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CHAPTER 12

EDUCATION

State and Commonwealth Government responsibilities in education

Under Australia's federal constitution, education is a responsibility of the six State Governments, although the Commonwealth Government is responsible for education in the Australian Capital Territory, Northern Territory, Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. As from 1 July 1979 education in the Northern Territory will become the responsibility of the Northern Territory Government.

The six State Governments administer their own systems of primary, secondary, and technical education through government departments responsible to State Ministers. In each State except New South Wales and South Australia, a single Education Department is responsible for these three levels of education. In New South Wales and South Australia the Education Department concentrates on primary and secondary education and a separate department is responsible solely for technical and further education. The Commonwealth Government provides similar education services in the Australian Capital Territory and the Northern Territory. Universities and colleges of advanced education in Australia are autonomous institutions established under acts of the appropriate parliament.

Detailed information on the education systems of the States may be found in the respective State year books. Chapter 27 of this Year Book provides details of the situation in the mainland and external Territories.

General Characteristics of Schools

Compulsory education

School attendance is compulsory throughout Australia between the ages of 6 and 15 years (16 years in Tasmania), but many States accept children below the age of 6. In all States and Territories the opportunity for four year olds to attend pre-school is becoming more widely available.

The Education legislation in each State and Territory requires that all children between the prescribed ages must attend either a government school or some other recognised educational institution. In 1978 over 638,000 students attended non-government schools, of which about 80 per cent attended Catholic schools. The organisation of Catholic primary schools is largely diocesan; Catholic secondary schools are either diocesan or administered by religious orders. Most other non-government schools are under the auspices of, or are actually run by, other religious denominations. Non-government schools must meet certain standards determined by the States or Territories in which they are located. In most States and Territories they cannot be opened, or continue to operate, unless they are registered. Registration is normally dependent upon certification that the school has satisfactory premises and provides regular and efficient instruction.

Funding of schools

Education at all government primary and secondary schools in Australia is free. Each State provides the major portion of funds for its own school system from its general revenue funds. The other source of funds is the Commonwealth Government's Schools Commission. The non-government schools draw funds from private sources and also receive Government financial assistance (both State and Commonwealth). For further details, see page 244, expenditure on education.

School organisation and operation

Students in Australia generally proceed from a primary school to a secondary school within their own locality. Primary schools and secondary schools are usually separate institutions. Pre-schools are also normally separate institutions, although some are attached to or near the local primary school. In small towns and communities there are sometimes area or central schools which provide both primary and some secondary schooling, though not necessarily to Year 12 level. In Tasmania and the Australian Capital Territory, the final two years of secondary schooling in the Government system are provided at separate colleges.

The majority of government schools in Australia are comprehensive and co-educational. All schools with both primary and secondary enrolments (mainly area or district schools in rural areas), all but a few primary schools, and over four-fifths of secondary schools are co-educational. Under the present policies of school authorities, it is unlikely that any new government single-sex schools will be established.

The situation in non-government schools is different. Approximately three-quarters of non-government secondary schools, and about one half of those with primary schools attached to them, are single-sex.

Australian schools generally operate between approximately 9 a.m. and 3 p.m. for three terms between early February and mid-December. Most schools are constructed around the traditional classroom, although there is a trend towards the provision of some open plan or flexible learning spaces. Schools usually also provide library and sporting facilities.

Generally, schools in Australia now have a considerable degree of autonomy. In recent years most State education departments have established regional administrations which are responsible for matters such as planning school buildings and deploying staff, and a central curriculum unit which provides general guidelines on course planning. In some systems these guidelines are more prescriptive than in others. In general, individual schools offer options and determine teaching and learning approaches within the guidelines and within the limitations of available resources and the aptitudes and interests of their students. Usually parent associations are attached to each school, and there has been encouragement of greater community participation in general decision-making at school level through representation on school councils and boards which are being established in some systems to take some responsibility for school planning and policy formulation.

Schools usually provide educational or vocational counselling through an attached or visiting teacher. Many schools also provide special facilities or teachers to assist migrant children, especially where the schools are located in areas of high migrant density. In all States and the Northern Territory there are special Commonwealth funded education projects designed to assist Aboriginal school children. Notable among these is the widespread use of Aboriginal teacher aides, and bilingual programs in a number of Aboriginal communities where the children's first language is an Aboriginal language.

Pre-school education

Pre-schools were first established by voluntary organisations and a large number are still operated by them with State and Commonwealth financial assistance. Departments of Education in four States and the two Territories are responsible for the administration of pre-school centres. In New South Wales the Department of Education shares the responsibility with welfare authorities, and in Victoria the Department of Health has the complete responsibility for pre-school services.

In recent years most States have announced a commitment to provide pre-school education for all children and therefore Government pre-schools have been increasing more rapidly than those provided by voluntary organisations. In addition, special Commonwealth Government funding has helped to promote a considerable expansion of pre-school facilities for Aboriginal children throughout Australia.

There is no prescribed pre-school curriculum but some States have developed guidelines where the pre-school centre is an integral part of the primary school system. Most teachers working in pre-school centres provide a play-based program with some emphasis on the development of concepts associated with language, science and music. In most States pre-schools operate on a half-day sessional basis and thus accommodate two and sometimes three different groups of children each week.

In 1978 the Australian Education Council (AEC) set up a working party to report on present policies and arrangements for pre-school education in Australia. The working party is to make a preliminary report to the AEC early in 1979.

Primary and Secondary Education

A generalised description of the basic subjects and teaching methods at each level follows.

Primary schools

In the lower primary years the main emphasis is on the development of basic language and literacy skills, simple arithmetic, moral and social education, health training and some creative activities.

In the upper primary years there is development of the skills learned in the earlier years. English, mathematics, social studies, science, music, art and craft, physical education and health are studied. There are also optional subjects such as religious instruction and, in some schools, foreign languages and instrumental music.

Students in Australian primary schools usually have the one class teacher for all subjects, though in schools where open plan learning styles have been adopted, the method of team teaching is often practised. Promotion is generally annual, with peers being promoted on age not achievement, though there has been increasing interest in multi-age grouping.

Secondary schools

In some systems the first one or two years of secondary school consist of a general program which is followed by all students, although there may be some electives. In later years a basic core of subjects is retained with students being able to select additional optional subjects. In other systems students select options from the beginning of secondary school.

The core subjects in all systems are English, mathematics, science and, usually, a humanities or social science subject. Optional subjects may include a foreign language, a further humanities or social science subject, commerce, art, music, home arts and craft, a manual arts subject, or agriculture. Some schools offer optional courses in subjects such as consumer education, conversational foreign languages, shorthand, typewriting, road safety, drama and leisure-time activities.

In senior secondary years a wider range of options is available in the larger schools and there is an increasing trend towards encouraging individual schools to develop courses suited to the needs and interests of their students, subject to accreditation and moderation procedures.

Victoria is the only State which retains a system of secondary technical education. These schools offer a wide range of elective technical subjects. In the Northern Territory three Aboriginal residential colleges assist Aboriginals to participate in secondary education.

Students in Australian secondary schools generally have different teachers for each separate subject area, though, like primary schools, variations may occur where open planned or more flexible methods have been adopted. Promotion is, again, generally chronological, but students may be grouped according to ability after an initial period in unstreamed classes.

Examinations and assessment at each level are carried out by individual schools except in Year 12 in the systems which have retained external examinations at Year 12 level. Students attaining the minimum school leaving age may leave school and seek employment, or enrol in a vocationally oriented course in a technical and further education (TAFE) institution or a private business college. For many TAFE courses, completion of Year 10 of secondary school is a minimum entry requirement. For those continuing to the end of secondary school (Year 12), opportunities for further study are available in TAFE institutions, universities, colleges of advanced education and other post-school institutions. The latter include non-government teachers colleges and a few single purpose institutions such as the Australian Film and Television School, the Australian Maritime College and the National Institute of Dramatic Art.

The entrance requirements of universities and colleges of advanced education are based on Year 12 academic achievement. Standardised scholastic aptitude tests are used by some institutions to assist in the selection of students. Requirements are determined by the individual institutions. In recent years there has been an increasing tendency towards more flexible entry arrangements for mature age and disadvantaged students. Applications are usually required in October or November of the year preceding proposed entry.

Other schooling arrangements

Children may be exempted from the requirement of compulsory attendance if they live too far from a school or suffer a physical disability. These children usually receive correspondence tuition. Special schools are available in larger centres for socially, physically and mentally handicapped children in cases where they are not catered for in special or regular classes in ordinary schools.

In addition to correspondence tuition there are other provisions for children in isolated areas. Schools of the Air operate in New South Wales, South Australia, Queensland, Western Australia and the Northern Territory. Schooling for the children of Aboriginal groups in remote areas of the Northern Territory is conducted by Aboriginal teaching assistants supported by visiting teachers from established schools. Increasing numbers of Aboriginals are now being trained as fully qualified teachers. Special education is provided by State Governments, although in all States and particularly in New South Wales, Queensland and Victoria, parents have formed voluntary organisations to establish additional schools catering for their children's special needs. The Commonwealth Government, through its Schools Commission, provides funds to State authorities to assist in the upgrading of special education facilities.

Boarding facilities are available at some non-government schools in the larger towns and cities. Some government schools, in particular those catering for special groups such as Aboriginals, have residential hostels close by.

Post-secondary Education

Technical and further education (TAFE)

Like primary and secondary schools, TAFE institutions operate from early February to mid-December, in either three terms or two semesters depending on the institution.

The major part of technical and further education in Australia is provided in government administered institutions variously known as colleges, schools, or centres of technical or further education. There is also some TAFE provision in some colleges of advanced education, agricultural colleges and adult education authorities. These institutions are spread widely throughout Australia in both metropolitan and rural areas. They vary greatly in size and in the scope of their educational provisions, though the largest tend to be located in metropolitan regions.

Each of the States provides the bulk of the finance for its own institutions. The Commonwealth Government provides supplementary funds to the States on the basis of recommendations from the Tertiary Education Commission.

Government TAFE institutions offer an extremely wide range of vocational and non-vocational courses. The majority of students are part-time and employed. About 5 per cent of students are enrolled in full-time courses and a further 7.5 per cent of students are external. Apprenticeship and related trade courses constitute about one-fifth of TAFE enrolments. There are also large numbers of other vocational courses for persons not indentured in a trade. These include many certificate courses for prospective technicians and persons engaged in para-professional occupations, particularly in the manufacturing and service industries, and wide range of courses designed to supplement previous training or to provide specialised instruction in particular aspects of job skills. Other courses offered are those providing pre-vocational training to persons prior to their entry into employment, and preparatory or bridging instruction to persons whose educational experience is not sufficient to permit direct entry to a chosen vocational course.

Government TAFE institutions are also major providers of adult education courses of the personal interest, leisure or general enrichment kind. More than one-quarter of TAFE students are enrolled in courses of this kind.

There are some non-government bodies which offer technical and further education of a non-apprenticeship nature. Business colleges offer courses in secretarial studies, while agencies such as the Workers Educational Association and a range of voluntary groups help meet adult education needs in the community.

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have a high probability of successfully completing a course. There are quotas on new enrolments at many of the larger colleges. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Approximately 56 per cent of students attend full-time.

In 1978 there were seventy three colleges of advanced education. Some are large diversified or multi-vocational institutes, others are small single-purpose colleges. Some colleges specialise in agriculture, art or teacher education. About one third of colleges have enrolments below 1,000 students. All colleges are funded by the Commonwealth Government. Advanced education level courses are also provided by some TAFE institutions.

The principal purpose of the colleges is to provide tertiary education oriented towards practical training and industrial and social needs. The colleges aim to equip students so that immediately after graduation they may play an effective role in commerce, industry, the Public Service and the Arts. The colleges emphasise undergraduate teaching more than research, although some colleges also offer postgraduate level courses, either at the diploma or masters level. Most colleges have a commitment to part-time study, and many offer 'sandwich' courses, which provide a period of full-time study with associated periods of full-time employment. Some colleges also offer external courses.

The duration of a basic undergraduate course in a college of advanced education is two to three full-time years, at the conclusion of which an Associate Diploma, a Diploma or a Bachelor Degree is awarded. A great variety of courses is offered by colleges of advanced education, embracing such areas as applied science, teacher education, liberal arts, business and secretarial studies and paramedical studies.

Although teaching in colleges of advanced education is more vocationally-oriented and less theoretical or academic than in universities, the system of tuition is similar. Lectures, tutorials and seminars are organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework.

Halls of residence are provided at some colleges of advanced education, principally those located in rural areas. These can accommodate some, but not usually all, students enrolled at those institutions.

Universities

The university year in Australia normally runs from late February or early March to mid-December over three terms or two semesters depending on the institution. Students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting other persons who can demonstrate that they have a high probability of successfully completing a course. There are quotas on new enrolments in most faculties in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Sixty three per cent of students attend full-time.

There are nineteen universities in Australia, most of which are located in the capital cities. Universities are autonomous institutions established under Acts of the appropriate parliament and financed by the Commonwealth Government. The basic undergraduate course in most disciplines is three or four full-time years in duration, at the conclusion of which a Bachelor Degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer postgraduate diploma courses in some disciplines. All universities offer full-time and part-time courses, and some offer external studies. As well as providing undergraduate courses, Australian universities are centres of postgraduate study and research. Some universities have institutes or units involved exclusively in research and/or postgraduate teaching. In 1978, 12 per cent of university students were proceeding to higher degrees.

Courses at Australian universities are normally organised in faculties or schools, and students generally elect to study in a number of subject areas, or departments, within a faculty or school. Universities will generally offer some, but not all, of the following courses of study: agriculture, architecture, arts, dentistry, economics, education, engineering, law, medicine, music, science, and veterinary science.

The system of tuition in universities is normally by means of lectures, tutorials and seminars organised by the institution in the subjects offered. Normally, assessment of a student's progress is made by examination and/or completion of prescribed coursework. Theses are required for many postgraduate degrees.

Most universities have halls of residence on the campus which accommodate some, but not all, of the students currently enrolled. Student organisations on campus provide a wide range of sporting and social facilities for students.

