

EDUCATION

SCHOOLS IN VICTORIA

General

The early history of education in Victoria shows that educational efforts in the Port Phillip District of New South Wales—later the Colony of Victoria—date from about 1833, when churches and private individuals provided a certain amount of tuition. However, by 1837, education was becoming a matter of public concern, and one of Melbourne's first public buildings, a small wooden school, was erected near the corner of William Street and Little Collins Street in that year.

A dual system already in operation elsewhere in New South Wales was established in 1848, comprising a National Schools Board which administered schools owned and operated by the Government, and a Denominational Schools Board which administered church schools receiving government financial aid. This system continued after the establishment of the separate Colony of Victoria in 1851, its many unsatisfactory features resulting in the Education Act of 1872 under which the Education Department was established in 1873.

A dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the requirements of the Council of Public Education (see pages 585–6), which operates also within the framework of the Education Act.

Under Acts of the Victorian Government, tertiary education is supplied by the universities, the Victoria Institute of Colleges, the State College of Victoria, and the colleges controlled by the Department of Agriculture. Further education is also provided by the Council of Adult Education, the Adult Migrant Education Service, and by Technical and Further Education (TAFE) programmes.

The diversity of schools and the complexity of the educational system have developed because of the fundamental principle that children should have the opportunity to be educated according to their various abilities and aptitudes and that any differences should not be a limiting factor to the nature of facilities provided. Thus the need arose for special schools and such other distinctive features as rural schools, consolidated schools, correspondence tuition, and the provision of school transport.

Education Liaison Committee

Representatives at senior administrative levels of the Education Department, the Catholic Education Commission of Victoria, and the Association of Independent Schools of Victoria form an Education Liaison Committee. While preserving the autonomy and difference of individual systems and schools, the Liaison Committee aims to make the best use of personnel and physical resources and to avoid the uneconomical duplication of facilities. Effective liaison and co-operation occur at the central, regional, and local levels.

GOVERNMENT SYSTEM

Education Department*Administration*

Since its establishment in 1873, the Education Department of Victoria has assumed responsibility for a growing range of schools and services extending far beyond those of 1880, the eighth year of free, compulsory, and secular primary education for children to the age of fifteen years. The original leaving age was lowered to fourteen years last century but was restored to fifteen years in 1964. The Education Department is under the direction of the Minister of Education and the Assistant Minister of Education. Its permanent head is the Director-General of Education.

Owing to the extraordinary growth and scope of the Education Department (an organisation with a budget of more than \$1,380m, employing over 60,000 persons, owning 2,200 buildings, and educating 614,419 students in 1979), considerable re-structuring has been necessary and is still proceeding. The old tripartite division of administration into primary, secondary, and technical divisions organised in a vertical hierarchy underwent a series of major changes: the Teacher Education Division was established in 1961, the Special Services Division in 1968, and the Planning Services Division in 1974. As part of the continuing development of the new structure, the Personnel Division and the Building Operations Division came into being in 1977. The eight divisions have responsibilities and tasks spread horizontally across the three original divisions. The number of assistant directors-general was increased from one to four, plus a deputy director-general, these officers being selected by a sub-committee of Cabinet and appointed by the Governor in Council. The two most recent appointees assumed responsibility for finance and for curriculum and planning. The year 1974 also witnessed an expansion in the number of assistant directors appointed to oversee the various divisions.

The central administration is linked with teachers and schools through the work of eleven regional directors and eleven assistant regional directors, district inspectors, and members of the Board of Inspectors of Secondary Schools and of the Board of Inspectors of Technical Schools. Such senior administrators work as educational consultants in the schools, as assessors of educational progress of the schools and of the work of teachers, and as surveyors of educational needs. Decentralisation of the administration has been given considerable impetus, particularly since 1974, when a further eight administrative regions were added to the three created in 1972.

The eleven regional directors are management agents for the Department. They are responsible to divisional directors for the implementation of educational policy as determined by the Director-General's Policy Committee and approved by the Minister. They also have a response role in that they survey and analyse regional needs of students, teachers, parents, and schools, formulate these, and seek support at State level to meet such needs. Their work involves them in administering the emergency teacher scheme, school maintenance, planning for future educational expansion, in-service education, and the co-ordination, development, and integration of all forms of education. Their areas of responsibility vary from an upper limit of 50,000 children in the country to some 115,000 children in metropolitan regions.

Concurrent with this development has been the marked increase in autonomy granted to all schools in the determination of local administrative matters and educational policy in curriculum, techniques, and experimentation. The *Education (School Councils) Act 1975* has given increased authority to school councils and committees to carry out improvements and to employ ancillary staff. Councils may, for example, conduct general educational activities for the benefit of the local community, when the school property is not required for ordinary school purposes; they may also obtain contracts for, and supervise, works up to a cost of \$10,000. Indicative of the endeavour to increase community involvement in education is the representation of parental organisations on Departmental committees, the increasing use of school facilities by the public, and such experimentation as the introduction in some primary schools of educational boards on which parents are represented. In each case the emphasis has been on local community involvement and representation. In 1977, the Community Education Committee prepared

the book, *Community Education Policies and Guidelines for School-based Programs* to assist and encourage the use of school premises by the community.

In 1977, a special institute for the training of school administrators was established. Known as the Institute of Educational Administration, it provides specialist leadership training for principals and potential principals of government and non-government schools. The Institute's director is directly responsible to the Minister through a widely representative Council.

Throughout the 1970s, the Education Department has increased provision for participation in decision making at the State, regional, district, school, and community levels. State-wide administrative issues in education are the prime concern of the Director-General's Policy Committee, the Liaison Committee (representatives of government and non-government administration), and the Council of Public Education. To assist this decision making, the Planning Services Division provides expert advisory service to the Office of the Director-General and to senior officers of the Education Department in the areas of curriculum, land operations, buildings, school councils, community education, statistics, and finance, as well as servicing conferences of senior officers. During 1979, the Third International Community Education Conference was held in Melbourne and the development of the country education programme, which is funded by the Schools Commission, was continued. The Country Education Project covers five separate areas in Victoria. In each area individual schools share their advantages and resources and co-operate in improving the educational quality of the area.

Building

With an annual building budget of approximately \$150m, the Building Operations Division is one of the major constructing clients in Australia. During 1978-79, total funds available from State and Commonwealth sources for direct capital expenditure (excluding the Teacher Housing Authority and the Design Services Administration) amounted to \$145,043,282. Actual expenditure totalled \$144,984,000. Implementation of the Works Programme is the responsibility of this Division, which comprises the Building Operations Branch and the Programme Planning and Budget Control Branch.

A major change in policy, instigated in 1978-79, continues to be reflected in the School Building Programme. Under the "core-plus" concept, major school projects have a central "core" of permanent facilities such as a library, staff administration rooms, a canteen and toilets, and modular relocatable classrooms to supplement the core. In this way the cost of new school buildings is reduced and future school building programmes will be made more responsive to population movements. Implementation of this policy has necessitated an increased proportion of education capital funds to be expended on relocatable classrooms in the first few years of operation.

During 1978-79, eighteen new school buildings were completed, including twelve primary, two technical, and four special schools. (Details of the latter are given in the Special Education section of this chapter.) In addition, eight new primary and four high schools, together with one consolidated and one technical-high school, were opened in relocatable complexes in February 1979. Some 956 additional classrooms were completed in 1978-79.

Curriculum

Introduction

Government schools in Victoria continue to exercise a major responsibility in curriculum. Within Departmental guidelines, school policies are determined by principals and their teaching staffs in consultation with parents and school councils.

Curriculum implementation and school organisation are matters for each school's professional staff. In these tasks teachers are assisted by a variety of in-service education activities and by a system of school self-evaluation known as "school review". Furthermore, advice is given by inspectors and curriculum consultants, and an extensive range of curriculum support services is provided from central, regional, and local bases. The co-ordination of these services is in the hands of the Educational Services Review Board, a group of senior administrators chaired by the Assistant Director-General (Curriculum and Planning).

Curriculum Services Inquiry

To assess the extent to which the curriculum support services were meeting the changing needs of the schools, a comprehensive Curriculum Services Inquiry (first announced in November 1975) was established. During 1976-77, it heard 476 written submissions from groups and individuals, both within and beyond the Education Department. The Inquiry covered such matters as: the structure and function of existing curriculum services; possible alternative future structures; the introduction of new curriculum initiatives; and the general co-ordination of such services. The recommendations of the Inquiry Committee are currently being implemented in order to provide improved and more effective services to teachers and schools.

Curriculum in primary schools

The curriculum covers a seven-year course from Preparatory Year (children aged 4½ to 5 years) to Year 6, after which transfer to secondary education occurs.

Departmental guidelines for this curriculum are provided by the Primary Schools Division on the recommendation of the Curriculum Standing Committee for Primary Education, and subject committees in language, mathematics, science, social studies, health, art and craft, physical education, library, and music. These committees, which include non-Departmental members, are concerned with establishing priorities for expenditure on curriculum projects, the production of curriculum guides, priorities for in-service education, and the use of curriculum consultants. In 1979, an Infant Education Committee and a Multicultural Education Committee were formed to advise teachers of new developments in these important areas.

The major curriculum publication for primary schools in 1978 was Language Guide No. 3, entitled *Happily Ever After*. Distributed to all primary teachers, this booklet contains suggestions for a wide range of activities intended to develop skills and attitudes in the language curriculum. During 1979, revisions of two of the Mathematics Curriculum Guides were distributed to all schools.

A draft version of *The Primary School Curriculum — a Guide for Victorian Schools* has been distributed for comment and was to be published for the 1980 school year. This manual examines the curriculum responsibilities of the principal, staff, parents, and school council, and provides advice on school-based decision making in curriculum matters. In making such decisions, those concerned take into account not only the needs, abilities, and interests of the pupils, but also the nature and expectations of the local community.

District education committees were established in 1978 in each of the fifty primary school inspectorates. Each committee is responsible to the district inspector concerned for identifying curriculum needs, for determining the work programmes of district consultants and teacher advisers, and for initiating in-service education activities.

While basic skill development is still the essential aim of primary education, a broader range of programmes is now being offered. These include after-school activities for "latch-key" children; anti-drug education; nutrition education; environmental studies; consumer education; pre-school reception programmes; second language studies; and, for most of the larger primary schools, the conduct of camping programmes.

A number of primary schools still retain secondary "tops". Such schools include higher elementary and central schools, central classes, the secondary correspondence section, and consolidated schools. The latter, established in country districts since 1944, have gradually lost their post-primary enrolments as high schools have been established in the same districts.

Curriculum in secondary schools

The authority delegated to each school principal to determine curriculum in consultation with the school community has been used with increasing confidence over recent years as experience accumulates and as in-service education programmes increase the capacity of teachers to handle curriculum issues.

The involvement of school councils and parents in curriculum issues has varied markedly, but is generally low. It is expected to improve as policies are implemented to provide a wider choice to parents in the type of education available to their children. The problems of involving migrant parents have proved formidable, but the determination of

ethnic minorities to maintain their cultural identity is exemplified by the support of the ethnic languages of the Department's Saturday School of Modern Languages, and by the approaches made to the Minister by ethnic associations in the interests of children.

The variety of provision in schools ranges from the traditional organisation (with curriculum based on subject disciplines) to small sub-school units, with a large number of short-duration topics relating particularly to life-adjustment issues. The surveys conducted by the Basic Curriculum Task Force and published late in 1978 provided substantial support for the teaching of a core of basic knowledge to all pupils. Schools are free to react in their own way to this information of teacher, parent, and pupil opinion; most already maintain a basic core in literacy and numeracy, and many include in the core physical development and social and environmental competencies. Such cores are supplemented by electives designed either to extend these basic competencies or to foster diverse interests and talents, and these electives are offered to an increasing extent as the student matures. The traditional school is likely to offer, in junior forms, a core of English, mathematics, science, geography, history, music, art, and physical education, with electives in the field of modern languages, or creative arts and craft and home economics. Commercial subjects will be included by middle school, and the traditional higher school specialist disciplines in Years 11 and 12.

The growing interest in career education and work experience programmes, and in the inclusion of technical studies where practicable in high school courses, derives some of its force from the awareness of the current unemployment situation. Concern for students facing possible unemployment is also encouraging an extension of pupil welfare services, of programmes on leisure and outdoor education, and a growth in the creative arts and crafts. Media studies and drama continue to interest students, and may be supplemented by the introduction of the dance as a curriculum option.

The academic orientation of high schools has been maintained through the past decade of curriculum diversification by the converging influence of the externally prescribed Higher School Certificate. The control of this examination passed to the Victorian Institute of Secondary Education in 1979 and the plans for school-based courses and assessment to complement existing procedures may well broaden this focus to embrace technical studies and a wider range of creative arts.

The continued concern for academic excellence is indicated by the procedures adopted by the Gifted Children Task Force, which has in a number of schools conducted alternative programmes for one day per week for selected children drawn from a group of neighbouring schools. More common provisions for gifted children are dependent on the availability within the normal school programme of a range of curriculum materials enabling teachers to instruct each child at the level appropriate to that child. The experience of hard won success is the right of each child at every level of ability and in all aspects of the curriculum, and teachers are now available in numbers and quality to achieve this, if the economy permits and if young persons can feel the confidence in their community and culture to take advantage of opportunity.

Curriculum in technical schools

There are two distinct components of technical education under the control of the Technical Schools Division of the Education Department. Full-time secondary technical education and post-secondary technical and further education (TAFE) programmes.

Ninety-five technical schools, together with secondary components in eight technical colleges, provide a five-year secondary course designed to achieve the fullest possible individual development of each student and to assist students to decide realistically on future educational and occupational specialisation. The majority of technical schools are co-educational, and others are being progressively converted. The curriculum aims at a balance of academic studies, creative experiences, and practical skills. The fourth and fifth year provide opportunities for a measure of specialisation according to students' interests and capacities. Because most technical school teachers are required to have two to five years industrial experience before undertaking teacher training, secondary technical education has a distinctive practical character.

Many technical schools also provide TAFE programmes, particularly in the major apprentice trades of carpentry and joinery, plumbing and gasfitting, motor mechanics,

electrical mechanics, and fitting and machining. About one-third of the technical schools also provide tertiary orientation programmes for students wishing to prepare for entry to tertiary education.

Technical schools enjoy a high degree of curriculum autonomy under the general control of the Technical Schools Division and with the support of a variety of curriculum committees and consultants.

In 1978, the Victorian College of the Arts Technical School was established under the administration of the Technical Schools Division in conjunction with the tertiary Victorian College of Arts. Technical School Division teachers provide a general secondary education while professional studies in dance and music are conducted by staff from the senior college.

The Division's TAFE activities provide further vocational education at occupational levels other than the professional level. This responsibility includes retraining and the provision of preparatory courses which may be necessary for access to other TAFE courses, other tertiary courses, and/or employment. Certain special courses are provided specifically for disadvantaged groups such as the handicapped. Technical schools and colleges also provide, together with other agencies, community education concerned with personal and recreational development.

TAFE courses under the responsibility of the Technical Schools Division are provided in a variety of institutions. These include two TAFE colleges controlled by their own councils, eight TAFE components of colleges affiliated with the Victoria Institute of Colleges, twenty-one colleges established under the Schools Councils Act, TAFE sections in eight technical schools, the Army Apprentice School, agricultural and horticultural colleges under the control of the Department of Agriculture, and evening classes in high schools. As well as the courses offered through these institutions, a highly developed off-campus studies network allows students to study many TAFE courses at home. Fifteen off-campus studies co-ordinators have been appointed to the TAFE colleges to assist students enrolled in off-campus courses.

