

EDUCATION

SCHOOLS IN VICTORIA

General

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

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

A dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the requirements of the Council of Public Education (see page 573), which operates also within the framework of the Education Act.

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

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

Further references: Schools Commission, *Victorian Year Book* 1979, pp. 590-1; National Inquiry into Teacher Education, 1980, pp. 608-9

Education Liaison Committee

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

GOVERNMENT SYSTEM

Education Department*Restructuring of the administration*

Since its establishment in 1873, the Education Department of Victoria has assumed responsibility for a growing range of schools and services extending far beyond those of 1882, the tenth year of free, compulsory, and secular primary education for children to the age of fifteen years. The Education Department is under the direction of the Minister of Education and the Minister of Educational Services. Its permanent head is the Director-General of Education.

Owing to the growth and scope of the Education Department (an organisation with a budget of more than \$1,690m, employing over 60,000 persons, running 2149 schools, and educating 595,042 students at 1 July 1981), considerable restructuring has been necessary and is still proceeding. Much of this restructuring was implemented in the late 1960s and throughout the 1970s, as indicated in the *Victorian Year Book* 1981.

Restructuring of the administration is currently proceeding to a greater extent than ever before in the history of the Department. As part of the 1979-80 Ministerial Review of Education in Victoria (see page 577 of the *Victorian Year Book* 1981), a Ministerial White Paper outlining "Strategies and Structures for the Achievement of the Aims and Objectives of Education in Victoria" was presented to the Victorian Parliament in December 1980. Following the publication of this Paper, an Implementation Steering Committee and an Implementation Task Force were set up to prepare a detailed plan for the reorganisation of the central and regional offices of the Education Department.

The prime reason for the restructuring was to improve education in the schools. The school being recognised as the most important part of the Education Department; it was felt that any change in administrative structure could be justified only if it contributed to improving support to the school, thus helping to enhance each student's educational opportunities.

The Implementation Task Force was established to provide a research unit for the Implementation Steering Committee and to help put into practice the Ministerial decisions resulting from the White Paper. The major decisions of the White Paper aimed to achieve the following goals: increased delegation and devolution of power and responsibility to local and regional units; greater participation by parents, community members, teachers, and principals in education; improved consultation and communication; greater efficiency and economy in management; clearer accountability for the spending of public funds to be established among "the school, the region, the Education Department and ultimately the Parliament"; the reorganisation of central office administration on functional lines rather than the traditional hierarchical, school-type divisions; the development of State-wide core-curriculum guidelines for students at different stages; provision for individual school principals, in consultation with their councils and staffs, to develop school policy statements and details of teaching programmes, including core studies plus their locally based components; the formation of a corporate management group at central office level, together with the establishment of a Victorian Education Council to provide advice to both the Ministers and the Director-General of Education; the setting up of a regional education council in each of the twelve new regions to advise and support the regional director, whose office would assume many functions currently the responsibility of the central administration; and the clarification and strengthening of the Education Department's role as an employer, and the consequent modification of the role of the Teachers Tribunal.

The White Paper stressed that the overhaul of administrative structures was aimed at enabling the education system "to serve the interests of children and society more effectively". The Paper's emphasis was "upon the individual child in the school and the management structures necessary to serve children's interests, and not on structures designed primarily to service the interests of administration".

Members of the Education Department and other interested groups were invited to make written submissions on issues and problems seen to be associated with implementing the White Paper decisions. Consequently, from April to September 1981, the Implementation Task Force held some 250 interviews and read 62 submissions, together

with over 650 letters, in its task of gathering and sorting information. It then proceeded to analyse alternative organisation structures and the extent to which specific decision making could be delegated within those structures. The challenge was to retain and strengthen the many valuable features of existing divisions and branches, while at the same time implementing the policies of the White Paper, as well as exploring the potential future context that could affect the Education Department between 1981 and 2001.

The consultants who advised the Steering Committee presented their Report entitled *The Rationale and Definition of the Proposed Organisation Structure* to the Ministers on 18 September 1981. The Ministers presented the Report to the Victorian Parliament on 22 September 1981, the Victorian Government accepting all of the major decisions in the Ministerial Statement "New Directions in the Administration of Education".

The Implementation Task Force was then replaced by an Installation Team, comprising members of the previous Task Force. Consisting of 26 Working Parties, each containing about seven members, the Installation Team had to develop recommendations and policy options for the Steering Committee and Ministers concerning the installation of the new structure. The Working Parties had two main tasks during October and November 1981; to explain the concepts of the new structure throughout the education community, and to recommend specifically on the functions, operating procedures, and staffing of the new structures.

There is no set date for the restructured administration to replace the existing one. It will be phased in over a period of time. The top sixteen administrative positions were advertised in October 1981 and applications were considered in November 1981. A new Director-General of Education was appointed in early December 1981. Further groups of appointments will be made in 1982.

Building

Building Operations Division, with an annual budget of approximately \$132m, continues to be one of Australia's major constructing clients. Funds totalling approximately \$150m were made available during 1980-81 from Victorian and Commonwealth Government sources for direct capital expenditure. Excluding the Teacher Housing Authority and Design Supervision and Administration, available funds amounted to \$132,470,960 and actual expenditure totalled \$132,466,765. Building Operations Division, comprising Building Operations Group and Programme Planning and Budget Control Group, is responsible for the implementation of Works Programmes.

During 1980-81, nineteen new schools (16 primary and 3 secondary) were completed and construction commenced on nine new primary schools, two special development schools, and three Counselling Guidance and Clinical Services Units.

As part of the devolution of powers and responsibilities to School Councils, the School Council Contract system continued to grow and for the fourth successive year the budget was increased, \$3,165,000 being allocated in 1980-81.

The Education and Community Activity Centre Programme was initiated in 1979 for the purpose of reducing the construction cost of the former assembly design. Cost savings have been achieved, thereby enabling the accelerated provision of Activity Centres. During 1980-81, construction commenced on 15 centres and tenders were invited for a further four.

Curriculum

Introduction

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

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

Further reference: Curriculum Services Inquiry, *Victorian Year Book 1981*, pp. 578-9

Curriculum in primary schools

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

Departmental guidelines for this curriculum are provided by the Primary Schools Division on the recommendation of the Curriculum Standing Committee for Primary Education, and subject committees in language, mathematics, science, social studies, health, art and craft, physical education, library, music, infant education, and multicultural education, computer education, gifted children, and the media. These committees, which include non-Departmental members, are concerned with establishing priorities for expenditure on curriculum projects, the production of curriculum guides, priorities for in-service education, and the use of curriculum consultants.

The major curriculum publications for primary schools in 1981 were *Beginning Reading*, a guide to the teaching of reading to infants; *A Guide to Music in the Primary School*, designed to assist teachers at all levels of the curriculum; *The Society in View Handbook*, an alternate course in Social Studies for all classroom levels; *The Alternate Mathematics Guides in Length, Money and Teaching the Measurement Course*; and the five volumes of the new Science Course—*Providing for Inquiry, Resources for Science Teaching, Implementing Science*, "Prep" to 3, and 4 to 6, and *Index to Science in the Primary School*.

The publication *C-SCOPE*, the Primary Division's journal of latest thinking and policy planning by the various curriculum committees, has been produced during 1981 in a new format that will be continued in the 1982 and subsequent publications.

The Special Assistance Programme has played a major role in primary schools in 1981. The programme is designed to assist the needs of individual children, particularly low achievers. A Special Assistance booklet entitled *A Guide for Teachers*, was a further publication for 1981. This booklet will be followed up by a second guide in the first term of 1982.