Teacher education

The majority of teachers are educated in colleges of advanced education, but a substantial number of secondary teachers and a few primary teachers receive their pre-service education in a university. A few non-government teachers colleges, mostly operated by religious denominations, educate some of the teachers for non-government schools. The majority of pre-school and primary trainee-teachers undertake courses of three years' duration before commencing teaching. Most secondary trainee-teachers undertake a four year course.

The normal entry requirement for teacher education is determined by the matriculation requirements of individual universities and colleges of advanced education.

A number of teacher education scholarships or bursaries are offered by some State education authorities and, in the Australian Capital Territory and the Northern Territory, by the Commonwealth Teaching Service on a competitive basis. The proportion of students in receipt of such scholarships is declining, while the proportion relying on private finance or means-tested allowances provided by the Commonwealth Government is increasing.

The content of pre-service teacher education is determined by individual universities and colleges of advanced education. Options are available to students but, generally, the three year course for a pre-school or primary trainee-teacher includes history and principles of education, general and special methods of teaching, early childhood development and general educational psychology, as well as the subjects they will be teaching. Practice teaching is required.

Secondary trainee-teachers are generally expected to specialise in two or three subjects. These may be studied as part of an education degree in either a university or a college of advanced education, or as part of another degree to be followed by a postgraduate diploma in education. As part of their pre-service education, secondary trainee-teachers generally take courses in history and principles of education, comparative education, educational psychology and teaching methods. Practice teaching comprises part of the courses.

All education systems provide opportunities for in-service training. Generally, there are two types of in-service training: assistance to teachers to upgrade their formal qualifications by providing various forms of study leave or study assistance; and 'less formal' in-service education through the organisation of a large number of short-term workshops, seminars and conferences. In each State many of these 'less formal' activities are co-ordinated by a joint committee of representatives of teachers and of government and non-government schools. Also with the assistance of funds from the State Government and the Schools Commission, teachers directly organise many of their own in-service education activities through a number of teachers' centres in each State.

Migrant Education

The Commonwealth Government has responsibility for migrant education. Opportunities are provided for school-age and adult migrants from non-English speaking backgrounds to learn the English language and to assist in their integration into the Australian community.

Child migrant education

In most States migrant children are taught English as a second language in 'withdrawal' classes, where migrant children are brought together for certain periods a week for the teaching of basic communication skills in English. Some States offer language assistance to migrant children which is integrated into the total school program. Generally, there has been recognition of the need to provide multicultural education, which acknowledges migrant identity and self-esteem in the general framework of Australian life.

Migrant and multicultural education at the primary and secondary levels is funded by the Schools Commission, which also provides supplementary financial assistance for schools of high migrant density and in-service training of teachers of migrant children. Payments are made to government and non-government education authorities in each State who are responsible for determining priorities and allocating funds.

Adult migrant education

The *Adult Migrant Education Program* is a national program, funded and co-ordinated by the Commonwealth Department of Immigration and Ethnic Affairs. It aims to help adult migrants and refugees from non-English speaking backgrounds learn English and obtain essential information about Australia and Australian society.

The program consists of a variety of full and part-time courses and classes including special arrangements such as English classes at the work place, the Home Tutor Scheme and English by radio and television. Enrolments in the program have increased in recent years and reached just over 105,000 in 1977-78.

For the most part the courses and classes are conducted by State Governments through their Adult Migrant Education Services or Branches. A number of tertiary institutions and some community organisations also participate in the program through activities funded by the Commonwealth. These courses are available at a number of locations including migrant education centres leased by the Commonwealth in each mainland capital city, education centres in migrant hostels and other community and education facilities in suburban and some country areas.

The report of *The Review of Post-Arrival Programs and Services to Migrants* (the Galbally Report), published in May 1978, provided for new emphases at the initial settlement stage for adult migrants and refugees. It also provided for an increase and reshaping of on-going services for recent and earlier arrivals, including those who have completed an initial settlement course.

Financial Assistance

Primary and secondary education is free in government schools in all States and Territories although, particularly in high schools, nominal fees may be charged for the hire of textbooks and other school equipment. Most State governments provide financial assistance to parents for educational expenses such as these as well as for transport to and from school, and various forms of scholarship, bursary, boarding and clothing allowances. Many of these forms of assistance are specifically intended to assist low income families.

Post-secondary education (in institutions of technical and further education, colleges of advanced education and universities) has been free since the beginning of 1974.

At the national level, the Commonwealth Government, through its Department of Education, provides a number of schemes of assistance for Australian students to facilitate access to education, particularly at the upper secondary and post-secondary level. A brief description of these schemes follows:

The Secondary Allowances Scheme aims to help parents with a limited income to keep their children at school for the final two years of secondary education.

The Adult Secondary Education Assistance Scheme provides assistance for mature-age students undertaking full-time and final year of matriculation studies.

The Assistance for Isolated Children Scheme provides special support to families in isolated areas for the education of their children. This scheme also provides funds to assist parents of handicapped children who need to live away from home to attend a special school.

The Aboriginal Secondary Grants Scheme is intended to encourage Aboriginal and Torres Strait Islander students to remain at secondary school to extend their education.

The Aboriginal Study Grants Scheme provides Aboriginals and Torres Strait Islanders with opportunities to undertake study after leaving school.

The Tertiary Education Assistance Scheme is a means-tested scheme to assist students enrolled for full-time study in approved courses at institutions of technical and further education, colleges of advanced education, universities and other tertiary institutions in Australia.

Postgraduate Awards are competitive awards for full-time postgraduate research and coursework at universities and colleges of advanced education.

Awards for Overseas Study provide opportunities for Australians to study overseas. Some of the major awards are the *Commonwealth Scholarship and Fellowship Plan*, the *ANZAC Fellowships*, the *Australian-American Educational Foundations Awards*, the *Confederation of British Industry Awards*, and scholarships from the Chinese, French, German and Japanese governments. Most of these awards are at the postgraduate level. There are also overseas study awards offered exclusively to Aboriginals and Torres Strait Islanders.

In addition, the States offer various schemes of assistance at the primary and secondary level; some are paid directly to the schools, others to the student or the student's parents. Many of these awards are intended to offset the cost of books, to enable students to attend special schools, or to assist students in remote areas who need to live away from home or to travel long distances to attend school.

Some universities have a small number of scholarships or other forms of assistance to enable students to undertake tertiary study. Some of these awards are at the postgraduate level, and some are for study overseas. Some non-government schools also offer scholarships and bursaries to assist students.

Administrative Structure of Education at the National Level

As previously stated, the Commonwealth Government has direct responsibility for education only in the Territories. (See relevant State Year Books for a description of State administrative structures.) The Commonwealth Government, however, has special responsibilities for the Aboriginal people and for migration, as well as the power to provide assistance for students. Moreover, the Commonwealth Government is responsible for international relations in education. Accordingly, the Commonwealth Department of Education deals with the administration of schemes of student assistance, international education, some aspects of migrant education, language teaching and Aboriginal Education. The Department also liaises with the media and community groups, and produces a range of publications relating to education in Australia, e.g. the *Directory of Higher Education Courses*, *Education News* and *Hemisphere*, an Asian-Australian monthly.

The Department provides a secretariat for the Organisation for Economic Co-operation and Development (OECD) Advisory Committee on Education and co-ordinates Australia's involvement in the OECD education research activities under the Centre for Educational Research and Innovation (CERI). As well, the Department provides a secretariat for the Australian National Commission for the United Nations Educational, Scientific and Cultural Organisation (UNESCO) which has a specialist Education Committee. The Department also provides a service for other government departments, educational institutions and employing authorities in the assessment of educational qualifications obtained overseas, and is responsible for the supervision of private overseas students studying in Australia.

The Australian Constitution empowers the Commonwealth Government to make grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national education commissions which advise the Commonwealth Government on the needs of educational institutions throughout Australia for the purposes of financial assistance: the Schools Commission, which was established in 1973; and the Tertiary Education Commission, which was established in 1977 to replace three former commissions—the Universities Commission, the Commission on Advanced Education and the Technical and Further Education Commission. The Tertiary Education Commission comprises a Commission, which is concerned with co-ordination and intersectoral matters, and three Councils on universities, advanced education and technical and further education.

Generally, the Commissions are required to consult with State authorities (and, in the case of the Schools Commission, with the authorities conducting non-government schools) and such other persons, bodies and authorities as they think necessary before making recommendations to the Commonwealth Government on the amount of financial assistance required, both in general and for specific purposes, to meet the needs of each sector.

The needs for financial assistance for pre-school and child care facilities are considered at the national level by the Office of Child Care within the Commonwealth Department of Social Security.

Commonwealth Government education authorities also function as co-ordinating agencies for joint activity by the States and Territories in a number of fields.

The Australian Council on Awards in Advanced Education seeks, in consultation with State co-ordinating bodies, to establish consistency in awards in advanced education by establishing, maintaining and publishing a register of such awards.

A national *Curriculum Development Centre* was established in 1973 by the Commonwealth Government with the co-operation of the States to produce, promote research into, and disseminate information about school curricula and school educational matters. The Curriculum Development Centre has responsibility for the National Committee on Social Science Teaching, the National Committee on English Teaching, and the Asian Studies Co-ordinating Committee, and has funded a number of projects such as the Social Education Materials Project (SEMP).

A number of other bodies at the national level have an important co-ordinating, planning or funding role.

The Australian Education Council, comprising the Commonwealth and State Ministers for Education, meets at least once each year as a consultative body to consider matters of mutual interest, such as the material and personnel needs of schools and co-operation in educational developments generally. It is assisted by a Standing Committee consisting of senior officials including the Directors-General of Education in each State and the Secretary of the Commonwealth Department of Education.

The Conference of the Directors-General of Education also meets annually. Matters discussed and decisions reached at the Conference have a direct influence in each State and Territory on such matters as pre-service and in-service education of teachers, school staffing, curricula, special education, building programs, administrative procedures and the extent of uniformity and diversity between education systems. Under the auspices of the Directors-General Conference, regular meetings of senior specialist personnel are held.

The Commonwealth Government also has an important role in the encouragement and financing of educational research, which is principally carried out in universities, colleges of advanced education and in State and Commonwealth Departments of Education.

The Education Research and Development Committee (ERDC), established in 1970 as the Australian Advisory Committee on Research and Development in Education (AACRDE), is an advisory committee to the Commonwealth Minister for Education. It co-ordinates educational research funded within the Minister's portfolio, provides advice on priorities in educational research and disseminates information on completed research and research in progress which it has funded. The Committee also administers a scheme for providing training for educational researchers.

The Australian Council for Educational Research (ACER) is an independent national research organisation. The Council is funded by annual grants from each of the State governments and the Commonwealth Government, as well as from its own activities. The Council is involved in subsidised and contract research and plays a central role in the development, production and distribution of tests and other measuring instruments, and on research into teaching and learning, and into the broad foundations of education. ACER acts as the Australian national centre for the program of international surveys of student achievement conducted by the International Association for Evaluation of Education Achievement (IEA).

There are also a number of non-government organisations which have a co-ordinating role in education at the national level. These include the *National Catholic Education Commission*, the *National Council for Independent Schools*, the *Australian Vice-Chancellors' Committee*, the *Australian Conference of Principals of Colleges of Advanced Education* and the *Australian High School Principals' Association*. Teachers at various levels have national organisations, as do some community and parental groups. The Australian Union of Students is a national organisation for tertiary students. (For further details see the *Commonwealth Education Directory*, published by the Commonwealth Department of Education).

Major Current Issues in Education

Some of the major initiatives taken in education at the national level are discussed below. (See relevant State Year Books for a description of State issues).

The Committee of Inquiry into Education and Training

In the decade since the Martin Report on Tertiary Education in Australia, which strongly influenced the present form of Australia's tertiary education system, there has been growing recognition of the importance of technical and further education and interest in concepts of open education, recurrent education and retraining. There is now concern about the overall pattern of post-secondary education. There is also concern about problems of the relationship between secondary or post-secondary education on the one hand and subsequent employment and careers on the other.

To assist in developing constructive policies in these areas, the Commonwealth Government has established a Committee of Inquiry into Education and Training, under the Chairmanship of Professor B. R. Williams, to make recommendations to the Commonwealth Government on the desirable overall pattern of post-secondary education which should be developed in Australia during the next twenty to twenty-five years.

Issues of major concern, clearly reflected in a number of recent and current inquiries, are the coordination and rationalisation of existing types of post-secondary institutions, the relevance of new kinds of institutions and the capabilities of both existing and possible new structures for meeting the educational needs and preferences of the individual, the community and the requirements of the labour market.

In considering the relationship between the labour market and the education system, the committee was asked to extend its review into secondary education, having regard to the fact that a significant number of children do not proceed beyond Year 10 in secondary schools.

Supply of and demand for teachers

The effects of financial constraints, reduced rates of teacher wastage and the projections of a national population inquiry combined in 1975 and 1976 to reverse a long established shortage of teachers. In 1975, several education systems were still actively recruiting a substantial number of teacher from other English-speaking countries, but in 1976 recruitment was largely confined to particular categories such as a mathematics, physical education and music teachers. These remained in short supply despite a general excess of teachers in most States.

In 1975, a joint study group comprising representatives of the national education commissions and the Commonwealth Department of Education was established to assess the expected supply of and demand for primary and secondary teachers over the next ten years. In 1976, the Commonwealth Minister for Education informed the two tertiary education commissions operating at that stage that, in view of the likely supply and demand situation in the school teaching force, the Government believed there should be no increase in 1977 over the number of enrolments in teacher education courses in 1976. The Australian Education Council, after considering a preliminary report by the study group, established a working party in 1976 to consider the study with a view to improving the estimates on both the demand and supply sides at the State level and for Australia as a whole.

The working party released its first report in February, 1978. In its report, the working party confirmed that substantial surpluses of primary and secondary teachers were in prospect in the years ahead (up to at least 1985). As a result, the Commonwealth Government is currently negotiating with the State Governments to further reduce intakes into pre-service courses. Substantial reductions have been made in recent years, leading to the present position where, in 1978, the intake was about 25 per cent lower than the (peak) 1975 level. Further reductions are anticipated in 1979.