A State Council for Technical Education is responsible for recommending to the Minister of Education on overall policy and co-ordination of TAFE to ensure that TAFE effectively meets community needs. Eleven regional councils provide for local rationalisation of programmes.

The administrative responsibility for TAFE programmes lies with the Technical Schools Division of the Education Department. Within the Division, a representative Technical Colleges Committee provides advice to the Director of Technical Education and a system of standing committees, with majority representation from industry, provides a major input to curriculum development. In the proclaimed apprenticeship trades Technical Schools Division standing committees develop a curriculum which is then submitted to Industrial Training Commission trade committees for approval.

Special Services Division

"Special Services" is the functional term used for those educational services that fall outside the scope of the general educational provision. More precisely, these services are special in that they are characterised by one or more of the following: they extend across Divisional, Regional, and Systemic boundaries; they respond to specific educational needs over a wider age distribution than could be encompassed within any other Division or combination of Divisions; they involve scarce human resources requiring extensive rationalisation and co-ordination for effective service delivery; and/or they involve substantial establishment and recurrent costs which would make their duplication impracticable.

The establishment of the Special Services Division as such in 1968 represented an administrative and professional co-ordination under a Director of Special Services of some fourteen special services or branches that had been formed over the years to meet a variety of needs. These branches were Audio Visual Education, Curriculum and Research, Education of Backward Children, Education of Physically Handicapped Children, Homecrafts, Music, Physical Education, Psychology and Guidance, Publications, School Forestry, School Libraries, Speech Therapy, School Camps, and Welfare. The increased opportunity for co-ordination and liaison that accompanied the Division's establishment

was further enhanced when in 1970 most of the Branches took up accommodation together at the Division's present headquarters at 234 Queensberry Street, Carlton.

Since then, the Division has undergone a steady process of development, with its range of services being extended to incorporate a variety of new areas including Adult Migrant Education, Child Migrant Education, Aboriginal Education, Special Developmental Schools, Art, and Drama. Welfare, a service providing for the needs of teachers rather than of children, was subsequently withdrawn from the Division. Under the Division's present structure all services have been grouped within one or other of five main sections, each coming under the administrative control of an Assistant Director of Special Services. These sections are as follows:

(1) *Special Education*. Special schools and special developmental schools for handicapped children, visiting teacher and other support services for handicapped children attending regular schools, and remedial education services;

(2) *Counselling, Guidance, and Clinical Services*. Specialist support services provided through district centres staffed by guidance officers, psychology officers, social workers, speech therapists, and interpreters; also a range of special purpose centres and groups including the Reading, Treatment, and Research Centre, the Multicultural Resource Project, and the Integration Project;

(3) *Ethnic Education*. Aboriginal Education Services, Child Migrant Education Services including Reception Language Centres for refugee children, and Adult Migrant Education Services;

(4) *Curriculum Services*. Curriculum and Research, Music, Physical Education, Art, and Drama; and

(5) *School Services*. Audio Visual Education, Libraries, Publications and Information, School Camps, and School Forestry.

In late 1975, the Director-General set up the Curriculum Services Inquiry with terms of reference providing for an examination of the structure and functions of existing curriculum services, the extent to which existing services were meeting the needs of schools, and alternative structures for curriculum support services.

Drawing on the report of the Inquiry, a submission for the comprehensive restructuring of the Division was prepared and presented to the Teachers Tribunal. This has so far resulted in structures being determined and largely implemented for Counselling, Guidance, and Clinical Services, Library Branch, and Publications and Information Branch. The staffing of these services with professional officers and professional appointees occupying permanent positions is expected to enable the further consolidation and development of their respective services.

Another important outcome of the Inquiry has been the establishment of the Curriculum Council which has become the principal decision making body on matters concerning curriculum generally and is responsible for approving the curriculum projects to be undertaken by the Division.

Many of the services provided through the Division are concerned with sensitive and complex areas of community need. Two of the more prominent examples of this are the education services for the handicapped and for migrants. That various services are being provided for both of these groups by a range of government departments and other agencies presents an additional challenge for appropriate co-ordination and liaison. Accordingly, it has happened that an increasingly important part of the Division's work is its participation on bodies such as the State Council for Special Education and the Victorian Advisory Committee on Migrant and Multicultural Education, both of which have broad representation from relevant Departments and organisations.

Special Education

Through its Special Services Division, the Education Department continues in its commitment to providing Special Education for handicapped children with an emphasis on the integration of children within regular schools wherever possible. In particular, developments are evident in the areas of Work Education, in the provision of specialised programmes for intellectually handicapped children and young persons who have been institutionalised, and in the network of Special Education Services for educationally retarded children attending regular schools.

For children who are more severely retarded, there are sixteen Special Developmental Schools (formerly Day Training Centres administered by independent Committees of Management), with arrangements having been made for a further four centres — Shepparton, Preston, Traralgon, and Wodonga — to transfer to the Department from the beginning of the 1980 school year. Additional school buildings, functionally designed to provide education for these children in home environment settings, were opened at Cobram and Numurkah in the latter half of 1978, and another is under construction at South Melbourne.

A new Day Special School has been established in Shepparton in a relocatable complex and a new school building nearing completion at Ascot Vale will enable children now attending the oldest Special School, Fitzroy Special School, to be educated in accommodation of a very high standard. Programmes for handicapped persons of post-school age continue to be provided through evening classes at Day Special Schools in the areas of literacy, numeracy, social competency, homecrafts, art/craft, and driver education.

Educational services for socially disadvantaged children are provided in association with two reception centres and three children's homes, while education centres are located in five youth training centres and in eight prisons. Social adjustment centres continue to operate within five regular schools.

Education of children who are physically or sensorily handicapped is provided through a total of ten Day Special Schools as well as through two schools established within hospitals, while visiting teacher services are provided on a regional basis to support those children attending regular schools. The Glen Waverley Special School, a joint project between the Education Department and the Spastic Society, is now completed and occupied, and substantial progress has been made on the construction of the new Nepean Special School.

A range of Remedial Education services is provided through five Demonstration Units, forty-five Special Education Units, forty-five Opportunity Remedial Centres and ten Remedial Centres. These facilities provide in-service education and consultative support for teachers and offer intensive teaching assistance to children experiencing learning difficulties with a view to their integration into the regular classroom.

There are currently seventy teachers providing homecrafts programmes within special education facilities. The programmes offered include food (practical nutrition), threads and textiles, human relationships, and socialisation. A new development in this field is a programme (at the Sunbury Annexe) on independent living skills.

Further reference: *Victorian Year Book 1978, Education of handicapped children in Victoria*, pp. 619-22

Counselling, Guidance, and Clinical Services

Counselling, Guidance, and Clinical Services is a curriculum support service designed for teachers, parents, and children seeking specialist assistance because of severe learning difficulties, speech problems, poor motor skills, or other severe educational, emotional, and physical disabilities. The service is located in district centres enabling staff to know local teachers and to work together with a shared knowledge of the particular educational characteristics and needs of the local community.

The staff consists of guidance officers, psychology officers, social workers, welfare officers, speech therapists, and interpreters providing a variety of services to all children, particularly the handicapped.

Specific services provided include the training of Career Education teachers and the provision of a continuing support service to them, and a multi-cultural resources section to assist with a better understanding of the background, culture, and needs of ethnic groups within the community.

Ethnic Education Services

This section of the Special Services Division is responsible for Aboriginal education, adult migrant education, and child migrant education.

Aboriginal Education Services Unit. This Unit administers Commonwealth Department of Aboriginal Affairs funds for supplementary educational programmes for Aboriginals in Victorian schools. A 1979 survey of all schools in the State indicated that at least 2,500

Aboriginal children were enrolled in some 568 schools and pre-schools. Aboriginal children are in general given the same curriculum as non-Aboriginals, although some schools have introduced the study of traditional Aboriginal culture and contemporary Aboriginal affairs, together with a range of school projects specifically for Aboriginals. The Unit has an approved establishment of 12 seconded teachers and 55 other staff, including Aboriginal liaison officers and teacher aides. Places for Aboriginal students at some teacher training institutions are subsidised under Special Entry Schemes. All programmes are planned and implemented together with the Victorian Aboriginal Education Consultative Group.

Adult Migrant Education Services. Through this Unit the Department conducts continuation classes, full-time accelerated courses, industrial language training courses, correspondence tuition, semi-accelerated part-time courses, advanced level courses, literacy groups, and specialised day-time women's classes. Responsibility is shared with the Commonwealth Department of Education for the volunteer Home Tutor Scheme of each-one-teach-one currently catering for 2,100 adults. The continuation class programme in 1979 included 121 classes for women and 331 evening continuation classes in hostels and other centres for 75,000 students, while the industrial programme comprised 86 classes in 35 locations for 913 students.

Child Migrant Education Services. The arrival of refugees from various countries has added a new and developing dimension to the Child Migrant Education Programme. Seven Reception Language Centres have been established to provide initial English instruction and orientation activities for newly-arrived refugee children with less than six months residence in Australia. Bilingual teacher aides are employed at the centres to assist teachers with communication and the compilation of background information cards on students to ensure their smooth transition into regular schools.

The service provides a consultative and advisory service on request to all teachers of migrant and refugee children from non-English speaking backgrounds in State schools, and where possible, in other education systems. The services include visits to schools and language centres to discuss TESL (Teaching of English as a Second Language), local in-service education programmes, multi-cultural programmes, and the teaching of community languages and English language classes for adolescent students. In-service education programmes are conducted centrally for principals and teachers and two regular publications entitled *Polycom* and *Communique* keep teachers informed on current developments in ethnic education including education for a multi-cultural society.

Curriculum services

The Curriculum Services section of the Special Services Division comprises: Curriculum and Research Branch; Music Branch; Physical Education Branch; and the Drama Resource Centre.

Curriculum and Research Branch. This Branch provides curriculum support services to schools through the development of syllabuses, courses, units of work, and teacher support materials. Major curriculum projects are currently being undertaken in the areas of art, general curriculum, health, language, mathematics, science, and social studies at the primary level. At the post-primary level, projects have been established in the subject areas of agricultural science, art, business studies, consumer education, English, economics, graphic communication, home economics, geography, history, humanities, legal studies, mathematics, media studies, modern languages, music, needlecraft, science, social science, and practical studies. In addition, research is being conducted by the Branch into the processes of reading, writing, spelling, and oral language.

Music Branch. Its range of services and activities include: in-service education; recording sessions in the studio workshop; the loan of specialist books and resources through the Library and Resource Centre; the organisation of some forty concerts (in conjunction with the Melbourne Symphony Orchestra and the ABC Melbourne Showband) for children from 602 primary and post-primary schools; a series of Instrumental Music Workshops for teachers and students; the distribution of music and other printed materials to schools; and the administration of School Music Camps (Rose Music) and the Gillies Bequest and Yamaha Foundation.

Physical Education Branch. A significant feature of the Physical Education Branch has been the increase to a total of 362 physical education teachers appointed in primary schools. The Branch has further developed a resource and information centre which distributed some 14,000 publications and supplied material on request to a total of 916 schools.

Art Branch. A total of sixty-two specialist teachers provide a wide range of art/craft activities designed to complement the work of the classroom teacher, with the majority of programmes having three components — creative art/crafts, manual training, and pre-employment preparation. A Special Schools art adviser works in schools and institutions for handicapped children, conducting workshops and discussions and providing advice in programme planning and implementation. A number of Special Schools have self-sufficient craft programmes where items produced are sold to the public, while others hold their own art exhibitions.

Drama Resource Centre. This Centre is involved in a range of activities designed to promote drama in schools, including: consultancy services on drama teaching and the use of drama as a general teaching method; a resource centre containing scripts, source books, video tapes, and work units; a "theatre in education team" working with a number of schools to develop specific programmes; and regional theatre teams at Ballarat and Benalla. The Centre also actively assists community groups involved in youth performing arts and is the liaison body for interstate and international contacts in drama and theatre.

School Services

The School Services Section of the Special Services Division consists of the following branches: Library; Audio Visual Education Centre; School Forestry; School Camps; and Publications and Information. These branches provide interdivisional and, in some cases, inter-systemic services, and are involved with in-service education programmes for teachers.

Among the significant School Services features and developments during 1978-79 were the following: an increase in the number of mobile library units bringing the total to thirty-three units, and the successful completion of a three-year programme for the upgrading of library services to small schools; an increase of 15 per cent in the number of borrowings from the film library with the dispatch of some 108,000 films to schools; the extension of "outdoor-education" in-service training programmes; the establishment of Victoria's first school sanctuary for the preservation of features of historical interest; and the improvement of publication services through the standardisation of sizes and the extensive use of phototyping.

Other Departmental curriculum support services

Outside the ambit of the Special Services Division various special staffs operate. These include those working in such fields as: the State Schools Nursery; the Gould League; TAFE Services; the History Section; and the Correspondence School.

The last of these fields serves children who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. In addition, tuition is available for Education Department teachers, members of the Armed Forces, inmates of institutions and prisons, and (as far as class vacancies permit) other adults. A basic adults' programme provides assistance in the skills of language and number. At 30 June 1979, the school had an enrolment of 709 primary and 2,924 secondary students, and a staff of 147.

Some noteworthy features of the other services mentioned above are as follows:

State Schools Nursery. During 1978-79, the Nursery supplied 1,770 schools with plant products, was visited by over 4,000 students on educational tours, provided on-site landscaping advice to 330 schools, and conducted evening courses for teachers. Large displays were mounted in the Exhibition Buildings for Garden Week and in the Fitzroy Gardens for *The Herald* State Garden Festival.

Gould League. Some 800 persons (teachers and the general public) made use of the League's Resource Centre during 1978-79. In-service has been provided at all levels, State, regional, district, and school; and productions include activity guides, as well as habitat reference and identification material.

TAFE Services. Established as part of the Planning Services Division, this is mainly concerned with the development of curriculum strategies for vocational education, analysis

of community needs for TAFE programmes, TAFE research projects, the development of relevant information resources, and the provision of specialist services to TAFE colleges and the Technical Schools Division.

History Section. This Section researches and records the history of State education in Victoria, and provides an education history information service for teachers, students, the community, and officers of this Department. For centenaries and other special occasions, detailed accounts of school histories are compiled and supplied on request.

Curriculum support services in non-Departmental organisations

The Education Department continues to provide the services of teachers to various Government, semi-Government and other organisations, many of which offer educational programmes to groups of visiting school children. Curriculum services are thus provided by seconded Education Department staff in places or organisations such as: the Zoological Gardens; the Sir Colin Mackenzie Fauna Park; Sovereign Hill, Ballarat; the Pioneer Village, Swan Hill; the National Gallery and several provincial art galleries; the National Museum and the Science Museum; the Bendigo Trust; the Soil Conservation Authority; the Road Safety and Traffic Authority; the Social Biology Resources Centre of the University of Melbourne; Continuing Education Centres and other community centres; the Department of Agriculture; the Australian Broadcasting Commission; the Australian Council for Educational Research; the Law Institute of Victoria; the Victorian Arts Council; the Curriculum Development Centre; the Victorian Institute of Secondary Education; and the various subject associations.

Other non-Departmental services

The Council for Christian Education is responsible for religious education in State schools, including the employment of chaplains in post-primary schools. Through the Council's "Religion in Life" programme for primary schools, children study seven life themes: relationships, growth, communication, discovery, love, work and play, and worship. The programme seeks to encourage children to investigate the meaning of their own life experiences and to develop understanding of the Christian faith.

The Family Life Movement provides for schools, on request, programmes and speakers on human development and sexuality.