Curriculum in secondary schools

The Ministerial statement on the restructuring of the Education Department has confirmed the movement towards devolution of decision making in curriculum as in other aspects of the administration of the Victorian system of education. Centrally prepared guidelines will provide the basis of the core curriculum which will be translated into school programmes by teachers, drawing upon resources provided by senior education officers and consultants placed in the newly created twelve regions. This new structure will enable curriculum policy formation to respond to local needs, and yet ensure that schools do not become insular in outlook.

Secondary schools have already had considerable experience of curriculum freedom over the last twelve years. While innovative programmes have been designed to meet local geographic and demographic circumstances, there has also been concern to see that core elements have been retained.

In 1981, the new Year 12 arrangements administered by the Victorian Institute of Secondary Education were implemented. (See pages 578-9.)

This total curriculum offering is approximately equivalent to 250 subjects and represents a significant and rapid growth in the curriculum for the Higher School Certificate. Group 1 subjects retain an element of external examination, while Group 2 subjects are school devised and school assessed. Study structures are whole courses designed to meet needs of particular student groups. The underlying rationale for these changes is to provide a wider range of studies for the students who continue their schooling to Year 12, but whose destinations are other than university entrance, and yet retain opportunities for students who wish to proceed to university study.

Below Year 12 the major curriculum initiatives have been towards health and human relationships, physical education, career education, work experience programmes, and technical and technological studies. Computer studies have been developed in many schools, and technical facilities are being planned in several country high schools. Transition programmes have been encouraged and funded to meet the personal and vocational needs of pupils who may face extended periods of unemployment.

A system of "school review" has been established in schools to evaluate their own programmes. Reviews were conducted in 22 schools in 1981, and 46 schools are planning reviews for 1982. It is expected that all secondary schools will be reviewed over a nine or ten year cycle. Such reviews include an internal evaluation conducted by the school community itself, a visit by an external Review Board to validate and comment on the internal evaluation, and a follow-up implementation phase.

Curriculum in technical schools

Information concerning curriculum in technical schools can be found in the Technical Education section of this chapter (see pages 581-3).

Curriculum and the Special Services Division

"Special Services" is the functional term used for those educational services that fall outside the scope of the general educational provision. More precisely, these services are special in that they extend across Divisional, Regional, and Systemic boundaries; and they respond to specific educational needs over a wider age distribution than could be encompassed within any other Division or combination of Divisions. Under the Division's present structure all services have been grouped within one or other of five main sections, each coming under the administrative control of an Assistant Director of Special Services. These sections are Special Education; Counselling, Guidance, and Clinical Services; Ethnic Education; Curriculum Services; and School Services.

Further reference: *Victorian Year Book 1980*, pp. 578-9

Special Education

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

For children who are more severely retarded, there are twenty-two Special Developmental Schools (formerly Day Training Centres administered by independent Committees of Management) with arrangements having been made for a further two centres to transfer to the Department from the beginning of the 1982 school year.

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

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

Education of children who are physically or sensorily handicapped is provided through a total of ten Day Special Schools as well as through two schools established within hospitals, while visiting teacher services are provided on a regional basis to support those children attending regular schools.

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

The Homecrafts Branch staff act as consultants to 83 special education schools and centres in the area of "daily-living" skills; they offer State-wide in-service education programmes; and they produce and disseminate resource information and equipment.

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

Counselling, Guidance, and Clinical Services

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

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

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

Ethnic Education Services

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

Aboriginal Education Services Unit. This Unit administers Commonwealth Department of Aboriginal Affairs funds for supplementary educational programmes for Aboriginals in Victorian schools. A 1979 survey of all schools in the State indicated that at least 2,500 Aboriginal children were enrolled in 568 schools and pre-schools. Aboriginal children are generally given the same curriculum as non-Aboriginals, although some schools have introduced the study of traditional Aboriginal culture and contemporary Aboriginal affairs, together with a range of school projects specifically for Aboriginals. The Unit has an approved establishment of 12 seconded teachers and 58 other staff, including Aboriginal liaison officers and teacher aides. Places for Aboriginal students at some teacher training institutions are subsidised under Special Entry Schemes. All programmes are planned and implemented together with the Victorian Aboriginal Education Consultative Group.

Adult Migrant Education Services. This Unit provides courses in English for approximately 19,000 adult migrants and refugees annually. Full and part-time courses are designed to meet individual needs and objectives and include specific provisions for professionally qualified migrants, industrial employees, women's groups, and new arrivals in Victoria.

Child Migrant Education Services. Seven Reception Language Centres have been established, with 62 teachers and 26 bilingual aides to provide initial English instruction and orientation activities for newly arrived refugee children with less than six months residence in Australia. Four Intensive Language Centres have been established, with 27 teachers to offer intensive instruction for migrant and refugee secondary students who are not making expected educational progress.

The service provides a consultative and advisory service on request to all teachers of migrant and refugee children from non-English speaking backgrounds in State schools, and where possible in other education systems. The services include visits to schools and language centres to advise and assist in the teaching of English as a second language, local in-service education programmes, multi-cultural programmes, and the teaching of community languages. In-service education programmes are both centrally and school-based. Two regular publications entitled *Polycom* and *Communique* keep teachers informed on current developments in ethnic education including education for a multi-cultural society.

Curriculum Services

The Curriculum Services Unit is the major curriculum support group of the Education Department of Victoria. The specialised skills of the staff provide a resource of curriculum expertise at all school levels. Members of the Curriculum Services Unit develop curriculum materials; produce periodicals; undertake research; organise and conduct In-Service Education conferences, seminars, and workshops for teachers; support regional and district consultants; maintain an overview of developments in curriculum; provide a support

service for administrators; advise schools on the development and management of educational resources; provide advice and support for school-based curriculum development and evaluation; and manage and supply schools with access to scarce curriculum resources.

School Services

The School Services Section of the Special Services Division consists of the Audio-Visual Resources Branch, Library Branch, and Publications and Information Branch. All these branches provide inter-systemic services to Victorian primary and secondary schools.

Recent significant developments of service have included the development of the Education Access Television Project by the Audio-Visual Resources Branch in co-operation with a metropolitan television station and major country networks; the planning and organisation of the first Media Communications Expo, again in co-operation with the commercial media industry; the extension of full library bibliographic and reviewing services to non-government schools by the Library Branch; and a marked improvement in the quality, speed, and economy of production of print materials within the Publications and Information Branch because of modern printing technology.

Other Departmental curriculum support services

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

State Schools Nursery. During 1980-81, the Nursery supplied 1,548 schools with plants, was visited by 8,200 students on educational tours, provided on-site landscaping advice to 320 schools, and conducted evening courses for teachers. Large displays were mounted in the Exhibition Building for Garden Week and in the Fitzroy Gardens for *The Herald* State Garden Festival.

Gould League. The Gould League provides a wide range of high-quality, low-cost environmental publications, together with associated in-service and consultancy programmes for both schools and the community. The League is currently expanding its habitat orientated resource material so that most aspects of each major Victorian habitat is covered at all levels.

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

Correspondence School. This school serves children who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. In addition, tuition is available for Education Department teachers, members of the Armed Forces, inmates of institutions and prisons, and (as far as class vacancies permit) other adults. A basic adults' programme provides assistance in the skills of language and number.

