

Bibliography

Note on organisation of materials

The bibliography is organised as secondary and primary sources: The published references listed under secondary sources– books, journal articles, conference papers, and academic theses – are arranged alphabetically as a single category.

Under primary sources I have included organisational reports; discussion papers; Commonwealth Government policy reports and reviews; working papers; correspondence, memos and file notes and other unpublished papers; and publications that constitute artifacts of evidence. Primary Sources are arranged under eight categories as listed below. For ease of reference the chapters to which each category primarily relates is given in brackets.

1. Australian Technical curriculum, 1835-1975 (Chapter Four)
2. The Kangan Report and the Instructional Systems Model of curriculum development, 1977-1984 (Chapters Four and Five)
3. The Australian Traineeship System, 1985-1990 (Chapter Five)
4. Award restructuring and training reform, 1987-1991 (Chapter Five)
5. Key Commonwealth Policy Papers, 1985-1995 (Chapters Five and Six)
6. The National Training System, 1992-1996 (Chapter Six)
7. Training Packages, 1997-2006 (Chapters Six, Seven and Eight)
8. Internet sites maintained by Commonwealth and state governments and funded agencies. (Note: published papers accessed online are included under *Secondary Sources*).

Secondary Sources

- Anderson, D. (1996). *Reading the Market: A Review of the literature on the vocational education and training market in Australia*. Melbourne, Vic: Monash University, ACER Centre for the Economics of Education and Training.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Apple, M. (1979). *Ideology and Curriculum*. London: Routledge & Kegan Paul.
- Apple, M. (1980). Curricular Form and the Logic of Technical Control. In L. M. Barton, R. Walker, S. (eds.). *Schooling, Ideology and the Curriculum* (pp. 11-28). Barcombe, UK: The Falmer Press.
- Apple, M. (1982). *Education and Power*. Boston, Mass: Routledge & Kegan Paul.
- Apple, M. W. (2005). Education, markets, and an audit culture. *Critical Quarterly* Vol. 47, (1-2): 11-32.
- Aries, P. (1979). *Centuries of Childhood*. Harmondsworth, UK: Penguin Books Ltd.
- Armstrong, K. (1993). *A History of God: from Abraham to the present: the 4000-year quest for God*. London, Heineman.
- Auburn, S. (2005). Trust the process: stakeholder management using a transparent, evidence-based policy approach. Melbourne, Vic: School of Education, RMIT University.
- Barnett, P. A. (1905). *Common Sense in Education and Teaching: An Introduction to Practice*. London, UK: Longman, Green & Co.
- Barratt-Pugh, L. (2001). *Searching for extended identity: the problematised role of managing people development, as illuminated by the Frontline Management Initiative*. Research to Reality: Putting VET Research to Work, Canberra, ACT: Australian Vocational Education and Training Research Association.
- Barratt-Pugh, L., & Soutar, G. (2002a). *Paradise nearly gained Volume 1: Developing the Frontline Management Initiative*. Leabrook, SA: NCVET.
- Barratt-Pugh, L., & Soutar, G. (2002b). *Paradise nearly gained Volume 2: Case studies of impact and diversity for Frontline Management Initiative practice*. Leabrook, SA: NCVET.
- Barratt-Pugh, L., & Watson, M. (2003). We have ways of making you ... Implementation of frontline management in the Western Australian minerals and energy industry. *The Changing Face of VET: 6th Annual AVETRA National Conference 2003*, Australian Technology Park Conference Centre, NSW: AVETRA.
- Barrett, J. W. (1918). *The Twin Ideals: An Educated Commonwealth*. London, UK: H. K. Lewis & Co. Ltd.

- Barrow, R. (1977). *Common Sense and the Curriculum*. London, UK: George Allen & Unwin.
- Barry, A. (2002c). The anti-political economy. *Economy and Society* 31(2): 268-284.
- Barry, A., & Slater, D. (2002a). Introduction: the technological economy. *Economy and Society* 31(2): 175-193.
- Barry, A., & Slater, D. (2002b). Technology, politics and the market: an interview with Michel Callon. *Economy and Society* 31 (2): 285-306.
- Barton, L., Meighan, R., Walker, S. (eds.) (1980). *Schooling Ideology and the Curriculum*. Barcombe, UK: The Falmer Press.
- Baud, D., & Solomon, N. (2000). Work as the curriculum: Pedagogical and Identity Implications. *Working Knowledge: Productive learning at work Conference proceedings*, Sydney, NSW: UTS Research Centre Vocational Education & Training, University of Technology Sydney.
- Bellack, A. A. (1969). History of curriculum thought and practice. *Review of Educational Research*, 39: 284-91.
- Bennett, C. A. (1926). *History of Manual and Industrial Education up to 1870*. Peoria, Ill: Chas. A. Bennett Co., Inc.
- Bessant, B. (1972). The Emergence of State Secondary Education. In J. Cleverly, Lawry, J. (eds) *Australian Education in the Twentieth Century* (pp. 124-143). Camberwell, Vic: Longman Australia.
- Bessant, B. (1989). The role of corporate management in the reassertion of Government control over the curriculum of Victorian schools. *Melbourne Studies in Education* 29 (1987-88): 35-52.
- Birch, I., Smart, D. (eds.) (1977). *The Commonwealth Government and Education 1964-1976*. Richmond, Vic: Primary Education Publishing.
- Blake, L. J., (ed.) (1973). *Vision and Realisation*. Melbourne, Vic: Education Department of Victoria.
- Bonser, F. G. (1923). *The Elementary School Curriculum*. New York: MacMillan.
- Boorman, A. (2001a). Implementing Training Packages through Institutionally based learning. Adelaide, SA: ANTA: 43.
- Boorman, A. (2001b). Implementing Training Packages through Institutionally based learning: Four Case Studies in the Community Services and Horticulture Training Packages. Adelaide, SA: ANTA: 39.
- Boorman, A. (2001c). Implementing Training Packages through Institutionally based learning: A Guide to Registered Training organisations. Adelaide, SA: ANTA: 41.
- Bowker, E. (1972). The Commonwealth and Education 1901-69. In J. L. Cleverley, & Lawry, J. (eds.), *Australian Education in the Twentieth Century* (pp. 144-171). Camberwell, Vic: Longman Australia.