Transport services and curriculum

Without the transport services provided by the Education Department, many children would be unable to experience the particular curriculum best suited to their needs. By 30 June 1979, the 2,017 transport services provided were carrying 70,718 children and covering a daily distance of 146,102 kilometres. These services included one subsidised train, one ferry, and 1,677 buses; 258 services catered especially for physically and mentally handicapped children and 80 temporary services for emergency purposes. To the cost of \$24.83m for 1978-79 must be added \$4.52m paid to parents for conveyance allowances. During 1978-79, the transport system was used by 37,721 government secondary students, 21,173 primary students, as well as 11,824 children attending non-government schools.

Finance

Finance for education in Victoria flows through the Consolidated Fund in accordance with the Appropriation Act passed each year by the Victorian Parliament during the Budget session. The Consolidated Fund receives moneys provided for education by the Commonwealth under the various States Grants Acts and all related amending legislation.

The Education budget comprises funds appropriated on a Divisional basis for recurrent purposes and funds appropriated for capital purposes through the Works and Services Account. Each Divisional Director is responsible for the operation of his Division in accordance with the recurrent funding appropriated for the Division. Overall co-ordination, control, and accounting of the Division is the responsibility of the Department's Finance and Accounts Offices in conjunction with Regional Offices throughout Victoria.

Total net educational expenditure for 1978-79 was \$1,337,409,000, an increase of \$102,905,000 or 8.3 per cent on the previous financial year.

The expenditure shown above differs from the figures on educational expenditure shown on pages 453-4 and 455-6 in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, debt charges, and payroll tax.

Personnel

Co-ordinated personnel policy

A co-ordinated personnel management policy is being developed throughout the Education Department. The Personnel Division aims to improve the relationship between the Department and its staff to the mutual advantage of both.

The Personnel Division's responsibilities include: reporting to management on the development of a personnel policy that will assist the Department to use its human resources, present and future, in the way best calculated to realise its objectives; implementing an effective staff development programme to maximise the potential of all staff; negotiating with employee organisations and statutory authorities on industrial matters; communicating with parent groups and the public on personnel matters; reporting to employing authorities on current and future manpower needs; executing personnel policy; and developing accurate personnel records and information manuals.

The Education Department's workforce includes approximately 60,000 teachers and professional officers employed under the Teaching Service Act, and 2,500 managers, administrators, and technical staff employed under Public Service Regulations. A further 5,800 staff, employed under the Education (School Councils) Act, work in support positions in individual schools. This Act has placed considerable powers regarding the employment of staff, other than teaching staff, in the hands of school councils. Nevertheless, terms and conditions of work for such employees are still negotiated between Personnel Division and the Public Service Board.

The Division provides opportunities for self development. This includes the participation in management development programmes, assistance to attain higher qualifications relevant to future manpower needs, and sponsorship to external training courses. A programme of skills training is also maintained.

The Teacher Liaison (Welfare) Office provides a comprehensive information and advisory service for teachers. The welfare of staff approaching retirement is provided for by holding retirement planning seminars for all staff aged 55 years and over. The Teacher Housing Officer assists with housing problems encountered by country teachers. Liaison with teacher and principals' organisations, the Victorian Public Service Association, trade unions, and parent bodies has been established.

Other initiatives of Personnel Division include the co-ordination of the staffing structure of the entire Department and the development of a computerised personnel records system. This system will permit fast and accurate response to queries. For example, the system will allow the identification of teachers offering to teach a certain subject working at schools in a defined area; thus allowing manpower planning to be carried out on a sound basis.

Teacher education and professional development

Teacher education is undergoing a continual process of change at both the pre-service and in-service level. The Education Department ceased to provide any further studentships and scholarships from the beginning of 1979, but continues to offer subsidised accommodation to teacher trainees in halls of residence located in the metropolitan area and at Ballarat, Bendigo, and Geelong. The input to teacher training institutions has been progressively reduced since 1977 in anticipation of a declining demand for teachers consequent upon the falling school enrolments which have been forecast for the mid-1980s.

The Victorian Post-Secondary Education Commission, established by legislation in May 1978, is now well advanced with absorbing the functions of the two co-ordinating bodies, the Victoria Institute of Colleges and the State College.

The Victorian Committee of Inquiry into Teacher Education was established by the Minister of Education, and commenced its activities in December 1978, with the objective of reporting to the Victorian Government towards the end of 1979. The Committee embraces a wide cross-section of the community and has a charter to make

recommendations on assumptions and objectives in teacher education for the next twenty-five years.

The direct recruitment of overseas teachers ceased in May 1977, but programmes for the exchange of teachers continue to expand. For example, in 1979, fifty International Teaching Fellowships (I.T.F.), each of twelve months' duration, were awarded to Victorian teachers. In addition, one two-year Fellowship to the United Nations International School in New York was awarded to a Victorian secondary teacher. Japan was included for the first time in the I.T.F. programme. Three teachers were granted exchanges to the United Kingdom by arrangement with the League for the Exchange of Commonwealth Teachers, and four teachers were awarded interstate exchanges. Twenty-five teachers and two parents were granted awards under the Schools Exchange and Travel Scheme which enabled them to work in a variety of schools and institutions in Victoria and other States.

Teachers continue to strive for qualifications which enable them to be promoted to the top positions in the teaching service. In Victorian high schools, 87 per cent of teachers are assessed as having four years of tertiary education, whereas in technical schools and primary schools the proportions are 68 per cent and 33 per cent, respectively. Since the standard length of pre-service courses for primary teachers is three years, the proportion of teachers holding the equivalent of four years of tertiary education is very high. This is a tribute to primary teachers concerned to improve education in their schools.

The demand for short in-service education courses for which no qualification is awarded continues to remain high. This occurs despite cuts in available funds, because teachers see these activities as directly related to improvements in classroom teaching.

Further references: State secondary education, *Victorian Year Book* 1962, pp. 206-9; State primary education, 1963, pp. 191-6; Educational administration, 1964, pp. 208-10; Audio-visual education, 1964, pp. 211-12; Technical education, 1965, pp. 207-17; Teacher training, 1967, pp. 480-4; History of Education Department, 1969, pp. 107-10; Development of curricula, 1969, pp. 479-81; Recent developments, 1970, pp. 479-80; Commonwealth aid to education in Victoria, 1972, pp. 435-40; Educational administration, 1974, pp. 467-9; Community schools, 1974, p. 469; Student counselling in Victoria, 1975, pp. 727-9; Victorian Education Department, 1976, pp. 176-9; Decentralisation in educational administration, 1979, p. 573

NON-GOVERNMENT SYSTEM

Council of Public Education

General

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and established the Teachers and Schools Registration Board of Victoria. This Board was responsible for the registration of non-government schools within Victoria and teachers employed in such schools. The Council of Public Education was constituted by the *Education Act* 1910 and assumed the registration functions of the Schools and Teachers Registration Board.

Registration of teachers

Non-government schools in Victoria are not permitted to employ teachers who are not registered with the Council of Public Education or who do not have the Council's permission to teach. To obtain registration as a teacher a person must have completed an accredited course of teacher training at an institution recognised by the Council for the training of teachers. Each person applying for registration must provide documentary evidence of his academic and teacher training qualifications. The categories of teacher registration are primary, junior-secondary, secondary, and special subject.

Registration of schools

Before a non-government school can be registered, the Council of Public Education must be satisfied that it has adequate buildings, courses of study, and trained staff. Non-government schools are subject to inspection by inspectors of the Education Department. Each school is registered either as a primary, junior-secondary, secondary, or technical, or special school, or as a school of any two or more of such descriptions. The Council can refuse to register any school which has unsatisfactory premises or which does not provide an adequate standard of teaching.

Non-government schools

General features

Non-government schools in Victoria are registered with the Council of Public Education. They derive their working income from fees charged, and through government assistance by way of per capita grants. Victorian per capita grants are related to the average cost per child per year in Victorian primary and secondary government schools. Commonwealth per capita grants are paid to non-government schools on the basis of a "categories of need" system, administered by the Schools Commission through the State Planning and Finance Committee. These grants are of critical importance in every non-government school's financial arrangements.

Non-government schools educate approximately 24 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, they provide a wide variety of co-curricular activities. Their autonomy allows a degree of innovation and organisational variety which leads to wide differences between schools, and they therefore differ not only from government schools, but also from each other. The schools vary in size; some are boys' schools, some are girls' schools, some co-educational, some day schools with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

The controlling body of each non-government school may be a council of representatives of a church, or of interested men and women, or, if under the control of a religious order, as are many Catholic schools, the controlling body in Victoria of the order. The structure and organisation of school governing bodies vary, and in many cases non-Catholic schools are bodies incorporated under the Companies Act as companies limited by guarantee.

The curriculum offered in non-government schools is much the same as that provided in comparable government schools. Teaching methods are also similar, although there are increasing changes being made in the academic organisation within non-government schools. In denominational schools, religious education is included as part of the academic curriculum and is also emphasised in other aspects of school organisation. Scholarships are offered by many schools and non-government school pupils are also entitled to the financial benefits gained through securing government scholarships. Many schools provide bursary assistance for those in financial need.

Music, drama, debating, and similar cultural activities flourish at non-government schools in Victoria. Many schools have orchestras and choral groups, and some of these orchestras tour overseas and interstate. Many schools produce more than one play during a year and include drama in their academic curriculum. The ownership by schools of camps in the country or in State forests is common; at these camps, Outward Bound type activities are undertaken. Service activities are an important part of non-government school life, and organisations such as scouts, venturers, the Duke of Edinburgh Award Scheme, guides, and cadets can be found in the majority of schools. Most games are played, and schools are usually grouped together to facilitate the playing of matches; two such groups are the Associated Grammar Schools and the Associated Public Schools.

Further reference: *Victorian Year Book 1979*, pp. 568-9

Catholic education

General

The majority of non-government schools in Victoria are Catholic. In 1980, there were approximately 161,500 pupils in Victorian Catholic schools.

Catholic education in Victoria has traditionally been administered at the diocesan and at the local level. In recent years, diocesan education boards and many parish education boards have been established, and diocesan education offices have been expanded. Co-ordination of policy and administration is achieved through the Catholic Education Commission of Victoria (CECV). The CECV has a chairman and an executive committee of eight persons — executive director, planning officer, administrative officers from each of the four dioceses, and two members of teaching religious congregations. There are also consultative commissioners representing among other bodies the dioceses, major superiors

of religious congregations, principals of primary and secondary schools, primary and secondary teachers, and there are two parent representatives.

The CECV provides or appoints representatives of Catholic schools on many organisations, including the Victorian Institute of Secondary Education, the Council of Public Education, the Victorian In-Service Education Committee, and the State Planning and Finance Committee. The Catholic Education Office of Victoria is the administrative arm of the CECV.

Primary schools and kindergartens

Fifteen pre-schools are conducted under the auspices of the Catholic Church in Victoria, and are open to all applicants independent of their religious affiliations.

Virtually every parish in Victoria conducts a primary school, and in the larger parishes there may be two schools. In 1979, there were 348 parish primary schools, enrolling 91,566 pupils. A total of 4,369 primary pupils were also enrolled in 34 primary/secondary schools. There were also eight special schools catering for children with varying special needs, and with a total enrolment of 277 children in 1979. In 1979, approximately 60 per cent of the parish schools in Victoria were conducted by principals who were members of religious congregations. Other members of religious orders teach in the schools (including those conducted by lay principals) but at present the majority of teachers are lay.

Parish primary schools are divided into eighteen zones or regions, each of which has its own education consultant who liaises between schools and the Catholic education offices.

Secondary education

In Victoria in 1979, there were 124 Catholic secondary schools enrolling 66,084 students. Five of these schools are technical schools with 1,596 pupils enrolled, 34 are primary/secondary schools with 19,161 pupils enrolled, and the remaining 45,327 pupils are enrolled at 85 secondary schools. Catholic secondary schools are controlled either by a religious congregation which owns and maintains it, or by a Regional College Board which represents a number of parishes having priority of access to the school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1979, eighteen Catholic secondary schools in Victoria had lay principals, while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

In the past, most Catholic secondary schools have been single-sex. This is changing, as most new schools are co-educational, and numbers of existing boys' and girls' colleges have amalgamated in order to rationalise resources. Another recent development is the establishment of senior co-educational colleges which cater for students in Years 11 and 12. Such senior colleges are usually linked to several Year 7-10 establishments in the surrounding area.

Tertiary education

The main emphasis is on primary teacher education for both male and female students. The Institute of Catholic Education, which is a member of the State College of Victoria, incorporates Mercy College at Ascot Vale, Christ College at Oakleigh, and Aquinas College at Ballarat. These colleges, while emphasising pre-service education, have introduced a number of graduate diploma courses. A Diploma of Education (Secondary) is offered at Mercy College. There are university colleges and halls of residence at the University of Melbourne and Monash University and several theological colleges provide for the education of students for the priesthood. These colleges provide full-time and part-time studies for both religious and lay teachers.

The Catholic Education Office of Victoria offers various in-service activities to principals, teachers, and school staffs.

Religious education

In all Catholic schools, emphasis is placed on the education of the whole child: the spiritual element as well as the mental, social, and physical. There are about 100,000 Catholic pupils in State schools and the religious education of some of these pupils is undertaken by a team of religious teachers who are assisted by priests and voluntary catechists.

Professional organisations

Teachers and principals in Catholic schools can belong to a number of professional organisations. These organisations include the Principals Association of Victorian Catholic Secondary Schools, the Regional Colleges Principals Association, the Victorian Parish Principals Representative Committee, the Association of Teachers in Victorian Catholic Secondary Schools, and the Victorian Catholic Primary Teachers' Association.

Some Catholic schools are members of the Association of Independent Schools of Victoria.

Other non-government schools*General*

Many non-Catholic independent schools began as Church foundations. Such schools were generally founded in the second half of the nineteenth century or during the early years of this century. The founding Church remains actively involved in many of these schools today.

Not all the older non-Catholic schools, however, have a denominational affiliation, and this absence of a denominational affiliation has become the norm for non-Catholic independent schools established during the last ten years. During this period, the number of newly-established, non-Catholic independent schools has risen quite dramatically. Most of these remain relatively small schools with an emphasis on meeting the needs, and involving the participation, of local communities; hence the common term "community schools". Despite their non-denominational nature, most of these schools have a strong religious dimension. For example, several schools have been established on an ecumenical Christian Community College model, while others have been established by various associations for Parent-Controlled Christian Education.

Association of Independent Schools of Victoria and associated organisations

Most non-government schools which are not Catholic, and some Catholic schools, belong to the Association of Independent Schools of Victoria (AISV) which is one of the constituents of the National Council of Independent Schools (NCIS).

The AISV is an association of non-government schools. Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the AISV is to consider the relationship of the schools to government and the public, nationally through NCIS and at a State level where appropriate.

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (HMCISA) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV). The Victorian branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-five schools with a majority of boys enrolled, and the Association of Heads of Independent Girls' Schools of Victoria is an incorporated body consisting of principals of non-government schools with a majority of girls enrolled: seven of these schools are co-educational and twenty-seven are single sex girls' schools.

Through regular meetings, principals are kept informed on a wide variety of matters which affect their schools and receive reports from representatives working on various social and educational committees. These include the Incorporated Association of Registered Teachers of Victoria (IARTV), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Institute of Secondary Education (VISE), the Victorian Universities Admissions Committee, and the Australian Broadcasting Commission. There is regular communication between the two bodies and joint meetings are held as necessary.

Assistant teachers are represented by the Victorian Association of Teachers in Independent Schools (VATIS). This body was formed in 1975 by the amalgamation of the Association of Teachers in Independent Schools and the Assistant Mistresses Association of Victoria. VATIS is affiliated with the Independent Teachers Federation of Australia.

