

**Private industrial and enterprise training in the Hunter region
of New South Wales 1900-1990
(A work-in-progress report)**

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ABSTRACT

In the current climate of debate concerning the provision for skills development and training in Australian industry, one of the most serious gaps in knowledge is our almost complete ignorance of the history of 'other' education. This study provides an essential first step towards identifying the above through an historical analysis of patterns of provision in one major industrial area - the Hunter region of New South Wales, Australia - between 1900 and 1990. In the initial phase of the study the aim is to locate all possible material on 'other' providers and find ways to describe and define them, identify significant and unbreachable gaps in the data and develop a catalogue of sources. In the second phase the researchers will focus on private or independent occupational education. The aim here is to construct a fine grained typology of provision, chart trends and identify factors that contribute to the relative mix of public and private provision. The third phase will involve in-depth examination of a number of cases of educational provision.

These educational histories of specific organisations will explore how particular forms of provision emerge and describe the philosophies held and the aims, practices and strategies used over time. The impact of educational provision within the organisation, and the networks that extend between different educational agencies and institutions will also be investigated.

This particular paper reports on work in progress and outlines a crucial stage in the first phase of the study the development of a framework and set of definitions by means of which ninety years of 'other' education in the Hunter can be analysed.

Introduction

This paper outlines the development of a project that aims to identify 'other forms' of education in a specific industrial region of NSW between 1900-1990. It reports on progress after one year a year largely devoted to locating source materials and developing categories that assist in describing 'other' educational provision. The paper focuses on the author's efforts to typologise educational 'agencies' (called providers in the body of this work) and to develop a framework for analysis that will allow for a comparison of many disparate activities and assist in identifying trends. Although the paper draws on a wide range of documentary sources, it is important to point out that some of the sources discovered have yet to be examined and many more sources are likely to be discovered.

There are rich historical sources of systematically catalogued material about state education, compared to the scattered documentation about other educational providers. Research is easily facilitated in one area and not the other. Moreover, occupational education, unlike formal education, can take a great many forms and particular modes of practice may be unique to a specific provider. This variety is a great problem for researchers and probably explains why the historical studies that have been undertaken so far tend to be industry or program specific. Nonetheless such studies are few and far between. Historians are not likely to be put off by the major challenges involved in locating scarce sources, so why have there been so very few attempts to explore other educational provision?

The problem of selective vision. There are a great many activities that can be regarded as education but relatively few that are classified as such. The jury is still out as to why mass education provided by the state developed as it did, then it did, and in so many nations around the same time. There are, however, some generally accepted reasons among historians why formal education for the young became the focal form of education in Australia and western countries generally. They point to changes in technology, industrial processes and laws concerning employment; universal suffrage and the perceived need for a knowledgeable electorate, the driving force of international competitiveness and accelerating economic growth, the growth of the welfare state, and of the middle class, and the nexus between social mobility, education, the nuclear family and capitalism .

After mass (compulsory) education was introduced in Australia in the late nineteenth century most other 'forms' of education faded quite rapidly into the background. One of the reasons for this was they did not have, or could not easily be accommodated within, a 'scholastic' structure. Schooling was situated within the 'public' sphere and yet quickly developed into a closed community. Public and registered schools were exclusively devoted to teaching and were for the young. Moreover, a professional divide developed. There were those who were qualified teachers and 'others'. A strong element of academic 'selection' prevailed in the form of examinations for pupils and teachers. In addition the philosophies that shaped the ideas of the early educational administrators privileged liberal-humanist values over strictly vocational ones. To early twentieth century educational administrators and scholars the young were not perceived in terms of economic resources but in terms of citizenship. Children had to be prepared for their role as participants in a democratic society. School sites and work sites were clearly separated by philosophical as well as a physical

boundaries. Education that took place in the workplace was classified as training something that took place after compulsory education, and training had a low status compared to an academic education. The on-the-job side of apprenticeship was not the primary concern of teachers in technical colleges, and what went on in technical colleges with respect to trade training was often the subject of criticism by employers and organised labour. Technical educators played a marginal role in decision making about apprenticeship programs. Furthermore research has shown that inadequate performance in 'tech' subjects would not necessarily preclude the apprentice from getting his tradesman's ticket.