Curriculum support services in non-Departmental organisations

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

Other non-Departmental services

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

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

Transport services and curriculum

Without the transport services provided by the Education Department, many children would be unable to experience the particular curriculum best suited to their needs. By 30 June 1981, the 2,077 transport services provided were carrying 71,788 children and covering a daily distance of 149,133 kilometres. These services included one subsidised train, one subsidised railways-arranged bus, and 1,711 buses; 291 services catered especially for physically and intellectually handicapped children; and 73 temporary services for emergency purposes. To the cost of \$32.88m for 1980-81 must be added \$6.76m paid to parents for conveyance allowances. During 1980-81, the transport system was used by 38,333 government secondary students, 20,790 primary students, as well as 12,665 children attending non-government schools.

Finance

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

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

Total net educational expenditure for 1980-81 was \$1,608,715,000, an increase of \$169,669,000 or 11.8 per cent on the previous financial year.

The expenditure shown above differs from the figures on educational expenditure shown on pages 434-5 and 436 of this *Year Book* in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, debt charges, and payroll tax.

*Personnel**General policy*

The objective of the Personnel Division is to improve the relationship between the Department and its staff to the mutual advantage of both.

The Division is responsible for the personnel administration function relating to approximately 70,000 staff including teachers, administrators, and school council employees.

During 1981, a report prepared by a consulting firm entitled *The Rationale and Definition of the Proposed Organisation Structure* was accepted by the Department. The recommendation of the Department's new administrative structure has a strong emphasis towards increased delegation to Regions.

In the personnel area, the main benefits accruing from the proposed structural reorganisation will arise from the arrangements made to integrate the functions discharged in the various Divisions and Branches into one consolidated Branch with uniform policy application through the Department.

The new Branch comprises four discrete yet inter-related areas, namely: Employment; Staffing; Industrial Relations; and Personnel Administration and Services.

The assumption of full employment responsibilities by the Department will contribute significantly to the reorganisation.

Preparation and development of teachers

The Teacher Education Division co-ordinates the complex and varied activities which contribute to the continuum of teacher development. It presents information to those interested in teaching as a career; provides input to policy and course content decision-making at tertiary training institution level; and advises students on-course and in the provision of an integrated and on-going programme for career development. There has been close collaboration with other Divisions within the Department in identifying areas of need and in making the transition from tertiary student to teacher as smooth as possible. Significant reports from State and national committees inquiring into teacher education have stressed the significance of teacher development programmes in relation to the quality of education in schools.

Pre-service teacher education

Sufficient numbers of suitable students are needed to enrol every year in each type of teacher training course so that schools can be adequately staffed with a range of subject specialists.

Secondary school students require appropriate advice concerning the many teaching career opportunities that are available and regional Teacher Education Officers provide advisory services to careers teachers and senior secondary school students.

Tertiary students are provided with advisory services by Teacher Education Officers located at teachers' centres and regional offices. As the bulk of the studentship holders and scholarship holders have now graduated, private students form the largest group of teachers in training. They receive advice concerning all aspects of employment opportunities in teaching at each stage of training.

To assist the advisory process, the Teacher Education Division has established a central Register of Approved Tertiary Courses for Teacher Employment with the teaching Divisions.

Student residences

Country students enrolled in courses leading to teaching are provided with suitable residential accommodation. In 1981, the demand for the 650 places in the sixteen residences remained at a high level.

Teaching fellowships and teacher exchange

The International Teaching Fellowship Programme maintained a steady growth during 1981 and included teachers from the United Kingdom (through the League for the Exchange of Commonwealth Teachers), the United States of America, Canada, France, West Germany, Japan, New Zealand and, for the first time, Yugoslavia. Fifty-six Fellowships were awarded to Victorians in 1981. Among the recipients were two primary school principals and one secondary school principal who were awarded Fellowships to enable them to work as Assisting Principals in the U.S.A. and Canada.

The Australian State and Territory Teacher Exchange Programme enabled six Victorians to teach in other States of Australia for the 1981 school year.

The Department continues to contribute, both administratively and by the participation of its teachers, to the Schools Exchange and Travel Scheme which is funded by the Schools Commission. Thirty-three awards for interstate travel were offered to Victorians in 1981, including for the first time, an award for a Victorian to visit New Zealand.

In-service education

In-service education of teachers in areas concerned with the implementation of developments in school curricula constitutes a significant proportion of the professional development programmes for teachers offered by the Education Department.

The major source of recurrent funds for such activities is the Schools Commission. Professional development funds are expended in accordance with determinations made by the Victorian In-service Education Committee which comprises persons who are appointed by the Minister from State, Catholic and Independent schools. This Committee is responsible for a State-wide programme for in-service education; it also makes available

allocations of funds to each of the eleven regions for the purpose of funding activities approved by the Regional In-service Education Committees.

Most Regional Committees allocate between 20 per cent and 30 per cent of their budgets for support for school-based consultancy, a service which is provided by selected teachers able to provide advice and professional guidance within their particular subject areas for other teachers in the district or region. Regional committees allocate up to approximately 10 per cent of their funds to support local teachers' centres, which have been established throughout all regions.

Qualification courses

During 1981, Hawthorn Teachers' Centre administered the primary qualifications programme designed to enable primary teachers to attain fully qualified status. There was a decline in enrolments—492 teachers being enrolled in 503 subject units. Two lecture locations were available in the Melbourne metropolitan area and correspondence tuition was offered to students unable to attend lecture programmes at tertiary institutions.

Study leave

In 1981, the Department provided a number of study leave awards to increase the supply of teachers in specialist areas such as careers education, librarianship, music, secretarial studies, and special education. Some part-time awards were also made to enable teachers to increase basic qualifications to fully qualified status.

Further references: State secondary education, *Victorian Year Book* 1962, pp. 206-9; State primary education, 1963, pp. 191-6; Educational administration, 1964, pp. 208-10; Audio-visual education, 1964, pp. 211-12; Technical education, 1965, pp. 207-17; Teacher training, 1967, pp. 480-4; History of Education Department, 1969, pp. 107-10; Development of curricula, 1969, pp. 479-81; Recent developments, 1970, pp. 479-80; Commonwealth aid to education in Victoria, 1972, pp. 435-40; Educational administration, 1974, pp. 467-9; Community schools, 1974, p. 469; Student counselling in Victoria, 1975, pp. 727-9; Victorian Education Department, 1976, pp. 176-9; Decentralisation in educational administration, 1979, p. 573; Special services division, 1980, pp. 578-9; Educational administration, 1981, pp. 576-7; Curriculum Services Inquiry, 1981, pp. 578-9

NON-GOVERNMENT SYSTEM

Council of Public Education

General

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

Registration of teachers

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

Registration of schools

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

Non-government schools

General features

Non-government schools in Victoria are registered with the Council of Public Education. From 1982, a new statutory authority, the Registered Schools Board, will be

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

Non-government schools educate approximately 27 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, provide a wide variety of co-curricular activities. Their autonomy allows a degree of innovation and organisational variety which leads to wide differences between schools, and they therefore differ not only from government schools, but also from each other. The schools vary in size; some are boys' schools, some are girls' schools, some co-educational, some day schools with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

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

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

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

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

Catholic education

General

The majority of non-government schools in Victoria are Catholic. In 1981, there were approximately 164,000 pupils in Victorian Catholic schools.

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

The CECV provides or appoints representatives of Catholic schools on many organisations, including the Victorian Institute of Secondary Education, the Council of

Public Education, the Victorian In-Service Education Committee, and the State Planning and Finance Committee. The Catholic Education Office of Victoria is the administrative arm of the CECV.

Primary schools and kindergartens

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

Virtually every parish in Victoria conducts a primary school, and in the larger parishes there may be two schools. In 1981, there were 360 parish primary schools, enrolling 95,262 pupils. There were also 3,174 primary students enrolled in 33 registered primary/secondary schools. In addition, there were seven special schools catering for children with varying special needs, with an enrolment of 238 children. The overall total of primary pupils enrolled in 1981 was 98,674. Approximately 60 per cent of the parish schools in Victoria in 1981 were conducted by principals who were members of religious congregations. Members of religious orders also teach in the schools (including those conducted by lay principals) but at present there is a majority of lay teachers.

