

EDUCATION

INTRODUCTION

This Chapter traces the main developments of Victoria's education system from pre-school facilities to post-secondary education. The main sections cover pre-school education; general developments in government schools in the respective periods of 1934 to 1944, 1945 to 1959, 1960 to 1969, and 1970 to 1982; and specific developments in primary, post-primary, and technical schools as well as in curricula and special services. The Chapter then explains the development of the non-government schools, being the Catholic education system and the non-Catholic non-government schools, respectively, and the major features of Technical and Further Education (TAFE), tertiary education, and adult education.

The following tables set out comparative numbers of schools, institutions, and students in 1935 and 1982:

PRIMARY AND SECONDARY EDUCATION: VICTORIA, 1935 AND 1982

Year	Number of schools		Number of students	
	Government	Non-government	Government	Non-government
1935	2,754	518	289,159	78,014
1982	2,140	641	584,781	227,203

TERTIARY EDUCATION: VICTORIA, 1935 AND 1982

Year	Universities		Colleges of advanced education (CAE) (a)(b)		Technical and further education (TAFE) (b)	
	Number	Students	Number	Students	Institutions	Students
1935	1	3,497	27	20,008	(c)	(c)
1982	4	44,150	17	57,300	188	181,482

(a) The figures for 1935 are the numbers of senior technical schools and students. The 1982 figures are those of institutions listed under the *Tertiary Education Act 1977* as colleges of advanced education.

(b) A TAFE institution is defined as a location or set of locations at which technical and further education is provided. The figure for students excludes those taking Adult Education courses.

(c) TAFE Colleges did not exist in 1935 but higher technical education is covered in the CAE column.

GENERAL BACKGROUND

Demographic aspects

Any understanding of the very significant changes in education must be based on the demographic trends of the period. In outline, these were a low birth rate in the Depression years and mid-1930s, and a high number of marriages towards the end of and just after the Second World War, which resulted in a large number of births after the mid-1940s. These children were ready for primary school by the early 1950s and placed a sudden and considerable strain on school facilities, which was repeated in the secondary schools by the late 1950s. The shortages of buildings and resources could be traced back to the 1930s when little was done to build schools.

The pressure on the tertiary institutions came after the late 1950s, and the 1960s were the golden era of tertiary development—new universities in 1961 and 1967, colleges of advanced education in all parts of the State, and the upgrading of teachers colleges into the State College of Victoria structure in the early 1970s.

The 1970s saw a decline in births for the first time since the end of the Second World War, and, in the 1970s, growing economic difficulties. By the end of the 1970s the growth of schools and institutions had run its course. The significant demographic fact had become the ageing of the population; and by the early 1980s stringency in government finances prompted the need to rationalise educational facilities.

Excluding Tertiary Orientation Programme students under Technical and Further Education (TAFE), statistics on retention rates for year 12 at secondary school indicate that males were increasingly tending to leave school before reaching year 12 during the 1980s when compared with the early 1970s. Although the current female participation rate stabilised in the early 1980s, it remains at a much higher level than the rate for males at year 12. Since 1978, females have had a higher participation rate at all types of schools at year 12, when compared with males. This is the opposite of the trend until 1970.

Participation rates to year 10 and year 11 for males and females have continued to rise until the present time, with females having the largest percentage gains.

SCHOOL STUDENTS: PARTICIPATION RATES (a), VICTORIA, 1971 TO 1982 (per cent)

Age (years)	1971	1976	1977	1978	1979	1980	1981	1982
				MALES				
14	96.8	97.8	97.6	98.0	98.3	97.8	98.7	99.1
15	86.3	87.6	88.5	90.7	89.1	90.3	90.2	90.4
16	64.7	66.0	65.6	67.7	67.2	66.1	67.1	68.7
17	35.6	34.3	34.8	34.3	35.1	32.5	32.9	33.7
18	10.1	8.5	7.6	7.6	8.1	6.2	6.3	6.6
19(b)	2.2	2.6	2.3	3.0	3.0	2.9	2.9	2.3
				FEMALES				
14	96.3	98.6	98.4	96.8	97.7	97.8	97.8	98.7
15	81.3	87.2	89.4	89.9	90.5	91.3	90.5	90.7
16	58.5	68.0	69.5	71.9	71.0	71.4	72.5	73.5
17	30.2	37.3	38.8	39.9	39.7	37.7	39.2	39.7
18	4.9	6.6	6.8	7.0	7.5	5.5	5.6	5.8
19(b)	0.8	2.3	2.3	2.8	3.3	3.4	2.9	2.5
				PERSONS				
14	96.6	98.2	98.0	97.4	98.0	97.8	98.2	98.9
15	83.9	87.4	88.9	90.3	89.8	90.8	90.4	90.5
16	61.6	67.0	67.5	69.7	69.1	68.7	69.7	71.1
17	32.9	35.8	36.8	37.0	37.3	35.1	36.0	36.6
18	7.6	7.6	7.2	7.3	7.8	5.9	5.9	6.2
19(b)	1.5	2.5	2.3	2.9	3.1	3.1	2.9	2.4

(a) School students as a percentage of the population of the same age and sex.

(b) Includes a small number of students aged over 19.

SECONDARY SCHOOL STUDENTS: APPARENT RETENTION RATES (a), VICTORIA, 1971 TO 1982

Years of study	1971	1976	1977	1978	1979	1980	1981	1982
1st to 3rd last year —								
Males	83.3	86.8	86.7	88.5	88.7	90.2	91.1	91.8
Females	79.4	85.7	87.0	89.3	90.4	91.7	92.6	92.8
Persons	81.4	86.2	86.9	88.9	89.5	90.9	91.8	92.3
1st to 2nd last year —								
Males	62.7	63.3	61.7	63.4	63.0	64.1	65.2	68.1
Females	58.5	65.9	68.2	69.9	70.9	73.3	74.6	75.5
Persons	60.7	64.6	64.9	66.6	66.9	68.6	69.7	71.7

SECONDARY SCHOOL STUDENTS: APPARENT RETENTION RATES (a),
VICTORIA, 1971 TO 1982—*continued*

Years of study	1971	1976	1977	1978	1979	1980	1981	1982
1st to final year —								
Males	32.6	31.8	30.6	28.8	28.3	28.1	28.8	29.4
Females	30.1	38.2	37.3	37.5	35.8	37.1	37.6	39.5
Persons	31.4	34.9	33.8	33.0	32.0	32.5	33.1	34.3

(a) The apparent retention rate is the percentage of students commencing secondary school who remain at school until the third last, second last, or last year of schooling. The rates are called apparent as they do not take into account the effect of migration, the repeating of classes, or inter-system transfer on the school population.

Source: Commonwealth Department of Education.

Social aspects

Education in Victoria had suffered greatly under the privations of the Depression in the 1930s, the restrictions during the Second World War, the post-war shortages of staff and accommodation, and the overcrowded classrooms of the 1950s. However, a change developed in the following decade: public interest in education increased, governments provided funds, communities became involved, and professional innovation became accepted. All this happened over a rapidly changing social background: the growing participation of women in the labour force, changing community standards, and the growing influence of the mass media.

At all levels and in all types of schools and educational institutions, the 1960s were, to a greater or lesser degree, a time of experiment, testing, new ideas, and extra-curricular activities. They were times when much greater practical concern was shown for those who had special physical, intellectual, or social handicaps. In response to the growing demand for higher employment entrance qualifications, an increasing proportion of students remained at school or college to senior level. Two universities, as well as the Victoria Institute of Colleges, which incorporated and gave academic accreditation to technical colleges, were established during the decade.

The financial assistance to each State's education system provided by Commonwealth Government grants from 1965-66 onwards marked a milestone in Australian education advancement. The proportion of total government expenditure given to education continued to increase. Teachers' associations and unions were most active, both in encouraging new ideas and in demonstrating against defects, by means of industrial action. Issues which teachers' associations protested about were: large classes; employment of insufficiently qualified teachers in secondary schools; staff shortages; dissatisfaction with the structure and working of the Teachers Tribunal; and the disadvantages of the external examination system. Voluntary in-service teacher training was undertaken on an extensive scale. Press, radio, and television provided wider, more frequent coverage of educational developments and difficulties. Education became headline news in many senses to an extent not hitherto seen in Australia. The community's interest in its schools and colleges progressed far beyond the conventional areas of working bees, fetes and fund raising, and the emphasis began to turn towards making the school a community centre. The increase in knowledge and the changes in the society of the 1960s were two major factors causing a new outlook in education.

The tertiary institutions also witnessed some unprecedented events in the 1960s. The Vietnam War engendered deep differences of opinion in the community and led to radical demonstrations in the universities, especially Monash, which came close to a standstill as the result of student demonstrations. These were also aimed at the university administration, as the 1960s was the decade when participation in university government became an issue which resulted in an academic assembly at the University of Melbourne and a greater participation in faculty administration.

Two of the most influential events for all schools in the 1970s were the establishment by the Commonwealth Government of the Australian Schools Commission and, in 1973, publication of the report *Schools in Australia* produced by the Interim Committee of the Commission. The report recommended resource targets for all schools, which entailed a considerable increase in funding and redistribution of funds on a needs basis. Thus recurrent grants to Independent schools, which were classified into eight categories from

A to H in descending order of their current resources, were to be on a needs basis with no funding for "category A" schools beyond 1975. This recommendation concerning "category A" schools was not implemented. Non-government schools had already received some Commonwealth help for libraries, science laboratories, and other capital works since 1963, but this range of assistance now came to be systematised and extended and was augmented by per capita grants to parents. This movement drew forth a challenge about its legal validity under the terms of section 116 of the Commonwealth Constitution and the High Court ruled in February 1981 that such aid to non-government schools was valid.

Another important aspect of non-government schools was the emergence of locally autonomous schools which had either no church affiliation as such (in contrast with the older "public" schools) or were based on an ecumenical or non-denominational foundation. Many of Victoria's ethnic communities also established their own, usually primary stage, schools which served to continue the particular cultural traditions they valued.

PRE-SCHOOL EDUCATION

In 1934 the Free Kindergarten Union, formed in 1908 and the pioneer in Victorian Pre-School Education, had 29 affiliated kindergartens located, as were the few established church kindergartens, in industrial suburbs where families often lived in great hardship. The Victorian Government paid a small maintenance subsidy to the Free Kindergarten Union and also a nominal grant for the Union's Kindergarten Training College.

Early kindergarten programmes, largely based on the educational theories of Froebel were rather formal, stressing education and learning through directed play, but by the 1940s, new insights into growth and development led to more creative and child-centred activities.

A Victorian report to the National Health and Medical Research Council in 1939 expressed concern about young children's health and welfare and, in particular, that so few were being catered for by kindergartens. The Commonwealth Government provided a substantial grant to the newly formed Australian Association for Pre-School Child Development (later the Australian Pre-School Association and now the Australian Early Childhood Association), to build a model demonstration centre in each capital city. The first of the Lady Gowrie Child Centres opened in Melbourne in 1940, attracting much public interest and renewed community demand for kindergartens.

In 1943, after representations by voluntary groups, the Commonwealth Government extended assistance to other approved pre-school organisations, placing the governing bodies of Church of England, Presbyterian, Baptist, and Roman Catholic kindergartens on the same footing as the Free Kindergarten Union.

The Director of the Maternal and Child Welfare Branch in the Department of Health formulated an extension scheme, and in 1945 the Branch became responsible for the supervision and development of all pre-school services. The post of Chief Pre-School Educational Supervisor, conditions of subsidy, and a formula for per capita funding were established. All this set the pattern for the co-ordinated development of infant and pre-school welfare and education services within the Department of Health, and for the continued involvement of voluntary organisations.

NUMBERS OF PRE-SCHOOL SERVICES: VICTORIA, 1935 TO 1982

Year	Kindergartens	Pre-school play centres	Day care centres (a)	Toddler groups (b)	Total
1935	49	—	12	—	61
1940	48	—	12	—	60
1945(c)	85	7	12	—	104
1950	142	31	15	—	188
1955	237	112	13	—	362
1960	357	101	13	—	471
1965	524	108	14	—	646

NUMBERS OF PRE-SCHOOL SERVICES: VICTORIA,
1935 TO 1982—*continued*

Year	Kindergartens	Pre-school play centres	Day care centres (a)	Toddler groups (b)	Total
1970	701	113	16	—	830
1975	(d)924	(d) 80	27	19	1,050
1980	1,100	64	36	41	1,241
1982	1,142	60	36	52	1,290

(a) Day care centres did not receive government subsidy until 1948. There is an educational as well as a care component in all-day care.

(b) Toddler groups were established before 1975 but were included under pre-school play centre figures. They are held in infant welfare centres with professional supervision but with a parent in attendance with the child.

(c) The pre-school section within the Department of Health was established in February 1945. Subsidy was made available to individual free nursery kindergartens.

(d) Decrease in figures for pre-school play centres is mostly due to up-grading to kindergartens.

In the post-war period there was increasing interest in pre-school education, and more general realisation of its importance. Many parent groups having sought the advice of the Department of Health, formed committees to work for kindergartens in their own communities and, with their combined expertise, were usually able to raise the necessary funds required for a Victorian Government Capital Grant. Many of these committees banded together to form the Municipal Pre-School Association, which promoted a plan for the extension of pre-school services on a municipal basis with strong local government involvement. However, this system tended to favour the "self-help" groups which were able to work more quickly, and as a result some country regions and the eastern and southern suburbs of Melbourne have been generally well provided with kindergartens in comparison particularly with the northern and western suburbs.

The supply of teachers for this early period of expansion was initially fostered by the Department of Health bursary scheme of 1948, and later encouragement came through a somewhat more realistic salary structure initiated in 1951 by the Free Kindergarten Union and formalised in 1959 by the newly formed Wages Board of the Kindergarten Teachers Association of Victoria.

The Victorian Branch of the Australian Pre-School Association following its formation in 1948 had gradually taken on the task of watchdog and spokesman for the voluntary organisations, continually going to the government to request more finance and better conditions for pre-school education.

The post-war period brought increased awareness of the significance of early childhood experience in emotional development and mental health, and teachers were assisted by the child psychiatrist appointed by the Department of Health to find methods likely to foster this.