The Incorporated Association of Registered Teachers of Victoria has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in

Independent Schools, and all Victorian members of HMCISA and AHIGSA; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the IARTV are to enable those who practise the profession of teaching in non-government schools, principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Council of Public Education, University of Melbourne Faculty of Education, Monash University Education Faculty Board, the VISE and its several standing committees, Australian Broadcasting Commission planning committees for school broadcasts and school concerts, and the Victorian Council for Children's Films and Television. In addition, the IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

Primary and secondary education statistics

VICTORIA—NUMBER OF SCHOOLS REGISTERED, TEACHERS, AND PUPILS (a)

Year	Government			Non-government			Total		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
1975	2,161	37,728	618,112	578	10,525	198,839	2,739	48,253	816,951
1976	2,164	40,543	624,707	586	10,723	201,083	2,750	51,266	825,790
1977	2,162	41,895	626,317	584	11,356	203,318	2,746	53,251	829,635
1978	2,152	42,981	623,609	600	11,882	207,160	2,752	54,863	830,769
1979	2,155	40,779	614,419	617	10,344	211,141	2,772	51,123	825,560

(a) First school day in August.

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS: CLASS OF SCHOOL: SEX OF PUPILS, 1978 (a)

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,686	193,156	183,518	376,674	382	46,677	46,391	93,068
Primary-secondary	19	2,883	2,778	5,661	101	32,239	31,167	63,406
Secondary (b)	279	71,134	99,540	170,674	101	20,834	27,789	48,623
Secondary technical	105	50,856	13,066	63,922	5	1,313	280	1,593
Correspondence	1	605	710	1,315	—	—	—	—
Special	62	3,262	2,101	5,363	11	241	229	470
Total	2,152	321,896	301,713	623,609	600	101,304	105,856	207,160

(a) First school day in August.

(b) Excluding secondary technical schools.

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS: CLASS OF SCHOOL: SEX OF PUPILS, 1979 (a)

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,683	190,710	180,915	371,625	395	47,602	47,195	94,797
Primary-secondary	19	2,770	2,776	5,546	107	33,049	31,645	64,694
Secondary (b)	282	69,213	97,689	166,902	99	21,497	28,125	49,622
Secondary technical	107	49,904	13,760	63,664	5	1,328	268	1,596
Correspondence	1	563	753	1,316	—	—	—	—
Special	63	3,270	2,096	5,366	11	220	212	432
Total	2,155	316,430	297,989	614,419	617	103,696	107,445	211,141
Total								

(a) First school day in August.

(b) Excluding secondary technical schools.

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1978 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools	
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other			
Under	6	M	23,801	5,754	402	175	36	186	259	6,812	30,613
	F	22,710	5,570	280	204	27	161	407	6,649	29,359	
	6	T	46,511	11,324	682	379	63	347	666	13,461	59,972
	6	M	28,955	6,578	432	226	37	162	310	7,745	36,700
	F	27,653	6,568	323	209	40	186	459	7,785	35,438	
	T	56,608	13,146	755	435	77	348	769	15,530	72,138	
	7	M	29,989	6,734	441	239	46	163	293	7,916	37,905
	F	29,099	6,946	350	236	41	184	440	8,197	37,296	
	T	59,088	13,680	791	475	87	347	733	16,113	75,201	
	8	M	28,126	6,893	463	236	50	150	269	8,061	36,187
	F	26,742	6,746	363	203	33	131	477	7,953	34,695	
	T	54,868	13,639	826	439	83	281	746	16,014	70,882	
	9	M	28,241	6,715	486	303	51	130	262	7,947	36,188
	F	26,833	6,792	396	259	39	141	413	8,040	34,873	
	T	55,074	13,507	882	562	90	271	675	15,987	71,061	
	10	M	26,491	6,913	614	379	68	145	253	8,372	34,863
	F	25,199	6,726	385	218	49	125	461	7,964	33,163	
	T	51,690	13,639	999	597	117	270	714	16,336	68,026	
	11	M	25,272	6,729	668	395	62	119	217	8,190	33,462
	F	23,932	6,541	457	243	61	102	401	7,805	31,737	
	T	49,204	13,270	1,125	638	123	221	618	15,995	65,199	
	12	M	4,587	1,264	104	58	7	15	54	1,502	6,089
	F	3,607	1,110	58	27	8	9	9	1,273	4,880	
	T	8,194	2,374	162	85	15	24	115	2,775	10,969	
	13	M	196	60	1	1	—	—	5	67	263
	F	107	47	1	1	—	—	6	56	163	
	T	303	107	2	2	1	—	11	123	426	
	14	M	11	4	—	1	—	—	—	5	16
	F	5	4	—	—	—	—	—	1	5	10
	T	16	8	—	1	—	—	1	10	26	
Over	14	M	1	—	—	—	—	—	—	1	1
	F	2	1	—	—	—	—	—	—	1	3
	T	3	1	—	—	—	—	—	—	1	4
Total primary grades	M	195,670	47,644	3,611	2,013	357	1,070	1,922	56,617	252,287	
	F	185,889	47,051	2,613	1,600	299	1,039	3,126	55,728	241,617	
	T	381,559	94,695	6,224	3,613	656	2,109	5,048	112,345	493,904	
Total special schools (b)	M	3,262	135	—	—	—	—	—	106	241	3,503
	F	2,101	167	—	—	—	—	—	62	229	2,330
	T	5,363	302	—	—	—	—	—	168	470	5,833
Total all primary pupils (b)	M	198,932	47,779	3,611	2,013	357	1,070	2,028	56,858	255,790	
	F	187,990	47,218	2,613	1,600	299	1,039	3,188	55,957	243,947	
	T	386,922	94,997	6,224	3,613	656	2,109	5,216	112,815	499,737	

(a) First school day in August.

(b) All pupils at special schools are included under primary education.

M: Males; F: Females; T: Total.

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1979 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools	
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other			
Under	6	M	22,575	5,840	403	169	37	230	261	6,940	29,515
	F	21,512	5,606	306	171	25	186	410	6,704	28,216	
	6	T	44,087	11,446	709	340	62	416	671	13,644	57,731
	6	M	26,754	6,575	399	220	38	169	298	7,699	34,453
	F	25,274	6,375	287	201	36	171	446	7,516	32,790	
	T	52,028	12,950	686	421	74	340	744	15,215	67,243	
	7	M	28,585	6,789	425	239	48	149	329	7,979	36,564
	F	27,300	6,876	350	241	42	179	474	8,162	35,462	
	T	55,885	13,665	775	480	90	328	803	16,141	72,026	
	8	M	29,299	6,983	470	269	51	176	317	8,266	37,565
	F	28,433	7,122	378	254	48	191	468	8,461	36,894	
	T	57,732	14,105	848	523	99	367	785	16,727	74,459	
	9	M	27,690	6,974	537	309	58	144	291	8,313	36,003
	F	26,376	6,802	420	228	41	137	509	8,137	34,513	
	T	54,066	13,776	957	537	99	281	800	16,450	70,516	
	10	M	27,632	6,954	651	373	52	142	297	8,469	36,101
	F	26,353	7,001	469	293	43	142	478	8,426	34,779	
	T	53,985	13,955	1,120	666	95	284	775	16,895	70,880	
	11	M	25,597	6,855	646	444	68	125	269	8,407	34,004
	F	24,321	6,756	421	235	56	115	503	8,086	32,407	
	T	49,918	13,611	1,067	679	124	240	772	16,493	66,411	

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1979 (a)—continued

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
12	M	4,771	1,338	127	66	15	12	75	1,633	6,404
	F	3,596	992	58	24	14	9	70	1,167	4,763
	T	8,367	2,330	185	90	29	21	145	2,800	11,167
13	M	169	58	11	1	—	—	3	73	242
	F	100	39	2	1	—	—	6	48	148
	T	269	97	13	2	—	—	9	121	390
14	M	12	—	—	—	—	—	2	2	14
	F	1	—	1	—	—	—	—	1	2
	T	13	—	1	—	—	—	2	3	16
Over	M	3	—	—	—	—	—	—	—	3
	F	5	—	—	—	—	—	—	—	5
	T	8	—	—	—	—	—	—	—	8
Total primary grades	M	193,087	48,366	3,669	2,090	367	1,147	2,142	57,781	250,868
	F	183,271	47,569	2,692	1,648	305	1,130	3,364	56,708	239,979
	T	376,358	95,935	6,361	3,738	672	2,277	5,506	114,489	490,847
Total special schools (b)	M	3,270	126	—	—	—	—	94	220	3,490
	F	2,096	151	—	—	—	—	61	212	2,308
	T	5,366	277	—	—	—	—	155	432	5,798
Total all primary pupils (b)	M	196,357	48,492	3,669	2,090	367	1,147	2,236	58,001	254,358
	F	185,367	47,720	2,692	1,648	305	1,130	3,425	56,920	242,287
	T	381,724	96,212	6,361	3,738	672	2,277	5,661	114,921	496,645

(a) First school day in August.

(b) All pupils at special schools are included under primary education.

M: Males; F: Females; T: Total.

VICTORIA—SECONDARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1978 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
Under	M	467	96	84	63	4	9	9	265	732
	F	468	142	71	34	3	18	89	357	825
	T	935	238	155	97	7	27	98	622	1,557
12	M	19,508	4,632	1,105	846	129	108	282	7,102	26,610
	F	18,736	5,657	903	601	189	112	671	8,133	26,869
	T	38,244	10,289	2,008	1,447	318	220	953	15,235	53,479
13	M	24,950	5,531	1,349	965	148	127	305	8,425	33,375
	F	22,689	6,521	1,025	681	181	111	730	9,249	31,938
	T	47,639	12,052	2,374	1,646	329	238	1,035	17,674	65,313
14	M	26,287	5,368	1,486	1,053	133	104	298	8,442	34,729
	F	23,330	6,253	1,073	792	206	98	700	9,122	32,452
	T	49,617	11,621	2,559	1,845	339	202	998	17,564	67,181
15	M	24,141	5,035	1,399	1,099	149	120	269	8,071	32,212
	F	21,489	5,868	1,111	856	192	104	720	8,851	30,340
	T	45,630	10,903	2,510	1,955	341	224	989	16,922	62,552
16	M	17,517	3,623	1,406	1,014	142	106	264	6,555	24,072
	F	16,590	5,114	938	918	178	101	692	7,941	24,531
	T	34,107	8,737	2,344	1,932	320	207	956	14,496	48,603
17	M	7,792	2,383	988	761	119	69	194	4,514	12,306
	F	8,293	3,134	733	781	134	86	505	5,373	13,666
	T	16,085	5,517	1,721	1,542	253	155	699	9,887	25,972
18	M	1,704	495	192	131	22	11	85	936	2,640
	F	1,545	436	117	84	5	10	115	767	2,312
	T	3,249	931	309	215	27	21	200	1,703	4,952
19	M	322	39	14	8	—	1	30	92	414
	F	220	26	3	14	1	1	23	68	288
	T	542	65	17	22	1	2	53	160	702
20	M	79	6	2	2	—	—	14	24	103
	F	57	4	—	1	—	—	8	13	70
	T	136	10	2	3	—	—	22	37	173
21 and over	M	197	3	—	2	1	—	14	20	217
	F	306	7	—	—	—	—	18	25	331
	T	503	10	—	2	1	—	32	45	548
Total all secondary pupils	M	122,964	27,211	8,025	5,944	847	655	1,764	44,446	167,410
	F	113,723	33,162	5,974	4,762	1,089	641	4,271	49,899	163,622
	T	236,687	60,373	13,999	10,706	1,936	1,296	6,035	94,345	331,032

(a) First school day in August.

M: Males; F: Females; T: Total.

**VICTORIA—SECONDARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1979 (a)**

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
Under	M	429	125	62	72	1	11	12	283	712
	F	421	127	68	33	5	9	71	313	734
	T	850	252	130	105	6	20	83	596	1,446
12	M	19,922	4,754	1,273	886	124	111	301	7,449	27,371
	F	19,152	5,794	927	703	170	118	728	8,440	27,592
	T	39,074	10,548	2,200	1,589	294	229	1,029	15,889	54,963
13	M	24,258	5,485	1,262	975	152	117	373	8,364	32,622
	F	22,192	6,524	1,047	684	213	117	788	9,373	31,565
	T	46,450	12,009	2,309	1,659	365	234	1,161	17,737	64,187
14	M	25,098	5,525	1,447	1,036	146	109	317	8,580	33,678
	F	22,679	6,374	1,043	757	192	106	746	9,218	31,897
	T	47,777	11,899	2,490	1,793	338	215	1,063	17,798	65,575
15	M	23,450	4,986	1,479	1,061	139	106	303	8,074	31,524
	F	21,277	6,066	1,132	810	220	92	712	9,032	30,309
	T	44,727	11,052	2,611	1,871	359	198	1,015	17,106	61,833
16	M	16,929	4,041	1,327	1,063	146	116	252	6,945	23,874
	F	16,273	4,944	1,066	860	191	98	662	7,821	24,094
	T	33,202	8,985	2,393	1,923	337	214	914	14,766	47,968
17	M	7,624	2,552	1,104	758	114	71	193	4,792	12,416
	F	8,350	3,149	662	687	152	68	494	5,212	13,562
	T	15,974	5,701	1,766	1,445	266	139	687	10,004	25,978
18	M	1,786	536	216	136	26	12	125	1,051	2,837
	F	1,567	589	107	119	16	6	132	969	2,536
	T	3,353	1,125	323	255	42	18	257	2,020	5,373
19	M	305	55	15	14	—	—	34	118	423
	F	233	61	2	13	1	—	34	111	344
	T	538	116	17	27	1	—	68	229	767
20	M	81	7	2	—	—	—	11	20	101
	F	55	6	—	—	—	—	11	17	72
	T	136	13	2	—	—	—	22	37	173
21 and over	M	191	4	—	3	—	—	12	19	210
	F	423	11	—	1	—	—	7	19	442
	T	614	15	—	4	—	—	19	38	652
Total all secondary pupils	M	120,073	28,070	8,187	6,004	848	653	1,933	45,695	165,768
	F	112,622	33,645	6,054	4,667	1,160	614	4,385	50,525	163,147
	T	232,695	61,715	14,241	10,671	2,008	1,267	6,318	96,220	328,915

(a) First school day in August.
M: Males; F: Females; T: Total.

EXAMINATIONS

Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education was established by Act of Parliament on 30 November 1976 as an autonomous statutory body, supported by a Victorian Government grant and governed by a council consisting of a chairman and twenty-four other members all appointed by the Governor in Council. The first chairman, who is also Dean of the Faculty of Education at the University of Melbourne, has been seconded from the University to the Institute on a half-time basis. The Executive Secretary of the Institute is its chief executive officer and is supported by a professional staff.

The objects of the Institute are to assist "persons who are in a process of transition from secondary school to further studies or employment or from employment to further secondary studies on a basis of adequate information, consultation, guidance, and preparation" and in doing so "to arrange for or accredit or conduct such evaluations or assessments of the ability and achievements of students as may assist in their transition to further studies or employment and . . . to distribute information relating to the results of such evaluations or assessments".

The second of these objects involved the Institute in taking over the assets, staff, and programme of the Victorian Universities and Schools Examinations Board on 2 April 1979 when the Board was dissolved. For many years, there has been widespread discussion of the inadequacy of the Higher School Certificate Examination at the end of sixth year secondary level to meet the needs of all students leaving school at this level and the limited capacity of the Victorian Universities and Schools Examinations Board to make appropriate changes. It became clear that the whole process of transition from school to the next stage, for all students, should be considered as an integrated operation; and that this required an independent body with broad powers, governed by a council representing

a wide cross-section of the educational and general community. This situation has now been achieved by the establishment of the Institute.

