TECHNICAL AND FURTHER EDUCATION IN QUEENSLAND

A HISTORY 1860-1990

Historical Perspectives on Contemporary Issues in Queensland Education

No 7

Eddie Clarke

Department of Education, Queensland
and
Bureau of Employment, Vocational and Further Education and Training, Queensland
1992
Acknowledgments

Department of Education
Keith Cordwell, when Senior Education Officer, Promotions and Investigations Branch, Division of TAFE, recommended that this history should be written. Dr Norm Pyle, former Deputy Director (Planning and Development) Division of TAFE, and Greg Logan, Manager, Educational History Unit, Department of Education, helped to keep the project on track.

Bureau of Employment, Vocational and Further Education and Training
Ian McGaw, Executive Director, and Ron Dunghson, Acting Executive Director, Human Resources, Finance and Administration, were very supportive of the project. Brian McKeering, South Brisbane College of TAFE, collected reminiscences and illustrative material.

Past and present officers of TAFE and BEVFET
Numerous officers willingly gave their time to provide reminiscences and illustrative material which proved very useful.

For permission to reproduce photographs and other illustrations, thanks are due to the Department’s Educational History Unit, the Bureau of Employment, Vocational and Further Education and Training, John Oxley Library, the Daily Sun, and to Colin Marsh and Dudley Eglington.

Prepared for publication by officers of Publishing Services, edited by Rex Marshall-Radcliffe and designed by Barbara Hutley.

National Library of Australia Cataloguing in Publication Data
Clarke, Eddie, 1931-
Technical and further education in Queensland a history 1860–1990

Bibliography
ISBN 0 7242 47211

1 Adult education — Queensland — History 2 Technical education — Queensland — History I Queensland Dept of Education II Queensland Bureau of Employment, Vocational and Further Education and Training III Title (Series Historical perspectives on contemporary issues in Queensland education, no 7)

374 9943

Published by Publishing Services for the Educational History Unit, Department of Education, Queensland, and for the Bureau of Employment, Vocational and Further Education and Training Queensland

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This history documents the evolving role and contribution of technical and further education in Queensland. From its foundation in classes to teach young mechanics and tradespeople the useful arts and sciences, to its current provision of courses that meet the employment and personal needs of many thousands of Queenslanders, technical and further education has been possibly the most dynamic of our educational systems.

Changes in society and particularly in the educational expectations of the community are documented in this study, which also identifies the major forces for change and traces the problems and solutions which have emerged.

Eddie Clarke is to be congratulated for his scholarship. Our gratitude is also extended to the many educators and members of the community who contributed. What has emerged is an important set of references about the organisation most widely known in the community as ‘TAFE’.

R. H. WALLACE, AM
Former Managing Director
Bureau of Employment, Vocational and Further Education and Training, Queensland
June 1992
Acknowledgments 11
Foreword 111
Introduction 1

1 Early developments, 1860–1900 3
Colonial background 3
Origins of technical education 4
Adaptation to the society, 1882–1900 9

2 The Government takes control, 1901–1918 19
Influences on technical education 19
Closer government supervision of the subsidy, 1901–1902 20
Board of Technical Education, 1902–1905 — a government expediency 20
The Department grasps the nettle, 1905–1918 26

3 Gradual expansion, 1919–1943 40
Economic and political developments 40
Morris’s aims 40
Consolidation of a bureaucratic administration 41
Finding the teachers 42
Developing a network of technical education 43
Courses 44
Research 50
Commonwealth involvement 50
Students 51

4 The Cinderella image, 1944–1973 53
Political and economic changes and social attitudes 53

Administration 54
Staff — efforts to upgrade 56
Provision of technical education 56
Courses 60
Students 65

5 New concepts — TAFE, 1974–1987 66
Economic changes 66
Important developments 66
Administration 68
A professional staff 69
Expansion once more 70
Courses 72
Students 76

6 A time of constant change, 1987–1990 77
Queensland society 77
Head Office administration 77
College administration 83
Courses 84

Conclusion 85

Appendices
1 Technical and further education in Queensland
   A chronology 86
2 College opening and closing dates 86
3 Technical education syllabus, 1919 87
4 Technical education courses, 1960 88
5 Head Office staff, 1987 90

References 92
This history has been prepared in chronological sequence, with each of the six chapters treating significant events in the administration and organisation of technical and further education in Queensland (A chronology of these events appears as Appendix 1)

Technical and further education, like any other form of education, has been shaped by the society from which it emerges Accordingly, each chapter is introduced by a brief analysis of those aspects of Queensland society that were relevant at the time to its development In each chapter, the relationship between many of these aspects and technical and further education is spelt out

Each chapter, wherever possible, deals with such specific topics as aims of technical and further education, administration, staffing, finance and courses available, in an attempt to trace the development within these areas over the years

As well, the history endeavours to describe significant conflicts, not only internal conflicts but ones involving other institutions This description and, where possible, identification of forces for change help to explain the directions taken by Queensland technical and further education from 1860 onwards
Economic changes

Since the early 1970s, Queensland economic growth has increased more than the Australian average, with the mining and tertiary sectors growing in importance in relation to the rural sectors. The major developments have taken place in mining, the tourist industry and servicing the needs of an increase in migrants to the state. A boom in the Queensland economy in 1974 was followed by a downturn the following year. The most marked economic trend during the remainder of the 1970s was stagflation — a high inflation rate accompanied by a high unemployment rate. At the same time the participation of females in the work force increased steadily. While the inflation rate and the unemployment rate dropped during the 1980s, punctuated by a recession in 1982, the unemployment rate remained at a level that would have been regarded as unacceptable in past years. This unemployment considerably affected school-leavers. Coexisting with this higher level of unemployment was a shortage in some fields of highly skilled blue-collar workers needed by changing technology. Commenting on this trend in 1980, Bruce Watson, Managing Director of MIM Holdings, claimed that the shortage of skilled tradesmen and technicians threatened the development of Australia's resource-based industries. In the same year, Maxwell Newton commented that the acute shortage of skilled workers was responsible for a rise in migration to the State. During the years 1984 to 1988, the employment rate in Queensland rose 16.6 per cent in total compared with 15 per cent for the rest of Australia.

Important developments

Commonwealth initiatives

By the 1960s, the Technical Teachers' Association of Australia (TTAA) had emerged as a major lobby group for technical education in Australia, as well as in Queensland. From 1964 to 1971, the TTAA had been unsuccessful in attempts to persuade the Commonwealth Government to conduct an inquiry into technical education. In 1972 the TTAA National Conference again resolved that the Commonwealth Government should hold an inquiry. When TTAA representatives on 31 January 1973 discussed this resolution with the Commonwealth Minister for Education, Kim Beazley, they were jubilant when he stated that he would implement the resolution. Beazley appointed the Australian Committee on Technical and Further Education (ACOTAFE) in 1973 to report to the Commonwealth Government on technical and further education. The Chairman of the Committee was Myer Kangan.

The Kangan Report of 1974 marked an important turning point in the development of technical and further education, or TAFE, as it became known. The report provided a blueprint that guided many developments in TAFE to the end of the 1980s. The predominant thrust of the report was that TAFE's major function was to provide each person with education to meet freely chosen vocational needs, and not solely to supply skilled labour for industry and commerce. It also called upon the TAFE system to provide individual development and create better citizens.

The main purpose of education is the betterment of individual people and their contribution to the good of the community. Technical and Further Education should be planned accordingly. Emphasis on the needs of the individual should lead to easier access to learning, to better physical conditions for learning, to suitable student and teacher amenities, to welfare activities, and to the highest standard of health and safety in workshops and laboratories.

The emphasis in Technical College-type institutions should be primarily on the needs of the individual for vocationally orientated education, and the manpower needs of industry should be seen as the context of courses.

In 1975, ACOTAFE, with Professor Edward Richardson as Chairman, produced a further report, which developed the earlier Kangan Report and included a comprehensive financial program for the Commonwealth Government. In the same year, the Commonwealth Government established the Commonwealth Technical and Further Education Commission, and used this organization to channel financial support to Queensland for TAFE. In 1977 the Commonwealth Government combined the three organizations respectively responsible for universities, CAEs, and TAFE into
a Tertiary Education Commission, which then became responsible for providing grants to Queensland for capital and recurrent expenditure on TAFE, especially for identified special needs. The State remained the responsible body and supplied the bulk of the necessary recurrent funds, but where the Commonwealth identified special needs these were supported by Commonwealth funding.