Throughout the 1960s, expansion continued: approximately thirty new kindergartens were built yearly by community groups, assisted initially by a capital grant, and when in operation, by the government subsidy. In the kindergartens greater attention was given to the assessment and possible enrolment of children with special needs or disabilities, to the language difficulties of migrant children, and to methods of assisting them to achieve optimal language facility.

The better understanding about early education, particularly in the area of cognitive development, had an impact not only on teachers, but on parents, as they sought increasingly to appraise what their children were receiving. Parent/teacher meetings aroused more interest at this time.

To provide teachers with the much needed opportunity for study of the new educational theories in early childhood education, the Kindergarten Training College introduced in 1965 a one year Advanced Diploma Course, which attracted teachers from every part of Australia. This was only one of many graduate diploma courses offered by the Institute of Early Childhood Development, in addition to the basic Diploma of Teaching and Bachelor of Education.

Generally speaking, this considerable growth in pre-school services in the 1960s came about because there was now world wide acknowledgement of the importance of pre-school education, as well as much greater community involvement in its provision. The

strength of community feeling was shown when the Victorian Government announced that there would be no additional funding in 1970-71 for new programmes or buildings. The Victorian Branch of the Australian Pre-School Association arranged a public meeting in Melbourne to provide a forum for reaction, and it attracted a very large State wide attendance of parents and community leaders, as a result of which the Minister of Health undertook to set up a consultative council on all aspects of pre-school child development and care.

At this time also the Commonwealth Government established the Australian Pre-Schools Committee and following this a committee within the Social Welfare Commission, which led to the establishment in 1975 of the Interim Committee for the Children's Commission which, from 1976, was established as the Office of Child Care. Most of the funding from this Office has been directed to day care programmes.

In 1973 the Kindergarten Teachers' College became a constituent member of the State College of Victoria and received Commonwealth funding through the Commission on Advanced Education. To reflect its proposed new course offerings in the area of child development but outside teacher education, it was renamed the Institute of Early Childhood Development. It has since become part of the Melbourne College of Advanced Education.

The report of the Victorian Consultative Council, mentioned earlier, was published late in 1973, and advocated a significant shift towards regional administration of pre-school centres to bring about co-ordinated multi-disciplinary services for the whole 0-6 year period. Provision was again made in the new structure for voluntary organisations.

Following these recommendations, a pilot programme for the planning and co-ordination of health, education, care, and guidance services for young children was set up in the City of Knox by the Department of Health in co-operation with the Knox Municipal authorities, a separate Division of Pre-School Child Development within the Health Commission was established, and regionalisation of all pre-school supervisory services commenced. The success of the Knox scheme which commenced in 1975 prompted similar programmes in other regions.

MAJOR DEVELOPMENTS IN GOVERNMENT SCHOOLS

1934 to 1944

Despite the disastrous effects of the Depression, the 1934 school year promised encouraging developments in education. In 1933-34 the Victorian Government spent \$2.6m on education and the amount spent on school buildings was \$77,348 more than in the previous year. A new and more liberal primary course of study was introduced in 1934. A marked increase in technical school enrolments occurred, mainly through the improving industrial conditions. Schools throughout the State celebrated the Centenary, including the associated visit of H.R.H. the Duke of Gloucester, who opened the new MacRobertson Girls High School, an outstanding event in the State's secondary education programme. This was the first secondary school built since 1928-29.

In accordance with the general government policy of retrenchment, teachers' salaries had been cut in 1930 and 1931 by up to 21.5 per cent, according to salary level. During 1931, the special Board of Inquiry investigating the administration of the Education Department had recommended harsh measures. Economic rather than educational in aim, these measures effectively cut education budgets in the 1930s by such means as the closing of Ballarat and Bendigo teachers' colleges and of some rural schools; the reduction of teacher training courses; the imposition or increase of post-primary school fees; the slowing of teacher promotion; and the virtual elimination of new building programmes.

The amount expended by the State of Victoria on education in 1928-29 was \$3.3m. However cuts began in 1930-31 and continued until 1932-33 when the amount spent was \$2.5m, a drop of 23 per cent on the 1928-29 amount. It was not until 1937-38 when \$3.6m was spent on education that the 1928-29 figure was surpassed. Whereas during 1928-29 as many as 53 new State school buildings had been erected, there were only two such buildings provided in 1933-34. As only the most essential works had been carried out between 1930 and 1934, schools were frequently overcrowded, despite falling primary school enrolments after 1932.

With gradually returning prosperity by the mid-1930s, school building was stimulated.

In 1936-37, twelve new schools and nine new residences were erected. However, this urgently needed building programme was halted by the Second World War. Moreover, the requisition of Melbourne High School and MacRobertson Girls High School buildings during 1942 to 1944 and 1942, respectively, when they were occupied for defence purposes, aggravated an already grave accommodation problem.

1945 to 1959

The end of hostilities in 1945 by no means meant an end to the school accommodation problem. Indeed the position worsened, becoming critical for many years after 1945 and lasting into the late 1950s. This lack of sufficient school buildings was a legacy not only from the severe wartime restrictions and shortages of labour and materials, but also from the drastic economies of the 1930s.

The magnitude of this post-war crisis was not foreseen. It was accentuated by such factors as the rapid increase in the birth-rate after 1945; the admittance, from 1946, of five-year-olds to schools; the growing tendency for children to remain at school after the age of fourteen years; and the immense impact of Australia's immigration policy in the 1950s. The largely unanticipated population explosion, beginning in the late 1940s, led to a severe shortage of school accommodation. Virtually all schools felt the impact, and an urgent building programme was initiated. From 1946 emergency measures such as the use of leased halls, army huts, drill halls, formerly-closed rural schools, and sections of some primary schools by high schools were commonplace; and during 1948 to 1950 no less than 782 pre-fabricated classrooms were ordered from overseas. Many of these were the Bristol aluminium two-unit classroom type.

The importation of pre-fabricated units decreased after 1953, when the Education Department established what was then a revolutionary design and type of building for larger schools: one-storey, standardised, light timber construction (LTC) schools, with their large windows and masonry veneer. These were capable of being erected quickly in a series of stages, ideally one section (or wing) for each of four years. However, so vital was the need for basic classroom accommodation that the stages for wings housing essential assembly halls, gymnasiums, and libraries had frequently to be postponed for years.

The building rate did not keep pace with enrolments, particularly in post-primary schools. It was, therefore, generally necessary for these schools to commence in temporary premises, often on two sites some distance apart. Such makeshift measures added to the strain of staffs establishing the schools, deprived students of some of the normal curriculum's practical work, and made good school tone more difficult to achieve.

Staffing shortage and teachers' conditions

A problem as acute and as critical as that of accommodation—and one that took even longer to solve—was that of staffing schools. Of prime significance was that for almost all the years between 1945 and 1959 it was very difficult to recruit the number of teachers needed. Classrooms were greatly overcrowded.

Because of teacher shortages, the Education Department was unable to staff 96 of its rural schools at the beginning of the 1946 school year; and had it not been for the employment of temporary teachers, hundreds of primary schools would have closed. In the post-primary sector the position was even worse. In 1951, for example, the Secondary Division required an additional 550 teachers for the 169 schools under its control.

Urgent measures were necessary. Recruitment campaigns were intensified; teaching bursaries were awarded to senior school students; people with minimum academic qualifications were employed; short emergency programmes were established for the training of such temporary teachers; retired primary teachers were employed in post-primary schools; other teachers from the Primary Division were made available on loan to secondary and technical schools; and teachers were recruited from overseas. Despite such measures, the 1950s closed without any significant improvement in post-primary staffing. In almost all subjects, and particularly in secondary school mathematics and science there was a shortage of trained teachers.

Although coping with large classes, and often in understaffed, unsuitable school buildings, teachers of that era saw the development of generally improved conditions of service. In 1946 came a significant turning point for the teaching service: the Victorian Teachers Union finally succeeded that year in its long struggle to have established a Teachers Tribunal. In turn, the Tribunal's decisions led to more attractive salary awards and other long-awaited reforms.

The struggle to have established the Teachers Tribunal occupied the Victorian Teachers Union (VTU) over a period of about 20 years (1927 to 1946). In 1926, primary, secondary and technical teachers had united to form the VTU. In 1927, the Union "urged upon the government the necessity for the early establishment of an Independent Tribunal, on which the Union should be represented, to determine salaries and conditions in the teaching service ..." Further efforts were made by the VTU, especially in 1928-29, 1937, 1940, and 1943. The September 1943 Special Conference of the VTU declared that "Parliament has proved to be an entirely unsatisfactory Wages Board ..." Virtually all teachers supported the establishment of a tribunal, and some 48 per cent were even prepared to strike on the issue. In 1943, in a 92 per cent strike ballot poll, 2,674 teachers voted against striking, but 2,587 were in favour. The Labor Party came into office in Victoria in 1945 with a declared policy of creating a tribunal as sought by the VTU.

Prior to the establishment of the Teachers Tribunal, salaries and staffing positions were determined by a schedule of the Public Service Act, so that any change required an amendment to the Act. Because their salaries and promotions thus depended upon a decision of the Victorian Parliament, teachers agitated for the setting up of an independent tribunal to determine their salaries, promotions, and general teaching conditions.

1960 to 1969

School buildings

Although becoming less acute each year, the problem of providing sufficient school accommodation continued to some extent throughout the 1960s. Significant achievements were made, nevertheless, in the provision of more suitable temporary accommodation, better designed buildings, and greater facilities such as science blocks, central libraries, assembly halls, and gymnasiums.

The disadvantage of new schools initially occupying off-site temporary accommodation was overcome in 1961, when a new type of temporary classroom was used. These portable classrooms suitable for erection on a school's own permanent site virtually eliminated the need to rent premises, provided a much better standard of temporary accommodation, and enabled each new school to be housed as a unit. When permanent buildings were completed, the portable classrooms were transferred to accommodate other new schools.

During 1928-29 there were 53 new government school buildings erected, including 50 primary schools. This compares markedly with the lack of building activity during both the Depression and the 1940s and in fact between 1929-30 and 1949-50. Twelve new school buildings erected in 1944-45 was the highest number erected in any year. However, there was rapid progress made during the 1950s and 1960s, when some 20 to 30 new buildings were erected annually. Over the three years 1979-80 to 1981-82, 40 new schools were built, including four secondary and technical schools. Many new schools opened in leased premises or in relocated old closed school buildings, and the number of schools established annually was often greater than the number of new school buildings erected each year.

While sites for new schools were normally much larger than before the Second World War, the necessarily smaller sites available for schools in the middle and inner suburbs led to the new three storey type of high school buildings being erected at such places as Caulfield, Kew, and Prahran. A feature of the new primary school buildings was the introduction of brick veneer as a medium, giving a fresh appearance and range of colours to exteriors, while the interiors were bright, light, and attractively furnished and decorated. The establishment in 1965 of the Educational Architecture Research Laboratory led to a plan for new schools, the classrooms being arranged around a paved court containing a multi-purpose room. The decade witnessed the introduction of flexibility into the designs of such buildings, furniture, and equipment to meet the changes in teaching methods and curricula.

Staffing problems

The second serious problem inherited from the 1950s, that of staffing schools adequately, soon eased in the Primary Division, but improved only very gradually in secondary and technical schools. Although in the early 1960s there were still some elementary classes of more than fifty pupils, the primary staffing position improved sufficiently to permit the transfer of a number of teachers for temporary duty in post-primary schools, both secondary and technical.

It was in the Secondary Division that the position was most acute. Throughout the decade temporary teachers comprised no less than 33 per cent of the total number of secondary teachers, and in 1969 the proportion was as high as 37.2 per cent. Of these temporary employees almost two-thirds were untrained. Although the pupil-teacher ratio improved during 1960 to 1969, the proportion of qualified teachers worsened, and teachers' organisations protested vigorously in the late 1960s against the continued employment of unqualified teachers in all types of post-primary schools. The shortage continued well into the 1970s.

1970 to 1982*Education Department and the community*

It was in the 1970s, particularly, that the links between the Education Department and the community were noticeably strengthened. By many people the school was expected to cater for all aspects of a child's development, as well as to supply additional care and supervision. Many, too, looked to the schools and other educational institutions to meet fully their demands for an ever-widening range of courses—for general education, qualifications, vocations, or leisure. On its part, the Education Department encouraged schools to share their facilities with the community. It encouraged schools to accept more autonomy and more responsibility, and it relied largely on the community to support its policies by taking a greater part in school-based decision making.

School and community co-operation was facilitated also by the improved school staffing situation in the 1970s. Whereas in the primary schools this improvement had been evident in the late 1960s, it was not until 1976-77 that the post-primary Divisions finally emerged from their long and difficult period of general teacher shortage.

Among the most significant educational developments between 1970 and 1982 were the initial decentralisation of the Education Department's administration, the increased community involvement in education, the extensive restructuring of the administration from 1981 onwards, and the consequent development of regional, school, and community responsibility for decision making in education.

Decentralisation and the restructuring of the administration

The centenary of State education in Victoria was celebrated in 1973. For almost all of those one hundred years the Education Department had been a highly centralised authority. In 1972 that situation changed.

With so many decisions having to be made at headquarters, Melbourne, communication problems and frustrating delays occurred, especially after 1952, when the Education Department grew rapidly in size and complexity. The appointment of three regional directors marked the first important step in the process of decentralisation. These officers took up duty at the beginning of 1972 in the three newly established regions of Ballarat, Bendigo, and Gippsland. In 1974 the rest of Victoria was incorporated in the plan, with the creation of three more country regions and five metropolitan, a regional director being appointed to each. Responsible for the general well-being of all types of government schools in their areas, the regional directors relieved the central administration of decision-making on such matters as regional in-service training, school maintenance, supplementary staffing, and surveys of regional education needs.

At first, decentralisation was much more apparent to Education Department administrators than to parents. However, as the roles of both the regional directors and the newly constituted school councils became more clearly defined in the late 1970s, and as consultation between parent groups and local directors increased, so decentralisation became more

evident. When community ideas on specific school building and site works programmes were put into practice through such consultations, a measure of decentralisation was seen to be a reality.