- Bowker, G., & Star, Susan Leigh (2000). *Sorting Things Out: Classification and its Consequences*. Cambridge, Mass: The MIT Press.
- Bowles, S., & Gintis, H. (1976). *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. London, UK: Routledge & Kegan Paul.
- Boyd, W. (1966). *The History of Western Education*. London, UK: A & C Black Ltd.
- Brady, P. (2002). The Use of Competency Standards in the Design Of Curriculum. A NSW Experience in Construction and Automotive Courses. Sydney, NSW: Paul Brady and Associates: 6.
- Braverman, H. (1974). *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*. New York: Monthly Review Press.
- Brown, M. (1991). Competency-based Training: Skill Formation or Classroom Taylorism? Melbourne, Vic: Australian Curriculum Studies Association.
- Brown, M. (2000). Working towards a curriculum framework for work-related learning: Working Paper 08. Working Knowledge: Productive learning at work, Conference Proceedings, Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney.
- Callon, M., (ed.). (1998). *The Laws of the Market*. Oxford, UK: Blackwell Publishers.
- Callon, M. (2002a). Writing and (Re)writing Devices as Tools for Managing Complexity. In J. Law, & Mol, A. (eds.), *Complexities: Social Studies of Knowledge Practices* (pp. 191-217). Durham, NC: Duke University Press.
- Callon, M., & Latour, B. (1981). Unscrewing the big leviathan: How actors macro-structure reality and how sociologists help them to do so. In K. C. Knorr-Cetina & Cicourel, A.V. (eds.), *Advances in social theory and methodology. Towards an integration of micro and macro-sociologies* (pp. 277-303). Boston, Routledge & Kegan Paul.
- Callon, M., & Muniesa, F. (2005). 'Peripheral Vision: Economic Markets as Calculative Collective Devices'. *Organization Studies* 26(8): 1229-1250.
- Callon, M., Méadel, C., & Rabeharisoa, V. (2002b). The Economy of Qualities. *Economy and Society* 31(2): 194-217.
- Candy, P., (ed.). (1988). *TAFE at the Crossroads: Relationships with Government secondary and higher education*. Armidale, NSW: University of New England.
- Candy, P. C., and Laurent, J., (eds.). (1994). *Pioneering culture: mechanics' institutes and schools of art in Australia*. Adelaide, Auslib Press.
- Carter, M. (1998). 'Imagination, Fantasy and the Imaginary', *University of Sydney Department of Art History and Theory Seminar Papers*
<http://www.power.arts.usyd.edu.au/department/Courses/Postgraduate/PGSempapers.htm> (accessed 10 December 1998).
- Castoriadis, C. (1998). *The Imaginary Institution of Society*. Cambridge, Mass: The MIT Press.

Chappell, C. (1993). Dichotomy - A Fatal Attraction. In *After Competence: the Future of post-Compulsory Education and Training* (pp. 60-71), Brisbane, Q'land: Centre for Skill Formation Research and Development, Faculty of Education, Griffith University.

Chappell, C., Gonczi, A., & Hager, P. (1995). Competency-based education. In G. Foley (ed.), *Understanding Adult Education and Training* (pp. 191-205). Sydney, NSW: Allen & Unwin.

Chappell, C. (1999). *Work based learning and vocational education and training practitioners: Working Paper 99-03*. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney: 13.

Chappell, C. (2000). *The new VET professional: culture, roles & competence: Working Paper 00.41*. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney: 11.

Chappell, C., Solomon, N., Tennett, M., & Yates, L. (2002). *Researching the pedagogies of the new vocationalism: Working Paper 02-13*. Sydney, Research Centre for Vocational Education and Training, University of Technology Sydney: 17.

Chappell, C. (2003a). A World of Difference. Research Working paper 03-03 of C. Chappell (ed.). *An Industry-led System: Issues for Policy, Practice and Practitioners*. Sydney, The Australian Centre for Organisational Vocational and Adult Learning, University of Technology Sydney: 28.

Chappell, C. (2003b). *Changing pedagogy: contemporary vocational learning*, Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney: 28.

Chappell, C., & Johnstone, R. (2003). *Changing work: Changing roles for vocational education and training teachers and trainers*. Adelaide, SA: NCVET.

Clark, C. M. H., (eds). (1975). *Select Documents in Australian History 1788-1850*. Melbourne, Angus and Robertson.

Clark, C. M. H. (1987). *A History of Australia VI: The Old Dead Tree and the Young Tree Green 1916-1935*. Melbourne, Melbourne University Press.

Clark, D. (1923). *Reminiscences of Technical Education in Victoria*. Melbourne, Vic: The Working Men's College Printing Dept.

Clark, D. (1927). *The Future of Technical and Industrial Education in Victoria*. Melbourne, Vic: The Working Men's College Printing Dept.

Clayton, B., & Blom, K. (2003). *Doing it well, doing it better: Practitioners, pedagogy and training packages*. Canberra, CURVE (Centre Undertaking Research in Vocational Education), Canberra Institute of Technology: 8.

Cleverley, J., & Lawry, J., (eds.). (1972). *Australian Education in the Twentieth Century*. Camberwell, Longman Australia.

Cobb, J. (2000). *Sweet Road to Progress: the history of state technical education in New South Wales to 1949*. Sydney, NSW: NSW Department of Education and Training.

- Cole, P. R., Ed. (1935). *The Education of the Adolescent in Australia*. Melbourne, Vic: Melbourne University Press.
- Connell, R., & Irving, T. (1980). *Class Structure in Australian History*. Melbourne, Vic: Longman Cheshire.
- Connell, W. F. (1993). *Reshaping Australian Education 1960-1985*. Melbourne, Vic: The Australian Council for Educational Research.
- Cook, R. (1986). 'Youth programs: TAFE and the Meaning of Life!'. *Victorian TAFE Papers* 1986(4): 25-30.
- Cope, J. I., & Jones, Harold W., (eds.). (1958). *Sprat's History of the Royal Society*. St Louis, US: Washington University Press.
- Cremin, L. (1975). Curriculum Making in the United States. In W. Pinar (ed.) *Curriculum Theorizing: The Reconceptualists* (pp. 19-38). Berkeley, Calif.: McCutchan Publishing Corp.
- Crocker, P., Hird, J., Kimpton, N. Rea, J., Smith C., & Tickell, G. (2005). *Tech Voices: Recollections of the Technical Teachers Association of Victoria*. Melbourne, Vic: Australian Education Union.
- Crowley, F., Ed. (1980). *Colonial Australia 1841-1874: A Documentary History of Australia*. Melbourne, Vic: Thomas Nelson Australia.
- Curtain, R. (1987). Skills Enhancement and Industry Restructuring. *National Economic Review* 7 (June 1987): 69-75.
- Cussins, C. (1996). Ontological choreography: Agency through Objectification in Infertility Clinics. *Social Studies of Science* 26, 3, (3): 575-610.
- Daston, L., (eds.). (2000). *Biographies of Scientific Objects*. Chicago, University of Chicago Press.
- Dawkins, D. (1986). Contestation and Hegemony in Education Exemplified by the Transition from School to Work Program in Victoria. Geelong, Victoria: School of Education, Deakin University, 387.
- Dickson, R., E. (1992). Ramism and the rhetorical tradition, Durham, NC: Department of English, Duke University, 311.
- Docherty, J. (1973). The Technical Division. In L. J. Blake (ed.), *Vision & Realisation* (pp. 607-787.). Melbourne, Vic: Education Department of Victoria: 1.
- Dumbrell, T. (2003). VET Practice & Practitioners in Private/Community Registered Training Organisations. Research Working Paper 03-05 in C. Chappell (ed.), *An Industry-led System: Issues for Policy, Practice and Practitioners*. Sydney, NSW: The Australian Centre for Organisational Vocational and Adult Learning, University of Technology Sydney: 14.
- Eastwood, J. (1994). The Melbourne Mechanics Institute: Its First Thirty Years. In P. C. Candy, & Laurent, J. (eds.), *Pioneering culture: mechanics' institutes and schools of art in Australia* (pp. 61-84). Adelaide, SA: Auslib Press.