Workplace culture and that of formal education were poles apart. The primary motivations and perceived ends were so different. Education was not the main intent of the workplace and training came only to have value to educators inasmuch as it could be accommodated within scholastic structures and transformed to create enterprising and diligent worker-citizens. What enterprises, or professional bodies outside education were doing to educate their post school age workers into more effective production units was not recognised as education by professional teachers, let alone regarded as educationally significant by educationists. Training was generally perceived to be unidimensional, mechanical and non-participatory, manual rather than cerebral, and for a particular technical occupational activity. This very simple view became entrenched in the educational discourse in a particular way. Every educational activity related to the workplace tended to be labelled as training. Therein lies the source of much confusion about the meaning and role of vocational education in the current training debate. It owes as much to the early biases and predispositions of educators as to the basic cultural differences between the institutions of business and of education.

What the potted historical overview above provides are some reasons to help explain the relative invisibility of 'other' education in the academic literature on education. The latter is the main subject of another paper by the authors. In that paper they examine why educationists have shied away from studies of occupational education. State education and high profile private schools have monopolised the interest of Australian historians. Other significant institutional providers of education have attracted the slightest interest. For example, private business and coaching colleges have not attracted an interest equal to their role. Only lately have historians of women's education begun to more thoroughly investigate secretarial and business courses. The Commonwealth Tertiary Education Commission reported in 1986 that 56 non-government business colleges were in operation. Queensland and Victoria conducted surveys and determined that between 5 and 10 per cent of occupational education services were in private hands.

Occupational education has persisted as a vital area of education for most of this century but as recently as 1994 Anderson was pointing out that private industry and enterprise training in Australia is 'hidden from public view and almost totally ignored or overlooked in government policy'. A report commissioned by the National Centre for Vocational Education Research (NCVER) examined six work site case studies in an attempt to render visible recent examples of the role of private provision. A very recent study of private provision in north Queensland has revealed that as an industry grouping within vocational education and training (VET) private training organisations are fragmented, their structures are diverse and although many are very recent arrivals, some 31 per cent have been in operation for more than a decade. In particular the study investigates the impact of government funding on the

nature of these organisations and found that in the region the trend toward sub-contracting is leading to exacting competition and even further fragmentation.

Studies into private provision will undoubtedly increase in the near future because of changes in government policy on VET, particularly the establishment of the Australian National Training Authority in 1992. These developments will give rise to increased visibility through more documentation of private practices. Probably the most visible of the 'private' providers of occupational education, in an historical sense, have been the big business colleges, eg, Stotts or Metropolitan, but even information about those organisations is patchy. The work of another group of providers - the consultants, is virtually unknown. In his thesis Barker explores the considerable contribution of one consultant firm in New South Wales. Between 1960 and 1970 that one company had an average annual enrolment of over 3000 students. According to telephone books in 1954 the number of classifications of management consultants was 2, and the total number of management consultants was 13. By 1995 the number was 1164 of whom 136 were educational consultants. (see appendix 1 for the growth of consultants in the Hunter)

Given the historical and philosophical differences and practical difficulties outlined above, it is hardly surprising that there has been no systematic attempt to examine the provision of 'other' education in Australia in its historical context. Until an attempt has been made to provide the bigger picture there will be insufficient knowledge upon which to base judgements about the most effective directions for workplace training in particular or vocational education in general. The historical trends and antecedents to the current state of private provision and the lessons to be learnt about the developing interface between private and public provision clearly need attention in a political environment in which governments seem to be opting for more private provision, ie, promoting an 'open training market' and a 'level playing field'.