Concurrent with this development was the conscious effort by the Education Department to increase the authority and status of school principals by delegating more responsibility to them and offering them greater freedom in the administration of their schools. This allowed principals to make decisions in important areas such as curriculum, school finance, and student assessment procedures. Direct Victorian Government grants from July 1970 enabled principals and school councils to spend money as they saw fit on minor school maintenance, equipment, furniture, and minor improvement projects.

By 1981-82 the process of decentralisation had accelerated rapidly. It was during those years that restructuring of the administration proceeded to a greater extent than ever before in the history of the Department. Arising from the 1979-80 Ministerial Review of Education in Victoria, the restructuring of the central and regional offices had the following main aims: the improvement of education in the schools; greater participation by parents, community members, teachers, and principals in education, improved consultation and communication; greater efficiency and economy in management; the reorganisation of the central office administration on functional lines rather than the traditional hierarchical, school-type divisions; and the setting up of twelve new regions, each with a regional council and regional director, whose office assumed many more of the functions previously the responsibility of the central administration. The objective of the restructuring was to bring as much decision making as possible to the schools themselves, involving more responsibility for local and regional bodies in order to serve more effectively the needs and interests of the individual child.

Community involvement

The development of closer links and understanding between the school and the community in the 1970s was exemplified by the establishment of the Collingwood Education Centre. As many as twenty-two committees were involved in its planning. They represented, for example, administrators, municipal authorities, local residents, educationists, architects, the Housing Commission, the Public Works Department, and the Education Department, all of whom aimed to define the requirements of a type of school suited to modern educational needs and to community interests.

This school and many others kept their doors open long after school hours for community use. Early in the decade, co-operation between the Education Department and the Department of Youth, Sport and Recreation led to legislation allowing community use of school premises and facilities. Thus assembly halls, gymnasiums, classrooms, and libraries became available for interested people.

Consultation with parents, local councils, and other community organisations produced more functional, and attractive school buildings. "Operation Outreach" was planned to seek out possible joint projects with community groups, and by 1978 this programme resulted in 55 partnerships involving the Education Department and local organisations in producing sporting complexes, libraries, and theatres, as well as "normal" school buildings. Community involvement encouraged community interest.

This interest was shown in various ways: in serving on the more widely representative school councils; in attendance at evening classes; at special sessions intended to help parents' understanding of new teaching methods; in seminar-type activities for the public; and in the presence, in senior secondary day classes, of many mature age students who had returned to school from employment. Additional funding for in-service education created opportunities for community members to participate in some of these activities; and, with funds also available for improving or rebuilding disadvantaged schools, there was a further quickening of parental interest and participation.

Not only did the public use the school; the latter served the community to a greater extent than ever before. Schools such as the Swinburne Community School aimed to foster a dynamic relationship with the community, making extensive use of local resources and in turn helping its residents. Students delivering meals-on-wheels, providing other assistance to the needy, assembling school displays in shopping areas, and organising community

education programmes illustrated the growing co-operation between the school and the community. By 1982, 62 Community Education Officers were provided to help school councils plan suitable activities. General policy was the responsibility of the Community Education Committee.

PRIMARY EDUCATION

Although frequently crowded into classes of fifty or sixty, many of the occupants being poorly clad and hungry, primary school children of 1934 faced a new, refreshing, less mandatory, more flexible course of study. Referring to it, the Minister stated that teachers had "risen splendidly to the occasion in jettisoning much of what is now regarded as educational lumber".

Although in the 1930s there was little evidence of general public interest in education, the Melbourne dailies and some nine provincial newspapers played a part in helping the community become more educationally minded. They published weekly a series of articles based on this revised primary curriculum for 1934, dealing in turn with such subjects as health, science, geography, handwork, and civics. Education generally was given an additional fillip at this time by the introduction into schools of wirelasses and film projectors. Educational broadcasts were particularly valuable in counteracting feelings of isolation and loneliness in remote country schools.

The Director of Education, James McRae, had at that time referred to the period 1931 to 1936 as "the difficult years". Unfortunately, further difficulties were in store. The late 1930s and the 1940s brought one setback after another. The 1937-38 infantile paralysis epidemic forced hundreds of primary children to study at home, with specially prepared weekly booklets. The January 1939 bushfires destroyed many small country schools and teachers' residences, and substitute accommodation had to be found quickly. The "troubled thirties" ended with the outbreak of the Second World War, with its far-reaching, long-lasting, disastrous effects on staffing, accommodation, and equipment in all types of schools.

Amid such setbacks, however, noteworthy achievements continued. Following the stimulating New Education Fellowship Conference of 1937, a Curriculum and Research Officer was appointed in 1938. More attention was given to the primary curriculum, "to meet the changing demands of the modern world", especially in the fields of English, speech, writing, composition, and arithmetic. A revised course of study in the latter subject appeared in 1942. Group libraries for rural schools were introduced in 1940-41, while early in 1944 the Victorian Government began to subsidise the purchase of library books. Thus children were encouraged to read beyond prescribed texts such as the grade readers and the *School Paper*.

From 1934 to 1949 there had been only limited finance and limited opportunities for change. On the other hand, the 1950s were a period of great progress. As society inevitably questioned its own values after the Second World War, education came under close scrutiny, one of the results being greater community interest in, and support for, education at all levels.

One of the most beneficial services for primary school children living in isolated country districts had begun in January 1944, when the first consolidated school in Victoria was established at Murrayville. Group schools (ones with enrolments of less than 200) were set up on similar lines. By 1948 there were four consolidated schools operating, and by 1959 there were twenty-eight. Established only after the wishes of the local communities had been thoroughly investigated, these schools provided children with a wider range of educational and social opportunities, more specialist teachers, and greater facilities and equipment.

Helped by this developing community awareness of the importance of education and by such special departmental branches as Curriculum and Research, Psychology and Guidance,

Audio Visual, and Library Services, many of the aims of Victorian educationists materialised in the 1950s: tables and chairs, rather than desks, in infant school classrooms; more opportunity grades; a wider range of reading material; the revision of virtually all subject courses; more emphasis on cultural activities, such as musical festivals, drama, literature, and appreciation of art; greater provision for the education of handicapped children; and the elimination of unnecessary formal work. The earlier, pre-war emphasis on the "three Rs" aim of primary schooling had been considerably widened to include more stress on the importance of developing the "three Cs"—character, culture, and citizenship.

It was in the 1960s, more so than in any preceding decade, that primary education addressed itself to the challenge of rapid technological and social change. Generally, mass rote learning gave way to discovery and understanding by the individual or small groups of children proceeding at their own pace. There was a growing awareness of the variety of individual pupil differences and capabilities. Consequently, not only was more attention given the less intellectually capable child, but greater provision was made for the talents of the brighter pupil. Subject co-ordinators, flexible courses, and more subject specialists were features of this era.

The new curricula concepts stressed individual progress, not grade uniformity, as shown by the new sequential reading schemes and the Cuisenaire system of coloured number rods. Cursive script was introduced for Grades III to VI; social and environmental studies created opportunities for enjoyable investigations; and music making and sharing was particularly valuable in those early years of television. The development of curricula became increasingly flexible in the 1970s and 1980s, enabling school principals and their staffs to adapt the general guidelines to their own circumstances as they understood them.

POST-PRIMARY EDUCATION

After completing Grade VI, State school children of the 1930s and the Second World War era had a number of choices available. These included: continuing at their own primary school in Grades VII and VIII; doing the Forms E and F (later called Forms I and II) of the high school course by attending a district high school, central school, central classes, or a higher elementary school; or attending a junior technical school, a girls' school, or a school of domestic arts. Special schools and correspondence tuition were available for handicapped children and other special cases.

The financially struggling community of the early and mid-1930s, however, had by no means accepted the idea of universal post-primary education. It could not afford to do so. High school fees had been increased in 1931; and in any case many parents took their children from school as soon as legally possible so that youthful employment earnings might supplement meagre family incomes. Nevertheless, with the gradual return of prosperity in the late 1930s, the pre-1935 fall in post-primary school numbers was arrested, and between 1934 and 1944 post-primary school enrolments steadily increased from 30,589 to 47,497.

During this period post-primary schools had to cope not only with rapidly increasing enrolments, but also, after 1939, with increasing shortages of staff, buildings, and equipment. By 1945 many more children were staying at school beyond the compulsory school leaving age of 14 years.

Those who, like the Chief Inspector of Secondary Schools, Julia Flynn, argued for the raising of the school leaving age, had their efforts partly rewarded in 1943, when legislative provision was made for raising that age to 15 years. However, this legislation was not proclaimed until 1964. Meanwhile, more schools were needed, despite wartime shortages of manpower and materials, for those remaining longer at school. Whereas in 1934, there were 174 State post-primary schools, by 1945 the number had grown to 207, including senior technical schools in both cases. A generation later, in 1975, there were as many as 388 government post-primary schools.

HIGH SCHOOLS

A standard course in high schools for Forms I to IV in the 1930s comprised the following subjects: English, history, French, geography, arithmetic, algebra, geometry, elementary science, physics, chemistry, drawing, commercial principles and practice, shorthand, typewriting, singing, and, for Forms I and II only, needlework and cookery or woodwork. Throughout the 1930s and 1940s such secondary school courses were largely influenced and determined by the requirements of the University of Melbourne through the Schools Board, particularly in the case of Forms IV to VI, where the Board controlled the external Intermediate, Leaving, and Leaving Honours (Matriculation from 1944 to 1970) examinations. At this time, there was some thought in the Education Department that the individual needs of pupils could best be met by breaking away from the Schools Board's external examination system and control. The Education Department's own Proficiency Certificate, awarded at the Form III level and introduced in 1939, played an important part in liberalising the secondary curriculum. It encouraged children to remain at school beyond Form II, and offered a wider choice of subjects. Consequently, but not until 1944, the Schools Board included manual subjects in its intermediate course, together with other new subjects such as social studies, physical education, English literature, and English expression. Moreover, the new Matriculation examination of December 1944, to be taken not at the previous Form V level but at the end of the Form VI year, followed the general world trend to lengthen the period of schooling.

From 1979, the responsibility for Higher School Certificate (HSC) examinations and assessments was assumed by the Victorian Institute of Secondary Education (VISE), an autonomous statutory body established in 1976, which from 2 April 1979 took over the functions of the Victorian Universities and Schools Examinations Board (VUSEB).

Provision for some students who wanted to study modern languages not normally available in secondary schools began in 1935. In that year Saturday morning classes for pupils (and teachers) began in Japanese and Italian. Known as the Saturday School of Modern Languages, the School was responsible for the teaching of some twenty-six different languages at no less than twelve high schools, and in most cases tuition is available from year 7 to Higher School Certificate standard.

PUBLIC EXAMINATIONS(a): VICTORIA, 1934 to 1982

Year	Intermediate (b)			Leaving (c) (d)			Matriculation (c)		
	Attempted to pass fully	Passed fully	Percentage who passed fully	Attempted to pass fully	Passed fully	Percentage who passed fully	Attempted to pass fully	Passed fully	Percentage who passed fully
1934	6,144	2,781	45.3	3,260	1,396	42.8	..	..	..
1939	7,135	4,502	63.1	3,589	2,109	58.8	..	..	..
1944	8,245	4,663	56.6	4,970	2,768	55.7	969	619	63.9
1949	8,375	5,354	63.9	4,763	3,205	67.3	2,041	1,181	57.9
1954	10,720	7,310	68.2	6,882	4,552	66.1	2,700	1,700	63.0
1959	19,323	12,501	64.7	12,192	7,328	60.1	4,723	3,127	66.2
1964	..	..	..	..	..	..	10,801	7,054	65.3
1969	..	..	..	..	..	..	16,932	10,987	64.9
1974	..	..	..	..	..	..	21,686	14,835	68.4
1979	..	..	..	..	..	..	21,738	15,034	69.2
1980	..	..	..	..	..	..	21,367	14,609	68.4
1981	..	..	..	..	..	..	23,397	16,162	69.1
1982	..	..	..	..	..	..	23,425	16,367	69.9

(a) Where supplementary examinations have been held in the following February, the results have been included in the previous year's figures.

(b) Includes candidates with Headmaster's Certificates which were accepted as satisfying the requirements of the examination. The last year in which the examination was held was 1967. From 1963 to 1967 Intermediate was a subject examination (one in which the candidate is presented with a certificate listing the subjects he or she passed, i.e., the candidate does not pass or fail the examination as a whole). The only available figures show the total number of entries (persons) regardless of the number of subjects each is sitting for and have been excluded.

(c) From 1934 to 1943 Matriculation was gained by passing English, a branch of mathematics or science, a foreign language, and at least two other subjects at Leaving level and a foreign language at Intermediate level. A Matriculation examination was introduced in 1944. In 1970 the title was changed from Matriculation examination to Higher School Certificate of Victoria Examination (HSC).

(d) Since 1964 known as a subject examination (see footnote [b]). Figures 1964 to 1971 excluded. In 1971 the Leaving Certificate commenced to be phased out. A large number of schools conducted their own 5th year secondary examinations.

TECHNICAL SCHOOLS

The four main fields of technical education in Victoria were:

- (1) Junior technical schools, which provided a general education and pre-vocational training up to Intermediate Certificate standard;
- (2) apprenticeship courses for those in skilled trades who needed schooling concurrent with their industrial experience;
- (3) certificate courses covering specialised fields and imparting techniques for laboratory staff, supervisors, and technicians;
- (4) diploma courses giving tertiary training at professional level, and leading to industry or university.

Unlike the high schools, technical schools were not dominated by external examinations. In the 1930s the three-year courses in junior technical schools were based largely on direct vocational preparation.

Among the emerging new ideas in education was a need to pay more attention to a general education, with greater emphasis on its social and cultural aspects. Typical subjects available for students in their second year of technical education in the 1930s included: English, geography, history, civics, arithmetic and mensuration, algebra, theory of geometry, solid geometry, electricity and magnetism, physics and chemistry, hygiene, singing, homecrafts (including cookery, laundry, domestic science housewifery, and horticulture) needlecrafts, instrumental drawing, machine shop engineering, woodwork, and physical drill. Until the mid-1940s, there was a lack of emphasis on library facilities, music, English, and other humanities and aesthetic subjects.