- Eckersall, K. (1985). Review: The Kirby Report. *Victorian TAFE Papers* 1985(2): 13-15.
- Eisenstein, E. L. (1991). *The Printing Press as an Agent of Change: Communication and cultural transformations in early modern Europe*. Cambridge UK: Cambridge University Press.
- Ewer, P., Hampson, I., Lloyd, C., Rainford, J., Rix, S., & Smith, M. (1991). *Politics and the Accord*. Leichhardt, NSW: Pluto Press.
- Fisher, N. (1993). Developing a National Training Market: Is it a Sensible Idea? *Unicorn* 19(4): 27-33.
- Fooks, D. (1994). The Life and Times of Cinderella. In P. H. Kearns, W. Hall (eds), *Kangan: 20 Years On* (pp. 29-44). Adelaide, SA: National Centre for Vocational Education Research.
- Fooks, D., Ryan, R., & Schofield, K. (1997). *Making TAFE Competitive: A Discussion Paper*. Canberra, Australian College of Education: 27.
- Ford, D. L. (1965). Technical and Technological Education: Evaluation of the Existing System. In E. L. Wheelwright (ed.), *Higher Education in Australia*. (pp. 245-267) Melbourne, Vic: F. W. Cheshire
- Forster, C. (1964). *Industrial Development in Australia 1920-1930*. Canberra, Australian National University.
- Foucault, M. (1991a). *Discipline and Punish: The Birth of the Prison*. London, UK: Penguin.
- Foucault, M. (1991b). Governmentality. In G. Burchell, Gordon, C., & Miller, P. (eds.), *The Foucault Effect: Studies in Governmentality* (pp. 87-104), Chicago, University of Chicago Press.
- Franklin, B., M., (1999). The state of curriculum history: a review essay. *History of Education* 28(4): 459-476.
- French, E. L. (1966). Theodore Fink: Public Educationalist. Melbourne, Vic: University of Melbourne: 14.
- Galloway, A. R. (2004). *Protocol: how control exists after decentralisation*. Cambridge, Mass: The MIT Press.
- Garden, D. (1998). *Theodore Fink: A Talent for Ubiquity*. Melbourne, Vic: Melbourne University Press.
- Gascoigne, J. (2002). *The Enlightenment and the Origins of European Australia*. Cambridge, UK: Cambridge University press.
- Goldstein, J., Aaron (1996). An ending? Mathematics and natural philosophy education at liberal dissenting academies in the aftermath of the scientific revolution: 1689-1796, Temple University: 338.

Gonczi, A., Ed. (1992). *Developing a Competent Workforce: Adult learning strategies for vocational educators and trainers*. Adelaide, SA: National Centre for Vocational Education Research.

Gonczi, A., & Hager, P. (1992). The Policy Context for Vocational Education and Training. In A. Gonczi (ed.), *Developing a Competent Workforce* (pp. 26-43), Adelaide, SA National Centre for Vocational Education Research.

Goodson, I. (1983). Subjects for study: aspects of a social history of curriculum. *Journal of Curriculum Studies* 15(4): 391-408.

Goodson, I., F., & Ball, Stephen, J., (eds.). (1984). *Defining the curriculum: histories and ethnographies*. Barcombe, UK: The Falmer Press.

Goodson, I. (1994). *Studying curriculum: cases and methods*. Buckingham, UK: Open University Press.

Goodson, I. (1997). *The changing curriculum: studies in social construction*. New York, US: P. Lang.

Goozee, G. (1995). *The development of TAFE in Australia: an historical perspective*. Leabrook, SA: National Centre for Vocational Education Research.

Gospel, H., Ed. (1991). *Industrial Training and Technological Innovation*. London, UK: Routledge.

Gough, N. (1985). The Contribution of Technical Education to Australia's Future. Future Directions in Education Conference, Centre for Curriculum, Hawthorn, Vic: Hawthorn Institute of Education.

Grace, L. (2004). Abstract and generalised forms: Training Packages and the ruling relations of VET. NCVER Annual Conference, Adelaide, SA: NCVER.

Grace, L. (2005). Training Packages and the AQTF: freedom to move or components of a compliance-driven straitjacket? Emerging futures – recent, responsive & relevant research, AVETRA Annual Conference, Brisbane, Q'land: AVETRA.

Grafton, A., & Jardine, L. (1986). *From Humanism to the Humanities: Education and the Liberal Arts in Fifteenth and Sixteenth-Century Europe*. London, UK: Duckworth.

Graves, F. P. (1928). *A Student's History of Education*. New York, US: The Macmillan Company.

Greengrass, M., Leslie, M., Raylor, T., Ed. (1999). *Samuel Hartlib and Universal Reformation: Studies in Intellectual Communication*. Cambridge, UK: Cambridge University Press.

Guagnini, A. (1991). The fashioning of higher technical education in Britain: the case of Manchester, 1851-1914. In H. Gospel (ed.), *Industrial Training and Technological Innovation* (pp. 69-92), London, UK: Routledge.

Hacking, I. (1990). *The Taming of Chance*. Cambridge, UK: Cambridge University Press.

Hacking, I. (2002). *Historical Ontology*. Cambridge, Mass: Harvard University Press.

