwick) was reported thus in a minute for Council:

In discussing the expanding programme of A.E. activities, the Vice-Chancellor stressed the outstanding contribution to extension work made by some University departments.²⁷ It was his considered view that these contributions should be recognized in allocating staff to departments. [Endorsed by Council on 14/3/1960.]

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- 23. Much of this was provided by public donation.
 - 24. Extra heavy expenses were likely to be incurred in aboriginal schools, those in the far west, etc. - a point made by Warburton in various contemporary submissions.
 - 25. This was reined back to prevent amateur 'fossicking' on aboriginal sites - as had already occurred by led groups, particularly of Boy Scouts in the Grafton area and elsewhere on the North Coast.
 - 26. A similar one, at a more highpowered level at Tamworth had just discussed the 1957 committee's Wyndham Report. (See the *Proceedings* for that conference.)
 - 27. This caused Bishop Moyes, the Deputy Chancellor, to ask for more literary classes; a demand that the Department of English endeavoured to meet in the period 1961-1963.

During 1960, A.E. Committee member J.B. Regan had worked with the Tamworth Trust to obtain an a.e. centre there, while the Australian Dairy Produce Board, impressed by the work in the Clarence, made funds available 'to investigate similar problems for c.d. in the Richmond and Tweed Valleys'. On 5 July 1960, the A.E.C. noted the 1959-60 publication of 7 volumes of proceedings and four discussion courses, and the further 8 and 4 planned - coming to the conclusion that, in the Administrative (i.e. Director's) Division, there should be an administrative assistant for publications.²⁸

Many enterprising 'academic' developments were noted from the Clarence region, including: the Grafton weekly class studying German History;²⁹ the issuing of the monthly magazine, *Community* from Grafton; the Grafton Geology class of 96; A.F. Dunton's strict observance of the rule of securing proper enrolment prior to a class/school commencing³⁰; the Community/regional members of the A.E.C. making positive suggestions for the future,³¹ while 5 concurrent Music Schools were planned for a fortnight in January 1961.

A.J.A. Nelson himself tabled a 6 page hindsight 'Report for the Year 1960 which was also a general appraisal of his first six years, highlights of which were:

the concern for 'balance and imagination' in shaping the residential programme 'to meet some of the real needs of the individual in today's world' and to plan schools that will 'capture the interest and enthusiasm of distinguished and able teachers' (p. 1);
and the (1960) First Summer School in Fine Arts, with some common activities for all (i.e. from Painting, Sculpture, Drama, etc.); etc.;

He also discussed the impressive total of 58 Rural Community Schools of 1960, involving 2,500 people, the formation of the Armidale Provisional

28. This work was variously undertaken by D. Whitelock, S. Cavanagh, M. Cominos and B.C.F. James, in particular. Many of the authors/editors involved came from U.N.E. teaching departments and so were readily available to do the bulk of the work on a given volume.

29. This was the subject of one of the special courses taken by A.F. Dunton at Cambridge in 1946, and now taught by him.

30. Elsewhere this was not always followed, especially where there was no local committee in centres in the more densely settled Richmond-Tweed zone.

31. E.g. that by C. Ebert (Lismore) for a particular focus on Industrial Relations, a development under the control of Dr. M. Price for almost a decade after his arrival in 1966.

Committee for Community Development,³² and the plan for the Namoi Office to work in 17 outer centres as soon as possible.

Meanwhile the Vice-Chancellor had continued his high profile support of the University's diverse activity in the community. Thus his Occasional Address at Graduation 1961 (pp 7-9 of *Bulletin*, August 1961) had stressed the problems of the nation in a style similar to his A.C.E. paper, and turned (p. 8) to the theme that a 'cultural, spiritual and moral strength' would earn Australia 'universal confidence'. Further he stressed that 'universities have a duty to explain to a community what is likely to happen'³³ (p. 9). Soon after he was ably supported in this theme by the Deputy Chancellor, Bishop Moyes, in his Albert Joseph Memorial Oration, of 14/10/1961, on 'Freedom' (printed in full in the *Bulletin* of February, 1962, pp. 8-11). This address underscored the need for Church and University to support each other 'in their common work for the nation' (p. 10), in their joint task of the expounding of the individual's worth and significance, in order to combat the great defect of Australian democracy, that

[despite education as normally understood] we have no adequate sense of *persons* as beings bearing values within themselves.

Meanwhile, there was emerging from the Department one of the University's most dynamic and sharply focused of the community extension activities.

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Community Development Comes to the Tablelands

While there had been the seminal early extension work of Professors W.B. Baker and G.L. McClymont on the Clarence (1956-1958), there was a lull in this Grafton Office activity, after the initiative there had been passed back to local groups (in particular the R.A.B. Committee). As reported to Council on 10/6/1957 (Minutes, p. 481), A.J.A. Nelson had been 'invited by

32. This body, far more than the long-established Chamber of Commerce, would change the face of the sleepy run-down Armidale by such mechanisms as: the 'Town Meeting of the Air' (organised through Radio 2AD by N.D. Crew); the later [University stimulated] Creeklands Schemes; the Grounds Committee at the University which, by creating Lake Zot, would largely remove the hitherto perennial Dumaresq Creek flood problem in the city; etc; etc.

33. This contrasts with the more defensive Cowen view (of 1968), that the public wanted universities to be aware of its opinion of them.

the Carnegie Corporation to spend 4 months³⁴ in the United States of America and Canada to observe University extension work, 'particularly as regards community development and residential colleges'. This leave experience, the appointment of Mr. N.D. Crew in 1958 to be a Research Fellow (Department of Economics) in a field officially designated, 'the economic development of New England',³⁵ can be linked with the official assessment of the impact of the earlier strategy, the Rural Community Schools, of which it would be said:

Their main strength is that by bringing a sizeable group of people together for a period of concentrated learning in association with a staff of high quality, they are able to make a significant impact on the thinking of the localities in which they are held.³⁶

All these experiments meant that the climate was then right for a Tablelands exercise in C.D. This was requested by two graziers, Messrs. Maurice Wyndham and Peter A. Wright who, after the Decentralization and Local Government Conferences of 1960 (see Chapter III), had asked for help for the Northern Tablelands with their pressing agricultural and community problems, not least because of the impact of N.D. Crew's paper³⁷ at that conference, entitled 'Some Economic Aspects of Decentralization with special reference to New England', and from his ideas for the whole area's 'greater rural development'.

The consequence of this request was that in small localities meetings were held,³⁸ at which people listed their major social and economic difficulties, endeavoured to define the most pressing problems³⁹, and then elected representative committees to provide leadership and to consider remedial action. A central body, the New England Rural Development Committee (soon renamed N.E.R.D.A., i.e. Association), took steps to

34. This was 'special' work and did not count against his sabbatical leave. It related to the general Council mood (see Minutes 11/10/57) which allowed the granting of £1000 to Sir Stanton Hicks. On 14/9/59, Council would approve publication of the Report on his work on land use in Italy.

35. P. 6 of the *University Research Report, 1954-60*.

36. 1962 *University Calendar*, p. 28 (of the 1960 Schools, especially).

37. See *Proceedings*, pp. 27-57.

38. A general description is given by N.D. Crew, pp. 119, ff. of his 'Rural A.E. in Australia' in D. Whitelock (ed.), *Adult Education in Australia* (1970).

39. The 'problem census' involved almost 2,000 people in the 'grass roots' analyses of the regional problems of most significance to their lives and living conditions. The Census was published in 1962 as *Problems of Rural Development*.

initiate a plan of community study covering the whole region. Its basis lay in the immediate need to convince primary producers of the case for pasture improvement and of the related need to discuss publicly various vexatious community problems. After some 64 meetings, a constitution was framed and an organization evolved, and there came to be generated a general awareness, albeit vague, of the need for extension work which was specifically targeted. After the year of diagnosis and analysis in 1961, one of the early activities was the organization of the Radio Farm Forum - a series of nine half-hour broadcasts over the ABC stations 2NU, 2AN and 2GL. The Division was responsible for organizing the panel of lecturers, selecting the topics, establishing listening groups and supplying them with appropriate background material, collecting and collating discussion reports, and organizing tape recordings. In all, there were 75 registered listening groups, with 512 listeners, but many hundreds more 'overheard' (i.e. listened unofficially to the broadcasts).⁴⁰

Another related C.D. project - many persons belonged to both categories - was the 1962 survey of the economic conditions of Soldier Settlers in the New England region, with staff members acting as advisers to the ex-servicemen in their self-study project and in their economic analyses, when the advisers then suggested possible solutions to the perceived problems. The results were: a scientific search for the facts; an informed analysis of data gathered; a soundly based document submitted to the Minister of Lands, and the group's major recommendations being embodied in constructive legislation. Again a lucid report was widely disseminated, in a properly printed form, as Community Development Pamphlet No. 6 - viz. *Soldier Settlement in New England: A Report Prepared by the New England Soldier Settlers' Association* (1962). (pp. vi+29). The document is both calmly objective in tone and highly effective in its organized history of the issue, as in this extract from the 'Preamble':

In April 1962 at a meeting in Armidale, about forty people, most of whom were War Service Land settlers, met and formed the New England Soldiers Settlers' Association. This body was formed because settlers believed that economic circumstances and the commitments of the War Service Land Legislation were such that many would be in circumstances which would compel the War Service Land Settlement Board to take action adverse to the Settlers. (p.1)

40. A detailed account of the programme is D.P. Armstrong's 'The New England Farm Forum', in the *Journal of the International Congress of University Adult Education*, Vol. IV, no. 1 (1964). See also N.D. Crew's 'The Radio Farm Forum in New England', *Proceedings of the Australian Association of Adult Education* (Warburton, Victoria, A.A.A.E., 1963).

The Soldiers' Committee was guided by a genuine concern for the settlers' (p. 1) and it was assisted by B.C.F. James, still then Research Fellow in Agricultural Economics - (but who would join C.D. in June, 1962) - who had in the previous year produced the regional report 'A Survey of Wool Production in the Armidale P.P. Board Area of New England' (in *Review of Marketing and Agricultural Economics*, Vol. 29, No. 4). The meeting of 4 April which requested the report was succeeded by another on 25 May at Guyra, at which the analysis was accepted 'unanimously and enthusiastically' (p. vi). The basic premises are quietly put and then reenforced:

'the intention of the legislators of the rural Reconstruction Commission that the scheme must work on the basis that a man without equity through industry, initiative and thrift should be able to build an equity in the property [and provide] his family ... at least [with] the basic wage'. (p. 20)

The Report's Conclusions, signed by the group's executive, stress the burdensome working conditions ('70 to 80 hours ... a week') (p. 23) and 'mental and physical exhaustion' (*ibid.*) of the soldier settlers and how, without practical assistance their enduring 'the bitter experience of having failed'. The challenge refers to the state government's 'moral obligation' to assist the men concerned to obtain

a reasonable income, [to] meet commitments to the Crown, and contribute to national productivity and development. (p. 23)

The successful outcome was in large part related to John H. Shaw's assessment of the situation, in his 'Introduction', as

the efforts of a group of people, determined to grapple with their difficulties and play a significant and responsible part in one aspect of the economic and political life of the nation. (p. vi)

For, significantly, all the major political parties were involved (in particular, Mr. D. (now Sir Davis) Hughes (the then local member, Country Party), the R.S.L., etc., while the President of the Association, and initiator of the project was Mr. W.J. McCarthy, later to join the staff of the Department and, from 1978, to serve as A.L.P. member for Northern Tablelands in the State Parliament until his death in 1986.

Other Problems for C.D. work and A.C.M. Howard's views

Again in 1962: N.E.R.D.A. members assisted with a study of the problems of the serious Dingo Infestation on the Northern Tablelands;⁴¹ assistance

41. A project still being investigated, through the Glen Innes Agricultural Research Station in September 1985.

was given to a Community Shopping Survey at Walcha, with the purpose of creating a more viable community there; activities were increased in Kyogle,⁴² Wyallda and Armidale; considerable support was given to the North Coast Research Council; a community development programme commenced at Bundarra; and consultative services, study group and neighbourhood courses were provided at 24 centres, with 669 persons formally enrolled (exclusive of the Farm Forum groups).

In the 1963 Annual Report⁴³ it was stressed that the community development work should, ideally, have three stands:

- a community consultative service;
- a training programme for community leaders;⁴⁴
- and careful research into community development.