To return to an earlier point, a key part of the problem in identifying 'other' education can be traced to the circumscribed ways in which researchers define education. Take for example, the industrial classification of education in Australia into four categories that reflect the predisposition to see education as preschool, compulsory, postschool (in terms of higher education institutions) and 'other' (see the Figure 1). The 'other category' as illustrated in the Australia and New Zealand Standards of Industrial Classification (ANZSIC) document includes private colleges, academies and tutoring, ie, in scholastic mould. The educational activities of industry on the other hand are elsewhere hidden within the range of industry classifications plus within higher education (eg professional development courses at universities). This type of classification system both reflects and perpetuates the compartmentalisation of educational activity (and research about such activity).

In his study of metal trades technicians and apprentices Barker devoted a specific chapter to the problems of 'nomenclature'. Simply put, the semantics of vocational education and training get in the way of systematic discussion. The authors do not want to get entangled in these debates with their long and frustrating history, nor do they want to fall into a similar trap. What follows is a discussion of the definitions used in conceptualising their study.

Working definitions.

Adult educators are the group within education which have most actively attempted to position and define educational activity within the widest variety of settings and the broadest set of intentions. The vocabulary of adult education is framed around the degree of formality in educational provision, student entry point and motives for entry, and provider motivation and intention. The authors found the work in this field very useful. Adult education is contested territory and 'at the margins' of education, as a result considerable effort has been expended by practitioners to define the field in ways that will facilitate informed debate, although for some it appears a 'semantic quagmire'.

The following definitions can be found in a recent international handbook on lifelong education. Some are drawn from UNESCO documents.

formal education: The structured chronologically ordered education provided in primary and secondary schools, in universities and specialised courses of full-time technical and higher education. Also the body of institutions which provide such education. Education is the primary purpose of these institutions.

nonformal education: Organised educational programmes conducted outside the formal schools and higher education system. Education may be a key or the primary purpose of the agencies conducting these programmes.

informal education: The lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and resources in his/her environment from family and neighbours, from work and play, from the market place, the library and mass media. Education is likely to be incidental or secondary to some other purpose.

adult education: The entire body of organised educational processes whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their activities, enrich their knowledge, improve their technical and professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

human resource development: A strategy for the education and training of the personnel of an organisation. They are seen as a resource which the strategy seeks to bind to the activities and purposes of the organisation by promoting education to meet both their individual and occupational needs.

The authors of this paper are utilising these definitions as a starting point in their exploration of 'other' education until (and if) more appropriate definitions emerge from the analysis. The researchers recognise that providers of education in work sites may regard some of the above terms as inappropriate. The researchers also recognise that they are, for the short term, perpetuating the problem they hope to escape privileging the educationalists discourse and buying into its limitations with respect to understanding other education.

The most problematic, and useful, of the above definitions for the authors' purposes is 'formal education'. Many industries and professional institutes would consider that they have set up very formal programs. Some have their own special colleges and they would see them as formal education and yet such programs are not defined as formal. This is one of the semantic difficulties the authors will face as they venture into unmapped educational territory. The researchers use the definitional phrase 'formal education' in this paper with an educational audience in mind. The definition itself is particularly neat because all educational provision not embraced by it falls into the 'other' category and it is the dimensions of the 'other' that interests the researchers. The definition provides a clear picture of what we are NOT examining with one exception. The exception is education that occurs in the home what we at this stage refer to as domestic education. Hence not all informal education (as defined above) is the subject of our documentary search.

There are still other terms that need to be explained before proceeding. For the purpose of this study 'other' educational providers are referred to as 'independent' when it becomes too difficult to use the word 'private'. Private is a very confusing term when applied to churches or youth groups and public corporations, it also tends to be connected to private schools. Private (or independent) occupational education refers to all post-secondary (non TAFE, non-university and non-domestic) development of individuals for (before or during) employment in any industry. Independent occupational education ranges across nonformal and informal education as defined above, but would only constitute part of adult education (as defined above). It encompasses the educational activities of groups ranging from private business colleges and professional institutes (Securities, Banks, Australian Institute of Management) through to the activities of individual companies, consultants, the Workers Education Association (WEA), Rotary and the YMCA.