- Haft, H., & Hopmann, S., (eds.). (1990). *Case Studies in Curriculum Administration*. Basingstoke, Hamp: The Falmer Press.
- Hager, P. (1999). Know-How and Workplace Practical Judgement. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology, Sydney: 13.
- Hager, P., & Gonczi, A. (1993). Attributes and competence. *Australian and New Zealand Journal of Vocational Education Research* 1(1): 36-45.
- Hamilton, D. (1987). Curriculum Design: Historical Perspectives on the State of the Art. Annual Meeting of the American Educational Research Association, Washington, DC: ERIC Clearinghouse.
- Hamilton, D. (1990). *Curriculum History*. Geelong, Vic: Deakin University Press.
- Hamilton, D. (2001). From Dialectic to Didactic. Umea, Sweden: Umea University: 14.
- Hamilton, D. (2003). Instruction in the Making: Peter Ramus and the beginnings of modern schooling. Annual Convention of the Americal Educational Research Association, Chicago, AERA.
- Hamilton, D. (2003). What is a Textbook? Liverpool, UK:, School of Education, University of Liverpool:
<http://w4.ed.uiuc.edu/faculty/westbury/Paradigm/hamilton.html>,
 accessed 29-5-3: 4.
- Hamilton, D. (2003c). When does a 'house of studies' become a 'school'? A comment on the Jesuits and the beginnings of modern schooling. Umea, Sweden: Pedagogiska institutionen, Umeå University: 15.
- Hannan, B. (1989). An Australian Curriculum. *Melbourne Studies in Education* (29): 7-15.
- Harris, R., & Simons, M. (2000). There are workplace trainers and then there are workplace trainers: Reconceptualising their role as workers and trainers. Adelaide, SA: Centre for Research in Education, Equity and Work, University of South Australia: 7.
- Harris, R., & Simons, M. (2003). 'Out of sight, but not out of mind'! Reality of change in the daily working lives of VET practitioners. AVETRA Annual Conference, Canberra, ACT: AVETRA.
- Harris, R., Simons, M., & Clayton, B. (2005). *Shifting mindsets: The changing work roles of vocational education and training practitioners*. Adelaide, SA: NCVER.
- Hase, S., & Saenger, H (2004). When quality counts: implementing competency assessment in the workplace. *International Journal of Training Research* 2(2): 75-86.
- Hawke, G. (2002). Keeping curriculum relevant in a changing world. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney: 20.
- Hawke, H. (1992). *My Own Life*. Melbourne, Vic: The Text Publishing Company.

Hayton, G. (1990). *Getting to grips with Industry Restructuring*. Leabrook, SA: TAFE National Centre for Research and Development Ltd: 74.

Hayward, G. (2004). Foreword: A century of vocationalism. *Oxford Review of Education* 30 (No. 1): 10.

Hazlett, J. S. (1979). Conceptions of Curriculum History. *Curriculum Inquiry* 9(2): 129-35.

Head, B., & Patience, A. (1989). *From Fraser to Hawke: Australian public policy in the 1980s*. Melbourne, Longman Cheshire.

Heller, A. (1981). *Renaissance Man*. New York, Schocken Books.

Hellyer, M., A. (1998). The last of the Aristotelians: The transformation of Jesuit physics in Germany, 1630-1773. San Diego, Calif.: University of California - San Diego: 450.

Hermann, G. D., Richardson, E., Woodburne, G.J. (1976). *Trade and Technician Education: Principles and Issues*. Stanmore, NSW: Cassell Australia Ltd.

Hockney, D. (2001). *Secret Knowledge: Rediscovering the lost techniques of the Old Masters*. London, UK: Thames & Hudson.

Hotson, H. (1999). Philosophical pedagogy in reformed central Europe between Ramus and Comenius: a survey of the continental background of the 'Three Foreigners'. In M. Greengrass, Leslie, M., & Raylor, T. (eds.), *Samuel Hartlib and Universal Reformation: Studies in Intellectual Communication* (pp. 29-50). Cambridge, UK: Cambridge University Press.

Howse, W. J. (1982). Commonwealth Government Intervention in TAFE. In G. Harman, & Smart, D. (eds.), *Federal Intervention in Australian Education: Past, Present and Future* (pp. 157-162). Melbourne, Vic: Georgian House P/L.

Hughes, R. (1988). *The Fatal Shore: the epic of Australia's founding*. New York, Random House.

Hunter, M. C. (1989). *Establishing the New Science: The experience of the early Royal Society*. Woodbridge, UK: The Boydell Press.

Jardine, L. (1974). *Francis Bacon: Discovery and the Art of Discourse*. London, UK: Cambridge University Press.

Johns, A. (1998). *The Nature of the Book: Print and Knowledge in the Making*. Chicago, USA: University of Chicago Press.

Johnston, R. (2002). Changing models for changing times: Learning and assessment practices in the workplace: Working Paper RP112 02-02. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology Sydney: 50.

Jupp, J. (1998). *Immigration*. Melbourne, Vic: Oxford University Press.

Kay, J., Phillips (1839). Establishment of Pauper Schools. In C. Bennett (ed.) *A History of Manual and Industrial Education up to 1870*, (pp. 250-254). Peoria, Ill: Chas. A. Bennett Co., Inc.

Kearns, P., & Hall, W., (eds.) (1994). *Kangan: 20 Years On*. Adelaide, National Centre for Vocational Education Research.

Kell, P. (1994). Reforming TAFE: Can a Leopard Change its Spots? A Study in the Continuities and Contradictions of Power, Class, Work and Training in the Australian State. Geelong, Vic: *School of Education*, Deakin University: 294.

Kelly, P. (1992). *The End of Certainty*. Sydney, NSW: Allen & Unwin.

Kelly, T. (1962). *A History of Adult Education in Great Britain*. Liverpool, UK: Liverpool University Press.

Kemmis, S., Cole, P. & Suggett, D. (1983a). *Orientations to curriculum and transition: Towards the socially critical school*. Melbourne, Vic: Victorian Institute of Secondary Education.

Kemmis, S. et al. (1983). *Transition and Reform in the Victorian Transition Education Program*. Melbourne, Vic: Transition Education Advisory Committee.

Kinsman, M. (1992). Competency Based Education in TAFE. In *Higher Education and the Competency Movement*, Canberra, ACT: Australian National University.

Kliebard, H. (1975). Bureaucracy and Curriculum Theory. In W. Pinar (ed.), *Curriculum Theorizing: The Reconceptualists* (pp. 51-69). Berkeley, Calif.: McCutchan Publishing Corp.

Kliebard, H. (1975). Persistent Curriculum Issues in Historical Perspective. In W. Pinar (ed.) *Curriculum Theorizing: The Reconceptualists* (pp. 39-50). Berkeley, Calif.: McCutchan Publishing Corp.

Kliebard, H. (1975). Reappraisal: The Tyler Rationale. In W. Pinar (ed.), *Curriculum Theorizing: The Reconceptualists* (pp. 70-83). Berkeley, Calif.: McCutchan Publishing Corp.

Kliebard, H., M. (1999). *Schooled to Work: Vocationalism and the American Curriculum, 1876-1946*. New York, Teachers College Press.

Kridel, C. (1979). Castiglione and Elyot: Early Curriculum Theorists. *The Journal of Curriculum Theorizing* 1(2): 89-99.

Kristeller, P. O. (1955). *Renaissance Thought: The Classic, Scholastic and Humanist Strains*. New York: Harper Torchbooks.

Kristeller, P. O. (1974). *Medieval aspects of Renaissance learning: three essays edited and translated by Edward P. Mahoney*. Durham, NC: Duke University Press.

