

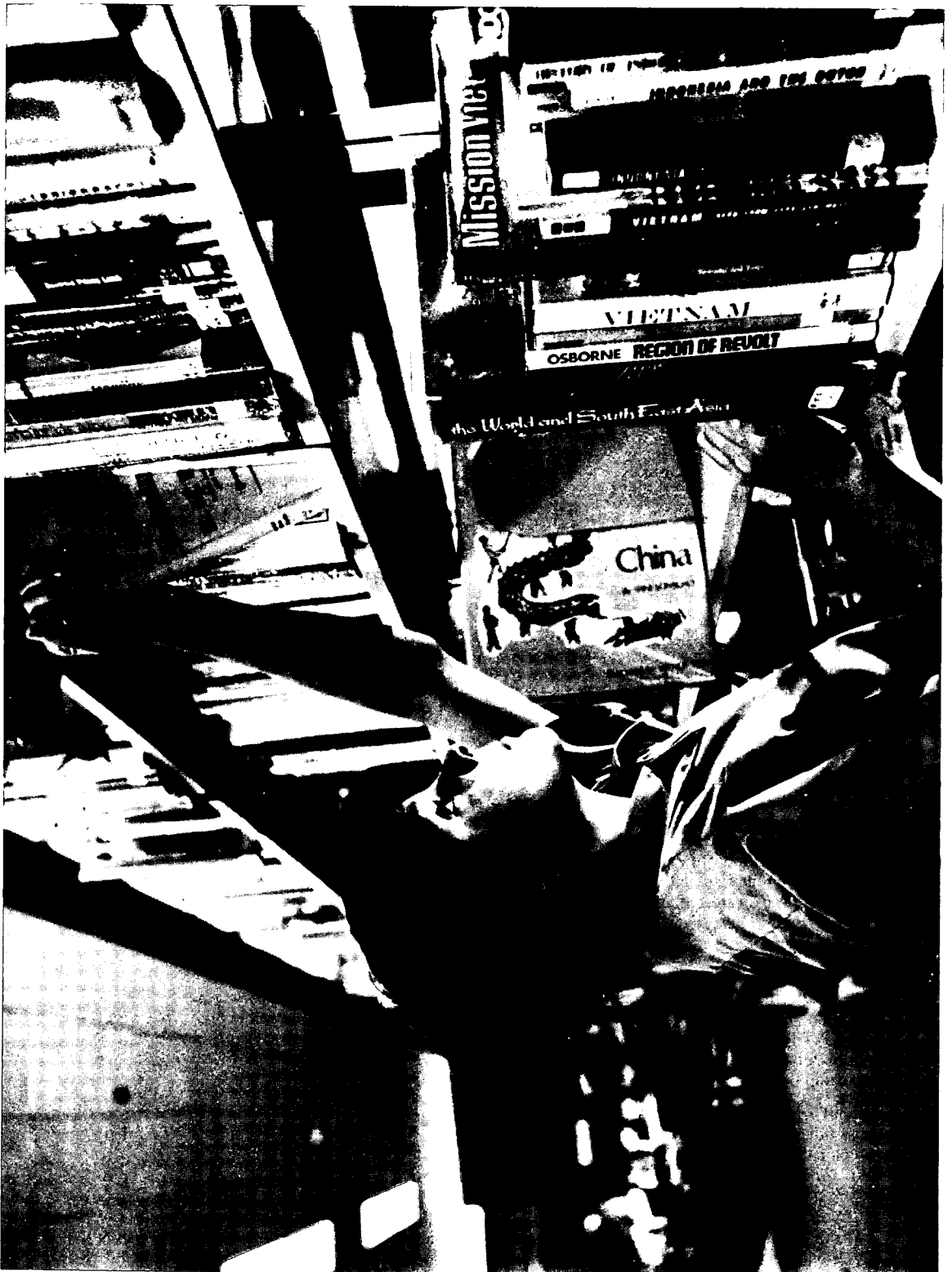
CHAPTER 12

EDUCATION

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CHAPTER 12

EDUCATION

State and Commonwealth Government responsibilities in education

Under the Australian Constitution, education is a responsibility of State Governments, although the Commonwealth Government is responsible for education in the Australian Capital Territory, Norfolk Island, Christmas Island and the Cocos (Keeling) Islands. On 1 July 1979, responsibility for education in the Northern Territory passed from the Commonwealth Government to the Northern Territory Government.

The 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 and Northern Territory Governments provide 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* Expenditure on education, page 288.

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 two-thirds of non-government secondary schools, and about one half of those with primary schools attached to them, are single-sex. This situation is changing, with the number of single-sex schools decreasing in recent years.

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 and to consider the funding of pre-school education. The Working Party presented its Report to the October 1979 meeting of the AEC.

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.

Students' eligibility for entry to universities and colleges of advanced education is assessed during, or at the end of, the final two years of secondary schooling. In Victoria the standard basis for admission to higher education is public examination results. Four other States and the Northern Territory use different combinations of school assessment and public examinations. In Queensland and the Australian Capital Territory eligibility to enter higher education is determined from moderated and standardised school assessments. Several education systems are currently reviewing their senior secondary school assessment procedures.

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 Aborigines, 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 6.4 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 53 per cent of students were enrolled as full-time students in 1979.

In 1979, there were seventy 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-two per cent of students were enrolled as full-time students in 1979.

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 1979, over 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. These 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 for which State governments are also contributing resources, particularly in school level programs. 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. States are increasingly adopting other approaches to teaching English as a second language, including bilingual programs and language assistance within the general classroom. 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.

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. The objectives and targets arising from the Galbally Report and accepted by the Government, have meant a strengthening and refocussing of the English language education program for adult migrants and refugees as well as a substantial increase in activity.

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.

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 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 mentioned at the beginning of this chapter, the Commonwealth Government has direct responsibility for education only in the Australian Capital Territory and the external Territories; the Northern Territory Government having assumed responsibility for education in the Territory from 1 July 1979. (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. *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 its own and contract research in co-operation with education systems 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. The 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

The Committee of Inquiry into Education and Training was established by the Government in September 1976. The Committee comprised distinguished representatives of education, employer and trade union interests under the chairmanship of Professor B. R. Williams, Vice-Chancellor of the University of Sydney.

The Report of the Williams Committee was tabled, on 22 March 1979, in Federal Parliament by the Prime Minister. It constituted the most comprehensive examination ever undertaken in Australia into the provision of education facilities and services for individual development and into the relationship between the education system and the labour market. The Report consisted of 3 volumes and contained in excess of 100 recommendations.

The Government established a Committee of Ministers to co-ordinate the consideration of the Report. The Committee of Ministers was chaired by the Commonwealth Minister for Education. Wide ranging discussion and consultation on the Report and its recommendations took place. Commonwealth and State Ministers of Education discussed the Report at meetings of the Australian Education Council. This resulted in the Council agreeing upon new arrangements for post-secondary education to improve consultation between the Tertiary Education Commission and the States, the establishment of a National Centre for Research and Development in TAFE and the development of a national monitoring program of literacy and numeracy in Australian schools. Council also endorsed the need for a comprehensive policy on transition from school to work.

The Commonwealth's response to the Report was announced on 22 November 1979 in Federal Parliament by the Minister for Education. The Government decided that the following policy objectives will guide its responses:—

- qualitative improvement of the TAFE sector;
- strengthening the teaching of basic skills in schools;
- facilitating the transition of young people from school to work including the development of a comprehensive policy for youth in transition;
- improving the quality and availability of labour market information;
- improving skills training arrangements;
- strengthening and concentrating research in universities;
- continuing monitoring and adjustments of the education system.

Initiatives that are being taken include:—

- a Commonwealth contribution of half of the agreed annual cost of the National Centre for Research and Development in TAFE and of the national program of monitoring literacy and numeracy;
- a Commonwealth contribution of \$25 million in 1980 rising to \$40 million in 1984 to the Commonwealth/State transition education program. Part of these funds are specifically earmarked for an immediate expansion of pre-apprenticeship and pre-vocational training;
- the establishment of a Bureau of Labour Market Research within the Department of Employment and Youth Affairs.

Supply of and demand for teachers

The effects of fiscal constraints, reduced rates of wastage and a levelling off in pupil enrolments combined in the mid-nineteen seventies to reverse a long established shortage of teachers. In 1976, the Australian Education Council established a working party to assess the future trend in the supply of and demand for primary and secondary teachers, over the period 1978–1985, for each State and for Australia as a whole. In its report, released in February 1978, 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 intakes into pre-service courses have been substantially reduced in recent years, leading to the position where in 1979, the intake was about 22 per cent lower than the (peak) 1975 level. At the same time however there has been an increase in post-graduate enrolments at universities and in enrolments at colleges by teachers who wish to upgrade their qualifications.

Since the release of the report of the working party, teacher wastage rates have declined further during the late nineteen seventies and this has tended to increase the teacher surpluses in the short term at least. The Commonwealth and the States will continue to monitor the overall situation as well as the supply and demand situation in specialist areas of teaching.

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 a Commonwealth/State Working Party on the Transition from School to Work or Further Study. The Working Party, comprising education and employment officers 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 Commonwealth/State Working Party first met in July 1977 and produced its first report in October 1977. The Australian Education Council accepted the First Report and asked the Working Party to continue its investigations, with particular reference to the assessment of existing careers education programs and careers guidance services provided in the States and Territories. These services and programs were examined in the Second Report (December 1978).

In December 1978, the Australian Education Council set up a Working Party on Education and Employment comprising senior officials nominated by the State and Commonwealth Ministers for Education. This Working Party was asked to assemble information on programs being undertaken or contemplated to facilitate the transition from school to possible employment and to recommend the further development of practical action by Commonwealth and State education authorities. This Working Party reported to the June 1979 special meeting of the Council, which decided to set up a small Standing Committee on Transition Education to implement the Working Party's recommendations and to stimulate activity in the States and Territories to facilitate the transition of young people, especially early school leavers.

On 22 November 1979, the Commonwealth Ministers for Education and for Employment and Youth Affairs announced that the Commonwealth would provide additional grants to a total of \$150 million over five years for a special Transition from School to Work Program involving matching contributions from the States and the Northern Territory after the first year. The Commonwealth contribution in 1980 would be \$25 million rising to \$40 million in real terms in 1984. These funds will provide for the development of programs, in both government and non-government schools and in TAFE colleges, for the extension and diversification of education and training. The primary concern of this Transition Program is to provide appropriate education and training courses for those 50,000 young people who leave school each year with poor employment prospects and to provide for those people at risk still in school who are likely to face similar difficulties when it comes their turn to leave.

In December 1979, discussions were being held with the States and Territories to develop proposals for funding. Such proposals were likely to include expansion of TAFE programs such as pre-apprenticeship, pre-vocational and pre-employment courses, and EPUY programs, development of alternative courses in schools for potential early school leavers, development of link courses, improved services and techniques for identifying potential early school leavers, expansion of school counsellor, vocational education and guidance services, and teacher development programs and community education projects.

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 to twenty weeks duration.