This undue emphasis on specialised technical, vocational training was offset by a stimulating, progressive move in 1945: the junior technical school course was extended from three to four years, at the end of which the Intermediate Technical Certificate was awarded. The extension allowed a much broader education both for the students leaving at the junior or intermediate level and for those proceeding to diploma courses.

Departmental diploma courses were of three years duration until 1939. In that year the courses were liberalised and extended to include a fourth year of part-time evening study. Seven years later the full four-year diploma course commenced. The increased industrial activity from 1936 onwards was reflected in the greater demand for technical instruction, both for skilled trades and professional work. The demand for diploma-trained students, exceeded the supply in such courses as electrical, mechanical, mining, and civil engineering.

The contribution of Victorian technical schools to the Second World War effort was of special importance. Despite severe shortages of accommodation and staff, administrators, teachers, and part-time instructors played essential roles in defence and repatriation training. Food services personnel for the Armed Forces trained at the Emily McPherson College and at the William Angliss Food Trades School (now the William Angliss College), which opened in 1940. New courses were established, and others were revised and extended throughout the State to suit wartime needs. Thousands of young men and women were thus trained for defence needs, the accommodation and facilities of the technical schools being placed at the disposal of the Commonwealth.

CURRICULA

A liberalisation and widening of courses was witnessed between 1945 and 1959. In general, the secondary school courses (high, central and consolidated schools) became more practical, adapting to the needs of the less academic students, while the secondary technical school curriculum gave increasing emphasis to English, social studies, music, and physical education.

These developments resulted largely from a growing conception after 1945 that post-primary education was an essential part of a lifelong process. By the early 1950s it had become generally accepted that all ex-Grade VI children should begin some form of post-primary education, so the curricula had to cater for a much larger proportion of pupils of average or less-than-average ability. In the 1950s, the four courses of the normal high school were: professional; commercial; boys' practical; and girls' practical. To study such courses students often travelled long distances by officially approved bus transport. These

free bus services made a valuable contribution to the development of education in Victoria's rural areas, in consolidated schools, and all types of post-primary schools.

Despite the many post-war years when provision of teachers, buildings, and equipment were frustratingly inadequate, secondary schools made advances, other than in mere numerical terms. In August 1949 a residential seminar for secondary and technical teachers was held at Queenscliff. The central theme was "How can we relate the instruction and activities of the classroom to the interests and the problems of the community, of which the school is an agent?" Changes in the curriculum during the post-war years demonstrated how this question was answered. Children were encouraged to read a considerably wider range of English literature, including more Australian writers and Australian themes. Student investigations through assignments and projects were encouraged, together with educational excursions. Before the close of the 1940s the old, rather narrow concept of drawing gave way to a new, freer, more stimulating course in art. Art was seen not just to occupy a drawing board, but to influence all aspects of life itself. Together with this new course, woodwork, craft, metalwork, cookery, and needlework were being taught in virtually all high schools. To make their content and application more meaningful, more closely related to each student's environment, humanities courses, too, were revised, particularly at junior secondary level. The 1950s witnessed a gradually increasing reaction against the restrictive influence of university pre-requisites for secondary education.

Many of these changes in the Secondary Division had their counterparts in the technical schools, both junior and senior. The post-war common courses in English, mathematics, and science in junior technical and high schools brought a welcome reduction in the differences between the two types of schools. Time devoted to vocational training in technical schools necessarily gave ground between 1945 and 1959 to the demands of a wider, more general education.

In the post-war years investments were made in ever increasing amounts in Victoria's developing factories, hydro-electric schemes, and open cut brown coalmining, with the consequent increase in industrial output. Hence the need for specialised training—from the apprentice level onwards—also grew rapidly. One of the most important developments in apprenticeship was the provision for full daytime training. Introduced at the beginning of 1948, this allowed apprentices time off work to spend one full day per week receiving trade education at a technical school.

Victoria's rapidly developing industries of the mid-1950s depended largely on the flow of trained craftsmen, technicians, technologists, supervisors, and managers into public and private organisations. Much of this skilled labour force was provided by the technical schools through technician, diploma, and post-diploma courses, and a variety of additional training schemes.

Many of these senior level needs—such as engineering courses appropriate to the more advanced post-war technology, electronics, institutional management, higher level commercial courses, and art education—were met by the further development of technical diploma courses. Concurrent with the return of ex-service personnel, such courses were not only increased in attendance to 2,852 full-day students in 1947, compared with 1,541 in 1944, but their liberal content was increased by more adequate provision for English expression. In 1946 full-time diploma courses in the applied sciences were made of four years' duration for the first time. Similar extensions soon followed. The development of these full-time day senior courses was an outstanding feature of Victorian technical education in the 1950s. During 1959, there were as many as 4,103 full-time diploma students. The growth of diploma and post-diploma courses, the world wide shortage of technologists, and the growth of community interest in more advanced education led to official consideration being given to the need for a degree-awarding institute of technology. It was not until 1965, however, that such an institute was ultimately established.

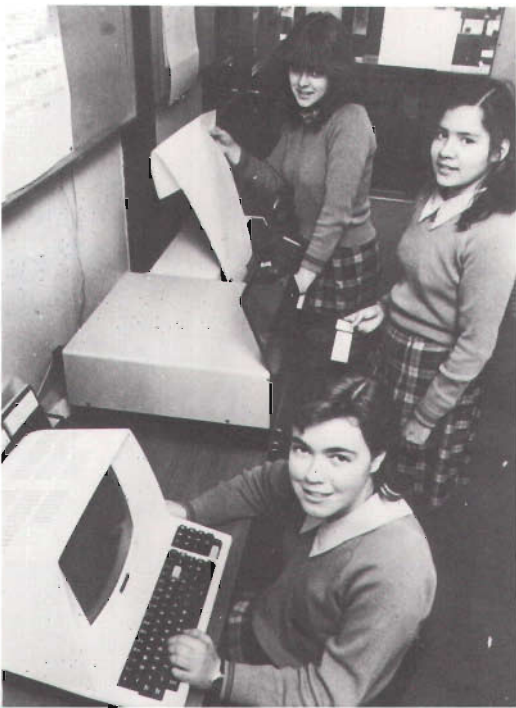
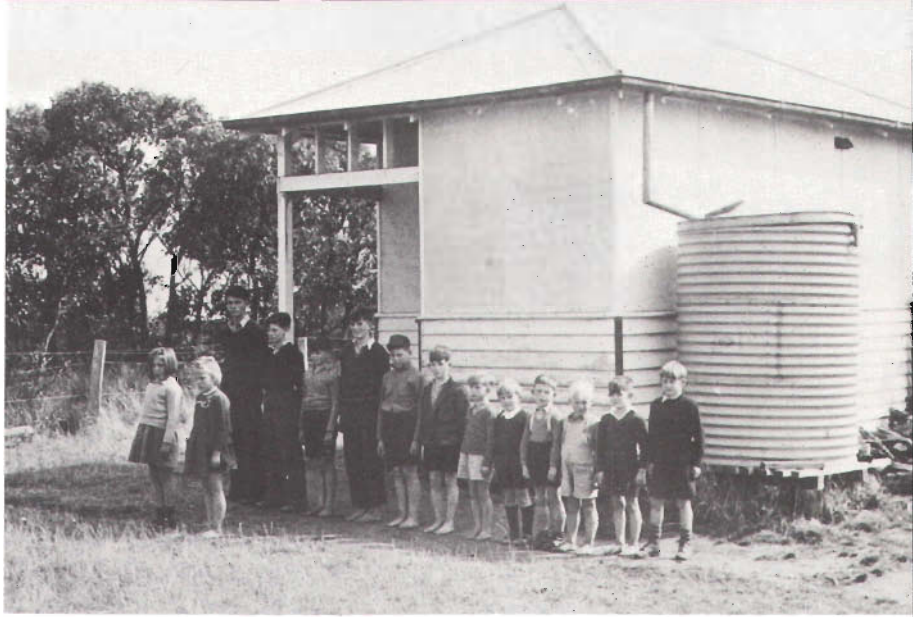
Although new curricula concepts and experimental courses were evident in secondary schools in the first half of the 1960s, their impact was not widely felt until the latter part of the decade. Significant leads were given by the Victorian Universities and Schools Examination Board (VUSEB), established in 1965, and the Curriculum Advisory Board, set up by the Education Department in 1966. VUSEB, for example, sought opinions from heads of government and non-government schools on such matters as alternative Form V and VI courses for those students not intending to proceed to tertiary education. As a



Junior school cricket at Melbourne Grammar School.
Melbourne Grammar School

Kew High School, showing the type of multi-storey building erected on smaller sites in the 1960s.
Curriculum Branch, Education Department of Victoria





(Top) A typical one-teacher country school of the 1930s and 1940s.

(Above) Courtyard of Brunswick South-West Primary School, 1976.

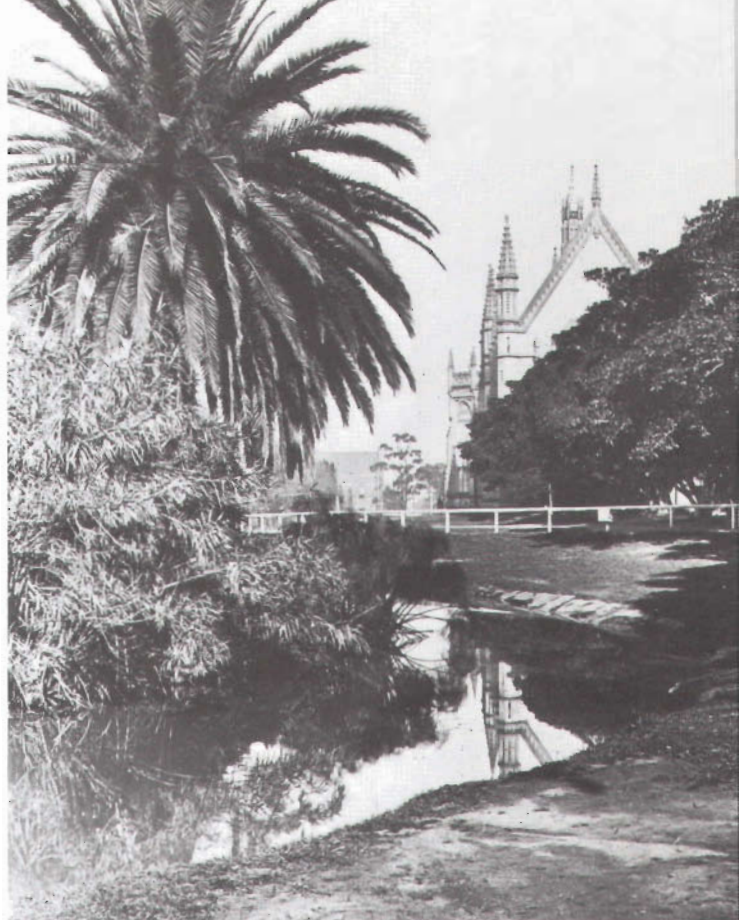
Curriculum Branch, Education Department of Victoria

Students learning to operate and programme a computer system.

The Herald and Weekly Times Ltd

The Lake, University of Melbourne, viewed from the north, with the original Wilson Hall in the background, 1929.

University of Melbourne Archives



The Menzies Building reflected in an ornamental lake at Monash University.

Monash University



(Top) Individual teaching at Glendonald School for the Deaf, 1969.
(Above) Open classroom activity at Fitzroy Primary School, 1976.

Curriculum Branch, Education Department of Victoria

result of the widely representative Curriculum Advisory Board's recommendations, certain main guidelines were accepted and publicised, encouraging schools to develop their own programmes, influenced by the social needs and characteristics of the local community. High schools such as Moreland, Ferntree Gully, Kyneton, and Maryvale pioneered these new developments, keenly experimenting in school organisation, curriculum, and teaching methods.

Some of the main features of the new curricula in these and many other secondary schools included the following: general (integrated) studies; learning by studying themes rather than narrowly defined subjects; radically new courses in mathematics; the entire revision of general science through Victoria's Junior Secondary Science Project; electronically equipped language laboratories; a broader study of modern languages, including German, Italian, and Indonesian; and the introduction of such subjects as Asian history, consumer education, home economics, and legal studies. The abolition of the external Intermediate Certificate examination in 1968 further helped schools to develop their own programmes. Greater student participation and experimentation, fewer teacher dominated lessons, and more opportunities for student decision-making were among the other notable features of the new curricula concepts.

Similarly, technical schools and colleges experienced a period of dramatic change and development. Society's growing dependence on advanced technology, new diploma courses, the creation of the Victoria Institute of Colleges (VIC) in 1965, and the injection of extensive Commonwealth and State funds helped develop a much more socially acceptable image for technical education generally in the late 1960s.

Following the transfer of the senior technical colleges to the VIC, the Education Department was left with a truncated, three-tiered structure providing for secondary, trade, and technician programmes. Here, too, significant developments took place, both before and after the creation of the VIC. In 1961, for example, the Victorian Government formed the State Advisory Council on Technical Education, one of its many curricula concerns being the development of courses at the technician level. With an ever-increasing proportion of students staying on to at least Form IV, the Leaving Technical Certificate was introduced in 1964, and the Junior Technical Certificate was abolished in 1965. Junior sections of technical schools were increasingly regarded as places of general education in their own right, not simply as places of preparation for specific occupations.

At the close of the 1960s re-examination of the role of the Education Department in the field of technical education was commenced. Questions such as the accountability of the schools to the communities they served and the responsibility to plan their own educational programmes were to be critically and carefully examined in the early 1970s.

The decentralisation of the Education Department was paralleled by the decentralisation of the curriculum, the latter being a gradual process extending over many years. The first course of instruction, printed in January 1873, had been simple, basic, narrow, and prescriptive. By January 1973 the curricula, based on general guidelines, were many, broad, flexible, and varied. They were largely in the hands of school principals and staffs, who based their courses on the needs of the child, school, and community.

Schools had to take cognisance of society's rapid changes of the 1960s and 1970s—economic, social, cultural, and technological changes that influence for good or otherwise an individual's outlook. More than ever it became necessary to help children realise the relevance of their studies to the society they lived in. Beyond a general core curriculum of basic skills at all levels, a broader range and choice of programmes continued to be developed. A feature of the decade was the open classroom. This situation, where several grades or forms are amalgamated and taught by a team of teachers, was a demanding arrangement on the teachers, but one that aimed at developing greater social responsibility and self-reliance in the children.