Many of the early projects continued for some years, including some 74 groups working on the Farm Forum radio programme. As a linked project, regional forestry field days were conducted at Niangala and Guyra, in co-operation with the Forestry Department. In the Clarence Region ten local research councils (with membership of men on the land) studied, with appropriate university assistance, the problem of developing dairy research, and they presented their reports to the North Coast Research Council. In many ways the formal and public evidence of the c.d. work was the International Conference held in 1964 in Armidale (v. *infra*). But the most significant aspect was the stated philosophy of those achievements:

All New England community projects have two things in common, the first is the involvement of the community in both the study

42. This also included cultural issues, such as educational theory, history topics, the reading and discussion of quality novels, particularly Australian, etc., etc. Many aspects of the complex socio-economic background to the town are described succinctly in the Community Development Division's Pamphlet Number 3, *A Year's Work in Community Development: Report of Projects undertaken by the Kyogle Community Association during 1961* (University of New England, June 1962). Interestingly Kyogle was the only one of the five towns approached in the Richmond-Tweed region - Murwillumbah, Casino, Kyogle, Mullumbimby and Lismore - which formed such a Community Development Association, concerned, *inter alia*, with 'the close economic links between country towns and their rural hinterlands.' (*Op. cit.*, p. 1)
43. I.e. of the Department of University Extension, including as an appendix the N.E.R.D.A. Annual Report by its President, Mr. Peter A. Wright. The main text was written by Mr. A.C.M. Howard, then Acting Director.
44. This programme was largely the concern of N.D. Crew who offered various types of like assistance for more than 20 years. Dr. R. Clarke would succeed him in this.

and action phases of work. The other is that the projects aim at contributing to the education of the community.⁴⁵

Meanwhile there had been conducted for the Division a comparative study of selected projects in the U.S.A. and South-East Asia by their staff member J.H. Shaw, whose northern hemisphere experiences (of his 1961 leave) were written up in his monograph, *Observations on Community Development and Adult Education in North America* (1962; pp. iii + 60). This text is a fascinating one, not least for its deliberate inclusion of (current) comparative material, as between New England and the U.S.A., in the 1960s quiet hope that such observations

may prove helpful to my professional colleagues at New England, as well as [to those] ... elsewhere in Australia, who are interested in and concerned with the field of Community Development (p. iii).

Further, there had been a pleasing and increasing degree of financial support for such work by the Commonwealth Dairy Produce Board, the Wool Research Committee and the C.B.I.R.O., all of which groups saw aspects of the projects in hand as akin to their own interests. Demographic analysis of the Tablelands was also published by N.D. Crew,⁴⁶ and it was agreed that, as spectacular publicity for c.d.

is likely to militate against the effectiveness of work here, the Department aims to work unobtrusively in this field through the provision of advice and education programmes designed to help develop an understanding of community and a climate favourable to development.⁴⁷

By the time of the 1964 Conference, the main real c.d. activities of that year would be the staff responses to calls to them to act as consultants, the Director A.J.A. Nelson so acting for the National Seminar of the Australian Council of Young Farmers, and Mr. N.D. Crew planning and conducting community leadership schools for the Country Women's Association and the Junior Farmers' Movement in northern New South Wales. In the following year the Dingo Report was discussed with the Minister for Agriculture and steps such as aerial baiting put into effect with a

45. N.D. Crew, p. 121 of D. Whitelock (ed.), *Adult Education in Australia* (1970).

46. His 'The Population of New England' was first given in February 1963 to the Institute of Australian Geographers Conference and then published in *New England Essays*, Studies of Environment in New South Wales, ed. R.F. Warner.

47. Report of the Council for the Year 1963, *1965 Calendar*, p. 200. A.J.A. Nelson, p. 135 of *U.N.E.S.C.O. Regional Bulletin for Education in Asia*, Vol. V, No. 2 (1971). He also refers to this, pp. 171-72 of Dan A Chekki (ed.), *Participatory Democracy in Action* (1979).

consequent increase in the region's annual wool production, then estimated at £ 3,000,000.⁴⁸ Progress was also made with grazier self-surveys on use of/awareness of agricultural extension, and there would be a first conference on drought and its effect, including work⁴⁹ with the Department of Botany on the widespread local problem of the death of trees during the long mid-60's drought.

In his survey of the year 1962 in *the Bulletin*,⁵⁰ Madgwick had included a long paragraph on the Tamworth Adult Education Centre, - opened in the old Library building, which had been renovated and modified by the Wheat Industries Trust, - which 'now serves as a very good centre', adding that

The establishment of the Centre makes a very significant step forward in Adult Education in the New England area.

The account of this opening was faced in *The Bulletin* by the heading of a long explanatory article,⁵¹ 'Community Development and the Department of Adult Education' by A.C.M. Howard the Acting Director. This begins with some account of the heavy stress in the Department from 1955 and on the not unqualified benefit of 'academic criticism', yet argues that there is public apathy as to most post-school education,⁵² and that there is the challenge to restore community 'willingness and eagerness', since formal (grammar-school type) education 'is not, however, the only road by which good minds can travel' (p. 391). In its own search for a local 'alternative road', in a pilot scheme, as he explains,

the Department decided to use the technique, apparently so successfully used in the United States of America, which came to be known as the Community Development programme of Adult Education. (p. 3)

Referring to the then many current definitions of c.d., he shrewdly picked up a contemporary N.S.W. Department of Education notion that:

48. Supported by a Nuffield grant. In certain aspects the drought was to continue for 5 years and to charge the direction and thrust of the then projected Faculty of Natural Resources.

49. See the *Bulletin*, July 1962, p. 86.

50. [of January, 1963, p. 21].

51. The *Bulletins* under subsequent vice-chancellors have never had such long and cogent articles on any theme, let alone given pride of place to Adult Education and its activities for the community. This is one of the most important of the published Howard essays.

52. He cites the Crowther Report of 1959 - *15 to 18: A Report of the Central Advisory Council for Education (England)*, H.M.S.O. especially Ch. 35, 'The Alternative Road', pp. 391, ff.

The pupil should be an active participant in the process of his own education and not a passive recipient of instruction.

and substituted the word 'community' for 'pupil', then linking the Departmental ideas to Dewey and Kirkpatrick,⁵³ and arguing that

in a sense, Community Development bears educationally some relationship to Social Sciences.

He referred to the absence here of: the catalytic American [New England] custom of 'town meetings'; the U.S. tradition of self-study and self-help; local modes of taxation (p. 4), and of the acceptance of 'style' in leadership. His indictment of most Australian communities stressed their reliance not on self-help, but on outside assistance. Contrasted with this was C.D.'s continuing educative process -

in which an alert and imaginative nucleus of people in a community secures the effective cooperation of all in a community - to study the community, to set goals ... which are clearly defined and argued upon by the community as a whole, and not impressed ... from outside Indeed, one of the sociological and educational implications of the Community Development programme is that *people matter*. At every stage ... the key to the development of any community is its human resources. The development of an alert, purposeful, sensitive community is the objective of the C.D. programme. (*ibid.*)

His further remarks described the work as conative, 'a becoming', stressing the democratic nature of its leadership, where process was more important than objective, 'as it has been already', and then he cited as endorsement of c.d. work, the National University Extension Association of the U.S.A.'s stress on the joint objective of the improvement and enrichment of the entire community.⁵⁴ He aligned his Department with that American group's operational condition:

'The University makes available to the community its resources of knowledge and skills, but leaves decision-making in local affairs to the citizenry'

53. Also discussed by him in his 'Memoir'. See Chapter III. For all his U.S. sympathies, Howard's leaves were spent in England (at the Institute of Education, London, or at the Universities of Nottingham, Birmingham, etc.), or in European centres of music and drama. [See particularly, the circular letters sent back from these places in 1963, when he was on leave.]

54. He cited from the projects at New England, Australia: the 100 neighbourhood groups on the Clarence; some 60 on the Tablelands; almost 1000 people in a census on community services at Walcha; the solidier settlers; and other examples, warning that there had also been setbacks (p. 4).

Thus, in our setting, there should be a similar increase in 'critical thinking, evaluation, fact-finding and action'⁵⁵ within the community.' Events were to prove that few had accepted this clear articulation of departmental theory.

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Various 1962 Science Conferences⁵⁶, and other Dynamic Seminars

An important conference on the second weekend in October concerned itself with various aspects of nuclear warfare, major speakers including Professor E.W. Titterton, (Theoretical Physics, A.N.U.), Dr. A.M. Reisner (Animal Genetics, C.S.I.R.O.), Major-General I.M. Dougherty,⁵⁷ Director of Civil Defence for N.S.W., and various church and community leaders. Another physical sciences one was the 10 day Summer School in Plasma and Discharge Physics⁵⁸ in January 1963, with its leaders from Germany and the U.S.A. Meanwhile A.J.A. Nelson's United Nations (14 day) Conference of 1961 had been the first such international occasion⁵⁹ at the University, and there was also the very highpowered Tamworth seminar, 'Mass Media⁶⁰ and the Individual' (Jan. 26-28, 1962), with the Chairman of the Professorial Board, C.M. Williams presiding, and the Chairman Elect of the A.B.C., Dr. J.R. Darling, playing an important part; 800 people had attended A.F. Dunton's Murwillumbah lecture, 'What is Education' (1961); and 650 his

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- 55. He listed the steps as (a) discussion, idea exchange and self-criticism; (b) study groups and then external consultative services; (c) community decisions; and (d) continuous evaluation; the consultant acting as 'guide and motivating influence to critical thinking' and 'purposeful, rewarding cooperative action'.
 - 56. These were widely publicised as was that of October 1962 for its S.E. Asian participation and appraised in the *Bulletin*, January, 1963, p. 11.
 - 57. Erstwhile teacher friend of A.C.M. Howard in Armidale, and long time supporter of a.e. in New England.
 - 58. The Proceedings, ed. S.C. Haydon, were entitled *An Introduction to Discharge and Plasma Physics* and published in 1964 by the A.E. Department. Pp. xvi + 509, in hard covers. The University itself had yet to issue anything so scholarly.
 - 59. See A.E. Committee Meeting Minutes, 6/12/1961.
 - 60. Rupert Murdoch himself gave a paper, as did senior managers from the Packer and Fairfax empires. 58 leading media and public figures attended.

Kempsey address, 'The Australian Family Today'.⁶¹

Dunton had also run the related seminar and then published *Farm Problems of the North Coast: with special reference to the Macleay Region*. The highly significant first water catchment proceedings were issued from Tamworth: viz, *Gwydir Water Resources* (see below); and Peter Davies had begun his seminal 'Stock Exchange and Investment' classes and residential schools (running from 1961 to 1965). In like ground-breaking residential a.e. fashion there had been at Armidale the Residential Conference (August 1961), 'Women and the Australian Community'⁶², led by the Sydney teacher Mrs. Madge Dawson⁶³ for 65 participants.

At six centres in the north the Charles Strong Memorial Trust Lectures were given by Professor Hustor Smith (Professor of Philosophy at M.I.T.), with a memorable tour-concluding Residential School at Grafton. A larger seminar on 'Secondary Education in the Light of the Wyndham Report' had been convened by C. Howard and attracted 87 (with its *Proceedings* issued soon afterwards). Another highly significant seminar was also held at Tamworth (in 1962) on 'State Aid for Denominational Schools', the sessions being chaired by Professor J.H. Bishop who himself spoke on 'Faith and Belief'; with A.N.U.'s P.H. Partridge⁶⁴ (A.N.U.) on 'The Concept of the State'; and U.N.E.'s W.G. Walker, on 'The Church, the State, and Education in New South Wales, from 1821 to the Present Day'. As the Director's Report on this last event phrased it:

One of the outstanding features of this course was the opportunity it presented for people with deeply entrenched and firmly held religious and political beliefs to exchange points of view freely and vigorously, but not vehemently.

These and like seminars were concerned with the life of the spirit.

61. He and other Regional Officers made much use of the Department's bulk stocks of A.P. Elkin (ed.) *Marriage and the Family in Australia* (1957), covering marriage (-breakdown), class, changing fortunes, child care, and the (present) challenges.

62. With the same name to the *Proceedings* (1961).

63. Of the Department of Tutorial Classes, University of Sydney. She had conducted many (metropolitan) classes preparing women for local government participation and for public life. See her papers in the *Proceedings* (1-14, 29-38) and her 'Education of women in Australia', *Convergence*, Vol. II, No. 2 (1969), pp. 11-17.

64. He would take part in other U.N.E. extension seminars and appraise carefully 'Technical and Adult Education' (e.g. in the chapter, 5, of that name) in his *Society, Schools and Progress in Australia*, (Pergamon, 1968). He had opposed external studies in the 1950s.

As stated (in Chapter III), there was early a particular applied dynamic to the University's Department of Education under J. Richardson and W.G. Walker,⁶⁵ both being prominent in the last mentioned seminar, and the latter contributing to *the Bulletin* the highly persuasive 'The Administrative Revolution: The Role of the University in the Development of the School as an Educative Community',⁶⁶ with its need for the principal to have the most profound conception of a school's moral and educative role in the public arena and in the transmission of our culture.

University-Community Dialogue, 1962-63.

The Vice-Chancellor would report to the A.E.C. 'that the Council's interest was as great as ever' in a.e. and its proper permanent accommodation (Minutes, 8 May, 1962), and the Committee left the Vice-Chancellor to handle the new submission to the A.U.C., on the Department's permanent accommodation requirements. The Committee also resolved to approach the Rural Credits Development Fund and similar bodies 'to obtain grants ... for the teaching of Adult Education and extension'. Further, the Vice-Chancellor was reported as saying (8 May, 1962)

that the University was making a larger contribution to Adult Education than any other University in Australia, yet it needed to be larger still because we must take the community along with the University. (Report, p. 1)

That day also saw discussion on administrative courses suitable for both retailing and local government, and notice that the new Tamworth office would be occupied that week, while the Armidale office⁶⁷ must leave its rooms on the top floor of the Iixson Library by 1 January 1965.

