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CHAPTER 12

EDUCATION

State and Commonwealth Government responsibilities in education

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

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

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

General Characteristics of Schools

Compulsory education

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

The Education legislation in each State and Territory requires that all children between the prescribed ages must attend either a government school or some other recognised educational institution. In 1977 over 630,000 students attended non-government schools, of which about 80 per cent attended Catholic schools. The organisation of Catholic primary schools is largely diocesan; Catholic secondary schools are either diocesan or administered by religious orders. Most other non-government schools are under the auspices of, or are actually run by, other religious denominations. Non-government schools must meet certain standards determined by the States or Territories in which they are located. In most States and Territories they cannot be opened, or continue to operate, unless they are registered. Registration is normally dependent upon certification that the school has satisfactory premises and provides regular and efficient instruction.

Funding of schools

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

School organisation and operation

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

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

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

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

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

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

Pre-school education

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

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

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

Primary and Secondary Education

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

Primary schools

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

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

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

Secondary schools

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

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

In senior secondary years a wider range of options is available in the larger schools. In Queensland, the Australian Capital Territory and Western Australia in particular, individual schools are encouraged to develop courses suited to the needs and interests of their students, subject to accreditation and moderation procedures.

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

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

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

The entrance requirements of universities and colleges of advanced education are based on Year 12 academic achievement. Standardised scholastic aptitude tests are used by some institutions to assist in the selection of students. Requirements are determined by the individual institutions. Applications are usually required in October or November of the year preceding proposed entry.

Other schooling arrangements

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

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

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

Post-secondary Education

Technical and further education (TAFE)

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

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

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

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

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

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

Colleges of advanced education

Colleges of advanced education normally operate over three terms or two semesters, beginning in early to late February and running to mid-December. Students commencing courses will have completed a full secondary education, or will have demonstrated that they have a high probability of successfully completing a course. There are quotas on new enrolments at many of the larger colleges. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Approximately 60 per cent of students attend full-time.

In 1977 there were seventy three colleges of advanced education. Some are large diversified or multi-vocational institutes, others are small single-purpose colleges. Some colleges specialise in agriculture, art or teacher education. Over 40 per cent of colleges have enrolments below 1,000 students. All colleges are funded by the Commonwealth Government.

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

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

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

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

Universities

The university year in Australia normally runs from late February or early March to mid-December over three terms or two semesters depending on the institution. Students commencing courses will have completed a full secondary education, though most universities have some provisions for admitting persons who can demonstrate that they have a high probability of successfully completing a course. There are quotas on new enrolments in most faculties in Australian universities. Although there are usually provisions for mature-age entry, the majority of students proceed straight from school. Approximately 65 per cent of students attend full-time.

There are nineteen universities in Australia, most of which are located in the capital cities. Universities are autonomous institutions established under acts of the appropriate parliament and financed by the Commonwealth Government. The basic undergraduate course in most disciplines is three or four full-time years in length, at the conclusion of which a Bachelor Degree is awarded. A further one to two years of full-time study is required for a masters degree, and three to five years for a doctoral degree. Universities also offer postgraduate diploma courses in some disciplines. Most universities offer full-time and part-time courses, and some offer external studies. As well as providing undergraduate courses, Australian universities are centres of postgraduate study and research. Some universities have institutes or units involved exclusively in research and/or postgraduate teaching. In 1977, 11.6 per cent of university students were proceeding to higher degrees.

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

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

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

Teacher education

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

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

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

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

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

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

Migrant Education

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

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

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

The Adult Migrant Education Program is co-ordinated and, in the main, funded by the Commonwealth Government. It operates through State government education authorities, language institutes, institutes of technology, technical colleges, school authorities, community groups, employers and unions. An Adult Migrant Education Service in each State recruits and places teachers and other staff to maintain the program operated by the State, organises a variety of day and evening classes, and provides accommodation for these classes.

Among the courses offered are full-time courses, generally varying in length from eight to ten weeks. Students attending these courses are paid a living allowance. A special six-week on the job course has been developed for migrant workers in industry, while the Home Tutor Scheme uses volunteer tutors who work primarily with migrant women in the home to assist in their integration into the community and to help them to learn some introductory English. Education centres are also provided in most of the operating Commonwealth hostels for newly arrived migrants.

As well, the Commonwealth Government has funded a variety of language teaching materials, including *Learning English in Australia* and *Situational English for Newcomers to Australia*. *English: a New Language* is a journal which is published bi-monthly by the Commonwealth Department of Education. English language teaching is also provided through a radio/correspondence course entitled *Learning English*, and a series of television programs called 'You Say the Word'.

Financial Assistance

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

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

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

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

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

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

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

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

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

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

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

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

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

Administrative Structure of Education at the National Level

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Major Current Issues in Education

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

The Committee of Inquiry into Education and Training

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

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

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

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

Supply of and demand for teachers

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

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

In response to the above situation, there have been significant reductions in pre-service teacher education intakes in both universities and colleges of advanced education in 1977, a trend which will continue in 1978. At the same time, however, there has been an increase in postgraduate enrolments at universities, and in enrolments at colleges, by teachers who wish to upgrade their qualifications.

The transition from secondary education to employment

Considerable attention has been focussed, in recent years, on the problem of the transition from secondary education to employment. The National Working Party into the Transition from Secondary Education to Employment, established by the Australian Education Council, published its report in June 1976. During 1976 the Education Committee of the Organisation for Economic Co-operation and Development (OECD) made a detailed examination of Australia's education system, specifically in relation to the transition of young people from school to work and further studies. After considering these reports, the Australian Education Council established, in February 1977, a joint Commonwealth/State Working Party comprising representatives of both Education and Labour and Employment Departments as a steering group for developing proposals to improve careers education and transition services.

Schemes have been introduced to assist young Australians seeking employment. The Commonwealth Department of Education and the Commonwealth Department of Employment and Industrial Relations jointly fund the Educational Program for Unemployed Youth (EPUY). Under this

program, \$A1.5 million was made available to the States in 1977 for the development and conduct of a pilot remedial scheme in such subjects as English, Mathematics and Communications for young people under 21 years of age whose educational qualifications are low or inadequate for today's labour market conditions. The courses are full-time and vary in duration between two and six months. To be eligible, young people must have been registered as unemployed with the Commonwealth Employment Service for at least four of the previous twelve months and have been away from full-time education for the same period. Other schemes to assist young people in the transition from school to work are NEAT (National Employment and Training System), CRAFT (Commonwealth Rebate for Apprentice Full-time Training), the Relocation Assistance Scheme and the Community Youth Support Scheme.

The Committee on Nurse Education and Training

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

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

Australian Maritime College

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

National Aboriginal Education Committee

In the decade since the 1967 Referendum widened the Commonwealth Government's responsibility for Aboriginal and Torres Strait Islands people, there has been more interest and activity in Aboriginal education than ever before. Commonwealth funds have been made available to develop programs and to help education authorities throughout the country to make special efforts for Aboriginal people at all levels of education (*see pp. 710, 718, 719*). In all these activities there has been some consultation with and involvement of Aboriginal people, but a major step forward in this direction was the establishment in March 1977 of a National Aboriginal Education Committee (NAEC).

Comprised entirely of Aboriginal and Torres Strait Islander people, the NAEC advises the Minister and Department of Education on the educational needs of Aboriginal and Torres Strait Islander people, and on appropriate methods of meeting these needs. Its advice is available to the Minister, the Department of Aboriginal Affairs and to other appropriate authorities. Its establishment marks a significant development in obtaining an effective voice for Aboriginals in policy formation at the national level.

Educational Training in the Defence Force

Information on educational training in the Defence Force is contained in Chapter 4, pp. 82-85 inclusive.

EDUCATION STATISTICS

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

Summary tables

Statistics summarising the number of educational institutions in Australia and the number of students attending them in 1976 and earlier years are shown in the following tables. For details of technical and further education institutions and associated enrolments, see pages 263-5.

NUMBER OF EDUCATIONAL INSTITUTIONS, 1976

	<i>Schools</i>						
	<i>Government</i>	<i>Roman Catholic</i>	<i>Other non-government</i>	<i>Universities</i>	<i>Colleges of advanced education (a)</i>	<i>Teachers colleges (a)</i>	
New South Wales	2,225	619	172	6	25	4	
Victoria	2,164	473	113	3	32	2	
Queensland	1,209	284	47	3	10	2	
South Australia	625	105	42	2	8	..	
Western Australia	640	149	38	2	6	..	
Tasmania	250	39	22	1	1	..	
Northern Territory	115	9	2	..	..	..
Australian Capital Territory	78	20	4	1	1	1	
Australia—1976	7,306	1,698	440	18	83	9	
1975	7,266	1,711	429	18	78	16	
1974	7,295	1,731	426	17	78	17	
1973	7,311	1,754	422	15	43	57	
1972	7,362	1,768	422	15	45	59	

(a) All government teachers colleges and all kindergarten teachers colleges were colleges of advanced education by 1 July 1973.

NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1976

	<i>Schools</i>						
	<i>Government</i>	<i>Roman Catholic</i>	<i>Other non-government</i>	<i>Universities</i>	<i>Colleges of advanced education (a)</i>	<i>Teachers colleges (a)</i>	
New South Wales	799,737	185,118	33,317	60,245	31,132	548	
Victoria	624,707	152,343	48,740	38,387	50,085	298	
Queensland	334,313	76,697	15,016	20,904	14,517	161	
South Australia	233,614	27,511	11,788	13,493	14,560	..	
Western Australia	203,898	33,914	10,479	11,293	17,133	..	
Tasmania	79,696	9,836	4,172	3,536	2,642	..	
Northern Territory	21,830	2,764	245	..	..	..
Australian Capital Territory	37,636	10,578	2,301	6,102	4,545	120	
Australia—1976	2,335,431	498,761	126,058	153,960	134,614	1,127	
1975	2,297,979	496,199	125,102	148,338	122,557	3,843	
1974	2,257,854	494,055	124,426	142,859	107,202	(b) 2,911	
1973	2,240,642	491,775	120,994	133,126	61,575	(b) 27,625	
1972	2,228,941	492,914	119,096	128,668	52,034	(b) 25,754	

(a) All government teachers colleges and all kindergarten teachers colleges were colleges of advanced education by 1 July 1973. (b) Excludes students enrolled at both a teachers college and another type of institution: they are included in the statistics for the other institution at which they are enrolled.