This Commonwealth funding had a dramatic effect in improving the provision of technical and further education in Queensland. Much of the funding was directed towards special projects designed to implement the Kangan Report. Through this form of funding, the Commonwealth Government dominated the formation of policies. However, the Commonwealth Government did not attempt to fully finance TAFE, nor did it create an elaborate administrative system parallel to the State systems.

In 1981 the TAFE National Centre for Research and Development was established in Adelaide as a limited liability company. This was a national organisation with the State, Territory, and Commonwealth Ministers responsible for TAFE as the company directors. The centre encouraged research and development projects of national significance to TAFE, including those related to the curriculum. Projects in which Queensland TAFE officers participated included the National Core Curriculum projects.

The centre also established the National TAFE Clearinghouse, which provided information on published documents on TAFE in Australia. In 1986 the Australian Council of Tertiary Awards (ACTA) began the national registration of approved and accredited TAFE courses. In the following year, ACTA established the following system of TAFE awards: a Statement of Attainment, a Certificate, an Advanced Certificate, an Associate Diploma, a Diploma, and, for those courses above certificate level, an Endorsement or a Statement of Attainment. This system provided Australia wide recognition for many courses. ACTA then became responsible for the maintenance of a program of national registration of all tertiary awards, including those of TAFE. It was also responsible for the promotion of consistency throughout Australia in the nomenclature used for tertiary awards, for the standards of courses leading to them, and for encouraging the development of consistent relationships between courses and their awards. The Queensland Division of TAFE made the necessary changes to conform to this national system.

**Figure 3 TAFE awards**

The type of course award appropriate to each classification by Stream is as follows:

<table>
<thead>
<tr>
<th>Course Stream 1000</th>
<th>A Statement of Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streams 2100, 2200, 3100, 3200</td>
<td>A Certificate</td>
</tr>
<tr>
<td>Course Stream 3300</td>
<td>An Advanced Certificate</td>
</tr>
<tr>
<td>Course Streams 3400 and 3500</td>
<td>An Associate Diploma</td>
</tr>
<tr>
<td>Course Stream 3600</td>
<td>A Diploma</td>
</tr>
<tr>
<td>Course Stream 4000</td>
<td>An Endorsement or A Statement of Attainment</td>
</tr>
</tbody>
</table>

The classification of TAFE Course Streams is as follows:

| Stream 1000 | Courses for recreation, leisure and personal enrichment |
| Stream 2000 | Courses for entry into employment or further education |
| Stream 3000 | Initial vocational courses |
| Stream 4000 | Courses subsequent to an initial vocational course |

| 2100 Basic education and basic employment skills |
| 2200 Education preparation |
| 3100 Operatives |
| 3200 Skilled |
| 3210 Courses for recognised trades |
| 3220 Other skills courses |
| 3300 Trade technician/trade supervisory or equivalent |
| 3400 Paraprofessional/technician |
| 3500 Paraprofessional/higher technician |
| 3600 Professional |
| 4100 At an operative level |
| 4200 At a skilled level |
| 4300 At a trade technician/trade supervisory or equivalent level |
| 4400 At a paraprofessional/technician level |
| 4500 At a paraprofessional/higher technician level or higher |

*Source: TAFE in Australia: Australian Conference of TAFE Directors, 1987, pp 8–9*
acknowledging the contribution of Commonwealth and State funds to building needs, the submission outlined many problems the poor condition of equipment the inadequate libraries and resource materials the lack of canteens and recreational facilities the financial problems of acquiring land necessary for further development and the limitations imposed by the State Department of Works which insisted on technical college buildings and facilities conforming to standards applied to primary and secondary schools. The submission postulated a basic aim of providing a liberal as well as a vocational education. It also stated that, while the Technical Education Branch would concentrate its efforts in those areas left unclaimed by university and advanced education programs, it would not hesitate to provide any course for which a proven demand existed. The submission also outlined a proposed scheme of development and advocated an amalgamation of technical and adult education.

In a draft copy of a submission to ACOTAFE prepared in 1975, the Kangan Report philosophy was embraced in the following terms:

The educational objectives of technical and further education in Queensland have not been modified since the first submission to the ACOTAFE was made in 1973. These objectives may be restated as the development and maintenance of a vital and stimulating educational program which would not only bridge the gap between the secondary schooling and the vocational competence of the individual but would also help to develop cultural, social and political attitudes of awareness in their lives.

The draft submission also envisaged the amalgamation of the Technical Education Branch, Adult Education and the pastoral colleges under the broad umbrella of Technical and Further Education, which would become the responsibility of a Board of Technical and Further Education.

Initially, the Department of Education experienced difficulties in making use of Commonwealth funding. Firstly, the public service was inhibited by a long period of financial austerity in this area. Secondly, the Technical Education Branch lacked the management structure needed to handle the expenditure of a sudden large financial inflow. Furthermore, the planning stage of a major capital works project involved a period of time of up to two years before construction could take place. In addition, the Queensland Government was very hesitant to undertake Commonwealth-funded programs where it appeared that continued Commonwealth funding could not be guaranteed. Such funding tied to special projects was also unpopular with State education authorities because they were deprived of flexibility to develop programs that they believed were more relevant to their needs than those specified in the grants.

A State parliamentary initiative in 1978, the Select Committee of Inquiry into Education examined technical and further education and recommended in its Ahern Report that a separate Ministry for Post-secondary Education be established with its own Minister and Director General. The major responsibilities of this new ministry would be the Directorate of Technical Education, the rural training schools, and apprenticeship training. The committee also recommended that an advisory council should be instituted to advise the Minister for Post-secondary Education.

Many other recommendations were influenced by the Kangan Report such as access to courses recurrent education community participation in decision making accountability to the communities and the individual and the provision of multi-campus community colleges. The Government ignored some of the recommendations, and was slow to implement others.

By 1978, influenced by the high unemployment rate, the Commonwealth was providing direct funding for vocational education programs in TAFE colleges to enhance the employment prospects of those, especially school leavers who otherwise would have swelled the ranks of the unemployed. Kangan was critical of the use of funding for this purpose.

In an influential paper presented in 1980, "Kangan seven years on", he asserted that the TAFE sector was not the passive servant of industry and commerce and should not operate as an employment bureau. He stated:

It is the responsibility and the role of labour departments and employment bureaux to worry about man power policy. TAFE only works its educational independence if it claims to be part of the manpower policy of the nation. It is complementary and stands in a supporting relationship only.

Kangan also believed that the Kangan concept of TAFE had succumbed to a poverty status that was too deeply embedded in the mentality of federal politicians and the federal public service. He also claimed that State politicians and public service administrators had failed to press the TAFE case sufficiently with the Commonwealth.

One critical review of post-Kangan developments in Queensland, undertaken in 1981, conceded the existence of the poverty status mentality but asserted that the status of TAFE had risen considerably, and that TAFE was losing its Cinderella image. This review also claimed that there had been much progress in capital works, in curriculum services, in library resources in counselling services, in the level of public awareness in staff development, and that TAFE had adopted a new philosophy shaped to a large extent by the Kangan Report. TAFE officers of the immediate post-Kangan period perceived that TAFE was no longer the Cinderella of the Department. In fact they detected that an element of jealousy had emerged towards TAFE because of the volume of funding it had received.

Administration

Head Office

In 1974 the Director of Technical Education, Wilkie had four senior officers in the Head Office to assist him: two Staff Inspectors, Phil Hack and Norm Pyk, an Inspector of Colleges, A. A. Mackenzie, and a Principal.
Education Officer, Mike Csurhes. At this stage it was still a relatively unsophisticated organisation.

As Director, Wallace was responsible for the massive reorganisation of technical education and the plotting of new directions in the following years. To administer more effectively the increased resources and services fostered by Commonwealth funding, Wallace rapidly expanded the branch administrative structure. An important feature of this growth was that TAFE branch developed a support system independent of the one that served all of the other branches of the Department of Education. As a consequence, by the end of 1975, Wallace had twelve senior officers assisting him in the branch Head Office.

In 1975 Pyle, assisted by Mackenzie and Csurhes, established the first management courses for officers in senior positions in technical colleges and Head Office to strengthen their administrative skills.