On 22 November 1962 there was tabled at the A.E. Committee another comprehensive survey of the Department, this one by the Acting Director (mimeo, 9pp.). It was stressed that an important consideration in arranging community teaching was the provision of opportunity for rational discussion

65. He was still a Senior Lecturer, but soon to be Associate Professor and then Professor.

66. Walker's friendship with Howard and their equally strong Christian commitment made their idea-sharing very easy. Many of the early pronouncements on 'ed. admin.' are very similar to those of Madgwick on 'Adult Education', or of Nelson, or of Crew on 'Community Development' and/or on (community) leadership. He was Professor of Administrative Studies (1967-79), proceeding then to become Principal of the Australian Staff College, at Mt. Eliza, Victoria.

67. The important move to the Milton Building would not take place until after the removal of English and History to the New Arts building at Easter, 1969. The Brown Street 'Eberle Centre' was the intermediate location.

of controversial issues (p. 1). Related to this was the annual Secondary Schools/University Seminar, like the recent one in Tamworth where University staff and overseas students had met 40 Fifth Year Secondary school students. The Department, in association with the New Education Fellowship, was able to provide a series of lectures, 'The Winds of Change', in Grafton and Tamworth,⁶⁸ with British and American leading speakers. Of the Grafton seminar, A.F. Dunton reported: 'This school was one of the most rewarding experiences of my career in Adult Education'. (*Proceedings*, p. 2)

Again in 1962 there was a concerted Departmental effort with the publication of important proceedings in an appropriate⁶⁹ form, viz: 1. Wool School (Production, Processing, Marketing); 2. Mass Media, and the Individual; 3. Television Production; 4. The Future of the Australian Aborigines; 5. Banana Marketing Principles and Practice; 6. Local Government and the Community; 7. Principles and Practice of Real Estate.⁷⁰ It was noted with some pride that New England had already contributed ten courses to the University of Sydney's Discussion Course offerings.

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A.J.A. Nelson on a Larger Stage and Early Departmental Scholarship

Most of the Director's 1962 leave was spent in the United Kingdom where he was investigating a number of problem areas for a.e. - residence; training; c.d. projects; industrial management;⁷¹ 'rural community councils'; education for retirement; and visiting some 8 U.K. universities and also Denmark, Holland and Southern France, as well as the headquarters of U.N.E.S.C.O. (Paris) and F.A.O. (Rome). He was also invited to join a U.N.E.S.C.O. - World Bank team of investigators reporting on education in Ethiopia, as well as serving as the official U.N.E.S.C.O. consultant on rural Adult Education at the Regional Conference on Adult Education in Saigon, where he was responsible for organizing the working papers for group discussion. One of these because of its value, was excerpted for the

68. The limiting of more demanding offerings to the larger centres is a feature of these years, as far-flung Lismore increasingly went its own way.

69. One is reminded of Eberle's words as to the readable style and informative presentation needed for *The Rural Science Review* - See Chapter II.

70. The final title of this Port Macquarie Seminar's papers was *Problems and Proposals in Real Estate*. A.F. Dunton, J.H. Shaw and P.H. Davies (Economics, U.N.E.), contributed to this volume.

71. Particularly at the Regent Street Polytechnic (London).

University's A.E.C.,⁷² and it is further summarized here:

- 'To my mind, the adult educator of today should recognize that:
1. There are no easy universal rules for the adult educator, whose first task is 'to know and understand the time and the place in which he works.'
 2. An important section of education is only appropriate for adults - e.g. child study, politics, and marriage relations.
 3. A.E. is necessary 'to enable the adult to face up to his continuing responsibilities in a world of rapid change.'
 4. Those who teach 'adults who go back to school' should possess 'imagination and high competence'.⁷³
 5. 'We must not forget that millions of people would benefit immeasurably from sensitively planned remedial programmes in a.e.'
 6. 'Man should not be trapped within the confines of variously specialized vocations and anonymous impersonal urban living' but be given the chance for community relationships to fulfil himself.
 7. 'Vocational' courses are not necessarily the opposite of 'liberal',⁷⁴ since inspiration may come from the manner and level of the instruction.⁷⁵
 8. A.E. 'should not simply reflect the values of the society in which it exists', yet not 'lose touch' with it. Ideally many responsible agencies should help to make the society 'educative'.
 9. If 'adult education is to make a worthwhile impact on social development', it is 'imperative' that it is nurtured by 'comparative study and international cooperation'.⁷⁶

Typically, Nelson's statement had concluded quietly:

These reflections ... are not set down with an air of finality ... but they may be a useful starting point for discussion.

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The already existing significant volume of early Departmental published scholarship in various subjects was not listed in the University's *Report*

72. Report for Meeting of 22/11/62, pp. 4-5.

73. This was also the view of A.H. Voisey (geologist) who believed that 'Only the best should do A.E.' (i.e. of his staff).

74. This was a standard retort by Nelson to Sydney Board criticism, much as Madgwick and Eberle had similarly rebuffed their critics.

75. E.g. the study of the economics of the trade cycle for union secretaries. [Compare the later industrial relations courses run by Dr. M. Price.]

76. It might be argued that, with the departure of Nelson and retirement of Howard, the Department largely lost this dimension in the later 1970s.

on Research, 1954-1960,⁷⁷ and so the most relevant publication of practical extension was in the account (pp. 168-80) of the Faculty of Agricultural Economics, with its detailed record of work on: public administration (p. 169); farm management (pp. 169, 176 ff.); wool production (pp. 170, 173, etc); wheat handling (pp. 171-2); war service land settlement⁷⁸ (p. 172); economics of Armicale district sheep farming (B.C.F. James), (p. 173); pasture improvement⁷⁹ in the North and North West (pp. 170, 174, etc.) problems of the North-Coast Dairy Industry⁸⁰ (p. 175); farm accounting (p. 176); and forestry on the North Coast⁸¹ (p. 179). Interestingly that new faculty was assisted in so many of these projects by members of the Department of Adult Education, but their work was conveniently ignored by the academics compiling the survey research volume. This unfortunate tendency to omit from the official University Annual Report to State Parliament the most scholarly articles and volumes from the Department would persist for many years.

By the early 1960s, the staff of the department, after years of building work and large publicity-seeking extension lectures in areas of their own expertise, were also able to begin the 'discipline' research. As the 1962 *Report* has it:

With the growth ... of the Department, the staff has found the time for research ... in spite of the fact that it is a losing battle against the demands of administration. (pp. 28-29)

Thus Campbell Howard had pressed on with his pioneer work of collecting the scripts of Australian plays (both performed and unperformed) from the

77. Published in 1961, pp. iii + 180.

78. Work was done here by T.D. Harris in 1959-60, prior to the c.d. projects in New England on a more specific problem.

79. Work done by R.A. Pearse and presented to the A.I.A.S., with the help of the Department of Adult Education.

80. J.G. Bird, Economics Research Officer, N.S.W. Dept. of Agriculture, was seconded from 1960 for this work. He collaborated with J.H. Shaw, N.D. Crew, and others, the project being funded by a grant from the Australian Dairy Industry Research Fund. Bird later worked for N.E.R.D.A.

81. This would be an important issue until the mid 1980s, when economics of production elsewhere depressed this industry seriously.

period 1920-55, having assembled 182⁸² by late 1962. (He gave the Commonwealth Literary Fund Lectures on this theme in October 1962 to the University and to other suitable audiences.) J.H. Shaw continued his study of industry and employment in country centres. J.W. Warburton continued his grassroots scrutiny of the Schools of Arts in New South Wales (he addressed A.N.Z.A.A.S. on this topic in 1962, and had various related studies published later in the *Australian Quarterly* and in *A.J.A.E.*), and pursued his biographical study of the Rev. John Woolley, foundation Professor of Logic and Classics at the University of Sydney and its first Principal. He was also planning publication of work on the Education of Aborigines⁸³ in New South Wales.

Meanwhile, the Department's members were becoming very prominent in the Australian Association of Adult Education, Dr. Madgwick being elected its first president, an event marked thus in the 1961 *Report of Council*:

The creation of the Association marks a definite advance in adult education in Australia. (1963 *Calendar*, p. 271)

All members of the Department attended the Second Annual Conference (1962) in Sydney, and A.C.M. Howard presided at the plenary sessions. In the same year, Messrs. Howard and James contributed to the Agricultural Extension Conference at Hawkesbury Agricultural College, Messrs. Warburton and Shaw to A.N.Z.A.A.S., while Messrs. Howard and Warburton had lectured to the C.S.I.R.O. Extension Officers School on, respectively: 'New Technical Extension'; and 'Residential Adult Education for Rural Extension'.

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American Scholars and the Early New England Training of Adult Educators

Since the days of W. Baker and R. Franklin there had been a steady stream of sympathetic American visitors⁸⁴ to the Department. Also, the

82. Catalogues of this still growing collection have been issued at various times by the Dixon Library, U.N.E. See the tribute to it and to Howard, *A.D.H.S.J. & P.*, vol. 20 (1977). The 1980s would see an national conference on the Collection and its significance, and the publication of a related book, *Australian Drama 1920-1955*, ed. J.D. Hainsworth, (University of New England, 1986). The impending Conference was planned with C. Howard prior to his death.

83. See also his, 'The Aborigines of New England: their background and their future', *A.D.H.S.J. & P.*, No. 4 (1962), pp. 19-41. He would continue this practical help in South Australia, being later awarded the Order of Australia (Officer) for his long service to the native peoples.

84. See the University's *Reports to Council*. In the early and mid-1960s, the Dept. of A.E./University Extension had more overseas visitors than any other. In 1962 alone it had 4 significant visitors and researchers from the U.S.A., two from New Zealand and one each from New Guinea, the Philippines, Thailand and India.

United States Educational Foundation had provided the principal lecturer and six Fulbright Scholars to present papers at the American Studies Seminar.⁸⁵ Similarly, Andrew McCall, a distinguished consultant from the University of Washington in the field of Community Development, visited the Department in 1963-64. It was also felt that the time was ripe to commence the early training of Adult Educators. This theme, once long dear to A.J.A. Nelson's heart, was finally advanced⁸⁶ by the approving, in early 1963, by the Faculty of Arts of proposals from the Professor of Education for the teaching of Adult Education. From 1964 this would occur in both the Diploma of Education and Bachelor of Education courses, the actual teaching to always be done by members of the Department of Adult Education/University Extension. In a 1962 November report it had been noted:

There is no other university in Australia which offers a complete course for the training of adult educators, although ... the University of Queensland will, in 1963, begin a course for the training of rural extension officers.

The first New England regulations for such theory courses occur under Methods IV, Adult Education⁸⁷ and they read:⁸⁸

A course of two lectures per week.

Part I.

1. *The Purpose of Adult Education*
2. *The Adult Education Programme*
 - (a) Preparing the programme.
 - (b) Administering and organizing the programme.
 - (c) Some aspects of presenting an educational programme to adults, e.g. the place of the lecture, the discussion group, the residential adult school and the correspondence course in the total programme, and the use of the library and of film, radio and television.
3. *Effectiveness of presentation*
Lectures and discussion method.
4. *Relationships with community groups.*

Part II.

This course will continue, at a more advanced level, the work of Part I. It will relate adult educational methods to the cultures

85. May-June, 1963, in Armistale.

86. A.C.M. Howard was prominent in the preliminary (1962) discussions of this matter.

87. P. 196 of the 1964 *University of New England Calendar*.

88. All teaching of Education was still under the Faculty of Arts, although, from 1962/63, the Director of Adult Education was a member of and worked through that Faculty's Education Advisory Committee.

within which they are used and attempt a comparative study of methods and aims. A study of the methods and approaches used in rural extension and in community development will be included.

Meanwhile the Education Sub-Committee of the Australian Institute of Agricultural Science indicated that it would ask the Vice-Chancellor of U.N.E. to proceed to the appointment of a person qualified to lecture in Rural Extension Methods, an area of activity ultimately taken up by various persons,⁸⁹ but not on a full-time basis. This work was still largely undertaken locally by extension officers of the N.S.W. Department of Agriculture, the Hawkesbury Agricultural College, the A.B.C. Rural Department,⁹⁰ etc.

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More serious assessment/reporting of the Department's C.D. work

The Community Development Division of the Department had resolved early on to enter the field of professional publication. Thus, in addition to its No. 6 pamphlet (on *Soldier Settlement*) and No. 3 (on development in Kyogle) (both discussed earlier in this chapter), there appeared:

- No. 1 *Principles and Practice of Community Development;*
- No. 2 *Practical Issues in Town Development;*
- No. 4 *Problems of Rural Development;*
- No. 5 *Some Economic Aspects of Decentralization;*
- and No. 7. *An Evaluation of Radio Farm Forum.*

Soon numerous requests for these publications were received from the U.S.A., the United Kingdom, New Guinea, and various Commonwealth and State Government Departments. The *Soldier Settler* one (1962) was widely studied by like organizations in various parts of Australia.