Laird, D. (1985). Curriculum Development in TAFE Courses. In P. Mountney, & Mageean, P. (eds.) *Issues in TAFE* (pp. 125-148), Adelaide, SA: TAFE National Centre for Research & Development.

Latour, B. (1987). *Science in Action: How to follow scientists and engineers through society*. Milton Keynes, UK: Open University Press.

Latour, B. (1990). Drawing things together. In M. Lynch, & Woolgar, S. (eds.), *Representation in Scientific Practice*, (pp. 1-48) Cambridge, Mass: MIT Press.

- Latour, B. (1994). *We Have Never Been Modern*. Cambridge, Mass: Harvard University Press.
- Latour, B. (1999). *Pandora's Hope: Essays on the Reality of Science*. Cambridge, Mass: Harvard University Press.
- Latour, B. (2004). *Politics of Nature: How to bring the Sciences into Democracy*. Cambridge, Mass: Harvard University Press.
- Laurent, J. (1989). Mechanics Institutes and the Labor Movement: A case study of the West Australian goldfields, 1895-1917. *Melbourne Studies in Education* 29(1987-88): 81-98.
- Law, J. (1996). Organizing Accountabilities: ontology and the mode of accounting. In R. Munro, & Mouritsen, Jan (eds.), *Accountability: Power, Ethos and the Technologies of Managing* (pp. 283-306). London, UK: International Thomson Business Press.
- Law, J. (2002). *Aircraft Stories: Decentring the Object in Science*. Durham, NC: Duke University Press.
- Law, J. (2002). And what if the global were small and non-coherent? Method, Complexity and the Baroque. Lancaster, UK: Centre for Science Studies, Cartmel College Lancaster University.
- Law, J. (2004). *After Method: mess in social science research*. Abington, Oxon: Routledge.
- Law, J., & Hassard, J. (1999) (eds.). *Actor Network Theory and After*. Oxford, UK: Blackwell/Sociological Review.
- Law, J., & Mol, A., (eds.). (2002). *Complexities: Social Studies of Knowledge Practices*. Science and Cultural Theory. Durham, N.C: Duke University Press.
- Lewis (2002). The Publication of John Wilkins's Essay (1668): Some Contextual Considerations. *Records of the Royal Society of London* 56(2): 133-146.
- Lindberg, D. C., & Westman, Robert S., (eds.). (1990). *Reappraisals of the Scientific Revolution*. Cambridge, UK: Cambridge University Press.
- Ling, P. (1983). Educational Policy and the Provision of Popular Post-Elementary Education in Eastern Australia 1880-1914. Melbourne, Vic: University of Melbourne.
- Ling, P. (1984). *Education Policy in Australia 1880-1914*. Melbourne, Vic: Phillip Institute of Technology Centre for Youth & Community Studies.
- Lloyd, B. (1991). *Engineers in Australia: A Profession of Transition*, Melbourne, Vic: MacMillan.
- Lloyd, B., Rice, M., Roebuck, W., & Stokes, E. (1989). *New Pathways in Engineering Education*. Melbourne, Vic: EPM Consulting Group/IEAust/APEA.
- Lynch, M., & Woolgar, S., (eds.). (1990). *Representation in Scientific Practice*. Cambridge, Mass: The MIT Press.

- Mackie, R. (1979). The Unholy Alliance between TAFE and Industry. In D. McKenzie, & Wilkins, C. (eds.), *The TAFE Papers* (pp. 57-65). Melbourne, Vic: MacMillan.
- Mager, R. F., Beach, K. M. (1967). *Developing Vocational Instruction*. Belmont, Cal: Fearon Publishers.
- Magnus, P., Sir. (1888). *Industrial education*. London, UK. Paul Trench, & Co.
- Magnus, P., Sir. (1910). *Educational aims and efforts, 1880-1910*. London, UK: Longmans, Green, and Co.
- Manguel, A. (1996). *A History of Reading*. New York: Viking Penguin.
- Marginson, S. (1993). *Education and Public Policy in Australia*. Melbourne, Vic: Cambridge University Press.
- Marginson, S. (1997a). *Educating Australia: government, economy and citizen since 1960*. Cambridge, UK: Cambridge University Press.
- Marginson, S. (1997b). *Markets in Education*. St Leonards, NSW: Allen & Unwin.
- McBeath, C., Ed. (1988). *Case Studies in TAFE Curriculum*. Australian Case Studies in Curriculum. Perth, WA: Curtin University/West Australian Social Science Consortium.
- McConica, J. K. (1965). *English Humanists and Reformation Politics under Henry VIII and Edward VI*. London, UK: Oxford University Press.
- McIntyre, J. (2000). Working Knowledge and work-based learning: Research implications. Sydney, NSW: Research Centre for Vocational Education and Training, University of Technology, Sydney.
- McIntyre, S. (1986). *The Oxford History of Australia Volume Four: 1901-1942*. Melbourne, Vic: Oxford University Press.
- McIntyre, S. (2004). *A Concise History of Australia*. Cambridge, UK: Cambridge University Press.
- McKenzie, D., & Wilkins, C, Ed. (1979). *The TAFE Papers*. Melbourne, Vic: MacMillan, Aust.
- McKinney, W. L. W., I. (1975). Stability and change: the public schools of Gary, Indiana. In W. Reid, & Walker, D. (eds.), *Case Studies in Curriculum Change* (pp. 1-53), London, Routledge and Kegan Paul:.
- McPhee, J. (2005). Privately owned registered training organisations in Victoria – Diversity as an emerging theme? *Emerging futures - Recent, Responsive & Relevant Research Conference*, Brisbane, Q'land: AVETRA.
- McQueen, H. (1975). *A New Britannia*. Melbourne, Vic: Penguin.
- McQueen, H. (2004). *Social Sketches of Australia*. St Lucia, Q'land: Queensland University Press.