With much smaller class sizes in the 1970s, and with a variety of in-service education programmes, teachers continued to gain a better understanding of the learning process, and were able to give greater attention to the child's needs.

Among the newer studies in many of these schools were the following: cottage crafts (such as pottery and weaving), environmental studies, pre-driver education, modern Greek, child-care studies, communication engineering, creative drama, film-making, and outdoor education including camping, bushwalking, and orienteering. In the late 1970s and early

1980s many post-primary schools used the services of career guidance teachers and introduced work experience programmes. Some of the general curricula developments included the growth of Technical and Further Education (TAFE) courses in the new technical colleges, through the injection of Commonwealth funds; the further liberalising of secondary technical school courses, which were allowed considerable local latitude for varying needs; the growth of co-educational technical schools; the new course in primary science, introduced in 1971 after experiments and trials in the 1960s; and, particularly at the lower secondary level, boys and girls taking subjects that were traditionally the province of one sex only.

Tradition has also been broken at the senior secondary level, for a noteworthy feature of recent years has been the liberalising of the HSC courses and examination procedures. Since 1979 these have been the responsibility of the Victorian Institute of Secondary Education (VISE). The year 1981 was significant, because it saw the implementation of a new policy changing the traditional "external" HSC requirements. This policy—first announced in April 1978—allows schools to offer Group 1 subjects which have an externally assessed core component and internally assessed options, and Group 2 subjects which, subject to accreditation by VISE, are totally school-assessed. Part of the responsibility of VISE for assisting people in their transition from secondary school to further studies or employment, or from employment to further secondary education, includes the provision of adequate information and guidance services, and in co-operation with schools, post-secondary education institutions, and other bodies, the development of a range of curricula appropriate to the diverse abilities and needs of students.

SPECIAL EDUCATION AND SPECIAL SERVICES

A new division of the Education Department—Special Services—was created in 1968. Special schools for the handicapped, as well as specialised curriculum services for schools generally, were available both well before and after 1934. Prior to 1968 these special branches and services had been the responsibility of the Director of Primary Education. Over the years their number and scope had expanded enormously. Hence the Special Services Division was established so that the work of the various branches could be integrated and controlled. Special Services encompasses the following services: education of physically disabled children; education of backward children; psychology and guidance; curriculum and research; physical education; audio-visual education; library services; publications; speech therapy; homecrafts; forestry and young farmers' clubs; school camps; and welfare.

Continuing and developing all aspects of the work of previous years, the new Special Services Division provided in particular a specialised form of education for the physically, intellectually, and socially disabled. Then, as later, it was difficult to give a normal type of education to such children. During the 1960s there developed the principle of keeping handicapped children in normal schools, as far as possible. There, special provision was made for them and for their teachers through visiting specialists and advisers and through treatment centres.

Nowhere was community co-operation more essential or more apparent than in the provision of special education for the disabled. The work of the Special Services Division in this regard received recognition in a number of ways during the 1970s. In February 1971 the Director of the Division represented Australia at the first Pan-Pacific Conference on Special Education for Handicapped Children; in 1972, for the first time in the history of the Education Department, an assistant Minister was given specific responsibility for the Special Services Division; the Fifth International Seminar on Special Education was hosted by that Division in August 1972; and the first Australia wide conference of leaders of Special Education was held in Melbourne in June 1974, being chaired by the Director of Special Services. The increased community concern for those in need of special help was officially referred to in 1975 as "a dramatic upsurge of public interest".

In December 1973 the Handicapped Children (Assistance) Act gave the Education Department responsibility for the education of all handicapped children from birth to sixteen years. As a result, a number of former day training centres, which had been administered by the Mental Health Authority, transferred to the Education Department as

special developmental schools, serving the needs of the moderately intellectually handicapped. To further the integration of disabled children into normal schools, supportive services, such as counselling, guidance, clinical services and visiting teacher services, were greatly increased.

In other areas also the Special Services Division expanded its responsibilities: in child migrant and adult migrant education; in the education of Aboriginal children since 1975; and in highly specialised services directed towards the needs of teachers and children in secondary, technical, and primary schools: Library Services Branch, for example, with its central cataloguing system, mobile libraries, and professional guidance programmes; and the Physical Education Branch's remedial centres throughout Victoria, its liaison with the Department of Youth, Sport and Recreation, and its physical education advisers attached to the fifty inspectorial districts. So complex and important are these and other curriculum services that in 1976 a comprehensive Curriculum Services Inquiry was established. Recommendations of the Inquiry were implemented from 1979 onwards. The restructuring of the Department's administration includes the phasing out of the Special Services Division, while the services it provides will be organised largely at the regional level.

NON-GOVERNMENT SCHOOLS: CATHOLIC EDUCATION

Developments since 1934

Catholic education in Victoria since 1934 has aimed to provide primary school education for every Catholic child. The parish primary school was owned and built by the parish, and a Religious Order was invited by the parish to staff the school. The majority of teachers at that time were members of Religious Orders. In 1930, there were 2,031 teachers from Religious Orders altogether in the State, and 2,564 by 1940.

Independent and autonomous, the schools were financed usually by very low fees and by the parish. The schools were subject to a number of government regulations, under the *Registration of Teachers and Schools Act 1905*, and generally followed the State curriculum in secular subjects. The Bishop of the Diocese exercised supervision over religious education and general policy. The main source, however, of co-ordination in Order-owned schools was the strengths, traditions, and support of the particular Religious Order.

A small number of Catholic secondary schools operated at this time, most of these existing since the previous century. They included the Academy of Mary Immaculate in Fitzroy (Sisters of Mercy), and St Patrick's College (Jesuit Fathers) and Christian Brothers College, both in East Melbourne. The secondary schools were owned and conducted by Religious Orders. Vocational and technical education became of interest as an alternative to the strictly academic courses offered in secondary schools. During the 1930s two Catholic boys' schools offered technical facilities and two others followed. Central schools were also in operation: St Ita's, North Fitzroy (girls) and St Colman's, Fitzroy (boys) educated children from parish primary schools who had won diocesan scholarships for one year, to sit for the Junior Government Scholarship for secondary education.

During the 1930s, innovations in material used in schools were made. In 1937 the catechism used for religious education throughout Australia was revised. A Victorian Catholic school paper entitled *The Children's World* appeared in 1934, and in the same year a Catholic history syllabus was introduced. In 1936, a Catholic Vocational Guidance Auxiliary was established, and in 1942 the Catholic Primary Schools' Parents' Association and the Young Catholic Students (YCS) movement began. In 1945 a set of Catholic history readers was published.

During the 1940s, very few new primary schools were built, but the 1950s saw an enormous expansion in the demand for Catholic primary education. This expansion was a result of immigration and the high post-war birthrate. To assist with the erection of new schools and the building of extra facilities in existing ones, the Schools Provident Fund was established in 1956. Between 1950 and 1962 the number of primary pupils in Melbourne doubled, and 65 new primary and 9 new secondary schools were established.

Because of such sudden increases, the Religious Orders could themselves no longer fill all staffing demands. In 1955-56, four training centres were established in Melbourne to prepare young female lay teachers for work in parish schools. Between 1950 and 1960, the

proportion of lay teachers in Victorian Catholic schools rose from approximately 16 to 28 per cent.

In 1948 a Diocesan Correspondence Course in Christian Doctrine was established and a syllabus for Religious Education in all Dioceses in Victoria was introduced in 1950. The Federation of Catholic Mothers' Clubs was founded in 1958.

Some of the Religious Orders of women had become interested in kindergarten education in earlier years. Interest in Catholic kindergartens gradually increased, especially after the advent of assistance to denominational kindergartens by the Victorian Government in 1943. A Catholic Kindergarten Union was formed, with a model kindergarten attached to the Mercy Sisters Training College at Flemington, to train kindergarten teachers. By 1958, there were 25 Catholic kindergartens in Victoria.

In the 1960s, the expansion and development of Catholic education in Victoria continued. In order to meet growing demands for secondary education, the Regional Post-Primary School Plan was established in 1962. Under this plan, a number of parishes co-operated to build and support their own regional secondary school, which enrolled children advancing from their parish primary schools. The advantages were that the regional system spread the financial burden of secondary schooling over a wider population; it guaranteed secondary education for children in those parishes; and it allowed secondary education to expand into the new suburbs. Regional schools were also staffed by Religious Orders, and, to secure sufficient religious teachers, several overseas teaching orders were approached. As first planned, these regional colleges were single-sex, as were most of the older, Order-owned secondary colleges.

In addition to the secondary schools, many parish primary schools, particularly in the country, continued with several post-primary grades. As the 1960s progressed and the pressure towards higher standards in secondary education intensified, the number of these schools decreased. In 1966, the eight Catholic central schools closed.

During the latter part of the 1960s, schools faced an increasing degree of financial stress, mostly caused by staffing factors. There were big increases in the number of teachers needed, partly because of the adoption of an educational policy of maximum class size of 50 in parish schools beginning in 1965; and this was associated with an accelerating decline in the proportion of religious teachers. Further financial pressure on the schools also resulted from the need to finance greater numbers of lay students at teachers' colleges (in 1971, over \$0.5m was levied from parish schools to support teachers' colleges). The cost of teacher training was increased in 1966-67 with the introduction of a two year training course.

Some government assistance began to flow to Catholic schools during this decade. In 1965, the Commonwealth Government introduced grants for the building of science laboratories in both government and non-government schools and grants for libraries followed. Meanwhile, in 1967 the Victorian Government recognised the pressures which non-government (particularly Catholic) schools were experiencing, and introduced per capita grants of \$10 per pupil per annum (primary) and \$20 per pupil per annum (secondary).

The Archdiocesan Education Advisory Council was established in 1963. This council was the first co-ordinating body for Catholic education in the archdiocese which had included lay people, and which met on a regular basis. It served as a catalyst for further activity and as a forum for discussion for those concerned about Catholic education. In 1969 the Advisory Council was dissolved and replaced by the new Melbourne Catholic Education Board. Its membership was principally representative: one priest and one parent from each of the twelve zones of the archdiocese and representatives of principals and staff. The Board functioned as a channel of communication between all parties involved in Catholic primary and secondary education, and participated in decision-making in all matters relating to the Christian education of the Catholic children of the diocese. One of the first actions of the Board was to recommend the appointment of lay professionals to the Catholic Education Office in Melbourne, which until then had been staffed mainly by priests. As a percentage of total teaching staff at Melbourne Parish schools, religious teachers constituted 51.2 per cent in 1963 and 32.1 per cent in 1971.

The establishment of the Melbourne Catholic Education Board was associated with the formation of representative Parish Education Boards in many parishes. These boards had similar functions at the local level to the Melbourne Board.

Developments in the 1970s

In the 1970s Catholic education experienced great change and development. Change was the result of financial constraints which had arisen largely as a result of rapid expansion during the 1960s and of external pressures particularly towards higher educational standards.

The financial and staffing problems of the schools during the late 1960s and early 1970s were the subject of a report to the Melbourne Catholic Education Board by the Catholic Education Office in 1971, entitled *The Future for a School System*. This report was of great significance, and its recommendations were the subject of much public debate. It closely examined the difficulties which would be faced as the decade progressed and the pressure of primary enrolments increased as a result of a period of high birth-rate. It was a matter of particular concern that growing numbers of Catholic children could not be accommodated in Catholic schools. Many of these children received no religious instruction, although the Confraternity of Christian Doctrine attempted to reach as many as possible.

The report contained two main recommendations:

- (1) That in view of the fact that the existing policy of providing education in a Catholic school for *some* children at *all levels* (i.e., partial coverage at all levels) led to discrimination and had caused considerable strain on all sections of the Catholic community, this policy should be replaced by one aiming at total cover at the primary level, at least.
- (2) That the burden borne by the Religious Orders in their traditional role of being almost totally responsible for the administrative control of parish schools should be alleviated, and a greater share of administrative responsibility should be taken by lay teachers.

This latter recommendation led to a reappraisal by Religious Orders of their commitments and the appointment to many schools of lay principals. In a number of cases, members of a Religious Order remained on the staff of a school although the school had a lay principal. Efforts were made, as a result of this trend, to recruit more male teachers for Catholic primary schools. Later, secondary colleges experienced similar difficulties because of the declining numbers of religious teachers. By 1982, 57 per cent of parish primary schools had lay principals, while 25 Catholic secondary colleges had lay principals and a considerably higher number had lay deputy principals.

An important early action by the Melbourne Catholic Education Board was establishing the Salary Review Committee for lay teachers in parish schools. In 1972, its recommendation was accepted that salaries should gradually increase until they reached parity with basic salary levels of teachers in State primary schools. This position was reached in 1974, and adjusted for inflation in February 1976.

The need for co-ordination in Catholic education at diocesan and State levels was obvious in the early 1970s. Ballarat and Sale Dioceses established Diocesan Boards to perform similar functions to the Melbourne Catholic Education Board. Co-ordination of policy and administration among the four Victorian dioceses was achieved to some extent through an Inter-Diocesan Education Committee. However, there was a growing awareness on the part of the policy makers that some State structure was necessary. In 1972, the First National Conference on the Administration of Catholic Education recommended to the Australian Bishops Education Committee that suitable State and Federal Catholic education structures should be established.

Apart from these internal moves for State wide structures, external forces developed which virtually demanded action in this direction, notably the Report of the Interim Committee for the Australian Schools Commission (1973) which recommended that Catholic parish schools should be funded as a group or system in each State rather than individually. Later, many Catholic secondary schools opted to be funded systemically. The setting up of the required structures and the accounting for funds required a State Catholic education authority. Consequently, in 1973 the Bishops of Victoria established the Catholic Education Commission of Victoria to co-ordinate the formation of policy for, and administration of, Catholic education through a State wide structure.