Persons less than 25 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. An amount of \$1.969 million was made available for expenditure on the program in 1977-78, \$3.2 million in 1978-79 and \$3.7 million is included in the budget for 1979-80. A total of 2,500 students undertook the EPUY course in 1977-78, 4,269 in 1978-79 and 4,370 are expected in 1979-80.

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 Minister for Education announced the establishment of a National Inquiry into Teacher Education under the chairmanship of Emeritus Professor J. J. Auchmuty. All State Governments are co-operating in the Inquiry and the Secretariat is provided by the Commonwealth Department of Education. The first meeting of the fifteen member Committee was held in December 1978. Work continued throughout 1979 and it is expected that a report will be made in the first half of 1980.

The terms of reference for the Inquiry are both broad and detailed. They may be said to require the Committee to consider the quality of programs, not the quantitative state of teacher education. Teacher education is taken to be education for pre-school and school-level teachers but the education of teacher educators is also being examined.

Specific issues being studied include selection, pre-service programs, in-service education and the development of teachers, institutions involved in teacher education, and relationships between institutions, professional bodies, employing authorities and the wider community. The Inquiry is required to have regard to the 1979 report of the Williams Committee of Inquiry into Education and Training.

The Committee has received more than 350 submissions. All States and mainland Territories have been visited and public meetings held in capital cities and a number of regional centres. A program of research is being undertaken by Committee members, the Secretariat and commissioned consultants, assisted by some State Departments of Education. Additional information is being provided by committees in the States, the Australian Capital Territory and the Northern Territory.

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 chairmen 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 recommendations are now being implemented by universities and colleges of advanced education, who have been asked to report annually to the Tertiary Education Commission on progress.

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 after consideration of advice it has received on the report from the Commission and other agencies.

Australian Maritime College

Following the passing of the *Maritime College Act 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 all 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 Defence, pages 71-74 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 publications on social statistics issued by the Australian Bureau of Statistics. These publications comprise *Schools, Australia* (4202.0), *Colleges of Advanced Education, Australia* (4206.0) and *University Statistics, Australia*, Parts 1 and 2 (4208.0, 4209.0). Financial aspects are dealt with in the annual publications *Commonwealth Government Finance, Australia* (5220.0), *State and Local Government Finance, Australia* (5504.0) and *Expenditure on Education, Australia* (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.

NUMBER OF EDUCATIONAL INSTITUTIONS, 1978

	<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	2,228	607	166	6	24	3
Victoria	2,152	475	125	4	23	1
Queensland	1,235	282	52	3	10	2
South Australia	628	102	49	2	8	—
Western Australia	659	144	43	2	6	—
Tasmania	255	37	24	1	1	—
Northern Territory	120	9	2	—	—	—
Australian Capital Territory	87	24	4	1	1	1
Australia—1978	7,364	1,680	465	19	73	7
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

(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, 1978

	<i>Schools</i>			<i>Uni- versities</i>	<i>Colleges of advanced education (a)</i>	<i>Teachers colleges (a) (b)</i>
	<i>Govern- ment</i>	<i>Roman Catholic</i>	<i>Other non govern- ment</i>			
New South Wales	812,156	185,688	35,075	61,748	35,260	541
Victoria	623,609	155,370	51,790	41,958	52,232	21
Queensland	345,970	77,863	16,131	21,958	20,138	225
South Australia	230,455	27,263	12,178	12,904	15,996	—
Western Australia	216,209	34,453	10,518	12,099	18,465	—
Tasmania	79,049	10,096	4,294	3,517	2,796	—
Northern Territory	24,134	3,166	217	—	—	—
Australian Capital Territory	39,773	12,150	2,425	5,851	5,035	202
Australia—1978	2,371,355	506,049	132,628	160,035	149,922	989
1977	2,364,316	502,044	128,765	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	2,257,845	494,055	124,426	142,859	107,202	2,911
1973	2,240,642	491,775	120,994	133,126	61,575	29,156

(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. Figures have been revised for 1973 to include 1,531 students who were enrolled at kindergarten teachers' colleges.

NOTE: For details of technical and further education institutions and associated enrolments, see pages 279-81.

Schools

Statistics of government and non-government schools, teachers and students in 1978 and earlier years are shown in the following tables. The number of schools and teachers refer to the position at dates which vary from State to State and in some instances from year to year. 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. Student statistics in the tables which follow refer to the number of students enrolled at the schools included in the August schools census. For more detailed statistical information, see the annual publication *Schools, Australia* (4202.0).

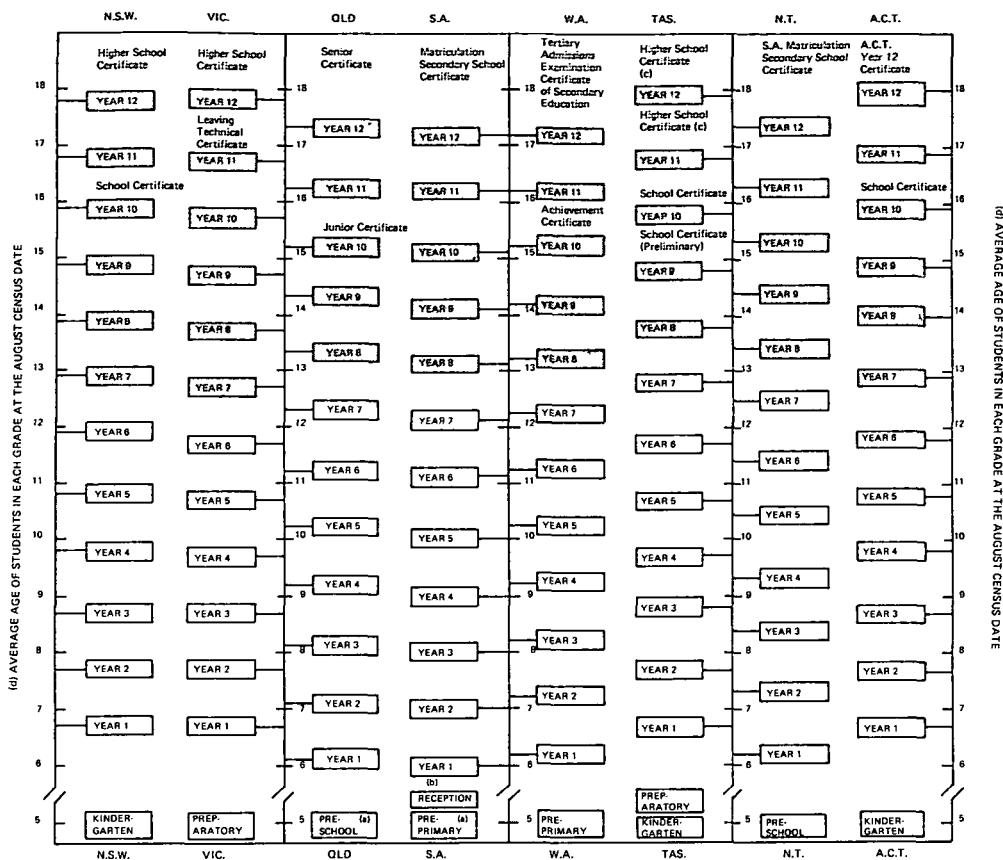
NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS, BY CATEGORY OF SCHOOL, STATES AND TERRITORIES, 1978

	<i>Non-government schools</i>				<i>Total</i>	<i>All schools</i>
	<i>Government schools</i>	<i>Church of England</i>	<i>Roman Catholic</i>	<i>Other(a)</i>		
SCHOOLS						
New South Wales	2,228	32	607	134	773	3,001
Victoria	2,152	30	475	95	600	2,752
Queensland	1,235	13	282	39	334	1,569
South Australia	628	8	102	41	151	779
Western Australia	659	9	144	34	187	846
Tasmania	255	4	37	20	61	316
Northern Territory	120	—	9	2	11	131
Australian Capital Territory	87	2	24	2	28	115
Australia—1978	7,364	98	1,680	367	2,145	9,509
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	44,460	977	8,510	1,441	10,928	55,388
Victoria	40,557	1,407	7,039	2,170	10,616	51,173
Queensland	18,889	369	3,431	613	4,412	23,301
South Australia	14,475	181	1,389	582	2,152	16,627
Western Australia	11,436	308	1,706	431	2,445	13,881
Tasmania	4,584	120	458	179	757	5,340
Northern Territory	1,445	—	160	13	173	1,617
Australian Capital Territory	2,514	136	563	16	715	3,230
Australia—1978	138,360	3,498	23,255	5,444	32,197	170,557
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	812,156	14,824	185,688	20,251	220,763	1,032,919
Victoria	623,609	20,223	155,370	31,567	207,160	830,769
Queensland	345,970	5,877	77,863	10,254	93,994	439,964
South Australia	230,455	3,569	27,263	8,609	39,441	269,896
Western Australia	216,209	4,196	34,453	6,322	44,971	261,180
Tasmania	79,049	1,780	10,096	2,514	14,390	93,439
Northern Territory	24,134	—	3,166	217	3,383	27,517
Australian Capital Territory	39,773	2,144	12,150	281	14,575	54,348
Australia—1978	2,371,355	52,613	506,049	80,015	638,677	3,010,032
1977	2,364,316	51,658	502,044	77,107	630,809	2,995,125
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.

GRADES IN GOVERNMENT SCHOOLS, STATES AND TERRITORIES, 1978



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:

- (a) In Queensland and South Australia all pre-school children were excluded from the School Census.
- (b) Reception refers to children who commenced school for the first time between March and August.
- (c) In Tasmania, the Higher School Certificate may be attempted at the end of either Year 11 or Year 12.
- (d) 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,
1978**
(August school census)

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6	94,279	89,515	183,794	20,083	20,422	40,505	114,362	109,937	224,299
6	113,552	107,805	221,357	25,065	25,032	50,097	138,617	132,837	271,454
7	116,483	110,844	227,327	25,344	25,801	51,145	141,827	136,645	278,472
8	108,406	102,409	210,815	24,899	24,793	49,692	133,305	127,202	260,507
9	107,197	101,813	209,010	24,825	25,281	50,106	132,022	127,094	259,116
10	101,929	96,184	198,113	25,155	24,858	50,013	127,084	121,042	248,126
11	99,877	94,030	193,907	25,888	25,431	51,319	125,765	119,461	245,226
12	95,448	88,981	184,429	27,768	28,231	55,999	123,216	117,212	240,428
13	96,868	90,054	186,922	27,977	28,675	56,652	124,845	118,729	243,574
14	101,551	93,136	194,687	27,914	28,742	56,656	129,465	121,878	251,343
15	89,841	83,056	172,897	26,181	27,199	53,380	116,022	110,255	226,277
16	58,664	55,853	114,517	19,989	21,207	41,196	78,653	77,060	155,713
17	28,165	28,711	56,876	13,377	13,430	26,807	41,542	42,141	83,683
18	6,925	5,778	12,703	2,561	1,975	4,536	9,486	7,753	17,239
19 and over	2,029	1,972	4,001	326	248	574	2,355	2,220	4,575
Australia—1978	1,221,214	1,150,141	2,371,355	317,352	321,325	638,677	1,538,566	1,471,466	3,010,032
1977	1,218,741	1,145,575	2,364,316	r313,296	r317,513	r630,809	r1,532,037	r1,463,088	r2,995,125
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, 1978