The aims of the study.

The study will take several years, and has so far been funded through the ARC for two years (1997 and 1998). The researchers have three broad aims. They are: 1. in the initial phase to identify independent other providers of education in one industrial 'region' of Australia during the twentieth century. This involves attempting to locate all possible material on these

providers and to catalogue the sources in a data base that can be readily used by others (sources examined so far are found in Appendix 2); 2. in the second phase to focus on occupational education. By means of thematic analysis the researchers will map and define categories of private post-secondary occupational education in industry and enterprises over time, determine trends in provision and identify the context within which such developments took place. Several authors have noted the variety of 'training specificity' undertaken by industry but have restricted themselves to broad definitions of the areas of training, for example 'on-the-job', 'formal in-house' and 'external'. The investigators in this study will attempt to construct a fine grained typology; 3. in the third phase to conduct an in-depth examination of a number of cases of educational provision (selected on the basis of what has emerged in phases one and two including the availability of sufficiently extensive sources). These educational histories of specific organisations will explore how particular forms of provision emerge and describe the philosophies held and the aims, practices and strategies used over time. The impact of educational provision within the organisation, and the networks that extend between different educational agencies and institutions will also be investigated.

Methods and techniques.

Setting.

The Hunter region is an area stretching from the coast inland and starting roughly 140 km north of Sydney at Swansea. Newcastle was the second major area of industrial development in NSW after Sydney, and in more contemporary times it represents in microcosm the range of industry across the state. A study of this region has the potential to make a most meaningful contribution to the skills training debate from an historical perspective. How to define the Hunter? Maps were not particularly useful as the researchers wanted to locate sites where education was taking place in some traceable way. So as a template the researchers used the 36 districts where there was a bank.

In the first phase the search is for all and any information on other education (excluding domestic). It is an extended phase because new information comes to light all the time. Locating material and following leads takes time and the results are unpredictable. Data collection involves more than one sweep of, say, an archive. Although the researchers have visited the Noel Butlin Archive, for example, it is already necessary to return there. Collection of oral testimony will be delayed until phase three. So far the researchers have searched for sources in the form of: Published sources

1. Books and articles 2. newspapers and magazines (especially advertising sections). 3. Professional and Trade journals

2. Directories: Sands Directory, telephone books, Trade registers 5. Published instructional materials Archival Holdings

3. State and national archives (so far the Noel Butlin Archive in Canberra and University of Newcastle Archive). 2. University archives with holdings of company and union documents;

4. Public and private library holdings including the Newcastle and Maitland libraries, Mechanics Institutes, The Chamber of Manufactures and of Commerce, Australian Institute of Management, consultancy and coaching firms and the records/proceedings of trade organisations such as the retail traders and mining organisations, and other large industrial organisations such as the unions.

Appendix 1 lists the resources used or found so far.

All summaries of data and some complete documents are being entered into the computer in a NUD*IST compatible format to assist more detailed text analysis especially with respect to phase three. The analysis so far has been exploratory with aim of developing a model to guide a typology of the different types of provision and to provide a framework that is appropriate for exploration of trends over a long period. Writing this paper allowed the model to 'gel' and so constitutes a vital stage in the project.

A model for examining the data.