On 1 January 1977, State Cabinet decided to implement an earlier Departmental policy proposal that Technical Education and Adult Education should be integrated to form the Technical and Further Education Branch (renamed, in 1980, the Division of Technical and Further Education). While some officers of Adult Education were initially apprehensive of the changes, a more extensive career path in the larger integrated organisation gave them access to a larger number of higher positions.

In June 1986, Wallace was appointed Special Adviser to the Director-General Peter Tait, Deputy Director (Educational Services), served as Acting Director until November 1986 when John Swan was appointed Director. John Swan, BSc Tech (1nd Chem.), prior to his appointment as Director, had been General Manager of Walker Limited and he brought with him extensive management skills. At the end of 1987, Swan had twenty-three senior officers assisting him in the Division's Head Office (see Appendix 5).

The TAFE administration system was restructured several times between 1975 and 1987. By 1981 the Division of TAFE had evolved into a sophisticated system with the following seven major support groups:

**TAFE Operations Branch** was composed of the Education Services Section, which provided a link between the TAFE Division Administration and colleges of TAFE, the Student Services Section and the Aboriginal and Islander TAFE Services Section.

The State Resource Materials Centre coordinated, planned and assisted the development of the resource collections and services in the Queensland TAFE system.

TAFE Promotions and Investigations Branch arranged all aspects of TAFE publicity and provided a direct professional support system to the Director of TAFE.

The Central Administration Section provided all of the clerical support to the Director and Head Office professional staff.

For a diagrammatic representation of the organisational structure of TAFE in 1981, see Figure 4.

**Colleges**

In 1984 the State Education Act was amended so that colleges could make available their facilities and services to the general community.

The system of individual college councils, which had administered technical colleges before Departmental control, did not survive Departmental takeovers, and was not a component of the administrative system up to 1987. Though a high degree of interaction between the college and special interest groups in the community continued to operate, this contributed little to the administrative activities of the college.

In some of its functions, TAFE Branch pursued a policy of decentralisation. From 1979 the majority of subjects, other than apprenticeship subjects, were assessed internally within the colleges, with the Curriculum and Evaluation Section evaluating in a supportive manner the assessment procedures used. In 1987 TAFE branch encouraged a greater degree of regional and college-based curriculum development, but this devolution did not extend to college administration.

**A professional staff**

In 1975 a further development took place in teacher preparation for beginning teachers. The day release courses were replaced by a new scheme that led to the award of a Certificate in Teaching — Technical. This new scheme required beginning teachers to undertake an integrated course of study at three separate institutions:

- two full-time semesters at Mount Gravatt CAE,
- preparation for teaching, professional orientation and study skill development at the Technical Teacher Preparation Centre,
- teaching experiences at technical colleges for two semesters.

The first group of technical teachers to undertake this revised course valued the training received at the Technical Teacher Preparation Course, but were less...
enthusiastic about the time spent at Mount Gravatt College. They felt that their college lecturers had difficulty in adjusting to technical teachers, who were much older than the other college students. Furthermore, they believed that their college lecturers had little experience of the day-to-day problems of teaching in technical colleges. This perception was shared by Pyle and the staff of the TAFE Professional Development Section.

In 1978 the course was revised, and a Diploma of Teaching (TAFE) replaced the certificate award. In the following year, programs were developed so that the diploma could be offered externally in subsequent years to experienced teachers. In 1985 a revised course conducted jointly by Brisbane College of Advanced Education and the Division of TAFE enabled those who successfully completed the diploma course to enter Bachelor of Education and other degree courses.

An analysis of the employment of female staff shows that, in 1974, female teachers filled 14 per cent of teaching positions in technical colleges. In 1984 this percentage had increased to 28 per cent of the total full-time teachers employed. In 1984 the most senior position occupied by a female in a college was the deputy principal of a business study college, and in 1985 the most senior female staff member in a branch of the Head Office occupied the position of principal education officer.

Expansion once more

While the loss of the institutes of technology in 1971 proved a massive setback to the Technical Education Branch, it was given little time for introspection because, within several years, the branch became involved in a period of rapid expansion of the remaining system of TAFE colleges and the introduction of new responsibilities. Much of this intense activity was triggered by the implementation of the Kangan Report recommendations.

After the introduction of block release for apprentices in 1972, the branch established halls of residence to provide residential accommodation for country students attending block release courses. The first hall of residence was occupied in 1975 at the Maryborough Technical College.

In 1976 a State Resource Materials Centre (SRMC) for technical education was established to provide a centralised service to facilitate the acquisition, processing and production of learning resources for college RMCs. In those colleges where a permanent RMC did not already exist, the branch arranged temporary quarters until the building program could provide permanent RMCs. Some years elapsed before the branch was able to provide trained librarians for all of these centres. In the meantime, some centres were staffed on a tem
porary basis by teachers who had been taught enough basic skills to keep the centres operating. An article in the press in 1980 claimed that staffing for RIVICs was inadequate to provide even basic services, and that one important consequence was that money poured into colleges of TAFE for library equipment was wasted. The same article implied that the Public Service Board was tardy in approving appointments of the necessary personnel.

Also in 1976, the branch commenced a service to provide counselling and vocational guidance for technical education students. Furthermore, it established sections that were given the responsibility to promote the health and welfare of students and also to check safety standards and procedures.

In 1977 the Technical Education Branch completed the final stages of taking over the provision of further education, formerly Adult Education, and became TAFE Branch.

Adult Education had commenced in 1944 under the control of the Board of Adult Education responsible to the Minister for Education. The major aim of adult education was:

The provision of facilities throughout the State by which adults may increase their knowledge, their enjoyment of the arts, and their participation in the public and intellectual life of the community without duplicating the more formal instruction already provided by other bodies.

In carrying out this aim, the board adhered to two important principles. These were that all adult education should be free and that the requirements of country people should receive no less attention than those of city dwellers.

A major goal of the amalgamation was better use of resources — staff, equipment and buildings. The Supervisor of Adult Education subsequently became Supervisor TAFE operations, and district organisers of Adult Education were redesignated officers-in-charge, Extension Programs, and became officers of TAFE. Many of the courses continued to be offered at outside locations.

This amalgamation, 'a shot-gun wedding', did not proceed smoothly. In the first place, fees were charged for classes which, under Adult Education, had been free. An immediate public response was a drop in enrolments, which took two years to return to previous levels.

Furthermore, some Adult Education officers felt that not only did the integration diminish the existing contribution of adult education, but that it reduced their status, and deprived them of adequate facilities.

While there were some problems initially in meshing together the two sections, the major problems had been overcome within a few years, and further education was able to expand its services. The introduction of fees led to the introduction of courses not possible before because of costs. The Board of Adult Education was replaced in 1989 by the Council of Adult and Community Based Education.

In 1986 the Division of TAFE used satellite communication with its direct access to AUSSAT through Q-Net. The network enabled people to participate in courses using two-way data, two-way voice, facsimile and computer-graphics transmission. Weekly programs covering staff development, sporting safety, trade and recreational skills, and small business were broadcast.

The satellite was especially effective in giving media and technology students first-hand experience with the most modern facilities.

Two more rural training schools were established in addition to those already in operation at Longreach and Emerald. The Lower Burdekin Rural Training School, established in 1976, specialised in tropical and subtropical farming, and the South Queensland Rural Training School at Dalby, established in 1979, specialised in dry land grain growing and associated activities. While these schools operated as autonomous institutions, they were classified as TAFE institutions for Commonwealth and State funding arrangements.

Other institutions that came under the same umbrella were the centres for continuing secondary education in the Brisbane metropolitan area, which...
offer mainly evening subjects for adults, and the secondary correspondence school. While both of these are administered by the Division of Secondary Education, it is possible to trace their origins back to the Brisbane Technical College at the turn of the century.

During the early 1980s, a new scheme was introduced, which enabled students in some secondary schools to undertake TAFE courses in conjunction with their secondary school courses. When the senior colleges at Hervey Bay and Alexandra Hills opened in 1986 and 1987 respectively, they came under the administration of TAFE Branch. At these colleges, students were able to pursue TAFE courses, senior secondary courses (provided by Secondary Branch), or a combination of both of these. Provision was made in some courses for students to be credited with first-year apprenticeship college attendance.