Schools

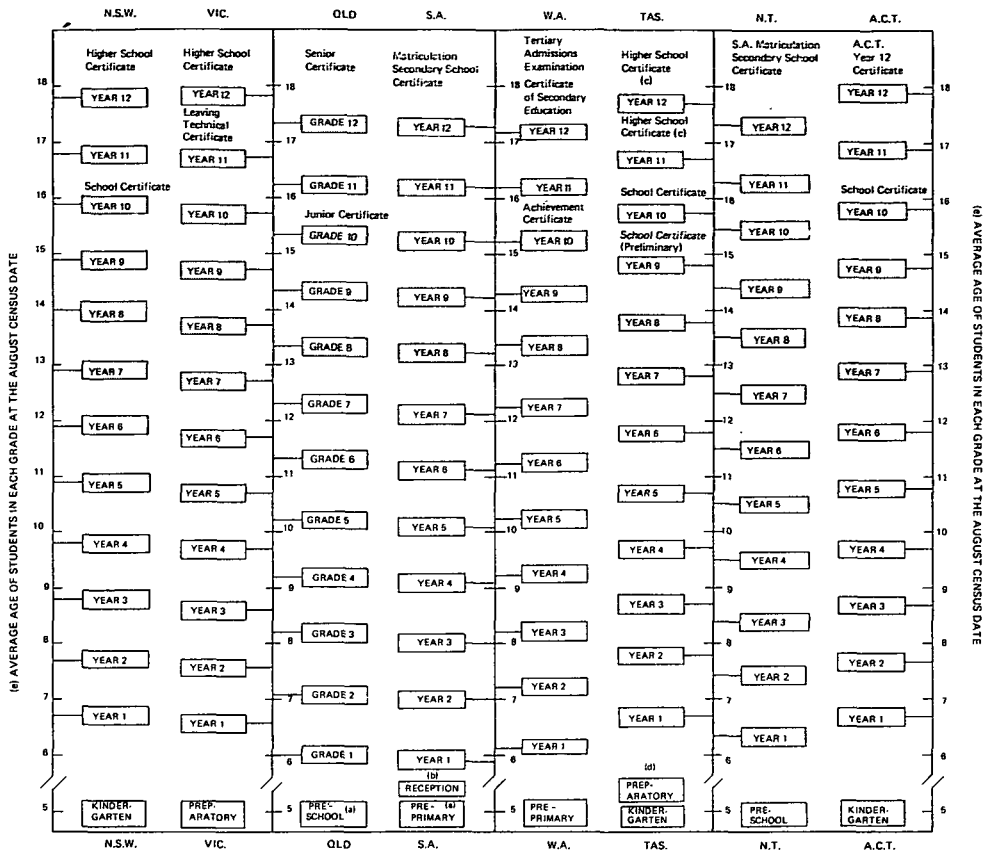
Statistics of government and non-government schools, teachers and students (as at the August schools census dates) in 1976 and earlier years are shown in the following tables. Institutions providing only pre-school education, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business colleges and coaching establishments are not included in these statistics. For more detailed statistical information, see the annual bulletin *Schools* (4202.0).

NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS, BY CATEGORY OF SCHOOL STATES AND TERRITORIES, 1976

	Government schools	Non-government schools						Total	All schools	
		Denominational								
		Church of England	Methodist	Presbyterian	Roman Catholic	Other	Undenominational			
SCHOOLS										
New South Wales	2,225	33	6	9	619	27	97	791	3,016	
Victoria	2,164	30	4	10	473	34	35	586	2,750	
Queensland	1,209	13	(a)	2	284	21	11	331	1,540	
South Australia	625	8	3	2	105	21	8	147	772	
Western Australia	640	10	3	2	149	9	14	187	827	
Tasmania	250	4	1	2	39	8	7	61	311	
Northern Territory	115	..	..	..	r9	r2	..	11	126
Australian Capital Territory	78	2	..	..	20	1	1	24	102
Australia—1976	7,306	100	17	27	r1,698	r123	173	2,138	9,444	
1975	7,266	101	19	28	1,711	119	162	2,140	9,406	
TEACHERS(b)										
New South Wales	42,374	911	209	351	8,038	199	660	10,367	52,741	
Victoria	37,612	1,322	281	616	6,406	503	501	9,628	47,240	
Queensland	18,162	350	(a)	37	3,179	245	257	4,068	22,230	
South Australia	13,427	230	142	106	1,228	137	146	1,989	15,416	
Western Australia	10,345	280	151	109	1,538	59	62	2,199	12,544	
Tasmania	4,241	111	23	43	439	84	20	720	4,961	
Northern Territory	1,195	..	..	..	r119	r10	..	129	1,324
Australian Capital Territory	2,312	129	..	..	454	2	15	600	2,912
Australia—1976	129,668	3,334	806	1,262	r21,399	r1,239	1,660	29,700	159,368	
1975	123,441	3,370	822	1,250	20,695	1,224	1,630	28,990	152,431	
STUDENTS										
New South Wales	799,737	13,851	3,085	5,116	185,118	3,212	8,053	218,435	1,018,172	
Victoria	624,707	19,592	4,168	9,380	152,343	8,154	7,446	201,083	825,790	
Queensland	334,313	5,796	(a)	466	76,697	4,258	4,496	91,713	426,026	
South Australia	233,614	3,568	2,094	1,463	27,511	2,732	1,931	39,299	272,913	
Western Australia	203,898	4,293	2,197	1,586	33,914	1,170	1,233	44,393	248,291	
Tasmania	79,696	1,694	366	542	9,836	1,298	272	14,008	93,704	
Northern Territory	21,830	..	..	..	r2,764	r245	..	3,009	24,839
Australian Capital Territory	37,636	2,039	..	..	10,578	47	215	12,879	50,515
Australia—1976	2,335,431	50,833	11,910	18,553	r498,761	r21,116	23,646	624,819	2,960,250	
1975	2,297,979	50,763	12,696	18,667	496,199	20,821	22,155	621,301	2,919,280	

(a) There are no Methodist schools in Queensland. Schools conducted by the Presbyterian and Methodist Schools Association are included with 'other'. (b) Full-time teachers plus part-time teachers are expressed in equivalent full-time units and rounded to whole numbers. Teachers in training are excluded.

GRADES IN GOVERNMENT SCHOOLS, STATES AND TERRITORIES, 1977



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

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

Further explanatory notes:

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

Primary Grades ☐
Secondary Grades ☐

**GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX
AUSTRALIA, 1976**

(School census enrolment)

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6 . . .	99,208	95,002	194,210	21,217	21,835	43,052	120,425	116,837	237,262
6 . . .	107,967	102,435	210,402	23,864	23,786	47,650	131,831	126,221	258,052
7 . . .	107,382	101,468	208,850	23,884	24,321	48,205	131,266	125,789	257,055
8 . . .	102,365	96,247	198,612	23,574	23,817	47,391	125,939	120,064	246,003
9 . . .	100,340	94,400	194,740	24,254	24,118	48,372	124,594	118,518	243,112
10 . . .	98,165	92,225	190,390	24,683	24,745	49,428	122,848	116,970	239,818
11 . . .	99,277	93,367	192,644	25,764	25,899	51,663	125,041	119,266	244,307
12 . . .	102,421	94,574	196,995	27,459	28,007	55,466	129,880	122,581	252,461
13 . . .	103,960	96,300	200,260	27,510	28,630	56,140	131,470	124,930	256,400
14 . . .	104,252	96,538	200,790	27,375	28,431	55,806	131,627	124,969	256,596
15 . . .	89,113	81,147	170,260	25,912	26,573	52,485	115,025	107,720	222,745
16 . . .	56,497	51,597	108,094	19,421	19,630	39,051	75,918	71,227	147,145
17 . . .	27,875	26,076	53,951	12,766	12,048	24,814	40,641	38,124	78,765
18 . . .	7,286	5,073	12,359	2,639	1,799	4,438	9,925	6,872	16,797
19 and over . .	1,568	1,306	2,874	496	362	858	2,064	1,668	3,732
Australia—1976 .	1,207,676	1,127,755	2,335,431	310,818	314,001	624,819	1,518,494	1,441,756	2,960,250
1975 .	1,191,171	1,106,808	2,297,979	308,756	312,545	621,301	1,499,927	1,419,353	2,919,280

SCHOOLS: STUDENTS, BY AGE, 1976

(School census enrolment)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6 . . .	90,281	68,262	22,205	23,157	14,887	8,688	4,942	4,840	237,262
6 . . .	85,692	71,295	40,054	23,020	22,864	7,837	2,435	4,855	258,052
7 . . .	85,756	71,962	38,772	22,834	22,978	8,043	2,299	4,411	257,055
8 . . .	80,726	69,014	37,751	22,490	21,890	7,829	2,176	4,127	246,003
9 . . .	81,682	67,077	37,226	21,602	21,917	7,427	2,182	3,999	243,112
10 . . .	80,791	65,609	36,424	22,420	21,403	7,336	1,959	3,876	239,818
11 . . .	81,698	67,169	37,431	22,920	21,538	7,754	1,889	3,908	244,307
12 . . .	85,984	67,586	39,220	23,631	22,057	8,183	1,926	3,874	252,461
13 . . .	87,212	69,061	39,785	24,049	22,693	8,107	1,560	3,933	256,400
14 . . .	88,041	69,162	39,696	23,802	22,112	8,463	1,343	3,977	256,596
15 . . .	78,832	62,028	30,270	21,231	17,926	7,918	1,151	3,389	222,745
16 . . .	51,708	46,179	17,404	14,290	10,398	3,757	633	2,776	147,145
17 . . .	30,836	24,713	8,198	5,979	5,195	1,650	261	1,933	78,765
18 . . .	7,941	5,062	1,267	1,201	374	398	56	498	16,797
19 and over . .	992	1,611	(a)323	287	59	314	27	119	3,732
Australia—1976 .	1,018,172	825,790	426,026	272,913	248,291	93,704	24,839	50,515	2,960,250
1975 .	1,007,811	816,951	418,722	274,009	239,204	93,379	21,830	47,374	2,919,280

(a) Excludes 3,668 correspondence students (1,363 males, 2,305 females) aged 19 years and over.