The specific activities of the Institute have developed into a number of inter-related programmes, which include:

- (1) Consultations with and liaison between educational and community groups to identify the issues involved in transition;
- (2) wide-ranging public relations and community education to ensure that these issues are properly understood;
- (3) the dissemination of educational and occupational information to students, employers, and post-secondary institutions about procedures and requirements and about the qualifications of individuals;
- (4) the assessment and accrediting of individual qualifications, at the point of leaving school, not only at sixth year secondary level;
- (5) advice to schools and other educational bodies about appropriate curricula and methods of evaluation of such curricula;
- (6) the development of special programmes and materials for early school leavers and disadvantaged groups;
- (7) the provision of adequate advisory services and in-service education for students, teachers, and parents; and
- (8) continuing research into all these matters.

Much of the success of the Institute will depend upon a recognition by the community that because these matters are inter-related and highly complex, enduring developments and changes are more likely to be achieved by a process of evolution than through hasty decisions to meet isolated, though pressing, problems.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1975	1976	1977	1978	1979
Total entries	30,441	32,133	29,371	28,791	27,162
Number who attempted to pass fully	22,966	23,676	22,533	22,569	21,738
Number who passed fully	15,787	16,069	15,619	15,315	15,034
Percentage who passed fully	68.7	67.9	69.3	67.9	69.2

Victorian Post-Secondary Education Commission

The Victorian Post-Secondary Education Commission which was foreshadowed in a Report on Post-Secondary Education in Victoria of a committee chaired by Emeritus Professor P.H. Partridge came into being with the proclamation of the *Post-Secondary Education Act 1978* on 25 October 1978. Within the general framework of the Act the Victorian Post-Secondary Education Commission has been established to better promote, develop, and co-ordinate post-secondary education in Victoria. Its overall responsibilities involve consultation, co-operation, and recommendation.

The functions, powers, and duties of the Commission are specified in the *Post-Secondary Education Act 1978*. The main task of the Commission is clearly stated in section 5(2) of the Act: "In carrying out its function under this Act the Commission shall aim to provide for the balanced development of all types of post-secondary education throughout Victoria having regard to the special needs of the people of Victoria who live in provincial cities, country towns and country areas". Post-secondary education is defined in the Act as education of persons (1) beyond the age of compulsory school attendance, and (2) who are not undergoing a full-time secondary education.

Generally, the Commission is required to make reports and recommendations to the Minister on planning, administration, organisation, co-ordination, and balanced development of all types of post-secondary education throughout Victoria. In addition, there are several specific functions:

- (1) To make recommendations to the Minister and the Commonwealth Tertiary Education Commission on funds required for post-secondary education and the distribution of funds among the sectors and institutions;
- (2) to make recommendations to the Minister and to the Tertiary Education Commission on the establishment of new post-secondary education institutions;

(3) to make recommendations to the Minister and to the Tertiary Education Commission on the offering of new courses of study and new academic awards; and
 (4) by consultation with appropriate bodies and persons and by the performance of research and investigations to establish the needs of the community in post-secondary education and to ensure that this field of education is attuned to changing financial economic and social circumstances.

To enable the Commission to carry out its responsibilities, the Act gives the Commission specific powers of review over submissions for funds to Commonwealth bodies without the power of veto but with the power to comment on these proposals, and capacity to control the introduction of new fields of study and major extensions to existing fields by veto. It is noteworthy that the Commission is to have regard to the needs of the community for all avenues for post-secondary education.

Commission activities

The Commission commenced operations in a time of uncertainty in post-secondary education. Many of the problems were nation-wide, while some were specific to Victoria. The Commission addressed itself to a number of these issues and two special inquiries were carried out during 1979.

The Co-ordination of Advanced Education in Victoria. This inquiry commenced early in 1979 and the VPSEC recommendations in the form of a report were presented to the Minister on 1 June 1979. On 18 July 1979, the Minister of Education made a statement in the House on co-ordination of advanced education in Victoria adopting to a large extent the Commission's recommendations. Action is now in train to carry out these recommendations.

The Future of Technical and Further Education. The inquiry commenced halfway through 1979 and in October the Board of Commissioners* agreed to recommend to the Minister as follows: "That an Interim Technical and Further Education Board be established immediately by Order of the Governor in Council under the provisions of the *Post-Secondary Education Act 1978*".

On 4 November 1979, the Minister circulated the report to institutions and bodies affected requesting their comments on the recommendations by 21 December 1979. In addition, the Engineering Working Party and the Working Party on the Future Development of the Abbotsford Site have made interim reports to the Board.

Further references: Public examinations, *Victorian Year Book 1966*, pp. 202-3; *Victorian Universities and Schools Examination Board, 1974*, pp. 486-7 and 1977, pp. 717-19; *Examinations in the 1970s, 1975*, pp. 726-7; *Post-Secondary Education Committee, 1979*, p. 575

TECHNICAL EDUCATION

Technical schools and colleges

General

In Victoria, the term technical education is defined under the *Education Act 1958* as follows: "Technical education includes instruction in the principles of any science or art as applied to industries, accompanied by individual laboratory or workshop practice, and includes instruction in subjects connected with or preparatory for industrial commercial agricultural mining domestic or artistic pursuits".

Technical education has its origins in the Schools of Mines and Industries and Mechanics Institutes in the middle of the last century. Established by local citizens, these institutions set the pattern for a high level of community involvement, response to community needs, and vocational orientation which are still characteristic of technical education today. Major landmarks in the development of technical education were the development of secondary technical schools in the early years of this century and the splitting off of the major technical colleges in 1965 to form the nucleus of the Victoria Institute of Colleges.

Today, under the administration of the Technical Schools Division of the Education Department, technical education comprises two distinctive components. These are secondary education in technical schools and technical and further education (TAFE).

* The term "Board of Commissioners" has been adopted to refer to the eight commissioners in formal meeting as distinct from "the Commission" which refers to the total organisation. There are two full-time Commissioners, the chairman and deputy chairman, and six part-time Commissioners.

Secondary education in technical schools

This term refers to the type of education which has developed in, and is characteristic of, technical schools. Secondary education in technical schools provides a distinct alternative to high schools. It comprises a five year (Year 7 to 11) course, designed to achieve the fullest possible individual development of each student and to assist each to decide realistically on future educational and occupational specialisation. The curriculum aims at a balance of academic studies, creative experience, and practical skills. The fourth and fifth years provide opportunities for a measure of specialisation according to students' interests and abilities. Because most technical school teachers are required to have two to five years industrial experience before undertaking teacher training, secondary technical education has a distinctive practical character.

Technical schools enjoy a high degree of curriculum autonomy under the general control of the Technical Schools Division and with the support of a variety of curriculum committees and consultants.

Secondary technical education in government schools in 1979 was provided in 95 technical schools (including four technical high schools) and the secondary components of 12 technical colleges. Fifty-eight technical schools were co-educational, with a further 11 co-educational in some years. Others are being progressively converted to co-education. An indication of the demand for technical education is the establishment of technical components in 13 high schools in recent years. On the first school day in August 1979, there were 63,664 full-time secondary pupils enrolled at the 107 government technical schools and colleges. There were also 1,596 full-time secondary pupils enrolled at 5 non-government technical schools.

Technical and Further Education (TAFE)

A State Council for Technical Education is responsible for recommendations to the Minister of Education on overall policy and co-ordination of TAFE to ensure that TAFE effectively meets community needs. Eleven regional councils provide for local rationalisation of programmes.

The administrative responsibility for TAFE programmes lies with the Technical Schools Division of the Education Department. Within the division, a representative Technical Colleges Committee provides advice to the Director of Technical Education and a system of standing committees, with majority representation from industry, provides a major input to curriculum development. In the proclaimed apprenticeship trades Technical Schools Division standing committees develop a curriculum which is then submitted to Industrial Training Commission trade committees for approval.

The Division's TAFE activities provide further vocational education at occupational levels other than the professional level. This responsibility includes retraining and the provision of preparatory courses which may be necessary for access to other TAFE courses, other tertiary courses and/or employment. Certain special courses are provided specifically for disadvantaged groups such as the handicapped. Technical schools and colleges also provide, along with other agencies, community education concerned with personal and recreational development.

TAFE courses under the responsibility of the Technical Schools Division are provided in a variety of institutions. These include two TAFE colleges controlled by their own councils, eight TAFE components of colleges affiliated with the Victoria Institute of Colleges, twenty-one colleges established under the Schools Councils Act, TAFE sections in eighty technical schools, the Army Apprentice School, agriculture and horticultural colleges under the control of the Department of Agriculture, and evening classes in high schools. As well as the courses offered through these institutions a highly developed off-campus studies network allows students to study many TAFE courses at home. Fifteen off-campus studies co-ordinators have been appointed to TAFE colleges to assist students enrolled in off-campus courses.

TAFE courses are classified into eleven broad fields of study as follows: applied science, art and design, building, business studies, engineering, rural and horticultural, music, paramedical, industrial services, personal services, and general studies. Among its preparatory courses TAFE provides students from secondary schools (both government

and non-government) with the opportunity to undertake vocationally oriented electives (link courses) as part of their secondary course.

Technical and Further Education (TAFE) statistics

In *Victorian Year Books* prior to 1980, details shown in tables for technical schools and colleges referred only to schools and colleges under the control of the Victorian Education Department, and technical components of colleges affiliated with the Victoria Institute of Colleges. In the following table, the coverage of TAFE statistics has now been extended to include all components of TAFE:

VICTORIA—TAFE: NUMBER OF INSTITUTIONS AND NUMBER OF STUDENTS ENROLLED BY STREAM OF STUDY

Particulars	1976	1977	1978
Number of institutions (a)	239	246	221
Enrolments (b)—			
Full-time—			
Stream of study—			
Professional	462	369	296
Para-professional	3,867	3,511	3,693
Trades	800	1,475	884
Other skilled	794	508	948
Preparatory	4,770	4,982	6,820
Total	10,693	10,845	12,641
Part-time (c)—			
Stream of study—			
Professional	130	196	32
Para-professional	21,080	19,451	20,668
Trades	34,150	39,886	41,746
Other skilled	18,141	19,708	25,498
Preparatory	36,360	33,883	33,899
Adult education	29,719	34,966	48,699
Total	139,580	148,090	170,542
Total—			
Stream of study—			
Professional	592	565	328
Para-professional	24,947	22,962	24,361
Trades	34,950	41,361	42,630
Other skilled	18,935	20,216	26,446
Preparatory	41,130	38,865	40,719
Adult education	29,719	34,966	48,699
Total	150,273	158,935	183,183

(a) a TAFE institution is defined as a location or set of locations at which technical and further education is provided and which is regarded by the relevant authority as a single entity for major administrative purposes. In the case of multi-local institutions, the institution will comprise a parent centre and one or more ancillary centres or annexes.

(b) Total enrolments registered during the year up to 31 October.

(c) Includes external enrolments.

TERTIARY EDUCATION

Tertiary Education Commission

Introduction

In April 1977, the Commonwealth Parliament passed legislation to establish a Tertiary Education Commission. The Commission, which commenced operation on 22 June 1977, replaced the three existing tertiary commissions—the Universities Commission, the Commission on Advanced Education, and the Technical and Further Education Commission.

The role of the Tertiary Education Commission is to develop and recommend policies for Commonwealth financial support to the States across the range of post-secondary institutions. Under its Act, the Commission is required to perform its functions with the object of promoting the balanced and co-ordinated development of the provision of tertiary education in Australia and the diversification of opportunities for tertiary

education. The Commission is assisted in its work by three statutory Councils concerned with universities, advanced education, and technical and further education, respectively.

Financing of tertiary education

Commonwealth Government assistance to the States for the recurrent expenditure of universities dates from 1951-52. Grants were made on a matching basis (one dollar for each \$1.85 of State expenditure). Assistance for capital purposes was provided on a dollar for dollar basis. Assistance to the States for colleges of advanced education commenced in March 1965 when the Commonwealth Government agreed, as an interim measure, to make capital grants totalling \$5m during the remainder of the 1964-66 triennium. Grants for recurrent expenditure of colleges were made from the beginning of the 1967-69 triennium. The formula for matching both capital and recurrent grants for colleges with State expenditure was similar to that applied in the case of universities.

The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced. These grants continued under the States Grants (Technical Training) Acts to 30 June 1974. The Commonwealth Government, acting on the recommendations of the Australian Committee on Technical and Further Education (ACOTAFE), then introduced grants for TAFE recurrent expenditure while continuing its financial support for TAFE capital purposes. These grants have been provided under the *States Grants (Technical and Further Education) Act 1974*, the *States Grants (Technical and Further Education Assistance) Act 1976* and the *States Grants (Tertiary Education Assistance) Act 1977* and 1978. Under the *States Grants (Tertiary Education Assistance) Act 1978*, for calendar year 1979, Victoria has been allocated grants (at December 1978 prices) of \$16.0m for TAFE capital purposes and \$13.3m for TAFE recurrent purposes.

Further references: Swinburne Technical College, *Victorian Year Book 1963*, pp. 224-5; Science and Technology Careers Bureau, 1965, p. 241; Secondary technical education, 1975, pp. 713-14; Universities Commission, 1977, p. 723; Commission on Advanced Education, 1977, p. 733; Tertiary Orientation Programme, 1978, pp. 633-4

Victorian Universities Admissions Committee

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the then three universities for the selection of applicants seeking admission. A new agreement was signed on 4 October 1979 to incorporate Deakin University. The membership of the Committee is derived entirely from these four universities. Each may appoint one representative for every four hundred, and for every fractional part of four hundred, students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar (in the case of Monash, the Academic Registrar) or his deputy. It was recognised some years ago that there would be considerable advantage to universities, to other tertiary institutions, and to prospective applicants if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The number of participating institutions for selection of students to begin courses in 1980 is twenty-three.

The funds to carry out the activities of the Committee are provided by contributions from participating institutions. They are paid in proportion to the number of admittees to that institution in a given year, but a weighting which recognises the total enrolment of students in the institution is also applied. The Committee is not a statutory body and all staff are employed by Monash University but permanently seconded to the Committee.

The Committee conducts a joint selection process by the use of a common application form. It also allows each applicant to choose in order of preference more than one course of study up to a maximum of eight, to which he may seek admission. In the event of not being selected for admission to the course of his first preference (because of the limitation on the number of places available), the applicant will then be considered for selection for any other courses of study for which he has expressed preferences. The Committee is not

empowered to select applicants but merely acts on behalf of the institutions to receive applications and to notify applicants of the success or otherwise of their application.

University of Melbourne

General

The University of Melbourne was established by an Act of the Victorian Parliament on 22 January 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, the diplomates, members of the academic and designated general staff, and graduate and undergraduate students. It is governed by a council of up to thirty-nine members representing the Victorian Government, various community interests, the graduates, the diplomates, academic and general staff, graduate and undergraduate students, and the University colleges, with wide powers for the conduct of University affairs. The general academic administration of the University is conducted by faculties and boards of studies and supervised by the Academic Board.

In 1974, the University Council established a University Assembly with members elected from and by the University community. The Assembly is intended to be a permanent consultative body and a major forum for continuing evaluation by the University community of the University's aims and achievements, and to provide for open discussion on matters of general concern to that community.

The University site covers 19 hectares in Parkville, approximately one kilometre from the city's centre. Adjacent to the University site, under separate grants and titles, lie the recreation grounds of almost 6.5 hectares and the lands of the affiliated residential colleges covering more than 18 hectares. The University also shares with the Victorian Minister of Agriculture the ownership of the Veterinary Precinct of one and a half hectares and has interests in other external properties such as the Agriculture Field Station at Mt Derimut, Veterinary Clinical Centre at Werribee and McIlwraith Centre at Mt Martha, and certain properties in Parkville and Carlton.