(August school census)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6	84,827	60,178	21,489	21,039	18,020	9,046	5,264	4,436	224,299
6	94,306	72,372	41,875	22,805	24,340	7,779	2,785	5,192	271,454
7	94,656	75,524	42,947	23,937	25,221	8,242	2,707	5,238	278,472
8	86,243	71,265	40,936	23,244	23,677	7,956	2,517	4,669	260,507
9	86,164	71,537	39,802	23,011	23,607	8,125	2,368	4,502	259,116
10	81,724	68,484	38,594	22,637	22,532	7,740	2,165	4,250	248,126
11	82,246	67,207	38,194	21,708	22,246	7,454	2,064	4,107	245,226
12	80,578	64,951	37,465	22,560	21,911	7,093	1,921	3,949	240,428
13	81,386	66,298	38,166	22,918	21,771	7,572	1,658	3,805	243,574
14	85,193	67,786	39,291	23,367	22,085	8,130	1,642	3,849	251,343
15	79,658	63,079	31,133	21,066	18,695	7,482	1,330	3,834	226,277
16	53,972	48,915	19,086	14,533	11,191	4,091	719	3,206	155,713
17	32,490	26,130	9,181	5,840	5,414	1,929	294	2,405	83,683
18	8,494	5,041	1,130	944	390	415	58	767	17,239
19 and over	982	2,002	675	287	80	385	25	139	4,575
Australia—1978	1,032,919	830,769	439,964	269,896	261,180	93,439	27,517	54,348	3,010,032
1977	r1,029,174	829,635	434,153	272,656	256,887	93,525	26,360	52,735	r2,995,125
1976	1,018,172	825,790	426,026	272,913	248,291	93,704	24,839	30,515	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 Tertiary Education Commission's Report for 1979–81 Triennium, Volume 1 (February 1978), Volume 2 (August 1978) and Volume 3 (August 1979), 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: INSTITUTIONS BY TYPE OF INSTITUTION, 1978

	<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)	74	31	25	31	27	6	1	4	199
Annexes(b)	150	10	5	494	—	—	5	4	668
Other institutions(c)	—	172	1	—	94	4	2	1	274
Annexes(b)	—	1	—	—	—	—	—	—	1
Agricultural authorities	2	6	—	—	—	—	—	—	8
Colleges of advanced education(d)	1	1	5	1	1	—	—	—	9
Total(e)	227	221	36	526	122	10	8	9	1,159

(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 (annexes) of parent institutions.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND STREAM OF STUDY, 1978

Type of enrolment/ stream	<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 ENROLMENTS(b)									
Professional	55	296	—	—	—	—	55	7	413
Para-professional	6,441	3,693	631	655	3,058	374	49	319	15,220
Trades	2,310	884	227	93	493	—	—	31	4,038
Other skilled	7,679	948	2,697	33	98	696	104	300	12,555
Preparatory	4,261	6,820	176	665	658	34	—	326	12,940
Adult education	—	—	—	27	—	—	—	—	27
Total	20,746	12,641	3,731	1,473	4,307	1,104	208	983	45,193
PART-TIME ENROLMENTS(b)									
Professional	1,061	32	121	386	140	6	93	19	1,858
Para-professional	49,413	16,945	5,903	24,616	31,023	2,794	718	2,421	133,833
Trades	48,634	41,270	15,267	9,460	15,884	4,841	743	2,226	138,325
Other skilled	84,748	24,344	7,135	24,463	4,202	3,616	1,234	6,862	156,604
Preparatory	18,957	32,300	6,011	22,949	6,255	2,358	1,654	1,528	92,012
Adult education	19,430	48,699	38,650	47,958	66,452	20,613	4,580	1,358	247,740
Total	222,243	163,590	73,087	129,832	123,956	34,228	9,022	14,414	770,372
EXTERNAL ENROLMENTS									
Professional	257	—	—	150	—	—	—	—	407
Para-professional	5,334	3,723	3,193	2,479	7,312	532	4	—	22,577
Trades	995	476	689	138	2,627	—	—	—	4,925
Other skilled	5,382	1,154	1,754	831	1,319	—	—	—	10,440
Preparatory	3,989	1,599	4,484	1,934	1,815	488	58	—	14,367
Adult education	896	—	72	500	1,223	—	—	—	2,691
Total	16,853	6,952	10,192	6,032	14,296	1,020	62	—	55,407
TOTAL ENROLMENTS									
Professional	1,373	328	121	536	140	6	148	26	2,678
Para-professional	61,188	24,361	9,727	27,750	41,393	3,700	771	2,740	171,630
Trades	51,939	42,630	16,183	9,691	19,004	4,841	743	2,257	147,288
Other skilled	97,809	26,446	11,586	25,327	5,619	4,312	1,338	7,162	179,599
Preparatory	27,207	40,719	10,671	25,548	8,728	2,880	1,712	1,854	119,319
Adult education	20,326	48,699	38,722	48,485	67,675	20,613	4,580	1,358	250,458
Total—1978	259,842	183,183	87,010	137,337	142,559	36,352	9,292	15,397	870,972
1977	238,308	158,935	82,537	149,352	136,335	29,041	9,975	14,330	818,813
1976	227,836	150,273	93,474	128,703	120,828	26,508	7,195	13,627	768,444

(a) Total enrolments registered during the year up to 31 October. These data refer to numbers of enrolments, not students. (b) An enrolment is full-time when average weekly attendance over the teaching year amounts to 15 hours or more and part-time when less than 15 hours.

NOTE: 1978 TAFE enrolment comparisons with 1976 and 1977 data need to be treated with caution because of the change in reporting provisional and multiple enrolments in South Australia in 1978, resulting in a decrease in reported enrolments for that State of 8 per cent on enrolments of the previous year.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS (a) BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1978

<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 ENROLMENTS(b)									
Applied science	276	741	109	—	302	15	10	70	1,523
Art and design	1,128	1,220	307	151	613	54	—	53	3,526
Building industry	735	516	227	27	248	—	22	—	1,775
Business studies	9,001	2,714	2,058	226	1,371	725	85	300	16,480
Engineering	2,721	2,590	94	175	578	84	15	56	6,313
Rural and horticultural	451	387	434	40	110	—	—	—	1,422
Music	34	31	31	15	—	—	—	—	111
Para-medical services	190	—	—	10	50	—	—	—	250
Service industries	1,596	756	25	113	365	126	—	178	3,159
General studies	4,614	3,686	446	716	670	100	76	326	10,634
<i>Total</i>	<i>20,746</i>	<i>12,641</i>	<i>3,731</i>	<i>1,473</i>	<i>4,307</i>	<i>1,104</i>	<i>208</i>	<i>983</i>	<i>45,193</i>
PART-TIME ENROLMENTS(b)									
Applied science	2,467	3,386	528	605	1,746	841	362	249	10,184
Art and design	13,215	9,758	15,920	16,525	5,270	6,609	1,119	714	69,130
Building industry	15,068	20,692	6,899	9,856	5,974	3,195	637	1,036	63,357
Business studies	50,843	16,927	7,328	18,209	14,562	2,564	942	3,840	115,215
Engineering	55,684	40,802	16,503	18,244	16,373	4,421	1,025	2,665	155,717
Rural and horticultural	8,130	16,823	1,338	6,173	729	735	50	645	34,623
Music	12	493	1,080	3,799	—	423	772	268	6,847
Para-medical services	2,799	350	269	703	231	132	35	30	4,549
Service industries	50,746	20,567	10,657	31,501	3,744	10,421	1,517	3,441	132,594
General studies	23,279	33,792	12,565	24,217	75,327	4,887	2,563	1,526	178,156
<i>Total</i>	<i>222,243</i>	<i>163,590</i>	<i>73,087</i>	<i>129,832</i>	<i>123,956</i>	<i>34,228</i>	<i>9,022</i>	<i>14,414</i>	<i>770,372</i>
EXTERNAL ENROLMENTS									
Applied science	—	286	22	—	352	14	—	—	674
Art and design	659	—	—	573	213	—	—	—	1,445
Building industry	559	444	603	95	683	—	—	—	2,384
Business studies	5,257	3,386	1,346	2,065	3,751	488	—	—	16,293
Engineering	2,531	945	2,513	375	3,905	—	—	—	10,269
Rural and horticultural	1,375	229	478	581	562	—	—	—	3,225
Music	—	—	—	10	—	—	—	—	10
Para-medical services	429	—	157	41	239	—	—	—	866
Service industries	1,974	108	474	34	859	—	—	—	3,449
General studies	4,069	1,554	4,599	2,258	3,732	518	62	—	16,792
<i>Total</i>	<i>16,853</i>	<i>6,952</i>	<i>10,192</i>	<i>6,032</i>	<i>14,296</i>	<i>1,020</i>	<i>62</i>	<i>—</i>	<i>55,407</i>
TOTAL ENROLMENTS									
Applied science	2,743	4,413	659	605	2,400	870	372	319	12,381
Art and design	15,002	10,978	16,227	17,249	6,096	6,663	1,119	767	74,101
Building industry	16,362	21,652	7,729	9,978	6,905	3,195	659	1,036	67,516
Business studies	65,101	23,027	10,732	20,500	19,684	3,777	1,027	4,140	147,988
Engineering	60,936	44,337	19,110	18,794	20,856	4,505	1,040	2,721	172,299
Rural and horticultural	9,956	17,439	2,250	6,794	1,401	735	50	645	39,270
Music	46	524	1,111	3,824	—	423	772	268	6,968
Para-medical services	3,418	350	426	754	520	132	35	30	5,665
Service industries	54,316	21,431	11,156	31,648	4,968	10,547	1,517	3,619	139,202
General studies	31,962	39,032	17,610	27,191	79,729	5,505	2,701	1,852	205,582
Total—1978	259,842	183,183	87,010	137,337	142,559	36,352	9,292	15,397	870,972
1977	238,308	158,935	82,537	149,352	136,335	29,041	9,975	14,330	818,813
1976	227,836	150,273	93,474	128,703	120,828	26,508	7,195	13,627	768,444

(a) These data refer to numbers of enrolments, not students. (b) An enrolment is full-time when average weekly attendance over the teaching year amounts to 15 hours or more and part-time when less than 15 hours.

NOTE: 1978 TAFE enrolment comparisons with 1976 and 1977 data need to be treated with caution because of the change in reporting provisional and multiple enrolments in South Australia in 1978.

**TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY TYPE OF APPOINTMENT
AND STREAM, 1978**
(*000 hours)

<i>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	2.7	34.5	0.5	1.1	15.5	—	6.5	0.8	61.7
Para-professional	548.2	404.0	70.1	246.2	307.3	38.8	7.6	35.3	1,657.7
Trades	875.5	1,033.7	385.4	328.4	264.8	115.7	21.9	40.0	3,065.3
Other skilled	467.8	127.0	182.9	48.0	15.6	38.2	3.7	28.8	912.0
Preparatory	182.2	425.8	55.3	64.1	48.6	9.1	3.2	11.8	800.3
Adult education	28.6	75.2	8.4	37.4	13.1	0.2	4.1	1.8	168.6
<i>Total</i>	<i>2,105.0</i>	<i>2,100.1</i>	<i>702.5</i>	<i>725.4</i>	<i>665.0</i>	<i>202.1</i>	<i>47.1</i>	<i>118.5</i>	<i>6,665.6</i>
PART-TIME STAFF(c)									
Professional	6.1	0.9	0.3	1.2	1.0	0.1	1.8	0.4	11.7
Para-professional	421.2	98.1	71.8	60.8	123.4	35.6	1.5	26.7	839.0
Trades	299.1	41.7	6.2	8.3	70.5	19.2	3.8	9.6	458.3
Other skilled	424.4	57.0	42.6	42.5	10.0	18.2	2.4	23.0	620.1
Preparatory	159.6	156.0	31.1	74.5	39.6	14.4	10.2	27.8	513.1
Adult education	71.6	62.4	49.9	122.0	107.0	32.5	7.6	3.3	456.4
<i>Total</i>	<i>1,381.9</i>	<i>416.1</i>	<i>201.9</i>	<i>309.2</i>	<i>351.4</i>	<i>119.9</i>	<i>27.2</i>	<i>90.9</i>	<i>2,898.6</i>
ALL TEACHING STAFF									
Professional	8.8	35.4	0.9	2.3	16.5	0.1	8.3	1.2	73.4
Para-professional	969.4	501.9	141.9	307.2	430.7	74.4	9.1	62.0	2,496.7
Trades	1,174.6	1,075.4	391.6	336.7	335.3	134.9	25.7	49.5	3,523.6
Other skilled	892.2	184.1	225.6	90.5	25.6	56.3	6.1	51.8	1,532.1
Preparatory	341.8	581.8	86.5	138.6	88.2	23.5	13.5	39.6	1,313.4
Adult education	100.2	137.6	58.1	159.3	120.1	32.8	11.7	5.1	625.0
<i>Total</i>	<i>3,486.9</i>	<i>2,516.2</i>	<i>904.5</i>	<i>1,034.6</i>	<i>1,016.4</i>	<i>322.0</i>	<i>74.3</i>	<i>209.3</i>	<i>9,564.2</i>

(a) Hours of class contact by teachers. (b) All teaching staff employed full-time including 'multi-sector' staff whose duties extend to teaching areas other than TAFE. Teaching hours reported in this table relates only to teaching undertaken in TAFE. (c) Part-time teaching effort relates to all teaching duty performed by staff employed part-time and teaching hours worked on an overtime basis by full-time staff.

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 1978 and the number of students who completed advanced level courses in 1977. 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. For more detailed statistics, see the annual publication *Colleges of Advanced Education, Australia* (4206.0).

COLLEGES OF ADVANCED EDUCATION: STUDENTS COMMENCING BY COURSE LEVEL AND FIELD OF STUDY, 1978(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	—	101	125	236	474	714	222	936
Applied sciences	83	1,033	3,256	520	516	3,741	1,667	5,408
Art and design	—	368	1,526	1,648	510	1,785	2,267	4,052
Building, surveying and architecture	2	134	1,024	319	261	1,420	320	1,740
Commercial and business studies	77	1,929	8,850	1,292	1,392	9,964	3,576	13,540
Engineering and technology	30	436	2,389	248	712	3,759	56	3,815
Liberal studies	14	2,071	4,955	1,324	1,115	3,425	6,054	9,479
Music	—	70	259	225	23	227	350	577
Para-medical	21	206	1,758	1,010	665	943	2,717	3,660
Teacher education	35	3,272	3,254	12,058	417	5,421	13,615	19,036
<i>Total—1978</i>	<i>262</i>	<i>9,620</i>	<i>27,396</i>	<i>18,880</i>	<i>6,085</i>	<i>31,399</i>	<i>30,844</i>	<i>62,243</i>
1977	205	8,249	23,848	19,711	4,606	29,165	27,454	56,619
1976	135	6,672	18,309	22,515	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, 1977**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture	—	86	56	238	120	434	66	500
Applied sciences	11	234	878	352	75	1,170	380	1,550
Art and design	—	87	295	1,074	25	666	815	1,481
Building, surveying and architecture	—	43	371	228	49	595	96	691
Commercial and business studies	17	675	1,484	1,217	280	2,745	928	3,673
Engineering and technology	2	65	860	560	28	1,509	6	1,515
Liberal studies	—	612	1,171	703	256	1,035	1,707	2,742
Music	—	32	38	204	3	89	188	277
Para-medical	10	90	678	619	396	452	1,341	1,793
Teacher education	1	3,382	833	12,635	419	4,986	12,284	17,270
Total—1977	41	5,306	6,664	17,830	1,651	13,681	17,811	31,492
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, 1978**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME STUDENTS								
Agriculture	—	61	332	595	663	1,296	355	1,651
Applied sciences	46	441	4,556	1,006	436	4,458	2,027	6,485
Art and design	—	255	3,103	4,561	182	3,710	4,391	8,101
Building, surveying and architecture	—	1	1,801	251	182	1,750	485	2,235
Commercial and business studies	15	539	7,925	2,375	713	6,960	4,607	11,567
Engineering and technology	18	1	4,621	603	267	5,429	81	5,510
Liberal studies	10	1,044	6,510	2,568	856	4,204	6,784	10,988
Music	—	79	438	586	27	441	689	1,130
Para-medical	29	132	3,626	1,543	723	1,572	4,481	6,053
Teacher education	4	2,037	1,504	26,307	694	7,576	22,970	30,546
Total—1978	122	4,590	34,416	40,395	4,743	37,396	46,870	84,266
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 STUDENTS								
Agriculture	—	3	8	31	4	37	9	46
Applied sciences	129	1,029	2,857	714	342	3,802	1,269	5,071
Art and design	—	212	462	498	610	777	1,005	1,782
Building, surveying and architecture	6	355	1,211	965	155	2,434	258	2,692
Commercial and business studies	186	1,946	10,970	2,164	1,565	14,236	2,595	16,831
Engineering and technology	76	553	2,597	611	524	4,314	47	4,361
Liberal studies	23	1,372	4,234	753	839	2,897	4,324	7,221
Music	—	18	243	221	12	179	315	494
Para-medical	36	164	1,242	541	397	685	1,695	2,380
Teacher education	73	1,803	2,928	5,666	59	3,528	7,001	10,529
Total—1978	529	7,455	26,752	12,164	4,507	32,889	18,518	51,407
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 STUDENTS								
Agriculture	—	61	—	—	149	174	36	210
Applied sciences	17	15	836	25	197	842	248	1,090
Art and design	—	2	105	63	2	125	47	172
Building, surveying and architecture	—	—	15	66	106	179	8	187
Commercial and business studies	1	579	2,141	596	747	3,406	658	4,064
Engineering and technology	3	165	74	21	207	463	7	470
Liberal studies	—	406	1,572	282	270	848	1,682	2,530
Music	—	1	—	—	—	—	1	1
Para-medical	—	—	14	212	238	138	326	464
Teacher education	—	639	1,234	3,188	—	1,349	3,712	5,061
Total—1978	21	1,868	5,991	4,453	1,916	7,524	6,725	14,249
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, 1978—continued

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
ALL STUDENTS								
Agriculture	-	125	340	626	816	1,507	400	1,907
Applied sciences	192	1,485	8,249	1,745	975	9,102	3,544	12,646
Art and design	-	469	3,670	5,122	794	4,612	5,443	10,055
Building, surveying and architecture	6	356	3,027	1,282	443	4,363	751	5,114
Commercial and business studies	202	3,064	21,036	5,135	3,025	24,602	7,860	32,462
Engineering and technology	97	719	7,292	1,235	998	10,206	135	10,341
Liberal studies	33	2,822	12,316	3,603	1,965	7,949	12,790	20,739
Music	-	98	681	807	39	620	1,005	1,625
Para-medical	65	296	4,882	2,296	1,358	2,395	6,502	8,897
Teacher education	77	4,479	5,666	35,161	753	12,453	33,683	46,136
Total—1978	672	13,913	67,159	57,012	11,166	77,809	72,113	149,922
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., 1978

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	86	4	32	28	14	-	-	164
Applied sciences	292	529	250	112	100	13	80	1,376
Art and design	195	300	43	88	27	24	-	677
Building, surveying and architecture	23	59	30	32	32	8	18	202
Commercial and business studies	211	419	143	55	99	17	40	985
Engineering and technology	51	361	111	72	71	15	-	681
Liberal studies	348	569	208	130	107	24	50	1,436
Music	68	33	17	2	-	20	-	139
Para-medical	58	159	35	77	95	4	-	428
Teacher education	751	760	283	359	384	85	48	2,670
Not classifiable	15	9	8	24	3	-	-	59
Total—1978	2,096	3,202	1,161	978	933	210	236	8,816
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	1	2	-	-	-	-	-	3
Applied sciences	23	70	8	7	16	3	25	152
Art and design	29	61	7	9	8	4	-	118
Building, surveying and architecture	12	32	27	7	6	1	2	87
Commercial and business studies	22	41	42	4	22	4	14	149
Engineering and technology	24	28	20	1	8	1	-	81
Liberal studies	24	60	26	31	19	5	14	179
Music	40	9	14	-	-	5	-	68
Para-medical	11	27	10	23	19	1	-	91
Teacher education	44	45	18	23	43	14	13	200
Not classifiable	2	15	-	1	1	-	-	18
Total—1978	232	390	172	106	140	38	67	1,145
1977	204	341	116	92	129	18	50	949
1976	241	512	104	104	156	17	47	1,181
ALL STAFF								
Agriculture	86	6	32	28	14	-	-	167
Applied sciences	315	599	258	119	116	15	105	1,528
Art and design	224	361	50	97	35	28	-	795
Building, surveying and architecture	35	91	57	38	38	9	20	288
Commercial and business studies	234	460	184	60	121	21	54	1,133
Engineering and technology	74	389	131	73	78	16	-	762
Liberal studies	373	628	234	161	127	30	64	1,615
Music	108	42	31	2	-	25	-	207
Para-medical	69	186	45	100	113	6	-	519
Teacher education	794	805	302	383	427	100	61	2,870
Not classifiable	17	24	8	25	4	-	-	77
Total—1978	2,328	3,592	1,333	1,085	1,073	248	303	9,962
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, Australia*, Parts 1 and 2 (4208.0 and 4209.0).

