THE DEVELOPMENT OF ADULT EDUCATION
in the
VICTORIA UNIVERSITY COLLEGE DISTRICT
FOLLOWING THE ADULT EDUCATION ACTS OF 1938 AND 1947

AN ESSAY TOWARDS A HISTORY

Submitted for the degree of Master of Arts in Education
at Victoria University College, Wellington, New Zealand.

JOHN GILWELL MCLEVIE
February, 195'.
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APPENDIX B
FOREWORD

This thesis does not seek to trace the full history of Adult Education in the Victoria University College District. Although such a history would be of value to those concerned with Adult Education, its size would be beyond the scope of this thesis. It will seek to show the broader influences of the 1938 and 1947 Adult Education Acts, as they have affected the development of Adult Education within the Victoria University College District. This will involve a discussion of many historical themes, but it will concentrate largely on the organisational and administrative aspects which have sought to give to Adult Education an identity of its own, whilst setting it in the pattern of life-long education linked with school, home, office, farm and factory.
MAP OF NEW ZEALAND
TO SHOW THE LOCATION OF
THE VICTORIA UNIVERSITY COLLEGE
DISTRICT.

1. As at 1st January 1946, when the Bluff area had been
   transferred to the Canterbury University College District.
PART I

CHAPTER I

ADULT EDUCATION BEFORE THE 1938 ACT

EARLY BEGINNINGS
CHAPTER I

INTRODUCTORY

The present-day well organised New Zealand system of Adult Education, administered in Adult Education regions associated with the University Colleges, is based upon two important Acts of Parliament, the "1936 Education Amendment Act," and the "1947 Adult Education Act." These were the culmination of experience accruing since the early beginnings of Adult Education in New Zealand, and particularly based upon the mounting problems of providing for adult education during the years immediately following the Depression. Interest in further education became so manifest.

To understand the 1936 and 1947 Acts, it is necessary to reach back to the period out of which the Acts emerged. The pattern of development throughout the country has been similar, and a study of the Wellington region will mirror to a certain extent the general situation in other centres.

Wellington was not slow in establishing a means of furthering the education of its adult members, for by the end of the first year of the existence of the settlement a public meeting had been held to discuss a proposed Working Men's Association. (1)

The value of discussion groups for its members was recognised at this early stage and the Association also was to undertake the collecting of books for a library and the organisation of lectures.

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\(^1\) *Adult Education in New Zealand*, A. B. Thompson Educational Research Series No. 22, 1945.
The settlers were fortunate as far as the library was concerned, in that, before they had left England they had been presented with a collection of books, and at the time during which the Working Men's Association was under discussion these books were handed over to the newly formed "Port Nicholson Exchange and General Library."

Finance in the early years was very difficult and in 1842 the books were offered to yet another proposed organisation - the "Port Nicholson Mechanics' Institute, Public School and Library." (1) The Mechanics' Institute was a conscious imitation of the English system, but while, as the name suggests, such organisations were for a specialised group in their homeland, in New Zealand they provided a more general education, leaving technical education to be undertaken at a later date by other bodies.

In the first few years of its establishment the Institute was well patronised, but this was probably due as much to lack of other cultural entertainment as to the desire, on the part of the students, for serious study. However, for a considerable length of time it served a very useful purpose in the community, especially by means of its library, which was eventually bought as the beginnings of the Public Library in 1893.

When in 1902 fortnightly lectures were begun in conjunction with the South Wellington Library, which had opened in that year, adult education in the area took a step forward. Local speakers continued this scheme for some years, with the assistance of (1) Adult Education in New Zealand A. B. Thompson.
visiting lecturers from abroad. The success of the venture is shown in the organisation of a similar scheme in the Wellington Town Hall, under the auspices of the Central Library.

Even these lectures, important as they were, assisted a limited group only, and although it had not yet been realized that workers' education was so much needed, by 1913 with the establishment of the United Federation of Labour, (a combination of the Miners' Federation and United Labour), there was an opportunity to reach the working man. The opportunity was not wasted because again, as in the case of the Mechanics' Institute, our links with England led to the introduction into New Zealand, of the work of an educational organisation which was well established in the mother country. This was the Workers' Educational Association whose founder, Albert Mansbridge, visited Auckland briefly in 1913.

A working committee came together in Wellington when those who had met Mansbridge in Auckland were seen to be so optimistic for his ideas, and a further impetus was given the movement by the visit, in 1915, of Meredith Atkinson and David Stewart, from Australia. The W.E.A. was making good progress in that country, and Atkinson, who was a former Director of Tutorial Classes at Sydney University, and Stewart, who was the secretary of the New South Wales branch of the W.E.A., hoped to see the movement become as strong in New Zealand. Their tour roused considerable enthusiasm and led to the granting of £300 to each University College, as funds for Extension lectures and Tutorial classes. This money was made available by the University of New Zealand
from the National Endowment Fund and enabled Wellington to organise tutorial classes, public lectures, study groups, field days and conferences.

Organised Labour soon recognised such opportunities for study as an excellent means of gaining necessary background for their parliamentary candidates, and the workers too, soon displayed a lively interest in politics and economics, partly so that they could more easily follow the war situation, and partly so that they could understand their own positions more fully. As a result there was a demand for classes in economics and industrial history.

Affairs in the Wellington district were entrusted to a District Council, which was comprised of representatives of the Trade Unions, educational bodies, the Chamber of Commerce, all of which were affiliated to the W.E.A., and also Tutorial Class representatives and co-opted members. This council concerned itself with raising funds and organising public lectures and a few classes, but the majority of the classes were the responsibility of a Tutorial Classes Committee on which Victoria University College authorities and the W.E.A. District Council were equally represented.

At first little work was attempted outside the city, as the emphasis was on tutorial classes, but even this work lost continuity from year to year in the 1914-18 period, when tutors and students alike were drafted into the army, or into industries outside Wellington. Work was also hindered by lack of library

(1) Adult Education in New Zealand by A. B. Thompson.
books but public interest was aroused and the support of both
the University and organised Labour groups was gained. Support
of this kind helped the beginning of adult education in the
country towns, for by 1919 ten towns outside the main centres
were receiving visits from part-time tutors. There was still
much work in this field which could not be carried out at that
time because of shortage of staff, and of the insufficiency of
the grant for tutorial class work which, after the University
Amendment Act, 1919, stood at £500 for each university college.

As the W.E.A. had to provide services for a wide area with
such limited finance there was a steady drift, from 1919 onwards,
away from the tutorial classes which were more expensive to run,
to short courses and study circles. This movement also helped
solve the problem of lack of staff, as the short courses did not
require as much ability in their group leaders as did the tutor-
ial classes. They were also more suitable for the New Zealand
situation where workers tend to move about the country more
frequently than their English counterparts, and are thus some-
times unable to undertake long courses. By 1930 the main body
of adult education work had passed from the tutorial classes to
other groups.

The position of the Tutorial Classes Committee also began
to change. Originally it had been responsible for the appoint-
ment and supervision of tutors, while the District Council of
the W.E.A. concerned itself with organisation of classes, but
slowly more and more of the planning and control passed over to
the Tutorial Classes Committee.
Most of the Wellington city classes were conducted by part-time tutors while the full-time tutors were given the country districts. The work of these tutors was arranged by tutor-organisers who were officially officers of the Victoria University College but some doubt existed as to whether the tutor-organisers were under the authority of the University or of the W.E.A. The gradual emergence of the University as the guiding force can partly be accounted for by the interest of Sir Thomas Hunter. His forceful personality and administrative ability gained him the confidence of university circles and of the leaders of the working class, and in this way he was able to assist adult education to a marked degree.

Between 1920 and 1930 the W.E.A. in Wellington expanded by carrying some of its services further beyond the city boundaries, but the difficulty experienced by tutors in reaching country students, even rarely, proved a stumbling block. As the W.E.A. library was too small to supply these students adequately, the Wellington District Council took advantage of a scheme which originated in Canterbury. Boxes of books, records, or plays, each with copies of a lecture, were sent to a group of students who studied the course at regular meetings and then forwarded it to another group. This Canterbury Box Scheme was successful in providing material for many students who would not otherwise have been adequately catered for, and was one of the main ways in which adult education was carried on during the Depression.
Another innovation between 1928 and 1930 was the organisation of "Clear Thinking" groups by the staff tutor in the northern part of the Wellington district, Mr. A. E. Mander. (1) Fifty of these groups of six to ten members met weekly to discuss a set of notes dealing with valid argument and clear thinking. The leader of each group corresponded weekly with Mr. Mander and this helped to develop real tutorial spirit in areas which the tutor was unable to visit weekly. When Mr. Mander resigned, the scheme did not develop further but it was the model on which the discussion groups of later years were formed.

In spite of these increased efforts, however, in 1929 some areas reported that a disappointing lack of interest was being shown by those for whom the Association was intended; other areas found that the work met a real intellectual need. (2) The work of Mr. Mander in his twelve-lecture courses was an attempt to meet this need in centres throughout the Taranaki, Manawatu, Hawkes Bay and Wairarapa, and showed a strengthening of the services outside the city area.

By 1930 in spite of financial strain and shortage of staff, the W.E.A. had extended its facilities to most of the V.U.C. district. The city classes had been well attended, the work in Taranaki, Manawatu, Levin, Hawkes Bay and Wairarapa remained at a high level and the W.E.A. was revived in Hawera. (3) The Canterbury Box Scheme expanded rapidly from five circles taking half courses in 1929, to twelve circles taking full courses and

(2) Ibid
(3) 1930 Annual Report of the Joint Tutorial Classes Committee, V.U.C.
three taking half courses in 1930, (1) and drama groups were flourishing but the work in the country was not yet on a really sound financial footing.

This period was important for experimental work all through the district, which played its part in helping to mould adult education to New Zealand conditions. The W.E.A. was growing, in its own way, to meet the needs of the community and was by now no longer merely a copy of the W.E.A. in England or Australia. Without such local experimentation, further development as provided for in the 1938 Education Amendment Act and the 1947 Adult Education Act would have been impossible, but thanks to the efforts of tutors in the field, expansion did take place, although it was postponed for some years by the Depression.

(1) 1930 Annual Report of the Joint Tutorial Classes Committee, V.U.C.
CHAPTER II

DEPRESSION AND RECOVERY

New Zealand had suffered financially from trade recession two or three times between 1920 and 1929, but it was not until 1930 that people became fully aware of the severe Depression that was starting to settle upon them. In its attempts to restrict expenditure the Government reduced grants for many public services and education suffered more than most by restriction of finance, while adult education was hit even more severely. The Government had not yet come to consider adult education as essential, so that a void was left and funds began to be filled with anxiety and despair as they were largely denied the opportunities for a more intelligent approach to the nation's dilemma or for mental refreshment.

It is truly amazing to discover that much work was indeed carried on in the city of Wellington, through the voluntary sacrifice in time and money made by enthusiastic lecturers and organisers, but the services of the W.E.A., particularly in suburban and country areas, had to be heavily curtailed or, in most cases, discontinued. An early indication of these troubles ahead was seen in 1930 when it was noted that "some financial difficulties were experienced" during the year. (1)

The detailed problems which the W.E.A. in the Wellington district had to face during the years 1931 and 1932 are hard to determine, as the Annual Reports and Minutes of the W.E.A.

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Tutorial Classes Committee\(^{(1)}\) were destroyed, but one can judge the difficulties faced by the fact that in 1933 Mr. J. A. Brailsford, after four years' successful work as a tutor-organiser in the country areas of the Wellington district, had his appointment terminated owing to lack of finance.\(^{(2)}\)

The finance available for adult education was affected during the depression in three main ways:-

(1) The Government grant was at first reduced, then later abolished.

(2) Affiliated bodies, such as the Trade Unions, required their funds to help the unemployed workers, and so could not afford to make full grants to the W.E.A.

(3) Few voluntary donations were made by local bodies or individuals.

A. B. Thompson in "Adult Education in New Zealand" suggests that adult education in these years should have been part of a policy of unemployment relief, but it seems doubtful whether men whose minds were filled with the problem of how to obtain the money for their next week's food, would have made good students.

In 1931 the annual Government grant of £750 to the Victoria University College for Adult Education Tutorial Classes, was reduced by 25%. In 1932 the grant was further reduced, and it was finally abolished in 1933. Over these years Local Body grants to the W.E.A., and Trade Union affiliations fell by 48%, so that the adult education movement would probably have had to discontinue its services about 1933, if it had not been for a

(1) Previously referred to as the Joint Tutorial Classes Committee.

(2) 1933 Annual Report of the W.E.A. Tutorial Classes Committee V.U.C. district.
grant of $10,000 made by the Carnegie Corporation of New York. (1)

Even with this financial help tutorial classes could not have been carried on after 1933 if part-time tutors had not worked without any guarantee of payment. Although many tutors did give their time to such work, it was not possible to continue to provide classes on the same scale as before, and the tutorial classes and short courses, which were the most expensive to run, tended to drop out first. Country work suffered most, both because travelling costs proved too great a drain on finances, and because much of the country work required a full-time tutor, whereas city work was carried on by part-time staff.

Between 1930 and 1935 enrolments in full courses, half courses and short courses (2) fell by approximately 82% in the Victoria University College district (3). Box circles and discussion courses were the only easy means of reaching large numbers of students during the worst years, but there was barely enough money available to cover the expenses of the organiser of these courses so that they too were restricted.

(1) Adult Education in N.Z. by A. B. Thompson.
(2) For definition of full course, half course, short course see footnote to table 1.
(3) All figures quoted in this thesis are for the Victoria University College (hereafter referred to as V.U.C.) District unless otherwise stated.
In 1930 (1) there were 312 enrolled in box scheme groups while discussion courses did not exist. By 1935 (2) there were 126 box scheme students and 158 in discussion groups - a total of 284 (3).

Of the total student enrolment of 770 in W.E.A. courses in 1935, only 7% were in full courses while 56% were in short courses and half courses, 16% in the box scheme and 21% in discussion groups (3).

The enrolments for various types of subject also show an interesting comparison between 1930 and 1935 (4).

(1) 1930 is chosen as it shows the peak figures to which adult education enrolments had risen prior to the Depression.

(2) 1935 is chosen as it shows the fullest effect of the depression on enrolments.

(3) See table I opposite page 13

(4) See table II
TABLE I
To compare the number of students Enrolled in W.E.A. classes\(^{(1)}\) in 1930 and 1935\(^{(2)}\)

<table>
<thead>
<tr>
<th></th>
<th>1930</th>
<th>1935</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>City Sub- Country Total</td>
<td>City Sub- Country Total</td>
</tr>
<tr>
<td>Full Courses(^{(3)})</td>
<td>164 111 - 275</td>
<td>54 - - 54</td>
</tr>
<tr>
<td>Half Courses</td>
<td>73 62 853 988</td>
<td>199 16(^x) - 219(^x)</td>
</tr>
<tr>
<td>Short Courses</td>
<td>363 - 1031 1394</td>
<td>215 - - 215</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td>- - - -</td>
<td>158 158</td>
</tr>
<tr>
<td>Box Scheme</td>
<td>- 312 - 312</td>
<td>126 126</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2969</td>
<td>Grand Total 770(^x)</td>
</tr>
</tbody>
</table>

\(^x\) Estimated figure as average attendance was given and not enrolment figures.

(1) This table excludes figures for drama groups. There is no mention of such groups in 1935, but small groups were held in 1930 in Hawera, Feilding, Napier, Palmerston North, Hastings, Masterton, Wanganui, Dannevirke, Manaia and Wai-pukuru. Figures for 1930 are not available.

(2) The figures are taken from Annual Reports of W.E.A. Tutorial Classes Committee for 1930 and 1935.

Nearly 50\% of the 1930 enrolments in tutorial classes were in literature, art, music and drama, while social problems and economics attracted 20\% and 9\% respectively. The position was nearly reversed in 1935 with only 23\% of the enrolments in literature, art, drama and music with social problems accounting for 41\% and economics for 13\%. Psychology showed a slight increase in importance as the 1935 enrolment was 12\% of the total compared with 7\% in 1930.\(^{(1)}\)

The above percentages do not include box scheme figures as there are no details available of the enrolments in each course for 1930. The records\(^{(2)}\) for that year show that twenty-two groups met under the box scheme. Most of the material studied was on literature, drama, art and music, while a few groups took a box on psychology. The total enrolment in this year was 312, but in 1935 although there were three more groups the students totalled only 126. All the groups in 1935 studied literature, art, drama and music as indeed did the majority of groups until the introduction of home science boxes at a later date. The box material on various subjects was made available to different groups from year to year so that we find reference to the same subjects at fairly regular intervals. A list of

(1) See Table 2.

### TABLE II

To compare the percentage of the total number of students enrolled in groups of subjects in the tutorial classes\(^1\) of 1930 and 1935\(^2\)

<table>
<thead>
<tr>
<th>Group of Subjects</th>
<th>1930</th>
<th>1935</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature, Art, Drama and Music</td>
<td>48%</td>
<td>23%</td>
</tr>
<tr>
<td>Social Problems</td>
<td>20%</td>
<td>41%</td>
</tr>
<tr>
<td>History</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Economics</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Science</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>Psychology</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Health</td>
<td>3%</td>
<td>-</td>
</tr>
</tbody>
</table>

(1) Tutorial classes is the general term for all classes taken by a tutor, and includes full courses, half courses and short courses.

(2) The percentages shown have been calculated from figures taken from the annual reports of the W.E.A. Tutorial Classes Committee of the V.U.C. District for the years 1930 and 1935.
With the termination of Mr. Brailsford's appointment as tutor-organiser for country areas, at the end of November, 1933, it became very difficult to maintain contact with local W.E.A. branches. There was little response to an inducement for local people to act as tutors and arrange lectures, except in Palmerston North, so the discussion group method was adopted with Dr. J. C. Beaglehole as the supervisor. The total number of students in these groups in 1934 was 207, forty-six fewer than in the previous year.

A series of eighteen courses of four talks each was given over 2YA, and was successful in reaching many students in 1933, although the W.E.A. felt that the fee of one guinea, paid by the broadcasting authorities, was inadequate. In 1934 sixteen courses of four talks were given but each was reduced from thirty to twenty minutes; once again the W.E.A. expressed dissatisfaction with the small fee. It also felt that the ban on subjects deemed "controversial" was too restrictive. It is therefore not surprising to find that the arrangement between the broadcasting authorities and the W.E.A. was terminated in 1935.

In the same year a slight lessening of the financial strain was apparent and the W.E.A. felt it was worthwhile pointing out the need for a full-time tutor. Most of the finance available

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(2) Ibid
(3) 1934 Ibid
(4) 1933 Ibid
(5) 1935 Ibid
was from a Carnegie grant, part of which was to be saved for 1936 as no Government grant was expected for that year. The restoration of the Wellington City Council grant, however, and financial help from the Wellington Harbour Board and the Macarthy Trust\(^1\) was of great assistance to W.E.A. work in the city and suburbs.

The lack of a tutor-organiser curtailed provincial work,\(^1\) although it was recorded that Feilding held a very successful course in "Art and Architecture."\(^1\) Discussion courses were still the main means of assisting students in the provincial areas, although the enrolments had dropped to 158.\(^1\)

This survey of the Depression years has shown a reduction of enrolments and a lessening of activity in adult education, and would not seem, at first glance, to contribute to the theme of this thesis which seeks to show that there was such a demand for adult education facilities that in 1938, only three years after the small enrolments already noted, special legislation was necessary to allow this demand to be met more effectively.

The outstanding feature of the Depression years, as they affected adult education, however, is not that enrolments grew less, but that they remained as high as they did. For three years adult education had no regular, or guaranteed grant, on the anticipation of which it could plan its work. It had to rely on a special grant from the Carnegie Corporation of New York, which was sufficient to allow only limited services to be provided in the city and suburbs.

\(^{1}\) 1935 Annual Report of the Tutorial Classes Committee, V.U.C. district
After 1933 there was not a single full-time tutor working for the Wellington branch of the W.E.A., and one must admire the work done by so many part-time tutors and organisers for meagre payment, or more often for none at all. The sacrifices of these part-time workers and the initiative of some country groups in maintaining their own work virtually unaided, was the basis on which adult education after 1935 was continued. Many people, although not able to spare the time or the money to enrol in classes during the depression years, had become interested and impressed by the way in which adult education work had been continued under very difficult conditions; it was these people in particular who provided the demand for an expansion of adult education facilities once the years of greatest hardship were over and the W.E.A. had the finance to offer more courses, especially in the country areas.

The financial difficulties that the W.E.A. had experienced between 1930 and 1935 had shown to them how much their work depended, for its full success, on a sound and assured income which would allow them to make their plans for extended work throughout the whole V.U.C. district. The full restoration of the Government grant in 1936 was the signal that the period of greatest strain had passed and that the W.E.A. could cease to worry about restricting programmes in order to keep within its budget. The movement could now concentrate on restoring some of the facilities provided before the Depression, and on expanding other work which continued demand during difficult times had shown to be necessary.
The Government grant was made available too late to allow any enlargement of plans for city and suburban work for 1936, so a limited programme tending towards short, rather than long, tutorial classes was carried out as it had been found that lengthy courses no longer made the same appeal. (1) An attempt was made to stir up a new interest in country areas by a tour carried out by Mrs. E. Maslen, the District Secretary of the W.E.A., but attendances at meetings were small. It was felt that the lack of attendance was probably due to clashes with local arrangements but that the good newspaper reports would help to arouse future interest. (1) Feilding, Palmerston North, and Woodville were not included in the tour as groups were already meeting in these places.

As Mrs. Maslen's tour failed to gain much support most of the work in provincial areas was done through discussion courses and box circles, organised in Wellington by Mr. D. J. Donald. (1) Twenty discussion course groups were formed with a total enrolment of 200 students, while twenty-four box circles were organised throughout the district, the membership showing a slight decrease on those of 1935. (1)

By 1937 it had been possible for the W.E.A. to plan its activities with the assurance of a Government grant and it set out to re-establish its country work. Mr. P. Martin-Smith was appointed tutor-organiser for this work in February, 1937. (2)


(2) 1937 Annual Report of the W.E.A. Tutorial Classes Committee
MAP OF NORTH ISLAND PORTION OF THE V.U.C. DISTRICT

to show the location of towns mentioned in the script.
He advertised in local journals and papers, and contacted organisations likely to be interested, and as a result there was an expansion in discussion course groups from twenty groups and eleven individuals in 1936, to sixty-five groups and thirty-six individuals in 1937. The subjects studied were as follows:

- New Zealand Today and Tomorrow (13 groups)
- Approach to Economics (6 groups)
- Problems of Human Nature (8 groups)
- International Questions of the day (9 groups)
- Labour Movement in New Zealand (15 groups)
- Plan or no Plan (3 groups)
- Literature and Social Change (4 groups)
- Understanding Human Nature (1 group)
- Russia (1 group)

Mr. Martin-Smith also visited widely scattered Public Works Department camps at Woodville, Fordell, Tokaanu, Turangi, Waikare, Raupunga, Tuai, Raetihi, and two camps on the Hunterville-Taihape road, three on the Napier-Taupo road and three on the Napier-Wairoa road. (2)

The extent of Mr. Martin-Smith's visiting and organisational work meant that lectures were late in starting, especially as he gave twenty-six public addresses and twenty-two addresses to organisations, to gain interest and support for W.E.A. work. Despite this late start, however, the enrolments in all classes (1) 1937 Annual Report of the W.E.A. Tutorial Classes Committee. (2) See map opposite.
### TABLE III

**TO COMPARE ENROLMENTS IN W.E.A. ACTIVITIES**

in 1936 and 1937

<table>
<thead>
<tr>
<th>CITY AND SUBURBS</th>
<th>1936 Enrolments</th>
<th>1937 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Classes</td>
<td>478</td>
<td>667</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td>-</td>
<td>105</td>
</tr>
<tr>
<td>Box Scheme</td>
<td>-</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTRY WORK</th>
<th>1936 Enrolments</th>
<th>1937 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Classes</td>
<td>28</td>
<td>297</td>
</tr>
<tr>
<td>Discussion Groups</td>
<td>200</td>
<td>721</td>
</tr>
<tr>
<td>Box Scheme</td>
<td>258</td>
<td>325</td>
</tr>
<tr>
<td><strong>Total Enrolments</strong></td>
<td><strong>964</strong></td>
<td><strong>2,148</strong></td>
</tr>
</tbody>
</table>

**NOTE:**

Discussion Groups and Box Scheme Groups were not introduced into City work until 1937. The table is from the 1937 Annual Report of the W.E.A. Tutorial Classes Committee, V.U.C. District.

during 1937 were considerably greater than those in 1936 as shown in Table III. (1) This was partly due to the provision of a larger proportion of short courses, a state of affairs which caused some concern to the W.E.A. and led them to claim that the main defect in tutorial work was the lack of written work and of student participation. (2) Since its introduction into New Zealand the W.E.A. movement had moved further and further away from its English basis of full tutorial classes, often extending over three years.

Prior to the Depression the W.E.A. in the V.U.C. district spread its efforts rather thinly over the whole area, although the greatest concentration was to be found in Wellington. The "supply lines" of W.E.A. work in the country proved too slender to be maintained under the pressure of the Depression, and only small pockets of work were able to continue where an independent spirit prevailed amongst the students. The return of the Government grant in 1936, and the planning for full-scale effort in 1937, sought to re-establish the "supply lines" in the country, but adult education workers had had time to reflect on the result of their experiments in giving a wide but thin coverage. The result of this thinking was the appointment of a Sub-Committee of the V.U.C. W.E.A. Tutorial Classes Committee to make a special report on policy for 1938. (3)

(1) See page opposite
(3) The Committee comprised:- Mr. F. L. Combs, Professor W. H. Gould, Professor F. F. Miles, and Mr. A. E. Campbell.
This report (1) proposed a return to a greater number of long courses with a consequent reduction in short courses. Such a concentration of effort on the more expensive full courses was made possible by the guarantee of more finance. It was estimated that funds for 1938 would amount approximately to £2,215, made up of two special grants from the Government of £250 for general purposes and £250 for work in Public Works Department camps, the final Carnegie Trust grant and the regular grants administered by the University and provided by the National Endowment Fund, the Wellington City Council, the Wellington Harbour Board, and the Macarthy Trust.

The statistics of classes during 1938 show that the policy of more concentrated work among fewer students was carried out. In the city four 20 lecture courses were offered on Psychology, Drama, Literature, and Social and Industrial History; a full course was also run in Lower Hutt on Psychology. (2) Only three short courses were offered in the city in 1938, compared with thirteen in 1937, with a drop of enrolments from 533 in 1937 (3) to 83 in 1938. (2) The Tutorial Classes Committee expressed itself to be convinced of the soundness of the return to longer courses, and said that it felt the numerical loss of students to be outweighed by the advantages of continuous study and better discussions. (2)

(1) Presented to the V.U.C. W.E.A. Tutorial Classes Committee on June 14th, 1937.
(3) 1937 Ibid
Box circle enrolments fell from 325 members in 1937,\(^1\) to 132 in 1938,\(^2\) because the tutor-organiser, Mr. A. S. Rely,\(^3\) preferred to put his energy into classes and discussion course groups. As a result discussion group enrolments rose from 826 in 1937,\(^4\) to 851 in 1938.\(^5\) The most popular courses were:

- International Issues (25 groups)
- New Zealand Today and Tomorrow (17 groups)
- The Labour Movement in New Zealand (12 groups)
- Approach to Economics (10 groups)

Much work was done among Public Works Department camps which were visited fortnightly during the winter. Lectures were given and discussion groups formed. With these added to his other country groups Mr. Rely travelled an average of a hundred miles per day throughout the winter.\(^7\)

\(^1\) 1937 Annual Report of the W.E.A. Tutorial Classes Committee, V.U.C. district.

\(^2\) 1938

\(^3\) Mr. Martin-Smith had been Provincial tutor-organiser but his resignation was accepted on February 23rd, 1938, as he had been appointed Director of the W.E.A. in Auckland (Minutes of a meeting of the W.E.A. Tutorial Classes Committee, V.U.C. district, held on February 23rd, 1938).

Mr. A. S. Hely was appointed to fill the vacancy of tutor-organiser as from March 15th, 1938; Mr. G. J. Garner was appointed as extra tutor-organiser from March 15th also. (Annual Report of the W.E.A. Tutorial Classes Committee, V.U.C. district, 1938).


\(^5\) 1938

\(^6\) "

\(^7\) "

\(^8\) "

\(^9\) "
The work of the W.E.A. as reviewed in this chapter has shown a very real demand for adult education facilities in the V.U.C. district. Before the Depression, enrolments rose steadily to reach a peak in 1930, but soon after 1930 the financial restrictions prevented most country work, and heavily reduced city and suburban classes, yet there were still people anxious to be students and many tutors prepared to make sacrifices of time and money to teach them. As soon as finance allowed, the W.E.A. sought to restore its country work and although the response was not immediate it had become wholehearted by 1937.

The danger of spreading the efforts of tutors too thinly over the district had been revealed when it had been impossible to keep up country work during the Depression, and at the same time the difficulty of making plans or formulating policies when the source and amount of finance was not assured was also shown. Thus, well before 1938, it was becoming apparent in the V.U.C. district that adult education needed to be on a firmer foundation. The demand for facilities had been shown to be strong even in difficult times; a staff with a sense of duty and prepared to work despite hardships had been maintained; experiments had shown the type of adult education which seemed best suited to New Zealand conditions, and the danger of a wide but superficial spread of activities had been shown. What was now required was a means of making use of all these advantages and experiences. The foremost need was regular and reliable provision of finance by the Government, and an assurance that adult education was to be recognised as an essential service and not to be treated as an "extra" during difficult times.
The 1938 Education Amendment Act was an attempt to give such a firm base for the consolidation and future development of adult education work throughout New Zealand.
CHAPTER III

PART II

THE 1938 EDUCATION AMENDMENT ACT

ADULT EDUCATION UNDER THE 1938 ACT
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The Education Amendment Act, 1938, was passed following the presentation of a report, early in 1937, of a University Senate Committee on Adult Education in New Zealand.

This Committee, the Senate was not the outcome of a coherent body of educational theory, but was set up as a practical answer to the need recognized by the new Minister of Education, for a request for aid, made to the new Labour Government by a variety of voluntary bodies providing Adult Education. These voluntary bodies, amongst whom the W.E.A. was the largest providing Adult Education facilities, required financial aid to continue and expand their work after the years of depression, which had diminished their resources in personnel, equipment and finance, but the Minister of Education found it extremely difficult to decide how money provided by the Government could be distributed to the best advantage amongst so many groups whose work seemed, in many cases, to overlap.

An earlier attempt by the Minister, in April, 1936, to give some unity to Adult Education, had not succeeded in putting forward any concrete plans. A conference had been held in Christchurch of representatives of the Workers' Educational Association, the Association for Country Education, the Woman's Institutes, the Woman's Division of the Federated Farmers' Union, the British Drama League and the University Senate. 

(1) Minutes of Christchurch Conference on Adult Education, 1936.
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(1) Minutes of Christchurch Conference on Adult Education, 1936.
aims that of deciding the relative importance of the claims for financial aid put forward by the voluntary bodies providing Adult Education facilities, and of determining where the provisions of these bodies overlapped in order to suggest means for overcoming this. As the conference continued, wide differences of opinion between the representatives became apparent. Perhaps the most important point of view, in the light of later developments, was that of the District Councils of the W.E.A. who opposed the setting up of a national council of Adult education with any real powers. Having found it impossible to reach any definite conclusion, the Conference finally decided to ask the Minister of Education "to invite the University to set up a Committee (not wholly consisting of representatives from the University) to prepare a comprehensive scheme for adult education in New Zealand." (2)

The proposed Committee was appointed in June, 1936, by the Executive Committee of the Senate, and its report was presented to the Minister of Education early in 1937. The main provisions of the report were tabled for the 1938 Parliamentary Session as a Bill which proposed the setting up of a Council of Adult Education and listed its duties as follows:-

(a) "To co-ordinate the activities of the organisations concerned with adult education, and generally to promote adult education.

(1) Adult Education in New Zealand by A. B. Thompson.

(2) Minutes of Christchurch Conference on Adult Education, 16th April, 1936.
(b) To make recommendations to the Minister as to the annual grant to be made to the University of New Zealand for Adult Education, out of the moneys appropriated by Parliament for that purpose.

(c) To control the expenditure of all moneys granted to the University of New Zealand for Adult Education as aforesaid.

(d) To furnish an annual report to the Minister.

The Bill was passed and became known as the Education Amendment Act 1938.

The Act achieved its main purpose in that it set up a body which the Minister of Education could consult on financial matters. To facilitate this, the Council of Adult Education received applications from the various bodies providing Adult Education facilities and organised the requests into a coherent whole so that recommendations could be made by the Council to the Minister of Education as to the amount of the annual grant to be made to voluntary bodies, through the books of the University of New Zealand. The moneys granted to the University of New Zealand for Adult Education purposes, by this means, were distributed by the Council to the voluntary bodies.

The other duties of the Council of Adult Education, as laid down in the Amendment, proved, as it seems they were intended, to be rather beyond the actual powers of the Council. The coordination of the activities of the organisations concerned with Adult Education was too difficult a task, as the Council lacked the permanent staff to ensure actual co-operation between the various bodies. The "promotion" of adult education was equally

(1) A report has been presented to the Minister every year since 1938.

(2) For full text of Education Amendment Act, see Appendix A.
difficult without a trained staff to determine the over-all needs of the adult community. The lack of such a permanent staff, and of any real power vested in the Council of Adult Education seems to have stemmed largely from the objections raised by the District Councils of the W.E.A. at the 1936 Christchurch Conference(1) and by the W.E.A. representatives on the University Senate Committee of 1937.(2) This opposition on the part of the W.E.A. seemed to be due to a fear that the work of voluntary bodies might be supervised or brought under detailed direction by a powerful central body.(3) The Senate Committee expressed itself in sympathy with this feeling when it stated that "it is not intended that either the Council or the Local Committees should themselves carry on organised educational activities or should interfere in the work of bodies carrying on these activities,"(4) but both the Council and the Local Committees found, as will be shown later, that on many occasions they were obliged to become bodies providing adult education facilities.

Perhaps it would soon have been found necessary to provide for a staff to promote Adult Education, had not the war intervened to divert the attentions of those who might otherwise have made it their business to survey the field of Adult Education and to urge a permanent staff to extend the facilities needed for expansion.