Technical and further education

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

TECHNICAL AND FURTHER EDUCATION: TYPE OF INSTITUTION AND ENROLMENTS BY ACADEMIC STREAM, 1976

	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
Type of institution—									
Major TAFE Authorities—									
Major institutions(a)	66	32	24	35	26	5	1	2	191
Annexes(b)	140	3	2	352	..	..	4	5	506
Other institutions(c)	2	193	11	..	90	5	..	..	301
Annexes(b)	..	5	..	..	..	..	..	..	3
Agricultural colleges(d)	2	5	..	..	..	..	..	..	7
Colleges of advanced education(d)	1	3	5	2	1	..	..	..	12
Total(e)	211	239	42	389	117	10	5	7	1,020
Enrolments(f)—									
Full-time—									
Academic stream—									
Professional	113	462	384	68	..	..	4	88	1,119
Para-professional	6,052	3,867	1,033	666	2,644	371	..	487	15,120
Trades	1,012	800	54	11	253	..	..	..	2,130
Other skilled	6,980	794	1,675	17	160	447	81	329	10,483
Preparatory	4,045	4,770	128	503	698	183	..	256	10,583
Total	18,202	10,693	3,274	1,265	3,755	1,001	85	1,160	39,435
Part-time(g)—									
Academic stream—									
Professional	1,020	130	301	2,384	278	5	..	93	4,211
Para-professional	51,998	21,080	9,531	25,415	34,817	2,980	425	4,461	150,707
Trades	46,576	34,150	17,180	9,487	16,743	4,502	608	2,708	131,954
Other skilled	75,969	18,141	6,398	26,797	3,628	2,159	528	3,423	137,043
Preparatory	17,937	36,360	11,302	16,420	8,065	1,548	637	248	92,517
Adult education	16,134	29,719	45,488	46,935	53,542	14,313	4,912	1,534	212,577
Total	209,634	139,580	90,200	127,438	117,073	25,507	7,110	12,467	729,009
Total—									
Academic stream—									
Professional	1,133	592	685	2,452	278	5	4	181	5,330
Para-professional	58,050	24,947	10,564	26,081	37,461	3,351	425	4,948	165,827
Trades	47,588	34,950	17,234	9,498	16,996	4,502	608	2,708	134,084
Other skilled	82,949	18,935	8,073	26,814	3,788	2,606	609	3,752	147,526
Preparatory	21,982	41,130	11,430	16,923	8,763	1,731	637	504	105,100
Adult education	16,134	29,719	45,488	46,935	53,542	14,313	4,912	1,534	212,577
Total—1976	227,836	150,273	93,474	128,703	120,828	26,508	7,195	13,627	768,444

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

**TECHNICAL AND FURTHER EDUCATION: ENROLMENTS(a) BY ACADEMIC STREAM
TYPE OF ENROLMENT AND FIELD OF STUDY, 1976**

<i>Field of study</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME									
Applied science . . .	137	490	210	..	126	28	..	74	1,065
Art and design . . .	906	970	729	132	510	51	..	205	3,503
Building industry . . .	516	570	..	36	170	..	..	..	1,292
Business studies . . .	7,958	2,140	1,431	212	1,233	552	81	329	13,936
Engineering . . .	2,485	3,060	362	118	399	127	..	176	6,727
Rural and horticultural . . .	309	689	414	150	95	..	..	..	1,657
Music . . .	61	..	21	24	..	..	..	..	106
Para-medical services . . .	176	75	..	10	59	..	..	..	320
Service industries . . .	1,430	929	..	2	306	60	..	120	2,847
General studies . . .	4,224	1,770	107	581	857	183	4	256	7,982
Total . . .	18,202	10,693	3,274	1,265	3,755	1,001	85	1,160	39,435
PART-TIME									
Applied science . . .	2,192	7,856	1,034	772	1,072	87	26	208	13,247
Art and design . . .	11,479	10,010	18,672	17,267	4,468	4,858	1,544	603	68,901
Building industry . . .	15,417	18,750	7,391	11,222	4,948	1,750	443	1,284	61,205
Business studies . . .	50,393	16,441	6,755	18,313	11,762	1,582	461	3,258	108,965
Engineering . . .	49,235	34,710	15,109	20,209	15,719	3,530	790	2,726	142,028
Rural and horticultural . . .	6,454	7,530	1,188	3,730	916	99	45	631	20,593
Music . . .	29	470	771	3,693	..	513	498	..	5,974
Para-medical services . . .	2,108	170	229	445	239	5	..	35	3,231
Service industries . . .	41,160	17,259	12,738	23,952	3,269	5,333	1,566	3,394	108,671
General studies . . .	17,263	20,498	14,624	17,481	61,046	7,127	1,619	328	139,986
Total . . .	195,730	133,694	78,511	117,084	103,439	24,884	6,992	12,467	672,801
EXTERNAL									
Applied science . . .	..	240	19	5	329	54	..	..	647
Art and design . . .	510	..	..	477	292	..	1	..	1,280
Building industry . . .	434	340	885	264	554	..	13	..	2,490
Business studies . . .	4,296	2,440	1,486	3,832	3,697	238	..	..	15,989
Engineering . . .	2,375	780	3,445	527	4,011	..	16	..	11,154
Rural and horticultural . . .	1,193	36	500	761	557	..	..	..	3,047
Music . . .	..	..	..	21	..	..	..	..	21
Para-medical services . . .	291	..	127	214	205	..	..	..	837
Service industries . . .	1,327	180	372	282	816	13	26	..	3,016
General studies . . .	3,478	1,870	4,855	3,971	3,173	318	62	..	17,727
Total . . .	13,904	5,886	11,689	10,354	13,634	623	118	..	56,208
ALL ENROLMENTS									
Applied science . . .	2,329	8,586	1,263	777	1,527	169	26	282	14,959
Art and design . . .	12,895	10,980	19,401	17,876	5,270	4,909	1,545	808	73,684
Building industry . . .	16,367	19,660	8,276	11,522	5,672	1,750	456	1,284	64,987
Business studies . . .	62,647	21,021	9,672	22,357	16,692	2,372	542	3,587	138,890
Engineering . . .	54,095	38,550	18,916	20,854	20,129	3,657	806	2,902	159,909
Rural and horticultural . . .	7,956	8,255	2,102	4,641	1,568	99	45	631	25,297
Music . . .	90	470	792	3,738	..	513	498	..	6,101
Para-medical services . . .	2,575	245	356	669	503	5	..	35	4,388
Service industries . . .	43,917	18,368	13,110	24,236	4,391	5,406	1,592	3,514	114,534
General studies . . .	24,965	24,138	19,586	22,033	65,076	7,628	1,685	584	165,695
Total—1976 . . .	227,836	150,273	93,474	128,703	120,828	26,508	7,195	13,627	768,444
1975 . . .	212,108	133,064	83,640	108,986	108,826	25,901	4,138	12,168	688,831

(a) Statistics shown refer to gross enrolments, no allowance having been made for students enrolled in more than one course. Details reported in this table represent the cumulative total of all enrolments registered during 1976 up to 31 October.

NOTE: The statistics for 1975 differ from those published in the Year Book No. 61 as previously only details of major government departments/divisions of TAFE were shown. In this table they are comparable with the statistics for 1976 as they not only include revised statistics of the major TAFE authorities but also enrolments of other authorities conducting TAFE activities.

**TECHNICAL AND FURTHER EDUCATION: TEACHING EFFORT (a) BY
ACADEMIC STREAM, 1976**
(^{'000} hours)

<i>Academic stream</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld(b)</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>N.T.</i>	<i>A.C.T.</i>	<i>Australia (b)</i>
FULL-TIME STAFF(c)									
Professional . . .	5.6	53.1	15.8	10.3	14.0	..	0.4	4.1	103.3
Para-professional . . .	442.4	456.4	32.0	201.6	280.9	24.2	3.7	35.9	1,477.1
Trades . . .	726.1	832.0	365.7	302.3	203.8	100.0	13.7	37.6	2,581.3
Other skilled . . .	381.5	99.5	97.8	31.7	25.8	24.1	2.9	17.2	680.6
Preparatory . . .	116.0	251.5	71.6	51.0	25.5	2.5	0.5	4.5	523.1
Adult education . . .	23.5	55.0	8.0	25.7	9.7	1.2	2.5	3.2	128.9
Total . . .	1,695.0	1,747.5	590.9	622.7	559.8	152.1	23.7	102.5	5,494.1
PART-TIME STAFF(d)									
Professional . . .	8.5	1.2	5.6	1.8	5.4	0.2	0.1	7.0	29.8
Para-professional . . .	364.6	62.6	61.4	56.2	124.9	34.6	1.3	42.5	748.1
Trades . . .	240.9	35.1	13.9	3.2	52.3	17.7	1.8	12.1	377.0
Other skilled . . .	354.8	26.0	17.0	42.0	16.1	13.7	1.4	5.8	476.9
Preparatory . . .	156.2	113.6	32.3	55.1	25.9	7.8	1.9	12.3	405.1
Adult education . . .	51.1	55.8	65.6	157.1	99.7	23.2	8.6	7.8	469.0
Total . . .	1,176.0	294.3	195.8	315.5	324.3	97.1	15.1	87.5	2,505.6
ALL TEACHING STAFF									
Professional . . .	14.1	54.4	21.4	12.2	19.4	0.2	0.5	11.1	133.1
Para-professional . . .	806.9	519.0	93.4	257.8	405.8	58.8	5.0	78.3	2,225.2
Trades . . .	967.1	867.1	379.6	305.5	256.2	117.8	15.5	49.7	2,958.4
Other skilled . . .	736.3	125.5	114.8	73.7	42.0	37.8	4.3	23.0	1,157.4
Preparatory . . .	272.0	365.1	103.9	106.1	51.4	10.3	2.4	16.9	928.0
Adult education . . .	74.6	110.8	73.6	182.9	109.4	24.4	11.2	11.0	597.8
Total—1976 . . .	2,871.0	2,041.8	786.7	938.1	884.1	249.3	38.9	190.0	8,000.0
1975 . . .	2,635.4	2,045.6	800.4	832.9	841.2	239.1	40.0	169.7	7,624.4

(a) Hours of classroom duty performed by teachers during the teaching year (excluding all non-teaching duty).

