

# CHAPTER SIX

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## IN RETROSPECT

It could be argued that technical education in Queensland started in August 1909 with the *Technical Instruction Act*. It could also be argued that it started in May 1905 when the Board of Technical Education was abolished and the Technical Education Branch created to replace it. It could also be presented as argument that it started in January 1899 when the *Brisbane Technical College Incorporation Act* came into force. Some would argue further that it came into being in August 1882 when a public meeting anointed the technical school of North Brisbane School of Arts.

So when did Technical Education start in Queensland? Was it on 14 August 1882?; was it on 1 January 1899?; was it on 27 May 1905?; or was it on 1 August 1909? The date is obviously open to subjective discussion but its determination is not essential. What is essential however, is acceptance of the proposition that the first steps in the development of systematic technical education in Queensland were taken between that public meeting in August 1882 and the implementation of the *Brisbane Technical College Incorporation Act* in January 1899. Technical education then became a formalised adjunct to, but distinct from, the State education system. This continued until May 1905 when government regulations brought about the Technical Education Branch of the Education Department. This formalisation process culminated in the *Technical Instruction Act of 1909* whereby technical education as a separate sector, and not just a funding problem, became part of Queensland's education system.

From then to the mid-1970s, when it acquired its new name 'TAFE', technical education in Queensland was a sector of education which, although fulfilling a critical role in providing post-secondary education and training for large numbers of people, was consistently under-valued and under-resourced. The development of technical education has not been consistent but has been characterised by periods of rapid change followed by long periods of dreadful neglect.

The introduction to this thesis posed a number of research questions about Queensland Technical Education, including: what factors led to the establishment of

Queensland's first College of Technical Education?; what were the circumstances that led to establishment of a formal system of technical education in Queensland?; to what extent did technical education impact on the education of Queenslanders?; how was technical education involved in the establishment of both secondary education and CAE's?; what factors led to technical education losing its Diploma courses to tertiary educational institutions?; and finally, what were the significant factors in each phase of development of Technical Education? This final chapter brings together the answers to those questions and both it and the thesis conclude with a summation of the growth of technical education in Queensland during its first century.

As discussed in the introduction to the thesis this was essentially a study of the development of approximately the first 100 years of technical education in Queensland. This development was to be examined in relation to the contemporary social, political and commercial pressures. The study would determine the reasons for technical education developing as it did and whether there were patterns in that development. It was not to be merely a chronological history of events. Both the starting and end points of this study were selected as each was a period meaningful to Queensland Technical Education.

The development of skills has always been a persistent and complicated continuum in Queensland - any study of 'technical education' involves exploring for example, agricultural techniques, basic industrial skills, apprenticeships, and technician education to university level. Even such presumably marginal topics as art, domestic education, and commerce enter strongly into the picture from time to time. The social interpretation of technical education changes radically from one era to another while 'social values' often play a significant role.

An attempt was made to define 'Technical Education', an expression which, in the Queensland context, has always been somewhat ambiguous. The problem with constructing such a definition is that the target has constantly moved.

In the late 1800s the expression had come to mean any 'useful' subject not already offered by either the Primary or Grammar schools. These included subjects in various trades, occupations, and professions, in art and drawing, in domestic science, and in commerce. Technical education in Queensland was seen as a means of liberating the potential of democratic man. Back in 1882 Charles Lilley had claimed that it had a twofold objective - to improve the general knowledge of tradespeople, and to train them further in their trades, making them more useful to employers. By 1977 it had come to mean education in subjects covering areas such as accredited further education, vocational post compulsory education, apprenticeship training, leisure, recreation, pre-employment training, pre-vocational education, personal enrichment,

and special needs. Immediately before this however, subjects in leisure, recreation, personal enrichment, and special needs were not part of technical education's charter. These were previously the province of Adult Education.

Ever since its inception in Queensland technical education has been expected to fill all the educational, vocational and training gaps. In war-time it was expected to train both defence force personnel and civilians. In times of economic depression, it was expected to run ameliorative programs for the unemployed. When its diploma courses went to the QIT's it then developed new courses to fill the void. To sum up, during the period 1870 to 1977 technical education in Queensland covered a broad range of disciplines and needs.

Whatever definition one may construct, it is apparent that technical education, during the period covered by this thesis, was differentiated from that offered by other post-compulsory educational institutions by the character, atmosphere and ultimate objectives of the institutions rather than in the vocational destination of the students, or in the technical and scientific content of the courses.

A study of technical education in most Australian States is essentially a study of the social and economic effects of the chronic shortage of skilled labour in the community and the means devised to remedy this difficulty. A study of technical education in Queensland however, shows that this pattern did not always occur and that its growth in that State may be discerned as having seven phases.

The first phase, from 1788 to 1859, was general throughout the collection of colonies which would become Australia and is marked by two largely independent processes - on the one hand utilitarian changes by colonial authorities to grapple with specific problems in specific circumstances and, on the other, intellectual, middle-class ideas on the social usefulness of instructing skilled workers in the theoretical aspects of their trade. In 1859 Queensland became a colony in its own right and the second phase, from then until 1869, was marked by industrial expansion and by middle-class liberals supporting the acquisition of education. The third phase, from 1870 to 1898, was noted for the growth of unions, for British investment in Australia, for a disastrous depression, for an Act which installed the foundations of a 'progressive' educational system, and for national self-contemplation.

From 1899 to 1914, the fourth phase, was noted for the idea that national well-being depended upon educational efficiency and that people should be trained to suit society's needs. There was strong conflict over the topic of technical education which developed from a 'bastard child' into an educational system. The fifth phase, from 1915 to 1937, was noted for many things. In 1915 students moved into the new Central Technical College. There was a strong reversal of philosophies on the

morality of the war; there were new perceptions of the relationship between technical competence and national survival; and there was the quandary brought on by the depression of 'why train people when they cannot be employed?'

From 1938 to 1963 was a melancholy time for technical education in Queensland. During this, the sixth phase, Leonard Morris died and World War II took place. Technical Education was closely and heavily involved but never received the recognition nor later benefits (to which it should surely have been entitled) and technical colleges were exhausted by the war effort and the subsequent reconstruction schemes. The seventh phase, from 1964 to 1977, was distinguished by a change in social acceptance of the various educational systems. By the mid 1960s post-primary education for all had become the general pattern throughout Australia but university dominance of curricula and academic elitism were still vital influences on education. Not until late in the 1960s did technical colleges start to challenge universities in providing a separate system of 'advanced education'. Development of this system, which owed much to the *Martin Report* and the universities' failure to provide places for all, gained social acceptance as an alternative to the universities. This new system then departed Technical Education, the remnants of which were reshaped into TAFE.

## **The First Phase: 1788-1859 - before there was a Queensland**

As discussed in chapter one there was no formal system of technical education before 1889. Training had evolved through the ages - from the passing-on of family traditions to more formal systems. In the Australian colonies, by the early 19<sup>th</sup> century the Mechanics' Institutes and Schools of Arts movements had arrived and served the same functions as they had in England. But in their new habitat technology was used at such a minimal level that there was certainly no demand for technical education. Before the 1850s Australia produced almost nothing for its European population other than basic food and shelter and rudimentary transport. All other products were imported. Transport corridors were crude and population sparse. But the discovery of gold in the 1850s changed all this.

The goldrushes brought an extraordinary volume of immigration. The country's population almost trebled and was particularly mobile, internal manufacturing facilities became necessary, and effective transport systems became essential. All of these factors induced an expansion of corresponding and new technologies which demanded support and maintenance and relevant skills - a demand usually satisfied by importation although it did bring about a reflection, but not a conviction, that some form of technical education should be considered.

The second quarter of the 19<sup>th</sup> century saw moves to disburse enlightenment to the working-class - moves which gained impetus from Mechanics' Institutes and Schools of Arts which had slowly spread throughout the colonies. These organisations bolstered the belief that knowledge was useful for its own sake and as a source of social and moral benefit. Not until the 1870s however, did this movement develop into a trend towards associating scientific and technical education with formal education.

## **The Second Phase: 1860-1869 - industrial expansion**

The colony later known as 'Queensland' was first settled by Europeans in 1824 at Moreton Bay Settlement. This followed John Oxley's 'discovery' of the Brisbane River, based on information from ship-wrecked escaped convicts. In 1842 Moreton Bay Settlement (Brisbane) was opened to free settlers and, by a major piece of political surgery, the district north of Point Danger, 'in latitude about 28 degrees eight minutes', was detached from the colony of New South Wales and proclaimed the self-governing colony of Queensland on 10 December 1859.

In 1865, only six years after gaining its colonial independence, Queensland built its first railway from Ipswich to Grandchester near Laidley and successive Colonial Parliaments argued fiercely for the building of more railways. New lines crept westward, not at first from Brisbane, but from Townsville, Rockhampton, Cairns and Maryborough, yet in 1869 there were still only 25,000 non-indigenous people in the entire 670,000 square miles of Queensland.

But this concentration on expansion and investment was not peculiar to Queensland. Throughout the Australian colonies politicians were crying 'What

Americans can do, Australians can do' and later, between 1871 and 1891, 10,000 rail miles were added to Australia's total. British investment exceeded £150 million. Total public debt skyrocketed 500% to £194m, a large proportion due to the railway boom.

The radical change which began to occur in the colony's production of other than basic needs from about 1860 onwards appears sudden. This is particularly so when compared to the steadier growth of the technology of steam power and large scale production which characterised both the British Georgian (1741-1830) and early Victorian eras (1837-1901). Lack of capital, a dispersed population, and lack of consumer demand in the sparsely-populated colony had delayed introduction of new manufacturing methods but the continuing influx of migrants seeking gold, and more so investment fever, caused these dramatic changes.

From the point of view of technical education however, this phase was particularly notable for the almost total lack of interest in the issue. The working-classes were too involved with work, businesses were too engrossed with investment, while from the 1850s in Queensland, technical education's main supporters were too busy fighting over who was to be in government. During this phase the Colony had six different governments - from early 1866 to late 1868 alone, government changed hands five times. During this decade MacAlister was Premier twice and Lilley was Premier once. John Douglas was particularly busy in the Legislative Assembly representing the electorates of Port Curtis, Eastern Downs, and East Moreton at different times and, in the intervals, was twice a Member of the Legislative Council.

## **The Third Phase: 1870-1898 - the actual commencement**

During the 1870s formal education beyond primary level was offered almost exclusively by grammar schools. These schools were expensive and therefore available only to the off-spring of the wealthy. Among the masses unable to afford grammar school education however, there were still individuals interested in acquiring an education to help with upward social mobility. Middle-class liberals in Queensland such as Douglas, Lilley and Samuel Griffith encouraged these attitudes toward education. Douglas supported knowledge for its own sake and as a source of social

and moral benefit. He combined these ideas with more utilitarian arguments for technical education. He fervently believed in the holistic approach to education and maintained that technical education should offer not just training for tradespeople and professionals but a broad general education. Besides having Douglas' strong support, Lilley urged anyone willing to listen that North Brisbane School of Arts should be used as a centre for teaching young mechanics and tradespeople useful arts and sciences. He maintained that such an education would lead to greater industrial efficiency and productivity and help careers.

As Griffith was drafting the 1875 amendments to the *Education Act of 1860* - amendments which were to be the basis of the Queensland educational system - he surely had before him the report of a Royal Commission on education headed by Lilley. In that report were proposals that Lilley had advocated for many years, the most noteworthy being a recommendation that Queensland, still a young and undeveloped colony, should establish a unified and free system of contiguous education from primary school to university.

There were many at that time who thought this was dangerous thinking. They felt any education was the privilege of an elite; that higher education might give the progeny of the working-class ambitions far beyond their station; and that even primary education for those who could not pay was an extravagance the Treasury could ill afford. Griffith, practical politician that he was, determined to compromise. He saw the greatest need as being at the lowest level and he therefore drafted a bill which provided free primary education for every child irrespective of class, religion or whereabouts. Although Griffith's *Education Act Amendment Act of 1875* brought in a system of free government funded education, not until 1900 did school attendance become effectively compulsory. In addition, and unfortunately, his compromise meant that other levels of education, technical and university, would wait many years before their need became politically recognised once again.

This decade saw the start of a push for technical education in Queensland. There was support for scientific learning and firm agreement on the mechanisms essential to develop a working technical education system. This trend was supported by the School of Arts movement and its leading champions took the arguments of the 1850s and fused them with a new utilitarian argument for technically educating the working-class. It could be argued that this trend was in response to the needs of a society undergoing the initial stages of industrialisation and urbanisation and could therefore be defended on pragmatic functional grounds. But the reality was that it was an expression of the secular liberal faith in progress. This was the age of industrial maturation and education was vital to that process. Lilley and Douglas and other like

mindful people thought it natural that technical and scientific learning should be associated with formal education.

In the 1880s industrial growth, commercial expansion, and the collective needs of individuals wishing to improve themselves, slowly expanded this education-seeking movement. Late in the decade there was major industrial expansion driven by large-scale overseas investment. There was population expansion, with Queensland gaining the highest proportional immigrant increase in Australia, while manufacturing, concentrated in Brisbane, was the fastest growing section of the economy. As the economy expanded labour was in generally high demand and some forward thinkers considered a technical education necessary for employment. Although occupational patterns remained stable, the vocationally active population almost doubled in number while the skilled population increased even more. Nevertheless, neither the existence of this vocationally oriented work force, nor even proven practical needs managed to establish sufficient demand for technical education. The small demand existing came from some influential people being convinced that significant benefits would accrue to industry, society and individuals by the diffusion of technical knowledge.

Despite a few aborted attempts, establishment of technical education in Queensland had never succeeded before 1881, but this soon changed when Clarke, assisted by Waagepetersen (and later by Baxendell), started his classes at North Brisbane School of Arts on 1 April. These technical classes gained the interest of eminent politicians and community leaders who lobbied the government for support and appealed to the community. A small degree of government support was finally approved but the community was not interested. Most of the 1880s had been, largely, years of prosperity and optimism, though towards the end of the decade some independent souls had begun to query society's direction.

Concurrently with the beginnings of a questioning society came a remarkable change in the Australian trade union scene. There were labour shortages and much industrial agitation. Many new unions were established while old unions increased their membership and new ideas flourished. These ranged from Henry George's doctrine of land nationalisation and a tax on unimproved land, to the socialist views of writers like William Lane. The ferment of ideas led to the growth of closer associations such as intercolonial trades union congresses and the entry of trade unions into politics. This new unionism had distinctive features. The primary feature was that it drew heavily on unskilled and semi-skilled workers, particularly the traditionally conservative rural ones, and the secondary feature was the militancy which came to a climax with the maritime strike of 1890 and the shearer's strike of 1892.