(1) Minutes of the Christchurch Conference on Adult Education, 1936.
(2) Minutes of Senate Committee on Adult Education, 1937.
(3) A. B. Thompson in Adult Education in New Zealand.
(4) Report of 1937 Senate Committee on Adult Education.
Whilst the lack of any real power in the hands of the Council preserved the independence of district committees of voluntary bodies, it did not allow any full co-ordination of the various organisations, so that many of the provisions continued to overlap while there were gaps in other parts of the adult education field. Closely connected with this difficulty was the problem which faced the Senate Committee, of representation on the Council of Adult Education. The Committee had to decide whether representation should be irrespective of the particular interests of voluntary bodies or whether it should be through the direct appointment of delegates of these bodies. It was decided that representation ought to be irrespective of interests with one exception: "the Committee is of the opinion ....that the unique position hitherto occupied by the W.E.A. justifies the granting of separate representation to that body."\(^{(1)}\)

In accordance with this principle, the W.E.A. was given a representative on the Council of Adult Education\(^{(2)}\) and provision was made in the Committee's Report for three W.E.A. representatives on local committees, the other members to be appointed by the College Council.

\(^{(1)}\) Report of the Senate Committee on Adult Education, 1937.

\(^{(2)}\) The Council of Adult Education comprised seven members:

- The Director of Education, the Director of Broadcasting;
- two appointees of the University Senate;
- two appointees of the Minister of Education;
- one representative of the W.E.A.
At first the principle of non-interference with the work of voluntary bodies providing Adult Education seemed to be further underlined by the omission from the Bill of the recommendation of the Senate Committee that there should be a local committee to aid co-ordination, but "this omission was partially rectified by resolution of the Council at its third meeting, when it recommended that an advisory committee should be set up in each University College district, to include three representatives of the College Council, three representatives of the District Council of the W.E.A., and such other representatives as the College Council might appoint." (1)

While noting the fact that the central council was not given authority over voluntary bodies, A. B. Thompson points out that the control of a body's finance does give some such power - "it must have occurred to members of the (Senate) Committee that the making or withholding of grants is, in the long run, a pretty effective way of interfering in the work of such bodies ... and the recommending of such action lay with the proposed Council and Committees." (1)

The Education Amendment Act, 1938, was chiefly important in that recognition was given to Adult Education as a unity and not merely as a section of the work of a variety of voluntary bodies. As has been pointed out, there was little definite planning for future development, but there was a recognition that there was work to be done among adults and an indication that the Government was prepared to support this work financially, by

(1) Adult Education in New Zealand by A. B. Thompson.
making grants through the University under the advice of the Council of Adult Education. The W.E.A. continued to play a large part in the field of Adult Education, but it seems that rather too much work was left in the hands of this one body. From the early days of its inception it had been criticised as a sectional body providing for only a certain group in society. By its insistence on the academic freedom of lecturers, provided they were not seeking to indoctrinate students along limited lines of thinking, the W.E.A. was able to prove wrong those critics who tried to brand it as "Leftist" or "Capitalist", and to attract students and lecturers from all parts of society and with widely divergent views. Yet the very name of WORKERS' Educational Association was unwelcome in some areas. Country groups, for example, felt that the name was not appropriate to them and many city folk did not like to be referred to as students of a "workers" body. It was also pointed out that so many of the lecturers were employed by the University that the functions of the W.E.A. were very often merely of an organising nature.

The safeguarding of the position of the W.E.A., in the scheme of Adult Education by the Act, can be justified in terms of the service rendered by the W.E.A., but it is doubtful whether such a position was beneficial to the development of Adult Education at that time, or since. The W.E.A. was left with a large share in the organisation, while the University also had considerable control, but neither body was made responsible for building up a fuller system of Adult Education, with the result that some needs were not met for many years.
The coming of the war diverted the minds of educators and voluntary bodies to the new duty of catering for the men and women in military and works camps and, at the same time, called into active service many workers for Adult Education from the University and from voluntary bodies. As a result the development of Adult Education following the 1938 Act did not always keep to the pattern expected of it. The war did, however, provide valuable experiments among large groups of men and women and made contacts which were later carried over into peace-time. Many voluntary bodies, such as the Y.M.C.A. and the Y.W.C.A., developed the educational aspects of their work much more, so that although the W.E.A. continued to work as vigorously as before, it found itself becoming one of a number of bodies providing extensive Adult Education facilities and not the only body concentrating so largely on this work.

Although the development following the 1938 Amendment Act was confused by the impact of the war, there were two years in which it had time to operate. A study of the work of the years 1939 and 1940 in the V.U.C. district reveals the immediate effects of the Act.
CHAPTER IV

The Outlook is Changed by War

The setting up of administration in accordance with the 1930 Education Amendment Act proceeded without delay, and during 1930 the National Council of Adult Education was established. The District Advisory Committees on Adult Education too were formed, and the W.M.A. Advisory Committee, which replaced the W.M.A. Tutorial Classes Committee, held its inaugural meeting on the 5th of April, 1939. It was originally made up of three appointees of Professors Gould and Miles and Mr. Combe, and three appointees of the W.M.A., Wears, Harrington, Cornwall and Gibson. (1) A further member was added to the Committee at a meeting on the 31st September, when Mrs. Kilco was welcomed as the representative of the combined women’s organisations. (2)

The ease with which the new Advisory Committee took over the work and the plans for 1939, which had been organized by the Tutorial Classes Committee, can be seen in the continuance of work

(1) Minutes of the inaugural meeting of the W.M.A., V.U.C. District, District Advisory Committee on Adult Education, held on 5th April, 1939. [From 1940 onwards the letters W.M.A. were omitted from the heading of the District Advisory Committee’s Annual Report.]

(2) Minutes of meeting of W.M.A., V.U.C. District, District Advisory Committee on Adult Education, held on 5th April, 1939.
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The ease with which the new Advisory Committee took over the work and the plans for 1939, which had been organised by the Tutorial Classes Committee can be seen in the continuance of work.

(1) Minutes of the inaugural meeting of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education, held on 5th April, 1939. (From 1942 onwards the letters W.E.A. were omitted from the heading of the District Advisory Committee's Annual Report.)

(2) Minutes of meeting of W.E.A., V.U.C. District, District Advisory Committee on Adult Education, held on 5th April, 1939.
in the field without any interruption. The plans of the Tutorial Classes Committee for 1939 had been made with the assurance of a full grant of £1250 from the Government, through the National Council of Adult Education, £250 through the University from the National Endowment Fund, and about £200 from fees for discussion courses and box schemes. (1)

During 1939 there was an overall loss of students in the V.U.C. District owing to the continuation of the 1938 policy to increase the proportion of longer courses over shorter ones. The District Advisory Committee expressed itself to be convinced of the desirability of greater year to year continuity in the study programme of classes, as well as of the desirability of stimulating active work among the students. (2) It also considered that the main work in country areas should be through discussion groups and that these groups were more effective if they had fairly frequent contact with the tutor. This system had been found satisfactory by Mr. Hely who had concentrated on more systematic visiting of groups in his country districts. To do this he had had to limit his lecture courses to six. (3)

(1) These figures are taken from a special report of a sub-committee of the District Advisory Committee, on plans for an Increased Grant in 1940.

(2) 1939 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(3) Mr. Hely's district was centred in Palmerston North and included Taranaki, Manawatu, the central area around the Main Trunk Railway, Hawkes Bay, and Wairarapa as far south as Masterton.

(4) 1939 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
In the city thirteen classes were held with 300 students; the largest enrolment was in half courses with ten to fourteen lectures. There were 89 students enrolled in full courses, 270 in half courses, and 244 in short courses.

Country work concentrated on discussion courses with 86 groups enrolling 1,034 students, many of these groups being in Public Works Department Camps. The tutor-organisers, Mr. Hely and Mr. Richards, had found their year a very full one and the District Advisory Committee stated that the number of discussion groups for 1939 was about the maximum that could be handled without an increase of staff. They felt that Mr. Hely's area should be subdivided and that Mr. Richards required assistance to enable him to make more and longer visits to the South Island.

The most popular subjects studied in discussion groups during 1939 reflect public concern with the trend of world events overseas and the part New Zealand was playing. "Pacific Problems" was the most popular subject, taken by 21 groups, while "International Issues" interested 16 groups, and "New Zealand Today and Tomorrow" was taken by 11 groups. The Committee noted that only a small proportion of the groups sent in written

(1) Mr. Richards took over Mr. G. J. Garner's area as tutor-organiser, after Mr. Garner left at the end of March to take up a commercial post in Australia. The tutor-organiser was stationed at Wellington and worked the West coast of the North Island from Wellington to Pakekari, the Wairarapa south of Masterton and the Nelson-Marlborough area.

(2) 1939 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
reports, although the standard of work in many groups was "surprisingly high." (1)

In consequence of the promise of an increase in the Government grant for 1940, the National Council of Adult Education asked for a statement of plans for expenditure of an increased grant from the district. The District Advisory Committee presented a special report on the matter (2) to the V.U.C. Council for consideration before it was forwarded to the National Council of Adult Education.

Many needs which had been noted in annual reports for several years were pointed out, especially those suggestions aimed at consolidating country work. The Committee said that the most urgent need was to subdivide the large area covered by the tutor-organiser from Palmerston North. The ideal subdivision, they felt, would be into three parts with a tutor-organiser based in Hawera, one in Palmerston North, and another in Hastings; but this seemed rather too big a step all at once so an alternative suggestion, to separate off the Taranaki area, was proposed.

It was also suggested that some relief should be given Mr. Richards in his local lectures, to enable him to visit the South Island area of Nelson and Marlborough, and that he be given an increased allowance for expenses for these visits. Tutorial classes were recommended for some of the larger provincial centres to supplement the work there, especially in Palmerston North.

(1) 1939 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(2) "Special Report on Increased Grant for 1940" presented to the V.U.C. Council by the District Advisory Committee on Adult Education in 1939.
where it was thought that a maximum expenditure of £120 should be allowed. Palmerston North, it was noted, had already requested a grant to allow more continuity of work than had been possible with previous classes carried on by voluntary part-time lecturers.

One of the most important proposals of the Special Report was in the field of women's work, when the recommendation was put forward that a full-time, fully trained teacher in arts and crafts be appointed, to work in co-operation with the women's organisations. The subsequent appointment of this tutor led to rapid expansion and the fulfilling of a great need.

The Government grant for 1940 was increased as promised and the proposals of the Special Report were put into effect, as revealed by the Annual Report of the W.E.A., V.U.C. District, District Advisory Committee for 1940. Mr. Hely's area had Taranaki taken from it and put in the care of Mr. S.R. Morrison M.A as from March, 1940. (2) The District Advisory Committee noted that the Taranaki area was not an easy one to work, but that "Mr. Morrison tackled the work enthusiastically and with a considerable measure of success, although the lack of a car prevented his reaching the more remote areas. (3)"

Arrangements were made to enable the Wellington-Nelson-Marlborough tutor-organiser to spend more time in the South Island area, but Mr. Richards, the tutor-organiser, was suspended.

(1) Mr. Morrison had had previous experience of W.E.A. work in the Otago District.


(3) Ibid
from duty as from August, 1940, and his appointment was later
terminated by the College Council. This action prevented some
lecture courses from being organised.

Work in Palmerston North responded very well to the encourage-
ment given by the District Advisory Committee and by the end of
1940 the Palmerston North W.E.A. Committee had rented rooms of
its own, including a large room equipped for educational work with
seating for fifty people. Efforts were made during the year to
encourage other interested organisations to treat these rooms
as a nucleus for a Community Centre. Work continued to expand
and in 1941 the rooms were improved with better seating accommo-
dation, while in the following year an electric amplifier, to
be used for music lectures, was added to the equipment.

The proposal of the Special Report for 1940, on women's
work, led to important development in this field in art and craft
work and in home science subjects. Mr. S. M. Williams, A.R.C.A.,
took up the position of arts and crafts tutor in March of 1940.
The Sarah Anne Rhodes Fellow, Miss A. H. Johnson, was already
carrying out home science extension work from Massey College,
and part of the grant for women's work was used to supplement
the Sarah Anne Rhodes Trust. As proposed in the Special Report,
Miss Johnson's work was co-ordinated with other adult education

(1) 1940 Annual Report of the W.E.A., V.U.C. District, District
Advisory Committee on Adult Education.

(2) 1941 Annual Report of the W.E.A., V.U.C. District, District
Advisory Committee on Adult Education.

(3) Minutes of a meeting of the District Advisory Committee
held on the 17th August, 1942.
activities in the district, and she was appointed a member of
the District Advisory Committee. (1)

During 1940 Miss Johnson took classes in Wairoa, Ruapehu,
the Wairarapa, Mangaweka, South Hawkes Bay and North Hawkes Bay. (2)
In the Wairoa area 75 meetings were held comprising 66 three-
hour classes and 9 public lectures; the total enrolment was
820 women, with dressmaking the subject most in demand. The
Ruapehu and Wairarapa courses were planned to meet the needs of
Women's Institutes as far as possible, and attracted 276 and
315 students respectively. Petrol restrictions and patriotic
war interests were already making country work difficult, so
Miss Johnson went to regular Institute meeting days rather than
to organised intensive courses which require special and frequent
outings by the women. This visiting of Institutes helped raise
interest in lectures, study groups and box schemes.

A four week tour of Southern Hawkes Bay was also undertaken,
and here 581 women attended 31 classes, mostly at Women's Insti-
tute monthly meetings, while a total of 709 attended 38 meetings
in Northern Hawkes Bay.

This quick review (1) of Miss Johnson's year reveals the scope
of the work being done amongst country women. The linking of
this work with Women's Institutes prepared the way for large ex-
pansion, much of which had to wait until the war ended.

An account of arts and crafts work during 1940 was made in
the Annual Report of the W.E.A., V.U.C. District, District

(1) 1940 Annual Report of the W.E.A., V.U.C. District, District
Advisory Committee on Adult Education.

(2) 1940 Report of the District Advisory Committee on Women's
Groups.
Advisory Committee. Here it was stated that the general objective of Mr. Williams's new work was to lay the foundations for good design in craft work, by teaching, on a simple and practical basis, the principles of design, and also to give some general training in aesthetic values; "the primary aim has been to assist students towards individual creative designing in crafts with which they are already familiar." (1) Here again the Women's Institutes assisted in the organising of groups in Taranaki, in collaboration with the local tutor-organiser, Mr. Morrison.

The year's work can best be reviewed if divided into three sections. The first period is from April to mid-June and is the time during which delegates from outlying study circles came in to local centres for intensive courses lasting over five successive afternoon classes, each of three and a half hours duration. The aim of these classes was to assist each member to design, commence, and if possible complete one piece of practical work. Instruction in design and technique, and training in aesthetic values by lectures and slides, were given. The quality of the models produced was excellent, but it was feared that too much had been concentrated into the courses. (2)

These courses were held at Hawera, Kaponga, Opunake and Patea.

The second period of art and craft work was from June to August, during which time Women's Institute delegates classes

(1) 1940 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(2) 1940 Report of the District Advisory Committee on "Arts and Crafts in Women's Groups."
were held at Palmerston North and at Rongotea and a W.E.A class was held at Palmerston North. Visits were also paid to individual circles in Taranaki in these months. (1)

The third period of the year was from September to November in which Mr. Williams did a circuit of the Federation of Women's Institutes in the Hutt Valley, and gave courses each of twelve weekly meetings. (1) These courses proved successful but easy transport made good attendance possible in the Hutt Valley where larger country areas would find transport difficulties a great handicap.

The first year's experience of art and craft work had shown several things:-

1. The students at this time were experiencing a pull toward patriotic duties; this was overcome to some extent by selling the finished craft work for patriotic funds. (1)

2. There was still a need to gain the confidence of the leaders of craft work in the various women's federations. (1)

3. Petrol restrictions due to the war were placing limitations on the work. (1)

Another branch of Mr. Williams' work was the classes taken in dramatic theory and stage-craft in Hawera and Patea for women's groups; these were well attended as shown by the following statistics:-(2)

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>Total Number of Meetings</th>
<th>Number in Classes</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>72</td>
<td>60</td>
</tr>
</tbody>
</table>

(1) 1940 Report of the District Advisory Committee on "Arts and Crafts in Women's Groups."

(2) These figures are taken from the 1940 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
Throughout 1940 tutorial work in the city continued very much as usual despite the war and 1752 students were enrolled in city tutorial classes as against 1719 in 1939. This increase was particularly pleasing to the District Advisory Committee "in view of the proportion of full-length courses in the city this year - an objective aimed at for several years."(1)

Three of the city classes were planned on a two year scheme of work; these classes were "Psychology", taken by Mr. L. S. Hearnshaw, "Political Science", by Professor L. M. Lipson, and "Economics" by Dr. W. B. Sutch. Two other full courses were held during the year, but were planned as only one year courses; these were "Current History", taken by Miss T. B. Maurais, and "Literature" by Professor I. A. Gordon.(1)

Classes on "Appreciation of Music", by Dr. A. C. Keys and "Appreciation of Art", by Mr. E. C. Simpson were planned as half-courses but continued longer, as did a drama course taken by Mr. R. Hogg. The number of short courses in the city were reduced in accordance with the policy to concentrate on longer courses and there is no record of any half courses being held within the city at all. A short course on "International Relations" by Professor von Zedlitz, and one on "The Cultural Background of New Zealand" by Mr. D. O. W. Hall, attracted a total enrolment of 81.(1)

(1) 1940 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
The effect of the war in urban areas seems to have been less because of two main factors, firstly, that a lecturer or tutor-organiser was able to be present at each meeting and thus to maintain interest despite outside distractions, and secondly, that petrol rationing did not have such a limiting effect on travel by public transport as it did on private car travel in the country. A review of country adult education work reveals a very different situation from that in the city. The most severe impact was on discussion course groups, where numbers dropped from 86 groups with a total of 862 students in 1939 to 64 groups with 597 students in 1940.\(^\text{(1)}\) The most popular of the subjects offered were "Language and Society" (13 groups), "International Issues" (11 groups), and "New Zealand Today and Tomorrow" (9 groups).\(^\text{(1)}\)

The effect of the war on Adult Education in country areas, particularly after it became more severe in June with the overrunning of France, was largely the result of the difficulties that petrol rationing imposed on travelling distances. There also appeared to be a relatively greater enthusiasm for patriotic work in country areas and this used up most of the spare time of the women-folk. Of 43 discussion course groups formed in Mr. Hely's area, 13 weakened and collapsed after meeting and discussing only three or four lectures; similar effects were manifest in Mr. Morrison's area, and in Nelson and Marlborough.\(^\text{(1)}\) The tutor-organisers in all districts found that they had to pay more continuous attention to the

\(^\text{(1)}\) 1940 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
surviving groups to keep them functioning. Thus, while the war conditions lasted, the number of discussion course groups that could be handled by one tutor-organiser was smaller than in normal years. (1)

Bearing in mind the decline in discussion group numbers, one is surprised to find that box circles increased by one on their 1939 figure of 11 groups, but the increase is more apparent than real, for 7 of the groups were formed amongst high school pupils. (1)

Mr. Hely took six sets of short courses throughout his region but found that the standard of the students' work deteriorated through the distraction of the war situation. (2) The war was making itself felt so much in country areas, that in July a special conference was called between the tutor-organisers and the District Advisory Committee, to discuss the situation, and to form some sort of policy to fit it. (2)

The main special difficulties that Mr. Hely had encountered in his area, centred in Palmerston North, had been the general distraction of the war situation on the minds of students and prospective students, the petrol restrictions, which curtailed his visiting, and which discouraged students from travelling long distances, and finally that the voluntary women's organisations had diverted their attention to making comforts for soldiers and refugees. All these factors prevented prospective students from


(2) Minutes of a "Special Conference of the Advisory Committee on Adult Education with District Tutor-Organisers" held at V.U.C. on 17th July, 1940.
joining study classes and often caused students to drop out of classes even after they had enrolled.

A further difficulty mentioned by Mr. Hely was in connection with Public Works Department Camps which were either closing down or splitting into groups which were too small for satisfactory discussion courses; in particular, the loss of younger men to the armed forces removed the active nuclei of many groups.(1)

Mr. Morrison, the Taranaki tutor-organiser, expressed the view that in times of stress, educational activity became of less importance, but that he nevertheless found that Adult Education, in some cases, was providing a substitute for war work which individuals would have liked to do, but had not had the opportunity to do, in many parts of his area. It is easy to see the difficulties with which Mr. Morrison had to contend in such a scattered farming community as that of Taranaki, but it is hard to agree with his theory that educational activity is less important in times of stress. At such times educational activity will be much harder to organise and will seem to have less effect, but it seems more important than ever that people should be encouraged to think as clearly as possible, especially in terms of restoring order at a later date.

Mr. Williams, the arts and crafts tutor, found that women's groups were becoming what he termed "increasingly obsessed" with work for soldiers and refugees; his difficulty was to align their

(1) All the views attributed here to Mr. Hely, and in the following paragraphs to Mr. Morrison and Mr. Williams, are taken from the Minutes of the Special Conference of the Advisory Committee on Adult Education with the Tutor-Organisers of the District, held on 17th July, 1940.
existing interests and knowledge in craft work with activity
that could be regarded as true war effort. Fortunately there
was much work in the arts and crafts field which could be con-
sidered useful in this way.

The Conference also fully discussed the content of discus-
sion courses and to what extent any of them had been found to
be "subversive". This question had been brought into prominence
by the suspension of Mr. Richards, a matter with which I shall
shortly deal as it is allied with the overall problem of how much
educational agencies should curtail freedom of expression and
discussion in times of war or other emergency.

Mr. Hely expressed the opinion that whether discussion on
the war seemed subversive to the students or not, depended on
the group itself and its capacity to use the discussion method.
He maintained that lectures needed to contain controversial
issues, otherwise discussion would lag due to lack of interest.
In his district, Mr. Hely had found the most controversial course
to be "The War in 1940", but newer groups avoided this as they
felt events moved too quickly for the course to be up to date.
More experienced groups took this course because they realised
that the lecture material was merely intended to provide the
basis for discussion by members.

Mr. Morrison had found that "The War in 1940" and other
courses had met with criticism as being disturbing and calcula-
ted to "arouse disunity". He thought that this might be because
the groups were new and had not realised the true function of the
discussion method. Often he found that they regarded the written
material as something imposed by the writer on the group. Mr. Hely agreed with Mr. Morrison that the war effort type of subject was hard to handle as it was difficult to fit in the debating points necessary to lead up to the discussion and to give interest; the danger was that students were likely merely to exchange views without establishing the debating points first. The present set of discussion courses was felt by both tutors to be unsuitable for the type of discussion they sought.

The meeting agreed that the Director and Messrs. Hely and Morrison should confer on the matter of new discussion courses on the war effort, and report back to the District Advisory Committee, although it would not be possible to have any new courses written for 1940.

The suspension of Mr. Richards as tutor-organiser was a further indication of the difficulties of freedom of expression which had been discussed at the Conference between the District Advisory Committee and the tutor-organisers. At a meeting of the District Advisory Committee on the 20th June, 1940, the chairman reported that Mr. Richards had been "suspended from duty by the Chairman of the College Council" because of difficulties over a pamphlet he had written entitled 'What we are Fighting For'. (1) A special meeting of the Committee was held four days later to study the pamphlet and to interview

(1) Minutes of the District Advisory Committee meeting held on 20th June, 1940.
Mr. Richards. After the interview the Committee advised the College Council that it thought "Mr. Richards' explanations were satisfactory." (1) At the July meeting of the Committee, advice was received from the Registrar of Victoria College that Mr. Richards' duty had been terminated as the College Council "had not the necessary confidence in him." (2)

Apparently not quite satisfied with the reasons stated, the District Advisory Committee at its August meeting asked the College Council for detailed reasons for Mr. Richards' dismissal. (3) This was followed in December by a letter asking the College Council to state clearly the conditions of appointments for tutor-organisers "especially with regard to free expression of opinion within the law" as the Committee was called upon to recommend appointments of tutors for 1941.

As early as February in 1940 there had been a certain amount of apprehension caused by proposed courses to be taken by Mr. Milner and Dr. A. Reifer, for at the February meeting of the Committee the Chairman and the Director were instructed to confer with Mr. Milner, and the Director was instructed to confer with the Palmerston North Committee of the W.E.A. and with Dr. Reifer about his projected course to be given in Palmerston North, because of "the unfortunate discussions that had arisen around the names of both these gentlemen." (4)

(1) Minutes of District Advisory Committee meeting held June 24 1940
(2) " " " " " " July 11 "
(3) " " " " " " Aug. 15 "
(4) " " " " " " Feb. 15 "
Although the Committee thought nothing should be done to limit the freedom of discussion of tutors, nor to limit the discussion of important issues of current interest, it was felt the matter ought to be discussed in advance "in the interests of the W.E.A. and of the two prospective tutors." (1)

Five days later the Director and Chairman reported back to the Committee that after discussion with Mr. Milner it had been agreed that his course should have special reference to contemporary problems in America and the Pacific. Dr. Reifer's address, to be given in Hastings, was studied and the Committee was told by the Director of Dr. Reifer's assurance that he intended to present his subject with "due academic gravity." (2) The June meeting of the District Advisory Committee asked tutors to advise them of any points in the discussion courses that appeared "controversial and calculated to arouse acrimonious discussion in groups." (3) A sub-committee was also appointed to review courses from this viewpoint. (3) This action was followed by the Special Conference of the District Advisory Committee and the tutor-organisers, which has already been reviewed.

Such restriction of discussion and lectures seems a pity during war time - when there is such danger that the public will

(1) Minutes of meeting of District Advisory Committee on the 15th February, 1940.

(2) Minutes of meeting of the District Advisory Council on 20th February, 1940.

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(3) Minutes of meeting of the District Advisory Council on 20th June, 1940.
come to accept the most irrational and one-sided ideas, but it is understandable that at a time when emotions were running so high, the District Advisory Committee and the College Council should wish to avoid public criticism for supposed "unpatriotic activity."

Further effects of the war on Adult Education work were seen in 1941, particularly in country areas, and in a report to the National Council, the District Advisory Council listed these problems as adding to their difficulties:

1. Service in the Home Guard and Emergency Precaution Scheme was occupying the time of many prospective students.

2. Black-outs in coastal towns made night meetings difficult, especially for women's groups.

3. Increased petrol restrictions further curtailed traveling by tutors and students.

The large area administered by Mr. Hely, with its small centres and difficult transport felt the wartime conditions most. Among the activities which occupied the time of the people were the Emergency Precautions Scheme and the Home Guard, which met as often as three times a week in some areas. Although Mr. Morrison met similar problems they were not so crippling in their effect, as he had a more compact area with better transport facilities.

(1) V.U.C. District Special Report to the National Council of Adult Education, on work during the 1941 session, and programme for the 1942 session.

The post of tutor-organiser that had been left vacant by Mr. Richards' suspension was not filled until the 1st April of 1941 when Mr. H. A. Rudall B.A. was appointed. The area appeared to be fated when, shortly afterwards, Mr. Rudall was called up for military service, although he had previously been turned down on medical grounds. During his short stay Mr. Rudall was not able to organise lecture courses but he paid two visits of three to four weeks each to the South Island area. (1)

Only two half-courses were held in country areas, both in Palmerston North, the subjects being "Literature" and "Child Study." Two six-lecture short courses were held by Mr. Hely, one in Palmerston North on "Music and Drama" and one in Taihape, on "The History of Political Ideas"; the total enrolment for these two courses was 36 students. The only other short course was held by Mr. Morrison in New Plymouth, and this course on "Reconstruction" attracted 26 students. (1)

Discussion courses, which formed the backbone of the country work proved very difficult to form, and even established groups collapsed when some of the younger and more vigorous members left the area. Tutor-organisers met this situation by more painstaking attention to the smaller number of groups, and the standard of work was considered to be higher than in the previous year. (1)

The groups formed totalled 47 with an enrolment of 429 (compared with 597 in 1940), and there were 97 individual students (compared with 76 in 1940).

(1) 1941 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
Mr. Rudall found that in his area, although 16 discussion groups had been formed, box scheme groups were difficult to carry on, probably, he thought, because box scheme material had been utilised quite fully in the past in many places. (1) Eleven groups were formed for box courses with 194 students, as opposed to 295 students in 1940. The continued breaking up of Public Works Department camps and the departure of the younger men greatly reduced this work in spite of the effort put in by the tutor-organiser.

Keeping work going under such difficulties imposed a great strain on the tutor-organisers, and at a meeting of the Advisory Committee in November, the Director reported on the conditions of work of tutors, and suggested that two weeks' relief from travelling should be permitted between the months of May and August. (2) It was reported back to the December meeting that the College Council had approved the suggestion of the Director. (3)

City work was not so greatly affected and the same number of long courses was held as for the previous year, although the number of students was slightly lower. Lectures were given on "Economics", "Literature", "The Last Fifty Years", "Psychology", and "Political Institutions", and there was a total enrolment of 192

(1) 1941 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(2) Minutes of a District Advisory Committee Meeting held on 24th November, 1941.

(3) Minutes of a District Advisory Committee Meeting held on 10th December, 1941.
A further 74 students took half courses on "Music", "Appreciation of Art", and "Drama". A short course on "Federal Union" attracted 70 enrolments and 100 students attended a series of four lectures on "The U.S.A., U.S.S.R. and the War".

There was found to be some demand for public speaking training and the W.E.A. Debating Club, which had been formed the previous year at the Trades Hall in Wellington, (1) was reformed in 1941 as a "Public Speaking" class, with a course of six lectures taken by Mr. W. J. Mountjoy, M.A. (2) Forty-six students attended (3) and the 1941 report to the National Council of Adult Education suggested that lectures in the field of debating should be extended for 1942.

The increase in drama work during 1941 is quite surprising in view of the difficulties faced. Preparatory plans had been made for drama work in 1940, but the District Advisory Committee did not feel it could carry out the scheme in that year. In February, 1940, a sub-committee of the District Advisory committee was appointed to prepare a drama scheme for submission to the National Council of Adult Education, at their request, for the expenditure of £200 on work for the development of drama, in consultation with the British Drama League. (4)

(1) 1940 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(2) Minutes of a meeting of the District Advisory Committee held on the 17th July, 1941.

(3) 1941 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(4) Minutes of a District Advisory Committee meeting held on 15th February, 1940.
The report of the sub-committee was presented to the April meeting(1) and it contained the following statements and recommendations:

1. The co-operation of Mr. G. H. Swan and Miss H. Smythson of the British Drama League had been obtained, in an advisory capacity.

2. The sub-committee recommended the appointment of a person to organise drama groups and give courses of instruction.

3. It also recommended that attention should be concentrated on areas where the British Drama League was not working at that time. The initial areas were suggested as New Plymouth, Wanganui and the Hutt Valley.

4. Remuneration of £5 per week plus expenses was suggested for the proposed tutor over an initial engagement period of thirteen weeks.

5. Prospective appointees were ranked as Mrs. M. C. MacKenzie, Miss K. Stocker, Miss M. McDonald, Mrs. F. R. Beavis.

6. If Mrs. MacKenzie were unwilling to undertake the whole scheme, it was suggested that she should be approached to run a separate scheme for the Hutt Valley. (2)

The June meeting of the Committee reported to the College Council that it could not see adequate scope for the fruitful expenditure of £200 by the National Council of Adult Education for fostering work in drama in the V.U.C. region at that time. (3)

In March of the following year the report of the sub-committee on drama was again submitted to the College Council with the suggestion that it be adopted for 1941. (4)

(1) Minutes of a meeting of the District Advisory Committee held on 15th April, 1940.

(2) Ibid

(3) Minutes of a meeting of the District Advisory Committee held on the 20th June, 1940.

(4) Minutes of a meeting of the District Advisory Committee held on the 24th March, 1941.
Another sub-committee was set up in April to advise on the working of the drama scheme, (1) and in July it was reported that Miss K. Stocker had been appointed to carry out the scheme and had, in fact, commenced work in Taranaki. It was intended that she should next go to the Ohakune area for a short time, then spend the rest of the thirteen week period in the Marlborough area. (2) A total of 13 classes were formed with 113 students, while a field day, with an attendance of 24 was held at Ward.

The Committee stated that the exploratory work that Miss Stocker had carried out indicated that a demand for this type of study would develop if an earlier start could be made in the next year. (3) A particular difficulty that faced drama groups, however, was the departure of men from sparsely populated areas, but the justification for maintaining such work was that of keeping a nucleus for expansion when the demands of war should cease. (3)

Two classes were held by Mr. Williams in the Nelson area; the Murchison class put on a public performance which was claimed to have set a standard for the town and gained favourable comment in the local newspaper. (3) This indicated a promising growth.

Women’s work during 1941 met difficulties, but a solid nucleus of students was retained and work was carried out over a wide area. Miss Johnson, the Sarah Anne Rhodes Fellow, visited

(1) Minutes of a meeting of the District Advisory Committee held on 18th April, 1941.
(2) Minutes of a meeting of the District Advisory Committee held on 17th July, 1941.
(3) 1941 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
the Wairoa district and worked amongst the Federation of Women's Institutes during February and April, then moved to the Wairarapa-Bush district during April and May to work among Women's Institutes again, as she did from May to August in the South Taranaki area with Patea and Hawera as headquarters. The meetings held by Miss Johnson totalled 350, 265 of which were three-hour study classes. The total attendance of 3,470 women shows the interest gained, most classes being in dressmaking, although home-making and diet classes were well received.

The arts and crafts scheme had quite a successful second year under Mr. Williams, the tutor-organiser. He worked in the Nelson area for the whole year with his work centred on Murchison, Motueka and Nelson, and found the demand keen. Good work was done, especially in the first two centres where there was no contact with a technical school, as there was in Nelson. Mr. Williams made a special feature of basket making and rug-weaving in his classes. Twenty-six classes were formed with a total of 261 students, and at the end of the session Mr. Williams, with the help of women's organisations, arranged an exhibition of work done by the students, as a means of raising patriotic funds.

The full impact of war conditions was felt in 1942 when some Staff members worked in other fields, when continued enlistments drew away more leaders of discussion groups, and when petrol restrictions and elimination of bus services hampered country work. Then, to make matters worse, earthquakes and floods further interfered

(1) 1941 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
with work in the Wairarapa. City work also suffered with intensified black-out restrictions and with the elimination of some bus services.

During four weeks in February and March Mr. Williams (art and craft tutor), Miss Johnson (Sarah Anne Rhodes Fellow), Mr. Hely (tutor-organiser) and Miss Morgan (assistant to Miss Johnson) were borrowed by the Education Department for work in an emergency programme for primary school children who had been put out of their schools by military authorities. (1) Mr. Williams was also engaged in art and craft work for the Department from March 10th and he remained with them for the rest of the year so that no art and craft classes could be organised for country areas. (1)

Women's work was restricted to a season of about five weeks, during which time Miss Johnson took classes in dressmaking, nutrition and home-making in the Wairarapa-Bush area; 186 women attended 34 classes while 292 attended additional public lectures. (1) This short season resulted from the lending of Miss Johnson for domestic science work to the Education Department for four weeks, as noted above, and to the subsequent transfer of her services, from July to the end of the year, to the Women's Auxiliary Air Force. While working for the Air Force, Miss Johnson took classes in dress-making and handicrafts at Rongotai, Levin, Wigram, and Harewood; this contact with young women proved a useful introduction to adult education work for many who after the war were likely to be interested in similar classes in country and city.