(b) Excluded in 1976 is the teaching effort in TAFE courses at Queensland colleges of advanced education. The components affected are the *Para-professional* and *Preparatory* streams.

(c) All teaching staff employed full-time by the relevant authority or institution, including 'multi-sector' staff whose duties extend to teaching areas other than TAFE. Teaching hours reported in this table relate only to teaching undertaken in TAFE.

(d) Statistics of part-time teaching effort relate to all teaching duty performed by staff employed part-time by the authority or institution and teaching hours worked on an overtime basis by full-time staff.

Teacher education

By 1 July 1973 all former government teachers colleges and kindergarten teachers colleges were colleges of advanced education. Since then, some non-government teachers colleges have assumed college of advanced education status. The following table shows, for 1976, the number of students undertaking teacher education courses in the nine non-government teachers colleges that did not come into the CAE sector of education. (Statistics on colleges of advanced education are shown elsewhere in this chapter).

**STUDENTS ENROLLED IN NON-GOVERNMENT
TEACHERS COLLEGES, 1976**

<i>State</i>	<i>Primary</i>	<i>Secondary</i>	<i>Not classifiable (a)</i>	<i>Total</i>
New South Wales . . .	134	250	164	548
Victoria . . .	298	..	..	298
Queensland . . .	160	..	1	161
Australian Capital Territory . . .	120	..	..	120
Australia—				
Males . . .	230	179	110	519
Females . . .	482	71	55	608
Persons . . .	712	250	165	1,127

(a) Not classifiable as only primary or only secondary.

Colleges of Advanced Education

The following statistics refer to operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education, and the Canberra College of Advanced Education. These tables show details of students commencing advanced level courses, the number of students and teaching staff in 1976 and the number of students who completed advanced level courses in 1975. The reference date for these statistics is 30 April except for students who completed advanced level courses for whom the reference date is 31 December 1975. For more detailed statistics, see the annual bulletin *Colleges of Advanced Education* (4206.0).

COLLEGES OF ADVANCED EDUCATION: STUDENTS COMMENCING BY COURSE, LEVEL AND FIELD OF STUDY, 1976 (a)

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture . . . . .	..	39	63	264	298	563	101	664
Applied sciences	45	287	2,873	177	223	2,758	847	3,605
Art and design . . . . .	..	56	163	2,011	158	1,072	1,316	2,388
Building, surveying and architecture	1	128	591	593	113	1,206	220	1,426
Commercial and business studies	19	1,244	6,096	1,693	1,422	8,351	2,123	10,474
Engineering and technology	17	157	2,470	543	155	3,287	55	3,342
Liberal studies	1	528	2,241	1,174	639	1,839	2,744	4,583
Music . . . . .	..	8	80	259	..	129	218	347
Para-medical	18	117	1,454	800	700	916	2,173	3,089
Teacher education	34	3,988	2,278	15,115	783	7,225	14,973	22,198
Not classifiable . . . . .	..	6	..	..	..	3	3	6
Total—1976	135	6,558	18,309	22,629	4,491	27,349	24,773	52,122
1975	168	6,310	16,389	25,592	5,494	28,659	25,294	53,953

(a) Excludes students commencing in second semester.

COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED COURSES BY FIELD OF STUDY AND COURSE LEVEL, 1975

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
Agriculture . . . . .	..	39	41	188	136	364	40	404
Applied sciences	7	132	718	265	82	968	236	1,204
Art and design . . . . .	..	29	3	795	98	444	481	925
Building, surveying and architecture . . . . .	..	16	191	225	73	474	31	505
Commercial and business studies . . . . .	..	293	863	1,207	307	2,151	519	2,670
Engineering and technology	2	35	671	823	56	1,581	6	1,587
Liberal studies . . . . .	..	261	350	279	44	418	516	934
Music . . . . .	..	2	13	139	..	37	117	154
Para-medical	2	52	406	388	379	316	911	1,227
Teacher education	6	2,955	310	10,929	855	4,689	10,366	15,055
Total—1975	17	3,814	3,566	15,238	2,030	11,442	13,223	24,665
1974	4	3,047	2,564	13,078	1,811	9,693	10,811	20,504

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT
COURSE LEVEL AND FIELD OF STUDY, 1976**

Field of study	Master degree	Graduate diploma	Bachelor degree	Diploma	Associate diploma	Total		
						Males	Females	Persons
FULL-TIME								
Agriculture . . . . .	..	36	249	660	545	1,274	216	1,490
Applied sciences	25	65	3,497	367	147	3,080	1,021	4,101
Art and design . . . . .	..	50	273	4,291	6	2,025	2,595	4,620
Building, surveying and architecture . . . . .	..	1	1,288	539	133	1,645	316	1,961
Commercial and business studies . . . . .	..	204	5,520	2,042	654	6,215	2,205	8,420
Engineering and technology	16	18	4,576	1,167	25	5,718	84	5,802
Liberal studies . . . . .	..	317	2,745	1,505	390	2,075	2,882	4,957
Music . . . . .	..	8	168	555	..	279	452	731
Para-medical	19	90	2,753	1,234	751	1,177	3,670	4,847
Teacher education	13	3,286	3,390	37,866	1,094	13,502	32,147	45,649
Not classifiable	4	29	..	..	..	24	9	33
Total—1976	77	4,104	24,459	50,226	3,745	37,014	45,597	82,611
1975	51	3,807	19,653	47,333	3,935	34,359	40,420	74,779
PART-TIME—INTERNAL								
Agriculture . . . . .	..	3	2	14	8	24	3	27
Applied sciences	95	367	2,344	351	240	2,869	528	3,397
Art and design . . . . .	..	50	54	842	317	692	571	1,263
Building, surveying and architecture	2	323	868	1,457	160	2,589	221	2,810
Commercial and business studies	53	2,017	8,402	3,532	1,547	13,654	1,897	15,551
Engineering and technology	58	312	2,947	1,069	357	4,699	44	4,743
Liberal studies	3	511	2,348	1,061	784	2,074	2,633	4,707
Music . . . . .	..	9	129	234	..	106	266	372
Para-medical	31	48	581	461	416	698	839	1,537
Teacher education	122	1,493	1,452	5,235	98	3,361	5,039	8,400
Not classifiable . . . . .	..	5	..	..	..	2	3	5
Total—1976	364	5,138	19,127	14,256	3,927	30,768	12,044	42,812
1975	261	4,095	16,165	14,097	5,169	29,478	10,309	39,787
PART-TIME—EXTERNAL								
Agriculture . . . . .	..	..	..	..	69	55	14	69
Applied sciences . . . . .	..	..	631	7	107	550	195	745
Art and design . . . . .	..	..	..	22	..	12	10	22
Building, surveying and architecture . . . . .	..	..	9	2	..	11	..	11
Commercial and business studies . . . . .	..	211	1,004	722	655	2,193	399	2,592
Engineering and technology . . . . .	..	..	8	8	2	17	1	18
Liberal studies . . . . .	..	10	661	300	196	452	715	1,167
Music . . . . .	..	..	..	1	..	..	1	1
Para-medical . . . . .	..	..	1	470	37	175	333	508
Teacher education . . . . .	..	408	297	3,351	2	1,202	2,856	4,058
Total—1976 . . . . .	..	629	2,611	4,883	1,068	4,667	4,524	9,191
1975 . . . . .	..	530	1,882	4,092	1,487	4,256	3,735	7,991
ALL STUDENTS								
Agriculture . . . . .	..	39	251	674	622	1,353	233	1,586
Applied sciences	120	432	6,472	725	494	6,499	1,744	8,243
Art and design . . . . .	..	100	327	5,155	323	2,729	3,176	5,905
Building, surveying and architecture	2	324	2,165	1,998	293	4,245	537	4,782
Commercial and business studies	53	2,432	14,926	6,296	2,856	22,062	4,501	26,563
Engineering and technology	74	330	7,531	2,244	384	10,434	129	10,563
Liberal studies	3	838	5,754	2,866	1,370	4,601	6,230	10,831
Music . . . . .	..	17	297	790	..	385	719	1,104
Para-medical	50	138	3,335	2,165	1,204	2,050	4,842	6,892
Teacher education	135	5,187	5,139	46,452	1,194	18,065	40,042	58,107
Not classifiable	4	34	..	..	..	26	12	38
Total—1976	441	9,871	46,197	69,365	8,740	72,449	62,165	134,614
1975	312	8,432	37,700	65,522	10,591	68,093	54,464	122,557

**COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF BY FIELD OF TEACHING
STATES AND A.C.T., 1976**

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

<i>Field of teaching</i>	<i>N.S.W.</i>	<i>Vic.</i>	<i>Qld</i>	<i>S.A.</i>	<i>W.A.</i>	<i>Tas.</i>	<i>A.C.T.</i>	<i>Australia</i>
FULL-TIME STAFF								
Agriculture	55	9	48	34	12	..	..	157
Applied sciences	197	355	158	45	101	19	75	950
Art and design	93	167	33	62	28	21	..	404
Building, surveying and architecture	28	54	21	35	32	10	13	193
Commercial and business studies	180	377	92	47	88	19	41	845
Engineering and technology	56	432	72	73	69	17	..	718
Liberal studies	69	311	35	80	109	8	50	662
Music	23	5	13	2	..	16	..	59
Para-medical	87	117	26	54	73	7	..	365
Teacher education	1,069	1,298	460	419	402	84	47	3,779
Not classifiable	1	8	..	20	..	4	..	33
<i>Total—1976</i>	<i>1,858</i>	<i>3,134</i>	<i>957</i>	<i>871</i>	<i>914</i>	<i>205</i>	<i>226</i>	<i>8,165</i>
<i>1975</i>	<i>1,709</i>	<i>3,148</i>	<i>864</i>	<i>823</i>	<i>821</i>	<i>203</i>	<i>204</i>	<i>7,773</i>
PART-TIME STAFF								
Agriculture	2	44	4	..	1	..	..	50
Applied sciences	23	110	15	6	19	3	16	193
Art and design	29	52	..	7	16	3	..	106
Building, surveying and architecture	17	23	23	8	2	1	1	74
Commercial and business studies	28	63	18	9	15	1	9	142
Engineering and technology	25	35	9	9	6	..	..	84
Liberal studies	14	47	8	16	34	1	16	135
Music	38	5	13	..	..	4	..	60
Para-medical	16	34	3	23	30	..	..	106
Teacher education	48	62	11	26	34	5	6	190
Not classifiable . . . . .	..	39	..	1	..	..	..	40
<i>Total—1976</i>	<i>241</i>	<i>512</i>	<i>104</i>	<i>104</i>	<i>156</i>	<i>17</i>	<i>47</i>	<i>1,181</i>
<i>1975</i>	<i>195</i>	<i>339</i>	<i>122</i>	<i>103</i>	<i>133</i>	<i>44</i>	<i>57</i>	<i>994</i>
ALL STAFF								
Agriculture	56	52	52	34	13	..	..	207
Applied sciences	221	465	173	51	121	22	91	1,144
Art and design	122	219	33	69	43	24	..	510
Building, surveying and architecture	45	77	44	43	34	11	14	267
Commercial and business studies	208	440	110	56	104	20	50	987
Engineering and technology	81	468	80	82	75	17	..	802
Liberal studies	83	358	43	96	143	9	66	797
Music	61	10	26	2	..	20	..	119
Para-medical	103	151	30	78	103	7	..	471
Teacher education	1,117	1,361	470	445	435	89	53	3,969
Not classifiable	1	47	..	21	..	4	..	73
<i>Total—1976</i>	<i>2,099</i>	<i>3,646</i>	<i>1,061</i>	<i>975</i>	<i>1,070</i>	<i>222</i>	<i>273</i>	<i>9,346</i>
<i>1975</i>	<i>1,905</i>	<i>3,488</i>	<i>986</i>	<i>926</i>	<i>954</i>	<i>247</i>	<i>261</i>	<i>8,767</i>

Universities

The following university statistics provide details of the total number of students enrolled in university courses, the teaching staff engaged, and the number of students commencing and completing courses. The reference date for the statistics is 30 April except for students completing courses for whom the reference date is the year ended 30 June. For more detailed statistics, see the annual publications *University Statistics*, Parts 1 and 2 (4,208.0 and 4,209.0).

UNIVERSITIES: STUDENTS COMMENCING DEGREE COURSES, 1976

	<i>Doctorate (other than Ph.D.) courses</i>	<i>Ph.D. degree courses</i>	<i>Master degree courses</i>	<i>Bachelor degree courses</i>	<i>Total</i>		
					<i>Males</i>	<i>Females</i>	<i>Persons</i>
New South Wales	3	340	2,022	15,623	11,072	6,916	17,988
Victoria	11	244	1,089	10,288	6,951	4,681	11,632
Queensland	8	92	344	5,262	3,214	2,492	5,706
South Australia	9	105	345	3,444	2,460	1,443	3,903
Western Australia	3	86	296	3,774	2,558	1,601	4,159
Tasmania . . . . .	..	22	45	1,101	724	444	1,168
Australian Capital Territory . . . . .	..	196	174	1,582	1,203	749	1,952
Australia-1976	34	1,085	4,315	41,074	28,182	18,326	46,508
1975	46	966	4,340	40,556	28,071	17,837	45,908

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS(a) BY SEX AND COURSE LEVEL, 1972 TO 1976

<i>Level of course</i>	<i>Males</i>					<i>Females</i>				
	1972	1973	1974	1975	1976	1972	1973	1974	1975	1976
FULL-TIME										
Higher degree	4,295	4,220	4,486	4,756	5,033	973	1,041	1,318	1,458	1,614
Other post-graduate(b)	1,544	1,743	1,933	1,926	1,847	2,270	2,223	2,268	2,278	1,980
Bachelor degree	48,851	49,389	52,613	54,029	55,139	25,698	26,962	29,876	32,371	34,694
Sub-graduate diploma, certificate and other(c)	740	225	213	157	171	446	313	298	135	127
Total	54,612	55,577	59,245	60,868	62,190	28,983	30,539	33,760	36,242	38,415
PART-TIME(d)										
Higher degree	6,429	6,967	7,634	8,288	8,471	1,360	1,549	1,824	2,174	2,471
Other post-graduate(b)	1,532	2,179	2,307	2,497	2,699	848	1,050	1,151	1,279	1,332
Bachelor degree	21,902	21,967	21,645	20,764	20,621	9,849	10,750	12,234	12,955	14,121
Sub-graduate diploma, certificate and other(c)	2,244	1,528	1,653	1,661	1,918	1,193	1,020	1,406	1,610	1,722
Total	31,928	32,641	33,239	33,210	33,709	13,145	14,369	16,615	18,018	19,646
ALL STUDENTS										
Higher degree	10,724	11,187	12,120	13,044	13,504	2,333	2,590	3,142	3,632	4,085
Other post-graduate(b)	3,076	3,922	4,240	4,423	4,546	3,118	3,273	3,419	3,557	3,312
Bachelor degree	70,753	71,356	74,258	74,793	75,760	35,547	37,712	42,110	45,326	48,815
Sub-graduate diploma, certificate and other(c)	2,984	1,753	1,866	1,818	2,089	1,639	1,333	1,704	1,745	1,849
Total	86,540	88,218	92,484	94,078	95,899	42,128	44,908	50,375	54,260	58,061

(a) For 1972, the components do not add to total students as students enrolled for two or more courses were included in each course for which they were enrolled. (b) Includes, as well as post-graduate diploma courses, masters and other post-graduate preliminary and qualifying courses which were included with *Sub-graduate diploma, certificate and other* prior to 1973. (c) *Other* refers to single and miscellaneous subjects of university standard. See also footnote (b). (d) Includes external students.

**UNIVERSITIES: STUDENTS COMPLETING DEGREE AND POST-GRADUATE DIPLOMA
COURSES BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1976**

Field of study	Degrees					Total
	Doctorate (other than Ph.D.)	Ph.D.	Master	Bachelor	Post graduate diplomas	
Humanities	1	75	192	7,446	..	7,714
Fine arts . . . . .	..	1	10	121	..	132
Social and behavioural sciences	1	58	148	698	269	1,174
Law . . . . .	..	5	57	1,342	1	1,405
Education . . . . .	..	16	273	995	3,553	4,837
Economics, commerce, government . . . . .	..	32	300	3,072	47	3,451
Medicine	22	78	34	1,494	116	1,744
Dentistry . . . . .	..	2	22	244	1	269
Natural sciences	18	364	293	4,819	77	5,571
Engineering, technology	2	90	264	1,714	38	2,108
Architecture . . . . .	..	3	60	556	40	659
Agriculture, forestry	2	64	94	337	29	526
Veterinary science	2	15	18	187	1	223
Total—1976	48	803	1,765	23,025	4,172	29,813
1975	46	750	1,560	21,860	4,054	28,270

UNIVERSITIES: TEACHING STAFF (a), BY FIELD OF TEACHING, 1976

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
FULL-TIME STAFF								
Humanities	651	436	213	165	114	46	138	1,762
Fine arts	28	44	13	29	8	..	..	121
Social and behavioural sciences	478	220	133	85	83	29	50	1,077
Law	118	121	33	28	18	13	30	360
Education	236	153	64	51	55	15	..	573
Economics, commerce, government	461	249	129	98	74	31	55	1,096
Medicine	253	254	163	113	81	39	..	904
Dentistry	41	30	29	23	15	..	..	137
Natural sciences	1,015	573	385	290	174	90	114	2,640
Engineering, technology	499	184	113	53	54	22	..	926
Architecture	117	37	24	16	8	..	..	202
Agriculture, forestry	106	46	36	39	26	8	18	279
Veterinary science	49	36	54	..	15	..	..	154
Other(b)	27	..	42	..	..	1	..	70
Total—1976	4,079	2,381	1,430	987	724	293	405	10,299
1975	3,950	2,346	1,360	945	662	280	402	9,943

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

Humanities	38	20	9	6	6	1	7	86
Fine arts	3	8	2	4	3	..	..	20
Social and behavioural sciences	38	17	5	4	9	1	2	75
Law	8	12	1	2	3	1	3	29
Education	49	17	4	2	8	2	..	81
Economics, commerce, government	34	22	3	4	5	1	1	71
Medicine	97	83	29	9	24	1	..	243
Dentistry	16	9	7	17	9	..	..	58
Natural sciences	132	117	10	52	33	8	12	365
Engineering, technology	45	30	5	7	4	1	..	92
Architecture	25	8	4	3	4	..	..	44
Agriculture, forestry	8	3	..	..	2	1	2	16
Veterinary science	3	1	2	..	..	..	..	6
Other(b)	9	..	8	..	..	..	..	16
Total—1976	504	348	87	111	109	16	27	1,203
1975	550	304	119	98	91	20	28	1,210