Parish primary schools are divided into eighteen zones or regions, each of which has its own education consultant and administrative services consultant who liaise between schools and Catholic Education Offices.

Secondary education

There were 121 Catholic schools providing secondary education for a total of 65,372 students in Victoria during 1981. Of this total, 47,106 pupils were enrolled in 83 secondary schools, 16,586 secondary pupils were enrolled in 33 primary/secondary schools, and 1,680 pupils were enrolled in 5 secondary technical schools. Catholic secondary schools are controlled either by a religious congregation which owns and maintains it, or by a Regional College Board which represents a number of parishes having priority of access to the school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1981, twenty-eight Catholic secondary schools in Victoria had lay principals, while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

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

Tertiary education

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

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

Religious education

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

Professional organisations

Teachers and principals in Catholic schools can belong to a number of professional organisations. These organisations include the Principals Association of Victorian Catholic

Secondary Schools, the Regional Colleges Principals Association, the Victorian Parish Principals Representative Committee, the Association of Teachers in Victorian Catholic Secondary Schools, and the Victorian Catholic Primary Teachers' Association.

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

Other non-government schools

General

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

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

Association of Independent Schools of Victoria and associated organisations

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

The AISV is an association of 97 non-government schools. Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the AISV is to consider the relationship of the schools to government and the public, nationally through NCIS and at a State level where appropriate.

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

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

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

The Incorporated Association of Registered Teachers of Victoria has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in Independent Schools, and all Victorian members of HMCISA and AHIGSA; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the IARTV are to enable those who practise the profession of teaching in non-government schools,

principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Council of Public Education, University of Melbourne Faculty of Education, Monash University Education Faculty Board, the VISE and its several standing committees, Australian Broadcasting Commission planning committees for school broadcasts and school concerts, and the Victorian Council for Children's Films and Television. In addition, the IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

Primary and secondary education statistics
VICTORIA—NUMBER OF SCHOOLS REGISTERED,
TEACHERS, AND PUPILS (a)

| Year | Government | | | Non-government | | | Total | | |
|----------|------------|----------|---------|----------------|----------|---------|---------|----------|---------|
| | Schools | Teachers | Pupils | Schools | Teachers | Pupils | Schools | Teachers | Pupils |
| 1977 | 2,162 | 41,895 | 626,317 | 584 | 11,356 | 203,318 | 2,746 | 53,251 | 829,635 |
| 1978 | 2,152 | 42,981 | 623,609 | 600 | 11,882 | 207,160 | 2,752 | 54,863 | 830,769 |
| 1979 | 2,155 | 42,763 | 614,419 | 617 | 12,656 | 211,141 | 2,772 | 55,419 | 825,560 |
| 1980 (b) | 2,158 | 42,201 | 606,147 | 633 | 13,034 | 216,125 | 2,791 | 55,235 | 822,272 |
| 1981 | 2,149 | 41,769 | 595,042 | 632 | 13,815 | 221,611 | 2,781 | 55,584 | 816,653 |

(a) First school day in August.

(b) From 1980 first school day in July.

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS:
CLASS OF SCHOOL: SEX OF PUPILS, 1981 (a)

| Class of school | Government | | | | Non-government | | | |
|---------------------|-------------------|---------|---------|---------|-------------------|---------|---------|---------|
| | Number of schools | Pupils | | | Number of schools | Pupils | | |
| | | Males | Females | Total | | Males | Females | Total |
| Primary | 1,663 | 181,181 | 171,202 | 352,383 | 406 | 49,336 | 48,700 | 98,036 |
| Primary-secondary | 18 | 2,484 | 2,464 | 4,948 | 117 | 36,231 | 34,548 | 70,779 |
| Secondary (b) | 287 | 68,452 | 97,059 | 165,511 | 95 | 21,566 | 29,162 | 50,728 |
| Secondary technical | 109 | 50,356 | 14,819 | 65,175 | 5 | 1,393 | 287 | 1,680 |
| Correspondence | 1 | 635 | 763 | 1,398 | — | — | — | — |
| Special | 71 | 3,402 | 2,225 | 5,627 | 9 | 208 | 180 | 388 |
| Total | 2,149 | 306,510 | 288,532 | 595,042 | 632 | 108,734 | 112,877 | 221,611 |

(a) First school day in July.

(b) Excluding Secondary technical schools.

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1981 (a)

| Age last birthday (years) | Sex | Government schools | Non-government schools | | | | | | Total non-government | All schools |
|---------------------------|-----|--------------------|------------------------|-------------------|--------------------------|---------|--------|-------|----------------------|-------------|
| | | | Roman Catholic | Church of England | Uniting and Presbyterian | Baptist | Jewish | Other | | |
| Under 6 | M | 21,541 | 6,281 | 369 | 178 | 42 | 174 | 318 | 7,362 | 28,903 |
| | F | 20,302 | 6,223 | 332 | 166 | 44 | 208 | 445 | 7,418 | 27,720 |
| | T | 41,843 | 12,504 | 701 | 344 | 86 | 382 | 763 | 14,780 | 56,623 |
| 6 | M | 24,057 | 6,704 | 417 | 234 | 40 | 209 | 313 | 7,917 | 31,974 |
| | F | 22,813 | 6,556 | 309 | 207 | 35 | 188 | 487 | 7,782 | 30,595 |
| | T | 46,870 | 13,260 | 726 | 441 | 75 | 397 | 800 | 15,699 | 62,569 |
| 7 | M | 25,309 | 7,034 | 452 | 236 | 51 | 221 | 328 | 8,322 | 33,631 |
| | F | 23,999 | 6,668 | 332 | 197 | 36 | 179 | 506 | 7,918 | 31,917 |
| | T | 49,308 | 13,702 | 784 | 433 | 87 | 400 | 834 | 16,240 | 65,548 |
| 8 | M | 26,339 | 7,102 | 474 | 236 | 58 | 190 | 350 | 8,410 | 34,749 |
| | F | 24,971 | 6,818 | 357 | 228 | 47 | 184 | 515 | 8,149 | 33,120 |
| | T | 51,310 | 13,920 | 831 | 464 | 105 | 374 | 865 | 16,559 | 67,869 |
| 9 | M | 27,931 | 7,191 | 559 | 341 | 60 | 175 | 370 | 8,696 | 36,627 |
| | F | 26,572 | 7,249 | 492 | 288 | 55 | 197 | 528 | 8,809 | 35,381 |
| | T | 54,503 | 14,440 | 1,051 | 629 | 115 | 372 | 898 | 17,505 | 72,008 |
| 10 | M | 28,320 | 7,250 | 819 | 439 | 59 | 180 | 346 | 9,093 | 37,413 |
| | F | 27,450 | 7,542 | 558 | 340 | 62 | 197 | 616 | 9,315 | 36,765 |
| | T | 55,770 | 14,792 | 1,377 | 779 | 121 | 377 | 962 | 18,408 | 74,178 |
| 11 | M | 26,259 | 7,160 | 733 | 434 | 73 | 132 | 383 | 8,915 | 35,174 |
| | F | 24,939 | 6,910 | 506 | 308 | 57 | 134 | 575 | 8,490 | 33,429 |
| | T | 51,198 | 14,070 | 1,239 | 742 | 130 | 266 | 958 | 17,405 | 68,603 |
| 12 | M | 3,430 | 1,004 | 87 | 52 | 6 | 19 | 79 | 1,247 | 4,677 |
| | F | 2,125 | 664 | 44 | 33 | 5 | 14 | 54 | 814 | 2,939 |
| | T | 5,555 | 1,668 | 131 | 85 | 11 | 33 | 133 | 2,061 | 7,616 |
| 13 | M | 151 | 50 | 3 | 1 | — | 1 | 5 | 60 | 211 |
| | F | 72 | 25 | — | 1 | — | — | 4 | 30 | 102 |
| | T | 223 | 75 | 3 | 2 | — | 1 | 9 | 90 | 313 |