The Commission is a policy-making body which aims to co-ordinate the use of human and material educational resources available to the best possible advantage of all Catholic children in the State. It aims to produce consensus among the different groups involved in Catholic education, and so its original membership included representatives of the Bishops, the four dioceses, male and female teaching Religious Orders, and secondary school principals. Later in the decade, membership was extended to include primary and secondary principals, primary and secondary teachers, a representative of the Institute of Catholic Education, parish priests, and parents (from Melbourne and from country dioceses). The Commission has an independent chairman and a full-time executive committee, including an executive director who is the Director of the Catholic Education Office of Victoria. The Commission operates on the principle that decisions are made at the lowest appropriate level, and that major responsibility for finance, staffing and curriculum is firmly placed at the local school or parish level (as they were traditionally).

A further important source of co-operation at the State level is the Education Liaison Committee, established in 1974 and composed of representatives of the Education Department, Catholic education, and the Association of Independent Schools of Victoria.

Government funding

During 1971-72 the Commonwealth Government increased its per capita funding of Independent schools, and introduced grants for the building of capital facilities. In 1972, the Commonwealth Government adopted a policy by which they and the States were to share equally in funding all non-government school pupils at a rate of 40 per cent of the cost of educating a pupil in a government school. The Victorian Government accepted this policy in 1972 and continued to fund non-government schools at 20 per cent of the cost of educating a child in a government school until 1979, when it was agreed to increase this rate to 25 per cent in 1984 by an annual rise of 1 per cent.

Despite these increases, Catholic schools still faced financial difficulties. It was not until the introduction of Commonwealth funding according to need in 1973 that some measure of financial security was reached by many Catholic schools. The funding programmes offered by the Australian Schools Commission were the outcome of the Report of the Interim Committee for the Australian Schools Commission (1973).

In addition to offering recurrent grants according to six levels of need, the Schools Commission gave special assistance to disadvantaged schools and to schools with migrant pupils. In 1979, for example, 68 Catholic schools were assisted under the Disadvantaged Schools Programme. A survey of children in parish primary schools in 1978 found that over 40 per cent of children were from non-English speaking backgrounds. It was estimated that one-third of children enrolled in Catholic secondary schools were also from a migrant background.

A provision of the Schools Commission Recurrent Grants Programme was that non-government schools could choose to be funded individually or as part of a system. Within Catholic education in Victoria, a funding system was formed to which all parish primary schools and two-thirds of secondary schools belonged by the end of the decade. In conjunction with a staffing schedule, a seven factor formula was prepared so that funds could be allocated in the most equitable manner.

Increases in Commonwealth funding of non-government schools had some political opposition. Of particular concern was the writ taken out in the High Court of Australia by the organisation for the Defence of Government Schools which claimed that Commonwealth aid to religious schools was unconstitutional under section 116 of the Australian

Constitution. Although this writ was of national concern, it was based in Victoria and most witnesses called were people involved in Catholic education in Victoria. The Catholic Education Office of Victoria played the leading role in the defence case on behalf of all Catholic schools in Australia and, in conjunction with the National Council of Independent Schools, all other non-government schools. In 1981 the High Court dismissed the challenge.

After the establishment of the Catholic Education Commission of Victoria in 1973, the Catholic Education Office expanded gradually and was able to offer a wide range of services to schools. One of the first and most important developments was the appointment, from 1974, of an educational consultant to each of eighteen regions of the State, to supervise educational developments and planning. Their work prevented the administration of Catholic education becoming over-centralised. Further field-based personnel comprised Field Officers under the Disadvantaged Schools Programme and Migrant Advisory Teachers. Other assistance available included replacement salaries for teachers attending in-service courses, help with building plans and procedures, and prefabricated classrooms for rental by schools with accommodation problems.

The Catholic Education Office continued its work of the 1960s in the development of curriculum materials in the area of religious education for children in both Catholic schools and catechist classes. In 1973, *Guidelines for Religious Education* (primary) were issued in the Archdiocese of Melbourne; further editions followed, and *Guidelines* was produced for secondary schools in 1977.

During the 1970s, improved conditions of service for lay teachers in both primary and secondary schools were achieved. Class sizes were reduced, wherever possible, and many principals, relieved or partly relieved of heavy teaching loads, devoted more time to leadership tasks.

Other conditions of service gradually improved, particularly for primary staff. The introduction of a long service leave scheme in 1978 allowed primary and secondary teachers portability of long service between Catholic schools. To ensure that isolated and disadvantaged schools are adequately staffed, primary graduates of Catholic teachers' colleges are appointed to positions during their first three years by their Diocesan Office. At all times, however, teachers are employed by the local school.

Secondary staffing report

In 1977 the Catholic Education Commission of Victoria compiled a report on the staffing of Catholic secondary schools. The aim was to analyse the changing staffing patterns caused by the decreasing proportion of religious teachers, and to propose ways to ensure that the specifically Catholic nature and tone of the schools were preserved. The Report encouraged lay teachers to undertake professional development, particularly in religious education. This recommendation paralleled the accreditation policy of 1977 in parish primary schools, under which teachers who have undertaken specified studies in religious education have additional protection in their employment.

Teacher development

Teacher development programmes greatly expanded throughout the 1970s, particularly after the opening of Simonds Hall, a centre for residential seminars in South Yarra, in 1978. The personal and leadership development of principals and senior teachers was a particular aim. Other seminars were regularly offered on the religious education guidelines, on aspects of migrant and multicultural education, and as initiation programmes for teachers new to Catholic education.

Building

The provision of new parish primary schools resumed in the 1970s in an effort to provide schools in new housing areas. For secondary schools a system was developed for the co-ordination of applications for Commonwealth capital grants by secondary schools, under which priority lists for building grants were developed regionally each year. From these regional priority lists the Catholic Education Commission of Victoria prepared a State priority list on the basis of educational need. A secondary education development plan was also prepared, for making better use of existing resources, and for guaranteeing to parents more places for their children in secondary schools. A number of new schools were built and a degree of rationalisation took place, for example, some amalgamations of boys and girls colleges. A special feature was the senior Year 11 and 12 college, fed by a number of Year 7 to 10 schools.

NON-GOVERNMENT SCHOOLS: NON-CATHOLIC*

The era of the "great" heads of Victoria's non-government non-Catholic schools came to an end in the early 1930s; for example, Adamson of Wesley died in 1932, Littlejohn of Scotch in 1933. These headmasters and headmistresses had been commanding figures for over 30 years and had kept the field of secondary education very much to their own schools. However, this dominance of the non-government schools in secondary education was to end in the following two decades.

Although these non-government non-Catholic schools lost some of their numbers for a few years, those lost do not seem to have moved into the high schools. The loss was sufficient to create some alarm in even the most firmly established schools and to threaten extinction to the smaller ones and to some of the more recently established girls' schools. Country schools like Hamilton College only survived at all with the greatest difficulty, and some went out altogether. Even Melbourne Grammar School went down from 1,140 in 1930 to 967 in 1935, and other schools like Scotch College and Presbyterian Ladies College (PLC) suffered similarly, though not to the same extent. As fee-paying schools depend for development on a marginal surplus of fees, the loss of this surplus had an immediate and serious effect upon their finances.

By 1934 there were signs of revival in the schools but there was no great growth of numbers or expansion until the effects of the post-war population increase flowed through to the schools.

The hard times of the 1930s bore heavily upon the members of the teaching profession. In a day school salaries accounted for nearly 80 per cent of the expenses, and teachers suffered reduction in their already low salaries. The Headmasters Conference, founded in 1931, included some non-government non-Catholic schools from all States. Its policy of making the adequate payment of assistant masters a condition of membership later did a little towards improving the status and rewards of these people, and more slowly similar gains were made by the assistant mistresses.

Other improvements followed in the late 1930s. With the encouragement of G. S. Browne, both as Principal of the Melbourne Teachers College and as Professor of Education at the University of Melbourne, and with the advent of the New Education Fellowship, came a liberalising of what had for so many years passed for a good secondary education. Some younger headmasters and headmistresses, such as J. R. (later Sir James) Darling at Geelong Grammar School and Dorothy Ross at the Melbourne Church of England Girls Grammar School initiated far-reaching liberal developments which were also to influence the State system.

The Second World War affected boys' schools in a number of ways. With so many men leaving to join the Forces, all schools had great difficulty in staffing, those with a preponderance of young masters suffering most. Boys' numbers also fell or remained static. The premises of some schools, in particular Wesley College, Melbourne Grammar, and Ivanhoe Grammar, were taken over by the Armed Forces for some years. Most schools also planned evacuation programmes in case of invasion, and all schools had to defer necessary maintenance. Although inflation was negligible, price-fixing regulations prevented

*Also sometimes referred to as "Independent schools". Some schools in the Catholic education system are members of the Headmasters Conference of Independent Schools, but most are not.

the raising of fees, and by mid-1945 many schools found themselves with little money and with much needing to be done.

For a few years after the war the schools appeared to consolidate. Returned ex-servicemen and women strengthened their staffs; moreover, although the schools were full and pressure for new accommodation had begun to grow, building materials and reasonably cheap capital were hard to get. The larger schools established waiting lists for pupils to enter ten or twelve years ahead. New schools were not being established: the total number of non-government schools in Victoria remained at or near 500 until the end of 1952. Total enrolments, however, rose perceptibly between 1945 and 1952 as the schools found ways of adding classrooms or redeploying existing space.

In 1948, at Geelong Grammar School, a meeting was held of the Headmasters Conference schools, together with an equivalent number of high school headmasters, to discuss post-war educational problems. Although no concrete results followed from the meeting, it did set the pattern for the future, marked to some extent the end of distrust between the systems, and laid the basis for the foundation ten years later of the Australian College of Education; but by the time that this took place, the balance of numbers between the systems had changed with the tremendous developments in the State secondary system.

Between 1953 and 1959, the number of non-government schools increased by 53, or about 10 per cent, and the net enrolments by about 60,000, or about 60 per cent. Almost all the new schools were within the Catholic system; all non-government schools, however, shared the increase in enrolments. One of the outstanding examples of growth was Carey Baptist Grammar School, whose enrolments grew from 400 in 1948 to 1,040 at the end of 1959. Increased enrolments sometimes necessitated finding capital to redevelop their existing sites, or to expand on other sites. Tintern Church of England Girls Grammar School, for example, moved from Hawthorn to East Ringwood in 1951; Presbyterian Ladies College from East Melbourne to Burwood in 1958; Methodist Ladies College redeveloped its original sites at Kew and Elsternwick; and Essendon Grammar expanded at Keilor East.

This period produced a group of notable heads of schools who entered into the relative freedom of the post-war years as educational innovators, experimenting with many forms of enrichment of a secondary curriculum that had been rather cramped and rigid, and finding ways of organising the energies of youth in community service. Thus came the move towards rural experience as part of secondary education (e.g., Yarra Junction, Timbertop, and Chum Creek) where boys spent a number of weeks in a simple country setting combining class work and rural pursuits.

There was still a strong demand for boarding places, although this was felt only in the schools that already had fairly large boarding houses, a few of the smaller ones finding it financially expedient to become entirely day schools. Geelong Grammar School and Clyde School were the only schools to have more than nine-tenths of their pupils boarding: most others had one-fifth or below.

The Association of Independent Schools of Victoria was formed during this period, which also saw several joint enterprises involving both government and non-government schools. Two of these stand out. The first is the Victorian Schools' Music Association. This arranged festivals of music in which school choirs, instrumental groups, and soloists performed. It also sponsored the Junior Symphony Orchestra whose annual concert in the Melbourne Town Hall enabled young players from as many as twenty schools to play symphonic works in public. A lasting effect of the Association was the rapid development of music in all schools.

The second joint enterprise has already been mentioned. On 6 June 1958, fourteen heads of Victorian non-government schools, fourteen heads of high schools, and three university professors met at Wesley College and decided to form some kind of professional institute for teachers. As an ultimate result, a widely representative group of educators from all States, met at Geelong Grammar School in May 1959 and founded the Australian College of Education. The College established a forum in which outstanding educators from many fields, without regard for the boundaries of systems, could discuss those standards and principles on which all professional teachers might agree.

During the 1960s the expansion of the non-government schools continued in an atmosphere of financial stability. Waiting lists of prospective students increased in number and parents and other supporters of the schools raised funds for new buildings and other facilities.

School councils added not only classrooms but assembly halls, science laboratories, libraries, and gymnasiums. Insurance companies and banks which now had faith in the ability of schools to fund their debts granted loans. As a result of the availability of more finance, schools were able to consider their needs and plan well ahead to meet them. More schools with limited sites bought adjoining properties, to extend their boundaries; others moved the whole or part of their establishments to new areas.

There were two important features of this expansion. The first was the increased involvement of parents and past students with school councils. Parent committees especially became involved in consultation and in giving advice. The second feature was the increasing scope of services provided for the students. Along with the new and improved facilities traditional pastoral care was extended and improved by more systematic organisation. Career information and guidance, as well as counselling, was better planned, as schools could afford to release appropriate staff from some of their teaching duties. Teacher education courses made available full-time qualified counsellors, librarians, library technicians and laboratory assistants. Such services became more widespread as schools grew and acquired more financial resources.

It was during this decade that teachers' salary structures, at least equivalent to those of the Education Department, were accepted in most non-government schools, and, more slowly, superannuation schemes were also improved.

The 1970s were a remarkable period in the educational history of Australia, remarkable in the first half of the decade for enthusiasm, backed up by rapidly increasing amounts of public funds, for the renewal of Australian schools, and equally remarkable in the second half of the decade for questioning the effectiveness of schools, backed up by a decline in funds. Nevertheless parents continued to show their faith in the education provided by non-government schools in spite of the opposition of some groups to the use of public funds to support such schools. The organisation for the Defence of Government Schools lost its constitutional challenge in the High Court to the legality of such use of public money. In spite of such opposition the number of non-government schools continued to increase as did their diversity, reflecting the wide range of approaches to education in the 1970s.

Increasing Commonwealth Government involvement in education encouraged non-government Independent schools to organise into a more unified structure. Thus the Association of Independent Schools of Victoria became increasingly important and a National Council of Independent Schools also emerged, both institutions having permanent staff.

After the publication of the report *Schools in Australia* in 1973, the amount of funding, the method of establishing needs, and the question whether needs referred to parents or to schools and whether all schools should receive some public money became issues that remain under debate.

Non-government schools continued to benefit from other Schools Commission programmes, including general building grants, libraries, special education, teacher development, and innovations; and all schools benefited from the Schools Commission's provision of joint programmes.