(1) 1942 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
MAP OF V.U.C. DISTRICT

to show the location of towns mentioned in the script.
Home science boxes were made available from Massey College during Miss Johnson's absence and 14 box groups were established. Fourteen series of short talks were distributed, and 44 "occasional boxes" which could be used for irregular meetings without the need for the formation of a permanent box group.\(^1\)

Very little work could be done with the new drama scheme, as preliminary enquiry showed doubtful prospects for satisfactory work in the country,\(^1\) but in May the Physical Welfare branch of the Internal Affairs Department obtained the services of Miss Stocker to conduct a three-week special school for members of the Air Women's Auxiliary/Force, in drama.\(^2\)

Country work suffered from the absence of Mr. Hely early in the year, as much organisation had to await his return. Mr. Morrison put much strenuous effort into his attempt to keep the number of enrolments in his area close to that of previous years. He found that classes required a great deal of supervision and that they resembled small tutorial classes, rather than discussion course groups. Only one Public Works Department group functioned during the year owing to the calling up of the younger men and the closing of many camps. This deficit in numbers was partly made up for, however, by the provision of courses for discussion groups formed within the Defaulters' Camp at Hautu, where 103 students were enlisted.\(^1\)

\(^{(1)}\) 1942 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

\(^{(2)}\) Minutes of a meeting of the District Advisory Committee held on 25th May, 1942.
Total enrolments for discussion courses were 252 as against 429 for the previous year. Individual students numbered only 15, and many previous students were lost as they were called up for military service. When it appeared that enrolments might fall below the amount necessary to justify long distance travelling, lectures were given to senior pupils in schools at Dannevirke, Hastings, Napier, Waipukurau and Woodville. This work among secondary pupils, besides being valuable in itself, provided a useful contact with those who were likely to be adult education material within a few years.

Because of the difficulty he found in forming discussion groups, Mr. Hely took a series of six-lecture courses on "International Affairs" and a series on "Drama" in a number of towns in Hawkes Bay and in the Wairarapa. These courses were well attended, and would probably have achieved even better enrolments had earthquakes and floods not restricted the Wairarapa work and had not Mr. Hely's "call up" for the army hampered organisation. A course of twelve lectures on "Reconstruction" by Dr. W.M. Smith was held in Palmerston North with a total attendance of 106 students, but only three box circle groups, with a total enrolment of 39, were formed during the year.

City work relied mostly on full courses of which seven were held, one being in Lower Hutt. The students in these courses totalled 236, while a further 106 took half-courses and 378 took short courses. Some of these last were in country areas.

(1) 1942 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.
The V.U.C. district was fortunate in that Miss Robins of the Association for Country Education carried out three home science courses on the West Coast with a total membership of 27. The courses were planned by Canterbury University College in conjunction with the Association for Country Education of the University of Otago, and the Women's Coordinating Committee.

An interesting development during the year was the formation of an orchestral training class for young musicians who had been deprived of opportunities of orchestral training by the going into recess of the Symphony Orchestra. (1) The previous year a grant of £200 had been made by the V.U.C. Council to the Wellington Symphony Orchestra for educational work among young players, (2) so the idea was not an entirely new one. The orchestral training class of 1942 enlisted 32 players, mostly under twenty years of age, and was planned to be run in three terms, corresponding to the secondary school terms. For 1942, work did not start until the third term. The class was administered by a committee of five members, three representing the Symphony Orchestra and two representing the Advisory Committee. A very good means of keeping young people interested and trained for the time when the Symphony Orchestra would be able to start again was provided by this class.

An especially important feature of the work for 1943 was the establishing of the Army Education and Welfare Scheme, assisted

(1) 1942 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(2) Minutes of a meeting of the District Advisory Committee held on 15th October, 1941.
by the Adult Education staff and by the preparation of discussion course material which was made available to the army free of charge, except for the duplicating costs. (1) The Director and Mr. Morrison, the sole tutor left in the field at the beginning of 1943, prepared these courses. (2)

The services of Miss Johnson were again made available to the Air Department for whom she conducted dress-making and handicraft classes with the members of the Women's Auxiliary Air Force stationed at Ashburton, Taieri, Woodburn, Hamilton and Levin. She also took a special course for recreational organ- isers and leaders. (2)

No art and craft groups could be formed by Mr. Williams as he was still working for the Education Department. (2)

Although hopes were not high for normal classes, 1943 proved more satisfactory than expected and a pleasing feature noted by the Advisory Committee was the attendance of a large number of servicemen and servicewomen at classes. (3) Mr. Morrison found work difficult at the beginning of the year, as he was the sole tutor-organiser in the field, and he tried to do some work in Mr. Hely's area as well as in his own Taranaki area. He was

(1) Minutes of a meeting of the District Advisory Committee held on February 10th, 1943.

(2) "V.U.C. Advisory Committee Report on Adult Education for the year 1943."

(NOTE: The letters "W.E.A." are omitted from the Annual Report titles from this year onwards.)

(3) V.U.C. Advisory Committee Report on Adult Education for the year 1943.
also appointed executive officer for the New Plymouth Regional Committee for Army Education which provided educational and cultural facilities for army and airforce groups within the district. He took a course on current affairs in the New Plymouth prison and also in the Chest Block of the New Plymouth hospital. (1)

The reason for better results than expected from 1943 is that during the year more tutor-organisers were appointed. (1) On March the 8th Mrs. M. Dunningham became tutor-organiser for the Wellington and South Island portion of the V.U.C. district and was successful in stimulating interest especially in Nelson and Marlborough. (1) In the same month Mr. W. J. Mountjoy took up the post of tutor-organiser in the Manawatu-Hawkes Bay area during the absence of Mr. Hely on active service, (1) as he had been released by the Army to undertake this work. Mr. Mountjoy was active in co-operating with the Palmerston North Committee for Army Education in assisting the A.E.W.S. (2) He also introduced two innovations in the form of eight lunch-time concerts by local musicians and a lunch-time series of play readings by himself and his wife; these classes were run in conjunction with the Palmerston North Library Extension Committee of the City Council. A class on drama and one on public speaking were also held and three half-courses taken by part-time tutors on "Literature", "International Issues" and "Reconstruction", attracted a

(1) V.U.C. Advisory Committee Report on Adult Education for 1943.

(2) Previously referred to as the Army Education and Welfare Service.
total of 66 students.

With the increase in staff it was possible to offer more adult education facilities and there proved to be considerable demand for such opportunities. The Advisory Committee listed the following reasons as being those to which the increased interest was attributable:

"1. The increase of staff who were able to make people aware of needs and facilities.

2. The lessening of the thwarting effect of war conditions on intellectual and cultural interests.

3. The passing of the more immediate threat of enemy action against New Zealand."

Although the rise of adult education enrolments from their war-time slump can be detected from 1943 onwards, it must be remembered that the rise was very gradual at first, and that while city work had not suffered as much as country work, there was still the shortage of man-power, the black-out restrictions, petrol and transport restrictions, overtime and changing shifts in the factories, and war-time work to be carried out. The country areas with their wide spaces, more scattered population and difficulty of travel, still found little time for further education.

Both in city and country work, restrictions in staff and in petrol for travelling led to a higher proportion of shorter courses, although the Advisory Committee still felt that long courses, to cover two years if possible, should be aimed at in normal times.

(1) In its 1943 Report of Adult Education.

(2) Report of the Advisory Committee on Proposed Plans for 1943.
In 1943, 185 students in the city enrolled for four full courses on "Sociology", "Child Study", "Music" and "Art", as opposed to 236 students in seven courses in 1942. Including the courses in Palmerston North already referred to, sixteen half-courses were held in the city, provincial towns and in Lower Hutt and Khandallah. Nine short courses were offered, three of them in Wellington, attracting 215 students.

Discussion courses once again proved the backbone of country work with 67 groups and 842 students, as opposed to 26 groups and 267 students in 1942. Such an expansion was largely attributable to the enthusiasm of the tutors. Because of the work involved in providing material for these classes it was not possible to distribute box schemes in the district, except for the home science boxes, which were used on the R.N.Z.A.F. stations and amongst 21 civilian groups. Home science aid was also extended to the sale of 270 copies of a large set of recipes and notes on cooking to hospitals, boarding schools, orphanages, and to Y.M.C.A. and Y.W.C.A. hostels.

The previous year's experiment in the field of music was continued with the orchestra training class under Mr. Leon de Mauny as conductor, and with 34 students. At the end of their session

(1) V.U.C. Advisory Committee Report on Adult Education for 1943.

(2) 1942 Annual Report of the W.E.A., V.U.C. District, District Advisory Committee on Adult Education.

(3) V.U.C Report of the Advisory Committee on Adult Education for the year 1942.
a concert was given over station ZYA and was considered a "creditable performance". (1)

Miss Stocker took drama classes for eight weeks in the Wairarapa and for eight weeks in the Bush district. She concentrated her attention on practical work in acting, production, staging, and organising a production: 127 students joined these courses. (1) The only other drama work recorded was that of Mrs. Dunningham and Mr. Mountjoy who organised six play-reading groups.

The rate of increase in interest and enrolments accelerated in 1944 and severely tested the adult education resources, which were still handicapped by lack of tutors and difficulty of transport due to petrol restrictions and restrictions on railway timetables. The Advisory Committee foresaw that unless the staff were increased in 1945 and 1946 many of the needs being created could not be served. (2)

The staff situation continued to interrupt the organisation of classes and resulted in a curtailed programme once again. Mr. Williams terminated his service with the Education Department and resigned as tutor-organiser. (3) No other tutor in art and craft work was appointed to replace him so that no groups in these subjects were formed. Miss Johnson continued to work

(1) V.U.C. Advisory Committee on Adult Education: Report on Adult Education for the year 1943.

(2) V.U.C. Report on Adult Education for the year 1944. (Note that the title has been further contracted).

(3) He expected to become a co-director of a professional New Zealand Group Theatre, but the project failed so he took up secondary teaching until he was called up for military service overseas. (Report for 1944).
with the R.N.Z.A.F. and spent ten months in travelling. Of this time thirty-six weeks were given to instruction periods at R.N.Z.A.F. stations at Nelson, Ashburton, Woodbourne, Mangaroa, Air Department in Wellington, Ardmore, Hobsonville and Whenuapai. Enrolments for dressmaking classes totalled 244, of whom 70% attained a satisfactory attendance, and a further 230 enrolled for handicraft. (1) During Miss Johnson's absence Miss J. Morgan continued to organise box material, sending out 277 home science boxes and 89 sets of pattern cutting instructions. (1)

Prospects looked brighter when Mr. Hely returned to New Zealand after two years' service in the Pacific, but he was manpowered into a plywood factory in Auckland and was unable to return to his post until 1945. Mr. Rudall also remained off the list of tutors as he was still on active service. Such war service severely restricted the adult education work of the V.U.C. district, but once again, as had happened during the depression, willing workers gave much of their time and energy to satisfy the needs of the adult community for further education.

The staff for the year were Mr. Morrison, who continued his work as tutor in the Taranaki area, Mr. Mountjoy in Palmerston North and Mrs. Dunningham in Wellington. The part-time drama tutor, Miss K. Stocker, worked for such time as funds permitted at a salary of £6 per week, and Professor J. O. Shearer acted as part-time Director. (1)

(1) V.U.C. Report on Adult Education for the year 1944.
The number of country classes taken by part-time tutors increased and enrolments rose from 275 in 1943(1) to 675(2) in 1944. A series of lectures was given at Napier and Hastings and two showings of documentary films were made at Nelson. The enrolments in city classes were larger than ever before, so that owing to the pressure of time on prospective tutors it was found necessary to hold a high proportion of half-courses, and only four full courses were run.

A comparison of the enrolments for tutorial classes in 1943 and 1944 shows how numbers increased in all types of class, especially half-courses.

<table>
<thead>
<tr>
<th></th>
<th>1943</th>
<th>1944</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Courses</td>
<td>185</td>
<td>217</td>
</tr>
<tr>
<td>Half Courses</td>
<td>266</td>
<td>648</td>
</tr>
<tr>
<td>Short Courses</td>
<td>94</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td>545</td>
<td>1,051</td>
</tr>
</tbody>
</table>

The increase in interest in country work is reflected by the growth in discussion course groups with their membership of 1,170 in 109 groups, an increase of 419 students and 42 groups over the previous year. The box scheme was mostly restricted to home science courses, although five groups did study a series entitled "Read a Play".(2)

Under Mr. Mountjoy's leadership, Palmerston North held a lunch time musical concert, six poetry readings with an average

(1) V.U.C. Advisory Committee on Adult Education: Report on Adult Education for the year 1943.
(2) V.U.C. Report on Adult Education for the year 1944.
attendance of 36, and six public lectures. A most successful "Community Culture Week" was held over six nights, and attracted an average of 180 students nightly.\(^1\) Napier followed Palmerston North's example, holding four lunch-time musical concerts which were well received.

Drama work, although restricted because Miss Stocker was able to work for only the limited time that funds would allow, maintained its standard, with a week-end school at Plimmerton and one at Levin. This intensive study was followed up by work with groups in the Manawatu and Hutt Valley. Miss Stocker also paid "follow-up" visits to groups which had been formed the previous year in the Wairarapa. Ten weeks were then spent in the Nelson area, working with acting and producing groups and doing exploratory work in the vicinity of Westport and Karamea.\(^1\)

The orchestra training class continued to be successful, with an average attendance of 30 members throughout the three terms.\(^1\)

By the end of 1944 the war situation was so much improved that plans could be made to cater for the increasing demand for Adult Education. The Advisory Committee suggested that there was a need for an additional tutor-organiser to work in the Hawkes Bay area, and that urgent representations should be made to the Minister of Education by the National Council of Adult Education, asking for a greatly increased grant for 1946, even if it were not possible to obtain increased funds for 1945.\(^2\)

\(^1\) V.U.C. Report on Adult Education for the year 1944.
Mr. Mountjoy took over the Hawkes Bay area when Mr. Hely was released by the man-power controls at the beginning of 1945, and Miss Claudine Hawkins was appointed as the new arts and crafts tutor. Later Mrs. Dunningham, who had filled the post temporarily left vacant by Mr. Rudall when he entered the army, accepted an appointment as tutor-organiser with the University of Otago. Thus the Wellington-Nelson-Westland area was left without a tutor-organiser from October, as Mr. Rudall was expected to be released from military service at the end of the year. By the end of 1945 the staff was as follows:—

PART-TIME DIRECTOR  Professor J. O. Shearer
TUTOR-ORGANISERS Part-Time Secretary
Manawatu - Mr. A. S. Hely  Mrs. Hely
Taranaki - Mr. S. R. Morrison  Mrs. Morrison
Hawkes Bay - Mr. W. J. Mountjoy  Miss Z. White
Wellington-South Island - Mr. H. A. Rudall (on active service).

ARTS AND CRAFTS TUTOR  Miss Claudine Hawkins
DRAMA TUTOR (part of the year)  Miss Kate Stocker
LIBRARIAN  Miss I. Newman
SARAH ANNE RHODES TRUST FELLOW  Miss A. H. Johnson
Assistant - Miss B. Hitchon.

Part-time tutors took many tutorial classes in the country so that enrolments increased,(1) as did the attendance for city classes. Owing to the pressure on tutors it was possible to (1) 1,222 enrolments in country classes as compared with 675 in 1944 (1945 Annual Report).
offer only one full course in the city, that of "Psychology" and one in Hastings on "Drama".

The most severe handicap in the planning of Wellington classes was the lack of accommodation under the control of the movement. The total enrolments of 1,412 for city tutorial classes included quite a large number of service men and women.

With the concentration of country tutors on tutorial classes, the membership of discussion course groups and box circles declined. There were 76 groups with 1,038 students taking discussion courses, a reduction of 33 groups and 32 students on 1944, while only one box circle studying "How to listen to Music" was formed, with 54 students. Palmerston North had another successful year with two half-courses and six short courses, as well as a series of evenings at the end of the season, including open forums, brains trusts, talks and films. The total student enrolment here was 176.

Most of the former services provided for work among women were again made available with the return of Miss Johnson to the staff. Her assistant, Miss Morgan, resigned in February, and was not replaced until the 1st of June when Miss B. Hitchon, Dip. H.Sc., was appointed. As a result Miss Johnson had to divide her time between office and field work during the first half of the year.

(1) V.U.C. Report on Adult Education for the year 1944.
(2) V.U.C. Report on Adult Education for the year 1945.
The work covered can be summarised in the following statistics:

**WOMEN'S WORK 1945**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number</th>
<th>Enrolments</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Tutorial Groups</td>
<td>42</td>
<td>409</td>
<td></td>
</tr>
<tr>
<td>Public Lectures</td>
<td>6</td>
<td>134</td>
<td></td>
</tr>
<tr>
<td>Number of Box Groups meeting</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Groups receiving short talks</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two new features observed in this work during the year were the overwhelming demand for dressmaking classes, and the demand for night classes that could be attended by girls working during the day. (2)

Arts and crafts work also recovered during the year as a result of the work of the new tutor who concentrated on the Napier-Hastings area first, then on Gisborne, and finally on the Hutt Valley. In all 21 groups were formed with a total membership of 6 men and 322 women. (2)

Drama was still hampered by the small grant which limited the time that the tutor could spend in the field, (3) and Miss Stocker was unable to start work until June. She spent the first three months in the Palmerston North area, then moved to the South Island. Special schools at Owen Valley in the South Island, and at Aokautere and Rongotea (both near Palmerston North) (2) supplemented the work done in 10 tutorial classes.

(1) These figures are from the 1945 Annual Report.
(2) V.U.C. Report on Adult Education for the year 1945
(3) 1944 Special Report on Proposed Programme for 1945
catering for 118 students. A new W.E.A. drama club was formed in the city by students of the drama classes, while the work of the orchestra training class continued to improve with 40 enrolments in the first term, 43 in the second term, and 40 in the third. Another pleasing concert was given over 2YA, and four members of the class went on to join the 2YA Symphony Orchestra. (1)

This survey of Adult Education during the years following the 1938 Education Amendment has shown the effect of the Second World War on the work of the V.U.C. district, but it has shown more in the detail of how much of the day-to-day teaching was continued despite difficulties, and of the experiments which were carried out in new fields. These experiments were only made possible by the provisions which the 1938 Act made for a stable income, and the resultant ability of the Advisory Committee to make plans for future work and development. As well as the continuation of tutorial and discussion courses in the city and in the country, except for two or three difficult years, accounts have been given of the new ventures. Some, such as the art and craft scheme, were forced into abeyance for some time, but by 1945, the end of the period under discussion here, the schemes had been taken in hand again and were showing signs of unprecedented growth.

The appointment of an arts and crafts tutor in March, 1940, was the first of the new developments. (2) The war effort channelled

(1) V.U.C. Report on Adult Education for the year 1945.

(2) See Page 38
the efforts of many women, who might otherwise have taken part
in art and craft classes, into patriotic activities, and the
seconding of Mr. Williams to the Education Department in 1942(1)
further retarded work for both that year and 1943. (2) His resig-
nation in 1944 (3) had a similar effect. When Miss Hawkins was
appointed in 1945, art and craft training could again be given
and the number of enrolments (328) showed that there was a
demand for such facilities, although transport difficulties
prevented more intensive coverage, as the tutor had no car at
her disposal to cover the large area under her care.

A further example of development, made possible by funds
guaranteed by the 1938 Act, was the linking in 1940 of the work
of the Sarah Anne Rhodes Fellow with the demands for further
education of country women, as expressed through Women's Insti-
tutes and the Women's Division of the Farmers' Union. (4) Once
again war interrupted, when in 1942 Miss Johnson's services
were made available to the Education Department for four weeks,
and then to the Women's Auxiliary Air Force. She continued to
work for the Air Force until the end of 1944, so that full-scale
provision for home science classes could not be made until 1945.

The drama scheme, which was inaugurated in 1941, was yet
another experiment in the provision of new facilities. Finance
allowed of only a part-time tutor, but her successful work during
1941 showed that the demand for such courses did exist. By

(1) See page 57
(2) ” ” 57 + 61
(3) ” ” 65
(4) ” ” 38
virtue of her success in the field, the services of the drama
tutor were requested by the Internal Affairs Department for a
special school for members of the Women's Auxiliary Air Force
during the next year, and as difficulty of travel seemed to
rule out any successful prospects for work with classes, no
further drama work was attempted in 1942. The experiment was
however continued, on a part-time basis, in the following three
years.

Although country work suffered more than in the city during
the war, Palmerston North was active in adult education work,
particularly after the appointment in 1943 of Mr. Mountjoy as
tutor-organiser. The attempt to keep provincial work going
near Palmerston North, which was Mr. Mountjoy's headquarters,
was one of the few gestures that the District Advisory Council
was able to make to country areas during the difficult years.
It did, however, form the basis for consolidation of country
work as soon as petrol restrictions and manpower shortages could
be overcome.

The experiments in art and craft and in drama show the
ttempts that were made to expand despite the intervention of
the war, but there were other experiments which arose directly
from the war situation, and, although intended as only short-
term measures, proved valuable in exploring new fields. One
such small experiment was the establishing in 1942 of the
orchestra training class, (1) which continued with marked success

(1) See page 60
throughout the war years, and in 1946 became linked with the revived Wellington Symphony Orchestra. (1)

A new departure which served as a means of introducing Adult Education to a large number of people who had not previously made contact with it, and many of whom would never have done so in the future but for the war, was the formation of the Army Education and Welfare Service. This organisation did not have a direct link with other adult education work, but it did introduce many young men and women to the regular tutors, and, more important still, made them aware of Adult Education. It is not possible to quote statistics to show that the increased interest shown in Adult Education after the war had any relationship to the contacts made in the A.E.W.S. classes, but it would seem reasonable to suppose that such a carry over of interest from war-time to times of peace might exist.

New advances in Adult Education had been made following the 1938 Act, despite the difficulties of war-time, and tutorial and discussion classes had been held in the city, in the country, and in camps, although often on a reduced scale. The cessation of hostilities in 1945 allowed more growth to meet the increasing demand, but by 1946 it had become apparent that the provisions of the 1938 Act were no longer sufficient, so great had been the increase in demand. The work during 1946 and 1947 shows how the constant growth led to a need for a more planned and overall development of adult education facilities.

(1) V.U.C. Report on Adult Education for the year 1946.
CHAPTER V

THE VICTORIA UNIVERSITY COLLEGE DISTRICT SHOWS THE NEED FOR A NEW ADULT EDUCATION ACT

The necessity for the thinking out of a new approach to the whole field of Adult Education in New Zealand had been apparent before 1945, but this year is chosen to introduce the 1947 Adult Education Act, and the Committees which preceded it, because it shows the full force of the "outgrowing" of the demand over available supplies in the V.U.C. District. During 1946 this "outgrowing" is particularly revealed in specialist work as the shortage of such workers prevented the expansion of normal classes.

A steady increase was apparent in specialist work, especially in drama, arts and crafts, and women's work. Drama was fortunate in that an extra grant was made to allow Miss Stocker to extend the length of her season's work; this extra grant was only made possible by the non-appointment of the Wellington-Nelson-Marlborough tutor, as part of the salary which would have gone to such a tutor was transferred to drama work. Throughout the year 26 drama groups were formed, with a membership of 323(1) an increase of 18 groups and 149 students on 1945. Seven drama schools were held lasting from two to five days, and these enlisted 147 students.(2) The Wanganui tutor associated himself closely with the Hastings Repertory Theatre, while in Wellington the W.E.A Drama Club held a number of rehearsed play and poetry readings for its 80 members.(2)

(1) V.U.C. Report on Adult Education for the year 1946.
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(1) V.U.C. Report on Adult Education for the year 1946.
The arts and crafts tutor worked in the South Taranaki, Hawkes Bay, Wellington and Hutt Valley areas, forming 25 groups with a total membership of 347,\(^{(1)}\) in comparison with the 1945 statistics of 21 groups and 328 enrolments.\(^{(2)}\) She also paid an exploratory visit to the Nelson area, but in all her work she was handicapped by the lack of a car.\(^{(1)}\)

In the field of women's work we find the demand well ahead of any facilities that Miss Johnson or her assistant, Miss Hitchon, could hope to provide, in fact their services were committed for almost two years ahead.\(^{(1)}\) The 1946 Annual Report of the Advisory Committee suggested that an office assistant be appointed to free Miss Hitchon for more field work. During 1946 Miss Johnson concentrated on the Wanganui, North Taranaki and Southern Hawkes Bay areas, whilst Miss Hitchon worked in Plimmerton, Hunterville and Wairoa, as well as doing most of the office work. The services provided were used by 1,236 women in the following way:

- 42 Tutorial Groups (8 meetings)
- 16 single 3-hour sessions on home-making
- 15 single lectures
- 25 Regular Box Groups
- Irregular Sample Box Groups
- Correspondence Dressmaking Course
- Newspaper articles on Home Science sent to

\[
\begin{align*}
436 & \text{ Students} \\
113 & \text{ "} \\
241 & \text{ "} \\
300 & \text{ "} \\
71 & \text{ "} \\
32 & \text{ "} \\
43 & \text{ "} \\
\end{align*}
\]

Total 1,236

\(^{(1)}\) V.U.C. Report on Adult Education for the year 1946
\(^{(2)}\) V.U.C. Report on Adult Education for the year 1945
A new venture in Music was the arranging of 5 public concerts by Lili Kraus in Taranaki. The Wellington orchestra training class continued its work.

Tutorial class work during the year could not expand greatly owing to the shortage of tutor-organisers. Classes in the Wellington-Nelson-Marlborough area were handicapped by the inability of the Committee to find a tutor-organiser to take the place of Mr. Rudall, who resigned at the beginning of the year in order to remain with the A.E.W.S. The chief difficulty the Committee met in this respect was that the salary of £463 did not attract suitable candidates.

In the city enrolments were reduced as the lack of a full-time tutor meant that when some of the part-time tutors found at the last moment that they could not take proposed classes, it was impossible to make alternative arrangements. Difficulties were also encountered in finding suitable accommodation for classes in the city and the Hutt Valley. In fact results for the latter area were so disappointing to the Committee that they suggested a tutor-organiser should be appointed there.

The number of classes and students in most of the country areas, on the other hand, showed an increase, except in the Nelson area where the lack of a tutor-organiser meant that only one class could be taken. The statistics for the year show a decrease in numbers which is partly due to the few classes held in the South Island, and partly to the transfer of the Buller portion of the V.U.C. district to the care of the Canterbury University College.

(1) V.U.C. Report on Adult Education for the year 1946.
Discussion courses enrolled 729 students in 64 groups(1) as against 1,038 students and 76 groups the previous year.(2) The Canterbury district was not able to release boxes from the South Island circuit, so box groups were limited to those on home science distributed from Massey College by Miss Johnson, or her assistant, and a single box on music.

Palmerston North had another successful year under the leadership of Mr. Hely and once again their programme included a Community Education Week. (1) Mr. Mountjoy devoted much of his time to tutorial classes, as did Mr. Morrison in his area, so that their efforts with discussion groups were curtailed, but Mr. Hely gave most of his time to expanding discussion groups, and as a result was able to conduct fewer tutorial classes. (1)

The fact that none of the tutors was able to give adequate attention to all aspects of his work reflects the need for more tutors, both general and specialist.

In 1947 we have a year of expansion which served to emphasize the fact, already appreciated by the Advisory Committee, that the demands for adult education services would overwhelm the supply, unless the staff could be greatly increased. The appointment of two extra tutor-organisers and an office assistant early in the year helped to overcome some of the difficulty. Mr. E. M. Fraser took up duties as tutor-organiser for the Nelson-Marlborough area and Mr. A. G. Long for the Wairarapa and Hutt Valley. Women's work was assisted by the appointment of Miss V. Thompson, Dip.H.Sc.

(1) V.U.C. Report on Adult Education for the year 1946
(2) V.U.C. Report on Adult Education for the year 1947
as office assistant to the Sarah Anne Rhodes Fellow, while Miss Hitchon, the former assistant, was appointed Junior Tutor in Home Science.

The Hutt Valley-Wairarapa tutor was closely concerned, during 1947, with the activities of a co-ordinating committee which represented areas and sub-committees within the Hutt, in their attempt to plan a Civic Centre and several Community Centres; the plans were drawn up, but were rejected by a citizens' poll. Attempts to run classes in Lower Hutt City were unsuccessful owing to lack of support. (1)

The pressure of work on the tutors was still so great, despite the new appointments, that they were not prepared to commit themselves to full courses so that no course of more than ten lectures was offered, although it was often possible to arrange two ten-lecture courses to follow one on the other. (1) Country tutors were still faced with the problem of how to distribute their time between tutorial classes and visits to discussion course groups. Transport restrictions continued to make the work of tutors more laborious, especially in those subjects which made use of visual or other teaching aids, as these were often impossible to take by public transport. The Advisory Committee pointed out (2) that it was necessary to provide cars to avoid losing skilled and experienced workers, and that increased expenditure would probably be necessary to rent and furnish suitable rooms in small towns.

(1) V.U.C. Report on Adult Education for the year 1947
(2) In their report for 1947
The number of enrolments in tutorial classes in country areas was slightly less than in the previous year, but discussion course groups increased from 64 in 1946 to 70 in 1947.\(^{(1)}\) Palmerston North W.E.A. classes attracted 181 students in half-courses and short courses,\(^{(1)}\) while the totals for the other country areas in the V.U.C. district were 186 enrolments for half-courses and 550 for short courses. During the year two local W.E.A. Committees began to function, one in Wanganui and one in Taihape, and each organised a Community Education Week. The Taihape Committee also raised funds to equip a room placed at its disposal by the Borough Council. In Hastings the area tutor-organiser was again actively associated with the work of the Repertory Theatre, and also gave a number of well-attended single lectures on drama, ballet and art. The Palmerston North Community Educational Centre, in conjunction with the Civic Centre Association, organised a Community Education Week similar to that of the previous year. Occasional forums and film evenings were also held by the W.E.A. there, and a large room, suitable for lectures, film evenings and social meetings, was furnished.\(^{(1)}\)

A number of box groups was formed in 1947 using material of a standard equal to that of the best discussion courses, and superior to the lighter and simpler standards of many of the older box courses;\(^{(1)}\) 14 groups with a membership of 174 were formed.

\(^{(1)}\) V.U.C. Report on Adult Education for the year 1947.

\(^{(1)}\) V.U.C. Report on Adult Education for the year 1947.

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**TABLE V**

**TO SHOW THE INCREASED DEMAND FOR TUTORIAL CLASSES IN 1947**

<table>
<thead>
<tr>
<th></th>
<th>1946</th>
<th>1947</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 CITY CLASSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Courses</td>
<td>109</td>
<td>-</td>
</tr>
<tr>
<td>Half Courses</td>
<td>602</td>
<td>1278</td>
</tr>
<tr>
<td>Short Courses</td>
<td>91</td>
<td>966</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1002</strong></td>
<td><strong>2164</strong></td>
</tr>
<tr>
<td><strong>2 COUNTRY CLASSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Palmerston North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half Courses</td>
<td>32</td>
<td>157</td>
</tr>
<tr>
<td>Short Courses</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1020</strong></td>
<td><strong>2115</strong></td>
</tr>
<tr>
<td>(8) Other Country Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half Courses</td>
<td>387</td>
<td>184</td>
</tr>
<tr>
<td>Short Courses</td>
<td>541</td>
<td>550</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1020</strong></td>
<td><strong>2115</strong></td>
</tr>
<tr>
<td><strong>3 SPECIALIST CLASSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Crafts</td>
<td>347</td>
<td>369</td>
</tr>
<tr>
<td>Drama</td>
<td>313</td>
<td>420</td>
</tr>
<tr>
<td>Women's Work</td>
<td>456</td>
<td>880</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1006</strong></td>
<td><strong>1689</strong></td>
</tr>
<tr>
<td><strong>Grand total</strong></td>
<td><strong>3118</strong></td>
<td><strong>4768</strong></td>
</tr>
</tbody>
</table>
It becomes clear from the enrolment figures in country adult education work of all types that a greater demand than ever was arising. The expansion of the staff during the year had brought many facilities to the notice of country people and had made them aware of a need, which many of them had not previously recognised, for furthering their education. The growing strength of the work in Palmerston North, the formation of committees in Taihape and Wanganui, the efforts of the Hastings Repertory Theatre, were all signs that people in provincial towns were prepared to organise themselves to utilise the services which Adult Education was seeking to offer. The services available were clearly starting to show themselves inadequate to meet the demands and Adult Education Authorities, realising that their moment of greatest opportunity was approaching, gave thought to extending the scope and planning of their work.

Specialist work continued to flourish during 1947. Miss Johnson worked with the North Taranaki Women's Institutes, the North Taranaki Women's Division of the Farmers' Union and in the Wanganui and Takaka (Nelson) areas. Miss Hitchon worked in the Manawatu-Bush and Central Taranaki areas, and in centres along the Main Trunk Railway line. There were 81 tutorial groups formed, with 880 members, while 24 regular box groups met and 83 sample boxes were sent to irregular groups. Besides these classes 5 public lectures were given and 27 students were enrolled for dressmaking correspondence courses. The Annual Report for 1947 refers to the fact that work for both tutors was

fully booked for the following year and that any further expansion would depend on an "increase in staff"; (1) it was also noted that the Junior Tutor was placed under a burden by her lack of a car.

Art and craft work was carried out by the tutor in Nelson, Hawkes Bay, Wellington and the Hutt Valley, with 23 study groups totalling 389 students of whom only four were men. (1) In 1946 there had been 25 groups and 347 students. (2) Once again the Annual Report emphasised the handicap it was to the tutor to be without the use of a car, particularly as equipment needed to be carried into remote areas.

Taranaki was the centre for drama work for the year and Miss Stocker formed 29 groups with an enrolment of 420. (1) As well as these, three drama schools were held, two of them being two-day schools held at New Plymouth and Waitara, whilst the third extended over a long weekend and was held at Wanganui with the assistance of Mr. Mountjoy, Mrs. Elsie Lloyd, (3) and Mr. Morrison, the local tutor-organiser. (1) In Wellington the W.E.A Drama Club had a successful year with work in rehearsed readings, and a win in a One Act Play Competition for the Wellington area conducted by the British Drama League. (1)

The orchestra training class continued its work with an average membership of 36 each term. The early part of the year's work was concentrated on sight-reading of music and the latter

(1) V.U.C. Report on Adult Education for the year 1947
(2) V.U.C. Report on Adult Education for the year 1946
(3) A prominent member of amateur drama groups in Wellington.
To show the increases in expenditure for the V.U.C. District as requested by the Advisory Committee (1)

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<th>Requests for 1945 (2)</th>
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<td>Sarah Anne Rhodes Fellowship</td>
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<td><strong>Total</strong></td>
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<td>Music</td>
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<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>£9,300</strong></td>
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(1) The Government makes these grants to the V.U.C. Council which then administers them after receiving the recommendations of the Advisory Committee.