UNIVERSITIES: STUDENTS COMMENCING, 1978

	Doctorate	Master's degree	Bachelor degree	Non-degree	Total		
					Males	Females	Persons
New South Wales	375	1,920	15,556	2,984	12,404	8,431	20,835
Victoria	245	1,354	11,154	2,239	8,222	6,770	14,992
Queensland	123	434	5,779	733	3,923	3,146	7,069
South Australia	104	212	3,020	805	2,424	1,717	4,141
Western Australia	58	285	3,516	658	2,584	1,933	4,517
Tasmania	30	38	1,086	280	926	508	1,434
Australian Capital Territory	164	143	1,435	264	1,206	800	2,006
Australia—1978	1,099	4,386	41,546	7,963	31,689	23,305	54,994
1977	1,071	4,465	40,358	8,160	31,639	22,415	54,054
1976	1,119	4,315	41,074	8,118	32,612	22,014	54,626

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY SEX AND COURSE LEVEL, 1976 TO 1978

Course level	Males			Females		
	1976	1977	1978	1976	1977	1978
FULL-TIME STUDENTS						
Doctorate	2,683	2,720	2,765	712	782	825
Master's degree	2,350	2,282	2,266	902	993	1,002
Bachelor degree	55,139	55,592	54,386	34,694	35,761	36,004
Non-degree	2,018	2,210	1,926	2,107	2,561	2,180
Total	62,190	62,804	61,343	38,415	40,097	40,011
PART-TIME STUDENTS						
Doctorate	1,530	1,641	1,766	353	352	439
Master's degree	6,941	7,296	7,431	2,118	2,364	2,670
Bachelor degree	20,621	20,623	21,075	14,121	15,382	17,409
Non-degree	4,617	4,579	4,603	3,054	3,273	3,288
Total	33,709	34,139	34,875	19,646	21,371	23,806
ALL STUDENTS						
Doctorate	4,213	4,361	4,531	1,065	1,134	1,264
Master's degree	9,291	9,578	9,697	3,020	3,357	3,672
Bachelor degree	75,760	76,215	75,461	48,815	51,143	53,413
Non-degree	6,635	6,789	6,529	5,161	5,834	5,468
Total	95,899	96,943	96,218	58,061	61,468	63,817

UNIVERSITIES: STUDENTS BY TYPE OF ENROLMENT AND FIELD OF STUDY, 1978

Field of study	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Australia		
								Males	Females	Persons
FULL-TIME STUDENTS										
Humanities	10,045	6,461	2,731	2,447	1,876	718	1,471	10,183	15,566	25,749
Fine arts	73	388	71	160	72	-	-	300	464	764
Social and behavioural sciences	2,208	1,232	665	177	403	8	22	1,712	3,003	4,715
Law	2,518	1,892	609	559	375	244	482	4,582	2,097	6,679
Education	1,775	1,412	576	446	730	303	-	2,029	3,213	5,242
Economics, commerce, government	4,549	3,275	758	670	714	155	439	8,004	2,556	10,560
Medicine	3,893	2,554	2,306	1,066	711	344	24	6,741	4,157	10,898
Dentistry	578	254	302	267	150	-	-	1,223	328	1,551
Natural sciences	6,211	6,427	2,134	1,862	1,632	516	935	13,026	6,691	19,717
Engineering, technology	4,480	2,203	1,023	607	612	174	-	8,724	375	9,099
Architecture, building	1,282	605	203	188	111	-	2	1,858	533	2,391
Agriculture, forestry	971	544	228	251	196	52	298	2,010	530	2,540
Veterinary science	417	252	474	-	183	-	-	871	455	1,326
Not stated	12	13	1	-	45	-	52	80	43	123
Total—1978	39,012	27,512	12,081	8,700	7,810	2,514	3,725	61,343	40,011	101,354
1977	39,473	28,064	11,966	9,037	7,694	2,685	3,982	62,804	40,097	102,901
1976	38,795	26,992	11,815	9,329	7,163	2,468	4,043	62,190	38,415	100,605
PART-TIME STUDENTS										
Humanities	7,248	4,444	4,309	1,663	1,677	426	1,168	8,608	12,327	20,935
Fine arts	49	69	21	42	43	-	-	103	121	224
Social and behavioural sciences	1,902	1,852	341	172	239	13	26	2,084	2,461	4,545
Law	993	797	403	109	48	62	169	1,975	606	2,581
Education	1,941	2,597	1,994	509	743	102	-	4,113	3,773	7,886
Economics, commerce, government	4,308	1,883	1,307	623	580	156	485	7,823	1,519	9,342
Medicine	235	255	116	244	34	4	-	539	349	888
Dentistry	60	36	21	39	11	-	-	147	20	167
Natural sciences	2,836	1,454	848	550	473	170	253	4,719	1,865	6,584
Engineering, technology	2,041	323	272	120	173	54	-	2,903	80	2,983
Architecture, building	635	284	102	74	15	-	-	919	191	1,110
Agriculture, forestry	186	97	71	59	48	16	21	434	64	498
Veterinary science	33	17	56	-	10	-	-	90	26	116
Not stated	269	338	16	-	195	-	4	418	404	822
Total—1978	22,736	14,446	9,877	4,204	4,289	1,003	2,126	34,875	23,806	58,681
1977	22,167	12,613	9,547	4,353	4,079	840	1,911	34,139	21,371	55,510
1976	21,450	11,395	9,089	4,164	4,130	1,068	2,059	33,709	19,646	53,355
TOTAL STUDENTS										
Humanities	17,293	10,905	7,040	4,110	3,553	1,144	2,639	18,791	27,893	46,684
Fine arts	122	457	92	202	115	-	-	403	585	988
Social and behavioural sciences	4,110	3,084	1,006	349	642	21	48	3,796	5,464	9,260
Law	3,511	2,689	1,012	668	423	306	651	6,557	2,703	9,260
Education	3,716	4,009	2,570	955	1,473	405	-	6,142	6,986	13,128
Economics, commerce, government	8,857	5,158	2,065	1,293	1,294	311	924	15,827	4,075	19,902
Medicine	4,128	2,809	2,422	1,310	745	348	24	7,280	4,506	11,786
Dentistry	638	290	323	306	161	-	-	1,370	348	1,718
Natural sciences	9,047	7,881	2,982	2,412	2,105	686	1,188	17,745	8,556	26,301
Engineering, technology	6,521	2,526	1,295	727	785	228	-	11,627	455	12,082
Architecture, building	1,917	889	305	262	126	-	2	2,777	724	3,501
Agriculture, forestry	1,157	641	299	310	244	68	319	2,444	594	3,038
Veterinary science	450	269	530	-	193	-	-	961	481	1,442
Not stated	281	351	17	-	240	-	56	498	447	945
Total—1978	61,748	41,958	21,958	12,904	12,099	3,517	5,851	96,218	63,817	160,035
1977	61,640	40,677	21,513	13,390	11,773	3,525	5,893	96,943	61,468	158,411
1976	60,245	38,387	20,904	13,493	11,293	3,536	6,102	95,899	58,061	153,960

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1978

<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	657	476	249	146	118	44	144	1,833
Fine arts	52	56	17	39	9	—	2	173
Social and behavioural sciences	461	216	138	91	97	33	45	1,080
Law	132	143	35	28	19	12	35	404
Education	251	199	72	48	68	15	1	654
Economics, commerce, government	505	293	115	99	81	33	58	1,184
Medicine	272	211	157	126	86	42	—	893
Dentistry	41	28	37	23	17	—	—	146
Natural sciences	1,001	669	432	279	203	96	112	2,791
Engineering, technology	496	209	112	52	53	25	—	946
Architecture	118	46	26	15	8	—	—	213
Agriculture, forestry	100	53	40	41	22	9	21	286
Veterinary science	47	39	49	—	38	—	—	173
Other(b)	25	6	36	—	—	1	—	68
<i>Total—1978</i>	<i>4,157</i>	<i>2,643</i>	<i>1,514</i>	<i>985</i>	<i>818</i>	<i>309</i>	<i>418</i>	<i>10,842</i>
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)								
Humanities	37	21	7	5	8	1	9	87
Fine arts	4	9	1	6	1	—	—	21
Social and behavioural sciences	34	14	9	5	8	1	3	73
Law	9	11	1	2	2	—	6	31
Education	47	22	3	2	9	2	—	84
Economics, commerce, government	31	20	2	5	1	—	2	61
Medicine	84	81	34	9	16	2	—	227
Dentistry	14	12	11	18	10	—	—	65
Natural sciences	109	120	11	48	36	6	15	346
Engineering and technology	39	23	6	8	6	—	—	82
Architecture	21	11	2	2	4	—	—	40
Agriculture, forestry	6	4	2	—	1	—	2	15
Veterinary science	2	2	2	—	—	—	—	7
Other(b)	6	2	6	—	—	—	—	14
<i>Total—1978</i>	<i>444</i>	<i>350</i>	<i>97</i>	<i>110</i>	<i>102</i>	<i>13</i>	<i>38</i>	<i>1,154</i>
1977	469	349	90	117	105	11	33	1,175
1976	504	348	87	111	109	16	27	1,203
ALL STAFF (full-time equivalent units) (c)								
Humanities	694	497	256	150	126	45	153	1,920
Fine arts	55	65	18	44	10	—	2	195
Social and behavioural sciences	495	230	146	95	104	34	48	1,152
Law	142	154	36	30	21	12	41	436
Education	298	221	75	50	77	17	1	738
Economics, commerce, government	536	313	117	103	82	33	60	1,245
Medicine	356	292	191	135	103	43	—	1,119
Dentistry	55	40	48	41	26	—	—	211
Natural sciences	1,110	789	443	327	239	102	127	3,137
Engineering and technology	535	231	118	60	59	25	—	1,028
Architecture	139	57	28	17	12	—	—	253
Agriculture, forestry	105	57	42	41	23	9	23	301
Veterinary science	49	40	51	—	38	—	—	179
Other(b)	31	8	42	—	—	1	—	82
<i>Total—1978</i>	<i>4,601</i>	<i>2,993</i>	<i>1,611</i>	<i>1,095</i>	<i>921</i>	<i>321</i>	<i>456</i>	<i>11,996</i>
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.

UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1978

Field of study	Degrees					Total
	Doctorate (other than Ph.D.)	Ph.D.	Master	Bachelor	Post graduate diplomas	
Humanities	1	67	221	7,789	9	8,087
Fine arts	—	3	15	135	6	159
Social and behavioural sciences	—	66	160	1,194	230	1,650
Law	1	5	78	1,490	77	1,651
Education	—	30	339	1,158	3,290	4,817
Economics, commerce, government	—	39	405	3,178	84	3,706
Medicine	31	62	55	1,775	132	2,055
Dentistry	4	2	25	263	3	297
Natural sciences	16	331	319	5,087	131	5,884
Engineering, technology	—	110	256	1,566	17	1,949
Architecture	—	5	60	515	45	625
Agriculture, forestry	2	55	106	362	41	566
Veterinary science	—	13	31	180	3	227
Total—1978	55	788	2,070	24,692	4,068	31,673
1977	53	747	1,935	23,812	4,066	30,613
1976	48	803	1,765	23,025	4,172	29,813

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

Scheme	Number of students	Expenditure (\$'000)
	1978	1977–1978
Postgraduate Awards(a)	2,053	9,404
Tertiary Education Assistance(a)	88,719	146,133
Pre-school Teacher Education(a)	781	2,040
Postgraduate Awards—Social Work (a)	3	225
Secondary Allowances(b)	17,632	9,013
Adult Secondary Education Assistance(a)	2,233	4,935
Aboriginal Secondary Grants(a)	13,627	12,073
Aboriginal Study Grants(b)	4,341	3,581
Aboriginal Study Grants—Overseas(b)	10	61
Assistance for Isolated Children(a)	15,782	14,097
Non-State Tertiary Institutions	n.a.	3,152
Overseas Study Fellowships in Recreation(b)	5	97
Overseas Management Fellowships(b)	13	110
Commonwealth Teaching Service Scholarships(a)	516	1,184
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 1979. 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 1979

<i>Last place of residence</i>	<i>Sponsored students and trainees</i>					<i>Total</i>
	<i>Private students (a)</i>	<i>Colombo Plan</i>	<i>Commonwealth Co-operation in Education</i>	<i>Home government</i>	<i>Other</i>	
Africa	122	—	37	15	193	245
America	171	—	18	2	8	28
Asia—						
Burma	3	11	—	—	3	14
Brunei	—	—	—	1	—	1
China—						
Excluding Taiwan Province	1	—	—	—	—	—
Taiwan Province only	23	—	—	—	—	—
Hong Kong	1,175	—	5	17	1	23
India	156	21	4	—	4	29
Indonesia	509	183	—	13	32	228
Japan	200	—	—	—	—	—
Laos	—	45	—	—	—	45
Malaysia	4,325	154	3	219	19	395
Pakistan	38	23	—	—	1	24
Philippines	108	35	—	—	13	48
Singapore	336	99	2	1	2	104
Sri Lanka	102	54	4	—	6	64
Thailand	347	172	—	5	11	188
Vietnam	2	16	—	—	29	45
Other Asia	97	157	7	5	4	173
<i>Total Asia</i>	<i>7,422</i>	<i>970</i>	<i>25</i>	<i>261</i>	<i>125</i>	<i>1,381</i>
Europe	236	—	2	—	2	4
Oceania—						
Fiji	272	—	21	13	42	76
Nauru	67	—	—	1	—	1
New Caledonia	39	—	—	—	—	—
Papua New Guinea	126	—	—	—	87	87
Solomon Islands	21	—	—	—	13	13
Tonga	37	—	8	1	32	41
Other Oceania	43	—	7	—	25	32
<i>Total Oceania</i>	<i>605</i>	<i>—</i>	<i>36</i>	<i>15</i>	<i>199</i>	<i>250</i>
Not stated	16	—	—	—	—	—
Total Overseas Students	8,572	970	118	293	527	1,908

(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, 1977-78* (5204.0), and also to *Commonwealth Government Finance, Australia, 1978-79* (5502.0), and *State and Local Government Finance, Australia, 1977-78* (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

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
	\$m	\$m	\$m	\$m	\$m	\$m
Public sector—						
Final consumption expenditure	1,462	1,909	2,770	3,430	4,120	4,688
Expenditure on new fixed assets	328	382	656	695	642	692
<i>Final expenditure(1)</i>	1,790	2,291	3,426	4,125	4,762	5,380
Transfers to the private sector and expenditure on existing fixed assets (net)	196	234	294	357	378	393
<i>Outlay</i>	1,986	2,525	3,720	4,482	5,139	5,773
Private sector—						
Final consumption expenditure	214	208	200	218	243	255
Expenditure on new fixed assets	38	43	74	87	68	89
<i>Final expenditure(2)</i>	252	251	274	305	311	344
Total expenditure on education (1) + (2)	2,042	2,542	3,700	4,430	5,073	5,724
Gross domestic product	42,538	51,034	61,253	72,164	83,216	90,681
	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	3.4	3.7	4.5	4.8	5.0	5.2
Private	0.5	0.4	0.3	0.3	0.3	0.3
Expenditure on new fixed assets—						
Public	0.8	0.7	1.1	1.0	0.8	0.8
Private	0.1	0.1	0.1	0.1	0.1	0.1
Total expenditure	4.8	5.0	6.0	6.1	6.1	6.3

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)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Commonwealth Authorities—						
Final consumption expenditure	79.2	109.4	167.4	198.9	240.4	264.5
Cash benefits to persons	74.0	93.8	124.3	162.5	194.0	212.6
Grants for private capital purposes	1.3	2.4	7.7	10.5	6.4	6.8
Expenditure on new fixed assets	30.1	32.1	45.1	73.4	62.2	54.2
Expenditure on existing fixed assets (net)	-0.5	0.8	-0.2	-0.3	-0.5	—
Grants to States—						
Current	153.9	433.5	910.8	1,135.5	1,393.9	1,523.5
Capital	105.6	189.1	415.5	319.2	327.8	344.5
<i>Total Commonwealth</i>	<i>443.6</i>	<i>861.1</i>	<i>1,670.5</i>	<i>1,899.7</i>	<i>2,224.3</i>	<i>2,406.0</i>
State authorities—						
Final consumption expenditure	1,380.4	1,797.2	2,598.0	3,224.0	3,871.1	4,412.9
Cash benefits to persons	96.6	104.1	111.6	124.0	123.4	120.1
Grants for private capital purposes	8.5	13.7	31.7	33.0	25.4	32.2
Expenditure on new fixed assets	297.6	349.0	609.2	618.5	574.9	635.1
Expenditure on existing fixed assets (net)	16.6	18.9	19.1	26.9	29.0	21.4
Grants to local government authorities	—	2.2	5.7	6.8	11.1	9.8
<i>Total State</i>	<i>1,799.7</i>	<i>2,285.1</i>	<i>3,375.2</i>	<i>4,033.3</i>	<i>4,634.8</i>	<i>5,231.6</i>
<i>Less Grants from the Commonwealth Government for educational purposes</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>1,868.0</i>
Outlay financed from States' own resources and from non-specific Commonwealth Government grants	1,540.3	1,662.6	2,048.9	2,578.5	2,913.2	3,363.6
Local authorities—						
Final consumption expenditure	2.0	2.9	4.6	7.4	8.5	10.5
Expenditure on new fixed assets	0.3	0.7	1.9	3.2	4.6	2.8
<i>Total local</i>	<i>2.3</i>	<i>3.6</i>	<i>6.5</i>	<i>10.6</i>	<i>13.0</i>	<i>13.3</i>
<i>Less Grants from State authorities for education purposes</i>	<i>—</i>	<i>2.2</i>	<i>5.7</i>	<i>6.8</i>	<i>11.1</i>	<i>9.8</i>
Outlay financed from local authorities own resources	2.3	1.3	0.8	3.8	1.9	3.5
Total outlay on education	1,986.2	2,525.0	3,720.2	4,482.0	5,139.4	5,773.1
Total outlay on all purposes	13,404.4	16,219.3	22,878.7	27,573.4	31,738.7	35,718.0
	per cent	per cent	per cent	per cent	per cent	per cent
Outlay on education as percentage of total outlay	14.8	15.6	16.3	16.3	16.2	16.2

Commonwealth Authorities

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

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION
(*\$ million*)

	1975-76	1976-77	1977-78
General administration, regulation and research—			
Department of Education—			
Salaries, etc., n.e.c.	17.4	18.8	19.4
Administration expenses, n.e.c.	7.0	7.8	8.1
Tertiary Education Commission	-	-	0.7
Building and works, office equipment, etc.	0.2	-	0.3
Grants to the States—			
Research and development	1.1	1.0	0.7
Other	0.1	0.7	1.0
<i>Total general administration, etc.</i>	25.8	28.3	30.0
Transportation of students—			
School bus service—			
Australian Capital Territory	1.4	1.8	1.9
Northern Territory	0.9	1.0	1.2
<i>Total transportation</i>	2.3	2.7	3.1
Primary and secondary education—			
Schools Commission	2.8	2.8	3.1
Education services—			
Australian Capital Territory	61.0	64.8	64.2
Northern Territory	33.6	38.0	40.7
School broadcasts	2.0	1.9	2.0
Student assistance	6.8	7.0	9.2
Child migrant education program	3.9	1.0	0.6
Assistance to isolated children	10.4	11.7	14.1
Grants to non-government schools—			
Australian Capital Territory	8.9	9.9	12.0
Northern Territory	1.3	1.4	1.8
Grants to the States—			
Non-government schools—Recurrent grants	123.6	171.7	191.3
Non-government schools—Capital grants	28.7	19.9	32.0
Government schools—Recurrent grants	186.7	225.8	235.5
Government schools—Capital grants	113.8	127.2	151.2
Child migrant education(a)	9.0	0.2	0.3
Schools—joint programs	22.7	24.9	28.9
Other	0.4	0.4	0.8
<i>Total primary and secondary</i>	615.7	708.7	787.7
Vocational Training—			
Commission on Technical and Further Education	0.6	0.6	0.3
Canberra School of Music	0.7	-	-
Technical and Further Education in the A.C.T.	9.4	13.7	15.2
Darwin Community College	5.6	6.7	9.3
Student assistance	20.2	23.8	25.6
Grants to the States—TAFE—			
Apprentice training	0.6	-	-
Recurrent grants	40.1	44.2	45.6
Other Capital grants	24.0	33.7	46.4
Other	0.4	0.6	1.0
<i>Total vocational training</i>	101.5	123.2	143.4

For footnote see end of table.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION—*continued*

(\$ million)

	1975-76	1976-77	1977-78
University education—			
Australian Universities Commission	0.7	0.7	0.3
Australian National University—			
Student assistance	1.9	1.8	2.1
Other	56.6	70.1	67.9
Student assistance—			
Undergraduate	53.4	66.7	71.6
Postgraduate	7.8	8.8	9.5
Grants to Australian National University residential colleges	0.1	0.2	0.1
School of Public Health and Tropical Medicine (Sydney University)	1.9	2.1	2.3
Grants to the States—Universities	475.2	568.5	626.9
Other	0.3	0.3	0.2
<i>Total university</i>	<i>597.9</i>	<i>719.2</i>	<i>781.0</i>
Other higher education—			
Commission on Advanced Education	0.7	0.7	0.3
Canberra College of Advanced Education	13.0	14.5	16.6
Canberra School of Music	2.3	1.1	1.0
Australian Film and Television School	3.6	3.6	3.7
Student assistance	41.8	50.9	53.0
Commonwealth Teaching Service scholarships	1.1	1.3	1.2
Grants to the States	373.5	446.4	449.5
Other	—	1.0	1.0
<i>Total other higher education</i>	<i>436.0</i>	<i>519.5</i>	<i>526.3</i>
Other education programs—			
Aboriginal education—			
Study grants	1.8	2.3	3.6
Secondary grants	8.6	10.0	12.1
Grants to private non-profit organisations	3.9	3.9	4.5
Grants to the States	6.9	5.9	6.4
Other	22.3	17.5	18.0
Soldiers' children education scheme	3.6	3.5	3.4
Migrant education programs	8.2	9.0	13.1
Pre-school and child care programs—			
Grants to States and local authorities	48.7	52.3	53.0
Other	12.6	11.5	14.5
Adult education programs	3.2	4.6	5.0
Queen's Silver Jubilee Appeal	—	2.0	—
Other	0.6	0.1	1.0
<i>Total other programs</i>	<i>120.4</i>	<i>122.7</i>	<i>134.5</i>
Total outlay on education	1,899.7	2,224.3	2,406.0
<i>of which—</i>			
Current outlay	1,491.3	1,824.0	1,997.1
Capital outlay	408.4	400.3	408.9
Total outlay on all purposes	21,440.4	24,110.2	26,882.6
	per cent	per cent	per cent
Outlay on education as a percentage of total outlay	8.9	9.2	9.0

(a) From January 1976 grants to the States for child migrant education under the Schools Commission program are included under various other grants to the States for schools.