Chairs

Chairs maintained at the University of Melbourne either out of general revenue or from endowments included the following at 18 December 1979:

Accounting (Fitzgerald Professor), Accounting (G. L. Wood Professor), Agricultural Engineering, Agriculture (3), Anatomy (2), Architecture (2), Biochemistry (2), Biochemistry (Medical), Botany (2), Building, Business Administration, Chemical Engineering, Child Dental Health, Civil Engineering, Classical Studies, Clinical Pharmacology and Therapeutics (Merck, Sharpe, and Dohne Professor), Commerce and Business Administration (Sidney Myer Professor), Commercial Law, Community Health, Computer Science, Conservative Dentistry, Dental Medicine and Surgery, Dental Prosthetics, Econometrics, Economic History, Economics (2), Economics (Ritchie Research Professor), Economics (Truby Williams Professor), Education (2), Education (John Smyth Professor), Electrical Engineering, Electronics and Communications, English (Robert Wallace Professor), English Language and Literature, Experimental Physics, Experimental Physiology and Medicine (Research Professor), Fine Arts (*The Herald* Professor), French, Genetics, Geography, Geology, Germanic Studies, Gerontology and Geriatric Medicine (Mount Royal National Research Institute Professor), History (Ernest Scott Professor), History (Max Crawford Professor), History and Philosophy of Science, Inorganic Chemistry, Italian, Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Law (George Paton Professor), Mathematics (4), Mathematics (RAAF Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (3), Medicine (James Stewart Professor), Meteorology, Microbiology (2), Microbiology (Medical), Middle Eastern Studies, Mining and Metallurgy, Music, Music (Ormond Professor), Obstetrics and Gynaecology, Obstetrics and Gynaecology (Dunbar Hooper Professor), Ophthalmology (Ringland Anderson Professor), Optometry, Organic Chemistry, Oriental Studies, Otolaryngology (William Gibson Professor), Paediatrics (Royal Children's Hospital Research Foundation Professor), Paediatrics (Stevenson Professor), Pathology (2), Pharmacology, Philosophy (Boyce Gibson Professor), Physical Chemistry, Physics (Chamber of Manufactures Professor), Physics

(RAAF Academy), Physiology (2), Political Science (2), Psychiatry (Cato Professor), Psychology (2), Radiology (Edgar Rouse Professor), Russian, Social Work, Statistics, Surgery (2), Surgery (Hugh Devine Professor), Surgery (James Stewart Professor), Theoretical Physics, Town and Regional Planning, Veterinary Biology, Veterinary Medicine, Veterinary Pathology, and Zoology.

In addition, the Vice-Chancellor and a number of academics in departments hold personal chairs, while the Deputy Vice-Chancellor, the Deputy Vice-Chancellor (Research), the Director of the Centre for Environmental Studies, and the Director of the Centre for the Study of Higher Education are, by statute, professors of the University.

Fees and financial assistance

There are no tuition fees for courses leading to degrees and diplomas but students in these courses pay an amenities and services fee entitling them to share in the corporate, social, and sporting activities centred in the University Union, the Sports Union, and the Students Representative Council. The students have a large measure of self-government in all matters concerning the University Union.

Fees are payable by students for the new scheme of continuing education courses. A wide variety of these courses, which do not lead to degrees or diplomas, are available.

Financial assistance for students is available in various ways. The Tertiary Education Assistance Scheme of the Commonwealth Government provides for living allowances subject to a means test and other conditions. There are also various scholarships and bursaries including those available from University administered trust funds, the Commonwealth and Victorian Public Services, and other organisations and foundations. In addition, the University provides loans in approved cases from the Students' Loan Fund.

Overseas students

Since the end of the Second World War, many Asian students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 716 in 1979, of whom 460 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, and Fiji.

Further references: Enrolment problems, *Victorian Year Book* 1962, pp. 229-30; Department of Child Health, 1963, p. 218; Post-graduate education, 1964, pp. 234-5; University of Melbourne Library, 1964, pp. 236-7; Affiliated residential colleges, 1966, pp. 212-13; Employment of graduates, 1967, pp. 488-9; Research in Victorian universities, 1968, pp. 492-3; University of Melbourne Veterinary School, 1971, pp. 457-8; Master plan for the University of Melbourne, 1972, pp. 457-8; University of Melbourne and advanced education, 1974, pp. 487-9; University of Melbourne Medical School, 1975, pp. 734-5; New medical curriculum, 1976, p. 657; Office for Continuing Education, 1977, pp. 725-6

Monash University

General

Monash University, established by an Act of the Victorian Parliament on 15 April 1958, was opened on 11 March 1961. Named after Sir John Monash, a distinguished Victorian engineer, soldier, and scholar, it is situated at Clayton, 19 kilometres from the centre of Melbourne and near the main arterial highway linking Melbourne with eastern Victoria. The 100 hectare site has been developed as a pedestrian campus served by a perimeter road, overlooking a large sports area, zoological reserve, and halls of residence. The site is protected by a surrounding "strip forest", and is landscaped with a notable collection of Australian trees and shrubs.

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1979 major projects in the University to the value of more than \$71m were either completed or under construction.

Monash University Library

The Monash University Library contained approximately 993,000 volumes in 1979, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main

Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

The University's five halls of residence provide on-campus, co-educational accommodation for 870 students. Tutors, married staff, and university visitors bring the total in residence to approximately 1,000.

Courses

There are seven faculties, each with a full-time dean: Arts, Economics and Politics, Education, Engineering, Law, Medicine, and Science.

Each faculty offers degree courses at undergraduate and postgraduate levels except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of Bachelor, Master, Doctor of Philosophy, and higher doctorates, there are a number of postgraduate diploma courses offered in various subjects. Interdisciplinary courses are offered in American Studies and Asian Studies, together with the diplomas in General and Comparative Literature, Migrant Studies, and the Master of Environmental Science programme. A wide variety of courses which do not lead to degrees or diplomas are conducted by the University's Centre for Continuing Education. A number of Centres encourage research work in defined areas: these include the Aboriginal Research Centre, the Centre of Policy Studies, the Dinah and Henry Krongold Centre for Exceptional Children, the Centre for Early Human Development, and the Higher Education Advisory and Research Unit.

Entrance requirements

The normal entrance requirement for an undergraduate student is to satisfy the Higher School Certificate requirements in the past prescribed by the Victorian Universities and Schools Examinations Board. The assessment of secondary education standards is now performed by the Victorian Institute for Secondary Education. Except for the Faculty of Arts and the Faculty of Medicine, there are no special faculty prerequisites, but in certain subjects it is assumed that the Higher School Certificate standard has been reached by the student.

Fees

There are no tuition fees payable for degree and diploma courses, but fees are charged for the various non-degree courses run by the Centre for Continuing Education. Overseas students may be required to pay a fee to the Department of Immigration. Students enrolled in degree or diploma courses are still required to pay a compulsory University Union fee as a condition of enrolment. This gives students access to the sports and other facilities of the University Union.

In addition to the Commonwealth and Victorian Government schemes for financial assistance there are a limited number of scholarships provided by private foundations and in approved cases the University makes loans out of the Students' Loan Fund.

Chairs

Appointments have been made to the following chairs:

Faculty of Arts. Anthropology and Sociology (2) Classical Studies, English, French, Geography (2), German, History (3), Indonesian and Malay, Japanese, Librarianship, Linguistics, Music, Philosophy (2), Russian, Social Work, Spanish, and Visual Arts.

Faculty of Economics and Politics. Accounting and Finance (2), Administrative Studies (2), Economic History, Econometrics and Operations Research (2), Economics (4), and Politics (3).

Faculty of Education. The Ian Clunies Ross Chair of Education (Science Education), the Fred Schonell Chair of Education (Social Psychology), and Education (3—Exceptional Children, History of Education, and Experimental Education).

Faculty of Engineering. Chemical Engineering, Civil Engineering (2), Electrical Engineering, Materials Engineering and Mechanical Engineering (3—Fluid Mechanics, Engineering Dynamics, and Mechanism).

Faculty of Law. The Sir Isaac Isaacs Chair of Law, the Sir John Latham Chair of Law, the Sir Leo Cussen Chair of Law, the Sir Hayden Starke Chair of Law, the Sir Owen Dixon Chair of Law, the Sir John Barry Chair of Law, and the Henry Bournes Higgins Chair of Law.

Faculty of Medicine. Anatomy, Biochemistry (3), Community Practice, Medicine (4), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology, Pharmacology, Physiology (2), Psychological Medicine, Social and Preventive Medicine (2), and Surgery (2).

Faculty of Science. Botany, Chemistry (3—Chemistry, Organic Chemistry and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (9—Pure Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Meteorology, Astronomy), Physics (3)—Theoretical Physics, Experimental Physics (2), Psychology and Zoology (2).

Further references: Medical School, Monash University, *Victorian Year Book* 1970, pp. 505–6; Centre of South-east Asian Studies, 1971, pp. 483–4; Community relations, 1974, pp. 497–8; Development: 1961–1975, 1975, pp. 736–7; Centre for Continuing Education, 1977, p. 728

La Trobe University

General

La Trobe University opened in 1967 with slightly more than 550 students. The Council, which is the governing authority of the University, has thirty-one members, including the Chancellor, Vice-Chancellor, Deputy Chairman of the Academic Board, President of the Students' Representative Council and the State Director-General of Education (or a deputy appointed by him). Of the remaining twenty-six members, nine are appointed by the Governor in Council, four are elected by Convocation, three are co-opted by Council, four are elected by university staff, three by the Academic Board, and three by students. The senior academic body of the University, the Academic Board, has the principal responsibility of making recommendations to Council on all matters of academic policy. These recommendations are normally framed in the light of advice which the Board receives from its various standing committees and from the boards of studies of the several schools which are the academic units into which the University is divided.

Schools and chairs

By 1979, the following forty-eight chairs had been established:

School of Agriculture. Agriculture (3).

School of Behavioural Sciences. Psychology (2) and Social Work.

School of Biological Sciences. Biochemistry, Botany, Genetics and Human Variation, Microbiology, and Zoology.

School of Education. Education (3).

School of Economics (5).

School of Humanities. Art History, English (2), French, History (3), Music, Philosophy (2), and Spanish.

School of Physical Sciences. Chemistry (3), Communication Engineering, Geology, Mathematics (3), and Physics (2).

School of Social Sciences. Legal Studies (2), Politics (3), and Sociology (3).

Courses in Cinema Studies, Italian, Linguistics, and Prehistory are offered in the School of Humanities. The University Language Centre provides non-credit courses of instruction in a number of European and Asian languages and in remedial English.

Site and buildings

The site plan is basically a concentric one which provides for a closely linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. At the end of 1979, there were 28 major buildings completed on the campus.

La Trobe University Library

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,500 readers' places including 48 enclosed carrels. By the end of 1978, the

Library contained nearly 353,000 bound volumes and received about 10,000 serial titles on subscription. The Library is open throughout the year and may be used by the general public for consultation.

Residences and unions

The University aims to provide a range of appropriate residential accommodation for those students who live away from home, and for members of staff who wish to live on campus, or in its immediate surroundings. Glenn College and Menzies College provide traditional university residential accommodation. Chisholm College allows residents a degree of self catering not available in the other colleges. In addition, a University company, La Trobe University Housing Limited, has built self-contained flats and terrace units on the southern perimeter of the campus. The colleges provide over 1,000 residential places, and flats and terrace units managed by the Company provide an additional 340 residential places.

The University Union provides a variety of dining, social, recreational, and other facilities which are available to all enrolled students and to such other members of the University as elect to pay the prescribed membership fee. All student members of the University are encouraged to participate in sporting activities through their membership of the Sports and Recreation Association, which administers the wide range of sporting facilities provided on the campus. Membership of the Staff Club, which provides dining and other facilities, is open to all University staff.

Students

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements of passes in four subjects in one sitting of the examination, including English. Applications for admission are processed through the Victorian Universities Admissions Committee.

The University also conducts a Special Entry Scheme which admits to degree courses in arts and economics adults who have not gained the usual entrance requirements but who, on the basis of other criteria, are considered to be capable of successfully pursuing tertiary studies. Applicants to the Scheme in the Schools of Economics, Humanities, and Social Sciences are required to be more than 18 years of age and to sit for an academic aptitude test and write an essay. In addition applicants to the School of Humanities are required to write a book review. In some cases applicants are interviewed before being made an offer. La Trobe University has offered external studies courses in the School of Physical Sciences since 1976.

Further reference: La Trobe University: 1967-1977, *Victorian Year Book* 1977, pp. 730-1

Deakin University

General

Deakin University is the first university in Victoria to be established outside the metropolitan area and it is named after Alfred Deakin, Australia's second Prime Minister, who played a major role in the federation of the Australian States at the turn of the century.

The University was established by an Act of Parliament given Royal Assent in December 1974. An Interim Council replaced the Interim Planning Council at this time, and was responsible for the affairs of the University until 31 December 1977. On 1 January 1978, the Council of the University was constituted under the Deakin University Act.

The Council has 32 members comprising: nine members appointed by the Governor in Council (including three members of the Victorian Parliament and two having a special interest in tertiary education and resident close to Ballarat and Bendigo, respectively); six members elected from the university staff; the Chancellor and Vice-Chancellor, the Chairman and Deputy Chairman of the Academic Board, and the president of the recognised student body, all *ex officio* members; a member appointed by the Victorian Minister of Education as his deputy; eight co-opted members; and two undergraduates and one post-graduate student elected by students.

The University began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). In 1979, the University enrolled a total of 4,403 students (comprising 1,581 full-time, 703 part-time, and 2,119 off campus students).

Academic development

A wide range of courses, both pure and applied are offered. The University has developed a major open campus studies programme to enable persons throughout Victoria and in other states to undertake university studies in their home towns. Course teams have designed, and are continuing to design, new academic programmes which are being offered to students both off and on campus.

Study centres have been established in areas throughout Victoria where there are concentrations of off campus students. The major study centre is in the heart of Melbourne, opposite Flinders Street railway station. Others have been established in the country towns of Shepparton, Horsham, Wangaratta, and Mildura in conjunction with the local Centres for Continuing Education, and in the regional cities Ballarat, Bendigo, Churchill, and Warrnambool in conjunction with the Colleges and Institutes of Advanced Education. The study centres provide tutorial, library, and audio visual facilities for use by off campus students, and are a meeting place for students and University staff, and for the popular weekend schools held by the University.

More than 2,100 off campus students were enrolled in 1979, the second year of operation of the open campus programme, and the University receives about 10,000 inquiries each year from interested persons in Australia and overseas. The off campus students are all over 21 years of age, and include a proportion of persons enrolled under a special entry scheme.

Special entry students must be over 21 years of age and should not have attempted the Higher School Certificate in the previous three years. No formal qualifications are required. The University is giving some preferential treatment to persons of Aboriginal descent and handicapped persons under this scheme.

Schools and chairs

The University has six academic Schools. The Schools and the chair occupied by each Planning Dean are: School of Management (Management), School of Education (Education), School of Engineering and Architecture (Engineering), School of Humanities (Philosophy), School of Sciences (Human Biology), and School of Social Sciences (History and Government).

In addition, the University has established chairs in Australian Studies, Chemistry, Human Nutrition, Computing, Architecture, and Literature.

Site and buildings

Facilities at the main campus at Waurin Ponds, about 9 kilometres from Geelong, will be extended to satisfy the needs of the University. The 82 hectare site will be expanded to allow for adequate building and recreational space on the campus.