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1981 (a)—*continued*

| Age last birthday (years) | Sex | Government schools | Non-government schools | | | | | | Total non-government | All schools |
|------------------------------|-----|--------------------|------------------------|-------------------|--------------------------|---------|--------|-------|----------------------|-------------|
| | | | Roman Catholic | Church of England | Uniting and Presbyterian | Baptist | Jewish | Other | | |
| 14 | M | 5 | 4 | — | — | — | — | 1 | 5 | 10 |
| | F | 6 | 1 | — | — | — | — | — | 1 | 7 |
| | T | 11 | 5 | — | — | — | — | 1 | 6 | 17 |
| Over 14 | M | 28 | — | — | — | — | — | — | — | 28 |
| | F | 27 | — | — | — | — | — | — | — | 27 |
| | T | 55 | — | — | — | — | — | — | — | 55 |
| Total primary grades | M | 183,370 | 49,780 | 3,913 | 2,151 | 389 | 1,301 | 2,493 | 60,027 | 243,397 |
| | F | 173,276 | 48,656 | 2,930 | 1,768 | 341 | 1,301 | 3,730 | 58,726 | 232,002 |
| | T | 356,646 | 98,436 | 6,843 | 3,919 | 730 | 2,602 | 6,223 | 118,753 | 475,399 |
| Total special schools (b) | M | 3,402 | 118 | — | — | — | — | 90 | 208 | 3,610 |
| | F | 2,225 | 120 | — | — | — | — | 60 | 180 | 2,405 |
| | T | 5,627 | 238 | — | — | — | — | 150 | 388 | 6,015 |
| Total all primary pupils (b) | M | 186,772 | 49,898 | 3,913 | 2,151 | 389 | 1,301 | 2,583 | 60,235 | 247,007 |
| | F | 175,501 | 48,776 | 2,930 | 1,768 | 341 | 1,301 | 3,790 | 58,906 | 234,407 |
| | T | 362,273 | 98,674 | 6,843 | 3,919 | 730 | 2,602 | 6,373 | 119,141 | 481,414 |

(a) First school day in July.

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

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

VICTORIA—SECONDARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1981 (a)

| Age last birthday (years) | Sex | Government schools | Non-government schools | | | | | | Total non-government | All schools |
|----------------------------|-----|--------------------|------------------------|-------------------|--------------------------|---------|--------|-------|----------------------|-------------|
| | | | Roman Catholic | Church of England | Uniting and Presbyterian | Baptist | Jewish | Other | | |
| Under 12 | M | 643 | 183 | 108 | 60 | 2 | 19 | 25 | 397 | 1,040 |
| | F | 641 | 195 | 104 | 58 | 5 | 13 | 101 | 476 | 1,117 |
| | T | 1,284 | 378 | 212 | 118 | 7 | 32 | 126 | 873 | 2,157 |
| 12 | M | 22,467 | 5,814 | 1,330 | 1,071 | 124 | 124 | 473 | 8,936 | 31,403 |
| | F | 21,795 | 6,585 | 1,182 | 853 | 210 | 138 | 947 | 9,915 | 31,710 |
| | T | 44,262 | 12,399 | 2,512 | 1,924 | 334 | 262 | 1,420 | 18,851 | 63,113 |
| 13 | M | 24,861 | 6,014 | 1,563 | 1,101 | 156 | 156 | 473 | 9,463 | 34,324 |
| | F | 22,714 | 6,887 | 1,100 | 848 | 199 | 139 | 980 | 10,153 | 32,867 |
| | T | 47,575 | 12,901 | 2,663 | 1,949 | 355 | 295 | 1,453 | 19,616 | 67,191 |
| 14 | M | 24,904 | 5,775 | 1,406 | 1,095 | 159 | 110 | 394 | 8,939 | 33,843 |
| | F | 22,399 | 6,592 | 1,247 | 863 | 198 | 122 | 805 | 9,827 | 32,226 |
| | T | 47,303 | 12,367 | 2,653 | 1,958 | 357 | 232 | 1,199 | 18,766 | 66,069 |
| 15 | M | 21,967 | 5,120 | 1,357 | 1,002 | 150 | 102 | 356 | 8,087 | 30,054 |
| | F | 20,032 | 6,278 | 1,141 | 796 | 191 | 101 | 831 | 9,338 | 29,370 |
| | T | 41,999 | 11,398 | 2,498 | 1,798 | 341 | 203 | 1,187 | 17,425 | 59,424 |
| 16 | M | 16,019 | 4,164 | 1,386 | 1,016 | 139 | 101 | 305 | 7,111 | 23,130 |
| | F | 15,787 | 5,277 | 1,028 | 811 | 193 | 91 | 733 | 8,133 | 23,920 |
| | T | 31,806 | 9,441 | 2,414 | 1,827 | 332 | 192 | 1,038 | 15,244 | 47,050 |
| 17 | M | 6,897 | 2,534 | 1,011 | 759 | 111 | 73 | 208 | 4,696 | 11,593 |
| | F | 7,767 | 3,178 | 820 | 702 | 147 | 69 | 520 | 5,436 | 13,203 |
| | T | 14,664 | 5,712 | 1,831 | 1,461 | 258 | 142 | 728 | 10,132 | 24,796 |
| 18 | M | 1,413 | 389 | 136 | 105 | 25 | 3 | 108 | 766 | 2,179 |
| | F | 1,308 | 322 | 67 | 79 | 9 | 4 | 99 | 580 | 1,888 |
| | T | 2,721 | 711 | 203 | 184 | 34 | 7 | 207 | 1,346 | 4,067 |
| 19 | M | 306 | 31 | 5 | 5 | — | — | — | 26 | 376 |
| | F | 199 | 15 | 3 | 12 | — | — | — | 27 | 58 |
| | T | 505 | 46 | 8 | 17 | 4 | — | — | 53 | 128 |
| 20 | M | 79 | 4 | — | 3 | — | — | — | 8 | 15 |
| | F | 72 | 2 | — | 2 | — | — | — | 10 | 14 |
| | T | 151 | 6 | — | 5 | — | — | — | 18 | 29 |
| 21 and over | M | 182 | 4 | 1 | — | — | — | — | 14 | 19 |
| | F | 317 | 9 | 1 | — | — | — | — | 31 | 41 |
| | T | 499 | 13 | 2 | — | — | — | — | 45 | 60 |
| Total secondary pupils (a) | M | 119,738 | 30,032 | 8,303 | 6,217 | 869 | 688 | 2,390 | 48,499 | 168,237 |
| | F | 113,031 | 35,340 | 6,693 | 5,024 | 1,153 | 677 | 5,084 | 53,971 | 167,002 |
| | T | 232,769 | 65,372 | 14,996 | 11,241 | 2,022 | 1,365 | 7,474 | 102,470 | 335,239 |

(a) First school day in July.