The Radio Farm Forum had been jointly promoted by the Department and the A.B.C., the latter sending a tape-recorded statement⁹¹ about the Forum to the Canadian Broadcasting Commission at its request. Referring to such programmes, Mr. Graham White, the (1962) Acting Director of Rural Broadcasts of the A.B.C., described a relative failure of theirs in South Australia, and then continued:

89. E.g. A.J.A. Nelson, N.D. Crew, and B. Durston. Some of these rural extension methods would be applied by the Department itself in the later 1960s in the Bannockburn Valley exercise.

90. From the early 1960s, one Agricultural Officer was seconded to the (Region's) Tamworth A.B.C. By early 1989, there had been some 25 years of such 'secondments' to that station.

91. A transcript from this tape was included in the A.E.C. papers of late 1962.

In contrast, our success story is that of forums established this year on a purely regional or local level. The area concerned is rich farming country 300 miles north of Sydney served by one of the A.B.C.'s many country transmitters.

A survey of local rural problems just completed by Australia's only rural university, located in the area, formed an *excellent basis* for the discussion programmes and, we think, ensured the success of the venture. 76 listener groups representing 1,500 farm properties were formed. The programmes got down to tin tacks with issues as they vitally affected the local scene.

Response from the forums was all but 100% in the form of reports and questions. These formed the talking points for the following week. Any questions not answered in the broadcast were answered fully by mail.

We consider that effective discussion in the framework of the programmes is difficult with more than three people. We like to have two with divergent views, and the third, someone having intimate contact with farm politics, as a participating chairman. We like to define precisely what is being attempted at the beginning of each discussion. We insist on spontaneous, unrehearsed broadcasts, recorded for safety sake.

From our little experience we think that in Australia forums can be best organised and most effective if prepared for a purely local audience.

Some further comment should be made on the c.d. work - and the 1964 International Conference, - but first, it is helpful to look at N.E.R.D.A. from inside.

In reviewing community development matters as they looked from October 1962, Peter Wright, in his Chairman's Reports,⁹² reflected that N.E.R.D.A. had certain features: a voluntary basis; the aim of bringing about a general increase in the standard of production and living on the Tablelands;⁹³ an awareness of a lack of agricultural and veterinary extension and 'applied field research'; and a desire among primary producers 'to do something, instead of waiting for something to be done for them'. He then turned to the credit side and found that:

1. 14 neighbourhood groups were actively confronting their problems, and 'seeking, finding and applying new knowledge' and 'conducting field experiments under expert guidance';

92. The first was tabled at the A.E.C. meeting of 26/10/62, while the second was printed as an appendix to the *1963 Annual Report of the Department of University Extension*. The Chairman was Peter A. Wright.

93. This point was made very eloquently at the University's retirement dinner for N.D. Crew in October, 1986.

2. these and other groups were sufficiently active for extension officers to reach them;
3. groups were combining to obtain credit/budgeting advice;
4. a detailed economic survey was being made of properties in the Glen Innes area;
5. the problem survey was widely circulated to authorities;
6. official instrumentalities,⁹⁴ impressed by the self-help efforts, were going to great lengths to make available their own facilities;⁹⁵
7. the Dingo plan was working;
8. the Farm Forum ... which only really worked because of the prior existence of neighbourhood groups;
- and 9. many local people 'have been stimulated by the art of analytical thought, frank discussion, and exchange of ideas, and the acceptance of new methods and ideas' (p.2)

He concluded this section by suggesting that, through these experiences, some members were 'learning the art of learning'. He then went on to list the negative side of N.E.R.D.A.:⁹⁶

1. 50 out of 64 groups 'are not actively engaged in self-help';
2. of the 14 more assertive groups, 'some are not definitely engaged';
3. there is 'a prevalent tendency of thought that help ... should be given';
4. the bigger problems of the census-education ... [and] the campaign for more 'extension officers and more localized field research' were ignored;
- and 5. there is no permanent office, nor officer,⁹⁷ nor yet 'a clear cut plan of action for the future'.

His honest overview was: that there was a genuinely functioning organization; that many realized its 'value, actual and potential'; but that it grew too quickly, with changing staff. He then described N.E.R.D.A. as 'the foundation of a unique and valuable instrument of progress' (p. 3), and emphasized that there was a need to build on one of its specific successes.

94. These included the Department of Agriculture, C.S.I.R.O. and the University of New England.

95. This would mean the resources of the Faculties of Rural Science and Agricultural Economics, and of various other Departments.

96. This aspect of the operation was analyzed even more critically by N. Crew, pp. 7-16 of B.M. Durston (ed.), *Planning and Organizing Programmes in Adult Education* (1969). See next chapter.

97. They were aware of such officers, being paid by regional groups, as being relatively common in Victoria, southern New South Wales, and elsewhere. G. Bird would join the N.E.R.D.A. project later as such an Officer.

On 16 August 1963, the Chairman, Peter Wright, produced a further survey of N.E.R.D.A.,⁹⁸ the thrust of which was the organization's consolidation and the statement that the 'need' for it was even more obvious. He drew attention to the field-days concerned with many subjects but particularly with tree-planting,⁹⁹ where the Forestry Commission had been very supportive. It was also suggested that there needed to be a survey/directory of the various extension facilities then currently existing on the Tablelands. He also stressed that N.E.R.D.A., working with the University, could

demonstrate a completely new approach to the problem of Extension in this State ... in the field of demonstration ... [by] involving not only the primary producer, but the whole community including the urban community. (pp. 26-27)

He concluded with the interesting comment that he would 'venture the opinion' to the Department that

in N.E.R.D.A.¹⁰⁰ lies the ideal medium for the furtherance of their work in the field of adult education (p. 27)

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International Seminar on Community Development,¹⁰¹ February 4-18, 1964.

Members of the Seminar came from Australia - all states, Canada, Fiji, India, Japan, Malaysia, Mariana Islands, New Caledonia, New Zealand, Papua New Guinea, Philippines, South Vietnam, Thailand and The United States of America [Cover text of *Proceedings*, below diagram of hemisphere, with Australia placed very conspicuously].

In his 'Preface' to the later published *Proceedings*, Dr. Madgwick commented on the Seminar as being lively and that the members were possessed of 'a high sense of purpose' (p. 1), and then added that it was useful both to the worker and the policy maker in c.d. He also referred to

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- 98. It was printed as Appendix A to the Department's *Annual Report 1963*, pp. 26-27.
 - 99. Similar groups would appear after the mid-1960s drought, and also in the 1980s, as a consequence of the phenomenon of 'eucalypt die-back'.
 - 100. Arguably 'Bannockburn' did not take in such a large development area. See next chapter.
 - 101. The Seminar is written up in many journals. In *The Bulletin* for January 1965 (pp. 2-7) it is discussed in the longest article ever in that publication, viz. 'International Seminar on Community Development'. The *Report on the Proceedings*, pp. 233, was edited by D.A. Whitelock.

the important sponsors¹⁰² to the seminar. The initial publicity for the Seminar had stated its objectives thus:

Purposes of the Seminar: To study the present and more particularly, the potential role of c.d. programmes in some countries in Asia and the Pacific area.

The method projected, and followed, was for the close analysis of specific programmes: of their effectiveness; and relevance to national development¹⁰³; the major work being done in three small groups,

Group 1, on Community Development in Emergent Countries;
Group 2, on Community Development in Developed Countries;
and Group 3, on Youth in the Rural Community.

Nelson has asserted, modestly, in various places that the Seminar had grown out of the University's (i.e. his) attempt to make the most of the attachment to the University for a period of six months of Dr. Richard Franklin, Director of the Community Development Institute, Southern Illinois University, but there were other catalytic influences within and beyond Australia, not least those Pacific rim pressures for pooling community growth experiences. The limited enrolment¹⁰⁴ Seminar had three distinguished (group) consultants:

1. Dr. Linwood Hodgdon, Consultant in Community Development, Ford Foundation, India;
2. Dr. Richard Franklin, University of Southern Illinois;
- and 3. Dr. Harold R. Baker, Director of Extension, University of Saskatchewan, Canada, and Visiting Consultant¹⁰⁵ to the Australian Rural Youth Foundation.

The three sections¹⁰⁶ are now treated separately.

102. These were: the United States Educational Foundation in Australia, the Carnegie Corporation of New York, the Ford Foundation, the Australian Rural Youth Foundation, and the Department of External Affairs.

103. In this aspect, the Seminar was a real precursor of such later significant events as the National Development Conference, Canberra, August 19-20, 1971, further defined as: 'An Action Conference sponsored by the Murray Valley Development League, Royal Australian Planning Institute and the National Council for Balanced Development'. That Conference, which formed the 'Australian Council for Balanced Development,' was attended by Messrs. Nelson and Crew from the Department, and by many other 'New Englanders'.

104. Planned for 40, but extended to 45 (10 being from all sections of the U.N.E.).

105. Funded to do this work by Ampol, Australia, Ltd.

106. They were brought together by the papers of the plenary sessions and also in the *Proceedings*.

The 'Emergent Countries' group was distinctive for the accord and rapport 'established with relative ease', and its members were bound together by the common aim of promoting human well-being in twelve different national areas. It was also able to range from village life issues to broad planning problems in inter-governmental social development. As Nelson described it¹⁰⁷

each gave an account of his experience and background ... and as ... each told of himself, there emerged a common emphasis on the aim to improve their understanding of c.d. as a concept conducive to the attainment of a continuing movement, sustaining to individual, family, community and national advancement.

The group found five main goals¹⁰⁸ to c.d. in emerging countries: 1. motivation of people for active citizenship; 2. participation in community affairs; 3. improved community wellbeing,¹⁰⁹ leading to 4. integration of communities into the life of nations, to achieve, and 5. national cohesiveness and development. Nelson (*loc.cit.*) would stress the Group's underscoring of ten vital principles, viz:

1. Deliberate and planned involvement of citizens.
2. Co-ordination and involvement of all relevant agencies in programme planning and control.
3. Encouragement of planning and change of direction for/by the people.
4. Encouragement of people to establish their own co-ordinating machinery.
5. Balance¹¹⁰ between village initiative and government action.
6. Effective use of local resources in co-ordination with outside services.
7. Growth to communities after successful first efforts.
8. Determination of priorities in the light of the local situation and needs.
9. Flexibility.
10. Preservation/strengthening of values in the traditional structures compatible with developmental activities.

Nelson also picked up the common lament, that senior officers were unable to reorient themselves from 'a regulatory to a developmental approach'. (p.5).

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107. *Bulletin* article, p. 4 This technique was also used in T.S.W. [See chapter V.]

108. *Report*, pp. 39-40.

109. Much of this thought would later be 'rediscovered' for aborigines. See E. Sommerlad and C. Duke, *Proceedings of a Search Conference on Community Development in Australia* (1973). [Conference at the A.N.U., 27-29 June, 1973.]

110. Inability to achieve this proved even harder in more sophisticated communities.

A great part of the second section of the Conference, Community Development in developed countries, had its discussion centred on specific case studies from Australia,¹¹¹ led into by American and Canadian perspectives. Stress was put on the difference between the 'development of communities'¹¹² and 'community development', the former term often being used to describe the activities of agencies for the improvement of community facilities/services, etc., while 'c.d.'

is a short-hand term for a process by which people grow and increase their insights and social competence through their co-operative efforts to improve the whole of their social and physical environment. (Nelson, *loc.cit.*, p. 5)

The Franklin working paper described how it was possible to have a range of 'direct citizen participation ... from more than 50% of the population (smaller villages) down to 3 % or less' [i.e. in dense conurbations]. (p. 64)

Nelson himself gave a paper (pp. 92-99), on the c.d. programme of the University, from which there may be excerpted certain points: 'we do not accept that our work is really limited to any geographical area. For if the University of New England serves adult education at all, it serves the world (p. 92); a community being supplied with educational services needs too 'the kind of community self-appraisal upon which a community adult education programme should be based' (p. 93); community, vocational and personal education all overlap and have in common what they do for/to make citizens 'balanced persons' (p. 94); there is a great lack still of 'autonomous' courses for adults and of development courses for rural leaders (p. 94); that U.N.E. c.d. facilitators have largely been 'amateurs' (p. 96); the Clarence River work had identified the major problems¹¹³ (p. 97); and that U.N.E. success had largely come in 'limited areas'. (p.99)

The Chairman of the local Development Association,¹¹⁴ Peter Wright, reviewed, in a 25 year sweep, the early and contemporary state of the

111. *Op.cit.*, pp. 92-139.

112. Arguably much of the (latent) hostility to c.d. in the University of New England arose from the fact that this was the common (and false) perception of c.d., and regarded as 'interventionist' by those of more conservative political persuasions.

113. Given here as they were not cited before: control and utilization of Clarence waters; feeding resources; weeds and pests; animal and plant diseases; provision of finance; marketing and freight problems; and for the community, 'the development of imaginative and effective leadership'.

114. Peter Wright would be awarded the Honorary Degree of Doctor of Rural Science in 1983 for this leadership and other community service.

region around Armidale, and then contrasted those periods, without quite equating the change with the University's presence from the first teaching of science, 25 years before. In 1939:

New England was agriculturally rather poor; the rural community ... was rather badly off [and] conservative; the roads were inadequate ... (p. 100).