At the same time, however, there has been an increase in postgraduate enrolments at universities, and in enrolments at colleges, by teachers who wish to upgrade their qualifications.

The transition from secondary education to employment

Following the recommendations of the 1976 Report on the Transition from Secondary Education to Employment and of a 1976 review of Australian education policy by the Educational Committee of the Organisation for Economic Co-operation and Development (OECD), the Australian Education Council and the Conference of Ministers for Labour established in 1977 Commonwealth/State Working Party on the Transition from School to Work or Further Study. The Working Party, comprising representatives of both Education and Labour Departments, was asked to develop practical proposals to assist young people in their transition from school to work, with an initial emphasis on early school leavers.

The Working Party first met in July 1977 and its first report was produced in October 1977. During 1978 submissions have been invited from interested organisations and individuals and consultations have been held in the States. A second report, on the evaluation of career education programs and transition services provided in the States and Territories, should be available in early 1979.

It is expected that the Working Party will make its final report to the Australian Education Council in late 1979.

Schemes introduced to assist young Australians seeking employment

The *Education Program for Unemployed Youth* (EPUY), which was introduced in July 1977, is funded by the Commonwealth Department of Education. Under this program, funds are provided to State and Territorial education authorities to develop and conduct courses for young people for whom low or inadequate levels of educational achievement form a primary barrier to their obtaining stable employment. Courses are designed to provide instruction in literacy and numeracy, to promote self confidence and to give students some basic vocational skills and a knowledge of job seeking techniques. Courses are from six weeks to six months duration.

Persons less than 24 years of age are eligible provided that they have been registered for employment or can show other evidence of having been unemployed for not less than four of the previous twelve months, and have been away from full-time education for the same length of time and are currently registered for employment. \$1.969 million was made available for expenditure on the program in 1977-78 and \$3.2 million is included in the budget for 1978-79. A total of 2,500 students undertook the EPUY course in 1977-78 and 3,800 students are expected in 1978-79.

Other schemes, administered by the Department of Employment and Youth Affairs which may assist young people in the transition from school to work are the *National Employment and Training Scheme* (NEAT), the *Special Youth Employment Training Program* (SYETP), the *Commonwealth Rebate for Apprentice Full-Time Training* (CRAFT), the *Relocation Assistance Scheme* (RAS) and the *Community Youth Support Scheme* (CYSS). (See also Chapter 8, Manpower.)

National Inquiry into Teacher Education

In July 1978, the Commonwealth Minister for Education announced the setting up of a National Inquiry into Teacher Education. The Inquiry is to be conducted by a committee comprising a full-time Chairman and a number of part-time members drawn from the States and Territories and will examine the qualitative aspects of teacher education. The Committee will act in co-operation with Working Parties set up by State Ministers for Education, and will cover a wide range of issues relevant to teacher education, including current institutional arrangements, the structure of teacher education courses, the role of the teacher and the interactions and interrelationships of teachers, pupils, the family and the community, the provision within current teacher education courses for the needs of children from a range of social and cultural backgrounds, the selection, in-service education and professional development of staff engaged in teacher education and the professional development of teachers.

The Committee, which will draw upon the findings of the Committee of Inquiry into Education and Training, is not expected to report before the end of 1979.

Study leave in universities and colleges of advanced education

In July 1977, the Commonwealth Government asked the Tertiary Education Commission to complete the enquiries into study leave then being undertaken by the former Universities Commission and Commission on Advanced Education.

The Commission released its report on study leave in draft form in May 1978 in order to obtain comment from institutions, organisations and individuals before reporting finally to the Government. The Commission received approximately five hundred comments on the draft report, and, in addition, held a number of consultative meetings with major academic bodies and the chairman of State co-ordinating authorities.

These representations were taken into account by the Commission in the preparation of its final report which was released in October 1978, following acceptance of its recommendations by the Government.

Major recommendations of the Commission put the granting of study leave on a selective rather than automatic basis, increased the accountability of individual staff members and institutions regarding the use of study leave, restricted eligibility to members of academic staff, and placed limits on the time spent on leave, overseas travel and the use of study leave to upgrade academic qualifications.

The Committee on Nurse Education and Training

Over recent years there has been increasing interest, particularly within the nursing profession and colleges of advanced education, about the possibility of professional nurse training being conducted by tertiary education institutions.

In September 1977, the Commonwealth Minister for Education, after consultation with the Commonwealth Minister for Health, established a Committee on Nurse Education and Training to inquire into and make recommendations to the Tertiary Education Commission on possible developments and changes in nurse education and training, including whether such education should take place in hospitals or educational institutions or both.

The Committee submitted its report to the Commission in August, 1978. The Government's future policy on the selection and training of nurses will be developed following advice from the Commission and other agencies.

Australian Maritime College

Following the passing of the Maritime College Act in 1976, the Commonwealth Government is establishing the Australian Maritime College at Launceston, Tasmania, to train deck, engineer and radio officers as well as other maritime and fishing industry personnel.

National Aboriginal Education Committee

In the decade since the 1967 Referendum widened the Commonwealth Government's responsibility for Aboriginal and Torres Strait Islander people, there has been more interest and activity in Aboriginal education than ever before. Commonwealth funds have been made available to develop programs and to help education authorities throughout the country to make special efforts for Aboriginal people at all levels of education (*see* Chapter 27—The Territories of Australia). In all these activities there has been some consultation with and involvement of Aboriginal people, but a major step forward in this direction was the establishment in March 1977 of a National Aboriginal Education Committee (NAEC).

Comprised entirely of Aboriginal and Torres Strait Islander people, the NAEC advises the Minister and Department of Education on the educational needs of Aboriginal and Torres Strait Islander people, and on appropriate methods of meeting these needs. Its advice is available to the Minister, the Department of Aboriginal Affairs and to other appropriate authorities. Its establishment marks a significant development in obtaining an effective voice for Aboriginals in policy formation at the national level. In some States Aboriginal Education Consultative Groups have been set up to advise Governments on educational policies and programs for Aboriginals.

Educational Training in the Defence Force

Information on educational training in the Defence Force is contained in Chapter 4, pp. 58–61 inclusive.

EDUCATION STATISTICS

For the most recent statistics available on subjects dealt with in this chapter reference should be made to the series of mimeographed bulletins on social statistics issued by the Australian Bureau of Statistics. These bulletins comprise *Schools* (4202.0), *Colleges of Advanced Education* (4206.0) and *University Statistics* Parts 1 and 2 (4208.0, 4209.0). Financial aspects are dealt with in the annual bulletins *Public Authority Finance—Federal Authorities* (5502.0), *Public Authority Finance—State and Local Authorities* (5504.0) and *Expenditure on Education* (5510.0). The annual reports of the respective State education departments provide detailed statistical and other information about particular States. The Commonwealth Department of Education issues publications on aspects of primary, secondary and tertiary and other post-secondary education.

Summary tables

Statistics summarising the number of educational institutions in Australia and the number of students attending them in 1977 and earlier years are shown in the following tables. For details of technical and further education institutions and associated enrolments, *see* pages 235–238.

EDUCATION

NUMBER OF EDUCATIONAL INSTITUTIONS, 1977

	<i>Schools</i>			<i>Uni- versities</i>	<i>Colleges of advanced education (a)</i>	<i>Teachers colleges (a)</i>
	<i>Govern- ment</i>	<i>Roman Catholic</i>	<i>Other non- govern- ment</i>			
New South Wales	2,223	612	165	6	24	3
Victoria	2,162	470	114	4	23	2
Queensland	1,223	284	47	3	10	2
South Australia	626	102	43	2	8	—
Western Australia	648	146	42	2	6	—
Tasmania	251	39	23	1	1	—
Northern Territory	110	9	2	—	—	—
Australian Capital Territory	82	23	4	1	1	1
Australia—1977	7,325	1,685	440	19	73	8
1976	7,306	1,698	440	18	83	9
1975	7,266	1,711	429	18	78	16
1974	7,295	1,731	426	17	78	17
1973	7,311	1,754	422	15	43	57
1972	7,362	1,768	422	15	45	59

(a) All government teachers colleges and all kindergarten teachers colleges were colleges of advanced education by 1 July 1973 with the majority of them being reported for the first time in the college of advanced education statistical collection in 1974.

NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1977

	<i>Schools</i>			<i>Uni- versities</i>	<i>Colleges of advanced education (a)</i>	<i>Teachers colleges (a)</i>
	<i>Govern- ment</i>	<i>Roman Catholic</i>	<i>Other non- govern- ment</i>			
New South Wales	809,976	185,364	33,501	61,640	32,702	601
Victoria	626,317	153,170	50,148	40,677	49,705	347
Queensland	341,301	77,341	15,511	21,513	17,553	197
South Australia	233,210	27,535	11,911	13,390	15,168	—
Western Australia	211,988	34,265	10,634	11,773	17,893	—
Tasmania	79,474	9,884	4,167	3,525	2,586	—
Northern Territory	23,126	3,047	187	—	—	—
Australian Capital Territory	38,924	11,438	2,373	5,893	4,705	162
Australia—1977	2,364,316	502,044	128,432	158,411	140,312	1,307
1976	2,335,431	498,761	126,058	153,960	134,614	1,127
1975	2,297,979	496,199	125,102	148,338	122,557	3,843
1974	2,257,854	494,055	124,426	142,859	107,202	(b)2,911
1973	2,240,642	491,775	120,994	133,126	61,575	(b)27,625
1972	2,228,941	492,914	119,096	128,668	52,034	(b)25,754

(a) All government teachers colleges and all kindergarten teachers colleges were colleges of advanced education by 1 July 1973 with the majority of them being reported for the first time in the college of advanced education statistical collection in 1974. (b) Excludes students enrolled at both a teachers college and another type of institution: they are included in the statistics for the other institution at which they are enrolled.

Schools

Statistics of government and non-government schools, teachers and students (as at the August schools census dates) in 1977 and earlier years are shown in the following tables. Institutions providing only pre-school education, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business colleges and coaching establishments are not included in these statistics. For more detailed statistical information, see the annual bulletin *Schools* (4202.0).

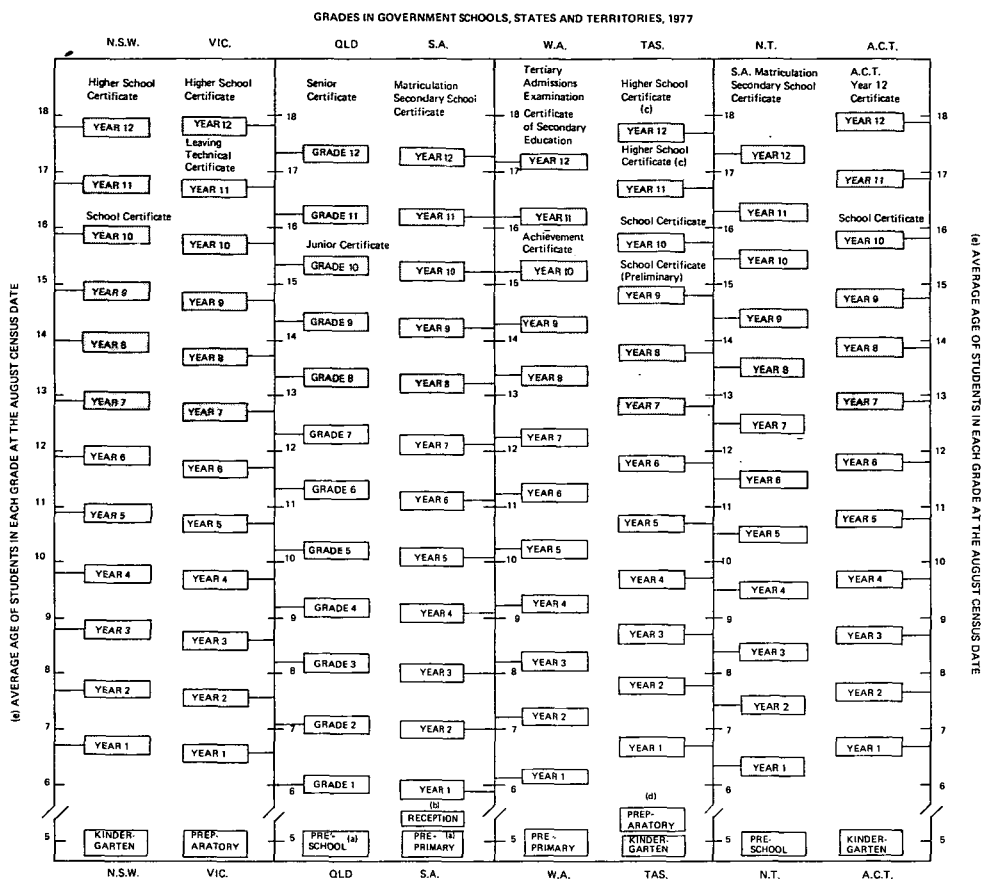
NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS, BY CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1977

	Non-government schools					All schools
	Government schools	Church of England	Roman Catholic	Other(a)	Total	
SCHOOLS						
New South Wales	2,223	32	612	133	777	3,000
Victoria	2,162	30	470	84	584	2,746
Queensland	1,223	13	284	34	331	1,554
South Australia	626	8	102	35	145	771
Western Australia	648	10	146	32	188	836
Tasmania	251	4	39	19	62	313
Northern Territory	110	—	9	2	11	121
Australian Capital Territory	82	2	23	2	27	109
Australia—1977	7,325	99	1,685	341	2,125	9,450
1976	7,306	100	1,698	340	2,138	9,444
TEACHERS(b)						
New South Wales	44,518	926	8,216	1,375	10,517	55,035
Victoria	39,273	1,366	6,789	2,052	10,207	49,480
Queensland	18,910	356	3,315	571	4,242	23,152
South Australia	14,125	235	1,290	545	2,070	16,195
Western Australia	10,777	295	1,632	399	2,326	13,103
Tasmania	4,511	113	455	161	729	5,240
Northern Territory	1,376	—	127	10	137	1,512
Australian Capital Territory	2,441	131	530	17	678	3,119
Australia—1977	135,931	3,421	22,353	5,131	30,905	166,836
1976	129,668	3,334	21,399	4,967	29,700	159,368
STUDENTS						
New South Wales	809,976	13,997	185,364	19,504	218,865	1,028,841
Victoria	626,317	19,857	153,170	30,291	203,318	829,635
Queensland	341,301	5,799	77,341	9,712	92,852	434,153
South Australia	233,210	3,604	27,535	8,307	39,446	272,656
Western Australia	211,988	4,273	34,265	6,361	44,899	256,887
Tasmania	79,474	1,713	9,884	2,454	14,051	93,525
Northern Territory	23,126	—	3,047	187	3,234	26,360
Australian Capital Territory	38,924	2,113	11,438	260	13,811	52,735
Australia—1977	2,364,316	51,356	502,044	77,076	630,476	2,994,792
1976	2,335,431	50,833	498,761	75,225	624,819	2,960,250

(a) Includes non-denominational and denominational schools other than Church of England and Roman Catholic.