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

EXAMINATIONS

Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education was established by an Act of the Victorian Parliament on 30 November 1976 as an autonomous statutory body, supported by a Victorian Government grant and governed by a council consisting of a chairman and

twenty-four other members all appointed by the Governor in Council. The present chairman, who is also Dean of the Faculty of Education at the University of Melbourne, has been chairman of the Institute since its inception in January 1977. The Executive Secretary of the Institute is its chief executive officer and is supported by some one hundred professional and administrative staff.

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

The new curriculum and assessment procedures at the Year 12 (HSC) level began in 1982. These innovations stemmed from policy first announced by the Institute in April 1978. Schools in 1981 responded to the new Group 2 subjects and some 586 students in 62 schools took one or more Group 2 subjects and 460 students in 19 schools took an Approved Study Structure programme. A total of more than 5,000 descriptive assessments for Group 2 courses were issued by the Institute.

The offering of Group 1 subjects remains the same in 1982 (54 subjects); however, some thirty-one Group 2 subjects in such diverse areas as Arabic, Small Business Management, and Studies in Theatre Arts will be offered. Five Approved Study Structure programmes and a number of Group 2 single units are also being offered. Every curriculum offering has undergone a strict process of accreditation. By accrediting a subject or unit, the Institute indicates that it believes that subject or unit is educationally sound and appropriate for the Year 12 students for whom it is intended.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

| Candidates | 1977 | 1978 | 1979 | 1980 | 1981 |
|------------------------------------|--------|--------|--------|--------|--------|
| Total entries | 29,371 | 28,791 | 27,162 | 25,455 | 26,887 |
| Number who attempted to pass fully | 22,533 | 22,569 | 21,738 | 21,367 | 23,397 |
| Number who passed fully | 15,619 | 15,315 | 15,034 | 14,609 | 16,162 |
| Percentage who passed fully | 69.3 | 67.9 | 69.2 | 68.4 | 69.1 |

Further reference: *Victorian Year Book* 1980, pp. 592-3

Victorian Post-Secondary Education Commission

The Victorian Post-Secondary Education Commission came into being with the proclamation of the *Post-Secondary Education Act* 1978 on 25 October 1978. Within the general framework of the Act, the Victorian Post-Secondary Education Commission has been established to improve, develop, and co-ordinate post-secondary education in Victoria. Its overall responsibilities involve consultation, co-operation, and recommendation.

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

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

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

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

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

Commission activities

A major activity of the Commission during 1981 was the preparation of advice to the Minister regarding the amalgamation of colleges of advanced education in Victoria. Colleges of advanced education were to be amalgamated in order to reduce the overall number of advanced education institutions in the State; to provide for rationalisation of activities between campuses; and to lay the foundation for possible future savings in the costs of administration of this sector. This followed the guidelines laid down by the Commonwealth Tertiary Education Commission (CTEC) in volume 1 of its report for the 1982-84 triennium, in which the CTEC proposed that, in line with the decline which had occurred and was expected to continue in enrolments in teacher education courses, a major redirection of effort in advanced education should take place, with a reduction in teacher education and an increase in the sciences, technologies, and business studies. The CTEC also proposed that institutions predominantly concerned with teacher education should be consolidated into larger units by their incorporation into multi-purpose or multi-campus colleges of advanced education or by integration with neighbouring universities. This process of consolidation continued throughout 1981.

A further development in post-secondary education has been the separation of sixteen colleges of technical and further education from the Education Department, to become autonomous institutions incorporated under the provisions of section 23 of the *Post-Secondary Education Act 1978*. The co-ordination of this development was undertaken by the Technical and Further Education Board under the powers delegated to it by the Commission. (See below.)

Concurrently with these developments the Commission has undertaken a review of the constitutions of College Councils, as required under section 24 of the Act. New constitutions for the Councils of a number of institutions were examined and recommended to the Minister for approval by the Governor in Council, including constitutions for the new amalgamated institutions and the sixteen new colleges of technical and further education. The constitutions of councils of colleges incorporated under the Companies Act (RMIT, Swinburne, and Pharmacy) were not required to be examined in this exercise. The constitution of the Council of the Victorian College of the Arts was also not examined, as it had been reconstituted under its own independent Act in 1980.

Accreditation Board

The Accreditation Board was established under the amended provisions of the *Post-Secondary Education Act 1978*, which were proclaimed on 25 June 1980. The Order in Council establishing membership of the Board was signed by the Governor in Council on 2 December 1980. On the same day the Commonwealth Minister of Education announced the Board's formation, responsibility, and membership. Staff for the board is provided by the Victorian Post-Secondary Education Commission.

A major activity of the Board has been consideration of appropriate procedures for its functioning. This has covered the drawing up of accreditation procedures and the Board's relationship with the Victorian Post-Secondary Education Commission. The Victorian Post-Secondary Education Commission has referred 21 courses to the Board for investigation in accordance with the Act.

Further references: Public examinations, *Victorian Year Book 1966*, pp. 202-3; Victorian Universities and Schools Examination Board, 1974, pp. 486-7 and 1977, pp. 717-19; Examinations in the 1970s, 1975, pp. 726-7; Post-Secondary Education Committee, 1979, p. 575; Victorian Institute of Colleges, 1980, pp. 607-8

TECHNICAL EDUCATION

Technical schools and colleges*General*

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

Technical education has its origins in the Schools of Mines and Industries and Mechanics Institutes in the middle of the last century. Established by local citizens, these institutions set the pattern for a high level of community involvement, response to community needs, and vocational orientation which are still characteristic of technical education today. Major landmarks in the development of technical education were the development of secondary technical schools in the early years of this century; the splitting off of the major technical colleges in 1965 to form the nucleus of the Victoria Institute of Colleges; increased recognition of the role of post-secondary, technical and further education (TAFE) following a national inquiry in 1973; and the separation of the administration of TAFE from the Education Department in 1981.

Secondary education in technical schools

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

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

Following the separation of 16 technical colleges from the Education Department in September 1981, the secondary sections of the colleges which had secondary students became technical schools. As a result there were 105 technical schools, 61 of which were co-educational, with others progressively being converted. The four technical colleges not separated from the Education Department have large secondary sections. These 109 institutions enrolled 65,175 secondary students in 1981.

Technical and Further Education (TAFE)

In July 1980, a TAFE Board was established under the provisions of the Post-Secondary Education Act. Its duties are to:

- (1) Determine policy matters;
- (2) determine the basic distribution of funds available for TAFE;
- (3) authorise and accredit new TAFE courses and major developments of existing courses and a view to ensuring the most rational and effective use of available resources; and
- (4) make recommendations to the Ministers on any matters relating to TAFE.

During 1981, the TAFE Board undertook a major reorganisation of TAFE. A TAFE administration unit was established to take over the management of TAFE from the Education Department. Eleven colleges which had been under the general administration of the Education Department, but employed their own staff, became responsible to the Board. A further 16 Education Department colleges were reconstituted and separated from the Department. Regional TAFE Boards were established to provide for local co-ordination of TAFE activities.

As well as the colleges of technical and further education, TAFE is provided by the Council of Adult Education, and agricultural and horticultural colleges of the Department

of Agriculture. The Education Department will have a continuing TAFE role through four technical colleges, the TAFE components of technical schools, and through its Community Education Unit.

In addition to the courses offered through these means, an off-campus studies network allows students to study many TAFE courses at home. Fifteen TAFE colleges have off-campus co-ordinators appointed to assist students enrolled in off-campus courses.

TAFE provides courses in three broad groups—vocational, preparatory, and recreational. The national classification of TAFE courses contains six streams, as follows:

(1) *Professional*. A relatively minor TAFE activity in Victoria includes two specialist diplomas, service programmes to other tertiary institutions, and arrangements to provide early year of diploma/degree studies at two country technical colleges.