In 1987 the Division of Technical and Further Education offered services through twenty-six colleges of TAFE, fourteen of which were located in country areas. Through its twenty-six colleges, which included fourteen multi-campus institutions, the division offered some 750 different vocational courses, with a range of award levels up to degree level.

Courses

Organisation of courses

In 1976 technical and further education courses were divided into six streams:

Stream 1 (Professional) comprised professional courses that led to professional status (including teacher education), or that enabled professionals to update their technology or to specialise. Growth in this area was determined by the number of places permitted by the Board of Advanced Education and available resources.

Stream 2 (Para-professional) comprised para-professional courses provided for those preparing to enter or progress within middle-level or technician occupations. The courses included a wide range of certificate courses, some special courses and short courses designed to enable para-professionals to update their technology or to specialise.

Stream 3 (Apprenticeship Trades) was divided into two groups. The first group, Group A, consisted of apprenticeship, pre-apprenticeship, and pre-employment courses in apprenticeship trades. These courses provided vocational and general education for apprentices. Group B consisted of post-trade and other courses for advanced skills of a non-technical nature, to provide opportunities for further development of skills acquired during apprenticeship, extension of the range of skills of tradespersons within and beyond their trade speciality, and acquisition of skills required for supervisory positions and for undertaking business ventures.

Stream 4 (Other Skilled) courses were provided for all other skilled trade and vocational courses relevant to basic principles, skills or knowledge, but not included in other streams.

Stream 5 (Preparatory and Secondary) comprised all courses that could be broadly described as preparatory (matriculation and diploma entrance courses), remedial (e.g., mathematics, English for Migrants) and courses with vocational orientation not classified elsewhere.

Stream 6 (Further Education) comprised all courses in home handicrafts, hobbies, self-expression and cultural appreciation, including language courses.
Diploma and certificate courses

The establishment of autonomous institutes of technology initially took almost all of the tertiary level courses from technical colleges. However, the colleges became increasingly involved once more with the provision of tertiary-level courses, generally those not supplied by the CAEs but in demand by industry. Most of these courses were at certificate level, and were approximately equivalent to one to two years' tertiary study level. However, some associate diploma, diploma, and associate certificate courses, equal to two to four years' tertiary level, were introduced. For example, in 1983, a diploma course in art/design was offered at Townsville TAFE, and associate diploma courses were offered in applied science at Mackay TAFE and in electrical and electronic engineering at Townsville TAFE. Entry to certificate courses was usually set at Year 10 level, while entry to associate diploma, diploma, and associate certificate courses was usually Year 12 level.

In 1985 the Queensland College of Art introduced the first degree course offered by a TAFE institution — a Bachelor of Arts in fine arts and design.

In 1987, as the result of an initiative of the Commonwealth Tertiary Education Commission that was designed to provide greater access to higher education, thirty student places were allocated at Cairns College of TAFE for students studying first-year programs from James Cook University. Twenty student places were allocated at Mackay College of TAFE for students studying the first year of a degree course from Capricornia Institute of Advanced Education. This scheme was subsequently expanded to other tertiary institutions and colleges of TAFE.

Apprenticeship training

Structural changes. In August 1976, the State Government instituted an inquiry into apprenticeship. The findings of this inquiry, the Anderson Report, accepted the existing tripartite administrative, educational, and training system, for which the Apprenticeship Office provided the administration, the Technical Education Branch provided college instruction, and the employer provided on-the-job training.

Subsequently, the Industry and Commerce Training Act 1979 replaced the Apprenticeship Executive with the Industry and Commerce Training Commission, which was given wider responsibilities. Included in its extended functions was the responsibility to keep under review the adequacy of training not only of apprentices but also of pre-apprenticeship, pre-vocational and adult trainees, trainee technicians, and other trainees. The Commission comprised a Commissioner, the Director of Technical Education and up to twelve members nominated by the Minister, representing in equal numbers employers and employees. Industry and commerce advisory committees replaced the group committees, and included employer and employee representatives in each committee. Locality advisory committees were re-established as regional advisory committees.
While many of the apprenticeship training requirements of the 1964 Act were retained (for example, the system of minimum standards of entry for different trades and the various penalties), the new Act was more flexible in some of its provisions. The Commission could prescribe the periods of time for attendance at classes, and provide full-time pre-vocational training for any unskilled, semi-skilled or skilled occupation and full-time apprenticeship training in a trade as an alternative to the existing system. An advisory committee had the power to reduce the period of apprenticeship up to seven months for those apprentices who obtained an overall average of 75 per cent in annual examinations.

At the national level, the Australian Apprenticeship Advisory Committee was replaced in 1978 by the Commonwealth-State Apprenticeship Committee (COSAC), which helped the national coordination of apprenticeship programs. COSAC subsequently became the Commonwealth-State Training Advisory Committee.

Attempts to solve old problems One problem the apprenticeship system had faced since the establishment of the colony of Queensland was that the yearly intake of apprentices reflected the prevailing state of the economy, rather than the long-term need for skilled labour. Another more recent problem was that many employers found the extra expense of releasing apprentices for college training a financial burden.

To help overcome these problems, trade-based pre-vocational courses were introduced in 1977 for selected trades. Furthermore, TAFE Branch believed that such courses provided a more meaningful alternative to the senior secondary curriculum, which the branch thought had an excessive academic bias, and provided little encouragement to the average and below average performers.

The courses began on a pilot basis at Eagle Farm, Bundaberg and Cairns Colleges, and were subsequently extended to other colleges. This Queensland initiative was followed by other States. The courses were designed to provide students with a general education, in addition to technical knowledge and skills relevant to a family of trades. Preference was given to students leaving at the end of Year 10 who had reached a set minimum standard. At the conclusion of the course, a student's technical skills in his or her chosen trade matched those of a student who had completed one year of apprenticeship.

The first part of the course (Module 1) included communication skills, skills for living, health, practical calculations, and the study of metals and other materials.
in common trade use, basic electricity, internal combustion engines, and drafting. Students were also taught the correct use of hand and machine tools. During this first module, students were given guidance to help them make future vocational choices. In Module 2 they followed a streamed program in either building or engineering, before the final module, during which they received all the tuition normally available to a first-year apprentice of a specified group of trades. At the successful conclusion of the courses (Module 3), students were exempted from the first year of college training and six months of a four-year apprenticeship. Employers were provided with apprentices already equipped with work experience. (See Figure 5 for a diagrammatic representation of the pre-vocational engineering/construction course.)

Figure 5 Pre-vocational education

Modular Pre-vocational Program

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td>Trade Group 1</td>
</tr>
<tr>
<td>Radio &amp; TV</td>
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</tr>
<tr>
<td>Auto Electrical</td>
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<td>Fitting &amp; Turning</td>
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<td>Trade Group 2</td>
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<tr>
<td>Mechanics – Motor</td>
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<tr>
<td>Cycle &amp; Marine</td>
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<tr>
<td>Motor Mechanics</td>
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<td>Boilermaking</td>
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<tr>
<td>Body Building</td>
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<tr>
<td>Blacksmithing</td>
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<tr>
<td><strong>Construction</strong></td>
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<td>Carp &amp; Join</td>
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<td>Trade Group 4</td>
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<tr>
<td>Cabinet making</td>
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<td>Woodmachining</td>
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<td>Plumbing</td>
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</tr>
<tr>
<td>Bricklaying</td>
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<td>Trade Group 5</td>
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<tr>
<td>Floor &amp; Wall Tiling</td>
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<td>Plastering – Solid</td>
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<tr>
<td>Painting &amp; Dec</td>
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</tbody>
</table>

Source: TAFE pamphlet, 1980

Out-of-trade apprenticeship programs In 1980 Peter Burroughs, the Principal of Gold Coast TAFE and a former Adult Education Officer, in coordination with the Nerang Rotary Club, organised eighty-two apprentices in various building trades to build a house. By 1983, another house, a Girl Guides building and a residential duplex had been completed. This initiative was followed by other TAFE colleges. One such project was the restoration of two historic ships. These projects provided valuable trade training and, at the same time, very worthwhile community services.

Special programs

Assisted by Commonwealth funding, TAFE Branch provided special programs for disadvantaged groups. Special attention was given to those experiencing difficulties in obtaining employment. The following programs are some of the more important ones which were offered.

A program, Skills for Living and Working, was introduced in 1977. Devised to improve the employment prospects of unemployed young people, specially those who had recently left school, the course included recreational as well as vocational skills.