(b) Full-time teachers plus full-time equivalent units of part-time teaching, rounded to whole numbers. Trainee teachers are excluded.

SCHOOLS



The above diagram shows the usual grades in government primary and secondary schools in each State and Territory. Approximate average ages for each grade (at the August schools census) in each State and Territory are given in order to indicate differences in age-grade patterns. The diagram should not be taken as a comparison of academic standards of grades between States. For a more detailed presentation of the systems operating in each State, reference should be made to diagrams etc. appearing in the annual reports of the State Education Departments.

In all States and Territories, the non-government school sector has an average age-grade pattern, which is very similar to that for government schools. It should be noted that in some States and Territories there is a trend in both government and non-government schools not to allocate pupils into a grade structure.

Further explanatory notes:

- In Queensland and South Australia all pre-school children were excluded from the School Census.
- Reception refers to children who commenced school for the first time between March and August.
- In Tasmania most students study for the Higher School Certificate over a two year period.
- In Tasmania, many children attend two years kindergarten grade.
- For age distribution within grades refer to age-grade tables which are available on request from the ABS.

Primary Grades ☐

Secondary Grades ☐

**GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX, AUSTRALIA,
1977**
(School census enrolment)

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6	98,582	94,219	192,801	20,851	21,290	42,141	119,433	115,509	234,942
6	116,113	110,535	226,648	24,662	25,234	49,896	140,775	135,769	276,544
7	108,784	102,874	211,658	24,303	24,212	48,515	133,087	127,086	260,173
8	107,618	101,624	209,242	24,175	24,656	48,831	131,793	126,280	258,073
9	102,465	96,614	199,079	24,322	24,378	48,700	126,787	120,992	247,779
10	100,038	94,234	194,272	24,916	24,575	49,491	124,954	118,809	243,763
11	98,314	92,520	190,834	25,597	25,396	50,993	123,911	117,916	241,827
12	98,098	91,062	189,160	27,334	28,056	55,390	125,432	119,118	244,550
13	102,168	94,420	196,588	27,844	28,753	56,597	130,012	123,173	253,185
14	102,973	95,428	198,401	27,464	28,684	56,148	130,437	124,112	254,549
15	89,673	83,015	172,688	25,653	26,785	52,438	115,326	109,800	225,126
16	57,606	54,328	111,934	20,011	20,524	40,535	77,617	74,852	152,469
17	27,702	27,674	55,376	13,087	12,610	25,697	40,789	40,284	81,073
18	7,079	5,713	12,792	2,535	1,956	4,491	9,614	7,669	17,283
19 and over	1,528	1,315	2,843	343	270	613	1,871	1,585	3,456
Australia—1977	1,218,741	1,145,575	2,364,316	313,097	317,379	630,476	1,531,838	1,462,954	2,994,792
1976	1,207,676	1,127,755	2,335,431	310,818	314,001	624,819	1,518,494	1,441,756	2,960,250

SCHOOLS: STUDENTS, BY AGE, 1977

(School census enrolment)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6	89,486	64,855	22,261	22,083	17,691	8,766	4,924	4,876	234,942
6	93,860	75,484	42,303	23,987	24,916	8,156	2,717	5,121	276,544
7	86,483	71,413	40,560	23,189	23,373	7,957	2,496	4,702	260,173
8	85,384	71,899	39,260	23,250	23,434	8,095	2,330	4,421	258,073
9	81,499	68,661	38,387	22,573	22,419	7,797	2,157	4,286	247,779
10	81,739	66,831	37,538	22,125	21,942	7,426	2,188	3,974	243,763
11	81,435	65,822	36,929	22,624	21,723	7,313	2,064	3,917	241,827
12	82,112	66,135	37,936	23,023	21,867	7,701	1,810	3,966	244,550
13	85,780	68,170	39,237	23,863	22,374	8,035	1,751	3,975	253,185
14	86,528	68,354	39,534	23,893	22,452	8,157	1,613	4,018	254,549
15	80,096	62,476	31,118	20,607	18,293	7,697	1,156	3,683	225,126
16	53,496	47,746	18,623	14,285	10,796	3,907	796	2,820	152,469
17	31,518	25,313	8,877	5,887	5,193	1,792	296	2,197	81,073
18	8,499	4,964	1,327	1,022	359	417	40	655	17,283
19 and over	926	1,512	263	245	55	309	22	124	3,456
Australia—1977	1,028,841	829,635	434,153	272,656	256,887	93,525	26,360	52,735	2,994,792
1976	1,018,172	825,790	426,026	272,913	248,291	93,704	24,839	50,515	2,960,250

Technical and further education

The major part of technical and further education (TAFE) in Australia is provided in a network of government-administered institutions variously known as colleges, schools or centres of technical or further education. In addition, TAFE vocational courses are conducted by certain colleges of advanced education and by agricultural colleges in New South Wales and Victoria, and a large number of bodies, both statutory and voluntary, participate in the provision of adult education programs. The following statistics relate to technical and further education activities of the major government departments/divisions of TAFE, agricultural authorities and advanced education authorities; they do not include activities of bodies such as the Board of Adult Education in New South Wales, the Council of Adult Education in Victoria and the Australian Capital Territory evening colleges. For further information on the organisation of TAFE and associated statistical details, see the report, *Tertiary Education Commission—Recommendations For 1978*, August 1977, the *First Report of the Technical and Further Education Commission*, July 1976 and previous reports of the Australian Committee on Technical and Further Education.

**TECHNICAL AND FURTHER EDUCATION: TYPE OF INSTITUTION AND ENROLMENTS BY
STREAM OF STUDY, 1977**

	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
Type of institution—									
Major TAFE Authorities—									
Major institutions(a)	69	32	24	32	26	6	1	4	194
Annexes(b)	147	7	4	413	—	—	5	5	581
Other institutions(c)	—	191	1	—	89	4	—	—	285
Annexes	—	8	—	—	—	—	—	—	8
Agricultural colleges(d)	2	6	—	—	—	—	—	—	8
Colleges of advanced education(d)	1	2	5	2	1	—	—	—	11
Total(e)	219	246	34	447	116	10	6	9	1,087
Enrolments(f)—									
Full-time—									
Stream of study—									
Professional	60	369	399	—	—	—	57	18	903
Para-professional	5,810	3,511	827	916	2,752	581	39	398	14,834
Trades	1,810	1,475	371	—	394	114	—	13	4,177
Other skilled	7,014	508	2,078	33	116	504	112	295	10,660
Preparatory	4,532	4,982	176	618	667	6	16	227	11,224
Total	19,226	10,845	3,851	1,567	3,929	1,205	224	951	41,798
Part-time(g)—									
Stream of study—									
Professional	1,373	196	284	2,471	276	—	176	44	4,820
Para-professional	52,546	19,451	8,549	30,704	35,285	2,522	488	4,589	154,134
Trades	47,557	39,886	16,590	11,207	17,658	4,511	784	2,468	140,661
Other skilled	80,486	19,708	7,264	28,655	4,354	3,102	860	3,770	148,199
Preparatory	19,349	33,883	9,446	23,435	7,966	2,075	1,421	1,036	98,611
Adult education	17,771	34,966	36,553	51,313	66,867	15,626	6,022	1,472	230,590
Total	219,082	148,090	78,686	147,785	132,406	27,836	9,751	13,379	777,015
Total—									
Stream of study—									
Professional	1,433	565	683	2,471	276	—	233	62	5,723
Para-professional	58,356	22,962	9,376	31,620	38,037	3,103	527	4,987	168,968
Trades	49,367	41,361	16,961	11,207	18,052	4,625	784	2,481	144,838
Other skilled	87,500	20,216	9,342	28,688	4,470	3,606	972	4,065	158,859
Preparatory	23,881	38,865	9,622	24,053	8,633	2,081	1,437	1,263	109,835
Adult education	17,771	34,966	36,553	51,313	66,867	15,626	6,022	1,472	230,590
Total—1977	238,308	158,935	82,537	149,352	136,335	29,041	9,975	14,330	818,813

(a) Institutions whose functions are primarily TAFE. (b) Subsidiaries of parent institutions. (c) Institutions whose primary function is other than TAFE. (d) Colleges offering TAFE activities. (e) Includes parent institutions and subsidiaries of parent institutions as separate institutions. (f) Total enrolments registered during the year up to 31 October. (g) Including *External* enrolments.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1977

<i>Field of study</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME									
Applied science	272	771	160	—	231	15	6	80	1,535
Art and design	1,076	1,219	700	343	493	33	—	67	3,931
Building industry	617	644	279	43	213	113	17	—	1,926
Business studies	8,174	2,341	1,633	289	1,267	565	101	295	14,665
Engineering	2,246	2,676	297	67	485	334	7	121	6,233
Rural and horticultural	353	495	441	81	107	—	—	—	1,477
Music	61	—	20	33	—	—	—	—	114
Para-medical services	191	—	—	10	52	—	—	—	253
Service industries	1,431	489	25	—	335	118	—	161	2,559
General studies	4,805	2,210	296	701	746	27	93	227	9,105
<i>Total</i>	<i>19,226</i>	<i>10,845</i>	<i>3,851</i>	<i>1,567</i>	<i>3,929</i>	<i>1,205</i>	<i>224</i>	<i>951</i>	<i>41,798</i>
PART-TIME									
Applied science	2,172	6,878	633	782	1,295	121	164	237	12,282
Art and design	11,859	9,554	15,861	18,266	4,597	5,592	1,850	817	68,396
Building industry	14,736	18,348	7,544	12,391	5,576	2,867	650	1,266	63,378
Business studies	50,619	17,462	5,890	21,142	12,855	2,377	857	3,346	114,548
Engineering	52,391	35,937	14,753	23,389	15,855	3,896	919	2,415	149,555
Rural and horticultural	6,167	9,049	902	3,656	890	365	54	560	21,643
Music	29	860	728	3,674	—	395	882	268	6,836
Para-medical services	2,593	507	313	371	445	168	25	15	4,437
Service industries	44,770	17,256	11,912	28,642	3,220	8,026	1,753	3,354	118,933
General studies	19,539	25,843	9,523	22,539	73,767	3,605	2,539	1,101	158,456
<i>Total</i>	<i>204,875</i>	<i>141,694</i>	<i>68,059</i>	<i>134,852</i>	<i>118,500</i>	<i>27,412</i>	<i>9,693</i>	<i>13,379</i>	<i>718,464</i>
EXTERNAL									
Applied science	—	129	24	—	308	26	—	—	487
Art and design	570	—	—	525	221	1	—	—	1,317
Building industry	428	328	615	294	643	—	—	—	2,308
Business studies	4,404	2,896	1,434	5,597	3,917	195	—	—	18,443
Engineering	2,129	967	1,956	739	3,919	—	—	—	9,710
Rural and horticultural	1,285	130	507	1,088	483	—	—	—	3,493
Music	—	—	—	26	—	—	—	—	26
Para-medical services	325	—	122	—	188	—	—	—	635
Service industries	1,585	162	402	75	727	—	—	—	2,951
General studies	3,481	1,784	5,567	4,589	3,500	202	58	—	19,181
<i>Total</i>	<i>14,207</i>	<i>6,396</i>	<i>10,627</i>	<i>12,933</i>	<i>13,906</i>	<i>424</i>	<i>58</i>	<i>—</i>	<i>58,551</i>
ALL ENROLMENTS									
Applied science	2,444	7,778	817	782	1,834	162	170	317	14,304
Art and design	13,505	10,773	16,561	19,134	5,311	5,626	1,850	884	73,644
Building industry	15,781	19,320	8,438	12,728	6,432	2,980	667	1,266	67,612
Business studies	63,197	22,699	8,957	27,028	18,039	3,137	958	3,641	147,656
Engineering	56,766	39,580	17,006	24,195	20,259	4,230	926	2,536	165,498
Rural and horticultural	7,805	9,674	1,850	4,825	1,480	365	54	560	26,613
Music	90	860	748	3,733	—	395	882	268	6,976
Para-medical services	3,109	507	435	381	685	168	25	15	5,325
Service industries	47,786	17,907	12,339	28,717	4,282	8,144	1,753	3,515	124,443
General studies	27,825	29,837	15,386	27,829	78,013	3,834	2,690	1,328	186,742
<i>Total—1977</i>	<i>238,308</i>	<i>158,935</i>	<i>82,537</i>	<i>149,352</i>	<i>136,335</i>	<i>29,041</i>	<i>9,975</i>	<i>14,330</i>	<i>818,813</i>
1976	227,836	150,273	93,474	128,703	120,828	26,508	7,195	13,627	768,444

(a) Statistics shown refer to gross enrolments, no allowance having been made for students enrolled in more than one course. Details reported in this table represent the cumulative total of all enrolments registered during a year up to 31 October.

TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY ACADEMIC STREAM, 1977
(⁰⁰⁰ hours)

<i>Academic stream</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME STAFF(b)									
Professional	6.7	32.8	22.2	9.1	7.2	—	3.7	2.7	84.4
Para-professional	514.0	318.4	85.4	224.0	301.6	35.7	11.5	29.9	1,520.5
Trades	787.5	930.0	379.1	320.3	240.1	125.0	14.8	38.3	2,835.1
Other skilled	435.8	99.4	127.5	51.7	15.7	32.4	5.7	20.6	788.8
Preparatory	159.1	308.4	60.9	72.5	40.4	5.3	3.4	5.5	655.5
Adult education	30.9	58.0	4.4	29.5	14.7	—	3.7	0.6	141.7
<i>Total</i>	<i>1,934.0</i>	<i>1,747.0</i>	<i>679.5</i>	<i>707.0</i>	<i>619.7</i>	<i>198.4</i>	<i>42.8</i>	<i>97.5</i>	<i>6,026.0</i>
PART-TIME STAFF(c)									
Professional	7.1	0.9	2.3	0.9	1.0	—	1.2	1.7	15.1
Para-professional	378.9	77.5	62.4	58.2	112.3	31.3	1.4	26.1	748.1
Trades	281.6	43.4	7.8	2.0	60.0	27.6	2.4	14.8	439.6
Other skilled	388.4	34.3	39.3	46.6	12.7	15.6	1.8	15.6	554.3
Preparatory	158.7	121.8	27.5	69.6	29.7	11.6	8.1	22.1	449.1
Adult education	64.5	68.7	34.0	148.9	101.2	28.6	11.3	4.5	461.7
<i>Total</i>	<i>1,279.2</i>	<i>346.6</i>	<i>173.3</i>	<i>326.2</i>	<i>316.9</i>	<i>114.7</i>	<i>26.2</i>	<i>84.8</i>	<i>2,667.9</i>
ALL TEACHING STAFF									
Professional	13.9	33.7	24.5	10.0	8.2	—	4.9	4.4	99.7
Para-professional	892.9	395.9	147.8	282.2	414.0	67.1	12.9	56.0	2,268.7
Trades	1,069.1	973.4	386.9	322.4	300.1	152.6	17.2	53.2	3,274.9
Other skilled	824.2	133.7	166.8	98.3	28.4	47.9	7.5	36.2	1,343.0
Preparatory	317.7	430.2	88.4	142.0	70.1	16.9	11.5	27.6	1,104.4
Adult education	95.4	126.7	38.4	178.4	115.8	28.6	15.0	5.0	603.3
<i>Total—1977</i>	<i>3,213.2</i>	<i>2,093.6</i>	<i>852.8</i>	<i>1,033.2</i>	<i>936.6</i>	<i>313.1</i>	<i>69.0</i>	<i>182.3</i>	<i>8,694.0</i>
1976	2,871.1	2,041.8	(d)786.1	938.1	884.1	249.3	38.9	190.0	(d)8,000.0

(a) Hours of classroom duty performed by teachers during the teaching year (excluding all non-teaching duty). (b) All teaching staff employed full-time by the relevant authority or institution, including 'multi-sector' staff whose duties extend to teaching areas other than TAFE. Teaching hours reported in this table relate only to teaching undertaken in TAFE. (c) Statistics of part-time teaching effort relate to all teaching duty performed by staff employed part-time by the authority or institution and teaching hours worked on an overtime basis by full-time staff. (d) Excluded in 1976 is the teaching effort in TAFE courses at Queensland colleges of advanced education. The components affected are the *Para-professional* and *Preparatory* streams.

Colleges of Advanced Education

The following statistics refer to operative institutions listed in the appropriate States Grants (Tertiary Education Assistance) Acts as colleges of advanced education, and the Canberra College of Advanced Education. These tables show details of students commencing advanced level courses, the number of students and teaching staff in 1977 and the number of students who completed advanced level courses in 1976. The reference date for these statistics is 30 April except for students who completed advanced level courses for whom the reference period is the twelve months ended 31 December 1976. For more detailed statistics, see the annual bulletin *Colleges of Advanced Education* (4206.0).

COLLEGES OF ADVANCED EDUCATION: STUDENTS COMMENCING BY COURSE LEVEL AND FIELD OF STUDY, 1977(a)

<i>Field of study</i>	<i>Master degree</i>	<i>Graduate diploma</i>	<i>Bachelor degree</i>	<i>Diploma</i>	<i>Associate diploma</i>	<i>Total</i>		
						<i>Males</i>	<i>Females</i>	<i>Persons</i>
Agriculture	—	58	86	230	275	517	132	649
Applied sciences	65	606	2,984	115	500	3,236	1,034	4,270
Art and design	—	63	576	1,583	280	1,011	1,491	2,502
Building, surveying and architecture	1	151	709	488	194	1,339	204	1,543
Commercial and business studies	63	1,319	7,539	1,052	1,260	8,763	2,470	11,233
Engineering and technology	35	429	2,293	292	364	3,364	49	3,413
Liberal studies	2	899	3,737	754	646	2,341	3,697	6,038
Music	—	42	216	160	25	204	239	443
Para-medical	26	186	1,577	1,083	617	939	2,550	3,489
Teacher education	13	4,496	4,131	13,954	445	7,451	15,588	23,039
<i>Total—1977</i>	<i>205</i>	<i>8,249</i>	<i>23,848</i>	<i>19,711</i>	<i>4,606</i>	<i>29,165</i>	<i>27,454</i>	<i>56,619</i>
1976	135	6,558	18,309	22,629	4,491	27,349	24,773	52,122

(a) Excludes students commencing in second semester.

**COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED
COURSES BY FIELD OF STUDY AND COURSE LEVEL, 1976**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture	—	34	36	161	189	363	57	420
Applied sciences	7	161	738	273	83	1,004	258	1,262
Art and design	—	40	15	881	12	459	489	948
Building, surveying and architecture	—	20	250	192	45	468	39	507
Commercial and business studies	4	347	1,164	1,056	253	2,320	504	2,824
Engineering and technology	1	47	846	735	51	1,672	8	1,680
Liberal studies	—	374	791	255	119	642	897	1,539
Music	—	11	41	179	—	71	160	231
Para-medical	8	84	547	458	437	334	1,200	1,534
Teacher education	16	3,294	385	13,724	490	5,662	12,247	17,909
Total—1976	36	4,412	4,813	17,914	1,679	12,995	15,859	28,854
1975	17	3,814	3,566	15,242	2,030	11,446	13,223	24,669

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT
COURSE LEVEL AND FIELD OF STUDY, 1977**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME								
Agriculture	-	35	257	708	495	1,249	246	1,495
Applied sciences	33	164	3,909	329	324	3,490	1,269	4,759
Art and design	-	70	780	4,015	44	2,086	2,823	4,909
Building, surveying and architecture	-	-	1,314	493	143	1,622	328	1,950
Commercial and business studies	22	320	6,273	1,501	612	6,338	2,390	8,728
Engineering and technology	14	3	4,920	742	175	5,768	86	5,854
Liberal studies	-	386	4,142	851	656	2,434	3,601	6,035
Music	-	32	339	510	18	367	532	899
Para-medical	27	101	3,237	1,455	628	1,377	4,071	5,448
Teacher education	2	3,626	5,530	34,903	756	13,215	31,602	44,817
Total—1977	98	4,737	30,701	45,507	3,851	37,946	46,948	84,894
1976	77	4,104	24,459	50,226	3,745	37,014	45,597	82,611

PART-TIME—INTERNAL

Agriculture	—	2	1	18	16	29	8	37
Applied sciences	112	753	2,602	371	274	3,405	707	4,112
Art and design	—	55	105	500	404	474	590	1,064
Building, surveying and architecture	3	358	898	1,294	147	2,485	215	2,700
Commercial and business studies	152	1,758	9,568	2,687	1,396	13,397	2,164	15,561
Engineering and technology	66	468	2,447	704	253	3,901	37	3,938
Liberal studies	4	773	3,314	627	549	2,251	3,016	5,267
Music	—	21	109	215	15	113	247	360
Para-medical	38	110	838	510	315	623	1,188	1,811
Teacher education	41	1,522	2,578	5,599	76	3,624	6,192	9,816
Total—1977	416	5,820	22,460	12,525	3,445	30,302	14,364	44,666
1976	364	5,138	19,127	14,256	3,927	30,768	12,044	42,812

PART-TIME—EXTERNAL

Agriculture	—	23	—	—	27	43	7	50
Applied sciences	19	1	678	2	154	657	197	854
Art and design	—	—	—	33	2	11	24	35
Building, surveying and architecture	—	—	18	40	—	55	3	58
Commercial and business studies	—	318	1,466	729	630	2,636	507	3,143
Engineering and technology	1	102	29	30	2	160	4	164
Liberal studies	—	67	1,056	257	169	565	984	1,549
Music	—	—	—	3	—	2	1	3
Para-medical	—	—	3	337	221	193	368	561
Teacher education	—	634	675	3,026	—	1,247	3,088	4,335
Total—1977	20	1,145	3,925	4,457	1,205	5,569	5,183	10,752
1976	—	629	2,611	4,883	1,068	4,667	4,524	9,191

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT
COURSE LEVEL AND FIELD OF STUDY, 1977—continued**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
ALL STUDENTS								
Agriculture	-	60	258	726	538	1,321	261	1,582
Applied sciences	164	918	7,189	702	752	7,552	2,173	9,725
Art and design	-	125	885	4,548	450	2,571	3,437	6,008
Building, surveying and architecture	3	358	2,230	1,827	290	4,162	546	4,708
Commercial and business studies	174	2,396	17,307	4,917	2,638	22,371	5,061	27,432
Engineering and technology	81	573	7,396	1,476	430	9,829	127	9,956
Liberal studies	4	1,226	8,512	1,735	1,374	5,250	7,601	12,851
Music	-	53	448	728	33	482	780	1,262
Para-medical	65	211	4,078	2,302	1,164	2,193	5,627	7,820
Teacher education	43	5,782	8,783	43,528	832	18,086	40,882	58,968
Total—1977	534	11,702	57,086	62,489	8,501	73,817	66,495	140,312
1976	441	9,871	46,197	69,365	8,740	72,449	62,165	134,614

**COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF BY FIELD OF TEACHING
STATES AND A.C.T., 1977**

Teaching effort in approved courses of full-time and part-time staff, expressed in equivalent full-time units and rounded to whole numbers.

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Australia
FULL-TIME STAFF								
Agriculture	73	4	30	47	12	—	—	166
Applied sciences	202	401	192	44	94	18	73	1,024
Art and design	109	206	—	66	29	20	—	430
Building, surveying and architecture	25	60	27	31	31	9	17	200
Commercial and business studies	170	418	124	50	85	19	44	909
Engineering and technology	56	398	106	78	67	16	—	721
Liberal studies	90	300	123	61	114	8	49	745
Music	40	7	15	2	—	17	—	81
Para-medical	95	166	28	76	82	10	—	457
Teacher education	1,074	1,227	455	474	401	82	48	3,760
Not classifiable	86	9	5	23	6	3	—	132
Total—1977	2,020	3,197	1,104	951	922	201	231	8,625
1976	1,858	3,134	957	871	914	205	226	8,165
PART-TIME STAFF								
Agriculture	2	2	—	1	2	—	—	6
Applied sciences	24	60	7	4	25	1	18	140
Art and design	22	40	—	6	5	2	—	74
Building, surveying and architecture	8	17	22	5	5	—	1	58
Commercial and business studies	20	40	23	4	16	2	9	114
Engineering and technology	17	19	9	2	6	1	—	54
Liberal studies	18	39	11	15	21	1	16	120
Music	30	6	14	—	—	4	—	55
Para-medical	15	26	5	21	21	1	—	89
Teacher education	46	75	25	34	27	5	7	218
Not classifiable	2	17	—	—	2	—	—	21
Total—1977	204	341	116	92	129	18	50	949
1976	241	512	104	104	156	17	47	1,181
ALL STAFF								
Agriculture	75	6	30	47	14	—	—	172
Applied sciences	226	461	199	48	120	19	91	1,164
Art and design	131	246	—	72	34	22	—	505
Building, surveying and architecture	33	77	49	36	35	9	18	258
Commercial and business studies	190	459	147	53	101	20	53	1,023
Engineering and technology	73	418	114	80	73	17	—	774
Liberal studies	108	339	135	76	135	9	65	866
Music	71	13	29	2	—	21	—	136
Para-medical	110	193	33	97	102	11	—	546
Teacher education	1,120	1,302	479	508	428	87	55	3,979
Not classifiable	88	26	5	23	7	3	—	152
Total—1977	2,224	3,538	1,220	1,043	1,051	218	281	9,574
1976	2,099	3,646	1,061	975	1,070	222	273	9,346

Universities

The following university statistics provide details of the total number of students enrolled in university courses, the teaching staff engaged, and the number of students commencing and completing courses. The reference date for the statistics is 30 April except for students completing courses for whom the reference date is the year ended 30 June. For more detailed statistics, see the annual publications *University Statistics*, Parts 1 and 2 (4208.0 and 4209.0).

UNIVERSITIES: STUDENTS COMMENCING DEGREE COURSES, 1977

	Doctorate (other than Ph.D.) courses	Ph.D. degree courses	Master degree courses	Bachelor degree courses	Total		
					Males	Females	Persons
New South Wales	4	377	2,081	16,001	11,206	7,257	18,463
Victoria	21	232	1,124	9,702	6,535	4,544	11,079
Queensland	6	99	417	5,564	3,430	2,656	6,086
South Australia	2	71	274	3,095	2,076	1,366	3,442
Western Australia	1	73	326	3,598	2,441	1,557	3,998
Tasmania	—	25	35	990	651	399	1,050
Australian Capital Territory	—	160	208	1,408	1,047	729	1,776
Australia—1977	34	1,037	4,465	40,358	27,386	18,508	45,894
1976	34	1,085	4,315	41,074	28,182	18,326	46,508

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY SEX AND COURSE LEVEL, 1975 TO 1977

Level of course	Males			Females		
	1975	1976	1977	1975	1976	1977
FULL-TIME						
Higher degree	4,756	5,033	5,002	1,458	1,614	1,775
Other post-graduate(a)	1,926	1,847	1,797	2,278	1,980	2,020
Bachelor degree	54,029	55,139	55,592	32,371	34,694	35,761
Sub-graduate diploma, certificate and other(c)	157	171	413	135	127	541
Total	60,868	62,190	62,804	36,242	38,415	40,097
PART-TIME(b)						
Higher degree	8,288	8,471	8,937	2,174	2,471	2,716
Other post-graduate(a)	2,497	2,699	2,625	1,279	1,332	1,389
Bachelor degree	20,764	20,621	20,623	12,955	14,121	15,382
Sub-graduate diploma, certificate and other(c)	1,661	1,918	1,954	1,610	1,722	1,884
Total	33,210	33,709	34,139	18,018	19,646	21,371
ALL STUDENTS						
Higher degree	13,044	13,504	13,939	3,632	4,085	4,491
Other post-graduate(a)	4,423	4,546	4,422	3,557	3,312	3,409
Bachelor degree	74,793	75,760	76,215	45,326	48,815	51,143
Sub-graduate diploma, certificate and other(c)	1,818	2,089	2,367	1,745	1,849	2,425
Total	94,078	95,899	96,943	54,260	58,061	61,468

(a) Includes post-graduate diploma courses and preliminary or qualifying courses for masters degrees. (b) Includes all external students. (c) Other refers to single and miscellaneous subjects of university standard.

**UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA
COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1977**

<i>Field of study</i>	<i>Degrees</i>					<i>Total</i>
	<i>Doctorate (other than Ph.D.)</i>	<i>Ph.D.</i>	<i>Master</i>	<i>Bachelor</i>	<i>Post graduate diplomas</i>	
Humanities	1	65	204	7,745	17	8,032
Fine arts	1	2	10	132	7	152
Social and behavioural sciences	—	53	168	1,045	188	1,454
Law	—	2	84	1,331	73	1,490
Education	—	21	294	1,083	3,375	4,773
Economics, commerce, government	—	35	381	3,125	63	3,604
Medicine	36	67	65	1,652	101	1,921
Dentistry	2	2	13	263	6	286
Natural sciences	11	331	260	4,740	90	5,432
Engineering, technology	—	108	241	1,696	24	2,069
Architecture	—	5	70	480	82	637
Agriculture, forestry	1	47	103	332	35	518
Veterinary Science	—	9	42	188	5	244
Not stated	1	—	—	—	—	1
Total—1977	53	747	1,935	23,812	4,066	30,613
1976	48	803	1,765	23,025	4,172	29,813

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1977

<i>Field of teaching</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Aust.</i>
FULL-TIME STAFF								
Humanities	635	461	236	152	119	46	138	1,786
Fine arts	49	57	13	41	8	—	—	167
Social and behavioural sciences	450	211	138	87	95	31	43	1,053
Law	119	126	33	26	19	13	33	369
Education	244	207	72	52	63	15	1	655
Economics, commerce, government	489	292	127	95	72	33	61	1,168
Medicine	284	248	173	116	90	39	—	950
Dentistry	39	29	32	23	15	—	—	137
Natural sciences	984	620	402	281	187	89	108	2,670
Engineering, technology	503	203	113	52	56	22	—	948
Architecture	113	48	26	16	8	—	—	210
Agriculture, forestry	102	50	42	40	22	9	21	285
Veterinary science	48	37	48	—	22	—	—	155
Other(b)	27	3	37	—	—	2	—	69
Total—1977	4,084	2,590	1,491	979	775	298	405	10,622
1976	4,079	2,381	1,430	987	723	293	405	10,299

PART-TIME STAFF (full-time equivalent units) (c)

Humanities	34	22	7	5	6	1	8	84
Fine arts	5	7	1	5	3	—	—	21
Social and behavioural sciences	38	14	8	5	8	—	4	78
Law	8	11	1	2	2	—	6	29
Education	53	29	3	2	11	1	—	100
Economics, commerce, government	33	20	2	4	2	1	2	64
Medicine	98	82	32	11	18	1	—	242
Dentistry	13	10	4	22	10	—	—	60
Natural sciences	106	113	14	51	35	6	12	336
Engineering, technology	41	25	8	7	5	1	—	88
Architecture	23	9	3	2	4	—	—	40
Agriculture, forestry	7	4	—	—	1	—	2	15
Veterinary science	2	2	1	—	—	—	—	5
Other(b)	7	—	6	—	—	—	—	13
Total—1977	469	349	90	117	105	11	33	1,175
1976	504	348	87	111	109	16	27	1,203

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1977—continued

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
ALL STAFF (full-time equivalent units)								
Humanities	669	483	243	157	125	47	146	1,870
Fine arts	54	64	14	46	11	—	—	188
Social and behavioural sciences	488	225	146	92	103	31	47	1,131
Law	127	137	34	28	21	13	39	398
Education	297	236	75	54	74	16	1	755
Economics, commerce, government	522	312	129	99	74	34	63	1,233
Medicine	382	330	205	127	108	40	—	1,192
Dentistry	52	39	36	45	25	—	—	197
Natural sciences	1,090	733	416	332	222	95	120	3,006
Engineering, technology	544	228	121	59	61	23	—	1,036
Architecture	136	57	29	18	12	—	—	250
Agriculture, forestry	109	54	42	40	23	9	23	300
Veterinary science	50	39	49	—	22	—	—	160
Other(b)	34	3	43	—	—	2	—	82
Total—1977	4,553	2,940	1,582	1,096	879	309	438	11,797
1976	4,584	2,729	1,517	1,098	833	309	432	11,501

(a) Excludes research only staff. (b) Includes staff teaching in the field of general studies and also a small number of staff unallocated to field of teaching. (c) The conversion of part-time staff to equivalent full-time units is made on the following basis: lecturer—250 hours per annum; and tutor/demonstrator—700 hours per annum.

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

Scheme	Number of students 1977	Expenditure (\$'000) 1976–77
Postgraduate Awards(a)	2,214	8,600
Tertiary Education Assistance(a)	87,673	135,775
Technical Scholarships(a)	13	9
Pre-school Teacher Education(a)	1,560	3,219
Postgraduate Awards—Social Work (a)	15	293
Senior Secondary Scholarships(a)	3	20
Secondary Allowances(b)	15,766	6,865
Adult Secondary Education Assistance(a)	2,115	4,596
Aboriginal Secondary Grants(a)	12,862	10,002
Aboriginal Study Grants(b)	2,451	2,277
Aboriginal Study Grants—Overseas(b)	10	61
Assistance for Isolated Children(b)	18,606	11,689
Non-State Tertiary Institutions	n.a.	3,128
Overseas Study Fellowships in Recreation(b)	10	180
Overseas Management Fellowships(b)	17	148
Commonwealth Teaching Service Scholarships(a)	615	1,305
Other(a)	12	8

(a) For this scheme, the 'number of students' represents students receiving benefits at 30 June each year. (b) For this scheme the 'number of students' represents students receiving benefits at some time during the year.

Overseas students

The following table shows the number of private students and sponsored overseas students and trainees in Australia at 30 June 1978. The Department of Immigration and Ethnic Affairs and the Department of Education prepare statistics of overseas students admitted under the *Private Overseas Student Program*. The statistics in the following table exclude practical experience and specialised trainees, exchange students and students not currently undertaking study. Further details on sponsored overseas students and trainees in Australia are available from publications issued by the Australian Development Assistance Bureau within the Department of Foreign Affairs.

OVERSEAS STUDENTS: NUMBER OF PRIVATE STUDENTS AND SPONSORED STUDENTS AND TRAINEES BY LAST PLACE OF RESIDENCE, AS AT 30 JUNE 1978

Last place of residence	Private students (a)	Sponsored students and trainees				Total
		Colombo Plan	Commonwealth Co-operation in Education	Home government	Other	
Africa	114	—	54	24	167	245
America	158	—	25	3	6	34
Asia—						
Burma	2	16	—	—	—	16
Brunei	13	—	—	—	—	—
China—						
Excluding Taiwan Province	—	—	—	—	—	—
Taiwan Province only	22	—	—	—	—	—
Hong Kong	849	—	3	11	—	14
India	138	10	8	—	9	27
Indonesia	572	217	—	9	35	261
Japan	156	—	—	—	—	—
Laos	3	57	—	—	—	57
Malaysia	3,997	219	5	137	13	374
Pakistan	31	32	—	—	1	33
Philippines	109	45	—	—	8	53
Singapore	368	140	2	1	6	149
Sri Lanka	85	71	4	—	6	81
Thailand	377	172	—	1	7	180
Vietnam	4	65	—	—	50	115
Other Asia	79	174	8	2	9	193
Total Asia	6,805	1,218	30	161	144	1,553
Europe	237	—	5	—	3	8
Oceania—						
Fiji	239	—	25	7	30	62
Nauru	71	—	—	—	—	—
New Caledonia	41	—	—	—	—	—
Papua New Guinea	98	—	—	—	156	156
Solomon Islands	29	—	—	—	6	6
Tonga	43	—	14	1	32	47
Other Oceania	37	—	20	—	24	44
Total Oceania	558	—	59	8	248	315
Not stated	13	—	—	—	—	—
Total Overseas Students	7,885	1,218	173	196	568	2,155

(a) Excludes practical experience and specialised trainees, exchange students and students not currently undertaking study.

Expenditure on education

The aim of this section is to provide information on the extent and direction of both government and private expenditure on education in recent years. The figures have been compiled in accordance with national accounting concepts. For explanation of these concepts, reference should be made to *Australian National Accounts: National Income and Expenditure 1976-77* (5204.0), and also to *Public Authority Finance: Federal Authorities, 1977-78* (5502.0), and *Public Authority Finance: States and Local Authorities, 1976-77* (5504.0), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector reflects in part the relative importance of that sector in the provision of education services, but it is also a reflection of the lack of detailed information relating to educational activities in the private sector. Information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate supply of education services and facilities.

Total expenditure on education

Total expenditure on education can be measured by adding together the final expenditures of the public and private sectors.

The figure derived for total expenditure on education can be regarded as a measure of the aggregate supply of education services and facilities and can therefore be related to the supply of goods and services available from domestic production (i.e. gross domestic product). Final consumption expenditure and capital expenditure on education, by sector, can also be related to gross domestic product. These relationships are shown in the following table.

AUSTRALIA: EXPENDITURE ON EDUCATION

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
	\$m	\$m	\$m	\$m	\$m	\$m
Public sector—						
Final consumption expenditure	1,212	1,446	1,890	2,740	3,387	4,070
Expenditure on new fixed assets	285	328	382	656	695	654
Final expenditure(1)	1,498	1,774	2,272	3,397	4,082	4,723
Transfers to the private sector and expenditure on existing fixed assets (net)	170	215	257	330	408	445
Outlay	1,668	1,990	2,528	3,727	4,490	5,169
Private sector—						
Final consumption expenditure	196	214	208	200	218	243
Expenditure on new fixed assets	41	38	43	74	87	68
Final expenditure(2)	237	252	251	274	305	311
Total expenditure on education (1) + (2)	1,735	2,026	2,523	3,671	4,387	5,034
Gross domestic product	36,723	41,924	50,709	60,682	71,364	82,471
	per cent	per cent	per cent	per cent	per cent	per cent
Expenditure on education as percentage of gross domestic product—						
Final consumption expenditure—						
Public	3.3	3.4	3.7	4.5	4.7	4.9
Private	0.5	0.5	0.4	0.3	0.3	0.3
Expenditure on new fixed assets—						
Public	0.8	0.8	0.8	1.1	1.0	0.8
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	4.7	4.8	5.0	6.0	6.2	6.1

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets—mainly by private non-profit organisations and financed in part by grants from public authorities for private capital purposes. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges), fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc. Expenditure on such items as school books, uniforms, etc., and expenditure by parents associations on school equipment is not included, being treated in the Australian National Accounts as private final consumption expenditure on other goods and services (such as clothing, books, household durables, etc.). Private gross fixed capital expenditure in the field of education is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

Public sector

The statistics presented here for the public sector relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', broadly as defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres, etc.; on scholarships, etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditure on school medical and dental services and provision of free milk for school-children are not included, as these are regarded as primarily serving the purpose of health.

The outlays of the public authorities engaged in providing education services or financing their provision by other bodies, public or private, have also been classified according to their economic type: final expenditure on goods and services (i.e. final consumption expenditure, and expenditure on new fixed assets); capital financing items (e.g. net expenditure on existing assets); transfers to the private sector (cash benefits, grants for private capital purposes) which become a source of finance for that sector's own final expenditures; and transfers between public authorities (Commonwealth Government grants to the States).

Detailed analyses have not been prepared of the accounts of all public authorities providing or financing education services, but methods of analysis have been adopted which reflect the net effect of the transactions of authorities not fully analysed (such as the State universities). Private non-profit organisations are covered by recording their final consumption expenditure as final expenditure by the public authorities and persons, i.e. the current grants to these organisations by public authorities are treated as public authorities' final expenditure and fees, donations, etc. paid to them by persons are included in private final consumption expenditure. Current outlay of non-profit organisations is therefore covered, being approximately equal to their income from grants and fees. For reasons of practicality, grants for capital purposes by public authorities to private non-profit organisations are treated as transfers, so that the capital expenditure of these organisations is wholly recorded in the private sector.

All public authorities

The outlay on education by all public authorities consists of the final expenditure on goods and services of the Commonwealth Government and State authorities and transfers by these authorities to the private sector. These figures are shown in the following table, and are related to the total outlay (on all functions) by all public authorities in order to give an indication of the share of government resources devoted to education.