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.

**COMMONWEALTH AUTHORITIES: CASH BENEFITS TO PERSONS FOR EDUCATION
(S'000)**

	1975-76	1976-77	1977-78
Primary and secondary education—			
Student assistance	6,721	6,885	9,013
Australian Capital Territory and Northern Territory scholarships and allowances	92	116	180
Assistance to isolated children	10,398	11,689	14,097
United world colleges scholarships	-	5	10
<i>Total</i>	<i>17,211</i>	<i>18,695</i>	<i>23,300</i>
Vocational training—			
Student assistance	20,191	23,756	25,574
University education—			
Australian National University scholarships	1,871	1,846	2,171
Student assistance—			
Post-graduate	7,685	8,600	9,404
Under-graduate	52,948	66,367	71,240
Australian Agricultural Council scholarships	96	74	46
Wool research studentships	268	202	276
Forestry scholarships	94	80	55
Other	170	182	132
<i>Total</i>	<i>63,132</i>	<i>77,351</i>	<i>83,324</i>
Other higher education—			
Student assistance	35,642	44,507	47,754
Commonwealth Teaching Service scholarships	1,123	1,305	1,184
Pre-school teaching scholarships	3,461	3,219	2,041
Non government institutions-fees	2,655	3,128	3,152
Other	18	20	22
<i>Total</i>	<i>42,899</i>	<i>52,179</i>	<i>54,153</i>
Other education programs—			
Aboriginal study grants	1,772	2,338	3,635
Aboriginal secondary grants	8,621	10,002	12,073
Soldiers' children education scheme	3,553	3,468	3,390
Adult secondary education assistance	3,228	4,596	4,935
Assistance to Vietnamese and Cambodian students	213	73	34
Migrant education services	1,612	1,503	2,228
Other	23	9	-
<i>Total</i>	<i>19,022</i>	<i>21,989</i>	<i>26,296</i>
Total education	162,455	193,970	212,647

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.

COMMONWEALTH AUTHORITIES: OUTLAY ON EDUCATION IN THE INTERNAL TERRITORIES,
1977-78

<i>Australian Capital Territory</i>	<i>\$'000</i>	<i>Northern Territory</i>	<i>\$'000</i>
Current Outlay—		Current Outlay—	
Government schools and pre-schools(a)—		Government schools and pre-schools—	
Salaries and wages	50,636	Salaries and wages	34,523
Transportation of students	1,892	Transportation of students	1,342
Contract school cleaning	2,759	Contract school cleaning	1,101
Repairs and maintenance	726	Repairs and maintenance	1,601
Other	5,273	Other	7,391
Non-government schools assistance—		Less Aboriginal education included in above	
Per capita grants	7,119	items	13,098
Interest subsidy	1,218	<i>Total</i>	32,860
Other grants and allowances	247	Non-government schools assistance—	
Technical and further education—		Per capita grants	1,041
Canberra School of Music	850	Interest subsidy	100
Canberra School of Art	704	Other grants and allowances	27
Other TAFE Colleges	7,089	Aboriginal education—	
Canberra College of Advanced Education	12,425	Assistance to mission schools	1,698
<i>Total</i>	90,938	Government school system	13,098
Less Fees	360	Darwin Community College—	
<i>Total current outlay</i>	90,578	Salaries and wages	4,524
		Other	1,548
		<i>Total</i>	54,896
		Less Fees	237
		<i>Total current outlay</i>	54,659
Capital outlay—		Capital outlay—	
Government schools and colleges—		Buildings and works—	
By National Capital Development		Darwin Reconstruction Commission—	
Commission—		Aboriginal education	—
Primary and Pre-schools	1,937	Government schools and pre-schools	6,668
Secondary schools	7,241	Darwin Community College	1,784
Technical Colleges	7,628	Department of Construction—	
Other educational buildings	3,320	Aboriginal education	4,712
By Department of Construction—		Government schools and pre-schools	5,993
Buildings and works	304	Furniture and fittings, plant and equipment—	
Furniture and fittings	622	Aboriginal education	346
Plant and equipment	1,095	Other	1,767
Canberra College of Advanced Education	4,204	Non-government schools assistance—	
Non-government schools assistance—		Approved capital programs(b)	658
approved capital programs(b)	3,332	Assistance to aboriginal missions	—
<i>Total capital outlay</i>	29,683	<i>Total capital outlay</i>	21,928
<i>Total outlay(c)</i>	120,261	<i>Total outlay</i>	76,587

(a) Includes pre-school running expenses \$2,429,000. (b) Grants for private capital purposes. (c) Excludes the Australian National University. Commonwealth Government payments to the University in 1977-78 amounted to \$81,218,000 for current purposes and \$241,000 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)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Final consumption expenditure—						
New South Wales	483.5	622.5	905.3	1,102.4	1,301.9	1,475.2
Victoria	419.1	537.6	766.1	946.4	1,153.1	1,330.6
Queensland	173.8	231.0	334.4	433.1	520.3	593.0
South Australia	140.3	189.7	271.0	341.7	413.6	473.5
Western Australia	119.3	158.7	233.9	299.3	362.1	405.2
Tasmania	46.4	60.4	91.9	108.5	128.6	146.0
<i>Total</i>	<i>1,382.4</i>	<i>1,800.0</i>	<i>2,602.6</i>	<i>3,231.5</i>	<i>3,879.5</i>	<i>4,423.4</i>
Expenditure on new fixed assets—						
New South Wales	92.8	111.5	208.6	229.0	173.7	210.2
Victoria	86.9	100.5	170.9	170.1	158.6	157.6
Queensland	37.8	48.0	85.8	74.1	99.9	102.2
South Australia	37.9	41.1	69.2	62.0	66.5	76.4
Western Australia	25.9	32.3	53.3	54.1	51.5	61.3
Tasmania	16.6	16.4	23.2	32.4	29.3	30.2
<i>Total</i>	<i>297.9</i>	<i>349.7</i>	<i>611.0</i>	<i>621.7</i>	<i>579.5</i>	<i>637.9</i>
Expenditure on existing fixed assets (net)	16.6	18.9	19.1	26.9	29.0	21.4
Cash benefits to persons	96.6	104.1	111.6	124.0	123.4	120.1
Grants for private capital purposes	8.5	13.7	31.7	33.0	25.4	32.2
Total outlay on education	1,802.0	2,286.4	3,376.0	4,037.1	4,636.8	5,235.0
<i>of which—</i>						
New South Wales	619.9	784.0	1,167.0	1,393.2	1,540.8	1,755.4
Victoria	547.5	685.7	994.7	1,183.6	1,370.5	1,538.8
Queensland	225.6	295.5	443.0	533.3	648.9	724.9
South Australia	188.2	242.1	354.1	416.6	488.8	556.9
Western Australia	153.9	198.4	297.5	363.4	422.4	475.4
Tasmania	66.7	80.6	119.7	147.2	165.6	183.8

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
(S'000)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
GRANTS FOR CURRENT PURPOSES						
Schools	40,979	85,662	234,579	331,884	421,758	455,622
Technical and further education	-	10,268	24,622	40,127	44,194	45,600
Colleges of Advanced Education	26,655	124,808	239,249	286,766	368,894	395,501
Universities	80,826	200,042	377,990	426,389	511,556	574,465
Aboriginal education	1,167	2,174	3,367	4,978	5,561	6,204
Child migrant education(a)	3,956	6,014	9,845	7,370	140	278
Child care and pre-school education	-	4,096	20,377	36,973	40,761	45,000
Educational research	275	406	786	1,062	1,012	809
<i>Total</i>	<i>153,858</i>	<i>433,470</i>	<i>910,815</i>	<i>1,135,548</i>	<i>1,393,876</i>	<i>1,523,479</i>
GRANTS FOR CAPITAL PURPOSES						
Schools	33,019	75,976	199,368	143,631	147,766	183,458
Technical and further education	12,976	18,381	20,375	24,600	33,709	46,425
Colleges of Advanced Education	31,390	40,112	109,916	86,753	77,555	54,006
Universities	26,464	48,966	65,990	48,827	56,958	52,392
Aboriginal education	1,720	2,218	1,224	1,966	361	195
Child migrant education(a)	-	995	1,478	1,670	39	-
Child care and pre-school education	-	2,416	17,123	11,797	11,375	8,000
<i>Total</i>	<i>105,569</i>	<i>189,064</i>	<i>415,473</i>	<i>319,246</i>	<i>327,763</i>	<i>344,476</i>
TOTAL GRANTS						
Schools	73,998	161,638	433,947	475,515	569,524	639,080
Technical and further education	12,976	28,649	44,997	64,727	77,903	92,025
Colleges of Advanced Education	58,045	164,920	349,165	373,519	446,449	449,507
Universities	107,290	249,008	443,980	475,216	568,514	626,857
Aboriginal education	2,887	4,392	4,591	6,944	5,922	6,399
Child migrant education(a)	3,956	7,009	11,323	9,040	179	278
Child care and pre-school education	-	6,512	37,500	48,770	52,136	53,000
Educational research	275	406	786	1,062	1,012	809
<i>Total</i>	<i>259,427</i>	<i>622,534</i>	<i>1,326,288</i>	<i>1,454,794</i>	<i>1,721,639</i>	<i>1,867,955</i>