(2) *Middle Level*. Programmes designed to train immediate support personnel for professional officers and higher level management and small operators who need to be proficient in a variety of technical business tasks as well as in small-scale management decision making. Included are programmes of comparative complexity and purpose but of varying duration; for example, full certificate courses, short recognised qualification courses, special purpose programmes, and short programmes to enable para-professionals to supplement or update their areas of specialisation.

(3) *Basic Vocational (Apprenticeship)*. Legislation in Victoria restricts the pursuit of certain trade occupations to persons who have completed an apprenticeship. The Industrial Training Commission is responsible for the operation of apprenticeship training, with TAFE colleges providing trade education classes as required by the Commission. TAFE colleges also provide pre- and post-apprenticeship courses.

(4) *Basic Vocational (Non-apprenticeship)*. Under this course heading, TAFE provides a wide variety of courses. These range from courses broadly comparable to apprenticeship, but in occupations which are not proclaimed trades, through to short courses conducted for particular employers.

(5) *Access*. Programmes designed to permit the student admission to vocational education, tertiary education, or to assist in the transition to employment; including special access programmes for disadvantaged students, preparatory apprentice programmes, and tertiary orientation programmes. Among its access courses TAFE provides students from secondary schools (both government and non-government) with the opportunity to undertake vocationally oriented electives (link courses) as part of their secondary course.

(6) *Recreational*. All non-vocational programmes of a cultural or utilitarian nature provided for the community in general.

TAFE courses are further classified into eleven broad fields of study as follows; applied science, art and design, building, business studies, engineering, rural and horticultural, music, paramedical, industrial services, personal services, and general studies.

Technical and Further Education (TAFE) statistics

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

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

| Particulars | 1976 | 1977 | 1978 | 1979 | 1980 |
|----------------------------|--------|--------|--------|--------|--------|
| Number of institutions (a) | 239 | 246 | 221 | 217 | 190 |
| Enrolments (b)— | | | | | |
| Full-time— | | | | | |
| Stream of study— | | | | | |
| Professional | 462 | 369 | 296 | 149 | 167 |
| Para-professional | 3,867 | 3,511 | 3,693 | 3,929 | 4,269 |
| Trades | 800 | 1,475 | 884 | 1,451 | 1,105 |
| Other skilled | 794 | 508 | 948 | 903 | 943 |
| Preparatory | 4,770 | 4,982 | 6,820 | 7,184 | 7,674 |
| Total | 10,693 | 10,845 | 12,641 | 13,616 | 14,158 |

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

| Particulars | 1976 | 1977 | 1978 | 1979 | 1980 |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| Part-time (c)— | | | | | |
| Stream of study— | | | | | |
| Professional | 130 | 196 | 32 | 76 | 134 |
| Para-professional | 21,080 | 19,451 | 20,668 | 23,844 | 26,742 |
| Trades | 34,150 | 39,886 | 41,746 | 43,287 | 45,378 |
| Other skilled | 18,141 | 19,708 | 25,498 | 29,535 | 36,452 |
| Preparatory | 36,360 | 33,883 | 33,899 | 35,878 | 38,311 |
| Adult education | 29,719 | 34,966 | 48,699 | 49,164 | 57,871 |
| Total | 139,580 | 148,090 | 170,542 | 181,784 | 204,888 |
| Total— | | | | | |
| Stream of study— | | | | | |
| Professional | 592 | 565 | 328 | 225 | 301 |
| Para-professional | 24,947 | 22,962 | 24,361 | 27,773 | 31,011 |
| Trades | 34,950 | 41,361 | 42,630 | 44,738 | 46,483 |
| Other skilled | 18,935 | 20,216 | 26,446 | 30,438 | 37,395 |
| Preparatory | 41,130 | 38,865 | 40,719 | 43,062 | 45,985 |
| Adult education | 29,719 | 34,966 | 48,699 | 49,164 | 57,871 |
| Total | 150,273 | 158,935 | 183,183 | 195,400 | 219,046 |

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

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

(c) Includes external enrolments.

TERTIARY EDUCATION

Tertiary Education Commission

Introduction

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

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

Financing of tertiary education

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

The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced. These grants continued under the States Grants (Technical Training) Acts to 30 June 1974. The Commonwealth Government, acting on the recommendations of the Australian Committee on Technical and Further Education (ACOTAFE), then introduced grants for TAFE recurrent expenditure while continuing its

financial support for TAFE capital purposes. These grants have been provided under the *States Grants (Technical and Further Education) Act 1974*, the *States Grants (Technical and Further Education Assistance) Act 1976*, and the *States Grants (Tertiary Education Assistance) Act 1977* and 1978. Under the *States Grants (Tertiary Education Assistance) Act 1978*, for calendar year 1980, Victoria has been allocated grants of \$25.8m for TAFE capital purposes and \$18.7m for TAFE recurrent purposes.

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

Victorian Universities Admissions Committee

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the then three universities for the selection of applicants seeking admission. A new agreement was signed on 4 October 1979 to incorporate Deakin University. The membership of the Committee is derived entirely from these four universities. Each may appoint one representative for every four hundred (and for every fractional part of four hundred) students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar or his deputy. It was recognised some years ago that there would be considerable advantage to universities, to other tertiary institutions, and to prospective applicants, if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The number of participating institutions for selection of students to begin courses in 1982 is twenty-five.

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

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

University of Melbourne

General

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

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

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

Chairs

Chairs maintained at the University of Melbourne either out of general revenue or from endowments included the following at September 1981:

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

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

Fees and financial assistance

For courses leading to degrees and diplomas, students are required to pay an amenities and services fee entitling them to share in the corporate, social, and sporting activities centred in the University Union, the Sports Union, and the Students Representative Council. The students have a large measure of self-government in all matters concerning these organisations.

Students attempting a second undergraduate qualification, higher degree, or second postgraduate diploma may also be required to pay tuition fees for a course commenced in 1982 (and thereafter) under the States Grants Act.

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

Financial assistance may be available to students from various sources. The Tertiary Education Assistance Scheme (TEAS) financed by the Commonwealth Government provides for living allowances subject to a means test and other conditions. There are various prizes, bursaries, and scholarships available from the Commonwealth and Victorian Public Services and other organisations and foundations. The University of Melbourne awards prizes on the basis of academic merit and bursaries based on financial need. In addition, the University provides loans in approved cases from the Students' Loans Fund. Loans may also be available under a Student Loans Scheme proposed by the Commonwealth Government for introduction in 1982.

Overseas students

Since the end of the Second World War, many overseas students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 855 in 1981, of whom 475 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, Indonesia, and certain African countries.

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

Monash University

General

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

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1981 major projects in the University to the value of more than \$74m were either completed or under construction.

Monash University Library

The Monash University Library contained approximately 1,067,000 volumes in 1981, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

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

Courses

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

Each faculty offers degree courses at undergraduate and postgraduate levels except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of

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

Entrance requirements

The normal entrance requirement for an undergraduate student is to pass at the Higher School Certificate examination conducted by the Victorian Institute of Secondary Education in the subjects, and at the standard, specified in the Regulations of the University. Except for the Faculty of Arts and the Faculty of Medicine, there are no special faculty prerequisites, but in certain subjects it is assumed that the Higher School Certificate standard has been reached by the student.

Fees

There are no tuition fees payable for first degree and diploma courses, but from 1 January 1982, tertiary institutions were required by the Commonwealth Government to charge tuition fees to students commencing second degree courses. Fees are charged for the various non-degree courses run by the Centre for Continuing Education. Overseas students may be required to pay a fee to the Department of Immigration. Students enrolled in degree or diploma courses are required to pay a compulsory University Union fee as a condition of enrolment. This gives students access to the sports and other facilities of the University Union.