UNIVERSITIES: TEACHING STAFF(a), BY FIELD OF TEACHING, 1976—continued

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
ALL STAFF (full-time equivalent units)								
Humanities	689	456	222	171	120	47	145	1,848
Fine arts	31	52	15	33	11	..	..	141
Social and behavioural sciences	516	237	138	89	92	30	52	1,152
Law	126	133	34	30	21	14	33	389
Education	285	170	68	53	63	17	..	654
Economics, commerce, government	495	271	132	102	79	32	56	1,167
Medicine	350	337	192	122	105	40	..	1,147
Dentistry	57	39	36	40	24	..	..	195
Natural sciences	1,147	690	395	342	207	98	126	3,005
Engineering, technology	544	214	118	60	58	23	..	1,018
Architecture	142	45	28	19	12	..	..	246
Agriculture, forestry	114	49	36	39	28	9	20	295
Veterinary science	52	37	56	..	15	..	..	160
Other(b)	36	..	50	..	..	1	..	86
Total—1976	4,584	2,729	1,517	1,098	833	309	432	11,501
1975	4,499	2,650	1,479	1,043	753	299	430	11,153

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

Overseas students

The following table shows the number of private students and sponsored overseas students and trainees in Australia at 30 June 1977. The Department of Immigration and Ethnic Affairs and the Department of Education prepare statistics of overseas students admitted under the *Private Overseas Student Program*. The statistics in the table below exclude practical experience and specialised trainees, exchange students and students not currently undertaking study. Further details on sponsored overseas students and trainees in Australia are available from publications issued by the Australian Development Assistance Bureau within the Department of Foreign Affairs.

OVERSEAS STUDENTS: NUMBER OF PRIVATE STUDENTS AND SPONSORED STUDENTS AND TRAINEES BY LAST PLACE OF RESIDENCE, AS AT 30 JUNE 1977

Last place of residence	Sponsored students and trainees—					Total
	Private students (a)	Colombo Plan	Commonwealth Co-operation in Education	Home government	Other	
Europe	209	..	2	..	..	2
Africa	99	..	74	18	152	244
America	126	..	13	3	12	28
Asia—						
Burma	3	33	..	..	2	35
Cambodia	2	15	..	..	..	15
China—						
Excluding Taiwan Province	..	..	..	..	..	..
Taiwan Province only	19	..	..	..	..	..
Hong Kong	716	..	4	8	2	14
India	122	17	12	..	3	32
Indonesia	671	192	..	2	33	227
Japan	172	..	..	..	..	..
Laos	8	79	..	..	..	79
Malaysia	3,888	280	5	56	19	360
Pakistan	36	49	..	..	3	52
Philippines	128	52	..	..	12	64
Singapore	396	151	1	1	10	163
Sri Lanka	65	63	6	..	6	75
Thailand	375	207	..	..	14	221
Viet Nam	16	129	..	..	56	185
Other Asia	99	207	12	4	17	240
Total Asia	6,716	1,474	40	71	177	1,762

OVERSEAS STUDENTS: NUMBER OF PRIVATE STUDENTS AND SPONSORED STUDENTS AND TRAINEES BY LAST PLACE OF RESIDENCE, AS AT 30 JUNE 1977—continued

Last place of residence	Sponsored students and trainees					Total
	Private students (a)	Colombo Plan	Commonwealth Co-operation in Education	Home government	Other	
Oceania—						
Fiji	206	..	29	4	29	62
Nauru	53	..	..	..	..	..
New Caledonia	27	..	..	..	..	..
Papua New Guinea	93	..	..	4	135	139
Solomon Islands	39	..	7	..	8	15
Tonga	38	..	15	1	32	48
Other Oceania	37	..	18	..	29	47
Total Oceania	493	..	69	9	233	311
Total Overseas Students	(b)7,653	1,474	198	101	574	2,347

(a) Excludes practical experience and specialised trainees, exchange students and students not currently undertaking study. (b) Includes ten students for whom last place of residence was not stated.

STUDENT ASSISTANCE SCHEMES FUNDED BY THE DEPARTMENT OF EDUCATION

Scheme	Number of students 1976	Expenditure (\$'000) 1975-76
Postgraduate Awards(a)	2,230	7,782
Tertiary Education Assistance(a)	86,472	109,625
Technical Scholarships(a)	115	31
Pre-school Teacher Education(a)	2,431	3,461
Postgraduate Awards—Social Work(a)	22	252
Senior Secondary Scholarships(a)	228	1,120
Secondary Allowances(b)	15,356	5,601
Adult Secondary Education Assistance(a)	2,071	3,228
Aboriginal Secondary Grants(a)	12,469	8,621
Aboriginal Study Grants(b)	2,253	1,719
Aboriginal Study Grants—Overseas(b)	10	53
Assistance for Isolated Children(b)	18,729	10,398
Non-State Tertiary Institutions	n.a.	2,655
Overseas Study Fellowships in Recreation(b)	14	167
Overseas Management Fellowships(b)	17	135
Commonwealth Teaching Service Scholarships(a)	616	1,123
Other(a)	42	39

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

Expenditure on education

The statistics in this section are intended to provide information on the extent and direction of both government and private effort in the field of education in recent years. They have been compiled in accordance with national accounting concepts. For explanation of the relevant national accounting concepts, reference should be made to *Australian National Accounts: National Income and Expenditure, 1975-76* (5204.0), and also to *Public Authority Finance: Federal Authorities, 1976-77* (5502.0), and *Public Authority Finance: States and Local Authorities, 1974-75* (5504.0), from which figures included in this section have also been taken.

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

Total expenditure on education

Total expenditure on education can be measured by adding to the outlay of the public sector the final expenditure on education which the private sector finances from its own resources or, alternatively, by adding together the final expenditures of both sectors (i.e. setting out the public authority transfers and any (net) transactions in existing fixed assets).

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

AUSTRALIA: EXPENDITURE ON EDUCATION

	1971-72	1972-73	1973-74	1974-75	1975-76
	\$m	\$m	\$m	\$m	\$m
Public sector—					
Final consumption expenditure . . .	1,212	1,447	1,891	2,747	3,389
Expenditure on new fixed assets . . .	285	324	378	650	694
Final expenditure(1)	1,498	1,771	2,270	3,397	4,083
Transfers to the private sector and expenditure on existing fixed assets (net) . .	170	216	256	331	409
Outlay	1,668	1,987	2,526	3,728	4,492
Private sector—					
Final consumption expenditure . . .	196	214	208	200	218
Expenditure on new fixed assets . . .	41	38	43	74	87
Final expenditure(2)	237	252	251	274	305
Total expenditure on education (1) + (2)	1,735	2,023	2,521	3,671	4,388
Gross domestic product	36,723	41,962	50,805	60,149	70,825
	per cent	per cent	per cent	per cent	per cent
Expenditure on education as percentage of Gross domestic product—					
Final consumption expenditure—					
Public	3.3	3.4	3.7	4.6	4.8
Private	0.5	0.5	0.4	0.3	0.3
Expenditure on new fixed assets—					
Public	0.8	0.8	0.7	1.1	1.0
Private	0.1	0.1	0.1	0.1	0.1
Total expenditure	4.7	4.8	5.0	6.1	6.2

Private sector

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

Public sector

The statistics which follow form part of a comprehensive statistical program to reclassify the transactions recorded in the 'conventional' accounts of all public authorities into a national accounting presentation. As part of this program, the outlay of public authorities is classified by *function* so as to reveal the broad purposes for which the public authorities undertake expenditure programs. These statistics relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', broadly as defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres, etc.; on scholarships, etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditures on school medical and dental services and provision of free milk for school-children are not included, as these are regarded as primarily serving the purpose of health.

Apart from giving emphasis to the broad purposes of public sector outlays, a national accounting presentation of the transactions of public authorities is also designed to facilitate the study of their impact on the rest of the economy. In the following tables the outlays of the public authorities engaged in providing education services or financing their provision by other bodies, public or private, have accordingly been broken into broad categories of final expenditure on goods and services (i.e. final consumption expenditure, and expenditure on new fixed assets); capital financing items (e.g. net expenditure on existing assets); transfers to the private sector (cash benefits, grants for private capital expenditure) which become a source of finance for that sector's own final expenditures; and transfers between public authorities (Commonwealth Government grants to the States).