The economy was expanding and the demand for labour was generally high, giving trade unions a favourable environment in which to operate. But many workers felt that they were not sharing in the general prosperity. While craft unions relied upon their members' monopoly of skill, unions of semi-skilled and unskilled workers had to depend upon solidarity and the organisation of masses of workers within their industry to achieve their aims. They therefore tended to have a broader outlook than the craft unions and generally were more militant. These new policies and attitudes however, did not belong solely to the new unions of the time. Some old craft unions not only increased their membership rapidly but relaxed their strict membership qualifications, while simultaneously and seemingly perversely, they became militant and insisted on the closed shop.

With this remodelling of union ideologies, improving the technical education of members received very low priority in the pool of union concern. Nevertheless, there was sufficient demand for post-primary education and technical classes by enough individuals, that in 1889 the Brisbane Technical College of North Brisbane School of Arts became a separate entity.

With the 1890s came a crippling drought, the most bitter and protracted strikes the country had ever known and a depression. While the depression called into question the country's industrial and commercial efficiency, the strikes raised fundamental questions about the structure of Australian society; the militant republicanism displayed by the strikers at Barcaldine, the resort to arms by both strikers and government and the punitive use of the courts, were events which shocked and made critical, a public which had thought it was building a new and just society. When the depression ended, a small but significant number of people developed a desire to further their education. In turn, this developing desire jolted the government to an awareness of their educational responsibilities. Country people in particular wanted their share of government largess and they used electoral pressure on their parliamentary representatives.

Brisbane Technical College however, was operating almost as an island in a sea of disinterest. It was unable to obtain little more than token support from all sections of the government and the community - both of which claimed to be interested in post-primary education. To survive, the college offered whatever subjects for which people were prepared to pay. Although formal organisation was noticeable by its absence, enrolments increased dramatically. But as the college grew and satisfied client needs, its detractors increased their criticisms of its lack of educational structure. They were furious that the college was successful despite its failure to conform to their ideals and vision. Educationally, people's needs were outweighing society's vision for them.

Despite the desires of the detractors, the college could offer 'technical' classes only while they were underwritten by the popular, but not particularly 'technical', classes.

The *Education Act Amendment Act of 1897* had changed the state school curriculum which brought about dependence on Brisbane Technical College for classes in manual training and cookery. This demand, coincident with the general demand for education and the lack of any significant competition, exacerbated the worsening accommodation problems within the College. Fortunately for Brisbane Technical College however, a number of its committee members were influential members of parliament and the *Brisbane Technical College Incorporation Act of 1898* was passed. This separated the college from North Brisbane School of Arts and placed it in the hands of a College Council which could concentrate on the college specific problems.

The 1890s were a decade when the people of the colonies of Australian questioned themselves closely. There was much to read and discuss such as the changes to society, new political parties were being formed, and above all was the Federation issue. All these demanded that people should examine the society in which they lived and declare their vision of its future.

During the three decades of this phase Queensland had twelve Parliaments, twelve Premiers and twelve Ministers for Education. Between passing the *Education Act of 1860* and the *Education Act Amendment Act of 1875* successive Colonial governments had avoided involvement with education. Prior to the *Brisbane Technical College Incorporation Act of 1898* they had also studiously avoided almost any involvement with Technical Education. Except those forward thinking individuals within successive governments and those individual politicians with powerful lobby groups to placate, very little political thought was given to advancement of education or even to the educational needs of the society to whom they were supposedly responsible.

A study of technical education in Queensland before 1898 is essentially a study of middle-class desire for social harmony. This desire was partially helped by the School of Arts movement but it was also the age of developing industrial manufacturing and social awareness. Although there was almost no formal education beyond primary level for other than the elite, these factors generated a developing fascination with post-primary education. By the end of the 1890s technical education had arrived, albeit in a dispersed and indirect manner, throughout Queensland. It had started to become a serious educational force. Colleges, particularly Brisbane Technical College, had become working-class grammar schools in disguise and their main attainment was offering instruction in basic subjects to post-elementary levels.

## **The Fourth Phase: 1899-1914 - organisation and change**

The decade following Federation saw Technical Education being identified with the concept of 'what can you do for your country?' In particular, technical education was considered a vehicle for educational specialisation of social units - people - workers! But it was also seen by some as a means of making the masses useful to the elite. It became a tool for social re-engineering; it became a tool to assert that everybody should be skilled to suit pre-determined needs of society.

By 1914 the anti-liberal educational evolution had matured and the educational agenda was being driven by society's industrial needs, but the planning involved in serving these needs fluctuated. It was also now obvious that all systems of education were failing to help Queensland's industries. Few youth saw the trades as their future and those who did were not served well by the breakdown in the apprenticeship system, yet industry needed a supply of more highly qualified personnel. People with advanced technical training in science and engineering were needed.

Although this phase saw the introduction of a state system of secondary education in Queensland, Australian secondary education almost in its entirety remained socially exclusive. Furthermore, the lack of serious efforts to change this situation suggested the general intention of government that it should so remain. Backed by middle-class opinion, political and educational leaders baulked at the prospect of 'over-education' of the masses for fear that they would develop a distaste for manual work. Even by the end of this phase there were still those who considered secondary education to be a luxury and they judged a basic primary education as being sufficient for the general population.

In Queensland, the prevalent ideas that national well-being depended upon educational efficiency strongly influenced the idea that, in the light of British and German experience, there was need to reform the educational system. Queensland had had a system of grammar schools since the 1860s but, in contrast to private schools in the other colonies, they were semi-government institutions which relied heavily on direct state grants and included scholarship winners among their students.

Except for the high school at Central Technical College, Queensland's first state high schools began in 1912 in towns without grammar schools and, although there was an early attempt to retain their links with technical colleges, the majority very quickly

sought to emulate the grammar schools. This new secondary education system offered academic, commercial and domestic courses with emphasis on preparation for the public examinations rather than on vocational outcomes.

As discussed in chapter two, from 1899 to 1914 anybody associated with technical education, whether they be parliamentarians, clients, members of society, or lobbyists had to re-assess their feelings on the topic. The government really did not want to be involved but was forced into the *Brisbane Technical College Incorporation Act of 1898*. There was the belief that this action would cause the technical education problem to go away. Unfortunately for the government this did not happen. The government was forced to re-evaluate their non-policy and investigate what was happening to technical education funding and the critical results forced it to create the Board of Technical Education. Now, the Government thought, this would remove the technical education problem as the Board would supply solutions.

But again the government was to be disappointed as the Board, well-intentioned but full of its own importance and lacking any form of diplomacy and tact, refused to employ existing expertise and knowledge. The result was that the Board created many powerful enemies assuring in its own demise.

On the other hand however, the demise of the Board brought about the creation of the Technical Education Branch of the Education Department. This action was the birth of a formal system of technical education in Queensland. Finally there was a system enabling technical education to come under direct government control. At that time however, there were no state controlled technical colleges but the *Technical Instruction Act of 1908* changed this situation and allowed the three metropolitan technical colleges to be taken over and amalgamated into a single State controlled college - Central Technical College

For a while after 1910 parliamentarians saw education, not as a means of educating and enlightening society but, as a tool to sway people's wishes. They hoped that educating people could stop them migrating from the country to the cities. They also thought that technical education would ensure a pool of trained workers to satisfy the needs of employers and it was publicly argued that the vocational and utilitarian nature of technical subjects would not detract from their educative value.

## **The Fifth Phase: 1915-1937 - coming to grips with reality**

During this phase in Queensland, State-controlled technical education received a major impetus. In 1915 students moved into the Technical Education Branch's new Central Technical College. Technical colleges were reduced in number and many were amalgamated with new secondary schools forming joint facilities. A major factor swaying thoughts on technical education early in this phase was of course the stimulus of the first world war and, in particular, emergency training procedures for returned service personnel. The repatriation training scheme brought many benefits to technical education but very few of the lessons gained from this shortened form of training were employed until a similar world tragedy in 1939. Although in Queensland there was minimal industrial development during the first world war, there was a strong awareness of the relationship between technical competence and national survival.

Initially, in 1914, technical education had a lack of coordination, focus and ethos, but by 1939 it had become a tightly focused, cohesive, vocationally and technically oriented system of education. Cohesiveness was brought about by Repatriation Training and compulsory education for apprentices. The *Technical Instruction Act Amendment Act of 1918* allowed Morris to take over non-State colleges, but he had given this low priority until colleges, such as Rockhampton, failed to comply with repatriation training needs. The State had guaranteed technical college training and was forced to take over colleges to ensure training occurred. Additionally some non-State colleges could not afford to conduct highly skilled trade training and they were taken over to ensure appropriate state-wide training took place.

The momentum driving the reconstruction of technical education soon vanished however, and as discussed in chapter three, the principal achievements were Central Technical College moving into its purpose built complex; the *Technical Instruction Act Amendment Act of 1918*, allowing most of the larger committee-controlled technical colleges to come under State control; adoption of day release for apprentices in 1924; introduction of compulsory technical college training for most apprentices; development of preparatory technical education; inauguration of a system of technical correspondence; establishment of links with the University of Queensland; development of vocationally oriented courses acceptable to the Junior examination; and non-trade technical teachers receiving a form of training. On the other hand higher courses of

study tended to wilt and there were many complaints that domestic and commercial courses were dominating technical education.

The depression affected Queensland's technical education system in two ways - funding was restricted yet the need for technical education grew. Funding was initially rigorously restricted for there seemed little justification in training 'new' skilled labour when 'old' skilled labour was easily obtained. As the depressions proceeded however, mass youth unemployment and its implications displayed a need for technical education to play a role in relieving the problem.

For the full duration of this phase Morris was Director of Technical Education. He repeatedly demonstrated his long-term aim to develop technical education. Morris deplored the political friction over urban-rural differences and maintained that borrowing overseas funds and promoting one sector of the economy over another would have dire consequences. He staunchly believed that both primary and secondary industries should be developed jointly and that technical colleges and secondary schools should be linked. Morris wanted changes in technical education to match changes in industry and maintained that technical education should produce highly trained people with broad-based theoretical knowledge of industrial processes.

In general Morris had government support for his aims. Except from May 1929 to June 1932 Queensland was controlled during the full duration of this phase by Labor Governments. But even those three years did not change the support he received as both Labor and Country Party-Nationalist governments strongly supported rural and primary industries. They felt that technical education's role was to assist primary industries and to make rural life more attractive, and consequently reduce the drift of the rural population to the cities.

The elite wanted technical education to advance domestic science education and to use it as a vehicle to dye the fabric of society to suit their perspective. But the young women, at whom this was supposedly aimed, saw education as a means of obtaining a position in the commercial workplace - not in the domestic home.

To some degree technical education in Queensland was protected during this phase. Governments were supportive and there was continuity of leadership. At first there was re-structuring and reorganisation but, as funds shrunk, there was consolidation of what already existed.

## **The Sixth Phase: 1938-1963 - doing one's bit but receiving little reward**

Many reasons have been presented for Queensland technical education's failure to benefit from the Australian growth of technical training during and post-war, but the all encompassing reason must be the lack of patronage, promotion and impetus resulting from a dearth of dedicated leadership. Morris, technical education's leader died in 1938 and this, with concentration on the war, caused a lack of leadership. Hill nominally took over Morris's responsibilities but technical education was merely just another addition to his workload. The repercussion was that from 1938 to 1944 Queensland technical education was bereft of a committed leader.

Morris's position of Director of Technical Education was finally filled in 1944 by Clive Evans. But the Education Department had appointed 'one of their own'. Evans was a product of the secondary education promotional ladder. It has never been shown that he ever displayed great interest in technical education or even in industry. From his previous and subsequent actions it appears that he had every intention of never 'upsetting the system'.

While Evans appeared to have been associated with technical education in his previous managerial positions, these had always been in joint facilities where secondary education was the 'senior' partner. In these institutions the problems of technical education had usually been disregarded.

For the first six years of this phase, technical education was nominally under the control of a person who was inundated with other work and was then in the control of a person who did not seem to take technical education 'to heart'. Consequently, it is obvious that technical education during this phase, unlike during the full duration of the previous phase, lacked somebody to 'push' their case.

During World War II and for some years after, technical colleges in Queensland were variously overloaded with training students in the Commonwealth Technical Training Scheme, the post-war Commonwealth Reconstruction Training Scheme, and several repatriation schemes. The effort put into these schemes temporarily gave technical education community and educational prestige but this splendid opportunity to boost technical education's influence in the long term was not seized.

As discussed in chapter four, there were many problems for technical education. A particularly critical one was lack of finance. As the demand from the various training schemes diminished, so too did funding. The community lost interest in

technical education and there was therefore a lack of political will to be positively involved. Technical education was now very tired and now had a total lack of status and therefore an even greater lack of funding. Concurrent with decreasing funding were increasing enrolments and a crucial need to replace worn out and outdated equipment within colleges. Simultaneously, wages were increasing and consequently, any 'extra' funding was used merely to 'catch-up'.

The problem was not a lack of funding for education, but a lack of funding for *technical* education. Post-war, the secondary educational system was particularly prosperous but technical education seemed to have difficulty even gaining the 'crumbs' left on education's financial table. Evans should have protested at this financial discrimination but noticeably failed to do so.

Another problem for technical education surfaced as joint facilities were separated. Technical education staff had seldom been officially involved in management within the combined high school-technical colleges and therefore had little training in such a discipline. This meant that as new technical colleges came on stream, it was quite usual, but not without exception, for their management staff to come from the secondary education system.

Technical education in Queensland failed to benefit from the developing post-war Australian demand for technical education. A very large proportion of post-war secondary industry development occurred outside the State while post-war immigration to the state was unimpressive. All of these factors compounded to produce a severe negative affect on technical education. This whole phase was a marvellous example of 'a glorious start with few triumphant conclusions'.

## **The Seventh Phase: 1964-1977 - separation and reconstruction**

By the mid 1960s university dominance of secondary education curricula and academic elitism were still important factors in the education systems in all States. Academic courses still maintained their prestige and secondary schools still streamed their students on entry according to primary school academic ability. The numbers of children entering secondary schools had increased dramatically but educational aims



were still those of 19<sup>th</sup> century public schools - the production of an academic elite. Secondary schools still measured the success of their students in terms of results in public examinations, strongly urging them to emulate their contemporaries in the prestigious private schools. But in that 'unhappy limbo' between secondary and tertiary education there was, for people outside the trades at least, an increasingly popular alternative - the technical institution.

As discussed in chapter five, technical education in Queensland should have been well positioned to benefit from this developing change in educational focus. But it was not to be. Prior to the 1960s many thoughtless people considered technical education as the 'poor relation' of education. They thought that technical education had little to offer Australian education other than basic trade training.

Then in the late 1950s and into the early 1960s, some wiser minds in the political, industrial, commercial, and even some educational arenas, came to realise there could possibly be direct linkage between technical education and national economic development. A direct result of this type of thinking, together with questions raised by the *Murray Report* on universities, brought about the *Martin Report of 1964*. This recommended that post-compulsory education should consist of three clearly defined streams of higher education - universities, CAE's and technical colleges.