The University expects to provide accommodation for a higher proportion of students than the three Melbourne metropolitan universities, so as to cater for students from country areas. At present 100 places are available, including a number of self contained flats on the campus. The whole environment of the University will be closely integrated with the community and planned as part of the development of the Waurin Ponds Valley as a green belt area.

The University has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only. This will be surrounded by residences, car parks, and sports fields. A lecture theatre, engineering building, and student flats were completed in 1979. The University hopes to receive sufficient funding to allow it to move staff and students from the two other campuses in Geelong and consolidate at Waurin Ponds in the near future.

Library

The Deakin University library is situated at the centre of the Waurin Ponds campus. The library also operates branches at the other campuses of the University in Geelong—The

School of Education, Vines Road, North Geelong, as well as the Art and Design Centre, Pakington Street, Newtown.

The library also has an efficient lending service to off campus students. Books are delivered to the student's home and collected from there by a courier service, at no cost to the student. The University also works through the Victorian regional library system, by supplying copies of certain books and copies of the microfiche catalogue of books held at Waurn Ponds to regional libraries. Thus material held in the central library is available to anyone in Victoria through their regional library.

The library collection of 160,000 items includes books, maps, videotapes, sound recordings, slides, microfilms, and microfiche, together with the equipment to use them. More than 2,000 periodicals are received. The main library provides 342 reader places, while at the other campuses there are a total of 215 places.

Members of the public are welcome to use the library facilities, but cannot directly borrow books. Borrowing of books can be arranged through regional libraries on inter-library loan.

Students

The normal entrance procedure for a first year student (on campus or off campus) is to satisfy the Higher School Certificate requirements prescribed by the Victorian Universities and Schools Examinations Board. In addition, applicants must satisfy any prerequisites for admission to particular courses which may be laid down from time to time.

Mature age students must be over 21 years of age and not have attempted the Higher School Certificate in the three years prior to their application for admission to the University. There are no other requirements.

Students with some tertiary education may apply for advanced standing within a degree programme.

Further references: *University development in Victoria, Victorian Year Book 1966*, pp. 203-8; *Research in Victorian Universities, 1968*, pp. 492-3

University statistics

VICTORIA—UNIVERSITY OF MELBOURNE, MONASH, LA TROBE, AND DEAKIN UNIVERSITIES: BACHELOR DEGREE ENROLMENTS, CLASSIFIED BY FIELD OF STUDY AND TOTAL HIGHER DEGREE AND NON-DEGREE ENROLMENTS (a)

Field of study (b)	1977					1978				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Bachelor degree courses—										
Agriculture, forestry	303	..	231	..	534	281	..	226	..	507
Architecture, building	587	..	..	179	766	577	..	..	174	751
Dentistry	241	..	..	..	241	241	..	..	..	241
Economics, commerce, government	1,482	1,697	974	301	4,454	1,386	1,718	949	299	4,352
Education	251	621	617	190	1,679	295	420	633	904	2,252
Engineering, technology	944	880	12	174	2,010	1,027	824	11	155	2,017
Fine arts	271	..	..	..	271	266	..	..	..	266
Humanities	3,448	3,003	2,841	239	9,531	3,452	3,082	2,647	605	9,786
Law	1,157	1,456	..	..	2,613	782	1,455	..	..	2,237
Medicine	1,407	941	..	108	2,456	1,417	969	..	..	2,386
Natural sciences	2,460	1,919	1,311	326	6,016	2,389	1,932	1,750	471	6,542
Social and behavioural sciences	264	81	1,797	—	2,142	238	81	1,238	331	1,888
Veterinary science	244	..	..	..	244	242	..	..	..	242
Total	13,059	10,598	7,783	1,517	32,957	12,593	10,481	7,454	2,939	33,467
Higher degree courses	2,101	1,784	584	13	4,482	2,078	2,069	636	27	4,810
Non-degree courses	1,359	1,168	530	915	3,972	1,437	1,148	579	517	3,681
Total	3,460	2,952	1,114	928	8,454	3,515	3,217	1,215	544	8,491
Total enrolments (c)	16,519	13,550	8,897	2,445	41,411	16,108	13,698	8,669	3,483	41,958
Total students (c)	15,796	13,550	8,886	2,445	40,677	16,108	13,698	8,669	3,483	41,958

(a) At 30 April.

(b) Group into which subjects studied have been included.

(c) The sum of the components for Melbourne and La Trobe in 1977 exceed student totals because of double counting of students enrolled in more than one course.

VICTORIA—UNIVERSITY OF MELBOURNE, MONASH, LA TROBE, AND DEAKIN (a) UNIVERSITIES: NUMBER OF STUDENTS COMPLETING BACHELOR DEGREE COURSES, CLASSIFIED BY FIELD OF STUDY AND TOTAL HIGHER DEGREE AND POSTGRADUATE DIPLOMA COURSES (b)

Field of study (c)	1977				1978				
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Bachelor degree courses—									
Agriculture, forestry	53	..	38	91	70	..	33	..	103
Architecture, building	56	..	..	56	71	..	..	12	83
Dentistry	48	..	..	48	49	..	..	..	49
Economics, commerce, government	257	389	156	802	255	332	179	53	819
Education	76	167	178	421	69	186	204	—	459
Engineering, technology	191	163	—	354	190	177	6	29	402
Fine arts	52	..	..	52	63	..	..	..	63
Humanities	574	854	376	1,804	513	778	383	37	1,711
Law	163	238	..	401	212	269	..	..	481
Medicine	206	135	..	341	245	140	..	..	385
Natural sciences	673	563	251	1,487	699	604	188	95	1,586
Social and behavioural sciences	97	24	277	398	113	39	339	—	491
Veterinary science	44	..	..	44	43	..	..	..	43
Total	2,490	2,533	1,276	6,299	2,592	2,525	1,332	226	6,675
Higher degree courses	367	252	49	668	325	303	57	—	685
Postgraduate diploma courses	104	481	411	996	320	454	337	33	1,144
Total	471	733	460	1,664	645	757	394	33	1,829
Total students	2,961	3,266	1,736	7,963	3,237	3,282	1,726	259	8,504

(a) There were no course completions at Deakin University for 1977.

(b) Students who completed all academic requirements for admission to a degree or postgraduate diploma in the year ended 30 June.

(c) Group into which subjects studied have been included.

Colleges of advanced education

General

Colleges of advanced education are those operative institutions listed in the appropriate States Grants (Advanced Education) Acts and subsequent *Tertiary Education Commission Act 1977* as colleges of advanced education. The Acts empower the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance. Further details may be obtained in previous *Victorian Year Books*.

Further reference: *Victorian Year Book 1978*, pp. 645-9

Colleges of advanced education statistics

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS ENROLLED FOR POSTGRADUATE AND UNDERGRADUATE COURSES (b)

College of advanced education	1977				1978					
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-лома	Asso-ciate Dip-лома			Bach-elor	Dip-лома	Asso-ciate Dip-лома	
Bendigo College of Advanced Education (c)	83	596	1,363	19	2,061	94	676	1,180	34	1,984
Caulfield Institute of Technology	447	2,355	1,381	213	4,396	508	2,624	1,175	297	4,604
Footscray Institute of Technology	98	1,679	522	112	2,411	119	1,733	430	153	2,435
Gippsland Institute of Advanced Education	100	814	641	164	1,719	125	1,235	461	182	2,003
Lincoln Institute (d)	29	895	278	80	1,282	48	1,145	304	82	1,579
Prahran College of Advanced Education	67	229	1,126	114	1,536	88	292	1,203	142	1,725
Preston Institute of Technology	65	989	702	116	1,872	80	1,188	647	160	2,075
Royal Melbourne Institute of Technology (e)	1,007	4,663	4,311	934	10,915	993	5,344	3,677	833	10,847
State College of Victoria, Burwood	300	415	1,041	—	1,756	189	839	865	—	1,893
State College of Victoria, Coburg	124	—	1,279	25	1,428	261	—	1,113	54	1,428

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS ENROLLED FOR POSTGRADUATE AND UNDERGRADUATE COURSES (b)—*continued*

College of advanced education	1977					1978				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-oma	Asso-ciate Dip-oma			Bach-elor	Dip-oma	Asso-ciate Dip-oma	
State College of Victoria, Frankston	25	—	1,045	—	1,070	74	—	992	—	1,066
State College of Victoria, Hawthorn	573	—	21	763	1,357	636	—	10	711	1,357
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College) (f)	66	—	1,010	—	1,076	113	—	1,440	—	1,553
State College of Victoria—Institute of Early Childhood Development	187	30	555	37	809	223	79	511	66	879
State College of Victoria, Melbourne	636	2,552	1,011	—	4,199	827	2,618	884	—	4,329
State College of Victoria, Rusden	131	1,039	963	—	2,133	158	1,485	662	—	2,305
State College of Victoria, Toorak	81	r42	r1,432	—	1,555	205	261	1,189	—	1,655
Swinburne College of Technology	565	3,225	919	35	4,744	629	3,360	843	39	4,871
The Ballarat College of Advanced Education (g)	37	367	1,289	—	1,693	81	493	1,051	—	1,625
The Victorian College of the Arts	21	68	174	—	263	30	133	228	—	391
The Victorian School of Forestry, Creswick	—	—	58	—	58	—	—	56	—	56
Victorian College of Pharmacy	32	350	—	—	382	42	334	—	—	376
Warrnambool Institute of Advanced Education	87	447	456	—	990	192	561	443	—	1,196
Total Victoria	4,761	r20,755	r21,577	612	49,705	5,715	24,400	19,364	2,753	52,232

(a) Refers to those operative institutions listed in the appropriate States Grants (Advanced Education) Acts and subsequent *Tertiary Education Commission Act 1977* as colleges of advanced education.

(b) At 30 April.

(c) Comprises the former Bendigo Institute of Technology and the State College of Victoria, Bendigo.

(d) Incorporating the College of Nursing, Australia.

(e) Includes students enrolled at Emily McPherson College.

(f) Aquinas College gained "college of advanced education" status in 1978 and is listed as part of the State College of Victoria — Institute of Catholic Education.

(g) Includes the former State College of Victoria, Ballarat.

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b)

College of advanced education	1977					1978				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-oma	Asso-ciate Dip-oma			Bach-elor	Dip-oma	Asso-ciate Dip-oma	
Bendigo College of Advanced Education (c)	24	21	392	4	441	31	33	329	7	400
Caulfield Institute of Technology	74	208	356	49	687	174	287	327	48	836
Footscray Institute of Technology	—	194	138	20	352	17	230	130	13	390
Gippsland Institute of Advanced Education	55	66	105	17	243	41	133	80	23	277
Lincoln Institute (d)	—	181	169	29	379	18	267	180	35	500
Prahran College of Advanced Education	7	—	203	7	217	—	12	160	19	191
Preston Institute of Technology	17	59	173	—	249	17	119	169	37	342
Royal Melbourne Institute of Technology (e)	253	413	754	131	1,551	171	532	608	97	1,408
State College of Victoria, Burwood	238	3	372	—	613	170	124	303	—	597
State College of Victoria, Coburg	25	—	445	—	470	43	—	420	—	463
State College of Victoria, Frankston	22	—	383	—	405	14	—	268	—	282
State College of Victoria, Hawthorn	508	—	13	419	940	450	—	401	3	854
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College) (f)	48	—	466	—	514	50	—	447	—	497
State College of Victoria—Institute of Early Childhood Development	57	—	197	—	254	76	—	164	34	274
State College of Victoria, Melbourne	529	521	395	—	1,445	612	584	345	—	1,541
State College of Victoria, Rusden	122	203	221	—	546	96	396	154	—	646
State College of Victoria, Toorak	46	—	521	..	567	100	27	387	—	514
Swinburne College of Technology	103	370	262	11	746	106	370	232	15	723
The Ballarat College of Advanced Education (g)	14	37	320	—	371	52	55	287	—	394
The Victorian College of the Arts	7	—	39	—	46	11	4	62	—	77

VICTORIA—COLLEGES OF ADVANCED EDUCATION (a): NUMBER OF STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b)—*continued*

College of advanced education	1977					1978				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-loma	Asso-ciate Dip-loma			Bach-elor	Dip-loma	Asso-ciate Dip-loma	
The Victorian School of Forestry, Creswick	—	—	19	—	19	—	—	18	—	18
Victorian College of Pharmacy	4	96	—	—	100	3	109	—	—	112
Warrnambool Institute of Advanced Education	—	30	99	—	129	17	45	110	—	172
Total Victoria	2,153	2,402	6,042	687	11,284	2,269	3,327	5,581	331	11,508

(a) Refers to those operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education.

(b) At 31 December.

(c) Comprises the former Bendigo Institute of Technology and the State College of Victoria, Bendigo.

(d) Incorporating the College of Nursing, Australia.

(e) Includes course completions at Emily McPherson College.

(f) Aquinas College gained "college of advanced education" status in 1978 and is listed as part of the State College of Victoria — Institute of Catholic Education.

(g) Includes the former State College of Victoria, Ballarat.

Victoria Institute of Colleges

The Victoria Institute of Colleges (VIC) was incorporated under Victorian legislation in 1965. The role of the Institute, more specifically developed in later amending legislation, is to foster the development and improvement of institutions, other than universities, offering tertiary education in Victoria. Since the establishment of the VIC, a second co-ordinating body, the State College of Victoria (SCV), was established in 1973 to co-ordinate the activities of the former teachers' colleges. The most important of the Institute's responsibilities include:

- (1) Making recommendations to the Commonwealth Government on the financial requirements of the colleges;
- (2) determining the staff establishments for the colleges;
- (3) stimulating the improvement of academic standards in the colleges;
- (4) conferring degrees, diplomas, and other awards on students of the colleges attaining appropriate standards in approved courses;
- (5) making recommendations to the Victorian Government on salary scales and terms and conditions of appointment for academic staff in colleges; and
- (6) advising on the creation of new colleges.

The Institute is not itself a teaching institution, but a co-ordinating agency with which individual autonomous colleges may become affiliated. It is governed by a council of 32 members drawn from the affiliated colleges, the universities, Parliamentary representatives, the Victorian Education Department, commerce and industry, graduates of the Institute, undergraduate student representatives of the affiliated colleges, and a nominee of the Senate of the State College of Victoria. Academic assessments are made by a board of studies, which is, in turn, advised by a series of academic committees in particular fields of study. All colleges affiliated with the Institute are governed by their own autonomous councils. The affiliated colleges award diplomas; the conferring of degrees is the prerogative of the Institute.

Since 1968, when the Institute approved its first degree course (in the Victorian College of Pharmacy), many degree courses have been approved by the Institute for introduction in the colleges. Under the Victoria Institute of Colleges Act, these courses are required to be of comparable standard to those offered by the universities and it is the responsibility of the Institute's Council and Board of Studies to ensure that this requirement is satisfied.

Since the decision by the Institute in 1970 to award higher degrees, 86 Master degrees had been conferred on candidates by the end of 1979; and the demand for enrolment for Master degrees continues to increase. Degree awards conferred in 1979 also showed a continuing increase over previous years.

The colleges also continued with their programmes of introduction of Associate Diploma courses (courses of study lasting two years full-time or equivalent part-time at the post-Higher School Certificate level), as well as Graduate Diploma courses (at least one year full-time or part-time equivalent following a tertiary diploma or degree).

Although Master degree courses by research thesis may be undertaken by approved candidates in any field of study available at colleges, a Master degree (Business in Management) by course work was introduced into the Institute's system for the first time in 1977 by the Royal Melbourne Institute of Technology.

Following a number of inquiries into the co-ordination of all post-secondary education in Victoria, the Victorian Government established the Victorian Post-Secondary Education Commission in 1978, (see page 593). In mid-1979, the Victorian Government decided to repeal the VIC and SCV Acts to facilitate the work of the Commission and to vest greater responsibility in the Colleges. This decision was expected to be effected in 1980.