But 'about 10 years ago ... pasture improvement began'¹¹⁵ although it was 'not at first accepted by the bulk of primary producers'. He then explained how this extension exercise 'brought about the birth of N.E.R.D.A.', the disturbing of the old 'peace and quiet' and the 'bringing about of a general widespread awareness ... of the need for extension'. (p. 101) The Association was able to advise groups as to help not known of, and had involved university people¹¹⁶ not primarily engaged in extension work with special knowledge in relevant fields¹¹⁷ (p. 102). Help had been given with finance advice, and other information needed to be disseminated by some catalytic force:

It is our job, as I see it, to show a conservative people the art of learning how to solve their own problems and to be progressive. First of all we have to teach them how to learn. (p. 103)

His conclusion was a surprisingly explicit endorsement of all that Madgwick, Eberle and Nelson had striven for.

In the short time the University of New England has been here it has achieved a tremendous amount [in increasing local prosperity and 'stopping the drift to the cities'] ... It has boosted the morale of the Tablelands. People have come to realise that the expertise and knowledge of the university can be used¹¹⁸ for the benefit of the surrounding area. (p. 103)

He considered that the whole of the Tablelands was the target community, that 'it must be developed in its entirety' and that N.E.R.D.A.'s success

115. This could well refer to the last Eberle schools, *The Rural Science Review* and to the Nivison work with aerial top-dressing (commencing near Walcha).

116. N. Beadle and R.A. Boyd (Department of Botany) are obvious examples, while advice on soils was given by J. McGarity (Agronomy), or B.A.G. Plummer (Geography).

117. These contacts would comprise at least one of the forces motivating the founding of the University's Faculty of Natural Resources.

118. He then instanced the meetings of A.S.A.P. (the Australian Society for Animal Production), where average Armidale meeting attendances had risen from 15 to 'hundreds'. A much earlier illustration of the (N.E.U.C.) impact is the more general work from J.P. Belshaw and A.H. Voisey, *Regional Co-operation and Development*. Armidale, Council of the City of Armidale, January, 1944.

was 'based on our association with the University' (p. 124). His conclusion was that a new conception of c.d. in rural areas could emerge if even harder work should be put in.

Group 3, 'Youth in the Rural Community', was a homogeneous one with a well-defined purpose, linked with the junior farmer movement, and committed to mould the future organization of rural youth. Its members were concerned with: general aims; specific objectives; needs; structural framework; organization of members and professional officers; and research. The overall aim was seen to be:

to encourage and assist rural youth to become self-reliant, responsible and effective citizens.

The members opposed any form of exploitation (as of themselves), and thought that 'community development and youth development are broadly complementary processes'.

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In his retrospective note on the whole Seminar (pp. 197-199), A. Nelson argued that the most significant achievements were: the establishment of communication between c.d. groups, especially in Australia; the development of ideas through comparative study; recognition of the 'under-developed' nature of c.d. in most developed countries; that 'when communities cease to develop they cease to be communities' (p. 199); that all communities have, increasingly, 'the problem of developing and maintaining effective community life during technological revolution which, is subjecting their community institutions to new stresses'; and that there is 'a very great importance that such occasions for the exchange of ideas' as the Conference itself should occur.

Appendix A to the *Proceedings* was Baker's report to the Rural Youth Foundation, one compiled after his period of six weeks in Australia, and concerned to determine the major limitations¹¹⁹ of rural youth movements in Australia. He had enjoyed the Seminar and obtained further insights from his travels through the states. Some of his conclusions are very relevant to U.N.E. c.d.:

that the potential of the young farmers' movement was 'highly underestimated' (p. 203);
that the prime concern could/should be 'the development of mature and capable adults' (p. 204);

119. There are certain parallels to the theories of development discussed in the book by New England sociologist Alan W. Black, in his *Organizational Genesis and Development: A Study of Australian Agricultural Colleges* (1976).

that the movement may well 'educate people to understand rural life' (p. 205);
 that the primary needs were 'fellowship, the development of self-confidence and ability in self-expression' (p. 205);
 and that many young men managing properties did not hesitate to consult extension officers.¹²⁰

Baker also spent much time discussing various forms of leadership and training (pp. 210, ff.) including: in-service training; travel-study; regional and national seminars, as on continuing education, and 'the nature of the modern rural community'; and the psychology of learning, as well as the theory and principles of communication.¹²¹ He also argued that experience was as useful as a degree for certain levels of such extension training/advising of the young.

Proposed Courses for an Extension Degree/Diploma and on Research and Training

Towards the end of his long Report,¹²² Baker turned to possible courses 'for those wishing to take a post-graduate diploma or Master's degree useful in rural youth work' (p. 218), stressing the value of 'a social science, or more particularly rural sociology'. He then listed a series of courses 'presently being considered by the College of Graduate Studies, University of Saskatchewan' as part of a Master's degree program for various extension workers. They were closely detailed, but the names only are now given:

	<u>Term taken</u>
1. An Overview to Extension Education	(First)
2. Technological Change and the Community	(First)
3. Communications in Extension Programmes	(First)
4. Comparative Extension Education	(First)
5. The Psychology of Learning	(First)
6. Administration of Extension Programmes ¹²³	(Second)
7. Program Planning and Evaluation	(Second)
8. Advanced Research Seminar in Extension	(Second)

120. This remark of 1964 and Peter Wright's about A.S.A.P (above) suggest the relevance of R.D. Watt's observations [in *The Australian Encyclopedia*, vol. I (1968 edition), p. 129] as to the small numbers (in New South Wales) in 1953, doing agriculture at school - 4112 up to intermediate, but only 276 up to the leaving certificate. The implication is that the less well-educated hesitated to approach extension officers, unless themselves already in groups.

121. Many young people from the land would take such U.N.E. Residential Schools between 1968 and 1983. [See Ch. V.]

122. Here quoted from the *Proceedings*, but it was issued separately as well, in a booklet format.

123. Including case studies, roles and responsibilities.

	Research Procedure ¹²⁴	(Second)
9.	Group Processes in Continuing Education	(Second)
and 10.	Development Programs in an Industrial- ized Society.	(Second)

Although they will be discussed later (in Chapter VII), it should be noted that these courses anticipate closely those offered¹²⁵ by the Department when the Diploma of Continuing Education was first available in 1976, viz.:

<i>U.N.E. No.</i>	<i>U.N.E. Title</i>	<i>Baker's Equivalent</i>
Ed. 990-1	Nature, purpose and practice of c.e.	= 1
	History and position of c.e. in Australia	= 1
	Planning, administering, financing of c.e.	= 4,10
Ed. 991-1	Adult Learning and Teaching Processes	= 5
	Research studies	= 8
	Learning environment	= 5
Ed. 992-1	Programme planning and evaluation	= 7
	Determination of needs & objectives	= 7
	Evaluation methods	= 7
Ed. 998-1	Special Topic in Continuing Education	= 8
Ed. 999-1	Practicum in Continuing Education	(Would come later)

Baker felt that an endorsement from the Seminar of a U.N.E. proposal for a national extension unit might, if lucky, get various c.e. and c.d. activities underway (pp. 22-23), and he then quoted John Kenneth Galbraith.¹²⁶

One of the best ways of avoiding ... urgent tasks is to seem to be busily employed on things that are already done ... obsolescence and irrelevance is a small price to pay for the privilege of remaining . . . anarchically with ... the settled and the safe.

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Aspects of the Programme, 1961-1965

The early 1960s were to see the last of Jim Warburton's work in New England. When he applied for the Tablelands post (on 25 May 1957), he had

124. On use of data, its interpretation, etc.

125. See *U.N.E. Calendar for 1976*, pp. 544-45. There was no suggestion of the severance of teachers from practice.

126. Interestingly enough, the reformed ideas of Galbraith were coming from the U.S.A. to New England, much as the similar concepts of Keynes had had a profound impact in New England a generation earlier. [See Chapter 1.]

said that he would be 'stimulated'¹²⁷ by working with the New England 'aims and practices', and his achievements make it clear that he was. After his early successes (reported in Chapter III), he applied in April 1961 for the Assistant Directorship at the University of Sydney and was supported for this by Madgwick, who also endorsed him in a bid for Carnegie Corporation's assistance in his sabbatical for 1964. Writing to them (on 19 September 1963), Warburton reported on his Armidale activities and practical philosophies thus:

I was in charge of the New England Region ... I was left free to develop the adult education programme which seemed best suited to the educational needs of the area ... I decided to give high priority to the development of residential adult education, since it seemed to me that living together provided the best conditions for adult learning.¹²⁸

He went on to describe how he had developed, in less than 5 years, the residential activities from one course (for graziers) per year to 14 covering many fields (with an enrolment of about 1000).

In 1961¹²⁹ he had aimed to provide 'true refreshment and recreative experience through the study and practice of some of the arts', lecture tours by Professor Huston Smith (M.I.T.) (see above) and by John Manifold¹³⁰ on 'Australian Bush Ballads', as well as successfully slotting isolated groups into the appropriate discussion courses and organizing several (series of) conferences of three and four days in the vocational¹³¹ area with such subjects as Management, the Stock Exchange (a series run from 1961 to 1965 by Peter Davies), Investment, Nursing and the Solicitors' weekends. [See Appendix D ii.] Warburton had, too, a particular interest in both landscape and abstract painting, and the early summer schools in this area were very much indebted to his inspiration, as were the exhibitions of paintings touring New England, 1961-63. He also personally ensured considerable enrolments for classes in: jazz appreciation; botany; pencil drawing; and for geology; e.g. at Bellingen, Inverell, Narrabri; and for the North West Local Community Schools.

127. Staff microfilm Reel 30 (Staff Archives).

128. *ibid.*

129. See the 15 page (single spaced foolscap typescript) of the 1961 *Annual Report*.

130. This was funded by the Commonwealth Literary Fund. Manifold's subsequent book on the subject - *Who Wrote the Ballads?: Notes on Australian folk song* (1964) - contains an acknowledgement to Russel Ward's *The Australian Legend* (p. 156) but none to this funded tour. Warburton was also interested in sponsoring one man/small group theatre.

131. More theoretical and 'professional' than those organized in the 1970s by J.F. Mason on more job-oriented themes, for tourist officers, club managers, etc.

In 1962, Warburton had arranged highly successful - and innovative - Tablelands Classes on: Practical Art; Pencil Drawing; Literature and Ideas; Skilled Reading;¹³² Rock Identification; Greek Art and Sculpture; Marketing; Pottery; World Affairs (Tia);¹³³ Musical Appreciation, etc. etc. The most popular discussion courses tutored by him were: Some Problems of Human Nature; Looking at Modern Painting; 20th Century British Music; and Some Questions of Right and Wrong (a study guide which he had himself written). Regional Schools organised by him tended to be focussed on: Community Leadership,¹³⁴ Practical Art, Survey of Drama,¹³⁵ Comparative Religion¹³⁶ and the English Novel.¹³⁷ As indicated above, Warburton was a remarkably accomplished extension lecturer, himself lecturing in Armidale on: Adult Education in New Zealand; Meeting Procedure; Aborigines of New South Wales and Aboriginal Education; while he spoke on 'Adolescence' in Inverell, and on 'South Africa Today' in Uralla. All these tasks continued in 1963, with some lightening of the burden with the arrival in mid-year of D.A. Whitelock.¹³⁸

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'Extension' and Some Nelsonian Re-appraisals

During 1963 the name of the official agent-provider was changed from the 'Department of Adult Education' to 'Department of University Extension'. Although the change was not spelt out in the University's *Calendar*, the first *Annual Report* published after the event (1964 *Calendar*,¹³⁹ p.253) observes (perhaps under some 'political' pressure) that:

The work of University extension carried out through the Department of Adult Education is confined almost entirely to towns and cities in the northern half of the State of New South Wales.

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- 132. Offered the previous year in Tamworth and popular throughout New England for several years, and subsequently known as 'Rapid Reading'.
 - 133. These are discussed appreciatively by G. Bloomfield in M. Franklin (ed.), *The New England Experience* (1988).
 - 134. Conducted by J.W. Warburton.
 - 135. Conducted by J.W. Warburton. He used British Drama League materials obtained from Sydney.
 - 136. Conducted by J.W. Warburton.
 - 137. This school (and usual lecturer) continued on for some 20 years, the later offerings being Summer Residential Schools in Armidale. See chapter V.
 - 138. An Oxford historian, turned journalist and ecologist. His 'Trout Fishing in New England' class is discussed below.
 - 139. This was, of course, commenting in the 'Report of the Council for the Year 1962'. These later issues of Reports enabled some re-emphasis in the light of changing academic philosophies.