(2) Figures are from the Programme for 1945 presented by the Advisory Committee to the College Council in 1944.

(3) Figures are from the Programme for 1946 presented by the Advisory Committee to the College Council in 1944.

(4) Figures are from the Programme for 1947 presented by the Advisory Committee to the College Council in 1944.

(5) Figures are from the Programme for 1947 presented to the College Council by the Advisory Committee in 1946.

To expand the work within the district one of the main requirements was additional finance, and this had been requested since 1944, as shown in Table IV. (2) A further requirement was that staff should be increased, and the programme of work for 1947 (3) recommended the appointment of a full-time Director. This was acceded to at the end of the year with the appointment of Mr. A. S. Hely. (4) The Advisory Committee expressed its deep appreciation of the work of Professor J. O. Shearer, who had been Acting-Director of Adult Education in the V.U.C. District, and secretary of the Committee from 1939 to 1947, at a meeting of the Committee in October, 1947, and stated that "the smoothness of expansion over recent years was due to no small extent to his guidance." (5)

The programme for 1947 also recommended the appointment of full-time tutors in drama and music, but this was not carried out.

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(2) See opposite page
(3) Programme for 1947 presented to the College Council by the Advisory Committee in 1946.
(5) Minutes of a meeting of the Advisory Committee, held on 8th October, 1947.
during 1947. Other needs pointed out by the programme were:

1. The arts and crafts tutor had no time to expand work and to follow up the work already started.

2. The Palmerston North tutor-organiser had too large an area and an additional one was needed to work in with the Civic Centre Association.

3. A separate tutor-organiser for the Wairarapa was needed.

4. A specialist tutor was required in Child Study and similar subjects.

5. A car was essential for all tutors, otherwise work in small centres was difficult.

6. Sound projectors should be available to tutors.

Although the appointment of Mr. Fraser to the Wellington-Nelson-Marlborough area, and of Mr. Long to the Hutt Valley area, was in line with the recommendations of the Advisory Committee, the staff position at the end of the year was not greatly improved as Mr. Fraser resigned, and the promotion of Mr. Hely to the position of Director left the Manawatu area without a tutor-organiser.

The difficulties in keeping the staff at full strength, the necessity for better travel facilities and educational aids, and the continuing increase in demand for classes and courses, showed that irregular "patching up" was not sufficient and it became obvious that once again, as in 1937, it was necessary to reconsider the whole problem of Adult Education in the community. The 1938 Act had allowed for the method of making grants to bodies providing Adult Education, and had set up a Council of Adult Education to survey the whole field of the work in New Zealand, but the greatly increased demand, which must have been impossible to
predict in 1938, had outgrown the Act. "The success of classes originally organised under the W.E.A. and the more recent achievements of the A.E.W.S. made it clear that there was a wide demand among adults for suitable facilities for education." (1)

In 1938 District Advisory Committees had been appointed at the suggestion of the Council of Adult Education to advise the Council and to help administer the grants, but with the strong interest of the community in adult education facilities, which became manifest in 1943 and swelled up each year, (2) there were many fields which the existing bodies providing Adult Education did not have the resources to handle. Large-scale organisation embracing the whole V.U.C. district was required to avoid overlapping of facilities and to ensure that many areas were not left unprovided for. Even a body as big as the W.E.A. found that it did not have the trained staff to offer classes in all places where they were requested, nor did it have the committees, or links with other organisations necessary to make local bodies and clubs aware of the services that could be obtained. Especially was this so in country areas where the W.E.A. was probably unknown, and in some cases suspected by the farming community because of the word "workers" in its title.

As the demand mounted the Advisory Committee was obliged more and more to recommend to the V.U.C. Council that tutors

(1) Foreword by Professor T. A. Hunter, Chairman of the Council of Adult Education to the Report of a Consultative Committee on Further Education for Adults, 1946

(2) See Graph opp page 115.
should be appointed or arrangements made to meet special needs, such as those in art and craft work, and in drama. In this way, almost without meaning to, the Advisory Committee found itself becoming a body providing adult education facilities and not just advising or supervising. As the organisation grew larger and larger voluntary bodies, such as the W.E.A., found that although they were doing just as much work in the field as ever before, they were concerned with but a small proportion of the total work. "Representatives of the Wellington W.E.A. District Council stated that the tutors are now the employees to a large extent of the Advisory Committee and strictly speaking are not W.E.A. in the ordinary sense." They stated that this had not led to any conflict." (1)

Fortunately the difficulties of staffing, and lack of facilities, being met in the V.U.C. district were being encountered in the rest of New Zealand, and as the work being carried out by Adult Education was clearly very important within the community it was realised that the situation needed to be reconsidered, and Adult Education given a new status.

The years surrounding 1947 formed an era during which men were re-assessing their own society and the place of culture in a world that had been savaged by war, so it was an opportune moment for education authorities, cultural societies and "the man in the street" to consider Adult Education and to decide what part they desired it to play within their community. Thus it came about that the years of experience following the 1938 Act,

(1) Professor T. A. Hunter
the novel experience of wartime, and the thinking of those who
were interested, led to the calling together by the Minister of
Education, as early as October, 1944, of a conference of repre-
sentatives of bodies interested in education - more than 100
delegates attended. This 1944 "Christchurch Conference" made
several suggestions calculated to improve the day-to-day running
of Adult Education, including the extension of library facilities
and the provision of a film and gramophone library, while commu-


nity centres were suggested as being worthy of a special committee
to report on their scope and planning. It was recommended also
that the Government should increase the grant for use by the
Council of Adult Education, and more important still, that the
Minister of Education should ask the Council of Adult Education
to appoint a Consultative Committee which should be given the
task of surveying the facilities available to adults in the
community. (1) This suggestion implied that the whole position
required reconsidering.

The Minister of Education in 1945 requested that the Council
of Adult Education set up a committee to consider Adult Education
and the following personnel were asked to join the committee:-

(1) W. H. Cocker (Chairman) of Auckland
A. E. Campbell " Wellington
Elizabeth Gregory " Dunedin
S. Schofield " Christchurch
H. C. D. Somerset " Feilding
A. B. Thompson (Honorary Secretary) " Auckland and later
" Wellington

(1) Minutes of the 1944 "Christchurch Conference"
The terms of reference laid down asked the Committee:— "To survey in general the present system of Adult Education in New Zealand, to consider its improvement and extension, and to report thereon; and in particular

(i) to recommend the form of organisation most suitable to New Zealand conditions;

(ii) to consider and report on the relation of the adult education movement as at present understood to other organisations especially those providing vocational and non-vocational education for adults;

(iii) to consider and report on methods of securing adequate and stable finance for the present and future needs of adult education;

(iv) to survey the existing community centres, to consider the best forms of centre for urban and rural areas and to determine their place in the general system of adult education." (1)

The Consultative Committee called for written evidence from any interested persons and organisations and oral evidence was invited from those most directly concerned with Adult Education.

In the introductory chapter to its report, (2) the Committee listed the difficulties facing Adult Education in New Zealand at that time. Two included in this list were:

1. The need for making these services more fully known and understood. (3)


(2) Ibid.

(3) Refers to the services provided by the W.E.A., by adult education tutors, State agencies (Health, Education and Agriculture Departments in particular) and agencies financed out of public funds such as public libraries, museums and art galleries.
2. The real danger of waste and confusion, particularly if such services were to be extended, unless sufficient linkage is established to enable all available services to reach in ordered and readily accessible form the people for whom they are intended." (1)

The various bodies providing Adult Education were studied by the Committee, with special reference to the voluntary associations including those which concerned themselves only incidentally with education; examples of such bodies were the Women's Institutes, the Women's Division of the Farmers' Union, the Young Men's Christian Association, art and drama societies, young people's clubs and debating societies. The Committee expressed the opinion that services and advice should be made available to all such groups where requested. "As a broad generalisation, one of the most urgent needs, appearing time and again in the evidence placed before the Committee, and indeed implicit in the history of the movement in New Zealand, is an improvement in the arrangements for providing what may be called 'Services-in-Kind' to voluntary bodies capable of using them."(2)

From the voluntary bodies the Committee turned its attention to what it termed the "system" of Adult Education, using the word to mean "that portion of Adult Education which is financed wholly or in part through the funds distributed by the Council of Adult Education."(3) Here almost all the witnesses agreed that "an increased and increasing number of tutors"(4) was essential. The need for area or resident tutors was

(1) Ibid
(2) Ibid page 15, para. 23
(3) Ibid page 16, para. 26
(4) Ibid page 17, para. 29
stressed by the Committee, if intensive work were to be carried out within the College districts. This work would also be facilitated, they suggested, if more specialist tutors were available to assist the resident general tutor in meeting the needs of the community. A resident tutor, they felt, would act as a valuable link with the educational services available in the district, so that he would be able to help voluntary bodies to work more effectively.

The advantage of employing increased office staff to free tutors for work with the people of the district was put forward, as well as the need for trained tutors. As the Committee rightly pointed out it is false economy to involve highly skilled tutors in much of the routine clerical work at present expected of them. (1) Cars too were required, if each tutor were to cover his or her district adequately since groups were often a considerable distance from public transport.

The lack of suitable buildings or rooms was illustrated and the advantages of having these, especially in the four main centres, pointed out. Not only would they provide accommodation for specialised classes which would always be required, but country students would be able to obtain help from a well equipped centre and "should be encouraged to visit the regional headquarters when they came to town." (2) Such a centre should also be equipped with materials and teaching aids such as films, projectors, musical scores, recordings, charts, maps and diagrams, for, as the

(1) Ibid page 21, para. 40
(2) Ibid page 23, para. 45
Committee stated "the broader approach to adult education that we later urge will not be possible without much more experiment in the use of what may be loosely called teaching aids." (1)

The Committee looked forward to the expansion of Adult Education throughout the community but held particularly high hopes of increased work in rural districts, as they felt that not only was there unsatisfied demand but that "provision of the right kind of services might have marked effects on the quality of rural life." (2)

The type of class offered also came under full consideration and concern expressed that there was "relatively little genuine tutorial class work." (3) This the Committee hoped to see renewed and gave its approval to the three-year course though it felt that the full-year, half-year, and short courses would continue to hold an important place in Adult Education. The greatest expansion, it predicted, would lie more in methods of class-participation in arts and crafts, home-making, physical education, drama and music, rather than in the more established types of classes.

Work among women's groups received special consideration. The Committee gave examples of the many organisations working among women, such as Plunket Societies, the Y.W.C.A. and technical school classes, but went on to point out that many women's groups appeared to be unaware of the services which could be made available to them, for "with the exceptions of the two country

(1) Ibid page 24, para. 51
(2) Ibid page 30, para. 73
(3) Ibid page 31, para. 75
women's organisations, the W.D.F.U. and the W.I., few have in the past received assistance from the agencies of adult education."(1) It was recommended that the type of work carried out should involve active participation and should satisfy the demand for essentially practical types of work, but it was recalled that such a programme would require an increase in the number of women tutors. The Committee hoped that women might feel, after completing practical courses, that they would like to try more cultural, aesthetic and intellectual subjects - a transition which would be easy where a team of tutors was working.

Special work amongst Maori groups was also recognised as a need, but the caution was added that such work should depend on Maori personnel and agencies wherever possible as "any plans adopted would depend for their success on the full co-operation of the Maori people themselves."(2) The Committee proposed that finance be made available for experimentation among the Maori community.

Residential Adult Education interested the Committee in the light of the experimental work being carried out overseas. It was felt that part-time adult education held disadvantages for the student, in that he would be tired after a day's work and his study at home often would have to compete with radio programmes, cinemas or social clubs, so the proposal was put forward that an opportunity should be provided for students to

(1) Ibid page 34, para. 83
(2) Ibid page 37, para. 93
give up their ordinary routine for a while, and to take part in a period of intensive study with similar-minded students, in a suitable environment. The residential folk schools of Scandinavia and the residential colleges in England were quoted as examples of such environments. The Committee suggested that such a residential people's college should be set up in the country as an experiment. They had in mind "a building in the country large enough to accommodate fifty people including the director and staff, with verandahs or hutments for the larger numbers who would attend summer schools."(1) As well as acting as an experiment such a college, it was suggested, could provide facilities for activities which already operated under less ideal surroundings, for example, summer schools, conferences and special courses to train leaders for community work.

An important aspect of the Committee's report was the concern shown for relations between the system of Adult Education and other agencies such as primary and secondary schools, libraries, broadcasting, art galleries, museums and State Departments, particularly those of Health, Agriculture, or Internal Affairs. All of these agencies provide adult training facilities, as also do such voluntary bodies as the Churches, the Y.M.C.A. and the Plunket Society. The Committee divided these agencies into two groups - those anxious to "consume" adult education facilities, and those who could "supply" facilities. Mary "consuming" groups had expressed in their submissions a desire to use adult education personnel and equipment. Since many groups were "looking for,

(1) Ibid page 40, para. 101
or at least prepared to use, the kind of services that an expanded system of adult education could provide, "(1) the Committee thought that they would be better assisted by services than by grants. The relations with other "supplying" agents would require a good deal of liaison work, it was thought, but there was no doubt that much benefit could accrue from such cooperation and the following case was instanced.

".... the adult education service could make good use of much of the valuable educational material issued by the Department of Health and could in addition inform that Department of groups which would appreciate the showing of films from the Departmental library. Again, the experience of country tutor-organisers should be of considerable value to any Government Department contemplating an educational programme in rural areas."(2)

The co-operation which the Committee envisaged with consuming and supplying agencies would depend, they said, on the appointment of additional staff tutors, of full-time Directors in each University College District and in the Otago University District,(3) and of a full-time Secretary to the proposed National Council of Adult Education. These appointees would have the "time to explore the educational needs of the community, to find out what services are available, and to work out detailed schemes of cooperation with other agencies."(4)

(1) Ibid Page 42, para. 105
(2) Ibid page 42, para. 106
(3) The Auckland University College District had already appointed a full-time Director.
(4) Ibid page 42, para. 107
The Committee hoped that adult education directors would be able to arrange for certain detected needs to be met through classes under the Manual and Technical Regulations of the Education Department. It was pointed out, however, that in suggesting this there was no intention of moving Adult Education into the vocational field of education, rather the Committee had in mind "hobby" classes in handwork or art, or other similar subjects. It was also suggested that travelling adult education tutors could provide a link with the Technical Correspondence School of the Education Department.

The Library Extension service being provided by the Country Library Service was felt to offer opportunities for co-operation between adult education staff and library staff, particularly in small towns where the library could provide the centre of educational work amongst adults and give the nucleus of community education. A close liaison between the library service and Adult Education was recommended at both local and national levels and the Committee suggested that the Director of the National Library Service (or his nominee) be given a seat on the proposed National Council of Adult Education. (1)

Museums and Art Galleries were quoted as offering facilities that would be of help to Adult Education in the large towns; periodical lectures and exhibits were useful, while small areas could be served by the circulation of special exhibits, the Committee said. They thought that the full acceptance of museums into the field of education might follow, with the appointment of

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(1) Ibid page 45, para. 117
adult education officers in addition to the schools' officers. At all events, the Committee considered that the regular tutors should make it their business to know what museums and art galleries had to offer. (1)

The Broadcasting Service was next considered carefully and the Committee noted that although the presence of the Director of Broadcasting on the National Council of Adult Education signified the link between broadcasting and Adult Education, the connection could be made more effective only if the Council had a permanent liaison officer working with the Broadcasting Service.

Having discussed the various agencies of Adult Education in New Zealand, the Committee turned to a consideration of the organisation of these agencies, and in particular to the place of the University, of the State, and of the W.E.A. in the pattern of Adult Education. They also offered suggestions as to the position which they considered that each of these agencies should fill in the future. As the basis of its discussion, the Committee stressed the value "of building upon existing traditions and organisation."(2) The University and its place in Adult Education was considered first, and the advantages and disadvantages of links between the two were listed. Disadvantages listed were:

1. The University was in need of increased grants and to have to apply for more money for Adult Education might prejudice the chances of the University.

2. The University might be somewhat diverted from its academic functions if it had to concern itself with the varied types of study and activity which an extended adult education system would require.

(1) Ibid page 46, para. 120 and 121
(2) Ibid page 51, 138
3. From the Adult Education point of view, Universities are concerned chiefly with their "special fields" and are not always aware of the diverse needs of Adult Education.

Although the Committee sympathised with these points it saw advantages to be gained from a link between Adult Education and the University and it felt that these outweighed the disadvantages. The first advantage mentioned was that the link with the University ensured that the tutors had adequate academic qualifications and that the work of the students reached a good standard. The association with the University was felt to give status to Adult Education as well as to give the maximum of freedom of expression, while it did not allow the movement to come in any way under the control of "propagandist bodies."(1) The tutor too was given a greater assurance of security of tenure of his position. From the financial point of view the University provided a convenient machinery for the administration of funds, and it appeared doubtful to the Committee whether the State would be prepared to grant money if the University did not administer it.

These then were the claims put forward for the retaining of the link between the University and Adult Education at that time. The Committee looked forward to the time when Adult Education would develop sufficiently to have an autonomous body with a strong University representation, but it felt that such a stage had not yet been reached. With the objective of autonomy in view it was recommended that regional councils "should

(1) Ibid page 53, para. 144
be allowed a growing degree of autonomy and should be subject to a diminishing degree of supervision by the Councils."(1)

To avoid prejudicing the claims of the University for increased grants it was suggested that applications for grants should be made, as at present, through the Council of Adult Education but the final autonomy, as envisaged by the Committee, would give to regional councils a similar standing to the College Councils so that they could appoint their own staff and administer their own funds.

In dealing with the part the State should play, the Committee clearly expressed the belief that the major fields of Adult Education should be independent of State supervision, as one of the major functions of Adult Education is to deal with controversial subjects which require a freedom of discussion and criticism which might not be fitting in a State-administered body. It was felt, however, that the State did have a part to play, as it provided the funds for adult education work, and was thus entitled to be satisfied that its money was being wisely used. Further contributions from the State should be in the form of services from its departments, such as those of Health, Agriculture and Broadcasting, all of which are able to carry out educational programmes and to provide information and facilities for adult education tutors. Library and film facilities should also be made available to tutors, and the Committee thought that staffing of Community Centres could sometimes best be done by the Education Department, while teachers in State schools could conduct

(1) Ibid page 53, para. 146
tutorial classes in rural areas and small towns.

One of the most important aspects of the organisation of Adult Education that the Committee discussed, was that of the position of the W.E.A. This thesis has shown earlier (1) that Adult Education in its organised form started with the introduction of the W.E.A. in 1915. The records of the V.U.C district before 1938 are mostly those of the work of the W.E.A., but it has been noted that after 1938 the contributions of other bodies became more prominent and that in particular, the District Advisory Committee appointed more and more staff to provide adult education facilities. The Consultative Committee now had to evaluate the contribution of the W.E.A., and to make recommendations as to the position it should hold with regard to the organisation of Adult Education. Some of the witnesses who appeared before the Committee claimed that the W.E.A. should become an agency for general education, (2) and should not attempt to maintain its trade-union affiliations, as the proportion of trade union members in its classes seemed to be no higher than in the community as a whole. The wider basis of membership of the W.E.A. classes had been noted officially in 1936: "This Association (the W.E.A.) was primarily intended to meet the needs of trade union members and other manual workers. It has, however, gradually extended its basis of membership and now includes among its members all sections of the community."(3) However, the

(1) See Chapter I, page 3.
(2) Report of Advisory Committee op cit, page 55, para. 150
(3) Minutes of the Annual Meeting of the Senate in Auckland January, 1937, Appendix I. Extract from the Report of the Senate Committee on Adult Education.
Introduction of the W.E.A. into New Zealand had been the acceptance of the English pattern to provide particularly for those workers who were capable of advanced study, but had not enjoyed the necessary opportunity. New Zealand conditions were very different from the English ones, particularly in the lack of concentrated "working-class" populations in big industrial centres, and the character of the W.E.A. in New Zealand went through a moulding process until, by about 1930, it had become "acclimatised." The development of free education and the provision for the attendance of all who were capable and who wished to continue study, at the University, removed most of the necessity to give "workers" special facilities for education. This being so, the Workers' Educational Association extended its work to many students outside the original "working-class" group.

There are those who make the claim that all New Zealanders are "workers" in one sense or another, but such terminology is not acceptable to many who assert that the W.E.A. is a misnomer, as it serves the whole community and not only the working class. On the basis of such arguments, some of those giving evidence claimed that the W.E.A. should devote itself to catering for the needs of all groups within the community. Most of these people were, however, prepared to retain the title, Workers' Educational Association, as a sign of tradition and goodwill.

Opposed to this view were those who believed that there should be a close link between the trade union movement and the W.E.A. and that the W.E.A. should be the organ of working-class education. To this end, such witnesses felt that separate
agencies to serve other groups in the community would be welcome, and quoted a statement in the memorandum of the Dominion Council of the W.E.A. to the Ministerial Conference in 1944, that "... new fields may call for the development of new organisations, and where they are found necessary the W.E.A. will welcome their establishment." (1)

Another argument advanced to support the restriction of the W.E.A. to a certain group of the community was that its district councils did not fully represent student opinion, as there was not sufficient representation of country classes. Other witnesses claimed that the name itself was a disadvantage, in that some prospective students were turned away by the title and that country tutors had much difficulty in explaining that the Association catered for all students despite its name. Although the Committee appreciated that the name does imply "a sectional approach to education," (2) it was not unduly sympathetic and terminated its comments on the name by saying - "It is by no means clear that those who criticize the W.E.A. on the score of its name would in fact show any great interest in adult education if the name were changed." (3)

The Committee, while being aware of the problems associated with the retention of the W.E.A., felt that the Association had too many good qualities and was too closely linked with the adult

(1) Memorandum from W.E.A. Dominion Council to Ministerial Conference on Education, Christchurch, October, 1944; Section C, Memorandum No. 21, para. 6.

(2) Report of the Consultative Committee, op. cit. page 58, para. 157

(3) Ibid
education field to be cast aside. It was pointed out that the W.E.A. had "an honourable record",(1) and that Adult Education should retain the interest of its supporters. In favour of the retention of the W.E.A. in its position was quoted the virility which is so often found in a voluntary association; also that the W.E.A. had developed a corporate spirit, in the eyes of the Committee, and had established a democratic system of student participation in the deliberations of the Advisory Committee. Throughout its report the Consultative Committee paid a good deal of attention to voluntary bodies in the adult education field, and possibly the enthusiasm evinced for the W.E.A. was due to a belief in the value to Adult Education of encouraging voluntary and spontaneous efforts which, as previously noted, were not to be restricted by State controls. The reputation of the W.E.A. for impartial enquiry and its avoidance of any link with political aims were quoted, while the link with trade unions was felt to give a better balanced social composition to an educational movement, and to avoid a "genteelism" which has diminished the usefulness of some adult educational bodies.(2)

So the Committee made no recommendation of any change of status for the W.E.A., but it did make suggestions for carrying out the expansion for which the W.E.A. could not provide. They claimed that other sections of adult education work, such as that of women's groups, drama, art and music, needed a wider basis than that of the W.E.A. Even city tutors, in areas where the

(1) Ibid page 58, para. 158
(2) Ibid
W.E.A. is strongest, were finding that they devoted part of their time to assisting agencies which had no connections with the W.E.A.

From this the Committee was able to go on to the vital point of the Report, that on which the 1938 Act stumbled and then side-stepped, namely, the provision of some body outside the voluntary agencies, whose responsibility it was to formulate policy and to make sure that all groups within the community were catered for. The recommendations concerning such bodies, the National Council of Adult Education, and the Regional Councils for Adult Education, were featured in the 1947 Adult Education Act which provided for most of the major recommendations of the Consultative Committee. The best way, therefore, of studying the new organisation which was the outcome of the Committee's findings is to consider the Act itself.
CHAPTER VI

PART III

THE 1947 ADULT EDUCATION ACT

ADULT EDUCATION UNDER THE 1947 ACT
CHAPTER VI

THE 1947 ADULT EDUCATION ACT

and

ITS APPLICATION IN THE V.U.C. DISTRICT

The Report of the Committee on Further Education for Adults was presented to the Council of Adult Education in 1947 and was then referred to the Minister of Education. After being referred to the Minister of Education, the report was embodied into a Bill which was put before Parliament on 24th November, under the title "An Act to make better Provision for Adult Education." (1) The Bill was passed and was entitled the "Adult Education Act, 1947." (2)

The first provision of the Act was to constitute the National Council of Adult Education, to replace the Council of Adult Education established by the Education Amendment Act, 1926. The National Council was to consist of:

"(a) the Director of Education,
(b) the Director of Broadcasting,
(c) the Director of the National Library Service,
(d) one member to be appointed by the Senate of the University of New Zealand,
(e) two members to be appointed by the Auckland University College Council,
(f) two members to be appointed by the V.U.C. Council,
(1) Adult Education Act (1947, No. 43)
(2) For full text of the Act see Appendix 3
CHAPTER VI

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The first provision of the Act was to constitute the National Council of Adult Education, to replace the Council of Adult Education established by the Education Amendment Act, 1938. The National Council was to consist of -

"(a) the Director of Education,
(b) the Director of Broadcasting,
(c) the Director of the National Library Service,
(d) one member to be appointed by the Senate of the University of New Zealand,
(e) two members to be appointed by the Auckland University College Council,
(f) two members to be appointed by the V.U.C. Council,

(1) Adult Education Act (1947, No. 43)
(2) For full text of the Act see Appendix 2
(g) two members to be appointed by the Canterbury University College Council,

(h) two members to be appointed by the Council of the University of Otago,

(i) one member to be appointed by the Dominion Council of the W.E.A.,

(j) one member to be appointed by the Minister to represent the Maori race."

The constitution of the Council follows most of the recommendations of the Committee, but adds a member to represent the W.E.A., and one to represent the Maori race, although the Committee had recommended that the W.E.A. should not be represented. The Committee was of the opinion that although the W.E.A. had been given representation when the first Council was appointed in 1938, it was then "practically the only agent of Adult Education" but that by 1947 other groups were developing with claims to representation. It would seem likely that some pressure was brought to bear in order to over-ride the Committee's recommendation and to favour the W.E.A. in this way, otherwise it is difficult to explain the fact that the Committee's advice was ignored.

Provision was made in the Act, as suggested by the Committee's report, for two members to be co-opted by the National Council when it thought fit. The functions of the Council were laid down as

"(a) to promote and foster adult education and the cultivation of the arts:

(b) to make recommendations to the Minister as to the amount of the annual grant to be made to the National Council,"

(1) Adult Education Act, 1947, para. 4
(2) Report of the Consultative Committee page 66, para. 176
for adult education, out of moneys appropriated by Parliament for that purpose, and to receive and administer and control the expenditure of all moneys granted to the Council as aforesaid."(1)

To help implement the promotion of Adult Education, the Act went on to provide for the establishment of a Regional Council in each University district.(2) The place of the University in Adult Education was safeguarded by making the Regional Council of Adult Education dependent on the College Council for the appointment of its members and for delegating powers to it. It may be recalled(3) that the Consultative Committee very clearly made the point that Adult Education should be linked with the University in the meantime, although autonomy should be aimed at, sometime in the future. At least half the membership of each Regional Council was to be comprised of persons appointed by the College Council on behalf of voluntary associations or organisations engaged or interested in Adult Education in its district.(4)

The Act made no specific reference to the functions of the Regional Council apart from the stipulation that it "shall exercise such powers in respect of adult education as the College Council may delegate to it."(4) If any College Council held any doubts as to the powers which they should delegate to the Regional Council, they could refer to the report of the Consultative Committee which suggested that the functions of the Regional Councils

(1) Adult Education Act, 1947, para. 9
(2) Ibid, para. 22
(3) See page
(4) Ibid, para. 22
1. To foster adult education in the region and to encourage its orderly development.

2. With the approval of the College Council, to allocate the funds made available to the University district through the National Council of Adult Education.

3. To supply (or arrange for the supply of) adult education facilities not otherwise provided in the region.

4. To provide (or arrange for the provision of) tutors, instructors, or lecturers for groups organised by voluntary agencies, or by the Regional Council.

5. To recommend to the College Council suitable persons to be appointed as tutors, to have the general oversight and direction of the work of tutors so appointed, and to arrange for their allocation to groups organised by voluntary agencies of adult education or by the Regional Council itself.

6. To act as a distributing agent for materials suitable for adult education (e.g., study courses) by establishing a depot from which such materials may be made available.

7. To recommend to the College Council regional representatives on the National Council of Adult Education.

8. To report at least annually to the College Council and to the National Council.

A special section of the Act dealt with Community Centres and gave authority to the Minister of Education to recognise any existing community centre or to establish one "for the purpose of (1) Report of the Committee, page 168, para. 179
providing educational and cultural activities for persons resident in any locality."(1) This paragraph dealing with community centres emphasises the considerable effort which the Consultative Committee made to describe the types of community centre which might prove suitable for the various community groupings in New Zealand. Six general types of groupings were listed - small rural places, larger rural areas, more closely settled rural areas, larger rural towns, suburban centres, and new housing areas.(2) Each of these, it was pointed out, posed its own particular problem so that no "hard and fast rules" could be suggested for the establishment of community centres, but the Committee did make many suggestions as to the steps which should be taken in the formation of a centre, and of the buildings and staff required.

The Feilding Community Centre was fully quoted to provide an example of a successful New Zealand experiment. This centre had been established in 1938 and was controlled by the Feilding Agricultural High School Board of Managers. The buildings used had formerly housed the Technical School and were owned by the Education Department, whilst the staff of the centre, Mr. and Mrs. H. C. D. Somerset, was appointed and paid as members of the Agricultural High School staff, although almost all of their time was devoted to the work of the centre. The Feilding Community Centre sought to provide educational and social facilities which were lacking in the area; it provided a meeting-place for

(1) Adult Education Act, 1947, para. 23
(2) Report of the Consultative Committee, page 92, para. 243
groups such as Young Farmers' Clubs, it maintained a liaison with library services, the University Colleges, museums and art galleries, and it carried out an adult education and recreation programme. The Committee related that their witnesses now looked upon the centre as a necessity in the community, and they commended the spirit in which the centre was run. They claimed that the centre "has demonstrated that a community centre, with resident officers, its own buildings, and suitable equipment, can be a very successful type of organisation for further education and recreation."(2)

The chief recommendation of the Committee, on community centres, was that the State should give some indication as to the extent to which aid would be extended. "The first question to be answered is then, what kind and degree of assistance should be given by the State?"(3) The 1947 Act answered this question by authorising the Minister of Education, as already noted, (4) to establish community centres and to recognise officially any existing centres. The degree of assistance was more closely defined when the Minister was authorised to pay the salaries of staff and to meet "expenses incurred in the conduct of any such community centre."(5)

The Act concludes by repealing the sections of the 1938 Act

(1) Ibid page 87, para. 225
(2) Ibid page 90, para. 237
(3) Ibid page 97, para. 252
(4) See page 108.
(5) Adult Education Act, 1947, para. 23
which had been provided for in the 1947 Act. Its principal provisions, as they affect this thesis, were those which gave to the National Council and the Regional Councils the right of promoting and fostering Adult Education; the way was thus clear for these bodies to appoint staff to go out into the field and to actively promote interest in Adult Education and then to satisfy the interest aroused.

The first meeting of the V.U.C. Regional Council was held on 1st March, 1948, at Victoria University College. The Principal of the College, Sir Thomas Hunter, welcomed the members of the new council at this first meeting. Those present were:- Professor F.F. Miles (Chairman), Mrs. W. H. Bennett, Mrs. H.C.D. Somerset, Messrs. J. Gibson, P. Macaskill, M. Riske, W. J. Scott, J. O. Shearer and A. S. Hely (the Director of Adult Education in the V.U.C. Region). The meeting noted that the Adult Education Act, 1947, made no provision for the Director of Adult Education to become a member of the Regional Council, but it was resolved that he should be asked to attend and have a full voice, and also act as secretary of the Council.

At this meeting the report of a sub-committee of the Advisory Committee dealing with the proposed powers and duties of the Regional Council was received; the report proposed that:-

(a) The Regional Council should have powers of control over the appointment of part-time tutors, the determination of courses, the work of full-time tutors, and expenditure of adult education funds, subject to a short report to the College Council early in the year on the programme planned, and on a full report later in
the year, for the purpose of a report to the National Council of Adult Education.

(b) The College Council should be responsible for the appointment of full-time members of the Adult Education staff on the recommendation of the Regional Council, for determining conditions of appointment of members of full-time staff, and for deciding upon items of capital expenditure over £25.

The report was accepted, with the alteration of the amount of £25 to £50.(1)

Over a year later a sub-committee of the Regional Council of Adult Education for the V.U.C. District(2) presented a report on the "Proposed Powers and Duties of the Regional Council."

The sub-committee(3) thought that the existing size of the Regional Council enabled it to operate as a working committee whereas much increase in size would alter its nature. A small, well informed committee of not more than about twelve members was needed, as it would be necessary for the members to keep a thorough grasp of the wide range of adult education activities.

With the expansion of Adult Education and the retaining of the present small membership it was felt that some interests, such as drama, music or youth work, would be excluded. If all the interests were to be represented, it was suggested that a small executive committee should be chosen from the full council,

(1) Minutes of meeting of Regional Council of Adult Education on 1st March, 1948
(2) Hereinafter referred to as the Regional Council
(3) Received at a meeting of the Regional Council held on 2nd May, 1949
the latter then to become an advisory body. The sub-committee suggested that the Regional Council should maintain a liaison with the voluntary bodies by establishing advisory committees.

If direct representation were to be given, then, asked the sub-committee, which voluntary bodies should be so favoured? In drama, for example, the work was carried out by a number of small and unco-ordinated groups. In some fields, co-ordination existed at a national level, as in the Drama Council which was a national body representing drama interests; such groups would be better, it was thought, to maintain contact with the National Council rather than with the Regional Council.

If voluntary organisations, such as musical groups, were to combine to form a regional body, the sub-committee considered that they could be recognised as having authority to recommend a representative to the Regional Council. However, they felt that there was little prospect of this at the time, and wondered if perhaps the Regional Council should stimulate such co-ordination by inviting representatives to form committees for advising the Regional Council on special aspects, such as drama, music and art. It was stated that the formation of committees would have to await the provision of staff and finance for work in special fields, but that an advisory committee for women’s work could be set up immediately and should have representation from the V.U.C. Regional Council Co-ordinating Committee(1) including the two representatives of that body already on the Regional Council of Adult Education, one representative each from the Townswomen’s

(1) See page 158 following
Guilds, the League of Mothers, Kindergarten or Nursery Play Centre Association, Health Department, Agriculture Department and Internal Affairs Department. Such an advisory committee could then be treated as a voluntary body under the meaning of the 1947 Act.\(^{(1)}\) In certain cases, such as in youth or Maori work, liaison with special fields would, in the opinion of the sub-committee, be better achieved through periodic conferences with representatives of organisations and groups, than by separate advisory committees.