- Meyers, D., & Blom, K. (2001). Training Package implementation: innovative and flexible approaches. Canberra, ACT: Centre Undertaking Research in Vocational Education), Canberra Institute of Technology: 9.
- Miller, J., L. (1978). Curriculum History: A Recent History. *The Journal of Curriculum Theorizing* 1(1): 28-43.
- Mitchell, J. (2003). *Emerging Futures: Innovation in Teaching and Learning in VET*. Melbourne, Vic: ANTA.
- Mitchell, T. (1988). *Colonising Egypt*. New York: Cambridge University Press.
- Mol, A. (1999). Ontological Politics: A word and some questions. In Law J. & Hassard, J. (eds.), *Actor Network Theory and After* (pp. 74-89), Oxford, UK: Blackwell/The Sociological Review: 74-89.
- Mol, A. (2002). *The Body Multiple: Ontology in Medical Practice*. Durham, NC: University Press.
- Mol, A., and Law, John. (1998). Situated Bodies and Distributed Selves: On Doing Hypoglycaemia. WTMC/CSI Conference on the Body, Paris.
- Morgan, T. (1998). *Literate education in the Hellenistic and Roman Worlds*. Cambridge, UK: Cambridge University Press.
- Moss, A. (1996). *Printed Common-place Books and the Structuring of Renaissance Thought*. Oxford, UK: Clarendon Press.
- Mountney, P., & Mageean, P., (eds.). (1985). *Issues in TAFE*. Adelaide, SA: TAFE National Centre for Research & Development.
- Mulcahy, D. (2000b). Turning the Contradictions of Competence: competency-based training and beyond. *Journal of Vocational Education and Training*, 52(2): 259-280.
- Mulcahy, D. (2001). Identity matters: learning and managing at the frontline. Melbourne, Vic: Department of Education Policy and Management, University of Melbourne: 9.
- Mulcahy, D., & James, Pauline. (1999). *Evaluating the contribution of competency-based training*. Leabrook, SA: NCVER.
- Mulcahy, D., & James, Pauline. (2000a). What skill? Whose knowing? Futures for CBT. Melbourne, Vic: Centre for Human Resource Development and Training The University of Melbourne: 7.
- Munro, R., & Mouritsen, Jan, (eds.). (1996). *Accountability: Power, Ethos and The Technologies of Managing*. London, UK: International Thomson Business Press.
- Murray-Smith, S. (1965). Technical Education in Australia: A Historical Sketch. In E. L. Wheelwright (ed.), *Higher Education in Australia* (pp. 170-191). Melbourne, Vic: F. W. Cheshire.
- Murray-Smith, S. (1966). *A History of Technical Education in Australia*. Melbourne, Vic: Faculty of Arts, University of Melbourne: 1062.

- Murray-Smith, S., & Dare, A.J. (1987). *The Tech: A Centenary History of the Royal Melbourne Institute of Technology*. Melbourne, Vic: Hyland House Publishing.
- Musgrave, P. W., Ed. (1974). *Contemporary Studies in the Curriculum*. Teacher Education Series. Sydney, NSW: Angus & Robertson.
- NCVER (2000). *A Glossary of Australian Vocational Education and Training Terms*. Adelaide, SA: NCVER LTD: 53.
- NCVER (2004a). *The VET workforce: new roles and ways of working*. Adelaide, SA: NVCER: 8.
- Nowotny, H. S., Peter & Gibbons, Michael (2001). *Rethinking Science: Knowledge and the Public in an Age of Uncertainty*. Cambridge, Polity Press.
- Ong, W. J. (1983). *Ramus: Method, and the Decay of Dialogue*. Cambridge, Mass: Harvard University Press.
- Pannabecker, J., R. (1994). Diderot, The Mechanical Arts and the Encyclopedie: In Search of the Heritage of Technology Education. *Journal of Technology Education* 6(1,): 10.
- Patience, A., & Head, B. (1979). *From Whitlam to Fraser*. Melbourne, Vic: Oxford University Press.
- Perry, W. (1984). *The School of Mines and Industries Ballarat: A History of its first One Hundred and Twelve Years, 1870-1982*. Ballarat, Vic: School of Mines and Industries Ballarat Ltd.
- Phillips, S. (2003). 'Character, grit and personality': continued education, recreation and training at Boots Pure Drug Company 1918–45. *History of Education* 32(6): 627-643.
- Poovey, M. (1998). *A History of the Modern Fact*. Chicago: The University of Chicago Press.
- Popkewitz, T. S. (1997). The production of reason and power: curriculum history and intellectual traditions. *Journal of Curriculum Studies* 29(2): 131-164.
- Popkewitz, T. S., (Ed.) (2000). *Educational Knowledge: Changing Relationships between State, Civil Society, and the Educational Community*. Frontiers in Education. New York: State University of New York Press.
- Popkewitz, T. S., & Fendler, Lynn, (eds.) (1999). *Critical Theories in Education: Changing Terrains of Knowledge and Politics*. Education, Social Theory & Cultural Change. New York: Routledge.
- Porter, T., M. (1995). *Trust in Numbers: The pursuit of objectivity in science and public life*. Princeton, NJ: Princeton University Press.
- Pusey, M. (1991). *Economic Rationalism in Canberra: A Nation-Building State Changes its mind*. Melbourne, Vic: Cambridge University Press.

- Quirk, R. (1993). From Competency standards to curriculum. In *After Competence: the Future of Post-Compulsory Education and Training* (pp. 115-122), Brisbane, Q'land: Centre for Skill Formation Research and Development, Faculty of Education, Griffith University.
- Ramsey, G. (1994). Future directions for technical and further education. In P. Kearns, & Hall, W. (eds.), *Kangan: 20 Years On* (pp. 95-126), Adelaide, SA: National Centre for Vocational Education Research
- Ramsland, J. (1989). The agricultural colony at Mettray: A 19th century approach to the institutionalisation of delinquent boys. *Melbourne Studies in Education* 29(1987-88): 64-80.
- Rasmussen, C. (1989). *Poor Man's University: 75 Years of Technical Education in Footscray*. Melbourne, Vic: Footprint; The Press of FIT.
- Ray, J. (2001). Apprenticeships in Australia: A concise history. In N. Smart (ed.), *Australian Apprenticeships Research Readings* (pp. 15-41), Leabrook, S.A: NCVER Ltd.
- Reid, D., A. (1999). Science and Pedagogy in the dissenting academies of Enlightenment Britain. Madison, Wisconsin: University of Wisconsin – Madison: 357.
- Reid, W., A. (1997). Principle and pragmatism in English Curriculum Making. *Journal of Curriculum Studies* 29(6): 667-682.
- Reiss, T., J. (1997). *Knowledge, Discovery and Imagination in Early Modern Europe: The Rise of Aesthetic Rationalism*. Cambridge, UK: Cambridge University Press.
- Richards, T. (1993). *The Imperial Archive: Knowledge and the Fantasy of Empire*. London, UK: Verso.
- Roberts, E. (2004). Implementing an Integrated Learning Workplace in Queensland Rail Civil Infrastructure 1991-2000. Armidale, NSW: Faculty of Education, Health and professional Studies, University of New England.
- Robinson, P. (1993). The Strange case of the béchamel sauce. *After Competence: the Future of post-Compulsory Education and Training* (pp. 136-141), Brisbane, Q'land: Centre for Skill Formation Research and Development, Faculty of Education, Griffith University.
- Robinson, P. (1995). Competency Based Training: A Certain Kind of Truth. Department of Education. Canberra, ACT: University of Canberra: 151.
- Roe, M. (1965). *Quest for Authority in Eastern Australia 1835-1851*. Melbourne, Vic: Melbourne University Press.
- Roos, I., Selby-Smith, C., & Wright, L. (2001). Misfit and match: the frontline management initiative in the community services and health industry. Melbourne, Vic: Centre for Human Resource Development and Training, University of Melbourne: 32.
- Rushbrook, P. (1995). Straws in the wind: the construction of technical and further education in Victoria 1945-1985, Melbourne, Victoria: Faculty of Education, Monash University, 355.