ALL PUBLIC AUTHORITIES: OUTLAY ON EDUCATION
(\$ million)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Federal Authorities—						
Final consumption expenditure	63.9	79.2	109.4	167.4	198.9	240.8
Cash benefits to persons	54.3	74.0	93.8	124.3	162.5	193.7
Grants for private capital purposes	1.3	1.3	2.4	7.7	10.5	6.4
Expenditure on new fixed assets	25.0	30.1	32.1	45.1	73.4	62.2
Expenditure on existing fixed assets (net)	-0.4	-0.5	0.8	0.3	0.1	-0.5
Grants to States—						
Current	118.9	153.9	433.5	910.8	1,135.5	1,393.9
Capital	86.0	105.6	189.1	415.5	319.2	327.8
Grants to local government authorities . . . . .	..	..	0.4	2.5	6.4	6.1
<i>Total Federal</i>	<i>348.9</i>	<i>443.5</i>	<i>861.5</i>	<i>1,673.6</i>	<i>1,906.6</i>	<i>2,230.3</i>
State authorities—						
Final consumption expenditure	1,146.6	1,365.1	1,777.6	2,568.3	3,180.8	3,820.1
Cash benefits to persons	96.9	115.6	127.0	147.1	175.2	191.1
Grants for private capital purposes	7.7	8.5	13.7	31.7	33.0	24.2
Expenditure on new fixed assets	260.0	297.6	349.0	609.3	617.9	587.8
Expenditure on existing fixed assets (net)	11.2	16.6	18.9	19.1	26.9	30.3
<i>Total State</i>	<i>1,522.3</i>	<i>1,803.4</i>	<i>2,286.3</i>	<i>3,375.5</i>	<i>4,033.8</i>	<i>4,653.5</i>
<i>Less Grants from the Commonwealth Government for educational purposes</i>	<i>204.9</i>	<i>259.4</i>	<i>622.5</i>	<i>1,326.3</i>	<i>1,454.8</i>	<i>1,721.6</i>
<i>Outlay financed from States' own resources and from non-specific Commonwealth Government grants</i>	<i>1,317.4</i>	<i>1,543.9</i>	<i>1,663.8</i>	<i>2,049.2</i>	<i>2,579.0</i>	<i>2,931.8</i>
Local authorities—						
Final consumption expenditure	1.6	2.0	2.9	4.6	7.1	9.0
Expenditure on new fixed assets	0.4	0.3	0.7	1.9	4.0	3.6
<i>Total local</i>	<i>2.1</i>	<i>2.3</i>	<i>3.6</i>	<i>6.5</i>	<i>11.1</i>	<i>12.6</i>
<i>Less Grants from Commonwealth Government for education purposes</i>	<i>..</i>	<i>..</i>	<i>0.4</i>	<i>2.5</i>	<i>6.4</i>	<i>6.1</i>
<i>Outlay financed from local authorities own resources</i>	<i>2.1</i>	<i>2.3</i>	<i>3.1</i>	<i>4.1</i>	<i>4.7</i>	<i>6.5</i>
Total outlay on education	1,668.4	1,989.8	2,528.4	3,726.8	4,490.3	5,168.7
Total outlay on all purposes	12,026.2	13,403.3	16,220.7	22,879.5	27,583.5	31,785.6
	per cent	per cent	per cent	per cent	per cent	per cent
Outlay on education as percentage of total outlay	13.9	14.8	15.6	16.3	16.3	16.3

Federal Authorities

Details of outlay on education by authorities of the Commonwealth Government are given in the following table.

FEDERAL AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1974-75	1975-76	1976-77
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c.	14.0	17.4	18.8
Administration expenses, n.e.c.	5.6	7.0	7.8
Building and works, office equipment, etc.	0.2	0.2	-
Grants to the States—			
Research and development	0.8	1.1	1.0
Other	-	0.1	0.7
<i>Total general administration, etc</i>	20.6	25.8	28.3
Transportation of students—			
School bus service—			
Australian Capital Territory	0.9	1.4	1.8
Northern Territory	0.6	0.9	1.0
<i>Total transportation</i>	1.5	2.3	2.7
Primary and secondary education—			
Schools Commission	2.1	2.8	2.8
Education services—			
Australian Capital Territory	43.0	61.0	64.8
Northern Territory	20.0	33.6	38.0
School broadcasts	1.9	2.0	1.9
Student assistance	8.6	6.8	7.0
Child migrant education program	3.7	3.9	1.0
Assistance to isolated children	9.5	10.4	11.7
Grants to non-government schools—			
Australian Capital Territory	7.8	8.9	9.9
Northern Territory	1.1	1.3	1.4
Grants to the States—			
Non-government schools—Recurrent grants	101.7	123.6	171.7
Non-government schools—Capital grants	28.4	28.7	19.9
Government schools—Recurrent grants	117.9	186.7	225.8
Government schools—Capital grants	170.0	113.8	127.2
Child migrant education	11.3	9.0	0.2
Schools—joint programs	16.0	22.7	24.9
Other	0.4	0.4	0.4
<i>Total primary and secondary</i>	543.5	615.7	708.7
Vocational Training—			
Tertiary Education Commission	-	0.6	0.6
Canberra School of Music	0.6	0.7	-
Technical and Further Education in the A.C.T.	5.7	9.4	13.6
Darwin Community College	3.4	5.6	6.7
Student assistance	15.4	20.2	23.7
Grants to the States—T.A.F.E.—			
Apprentice training	0.5	0.6	-
Recurrent grants	24.6	40.1	44.2
Other Capital grants	19.9	24.0	33.7
Other	-	0.4	0.6
<i>Total vocational training</i>	70.1	101.5	123.2
University education—			
Tertiary Education Commission	0.6	0.7	0.7
Australian National University—			
Student assistance	1.4	1.9	0.8
Other	57.6	57.0	71.1
Student assistance—			
Undergraduate	39.3	53.4	66.7
Postgraduate	8.1	7.8	8.8
Grants to Australian National University residential colleges	0.1	0.1	0.2
School of Public Health and Tropical Medicine (Sydney University)	1.7	1.9	2.1
Grants to the States—Universities	444.0	475.2	568.5
Other	0.1	0.3	-
<i>Total university</i>	553.0	598.4	719.1

FEDERAL AUTHORITIES: OUTLAY ON EDUCATION—*continued*
(\$ million)

	1974-75	1975-76	1976-77
Other higher education—			
Tertiary Education Commission	0.8	0.7	0.7
Canberra College of Advanced Education	11.5	13.0	14.5
Canberra School of Music	1.2	2.3	1.1
Australian Film and Television School	3.2	3.6	3.6
Student assistance	26.5	41.8	51.7
Commonwealth Teaching Service scholarships	1.1	1.1	1.3
Grants to the States—			
Colleges of Advanced Education and Teacher training colleges	349.2	373.5	446.4
Other	—	—	0.1
<i>Total other higher education</i>	<i>393.4</i>	<i>436.0</i>	<i>519.5</i>
Other education programs—			
Aboriginal education—			
Study grants	1.4	1.8	2.3
Secondary grants	7.2	8.6	10.0
Grants to private non-profit organisations	3.7	3.9	3.9
Grants to the States	4.6	6.9	5.9
Other	14.4	22.3	17.5
Soldiers' children education scheme	3.7	3.6	3.5
Migrant education programs	6.0	8.2	9.0
Pre-school and child care programs—			
Grants to States and local authorities	40.0	55.1	58.2
Other	9.1	12.6	11.7
Adult education programs	1.0	3.2	4.6
Queen's Silver Jubilee Appeal	—	—	2.0
Other	0.5	0.6	0.1
<i>Total other programs</i>	<i>91.6</i>	<i>126.8</i>	<i>128.8</i>
Total outlay on education	1,673.6	1,906.6	2,230.3
<i>of which—</i>			
Current outlay	1,202.8	1,497.7	1,830.0
Capital outlay	470.8	408.9	400.3
Total outlay on all purposes	17,359.9	21,441.2	24,078.7
	per cent	per cent	per cent
Outlay on education as a percentage of total outlay	9.6	8.9	9.3

As may be seen from the table, Commonwealth Government outlays are directed largely towards financing outlays on education by the States and the private sector. Direct expenditure by the Commonwealth Government relates mainly to the costs of administering its support programs and its own educational research activities, the provision of education services in the internal territories, expenditures of statutory bodies (i.e. the Australian National University, the Canberra College of Advanced Education, and the Australian Broadcasting Commission), expenditure on the education of Aborigines by the Northern Territory administration, and the costs of the child migrant education program.

FEDERAL AUTHORITIES: CASH BENEFITS TO PERSONS FOR EDUCATION
(\$'000)

	1974-75	1975-76	1976-77
Primary and secondary education—			
Student assistance	8,599	6,721	6,885
Australian Capital Territory and Northern Territory scholarships and allowances	46	92	116
Assistance to isolated children	9,539	10,398	11,689
United world colleges scholarships	-	-	5
<i>Total</i>	<i>18,184</i>	<i>17,211</i>	<i>18,695</i>
Vocational training—			
Student assistance	15,371	20,191	23,756
University education—			
Australian National University scholarships	1,412	1,871	830
Student assistance—			
Post-graduate	8,041	7,685	8,600
Under-graduate	38,861	52,948	66,367
Australian Agricultural Council scholarships	71	96	-
Wool research studentships	234	268	202
Forestry scholarships	89	94	80
Other	101	170	182
<i>Total</i>	<i>48,809</i>	<i>63,132</i>	<i>76,261</i>
Other higher education—			
Student assistance	22,237	35,642	44,507
Commonwealth Teaching Service scholarships	1,079	1,123	1,305
Pre-school teaching scholarships	2,648	3,461	3,219
Non government institutions-fees	1,615	2,655	3,980
Other	12	18	20
<i>Total</i>	<i>27,591</i>	<i>42,899</i>	<i>53,031</i>
Other education programs—			
Aboriginal study grants	1,403	1,772	2,338
Aboriginal secondary grants	7,197	8,621	10,002
Soldiers' children education scheme	3,682	3,553	3,468
Adult secondary education assistance	759	3,228	4,596
Assistance to Vietnamese and Cambodian students	53	213	73
Migrant education services	1,176	1,612	1,503
Other	48	23	9
<i>Total</i>	<i>14,318</i>	<i>19,022</i>	<i>21,989</i>
Total education	124,273	162,455	193,732

Outlay on education in the internal territories

As mentioned previously, the Commonwealth Government is responsible for the provision of education services in the Australian Capital Territory and until 1 July 1979 in the Northern Territory. Details of Commonwealth Government outlay on education in the Territories are given below; further information may be found in Chapter 27, The Territories of Australia.

FEDERAL AUTHORITIES: OUTLAY ON EDUCATION IN THE INTERNAL TERRITORIES, 1976-77
(S'000)

<i>Australian Capital Territory</i>		<i>Northern Territory</i>	
Current Outlay—		Current Outlay—	
Government schools and pre-schools(a)—		Government schools and pre-schools—	
Salaries and wages	43,462	Salaries and wages	28,690
Transportation of students	1,760	Transportation of students	1,166
Contract school cleaning	2,779	Contract school cleaning	968
Repairs and maintenance	794	Repairs and maintenance	1,199
Other	4,173	Other	6,355
Non-government schools assistance—		<i>Less</i> Aboriginal education included in above items	10,490
Per capita grants	6,032	<i>Total</i>	27,888
Interest subsidy	801		
Other grants and allowances	231	Non-government schools assistance—	
Technical and further education—		Per capital grants	935
Canberra School of Music	735	Interest subsidy	78
Canberra School of Art	493	Other grants and allowances	33
Other TAFE Colleges	5,863	Aboriginal education—	
Canberra College of Advanced Education	12,083	Assistance to mission schools	1,218
Other current outlay on education	197	Government school system	10,490
<i>Total</i>	79,401	Darwin Community College—	
<i>Less</i> Fees	304	Salaries and wages	3,629
<i>Total current outlay</i>	79,097	Other	1,172
		<i>Total</i>	45,441
		<i>Less</i> Fees	142
		<i>Total current outlay</i>	45,299
Capital outlay—		Capital outlay—	
Government schools and colleges—		Buildings and works—	
By National Capital Development Commission—		Darwin Reconstruction Commission—	
Primary and Pre-schools	6,717	Aboriginal education	3,115
Secondary schools	11,947	Government schools and pre-schools	9,682
Technical Colleges	6,616	Darwin Community College	346
Other educational buildings	1,090	Department of Construction—	
By Department of Construction—		Aboriginal education	3,305
Buildings and works . . . . .	..	Government schools and pre-schools	3,704
Furniture and fittings	582	Furniture and fittings, plant and equipment—	
Plant and equipment	1,835	Aboriginal education	552
Canberra College of Advanced Education	2,395	Other	2,429
Non-government schools assistance—		Non-government schools assistance—	
approved capital programs(b)	2,781	Approved capital programs(b)	345
<i>Total capital outlay</i>	33,963	Assistance to aboriginal missions	96
<i>Total outlay(c)</i>	113,060	<i>Total capital outlay</i>	23,574
		<i>Total outlay</i>	68,873

(a) Includes pre-school running expenses \$1,482,000. (b) Grants for private capital purposes. (c) Excludes the Australian National University. Commonwealth Government payments to the University in 1976-77 amounted to \$71,653,000 for current purposes and \$242,000 for capital purposes.

State and local authorities

The following table shows the outlay on education by State and local authorities, financed from their own resources (including general purpose grants from the Commonwealth Government) and from Commonwealth Government grants for educational purposes.

STATE AND LOCAL AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Final consumption expenditure—						
New South Wales	408.5	472.7	609.9	882.1	1,069.6	1,273.6
Victoria	339.7	422.6	540.6	770.5	952.4	1,144.7
Queensland	132.0	165.9	221.6	323.5	416.4	504.3
South Australia	121.7	140.3	189.3	271.0	341.7	413.6
Western Australia	106.9	119.3	158.7	233.9	299.3	363.8
Tasmania	39.5	46.4	60.4	91.9	108.5	129.1
<i>Total</i>	<i>1,148.2</i>	<i>1,367.1</i>	<i>1,780.5</i>	<i>2,573.0</i>	<i>3,187.9</i>	<i>3,829.1</i>
Expenditure on new fixed assets—						
New South Wales	87.0	92.8	111.5	208.8	229.1	189.3
Victoria	75.3	86.9	100.5	170.9	170.1	158.0
Queensland	34.9	37.8	48.0	85.8	74.1	99.9
South Australia	27.8	37.9	41.1	69.2	62.1	66.4
Western Australia	22.8	25.9	32.3	53.3	54.1	49.0
Tasmania	12.7	16.6	16.4	23.2	32.4	28.8
<i>Total</i>	<i>260.4</i>	<i>297.9</i>	<i>349.7</i>	<i>611.2</i>	<i>621.9</i>	<i>591.4</i>
Expenditure on existing fixed assets (net)	11.2	16.6	18.9	19.1	26.9	30.3
Cash benefits to persons	96.9	115.6	127.0	147.1	175.2	191.1
Grants for private capital purposes	7.7	8.5	13.7	31.7	33.0	24.2
Total outlay on education	1,524.4	1,805.7	2,289.9	3,382.0	4,044.8	4,666.1
<i>of which—</i>						
New South Wales	541.1	619.9	784.0	1,167.1	1,393.6	1,566.0
Victoria	446.6	551.0	688.7	999.0	1,189.6	1,374.2
Queensland	186.1	225.9	296.3	444.6	534.7	650.0
South Australia	158.6	188.2	241.7	354.0	416.5	488.7
Western Australia	136.1	153.9	198.4	297.5	363.2	421.6
Tasmania	55.8	66.7	80.6	119.7	147.2	165.6

Specific grants to the States for educational purposes

Financial assistance to the States specifically for education purposes constitutes the major item of outlay on education by the Commonwealth Government. The following table summarises the allocation of the various categories of grants to the States for recent years. Subsequent tables show the allocation of these specific purpose grants to individual States for the same period.