It was recommended that in the immediate future the membership of the Regional Council should be adjusted to comprise:

- four representatives appointed directly by the College Council,

It was also suggested that in 1950, a representative of the Women's Advisory Committee should be added.

The W.E.A. and V.U.C. Regional Country-women's Co-ordinating Committee were specifically named for representation as they were the only voluntary bodies organised on a regional basis and were the only bodies interested in all aspects of Adult Education. Another reason was that their administrative organisation was designed to enable them to co-operate with the Regional Council.

\(^{(1)}\) The Act states that: "The College Council shall ensure that at least half of the members of the Regional Council of the district are persons appointed on the nomination of voluntary associations or organisations engaged or interested in adult education in its district." para. 22
GRAPHS TO SHOW FLUCTUATIONS IN ENROLMENTS IN TUTORIAL CLASSES BETWEEN 1948 AND 1955.

CITY CLASSES

COUNTRY CLASSES

SPECIALIST CLASSES
( Arts and Crafts, Home Science, Drama)
in arranging tutorial classes. The sub-committee suggested that additional appointments should be made to the Regional Council as soon as opportune, to represent both drama and music, whilst as mentioned earlier in the report, \(^1\)liaison with other groups could best be maintained by periodic conferences of representatives from organisations interested in special fields.

This report of the sub-committee was accepted by the Regional Council and forwarded to the College Council.

The history of the years following the 1947 Act centres largely around the increase in staff, with a resultant expansion of work. This expansion took two courses, firstly, the consolidation and extension of the type of work and study classes already in existence, and secondly, experimentation in new fields.

The extension of work along lines already established is shown by the high level of enrolment in tutorial classes in the years following the 1947 Act. \(^2\) Fluctuations occur from year to year, usually owing to the absence of a tutor for part of the year as in 1953, when the appointment of Mr. H. Power as the new city tutor, involved a drop in tutorial classes which were late in beginning because of the time he found it necessary to spend on organisation.

The 1948 figures for tutorial classes do not include a single full course, nor are the enrolments in half-courses and short courses large compared with those of ensuing years. This can be explained by the appointment after 1948, of more staff, \(^1\) See page 114.

\(^2\) See Figure I opposite.
MAP OF V.U.C. DISTRICT

to show its six working divisions. (1)

Key:
1. Wanganui - Toranaki
2. Manawatu - Main Trunk
3. Hawkes Bay
4. Hutt Valley - Wairarapa
5. Wellington city and suburbs

1. After Lower Wairarapa was added to the Hutt Valley area, at the end of 1947.
made possible by the increased grant allowed for in the 1947 Act. (1) When Mr. A. S. Hely took office as full-time director at the end of 1947, there were only six full-time tutors on the staff of the V.U.C. district, whereas when he resigned at the end of 1956, there were seventeen full-time tutors. This increase in staff has been the principal contribution of the 1947 Act. During 1948 three tutors were appointed, but as they took up their duties late in the year, the result of their work is not apparent until 1949. The first of these tutors to be appointed was Mr. H. Power, B.A., and in July of 1948 he took up the new post of junior tutor-organiser (2) to work with the Community Arts Service; (3) Mr. A. Grey, M.A., Dip. Ed., was appointed senior tutor-organiser for the city area as from the beginning of August, and Miss M. E. Haddon-Jones, Mus. B., A.R.C.M., became senior tutor-organiser in music at the end of August. (4)

At the beginning of 1949, then, the staff had been brought up to a total of nine full-time tutors, one part-time tutor, and two Home Science tutors. (5) More work could therefore be done

(1) Adult Education Act, 1947; para 13 - see appendix II

(2) Annual Report of the V.U.C. Regional Council for 1948 (3) The institution of this service is dealt with in the chapter following, under the heading "New development," see page 156 et seq

(4) The appointments of Mr. Grey and Miss Haddon-Jones are recorded in the minutes of a meeting of the Regional Council held on 12th July, 1948.

(5) The staff at this time was:

Manawatu Mr. M. A. Nixon
Taranaki Mr. S. R. Morrison
Hawkes Bay Mr. W. J. Mountjoy
Wellington City, Mr. A. A. Mountjoy
South Island, Mr. W. C. Cook
Hutt Valley and Lower Wairarapa Mr. A. C. Long

Arts and Crafts Miss C. Hawkins
Drama (part-time) Miss K. Stocker
S.A.R. Fellow, Miss A.R. Johnson
Assistant, Miss B. Hitchen
Music, Miss M. E. Haddon-Jones
C.A.S. Mr. H. Power
TABLE VI
TO SHOW THE PERCENTAGE COMPOSITION
OF CITY TUTORIAL CLASSES
from 1948 to 1955

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Courses</th>
<th>Half Courses</th>
<th>Short Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>0%</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>1949</td>
<td>10%</td>
<td>32%</td>
<td>58%</td>
</tr>
<tr>
<td>1950</td>
<td>10%</td>
<td>31%</td>
<td>59%</td>
</tr>
<tr>
<td>1951</td>
<td>2%</td>
<td>22%</td>
<td>76%</td>
</tr>
<tr>
<td>1952</td>
<td>10%</td>
<td>22%</td>
<td>66%</td>
</tr>
<tr>
<td>1953</td>
<td>14%</td>
<td>25%</td>
<td>61%</td>
</tr>
<tr>
<td>1954</td>
<td>11%</td>
<td>34%</td>
<td>55%</td>
</tr>
<tr>
<td>1955</td>
<td>20</td>
<td>16%</td>
<td>64%</td>
</tr>
</tbody>
</table>

undertaken, particularly with longer classes, so that 231 students were enrolled for full courses in the city during the year. This number represented 10% of all city tutorial classes. (1) The success of the year's work was claimed to be the long-range effects of the policy followed by the old Advisory Committee and the new Regional Council, covering a period of twelve years; these effects, "assisted by increased grants in the last four years, are being reflected in the widening range of adult education work undertaken, and the increasing public response to the service offered. The value of Adult Education has been demonstrated, but this is creating a demand that can only be satisfied with further staff expansion." (2)

Staff difficulties were again apparent in 1949, when resignations of tutors, mostly to take more senior positions, upset tutorial work. Mr. Morrison, the Taranaki tutor, resigned to become Director of Adult Education at Auckland University; (3) Mr. H. Power resigned as junior tutor-organiser working with the C.A.S. to take an appointment as senior tutor-organiser in Auckland; (4) and Miss Johnson, the Sarah Anne Rhodes Fellow, resigned after eleven years' service. Although the staff members were replaced, the introduction of a new tutor to his position took time while he accustomed himself to the organisation and the area.

(1) See Table VI opposite
(2) Regional Council of Adult Education, V.U.C. Report on Adult Education for the V.U.C. District for the year ending December 31st, 1949
(3) Minutes of meeting of the Regional Council held on the 11th April, 1949
(4) Ibid 12th September, 1949
The frequent changes in tutorial staff in the V.U.C. Region since the Act made more positions available, must have been quite a severe handicap to work over the last eight years; many of these changes were unavoidable and were probably associated with the phase of rapid expansion when ambitious young tutors sought higher positions as these became available, even though they may have held their position for only a short time.

During 1949 Miss P. Wemyss, Dip. Fine Arts, was appointed a temporary junior tutor in arts and crafts to relieve Miss C. Hawkins who was granted a year's leave to study abroad. Mr. L. M. H. Cave, M.A., was appointed in June to be the senior tutor-organiser in the Taranaki area, while Mr. N. Haig, B.A., joined the staff in July as a junior tutor for the Hawkes Bay area. Miss B. Hitchen was promoted to the position of senior tutor in home science to fill the vacancy left by Miss Johnson's resignation, and Miss N. Thomson, B. HSc., became a junior tutor in home science. A new venture was the appointment for six months of Mr. A. B. Witten-Hannah to organise Maori classes in the Taranaki-Wanganui area. (1)

A marked increase in student numbers in discussion and box courses occurred in 1949, (except in the Taranaki-Wanganui area after the resignation of Mr. Morrison in May, as there was a delay until August when Mr. Cave began this work). A total of 105 groups were formed among 1262 students, and it was felt that further progress in this field would depend on more careful preparation of courses to meet the special needs of the study group.

(1) All these appointments are recorded in the 1949 Annual Report of the Regional Council.
students, and the training of discussion group leaders. Most of the full-time staff tutors were too busy to write courses, while many of the experts in particular fields were proving too academic in their approach. The Regional Council felt that perhaps the answer lay in careful editing by a tutor specialising in this work.\(^1\) This suggestion of a tutor specialising in discussion courses had much to commend it but it would seem unlikely that such a tutor would have a full appreciation of the differences between one area and another. The dairy farming background of the Taranaki area would seem to differ in many cultural aspects from the sheep farming areas of Hawkes Bay, the railway settlements of the Main Trunk, or the orcharding areas of Nelson. For this reason it would seem that discussion courses could be suited to the needs of a particular area, if they were written by the local tutor, who would need to be freed for the time necessary to do this work; the courses could then be distributed from a centre within the area, rather than using the present centralised scheme which covers the whole V.U.C. district.

The appointment of Mr. Haig as junior tutor-organiser to Hawkes Bay in 1950 enabled more discussion groups to be formed in that area, and the membership for the 131 groups throughout the V.U.C. district rose to 1498.\(^2\) An experiment in listening groups was carried out, with talks over 2YA on Bertrand Russell's work, "Authority and the Individual." Discussion groups had

\(^1\) Annual Report of the Regional Council for 1948

\(^2\) Annual Report of the Regional Council for 1950
copies of the work, and discussion notes, but the venture was not a success as power cuts intervened, and the time of broadcasts (3 p.m. on Sunday) proved unsuitable. (1)

Country tutorial work had shown an increase of 50 members during 1949, (3) but 1950 was more profitable still with numbers rising from 862 in 1949, (1) to 1056 in 1952. (2) City Classes, however, followed the 1949 pattern and remained at much the same level as they were in 1948. In 1950 the year's efforts were aimed at consolidating existing work, rather than at inaugurating new work. (2)

Increased staff helped in this consolidation. Miss J. Ince, a dress-making tutor working for the Dominion Country Women's Co-ordinating Committee, was transferred as from January 1st, 1950, to the staff of the Regional Council and Miss V. Thompson, Dip. H.Sc., was appointed additional junior tutor in home science. From this date also Miss Wemyss, who had been relieving in art and craft work during the absence of Miss Hawkins, became a member of the permanent staff as a junior tutor. On February 1st Mr. W. H. B. Masterbrook Smith, B.A., was given the post of junior tutor-organiser working with the C.A.S., to fill the vacancy left by the resignation of Mr. Power. Miss Hawkins returned from abroad and resumed duties on April 1st, and the Maori experiment was carried a stage further with the appointment in April of Mr. W. Parker as senior tutor-organiser in Maori Adult Education.

(1) Annual Report of the Regional Council for 1949
(2) Ibid 1950
(3) See graph on opposite page 115
Mr. A. G. Long resigned on the 4th of September as senior tutor-organiser in the Hutt Valley and Wairarapa to become Director of the Community Centre at the hydro-electric works township of Mangakino. (1)

The Staff of the V.U.C. district in 1950 was -

**Director**

Mr. A. S. Hely

**Resident Tutors**

- Taranaki-Wanganui
- Manawatu-Main Trunk
- Hawkes Bay
- Hutt Valley-Wairarapa
- Wellington City
- Marlborough-Nelson

**Specialist Tutors**

- Music
- Drama
- Arts and Crafts
- Maori Adult Education
- Home Science

**C.A.S.**

**Administrative**

**Secretary to the Director**

- Miss M. E. Haddon-Jones
- Miss K. Stocker
- Miss C. Hawkins
- Miss P. Wemyss (junior tutor)
- Mr. W. Parker
- Miss B. Hitchen (senior tutor)
- Miss N. Thomson
- Miss V. Thomson
- Miss J. Ince

**Part-time Clerical**

- Miss B. de Castro
- Mrs. A. G. Long
- Mrs. M. A. Nixon
- Mrs. L. M. H. Cave
- Miss Z. White
- Mrs. W. C. Cook

**Part-time Librarian**

- Miss V. Newman (1)

(1) Annual Report of the Regional Council for 1950
Fewer changes in staff during 1951 allowed considerable development in country work, (1) although specialist work once again suffered when Miss C. Hawkins resigned after three months' sick leave. Miss K. Stocker was overseas all the year.

City work was affected by the unexpected decision of the Government to hold a general election; students in many cases diverted their attention to the election and it was necessary to abandon three late winter classes, while two short courses lapsed and only two courses ended up as full courses. This meant that only 2% of enrolments in the city classes were for full courses. (2)

The 1951 Annual Report pointed out that the statistics no longer showed the full extent of progress in adult education work, for three main reasons:—

1. The increasing co-operation between the Regional Council and voluntary bodies was helping those bodies to attract more members, although these were not shown in the adult education statistics.

2. There was a closer co-operation being built up between the Regional Council and other agencies of Adult Education such as libraries and broadcasting, and this too could not be shown statistically.

3. The policy of the Regional Council in stimulating community activity in arts and education was having widespread but unrecorded results.

The Report stated that tutors spent quite a large part of their time working in these ways.

(1) See graph opposite page 115

(2) See Table opposite page 117
tutor, Mr. Mountjoy, to C.A.S. work at headquarters in Wellington, and the promotion of the junior tutor to fill the vacancy thus created. The junior tutor was not replaced. (1)

For some years difficulty had been experienced in finding part-time tutors willing and able to undertake full-length tutorial classes. This situation meant that either courses had to be short, or a panel of tutors had to be found, "both alternatives failed to provide that continuity of work under the guidance of a single tutor which is so essential if adult students are to gain individual encouragement to do good work." (2)

In 1952 some progress was made in building up the larger courses and it was possible to hold seven full courses with 305 students, as compared with 55 students in one class in 1951. (3)

Tutorial classes in the country showed a decline of 361 enrolments, on the unusually high figures of 1563 students in 1951. This decline was the result of a shortage of part-time tutors, and the heavy programme of work being shouldered by the full-time tutors. (5) A pleasing feature was that many classes were linked to local interests or activities, and showed that voluntary bodies were making use of adult education facilities (5) as the Consultative Committee had suggested. (4)

In Hawera a short course on

(1) Annual Report of the Regional Council for 1951
(2) 1952 Ibid
(3) 1951 Ibid
(4) Report of Consultative Committee op cit, para. 189
(5) 1952 Annual Report of the Regional Council
astronomy led to the formation of a strong local astronomy society, which made plans for establishing an observatory, while in Hastings the class on art led to the formation of an art club which continued to meet throughout the year, financing its own lectures and demonstrations. (1)

There were 129 box and discussion course groups in 1952, 11 more than in the previous year. The quality of work done showed a marked improvement during the year, with a larger number of students taking longer courses and a high percentage spending additional evenings studying the material. (1) Little change in membership was seen in 1953, but a pleasing feature had been the formation of permanent societies as an extension of some groups, such as the Polynesian Society, which was established in Palmerston North by the members of a discussion group on Polynesian Studies. (2)

An interesting aspect of full courses was raised in 1953, when it was suggested that consideration be given to the holding of two or three-year classes like those in England, but it was felt by the Regional Council that those who wanted such courses could attend them at Victoria College. It was also pointed out that the population of New Zealand was more mobile than that of England and that many students would be unable to complete a three-year course as they would possibly not be in the same area by the end of the three years. (3)

(1) 1952 Ibid
(2) 1953 Ibid
(3) Half-yearly report of the Acting Director of Adult Education for the first half of 1953
Country classes showed a further decrease in enrolments which was partly explained by the consolidation of country schools, so that teachers, who often formed the nucleus of groups, were moved away from the smaller areas to larger centres. Thus groups in many small localities ceased to function. (1)

An important development during the year was the formation of a tutorial classes committee, consisting of four members of the Regional Council, of whom two were W.E.A. representatives, together with the city tutor as secretary and the Director as ex-officio member. The function of this committee was to plan programmes of courses and then to make recommendations to the Regional Council.

City classes, as well as country, had fewer students as there were fewer courses. The main reason for this was the reduction in the grant allotted for city and suburban classes. The grant for 1952 had been £1,000, but in 1953 it was reduced to £800 so that there was not the money to pay tutors to take more classes. The resignation of Mr. Grey as city tutor further reduced the number of classes, as his successor, Mr. H. Power, (2) needed time to become familiar with his district and its needs.

Mr. A. S. Hely went overseas in May to study adult education trends in Britain, Europe and North America, and during his absence the C.A.S. tutor, Mr. W. J. Mountjoy, was appointed Acting Director while Mr. K. M. Bennett, B.A., received a temporary (1) Annual Report of the Regional Council for 1953 (2) Ibid
appointment to take charge of the C.A.S. for this period. Miss B. Wilson, the junior tutor in home science, resigned after only a year's service and Miss P. Wemyss also resigned from the post of junior tutor in arts and crafts. (1)

Resulting staff shortages in 1954 restricted work. The Director was on leave overseas until May, and Mr. Mountjoy, the Acting Director, died suddenly early in the year. Mr. M. A. Nixon, senior tutor in the Manawatu, took over the duties of Acting Director. No suitable applicant for the position of junior tutor in arts and crafts was received, so there was no appointment. Finally, Mr. Nixon was given leave, in the third term, to do historical research work for the Bryant Trust, Hamilton. (2) The Regional Council was not free of resignations either as Professor I. D. Campbell resigned his position in May, when he was appointed Dean of the Faculty of Law at V.U.C. (3)

City and suburban tutorial classes showed an increased enrolment during 1954 to total 1,146 amongst 42 classes, (2) compared with 1953's totals of 832 students and 35 classes. (4) Suburban

(1) Ibid
(2) Annual Report of the Regional Council for 1954
(3) The Regional Council membership for 1954 was:- Professor J. O. Shearer (Chairman), Mr. H. C. Clarkson (W.E.A), Mrs. T. J. Cotter (Country Women's Co-ordinating Committee), Mr. D. G. Edwards (V.U.C.), Mr. H. J. Robinson (W.E.A), Mrs. A. G. Schroder (Country Women's Co-ordinating Committee) Mr. R. S. V. Simpson (V.U.C.), Mr. E. L. Sincock (W.E.A), Mrs. H. C. D. Somerset (V.U.C.), Miss J. Stevens (V.U.C.) and Mr. A. S. Hely, Director of Adult Education as Secretary

(4) Annual Report of the Regional Council for 1953
work developed well with the establishing of five suburban adult education committees. These and the suburban classes led to a greater interest in Adult Education and encouraged local leadership.

Country tutorial classes suffered from the absence of Mr. Nixon from his area, and from the difficulties experienced in finding suitable part-time tutors, but most of all from the attention of tutors to specialised practical groups and to other aspects of their work.

There were 35 tutorial classes with 716 students in 1954, and 45 classes with 890 students in the preceding year. 1954 classes followed the pattern of the two years before, but in 1955 two interesting developments occurred. Firstly, correspondence courses and group study techniques were organised with the Play Centre Association, in which prospective play-centre supervisors were given a training; each student had to prepare a number of written assignments. The second development was in radio listening groups through Station 2XP, New Plymouth, when a panel of experts discussed local problems; reports were sent in by the groups and a public meeting discussed the conclusions.

1955 was the most successful year experienced since the establishment of the Regional Council in 1948. Staff changes were few but included the granting of leave of absence to Mr. Cave to study overseas, the return of Mr. Nixon from his research work, the appointment of Miss J. Heilley, Dip. Fine Arts, as junior tutor in arts and crafts and the appointment of Miss B. Kinnear, Dip. H.Sc.

(2) 1953 Ibid
(3) 1955 Ibid
The staff for the year was:-

**Director of Adult Education**  Mr. A. S. Hely

**Resident Tutors**
- Wanganui-Taranaki  Mr. L. M. H. Cave
- Marlborough-Nelson  Mr. W. C. Cook
- Hutt Valley-Wairarapa  Mr. W. H. B. Easterbrook-Smith
- Hawkes Bay  Mr. N. T. Haig
- Manawatu-Main Trunk  Mr. M. A. Nixon
- Wellington City  Mr. H. M. Power

**Specialist Tutors**
- Music  Miss N. Martin
- Drama  Miss K. Stocker
- Home Science  Miss B. Hitchen (Sarah Anne Rhodes Tutor)
- Arts and Crafts  Miss J. Ince
- Maori Adult Education  Miss N. King
- Community Arts Service  Miss E. Webb
- Special Schools  Miss E. Kinneer
- Administrative  Miss J. Reilley
- Secretary to Director  Mr. W. Parker
- Office Assistants  Mr. K. Bennett
- Part-time Clerical  Mrs. D. L. McCree
- Main Trunk-Manawatu  Miss M. Olson
- Taranaki-Wanganui  Miss M. A. Nixon
- Hawkes Bay  Mrs. L. M. H. Cave
- Marlborough-Nelson  Mrs. N. T. Haig

**Part-time librarian**  Mrs. W. C. Cook

Miss V. Newman

Tutorial class work expanded during the year and a most pleasing feature was the establishment of University Extension work by means of advanced tutorial classes with as many as 30 lectures offered during the year, although it seemed that some

(1) Formerly Miss D. L. O'Callaghan, Secretary to the Director
of these proved rather too long for "Family responsibilities, transfer out of Wellington and the demand of overtime work led to a drop in attendances at the end of the courses." (1) These classes taught more difficult work than W.E.A. classes usually dealt with, and sometimes introduced new subjects. Studies in "Maori Language and Culture" was at the Stage I B.A. level, (1) while some of the music classes prepared students for overseas examinations. Seventeen full courses were offered, compared with 7 in 1954, and a total of 2436 students were enrolled in 106 tutorial classes.

On this promising note of increased total enrolments in tutorial classes, the provision of more full courses, and experimentation with University Extension types of courses, we must leave the more regular work of Adult Education, and the expansion which took place in this work as a result of the 1947 Adult Education Act. The pattern of development from 1948 to 1955 did not show much deviation from the plans and policies of the years before, when the District Advisory Committee controlled Adult Education, and the Director of Adult Education in the V.U.C. District tells us that: "the present policy is one that has been pursued steadily since 1938, and many of its roots go back to the earlier experiments carried out under the Joint Tutorial Classes Committee. Lack of staff and finance, plus the dislocation inevitable during the war years, 1939-1945, made significant progress difficult, if not impossible before 1948." (2)

(2) Adult Education Policy and Practice in the V.U.C. District, New Zealand, with Developments since the Passing of the Adult Education Act, 1947, A. S. M. Hely, M.A., B.Com., Director of Adult Education V.U.C., 31st October, 1952
<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
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<tbody>
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<td>Economics</td>
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<td>The Farmer in New Zealand Economy</td>
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<tr>
<td>New Zealand Today and Tomorrow</td>
<td>116</td>
</tr>
<tr>
<td>Co-operative Movement</td>
<td>28</td>
</tr>
<tr>
<td>Plan or no Plan</td>
<td>14</td>
</tr>
<tr>
<td>Politics</td>
<td></td>
</tr>
<tr>
<td>The Labour Movement in New Zealand</td>
<td>112</td>
</tr>
<tr>
<td>Life Under Bolshevism and Fascism</td>
<td>79</td>
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<tr>
<td>International Issues</td>
<td>200</td>
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<tr>
<td>Pacific Problems</td>
<td>225</td>
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<td>Psychology</td>
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<tr>
<td>Understanding Human Nature</td>
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<tr>
<td>Child Psychology</td>
<td>55</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
</tr>
<tr>
<td>Farming Problems</td>
<td>7</td>
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<td>Early New Zealand History</td>
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<td>Language and Society</td>
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<tr>
<td>Man's Place in Nature</td>
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(1) All these figures exclude special Home Science boxes.
TABLE VIII

ENROLMENTS IN DISCUSSION AND BOX COURSES IN 1944 (1)

<table>
<thead>
<tr>
<th>1944</th>
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<td><strong>Economics</strong></td>
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<td>Economic Problems</td>
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<td>Major Post-war Economic Problems</td>
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</tr>
<tr>
<td>New Zealand Economic Problems</td>
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<tr>
<td>New Zealand Resources</td>
<td>44</td>
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<tr>
<td>Human Welfare and Industrial Efficiency</td>
<td>16</td>
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<tr>
<td><strong>Politics</strong></td>
<td></td>
</tr>
<tr>
<td>Democracy in U.S.A.</td>
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<tr>
<td><strong>Current Events</strong></td>
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<td>After the War What? 1</td>
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<td>After the War What? 2</td>
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<td><strong>Japan</strong></td>
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<td>Japan</td>
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<tr>
<td><strong>Countries and People of the Pacific</strong></td>
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<tr>
<td>Countries and People of the Pacific</td>
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<tr>
<td><strong>Latin America</strong></td>
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<td>Latin America</td>
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<td><strong>East and West after the War</strong></td>
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<td>East and West after the War</td>
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<td>Understanding Society</td>
<td>43</td>
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<td>The Family Cycle</td>
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<tr>
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<td>43</td>
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<tr>
<td>Human Nature and the World Today</td>
<td>13</td>
</tr>
<tr>
<td>Health of the Mind</td>
<td>26</td>
</tr>
<tr>
<td>Child Psychology</td>
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<td>Child Study</td>
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<td>Advanced Child Study</td>
<td>7</td>
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<td>Religion</td>
<td>6</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
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<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
</tr>
<tr>
<td>Farming Problems</td>
<td>10</td>
</tr>
<tr>
<td>Danger of Words</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>56</td>
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</tbody>
</table>

(1) All these figures exclude special Home Science boxes.

The expansion observed after 1948 did in fact stem from the provisions which the Act made for the appointment of full-time staff to promote adult education in New Zealand, and from the guaranteed annual grant to the National Council of Adult Education for distribution to the four University College Districts. The effect which a reduction of grant had on regular classes has already been observed in the restriction of tutorial classes in Wellington city (1) because there were insufficient funds to obtain the services of additional part-time tutors. Shortages of staff at different periods, such as in 1953 when the Wellington city tutor resigned and had to be replaced (2) also reduced enrolments for the year, emphasising how necessary both sufficient staff and finance were for adequate expansion.

"If expansion has been most marked over the last nine years (1947-1956) it is a result of greater resources made available during these latter years and the expansion has been facilitated by the soundness of the structure created in the preceding period." (3)

To place tutorial classes, discussion and box courses in their historical background it is interesting to consider the trends that are apparent in the demand for various types of subjects. These trends are shown on the tables which follow. (4)

(1) See page 126.
(2) See page 126. (4) See Tables VII-XVI
(3) "Director's Report" 1947-1956. On the occasion of the resignation of Mr. Heley as Director of Adult Education to take up a position in the University of South Australia. The report was presented to the Regional Council on 4th February, 1957.
(4) See Tables XI-XVI.
### TABLE IX

**ENROLLMENTS IN DISCUSSION AND BOX COURSES IN 1950 (1)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
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<tr>
<td>Economic Background of Politics</td>
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<tr>
<td>Economic in transition</td>
<td>22</td>
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<td><strong>Politics</strong></td>
<td></td>
</tr>
<tr>
<td>Democrats and Bureaucrats</td>
<td>21</td>
</tr>
<tr>
<td>Power Politics Today</td>
<td>114</td>
</tr>
<tr>
<td><strong>Current Events</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>135</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>The Family Cycle</td>
<td>7</td>
</tr>
<tr>
<td>Problems of Human Nature</td>
<td>6</td>
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<tr>
<td>Psychology</td>
<td>11</td>
</tr>
<tr>
<td>Human Nature and the World Today</td>
<td>23</td>
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<tr>
<td>Social Psychology</td>
<td>29</td>
</tr>
<tr>
<td>Understanding Children</td>
<td>112</td>
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<tr>
<td>Bringing up a Family</td>
<td>29</td>
</tr>
<tr>
<td>Understanding Modern Youth</td>
<td>30</td>
</tr>
<tr>
<td>Contemporary Social Problems</td>
<td>5</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>Food and People</td>
<td>82</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
</tr>
<tr>
<td>Playing and Producing for Pleasure</td>
<td>124</td>
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<tr>
<td><strong>Art</strong></td>
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<tr>
<td>Art</td>
<td>31</td>
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<tr>
<td>Design and Living</td>
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<tr>
<td><strong>Miscellaneous</strong></td>
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<tr>
<td>Authority and the Individual</td>
<td>29</td>
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<tr>
<td>Public Speaking</td>
<td>24</td>
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<tr>
<td>Touring the World in Books</td>
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<td>Danger of Words</td>
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<tr>
<td></td>
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</table>

(1) As for Table VII

---

The historical background is all important in interpreting the status of political science, economics, and all of the enrolments and box courses in economics. By 1948, the depression and its significance as it was further away and international events had taken a prominent place. As a result, the enrolments in economics had dropped by over 10%. The political sciences were all more popular for all the political sciences had increased by over 5%. The situation of economics had fallen further and amounted for 38% of the enrolments with 40% amounting to it. There were only 138 students, who had enrolled in economics.

Courses on politics showed the same trend and can be explained by background factors, the election which was held in 1950, but it now was no longer in political matters.

138 students took courses in politics in 1944, totaling 11% of all enrolments, whereas in 1944 only 8% took political science. There were no enrolments in political science in 1944, 1945, and 1946. Current events were less important and 1944(4) was in a sense an election year. In 1944(1) the tense world situation surrounding the outbreak of war and the interest in post-war developments on the home front were no longer so pressing.

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### TABLE VII

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Students</th>
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<tbody>
<tr>
<td><strong>Economics</strong></td>
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<td><strong>Current Events</strong></td>
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<td>124</td>
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<tr>
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<td>Art</td>
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<td>Design and Living</td>
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<tr>
<td>Danger of Words</td>
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<tr>
<td></td>
<td>34</td>
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</tbody>
</table>

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### TABLE X

<table>
<thead>
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<th>ENROLMENTS IN DISCUSSION AND BOX COURSES IN 1955(1)</th>
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<td>1955</td>
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<td>Economics for the Housewife</td>
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<td>China Yesterday and Today</td>
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<tr>
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<td>Human Nature and Some Modern Problems</td>
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<td>Heredity in Humans</td>
</tr>
<tr>
<td>The Modern Mind</td>
</tr>
<tr>
<td>Understanding Modern Youth</td>
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<tr>
<td>Primary School Child</td>
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<tr>
<td>Play Centre Course</td>
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<tr>
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<tr>
<td>Undergraduate Studies</td>
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<tr>
<td>Play Centre Supervisor</td>
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<tr>
<td>Community Centres</td>
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<tr>
<td>Health</td>
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<tr>
<td>Food and Nutrition</td>
</tr>
<tr>
<td>Drama</td>
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<tr>
<td>The Craft of the Opera</td>
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<td>50 Years of Modern English Drama</td>
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<tr>
<td>Amateur Drama</td>
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<td>The Making of Pictures</td>
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<td>Modern Poetry</td>
</tr>
<tr>
<td>New Zealand History</td>
</tr>
<tr>
<td>Danger of Words</td>
</tr>
<tr>
<td>New Zealand Literature</td>
</tr>
<tr>
<td>Public Speaking</td>
</tr>
<tr>
<td>Polynesian History</td>
</tr>
</tbody>
</table>
| (1) As for Table VII           | 188      

The historical background is all important in interpreting these trends as, for example, in 1939 when the recovery of New Zealand from its economic depression still had significance, and 25% of the enrolments in discussion and box courses were in economics.(1) By 1944, the depression had less significance as it was further away and interest in the war had taken a prominent place. As a result the enrolments in economics had dropped by over 100(2) even though the total enrolments for all discussion and box courses had increased since 1939. The position of economics had fallen further by 1950 and accounted for 5% of the enrolments with 42 students,(1) while in 1955 there were only 25 students.(3)

Courses on politics showed fluctuations which can be explained by background factors, such as the general election which was held in 1950, thus renewing interest in political matters. 135 students took courses in politics in 1950, making 17% of all enrolments whereas in 1944 only 3% took politics(1) and in 1955 there were no enrolments at all in these courses.

Current events attracted enrolments in 1939 and 1944(4) owing to the tense world situation surrounding the outbreak of war and the interest in post-war development. By 1950 there were no enrolments.