- Rushbrook, P. (2004). Tradition and the construction of technical and further education in Victoria, Australia 1839-1992. *Biennial Conference of the Canadian History of Education Association*, Alberta, Canada.
- Ryan, R. (2002). *Building a National Vocational Education and Training System*. Adelaide, SA: Flinders University Institute of International Education Research.
- Ryan, S., & Bramston, Troy, (eds.). (2003). *The Hawke Government: A Critical Retrospective*. Melbourne, Vic: Pluto Press.
- Sanders, C. (ed.) (1966). *Technical Education for Development*. Nedlands, WA: University of Western Australia Press.
- Schofield, K. (1994). The Clash of the Titans. In P. Kearns, & Hall, W. (eds.), *Kangan: 20 Years On*, (pp. 57-78), Adelaide, SA: National Centre for Vocational Education Research
- Schofield, K. (2000). Report of the Independent Review of the Quality of Training in Victoria's Apprenticeship and Traineeship System. Melbourne, Vic: Department of Employment, Education and Training, Victoria.
- Schofield, K. (2003). Issues for Policy. Research Working Paper 03-02, in C. Chappell (ed.), *An Industry-led System: Issues for Policy, Practice and Practitioners*. Sydney, NSW: The Australian Centre for Organisational, Vocational and Adult Learning, University of Technology Sydney: 27.
- Scott, D. (ed.) (1999). *Values and Educational Research*. London, UK: Institute of Education, University of London.
- Selleck, R. J. W. (1968). *The New Education: The English Background 1870-1914*. Melbourne, Sir Isaac Pitman & Sons Ltd.
- Selleck, R. J. W. (1982). *Frank Tate: A Biography*. Melbourne, Melbourne University Press.
- Shapin, S. (1994). *A Social History of Truth*. Chicago, University of Chicago Press.
- Shapin, S. (1996). *The Scientific Revolution*. Chicago, University of Chicago Press.
- Shapin, S., & Barnes, B., (1976). Head and Hand: Rhetorical Resources in British Pedagogical Writing, 1770-1850. *Oxford Review of Education* 2(3): 231-254.
- Shapin, S., and Schaffer, S. (1985). *Leviathan and the air pump: Boyle, Hobbes and the experimental life*. Princeton, NJ, Princeton University Press.
- Simon, B. (1981). *The Two Nations and Educational Culture, 1780-1870*. London, UK: Lawrence & Wishart.
- Simons, M., Meyer, D., Harris, R. & Blom, K. (2003). Implementing innovative approaches to learning and assessment through training packages. Adelaide, NCVER: 119.
- Skilbeck, M., Connell, H., Lowe, N., & Tait, K., (1994). *The Vocational Quest*. London, Routledge.

- Smart, D. (1982). The Patterns of Post-War Intervention in Education. In G. Harman, & Smart, D. (eds.), *Federal Intervention in Australian Education: Past, Present and Future* (pp. 15-34). Melbourne, Georgian House P/L.
- Smart, N. (ed.) (2001). *Australian Apprenticeships Research Readings*. Leabrook, SA: NCVET Ltd.
- Solomon, N. (2003). Changing Pedagogy: The New Learner Worker: OVAL Research Working Paper 03-20. Sydney, NSW: The Australian Centre for Organisational Vocational and Adult Learning, University of Technology Sydney.
- Sprat, T. (1958). *History of the Royal Society*. St Louis, US: Washington University Press.
- Star, S. L., & Griesemer, J. R. (1989). Institutional ecology, Translations and Boundary Objects: Amateurs and professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39. *Social Studies of Science* 19: 387-420.
- Stevenson, J. (1994). *The Changing Context of Vocational Education: Selected Papers*. Nathan, Queensland: Centre for Skill Formation Research and Development, Griffith University.
- Summers, J. W., D. & Parkin, A. (2000). *Government, Politics, Power and Policy in Australia*. Sydney, NSW: Pearson Education Australia.
- Sweetman, E., Long, M. A., & Smyth, J. (1922). *A History of State Education in Victoria*. Melbourne, Vic: The Education Department of Victoria/Critchley Parker.
- Symonds, J. C. (1839). Education of the Working Classes in Europe. In C. Bennett (ed.), *A History of Manual and Industrial Education up to 1870*. Peoria, Ill: Chas. A. Bennett Co., Inc. 1: 262-264.
- Teicher, J., Shah C., & Griffin, G. (2000). Australian immigration: the triumph of economics over prejudice? Melbourne, Monash University: 25.
- Thompson, P., & Nash, K., Ed. (1991). *Designing the Future: Workplace Reform in Australia*. Carlton, Vic, Workplace Australia.
- Thomson, P., & Hall, W. (1990). Competency-based Training in TAFE. Adelaide, TAFE National Centre for Research and Development: 35.
- Trenerry, R. (c2001). Learning work, learning to work: literacy, language and numeracy as vehicles for learning in Training Packages, University of South Australia: 10.
- Triche, S., S. (2002). Reconceiving Curriculum: an historical approach. *Department of Curriculum and Instruction*. Baton Rouge, Louisiana: Louisiana State University and Agricultural and Mechanical College: 218.
- Turney, C., Ed. (1972). *Studies of the Development of Education in the Australian Colonies 1850-1900*. Pioneers of Australian Education, Vol.2. Sydney, NSW: Sydney University Press.