This apparent distortion of the real range of activities is of some interest as perhaps reflecting the then current, if erroneous, academic notion that all a.e. 'extended' (i.e. took outside the walls) the course content of the first degrees of the University. The same volume, (i.e. the 1964 *Calendar*) shows that the Adult Education Committee had become the University Extension Committee,¹⁴⁰ with a similar 'official' membership as in the past, but now with the Professor of Education on it and representatives of all the faculties, several of whom - e.g. Professors N.M. Fletcher (Science) and J.C. Davies (Arts) - had done very little field work in adult education or in extension areas.¹⁴¹ The 1965 *Calendar* encapsulates this 'tightening of academic control' and an apparent narrowing of c.d. work to 'consultation' by the wording

'The Department is responsible to the University Extension Committee of Council for planning and conducting the University's programme This programme reflects the special resources and interests of the University ... and provides ... educational and consultative services at local centres for the benefit of people in rural areas. (p. 179)

The change of name did not necessarily imply that any radical change of policy was imminent, but it was felt that it (the new name) 'described existing policy'¹⁴² and practice more accurately than the old'.¹⁴³ Arguably too, the international changes in perspectives on adult education and the Department of Education, were already making their mark in Armidale, as there was a search now for a more systematic conceptual framework, without losing the democratic commitment to individual freedom and development. Clearly, too, the British sense of liberal non-vocational education for 'a.e.' was, and had been (since Eberle or earlier) anachronistic, and was to be contrasted with the (international) term 'further education' which included vocational a.e. The new name - at least in 1963 - was meant to emphasize the fact that the Department was concerned particularly¹⁴⁴ to extend the activities and values of the University to people who were not students working in formal degree programmes. Yet others validated the change of name simplistically by the fact that various lectures - e.g.

140. Its files are not yet available, not being deposited in U.N.E. Archives. This was noted on the Council Business Paper 13 May 1963 (Draft Minutes, Dixon Library, p. 1588). The A.E.C. had met to recommend the change on 23 April, 1963.

141. The same was not true of the other 'academic' members, Professor G.L. McClymont (Rural Science) or E.J. Waring (then Agricultural Economics - but formerly in Agronomy.)

142. While the University Extension Committee was still a Committee of Council on 1 November 1965 (1966 *Calendar*, p. 23), by 1 October 1966 (1967 *Calendar*, p. 25) it would be a Committee of the Professorial Board and so under large y academic scrutiny. (See chapter V.)

143. *Annual Report, Dept. of University Extension*, 1963, p. 1.

144. See *Summary Council Minutes*, variously for 1963.

Local history at Armidale¹⁴⁵ had been attended by secondary school students i.e. not by 'adults'. Putting the best face on things, the *1963 Annual Report*, Department of University Extension, would maintain (p. 1) that

... this change of name [came] when university extension activities tend increasingly to reflect the interests around which the University's research and teaching have been and are being developed. (p. 1)

There were then noted similar trends in the U.S.A. in 1947 and the observation, in the (American) *Report for 1961-62 of the Universities Council for Adult Education*, that their adult education work (i.e. in the universities) has

become a mirror of their intra mural work embracing almost the whole spectrum of university subjects.

However, this New England *Report* added a wise caveat that the present offerings must have a character of their own, and be

- (a) available (i.e. taught comprehensibly) for adults;
- (b) realistically 'relevant to adult concerns' (p. 2);
- and (c) help adults/adult communities to both know themselves and their needs.¹⁴⁶

Continuing on from his analysis of the change, Nelson (as the *Report* writer) argued for high quality in the extension activities, not merely to keep 'close to the people' or for 'good public relations', but for a more fundamental reason, 'because of ... the effect which it has on the general body of university thought and teaching'. He then cited R.H. Tawney and many others who as teachers and thinkers have valued very highly¹⁴⁷ the experience of teaching adults, and found that that activity 'enables them to extend their vision beyond ... specialized limitations' (p. 2). His further reflections - soon to be incorporated into his teaching - may be

145. Compare the 1960, 1961 inclusion of attendances by boarders from the New England Girls' School. From the later 1970s, Study Weekends or Days were organised for Higher School Certificate students: either by the teaching departments; or by Enrolments; or, later still, by the Campus Conference Centre.

146. This point is close to adult learning theory, i.e. the time and content being relevant to the learner's self-perception and self-determined need.

147. Nelson had also written out this argument in 1970 and again in 1987, and still held to its validity, adding: without the exchange and testing of ideas by adults that is characteristic of good university adult education, much of university teaching and research could be ... 'incomplete and misleading'. (In M. Franklin (ed.) *The New England Experience*, p. 94).

summarized: extension 'may bring new fields of study to the university',¹⁴⁸; it may assist team projects involving different universities; it will extend the 'imaginative breadth of vision' of the university teacher or researcher; and it should 'relate various fields of knowledge to one another and to human life'.

Nelson concluded with some highly politic and yet prophetic words about good extension work 'tending increasingly to reflect the intellectual interests of the whole University', although some were as yet 'but dimly reflected'. He noted the public awareness of the world's changing,¹⁴⁹ but stressed the 'right' quality¹⁵⁰ of the University's response to public need:

For our extension programme is not something grafted onto the main body of university activities ... but an integral and essential part The spirit in which it is offered to the public is implicit in the Vice-Chancellor's insistence in public statements that the University does not exist apart from the community of which it is a part. (p. 3)

He ended with the prediction that such a community-focused university would fulfil its 'obligation to relate its fields of study ... to human life.' (*ibid.*)

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In early 1968 (in a summary Report on the years 1964-67), the Director would table a retrospect on this period of change and uncertainty, arguing for an assessment of the work done in order to assist future planning, commenting that from 1948 to 1965, 'the University¹⁵¹ has left the public in no doubt of the importance which it attaches to its work in adult education' (p. 1). He then relisted what he saw as the classical documents of a.e. -

the 1919 Report of the British Ministry of Reconstruction;
the 1947 Harvard Report of the President's Committee on Higher
Education in the United States of America;

148. Progressively more true of ecology courses, financial management exercises, geological mapping/photogrammetry etc.

149. Television had yet to make its local impact, and as Z. Cowen would observe in 1966, 'New Englanders are still wide-eyed about events that have already become passe in Melbourne.'

150. I.e. highly moral and spiritually motivated. See a three page document entitled 'Director's Report, 1964-67'.

151. And the N.E.U.C. from 1948 to early 1954.

and Sir Richard Livingstone's theses on adult knowledge¹⁵² needing 'adult life' to assist its full assimilation.

It ended with the firm statement that, the youth period's acquisition of knowledge apart, -

the sum total of the body of knowledge which the individual of today needs to acquire during his life is so large that it would be quite crudely unrealistic to attempt to cram the teaching of it into childhood and youth. (p. 3)

The emphasis in organizing all education, he emphasised, needs to be a plan, whereby:

primary, secondary, tertiary and adult education are a related and continuous whole. (*ibid.*)

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In the last 'quiet' year for a.e. at New England, 1964, A.J.A. Nelson was invited to contribute¹⁵³ to *Education for Australians*, a Symposium, edited by R.W.T. Cowan. The work aimed to be stimulating, factual, broadly concerned and 'cool' in its conclusions, and Nelson was to contribute the antepenultimate chapter (XI), 'Adult Education in Australia' (pp. 239-254). His mellow and reflective perceptions ranged over the period from the University's foundation years and argued that there was 'a much greater public acceptance of a.e.' than had been the case earlier. This was, however, 'individual' and not widespread, nor was it perceived by politicians, despite its 'need'. Stressing the value of liberal¹⁵⁴ a.e. (the Sydney University¹⁵⁵ style), he suggested (pp. 240-1) the difficulty in only identifying with this, and arguing that it [our approach] should be 'liberal',¹⁵⁶ and 'experimental', and 'that great teaching is inevitably liberal', when teachers of adults

152. Here and elsewhere Nelson assumes his reader's familiarity with two Cambridge University Press texts by Livingstone, viz.: *The Future in Education* (1941) which argued that 'the way out [of the educational void after age 14] lies through part-time continued education followed by Adult Education'; and *Education for a World Adrift* (1944), with its emphasis on education for citizenship. Both works were in the Cambridge Series edited by (Sir) Ernest Barker, entitled 'Current Problems'. They would also be referred to by Z. Cowen in 1968. (See chapter V.)

153. Other 'New England' contributions came from: G.W. Bassett (who had just gone to Queensland), R.M. Parish and W.G. Walker.

154. Meaning 'developmental'.

155. And, for New South Wales, the Workers' Educational Association mode.

156. Meaning 'enlightening', 'liberating', the reverse of burdensome.

give to others something of themselves which is of importance to those who receive it. (p. 241)

Liberal¹⁵⁷ a.e. only comes about, he maintained, when it 'develops the individual's ability to understand his world and to react creatively to it'.

He then tabulated the proofs of the impending necessary/inevitable major developments in a.e.:

- (1) the emerging and distinctive national cultural identity caused by assimilation of the European migrants, the increasing impact of Australian literature and painting, and the 'now developed attitudes and patterns of behaviour ... common to many';
 - (2) the vast field of knowledge¹⁵⁸ needed for adults, and the recent explosion of new knowledge;
 - (3) an increasing proportion¹⁵⁹ of a.e. consumers were 'persons of unusually high education and attainment' and at management level and 'community leaders';
- and (4) Karmel and others had seen the 'expansion of educational factors as ... a powerful strategic factor in accelerating economic development', as was happening with liberal training for industrial leaders.

His fifth main point was a caution against narrowly identifying 'our adult education needs too thoroughly with our desire for economic growth', or causing adult education to be too closely linked with the related 'commercial and industrial extension' (p. 245), and he was concerned that we not forget 'community responsibilities'. We should consider three particular problems - the ageing population, problems of assimilation and of outlook attitudes, in particular our perceptions of Asia. He returned to other favourite themes, quoting from the Harvard Report, *General Education in a Free Society*, and from Madgwick's important 1961 paper, and suggesting that

in the immediate post-war [Australian] situation the army example did .. have some slight influence on government willingness to provide funds for adult education.¹⁶⁰ (p. 250)

157. He had again listed the positive and liberating forces like church, media, community, etc. much as Madgwick had done in his 1961 lecture. (See above.)

158. He quoted from the 1918 to 1939 perceptions, that child and adult psychology had come to be a staple offering then, as had 'political behaviour at the local, national and international levels' - all typical Eberle and early Madgwick and Nelson offerings.

159. He quoted various Michgan figures, and A.M. Thomas, 'Continuing Education and the Professions', *Continuous Learning*, July-August, 1963. [Thomas would visit Armidale many times in subsequent years.]

160. Contrast this with Madgwick's pessimism in 1946-7 (Ch I.).

He then developed the argument that post-1945 developments in organizing adult education in Queensland, Victoria and Tasmania, were evidence of considerable public dissatisfaction with the limited pre-war provision of adult education by the universities there.

Developments in South Australia¹⁶¹ and New South Wales, he argued, showed an early planning of the sharing of the burden, the former state establishing suburban and country adult education centres (see Ch. III), the latter, - the Arts Council and Community Arts Service;¹⁶² and the Department of Education's evening adult colleges.¹⁶³ As had already been pointed out by Lascelles Wilson in the (1961) *Handbook of Australian Adult Education*, in twenty odd years, the provision of a.e. had increased five-fold across the nation. Educational television, New England's residential schools, the A.B.C., and many other bodies were already 'experimenting' with new modes of Australian adult education. Nelson himself concluded with a paragraph on the universities' a.e. potential and then underlined how 'we [Australians] neglect and mismanage our resources shamefully',¹⁶⁴ touching briefly on their inability to provide 'objective' help for community adult education and 'adequate provision for the study and teaching of a.e. itself as a field of knowledge' (p. 253), as well as research therein (p. 254). Thus, the real wartime lesson has not been learned - that there is no successful, let alone comprehensive, building, - unless, as then, we can 'see ahead and plan ahead with the total needs of the society to be served in view.' (*ibid.*)

In 1971, in India, Nelson would re-phrase¹⁶⁵ this mid-1960s version of the wartime services idealism (touched on in the last paragraph):

161. In 1956 the University of Adelaide had appointed a Director of Adult Education, Arnold Hely, and would add more staff. About this time (1963) J.W. Warburton would apply to join the Department as Deputy Director, himself becoming Director in 1965, when Arnold Hely returned to New Zealand. Nelson clearly preferred that states should have university participation and leadership in a.e.

162. Messrs. Eberle, Howard, Warburton and Dunton were particularly keen on working with these groups.

163. D.A. Whitelock was very successful in liaising with these bodies, 1963-67.

164. He argued that the resources then applied to a.e. in all the existing 10 Australian Universities 'would, in aggregate, be about sufficient to support a well-developed programme in a single university.' (n., p. 253)

165. In the Community Development section, pp. 115, ff. of his 'Continuing Education: A Challenge to the University', in A. Singh and S.C. Dutta (eds.), *Proceedings of the Conference on Continuing Education and Universities in the Asian and South Pacific Region* (1971).

It is the essence of our approach that ... we (1) exchange and assist communities to study and determine their developmental goals, and (2) provide educational assistance in programmes related to those goals,

but he insisted that the communities themselves should determine and then achieve these objectives. His further stress was on the qualities which would then emerge: imagination;¹⁶⁶ ability to communicate/work together; encouragement of objectivity; and a feeling of 'belonging' to one's group and place.