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

All public authorities

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

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

	1971-72	1972-73	1973-74	1974-75	1975-76
Federal Authorities—					
Final consumption expenditure	63.9	79.2	109.4	167.4	199.3
Cash benefits to persons	54.3	74.0	93.8	124.3	162.5
Grants for private capital purposes	1.3	1.3	2.4	7.7	10.5
Expenditure on new fixed assets	25.0	30.1	32.1	45.1	72.9
Expenditure on existing fixed assets (net)	-0.4	-0.5	0.8	0.3	0.1
Grants to States—					
Current	118.9	153.9	433.5	910.8	1,135.5
Capital	86.0	105.6	189.1	415.5	319.2
Grants to local government authorities . . . . .	..	..	0.3	2.4	6.4
Total Federal	348.9	443.5	861.5	1,673.6	1,906.5
State authorities—					
Final consumption expenditure	1,146.6	1,365.8	1,778.9	2,575.2	3,183.5
Cash benefits to persons	96.9	115.6	127.0	147.1	175.2
Grants for private capital purposes	7.7	8.5	13.7	31.7	33.0
Expenditure on new fixed assets	260.0	293.6	345.7	603.1	616.8
Expenditure on existing fixed assets (net)	11.2	16.5	18.6	19.1	27.0
Total State	1,522.3	1,800.1	2,283.9	3,376.1	4,035.5
Less Grants from the Commonwealth Government for educational purposes	204.9	259.4	622.5	1,326.3	1,454.8
Outlay financed from States' own resources and from non-specific Commonwealth Government grants	1,317.4	1,540.7	1,661.4	2,049.8	2,580.7
Local authorities—					
Final consumption expenditure	1.6	2.0	2.9	4.6	6.6
Expenditure on new fixed assets	0.4	0.3	0.7	1.9	4.2
Total local	2.1	2.3	3.6	6.5	10.8
Less Grants from Commonwealth Government for education purposes . . . . .	..	..	0.3	2.4	6.4
Outlay financed from local authorities own resources	2.1	2.3	3.3	4.1	4.4
Total outlay on education	1,668.4	1,986.5	2,526.2	3,727.5	4,491.6
Total outlay on all purposes	12,026.2	13,391.5	16,196.2	22,852.6	27,521.8
Outlay on education as percentage of total outlay	per cent 13.9	per cent 14.8	per cent 15.6	per cent 16.3	per cent 16.3

Federal Authorities

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

FEDERAL AUTHORITIES: OUTLAY ON EDUCATION
(\$ million)

	1971-72	1972-73	1973-74	1974-75	1975-76
General administration, regulation and research—					
Department of Education—					
Salaries, etc., n.e.c.	5.4	6.2	8.8	14.0	17.4
Administration expenses, n.e.c.	1.7	2.1	3.4	5.6	7.0
Building and works, office equipment, etc.	0.3	5.7	0.2	0.2	0.2
Grants to the States—					
Research and development	0.2	0.3	0.4	0.8	1.1
Other	0.7	0.3	0.4	..	0.1
Total general administration, etc.	8.4	14.6	13.1	20.6	25.8
Transportation of students—					
School bus service—					
Australian Capital Territory	0.5	0.6	0.8	0.9	1.4
Northern Territory	0.3	0.4	0.4	0.6	0.9
Total transportation	0.8	1.0	1.2	1.5	2.3

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

	1971-72	1972-73	1973-74	1974-75	1975-76
Primary and secondary education—					
Schools Commission . . . . .	..	..	0.5	2.1	2.8
Education services—					
Australian Capital Territory	15.6	19.8	26.7	43.0	61.0
Northern Territory	12.3	9.6	14.6	20.0	33.6
School broadcasts	1.1	1.2	1.5	1.9	2.0
Student assistance	7.1	8.8	11.9	8.6	6.8
Child migrant education program	0.5	1.1	2.9	3.7	3.9
Assistance to isolated children . . . . .	..	2.6	8.2	9.5	10.4
Grants to independent schools—					
Australian Capital Territory	2.7	3.0	3.6	7.8	8.9
Northern Territory	0.3	0.4	0.6	1.1	1.3
Grants to the States—					
Independent schools—Recurrent grants	29.6	41.0	55.2	101.7	123.6
Independent schools—Capital grants	6.6	6.8	15.0	28.4	28.7
Government schools—Recurrent grants . . . . .	..	..	26.7	117.9	186.7
Government schools—Capital grants	20.6	26.2	61.0	170.0	113.8
Child migrant education	2.8	4.0	7.0	11.3	9.0
Schools—joint programs . . . . .	..	..	3.7	16.0	22.7
Other	0.1	0.1	0.3	0.4	0.4
<i>Total primary and secondary</i>	99.4	124.7	239.5	543.5	615.7
Vocational Training—					
Commission on Technical and Further Education . . . . .	..	..	..	..	0.6
Canberra School of Music	0.1	0.2	0.3	0.6	0.7
Canberra Technical College	1.2	1.5	3.5	5.7	8.6
Darwin Community College . . . . .	..	2.6	3.2	3.4	5.6
Student assistance	1.0	1.0	0.5	0.1	..
Technical and Further Education—					
Apprentice training . . . . .	..	..	..	0.5	0.6
Recurrent grants . . . . .	..	..	10.3	24.6	40.1
Other Capital grants	7.4	13.0	18.4	19.9	24.0
Other . . . . .	..	..	..	..	1.2
<i>Total vocational training</i>	9.8	18.3	36.2	54.8	81.4
University education—					
Australian Universities Commission	0.3	0.3	0.5	0.6	0.7
Australian National University—					
Student assistance	1.2	1.4	1.3	1.4	1.9
Other	31.5	36.3	41.2	57.6	57.4
Student assistance—					
Undergraduate	28.7	37.3	29.9	39.4	53.6
Postgraduate	5.9	6.7	7.4	8.0	7.7
Grants to Australian National University residential colleges	0.1	..	0.1	0.1	0.1
School of Public Health and Tropical Medicine (Sydney University)	1.0	0.9	1.3	1.7	1.9
Grants to the States—Universities	90.6	107.3	249.0	444.0	475.2
Other	0.4	..	..	0.1	0.3
<i>Total university</i>	159.3	190.3	330.8	553.0	598.7
Other higher education—					
Australian Commission on Advanced Education	0.1	0.4	0.6	0.8	0.7
Australian Film and Television School . . . . .	..	0.2	0.7	3.2	3.6
Canberra College of Advanced Education	6.1	6.2	10.4	11.5	12.3
Canberra School of Music . . . . .	..	..	0.6	1.2	2.3
Student assistance	3.6	6.7	22.3	41.8	61.9
Commonwealth Teaching Service scholarships	0.1	0.4	0.7	1.1	1.1
Grants to the States—					
Colleges of Advanced Education	34.0	41.2	164.9	349.2	373.5
Teacher training colleges	11.2	16.4			
Pre-school teacher training colleges	0.6	0.4			
Pre-school teaching scholarships . . . . .	..	0.1	..	..	..
<i>Total other higher education</i>	55.7	71.9	200.3	408.6	455.5
Other education programs—					
Aboriginal education—					
Study grants	0.5	0.6	0.9	1.4	1.8
Secondary grants	2.5	4.3	6.1	7.2	8.6
Grants to private non-profit organisations	0.4	0.5	1.2	3.7	3.9
Grants to the States	1.2	2.9	4.4	4.6	6.9
Other	3.2	6.2	8.2	14.4	22.3
Soldiers' children education scheme	3.6	3.6	3.5	3.7	3.6
Migrant education programs	3.0	3.1	4.3	6.0	8.2
Pre-school child care programs—					
Grants to States and local authorities . . . . .	..	..	7.0	40.0	55.1
Other	1.1	1.5	3.8	9.1	12.8
Adult education programs . . . . .	..	..	0.2	1.0	3.2
Other . . . . .	..	..	1.0	0.5	0.6
<i>Total other programs</i>	15.6	22.7	40.5	91.6	127.0
<i>Total outlay on education</i>	348.9	443.5	861.5	1,673.6	1,906.5
of which—					
Current outlay	238.4	308.4	639.1	1,210.4	1,508.6
Capital outlay	110.5	135.2	222.4	463.1	397.9
<i>Total outlay on all purposes</i>	8,629.6	9,741.7	11,907.8	17,360.5	21,440.8
Outlay on education as a percentage of total outlay	per cent 4.0	per cent 4.6	per cent 7.2	per cent 9.6	per cent 8.9

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

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

	1971-72	1972-73	1973-74	1974-75	1975-76
Primary and secondary education—					
Student assistance	6,924	8,663	11,895	8,599	6,721
Australian Capital Territory and Northern Territory scholarships and allowances	193	183	53	46	92
Assistance to isolated children	..	2,588	8,188	9,539	10,398
<i>Total</i>	<i>7,117</i>	<i>11,434</i>	<i>20,136</i>	<i>18,184</i>	<i>17,211</i>
Vocational training—					
Student assistance	1,048	1,008	516	128	31
University education—					
Australian National University scholarships	1,295	1,437	1,178	1,326	1,787
Student assistance—					
post-graduate	5,888	6,671	7,461	8,143	7,782
under-graduate	28,127	36,827	29,564	38,862	52,948
Australian Agricultural Council scholarships	54	59	60	71	96
Wool research studentships	334	267	236	234	268
Forestry scholarships	69	76	80	89	94
Other	12	11	18	84	157
<i>Total</i>	<i>35,779</i>	<i>45,348</i>	<i>38,597</i>	<i>48,808</i>	<i>63,132</i>
Other higher education—					
Student assistance	3,552	5,397	20,558	37,480	55,802
Teaching scholarships at Canberra College of Advanced Education	29	41	25	..	..
Commonwealth Teaching Service scholarships	109	364	697	1,079	1,123
Pre-school teaching scholarships	..	1,288	1,755	2,648	3,461
Non government institutions-fees	..	..	..	1,615	2,655
Other	..	..	..	12	18
<i>Total</i>	<i>3,690</i>	<i>7,090</i>	<i>23,035</i>	<i>42,834</i>	<i>63,059</i>
Other education programs—					
Aboriginal study grants	474	631	905	1,403	1,719
Aboriginal secondary grants	2,536	4,267	6,093	7,197	8,621
Soldiers' children education scheme	3,625	3,573	3,460	3,682	3,553
Adult secondary education assistance	..	..	..	759	3,228
Assistance to Vietnamese and Cambodian students	..	..	..	83	213
Other	12	77	14	48	76
Migrant education services	413	608	1,008	1,176	1,612
<i>Total</i>	<i>7,060</i>	<i>9,156</i>	<i>11,480</i>	<i>14,348</i>	<i>19,022</i>
Total education	54,694	74,036	93,764	124,303	162,455