Victorian Government financial support of non-government schools continued to grow and included per capita grants, interest subsidies, and book grants to students. Schools undertook to increase their own resources input through higher fees, fund raising, and more efficient use of funds through better administration resulting from the appointment of bursars and, more recently, development managers.

In the classroom, schools had to adjust to school centred curriculum development, testing, and certification, and these trends continued when the Victorian Institute of Secondary Education, introduced its full Year 12 programme in 1981. The Institute supervised the structure of secondary school studies (including their certification) in the State. Staff workload and school responsibility increased, but there were more opportunities for school initiatives.

Students in non-government schools increased in number and in percentage of total school population. The number of boarders declined and the number of co-educational Independent schools increased fairly rapidly. Social strains, particularly as school leaver unemployment developed in the late 1970s, saw increasing provision of counsellor services

PRIMARY AND SECONDARY EDUCATION: VICTORIA, 1935 TO 1982

Year	Number of schools (a)	Number of pupils (b)			Number of teachers (c)			Number of schools (a)	Number of pupils (b)			Numbers of teachers (d)		
		Males	Females	Persons	Males	Females	Persons		Males	Females	Persons	Males	Females	Persons
		GOVERNMENT SCHOOLS							NON-GOVERNMENT SCHOOLS					
1935	2,754	150,778	138,381	289,159	4,060	4,818	8,878	518	37,210	40,804	78,014	n.a.	n.a.	2,501
1940	2,724	137,327	124,803	262,130	4,398	4,702	9,100	518	38,565	42,812	81,377	n.a.	n.a.	2,733
1945	2,493	120,832	108,341	229,173	4,005	5,006	9,011	473	39,803	42,793	82,596	n.a.	n.a.	2,827
1950	2,183	123,112	112,679	235,791	4,665	4,962	9,627	476	46,810	49,818	96,628	n.a.	n.a.	3,147
1955	2,087	168,287	151,683	319,970	5,566	5,976	11,542	506	64,261	69,446	133,707	894	2,881	3,775
1960	2,208	223,285	199,110	422,395	7,237	7,744	14,981	546	78,876	81,699	160,575	1,125	3,564	4,689
1965	2,232	266,815	237,305	504,120	10,956	10,943	21,899	582	89,191	93,415	182,606	1,658	5,042	6,700
1970	2,215	308,199	277,241	585,440	13,428	15,492	28,920	581	93,451	97,577	191,028	2,323	6,393	8,716
1975	2,161	321,124	296,988	618,112	16,621	21,107	37,728	578	97,646	101,193	198,839	2,995	7,530	10,525
1980	2,158	311,702	294,445	606,147	18,391	23,810	42,201	633	106,159	109,966	216,125	4,293	8,741	13,034
1981	2,149	306,510	288,532	595,042	18,206	23,563	41,769	632	108,734	112,877	221,611	4,606	9,209	13,815
1982	2,140	301,469	283,312	584,781	18,362	23,494	41,856	641	111,732	115,471	227,203	4,877	9,561	14,438

(a) 1934 to 1947 government schools at 30 June. 1934 to 1953 non-government schools at 30 June. 1945 to 1982 non-government schools exclude registered commercial colleges.

1948 to 1979 government schools at 1 August or the first school day thereafter.

1954 to 1979 non-government schools at 1 August or the first school day thereafter.

From 1980 government and non-government schools at 1 July or the first school day thereafter.

Includes junior technical, correspondence, and special schools (see also non-government note above).

Excludes senior technical, coaching, and business schools.

(b) 1934 to 1947 government schools gross enrolments during calendar year.

1934 to 1953 non-government schools gross enrolments during final quarter of financial year.

1945 to 1982 non-government enrolments exclude those at registered commercial colleges.

1948 to 1979 government schools census enrolments at 1 August or on the first schoolday thereafter.

1954 to 1979 non-government schools census enrolments at 1 August or on the first schoolday thereafter.

From 1980 government and non-government schools census enrolments at 1 July or the first schoolday thereafter.

Note: In 1965 compulsory attendancy age raised from 14 to 15 years.

(c) 1934 to 1946 includes classified and temporary teachers, student teachers in schools, and secondary teachers in technical schools and excludes student instructors in technical schools, senior technical (teaching) scholarship holders, and senior technical school teachers.

1947 to 1962 comprises the primary and secondary divisions, excluding students in training, senior scholarship holders, and free place holders, but including student teachers in primary schools until 1957 and temporary and part-time teachers.

1963 to 1982 teachers at primary, secondary, junior technical, and ungraded schools.

1934 to 1946 at 30 June.

1947 to 1949 at 31 December.

1950 primary at 31 December 1950 and secondary at 30 June 1951.

1951 to 1959 primary at 31 December and secondary at 30 June.

1960 at 30 June; males and females primary estimated.

1961 and 1962 at 30 June.

1963 to 1979 at 1 August or the first school day thereafter.

From 1980 at 1 July or the first school day thereafter.

(d) 1934 to 1953 at 30 June.

1945 to 1982 teachers at non-government schools exclude those at registered commercial colleges.

1954 to 1979 at 1 August or the first school day thereafter.

1934 to 1982 teachers at non-government primary and secondary schools.

including vocational guidance and work experience programmes. In the early 1980s the number of non-government schools continued to increase as did also the number of pupils in them. Concern developed with the significant increase in Commonwealth money going to non-government schools relative to State controlled schools. The independence of the Schools' Commission was questioned as it was seen to be more and more subject to Government guidelines.

With restructuring of the Education Department, radical changes were implemented from 1982. Certainly the new statutory authority, the State Board of Education, on which the non-government schools are represented, influences all schools. The Board has a wide range of responsibilities, one of which is to advise the Victorian Government on the needs and funding of all schools.

A review of non-government schools from 1970 to 1982 reveals a period of growth and interesting development and, at the same time, increasing government influence and on-going debate on the basis of independence and the privileges and responsibilities that go with it.

TECHNICAL AND FURTHER EDUCATION

Although the term TAFE was coined in 1973, activities covered by the technical and further education sector date back to the Schools of Mines and Working Men's Colleges of the 1870s. These provided a mixture of vocational training, basic education, and recreational education.

Despite advances, such as the *Apprenticeship Act* 1927 and the granting in 1933 of day-release for apprentices, technical education was poorly supported until the demands of the Second World War and post-war training schemes increased the number of students, subsequently bringing improvements in staffing, finance, and equipment.

In 1961, a Victorian Advisory Council on Technical Education was formed to ensure that the total development of the technical education system was responsive to community needs. This Council became the State Council for Technical Education in 1971.

Following the Commonwealth Government's Martin Committee report in 1964 diploma studies, which had expanded since the war, were separated from technical education to be administered under the newly created Victoria Institute of Colleges (VIC) as the advanced education sector.

Provision of technical education continued in Education Department technical colleges, in schools administered by the Technical Schools Division, and in technical college sections of ten of the new colleges of advanced education.

At the centenary of technical education in Victoria in 1970 it was noted that, while over one-third of the 84,000 enrolments in vocational courses were in the apprenticeship trades, significant new developments were evident in certificate courses already dealing with engineering, business studies, and applied science. The centenary report noted the continuing importance of adult extension courses which met personal interests, though enrolments were not indicated.

The Commonwealth Government committee appointed in 1973 to report on the development of technical and further education in Australia identified this area as one of national importance. National recognition of TAFE has been reflected, since the report *TAFE in Australia*, in a rapid expansion in TAFE enrolments. In Victoria enrolments have risen from 90,000 in 1975 to nearly 240,000 in 1982, excluding Council of Adult Education enrolments.

Anyone above school leaving age may attend TAFE courses, for many of which no tuition fees apply. Courses may be studied full- or part-time, at evening classes, by correspondence, or by short duration programmes involving part-time attendance over a few weeks.

TAFE includes three broad types of programmes: vocational, preparatory, and recreational. Vocational courses are designed to equip people for pursuits normally followed in the employed or self-employed labour force, and to provide such people with opportunities to update their knowledge and skills, or to transfer to studies for a higher occupational level. Preparatory programmes aim at providing for the needs of people who have experienced particular barriers to achieving basic educational or vocational goals. These enable participants to cross educational barriers to employment or further studies, or to

increase their participation in the broader concerns of citizenship or community affairs through enhanced personal confidence and competence. Recreational programmes are intended to assist participants in expressing and enhancing creative, cultural, individual, social, or leisure interests by way of educational courses and experience.

Following the release of the Kangan Report in 1973, the role of the State Council for Technical Education was strengthened, culminating in 1980 in the presentation to the Minister of Education, of the TAFE Strategy, a major plan for the development of TAFE in Victoria up to 1996.

In 1980 the Victorian Government re-organised TAFE in Victoria by establishing the TAFE Board under the Victorian Post-Secondary Education Act. The Board is responsible for the administration of TAFE State wide, as well as advising State and Commonwealth Ministers and bodies. The Board operates through a central administration unit and Regional TAFE Boards.

With the separation of seventeen colleges from the Education Department's Technical Schools Division and the separation of three colleges from the advanced education sector, the main providers of TAFE are twenty-eight autonomous colleges of TAFE, the Council of Adult Education, the Department of Agriculture, and the Education Department.

TERTIARY EDUCATION

The post-Depression years after 1934 saw the beginnings of a gradual expansion in tertiary education which was to increase markedly in the post-war years. By the late 1970s, however, the unbridled growth had ceased, as government economic constraints, an oversupply of graduates for most professions, a reduced birth rate, and some sense of disillusion in tertiary education had their effect. For the 54 per cent of the 2,969 students who in 1933 passed the Leaving Certificate the choice was easy, for the University of Melbourne, which had grown to just over 3,000 students, was the only degree granting institution. The other option was the Melbourne Technical College where over 3,000 students enrolled each year. Also in existence were the Pharmacy College, the Schools of Mines at Ballarat and Bendigo, the Gordon Institute of Technology at Geelong, and the "new" technical schools such as Swinburne, Caulfield, Footscray, and Prahran. But none of these had achieved full tertiary status, nor had the teachers' colleges achieved the status they later sought and obtained.

Prospective departmental teachers, after completion of their junior teacher apprenticeships had only one college to attend, that at Melbourne, for the colleges at Ballarat and Bendigo had closed in 1931. The Associated Teachers Training Institution provided for those moving to Independent schools, while the Kindergarten Training College had in 1925 introduced the first three-year teaching preparation course in the country.

Choice and selection have been subject to major changes. Until 1944 Matriculation (i.e. entrance to the University of Melbourne) was by passing the Leaving Certificate in a prescribed manner, but in 1944 a new Matriculation Certificate was introduced. This, later the Higher School Certificate, became the basis for entry to all tertiary institutions. The specific "hurdle" of successful completion of an external Matriculation examination has now been removed, and consequently the extent of influence by universities and colleges on the secondary school is significantly reduced. Alternative bases for entry have also been developed, and most institutions have special entry schemes for mature age students.

The University of Melbourne's enrolment increased to 4,656 by 1945, but in 1946 it swelled to 7,283 with the advent of 2,612 Commonwealth Reconstruction Training Scheme students. The next year this group of students rose to 4,000. To cope with this increase the Mildura Branch opened in 1947, with 529 students mainly in first year medicine and science. However, this attempt at decentralisation was not successful because of its isolation from the academic life of Melbourne. People had become somewhat disillusioned and the Branch closed at the end of 1949.

Many factors contributed to the growth in numbers in the 1950s. The introduction of Commonwealth Scholarships and Victorian Education Department Studentships made it easier for many to attend university, the growth in the number of young people, including those who came as migrants, and the increasing prosperity of their parents, meant a higher demand for tertiary education, and the additional pressure for higher qualifications led many to enrol.

These higher enrolments, including enrolments of Asian students which reached 421 by 1960, led to the placing of quotas on most first year courses by 1959 and on all courses a few years later. Although in 1959 only a few students were excluded, many were not admitted to the faculty of their first choice. Restriction on undergraduate enrolments also allowed the university to develop higher degree studies. Regulations for the Ph.D degree had been drawn up in 1946 and by 1960 the number enrolled for such studies had increased to 425. The University's aim was to enrol 12.5 per cent of its students in postgraduate studies.

The establishment of Monash University in 1961, following the acceptance in 1957 of the Report of the Murray Committee on Australian Universities, provided some relief. The Act in 1958 provided that the Interim Council should have regard "to the urgent need for the establishment of courses in applied science and technology, and for the training of more engineers and scientists for industry and agriculture". However, it was soon found that there were major needs in Arts, Economics, and Politics and in the second year of studies, two-thirds of the 757 undergraduates were enrolled in these faculties.

The rapid growth of this new university can be seen in that by 1969, within eight years of opening, it had an enrolment of 9,542 and an establishment of 70 chairs. Melbourne in that same year, had 14,498 students and had established 58 chairs.

The existing universities could not meet the demand, for by 1963, 686 qualified students were not able to gain admission. The Ramsay Report, released that year, recommended the expansion of both Melbourne and Monash to each accommodate 18,000 and the establishment of a university college, affiliated with Melbourne, to be opened in Ballarat by 1966. Melbourne's growth to 18,000 was to be achieved by the establishment of an undergraduate institution of 6,000 on a new site. A minority report favoured the establishment of a new university to take its first students in 1969.

Despite the recommendations the Universities Commission provided funds for a new metropolitan university to enrol students in 1967 and in 1964 assent was given to the La Trobe University Act. The first 557 students at the 196 hectare site at Bundoora in 1967 found two approaches new to Victorian universities. All staff and students, whether resident or not, were to be members of one of the colleges, and all studies were based on four schools to encourage an interdisciplinary approach. To the four original schools of Biological Sciences, Humanities, Physical Sciences, and Social Sciences there were later added Agriculture and Education. Traditional divisions were also being broken down in other universities through the establishment of centres such as that in South East Asian Studies at Monash with cross disciplinary studies on an area basis.

Further expansion of facilities was still supported for either educational or political reasons. Some saw the existing teachers' colleges as a possible basis for a new multi-campus university, but the Government proposed a new regional university with centres at Geelong, Ballarat, and Bendigo. Commonwealth Government support was eventually obtained for a new university at Geelong, to incorporate the two existing colleges of advanced education. At the end of 1974 the Deakin University Act was passed and the new university commenced its teaching with approximately 2,500 students in 1977. It planned an enrolment of 9,000 by 1990.