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The Emergence of Other Regular U.N.E. 'Providers' and other Major Changes

By the mid 1960s there had begun to emerge various other university-based standard providers of education/assistance and regional support. These became progressively autonomous if they had a link with the 'Department', or even more independent of it if their extension research was condoned/accepted as legitimate by the larger academic population. One of these was the Department of Geography which was galvanized in so many ways by its Foundation Professor Gilbert J. Butland. (1959-72). Following upon the publication of the British Association for the Advancement of Science/A.N.Z.A.A.S. - type volume, *New England Essays*¹⁶⁷ (1963), there commenced the *Research Series in Applied Geography*, with a Report on Dumaresq Shire,¹⁶⁸ and the number of volumes in the series reached 40 in 10 years. These practical if research-based works were supported by the wider ranging *Departmental Monograph Series* and *Occasional Papers in Geography*. Indeed we can not do better than quote from the summary comment in the *Festschrift, Geographical Essays in Honour of Gilbert J. Butland*, ed. Douglas, Hobbs and Pigram, (1975):

... the now well-established emphasis on regional relevance began. Geography at New England has always attempted to relate to the region it serves Government bodies, local authorities and private enterprise all benefit through contributions from the Geography staff and students in fields

166. Interestingly, just before (p. 113) he had stressed that there were annually at the University 'several schools ... on literature'. That strand would also become a section of the study for the set country courses (i.e. for the C.W.A. and other groups).

167. Ed. R.F. Warner. It included the N.D. Crew essay referenced to variously *supra*. The formal occasion was the Third Conference of Australian Geographers, held in Armidale.

168. This, like many other volumes, was of considerable use to local government, pasture production boards, etc.

as diverse as flooding, fishing, decentralization,¹⁶⁹ consumer behaviour,¹⁷⁰ tourism and agriculture. (*op.cit*, p. xix)

In 1961 there had been founded the first¹⁷¹ New England Theatre Company, led by the Australian actors, Brian Barnes (formerly of Inverell) and Harold Bennett.¹⁷² It had been much assisted from within the University by J.W. Warburton and the Letters Family,¹⁷³ and had toured the region, as well as performing in Armidale for local audiences, and external and extension schools. It specialized in 'one-man theatre', as in its productions of Dylan Thomas's *Under Milkwood* and of T.S. Eliot's *Old Possum's Practical Cats*. Its members worked for minimal salaries, but finally moved to Sussex and Germany where they still performed and toured under the same name. They were in reality a small professional theatre wing of the Tablelands Regional Office of A.E. [In like fashion the Department would foster its successor company, similarly named, in the 1970s.]

Meanwhile, strenuous efforts were being made to boost the practical application of Farm Management, despite much staff turnover, as with Dr. W. McD. Herr's resignation in May 1963. Thus, on 5 July of that year in response to an extension concerned memorandum¹⁷⁴ from E.J. Waring, the Acting Head of Farm Management, Council

approved in principle the pursuit of lines of enquiry which may lead to the University administering a financial [i.e. practical accounts] centre, on the understanding that the major part of the expenses¹⁷⁵ ... would not be from internal University funds.

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- 169. The first Ph.D. awarded (1964) in Geography - to E. Woolmington - was for an analysis of the *Political Geography of the New England State Movement*. See also decentralization seminars, as discussed in Chapter V.
 - 170. Compare the retailing survey conducted in Walcha by the C.D. Division.
 - 171. Not to be confused with the later and larger company (also N.E.T.C.) managed by the University's Regional Centre for Music and Drama (R.C.M.D.).
 - 172. The first had been encouraged by Laurence Olivier as early as 1949, the latter had worked in British Repertory, as in the old Nottingham Playhouse.
 - 173. A fact mentioned in the citation for her M. Music (Hon.), in 1983. Clearly Nelson and Warburton were as supportive of this company as they had been a little earlier of the amateur University Players.
 - 174. *Council Minutes*, p. 1605.
 - 175. On the same day it was announced that £500 was available from the Commonwealth Bank to assist with the establishment of this centre.

Similarly, on 11 November 1963, Council had received from its General Planning Committee a report¹⁷³ on a proposed practical Diploma in Farm Economics, the establishment of which was agreed to on 9th December (*Minutes*, p. 1715). In 1964 there was approval to start such a Farm Management Service Centre, the direction initially coming from R.A. Pearse and W.F. Musgrave. This work was quickened by the appointment of Dr. J.L. Dillon¹⁷⁷ as Foundation Professor in Farm Management. The Waring initiative, F.M.S.C., was for

serving farm improvement clubs, involving [the] preparation of a system of farm accounts and standards for analysis on electronic computers. (1964 Report to Council, in 1966 *Calendar*, p. 312)

and there was a Farm Advisory Officer appointed, from March 1965 to August 1967,¹⁷⁸ whose role was to service f.m. advisory groups in New South Wales and Victoria and private consultants and advisers in those states. The process depended initially on a comparison of the figures relevant to production, followed by advice as to possible optimal ways of proceeding in a given region.

The advice of the Centre to groups was of limited use as there soon came the realization that budgetting for individuals was a more long term matter and income was too uncertain. This led to the belief that the servicing of livestock groups¹⁷⁹ was a better proposition. (Mrs Shane Woodburn)

There had begun in 1964 the *New England Marketing Studies Series*, the first issue of which was J.M. Duley and R.M. Parish, *An Appraisal of a Floor-Price Scheme for Wool* (1964), while W.F. Musgrave and J.N. Lewis were publishing on the Ord River¹⁸⁰ Controversy. The Faculty of Agricultural Economics had also, through its Public Administration section, had much

176. See *Minutes*, p. 1693 and p. 1711, for 9/12/1963 Meeting.

177. He had had much Australian and overseas experience.

178. The officer Miss Shane McMahon (now Mrs. Woodburn of Canberra) defined her then duties to the writer in an interview in late February, 1989.

179. This would lead to the formation of the Agricultural Business Research Institute (A.B.R.I.) under P. Arthur Rickards who would transfer to this institute from F.M.S.C. (See Chapter V.) See J.P. Makeham's comments on the later 1960's, *U.N.E. Convocation Bulletin*, No. 62, May, 1988, p. 7.

180. While much student energy was focussed on the development of the (sub-) tropical Northern Territory - there even being a society for it, staff energies were focussed on the North of Western Australia.

research¹⁸¹ published on local government and on the political and administrative decentralization of industry in Australia.¹⁸² These instances of other University regional extension work could be added to very considerably. Almost all had very close ties with the 'Department', however seemingly autonomous any particular scheme might appear.

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The Residential Schools were deemed a success story at the time and even more so in hindsight. They were always written up in *The Bulletin*, and they promised and gave sufficient difference in their thrust to cause many students to return (after one or two years), to make such people about one third of any group, particularly in Music and Painting. In the case of the former discipline the 1965 School (the 7th) had expanded to five sections, for students interested in: the organ, harpsichord, recorder, orchestral or choral work, the last section under the brilliant young Queensland composer, Colin Brumby. The seventh Painting school was in the charge of Desiderius Urban¹⁸³ and the young American painter Charles Reddington, a graduate of the Chicago Art Institute. The Drama School was described as 'excitingly different'. Under the direction of Anne Godfrey-Smith and Reid Douglas,¹⁸⁴ it was concerned to explore through study and rehearsal, the marked degree of variation in style, treatment and point of view, of six plays¹⁸⁵ based on the story of St. Joan. To these sophisticated presentations all members of the University staff and public were cordially invited, as was customary. They were similarly invited to all the performances of the Music School, to the evening lectures and films shown for the Painting School, as they were to the exhibitions and sales of paintings towards the end of every such School.

From 25 January 1965 there was held the exciting week-long school, 'Literature in Australia',¹⁸⁶ a first for the nation, with the aim of

181. All by A.J. Davies. Later similar work would be facilitated by Mrs. E. Price (of the Politics Department), the wife of Dr. M. Price. (See chapter V.) Public Administration had been moved from Agricultural Economics by Z. Cowen and restyled the [teaching] Department of Politics.

182. See his (local consumption) article on this in *Chiasma* (1965).

183. In 1984 he was awarded the Degree of Doctor of Letters (*h.c.*) for his services to the University and to painting in Australia.

184. He also directed many small classes/seminars in Grafton and Lismore for the University in the 1960s.

185. By Shaw, Shakespeare, Maxwell Anderson, Brecht, Schiller and Anouilh.

186. It would result in the important book of the same name, ed. C. Semmler and D. Whitelock.

studying the public's literary taste and the complex intellectual climate in which writers were then working. Some very considerable 'names' were involved - Judith Wright, Clem Semmler,¹⁸⁷ Colin Roderick, the publisher Dr. Andrew Fabinyi,¹⁸⁸ David Forest¹⁸⁹ the novelist, Professor G.A. Wilkes (University of Sydney) and others. There also had been held: the 5th School in Investment Analysis (supported as were its predecessors by the Sydney Stock Exchange); the 10th Rural Science School,¹⁹⁰ with the theme 'The Biology and Economics of Intensive Pasture Utilization', its members studying the principles of nutrition of grazing animals, the factors determining plant production and the growth of grazing animals. Thus the 'January' Schools had attained a new diversity and sophistication.

A particularly interesting new offering was the Seminar in Counselling and Psychotherapy¹⁹¹ for specialists in the mental health field directed by Dr. Barrett-Lennard (of the University's Department of Psychology) and Distinguished Professor Carl Rogers of the Western Behavioural Sciences Institute at La Jolla, California. Following upon the very successful school in National Parks¹⁹² of February 1964, the 1965 one was on 'Wildlife Conservation in Eastern Australia', with many lecturers from C.S.I.R.O, including Dr. L.J. Webb who lectured on the conservation of forests.

As was now the pattern, the January Schools were more liberal and coincided with the school summer vacation, while those of February were more 'professional', including others on 'Group Leadership for Women' or others conducted for graduate nurses, solicitors and doctors. In this summer of 1260 enrolments, there were also: the first Provincial Press Seminar;¹⁹³ a School for wheatgrowers; and a seminar on Ageing in Australia (held in Grafton).

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- 187. Soon to supplicate for and be awarded the University's D. Litt. He was the Deputy Chairman of the Australian Broadcasting Commission and a considerable essayist.
 - 188. He had served in the wartime A.A.E.S. under Madgwick.
 - 189. Then teaching History at U.N.E. under his real name, David Denholm.
 - 190. The 9th in 1964 had had 181 enrolments.
 - 191. This has been an irregular series but continues to the present, with various modifications of emphasis.
 - 192. The University had been represented at a state level of Park Boards by Associate Professor . . le G. Brereton since 1963 and he and D.A. Whitelock (who had arrived in 1963) ran many such events.
 - 193. These ran until the eclipse of the local independent newspapers and the great takeovers, as with Tamworth's *Northern Daily Leader* by R. Murdoch. (See Chapter V.

The costs of these Summer/Residential Schools staged by the Department were very economic related to the cost of living, as the following live-in rates for law conference weekends will indicate:

1961	(Armidale)	£ 6-6/-	-Res.
1962	(Armidale)	£ 7-0/-	-Res.
1963	(Tamworth)	£ 7-7/-	-Res.
1964	(Grafton)	£ 3-13-0	-Non-res.
1965	(Armidale)	£ 9-9-0	-Res.
1966	(Armidale)	£ 10-0-0	-Res.

Only in 1965 and 1966 was there a non-returnable Registration Fee. Residence numbers themselves had increased 700% in 7 years from c.190 in 1959.¹⁹⁴ This law scale was 'professional' and the A.E.C. minutes state that in 1961 for 'February type',¹⁹⁵ schools and conferences the *per diem* full rate (college accommodation included) was 2- 3.

Again and again the (worrying) financial position of the University was discussed at Council, as on 11 February 1957,¹⁹⁶ and so frequently in 1963. On 11/8/1958, two a.e. positions had had to be deleted from the Budget. On 6 September 1958, as Acting Vice-Chancellor, Professor D. Howie had recommended a referendum amongst students before raising the Student Representative Council fees,¹⁹⁷ but he could not prevent the Finance Committee's recommendation that the daily residential rate for Adult Education Schools be reduced¹⁹⁸ to 1-5-0, and he lost his staff representative place, and voice, on Council at the end of 1958. A year later A.E. would have 1 lecturer and 4 support staff approved for 1960,¹⁹⁹ but on 8 February 1960, Professor Howie would be voted Pro Vice-Chancellor and *ex-officio* member of all committees. (*Minutes*, p. 950), in particular of the Finance Committee. As mentioned before, he had the worry of balancing the Budget - before the appointment of a full-time University Bursar - and, like the Scottish migrant that he was, took these duties very seriously.

194. J. Warburton had had 967 residence students in 1960.

195. There were obvious exceptions, as with the '(C.D. and) Aborigines' courses of 1961.

196. *Minutes*, p. 426. or the Belshaw five losses of 1958.

197. *Minutes*, p. 665.

198. *Minutes* for 8.12.1958, p. 713.

199. *Minutes*, 12 October 1959. pp. 896-97.