Analysis of the available sources and the academic literature suggests an understanding of 'other' education requires that the researchers identify providers and then identify their educational intention, educational practices, and their strategies for putting the practices into place .

i)providers

The providers are those engaged in 'other' educational activities as defined above In a coarse analysis the providers of other education include:

i) industries - manufacturing, commercial, agricultural, mining

ii) church and religious organisations

iii) business and professional organisations

iv) government departments - federal, state, local

v) consultants

vii) sport & recreation

viii) entertainment

ix) cultural groups

x) community education centres

xi) community service organisations

xii) academies and colleges

xiii) libraries

ii) the intent to educate Several historians have identified educational intention as a singularly important concept in

the examination of different configurations of education. Educational intent is the conscious and deliberate effort of one person (group, organization) to impart knowledge to others and influence their manner of thinking, guide behaviour, shape values and attitudes and develop skills with the expectation that the effort will produce enduring and

effective results in the learner. It may involve the same effort by one person to educate themselves. Intention is not

a simple concept, there are several dimensions to intent each with its own 'intensity' (represented below in terms of a continuum and largely based on material drawn from Clifford, 1985).

Educational Intention Continuum

main objective

informing-----shapin

g

duration

casual/capricious-----sustained

focus not main

concern-----main concern

directedness self

managed-----directed by others

clientele

undifferentiated-----specif

ic

level

uncertificated-----credenti

al

Figure 2

As Barker has shown in his thesis often the intent to educate is missing if other cheaper and easier options are available, such as the possibility of obtaining skilled migrants. Exactly how educational intent comes to be articulated or operationalised is not the main subject of this study although it will be an element to be examined in the case studies of phase 3. With respect to industry, it would be inaccurate to nominate 'profit motive' and 'survival' as the only motives behind educational provision, this is especially borne out by taking an historical perspective on particular enterprises, especially family businesses. Some businesses provide an array of opportunities for personal development that are only peripherally related to improving production if at all. The influence and expectations of a professional or trade group can also lead to a range of personal development activities within an industry. A provider's main objective may be the inculcation of particular values, ie, the main objective may be a shaping one in much the same vein as a churches' teachings have a shaping or character forming role. Histories of specific industries have shown that some factory owners took a paternal interest in 'improving the minds and bodies' of their employees of 'lesser class'.

Education may be of very little concern to a provider, for example an employer's educational intent may begin and end with some simple induction activities. Conversely it could be the provider's main concern, as it would be in the case of the WEA or even the local music teacher who takes piano lessons in her home (the latter does not fall into the category of domestic as defined in this study).

Independent study in the library is an example of self-managed learning. At the other end of the continuum a person's activities may be directed or guided by means of specific course materials. For providers outside schools a key aspect of intent may be to certificate their workers. For example, they may not have enough people qualified to use a particular machine or computing system.

Intent in some form is characteristic of all providers so is an important first step toward classifying the contribution of an institution to the education of its members. The next question is, how are the intentions operationalised? The answer is through one or a range of educational practices that require sets of strategies. Both can also be applied to the full range of providers. Practices and strategies can be described in terms of distinct elements, but the authors have not yet fully developed the latter.

iii)practices

Course duration and intensity figure here too from a different perspective, not in the global way outlined in the continuum represented above, but in terms of the types of course, eg a

particular industry may be committed to a mix of courses of different duration and intensity to meet its aims. For example, programmes may be developed that lead to a specific professional or trade qualification right through to assisting an individual to develop (or remediate) specific personal traits. Examples of the latter are instruction in public speaking, leadership, or decision making.

So far the authors have identified an enormous list of specific practices that span the period under study. They range in formality and structure. So the decision was made to keep the classifications broad and simple to facilitate the mapping nature of the first and second phases of the study. The four key practices are:

- a) journals literature and libraries
- b) special visitors/lecturers
- c) course offerings
- d) personal and social development for personnel through planned experiences

iv) strategies

In the world of business, as in the world of educational administration, there is much said about what organisations are doing on the educational front, but a considerable amount of this is rhetoric. A crucial dimension of evidence about provision can be found in the strategies employed to facilitate program development and implementation. Five strategic elements have been identified. They are:

- i) funding , ii)development, iii)admin. and management, iv) personnel,
- v)other resources

At the heart of these is funding. What proportion of funds were put aside and how regularly? How were the programs devised and administered? How were they portrayed to the targeted group and what support structures existed? Who the were the personnel involved and how were they chosen? It is within this area that the researchers enter the territory of the personnel manager and more recently Human Resource Development officers. At this point too the researchers emerge into a little explored area, that of the role of 'volunteer' teachers and instructors.