In 1978 TAFE Branch initiated adult literacy and numeracy programs to assist adults to remedy difficulties they had with basic literacy and numeracy skills. These programs included a network of volunteer honorary tutors throughout Queensland. Subsequently, special English courses were provided for migrants.

In 1984 TAFE introduced retraining programs, which aimed at retraining people for specific occupations faced with labour shortages. Under these programs, TAFE provided special courses for concrete workers, clothing machinists and hospitality workers, office workers and station hands. Another form of retraining was provided when personnel displaced by the closure of the General Motors Holden Acacia Ridge factory were given courses in employable skills.

In past years, the range of apprenticeships open to females was very limited. Social attitudes, particularly attitudes of prospective employers, dictated that females...
should be excluded from such trades as motor mechanics, woodwork and metalwork. In 1981, for example, only 2 per cent of apprenticeships, excluding hairdressing, were undertaken by women. To facilitate entry of females into such trades and thus tap into a neglected human resource, a twelve-week vocational access course in non-traditional occupations for 15- to 25-year-old females was devised in 1984 and subsequently offered. Course content included life skills and communication, personal development, suitable theoretical studies, and practical experience in a range of trades. Furthermore, to encourage the acceptance of female apprentices, the Commonwealth Government offered financial incentives to employers.

Prior to 1977, the Board of Adult Education provided isolated programs for Aboriginals and Islanders. In 1977 and subsequent years, TAFE Branch expanded these programs and developed an administrative structure to handle them. The Branch organised the courses under three categories: vocational, bridging or access, personal enrichment. The first full-time course was offered in 1980 at Rockhampton TAFE College.

Students

In 1977 adult education enrolments were included in the annual statistics, and from that year to 1987 the presentation of statistics remained relatively constant. This enabled the following comparisons to be made.

The enrolment in Tertiary (Stream 1) of 683 in 1977 increased slightly to 888 by 1987. From 1978, females predominated in this stream, reaching 61 per cent of the total in 1987. Their numerical superiority was especially noticeable in full-time courses.

The enrolment in Sub-Tertiary (Stream 2) of 7494 in 1977 rose sharply to reach 34,916 in 1987. Females, well outnumbered by men in 1977, had, by 1987, increased to 53 per cent of the total. Once more the female majority was more evident in full-time courses.

The enrolment in Apprenticeship (Stream 3a), which includes trade-based pre-vocational courses, showed only a slight increase. From 14,561 in 1977, it reached 16,945 in 1987, the highest enrolment, 18,715, being in 1982. Females constituted 7 per cent of the enrolment in 1977 and 15 per cent in 1987.

The enrolment in Advanced Trade (Stream 3b) of 2,334 in 1977 dropped off slightly and did not reach the 1977 level once more until 1985, when it was 2498. In 1987 the enrolment was 2,656. Female enrolment remained a small percentage of the total enrolments throughout, constituting 6 per cent in 1987.

The enrolment in Other Skilled (Stream 4), which was 8,984 in 1977, rose rapidly to a high point of 56,067 in 1986, and dropped slightly to 47,983 in 1987. Females retained a very slight majority until 1987, when female enrolment dropped to 46 per cent.

The enrolment in Secondary — Secondary and Preparatory from 1984 (Stream 5) — of 4114 in 1977 rose to 15,895 in 1987, with females constituting slightly more than 50 per cent each year.

The enrolment in Recreational (Stream 6) rose from 36,549 in 1977 to 66,668 in 1987, with females constituting about 70 per cent of the total throughout the period.
A time of constant change
1987–1990

Queensland society

In November 1987, following internal dissension within the governing National Party, Mike Ahern replaced Sir Joh Bjelke-Petersen as Premier, and Brian Littleproud replaced Lin Powell as Minister for Education. Shortly before the State election in December 1989, Russell Cooper replaced Ahern, but the results of the election brought a Labor Government into power, with Wayne Goss as Premier. These political changes had important repercussions for the Division of TAFE.

While economic conditions were relatively stable, uncertainty was a characteristic of the money market during the short period of 1987 to 1990. A slump in the stock market in October 1987 was followed by the failure of several important stock market entrepreneurs. The fluctuation of interest rates exercised both a positive and negative influence on the economy.

The percentage increase in employment in Queensland was greater than the national average. However, while the unemployment rate in the State had reached the lowest level since 1982, it was still higher than the national average.

Head Office administration

DEVET — a new department

When Ahern became Premier, he acted quickly to implement some of the recommendations of the Ahern Report, which had been ignored by the Bjelke-Petersen Government. Consequently, on 14 December 1987, the Government established the Department of Employment, Vocational Education and Training. This Department consisted of the Division of TAFE and the senior colleges formerly administered by the Department of Education, and the Division of Employment, Planning and Training, previously a part of the Department of Employment and Industrial Affairs. The Minister was Vince Lester, Minister for Employment, Training and Industrial Affairs. This development brought together the staff who assessed the employment, vocational education and training needs of Queensland, and the staff who prepared and taught courses designed to meet those needs. The new Department inevitably had to cope with a degree of uncertainty and disruption of day-to-day operations and planning procedures during the period of administrative reorganisation.

Wallace was appointed the Director-General of this new Department. On 26 April 1988, Wallace retired and Barry Read, B.A., was appointed Chief Executive of DEVET. Read had occupied a number of senior administrative positions in the Public Service before coming to DEVET in 1987 as Assistant Under-Secretary.

QEVET, a new advisory body

To foster greater industry and community participation in vocational education, a new and more extensive network of advisory bodies was established early in 1988. The central body of this network, an interim Queensland Employment, Vocational Education and Training Board (QEVET), replaced the Industry and Commerce Training Commission, which had been the major body...
Operational philosophy DEVET's major goal was to foster and provide high quality vocational education and training and education for life to meet the needs of all Queenslanders.

DEVET supported private enterprise and endeavoured to develop the private provision of vocational education and training, both in-house and through private providers.

The Department recognised the relationship between vocational education and economic development. It also supported the relationship between vocational education and quality of life by providing opportunities for personal development.
The principal clients were perceived to be students, industry, government and professional associations. The Department promoted employment and employment opportunities and encouraged initiative throughout work and life. Through its linkages with industry, commerce, and the community, the Department provided services which were relevant to the present and future needs of its clients.

The Department considered that its most valuable resource was its people. Staff were encouraged to support the principle of recurrent learning, to create an environment where knowledge and understanding were valued, and to continue to develop their own abilities.

**Corporate plan** DEVET set itself the following goals:

- to promote and provide vocational education and training for employment, technological advancement, economic development, and individual growth,
- to promote and provide preparatory and continuing education for personal enrichment and to meet social goals,
- to support employment initiatives and promote skills development appropriate to a diversified and developing economy.

With minor modifications, these goals remained in place to the end of 1990.

**Program management** In 1989 every State government department was required to adopt program management as a means of improving resource allocation and management by shifting focus from inputs (e.g., funds) to results (e.g., outputs and, more importantly, outcomes). The Treasury Department was given the responsibility of assisting government departments to design their own programs. Each department’s system of program management had to include the following elements:

- a strategic plan which established clear goals and strategies over a minimum five-year planning horizon,
- a system of resource management which involved the establishment of hierarchical program structures,
goals and objectives for each program and comprehensive management information systems for the organisation as a whole, a systematic performance evaluation and review process.

As a result of these requirements, DEVET devised a program management structure which comprised vocational education, adult education, commercial activities, employment initiatives, skills development and corporate services. Another important development was a joint venture of DEVET and Coopers and Lybrand to form a separate organisation known as the Centre for Strategic Leaders. The purpose of this initiative was to complement the executive development programs delivered by a variety of providers, to make a contribution to executive development within Australia, and to enhance organisational development within the Department.

**BEVFET — the Department changes into a Bureau**

When the Labor Party took over the reins of government in December 1989, it began restructuring government departments. As a consequence, DEVET and the Department of Industrial Affairs were amalgamated to form a new Department of Employment, Vocational Education, Training and Industrial Relations in January 1990, with an Acting Director-General, Barry Nutter, responsible to the Minister of the new Department, Nev Warburton. DEVET was then redesignated the Bureau of Employment, Vocational and Further Education and Training. The Bureau, a provisional organisation, was the first step towards the implementation of a Labor platform policy — the formation of a commission planned to come into operation in 1991. During 1990 a green paper on the creation of a Technical and Further Education, Employment and Training Commission was prepared as a blueprint for the changes envisaged.