(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)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—						
New South Wales	15,046	28,147	84,749	125,395	151,153	171,540
Victoria	13,337	29,125	72,112	100,354	134,939	138,250
Queensland	6,250	13,578	35,604	46,162	56,058	59,853
South Australia	2,529	6,464	19,017	27,452	35,038	38,566
Western Australia	2,903	6,389	17,184	23,194	33,521	35,293
Tasmania	914	1,958	5,912	9,327	11,049	12,120
<i>Total</i>	<i>40,979</i>	<i>85,662</i>	<i>234,579</i>	<i>331,884</i>	<i>421,758</i>	<i>455,622</i>
Capital grants—						
New South Wales	10,637	30,208	71,708	45,886	48,683	57,953
Victoria	9,486	18,011	58,651	49,285	45,056	51,274
Queensland	4,366	8,990	27,968	22,363	28,090	34,264
South Australia	3,805	9,430	19,160	11,056	14,672	17,068
Western Australia	3,017	6,810	15,789	10,564	6,999	16,713
Tasmania	1,708	2,527	6,092	4,477	4,266	6,187
<i>Total</i>	<i>33,019</i>	<i>75,976</i>	<i>199,368</i>	<i>143,631</i>	<i>147,766</i>	<i>183,458</i>
Total grants—						
New South Wales	25,683	58,355	156,457	171,281	199,836	229,493
Victoria	22,823	47,136	130,763	149,639	179,995	189,524
Queensland	10,616	22,568	63,572	68,525	84,148	94,117
South Australia	6,334	15,894	38,177	38,508	49,710	55,634
Western Australia	5,920	13,199	32,973	33,758	40,520	52,006
Tasmania	2,622	4,485	12,004	13,804	15,315	18,307
<i>Total</i>	<i>73,998</i>	<i>161,638</i>	<i>433,947</i>	<i>475,515</i>	<i>569,524</i>	<i>639,080</i>

TOTAL GRANTS TO STATES FOR TECHNICAL AND FURTHER EDUCATION

(\$'000)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—						
New South Wales	-	5,801	10,333	17,652	16,714	19,184
Victoria	-	1,772	6,794	9,653	13,866	11,163
Queensland	-	715	2,262	4,643	4,537	4,885
South Australia	-	889	2,639	3,770	4,502	4,737
Western Australia	-	974	2,168	3,322	3,606	4,521
Tasmania	-	117	426	1,087	969	1,110
<i>Total</i>	<i>-</i>	<i>10,268</i>	<i>24,622</i>	<i>40,127</i>	<i>44,194</i>	<i>45,600</i>
Capital grants—						
New South Wales	5,040	6,873	5,859	8,919	12,262	15,162
Victoria	3,350	5,500	6,585	7,376	9,333	12,728
Queensland	1,910	1,945	4,073	3,334	4,439	8,735
South Australia	1,130	2,063	2,800	1,208	2,320	4,837
Western Australia	1,166	1,311	587	2,876	3,690	2,993
Tasmania	380	689	471	887	1,665	1,970
<i>Total</i>	<i>12,976</i>	<i>18,381</i>	<i>20,375</i>	<i>24,600</i>	<i>33,709</i>	<i>46,425</i>
Total grants—						
New South Wales	5,040	12,674	16,192	26,571	28,976	34,346
Victoria	3,350	7,272	13,379	17,029	23,199	23,891
Queensland	1,910	2,660	6,335	7,977	8,976	13,620
South Australia	1,130	2,952	5,439	4,978	6,822	9,574
Western Australia	1,166	2,285	2,755	6,198	7,296	7,514
Tasmania	380	806	897	1,974	2,634	3,080
<i>Total</i>	<i>12,976</i>	<i>28,649</i>	<i>44,997</i>	<i>64,727</i>	<i>77,903</i>	<i>92,025</i>

**TOTAL GRANTS TO STATES FOR COLLEGES OF ADVANCED EDUCATION AND TEACHERS
COLLEGES
(\$'000)**

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—						
New South Wales	5,525	28,935	62,122	69,089	90,831	98,303
Victoria	10,443	46,711	86,119	111,307	135,960	141,522
Queensland	2,906	14,438	27,230	33,999	48,962	56,616
South Australia	2,638	13,518	24,531	28,838	38,221	41,724
Western Australia	4,015	17,247	32,359	36,522	46,242	48,080
Tasmania	1,128	3,959	6,888	7,011	8,678	9,256
<i>Total</i>	<i>26,655</i>	<i>124,808</i>	<i>239,249</i>	<i>286,766</i>	<i>368,894</i>	<i>395,501</i>
Capital grants—						
New South Wales	9,691	7,644	41,197	23,716	27,200	11,886
Victoria	9,275	13,680	32,452	34,313	25,971	18,968
Queensland	3,806	5,078	13,438	9,181	14,630	7,899
South Australia	3,639	6,196	12,579	6,886	4,276	8,457
Western Australia	3,554	7,222	7,281	7,344	5,074	5,198
Tasmania	1,425	292	2,969	5,313	404	1,598
<i>Total</i>	<i>31,390</i>	<i>40,112</i>	<i>109,916</i>	<i>86,753</i>	<i>77,555</i>	<i>54,006</i>
Total grants—						
New South Wales	15,216	36,579	103,319	92,805	118,031	110,189
Victoria	19,718	60,391	118,571	145,620	161,931	160,490
Queensland	6,712	19,516	40,668	43,180	63,592	64,515
South Australia	6,277	19,714	37,110	35,724	42,497	50,181
Western Australia	7,569	24,469	39,640	43,866	51,316	53,278
Tasmania	2,553	4,251	9,857	12,324	9,082	10,854
Total	58,045	164,920	349,165	373,519	446,449	449,507

**TOTAL GRANTS TO STATES FOR UNIVERSITIES
(\$'000)**

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—						
New South Wales	32,155	79,572	149,997	168,831	199,633	222,893
Victoria	21,896	53,468	99,798	110,717	134,763	152,808
Queensland	10,664	26,169	49,876	57,185	69,427	78,127
South Australia	7,898	19,808	38,067	43,107	51,000	56,872
Western Australia	5,683	14,610	27,978	32,891	40,795	46,532
Tasmania	2,530	6,415	12,274	13,658	15,938	17,234
<i>Total</i>	<i>80,826</i>	<i>200,042</i>	<i>377,990</i>	<i>426,389</i>	<i>511,556</i>	<i>574,465</i>
Capital grants—						
New South Wales	10,522	16,889	22,526	21,754	17,553	17,910
Victoria	7,327	14,128	17,330	9,516	10,460	11,842
Queensland	2,545	5,624	9,821	6,453	11,638	7,335
South Australia	2,697	7,050	7,320	3,421	6,426	6,635
Western Australia	2,531	4,581	7,714	5,094	9,822	7,664
Tasmania	842	694	1,279	2,589	1,061	1,008
<i>Total</i>	<i>26,464</i>	<i>48,966</i>	<i>65,990</i>	<i>48,827</i>	<i>56,958</i>	<i>52,392</i>
Total grants—						
New South Wales	42,677	96,461	172,523	190,585	217,186	240,802
Victoria	29,223	67,596	117,128	120,233	145,223	164,650
Queensland	13,209	31,793	59,697	63,638	81,065	85,462
South Australia	10,595	26,858	45,387	46,528	57,426	63,507
Western Australia	8,214	19,191	35,692	37,985	50,617	54,196
Tasmania	3,372	7,109	13,553	16,247	16,999	18,242
Total	107,290	249,008	443,980	475,216	568,514	626,857

TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION
(S'000)

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants--						
New South Wales	229	482	546	904	931	1,013
Victoria	167	275	262	212	576	634
Queensland	293	193	361	866	836	858
South Australia	279	489	614	990	1,151	1,479
Western Australia	193	732	1,582	1,979	2,035	2,184
Tasmania	6	4	3	27	32	36
<i>Total</i>	<i>1,167</i>	<i>2,174</i>	<i>3,367</i>	<i>4,978</i>	<i>5,561</i>	<i>6,204</i>
Capital grants--						
New South Wales	98	101	-	505	1	-
Victoria	60	-	67	87	-	-
Queensland	981	988	249	971	8	84
South Australia	156	625	108	377	233	50
Western Australia	425	505	799	25	119	61
Tasmania	-	-	-	1	-	-
<i>Total</i>	<i>1,720</i>	<i>2,218</i>	<i>1,224</i>	<i>1,966</i>	<i>361</i>	<i>195</i>
Total grants--						
New South Wales	327	583	546	1,409	932	1,013
Victoria	227	275	329	299	576	634
Queensland	1,274	1,181	610	1,837	844	942
South Australia	435	1,114	722	1,367	1,384	1,529
Western Australia	618	1,237	2,381	2,004	2,154	2,245
Tasmania	6	4	3	28	32	36
<i>Total</i>	<i>2,887</i>	<i>4,392</i>	<i>4,591</i>	<i>6,944</i>	<i>5,922</i>	<i>6,399</i>

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

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants--						
New South Wales	1,521	2,238	3,890	2,720	67	165
Victoria	1,819	2,732	4,482	3,559	46	41
Queensland	98	165	255	195	2	15
South Australia	326	587	810	514	22	16
Western Australia	138	157	229	233	2	41
Tasmania	53	135	179	149	2	-
<i>Total</i>	<i>3,956</i>	<i>6,014</i>	<i>9,845</i>	<i>7,370</i>	<i>140</i>	<i>278</i>
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	-	-
<i>Total</i>	<i>-</i>	<i>995</i>	<i>1,478</i>	<i>1,670</i>	<i>39</i>	<i>-</i>
Total grants--						
New South Wales	1,521	2,328	4,365	3,125	69	165
Victoria	1,819	3,282	5,191	4,502	51	41
Queensland	98	215	361	206	2	15
South Australia	326	752	902	789	53	16
Western Australia	138	257	318	224	2	41
Tasmania	53	175	185	194	2	-
<i>Total</i>	<i>3,956</i>	<i>7,009</i>	<i>11,323</i>	<i>9,040</i>	<i>179</i>	<i>278</i>

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

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—						
New South Wales	91	97	151	253	259	184
Victoria	87	142	227	431	314	240
Queensland	60	109	296	190	216	166
South Australia	13	18	58	116	139	135
Western Australia	17	26	33	59	70	75
Tasmania	7	14	21	14	14	9
Total	275	406	786	1,062	1,012	809

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

	1973-74	1974-75	1975-76	1976-77	1977-78
Current grants—					
New South Wales	1,281	5,417	9,030	8,532	9,815
Victoria	1,226	6,660	11,452	12,722	14,001
Queensland	436	1,734	5,356	6,970	7,267
South Australia	690	3,233	5,025	5,601	6,184
Western Australia	385	2,316	4,390	4,930	5,662
Tasmania	78	1,017	1,720	2,006	2,071
<i>Total</i>	<i>4,096</i>	<i>20,377</i>	<i>36,973</i>	<i>40,761</i>	<i>45,000</i>
Capital grants—					
New South Wales	160	4,819	3,165	6,592	3,678
Victoria	288	2,637	1,345	4,160	4,202
Queensland	1,003	3,806	2,584	314	—
South Australia	514	2,773	1,498	160	31
Western Australia	166	1,911	1,441	144	89
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>	<i>8,000</i>
Total grants—					
New South Wales	1,441	10,236	12,195	15,124	13,493
Victoria	1,514	9,297	12,797	16,882	18,203
Queensland	1,439	5,540	7,940	7,284	7,267
South Australia	1,204	6,006	6,523	5,761	6,215
Western Australia	551	4,227	5,831	5,074	5,751
Tasmania	363	2,194	3,484	2,011	2,071
Total	6,512	37,500	48,770	52,136	53,000

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