The same optimistic view of the future was present in non-university education. By 1975 there were 46,982 enrolments in the various colleges, compared with 36,674 in the three universities.

The Martin Committee Report in 1964 had recommended increased funding for technical institutes and that they be brought together in an institute of colleges—the Victoria Institute of Colleges (VIC). The Victoria Institute of Colleges Act was passed in 1965, and within a few years there were thirteen affiliated colleges, each with an autonomous council, with the Institute as the co-ordinating, degree awarding authority. Some technical colleges had evolved into institutes of technology or Colleges of Advanced Education (CAEs) at tertiary level. The older institutions, Royal Melbourne Institute of Technology (RMIT), Swinburne, Footscray, Caulfield, and the Pharmacy College were among the foundation members. Bendigo and Ballarat were also original members but were reconstituted after the Victorian Government had agreed in 1974 to merge them with the previous teachers' colleges in those cities. The other foundation college, the Gordon Institute at Geelong, became part of Deakin University when it was established in the next decade. The three original therapy

schools joined in the Lincoln Institute, to which was added the College of Nursing, and with the later admission of Prahran, Preston, and Yallourn (Gippsland) in 1968, and Warrnambool in 1969, and the establishment of the College of the Arts in 1973, the thirteen colleges were all constituted.

The first degree course approved was for the College of Pharmacy in 1968, followed by others in the traditional areas of Applied Science, Architecture, Business, and Engineering as well as degrees in new areas of Arts and Social Sciences. Undergraduate and postgraduate diplomas were also introduced, and the Victoria Institute of Colleges itself enrolled masters degree students in a number of disciplines.

The Institute had a close relationship to the agricultural colleges, particularly through the accreditation of advanced level courses, but unlike in the other States these colleges did not become part of the advanced education sector. Controlled by the Department of Agriculture through its Division of Agricultural Education, these tertiary colleges were financed mainly from Victorian Government funds, and they offered both advanced education courses and technical and further education (TAFE) courses. Six in number, the colleges comprised the following: Dookie Agricultural College (established 1886); Longerenong Agricultural College (1889); Burnley Horticultural College (1891); Glenormiston Agricultural College (1971); the McMillan Rural Studies Centre (1977); and the Gilbert Chandler College of Dairy Technology (1980).

A private agricultural college, the Marcus Oldham Farm Management College, functions at Geelong; and tertiary, middle level, and other courses are also available at the School of Forestry at Creswick, administered by the Forests Commission.

Teacher education was the last area to achieve autonomy within the advanced education sector. Primary courses had been extended from one year to two years and then to three years, secondary studentships for university study had been introduced in 1950, and a new system of recruiting technical teachers in 1951. By the time the Martin Committee recommended in 1964 that teacher training colleges should be grouped under a Board of Teacher Education and all students should have a Matriculation Certificate, most had already achieved this qualification. As well as the older departmental colleges at Melbourne, Ballarat, and Bendigo many new colleges were founded—Geelong, Secondary, and Domestic Arts (1950); Toorak (1951); Technical (1952); Burwood, and the Centre for Training Teachers of the Deaf (1954); Coburg, and Frankston (1959); Monash (1961); and La Trobe (1970).

The establishment of a division of teacher education within the Education Department in 1961 and the encouragement of an independent approach to course development hastened demands for autonomy. By 1972 the Victorian Government agreed to establish an independent teaching authority and in 1973 the State College of Victoria was founded. Ten former departmental colleges were joined by the Institute of Early Childhood Development and later by the Institute of Catholic Education in this new federation of colleges of higher education. Catholic teacher education had earlier been conducted by a number of orders and this new Institute brought together Mercy College at Ascot Vale, Aquinas College at Ballarat, the new diocesan Christ College at Clayton, and the Christian Brothers' College at Box Hill. With the amalgamation of Ballarat and Bendigo with VIC colleges, and the absorption of Geelong by Deakin, the constituent colleges were reduced to nine.

The State College's charter was to ensure "that knowledge of branches of learning of importance in the preparation of teachers, and especially of the arts, humanities and sciences, is made available for the benefit of all who might benefit therefrom", and although most of the new degree and postgraduate diploma courses related to teacher education, plans were developed for courses in social welfare and leadership training in fields related to teaching, as well as for courses of a general nature. By 1980 courses leading to a degree of the State College had been approved in all but one of the colleges.

Partly because of a smaller demand for teachers and partly because of decisions in the Ministerial statement, *Review of Commonwealth Functions*, 1981 and 1982 saw in Victoria, as in other states, a series of major amalgamations which transformed the advanced education scene. Prahran CAE and Toorak, Burwood, and Rusden State Colleges amalgamated to form Victoria College, which began operating in 1982.

Preston Institute of Technology and Coburg State College amalgamated to form the

Phillip Institute of Technology; the Caulfield Institute of Technology and Frankston State College amalgamated to form the Chisholm Institute of Technology; and the Melbourne State College and the Institute of Early Childhood Development amalgamated as the Melbourne College of Advanced Education.

The growth of tertiary institutions and the acceptance of responsibility for all tertiary funding by the Commonwealth necessitated the establishment of co-ordinating bodies at Federal and State level. The Universities Commission, established in 1959 to recommend block grants for universities and to ensure a systematic approach to new developments, gave way in June 1977 to the Universities Council as one of the three councils under the new Tertiary Education Commission. The Advanced Education Council took over the responsibility of the earlier Commission on Advanced Education for ensuring that resources available for colleges were used to the greatest possible advantage, so that with the Technical and Further Education Council the Tertiary Education Commission was responsible for the balanced, co-ordinated development of tertiary education throughout Australia.

Co-ordination at the State level was the task of the new Post-Secondary Education Commission of 1978. Both the Victoria Institute of Colleges and the State College of Victoria, the two co-ordinating bodies for advanced education, were dissolved in 1980, the Commission taking over many of their responsibilities including the approval and accreditation of courses and recommendations for funding for individual colleges. Although the Commission has a role in approving new university courses below the master's level seeking government funding, its degree of control over advanced education is far stronger and was a departure from the pattern of higher education which had obtained hitherto.

By 1982 Victoria's tertiary education scene had been transformed from the 1934 picture of one university, three colleges preparing students for teaching and a number of scattered technical colleges, to one of four universities and a large though contracting number of colleges of advanced education.

ADULT EDUCATION

Adult education in Victoria in 1934 was provided on a meagre scale by the University of Melbourne Extension Board (1891) and the Workers' Educational Association (1914). Both followed English models, but neither was well adapted to suit Victorian conditions. They provided some evening classes in Melbourne and suburbs, lectures in a few country centres, and occasional conferences or "open days" at the University. The grant for these activities was only \$11,800, expenditure totalling approximately \$14,000. At the time, Victoria had no publicly supported library system, and the Mechanics Institutes were sadly inadequate. The Education Department offered day and evening instruction for adults, but mainly in technical and semivocational topics and on a limited scale.

Changes began in 1939, after the appointment of a new Director of Extension. From 1940 the Extension Board assumed full responsibility for the work and, despite the outbreak of war, began an energetic campaign of demonstration and propaganda. It introduced a new discussion group service, expanded and altered the evening class programme, and actively participated in a successful campaign for free libraries (1947). The wartime experience of Services Education provided an inspirational example of a nationally supported, adequately financed and staffed adult education service. By 1944 the Board had begun to set out principles and policies as the basis for the vital next step, the passing of the Adult Education Act of December 1946, establishing the Council of Adult Education (from 1947) as a statutory body for adult education in Victoria. The Council was guaranteed an annual income of \$50,000 and the right to supplement its government appropriation by its own earnings. Thus from 1947, for the first time, adult education was recognised in its own right and not as an appendage to other forms of education.

Freed from many financial restrictions which inhibited the activities of other semi-government authorities, the Council took over and expanded the evening classes and discussion groups of the Extension Board and launched a scheme to provide services for the country. It began a travelling theatre, sent groups of musicians on tour, commenced a mobile Art Exhibition, and organised a series of Summer and Winter schools. By 1950 the Council was well known and support for it grew steadily. Its efforts were supplemented



Children of all ages join in to build a dome structure at Preshil School, Kew, 1982.
Preshil



Emmaus College, a Catholic co-educational Regional College in Burwood.

(Left) Boys and girls participating in a woodwork class at Emmaus College.

Emmaus College



The restored Queen's Hall of the State Library of Victoria which is one of more than 480 government-owned buildings throughout Victoria being preserved for future generations by the Public Works Department.

Public Works Department



Opening of the "Dinosaurs from China" exhibition by the Museum of Victoria. Mr Hao Ting, leader of the official delegation from China, the Premier of Victoria, Hon. John Cain, and the Museum Director, Dr Barry Wilson, are shown standing beside *Tsintaosaurus*.

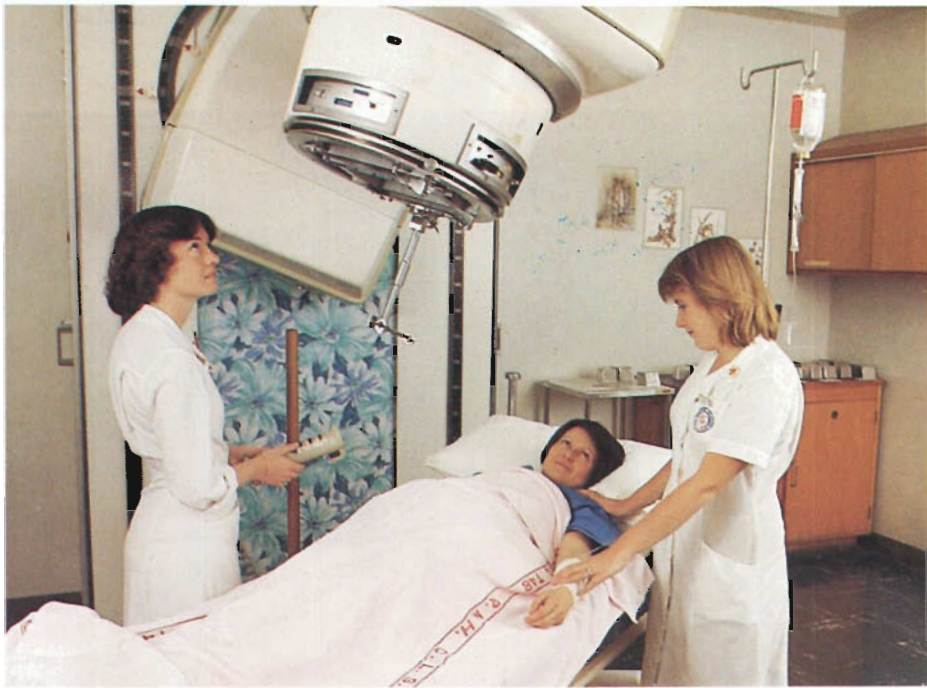
Frank Coffa, Museum of Victoria

The Sunshine Harvester, the world's first successful harvester, on display at the Museum of Victoria, Melbourne. It combined in one machine the stripping and winnowing of wheat.

M. White

Reproduced by permission of the Museum of Victoria





The Cancer Institute — Peter MacCallum Hospital, a comprehensive specialist oncology centre has six linear accelerators for radiotherapy treatment.

Peter MacCallum Hospital

The Royal Melbourne Hospital relocated from the city to its present site in 1942.

The Royal Melbourne Hospital



and encouraged by the work of voluntary societies in many country centres and by the Adult Education Association in Melbourne. In 1961 the Education Department supported adult education with the opening of a continuing education centre at Wangaratta, organised by the Advisory Council of the High School, directed by a seconded teacher and working in Education Department premises. This was followed by the foundation of a further 21 centres throughout country Victoria, offering a wide variety of classes and activities. However, it was not until 1972 that there was any significant increase in the Council's funds, at which time the Victorian Government backed adult education with funds designed to match its steady growth pattern. In 1971-72 the Government contribution was \$224,000 and in 1981-82 it was \$3,580,000.

During 1980 an important change in emphasis for the Council occurred when it began to develop a direct relationship with continuing education centres and similar agencies through the implementation of section 75 of the *Education Act 1958*. This allowed the Council to set up "local advisory committees" (LACs) enabling voluntary groups interested in local adult education to represent their districts. With the co-operation of the Education Department, the major funding agency for the centres, the Council was able to preserve the autonomy and independence of the LACs and to act as a more direct funding agency on their behalf. At an historic meeting in June 1980 at Wangaratta, the Council's policy regarding LACs was ratified, and by 1981 there were 26 LACs operating throughout country Victoria.

The Council gained further government recognition in 1981 when it was established as a body corporate by the *Council of Adult Education Act 1981*. The Council's policies are determined by a board consisting of not more than 27 members.

In 1982 the Council directly provided 2,835 courses, led by 1,054 part-time tutors to nearly 50,000 students. While the majority came to the City Centre, the Council also used over 150 different locations in 70 suburbs, and continued to tour country Victoria with an Arts Mobile, conduct educational tours and camps throughout Victoria and interstate, and further developed its work in "distance education" with self-directing programmes and a tele-tutorial network linking country centres. It also managed a network of 680 discussion groups with 7,000 members. The Council continued to develop opportunities for people to return to study with programmes in literacy, basic education, Higher School Certificate, and courses in English as a second language.

The three decades from 1950 to 1980 saw a remarkable expansion in all fields of post-secondary education. While adult education has traditionally been seen as leisure time non-vocational education, it is clear from the recognition of the Council as a major TAFE provider with regional status, that adult education has an important role to play in a changing society, and it is noteworthy that schools and community groups, together with TAFE Colleges, are expanding opportunities to include a broader spectrum of the adult population. Most tertiary institutions offer continuing education in a variety of ways and both Deakin University and the Royal Melbourne Institute of Technology conduct off-campus programmes throughout Victoria.

At the informal level, the Council assists the development of adult education through other agencies in Victoria. With the growth of community and school-based enterprises in adult education, the role of the Council's staff as resource persons, facilitators, advisers, and promotional agents has increased rapidly and assumed a central role in the Council's contribution to adult education.