(1) See Table XI
(2) Compare enrolments in economics for 1939 and 1944 on Tables VII and VIII
(3) See Table X
(4) See Table IX
TABLE XI
SUMMARY OF DISCUSSION AND BOX COURSES TRENDS
from 1939 to 1955

<table>
<thead>
<tr>
<th></th>
<th>1939</th>
<th>1944</th>
<th>1950</th>
<th>1955</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>25%</td>
<td>12%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Politics</td>
<td>13%</td>
<td>3%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Current Events</td>
<td>41%</td>
<td>59%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>Psychology</td>
<td>0%</td>
<td>21%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>Drama</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Health</td>
<td>0%</td>
<td>1%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Art</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

TRENDS

Enrolments for this group of subjects but the rather explosive world atmosphere had led to renewed interest by 1955.(1)

Psychology courses reflect a different trend from those in economics, politics and current events. Only 8% of all enrolments in discussion and box groups were for courses on Psychology in 1939, (2) but by 1944 much of the anxiety was passing out of the war as the Germans and Japanese were gradually being driven back, and people began to consider the new kind of life that could be lived in peacetime. Psychology, particularly the study of bringing up families, proved in great demand, and even in 1944 21% of the enrolments were in these courses. By 1950 the percentage had risen to 34% and has remained at about that level.(2)

A further significant increase in demand has been that in drama. This would seem to arise from the activities of Miss Stocker as drama tutor and the co-operation of the British Drama League, so that in 1950 15% of the students enrolled in discussion and box courses studied drama. The entry of the Community Arts Service and the professional company, the New Zealand Players, into the field of drama had further aroused interest so that in 1955 25% of the total discussion and box course enrolments were in this subject.(3)

As well as the trend towards psychology and drama in recent years, there has been a broadening of the range of courses, so that in 1955 there were more groups under the miscellaneous heading than in 1939, 1944 or 1950. The introduction of health

(1) See Table X
(2) See Table XI
(3) See Table XII
<table>
<thead>
<tr>
<th>TABLE XII</th>
<th>ENROLLMENTS IN TUTORIAL CLASSES IN 1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>Economics</td>
</tr>
<tr>
<td>Students</td>
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</tr>
<tr>
<td>Economics</td>
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<td>Politics</td>
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<td>Government</td>
<td>19</td>
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<tr>
<td>Democracies</td>
<td>40</td>
</tr>
<tr>
<td>Political Thought</td>
<td>30</td>
</tr>
<tr>
<td>Current Events</td>
<td></td>
</tr>
<tr>
<td>Current History (2 classes)</td>
<td>35</td>
</tr>
<tr>
<td>International Issues (3 classes)</td>
<td>68</td>
</tr>
<tr>
<td>Psychology</td>
<td>103</td>
</tr>
<tr>
<td>Psychology</td>
<td>58</td>
</tr>
<tr>
<td>Psychology</td>
<td>56</td>
</tr>
<tr>
<td>Drama</td>
<td>25</td>
</tr>
<tr>
<td>Drama</td>
<td>31</td>
</tr>
<tr>
<td>&quot;</td>
<td>16</td>
</tr>
<tr>
<td>Modern Drama</td>
<td>15</td>
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<tr>
<td>Art</td>
<td>79</td>
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<tr>
<td>Art</td>
<td>26</td>
</tr>
<tr>
<td>English</td>
<td>16</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>29</td>
</tr>
<tr>
<td>Music</td>
<td>25</td>
</tr>
<tr>
<td>History</td>
<td>52</td>
</tr>
<tr>
<td>Industrial History</td>
<td>30</td>
</tr>
<tr>
<td>Current &quot; (4 classes)&quot;</td>
<td>78</td>
</tr>
<tr>
<td>Philosophy</td>
<td>108</td>
</tr>
<tr>
<td>Philosophy</td>
<td>12</td>
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<tr>
<td>1944 Tutorial Classes contd.</td>
<td>Students</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Literature and Poetry</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>36</td>
</tr>
<tr>
<td>&quot;</td>
<td>18</td>
</tr>
<tr>
<td>Poetry</td>
<td>38</td>
</tr>
<tr>
<td>American Literature</td>
<td>30</td>
</tr>
<tr>
<td>Reading to Some Purpose</td>
<td>26</td>
</tr>
<tr>
<td>Poetry Reading</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>36</td>
</tr>
<tr>
<td>&quot;</td>
<td>37</td>
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<tr>
<td>Music</td>
<td>277</td>
</tr>
<tr>
<td>Musical Appreciation</td>
<td>90</td>
</tr>
<tr>
<td>Music No. 2</td>
<td>50</td>
</tr>
<tr>
<td>History</td>
<td>103</td>
</tr>
<tr>
<td>Modern History</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>47</td>
</tr>
<tr>
<td>Biology</td>
<td>71</td>
</tr>
<tr>
<td>Practical Science (2 classes)</td>
<td>34</td>
</tr>
<tr>
<td>Botany</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Industrial History</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further information on the direction of interest towards these subjects and the number of students who attended these classes in 1940, 1941, and 1942 is as follows:

1. Further information on the direction of interest towards these subjects and the number of students who attended these classes in 1940, 1941, and 1942 is as follows:

2. The number of students attending these classes has increased from 1940 to 1942.

3. The number of students attending these classes has decreased from 1941 to 1942.

4. The number of students attending these classes has remained consistent from 1940 to 1942.

5. The number of students attending these classes has decreased from 1941 to 1942.

6. The number of students attending these classes has increased from 1940 to 1942.

7. The number of students attending these classes has remained consistent from 1940 to 1942.

8. The number of students attending these classes has decreased from 1940 to 1942.

9. The number of students attending these classes has increased from 1940 to 1942.

10. The number of students attending these classes has remained consistent from 1940 to 1942.

11. The number of students attending these classes has decreased from 1940 to 1942.

12. The number of students attending these classes has increased from 1940 to 1942.

13. The number of students attending these classes has remained consistent from 1940 to 1942.

14. The number of students attending these classes has decreased from 1940 to 1942.
The direction of interest towards some subjects and away from others over the years shows a similar pattern in tutorial classes. Those in economics showed a decline in enrolments between 1939 and 1955 very similar to that of discussion and box courses. It seemed that the further the Depression moved away in history, the further back it went in the memory of men. In 1955 only 10 students attended the solitary economics class. It appears that the ordinary man has no present interest in the subject, while those who are capable of serious study are able to find the facilities they desire at the University.

A study of politics has lost much of its interest for working men as they no longer find it necessary to strive to improve their standard of living or conditions of work. Probably there would have been a greater demand for classes on political matters during 1950 if the decision to hold the election had not been so sudden as to prevent the organisation of classes. Current events classes, on the other hand, have retained their popularity. In making plans for these classes, however, care has to be taken to suit the enquiry into topics of greatest interest at the time. This requires a good deal of insight on the part of tutors arranging classes, for, as in most adult education work, they must keep in close contact with the needs and interests of the adults for whom they cater.

(1) See Table IX
(2) See Table X
(3) See Table XVI
(4) See Table XV
<table>
<thead>
<tr>
<th>Students</th>
<th>Music</th>
<th>Beethoven</th>
<th>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>99</td>
<td>(5 classes)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>125</td>
<td>Insect Life</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physiology for Women</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horticulture</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Genetics</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Botany</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>125</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Architecture</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>House Planning</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Thinking</td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XIV

**Enrollments in Tutorial Classes in 1950**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1950 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
<td></td>
</tr>
<tr>
<td>Economics for Everyman</td>
<td>21</td>
</tr>
<tr>
<td>Economics (2 classes)</td>
<td>22</td>
</tr>
<tr>
<td><strong>Politics</strong></td>
<td></td>
</tr>
<tr>
<td>Democracy - East and West</td>
<td>14</td>
</tr>
<tr>
<td>History of Political Ideas</td>
<td>13</td>
</tr>
<tr>
<td><strong>Current Events</strong></td>
<td></td>
</tr>
<tr>
<td>Thinking in World Crisis</td>
<td>25</td>
</tr>
<tr>
<td>World Affairs (5 classes)</td>
<td>91</td>
</tr>
<tr>
<td>&quot; (6 &quot; )</td>
<td>106</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>How Personality Develops</td>
<td>52</td>
</tr>
<tr>
<td>Child Psychology (3 classes)</td>
<td>90</td>
</tr>
<tr>
<td>As we grow up</td>
<td>32</td>
</tr>
<tr>
<td>Infancy to Adolescence</td>
<td>23</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
</tr>
<tr>
<td>An Approach to Acting</td>
<td>12</td>
</tr>
<tr>
<td>Drama (2 classes)</td>
<td>54</td>
</tr>
<tr>
<td>Drama (Group Theatre, 2 classes)</td>
<td>53</td>
</tr>
<tr>
<td>Drama (2 classes)</td>
<td>47</td>
</tr>
<tr>
<td>Dramatic Production</td>
<td>16</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>Practical Art (Preliminary, 2 classes)</td>
<td>47</td>
</tr>
<tr>
<td>&quot; (Advanced)</td>
<td>31</td>
</tr>
<tr>
<td>Floral Art</td>
<td>44</td>
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<tr>
<td>Outline of Painting</td>
<td>19</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>How to write it</td>
<td>42</td>
</tr>
<tr>
<td>Poetry</td>
<td>21</td>
</tr>
<tr>
<td>Poetry</td>
<td>13</td>
</tr>
<tr>
<td>Modern Literature</td>
<td>19</td>
</tr>
<tr>
<td>Guide to Modern Reading</td>
<td>22</td>
</tr>
<tr>
<td>What we read</td>
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</tr>
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<td>Writing of English</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>174</td>
</tr>
<tr>
<td>Maori</td>
<td>Enrolments</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td>Maori Language (Advanced)</td>
<td>24</td>
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<td>Maori Language and Culture</td>
<td>35</td>
</tr>
<tr>
<td>Some Maori Problems</td>
<td>80</td>
</tr>
<tr>
<td>Maori Chants (3 classes)</td>
<td>54</td>
</tr>
<tr>
<td>Maori Language (3 classes)</td>
<td>60</td>
</tr>
<tr>
<td>Maori Oratory (2 classes)</td>
<td>56</td>
</tr>
<tr>
<td>Maori Problems (2 classes)</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
</tr>
<tr>
<td><strong>Music (1)</strong></td>
<td><strong>Enrolments</strong></td>
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<td>----------------</td>
<td>--------------</td>
</tr>
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<td>History of Music</td>
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<tr>
<td>Melody, Harmony and Counterpoint</td>
<td>19</td>
</tr>
<tr>
<td>Music for all of us</td>
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</tr>
<tr>
<td>Music Appreciation (4 classes)</td>
<td>92</td>
</tr>
<tr>
<td>Modern Composers</td>
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<tr>
<td>Ballet for the Layman</td>
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<td><strong>Total</strong></td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
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<tr>
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<tr>
<td>Hebrew Religion</td>
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<tr>
<td>Comparative Religion</td>
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<td><strong>Total</strong></td>
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<td><strong>Public Speaking</strong></td>
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<td>Committee Leadership A</td>
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<tr>
<td>B</td>
<td>12</td>
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<tr>
<td>Leadership Training</td>
<td>19</td>
</tr>
<tr>
<td>Public Speaking (4 classes)</td>
<td>98</td>
</tr>
<tr>
<td>Club Leadership</td>
<td>8</td>
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<tr>
<td>Debating (2 classes)</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td>Astronomy</td>
<td>16</td>
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<tr>
<td>Introduction to Geology</td>
<td>18</td>
</tr>
<tr>
<td>Anthropology</td>
<td>19</td>
</tr>
<tr>
<td>Horticulture (4 classes)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td>Italian</td>
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<tr>
<td>French</td>
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<td>Russian</td>
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</tr>
<tr>
<td>German</td>
<td>24</td>
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<tr>
<td>English for the Foreign Born</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>163</strong></td>
</tr>
</tbody>
</table>

(1) 335 teachers were enrolled in courses on School Music, but these are not included here amongst the tutorial classes.
<table>
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<th>1955</th>
<th>Course</th>
<th>Enrolments</th>
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<tr>
<td></td>
<td>Politics</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Civic Affairs</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Local Body Government</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Current Events</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Background to International Affairs</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Current Affairs</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>World Affairs (6 classes)</td>
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</tr>
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<td></td>
<td>World Problems</td>
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<td></td>
<td>Psychology</td>
<td>206</td>
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<tr>
<td></td>
<td>Your Children's Development</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Parents Centre Course (4 classes)</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>The Whole Self growing up</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Child Development</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Education Today (classes)</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Understanding our Children</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Morality and the Adolescent (2 classes)</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Family Relations</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Preparation for Parenthood</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>289</td>
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<tr>
<td></td>
<td>Groups through New Zealand - Total</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Arts and Crafts</td>
<td>89 (1)</td>
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<tr>
<td></td>
<td>English</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Everyday English</td>
<td>17</td>
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<tr>
<td></td>
<td>American Literature</td>
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<tr>
<td></td>
<td>Literature</td>
<td>25</td>
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<tr>
<td></td>
<td>Contemporary Novel</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>The Modern Novel</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
<td>21</td>
</tr>
</tbody>
</table>

(1) These figures are only for the Tutorial Classes; much group work and practical work was done in this subject as well.

When viewed in this light, the retention of classes in economics every year despite the small demand for them seems to be wasteful of the time and energy of tutors and organisers. When economics again becomes a problem which concerns the working man, he will make the demand known and it would then be wise to provide classes to meet the demand. There is danger that the retention of classes which have lost their driving urge for enquiry may create an unfortunate atmosphere of deadness amongst students, staff and the public generally. Adult Education must make its appeal to the general public who furnish the students, as it strives to meet their needs and to interest them sufficiently to make them conscious of needs of which they may not have previously been aware.

The type of demand evident today is quite definite. People are interested in understanding other people, within their own family and overseas. Parents in particular are concerned with improved methods of training their children. Thus at a time like the present, when the minds of most citizens are not continuously filled with thoughts of war danger or depression, there is a continuing demand for psychology classes; (1) while drama, art, music, English literature and poetry retain a steady following as the cultural aspects of our society and are encouraged by tours of overseas artists, and the formation of groups, such as the New Zealand Players.

Science is a matter of considerable interest to many and there has grown up a significant demand for classes in scientific subjects. Another recent feature of our environment, the (1) See Table XV
TABLE XVI

Summary of TUTORIAL CLASS TRENDS from 1939 to 1955

<table>
<thead>
<tr>
<th></th>
<th>1939</th>
<th>1944</th>
<th>1950</th>
<th>1955</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Politics</td>
<td>15%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Current Events</td>
<td>17%</td>
<td>22%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Psychology</td>
<td>15%</td>
<td>12%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Drama</td>
<td>15%</td>
<td>5%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Art</td>
<td>4%</td>
<td>6%</td>
<td>10%</td>
<td>4% (1)</td>
</tr>
<tr>
<td>English</td>
<td>5%</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Music</td>
<td>9%</td>
<td>9%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>History</td>
<td>16%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>3%</td>
<td>9%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td>4%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Clear Thinking</td>
<td>4%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td></td>
<td></td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Maori</td>
<td></td>
<td></td>
<td></td>
<td>16%</td>
</tr>
</tbody>
</table>

(1) Special work in Art groups was undertaken as well as these classes.

increased number of non-English-speaking immigrants has similarly resulted in the provision of classes to teach them this language. Most of these latter classes are organised outside the normal adult education services, but adult education tutors take some. Perhaps the most interesting development is shown in the list of tutorial classes for 1955, where classes in Maori make their first appearance. Work amongst the Maori people is a recent specialist field and is dealt with later, but the large percentage of enrolments in classes dealing with Maori subjects should be noted here, particularly those classes dealing with problems and at which quite a large proportion of the membership is "pakeha".

Such experimentation in new fields was only made possible by the provisions of the 1947 Act. Increased grants and a larger staff assisted expansion both in regular tutorial classes and in new directions together with one important aspect of the specialist work. The Act had stipulated as one of the functions of the National Council that it should "promote and foster adult education and the cultivation of the arts." The cultivation of the arts became an important feature of adult education work and was carried out in several ways. The increase in provision of tutorial classes and discussion and box courses in drama, literature and arts and crafts was one way and has been demonstrated.

Here we are concerned with the more specialised practical work.

(1) See Table XV
(2) See page 164 et seq
(3) Adult Education Act, 1947, para. 9 (a)
(4) See page 115 et seq Also Tables VII-XVI
carried out by the specialist tutors, and with the voluntary
groups which formed, or improved under the guidance of these
tutors.

The Consultative Committee had specifically mentioned the
necessity for a larger specialist staff - "It is not reasonable
to suppose that area tutors will be able to supply from their
own resources all that a local community requires. One of the
most important pieces of work waiting to be done is that of
stimulating 'special interest' groups already existing or capable
of being formed, and no one tutor can be expected to do this work
thoroughly in more than a very few fields."(1) The Committee con-
sidered that if a team of specialist tutors, such as that already
in operation in Auckland, could be combined with an extension of
the system of resident area tutors already in operation in the
V.U.C. District, "the prospects of solid development would indeed
be bright."(1)

One of the first experiments in the V.U.C. district was the
introduction of the Community Arts Service(2) after it had worked
so well in Auckland. The C.A.S. sought to bring worthwhile pre-
sentations of cultural education to country districts, and in
Auckland had circulated exhibitions of painting and drawing as
well as musical and dramatic concerts. As early as 1947 the
District Advisory Committee had mentioned the need for such pro-
visions since the C.A.S. had been so successful in Auckland.(3)

(1) Report of Consultative Committee op cit, para 33
(2) Referred to as the C.A.S. hereafter
(3) Report of District Advisory Committee on Adult Education
   for 1947. Section on 1948 Programme
In July, 1948, Mr. Power was appointed junior tutor to assist in organising for a planned expansion of C.A.S. in the V.U.C. district.

An experimental tour of one week was held towards the end of November, as there were some unexpended C.A.S. funds available and it was felt to be necessary to gain some indication of the problems that would confront this new work in 1949.\(^1\) Area tutors made the necessary arrangements in booking halls and advertising. Miss Dorothy Davies (pianist) and Mr. Alex Lindsay (violinist) made the tour and explained the music before they played it. The itinerary was:

<table>
<thead>
<tr>
<th>Place</th>
<th>Date</th>
<th>Sponsored by</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feilding</td>
<td>Monday, Nov. 22nd</td>
<td>Community Centre</td>
<td>35</td>
</tr>
<tr>
<td>Palmerston North</td>
<td>Tuesday, Nov. 23rd</td>
<td>Civic Centre Association</td>
<td>52</td>
</tr>
<tr>
<td>Waipukurau</td>
<td>Wednesday &quot; 24th</td>
<td>Local arrangements by Mr. Mountjoy</td>
<td>15</td>
</tr>
<tr>
<td>Hastings</td>
<td>Thursday &quot; 25th</td>
<td>Group Theatre and Mr. Mountjoy</td>
<td>36</td>
</tr>
<tr>
<td>Woodford House</td>
<td>Friday &quot; 26th</td>
<td>School Authorities</td>
<td>130</td>
</tr>
<tr>
<td>Napier</td>
<td>Saturday &quot; 27th</td>
<td>Hawkes Bay Arts Society</td>
<td>36</td>
</tr>
</tbody>
</table>

Total Attendance 304

A loss of £100 on the tour was due, said the Annual Report to "signal lack of response on the part of the public."\(^2\) The tour served to highlight several danger spots, in order to assist the planning of future work. For example, the lateness of the

\(^1\) Annual Report of the Regional Council for 1948

\(^2\) Ibid
tour meant that most local cultural societies were in recess or were preparing for end of year concerts, while farming communities were working long hours at that time of the year. This reduced attendances and made for difficulties in organisation, such as ticket selling, pamphlet distribution and showing box-plans.\(^{(1)}\) Publicity too was weak, partly due to the short notice of the tour so that the advertisements were late in appearing and it was difficult to obtain people to sell tickets. The leaflets and showcards were also criticized for being poorly produced, because of the allowance of too small a sum (£1.5) for advertising. It was also thought that the title of "Lecture Recital" might have frightened some prospective patrons away.\(^{(1)}\) There had been an almost complete lack of support from musical societies, especially the British Music Society, and it was quoted that in Waipukurau, although 80 members of that society were notified, only 3 attended.\(^{(1)}\) Auckland, it was pointed out, had found that only considerable exertion on the part of a voluntary group could ensure a large audience for any concert or recital, unless it was being given by an artist "fresh from overseas with a resounding reputation."\(^{(1)}\)

After making these points the report on the tour reached the following conclusions:

1. Activities should be confined to the period of March-September.
2. Publicity was necessary at least two months in advance of the performance.
3. The lack of support from cultural groups should be overcome.

\(^{(1)}\) Annual Report of the Regional Council for 1948
4. Local organisation needed improvement.

It was felt that the last two points could be effected by asking the sponsors to guarantee part of the expenses, while the formation of C.A.S. Committees where there was no suitable cultural society would help. Where cultural societies were in existence the C.A.S. should gain their goodwill and if possible have a C.A.S. committee formed, composed of representatives of all civic and cultural societies. (1)

Despite the rather inauspicious beginning of the experimental week in 1948, the work developed rapidly in the following year and thirteen local committees took advantage of C.A.S. facilities. A drama unit did a successful tour of thirteen towns and gave nineteen performances of Bernard Shaw's "Arms and the Man" and "Great Scenes from English Drama" while a Repertory ballet group toured thirteen centres and was welcomed by enthusiastic audiences. As well as these tours seven recitals were given by the Musica Viva Chamber Players and Peers Coetmore, the cellist, while Peers Coetmore gave seven further recitals with Dorothy Davies as accompanist.

Three art exhibitions were held, entitled "Elements of Modern Design", "Child Art" and a "Wakefield Collection". The first two were shown in four towns each, while the "Wakefield Collection" was shown in five towns in Hawkes Bay and Taranaki. A total of 22,026 people attended all these exhibitions and concerts. (2) Of this number, however, a considerable proportion appears to have been made up by visits of school groups. It was

(1) Annual Report of the Regional Council for 1948
(2) Annual Report of the Regional Council for 1949
suggested in the Regional Council's annual report that Wellington should acquire some equipment, amongst which stage drapes should be the first, and a station wagon to transport gear and personnel should follow soon afterwards.

It was claimed that the expansion of C.A.S. work during the year was helping the formation of local adult education committees, giving assistance to community movements, and offering guidance to voluntary organisations. The wide range of local activities sponsored by the Regional Council provided a basis for a training in community co-operation.

1950 saw further development of C.A.S. work and a full programme of art exhibitions, drama and music was taken to country areas. There was a greater public response and a willingness on the part of local communities to undertake greater responsibilities for financial costs as well as to supplement their programme with other local educational activities.\(^1\) Ten tours were made in which 116 performances were given in 21 towns and 3 military camps. The tours were:

1. New Zealand House Exhibition borrowed from the Architectural Centre and shown in 9 towns.

2. A British Council Exhibition of Town and Country Planning which was taken to 9 towns.

3. New Zealand Art Exhibition of 36 paintings by Peter McIntyre, Roy Cowan, James Coe, and John Ritchie. This exhibition toured 16 towns all of which wanted a further exhibition.

4. Child Art Exhibition on loan from the Education Department and shown in 9 towns.

\(^1\) Ibid
5. Elements of modern design, shown in 8 towns.

6. Art Prints used for 11 exhibitions in 4 towns.

7. Drama Prints taken to 5 towns in Hawkes Bay.

8. An Adult Education Exhibition which had been prepared in connection with the V.U.C. Jubilee celebrations in 1949 was displayed in 6 towns.

9. 30 performances of "Twelfth Night" were given in 19 towns and attracted a total of 14,725 in the audiences, some of whom would have been school children.

10. Dorothy Davies went on a lecture recital tour to 10 towns and found her audiences small but appreciative.

11. Two concerts were arranged in Taranaki for the Musica Viva group.

12. Gerhard Willner gave 8 recitals on Beethoven Sonatas.

It was felt at the close of the year that there were still two major problems to solve. Firstly, how to organise C.A.S. tours for places with populations of less than 500, and secondly how to tie C.A.S. work in with the work of tutors so that intensive preparation and follow-up work would encourage local dramatic or music-making activity. (1)

(1) Ibid 1950
The services provided in 1951 were of a similar nature as can be seen from the following list:\(^{(1)}\)

<table>
<thead>
<tr>
<th>No. of Presentations</th>
<th>Estimated total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>21</td>
</tr>
<tr>
<td>Drama</td>
<td>25</td>
</tr>
<tr>
<td>Indian Dances</td>
<td>12</td>
</tr>
<tr>
<td>Art Exhibitions</td>
<td>52</td>
</tr>
<tr>
<td>Other &quot;</td>
<td>19</td>
</tr>
<tr>
<td>Poetry Readings</td>
<td>4</td>
</tr>
<tr>
<td>Associated Activities</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
</tr>
</tbody>
</table>

Exhibitions included some overseas loan collections such as that on U.N.E.S.C.O. and "The Times" Photographic Exhibition.

Some extension in the range of work is evident in 1952 as well as a rise in total attendance. Following a recommendation of the previous year,\(^{(2)}\) exhibits were placed on a two-year circuit so that each exhibit could stay longer in the centres.

An attempt was made to answer the problem posed in 1950, of how to provide for centres with small populations, by taking exhibitions to Tuai and Elthorpe and by making preliminary arrangements to visit even smaller places through co-operation with the Country Women’s Co-ordinating Committee. A highlight of the work was the tour of the famous dancer Beth Dean who is a specialist in native dances.

\(^{(1)}\) Figures are from the 1951 Annual Report.

For comparison with 1951 a list of the type of work and attendances is given:

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>No. of Presentations</th>
<th>Estimated total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>49</td>
<td>9,579</td>
</tr>
<tr>
<td>Drama</td>
<td>32</td>
<td>12,502</td>
</tr>
<tr>
<td>Dance</td>
<td>18</td>
<td>6,829</td>
</tr>
<tr>
<td>Poetry Readings</td>
<td>4</td>
<td>353</td>
</tr>
<tr>
<td>Art Exhibitions</td>
<td>81</td>
<td>22,915</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>3,833</td>
</tr>
<tr>
<td>Associated Activities</td>
<td>16</td>
<td>2,335</td>
</tr>
</tbody>
</table>

An important addition to the equipment was made in 1953 after the V.U.C. Council had granted authority to spend not more than £1,350 to purchase a 30 cwt. Bedford truck chassis and to have a specially designed body fitted.

During the year 14 exhibitions were circulated and shown at 88 points. Seven concert tours were also arranged. The attendances at concerts were not as good as in the previous year and the cost of the services was thus greater to the C.A.S. One of the reasons for this decrease in attendance was that the play "The Circle" was not suitable for school matinees and it was stated that it was "imperative" to offer plays suited to schools. The short opera tour was well received but was not long enough to make a profit.

(1) 1952 Ibid
(2) Minutes of a meeting of the Regional Council held on 9th March, 1953
(3) Annual Report of the Regional Council for 1953
(4) Ibid
The entry of the New Zealand Players into drama touring affected the C.A.S. tour, but the Regional Council felt that it should continue to offer three-act plays, especially to smaller towns.

Perhaps the most important aspect of the year's work was the co-operation received from local committees, and the handling of two exhibitions by the Country Women's Co-ordinating Committees which distributed them to Institutes and Divisions in their areas.

A lean year followed in 1954, as difficulties were met in making financial arrangements for a proposed opera tour, while Alex Lindsay, the violinist, found he could not travel because of complications in his arrangements with the Broadcasting Service. Added to these problems were others - Poul Gnatt, the leading dancer of the proposed ballet tour fell ill only ten days before the tour was due to start, and Fanny Macdonald, the pianist to the Rogatsky group, broke her arm. Arrangements for tours under such conditions must have been a great strain on the nerves of the organisers, but they did manage to put some tours on, at the last minute. Yvonne Enoch, a visiting English pianist, was engaged to accompany Laszlo Rogatsky on a short tour of 8 performances. The Community Arts Players went into action in May with four actors and a tutor as driver-manager. They met with good responses from 19 audiences totalling 2129 people, and the Annual Report for 1954 said that one of the chief advantages of this tour was in the experience gained, from various types of audiences, by the younger actors. The Da Vinci Art exhibition,
the only one from overseas in that year, went on tour, as also did two other exhibitions, each made up of the work of three New Zealand artists. The Annual Report claimed that the roster system of exhibitions had worked smoothly and that the main problem now was to prepare sufficient new exhibitions to satisfy the demand. (1)

When it seemed likely that tours would not eventuate, owing to the problems already mentioned, arrangements were made at short notice to tour a non-commercial international film evening, showing films from the National Library stock on England, Holland, India, Russia, Australia, Canada, France and Sweden. A good deal of interest was aroused and it was suggested that consideration might be given to film tours of this sort in the future, particularly as new film societies were formed as a result of this tour, in Blenheim and Pahiatua.

In 1955 more difficulties hindered the arranging of tours, but the organisers were able to replace those which proved impossible to run. The first cancellation was that of the only drama tour of the year because the leading man decided at a late stage in the rehearsals to join the New Zealand Players and no replacement could be found. A proposed music tour by Maurice Till, Mary Pratt and Glynne Adams did not eventuate as Mr. Adams moved to Auckland, but two short music tours were arranged to take its place. The first was by Cara Hall, solo pianist, and the second by David Galbraith, pianist, Donald Munro, baritone, and Raewyn Lamb, soprano. Unfortunately the audiences were disappointing. (2)

(1) Ibid 1954
(2) Ibid 1955
Despite these set-backs, the year's live shows were successful as the standard of the work presented was high and the overall attendances were good. Moreover the total subsidy required for the work done was very low.\(^{(1)}\) Two ballet tours were carried out, the first to replace that lost in 1954 was held in February and March and was followed by a tour by the New Zealand Opera Company, and later in the year by the second tour of the New Zealand Ballet Company from Auckland.\(^{(1)}\)

A comparison of figures for C.A.S. work in 1953, 1954 and 1955 shows the progress made despite the drop in 1954.\(^{(2)}\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Performances</th>
<th>Attendances</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>91</td>
<td>18,260</td>
</tr>
<tr>
<td>1954</td>
<td>49</td>
<td>5,016</td>
</tr>
<tr>
<td>1955</td>
<td>75</td>
<td>21,783</td>
</tr>
</tbody>
</table>

Art exhibitions displayed prints by overseas artists such as Gaugin, Klee, Degas, Juan Gris, Georges Braque, and Manet, and the C.A.S purchased an exhibition on "Elements of Design" from America. They were also supplied by U.N.E.S.C.O. with a series on the development of the cinema, entitled "Horizons of the Cinema." The 13 exhibitions which were sent on tour were shown at 106 places and were seen by a large number of people, as is evident from the figures above.

The work planned for 1956 was along lines similar to that for 1955 and it would seem that the C.A.S. will continue to service country areas with "live" shows and exhibitions and thus meet a need which no other body is at present capable of satisfying.

Although much drama work was done through the C.A.S., as already noted, and in tutorial classes, there was a good deal

\(^{(1)}\) Ibid 1955
\(^{(2)}\) Figures from the 1955 Annual Report
of work in the field of practical group work carried out by the specialist tutor, Miss Stocker. She had worked as part-time drama tutor since 1941, and year by year had trained many in the techniques of acting and producing plays. An indication of the large areas she covered is given by a consideration of her work for 1948 and 1949. During the first of these two years she worked in the Manawatu, Waioa, and in Southern and Central Hawkes Bay, (1) and in 1949 she spent periods in Northern Hawkes Bay, Bush district, and Wairarapa, and did two tours of the Nelson area. (2) Twenty groups with 232 students were taken in 1948, (1) and in 1949, 25 groups with 308 students. (2) One weekend drama school in 1948, (1) and two in 1949 (2) were also held.

The 1949 Annual Report recommended that the services of additional drama tutors be obtained, as the existing tutor could visit an area for only a brief period because she had so large an area to cover within each year.

The growth of the Wellington W.E.A. drama club is interesting to note. The club was formed in 1945 following a drama class (3) and functioned regularly during 1946, holding rehearsed drama readings and poetry readings. (4) In 1947 the club won a One-act Play Competition in Wellington and gave a public performance in the Concert Chamber of the Wellington Town Hall, (5) but better was to follow, for in 1948 both the Wellington and North

(1) Annual Report of the Regional Council for 1948
(2) Ibid 1949
(3) Annual Report of the District Advisory Committee for 1945
(4) Ibid 1946
(5) Ibid 1947
Island finals of the British Drama League Festival were won, and the club took second place in the New Zealand finals. (1) With Mr. K. Bennett as producer in 1953, the club won the national finals of the British Drama League Festival and showed the high standard a group can attain with a concentration of work.

From 1951 onwards the Regional Council sought to work through such voluntary groups and particularly with the British Drama League so we find that because of the difficulty in holding tutorial classes in the absence of the drama tutor overseas during 1951, work was concentrated in 22 short schools, all of which had been requested by voluntary organisations. Miss Stocker returned at the end of 1951 and reported on the British Drama League's long course on amateur drama at which she had been present whilst in England. She was most impressed by the English drama festivals, but felt that difficulties of communication and sparse population would make it impossible to apply the system fully to New Zealand. Miss Stocker thought that it would be possible, though, to integrate festivals run by the British Drama League, the Women's Institutes and other voluntary bodies and perhaps to organise festivals of the best plays from each. The English weekend drama schools were similar in pattern to the New Zealand ones, the tutor reported, but to get students of such quality as attended the producers' course to our own schools would require the co-operation of other departments, such as the Education Department as many interested prospective students would be teachers. (2)

(1) Ibid 1948
(2) Special Report by Miss K. Stocker on Study Leave Abroad presented to the Regional Council early in 1952
Miss Stocker resumed duties at the beginning of 1952 and on the basis of what she had learned, normal tutorial work was varied with the running of schools. Twenty-four groups with an enrolment of 305 students were assisted in courses of a tutorial type, and 16 one-day or two-day schools were organised, with a total enrolment of 230. A number of other schools connected with drama were organised by general tutors and there was an innovation in the school for professional teachers of speech and drama, which attracted 33 students. (1)

During 1953 and 1954 Miss Stocker worked in the Nelson-Marlborough area, seeking to do a good deal of concentrated work in that area rather than, as in previous years, taking short courses with country groups. The amount of time spent in the South Island area allowed thorough work to be done and branches of the British Drama League to be formed so that groups became well established and able to carry on a programme of their own once the tutor had moved on to another area. One measuring stick of the success of this work was provided during the visit of Miss Frances MacKenzie to New Zealand, when one of the largest and most successful schools organised for her in the Dominion was in the newly-formed Nelson British Drama League area. (2) Miss Stocker took a number of classes in speech in the area as well. The rest of the V.U.C. district was provided for by short drama schools, and in Taranaki and Wellington the Regional Council cooperated with the British Drama League in the provision of a skilled producer to visit and advise groups.

(1) Annual Report of the Regional Council for 1952
(2) Ibid 1955
Intensive work with special drama groups was continued in 1955 and 17 courses were given. Of these 8 were of 18 sessions or longer. As well as these courses and the tutorial box and discussion courses already mentioned earlier in this chapter, special schools on stage-lighting, stage movement and make-up were held, and assistance given with drama festivals. An idea of the number of people reached by drama services during the year may be derived from the following list:

<table>
<thead>
<tr>
<th>Enrolments and Attendances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Groups</td>
</tr>
<tr>
<td>Box Courses</td>
</tr>
<tr>
<td>Special Schools</td>
</tr>
<tr>
<td>C.A.S. Performances</td>
</tr>
<tr>
<td>Drama Festivals</td>
</tr>
</tbody>
</table>

"The work in drama has developed the characteristic of intensiveness and the success gained in three years, working under this principle, has revealed its soundness. Further work in drama within the district will need to continue the idea of intensive work in one place to encourage the establishing of a local drama group, capable of functioning unaided. It is a pity that such intensive work can only be carried on in one limited area at a time, but an increased staff would be necessary to extend this work. Perhaps it will prove possible in the not too distant future to add to the drama staff one full-time tutor." (1)

(1) Ibid 1955
(2) Figures from the 1955 Annual Report
Music was later in starting its expansion than drama. As a specialist tutor was not appointed until 1949. Before this date music work had been largely confined to the tutorial class work (1) and the training of the adult education training orchestra both of which were discussed earlier in this thesis. The Training Orchestra continued to function well during the 1948-1955 period under the leadership of Mr. de Mauny, Mr. W. Bennett, and Mr. H. Radford. The efforts of this orchestra, which usually had an annual membership of 36-40, were directed until 1955 towards training younger players to the level where they could join more experienced orchestras; many of the training orchestra players, for example, joined the 2YA Symphony Orchestra.

With the appointment of Miss Haddon-Jones in 1949, it was possible to carry out experimental work in music. Choral work revealed a large demand for assistance when 30 choirs in the Taranaki area, 20 Women's Institute choirs in the Manawatu and several from the Nelson area applied for assistance in 1949. From the outset it was obvious that if such a demand was to be met further music tutors would be necessary. It was also suggested that an important service could be the building up by the Regional Council of a library of choral scores. (3) To overcome the lack of staff, attempts were made to train group leaders in community music by holding music schools. The most successful of these was held at St. Mathew's School, Masterton, where 70 students gathered and towards the end of the school, gave two public performances.