![Image of the BEVFET Board, 1990](image-url)
Wallace came out of retirement to be appointed Managing Director of the Bureau, and was responsible to the Minister of the new Department for policy matters and to the Director-General for all staff and administrative matters. QEVET continued its advisory role, with Wallace as Chairman of the QEVET Board. For his services to education, Wallace was awarded the Member of the General Division of the Order of Australia (AM) in the 1990 Australia Day Honours List.

Changes to the management programs The Bureau made some changes to the management program structure inherited from DEVET. The Bureau identified seven programs to develop:

1. **Program 1, Adult Education**, provided and supported the delivery of a wide range of recreational and vocational short courses offered through community-based private providers and TAFE and senior colleges. These were non-award, fee-for-service courses.

2. **Program 2, Access Education**, provided and supported courses in basic (including literacy/numeracy) and preparatory education, communication and employment skills for disadvantaged groups, with emphasis on women, migrants, the disabled, and Aboriginal and Torres Strait Islanders. This program included a number of cooperative and bridging courses run in association with high schools.

3. **Program 3, Initial Skills Development**, included responsibility for the operation of the apprenticeship and initial vocational level training systems.
An apprentice from the panel beating section of Ithaca College of TAFE rebuilds a damaged car

Program 4, Advanced Vocational Education and Training, included responsibility for education and training courses, which gave entry to occupations at the para-professional and professional level, or which provided advanced or enhanced skills that built on previous education, training or experience.

Program 5, Educational Enterprises, was a grouping of the Bureau's activities concerned with the generation of revenue through the provision of full cost-recovery services to both industry and government in both Australia and overseas. Revenue generated was used to support other Bureau services. For example, the revenue generated by the fees of overseas full-fee paying students created extra training positions for Queenslanders.

Program 6, Employment Initiatives, was designed to improve employment opportunities for Queenslanders, particularly the disadvantaged and unemployed in accordance with government policies including 'Putting Families First', 'Resource Youth', 'Opening New Doors for Queensland Women', 'Social Justice' and 'Regional Development'.

Program 7, Corporate Services, had as a major goal the improvement of departmental planning, technology, financial and human resource services necessary for the achievement of program goals. The Corporate Services Program managed the central coordination of planning, resource allocation, review and evaluation activities within the Bureau.

For a diagrammatic representation of the bureau network as it existed in March 1990, see Figure 8.

Figure 8 Bureau network

Source: Provided by DEVET
Award restructuring In 1990 a high priority for BEVFET was its role in industry-based restructuring and award restructuring processes. The Queensland Government was committed to these processes, which it hoped would develop higher value-added industries and services and greater productivity, and which would reward workers who had acquired broader and higher skills.

BEVFET believed that it could best further these changes by providing programs and services which emphasised multi-skilling, competency-based training and skill utilisation.

College administration

In 1988 a program of self-evaluation for four colleges was developed, and guidelines prepared for the conduct of self-evaluation and external review of the evaluation procedures.

Following the establishment of DEVET, college community councils were formed. The functions of these councils were to advise the community on the progress of the college and to advise the QEVET Board on priorities, initiatives and budget requirements for the college. Membership was drawn from industry, employers, community and student bodies and others interested in vocational education and training.

A major change to college administration was planned in the period 1989-1990. Once in operation, this scheme was designed to introduce regionalised management for TAFE colleges throughout the State, with regional networks set up to coordinate programs and resources to respond more effectively to local training, vocational education, industry and community needs.
Courses

Institutional and Community Links

As well as the integration of some secondary and TAFE courses, DEVET made arrangements with both Griffith University and Queensland University of Technology (formerly Queensland Institute of Technology) whereby credit for success in some examinations would be transferable and qualifications could be linked. DEVET also reached a general agreement on a similar policy with the Darling Downs Institute of Advanced Education.

In 1990 pre-vocational and apprenticeship students and Bureau staff from various colleges of TAFE visited Charleville on week-long shifts to help clean up and rebuild the town after a disastrous flood. They used their skills to do such tasks as mending warped doors, swollen windows and broken floorboards, reconditioning washing machines, refrigerators and other household appliances, and fixing clogged pipes.

In the same year, the North Stradbroke Island Learning Centre, a campus of Redland Community College, was built by the campus students. This is believed to be the first college campus in Australia to be built by its students.

Diverse range of programs

As a result of cooperation between the Ithaca College of TAFE in Brisbane and the Preston College of TAFE in Melbourne, DEVET launched, in 1988, the Energy Technology Unit and the Advanced Certificate of Energy Technology, both of which were unique in Australia at that time. The course trained technicians in the field of renewable energy systems. In the same year, Toowoomba College of TAFE developed a highly regarded program designed to meet the needs of the racing/horse breeding industry.

In 1990 special programs run for the visually-impaired had transformed the Annerley Campus of Yeronga TAFE into a major supplier of coastal shark nets and hospital pillows.

Also in 1990, a vineyard was planted at the Bundamba Campus of Ipswich TAFE as a preliminary step to establishing Ipswich College of TAFE as a learning centre for winemaking.

By June 1990, the Bureau was responsible for thirty-one TAFE and senior colleges, which offered more than 1000 courses to more than 200,000 students annually.
An analysis of the history of technical and further education in Queensland reveals some constant questions and problems that have confronted successive administrators.

One of TAFE's major goals has been to supply skilled workers for the industrial needs of the State. A recurring problem, however, has been that both the types of technical courses offered and the number of student enrolments in particular courses have reflected the prevailing economic situation rather than reflecting future needs. Over the years, this has often led to an imbalance between supply and demand of skilled labour. A concomitant of this has been the importation of skilled labour and the lack of technical training of Queensland youth.

Who should pay for technical education has been a recurrent problem facing successive administrations. Answers to this question have varied. At first, the recipients paid, assisted by subsidies to the colleges. Then, from 1908, the State Government progressively undertook the major financial burden, with student fees meeting only a small part of the total costs. Since 1964, the Commonwealth Government has become an important contributor to technical education funding. Employers in the past have made some contribution by providing apprentices with paid time-off to attend colleges. In 1977 some of this burden was removed from their shoulders. Now, however, the Commonwealth Government requires large employers to allocate a percentage of their total payroll for training of their personnel. This training includes technical education. Furthermore, in the last few years, the Division of TAFE and its successors have implemented a policy of fees for services wherever possible.

Who should control TAFE? Initially, society saw technical education as the responsibility of the local community. The Government then put a board in control for a very brief period from 1902 to 1905, and then handed over control to the Department of Education. In 1987 control of TAFE passed first to a Department of Employment and Vocational Education and Training and then, in 1990, to a Bureau of Employment, Vocational and Further Education and Training, which came under the Department of Employment, Vocational Education, Training and Industrial Relations. Current planning has paved the way to control by a commission under the guidance of a board. While control of TAFE is ultimately a State concern, State acceptance of Federal financial assistance gives the Commonwealth some power to determine policies.

What should be taught in colleges of TAFE? In 1882, Joseph Clarke, the art teacher who taught classes at the North Brisbane School of Arts, believed that a technical college should teach any subject for which there was a demand. At first, officials of the Department of Public Instruction were concerned that only technical subjects should be taught in technical colleges, for they believed that the subjects taught should be determined by the meaning of the word technical. However, early societal needs and Departmental expediency ensured that technical colleges continued to teach liberal as well as technical subjects at many levels. Subsequently, the opening of the University of Queensland in 1911, the establishment of high schools in 1912, and the rationalisation of education at both State and national levels during the 1960s resulted in technical colleges being stripped of liberal studies and secondary and tertiary level courses. The polytechnic institution did not survive. This trend has slowly been reversed since the early 1980s, with colleges of TAFE becoming the venue for technical courses integrated with secondary and tertiary courses.