Further reference: *Victorian Year Book 1977*, pp. 734-6

State College of Victoria

The Victorian Government's establishment of the State College of Victoria in 1973 created a tertiary education system which at that time was unique in Australia. The State College of Victoria (SCV) is a federation of former teacher training institutions designed to foster the independent growth of the colleges and co-ordinate their activities for academic and administrative purposes. The nine constituent colleges have a total student population exceeding 16,000.

The SCV colleges provide degree, diploma, associate, and graduate diploma courses for all areas of the educational spectrum — early childhood, primary, secondary, special, technical, and tertiary teaching, and also offer courses in related areas in the arts, humanities, and sciences. They offer a tertiary education equal in standard but different in emphasis to that offered by the universities and an alternative education to that offered by the colleges affiliated to the Victoria Institute of Colleges.

The colleges are located throughout Melbourne and vary greatly in size with the State College of Victoria at Melbourne being the largest college of advanced education in Australia specialising in teacher education. The SCV Master of Education is offered through the SCV at Melbourne. The nine constituent colleges of the SCV are: State College of Victoria at Burwood; State College of Victoria at Coburg; State College of Victoria at Frankston; State College of Victoria at Hawthorn; State College of Victoria — Institute of Catholic Education; State College of Victoria — Institute of Early Childhood Development; State College of Victoria at Melbourne; State College of Victoria, Rusden; State College of Victoria, Toorak. The colleges are co-ordinated through the SCV Central Office, located at "Invergowrie" in Hawthorn.

Further reference: *Victorian Year Book 1977*, pp. 736-7

COMMONWEALTH GOVERNMENT ACTIVITIES IN EDUCATION

National Inquiry into Teacher Education

In November 1978, the Commonwealth Minister for Education, announced the membership of the National Inquiry into Teacher Education. Fourteen part-time members were appointed under a full-time chairman. Membership included representatives of various State and Territorial education authorities with all State Governments co-operating in the inquiry.

The first meeting of the Committee was in December 1978 and the inquiry was not expected to be completed until early 1980. The inquiry is of major educational importance and is of significant interest to all families. The Committee has drawn upon the work of the Williams Committee, the National Inquiry into Education and Training, and has concentrated mainly on the education of teachers for primary and secondary schools.

Terms of reference

(1) The Committee was asked to report on present methods and procedures in teacher education and to make recommendations on any changes which might assist in achieving improved teaching and learning in Australian schools and pre-schools.

(2) The Committee was to look closely at teacher education and the roles of teachers and, as well as having regard to the Williams Committee report, take into account reviews, research reports, and statements issued from time to time by education bodies.

(3) The Committee was to take note of the differences which exist in educational policies, organisation, and practices in the States and Territories.

(4) The Committee was to state its assumptions about the objectives of education in Australia for the next twenty-five years and the education, experience, and competencies required of teachers at various career stages to fulfil the roles perceived for them.

(5) The Committee was to have particular regard to the following issues:

Selection. The criteria of selection, such as academic achievements and personal qualities, for entry to pre-service teacher education programmes, both for school leavers and persons of mature age.

Pre-service programmes. The aims, content, and structure of pre-service teacher education programmes and the balance between the various components of such programmes.

In-service education and development of teachers. The nature and provision of in-service education and training.

Teacher education and institutions. The roles, relationships, and responsibilities of various educational institutions in pre-service and in-service teacher education and re-entry programmes.

Other issues. The relationship between institutions engaged in teacher education, professional bodies employing authorities, and the wider community; and the formulation and management of manpower requirements by employing authorities and institutions engaged in teacher education.

Further reference: Schools Commission, *Victorian Year Book 1979*, pp. 590-1

STUDENT ASSISTANCE SCHEMES

Victorian Education Department

Scholarships

The Victorian Education Department makes available 40 senior scholarships for university education, valued at \$200 per annum and tenable for up to six years. The Department also administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

Commonwealth Department of Education

Assistance for isolated children

Subject to certain conditions, allowances are available for children in primary and secondary schools whose homes are geographically isolated from the nearest government school. In some cases benefits may be paid for handicapped children, children of itinerant workers, or for children who must live away from home to undertake special type courses. The benefits of the scheme in 1978 comprised:

Boarding allowance

- (1) A basic allowance of \$500 per annum free of a means test;
- (2) an additional allowance of up to \$500 per annum subject to family income and boarding costs; and
- (3) a special supplementary allowance of up to \$550 per annum for senior secondary students (i.e., those in the final two years of secondary school), up to \$450 per annum for other secondary students, or up to \$300 per annum for primary students. This is payable where there is particular financial hardship.

Short-term boarding allowance

An allowance of \$15 per week per student, free of means test.

Correspondence allowance

- (1) A basic payment of \$200 per annum per student, free of means test; and

(2) up to a further \$300 per annum for each eligible child as reimbursement of expenditure on approved items.

Pre-school correspondence allowance

An allowance of \$120 per annum per pupil, free of means test.

Second home allowance

(1) A basic payment to assist with the cost of maintaining the second home, calculated as follows:

(i) where there is one eligible child living at the second home — \$500 per annum:

(ii) where there are two eligible children living at the second home — \$925 per annum:

or

(iii) where there are three or more eligible children living at the second home — \$1,275 per annum.

(2) where it can be shown that the actual costs incurred in maintaining the second home (e.g., for rental of the second home or rates, insurance, fuel, etc.) exceed the amount of Second Home Allowance payable to a family on this basis, consideration is given to the payment of additional assistance.

Secondary Allowances Scheme

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$550 per annum, subject to a means test on family income.

Aboriginal Secondary Grants Scheme

This Scheme provides financial assistance for all children of Aboriginal descent at secondary schools and children fourteen years of age and over in primary school. This assistance is in the form of book and uniform allowance, a living allowance, a personal allowance, standard charges, excursions, and tutorials. Educational advice and support are also provided.

Adult Secondary Education Assistance Scheme

This Scheme provides assistance to adult students who wish to resume study after a two year break in their formal education. Benefits are restricted to full-time students undertaking the final year of secondary education at an approved educational institution. The means test provisions of this Scheme are the same as for the Tertiary Education Assistance Scheme.

Tertiary Education Assistance Scheme

The Tertiary Education Assistance Scheme (TEAS) is intended to assist Australian students in approved courses at universities, colleges of advanced education, teacher education colleges, and other approved tertiary and technical institutions. The legislative basis of the Scheme lies in the *Student Assistance Act 1973* and its accompanying Regulations.

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1979, the maximum rates of living allowance were \$1,250 per annum for students living at home, and \$2,075 per annum for students qualifying for the living away from home rate. The maximum independent rate was \$2,348. Students qualifying for living allowance are also granted an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. A dependant's allowance for a dependent spouse and an allowance for each dependent child are also payable. In 1979, the dependent spouse allowance was \$31.40 per week, and the dependent child allowance was \$7.50 for each dependent child per week. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course. Dependent students under TEAS receive an additional payment of \$5.25 a week over and above their normal living allowance payments to compensate for the loss of family allowance for the student.

Aboriginal Study Grants Scheme

Adults who are of Aboriginal descent may receive assistance through the Aboriginal Study Grants Scheme to further their education. They may pursue studies in a wide range of formal courses or be assisted through the preparation of special courses, according to their needs.

Commonwealth Teaching Service Scholarship Scheme

This Scholarship Scheme was phased out and no new awards were made after 1978. Students in receipt of assistance under this scheme are those who, on completion of their training, intend to teach in the Australian Capital Territory or the Northern Territory. The benefits available are similar to those of the Tertiary Education Assistance Scheme, but the means test is not applied.

Postgraduate awards

A number of awards are available each year for full-time students undertaking postgraduate studies towards the Master's degree at universities and colleges of advanced education or towards a Doctorate at a university.

Award holders receive a living allowance of \$4,200 per annum. Additional allowances which are paid subject to certain conditions include:

- (1) A Dependent Spouse Allowance of \$31.40 per week;
- (2) a Dependent Child Allowance of \$7.50 per week for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate, and \$400 for a Ph.D. degree candidate;
- (4) an Establishment Allowance of \$100 and \$200, respectively, for single and married award holders;
- (5) a Fares Allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an Incidentals Allowance of \$70 or \$100 per annum towards the cost of fees such as SRC, Union, and sports fees.

From 1 November 1978, the above allowances, except Establishment Allowance and Fares Allowance, were considered as taxable income to the student.

Education research awards

A limited number of awards are available for students wishing to undertake a programme incorporating postgraduate academic training leading to a Master's degree in the field of education, together with practical training in an approved research organisation. Provisions include a tax-free living allowance within the range of \$5,600 to \$9,410; additional allowances similar to those offered for postgraduate course awards; travel assistance where a move to Melbourne, Brisbane, or Sydney is involved; and four weeks annual leave.

Details of schemes being phased out are described in previous *Victorian Year Books*. Such schemes include: (1) Pre-school teacher education awards; and (2) Scholarships for graduate diploma study in recreation.

Further references: Commonwealth scholarships, *Victorian Year Book* 1964, pp. 245-7; Scholarships and bursaries, 1972, pp. 441-4; 1978, pp. 651-3

Statistics**VICTORIA—GOVERNMENT STUDENT ASSISTANCE SCHEMES: NUMBER OF STUDENTS RECEIVING ASSISTANCE AT 31 DECEMBER**

Scheme	1974	1975	1976	1977	1978
Victorian Government—					
Junior scholarships (a)	61,827	53,359	43,780	20,335	12,643
Senior technical scholarships	521	495	300	(b)61	25
Senior scholarships	177	174	177	165	190
Commonwealth Government—					
Senior secondary scholarships	13,849	(b)6,922	72	..	..
Technical scholarships	(b)412	30	..	..	..
Secondary allowances	(c)2,687	3,069	5,094	4,932	5,778
Assistance for isolated children	1,043	1,157	1,056	1,086	806

VICTORIA—GOVERNMENT STUDENT ASSISTANCE SCHEMES: NUMBER OF
STUDENTS RECEIVING ASSISTANCE AT 31 DECEMBER—*continued*

Scheme	1974	1975	1976	1977	1978
Adult secondary education assistance	..	(c)367	695	724	704
Aboriginal secondary grants	712	779	799	784	860
Aboriginal study grants	103	136	177	r 195	380
University and advanced education scholarships	(b)3,650	1,225	1,166	517	117
Tertiary education assistance	(c)17,343	22,506	24,706	24,360	22,696
Pre-school teacher education	303	408	(b)465	r 314	179
Commonwealth teaching service scholarships	101	116	106	107	103
Scholarships for graduate diploma study in recreation	..	(c)4	(b)1	..	..
Postgraduate awards	704	693	517	527	512
Postgraduate study in social work awards	..	(c)11	(b)11	12	..
Education research awards	..	(c)2	5	5	4

(a) The awarding of junior scholarship was phased out between 1974 and 1977.

(b) Discontinued from this year.

(c) Awarded for the first time this year.

ADULT EDUCATION

General

In Victoria, the recurrent education of adults is provided for by university centres of continuing education at Melbourne and Monash, and by a variety of tertiary colleges through community education and development programmes. It is also provided by schools and colleges within the Education Department, particularly through the Technical Division under the further education provision of the Commonwealth Technical and Further Education Commission (TAFEC).

There is also a significant community-based provision through learning centres, learning exchanges, community care centres, community schools, continuing education centres (particularly in country areas), voluntary teaching networks, literacy groups, women's education programmes, teachers centres, ethnic networks, discussion circles, and a variety of other small learning operations. These are often of a voluntary or semi-voluntary nature, although they may have been initiated by short-term provisions of the Australian Assistance Plan, or the Schools, Childrens, Regional Development, and other commissions. Many have been assisted by the Victorian Department of Youth, Sport and Recreation, the Education Department, and local government. They constitute a new trend in education and demonstrate the capacity of the community to develop alternatives to institutionalised adult education.

Underpinning this organised and group activity is the constant process of deliberate and planned self-directed learning which engages all adults in society to a greater or less degree.

Council of Adult Education

Central to the provision of extra-vocational adult education is the Council of Adult Education, an independent statutory authority, established in 1947 under the Education Act. It is now unique in Australia.

The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education. The Council's statutory membership of 32 represents the universities, the college system, the Education Department, the Australian Broadcasting Commission, and a broad range of government and community organisations, making allowance for three Members of Parliament and two co-opted members. The Director of Adult Education is appointed by the Governor in Council.

Under the Director, a staff of about 100 administers the Council's programme, which engages a part-time tutoring staff of about 900.

Traditionally offering a programme of part-time, non-credit, extra-vocational courses, seminars, workshops, seasonal schools, and discussion groups, the Council, in keeping with adult education generally, has broadened its activity in recent years. Recent innovations include programmes for adult illiterates. The Council has also developed an

Arts Train visiting rural wayside stations with craft workshops, a loud-speaking-telephone tutorial network linking country centres, an itinerant lecturer service, the publication of a directory of all courses for adults in Victoria, and a Creative Arts Centre in Melbourne. It conducts family camp-outs, family creative arts workshops, and inland safaris of an educational nature, and developing a "returning to study" programme including mature-age Higher School Certificate study and basic education for adults at primary and lower secondary levels.

In 1979, the General Studies and Creative Arts Departments offered 1,406 short-term and long-term courses in the city and at more than 80 locations in 70 suburbs. It serviced a network of over 600 discussion groups with more than 6,670 members in metropolitan and country areas with books, audio-visual materials, notes, and discussion guides. It gave financial, programming, and advisory assistance to the 23 country continuing education centres and a variety of services to rural Victoria generally. The Council's Education Resource Centre provides a service to its students and general public from a stock of more than 60,000 print and non-print items.

At an informal level, the Council assists the development of adult education by other agencies throughout the State. With the development of community and school-based enterprises in adult education, the role of the Council's staff as resource people, facilitators, advisers, consultants, and promotional agents increases rapidly and is assuming a central importance in the Council's contribution to adult education.

VICTORIA—ADULT EDUCATION: COURSES AND ENROLMENTS

Item	1974-75	1975-76	1976-77	1977-78	1978-79
Courses offered	1,034	1,198	1,219	1,427	1,548
General studies	} 615	} 677	587	672	774
Access			86	140	142
Creative arts	419	521	546	615	632
Students enrolled	20,320	24,821	25,336	28,500	31,500

Finance

The Council of Adult Education derives its revenue from two sources: first, by way of a Victorian Government contribution to the Adult Education Fund, and second by earned income from fees for services.

VICTORIA—COUNCIL OF ADULT EDUCATION: REVENUE AND EXPENDITURE (\$'000)

Particulars	1974-75	1975-76	1976-77	1977-78	1978-79
Revenue—					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	713	967	1,281	1,480	1,820
Earned income, fees, etc.	557	742	878	1,021	1,023
Total revenue	1,320	1,759	2,209	2,551	2,893
Expenditure—					
Secretary's Department—					
Salaries	459	597	760	850	997
Administration	296	347	447	508	582
Programme departments—					
General studies	199	253	231	275	316
Creative arts	190	258	282	305	340
Access—literacy to HSC	11	22	113	130	140
Discussion group	29	43	46	61	56
Services—					
Library resource centre	28	42	55	71	65
Extension services	22	46	112	129	137
Special schools	36	55	73	103	103
Publications and promotion	50	96	90	119	157
Total expenditure	1,320	1,759	2,209	2,551	2,893

Further references: State Film Centre, *Victorian Year Book* 1969, pp. 517-18; Education for management, 1970, pp. 515-18; Business colleges, 1978, pp. 656-7

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