(1) See page 133 et seq and Tables VII, VIII, XII, XIII
(2) See page 74 et seq
(3) Ibid 1949
concerts. A one-day school for choir leaders was held in Nelson as an experiment, and it was hoped that this type of school, with associated non-competitive festivals would enable the music tutor to keep in touch with work in scattered areas.

As well as the Adult Education Training Orchestra in Wellington, instrumental groups were formed, three of them in the Nelson area, under the guidance of a part-time tutor, Mr. Lilly, and one strings group in the Hutt Valley, organised by Miss Haddon-Jones. Bamboo pipes were used to interest rural groups, and 10 such groups with a total of 83 enrolments were formed. The scope of country work was limited, however, by lack of instruments, and it was suggested that perhaps some should be bought by the Regional Council. (1)

Mr. Lilly again gave advice and guidance to orchestras in the Nelson area during 1950, and he was able to form 6 bamboo pipe groups. Twenty-five choirs were assisted in that year by Miss Haddon-Jones and by Mr. Cook, the Nelson-Marlborough resident tutor. Many of these choirs participated in non-competitive music festivals in Karori, Taihape, and Palmerston North. Choirs in Hawkes Bay and Taranaki requested help during the year, but such assistance was impossible without the services of another specialist tutor. (2)

Music schools were proving very worthwhile and one in Wanganui attracted 96 students, many of whom went back to their home towns and formed new groups. One-day schools for choir (1) Ibid
(2) Ibid 1950
leaders were also run to help small choirs which could not be
given direct assistance by the music specialist. (1)

Music festivals in 1951 again gave an opportunity for
groups to come together to gain experience on the stage and
help from each other. The Nelson Provincial Choirs' Festival
was an example of the type of assistance that the Regional Council
could give to small rural groups. More than half of the 20
choirs who attended were country ones coming from a radius of up
to 100 miles. They met in Nelson and with the co-operation of
local broadcasting authorities, College music teachers, and
school choirs, gave a most impressive non-competitive festival. (2)

An experiment with string groups was carried out by Mr. Alex
Lindsay. 30 students enrolled, 21 violin, 4 viola, 4 cello and
1 clarinet, and they were put into seven groups, with 6 of the
less advanced students organised as an ensemble.

Miss Haddon-Jones resigned on 31st August and the position
of specialist tutor was offered to Mr. Owen Jensen, but he de-
clined it, as it involved too much travelling. (3) Miss Nancy
Martin was appointed to the position, and started work on 1st
February, 1952. (4)

The example of the Nelson Festival was followed on April
19th, 1952, when a Marlborough Provincial Choirs Festival was
held at Blenheim, with massed choral singing. A further festival

(1) Ibid
(2) Half-yearly report of the Director of Adult Education for
the V.U.C. District, presented to the Regional Council
at a meeting on 13th August, 1951.
(3) Annual Report of the Regional Council for 1951
(4) Ibid 1952
at Nelson, again proved very popular. (1) Chamber music classes were held in Wellington and Hawera, and three recorder classes were held in Taranaki and Hawkes Bay. Two special schools were held during the year, one in Blenheim, for choir leaders (using the Addington Workshop choir for demonstration), and the other for professional music teachers held at V.U.C. The integration of C.A.S. work with that of community choirs was a pleasing development, as was also the co-operation of the bass-baritone George Scott Morrison with small community choirs in giving concerts in five small Nelson townships. (1) Over 40 choirs were assisted during 1952, but it was found very difficult to extend instrumental classes owing to lack of instruments. (2)

During 1953, Miss Martin completed the visiting of all the areas in the V.U.C. district and thus culminated five years of intensive work accomplished by her predecessor and herself. The work in music serves as an excellent example of the value of work with voluntary bodies, for Miss Martin, during 1953, made contact with choirs, orchestras, branches of the British Music Society, Women's Institute and Women's Division music groups, recorded music groups, Church choirs and Music Teachers' Associations. It was intended to keep contact with all these groups during 1954 by visits and by correspondence. (3)

Recorder groups were highly successful and it was noted with interest that nearly half the players were men. The annual

(1) Ibid 1952
(2) Ibid
(3) Ibid 1953
report claimed that recorder playing had two main values. Firstly, it served as an introduction to the reading and playing of music, for those who had no previous training, and secondly, it gave to advanced players the possibility of playing in ensembles, so revealing to them "a new, rich field of sixteenth and seventeenth century music."(1)

Two special schools were held during the year. One was a week's choir school, conducted by Mr. Stanley Oliver, in Wellington. This attracted 31 enrolments. The other, also held in Wellington, was for teachers of music, speech and drama, and was attended by 89 professional teachers from all over New Zealand. The lecturers included the leading New Zealand exponents in each field, and two Trinity College examiners.(1)

The principle of assisting choirs and other musical groups to stimulate music making in the community was followed out in 1954, and existing groups were helped to raise the quality of the work they had undertaken. A total of 47 choirs were assisted and 33 courses were given, mostly for choirs and recorder players. Three special schools were held. The first was a one-day school in Hawkes Bay which enrolled 19 students, the second, a three-day school for music teachers was held in Wellington, and the third was run in co-operation with the New Zealand Federation of Chamber Music Societies and featured a world-famous group in the Baller-Wilk Trio. This school lasted for 7 days and was attended by 20 students.(2)

(1) Ibid
(2) Ibid 1954
Miss Martin found that as she had made contact with most of the music groups in the University District, she could concentrate on longer and more intensive courses, so that eight-week courses took the place of many previous four-week courses, during 1955. (1) The success of the methods of assisting local groups was reflected by letters from them, relating how they were now frequently requested to perform at almost all local community functions and often in nearby communities. (1)

Tutorial classes to act as refresher courses for school teachers were in demand during the year, and nine such courses were arranged, each of six lectures. The total enrolment in all nine courses reached 266. (2)

Six special schools were held in 1955, one on the recorder, two on choral work, and three on school music. All were one-day schools except for the recorder school which lasted three days. The students attending the schools totalled 158.

The development of music work since 1949 was gradual at first, as so much initial work had to be done in establishing contact with groups throughout the whole area. With only one full-time specialist tutor this took time. The effectiveness of the work done has been revealed by the improved standards of music production reached by the groups, and by the continued demand for courses and special schools, by professional music teachers, and by school teachers.

The future of music work in this district seems to lie in maintaining contact with all the groups, and ensuring that they

(1) Ibid 1955
(2) Ibid
receive encouragement and help in maintaining and improving the standard of their productions. More help could perhaps be given in the building up of a larger library of music scores and in the encouraging of more instrumental groups. Such encouragement would involve aid to local groups in buying of instruments, but the expenditure would help greatly in raising the standard of performance in country areas, in the same way as choral productions have been improved in many places.

One of the most interesting fields of expansion following the 1947 Act, was that of women's work. The resignation of the Sarah Anne Rhodes Fellow, Miss Johnson, after many years of work in home science, was received in November, 1948. Miss Johnson had succeeded in building up a very large demand for home science work among women, and on her resignation the whole problem of meeting this demand was discussed by the Regional Council. It was decided that the time was appropriate for taking over full responsibility for this work and for diverting the funds from the Sarah Anne Rhodes Trust back to their original aim, that of providing scholarships and research fellowships for work in home science. (1) For some time the work of the Sarah Anne Rhodes Fellow had been heavily subsidised by the Advisory Committee and the Regional Council, and it was felt that it would be more satisfactory if the whole home science scheme were to be taken over by the Regional Council. The Regional Council assumed the responsibility for this work as from the beginning of 1949, although a subsidy of £500 was received from the Sarah Anne Rhodes Trust, (1) Minutes of a meeting of the Regional Council held on 8th November, 1948
towards the year's work. It was agreed, however, that the full financial responsibility should fall on the Council as from the beginning of 1950.

A special report of the Regional Council on women's work was presented in 1948.\(^{(1)}\) It described the function of the Country Women's Co-ordinating Committees\(^{(2)}\) and their relation to the work of the Regional Council. The C.W.C.C.s were joint bodies representing the Women's Institutes and the Women's Divisions of the Farmers' Union and they worked through both regional and Dominion Councils. The Dominion C.W.C.C. received a grant of £3,000 from the National Council of Adult Education, and employed specialist tutors, both full and part-time. The full-time teaching staff comprised two drama tutors, one in arts and crafts, one in home science and one in sewing. These tutors covered all parts of New Zealand and difficulty had been met in arranging tours so that a tutor from the C.W.C.C. did not cover sparsely populated areas that were being provided for by the Regional Council tutors. It was suggested that if all the tutors were transferred to the Regional Councils then the co-ordinating of tours would become simpler, and a more systematic service would be possible. Such an arrangement would also, it was suggested, give a sounder status to all the staff, and greater stability in their appointment, vacations, superannuation scheme, and pay.

If the suggestion were agreed to, the C.W.C.C.s would want some guarantee that the needs of their branches would be met.

\(^{(1)}\) Report of Regional Council on Problems of Co-operation with Country Women's Co-ordinating Committee, 1948

\(^{(2)}\) Hereafter referred to as C.W.C.C.
This could best be done, the Council felt, by appointing one of their representatives to the Regional Council. However, it was thought that this would make the Council rather large. An alternative suggestion was that an advisory committee should be formed of two representatives of the Regional Council, four representatives of the Regional C.W.C.C., one representative from the League of Mothers, one from the Kindergarten or Nursery Play Centre Association, and one each from the Agriculture Department, the Health Department, and the Physical Welfare Branch of the Internal Affairs Department. (1) It was reported (2) at the end of 1949 that the Dominion C.W.C.C. had agreed to transfer its staff of tutors to the four Regional Councils to give greater unity in administration and to reduce overlapping.

On the 8th December, 1949, a special conference was called, of "organisations interested in Adult Education for women," at which was explained the work carried out by the various bodies working amongst women. (3)

The work of the Agriculture Department in this sphere was claimed to be mostly in home science carried out through lectures by tutors, articles in the Journal of Agriculture, courses organised for farmers' wives at one or two-day farm schools, and through exhibits at A. and P. Shows. (4)

(1) Ibid
(2) Section of programme for 1950 in the Annual Report of the Regional Council for 1949
(3) Report of Conference of Organisations Interested in Adult Education for Women
(4) Agricultural and Pastoral Shows
For girls between the ages of fifteen and thirty years, Country Girls' Clubs along similar lines to Young Farmers' Clubs were organised and encouraged by the Department, and five of these clubs were operating in the V.U.C. district.

Voluntary organisations of various kinds were also carrying out adult education work and the Conference was first given an account of the Townwomen's Guilds. Each branch of this organisation was independent, the Conference was told, and its primary purpose was educational rather than social. Speakers were invited to address meetings and study circles were organised in dressmaking, drama, arts and crafts, music, home science and horticulture. As well as these, drama festivals were held. In the Wellington district there were 21 branches totalling 1,000 members.

The Women's Institute was next described with its provision of study circles in horticulture, drama, public speaking, dressmaking, the formation of debating groups, and the holding of annual drama festivals. 300 branches were operating in the Wellington district, with a membership of 10,000.

The Women's Division of the Farmers' Union claimed 300 branches and 8,000 members. Lectures were given at branch meetings, and study circles organised in drama, public speaking, and dressmaking, but the main emphasis of the organisation was on social welfare work for the benefit of farmers' wives.

The Victoria Regional C.W.C.C. said that it was made up of equal representation from the Women's Institute and the Women's Division of the Farmers' Union. The co-ordinating committee
had been formed for the organisation of tours by specialist tutors, to avoid overlapping and make the most use of their services.

Educational services were provided by the Plunket Society in the form of Mothers' Clubs which studied gardening, drama, music, public speaking and child welfare. The Nursery Play Centres' Association, like the Plunket Society, was organised on a national basis. It had 22 centres in Wellington, 7 in Palmerston North and 880 members in the V.U.C. district. The system for training mothers'-helpers and the holding of study groups on child psychology was related, and the use of pamphlets and newsletters on child psychology was mentioned. Supervisors' training courses were run with the help of the Regional Council of Adult Education.

Each branch of the Y.W.C.A.\(^{(1)}\) was more or less independent, said their representative at the Conference, although the Association had a national basis. Some of the branches held study groups, lectures and classes on various educational subjects, including current affairs, music, drama, and child welfare, and at times had been assisted by the Regional Council.

In making suggestions for the extension of Regional Council services, the Townwomen's Guild pointed out its need for tutors to take a series of single lectures at branch meetings, while the Dominion C.W.C.C. suggested simple ten-minute lectures to be studied at the branch meetings of the Women's Institute and the Women's Division of the Farmers' Union and also the holding of a residential school. The Conference ended by recommending

\(^{(1)}\) Young Women's Christian Association
that there should be an annual conference of organisations interested in Adult Education for women, to consider how best to further adult education services among women's groups.

In 1950 work amongst women showed a statistical increase over 1949 figures of 50 classes and 527 students, but much of the increase was due to the transfer of Miss J. Ince from the staff of the Dominion C.W.C.C. to that of the Regional Council, so that the classes that she took were brought into the Regional Council's statistics for the year. The work here discussed is that of home science and arts and crafts. Much drama and music work was also done among women, but this has already been considered, under those headings. Home science and arts and crafts are here considered together as they were co-ordinated in 1950, at the suggestion of the Director.

The staff of four home science tutors, Miss B. Hitchon, senior tutor, Miss N. Thomson, Miss V. Thomson, and Miss J. Ince, had a busy year in 1951, as the demand for home science work continued to grow. The pressure of work at length became so great that all requests for single demonstration boxes were refused, after mid-June, and put on a waiting list for 1952.

Box groups doubled from 68 in 1950 to 129 in 1951 and correspondence courses in pattern cutting rose from 25 to 34. Post-primary inspectors recommended the course for schools and this

(1) Annual Report of the Regional Council for 1949
(2) Minutes of a meeting of the Regional Council held on 12th May, 1950
(3) Annual Report of the Regional Council for 1950
(4) Ibid 1951
greatly increased the demand for copies, so that 2,000 were duplicated during the year. Classes in home science and arts and crafts totalled 142 with 1,440 students, compared with the 1950 figures of 110 classes and 1,114 students.

In the field of arts and crafts consideration was given to liaison work with art societies, with special reference to a memorandum prepared by the Auckland Society of Arts on proposals for the establishment of a Visual Arts Council for New Zealand. D. Beaglehole, Mr. MacLennan, and Mr. Waghorn, all of whom were prominent in art circles, attended a meeting of the Regional Council to discuss the question. During the course of discussion it was decided that effective liaison could be maintained on an unofficial basis and that it would be difficult to arrange a single person to sit on the Regional Council as the representative of several art bodies.

In spite of the disorganisation in field work in arts and crafts, caused by the resignation of Miss Hawkins in July after she had been off duty for three months on sick leave, the number of classes increased to 61 with a total enrolment of 671.

Classes were taught embroidery, clay modelling, canework, painting, quilting, pottery, needle-work, raffia work, puppetry and

(1) Ibid 1951
(2) Annual Report of the Regional Council for 1950
(3) Research Fellow in History at V.U.C.
(4) Director of the Wellington Art Gallery
(5) Principal of the Wellington Teachers' Training College
(6) Minutes of a meeting of the Regional Council held on 19th July, 1951
(7) Annual Report of the Regional Council for 1951
millinery. Most of the teaching fell on the shoulders of the junior tutor, Miss Wemyss, but some classes were taken by part-time tutors, and 10 groups were arranged and financed by the C.W.C.C. in the Wairarapa. (1)

At the beginning of 1952 two of the junior home science tutors resigned, Miss N. Thomson on 31st January, and Miss V. Thomson on 15th February. This dislocated work for a while as two new tutors had to be trained, but it was still found possible to conduct 155 classes with 1,811 students. (2) The new tutors were Miss B. Wilson, B.H.Sc., and Miss N. King, Dip. H.Sc., both of whom took up their duties in February. Meanwhile Miss Wemyss continued her work alone in arts and crafts. (2)

The pressure on staff continued in 1953, and in April of that year the Director reported to the Regional Council (3) that although another home science tutor was needed, so that one tutor could be stationed in each major rural area, the demand for courses was so great that any new appointee would have to undertake the usual programme of 10 classes for each of four tours, to meet part of the demand. Even these 40 extra classes would not, however, make much impression on the problem as thought. Mr. Hely suggested that part-time tutors should be employed, and students charged fees to cover the extra cost; this course of action was adopted. A second suggestion was that trainees be selected by the tutor for a thorough grounding in preliminary dress-making, so that each C.W.C.C. could have a part-time

(1) Ibid
(2) Ibid 1952
(3) Minutes of a meeting of the Regional Council held on 13th April, 1953
dress-making tutor attached. A third proposal to approach the Singer Sewing Machine Company, and to suggest that they might provide four station wagons, fitted out with sewing machines, was not fully discussed. Miss Hitchen reported in September that, following the suggestion of the Regional Council, she had trained three tutors in preliminary dress-making.\(^{(1)}\)

During the year attempts were made to relate the work of home science tutors more closely to that of the general tutor. Such co-operation was found possible to a large extent, wherever a home science tutor was assigned permanently to one area. Courses in home science were extended in two ways during the year, firstly, by broadening the range of classes to include courses on food, and home-making; secondly, the lectures taken by the senior tutor were increased from 8 to 12 lectures. It was considered desirable to increase all the shorter courses to 12 lectures, but the shortage of staff would have resulted in fewer students being served during the year so other tutors took 8-lecture courses. A total of 129 home science and arts and crafts classes were held, with 1,664 students taking part. Of this total arts and crafts numbers were down, as Miss Wemyss spent the full year on tour with an embroidery exhibition.\(^{(2)}\) This exhibition was prepared in response to a request from the C.W.C.C. for a mobile exhibition of needlework, and was designed to give women an opportunity of seeing examples of the best needlework from New Zealand and overseas.

The organisation of the tour was done by the senior home science

\(^{(1)}\) Minutes of a meeting of the Regional Council held on 14th September, 1953

\(^{(2)}\) Annual Report of the Regional Council for 1953
tutor, and the local arrangements were handled by the district C.W.C.C.s.

After this tour Miss Wemyss was asked to attend a Regional Council meeting to discuss the advantages and disadvantages of the organisation of her work by the C.W.C.C.s. She said that it was a help not to have to organise classes, and that return classes were also made easier, but she found that classes she had organised for herself had drawn students from a wider cross-section of the community and had achieved higher standards. Miss Wemyss also stated that she had little time left for work with art galleries, art societies, and the C.A.S. She found too that the scope of her work was narrowed, as the C.W.C.C.s mostly wanted craft work and she felt that they could be helped further by the arts and crafts tutor helping them to find people in their own communities who could be trained as demonstrators.

The previous year's policy of training part-time tutors to take the simpler routine courses in clothing, worked well in 1954, and the attempts to diversify the work of the home science tutors by appointing them to areas to co-operate with the general tutor were successful in that the range of courses offered was wider with the introduction of courses on nutrition and cooking. In 1954 in answer to a request from the Hawera Borough Council, the Regional Council promised to allow Miss N. King, the home science tutor in the Taranaki area, to work with the Borough Council, architects and builders, in an advisory capacity during the preparation and running of a Model Homes Week early in 1955; such
a request showed the acceptance of the work of the home science tutor in rural communities. (1)

The resignation of Miss Wemyss at the end of 1953 left the Regional Council with no arts and crafts tutor. Thus during 1954 only a limited programme could be carried out by part-time tutors. (1)

Home science classes again increased in 1955 to 131, (2) as compared with 126 in 1954. (1) These figures did not indicate the full extension of work, however, as 58 of the classes were over 10 weeks in length (mostly 12 weeks), whereas only 19 of the total number in 1954 were over 8 weeks. (2) The increase in the number of longer courses was a pleasing sign, for it allowed more thorough work of a higher standard to be carried out.

Once again there was no full-time arts and crafts tutor, as no appointment could be made until the end of the year because no suitable applicant came forward before then. Most of the work previously undertaken was carried on by part-time tutors and a more hopeful prospect opened with the appointment at the end of the year, of Miss J. Reilley, Dip. Fine Arts, as full-time tutor. (3)

The separation of arts and crafts from women's work in the 1955 Annual Report, may indicate an intention to let this work stand on its own. If such an intention will allow of better provision for men in this work, then it could have a profound effect. There seems to be a real need for encouragement of

(2) Ibid 1955
(3) Ibid
men's arts and crafts in smaller rural areas, particularly in those places which do not have a technical college. The appointment of a man with qualifications in woodwork and metal work, as an extra tutor, could meet a need, without infringing on the reserves of the manual training authorities.

The development of special schools should be noted briefly here, for they have increased greatly. In 1949 6 special schools were held, two of them by the W.E.A., two drama schools and 2 music schools.\(^1\) By 1952 there were 12 schools dealing with economics, drama, music, speech training, home crafts, millinery, floral art, Maori subjects, art and choral studies.\(^2\) But in 1953 the number of special schools had risen to 18, lasting one day to one week and enrolling a total of 868 students.\(^3\) The principle adopted in providing schools was that they were arranged for any music, drama or art groups or countrywomen's committees that asked for them. As well as this type of school, others were run to give training to leaders in various branches of the arts, for example, the choir school for conductors and leaders held in Wellington.

A new development in 1954 was the school arranged for teachers and advanced students of ballet in New Zealand; this added to the list of schools leading to "the cultivation of the arts" as the 1947 Act expressed it. These schools acted as refresher courses for professional and semi-professional workers and "represent one of the major contributions that the Council can make to

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(1) Annual Report of the Regional Council for 1949
(2) Ibid 1952
(3) Ibid 1953
(4) Ibid 1954
the fostering and cultivation of the arts in this country. (1)

A total of 30 schools were held in 1954 with enrolments amounting to 1,609. (1) 1955 showed a completely new development for New Zealand in the provision of a residential refresher course for Bank Officers, arranged in co-operation with the Associated Banks; the course lasted for two weeks and involved work at a high academic level. Other shorter professional courses were held at Hawera, Hastings and Nelson on Executive Management, Sales Management and Accountancy respectively. (2)

A particular advantage of special schools is that often they make it possible to introduce tutors who cannot attend weekly classes but who can attend a week-end school, or a school held during the University holidays.

Special schools would seem to have a large part to play in the future development of Adult Education in the V.U.C. District and it is to be hoped that attempts will be made to acquire suitable buildings for regular schools as recommended in the Report of the Consultative Committee. (3)

A further very important field of expansion attributable to the additional finance granted by the 1947 Act was that of adult education work amongst the Maori people. In 1948 a request was made to the Regional Council by the National Council of Adult Education that it should undertake limited experiments in Maori adult education, so discussions were held with tribal leaders and questionnaires circulated. A report was prepared

(1) Ibid 1954
(2) Ibid 1955
(3) op cit para. 101
and suggestions made as to the type of experimental work that should be tried. The report stated firstly that the approach that was suitable to European Adult Education was not necessarily suitable to Maori groups. It then went on to say that experiments already carried out had been too limited to give any clear indication as to the type of approach that was suitable, and that before any large-scale scheme was worked out, a special investigation of the field should be made by a competent research worker. The particular need to help young Maoris who had moved from the country to work in Wellington City was pointed out, and suggestions made that some less formal type of work than tutorial classes might be possible through the help of the Ngati-Poneke Tribal Committee. Further suggestions listed were for classes on Maori cultural subjects, for tutors to help in choral singing, for women's physical education classes in rhythmical and folk dance work, for a part-time tutor for an orchestral training class, and for a part-time tutor for dress-making and English lectures. It was also suggested that in Taranaki classes should be taken on Modern Maori Problems. All of these suggestions were made for a period of only three months and at an estimated cost of £430.

The suggested activities were organised to take place in Waiwhetu (part of the Hutt Valley), in Wellington City, in Porirua pa (about 15 miles north west of Wellington) and in Taranaki. Mr. W. K. Smiler, B.A., was appointed for three months to take

(1) Report on Maori Adult Education presented to the Regional Council at a meeting held on 20th July, 1948
special classes in Maori cultural work, while a class in Maori carving was started at Porirua. A choir of 50 voices was given Mr. M. le Fastier as its tutor, and physical education classes were arranged in Wellington City through the Physical Education Branch of the Education Department; dressmaking and English classes were offered for the three month period and a conductor was provided for an orchestra. In Taranaki the courses took the form of tutorial classes dealing with Modern Maori Problems and International Affairs. Some of the results were below expectations, particularly those in dressmaking and the orchestra, but the experience gained was considered useful for future planning. In all, 15 classes were organised and 367 enrolments were taken, although the average attendance was only 232. The experiments begun in 1948 were continued in Wellington City and suburban areas, whilst a special experiment was carried out with the appointment of Mr. A. B. Witten-Hannah for six months to organise tutorial classes in the Taranaki-Wanganui area.

The results from the Taranaki-Wanganui area proved disappointing and stressed the need for extreme care in the selection of a tutor: for although he might have a knowledge of contemporary Maori thought and have had experience with Maori groups, he may still be unacceptable to certain groups. This is particularly prone to happen if a man has played an active part in internal political, social or religious affairs of the Maori race, for he may thus become marked as belonging to a particular sect or group unacceptable to other sections of the Maori people. It would

(1) Annual Report of the Regional Council for 1948
seem that Mr. Witten-Hannah was thus regarded in this way as the 1949 Annual Report of the Regional Council claimed that the failure of the Taranaki experiment seemed to be due to -

1. The ill health of the tutor.

2. Personal opposition to tutor in Taranaki areas, especially at Hawera and Patea.

The choral group at Porirua Pa showed a good deal of interest, as did the carving class there, but the dress-making classes proved too advanced for the students. The English class was designed to teach communication English, but the five enrolments were more advanced and sought an appreciation of English literature. The classes on Maori pois, hakas and action songs aroused a great deal of enthusiasm and once the initial suspicion had been eradicated, attendances increased. The experiments showed that there was a latent demand for adult education services amongst Maoris, but it was thought that the general tutors lacked the necessary knowledge of Maori psychology and language and that a full-time tutor-organiser was needed.

The Report went on to set out three main aims for adult education work amongst the Maoris:

"1. Adult Education for Maoris must meet the needs of urban as well as rural Maoris.

2. Adult Education must concern preservation of some aspects of Maori culture, e.g., teaching of the Maori language, arts and crafts, dances.

3. Adult Education should help Maoris to a higher standard of living and better health." 

(1) Annual Report of the Regional Council for 1949

(2) Report on Maori Adult Education Experiments in the V.U.C. District. Presented to the Regional Council at a meeting held on 11th May, 1949
Mr. W. Parker was appointed full-time tutor in Maori Adult Education as from April 1st, 1950. Mr. Parker carefully surveyed the district, studying its needs and the services already provided, so that he did not begin direct tutorial work until the last quarter of the year. Some of the programme for 1950 had to be further postponed as many of the Maori people were engaged in ceremonies connected with the 600th anniversary of the arrival of the canoes in New Zealand and with the funerals of Sir Apirana Ngata and Bishop Bennett. Similar types of day to day phenomenon affect all Adult Education, but it is especially likely to upset Maori life, so that adult education work must be very close to the people and easily adaptable to the needs of the moment.

Assisted by the use of a motor-car, Mr. Parker visited many remote Pas during 1951 and covered a large part of the area. Twenty-six classes were held during the year compared with 17 in 1950 while enrolments were 563, 251 more than in 1950. Mr. Parker also took European groups for courses on Maori history and problems and he gave 32 single lectures to a wide range of Maori organisations.

In 1952 a school was held in a Pa in Hawkes Bay, with local arrangements being made by the Hawkes Bay Maori Women's Health League and the organisation in the hands of Mr. Parker and Mr. Winiata, the Maori tutor in the Auckland region.

(1) Annual Report of Regional Council for 1950
(2) Comparison of figures is from Annual Report of the Regional Council for 1951
(3) Director's Report on Maori Arts and Crafts, presented to a Regional Council Meeting on 21st July, 1952
Some of the problems associated with Maori work mentioned in the 1952 Annual Report were the scattered nature of the pas, the fact that Maori women work during the day and so classes have to be at night, and that seasonal work left pas almost deserted at certain times of the year.

31 classes with 912 enrolments were held during 1952, as well as a wide range of formal and informal adult education work. Three special schools were held with a total attendance of 222 and 27 talks and lectures were given to both Maori and European groups.

Seventeen short tutorial classes were conducted in Maori work during 1953 on subjects linked with Maori culture and problems and attracted a total enrolment of 428; nearly all of these classes were taken by Mr. Parker. Eight home science courses on clothing were taken by the home science tutors; the courses were each of eight lectures with a total of 73 students enrolled.

Lecture demonstrations on films were given in ten places, and two prison classes were held, while seven special schools were attended by a total of 198 students. The statistics for the year were completed by 34 single lectures with an estimated total attendance of 1,611.\(^{(1)}\)

1954 saw a similar number of classes offered as in 1953, but an interesting new development was in meetings on community development. These meetings were requested by the Ratana Pa, the Raukawa tribe of Manawatu and by Porirua Pa.\(^{(2)}\) The meetings

\(^{(1)}\) Annual Report of Regional Council for 1953
\(^{(2)}\) Ibid 1954
gave Adult Education a chance to help the Maoris to face their social problems.

The highlight of work in 1955 was the holding of a special school in Bulls on Maori Arts and Crafts. The school stretched over four weeks and worked on the interior carving and decorated panels for a new Meeting House of the Ngati-Raukawa tribe at Bulls. The project became the focus for a community effort on the part of the Maoris living between Otaki and Bulls.

A list of the titles of tutorial classes taken during the year gives an indication of the high proportion of Maori cultural subjects:-(1)

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceremonial Oratory (3 classes)</td>
<td>56</td>
</tr>
<tr>
<td>Maori Problems (2 classes)</td>
<td>42</td>
</tr>
<tr>
<td>Conduct of Meetings (2 classes)</td>
<td>38</td>
</tr>
<tr>
<td>Great Men of the World</td>
<td>24</td>
</tr>
<tr>
<td>Maori Chants (3 classes)</td>
<td>54</td>
</tr>
<tr>
<td>Some World Problems</td>
<td>19</td>
</tr>
<tr>
<td>Maori Language (3 classes)</td>
<td>69</td>
</tr>
<tr>
<td>Some Maori Problems</td>
<td>80</td>
</tr>
<tr>
<td>Clothing (4 classes)</td>
<td>36</td>
</tr>
<tr>
<td>Millinery</td>
<td>15</td>
</tr>
<tr>
<td>Maori Arts and Crafts (9 classes)</td>
<td>86</td>
</tr>
<tr>
<td>Maori Wood-Carving (2 classes)</td>
<td>32</td>
</tr>
</tbody>
</table>

The 1955 Report pointed out that experience of Maori Adult Education in the previous few years had shown that the interests

(1) Ibid 1955
of the Maoris were similar to those of other sections, but that "insofar as they have a special need, it lies in the desire for help in recapturing a knowledge of the Maori language and the old Maori Arts and Crafts, Maori history, tradition and costume!"

The realisation of the interest of the Maori in much the same things as the European should help Adult Education to serve the Maori better in the Victoria College District. One side of the Maori nature seeks to regain something of the tradition he is losing but the other side of the Maori nature strives after the European way of life. The method of treatment of the Maori by adult education techniques may be noticeably different in some respects, but there seems to be a danger in regarding the Maori as wanting something different out of his new way of life from that which the European wants. Fortunately, much of the philanthropic zeal that seemed to mark earlier adult education attempts to help the Maori has gone, for he seeks to experience new things for himself and does not like to be treated as a younger and immature brother needing special social training. It is to be hoped that in the future adult education work amongst Maoris will not only seek to retain their culture, but that Maoris, particularly in the bigger centres, will be encouraged to attend more of the same classes as Europeans and to study similar problems in their common environment.
CHAPTER VII

THE FUTURE OF ADULT EDUCATION IN THE V.U.C. DISTRICT

This thesis has sought to show the development of adult education services in the V.U.C. district, with special reference to the effects of the 1938 Act and the 1947 Act on the trends of work in the organisation of adult education services. The growth in the demand for tutorial class work has been demonstrated, and the major experiments in new fields have been outlined. It remains now briefly to take stock of the present position and to suggest the lines along which Adult Education could perhaps move. Such suggestions cannot be much more than generalisations, for Adult Education must be an adaptable organism, ready to move suddenly in an unexpected direction. It does seem possible to detect certain lines of development, however, and to discuss some of the problems that the work is facing.

The position of the W.E.A. in the scheme of Adult Education is still a perplexing one. The Consultative Committee recommended that the W.E.A. should not have its own representative on the Regional Council as there were so many other bodies which provided adult education services and who were not privileged to have such a representative. The provision in the Act for a W.E.A. representative on the Council seems to have been due to influence on the part of the W.E.A., and a rather sentimental attitude towards their past history. History and tradition play an important part in the life of a body such as the W.E.A., but when such traditions do not fit into the fast and efficient

(1) See page 102.
CHAPTER VII

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(1) See page 106.
running of Adult Education, it is time that the position was reconsidered.

At the time of the 1947 Act, the Consultative Committee was able to point out that voluntary bodies other than the W.E.A. had emerged and could be considered to have equal rights to representation on the National and Regional Councils. By 1952 the trend had continued further as only a small part of the adult education programme in the V.U.C. district, which was directly concerned with city tutorial classes, was organised in co-operation with the W.E.A., and only two committees (in Palmerston North and in Wellington) existed within the whole district. The C.W.C.C. in contrast had twenty local committees covering the whole district. "The two branches of the W.E.A. have not only become over-shadowed by the country women's organisations, but over the past five years they have been out-paced by the emergence of a net-work of vigorous and expanding community committees."[1] It hardly seems fair that a body so out-paced should have the right to nominate to the College Council for appointment, one third of the representatives on the Regional Council.

To be just to the other voluntary bodies engaged in Adult Education, the representation of the W.E.A. should be considered with reference to the services provided by it and by those other bodies. The whole question of representation of bodies on the Regional Council needs to be reconsidered, as direct representation of all those bodies or groups of bodies providing substantial

adult education services would make the Council too large to work satisfactorily. At the same time it is desirable to retain representatives of voluntary bodies on the Council, as their contribution to Adult Education is very great and they merit a voice in its control. Sub-committees on various aspects of the work might be a suitable provision, with a representative of each sub-committee on the Council; sub-committees might be formed in such fields as drama, W.E.A. city classes, and youth work, country-women's work and townwomen's work.