In view of the changing clientele²⁰⁰ for residential schools, it may be of interest to note here some financial decisions related to board rates. On 13/5/1963, Council had debated the recent massive residence losses.²⁰¹

1961.	Loss: £ 67,834.	= 8.54/-	loss per room, per day.
1962.	Loss: £ 90,560	= 9.15/-	" "
"			

This then caused the following reappraisal of rates per room-day-board:

	1963	1964
Undergraduate	18/-	£ 1
Adult Education (schools))	£ 1-10/-	£ 1-10/-
(classes))		
" " " Conferences	£ 2-2-0	£ 2-2-0

Since only some of this earned profit money was returned to the Department, it complained - at the University Extension Committee meeting of 6 August 1963 - that these restrictions were hurting (*Council Minutes*, 10 August, p. 1638). On 10 October 1966,²⁰² the Finance Committee reported cautiously that it would confirm the practice - one not delegated to him by Council - of the Director allowing post-graduate and full-time University Students, High School and Technical College students to be charged half fees 'provided that the Director of University Extension approves each individual case as is his present custom.' The same day Professor Howle would report an 18% cut in the A.U.C.'s subvention (p.2207) and at the November meeting a 'break-even' policy was discussed, with the need for the following charges:

Per night (board)	1966	1967
Students (normal under-graduates)	\$2.30 ²⁰³	\$2.40

200. Progressively older persons in the drama and music schools, while it was obvious that the very expensive and long painting schools were more and more for grey haired widows.

201. *Minutes*, pp. 1600-01. See also the financial problems of 1967 (Ch.V).

202. A very late Council meeting for Madgwick. His ill-health had, increasingly from 1964 made him a spectator or absentee Vice-Chancellor and the 'umbrella' over A.J.A. Nelson and his department was no longer so sheltering.

203. In due course even the External Student 'bed-night rate' would escalate so that in 1935 the Standing Committee of the Faculty of Arts appealed that it be kept to 2.3 times the Internal Undergraduate rate. C.E. rates were much higher again by then.

University Extension Schools and Conferences	\$5.00	\$5.50
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At Council on 13 March 1967, the Director of University Extension appealed and managed to have some modification of the rate to his Department, viz.: For Schools, per night: \$4.40; For Conferences, per night: \$5.50. It was noted that this was a 10% increase (p. 2281) and the matter was sent back to the Finance Committee for re-examination who returned to Council on 8th May a more subtle break-down, viz.:

Residence Fees for University Extension:	Per Day
(i) Conferences of professional groups.	\$6.00 to \$8.00
(ii) Vocational/Other courses (less than 7 days)	\$5.50
(iii) Courses of more than 7 days (excluding (i) and (ii))	\$5.00
(iv) Concession for full-time students under 21 years in categories (ii) and (iii)	\$4.40

Clearly the easy Belshaw-Madgwick days of philanthropic subsidizing were over, and thus the clientele changed, necessarily, with the passing of the period of Madgwick's total control of residential finances. This move towards the better-off students persisted until the schools were almost 'extinct' by 1980, then to be replaced by 'sports camps' for young athletes.

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The Achievements of J.W. Warburton and F. Dunton

While these two younger regional officers were the hope of the future, both became dissatisfied with the progressively more inhibiting conditions and neither would survive into the Cowen era. Warburton had intended to study residential systems on his leave in 1964, hoping to visit Great Britain, Sweden and Denmark and the U.S.A. if finances were available. In a report²⁰⁴ on his work to September 1963 he had argued as to the wisdom of concentrating on the development of residential a.e., because its providing of the 'best conditions for adult learning'. Then, as in print later,²⁰⁵ he argued that, despite limitations in access to accommodation²⁰⁶, that in the summer and at the beginning of winter (the then exam-free long vacation in

204. See Staff Microfilm 30.

205. See his 'Residential Adult Education' in D. Whitelock (ed.), *Adult Education in Australia* (1970).

206. Later further inhibited by (a) semesterization; (b) more external schools; and then by (c) the 4-term year.

May), he had created 'residential a.e.', more extensive and of better quality than any other university in Australia'; and 'of four types - (i) refresher; (ii) vocational; (iii) in the fine and liberal arts; and (iv) appropriate conferences'. He also reported on his own scrupulous care over finances and his wish to see: the Kellogg Continuation centres in Michigan and Georgia; the Extension Centres of U.C.L.A.; the U.B.C. Residential Center at Banff; and how he 'preferred depth to spreading himself too thin.' In the event he did not get to the U.S.A. but visited: Ruskin College, Oxford, Fircroft College; College Harlech in North Wales, Wedgwood Memorial College and Grantley Hall (Yorks.), as well as the Literary Institute in London, Professor Raybould in Leeds, and various Danish²⁰⁷ and Swedish folk high schools.

In part of 1963 he had 'minded' Namoi (in the absence on leave of C. Howard), found Tamworth 'a lively and growing country town', and written forcefully on: residential a.e. (in *Proceedings*, 1963 Conference); Schools of Arts in N.S.W. (*Australian Quarterly*, Dec. 1963); and 'Tribalism in South Africa' (*New Zealand Monthly*, Feb.Mar.1963), as well as deftly editing the *Australian Handbook of Adult Education* (January, 1964). He had long been²⁰⁸ a fluent, charming and persuasive writer and lively member/leader in many bodies,²⁰⁹ as well as Country Representative on the Arts Council of New South Wales' Central Executive. A brilliantly lucid thinker, especially when his compassion was aroused, he had been invited in 1963 to join the A.B.C.'s 'Any Questions' Panel. But while he was on leave, the position of Assistant Director to A.S.M. Hely at Adelaide came up. He applied, and with Madgwick's support, he won it, proceeding directly to Adelaide. His going was a great loss as he was, arguably, the most dynamic, cheerful and achieving member of the Department to have worked in Armidale.

While the last work of A.F. Dunton will be mentioned in Chapter V, it can be said that his achievements in the mid 1960s were very similar in range and effectiveness to those of J. Warburton. While more of a reflective scholar than the Tablelands' man, Dunton was motivated in a different way, well represented by the courses which he had taken at Cambridge - viz.: Theory of the Modern State, 1776-1914; Political Theory; History of the United States of America; Industrial Relations; and

207. See his 'Danish Folk High Schools', *A.J.A.E.*, VI, 1, July 1966, 18-29. The article is also much indebted to R. Livingstone's thought. The thought of Grundtvig would be incorporated in Diploma teaching from 1976, especially by N. Crew.

208. His first a.e. publications were in 1949 in the *National* (N.Z.) *Newsletter for Adult Education* and in the *Otago A.E. Bulletin*.

209. He is still remembered with affection by former members of local a.e. committees in rural New England.

Introduction to Philosophy.²¹⁰ A man of great willingness, of a pleasing personality, and a wry wit for those who knew him better, he would be described by Madgwick as 'a most loyal and conscientious member of the staff',²¹¹ prior to his leaving for England in late 1964.

That year he had personally attended every meeting of the Film Groups²¹² at Grafton, Port Macquarie, Bellinger, Coffs Harbour; chaired most of the Art Group meetings at Coffs Harbour, Mackville and Nambucca (each for 3 terms of 10 meetings); assisted with several drama schools,²¹³ at Grafton, etc.; lectured (with D. Whitelock) on Modern Russia (9 sessions); chaired several marine ecology schools and others on geology; chaired 2 Grafton weekend schools on 'Drama and Poetry' and one on Modern Verse Drama at Bellinger,²¹⁴ one on law at Grafton, one on 'Market Research and Salesmanship' (at Maclean), one on 'The Ex-Prisoner and the Community' (Grafton); and generally managed others on 'Forward Planning in Local Government' (Taree), 'Photography' (Port Macquarie); and led 'The World's Living Religions', a Seminar given at Grafton by Dr. E.G. Parrinder, of the University of London.

Since Dunton would return in 1966 from his 1965 leave, and his work will be further discussed in the next chapter, it is enough to say here that his programme execution was crisp, tireless, deeply informed from his reading and overseas experience, and remarkably dynamic in the perception of all who dealt with him. His compassion was deep and shrewd, and it is arguable that his unorthodox and highly effective sponsoring of *The Land of Ulitarra: Records from the 19th century of the Aborigines of the Mid-North Coast* (1964)²¹⁵ would do more for long-term race relations than any other single act of the Department's. The like intellectual content of all 'his' Schools and Courses was considerable, presented in a scholarly way, and

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- 210. Under Earl Russell. The courses are listed in his Personal Record, and his 'diligence' is attested by the Cambridge authorities (Magdalene College).
 - 211. Staff Microfilm 10 (1964).
 - 212. Each met for three terms on four or five occasions.
 - 213. The details are in A.E. Programmes, Mid North Coast, File no. F1/1/64.
 - 214. Given by B.D. Barnes and H. Bennett of N.E.T.C.
 - 215. Published from Grafton it had 6 editions in the 1960s and is a classic text on regional N.S.W. cultural relations. It was reissued in expanded form by the (Lismore) Regional Director of Education (New South Wales Department of Education) in 1988, in order to assist mutual understanding between the races. The book is also cited by the poet, Les Murray, as a crucial influence on his thought, as in his verse novel, *The Boys Who Stole the Funeral* (1980).

splendidly organised. It comprised the most rigorous, accessible and memorable of the regional programmes - as is more than testified by its unique range and the very considerable enrolments always achieved. As earlier in Toowoomba, so later at Macquarie University, Dunton would attract and hold amazing numbers of students in courses most demanding intellectually.

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Conclusion

This chapter began with some idealistic and impassioned thoughts and of personal philosophy from Dr. Madgwick, as to the social and cultural work of the Department which he had so carefully fostered and on the two 'rural' faculties which had also performed heroically in extension areas up to that time. It will be shown later that 1964-65 was, perhaps, the last period of 'high confidence', with all four distinctive yet equally dynamic leaders of the entrepreneur Department at their distinctive peaks in 1963-1964. Already budgetary and other local (terminological) restrictions had begun to have their effect, and the Commonwealth Government, from outside, and the Professorial Board, from within the institution, would query the hitherto lavish expenditure on (and unswerving Armidale support for) adult education/university extension.

In this chapter, as elsewhere, considerable emphasis has been placed on the educational and social thought of the various leaders of the exercise, since it is clear that that should, and will, long survive the particular class, service or series of schools, which were its practical manifestations at a particular time and place. Already by 1965 the most academically queried activity, it is almost certain that the notion of community development - as both Madgwick and Nelson understood it - will endure as the particularly distinctive stewardship of those dynamic, yet visionary, extension men who had found themselves in total accord with the plans of the local founders of the tiny/tertiary institution. The same period had also seen the beginning of the training schemes for adult educators, plans which are the more dramatic in that they were devised²¹⁶ by men who had had their formative professional experience in the world of needs and in developing the socially and financially possible programmes for those adults of their regions who were 'educative', in other words, for all those whom they might assist to learn. Madgwick's own stress on family, church, the media and adult education as formative forces, had all come together in the fine, and even noble, synthesis known as 'community

216. For all their American origins, these courses were successfully talked through the Faculty of Arts, by now itself a body of ambivalent attitude where University Extension was concerned.

development'. The Vice-Chancellor's own words well defined the extension enterprise itself as one founded on 'a belief in the sanctity of the human being'.

While those who came later failed to see the moral²¹⁷ commitment aspect of c.d., and so found it to savour of socialistic intervention, or undue university concern with the average domestic cash flow in particular regions and villages, no such 'philosophical' reservations inhibited Madgwick, Nelson, Howard and their successors. They had achieved the active participation of all the community members in chosen activities in an alert and imaginative manner which could galvanise the participants' whole lives. Meanwhile the rise of the autonomous university-based providers would, necessarily, diminish the ability of the Department to fund/subsidize its more liberal and cultural activities, and this would cause all fees to rise dramatically, and so, perforce, begin the modification of offerings and of clientele and so lead to the inevitably more limited programmes of later years.

Another shadow falling across New England adult education was the founding of the school-oriented Faculty of Education, not all the leaders of which would be supportive of adult education. That applied field had still a very meagre literature produced in this country in the mid 1960s, and it was only emerging as a professional area, a fact which explains the considerable dependence on American models, themselves largely concerned with agricultural extension²¹⁸ and with a very different historical and settlement pattern. Quite certainly the paucity of disciplined and critical thinking within the academic staff as to the curriculum or role of adult education would cause considerable problems once Madgwick had gone. Few would be willing to admit that education should be lifelong and interact with all social institutions as well as with society at large. A field, that had not been legitimized would find survival very difficult, as support and finances were progressively withdrawn.

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217. At least until 1965 it was seen by some as akin to 'Moral Re-Armament', a British scheme of social regeneration very popular in the post-war decades there, and also particularly prominent in South Australia in the 1960s.

218. The seminal American text, Jerold W. App's *Towards a Working Philosophy of Adult Education* (Syracuse University, 1973) had yet to appear. Equally significantly, Armidale 'experience' was drawn largely from the Army, from New Zealand, or the U.K., or Scandinavia, and most of the Department's practitioners by this date had overseas antecedents and/or related experience.