Selective acceptance of these recommendations by the Commonwealth Government brought vast amounts of funding to post-secondary education. But acceptance also brought about a division of technical education in Queensland into two streams - Institutes of Technology and Technical Colleges. The institutes received the funding and the technical colleges were left with the image problem.

Gilmour had originally thought this division was a wonderful achievement for technical education as it would raise its prestige. Having the full support of his Minister, he justifiably thought he would be the Director of big things and would be able to show the Directors of Primary and Secondary Education a thing or two. Technical Education would have tertiary-level courses under its belt - but there were many hidden agenda, all of which were out of his control. Gilmour established the QIT's and then, once they were demonstrably successful they were taken away from him and, as most people saw it, technical education lost any prestige it may have developed and was left with the 'dregs'. To most of those involved in technical education it was once again to be treated as 'second-class'.

Wallace was of the same mind as Gilmour but, as Queensland technical education had been emasculated by the time he became Director, his control was restricted to that portion considered to be the 'dregs'. Nevertheless, he worked hard at reconstructing technical education and managed its growth and remodelling.

Not until 1977, when it and Adult education were amalgamated and became TAFE, was Technical Education in Queensland recognised once again as being critical to national development.

## **In Conclusion**

Before Clarke offered his first drawing classes in 1881, technical education in Queensland was non-existent and even then, in a technical sense, it had still not arrived. These classes were the result of fostering by the School of Arts movement which essentially was a public reading room and lecture hall movement. This was distinct from the Mechanics' Institute movement which sought to advance practical understanding within the trades, crafts and professions. Clarke's classes however, were only 'technical' in the sense that such topics were not already offered by either primary or grammar schools. These classes slowly expanded in both number and topic range, but despite this growth technical education in Queensland before 1889 was almost an educational side-show - it was almost a public entertainment.

From then until 1898 technical education grew steadily, albeit indiscriminately, despite reductions in funding due to economic conditions. This growth was due, not only to an emerging desire for education within the working-classes, but also because of the middle-class desire for social harmony and their belief that educating the lower-classes would assist in satisfying this desire. The result was a disjointed clutter of centres masquerading as technical colleges. In practice, these centres were more akin to working-class grammar schools as most of their instruction was in basic subjects to post-elementary levels.

Over the next fifteen years, until the beginning of World War I, technical education went through a tumultuous period of organisational change. The arrogance of the Board of Technical Education ensured that technical education became a topic for public discussion. The State Government would have preferred the subject to have disappeared from public view, but the public name-calling by some Board members (and by others in return), forced parliament to become involved. They dissolved the Board and created a new branch of the Education Department - the Technical Education Branch. This action however, failed to give the Department proper control over any technical college except by threatening their funding.

The 1909 *Technical Education Act* finally gave the Branch its 'own' college and Morris was appointed Branch Director. From then until his death in 1938, Morris worked hard at constructing, organising, rationalising and consolidating a proper system of technical education. He was fortunate in that, particularly in the Branch's formative first decade, he had the almost unreserved support of Story, his Director-General, and of at least two of his Ministers - Blair and Hardacre.

The 1918 amendment to the *Technical Education Act of 1909* allowed Morris to take control of more committee-controlled colleges. This allowed college-based trade training to slowly expand throughout the State and allowed those colleges not providing a genuine technical education service to be closed. By 1938 even the committee-controlled Technical Colleges were under Morris' indirect control and the result was a tightly-knit system of education supplying a vast range of educational needs in that gap between compulsory schooling and university.

Both during and after World War II, technical education worked hard at 'doing its bit'. But, in Queensland at least, its reward never arrived. Post-war circumstances in Queensland were such that technical education was almost left to 'wither on the vine'. Primary, Secondary and University Education received a large boost in funding but technical education saw very little of it. The small amounts it did receive were rarely sufficient to allow it to even recover from its war-related operations.

The beginning of the 1960s saw a change in attitudes toward technical education. The Commonwealth was becoming ever more involved in education and the States, bowing to the promise of increased funding, were happy to participate. Gilmour, with the blessing of Pizzey, his Minister, took over technical education and while developing all its sectors, concentrated on the technician and sub-professional courses. In this he was greatly assisted by the massive injection of funds at the expense of primary and secondary education.

Gilmour was fully aware of the agenda to create Institutes of Technology from these sectors of technical education, but it would seem that he expected to maintain control. But this was not to be. Technical Education 'lost' its higher courses to the Institutes and, either as a reward or as a mollifier, Gilmour was later promoted. Wallace then tried to re-build technical education, but it went into the doldrums as the necessary political support had disappeared. The political solution was to amalgamate Technical Education and Adult Education and form a new amalgam called TAFE.

Up to 1977, technical education in Queensland was a sector of education which had fulfilled the critical role of supplying post-secondary education and training for large numbers of people. Nevertheless, it was always under-valued and under-resourced and therefore had never managed to develop in a consistent manner.

Its development has always been characterised by periods of rapid change followed by much longer periods of neglect. It has usually tended to prosper during times of national crises such as world wars and economic depression. At those times funding has usually been provided for both equipment and large increases in enrolments. For example, while technical education, along with other forms of education, suffered financially in the early part of the 1930s depression, the middle of that decade saw insistent demands for an expansion of technical education to alleviate the youth unemployment problem.

The first century of technical education in Queensland has seen it suffer a considerable variation in prestige. It has been essentially an under-resourced and unappreciated sector of education with its development having an abiding and strong nexus with economic conditions. Growth has tended to occur in response to political, social and economic needs, resulting from desire for social re-engineering, shortages in skills, or the need to provide alleviating measures for unemployment.

On the other hand, technical education has always contributed to the education of Queenslanders. It has been responsive to social and economic demands and has provided an alternate secondary and tertiary education for many who, otherwise, would have failed to receive such an education. It has been a very fluid and diverse educational system, is currently recognised as a significant sector of post-secondary education, and is indispensable to the creation and maintenance of a trained, versatile and innovative workforce.

Queensland TAFE has always had a sound reputation for delivering vocational education, as did its progenitor Technical Education. Vocational or 'technical' education has been its 'charter' since 1882. Although post-Kangan TAFE has diversified greatly to accommodate the many changes thrust upon it, this charter has always been kept in view.

There appears to be little doubt that Queensland TAFE is accepted as a vigorous and important community service warranting continued government support and encouragement. There also can be little argument that technical education in Queensland should be proud of its first century.

# APPENDIX ONE

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## DETAILS ON SELECTED POLITICIANS<sup>1</sup>

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<sup>1</sup> This appendix is a composite of data drawn from D.B. Waterson, *A Biographical Register of the Queensland Parliament, 1860-1929*, ANU Press, Canberra, 1972.; D.B. Waterson, and J. Arnold, *A Biographical Register of the Queensland Parliament, 1930-1980, with An Outline Atlas of Queensland Electorates 1859-1980*, ANU Press, Canberra, 1982.; C.A. Hughes and B.D. Graham, *A Handbook of Australian Government and Politics 1890-1964*, ANU Press, Canberra, 1968.; C.A. Hughes and B.D. Graham, *Voting for the Queensland Legislative Assembly 1890-1964*, ANU Press, Canberra, 1974.; C.A. Bernays, *Queensland - Our Seventh Political Decade, 1920-1930*, Angus and Robertson, Sydney, 1931.; C.A. Bernays, *Queensland Politics During Sixty (1859-1919) Years*, Government Printer, Brisbane, ?1919.; C. Lack, *Three Decades of Queensland Political History 1929-60*, Government Printer, Brisbane, ?1962; Australian Dictionary of Biography 1851-1890.

**Archer, Archibald 13/03/1820-10/02/1902**

Party : Independent (McIlwraith Ministerialist).  
 Represented : MLA Rockhampton 27/07/1869-19/11/1869.; MLA Blackall 28/11/1878-26/03/1886.; MLA Rockhampton 05/05/1888-04/04/1896.  
 Born : Fife, Scotland, arrived in Australia 1842.  
 Occupation : Squatter.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 05/01/1882-13/11/1883.

**Barlow, Andrew Henry 8/09/1837-29/03/1915**

Party : Liberal.  
 Represented : MLA Ipswich 05/05/1888-21/03/1896.; MLC 10/06/1896-29/03/1915.  
 Born : Wanstead, Essex, England, arrived in Australia 1848.  
 Occupation : Bank Officer.  
 Positions : Minister for Education 17/09/1903-19/11/1907; Minister for Education 18/02/1908-29/06/1909.

**Barnes, Walter Henry 07/11/1858-19/02/1933**

Party : Labor.  
 Represented : MLA Bulimba 16/02/1901-22/05/1915.; MLA Bulimba 16/03/1918-11/05/1923.; MLA Wynnum 12/05/1923-19/02/1933.  
 Born : Castlemaine, Victoria.  
 Occupation : Merchant.  
 Educ. Level : Normal School, apprentice Saddler.  
 Positions : Minister for Education 29/06/1909-07/02/1911.

**Bird, Valmond James 14/05/1928- →**

Party : National.  
 Represented : MLA Burdekin 17/05/1969- →.  
 Born : Ingham, Queensland.  
 Occupation : Mechanical Fitter and Industrial Officer.  
 Educ. Level : State School.  
 Positions : Minister for Education 10/03/1975-22/12/1980.

**Bjelke-Petersen Johannes, 13/01/1911- →**

Party : Country/National.  
 Represented : MLA Nanango 03/05/1947-29/04/1950.; MLA Barambah 29/05/1950- →.  
 Born : Dannevirke, New Zealand, arrived in Australia ?1933.  
 Occupation : Company Director and Farmer.  
 Educ. Level : private studies.  
 Positions : Premier 08/08/1968.

**Blair, Sir James William 16/05/1871-18/11/1944**

Party : Labor.  
 Represented : MLA Ipswich 11/03/1902-25/05/1915.  
 Born : Ipswich, Queensland.  
 Occupation : Barrister and Judge.  
 Educ. Level : Grammar School; read law.  
 Positions : Minister for Education 03/09/1912-01/06/1915.

**Brennan, Frank Tenison 06/12/1884-06/08/1949**

Party : Labor.  
 Represented : MLA Toowoomba 16/03/1918-26/02/1925.  
 Born : Maryborough, Queensland.  
 Occupation : Barrister and Judge.  
 Educ. Level : Grammar School.; read law.  
 Positions : Minister for Education 14/07/1924-26/02/1925.

**Bruce, Henry Adam 16/05/1884-11/10/1958**

Party : Labor.  
 Represented : MLA Kennedy 1923-1932.; MLA The Tablelands 1932-1950.;  
 MHR Leichhardt 1951-1958.  
 Born : Wandiligong, Victoria.  
 Occupation : Bushworker and Union Organiser.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 12/04/1938-08/12/1941.; Minister for  
 Education 15/05/1947-10/05/1950.

**Byrnes, Thomas Joseph 11/11/1860-27/11/1898**

Party : Ministerialist.  
 Represented : MLC 12/08/1890-13/03/1893.; MLA Cairns 29/04/1893-  
 03/04/1896.; MLA Warwick 04/04/1896-27/09/1898.  
 Born : Brisbane, Queensland.  
 Occupation : Barrister.  
 Educ. Level : B.A.(Hons).; LL.B.  
 Positions : Premier 13/04/1898-01/10/1898.

**Chalk, Gordon William Wesley 16/05/1913- →**

Party : Liberal.  
 Represented : MLA East Toowoomba 03/05/1947-29/04/1960.; MLA Lockyer  
 29/04/1960-12/08/1976.  
 Born : Rosewood, Queensland.  
 Occupation : Secretary and Accountant.  
 Educ. Level : High School and Technical College.  
 Positions : Premier 01/08/1968-08/08/1968.

**Cooper, Frank Arthur 16/07/1872-30/11/1949.**

Party : Labor.  
 Represented : MLA Bremer 22/05/1915-12/03/1946.  
 Born : Blaney, NSW.  
 Occupation : Clerk and Journalist.  
 Positions : Minister for Education 17/06/1932-12/04/1938.; Premier  
 16/09/1942-07/03/1946.; Governor 07/03/1946.

**Dalrymple, David Hay 14/12/1840-01/09/1912.**

Party : Independent Ministerialist  
 Represented : MLA Mackay 05/05/1888-27/08/1904.  
 Born : Newbury, England, arrived in Australia 1862.  
 Occupation : Chemist.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 29/03/1895-28/04/1899.; Minister for  
 Education 12/08/1902-17/09/1903.

**Dawson, Andrew (Anderson) 16/07/1863-20/07/1910**

Party : Labor.  
 Represented : MLA Charters Towers 13/05/1893-15/09/1901.  
 Born : Rockhampton, Queensland.  
 Occupation : Union Organiser, Journalist.  
 Educ. Level : State School.  
 Positions : Premier 01/12/1899-07/12/1899.

**Denham, Digby Frank 25/01/1859-10/05/1944**

Party : Labor.  
 Represented : MLA Oxley 03/07/1902-22/05/1915.  
 Born : Langport, Somerset, England, arrived in Australia 1853.  
 Occupation : Merchant.  
 Educ. Level : Grammar School.  
 Positions : Premier 07/02/1911-01/06/1915.

**Devries, George Henry 04/07/1876- →**

Party : Labor.  
 Represented : MLA Gregory 29/03/1941-13/07/1957.  
 Born : Stretford, Lancashire, England, arrived in Australia ?1915.  
 Occupation : Bushworker and Union Officer.  
 Educ. Level : Marine Apprenticeship.  
 Positions : Minister for Education 10/05/1950-22/06/1956.



**Dickson, Sir James Robert 30/11/1832-10/01/1901**

Party : Ministerialist.  
 Represented : MLA Enoggera 28/11/1873-12/05/1888.; MLA Bulimba  
 16/04/1892-10/01/1901.  
 Born : Plymouth, England, arrived in Australia 1854.  
 Occupation : Auctioneer and Company Director.  
 Educ. Level : Glasgow High School.  
 Positions : Premier 01/10/1898-01/12/1899.

**Diplock, Leslie Frank 16/09/1899- →**

Party : Labor.  
 Represented : MLA Condamine 07/03/1953-28/05/1960.; MLA Aubigny  
 28/05/1960-27/05/1972.  
 Born : Brisbane, Queensland.  
 Occupation : School Inspector and Company Director.  
 Positions : Minister for Education 22/06/1956-12/08/1957.

**Donaldson, John 15/10/1841-25/07/1896**

Party : Ministerialist.  
 Represented : MLA Warrego 05/10/1883-19/05/1888.; MLA Bulloo  
 26/05/1888-25/05/1893.; MLA Logan 04/04/1896-25/07/1896.  
 Born : Mt Rouse, Victoria.  
 Occupation : Pastoralist.  
 Positions : Minister for Education 13/06/1888-19/11/1889.