GRANTS TO STATES FOR EDUCATIONAL PURPOSES

(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
GRANTS FOR CURRENT PURPOSES						
Schools	29,594	40,979	85,662	234,579	331,884	421,758
Technical and further education	-	-	10,268	24,622	40,127	44,194
Colleges of Advanced Education	18,372	26,655	124,808	239,249	286,766	368,894
Universities	67,596	80,826	200,042	377,990	426,389	511,556
Aboriginal education	347	1,167	2,174	3,367	4,978	5,561
Child migrant education(a)	2,778	3,956	6,014	9,845	7,370	140
Child care and pre-school education	-	-	4,096	20,377	36,973	40,761
Educational research	236	275	406	786	1,062	1,012
Total	118,923	153,858	433,470	910,815	1,135,548	1,393,876
GRANTS FOR CAPITAL PURPOSES						
Schools	27,264	33,019	75,976	199,368	143,631	147,766
Technical and further education	7,411	12,976	18,381	20,375	24,600	33,709
Colleges of Advanced Education	27,425	31,390	40,112	109,916	86,753	77,555
Universities	23,002	26,464	48,966	65,990	48,827	56,958
Aboriginal education	867	1,720	2,218	1,224	1,966	361
Child migrant education(a)	-	-	995	1,478	1,670	39
Child care and pre-school education	-	-	2,416	17,123	11,797	11,375
Total	85,969	105,569	189,064	415,474	319,244	327,763
TOTAL GRANTS						
Schools	56,858	73,998	161,638	433,947	475,515	569,524
Technical and further education	7,411	12,976	28,649	44,997	64,727	77,903
Colleges of Advanced Education	45,797	58,045	164,920	349,165	373,519	446,449
Universities	90,598	107,290	249,008	443,980	475,216	568,514
Aboriginal education	1,214	2,887	4,392	4,591	6,944	5,922
Child migrant education(a)	2,778	3,956	7,009	11,323	9,040	179
Child care and pre-school education	-	-	6,512	37,500	48,770	52,136
Educational research	236	275	406	786	1,062	1,012
Total	204,892	259,427	622,534	1,326,289	1,454,792	1,721,639

(a) Grants for child migrant education under the Schools Commission program, commencing January 1976, are included under 'schools'.

TOTAL GRANTS TO STATES FOR SCHOOLS

(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales	10,854	15,046	28,147	84,749	125,395	151,153
Victoria	9,655	13,337	29,125	72,112	100,354	134,939
Queensland	4,472	6,250	13,578	35,604	46,162	56,058
South Australia	1,889	2,529	6,464	19,017	27,452	35,038
Western Australia	2,064	2,903	6,389	17,184	23,194	33,521
Tasmania	660	914	1,958	5,912	9,327	11,049
Total	29,594	40,979	85,662	234,579	331,884	421,758
Capital grants—						
New South Wales	10,018	10,637	30,208	71,708	45,886	48,683
Victoria	7,587	9,486	18,011	58,651	49,285	45,056
Queensland	3,483	4,366	8,990	27,968	22,363	28,090
South Australia	2,629	3,805	9,430	19,160	11,056	14,672
Western Australia	2,296	3,017	6,810	15,789	10,564	6,999
Tasmania	1,251	1,708	2,527	6,092	4,477	4,266
Total	27,264	33,019	75,976	199,368	143,631	147,766
Total grants—						
New South Wales	20,872	25,683	58,355	156,457	171,281	199,836
Victoria	17,242	22,823	47,136	130,763	149,639	179,995
Queensland	7,955	10,616	22,568	63,572	68,525	84,148
South Australia	4,518	6,334	15,894	38,177	38,508	49,710
Western Australia	4,360	5,920	13,199	32,973	33,758	40,520
Tasmania	1,911	2,622	4,485	12,004	13,804	15,315
Total	56,858	73,998	161,638	433,947	475,515	569,524

TOTAL GRANTS TO STATES FOR TECHNICAL AND FURTHER EDUCATION
(S'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales . . . . .	..	..	5,801	10,333	17,652	16,714
Victoria . . . . .	..	..	1,772	6,794	9,653	13,866
Queensland . . . . .	..	..	715	2,262	4,643	4,537
South Australia . . . . .	..	..	889	2,639	3,770	4,502
Western Australia . . . . .	..	..	974	2,168	3,322	3,606
Tasmania . . . . .	..	..	117	426	1,087	969
<i>Total</i> . . . . .	..	..	10,268	24,622	40,127	44,194
Capital grants—						
New South Wales	2,416	5,040	6,873	5,859	8,919	12,262
Victoria	1,500	3,350	5,500	6,585	7,376	9,333
Queensland	1,238	1,910	1,945	4,073	3,334	4,439
South Australia	1,130	1,130	2,063	2,800	1,208	2,320
Western Australia	747	1,166	1,311	587	2,876	3,690
Tasmania	380	380	689	471	887	1,665
<i>Total</i>	7,411	12,976	18,381	20,375	24,600	33,709
Total grants—						
New South Wales	2,416	5,040	12,674	16,192	26,571	28,976
Victoria	1,500	3,350	7,272	13,379	17,029	23,199
Queensland	1,238	1,910	2,660	6,335	7,977	8,976
South Australia	1,130	1,130	2,952	5,439	4,978	6,822
Western Australia	747	1,166	2,285	2,755	6,198	7,296
Tasmania	380	380	806	897	1,974	2,634
<i>Total</i>	7,411	12,976	28,649	44,997	64,727	77,903

TOTAL GRANTS TO STATES FOR COLLEGES OF ADVANCED EDUCATION AND TEACHERS
COLLEGES
(S'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales	3,713	5,525	28,935	62,122	69,089	90,831
Victoria	7,341	10,443	46,711	86,119	111,307	135,960
Queensland	1,860	2,906	14,438	27,230	33,999	48,962
South Australia	1,651	2,638	13,518	24,531	28,838	38,221
Western Australia	2,920	4,015	17,247	32,359	36,522	46,242
Tasmania	887	1,128	3,959	6,888	7,011	8,678
<i>Total</i>	18,372	26,655	124,808	239,249	286,766	368,894
Capital grants—						
New South Wales	7,381	9,691	7,644	41,197	23,716	27,200
Victoria	8,330	9,275	13,680	32,452	34,313	25,971
Queensland	3,776	3,806	5,078	13,438	9,181	14,630
South Australia	2,872	3,639	6,196	12,579	6,886	4,276
Western Australia	3,031	3,554	7,222	7,281	7,344	5,074
Tasmania	2,035	1,425	292	2,969	5,313	404
<i>Total</i>	27,425	31,390	40,112	109,916	86,753	77,555
Total grants—						
New South Wales	11,094	15,216	36,579	103,319	92,805	118,031
Victoria	15,671	19,718	60,391	118,571	145,620	161,931
Queensland	5,636	6,712	19,516	40,668	43,180	63,592
South Australia	4,523	6,277	19,714	37,110	35,724	42,497
Western Australia	5,951	7,569	24,469	39,640	43,866	51,316
Tasmania	2,922	2,553	4,251	9,857	12,324	9,082
<i>Total</i>	45,797	58,045	164,920	349,165	373,519	446,449

EDUCATION

TOTAL GRANTS TO STATES FOR UNIVERSITIES

(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales	27,223	32,155	79,572	149,997	168,831	199,633
Victoria	18,586	21,896	53,468	99,798	110,717	134,763
Queensland	8,412	10,664	26,169	49,876	57,185	69,427
South Australia	6,676	7,898	19,808	38,067	43,107	51,000
Western Australia	4,594	5,683	14,610	27,978	32,891	40,795
Tasmania	2,105	2,530	6,415	12,274	13,658	15,938
Total	67,596	80,826	200,042	377,990	426,389	511,556
Capital grants—						
New South Wales	9,682	10,522	16,889	22,526	21,754	17,553
Victoria	6,669	7,327	14,128	17,330	9,516	10,460
Queensland	2,597	2,545	5,624	9,821	6,453	11,638
South Australia	1,818	2,697	7,050	7,320	3,421	6,426
Western Australia	1,571	2,531	4,581	7,714	5,094	9,822
Tasmania	665	842	694	1,279	2,589	1,061
Total	23,002	26,464	48,966	65,990	48,827	56,958
Total grants—						
New South Wales	36,905	42,677	96,461	172,523	190,585	217,186
Victoria	25,255	29,223	67,596	117,128	120,233	145,223
Queensland	11,009	13,209	31,793	59,697	63,638	81,065
South Australia	8,494	10,595	26,858	45,387	46,528	57,426
Western Australia	6,165	8,214	19,191	35,692	37,985	50,617
Tasmania	2,770	3,372	7,109	13,553	16,247	16,999
Total	90,598	107,290	249,008	443,980	475,216	568,514

TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION

(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current payments—						
New South Wales	184	229	482	546	904	931
Victoria	83	167	275	262	212	576
Queensland	—	293	193	361	866	836
South Australia	49	279	489	614	990	1,151
Western Australia	26	193	732	1,582	1,979	2,035
Tasmania	5	6	4	3	27	32
Total	347	1,167	2,174	3,367	4,978	5,561
Capital payments—						
New South Wales	20	98	101	—	505	1
Victoria	—	60	—	67	87	—
Queensland	441	981	988	249	971	8
South Australia	116	156	625	108	377	233
Western Australia	290	425	505	799	25	119
Tasmania	—	—	—	—	1	—
Total	867	1,720	2,218	1,224	1,966	361
Total grants—						
New South Wales	204	327	583	546	1,409	932
Victoria	83	227	275	329	299	576
Queensland	441	1,274	1,181	610	1,837	844
South Australia	165	435	1,114	722	1,367	1,384
Western Australia	316	618	1,237	2,381	2,004	2,154
Tasmania	5	6	4	3	28	32
Total	1,214	2,887	4,392	4,591	6,944	5,922

GRANTS TO STATES FOR CHILD MIGRANT EDUCATION
 (Excluding grants under the Schools Commission program, commencing January 1976)
 (\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales	1,191	1,521	2,238	3,890	2,720	67
Victoria	1,158	1,819	2,732	4,482	3,559	46
Queensland	81	98	165	255	195	2
South Australia	169	326	587	810	514	22
Western Australia	150	138	157	229	233	2
Tasmania	28	53	135	179	149	2
Total	2,778	3,956	6,014	9,845	7,370	140
Capital grants—						
New South Wales . . . . .	..	..	90	475	405	2
Victoria . . . . .	..	..	550	709	943	5
Queensland . . . . .	..	..	50	106	11	-
South Australia . . . . .	..	..	165	92	275	31
Western Australia . . . . .	..	..	100	89	-9	-
Tasmania . . . . .	..	..	40	6	45	-
Total . . . . .	..	..	995	1,478	1,670	39
Total grants—						
New South Wales	1,191	1,521	2,328	4,365	3,125	69
Victoria	1,158	1,819	3,282	5,191	4,502	51
Queensland	81	98	215	361	206	2
South Australia	169	326	752	902	789	53
Western Australia	150	138	257	318	224	2
Tasmania	28	53	175	185	194	2
Total	2,778	3,956	7,009	11,323	9,040	179

TOTAL GRANTS TO STATES FOR RECURRENT EXPENDITURE ON EDUCATIONAL RESEARCH
 (\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Current grants—						
New South Wales	81	91	97	151	253	259
Victoria	81	87	142	227	431	314
Queensland	59	60	109	296	190	216
South Australia	8	13	18	58	116	139
Western Australia	7	17	26	33	59	70
Tasmania	-	7	14	21	14	14
Total	236	275	406	786	1,062	1,012

EDUCATION

**TOTAL GRANTS TO STATES^(a) FOR CHILD CARE AND PRE-SCHOOL
EDUCATION
(\$'000)**

	1973-74	1974-75	1975-76	1976-77
Current grants—				
New South Wales	1,281	5,417	9,030	8,532
Victoria	1,226	6,660	11,452	12,722
Queensland	436	1,734	5,356	6,970
South Australia	690	3,233	5,025	5,601
Western Australia	385	2,316	4,390	4,930
Tasmania	78	1,017	1,720	2,006
<i>Total</i>	<i>4,096</i>	<i>20,377</i>	<i>36,973</i>	<i>40,761</i>
Capital grants—				
New South Wales	160	4,819	3,165	6,592
Victoria	288	2,637	1,345	4,160
Queensland	1,003	3,806	2,584	314
South Australia	514	2,773	1,498	160
Western Australia	166	1,911	1,441	144
Tasmania	285	1,177	1,764	5
<i>Total</i>	<i>2,416</i>	<i>17,123</i>	<i>11,797</i>	<i>11,375</i>
Total grants—				
New South Wales	1,441	10,236	12,195	15,124
Victoria	1,514	9,297	12,797	16,882
Queensland	1,439	5,540	7,940	7,284
South Australia	1,204	6,006	6,523	5,761
Western Australia	551	4,227	5,831	5,074
Tasmania	363	2,194	3,484	2,011
<i>Total</i>	<i>6,512</i>	<i>37,500</i>	<i>48,770</i>	<i>52,136</i>

(a) There were no grants to the States for this purpose prior to 1973-74.