The status of technical education has been another constant problem. In spite of protestations about the importance of technical education to the economy of the State, subjects of a technical nature were generally regarded as being of lower status than academic subjects, and technical colleges had a lower standing than secondary schools and universities. Furthermore, since the qualifications of technical teachers were generally of a non-academic nature and because they lacked teacher-training, they were regarded by teachers in other branches of education as inferiors. The greater amount of money currently being spent on TAFE would seem to indicate a greater recognition of the value of technical education in the eyes of the community.
Appendix 1: Technical and further education in Queensland:
A chronology

1882 Opening of Brisbane Technical College under auspices of Brisbane School of Arts
1894 Schools of Mines Act provided for establishment of Schools of Mines
1898 Brisbane Technical College Incorporation Act gave control of the college to a Council
1902 Board of Technical Education created
1905 Board abolished and Technical Education Branch created to supervise syllabuses and appointments of teachers
1908 Technical Instruction Act amalgamated the three Brisbane colleges into Central Technical College under control of Technical Education Branch
1915 Appointment of first Trade Advisory Committees for apprenticeships
1916 Industrial Arbitration Act made provision for regulation of apprenticeship system
1918 Technical Instruction Act Amendment Act enabled Department of Public Instruction to take over control of country colleges
1920 Central Apprenticeship Committee constituted
1924 Apprenticeship Act
1929 Apprentices and Minors Act
1934 Apprentices and Minors Act Amendment Act
1944 State inquiry into apprenticeship
1945 Apprentices and Minors Act Amendment Act
1948 Apprentices and Minors Act Amendment Act
1950 Commonwealth-State inquiry into Apprenticeship
1954 Apprentices and Minors Act Amendment Act
1957 Formation of National Australian Apprenticeship Advisory Committee
1959 Apprenticeship and Minors Act Amendment Act
1964 State Education Act — reform of technical education
1965 Commonwealth special grants for technical education
1965 First of the institutes of technology established — Queensland Institute of Technology
1970 Education Act Amendment Act gave autonomy to CAEs
1974 Kangan Report
1976 Anderson Report on Apprenticeship
1977 Technical and adult education integrated to form Technical and Further Education (TAFE) Branch
1979 Industry and Commerce Training Act
1980 TAFE Branch renamed Division of TAFE
1987 TAFE Branch separated from Department of Education to become Department of Employment, Vocational Education and Training (DEVET)
1988 Employment, Vocational Education and Training Act
1990 DEVET becomes Bureau of Employment, Vocational and Further Education and Training (BEVFET)

Appendix 2: College opening and closing dates

<table>
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<tr>
<th>College</th>
<th>Opened</th>
<th>Taken over</th>
<th>Separated</th>
</tr>
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<tbody>
<tr>
<td>Bundaberg</td>
<td>1889</td>
<td>1924 (HS)</td>
<td>1965</td>
</tr>
<tr>
<td>Burdekin</td>
<td>1895</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cairns</td>
<td>1899</td>
<td>1924 (HS)</td>
<td>1965</td>
</tr>
<tr>
<td>Central Highlands</td>
<td>1985</td>
<td></td>
<td></td>
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<tr>
<td>College of South West*</td>
<td>1988</td>
<td></td>
<td></td>
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<tr>
<td>COTAH</td>
<td>1977</td>
<td>(1968 — Annexe of Kangaroo Point)</td>
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<tr>
<td>Gateway College</td>
<td>1966</td>
<td></td>
<td></td>
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<tr>
<td>Gladstone</td>
<td>1982</td>
<td></td>
<td></td>
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<tr>
<td>Gold Coast</td>
<td>1976</td>
<td>(1969 — Annexe of Southport SHS)</td>
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<tr>
<td>Hervey Bay*</td>
<td>1986</td>
<td></td>
<td></td>
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<tr>
<td>Ipswich</td>
<td>1891</td>
<td>1951 (HS)</td>
<td>1963</td>
</tr>
<tr>
<td>Johnstone</td>
<td>1988</td>
<td></td>
<td></td>
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<tr>
<td>Kangaroo Point</td>
<td>1968</td>
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<tr>
<td>Logan</td>
<td>1988</td>
<td></td>
<td></td>
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<tr>
<td>Mackay</td>
<td>1892</td>
<td>1912 (HS)</td>
<td>1962</td>
</tr>
<tr>
<td>Maryborough</td>
<td>1889</td>
<td>1943 (HS)</td>
<td>1965</td>
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<tr>
<td>Mount Gravatt</td>
<td>1979</td>
<td></td>
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<tr>
<td>Mount Isa</td>
<td>1956 (HS)</td>
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<td>1971</td>
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<tr>
<td>North Point</td>
<td>1980</td>
<td></td>
<td></td>
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<tr>
<td>Professional Development</td>
<td>1989</td>
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<tr>
<td>QDEC</td>
<td>1945</td>
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</table>
Queensland College of Art 1972
Redland Community* 1987
Rockhampton 1890 (1971 — Annexe of Kangaroo Point, 1989 — amalgamated with Qld College of Art) (1945 — Annexe of CTC)
South Brisbane 1966
South Burnett 1985
Warwick 1896 (1920 (HS))
Southern Downs Community 1988 (Replaced Warwick)
Sunshine Coast 1982
Toowoomba 1890 (1924 (HS))
Townsville 1889 (1962)
Yeronga 1967

Notes
Opened
Taken over
Separated (HS)
(date-annexe)

Senior Colleges

Notes
Opened as separate college with its own administration
Independent colleges taken over by the Department of Education
Separation of college from the high school
Existing or new high schools attached
Date the institution began earlier as an annexe of another college

Appendix 3: Technical education syllabus, 1919

Department of Agriculture
Agriculture
Dairying
Milk and Cream Testing
Sugar Chemistry
Junior Assistant Sugar Chemist
Assistant Sugar Chemist
Sugar Chemist

Department of Art
Freehand Drawing
Catalogue Illustration
Blackboard Drawing
Painting
Modelling
Woodcarving
Geometrical Drawing
Perspective Drawing
Design
Diploma in Art Craftsmanship

Department of Building
Building Construction and Drawing
Quantity Surveying
Woodwork
Carpentry and Joinery
Staircasing and Handrailings
Cabinet-making
French Polishing
House Painting and Decorating
Sign writing and Lettering

Notes
Taken over — refers to independent colleges taken over by the Department of Education (HS) — Existing or new high schools attached at that time
Show Card and Ticket Writing
Plumbing
Chemical Plumbing

Department of Chemistry, Mining and Metallurgy
Inorganic Chemistry
Analytical Inorganic Chemistry
Assaying
Metallurgy
Dental Metallurgy
Geology
Mining Geology
Mineralogy
Mining
Mine Surveying and Planning
Ore Dressing
Mine Administration
Diploma in Metallurgy
Diploma in Mining (Metal mining)
Diploma in Mining (Coal mining)
Metalliferous Mines
Collieries
Industrial Chemistry

Department of Commerce
Shorthand (Pitman’s System)
Shorthand (Gregg’s System)
Typewriting
Bookkeeping
Accountancy
Modern Business Methods
Diploma in Accountancy

Department of Domestic Science and Art
Domestic Economy
Cookery
Fruit Preserving and Pickling
Confectionery
Cake-icing
Scientific Baking and Milling
Starching and Ironing
Dressmaking
Millinery
Diploma in Domestic Science and Art

Department of Engineering
Trade Drawing and Sketching
Engineering, Drawing and Machine Design
Mechanics (Applied Mathematics)
Applied Mechanics
Heat Engines
Engine driving
Pattern-making
Blacksmithing
Fitting and Machining
Boilers and Boiler-making
Electrician’s Workshop Course
Supplementary Course for Mining Students
Electrical Engineering
Diploma in Engineering

Department of Languages and Literature
English
English History
Geography
French
German
Latin

Department of Mathematics
Arithmetic and Mensuration
Trade Arithmetic
Commercial Arithmetic
Algebra
Geometry
Trigonometry
Surveying
Surveying and Drafting
Calculus

Department of Science
Botany
Physics
Physiology
Ambulance
Home Nursing

Department of Sheep and Wool
Woolclassing and Woolsorting
Sheep and Wool
Veterinary Science
Diploma in Sheep and Wool Training

Special Syllabuses of Subjects for Pupils of State Schools Attending Technical Colleges
Geometrical Drawing
Shorthand
Bookkeeping
Manual Training — Woodwork
Elementary Cookery
Dressmaking

Source Syllabus of Technical Colleges, Department of Public Instruction, Queensland, 1918