**Douglas, John 06/03/1828-23/07/1904**

Party : Ministerialist.  
 Represented : MLA Port Curtis 12/05/1863-05/02/1866.; MLC 22/02/1866-  
 25/07/1866.; MLA Eastern Downs 14/01/1867-22/09/1868.;  
 MLA East Moreton 28/09/1868-08/12/1868.; MLC 11/12/1868-  
 13/11/1869.; MLA Maryborough 02/04/1875-24/11/1880.  
 Born : London, England, arrived in Australia 1851.  
 Occupation : Squatter.; Civil Servant.  
 Educ. Level : B.A. University of Durham  
 Positions : Premier 08/03/1887-21/01/1879.  
 Comments : Interested in minerals, sub-commissioner of southern goldfields in  
 1852, then in charge of police at Tuena goldfields. Bought land  
 on Darling Downs, helped establish *Darling Downs Gazette* in  
 1858. Moved to Brisbane in 1863, was pro-agriculturalist,  
 vigorously white migration to Queensland, supported anti-Chinese  
 legislation, regular leader writer of *Courier*. On 1875 Royal  
 Commission recommending compulsory, secular and free  
 education. Foundation president of Spring Hill Mechanics'  
 Institute and president North Brisbane School of Arts 1872-1875.

**Drake, James George 26/04/1850-01/08/1941**

Party : Ministerialist.  
 Represented : MLA Enoggera 12/05/1888-07/12/1899.; MLC 07/12/1899-01/02/1901.  
 Born : London, England, arrived in Australia 1873.  
 Occupation : Barrister.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 07/12/1899-01/02/1901.

**Fletcher, Sir Alan Roy 26/01/1907- →**

Party : Country.  
 Represented : MLA Cunningham 07/03/1953-07/12/1974.  
 Born : Pittsworth, Queensland.  
 Occupation : Farmer.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 17/01/1968-23/12/1974.

**Gair, Vincent Clair 25/02/1921-11/11/1980**

Party : Labor.  
 Represented : MLA South Brisbane 11/06/1932-28/05/1960.  
 Born : Rockhampton, Queensland.  
 Occupation : Clerk.  
 Educ. Level : Grammar School.  
 Positions : Premier 17/01/1952-12/08/1957.

**Gillies, William Neal 28/10/1868-09/02/1928**

Party : Labor.  
 Represented : MLA Eacham 27/04/1912-24/10/1925.  
 Born : Allynbrook, NSW.  
 Occupation : Farmer.  
 Educ. Level : State School.  
 Positions : Premier 26/02/1925-22/10/1925.

**Grant, Kenneth McDonald ??/11/1866-13/08/1922**

Party : Labor.  
 Represented : MLA Rockhampton 11/03/1902-26/04/1912.; MLA Fitzroy 27/04/1912-22/05/1915.  
 Born : Geelong, Victoria.  
 Occupation : Telegraphist and Commission Agent.  
 Educ. Level : Normal School.  
 Positions : Minister for Education 07/02/1911-03/09/1912.

**Griffith, Sir Samuel Walker 21/06/1845-09/08/1920**

Party : Liberal.  
 Represented : MLA East Moreton 03/05/1872-25/11/1873.; MLA Oxley 28/11/1873-14/11/1878.; MLA Brisbane 15/11/1878-29/04/1893.  
 Born : Glamorgan, Wales, arrived in Australia 1854.  
 Occupation : Barrister and Queens Counsel.  
 Educ. Level : B.A.; M.A.  
 Positions : Minister for Education 05/06/1876-21/01/1879.; Minister for Education 13/11/1883-17/04/1885.; Premier 13/11/1883-13/08/1888.; Premier 12/08/1890-27/03/1893.

**Hanlon, Edward Michael 01/10/1887-15/01/1952**

Party : Labor.  
 Represented : MLA Ithaca 08/05/1926-15/01/1952.  
 Born : Brisbane, Queensland.  
 Occupation : Grocer.  
 Educ. Level : State School, and Brisbane Technical College.  
 Positions : Premier 07/03/1946-15/01/1952.

**Hardacre, Herbert Freemont 07/03/1861-05/03/1938**

Party : Labor.  
 Represented : MLA Leichhardt 20/05/1893-14/10/1919.  
 Born : Drayton, Ohio, USA, arrived in Australia 1883.  
 Occupation : Butcher and Union Official.  
 Positions : Minister for Education 01/06/1915-09/09/1919.

**Herbert, Sir Robert George Wyndham 12/06/1831-06/05/1905**

Party : Ministerialist.  
 Represented : MLA Leichhardt 07/05/1860-12/06/1863.; MLA West Moreton 13/06/1863-27/08/1866.  
 Born : Cambridge, England, arrived in Australia 1858.  
 Occupation : Civil Servant.  
 Educ. Level : Eton and Oxford, 1<sup>st</sup> class Honours.  
 Positions : Premier 10/12/1859-01/02/1866.; Premier 20/07/1866-07/08/1866.

**Hodgkinson, William Oswald 31/05/1835-23/07/1900**

Party : Ministerialist.  
 Represented : MLA Burke 04/12/1873-14/09/1875.; MLA Burke 19/05/1888-13/05/1893.  
 Born : Warwick, England, arrived in Australia 1851.  
 Occupation : Journalist and Explorer.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 12/08/1890-27/03/1893.

**Huxham, John 14/05/1861-04/08/1949**

Party : Labor.  
 Represented : MLA South Brisbane 05/02/1908-02/10/1909.; MLA Buranda  
 27/04/1912-31/07/1924.  
 Born : Devon, England, arrived in Australia 1879.  
 Occupation : Company Manager.  
 Positions : Minister for Education 09/09/1919-14/07/1924.

**Jones, Arthur 12/06/1892-30/07/1924**

Party : Labor.  
 Represented : MLA Burke 02/11/1929-11/06/1932.; MLA Charters Towers  
 27/05/1939-28/05/1960.  
 Born : Lower Barns, Franche, Worcestershire, England, arrived in  
 Australia 1911.  
 Occupation : Shearer and Union Officer.  
 Educ. Level : Primary School.  
 Positions : Minister for Education 09/02/1942-27/04/1944.

**Kidston, William 27/08/1849-25/10/1919**

Party : Labor to 1907, then Kidston Independent.  
 Represented : MLA Rockhampton 04/04/1896-11/02/1911.  
 Born : Falkirk, Scotland, arrived in Australia 1882.  
 Occupation : Bookseller.  
 Educ. Level : Apprentice and Journeyman ironmoulder.  
 Positions : Premier 19/01/1906-19/11/1907.; Premier 18/02/1908-  
 07/02/1911.

**King, Reginald MacDonnell 09/04/1869-07/09/1955**

Party : Nationalist.  
 Represented : MLA Logan 09/10/1920-11/05/1935.  
 Born : South Brisbane, Queensland.  
 Occupation : Solicitor.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 21/05/1929-17/06/1932.

**Larcombe, James ??/10/1884-21/06/1957**

Party : Labor.  
 Represented : MLA Keppel 27/04/1912-11/05/1929.; MLA Rockhampton  
 11/06/1932-18/05/1956.  
 Born : Rockhampton, Queensland.  
 Occupation : Butcher.  
 Educ. Level : Private School.  
 Positions : Minister for Education 27/04/1944-07/03/1946.

**Lilley, Sir Charles 27/08/1827-20/08/1897**

Party : Liberal  
 Represented : MLA Fortitude Valley 01/05/1860-16/02/1874.  
 Born : Newcastle-upon-Tyne, England, arrived in Australia 1856.  
 Occupation : Barrister  
 Educ. Level : University College, London.  
 Positions : Premier 25/11/1868-03/05/1870.  
 Comments : edited *Moreton Bay Courier* 1857-1859; advocated separation. Elected to first Legislative Assembly. Was Premier but more effective as Leader of the Opposition. Chief Justice but rejected by his equals. Consistently pursued educational ideals. Helped established Brisbane School of Arts and Brisbane Grammar School. Instrumental in establishing free and secular education.

**MacAlister, Arthur ???/1818-23/03/1883**

Party : Ministerialist.  
 Represented : MLA Ipswich 10/05/1860-21/09/1868.; MLA Eastern Downs 22/09/1868-22/07/1871.; MLA Ipswich 25/10/1872-14/06/1876.  
 Born : Glasgow, Scotland, arrived in Australia 1850.  
 Occupation : Solicitor.  
 Positions : Premier 01/02/1866-20/07/1866.; Premier 07/08/1866-15/08/1867.; Premier 08/01/1874-05/06/1876.

**MacKenzie, Robert Ramsay 29/07/1811-19/09/1873**

Party : Ministerialist.  
 Represented : MLA Burnett 04/05/1860-07/04/1869.  
 Born : Coul, Ross-shire, Scotland, arrived in Australia 1826.  
 Occupation : Squatter.  
 Educ. Level : Private.  
 Positions : Premier 15/08/1867-25/11/1868.

**McCormack, William ???/1879-21/11/1947**

Party : Labor.  
 Represented : MLA Cairns 27/04/1912-21/02/1930.  
 Born : St Lawrence, Queensland.  
 Occupation : Miner and Union Officer.  
 Educ. Level : State School.  
 Positions : Premier 22/10/1925-21/05/1929.

**McIlwraith, Sir Thomas 17/05/1835-17/07/1900**

Party : Ministerialist.  
 Represented : MLA Warrego 05/01/1870-09/09/1871.; MLA Maranoa 25/11/1873-20/11/1878.; MLA Mulgrave 21/11/1878-10/06/1886.; MLA North brisbane 05/05/1888-21/04/1896.  
 Born : Ayr, Scotland, arrived in Australia 1870.  
 Occupation : Engineer and Entrepreneur.  
 Educ. Level : Glasgow University.  
 Positions : Premier 21/01/1879-13/11/1883.; Premier 13/06/1888-30/11/1888.; Premier 27/03/1893-27/10/1893.

**Mein, Charles Stuart 14/06/1841-30/06/1890**

Party : Ministerialist.  
 Represented : MLC 19/05/1876-22/04/1885.  
 Born : Maitland, New South Wales.  
 Occupation : Solicitor and Judge.  
 Educ. Level : M.A.  
 Positions : Minister for Education 31/01/1885-17/04/1885.

**Moore, Arthur Edward 09/02/1876-07/01/1963**

Party : Country.  
 Represented : MLA Aubigny 22/05/1915-28/03/1941.  
 Born : Napier, New Zealand, arrived in Australia ?1886.  
 Occupation : Farmer and Dairy Factory proprietor.  
 Educ. Level : Grammar School.  
 Positions : Premier 21/05/1929-27/06/1932.

**Morehead, Boyd Dunlop 24/08/1843-30/10/1905**

Party : Ministerialist.  
 Represented : MLA Mitchell 04/09/1871-30/12/1880.; MLC 31/12/1880-03/08/1883.; MLA Balonne 05/10/1883-11/04/1896.; MLC 10/06/1896-30/10/1905.  
 Born : Sydney, New South Wales.  
 Occupation : Stock and Station Agent.  
 Educ. Level : Grammar School and University.  
 Positions : Premier 30/11/1888-12/08/1890.

**Moreton, Berkerley Basil 18/07/1834-07/08/1924**

Party : Ministerialist.  
 Represented : MLA Burnett 30/08/1870-24/10/1871.; MLA Maryborough 07/11/1873-23/03/1875.; MLA Burnett 01/10/1883-12/05/1888.; MLC 25/05/1888-25/06/1891.; MLC 15/07/1901-22/03/1922.  
 Born : Gloucester, England, arrived in Australia 1855.  
 Occupation : Pastoralist.  
 Educ. Level : Oxford.  
 Positions : Minister for Education 17/04/1885-13/06/1888.

**Morgan, Sir Arthur 19/09/1856-20/12/1916**

Party : Ministerialist.  
 Represented : MLA Warwick 18/07/1887-04/04/1896.; MLA Warwick  
 02/10/1899-19/01/1906.; MLC 19/01/1906-20/12/1916.  
 Born : Warwick, Queensland.  
 Occupation : Newspaper Proprietor.  
 Educ. Level : State School.  
 Positions : Premier 17/09/1903-19/01/1906.

**Murray, John 16/07/1841-17/11/1917**

Party : Ministerialist.  
 Represented : MLA Normanby 19/05/1888-06/03/1901.; MLC 12/03/1901-  
 13/11/1903.  
 Born : Mauchline, Ayrshire, Scotland, arrived in Australia 1852.  
 Occupation : Pastoralist.  
 Positions : Minister for education 01/02/1901-12/08/1902.

**Nelson, Sir Hugh Muir 31/12/1835-01/01/1906**

Party : Ministerialist.  
 Represented : MLA Northern Downs 07/09/1883-18/05/1888.; MLA Murilla  
 19/05/1888-22/04/1898.; MLC 13/04/1898-01/01/1906.  
 Born : Kilmarnock, Scotland, arrived in Australia 1853.  
 Occupation : Squatter.  
 Educ. Level : Edinburgh University.  
 Positions : Premier 27/10/1893-13/04/1898.

**Newbury, Thomas Guy 23/03/1914- →**

Party : Country/National.  
 Represented : MLA Mirani 15/05/1965-29/11/1980.  
 Born : Mackay, Queensland.  
 Occupation : Primary Producer.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 23/12/1974-10/03/1975.

**Nicklin, Sir George Francis Reuben (Frank) 06/08/1895-30/01/1978**

Party : Country/National.  
 Represented : MLA Murrumba 11/06/1932-28/04/1950.; MLA Landsborough  
 29/05/1950-17/06/1968.  
 Born : Murwillumbah, New South Wales.  
 Occupation : Fruit Grower.  
 Educ. Level : Grammar School.  
 Positions : Premier 12/08/1957-17/06/1968.

**Palmer, Sir Arthur Hunter 28/12/1819-20/03/1898**

Party : Ministerialist.  
 Represented : MLA Port Curtis 19/03/1866-14/11/1878.; MLA Brisbane 15/11/1878-24/12/1881.; MLC 24/12/1881-20/03/1898.  
 Born : Armagh, Ireland, arrived in Australia 1838.  
 Occupation : Squatter.  
 Educ. Level : Grammar School.  
 Positions : Premier 03/05/1870-08/01/1874.; Minister for Education 21/01/1879-24/01/1881.

**Philp, Sir Robert 28/12/1851-17/06/1922**

Party : Ministerialist/Nationalist/Liberal.  
 Represented : MLA Musgrave 05/01/1886-11/05/1888.; MLA Townsville 12/05/1888-22/05/1915.  
 Born : Glasgow, Scotland, arrived in Australia 1862.  
 Occupation : Entrepreneur.  
 Educ. Level : National School.  
 Positions : Minister for Education 23/08/1894-29/03/1895.; Premier 07/12/1899-17/09/1903.; Premier 19/11/1907-18/02/1908.