Say a provider identifies a need that calls for education of personnel. They may not be able to specify exactly how to achieve that end but they can utilise funds and some personnel within the institution to achieve the practices necessary to meet that end on site. For

example, the practice may be to develop some sort of course. This may then involve using one or both of the following:

i) in house programs Developed and conducted internally, outsiders used in the development, programmes developed to be sold to other organisations.

ii) outsourced programs developed fully by outsiders, or developed jointly with outsiders. Hence the administration and management of provision involves drawing on the resources available, including available personnel, and support structures. The latter can range from the existence of industry specific educational institutions devoted to developing the workers of that industry, through to computer and library facilities on site. There are also decisions to be made about whether to locate the activities on site or externally.

Each of the above categories of practices and strategies can be expanded in great detail. To reiterate, they have been developed to provide a template for comparison between providers of 'other education' whether they be church groups or large corporations.

Conclusions and Impressions.

At this stage the researchers are still collecting data, but have succeeded in developing a model to help them sort the data provider by provider. In order to map new territory the key elements have to be applicable across the whole of the terrain. But the information collected so far is compellingly interesting on a case by case basis, hence using a purposeful sampling strategy the researchers will complete their study by an historical examination of several providers. The bankers institute is already a strong contender for one of the cases.

There are some significant questions arising. The role of volunteers is one. The tension between geographical location (the Hunter) and availability of provision is another. Women, migrants, and youth have often been overlooked by providers, and there is an interesting dynamic between vested interest and educational provision (ie, whose voice carries the day on matters of provision). It is obvious that industry and professional institutes play significant roles on many levels in the provision of independent occupational education, so this calls for attention. The role of consultants and their unique position to influence without associated levels of responsibility also requires serious consideration (data on the growth of consultants in the Hunter is appended). The whole area of education for computer use is crying out for analysis. Finally, at a level of policy, the findings are already prompting the question, is adult education best provided privately? The researchers are confident that this study will provide useful information about the problems facing an attempt to synchronise educational provision, and to inform the debate as to whether this is desirable.

APPENDIX 1 SELECTED CONSULTANTS - HUNTER VALLEY

1973, 1978, 1983, 1988, 1993

TYPE

1973

1978

1983

1988

1993

business agents/consultants

16

15

35

37

business colleges

13

7

9

domestic help consultants

8

employment agencies/consultants

11

18

46

entertainment promoters/consultants

12

6

fire protection & equipment

consultants

28

37

35

management consultants

6

21

33

69

70

marketing consultants

3

2

14

37

personnel consultants

3

10

14

public relations consultants

1

1

8

13

14

sales promotion & incentive

consultants

2

secretarial & typing services

consultants

31

teachers - ceramics & pottery

4

2

teachers - dancing

11

11

21

teachers - dramatic art

1

1

3

4

teachers - music

16

20

20

36

41

teachers - public speaking

5

2

3

teachers - singing

1

3

7

APPENDIX 2

SOURCES (already searched)

Newspapers and Directories

Maitland Mercury

Newcastle Herald

Sands Directory 1900-1935 (every 5 years, 35 centres in Hunter)

Singleton Argus

WISES Directory

Organisations contacted & records searched fully or partially

Allen Consulting

Australian Business Chamber (was Chamber of Manufactures)

Australian Council for Private education and Training

Australian Council for Social Services

Australia Post Tel institute in NSW

Australian Psychological Society

Australian Institute of Banking and Finance Inc.