- Tylee, A. F. (1965). Technical and Technological Education: Victoria. In E. L. Wheelwright (ed.), *Higher Education in Australia* (pp. 215-231). Melbourne, Vic: F. W. Cheshire
- Tzonis, A. (1992). Huts, ships and bottle racks: Design by analogy for architects and/or machines. *Research in Design Thinking*. Delft, The Netherlands: Faculty of Architecture, Delft University of Technology.
<http://www.bk.tudelft.nl/dks/publications/online%20publications/1992-rdt-huts%20ships%20and%20bottleracks.htm> (accessed 27 October 2005)
- Urban, W. (1981). Educational reform in a new south city: Atlanta, 1890-1925. In R. W. Goodenow, A. O. (eds.). *Education and the Rise of the New South* (pp. 114-28). Boston, Mass: G.K. Hall.
- Verran, H. (1998). Re-imagining land ownership in Australia. *Postcolonial Studies* 1(2): 237-254.
- Verran, H. (1999). Staying true to the laughter in Nigerian classrooms. In J. H. Law, & Hassard, J. (eds.). *Actor Network Theory and after* (pp. 136-155). Oxford, UK: Blackwell Publishers
- Verran, H. (2001). *Science and an African Logic*. Chicago, US: University of Chicago Press.
- Verran, H. (2002). A Postcolonial moment in Science Studies. Making Separations and Connections between Firing Regimes of environmental Scientists and Aboriginal Land owners. Melbourne, Vic: University of Melbourne: 46.
- Watson, D. (2002). *Recollections of a bleeding heart: a biography of Paul Keating PM*. Sydney, NSW: Random House, Australia.
- Watson, F. (1968). *The English Grammar Schools to 1660: Their Curriculum and Their Practice*. London, UK: Frank Cass & Co, Ltd.
- Westbury, I., & Bellack, A.A., (eds.) (1971). *Research into classroom processes; recent developments and next steps*. New York, US: Teachers College Press.
- Wheelahan, L. (2003). What are the alternatives to training packages? Lithgow, NSW: School of Social Sciences, Southern Cross University: 10.
- Wheelahan, L., & Carter, R., (2001). National Training Packages: a new curriculum framework for vocational education and training in Australia. *Education and Training* 43(6): 301-316.
- Wheelwright, E. L. (1965). *Higher Education in Australia*. Melbourne, F. W. Cheshire.
- Whitelock, D. (1974). *The Great Tradition: a history of adult education in Australia*. St Lucia, University of Queensland Press.
- Whyte, W. (2003). Building a public school community 1860–1910. *History of Education* 32(6): 601-626.
- Williams, H. S. (1966). The role of technical education in Great Britain, the United States and Australia. In C. Sanders (ed). *Technical Education for Development* (pp. 29-48). Nedlands, WA: University of Western Australia Press.

Willis, P. (1977). *Learning to Labour: How Working Class Kids get Working Class Jobs*. Westmead, UK: Saxon House.

Wilson, B. (1992). Higher Education. *Higher Education and the Competency Movement*. Canberra, ACT: Australian National University.

Wood, J. F. D. (1965). Technical and Technological Education: New South Wales. In E. L. Wheelwright (ed.) *Higher Education in Australia* (pp. 192-214). Melbourne, Vic: F. W. Cheshire.

Primary Sources

1. Australian Technical curriculum 1835-1975

Ballarat School of Design (1892). Ballarat School of Design and Art: Prospectus for Year 1892. Ballarat, Vic: Ballarat School of Design and Art: 2.

Ballarat School of Mines (1903). Ballarat School of Mines: President's Annual Report. Ballarat, Vic: Ballarat School of Mines: 8.

Bendigo School of Mines (1907). School of Mines and Industries Bendigo, Victoria: Prospectus for Year 1907. Bendigo, Vic: School of Mines and Industries Bendigo: 57.

Bendigo School of Mines (1910). School of Mines and Industries Bendigo, Victoria: Special Spring Show Prospectus October 1910. Bendigo, Vic: School of Mines and Industries Bendigo: 12.

Bendigo School of Mines (1912). School of Mines and Industries Bendigo Prospectus for the year 1912. Bendigo, Vic: School of Mines and Industries Bendigo: 119.

Bendigo School of Mines (1928). School of Mines and Industries Bendigo Prospectus. Bendigo, Vic: School of Mines and Industries Bendigo: 31.

Bindon, S., H., et al. (1869). Further Report of the Technological Commission. Melbourne, Vic: Government of Victoria.

Bindon, S., H., et al. (1869). Progress Report of the Technological Commission. Melbourne, Vic: Government of Victoria.

Bindon, S., H., et al. (1870). Third Report of the Technological Commission. Melbourne, Vic: Government of Victoria.

Blackett, C. R., et al. (1886). Technological and Industrial Instruction: Report of the Royal Commission for promoting Technological and Industrial Instruction for the Year 1885. Melbourne, Government of Victoria: 20.

Blackett, C. R., et al. (1887). Technological and Industrial Instruction: Report of the Royal Commission for promoting Technological and Industrial Instruction for the Year 1886. Melbourne, Vic: Government of Victoria: 26.

Blackett, C. R., et al. (1889). Technological and Industrial Instruction: Report of the Royal Commission for promoting Technological and Industrial Instruction for the Year 1888. Melbourne, Vic: Technological Commission, Government of Victoria: 33.

Brown, G. F. W (Chair) (1970). Second Report of the Victorian Advisory Committee on Technical Education. Melbourne, Vic: Government of Victoria: 13.

Campbell, F. A. (1925). *The Working Men's College in the Making*. Melbourne, Vic: The Working Men's College.

Clark, D. (1923). *Reminiscences of Technical Education in Victoria*. Melbourne, The Working Men's College.

- Clark, D. (1927). *The Future of Technical and Industrial Training in Victoria*. Melbourne, Vic: The Working Men's College Printing Department.
- Clark, D. (1929). *Some Notes on the Development of Technical Instruction in Victoria*. Melbourne, Vic: The Working Men's College.
- Collingwood Technical School (1942). *The Collingwood Technical School: Prospectus 1942*. Collingwood, Vic: Collingwood Technical School.
- Ballarat School of Design and Art. (1892). *Ballarat School of Design and Art Prospectus 1892*. Ballarat, Vic: Ballarat School of Design and Art.
- Education Department of Victoria (1919). *Education Gazette and Teachers Aid*. Melbourne, Vic: Education Department of Victoria.
- Education Department of Victoria (1920). *Education Gazette and Teachers Aid*. Melbourne, Education Department of Victoria.
- Education Department of Victoria (1966). *The Educational Magazine*. Melbourne, Vic: Education Department of Victoria. 23, No. 4: 145-192.
- Education Department of Victoria (1970). *Technical Education 1970*. Melbourne, Vic: Education Department of Victoria: 40.
- Education Department of Victoria (1975). *Carpentry and Joinery Syllabus: Basic Modules*. Melbourne, Vic: Education Department of Victoria: 35.
- Education Department of Victoria (1975). *Handbook on Technical Education 1975*. Melbourne, Vic: Education Department Victoria.
- Education Department of Victoria (1976). *Handbook on Technical Education 1976*. Melbourne, Vic: Education Department Victoria.
- Education Department of Victoria (1980). *Technical Education Victoria*. Melbourne, Education Department Victoria.
- Education Department of Victoria (1981). *Technical Education Victoria*. Melbourne, Vic: Education Department Victoria.
- Education Department of Victoria (1982). *Technical Education Victoria*. Melbourne, Vic: Education Department Victoria.
- Education Department of Victoria (1983). *Technical Education Victoria*. Melbourne, Vic: Education Department Victoria.
- Education Department of Victoria (1984). *Postprimary Education Handbook Technical*. Melbourne, Vic: Education Department of Victoria.
- Education Department of Victoria (1985). *Education Handbook Technical 1985-86*. Melbourne, Vic: Education Department of Victoria.
- Department of Labour (1984). *Skills in the Making: A Brief History of Apprenticeship in Victoria*. Melbourne, Vic: Department of Labour, Victoria.