Appendix 4: Technical education courses, 1960

Part I — Associate Diploma, Diploma, and Certificate Courses

General Information
Agriculture
Diploma in Agriculture
Diploma in Animal Husbandry
Diploma in Dairy Manufacture
Diploma in Horticulture
Diploma in Sheep and Wool
Certificate in Agricultural Science
Certificate in Horticultural Science

Architecture and Building
Diploma in Architecture
Diploma in Building
Diploma in Quantity Surveying
Certificate in Architecture
Certificate in Building
Certificate in Building (Correspondence)
Art
Diploma in Art Teachers
Diploma in Commercial Illustration
Diploma in Drawing and Painting
Diploma in Modelling and Sculpture
Certificate in Advertising
Certificate in Applied Art
Certificate in Dress Design
Certificate in Furniture Design
Certificate in Interior Decoration
Certificate in Photography
Certificate in Pottery Making

Chemistry
Diploma in Sugar Chemistry
Diploma in Industrial Chemistry
Certificate in Laboratory Technology

Commerce
Full Day Commercial Course
Full Day Stenotypists Course
Certificate in Accountancy
Certificate in Cost Accountancy
Certificate in Secretarial
Certificate in Management
Certificate in Personnel Administration
Certificate in Printing Administration
Certificate in Purchasing and Supply Management
Certificate in Supervision
Certificate in Transport Administration
Certificate in Work Study

Engineering
Associate Diploma, Diploma, Certificate in Civil Engineering
Associate Diploma, Diploma, Certificate in Electrical Engineering
Associate Diploma, Diploma, Certificate in Mechanical Engineering
Certificate in Engineering Drafting
Certificate in Survey Drafting
Certificate in Television Receiver Servicing
Certificate in Engineering Surveying

Home Science
Diploma in Home Science

Mining
I — Coal Mining
  Diploma in Coal Mining
  Certificate for Colliery Managers
  Certificate for Mine Electricians
  Certificate for Mine Surveyors (Coal)
II — Metal Mining
  Certificate in Assaying
  Certificate in Geology
  Certificate in Mining Surveying (Metal)

Part II — Apprenticeship Courses

General Information

Building Trades
Bricklaying
Carpentry and Joinery
House Painting and Decorating
Joiners' Machinists
Leadlight Working and Glazing
Plastering
Plumbing
Sign-writing and Lettering

Stonemasonry
Terrazzo Floor Layers and Fixers of Terrazzo and Marble Veneer
Tiling (Floor and/or Wall)

Coach and Motor Trades
Coach and Motor Body Building
Coach and Motor Painting
Coach and Motor Trimming
Panel Beating

Electrical Trades
Electrical Trades
Electrical Fitters (Automotive)
Electroplating
Radio Mechanics

Furniture Trades
Cabinet Making
French Polishing
Upholstering
Wood Machining

Mechanical Trades
Aircraft Mechanics, Air Frame Mechanics, and Ground Engineers
Blacksmithing
Boilermaking
Cash Register, Adding, Calculating, Bookkeeping, and Other Similar Type Machine Mechanics
Fitting and Turning
Knitting Machine Mechanics, Sewing Machine Mechanics, Loom Tuners and Wool Combers
Motor Mechanics
Moulding
Patternmaking
Refrigeration Mechanics or Servicemen
Scalemaking
Sheetmetal Working and Coppersmithing
Typewriter Mechanics

Miscellaneous Trades
Boatbuilding
Boot Repairing
Bread Baking
Dental Mechanics
Ladies' Hairdressing
Jewellery
Optical Mechanics
Pastrycooking
Shipwrighting
Watchmaking

Printing Trades
Bookbinding
Composing
Letterpress Machining
Linotype Mechanics
Lithography
Photo Engraving
Stereotyping

Railway Trades
Blacksmiths and Springmakers
Boilermakers
Carriage Building and Wagon Building
Coach Painters
Coppersmiths and Sheetmetal Workers
Electroplaters
Fitters, Turners, Metal Machinists and Motor Mechanics Moulders
Patternmakers
Toolmakers
Wood Machinists

Apprenticeship Courses Available by Correspondence

Part III — Other Courses

General Information

Commerce
Bookkeeping and Accounts
Shorthand
Typewriting
Automotive Replacement Parts Salesman
Industrial Safety
Insurance Institute
Preparatory Supervision
Real Estate and Valuation
Salesmanship — Principles and Practice
Training Within Industry
Work Methods Development and Improvement

Hobby
Art
Automotive
Electrical
Home Science
Mechanical
Plumbing
Printing
Woodworking

Special Purpose
Aircraft and Allied Trades
Building
Chemistry
Electrical
Engineering
General
Hairdressing Refresher
Librarianship
Mining (Preliminary)
Optometry
Petroleum
Pharmacy
Plumbing
Post Apprenticeship
Sheep and Wool
Woodwork

Correspondence
Art
Building
Clerk of Petty Sessions and Stipendiary Magistrate
Examinations
Literary
Mathematics
Rural
Home Science
Technical Type Courses
Commercial
Insurance
Local Government
Real Estate and Valuation

Source Handbook of Courses, Technical Education Branch, Department of Education, Queensland, July 1960

Appendix 5: Head Office staff, 1987

Division of Technical and Further Education

Director
J. Swan, B Sc Tech (Ind Chem)

Deputy Director (Education Services)
P. L. Tait, B Ed
Grad Dip Sch Admin, Dip M E E

Deputy Director (Planning and Development)
N. T. Pyle, B E (Elec),
Ph D (Lancaster), Cert Pub Admin

Assistant Director (TAFE Curriculum Services)
J. C. Stevenson, B Sc, B Econ, Ph D

Assistant Director (Staffing and Services)
J. A. Ramsay, Dip M E E,
Assoc Dip E E,
Grad Dip Bus Admin

Assistant Director (Resource Management)
M. I. Csurhes, B Sc

Inspectors of TAFE Colleges
P. E. Burroughs, B Ed St,
M Ed (Alberta) — to September 1987
K. I. Wardrop, Ass Dip M E E — acting from September to November 1987
S. F. Sielaff, B Bus, M Ed Admin,
Cert Mech Eng
G. J. Bowness, Grad Dip Ed Admin,
Dip M E E
W. N. Hird, M Ed (Hull),
Adv Dip Ed (Cantab)
G. L. Holmes, B Ed St, M Ed Ad,
Cert Elec Eng
R. G. Dunglison, B Sc, M A,
Dip Ed — from November 1987
R. A. Sullivan, B A, M Ed — from
November 1987
G. M. Young, B Ed, Dip T,
Grad Dip Comp Ed — from
November 1987
A. J. Bowen, B Tech (Elect),
B Ed St — from November 1987
E. S. Jesenowski, B Sc,
Dip Cont Ed — from November 1987
D. M. Clacherty, B A — from
November 1987

Supervisor, TAFE Operations
V. J. Caulfield, B Ed,
Grad Dip Ed Admin,
Cert Elec Eng — to October 1987
H. E. Parker, B A (Hons), Ph D,
M A (Ed), Dip Ed — from October
1987
Principal Education Officer, Grade II
(Staffing and Services)
G M Young, B Ed, Dip T,
Grad Dip Comp Ed — to November 1987

J W Fletcher, B Ed,
Grad Dip Sch Adm in — acting from November 1987

Principal Education Officer, Grade II
(Buildings and Accommodation)
K S Crump, M Urb & Reg Plg,
B Arch

Principal Education Officer, Grade II
(Financial Administration)
D Gillingham, M Sc

Principal Education Officers, Grade II
(Curriculum)
B R G Hutchison, B A,
Grad Dip Sch Adm in, Dip Y and
B M, Dip T, Cert Mech Eng

B R Eaton, B A, M Ed St

Principal Education Officer, Grade II
(Professional Development)
C V Robertson, B Sc (Hons),
B Ed St

Principal Education Officer, Grade II
(State Resource Materials Centre)
L C Dobson, B A (Hons),
Dip Soc Sc

Source Annual Report of the Department of Education, Queensland,
1987, p 62
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Abbreviations

JOL  John Oxley Library
PP   Parliamentary Papers
QSA  Queensland State Archives
V&P  Votes and Proceedings of the Legislative Assembly
QPD  Queensland Parliamentary Debates
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24 The Brisbane Courier, 13 July 1904 The Brisbane Courier, 5 September 1904
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Author/s:
Clarke, Eddie

Title:

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