Australian institute of Management Newcastle branch

Australian Insurance Institute

Avondale College

Bankers Institute

Board of Adult and Community Education

Chamber of Commerce - Newcastle

Chartered Institute of Chartered Secretaries in Australia Ltd

Chinese youth League

Cinema Distributors in the Hunter - Theatres and Artists

Coal and Minerals Industry

Country Womens' association

Commonwealth Bank of Australia

Diocese of Maitland - Catholic Church

Diocese of Newcastle - Anglican Church

Electricity Commission

Housing Industry Association

Institute of Automotive Mechanical Engineers

International Correspondence School

Mechanics Institutes and Schools of Arts

Metal Trades industry association

National Bank of Australia

National Institute of Accountants

Newcastle Region Chamber of Commerce

Pat Woodley School for Young Ladies

Private Libraries in the Hunter region

Real Estate Institute of NSW

Retail Cooperatives in the Hunter

Retail Traders Association of New South Wales

Rotary - Newcastle Branch

Salvation Army

Securities institute of Australia

Service Station associations Ltd

Surf Life-Saving Association of Australia - Newcastle Branch

Sydney Opera education Programmes

Sydney Stock Exchange

Taxation Institute of Australia

The College of Law

The Hunter Valley Research Foundation

The Institute of Chartered Accountants in Australia

The Newcastle and Hunter District Historical society

Tocal College

WEA - Newcastle Branch

Westpac

YMCA Newcastle Branch

Public Archival Holdings

Noel Butlin Archive

Journals & Newsletters

Australian Finance Conference Newsletter

Australian Technical Teacher

'Common Cause' weekly journal of Workers Industrial Union of Australia

'Manchester Unity Journal'

National Training Council Bulletins

'The Australian Professional Musician'

'The Railway and Tramway Review' (went through several name changes

ended up as 'The

Railroad')

Organisations

ABC Staff Association

Arnotts Ltd

Aberdare Railway Company

Amalgamated Metal Workers Union (National & branches)

Australian Council of Salaried and Professional Associations (Federal &
Victoria)

Australian Finance Conference

Australian Institute of Marine and Power Engineers (Federal & Sydney)

Australian Hotels Association NSW branch

Australian institute of Marine and Power Engineers (Federal & NSW)

Australian Federated Union of Locomotive Engineers (NSW Division, &
federal office)

Australian Timber Workers Union - NSW Branch

Chinese Chamber of Commerce of NSW

Coal Industry technical Advisory committee

Factory Employees union of Australasia - NSW Branch

Federated Engine Drivers and Fireman's Association

Friendly societies - GUIOOF, MUIOOF, Druids, Foresters

Graziers Association of NSW

Metals Trades Federation

Musicians Union of Australia NSW Branch

Newcastle Building and Investment company

Newcastle Coal Mining co. Ltd.

NSW Coal Association (was Combined Collieries Prof.Assocn.)

NSW Farmers Association

Overseas Telecommunication Commission (Australia) - training

Post Office Engineering Union

Professional Radio and Electronics Institute of Australia

Sheetmetal working, Agricultural Implement and Stove-making Industrial

Union of Australia

(Federal & NSW)

Technical and Further Education Teachers Association of Australia

Timber Industry training Committee

The Professional Radio Employees Institute of Australia

The National Trade Union Education Centre

Trade Union Training Authority

Trade Union Education & Research Centre

Tocal Agricultural College - NSW

Woolclassers' association of Australia (Federal & NSW)

SOURCES Identified & Yet to be contacted and/or records searched

Apex

Benefit Societies - Druids, Oddfellows

Boy Scouts

Bush Fire Service

Business and Commercial Colleges

Dance Academies

Employers Federation

Garden Club of Australia

Girl Guides

Institute of Company Directors

Institute of Fish and vegetable retailers

Institute of Nursing

Institute of Sales management

Horticultural Society

Language societies

Masonic Order

Police Boys Clubs

Radio and television Stations in the Hunter

Red Cross

St John's Ambulance

Toastmasters

Trades Hall - Newcastle

Wine growers

(Selection of Large and small industry eg BHP)

REFERENCES