Name: *Queensland Past and Present: 100 Years of Statistics, 1896–1996*

Section name: Chapter 7, Education, Section 6

Pages: 232–235

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for postgraduate students have also been introduced. Postgraduate fees vary between universities and courses, but a typical annual fee for a full-time student was $4,000 in 1990, increasing to more than $6,000 in 1996.33

OTHER EDUCATIONAL SERVICES

After World War II the Commonwealth Government became further involved in funding of other educational services including migrant education, Aboriginal schools, preschools and special education.

Migrant education

The postwar immigration program included Commonwealth funded schemes for the education of immigrants. Special centres to teach English were established at Wacol and Enoggera to prepare children to attend primary schools and adults for the workplace. Classes were conducted by teachers from nearby schools. By 1949, 89 teachers conducted about 120 classes with an enrolment of about 1,450 students. Correspondence courses with notes in different languages were arranged for children in remote areas. In 1957, 1,659 children were enrolled in these courses.34 By 1964 instruction was complemented by radio broadcasts. The services provided by the department continued to develop with the increase in migration from non-English-speaking countries. In 1987, 963 newly arrived school children and 1,950 adults were given English language courses.35

Aboriginal schools

Aboriginal schools were established at Myora, Deebing Creek and Murray Island, and on government reserves and at church missions. In 1929–30, of the 2,083 students enrolled in Aboriginal schools, about a third (688) were enrolled in mission schools.36 In 1962 control of schools on Aboriginal and Torres Strait Islander settlements was transferred from the Department of Native Affairs to the Department of Education. Specific educational problems of Aboriginal children were observed through research projects such as the Bernard Van Leer Project and increasingly attracted Commonwealth funding. Government authorities encouraged the use of community education counsellors in schools with significant Aboriginal and Torres Strait Islander enrolments.

Preschools

Kindergartens were not originally part of the government school system. The first teacher training for kindergarten was provided in 1911 by the Creche & Kindergarten Association of Queensland and by 1915 kindergarten teachers were studying the Montessori system for application within the State. In 1972 a Preschool Division was established within the Department of Education. Each preschool was staffed by a teacher and a teacher aide, and was located in the grounds of an existing primary school. Preschools provided a smooth transition between home and school. In February 1996, 580 preschool units with an enrolment of 32,735 children were in operation.37
Special education

In 1885 special training for disabled persons commenced in Queensland when parents, doctors and community groups established a home for the blind. In 1898 deaf children were included in the training scheme. Special classes for children not making normal progress at school were established at various centres in Queensland in 1923. By the end of that year 15 teachers were engaged in this work. In 1926 these schools became known as opportunity schools. Attendance was not compulsory.

In 1931 the Department of Public Instruction assumed responsibility for the education of deaf and blind children. In 1934 the Montrose Home for Crippled Children was opened. The first day-school for deaf children was established in 1955. The needs of special schools were recognised with the establishment of the Special Education Branch within the department in 1958 and an extensive research program was instituted. In 1963 Narbethong Special School was established to help visually impaired children cope with regular school tasks. A course for training special school teachers commenced at Mount Gravatt College in 1971. District guidance officers were appointed to provide support services for children with special needs in regular and special schools.

By the 1980s the role and function of special education was extended and decentralised as rapidly as resources permitted. Departmental policy provided for the education of children with special needs as near to their homes as possible. The role of advisory services increased throughout the 1980s and 1990s to develop procedures that helped teachers deliver effective services.

FUNDING

In 1896 the annual cost of educating a pupil attending a State school based on average daily attendances was £3 7s 9d and for a provisional school pupil £4 7s 2d. In 1896, 90.7% of the £211,763 allocated to the Department of Public Instruction was spent on primary education, 6.5% on grammar schools and university education, and 2.8% on technical education, the museum and School of Arts.

Until the end of World War II education was largely a State responsibility. The Commonwealth Department of Post-War Reconstruction provided facilities, scholarships and funding. There was little other direct Commonwealth involvement until 1964 when the Office of Education within the Prime Minister's Department became the Department of Education. The department was absorbed into the Department of Employment, Education and Training in 1987 which became the Department of Employment, Education, Training and Youth Affairs in 1996. Federal interest was also shown with the establishment of national policy bodies such as the Australian Schools Commission and the Australian Universities Commission. In 1974 the Commonwealth assumed full responsibility for the funding of universities. In 1996 the Commonwealth Government funded about 9% of the cost of the State education system and is the major funding source of non-government schools.