Outlay on education in the internal territories

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

**FEDERAL AUTHORITIES: OUTLAY ON EDUCATION IN THE INTERNAL
TERRITORIES, 1975-76**
(\$'000)

<i>Australian Capital Territory</i>		<i>Northern Territory</i>	
Current outlay—		Current outlay—	
Government schools—		Government schools—	
Pre-school education and training	1,783	Pre-school education and training	n.a.
Payment to N.S.W. Department of Education	454	Payment to S.A. Department of Education	198
School transport	1,419	School transport	924
School cleaning	2,321	School cleaning	822
Fuel, light, power, etc.	677	Fuel, light, power, etc.	532
School supplies and subsidies	1,270	School supplies and subsidies	816
Textbook allowances to students in secondary schools	163	Repairs and maintenance	716
Repairs and maintenance	869	Incidental and other expenditure	2,390
Incidental and other expenditure	1,030		
Non-government schools assistance—		Non-government schools—assistance—	
Student allowances	4,447	Approved capital programs(a)	522
Textbook allowances	65	Interest subsidy	100
Library grants and subsidies	20	Other assistance	636
Interest subsidy	634		
Approved capital programs(a)	3,691	Educational services—salaries, etc.	18,135
Educational services—salaries, etc.	35,051	Darwin Community College	4,594
Canberra Technical College	4,969	Aboriginal education	11,164
School of Music	537	Scholarships, boarding and travelling allowances(b)	92
Counsellor training program . . . . .	..	<i>Total</i>	41,641
Secondary school bursaries(b) . . . . .	..	
<i>Total</i>	59,400	<i>Less Fees—technical and other education</i>	131
<i>Less Fees—technical and other education</i>	106	<i>Total current outlay</i>	41,510
<i>Total</i>	59,294		
Canberra College of Advanced Education	10,238		
<i>Total current outlay</i>	69,532		
Capital outlay—		Capital outlay—	
Government schools and colleges—		Government schools—	
By National Capital Development Commission—		Buildings and works	7,362
Pre-schools	558	Furniture and fittings	420
Primary schools	5,979	Plant and equipment	1,503
Secondary schools	13,728	Aboriginal education	10,919
Canberra Technical College	3,484	<i>Total capital outlay</i>	20,204
Other educational buildings	1,409	<i>Total outlay</i>	61,714
By Department of Works—			
Buildings and works	2		
Furniture and fittings	1,067		
Plant and equipment	1,589		
Canberra College of Advanced Education	3,050		
<i>Total capital outlay</i>	30,866		
<i>Total outlay(c)</i>	100,398		

(a) Grants for private capital purposes. (b) Not allocable. Excludes Commonwealth secondary and technical scholarships. (c) Excludes the Australian National University. Commonwealth Government payments to the University in 1975-76 amounted to \$61,861,000 for current purposes and \$2,455,000 for capital purposes.

State and local authorities

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

STATE AND LOCAL AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1971-72	1972-73	1973-74	1974-75	1975-76
Final consumption expenditure—					
New South Wales	408.5	476.7	615.0	893.5	1,082.1
Victoria	339.7	419.1	536.7	766.1	946.3
Queensland	132.0	166.0	221.7	323.4	417.1
South Australia	121.7	140.2	189.3	271.0	337.2
Western Australia	106.9	119.3	158.7	233.9	298.8
Tasmania	39.5	46.4	60.4	91.9	108.5
<i>Total</i>	1,148.2	1,367.8	1,781.8	2,579.9	3,190.1
Expenditure on new fixed assets—					
New South Wales	87.0	88.9	107.8	202.5	223.0
Victoria	75.3	86.9	100.5	170.9	170.4
Queensland	34.9	37.8	48.0	85.8	74.1
South Australia	27.8	37.9	41.4	69.2	66.7
Western Australia	22.8	25.9	32.3	53.3	54.5
Tasmania	12.7	16.6	16.4	23.2	32.4
<i>Total</i>	260.4	294.0	346.3	604.9	621.1
Expenditure on existing fixed assets (net)	11.2	16.5	18.6	19.1	27.0
Cash benefits to persons	96.9	115.6	127.0	147.1	175.2
Grants for private capital purposes	7.7	8.5	13.7	31.7	33.0
Total outlay on education	1,524.4	1,802.4	2,287.5	3,382.6	4,046.3
<i>of which—</i>					
New South Wales	541.1	620.0	785.4	1,172.3	1,400.7
Victoria	446.6	547.5	684.8	994.6	1,183.2
Queensland	186.1	226.0	296.5	444.5	535.5
South Australia	158.6	188.2	241.7	354.1	416.6
Western Australia	136.1	153.9	198.4	297.5	363.1
Tasmania	55.8	66.7	80.6	119.7	147.2

Specific grants to the States for educational purposes

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

GRANTS TO STATES FOR EDUCATIONAL PURPOSES

(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76
GRANTS FOR CURRENT PURPOSES					
Schools	29,594	40,979	85,662	234,579	331,884
Technical education . . . . .	..	..	10,268	24,622	40,127
Colleges of Advanced Education	18,372	26,655	124,808	239,249	286,766
Universities	67,596	80,826	200,042	377,990	426,389
Aboriginal education	347	1,167	2,174	3,367	4,978
Child migrant education	2,778	3,956	6,014	9,845	7,370
Child care and pre-school education . . . . .	..	..	4,096	20,377	36,973
Educational research	236	275	406	786	1,062
<i>Total</i>	<i>118,923</i>	<i>153,858</i>	<i>433,470</i>	<i>910,815</i>	<i>1,135,548</i>

GRANTS FOR CAPITAL PURPOSES

Schools	27,264	33,019	75,976	199,368	143,631
Technical education	7,411	12,976	18,381	20,375	24,600
Colleges of Advanced Education	27,425	31,390	40,112	109,916	86,753
Universities	23,002	26,464	48,966	65,990	48,827
Aboriginal education	867	1,720	2,218	1,224	1,966
Child migrant education . . . . .	..	..	995	1,478	1,670
Child care and pre-school education . . . . .	..	..	2,416	17,123	11,797
<i>Total</i>	<i>85,969</i>	<i>105,569</i>	<i>189,064</i>	<i>415,474</i>	<i>319,244</i>

TOTAL GRANTS

Schools	56,858	73,998	161,638	433,947	475,515
Technical education	7,411	12,976	28,649	44,997	64,727
Colleges of Advanced Education	45,797	58,045	164,920	349,165	373,519
Universities	90,598	107,290	249,008	443,980	475,216
Aboriginal education	1,214	2,887	4,392	4,591	6,944
Child migrant education	2,778	3,956	7,009	11,323	9,040
Child care and pre-school education . . . . .	..	..	6,512	37,500	48,770
Educational research	236	275	406	786	1,062
<i>Total</i>	<i>204,892</i>	<i>259,427</i>	<i>622,534</i>	<i>1,326,289</i>	<i>1,454,792</i>

TOTAL GRANTS TO STATES FOR SCHOOLS
(\$'000)

	1971-72	1972-73	1973-74	1974-75	1975-76
Current grants—					
New South Wales	10,854	15,046	28,147	84,749	125,395
Victoria	9,655	13,337	29,125	72,112	100,354
Queensland	4,472	6,250	13,578	35,604	46,162
South Australia	1,889	2,529	6,464	19,017	27,452
Western Australia	2,064	2,903	6,389	17,184	23,194
Tasmania	660	914	1,958	5,912	9,327
<i>Total</i>	<i>29,594</i>	<i>40,979</i>	<i>85,661</i>	<i>234,579</i>	<i>331,884</i>
Capital grants—					
New South Wales	10,018	10,637	30,208	71,708	45,886
Victoria	7,587	9,486	18,011	58,651	49,285
Queensland	3,483	4,366	8,990	27,968	22,363
South Australia	2,629	3,805	9,430	19,160	11,056
Western Australia	2,296	3,017	6,810	15,789	10,564
Tasmania	1,251	1,708	2,527	6,092	4,477
<i>Total</i>	<i>27,264</i>	<i>33,019</i>	<i>75,976</i>	<i>199,368</i>	<i>143,631</i>
Total grants—					
New South Wales	20,872	25,683	58,355	156,457	171,281
Victoria	17,242	22,823	47,136	130,763	149,639
Queensland	7,955	10,616	22,568	63,572	68,525
South Australia	4,518	6,334	15,894	38,177	38,508
Western Australia	4,360	5,920	13,199	32,973	33,758
Tasmania	1,911	2,622	4,485	12,004	13,804
<i>Total</i>	<i>56,858</i>	<i>73,998</i>	<i>161,638</i>	<i>433,947</i>	<i>475,515</i>

TOTAL GRANTS TO STATES FOR TECHNICAL EDUCATION
(\$'000)

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

**TOTAL GRANTS TO STATES FOR COLLEGES OF ADVANCED EDUCATION AND
TEACHERS COLLEGES**

(\$'000)

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

TOTAL GRANTS TO STATES FOR UNIVERSITIES

(\$'000)

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

TOTAL GRANTS TO STATES FOR ABORIGINAL EDUCATION

(\$'000)

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

TOTAL GRANTS TO STATES FOR CHILD MIGRANT EDUCATION

(\$'000)

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

**TOTAL GRANTS TO STATES FOR RECURRENT EXPENDITURE
ON EDUCATIONAL RESEARCH**

(\$'000)

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

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

(\$'000)

	1973-74	1974-75	1975-76
Current grants—			
New South Wales	1,281	5,417	9,030
Victoria	1,226	6,660	11,452
Queensland	436	1,734	5,356
South Australia	690	3,233	5,025
Western Australia	385	2,316	4,390
Tasmania	78	1,017	1,720
Total	4,096	20,377	36,973
Capital grants—			
New South Wales	160	4,819	3,165
Victoria	288	2,637	1,345
Queensland	1,003	3,806	2,584
South Australia	514	2,773	1,498
Western Australia	166	1,911	1,441
Tasmania	285	1,177	1,764
Total	2,416	17,123	11,797
Total grants—			
New South Wales	1,441	10,236	12,195
Victoria	1,514	9,297	12,797
Queensland	1,439	5,540	7,940
South Australia	1,204	6,006	6,523
Western Australia	551	4,227	5,831
Tasmania	363	2,194	3,484
Total	6,512	37,500	48,770

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