The relationship between Adult Education and the University is an important matter which has never been fully defined. Victoria University College has played a leading part in the development of adult education work in the district. In the early days of adult education work and during the Depression it was largely the enthusiasm and voluntary work of University lecturers that enabled work to be continued, while such men as Professor Miles, Professor Shearer, and Professor Hunter played a large part in directing the development of adult education organisations over many years. The contribution of University lecturers as part-time tutors at the present moment is considerable, and the development of long tutorial classes as a form of University expansion work during 1955(1) shows a possible further contribution by the University to adult education work. The offering in the course for Master of Arts in Education of a special paper on Adult Education(2) by Mr. H. C. D. Somerset shows an attempt to treat Adult Education as a field of study worthy and capable

(1) See page 128 et seq.
(2) This thesis arose out of an interest derived from one of these courses
of standing on its own. On the organisational side the University also plays an important part, as the 1947 Act made the Regional Council dependent on the College Council for its constitution and powers, and for the appointment of its members. (1) Although the Consultative Committee saw as an ultimate aim the desirability of the Regional Council becoming autonomous, (2) the trend in recent years has been to make the link even closer.

A problem facing Adult Education is that of internal administration. Work in the field has expanded greatly since 1948 and has been followed by an increase in organisational work in preparing and duplicating box and discussion course material, planning tours and special schools and other minitiae of day to day tasks. In 1948 the administrative staff included a Secretary to the Director, a full-time office assistant in the home science office and a part-time assistant in charge of box and discussion course material (box and discussion course material was typed and duplicated by a commercial firm at this time). In 1955, despite the large increase in the volume of work, the same number of administrative staff was employed, except that a full-time office junior handled the box and discussion course material instead of the part-time assistant employed before, but all box and discussion courses were typed and duplicated in the Regional Council Office. (3) An increase in administrative staff is required to deal with the additional work and more office space and room for

(1) Adult Education Act, 1947, para 22 (a)
(2) Report of Consultative Committee op cit para. 145
(3) Director's Report 1947-1956, Wellington, 1st December, 1956
tutors is required than is possible at the present premises which are leased from the National Council of Adult Education at 192 Tinakori Road, Wellington.

One final problem should concern us here and that is the Nelson-Marlborough area. The geography of this area and the apathy of the people towards adult education work has been a worry to the Regional Council and in 1952 it received a special report on the area(1) which pointed out that the land area was 7,300 square miles but that the population was only 63,000, half of which lived on the fertile Waimea Plains around Nelson and Motueka, while over the remaining part of the area the population density was only two people per square mile; this resulted in very difficult travelling conditions over long distances and a lack of community settlement with only five towns of a population greater than 2,000.

Around Nelson City the work is seasonal so that the people are too busy to take part in adult education work between November and April, and in the tobacco area everyone works hard for nine months, so the adult education season can only be short. Work in the area is expensive as £170 per year is spent on car travelling expenses but public transport cannot be used as there are no buses to many places.

Nelson City has proved difficult to work as it is hard to organise tutorials by part-time tutors, and attendances are always poor so that suitable lecturers find it an unattractive atmosphere in which to work. Discussion course have also

(1) Special Report on the Nelson-Marlborough Area presented to the Regional Council in April, 1952
failed, but exhibitions attract considerable attention and a
choral festival during 1952 was well supported. A strong
music council has been formed in the city but although this
is encouraging musical activities it does not add anything
that can be counted as adult education work; the tutor is an
associate member only of the Music Council. One of the main
reasons for the unwillingness to undertake longer classes is
probably the high proportion of elderly retired people in the
city. Marlborough is separated from Nelson by a winding hilly
road with two saddles over 1,000 feet in height; Blenheim, like
Nelson, responds well to exhibitions and choral schools but en-
rolments in tutorial classes are small.

A summary of work in Nelson and Marlborough from 1948 to
1951 gives an indication of the small number of enrolments in
classes:

<table>
<thead>
<tr>
<th>Year</th>
<th>Discussion Groups</th>
<th>Tutorial Classes</th>
<th>Exhibitions</th>
<th>Music Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>12 (132 enrol-ments)</td>
<td>-</td>
<td>312 attendances</td>
<td>-</td>
</tr>
<tr>
<td>1949</td>
<td>9 (89 &quot; )</td>
<td>7 (97 enrol-ments)</td>
<td>587 &quot;</td>
<td>5 choirs</td>
</tr>
<tr>
<td>1950</td>
<td>10 (114 &quot; )</td>
<td>6 (95 &quot; )</td>
<td>1437 &quot;</td>
<td>3 orchestras</td>
</tr>
<tr>
<td>1951</td>
<td>10 (89 &quot; )</td>
<td>9 (94 &quot; )</td>
<td>2260 &quot;</td>
<td>12 choirs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 orchestra</td>
</tr>
</tbody>
</table>

The Internal Affairs Department withdrew its Physical Wel-
 fare Officer from the area in 1951.

The Report to the Regional Council concluded by stating
that the tutoring of the area by the tutor-organiser had been
superseded by organising. As conditions since 1952 have not
shown any great improvement it does not seem econmic to maintain
a full-time tutor-organiser in the area when other parts of the V.U.C. District need additional workers. The organising of exhibitions and schools and the servicing of choirs and other musical groups could be carried out by visits of an organising tutor from time to time or by a part-time organiser within the area.

Whilst this difficulty of work is being met in the Nelson-Marlborough area, other parts of the V.U.C. District are showing an increasing demand for adult education services. The growth in special schools, if continued, and there is every indication that it will be, will soon require the services of a special organiser or tutor with a building designed specially to serve as a residential college. Specialist work in the arts is increasing and the appointment of additional tutors in some of the specialist art fields appears to be not very far away.

Tutorial work is also expanding and the suggestion made by Mr. Hely in 1952\(^{(1)}\) that the special problems of the Taihape-National Park area might justify experimental work in that area shows one possible line of development. It may be too that a separation of the Wairarapa and Hutt Valley sections of the combined area may prove necessary. However, neither provision seems necessary just yet, and the changes in direction of adult education demands are sometimes so unexpected that as yet unseen requirements may have to be faced before either of those suggested.

The future usefulness of adult education work in the V.U.C. District depends on the flexibility of the organisation and the

\(^{(1)}\) Report of Mr. Hely on 31st October, 1952 op cit Section 13
breadth of mind of the Director and of the Regional Council. The danger is that as Adult Education becomes more firmly established in the fields of work it is now undertaking it may develop an organisational pattern which is too fixed. For example, it may not be prepared to let some of the fields which have been strengthened by it, return to their individual organisations. A large number of voluntary bodies serviced by Adult Education, as at present, is preferable to the taking over of the work of these bodies by an efficient Regional Council. This danger is not apparent at the present moment, for there is insistence on the voluntary bodies retaining their individuality.

At the moment the retaining of some work which has lost its initial drive is the principal danger; the provision of economics classes by the W.E.A. despite the small demand for them is an example. The safeguarding of the position of the W.E.A. in the system of adult education administration is artificial; the W.E.A. although probably carrying out just as much work as ten years ago, is doing proportionately less of the total adult education work for the district. To progress in the live manner that has been characteristic of the work in the V.U.C. District, particularly over the last eight years, it is necessary to keep the administration abreast of the field work, and if the W.E.A. is not performing as much in the field as some other bodies then its position in administration is an anachronism. Adult Education must beware of the tendency to carry on "improving" work too obviously, for adults do not like to feel that "improvement"
is being in any way pushed on them from above, yet the retention of an administration such as that of the present Regional Council with its large W.E.A. representation which can no longer claim to be concerned with the whole field of new development is likely to result in rather academic deliberations at its meetings as to whether certain classes and types of work are "good" for students and so to continue them when the demand has changed.

To meet the needs of the adult community effectively, the educational services and organisation must be able to maintain contact with all the voluntary groups and to listen to any criticisms or new demands. This way is the way forward.


The Report for 1941 is headed for 1940, but it is evidently a mistake as there was already one report for 1940 and one for 1941. References throughout the report are to 1941, as the heading was disregarded, and the report was as that for 1941. The same discrepancies in statistics occurred in these reports as in those of the Tutorial Classes Committee.

3. Annual Reports of the Regional Council of Adult Education for the V.U.C. District, from 1940 to 1955.

These Reports were fuller than those of the Tutorial Classes Committee of the District Advisory Committee, and the data appeared to be accurate. They mark the beginning of the service of a full-time Director.
BIBLIOGRAPHY

A. ANNUAL REPORTS

1. Annual Reports of the V.U.C. District Tutorial Classes Committee from 1929 to 1938.

The Annual Reports for 1931 and 1932 are missing. It is understood they were burned in a "cleaning up" operation some years ago.

Frequent discrepancies between the figures given in the body of the report and those given in the tables of statistics which followed made statistical work difficult. The figures given in the tables of statistics were taken as the correct ones in each case.

2. Annual Reports of the V.U.C. District Advisory Committee on Adult Education, from 1939 to 1947.

The Report for 1941 is headed for 1940, but it is obviously a mistake as there was already one report for 1940 and one for 1942 but none for 1941. References throughout the Report are to 1941, so the heading was disregarded, and the Report taken as that for 1941. The same discrepancies in statistics occurred in these reports as in those of the Tutorial Classes Committee.


These Reports were fuller than those of the Tutorial Classes Committee or the District Advisory Committee, and the statistics appeared to be accurate. They mark the beginning of the service of a full-time Director.
B. MINUTES OF MEETINGS

1. Minutes of the meetings of the V.U.C. District Tutorial Classes Committee from 1929 to 1938.
2. Minutes of the meetings of the V.U.C. District Advisory Committee on Adult Education from 1939 to 1947.
   These minutes were very full and clearly recorded.
5. Minutes of the Ministerial Conference, Christchurch, 1944.

C. SPECIAL REPORTS

(a) General

   (The Report was adopted by the Senate in January, 1937)
5. Adult Education in the V.U.C. District. A. S. M. Hely, Director of Adult Education in the V.U.C. District, Wellington, 31st October, 1952. This Report to the Regional Council dealt
particularly with the development of Adult Education policy between 1947 and 1952.

6. **Director's Report 1947-1956** - A. S. M. Hely, Wellington, 1st December, 1956. This Report to the Regional Council is a brief account of the major developments in the V.U.C. District during the time that Mr. Hely was Director of Adult Education there, and was presented on the occasion of his resignation of this post to take up the position of Director of Adult Education with the University of South Australia.

(b) **Specific.**

1. Report of a Special Conference of the Advisory Committee on Adult Education for the V.U.C. District with the District Tutor-Organisers - July, 1940. Presented to the District Advisory Committee on Adult Education.


D. SECONDARY SOURCE

Adult Education in New Zealand - A. B. Thompson.
ACKNOWLEDGMENTS

The following acknowledgments are made for help given in the preparation of this thesis:—

Director of Adult Education, Mr. A. S. Hely for the use of records of the Tutorial Classes Committee, District Advisory Committee, and Regional Council.

University of New Zealand for use of the Report and Minutes of the 1937 Senate Committee.

Mr. A. B. Thompson for use of the Report and Minutes of the 1944 Ministerial Conference.
APPENDIX A

EDUCATION AMENDMENT ACT, 1938

ANALYSIS

1. Short Title.
2. Increasing grants to Education Boards for general purposes and for incidental expenses of School Committees. Expenditure.
3. Expanding provisions as to conditions of service to be observed by teachers towards safety of school building.
4. Extending power to make regulations in relation to the appointment of teachers in public schools.
5. Contributions to Teachers Superannuation Fund and related allowances to be computed on reduced salaries in certain cases where contributors did not elect to contribute an extra allowance.
6. Employment of special speakers at teachers' meetings.
7. Council of Adult Education.
12. Expenditure of annual grants for adult education.

1938, No. 14

An Act to amend the Education Act, 1944.

This Act shall be construed as an Act for the time being in force.

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:

Public. — 14.
ANALYSIS.

Title.
1. Short Title.
2. Increasing grants to Education Boards for general purposes and for incidental expenses of School Committees. Repeals.
3. Repealing provisions as to contributions by parents towards salary or board of certain teachers.
4. Extending power to make regulations in relation to the appointment of teachers in public schools.
5. Contributions to Teachers' Superannuation Fund and retiring-allowances to be computed on reduced salaries in certain cases where contributors did not elect to contribute on house allowance.

Council of Adult Education.
7. Council of Adult Education established.
11. Expenditure of annual grants for adult education.


An Act to amend the Education Act, 1914.

[16th September, 1938.]

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:—

Public,—14.]
1. This Act may be cited as the Education Amendment Act, 1938, and shall be read together with and deemed part of the Education Act, 1914 (hereinafter referred to as the principal Act).

2. (1) Section six of the principal Act is hereby amended by repealing subparagraph (iii) of paragraph (c) of subsection one, and substituting the following subparagraphs:—

"(iii) Of an annual grant for general purposes of one thousand pounds, increased by the sum of three shillings for each child in average attendance at any public school within the district:

"(iv) Of a sum sufficient to pay the grants to Committees for incidental expenses calculated for all the public schools in the district in accordance with regulations:".

(2) For the purposes of the principal Act, the average attendance at any school shall be computed in manner prescribed by regulations. Without limiting the foregoing provisions of this subsection, it is hereby declared that any such regulations may provide for the computation of the average attendance at any school for any year or part of a year by reference (whether exclusively or otherwise) to the number of pupils on the roll of the school for any day in that year or in the preceding year, or to the average number of pupils on the roll of the school for the days on which the school is open during any period in that year or in the preceding year.

(3) Section thirty-six of the principal Act is hereby amended by omitting from paragraph (b) the words "the Eighth Schedule hereto", and substituting the word "regulations".

(4) Sections three and sixteen of the Education Amendment Act, 1919, and the First Schedule to that Act, and section thirty-five of the Finance Act, 1931 (No. 4), are hereby repealed.

(5) All payments made before the passing of this Act as grants by Boards to Committees for incidental expenses, and as grants to Boards for general purposes, and for the purpose of enabling the Boards to make grants to Committees for incidental expenses, are hereby validated and declared to have been lawfully made.

3. (1) Section fifty-four of the principal Act is hereby amended by repealing subsection six, as amended by paragraphs (b) and (c) of subsection one of section thirty-three of the Finance Act, 1931 (No. 2), and substituting the following subsection:—

"(6) Where it appears that the number of children to be enrolled is less than nine the Board may, with the prior approval of the Minister, either establish a public school or require the children to receive instruction from any correspondence school established by the Minister for the purpose.".

(2) Section thirty-three of the Finance Act, 1931 (No. 2), is hereby consequentialy amended by repealing paragraphs (b) and (c) of subsection one.

4. Notwithstanding anything to the contrary in the principal Act, the Governor-General may from time to time, by Order in Council, make regulations—

(a) Defining country schools, and providing that, unless he has served for not less than three years in a position in a country school, a teacher belonging to any specified class of teachers shall not be eligible to apply for or to be appointed to a position in a public school (not being a country school) for which the maximum salary receivable by him would exceed a salary to be prescribed:

(b) Providing that the provisions of subsection nine of section two of the Education Amendment Act, 1932-33, shall not apply to a specified class or to specified classes of teachers in a specified period or specified periods:

(c) Providing that the provisions of subsection thirteen of section two of the Education Amendment Act, 1932-33 (which relates to positions in respect of which the grade of salary is raised), shall apply only to a specified...
class or to specified classes of positions; and (with respect to positions to which the subsection applies) providing that any teacher not retained in his position at the higher salary may be transferred to another position at a salary not lower than that which he was receiving in his former position, and prescribing the procedure to be adopted by the Board in relation to such transfers:

(d) Providing that, subject to such conditions as may be prescribed in the regulations, the requirement of subsection five of section two of the Education Amendment Act, 1932-33 (as enacted by section eight of the Education Amendment Act, 1936), that no appointment involves an increase of the salary of the person appointed shall be made unless the position has been advertised shall not apply with respect to the appointment of any teacher by way of transfer from any position held by him at the passing of this Act where the salary attached to that position by any regulations that may be made after the passing of this Act is less than the maximum salary and allowances receivable by him for that position under the regulations in force at the passing of this Act; and prescribing the procedure to be adopted by the Board in relation to such transfers:

(e) Providing that the provisions of subsection two of section thirty-four of the Finance Act, 1932 (as amended by section ten of the Education Law Amendment Act, 1934-35), shall not apply to any teacher during a period or periods to be prescribed where the salary attached to any position held by him at the passing of this Act by any regulations that may be made after the passing of this Act is less than the maximum salary and allowances receivable by him for that position under the regulations in force at the passing of this Act.

5. Whereas by section one hundred and fifteen of the Public Service Superannuation Act, 1927, it is provided that if any contributor to the Teachers' Superannuation Fund is provided in respect of his office with board or lodging, or with the use of a house, or is paid an allowance in lieu thereof, the value of such benefits shall be deemed to form part of his salary: And whereas by virtue of subsections five and six thereof the said section does not apply to any teacher by way of transfer from any position held by him at the passing of this Act where the salary attached to any position held by him at the passing of this Act is less than the maximum salary and allowances receivable by him for that position under the regulations in force at the passing of this Act; and it is not equitable that as a result thereof the teachers who did not so elect should receive the same retiring-allowances as those who so elected and have accordingly paid contributions in respect of such benefits: Be it therefore enacted as follows:—

(1) For the purpose of computing the amount of the contributions to the Fund and of the retiring-allowance of any person who was a contributor to the Fund on the first day of October, nineteen hundred and twenty-five, unless he so elected, and paid to the Fund certain arrears of contributions with interest thereon: And whereas certain teachers who were contributors to the Fund on that date and could have elected the said section should apply to them did not so elect: And whereas it is proposed to abolish in respect of head teachers and sole teachers in public schools the benefits referred to in the said section, and it is not equitable that as a result thereof the teachers who did not so elect should receive the same retiring-allowances as those who so elected and have accordingly paid contributions in respect of such benefits: Be it therefore enacted as follows:—

(2) If any question arises as to the amount of any reduction to be made under this section, it shall be determined by the Teachers' Superannuation Board, and the decision of the Board shall be final.
6. (1) No Education Board shall refuse to appoint a married woman as a teacher in any school on the ground only that she is a married woman, and no married woman shall be dismissed from a position as a teacher in any school on the ground that she is a married woman.

(2) Section thirty-nine of the Finance Act, 1931 (No. 4), and subsection twelve of section two of the Education Amendment Act, 1932-33, are hereby repealed.

Council of Adult Education.

7. (1) There is hereby established a Council of Adult Education (hereinafter referred to as the Council), which shall consist of—

(a) The Director of Education:

(b) The Director of Broadcasting:

(c) Two members to be appointed by the Senate of the University of New Zealand, of whom at least one shall not be a member of the Senate:

(d) One member to be appointed by the Dominion Council of the Workers' Educational Association:

(e) Two members to be appointed by the Minister.

(2) The appointed members of the Board shall be appointed for a term not exceeding three years, but unless they resign or otherwise vacate their offices they shall continue in office until the appointment of their successors in office. Any such member may be reappointed or may at any time resign his office by writing addressed to the Minister.

(3) The powers of the Council shall not be affected by any vacancy in the membership thereof.

(4) The Council shall from time to time elect one of its members to be the Chairman of the Council.

8. (1) Meetings of the Council shall be held at such times and places as the Chairman or the Council from time to time appoints.

(2) At any meeting of the Council four members shall form a quorum.

(3) The Chairman shall preside at all meetings at which he is present. In the absence of the Chairman, from any meeting the members present shall select one of their number to be the Chairman for the purposes of that meeting.

(4) At any meeting of the Council the Chairman shall have a deliberative vote, and in the case of an equality of votes shall also have a casting vote.

(5) All questions before the Council shall be decided by a majority of the valid votes recorded thereon.

(6) Subject to the provisions of the principal Act and of any regulations made under that Act, the Council shall regulate its own procedure and the procedure of any committees appointed by it in such manner as it thinks fit.

9. The Council may from time to time appoint such advisory committees as it thinks fit, and may appoint as members of any committee, or authorize any committee to co-opt as members thereof, persons who are not members of the Council.

10. It shall be the duty of the Council—

(a) To co-ordinate the activities of the organizations concerned with adult education, and generally to promote adult education:

(b) To make recommendations to the Minister as to the amount of the annual grant to be made to the University of New Zealand for adult education out of moneys appropriated by Parliament for that purpose:

(c) To control the expenditure of all moneys granted to the University of New Zealand for adult education as aforesaid:

(d) To furnish an annual report to the Minister.

11. (1) The University of New Zealand shall expend any moneys granted to it for adult education as aforesaid in accordance with the directions of the Council, and not otherwise.

(2) The Council may direct the University of New Zealand—

(a) To expend any such moneys for any specified purpose in relation to adult education, including the payment to the University of any amounts in respect of administrative expenses, and the payment to the members of the Council, other than officers in the service of the Government, of such allowances and travelling-expenses as may be approved by the Minister.
(b) To pay any such moneys to any specified body of persons, whether incorporated or not, either generally for the purposes of adult education or for any specified purpose in relation to adult education.

(3) In directing the expenditure of any such moneys the Council may, in its discretion, impose such conditions as it thinks fit for the purpose of ensuring that the moneys are expended only for the purposes specified and to the best advantage.

APPENDIX B

ADULT EDUCATION ACT, 1947

1. Short title and commencement
2. Interpretation
3. Functions of the National Council of Adult Education
4. Annual report to Minister
5. Functions of Regional Councils of Adult Education
6. Powers of Regional Councils
7. Role of the National Council
8. Constitution of the National Council
9. Powers of the National Council
10. Constitution of Regional Councils
11. Functions of Regional Councils
12. All powers and duties of the National Council are to be exercised by the National Council of Adult Education.

1947, No. 43
An Act to make better Provision for Adult Education, etc.
[29th November, 1947]
BE IT ENACTED by the present Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:

1. This Act may be cited as the Adult Education Act, 1947, and shall come into force on the first day of February, nineteen hundred and forty-eight.

Public: 43
AN ACT to make better Provision for Adult Education.

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:

1. This Act may be cited as the Adult Education Act, 1947, and shall come into force on the first day of February, nineteen hundred and forty-eight.

1947, No. 43
Interpretation.

2. In this Act, unless the context otherwise requires,—

"College Council" means the Council of a constituent college of the University of New Zealand:

"Financial year" means a period of twelve months ending on the thirty-first day of March in any year:

"Minister" means the Minister of Education:

"National Council" or "Council" means the National Council of Adult Education constituted under this Act:

"Regional Council" means a Regional Council of Adult Education established under this Act:

"University district" means a University district as defined for the purposes of the New Zealand University Act, 1908.

National Council of Adult Education

3. (1) There is hereby constituted for the purposes of this Act a body corporate under the name of the National Council of Adult Education, having perpetual succession and a common seal, and being capable of holding real and personal property and of doing and suffering all that bodies corporate may do and suffer.

(2) The National Council is hereby declared to be a local authority for the purposes of the Local Authorities (Members' Contracts) Act, 1934.

(3) The Council of Adult Education established under section seven of the Education Amendment Act, 1938, is hereby abolished.

(4) All moneys held by the University of New Zealand at the commencement of this Act on behalf of or subject to the control or direction of the said Council of Adult Education shall be paid to the National Council.

Membership of National Council.

4. (1) The National Council shall consist of—

(a) The Director of Education:

(b) The Director of Broadcasting:

(c) The Director of the National Library Service:

(d) One member to be appointed by the Senate of the University of New Zealand:

(e) Two members to be appointed by the Auckland University College Council:

(f) Two members to be appointed by the Victoria University College Council:

(g) Two members to be appointed by the Canterbury University College Council:

(h) Two members to be appointed by the Council of the University of Otago:

(i) One member to be appointed by the Dominion Council of the Workers' Educational Association:

(j) One member to be appointed by the Minister to represent the Maori race.

(2) In the absence from any meeting of the National Council of any of the said Directors, any member of his Department or Service authorized by him in that behalf may attend that meeting in his stead, and while so attending shall be deemed to be a member of the Council. The fact that any person so attends shall be sufficient evidence of his authority so to do.

(3) A College Council shall not make any appointment under paragraph (e), (f), (g), or (h) of subsection one of this section until it has first given the Regional Council of the University district a reasonable opportunity to make recommendations in that behalf, and considered any recommendation that the Regional Council may make.

(4) The National Council may from time to time, if and when it thinks fit, appoint not more than two additional persons (hereinafter referred to as co-opted members) to be members of the National Council.

(5) Any person, except a person in the full-time employment of the National Council, shall be eligible to be a member of the National Council, and on the termination of the period of office of any member, he shall be eligible for reappointment to the National Council.

(6) Any member of the National Council who becomes a full-time employee of the Council shall cease to be a member of the Council.

(7) The powers of the National Council shall not be affected by any vacancy in the membership thereof.

5. (1) Unless he sooner vacates his office as provided in the last preceding section, every appointed member of the National Council (other than a co-opted member) shall continue in office until his successor comes into office, notwithstanding anything to the contrary in this Act.

(2) Except as otherwise provided in this Act, every appointed member of the National Council shall be appointed for a period of two years commencing on the first day of October in the year of his appointment.

(3) The appointment of members of the National Council to replace members due to retire in any year shall be made not later than the third Monday in September in that year:

Provided that nothing in this subsection shall be deemed to render invalid any appointment made after that date.

(4) With respect to the first appointed members of the National Council the following provisions shall apply:

(a) They may be appointed at any time after the passing of this Act and shall come into office at the commencement of this Act or on the date of appointment whichever is the later:

(b) The member appointed by the Senate of the University of New Zealand shall retire on the thirtieth day of September, nineteen hundred and forty-eight:

(c) One member appointed by each College Council shall retire on the thirtieth day of September, nineteen hundred and forty-eight, and the other member shall retire on the thirtieth day of September, nineteen hundred and forty-nine:

(d) Each College Council shall at the time of appointing the first two members specify which of them is to retire on the thirtieth day of September, nineteen hundred and forty-eight:

(e) The members appointed by the Dominion Council of the Workers’ Educational Association and by the Minister shall retire on the thirtieth day of September, nineteen hundred and forty-nine.

(5) A co-opted member shall retire on the thirtieth day of September following his last appointment to the National Council if he has then been in office for one year, but if he has then been in office for less than one year since his last appointment he shall retire on the thirtieth day of September in the following year.

6. (1) Any member appointed to the National Council may at any time resign his office by writing addressed to the Chairman of the National Council.

(2) If any appointed member of the National Council (other than a co-opted member) resigns his office, or dies, or ceases to be eligible to hold office, the vacancy shall as soon as practicable thereafter be filled by the appointment of a new member in the manner in which the vacating member was appointed.

(3) Any person appointed to fill a vacancy under this section shall hold office only for the remainder of the term for which his predecessor was appointed.

7. (1) At the first meeting of the National Council held after the commencement of this Act, and at the first meeting of the National Council held after the first day of October in the year nineteen hundred and forty-eight, and in each succeeding year, the Council shall appoint a Chairman and a Deputy Chairman.

(2) Any person appointed as the Chairman or Deputy Chairman shall hold office, while he continues to be a member of the National Council, until the appointment of his successor in accordance with this section, and may be reappointed.

8. (1) Meetings of the National Council shall be held at such times and places as it determines, but the Council shall meet at least once in each financial year.

(2) The Minister or the Chairman of the National Council may at any time call a special meeting thereof, and any three members of the Council may at any time by notice in writing request the Chairman to call a
special meeting of the Council, and thereupon the Chairman shall call a special meeting of the Council to be held not later than one month after the day he received the notice.

(3) All members for the time being in New Zealand shall be given at least seven clear days notice in writing of any meeting of the National Council.

(4) At any meeting of the National Council eight members shall form a quorum.

(5) All questions before the National Council shall be decided by a majority of the valid votes recorded thereon:

Provided that a resolution signed by all the members of the Council for the time being in New Zealand shall have the same effect as a resolution duly passed at a meeting of the Council.

(6) The Chairman shall preside at all meetings of the National Council at which he is present.

(7) In the absence of the Chairman from any such meeting, the Deputy Chairman, if present, shall preside. In the absence from any such meeting of both the Chairman and the Deputy Chairman, the members present shall appoint one of their number to be the Chairman of that meeting.

(8) At any meeting of the National Council the Chairman shall have a deliberative vote and, in the case of an equality of votes, shall also have a casting vote.

9. The functions of the National Council shall be:

(a) To promote and foster adult education and the cultivation of the arts;

(b) To make recommendations to the Minister as to the amount of the annual grant to be made to the National Council for adult education out of moneys appropriated by Parliament for that purpose, and to receive and administer and control the expenditure of all moneys granted to the Council as aforesaid.

10. The National Council shall have the following powers:

(a) To expend any moneys that may be received by it, either by way of Government grant or from any other source, for any of the purposes specified in section nine of this Act in such manner as it thinks fit:

Provided that all benefactions at any time vested in or enjoyed by the National Council with a declaration of trust, or as an endowment for the promotion of any particular purpose shall be strictly applied by the Council accordingly:

(b) To make grants to any body of persons, whether incorporated or not, either generally for the purposes of adult education, or for any specified purpose in relation to adult education:

(c) To appoint officers and other servants and to pay them such remuneration as may be appropriate:

(d) To appoint honorary officers from among its own members;

(e) To appoint committees of its members and to delegate to them such functions as it may determine:

(f) To expend any moneys and generally take any action for any purpose that in its opinion is ancillary to its principal functions as defined in section nine of this Act:

(g) To appoint advisory committees and, if thought fit, to appoint to such committees persons not members of the National Council, and to pay to such members of advisory committees as are not members of the Council travelling expenses and allowances as though they were members of the Council:

(h) In making any payments as aforesaid, to impose in its discretion such conditions as it thinks fit for the purpose of ensuring that the moneys are expended only for the purposes specified, and to the best advantage.

11. The National Council may, in any financial year, expend out of its general fund for purposes not authorized by this or any other Act, any sum or sums not amounting in the whole to more than fifty pounds.

12. (1) Any contract which if made between private persons must be by deed shall, when made by the National Council, be in writing under the common seal of the Council.
Annual grant to the National Council.

Local authorities and public bodies may contribute to funds of National Council.

Payment of National Council's moneys into bank and mode of withdrawal.

Investment of moneys.

(2) Any contract which if made between private persons must be in writing signed by the parties to be charged therewith shall, when made by the National Council, be in writing signed by any person acting on behalf of and under the express or implied authority of the Council.

(3) Any contract which if made between private persons may be made verbally without writing may, when made by the National Council, be made verbally without writing by any person acting on behalf of and under the express or implied authority of the Council.

(4) The common seal of the National Council shall not be affixed to any document except pursuant to a resolution of the Council, and the execution of any document so sealed shall be attested by two members of the Council.

13. For the purpose of providing funds for the exercise of the functions of the National Council, the Minister of Finance may in the financial year ending on the thirty-first day of March, nineteen hundred and forty-eight, and in every financial year thereafter, pay to the Council, out of moneys appropriated by Parliament for the purpose, such sum or sums as the Minister of Finance may from time to time approve.

14. For the purpose of providing funds for the exercise of the functions of the National Council, any local authority or public body may from time to time make grants out of its general funds to the Council of such amounts as it thinks fit.

15. All moneys received by the National Council shall be paid forthwith into an account in its name in the Bank of New Zealand. No moneys shall be drawn out of the said account except by authority of the Council. All cheques on the said account shall be signed by an officer of the Council appointed for the purpose, and countersigned by a member of the Council authorized by it from time to time to countersign cheques or by another officer of the Council so authorized.

16. Subject to the terms of any trust or endowment, any moneys belonging to the National Council that are not immediately required for expenditure may be invested in any manner in which trustees are for the time being authorized to invest trust funds.

17. (1) The National Council shall keep full and correct accounts of all moneys received and expended by it, and the accounts shall be audited by the Audit Office, which for that purpose shall have all powers that it has under the Public Revenues Act, 1926, in respect of public moneys and the audit of local authorities' accounts.

(2) The National Council shall, as soon as possible after the end of every financial year, cause its accounts for that year to be balanced, and full and true statements and accounts of all the moneys received and expended by it during that year and of its assets and liabilities at the end of that year, to be prepared and submitted to the Audit Office.

18. (1) The National Council shall, not later than the thirtieth day of June in every year, furnish to the Minister a report of its proceedings and operations for the preceding financial year, together with a copy of its accounts for that year certified by the Audit Office.

(2) A copy of the report and of the accounts so certified shall be laid before Parliament within twenty-eight days after the receipt thereof by the Minister if Parliament is then in session, and, if not, shall be laid before Parliament within twenty-eight days after the commencement of the next ensuing session.

(3) A copy of the report shall be forwarded to the Senate of the University of New Zealand.

19. For the purposes of the Public Service Superannuation Act, 1927, service as a permanent or temporary officer or servant of the National Council shall be deemed to be Education service within the meaning of Part IV of that Act.

20. The members of the National Council shall be paid out of the funds of the Council travelling allowances and expenses in accordance with the Travelling-allowance Regulations 1941. All allowances and expenses required under those regulations to be specified in special regulations may be prescribed by rules made under this Act and approved by the Minister of Finance.
21. (1) The National Council may from time to time, by resolution, make rules not inconsistent with this Act for all or any of the following purposes, namely:

(a) Regulating its proceedings and the conduct of its meetings:

(b) Providing for the custody of its property and the custody and use of its common seal:

(c) Prescribing the duties of its officers and other servants:

(d) Prescribing the travelling allowances and expenses to be paid to its members as provided in section twenty of this Act:

(e) Such other purposes as may be deemed necessary or expedient for duly carrying out the work of the National Council.

(2) Notice of every resolution proposed to be submitted to any meeting of the National Council for the making, amendment, or revocation of any such rules as aforesaid shall be given to every member of the Council for the time being in New Zealand not less than fourteen clear days before the day fixed for the meeting.

Regional Councils of Adult Education

22. (1) In each University district there shall be established a Regional Council of Adult Education whose constitution shall from time to time be determined and whose members shall be appointed by the College Council of the district, and which shall exercise such powers in respect of adult education as the College Council may delegate to it.

(2) The College Council shall ensure that at least half of the members of the Regional Council of the district are persons appointed on the nomination of voluntary associations or organisations engaged or interested in adult education in its district. Any dispute as to what constitutes a voluntary association or organisation engaged or interested in adult education in any University district for the purposes of this section, shall be referred to the National Council whose decision shall be final.

Regional Councils of Adult Education

23. (1) For the purpose of providing educational and cultural activities for persons resident in any locality, the Minister may establish a community centre either separately or in connection with any school.

(2) The Minister may recognize any existing community centre for the purposes of this section.

(3) The Minister may from time to time pay, out of moneys appropriated by Parliament for the purpose, such sum or sums as he approves towards the payment of the whole or part of the salaries of the staff of any community centre established or recognized under this section and of the expenses incurred in the conduct of any such community centre. All payments heretofore made for any of such purposes as aforesaid are hereby validated and shall be deemed to have been lawfully made.

(4) The Governor-General may from time to time, by Order in Council, make regulations, not inconsistent with this Act, providing for the staffing and maintenance of community centres.

Repeals

24. Sections seven to eleven of the Education Repeals, Amendment Act, 1938, are hereby repealed.