Government expenditure on education in Queensland is shown in tables 7.11 and 7.12. Expenditure on primary and secondary education increased from $0.4m in 1896 to $19.6m in 1955–56, $303.3m in 1975–76 and $2,116m in 1994–95. University education expenditure grew
Table 7.11 Government expenditure on education by level, Queensland, 1896 to 1955-56

<table>
<thead>
<tr>
<th>Level</th>
<th>1896</th>
<th>1915</th>
<th>1935-36</th>
<th>1955-56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and secondary school</td>
<td>0.4</td>
<td>1.1</td>
<td>2.8</td>
<td>19.6</td>
</tr>
<tr>
<td>Tertiary (a)</td>
<td>—</td>
<td>(b)</td>
<td>0.1</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>0.4</td>
<td>1.1</td>
<td>2.8</td>
<td>21.1</td>
</tr>
</tbody>
</table>

(a) University only; excludes technical education.
(b) $28,550.

Source: Registrar-General, *Statistics of the Colony of Queensland* 1896; GSO, *Queensland Year Book*, various years; ABS, *Year Book Australia*, various years; ABS, *Queensland Year Book*, various years.

Table 7.12 Government outlays on education by level, Queensland, 1975–76 and 1994–95

<table>
<thead>
<tr>
<th>Year; level</th>
<th>Commonwealth Government education grants (a)</th>
<th>Outlays financed by State and local government and by general purpose Commonwealth grants (b)</th>
<th>Total government outlays</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Capital</td>
<td>Current</td>
</tr>
<tr>
<td>1975–76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>5.4</td>
<td>2.6</td>
<td>3.1</td>
</tr>
<tr>
<td>Primary and secondary</td>
<td>46.2</td>
<td>22.4</td>
<td>220.5</td>
</tr>
<tr>
<td>Vocational training</td>
<td>—</td>
<td>—</td>
<td>20.9</td>
</tr>
<tr>
<td>University</td>
<td>57.2</td>
<td>6.5</td>
<td>—</td>
</tr>
<tr>
<td>Other higher education</td>
<td>38.6</td>
<td>12.5</td>
<td>—</td>
</tr>
<tr>
<td>Other (c)</td>
<td>1.3</td>
<td>1.0</td>
<td>26.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>149.0</strong></td>
<td><strong>42.4</strong></td>
<td><strong>268.1</strong></td>
</tr>
<tr>
<td>1994–95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool and special education</td>
<td>15</td>
<td>—</td>
<td>205</td>
</tr>
<tr>
<td>Primary and secondary</td>
<td>483</td>
<td>53</td>
<td>1,451</td>
</tr>
<tr>
<td>Technical and further education</td>
<td>85</td>
<td>36</td>
<td>191</td>
</tr>
<tr>
<td>University education</td>
<td>593</td>
<td>18</td>
<td>51</td>
</tr>
<tr>
<td>Education n.e.c.</td>
<td>—</td>
<td>—</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,175</strong></td>
<td><strong>107</strong></td>
<td><strong>1,985</strong></td>
</tr>
</tbody>
</table>

(a) For 1994–95 excludes Commonwealth grants to persons of $24.1m.
(b) No outlays financed from local government in 1975–76 and a small proportion in 1994–95.
(c) Includes administrative expenses, and expenditure on adult, persons with disabilities and Aboriginal education.


from $1.5m in 1955–56 to $63.6m in 1975–76 and $687m in 1994–95. Government expenditure on education in Queensland in 1994–95 totalled $3,464m which included Commonwealth Government education grants of $1,282m.

**SUMMARY**

The period 1896–1996 has been one of many changes in education. Prior to World War II the emphasis was on providing a basic standard of primary level education to all children, regardless of geographical location and on centralising control of educational activities under the Department of Public Instruction. Compulsory full-time attendance was proclaimed in 1900
and the minimum leaving age was raised to 14 years in 1912. The main form of teacher training was the pupil-teacher scheme which ran from 1876 to 1935. Itinerant teachers travelled to children in remote areas between 1901 and 1932. The first state high schools opened in country areas in 1912 while secondary education in Brisbane was conducted by the Brisbane Technical College. Many students went straight from Grade 8 of primary school to the technical colleges. Expansion of educational facilities since World War II has been rapid, not only in the secondary and tertiary sectors but also in areas such as special, migrant and preschool education. By the 1960s and 1970s a far greater number of children went to secondary school, although most left at the end of Year 10. Retention rates to Years 11 and 12 have increased markedly in the 1980s and 1990s. The proportion of school children in non-government schools rose from 20.8% in 1950 to 27.1% in 1995. Technical colleges were split into colleges of advanced education and TAFE colleges in the 1970s. By 1990 the colleges of advanced education had either become universities or merged with existing universities. The number of universities increased from one in the 1960s to eight in 1995. University enrolments rose nearly fivefold between 1980 and 1995. Government funding of education increased steadily over the 100-year period, and there was greater involvement by the Commonwealth Government from the 1960s.

Endnotes

10. J. D. Story, State Education in Queensland: A Retrospect and a Forecast, Brisbane, Government Publisher, 1915, p. 11.
11. Story, p. 11.
12. Story, p. 15.
15. Holthouse, p. 133.