**Pizzey, Jack Charles Allan 02/02/1911-31/07/1968**

Party : Country.  
 Represented : MLA Isis 29/04/1950-31/07/1968.  
 Born : Childers, Queensland.  
 Occupation : School Teacher and Company Director.  
 Educ. Level : State School.  
 Positions : Premier 17/01/1968-31/07/1968.; Minister for Education 12/08/1957-17/01/1968.

**Powers, Sir Charles 08/03/1853-25/04/1939**

Party : Independent Opposition.  
 Represented : MLA Burrum 12/05/1888-28/04/1893.; MLA Maryborough 29/04/1893-21/03/1896.  
 Born : Brisbane, Queensland.  
 Occupation : Solicitor and Judge.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 19/11/1889-12/08/1890.

**Ryan, Thomas Joseph 01/07/1876-01/08/1921**

Party : Labor.  
 Represented : MLA Barcoo 02/09/1909-14/10/1919.  
 Born : Port Fairy, Victoria.  
 Occupation : Barrister.  
 Educ. Level : B.A.; LL.B.  
 Positions : Premier 01/06/1915-22/10/1919.



**Smith, William Forgan 15/04/1887-25/09/1953**

Party : Labor.  
 Represented : MLA Mackay 22/05/1915-09/12/1942.  
 Born : Invergowrie, Scotland, arrived in Australia ?1911.  
 Occupation : Housepainter.  
 Educ. Level : Grammar School.  
 Positions : Premier 17/06/1942-16/09/1942.; Minister for Education 08/12/1941-09/02/1942.

**Stephens, William ???/1857-30/04/1925**

Party : Ministerialist/Liberal.  
 Represented : MLA Woolloongabba 12/05/1888-28/03/1896.; MLA South Brisbane 21/04/1896-27/08/1904.; MLA South Brisbane 18/05/1907-05/02/1908.; MLC 01/07/1912-23/03/1922.  
 Born : South Brisbane, Queensland.  
 Occupation : Company Director and Farmer.  
 Educ. Level : Grammar School.  
 Positions : Minister for Education 19/11/1907-18/02/1908.

**Theodore, Edward Granville 29/12/1884-28/02/1950**

Party : Labor.  
 Represented : MLA Woothakata 02/10/1909-26/04/1912.; MLA Chillagoe 27/04/1912-22/09/1925.  
 Born : Port Adelaide, South Australia.  
 Occupation : Miner and Company Director.  
 Educ. Level : Primary School.  
 Positions : Premier 22/10/1919-26/02/1925.

**Thorn, George (Junior) 12/10/1838-15/01/1905**

Party : Ministerialist.  
 Represented : MLA West Moreton 02/06/1867-18/11/1873.; MLA Fassifern 25/11/1873-08/01/1874.; MLC 09/01/1874-13/06/1876.; MLA Ipswich 23/06/1876-20/02/1878.; MLA Northern Downs 17/04/1879-07/11/1883.; MLA Fassifern 09/08/1887-10/05/1888.; MLA Fassifern 06/05/1893-11/03/1902.  
 Born : Sydney, New South Wales.  
 Occupation : Gentleman.  
 Educ. Level : B.A.  
 Positions : Premier 05/06/1876-08/03/1877.

**Williams, Thomas Lewis 21/12/1886-17/18/1970**

Party : Labor.  
 Represented : MLA Port Curtis 11/06/1932-03/05/1947.  
 Born : Bundaberg, Queensland.  
 Occupation : Teacher and Journalist.  
 Educ. Level : High School.  
 Positions : Minister for Education 07/03/1946-15/05/1947.

**Wilson, Thomas 05/05/1865-19/05/1933**

Party : Labor.  
Represented : MLA Fortitude Valley 01/04/1916-19/05/1933.  
Born : Riddell's Creek, Victoria.  
Occupation : Miner.  
Educ. Level : State School, Victoria.  
Positions : Minister for Education 26/02/1925-21/05/1929.

**Wilson, Walter Horatio 15/07/1839-28/02/1902**

Party : Ministerialist.  
Represented : MLC 04/07/1885-28/02/1902.  
Born : Rhos-y-Medre, Ruabon, Denbighshire, Wales, arrived in Australia 1865.  
Occupation : Solicitor.  
Positions : Minister for Education 27/03/1893-23/08/1894.; Minister for Education 28/04/1899-01/12/1899.

# **APPENDIX TWO**

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## **DETAILS ON OTHER SELECTED PEOPLE**

**Brydon, Marianne Helena (1864-1941)**

Born in May 1864 Marianne Helena Carson<sup>1</sup> was the eldest daughter of Reverend James Carson, an early Queensland Presbyterian Minister; she was a brilliant student and began pupil-teaching in 1867 at the age of twelve, at Charters Towers State School. She won a scholarship to Brisbane Girls Grammar but left after eight months. In November 1879, she passed the Sydney Junior Examination winning the Fairfax prize valued at £10. Two years later, she passed the University of Sydney Senior Examination, again receiving the Fairfax prize valued at £20 and the medal for geography. She does not appear to have entered University. In 1882 she was appointed a teacher in a private Brisbane high school operated by two sisters, Misses M.H. and T.T. Jardine.

In 1883, Marianne started teaching at Brisbane Girls Grammar School and remained there until the end of 1884. She married in 1885, and in 1895, after her husband died, supported herself and her young family of three daughters and two sons by opening a private High School and Kindergarten at South Brisbane. In 1899, she helped found the Old Girls Association of Brisbane Girls Grammar School and was the first Vice President.

In October 1903, Mrs Brydon began teaching Maths/Science at the Technical College at South Brisbane and was Secretary. She became Principal in 1905 and remained so until shortly after August 1909 when she transferred across to Central Technical College. There she taught English, Physics and French. On 1 April 1910, Mrs Brydon was promoted to the position of Person-in-Charge of the High School connected to Central Technical College.

In 1913 Mrs Brydon became the first Supervisor of the Department of Domestic Science and Commercial Day School at Central Technical College. In 1914, she was elected to the Council of Women's College at the University of Queensland and became the Treasurer of the Standing Committee of this Organisation.

Mrs Brydon was appointed Inspector of Women's Work in all Queensland schools in 1919, and she retired from this position in 1932. For some years prior to the founding of the Queensland University, she was on the Council of the University Extension Standing Committee. Marianne Brydon died at Redcliffe in November 1941.

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1 Staff Card (M.H. Brydon), EHU.; Brian McKeering, (Ed), *History of South Brisbane College of Technical and Further Education*, Brisbane: Boolarong Publications, 1988.

**Clarke, Joseph Augustus**

A painter and printmaker, a fully qualified instructor trained at South Kensington, London and came to Brisbane in 1869 after an extensive career in India, where he had been an instructor with the Defence Department in Topographical Drawing and Sketching. He also taught at the Bombay School of Art, as well as at the Elphinstone School of Art in Bombay. Clarke died in Brisbane in 1890.<sup>2</sup>

**Evans, Clive Kerslake**

Clive Evans graduated from the University of Queensland with a M.Sc. in 1917. He then enlisted to fight in World War I and gained a commission as a flying officer. In 1919 he returned from overseas and was appointed as a teacher at Rockhampton State High School. This was followed by appointments as Acting Principal of Rockhampton Technical College and High School on 1 June 1923 to 31 December 1923. He was then seconded in 1924 by the Education department to the position of Headmaster at Ipswich Technical High school after G.H. Wilson was transferred to Charters Towers Technical College.

In 1930 Evans became Deputy Principal of Ipswich High School and Technical College when the three technical high schools (Commercial Day School, Preparatory Trade School, and Technical High School) were merged. In April 1932 he became Acting Principal of Ipswich Technical College, when G.J. Saunders, the principal (1918-1932), died, and became Principal in 1933 and held this position until the end of 1943, when he was appointed Director of Technical Education at the beginning of 1944. Clive Evans held this position until the end of 1963.<sup>3</sup>

**Ewart, David**

A Scottish schoolmaster with some professional qualifications, but an outstanding teacher, David Ewart was Director of General Education from 1878 to 1904, and Director of General Education from 1904 to 1910. Ewart's conservative influence dominated education policy for 30 years<sup>4</sup>. Wyeth describes him as 'wily,

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2 D. Braben, *The Historical Context of Art Education in Queensland, 1876-1976*, Unpublished Masters Thesis, Manchester University, 1986, Ch.3.

3 State High School Rockhampton Files, EHU; *Brisbane Courier*, 5 January 1933.

4 R. Lawson, *Brisbane in the 1890s, A Study of an Australian Urban Society*, Brisbane: University of Queensland Press, p.154.

shrewd, Machiavellian, tough and unapproachable' while Spaul and Sullivan depict him as a strong-willed, bigoted Presbyterian.<sup>5</sup>

### **Gilmour, Clyde**

Clyde Gilmour was an apprentice mechanical fitter in 1940 with the Brisbane City Council Tramways and Power House who studied at the same time towards a Diploma in Mechanical and Electrical Engineering at Central Technical College. Following service with the Royal Australian Air Force from 1943 to 1946, Gilmour completed his apprenticeship and received his diploma in 1948. Further studies led to a Bachelor of Science in 1952 and a Bachelor of Engineering with honours in mechanical engineering in 1959.

Gilmour taught engineering subjects at Central Technical College from 1952 to 1958 and lectured at the University of Queensland from 1959 to January 1963, when he became the Principal of Central Technical College (Jan 1963 to Dec 1963). Following a tour of technical education institutions in Europe and North America in 1963, he became Director of Technical Education (Jan 1964 to 1972).<sup>6</sup> He was then appointed Deputy Director-General of Education (1972 to Feb 1976), and Director-General of Education (Feb 1976 to 1983).

### **Hill, John**

Educated at Allan Glen's School, Glasgow, where he completed a five year science course, John Hill specialised in Engineering in his final year. He passed out as a National Scholar and was second in Physics in the whole of Britain. He then attended the Royal College of Science, Imperial College of Science and Technology, London where his results obtained for him a Bachelor of Science degree with Honours from London University. Hill then returned to Allan Glen's School, Glasgow, for two years as Assistant Physics Master, then lectured in Engineering Drawing at Glasgow Technical College for a short while, and was then appointed to Rockhampton Grammar School where he acted as Science and Mathematics Master for two years.

Upon the outbreak of World War I, he was commissioned as 2<sup>nd</sup> Lieutenant in the original Fifteenth-Battalion A.I.F. He was wounded at Gallipoli on two occasions,

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5 E.R. Wyeth, ?1953, *Education in Queensland. A History of Education in Queensland and in the Moreton Bay District of New South Wales*, ACER Series No.67, Melbourne: ACER, ?1953, p.151.; A. Spaul and M. Sullivan, *A History of the Queensland Teachers Union*, Sydney: Allen and Unwin, 1989, p.30.

6 *The Education Times*, Special Issue, 30 December 1983, EHU.

twice mentioned in dispatches and decorated with the Military Cross and was promoted to the rank of Major.

Upon returning he was then appointed as Principal, to Rockhampton Technical College in 1917 where he remained until 31 May 1923.<sup>7</sup> He was then appointed, in turn, as Inspector of Technical Colleges (1923—1937), Assistant Chief Inspector, and Director of Secondary Education.

### **Large, Elizabeth Pickard**

Trained and taught in England for ten years, Elizabeth arrived in Brisbane in 1885, and spent a short time at Brisbane Central school before taking charge of Mackay Infants school. She became the first female member of the QTU executive committee in April 1890. For a while she was Head Mistress, Brisbane State School for Girls.

### **McConnel, D.R. (1854-1940)**

McConnel had an Master of Arts Degree from Edinburgh University, where he had done three years of a medical course, and was a medallist in biology. He had also studied for two years in Berlin. He was Principal of Brisbane Technical College from 1889 to 1909.

According to Beatrice Webb<sup>8</sup> he was a

. . . ruddy-coloured Scotchman [sic] . . . a revolutionary visionary, . . . a man with more originality than he had training. He was all for new-fangled technical as against old-established classical Education and was pulling hard against Roes' attempt to transplant a 'weakly cutting from the Universities of the old country'.

When he was rejected for the post of Director of Technical Education in 1909, he did post-graduate work in California, served as a medical orderly in France during World War I and managed an agricultural college in Albania. He then returned to Australia and was Principal of the Montessori Kindergarten in Toowoomba.

### **Morris, Leonard Canton 1878-1938**

Born in Sydney in 1878, Leonard Morris had a brilliant academic career at Sydney Technical College and Sydney University, where he took an engineering

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7 Personal Letter of Application and other notes, State High School Rockhampton Files, EHU; *The Morning Bulletin*, 23 October 1989, p.6.

8 Beatrice Webb in A.G. Austin, (ed.), *The Webb's Australian Diary 1898*, Melbourne: Pitman and Sons, 1965 pp.42-43.

degree. He was appointed Director of Technical Education in 1909 at the young age of thirty. He held this position until his sudden death in 1938.<sup>9</sup>

**Riddell, Robert McLean**

Born in England in 1877, and obtained a Bachelor of Science from the University of London, Robert Riddell came to Australia in 1902 and taught at the South Brisbane Technical College as Instructor of Physics in 1904. He then became Inspector of Technical Colleges from 1905 to 1909. He was the first principal of Central Technical College, 1909—1918, and then Inspector of Technical Colleges, 1919—1923, Assistant Chief Inspector, 1923—1937, and Chief Inspector from 1938.

**Rivers, Richard Godfrey**

When Joseph Augustus Clark died in 1890, Richard Rivers became Art Master at the School of Arts (principal of College of Art). Rivers, a graduate of the Slade School, London, was a painter of some international repute having exhibited at the Royal Academy and the official Salon in Paris. Along with college duties and his own studio work, Rivers helped campaign for a state art gallery and consequently, in 1895, became Honorary Curator for the Queensland National Art Gallery. He was also active in the Royal Queensland Art Society and elected its first president in 1890

**Roe, Reginald H.**

Reginald Roe, second headmaster of Brisbane Grammar School had views on general education similar to Lilley but was a firm believer in an elitist University. He was Headmaster of Brisbane Grammar School from 1876 to 1910, and Director of Education from 1910 to 1916.

**Schauer, Miss Amy**

Amy Schauer was trained at Sydney Central Technical College, where she obtained a Certificate in Domestic Science, and about 1897 she began teaching at Brisbane Technical College. Acknowledged as the paramount expert in cookery, and generally held in great respect for her strength of character and the clarity and fluency of her teaching, Miss Schauer was undoubtedly one of the outstanding personalities of domestic science teaching in the first three decades of this century. She was responsible for developing cookery courses at the metropolitan and country technical



colleges, and for writing the cookery components of primary, secondary and rural school courses.<sup>10</sup>

By 1919 she had written a number of cookery textbooks, in collaboration with her sister, including *The Schauer Cookery Book* (first published in 1910, and so popular that it went to a second edition within six months), *The Schauer Fruit Preserving Book*, and *The Invalid Cookery Book*. These books were widely used throughout Queensland in schools and homes. She became officer-in-charge of the Domestic Science Department at Central Technical College.

### **Shirley, John**

A former teacher, John Shirley gained a D.Sc. and was an Inspector from 1886 to 1914. He was then Principal of the Teacher's Training College at Central Technical College in 1914. When appointed Inspector, Shirley was the only one who had graduated from University.

### **Skirving, Mrs**

A well known advocate of domestic science, wife of a member of the Water and Sewerage Board, and secretary of the Domestic Science Advisory Committee, Mrs Skirving claimed that the public tended to confuse 'domestic science' with 'domestic service' and that this was a major reason for their doubtful attitudes towards the former.<sup>11</sup>

### **Story, John Douglas**

John Story was Queensland's first Public Service Commissioner. Born at Jedburgh, Scotland, he came to Queensland with his parents in 1877. He was educated at old Central School, Brisbane and at Brisbane Grammar School. In 1885 joined Education Department as a junior Clerk and subsequently promoted to Chief Clerk, and in 1904, at age 35, became Director-General of Education, and held this post until 1920. In 1910 he was appointed to the first Senate of the University of Queensland and later became Vice Chancellor.

### **Wallace, Roy Henry (1929-1994)**

A electrical apprentice in 1943, Roy Wallace later obtained a Diploma in Mechanical and Electrical Engineering. He then went on to obtain a postgraduate Diploma in Electrical Engineering, and became a Member of the Institution of

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10 Staff Card, (Amy Schauer), EHU; 26056/1 July 1919, A/15678 QSA.

11 Document 35925, 4 July 1929, A/15689 QSA.

Engineers, Australia. After some years as an electrical engineer, he began lecturing in engineering in 1959 at Central Technical College. Within four years he had become a Deputy Principal. From 1964 to 1971 he was Inspector of Technical Colleges and in 1971 he became a Staff Inspector.

In the same year he was Acting Director of Technical Education and on 16 February 1972, Wallace replaced Clive Gilmour as Director of Technical Education (and later Technical and Further Education), a position he held until 1986. In 1987 TAFE became part of the Department of Employment, Vocational Education and Training. After overseeing TAFE's transition from the Education Department into the new department, Wallace became the new Department's first Director-General. In December 1989 he was appointed Managing Director of the Bureau of Employment, Vocational and Further Education and Training. He was awarded the Member of the General Division of the Order of Australia (AM) in the 1990 Australia Day honours for his service to education. Roy Wallace retired in 1991 and died in 1994.<sup>12</sup>

#### **Wearne, Richard A. (1870-1932)**

Richard Wearne was born in Liverpool, England and held a Bachelor of Arts (majoring in Geology) from the University of Sydney. He was a teacher for three years at the Fort Street Model School in Sydney, and was then appointed a master at Ipswich Grammar School. Wearne was appointed as the first principal to Ipswich Technical College on 1/01/1901 and as principal of the Technical College he initiated courses in Geology, Mining and Domestic Science. The local mine managers elected him president of their association in 1906. He became chairman of the Coal Mining Industry Board in 1916, and chairman of the Coal Mining Tribunal of the Court of Industrial Arbitration in 1918. At the end of 1918 he moved to Brisbane to become second principal of Central Technical College on 1 January 1919.

Wearne believed in equality of opportunity for females in technical education. In his annual report in 1925, he stated:

Woman's Work is equally important as Man's Work and the girls and women of the State are just as much entitled to receive technical education as Apprentices and Journeymen to the Skilled Trades.<sup>13</sup>

This dichotomy of technical education for men and for women was not seriously questioned for another fifty years.

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12 Staff Files, EHU; *The Courier-Mail*, 14 April 1994.

13 EDU/A 363, *QSA*.

**Young, Henrietta**

Henrietta Young was a former head of the Brisbane Newspaper Company's women's section, and an inaugural member of the influential Domestic Science Advisory Committee (DSAC) founded in 1916. A former colleague remembers Mrs Young as 'an impressive, dignified lady who always wore black'.

In 1907, as a newspaper columnist writing under the pseudonym *Vesta*, she strongly criticised the continuing lack of an adequate practical emphasis in the primary syllabus. She was Supervisor of the Department of Women's Work at Central Technical College (1919-1930).

# **APPENDIX THREE**

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## **INCUMBENTS OF SELECTED RELEVANT POSITIONS<sup>1</sup>**

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1 This appendix is drawn from data in Appendices 1 and 2.

Date	Party in Government/ Elections	Premier	Minister for Education	Director-General of Education	Director of Technical Education
10/12/1859		10/12/1859			
01/02/1866		Herbert, Robert George W.			
20/07/1866		MacAlister, Arthur			
07/08/1866		Herbert, Robert George W.			
15/08/1867		MacAlister, Arthur			
25/11/1868		MacKenzie, Robert Ramsay			
03/05/1870		Lilley, Charles			
08/01/1874		Palmer, Arthur Hunter			
05/06/1876		MacAlister, Arthur	05/06/1876		
__/__/1876	Non-Party	Thorn, George (Junior)		1876	
08/03/1877	Governments		Griffith, Samuel Walker	Graham, C.J.	
__/__/1878		Douglas, John		1878	
21/01/1879			21/01/1879		
01/01/1882		McIlwraith, Thomas	Palmer, Arthur Hunter		
13/11/1883			01/01/1882		
03/01/1885		13/11/1883	Archer, Archibald		
17/04/1885			13/11/1883		
01/04/1886		Griffith, Samuel Walker	Griffith, Samuel Walker		
13/06/1888			03/01/1885		
30/11/1888		13/06/1888	Mein, Charles Stuart		
19/11/1889		McIlwraith, Thomas	17/04/1885		
12/08/1890		30/11/1888	Moreton, Berkerley Basil		
27/03/1893		Morehead, Boyd Dunlop	13/06/1888		
27/10/1893			Donaldson, John		
23/08/1894		12/08/1890	19/11/1889		
29/03/1895		Griffith, Samuel Walker	Powers, Charles		
13/04/1898		27/03/1893	12/08/1890		
01/10/1898		McIlwraith, Thomas	Hodgkinson, William Oswald		
		27/10/1893	27/03/1893		
		Nelson, Hugh Muir	Wilson, Walter Horatio	Anderson, J.G.	
			23/08/1894		
		13/04/1898	Philp, Robert		
		Byrnes, Thomas Joseph	29/03/1895		
		01/10/1898			
			Dalrymple, David Hay		

28/04/1899  
 01/12/1899  
 07/12/1899  
 01/02/1901  
 12/08/1902  
 17/09/1903  
 \_\_/\_\_/1904  
 19/01/1906  
 01/01/1907  
 19/11/1907  
 18/02/1908  
 29/06/1909  
 07/02/1911  
 03/09/1912  
 01/06/1915  
 09/09/1919  
 22/10/1919  
 \_\_/\_\_/1920  
 \_\_/\_\_/1922  
 14/07/1924  
 26/02/1925  
 22/10/1925  
 21/05/1929  
 17/06/1932  
 11/05/1935  
 \_\_/\_\_/1936  
 12/04/1938  
 24/11/1938  
 28/03/1941  
 08/12/1941

Kidston  
 Independent  
 Liberal  
 Labor  
 Country-  
 Progressive  
 Nationalist

Dickson, James Robert  
 01/12/1899  
 Dawson, Anderson  
 07/12/1899  
 Philp, Robert  
 17/09/1903  
 Morgan, Arthur  
 19/01/1906  
 Kidston, William  
 19/11/1907  
 Philp, Robert  
 18/02/1908  
 Kidston, William  
 07/02/1911  
 Denham, Digby Frank  
 01/06/1915  
 Ryan, Thomas Joseph  
 22/10/1919  
 Theodore, Edward Granville  
 26/02/1925  
 Gillies, William Neal  
 22/10/1925  
 McCormack, William M.  
 21/05/1929  
 Moore, Arthur Edward  
 17/06/1932  
 Smith, William Forgan

28/04/1899  
 Wilson, Walter Horatio  
 01/12/1899  
 Drake, James George  
 01/02/1901  
 Murray, John  
 12/08/1902  
 Dalrymple, David Hay  
 17/09/1903  
 Barlow, Andrew Henry  
 19/11/1907  
 Stephens, William  
 18/02/1908  
 Barlow, Andrew Henry  
 29/06/1909  
 Barnes, Walter Henry  
 07/02/1911  
 Grant, Kenneth McDonald  
 03/09/1912  
 Blair, James William  
 01/06/1915  
 Hardacre, Herbert Freemont  
 09/09/1919  
 Huxham, John  
 14/07/1924  
 Brennan, Frank Tenison  
 26/02/1925  
 Wilson, Thomas  
 21/05/1929  
 King, Reginald MacDonnell  
 17/06/1932  
 Cooper, Frank Arthur  
 12/04/1938  
 Bruce, Henry Adam

1904  
 Story, J.D.  
 1920  
 Kennedy, A.S.  
 1922  
 McKenna, B.J.  
 1936

01/01/1907  
 Morris, Leonard  
 24/11/1938

09/02/1942  
 16/09/1942  
 01/01/1944  
 27/04/1944  
 07/03/1946  
 15/05/1947  
 10/05/1950  
 \_\_/\_\_/1951  
 17/01/1952  
 07/03/1953  
 22/06/1956  
 12/08/1957  
 28/05/1960  
 01/06/1963  
 31/12/1963  
 \_\_/\_\_/1964  
 28/05/1966  
 17/01/1968  
 31/07/1968  
 08/08/1968  
 17/05/1969  
 \_\_/\_\_/1971  
 16/02/1972  
 27/05/1972  
 23/12/1974  
 10/03/1975  
 \_\_/\_\_/1976  
 12/11/1977

Labor

Country-  
 Liberal

16/09/1942  
 Cooper, Frank Arthur  
 07/03/1946  
 Hanlon, Edward Michael  
 17/01/1952  
 Gair, Vincent Clair  
 12/08/1957  
 Nicklin, George Francis R.  
 17/06/1968  
 Pizzey, Jack Charles Allen  
 30/07/1968  
 Chalk, Gordon William W.  
 08/08/1968  
 Bjelke-Petersen, Johannes

08/12/1941  
 Smith, William Forgan  
 09/02/1942  
 Jones, Arthur  
 27/04/1944  
 Larcombe, James  
 07/03/1946  
 Williams, Thomas Lewis  
 15/05/1947  
 Bruce, Henry Adam  
 10/05/1950  
 Devries, George Henry  
 22/06/1956  
 Diplock, Leslie Frank  
 12/08/1957  
 Pizzey, Jack Charles  
 17/06/1968  
 Fletcher, Sir Alan Roy  
 23/12/1974  
 Newbury, Thomas Guy  
 10/03/1975  
 Bird, Valmond James

Edwards, L.D.

1951

Watkin, H.G.

1964

Murphy, G.K.D.

1971

Guymmer, A.E.

1976

Gilmour, C.

[ Hill, John ]

01/01/1944

Evans, Clive K.

31/12/1963

Gilmour, Clyde

16/02/1972

Wallace, Roy Henry

# **APPENDIX FOUR**

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## **THE BRISBANE TECHNICAL COLLEGE INCORPORATION ACT OF 1898**



An Act to Provide for the Incorporation and Government of the Brisbane Technical College, and for other purposes<sup>1</sup>. (Assented to 30 December 1898).

WHEREAS it is desirable to provide for the incorporation and government of the Brisbane Technical College, the chief objects of which are to teach theoretically and practically the principles of science and art and their application to industries, trades, commerce, and domestic economy, and to aid in the enlightenment and elevation of its students: Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Queensland in Parliament assembled, and by the authority of the same, as follows:-

1. This Act may be cited as "The Brisbane Technical College Incorporation Act of 1898".
2. This Act shall come into operation on the first day of January, one thousand eight hundred and ninety-nine.
3. In the construction of, and for the purposes of this Act, unless the context otherwise requires,-

"Governor" shall mean the Governor with the advice of the Executive Council;

"College" shall mean the Brisbane Technical College;

"Council" shall mean the Council of the Brisbane Technical College;

"Minister" shall mean the Minister administering this Act;

"Subscriber" shall mean any person who before the commencement of this Act has subscribed or who shall hereafter subscribe the sum of £10 or upwards at one time as a donation to the funds of the College, and shall also mean and include for the space of twelve months after the date of subscription the sum of not less than £1 as a donation to the funds of the College;

"Associate" shall mean any person who, having before or after the commencement of this Act pursued a prescribed course of study at the College, has obtained the diploma of the College in respect thereof;

"Certificate Student" shall mean any person who, having before or after the commencement of this Act pursued a prescribed course of study at the College, has obtained the intermediate certificate of the College in respect thereof;

"Fees" shall mean all fees or other moneys paid for education or examination only.

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1 QPS, Vol.VIII, 1897-1899. 62. Vic.Nº 20.

4. For the purposes of this Act there is hereby constituted a council, to be called "The Council of the Brisbane Technical College", who shall be a body corporate, with perpetual succession and a common seal, which shall be judicially noticed.
5. Until the appointment hereinafter mentioned the committee of the Brisbane School of Arts and Technical College, as constituted at the time of the coming into operation of this Act, shall be the first Council under this Act, and shall hold office as and constitute such Council until the appointment hereinafter mentioned shall be completed and notified by the Governor in the Gazette, whereupon such first council shall be dissolved.
6. The Council to be hereinafter appointed under this Act shall consist of twelve members, whereof six shall be appointed by the Governor, three elected by the subscribers (voting by ballot), and three elected by the associates and certified students of the College (voting by ballot): Provided that if at any time the total number of subscribers shall be reduced below twenty, the right to elect such three members of the Council shall, for the time being, devolve upon and be vested in the subscribers, associates, and certified students jointly, and the appointment of such twelve persons shall be notified in the Gazette.
7. The following provisions shall apply to the Council:-
  - (a) Five members shall constitute a quorum;
  - (b) On the thirtieth June of each year the four senior members of the Council (whereof two shall be members who have been appointed by the Governor, and one member who shall have been elected by the subscribers and one who shall have been elected by the associates and certified students) shall retire, but shall be eligible for re-appointment or re-election, and in the event of any question arising as to which members or members shall retire, such question shall be settled by lot;
  - (c) Any casual vacancy in the Council may be filled by the Council appointing some other person, and such person shall hold Office for the unexpired term for which the member he succeeds was appointed;
  - (d) No act or resolution of the Council shall be invalid by reason only of a vacancy or of vacancies in the Council, but if at any time and as long as the number of persons acting as the Council is less than six the Council shall discontinue the exercise of their powers;
  - (e) The members of the Council shall from among themselves elect annually a president, a vice-president, and a treasurer;
  - (f) Any member of the Council absenting himself for more than six months from duly convened meetings of the Council without the sanction of the Council shall, ipso facto, cease to be a member of the Council.

8. The appointment of every member of the Council made under any of the provisions of this Act shall be published in the Gazette, and such publication shall, until the contrary be proved, be evidence of every such appointment.
9. All the goods, chattels, effects, and personal property heretofore acquired by or for the use of the College shall be and the same hereby are vested in the Council.
10. The Council shall, by the name mentioned in the fourth section of this Act, from time to time and at all times hereafter have power and be capable -
  - (a) To receive, purchase, acquire, take, and hold to them and their successors in trust for, and for the purposes of the College, any messuages, lands, tenements, and hereditaments of whatsoever nature or kind and whatsoever situate;
  - (b) To receive, purchase, acquire, hold, and possess upon the same trusts, and for the same purposes, any goods, chattels, gifts or benefactions whatsoever;
  - (c) To sell, exchange, grant, demise, let, alien, convey or otherwise dispose of or deal with, all or any of the property real or personal belonging to the College;
  - (d) To sue and be sued both at law and in equity;
  - (e) To do all other matters and things, and have and enjoy all rights and privileges, incidental or appertaining to a body corporate.
11. The Council shall have power from time to time to make, repeal, alter, re-enact, and enforce rules and regulations for the following purposes:-
  - (i) For the conduct of their proceedings;
  - (ii) For the due management of the affairs of the College, and for the appointment, suspension, or dismissal of the principal or director, secretary, lecturers, teachers, examiners, or any other officer or servant, and for defining their powers and duties.
  - (iii) For the establishment of branch Colleges or schools, and for the general direction of the educational affairs of the same, and respecting affiliation with kindred Colleges;
  - (iv) For prescribing the subjects to be taught in the College;
  - (v) For holding examinations in Brisbane and elsewhere in the colony, and for granting certificates and diplomas;

- (vi) For the exclusion or expulsion of any person or persons from the College or any of its branches;
  - (vii) For the establishment of laboratories and technological libraries and museums, and for specifying the conditions and restrictions upon and subject to which same may be used by the students of the College;
  - (viii) For specifying the conditions and restrictions upon and subject to which students may obtain instruction in the different classes in connection with the College, and for fixing the amount of the fees payable for such instruction and the manner of the appropriation thereof;
  - (ix) For regulating the attendance of students at the College or its branches;
  - (x) For the most effectual use of the scientific or other instruments, objects of natural history, mineral and other specimens, models, works of art, books, maps or other property of the College for the purposes of public education and entertainment;
  - (xi) For fixing penalties for any breach of any rule or regulation to be made by virtue of this Act, not exceeding the sum of £5 for any one offence;
  - (xii) For such other purposes as the Governor by proclamation in the Gazette may allow;
  - (xiii) Generally concerning the management, good government, and discipline of the College, and for carrying into effect the objects of this Act.
12. It shall be lawful for the Governor, and he is hereby empowered to grant in fee-simple to the Council such portion or portions of the lands of the Crown as to him may seem advisable for the purpose of erecting suitable premises for the College.
13. The revenue of the College in any year shall be applied in the first place, in payment of the several stipends or salaries of the principal or director, secretary, lecturers, teachers, and other officers of the College, and of the rents, repairs, and other necessary and incidental outgoings and expenses thereof, and the surplus (if any) or any part thereof may, at the discretion of the Council, be set apart for future working expenses, or for the purpose of awarding prizes or endowments for distinguished students, or for any other purposes of the College that the Council may think proper, or the same may be invested by the Council so as to form an addition to the permanent funds of the College.

If at any time hereafter it is desired to erect a building or buildings for the College upon any land held in trust by the Council for that purpose, all moneys raised by donation, subscription, or bequest for the erection or enlargement of such buildings or buildings shall be placed to the credit of a special fund to be called the Building Fund.

All moneys belonging to the building fund and not immediately required for the erection of buildings or purchase of land, and all other permanent funds belonging to the College, may be invested in the name of the Council in such manner as the Council shall from time to time determine, and such investments may from time to time be carried as the Council shall think fit.

14. The Council shall, on or before the first day of April in each year, report its proceedings for twelve months ending on the preceding thirty-first day of December to the Minister, and a copy of such report shall be laid each year before Parliament. The accounts of the Council shall at least once in every year be audited by the Auditor-General, who may exercise in that behalf the powers conferred upon him by "The Audit Act of 1874," or any Act or Acts extending or amending the same.
15. All fines and penalties for offences against this Act, or any rule or regulation hereunder, may be recovered in a summary way under the provisions of "The Justices Act of 1886", or of any other Act for the time being in force relating to the duties of justices with respect to summary convictions or orders, before any police magistrate or two justices of the peace, and all convictions and orders may be enforced as provided by the said Act.
16. There shall be an appeal from any order or conviction of any police magistrate or justices under this Act, or from any order dismissing any complaint, or for the payment of costs or otherwise, which appeal shall be in accordance with the provisions of "The Justices Act of 1886" relating to appeals, and any Act or Acts extending or amending the same.

# **APPENDIX FIVE**

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## **THE TECHNICAL INSTRUCTION ACTS OF 1908 AND 1918**

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*The Technical Instruction Act of 1908 (8 Edw. VII N<sup>o</sup> 7) as amended by*

*The Technical Instruction Act Amendment Act of 1918 (9 Geo. V. N<sup>o</sup> 13)*

An Act to Make Better Provision for Technical Instruction, and for other purposes.

[Assented to 15th April, 1908.]

**Preamble-** Whereas it is desirable to make better provision for Technical Instruction generally: And whereas there are established within the Metropolitan Area three institutions having for their object the affording of Technical Instruction, known respectively as the Brisbane Technical College, the South Brisbane Technical College, and the West End Technical College: And whereas the Brisbane Technical College was established under *The Brisbane Technical College Incorporation Act of 1898*, and its affairs are administered by a body corporate constituted under the said Act: And whereas the affairs of the South Brisbane Technical College are administered by a Committee of persons chosen in part by members and subscribers of the South Brisbane School of Arts and in part by the Council of the City of South Brisbane, and the affairs of the West End Technical College are administered by a Committee of persons chosen by the members and subscribers of the West End School of Arts: And whereas each of the abovenamed institutions has received and is in receipt of endowment of moneys out of annual appropriations from the Consolidated Revenue of Queensland: And whereas it is desirable to make provision for the establishment of a uniform system of Technical Instruction, and for that purpose to place each of the said Institutions under the direct control of the Department of Public Instruction, and to provide for the establishment and regulation of other Technical Colleges in other parts of the State.

1. **Short title and commencement of Act-** This Act may be cited as *The Technical Instruction Act of 1908*, and shall commence and take effect on and after a day to be proclaimed in that behalf, which day is herein referred to as the commencement of this Act<sup>1</sup>.

2. **Interpretation-** In that Act, unless the context otherwise indicates, the following terms have the meanings respectively assigned to the, that is to say:-

“Corporation”- The corporation of the Secretary for Public Instruction in Queensland created by section seven of *The State Education Act of 1875*;

“Minister”- The Secretary for Public Instruction or other Minister of the Crown for the time being charged with the administration of this Act;

“Prescribed”- Prescribed by this Act;

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1 This Act came into force on 1 August 1909, by virtue of Proclamation published in the Gazette of 22 May of that year.

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“This Act”- This Act and all Orders and rules and regulations made under the authority thereof<sup>2</sup>.

3. **Repeal of 62 Vic. No. 20, and dissolution of Council of Brisbane Technical College-** Upon the commencement of this Act, *The Brisbane Technical College Incorporation Act of 1898* shall be repealed, and the body corporate constituted by that Act, and called “The Council of the Brisbane Technical College,” shall be dissolved, and shall cease to exercise or perform any of the powers, duties, or authorities which it is authorised or entrusted to exercise or perform under that Act, and shall cease to be subject to any of the liabilities or obligations to which it was theretofore subject.

**Cesser from office of other committees-** Upon the commencement of this Act, the Committees of persons respectively administering the affairs of the South Brisbane Technical College and the West End Technical College shall vacate their several offices, and shall cease to exercise or perform any of the powers, duties, or authorities which they were respectively authorised or entrusted to exercise or perform, and shall cease to be subject to any liability or obligation in respect of such Institutions respectively or the affairs thereof.

All rules and regulations made by the said Council and any of the said Committees in force at its dissolution or their vacation of office respectively, and which would have been valid if made by the Minister under this Act, shall remain in force until the Minister has made rules and regulations with respect to the matters thereby provided for: thereafter all such rules and regulations of the Council or any such Committee shall be repealed.

Until such repeal, the Minister may take, under any such rules or regulations, any proceedings which the Council or any such Committee might have taken if it or they had not been dissolved or vacated office; and in the administration and application of all such rules and regulations the decision of the Minister shall be final and conclusive and shall not be questioned in any proceedings whatsoever.

4. **Lands, &c., of dissolved Council and Committees vested in Secretary for Public Instruction-** Upon the commencement of this Act, all the property and assets, real and personal, of any kind whatsoever, of or belonging to the said Council or any of the said Committees, or of or belonging to any person for or on behalf of or in trust for the said Council or any of the said Committees or any of the said Institutions, shall forthwith be divested from the said Council and from all such Committees and persons respectively, and shall be vested in the corporation; and all such property and assets, and all other property which may thereafter be acquired for the purposes of this Act, shall be held, administered, and appropriated by the said corporation for the purposes of this

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2 For The State Education Act of 1875, see this title, ante.



Act; and for such purposes the corporation shall have and may exercise all the necessary powers and authorities.

Upon the commencement of the Act, all the liabilities and obligations of the said Council and of the said Committees and persons respectively in respect of any of the said Institutions or the property, assets, or affairs of any of them shall be imposed upon and be discharged by the corporation out of the College account of the Central Technical College established under this Act.

Provided that nothing herein contained shall be taken to divest from the Local Authority known as the Council of the City of South Brisbane or in any way prejudice the title of the said Local Authority to those lands now vested in the said Local Authority whereon the South Brisbane School of Arts and Technical College and the West End School of Arts and Technical College are respectively established, or any buildings or improvements respectively erected thereon, or to impose upon the corporation any liabilities or obligations in relation to the said lands or buildings or improvements.

**5. Establishment of Central Technical College, &c.-**

(1.) Subject to this Act, the Governor in Council may establish a Central Technical College at Brisbane, and may, by such designation as he thinks proper, appoint a superintendent thereof, who shall be an expert in technical education. Such person upon appointment shall become an officer of the Public Service under the Department of Public Instruction.

[(2.) *Rep. by The Technical Instruction Act Amendment Act of 1918, s.2, post.*]

(3.) The Governor in Council may appoint to the permanent staff of the Central Technical College all such lecturers and teachers as he thinks necessary. All such persons upon appointment shall become officers of the Public Service under the Department of Public Instruction.

Save as aforesaid, the Minister shall have the general management and control of the Central Technical College, and may appoint and employ such persons as he thinks proper to act as examiners and as additional lecturers and teachers, and to perform such other duties as he deems necessary for the efficient administration and working of the said College. Persons so appointed and employed by the Minister shall not be deemed to be officers of the Public Service.

- (4.) The expenses of carrying this section into effect shall be defrayed out of moneys to be from time to time appropriated by Parliament for the purpose<sup>3</sup>.
6. **Establishment of Technical Colleges-** Technical Colleges may be established from time to time in such places as are deemed expedient by the Governor in Council: Provided that-
- (i) No College building shall be erected except upon a site duly vested in the corporation;
  - (ii) Before the establishment of a College in a new locality one-fifth part of the estimated cost of the site and of erecting or purchasing the necessary College buildings, and of furnishing and equipping the same, shall be raised by subscription and paid to the corporation, to be applied by it towards such cost, and erection or purchase;
  - (iii) This section shall not apply to the Central Technical College<sup>4</sup>.
7. (1.) **Account-** There shall be established in respect of each College an account to be called "The College Account," into which shall be paid all moneys received under and for the purposes of this Act and any endowment or grant from time to time appropriated by Parliament for such purposes.
- (2.) **Disposal of revenue-** The College account in any year shall be applied, in the first place, in payment of the salaries or emoluments of the officers, and of all rents, repairs, and other necessary and incidental expenses; and the surplus, if any, or any part thereof may, with the approval of the Minister, be set apart for future working expenses, or for awarding prizes or endowments for distinguished students, or for any other purposes of the College, or be invested so as to form an addition to the permanent funds of the College.
- (3.) If at any time it is desired to erect any buildings for any College upon any land held in trust or to be acquired and held in trust for that purpose, all moneys raised by donation, subscription, or bequest for the

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3 As to exercise of the power of appointment, etc., see The Public Service Act of 1922, ss.3, 47 (2) (title PUBLIC SERVICE), noted under s.6 of *The State Education Act of 1875*, ante.

4 As to grant towards cost of providing an agricultural section or agricultural classes in connection with a technical college, see *The Agricultural Education Act of 1922*, s.11, post. As to operation of that Act, see *ibid.*, s.1.; For provisions concerning the education of apprentices, see *The Apprentices and Minors Act of 1929*, ss. 7, 8, 30, 39 (3) and (4), 41, title LABOUR.; As to supplementary instruction of imperfectly trained artisans, see *The Unemployed Workers Insurance Act of 1922*, s.15, title LABOUR.

acquisition of such land or the erection or enlargement of such buildings shall be placed to the credit of a special fund to be called "The Building Fund."

All moneys belonging to the building fund and not immediately required for the acquisition of land or the erection or enlargement of buildings, and all other permanent funds of the College, may be invested in such manner as the managing body thereof, subject to the approval of the Minister, may direct, and such investments may be varied as they, with the like approval, think fit<sup>5</sup>.

8. **Audit-** The College account shall at least once in every year be audited by the Auditor-General, or an officer of his staff, who may exercise in that behalf the powers conferred by *The Audit Act of 1874* or any Act amending or in substitution for that Act<sup>6</sup>.
9. **Power to make rules, &c.-** For the efficient administration of the Central Technical College, the Minister may from time to time make and enforce rules and regulations for all or any of the following purposes, namely:-
  - (i) The management of the affairs of the College, and defining the powers and duties of the officers thereof;
  - (ii) Prescribing the subjects to be taught in the College;
  - (iii) Specifying the conditions and restrictions upon and subject to which students may obtain instruction in the different classes in connection with the College, and fixing the amount of the fees payable for instruction and examination and the manner of the appropriation thereof;
  - (iv) Regulating the attendance of students at the College; the exclusion or expulsion of any person from the College;
  - (v) The establishment of laboratories and technological libraries and museums, and specifying the conditions and restrictions upon and subject to which the same may be used by the students of the College;
  - (vi) The most effectual use of the property, apparatus, and appliances of the College for the purposes of public education and improvement;
  - (vii) Holding examinations and granting certificates and diplomas in connection with the College;

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5 As to payment of penalties into college account, see s.13, post.

6 For *The Audit Act of 1874*, see title AUDIT.

- (viii) Fixing penalties for any breach of any rule or regulation, not exceeding five pounds for any one offence;
- (ix) For such other purposes as the Governor in Council, by Order in Council, may allow;
- (x) Generally concerning the management, good government, and discipline of the College, and for carrying into effect the objects of this Act.

All such rules and regulations, upon being published in the *Gazette*, shall have the same effect as if they were enacted in this Act, and shall be judicially noticed in all courts of justice, and shall not be questioned in any proceedings whatsoever.

All such rules and regulations shall be laid before both Houses of Parliament within forty days after the making thereof if Parliament is then in session, or if not then within forty days after the commencement of the next session thereof<sup>7</sup>.

10. **No endowment to certain colleges-** From and after the commencement of this Act, no aid or endowment shall be given or granted from the moneys of this State to any college or institution established for the purposes of technical instruction within a radius of five miles from any other Technical College already established: Provided that the Minister may, if he sees fit, authorise any Technical College to establish branch classes to be worked in conjunction with such Technical College, and for the purposes of this Act they shall be deemed to be a part thereof.
11. **Conditions on which endowment payable-** From and after the commencement of this Act, no aid or endowment shall be given or granted from the moneys of this State to any college or institution established for the purpose of technical instruction, unless all the following matters have been approved by the Minister, namely:-
- (a) The rules and regulations of the College: Provided that any such rules and regulations may provide a penalty not exceeding five pounds for any breach thereof;
  - (b) The method of the appointment or election of the managing body thereof;
  - (c) The appointment of all lecturers and teachers [and their salaries and emoluments];

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<sup>7</sup> The reference to both Houses of Parliament in the last paragraph is now to be read as a reference to the Legislative Assembly alone. See *The Constitution Act Amendment Act of 1922*, s.2 (5), title CONSTITUTION.; Regulations relating to the Central Technical College were made on 17 December 1910. As to the validity of such regulations, see Preliminary Note to the title ACTS.

- (d) The syllabus of instruction;
- (e) The methods of examination and of the granting of certificates and diplomas;
- [(f) The fees to be paid for instruction];

nor unless the College and its records are at all times open to inspection by the Minister or any officer authorised by him<sup>8</sup>.

12. **Annual report-** The Minister shall in each year cause to be laid before Parliament a report with respect to the administration of this Act during the last preceding year.
13. **Recovery and appropriation of penalties-** All penalties for offences against this Act may be recovered in a summary way, by complaint in the name of the Minister, before any two justices of the peace, and when so recovered shall be paid into the College account of the College concerned.

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8 The words in square brackets were inserted by *The Technical Instruction Act Amendment Act of 1918*, s.6, post.; As to grant towards agricultural instruction in connection with a technical college, see *The Agricultural Education Act of 1922*, s.11, post. As to operation of that Act, see *ibid.*, s.1.

# **APPENDIX SIX**

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## **GRAPH OF CENTRES OF TECHNICAL EDUCATION 1882-1977**

**( Listed by centre 'location',  
not centre 'name' )**



# **APPENDIX SEVEN**

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## **MEMBERS OF SELECTED BOARDS AND COMMITTEES**



**Board of Technical Instruction, established 1901 — disbanded 1905**

The board initially consisted of Ms J.A. Kerr, Ms S.A. Thorne, Mr A.J. Thynne MLC (Chair), Mr A. Norton MLC, Mr J.S. Badger, Mr L.G. Corrie, Mr B. Dunstan, Mr J.B. Henderson and Mr J.W. Sutton. Mr J.S. Bell and Mr T. Weedon were soon added.

**Committee to establish a Technical College in Ipswich, 26 June 1891**

James McGill the Mayor, three other Aldermen, the Town Clerk, Dr. Thornton, Mr A.H. Barlow M.L.A., and D. Cameron, headmaster of Ipswich Grammar School.

**Committee to Investigate Trade Training in Technical Colleges, established 1915**

Professor Gibson (Professor of Engineering, University of Queensland),  
Leonard Morris (Director of Technical Education),  
Robert Riddell (Principal of Central Technical College),  
Richard Wearne (Principal of Ipswich Technical College).

**Domestic Science Advisory Committee (DSAC), established 1915 — disbanded 1929**

Mrs Hardacre (wife of Minister for Education, 1915-1919)  
Mrs Huxham, (wife of future Minister for Education, 1919-24)  
Mrs Henrietta Young (Head of Women's Department, Brisbane Newspaper Company)  
Miss Elizabeth Large (Headmistress, Brisbane Central State School for Girls)  
Mrs Mowbray (Assistant Teacher, Brisbane Central State School for Girls)  
Mrs Skirving (Secretary, wife of a Member of the government's Water and Sewerage Board)  
Mrs Brydon (Supervisor, Central Technical College Domestic Science Department).

# **APPENDIX EIGHT**

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## **SELECTED CHRONOLOGY**

- 1873 ● Education Act.
- 1875 ● Education Act Amendment Act.
- 1881 ● First Technical School opened by North Brisbane School of Arts.
- 1889 ● Technical classes separated from School of Arts.
  - Bundaberg, Maryborough, Townsville, and West End Technical Colleges opened by local Schools of Arts.
- 1890 ● Rockhampton, Toowoomba and Hughenden Technical Colleges opened by local Schools of Arts.
- 1891 ● Ipswich Technical College opened by Local Committee.
  - Mackay and Gympie Technical Colleges opened by local Schools of Arts.
- 1892 ● Charters Towers Technical College opened by School of Arts.
- 1894 ● *Schools of Mines Act* allowed establishment of Schools of Mines.
  - South Brisbane Technical College opened by School of Arts.
- 1895 ● Drawing began in Primary Schools, seen as a basis for Technical Education.
- 1896 ● Warwick Technical College opened by School of Arts.
  - Cooktown and Zillmere Technical Colleges opened and closed by local Schools of Arts.
- 1898 ● Victoria Institute at Allora opened by School of Arts.
  - Sandgate and Southport Technical Colleges opened by local Schools of Arts.
- 1899 ● *Brisbane Technical College Incorporation Act of 1898*.
  - Cairns and Bowen Technical Colleges opened by local Schools of Arts.
  - Southport Technical College closed.
- 1900 ● Beenleigh, Charleville, Clermont, Howard, Normanton and Ravenswood Technical Colleges opened by local Schools of Arts.
- 1901 ● Childers, Dalby, Mount Morgan and Stanthorpe Technical Colleges opened by local Schools of Arts.
  - Clermont, Howard and Normanton Technical Colleges closed.
  - Gin Gin and Stanwell Technical Colleges opened and closed by local Schools of Arts.
- 1902 ● Board of Technical Education established.
  - Roma Technical College opened by School of Arts.
  - Beenleigh, Charleville, Childers and Hughenden Technical Colleges closed.
- 1903 ● Stanwell Technical College re-opened.
  - Dalby and Ravenswood Technical Colleges closed.
- 1904 ● Victoria Institute at Allora was closed.
  - Stanwell Technical College re-closed.

- 1905 ● Stanthorpe Technical College opened by School of Arts.
- Roma Technical College closed.
  - Board of Technical Education abolished and Technical Education Branch created.
- 1906 ● Croydon Technical College opened by School of Arts.
- 1907 ● Bowen and Croydon Technical Colleges closed.
- 1908 ● Herberton Technical College opened by School of Arts.
- 1909 ● Bowen Technical College re-opened by School of Arts.
- *Technical Instruction Act of 1908* came into force. Central Technical College created under Technical Education Branch control.
- 1910 ● Classes at Brisbane, South Brisbane, and West End Technical Colleges transferred to Central Technical College.
- Warwick Technical College voluntarily handed over to Technical Education Branch and a Technical High School established.
- 1911 ● University of Queensland enrolled first students.
- Technical education offers correspondence classes.
- 1912 ● Mackay Technical College voluntarily handed over to Technical Education Branch.
- First State High Schools in Queensland established at Brisbane (Central Technical College High School), Mackay, Mount Morgan, Warwick, Bundaberg, Charters Towers and Gympie. In Brisbane, Mackay, Mount Morgan and Warwick, High Schools were conducted in Technical College buildings. In Bundaberg, Charters Towers and Gympie High Schools were in separate buildings but students attended technical college for specific subjects.
- 1914 ● Herberton Technical College closed.
- Central Technical College left old buildings in Ann and Turbot Streets and moved to new buildings in the Government House Domain in George Street.
- 1915 ● Appointment of first Trade Advisory Committees for apprenticeships.
- First Domestic Science course starts at Ipswich Technical College.
- 1916 ● *Industrial Arbitration Act* allows regulation of apprenticeship system.
- Electrical engineering apprentices throughout the State required to attend classes if resident in certain districts.
- 1917 ● First Rural School opened at Nambour in February.
- 1918 ● *Technical Instruction Act Amendment Act* allows Technical Education branch to take over country colleges.

- 1919 ● Rockhampton Technical College taken over by Department of Education and conducted as part of High School.
- Charters Towers Technical College and Charters Towers School of Mines amalgamated, taken over by Department of Education and conducted as part of High School
- 1920 ● Central Apprenticeship Committee established to supervise training and conduct examinations for those wishing to enter a trade.
- Toowoomba Technical College taken over by Department of Education and conducted as part of High School.
  - Lockyer Technical College opened as part of Lockyer State High School.
  - Roma Technical College re-opened as part of Roma State High School.
- 1921 ● Central Technical College High School amalgamated with the Junior High School of the Normal School to form Brisbane State High School.
- Technical Day School at Central Technical College renamed Technical High School.
- 1923 ● First Domestic Science Rail coach provided for rural students.
- 1924 ● *Apprenticeship Act of 1924.*
- After New Apprenticeship Act was proclaimed, Public Works Department took control of the scheme and registration of apprentices. Both returned to the Department of Education in 1932.
  - Bowen, Bundaberg, Cairns and Townsville Technical Colleges taken over by Department of Education and conducted as part of local High Schools.
- 1925 ● First Manual Arts Rail coach provided for rural students.
- 1926 ● Electrical apprentices in remote country areas undertaking their courses by correspondence.
- Domestic Science Day School at Central Technical College renamed Domestic Science High School.
  - Commercial Day School at Central Technical College renamed Commercial High School.
  - Technical High School at Central Technical College renamed Industrial High School.
- 1927 ● *Apprentices and Minors Act of 1927.*
- 1928 ● Bowen Technical College closed.

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- 1929 ● *Apprentices and Minors Act Amendment Act of 1929.*
- Charters Towers Technical College closed.
  - Mount Morgan Technical College taken over by Department of Education as part of High School and then closed.
  - Roma Technical College re-closed.
- 1931 ● Technical Colleges offer free training in various technical skills to unemployed young men during Depression.
- 1932 ● Department of Education took control of the Apprenticeship scheme and registration of apprentices.
- 1934 ● *Apprentices and Minors Act Amendment Act of 1934.*
- Lockyer Technical College closed.
- 1938 ● Leonard Canton Morris died.
- 1939 ● Sandgate Technical College closed.
- 1941 ● Mount Morgan Technical College re-opened as part of Mount Morgan State High School.
- 1943 ● Maryborough Technical College taken over by Department of Education and conducted as part of High School.
- 1944 ● State inquiry into apprenticeship system.
- Clive Evans appointed Director of Technical Education.
- 1945 ● *Apprentices and Minors Act Amendment Act of 1945.*
- Technical Correspondence School separated from Central Technical College.
- 1947 ● Industrial High School leaves Central Technical College complex.
- 1948 ● *Apprentices and Minors Act Amendment Act of 1948.*
- 1951 ● Ipswich Technical College taken over by Department of Education and conducted as part of High School.
- 1954 ● *Report of the Commonwealth-State inquiry into Apprenticeship* (Wright Report).
- *Apprentices and Minors Act Amendment Act of 1954.*
- 1956 ● Mount Isa Technical College opened as part of State High School.
- 1957 ● National Australian Apprenticeship Advisory Committee formed.
- Department of Public Instruction changes name to Department of Education.
  - *Murray Report* on Universities.
  - *State Education Act and Another Act Amendment Act*
- 1959 ● *Apprenticeship and Minors Act Amendment Act of 1959.*

- 1962 ● Mackay, Rockhampton and Toowoomba Technical Colleges separated from local High Schools.
- Domestic Science High School and Commercial High School leave Central Technical College complex.
- 1963 ● Ipswich Technical College separated from High School.
- 1964 ● *Apprenticeship Act of 1964.*
- *Education Act.*
  - Clyde Gilmour appointed Director of Technical Education.
  - *Report of the Commonwealth Committee on the Future of Tertiary Education in Australia* (Martin Report).
- 1965 ● Queensland Institute of Technology — Brisbane established.
- *Rural Training Schools Act.*
  - Bundaberg, Cairns, Maryborough and Townsville Technical Colleges separated from local High Schools.
  - Gympie Technical College taken over by Department of Education.
  - Mount Morgan Technical College closed.
  - *Report of the Committee of Economic Inquiry* (Vernon Report).
- 1966 ● Eagle Farm Technical College opened.
- South Brisbane Technical College separated from Central Technical College.
- 1967 ● Longreach Rural Training School opened.
- Yeronga Technical College opened.
  - Queensland Institutes of Technology — Capricornia and Darling Downs established.
- 1968 ● Kangaroo Point Technical College opened.
- School of Food opened.
- 1969 ● *Report of the Australian Tripartite Mission* (Tregillis Report).
- 1970 ● *Education Act Amendment Act* gave autonomy to CAEs.
- 1971 ● Warwick Technical College separated from High School and closed.
- Mount Isa Technical College separated from High School.
  - Queensland Institutes of Technology granted autonomy.
  - Emerald Rural Training School opened.
  - *Apprenticeship Act Amendment Act.*
- 1972 ● Queensland College of Art opened at Morningside.
- Wallace becomes Director of Technical Education.

- 1974 ● *Report of the Inquiry into Labour Market Training* (Cochrane Report).
- *Report of the Australian Commission on Technical and Further Education* (Kangan Report).
  - Ithaca Technical College separated from Central Technical College.
  - Central Technical College closed.
- 1975 ● *Second Report of the Australian Commission on Technical and Further Education* (Richardson Report).
- 1976 ● *Report of the Commission of Inquiry into Apprenticeship* (Anderson Report).
- Gold Coast Technical College annexe separated from Gold Coast State High School.
  - Claredale Rural Training School opened.
  - *States Grants (Technical and Further Education Assistance) Act*.
- 1977 ● Technical Education Branch and Adult Education Branch integrated to form Technical and Further Education Branch of Department of Education.
- School of Food separated from Kangaroo Point Technical College.
  - Seven Hills Technical College separated from Kangaroo Point Technical College.



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