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

Overseas students

Since the University commenced teaching in 1961, many overseas students have been admitted. Enrolments have increased from 33 in 1961 to 659 in 1971, and to 1,671 in 1981 when they comprised 11.8 per cent of all enrolments, of which 1,568 (94 per cent) were from Asia.

Chairs

Appointments have been made to the following chairs:

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

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

Faculty of Education. The Ian Clunies Ross Chair of Education (Science Education), Education (4—Exceptional Children, History of Education, Experimental Education and Educational Psychology).

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

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

Faculty of Medicine. Anatomy, Biochemistry (3), Community Practice, Medicine (5), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology and Immunology, Pharmacology, Physiology (2), Psychological Medicine, Social and Preventive Medicine (2), and Surgery (2).

Faculty of Science. Botany, Chemistry (3—Chemistry, Organic Chemistry and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (8—Pure Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Astronomy), Physics (3—Theoretical Physics, Experimental Physics (2)), Psychology and Zoology (2).

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

La Trobe University

General

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

Schools and chairs

By 1981, the following fifty chairs had been established:

School of Agriculture. Agriculture (3).

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

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

School of Education. Education (3).

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

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

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

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

Site and buildings

The site plan is basically a concentric one which provides for a closely linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. At the end of 1981, there were 29 major buildings completed on the campus. The site has been treated as a landscaped parkland, with a predominantly Australian native species planting. On the northern boundaries, reserves have been established for agriculture, zoology, and wildlife, along with arboreta for both exotic and native species.

La Trobe University Library

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,330 readers' places including 48 enclosed carrels. By the end of 1981, the Library contained nearly 460,000 bound volumes and currently receives about 11,000 serial titles. The Library is open throughout the year and may be used by the general public for consultation.

Residences and unions

The University aims to provide a range of appropriate residential accommodation for those students who live away from home, and for members of staff who wish to live on

campus, or in its immediate surroundings. Glenn College and Menzies College provide traditional university residential accommodation. Chisholm College allows residents a degree of self catering not available in the other colleges. In addition, a University company, La Trobe University Housing Limited, has built self-contained flats and terrace units on the southern perimeter of the campus. The colleges provide over 1,000 residential places, and flats and terrace units managed by the Company provide an additional 340 residential places.

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

Students

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements of passes in four approved Group 1 subjects in one sitting of the examination, including Group 1 English. Applications for admission are processed through the Victorian Universities Admissions Committee.

The University also conducts a Special Entry Scheme which admits (to degree courses in arts and economics) adults who have not gained the usual entrance requirements but who, on the basis of other criteria, are considered to be capable of successfully pursuing tertiary studies. Applicants to the Scheme in the Schools of Economics, Humanities, and Social Sciences are required to be more than 18 years of age and to sit for a scholastic aptitude test and write an essay. In addition, applicants to the Schools of Humanities and Social Sciences are required to write a book review. The School of Humanities offers a limited number of places to persons who attempted the HSC examination at least three years previously but did not gain entry to a university. These persons are required to show that they have demonstrated academic potential in the interval; they are also required to present for the scholastic aptitude test and submit the necessary essays. In some cases applicants are interviewed before being made an offer. La Trobe University has offered external studies in the School of Physical Sciences since 1976.

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

Deakin University

General

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

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

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

The University began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). In 1981, the University enrolled a total of 5,278 students (comprising 1,554 full-time, 710 part-time, and 3,014 off campus students).

Academic development

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

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

More than 3,000 off campus students were enrolled in 1981, the third year of operation of the open campus programme, and the University receives about 10,000 inquiries each year from interested persons in Australia and overseas. The off campus students are all over 21 years of age, and include a proportion of persons enrolled under a special entry scheme.

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

Schools and chairs

The University has six academic Schools: Education, Engineering and Architecture, Humanities, Management, Sciences, and Social Sciences.

The University has established chairs in Architecture, Australian Studies, Chemistry, Computing, Education, Engineering, History and Government, Human Biology, Human Nutrition, Literature, Management (2), and Philosophy.

Site and buildings

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

The University expects to provide accommodation for a higher proportion of students than the three Melbourne metropolitan universities, so as to cater for students from country areas. At present 150 places are available, including a number of self contained flats on the campus. The whole environment of the University will be closely integrated with the community and planned as part of the development of the Waurnd Ponds Valley as a green belt area.

The University has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only. This will be surrounded by residences, car parks, and sports fields. A lecture theatre, engineering building, and student flats were completed in 1979, and additional flats were expected to be completed in 1982. The University is planning to move staff and students from the two other campuses in Geelong and consolidate at Waurnd Ponds.

Library

The Deakin University library is situated at the centre of the Waurnd Ponds campus. The library also operates branches at the other campuses of the University in Geelong—The School of Education, Vines Road, North Geelong, as well as the Art and Design Centre, Pakington Street, Newtown.

The library also has an efficient lending service to off campus students. Books are delivered to the student's home and collected from there by a courier service, at no cost to the student. The University also works through the Victorian regional library system, by

supplying copies of certain books and copies of the microfiche catalogue of books held at Waurm Ponds to regional libraries. Thus material held in the central library is available to anyone in Victoria through their regional library.

The library collection of 200,000 items includes books, maps, videotapes, sound recordings, slides, microfilms, and microfiche, together with the equipment to use them. More than 2,000 periodicals are received. The main library provides 304 reader places, while at the other campuses there are a total of 185 places.

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

Students

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

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

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

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

University statistics

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

| Field of study (b) | 1979 | | | | | 1980 | | | | |
|---------------------------------|-----------|--------|----------|--------|----------|-----------|--------|----------|--------|----------|
| | Melbourne | Monash | La Trobe | Deakin | Victoria | Melbourne | Monash | La Trobe | Deakin | Victoria |
| Bachelor degree courses— | | | | | | | | | | |
| Agriculture, forestry | 284 | .. | 214 | .. | 498 | 313 | — | 217 | — | 530 |
| Architecture, building | 530 | .. | .. | 159 | 689 | 511 | — | — | 162 | 673 |
| Dentistry | 244 | .. | .. | .. | 244 | 244 | — | — | — | 244 |
| Economics, commerce, government | 1,362 | 1,716 | 1,027 | 338 | 4,443 | 1,422 | 1,694 | 1,118 | 366 | 4,600 |
| Education | 274 | 448 | 707 | 1,424 | 2,853 | 249 | 441 | — | 1,343 | 2,033 |
| Engineering, technology | 1,021 | 805 | 13 | 163 | 2,002 | 885 | 818 | 21 | 168 | 1,892 |
| Fine arts | 284 | .. | .. | .. | 284 | 267 | — | — | — | 267 |
| Humanities | 3,468 | 3,067 | 2,502 | 1,004 | 10,041 | 3,565 | 3,101 | 2,497 | 1,305 | 10,468 |
| Law | 799 | 1,491 | .. | .. | 2,290 | 717 | 1,515 | — | — | 2,232 |
| Medicine | 1,442 | 959 | .. | .. | 2,401 | 1,475 | 948 | — | — | 2,423 |
| Natural sciences | 2,359 | 2,000 | 1,261 | 533 | 6,153 | 2,548 | 2,141 | 1,213 | 511 | 6,413 |
| Social and behavioural sciences | 256 | 79 | 1,713 | 458 | 2,506 | 245 | 81 | 2,389 | 627 | 3,342 |
| Veterinary science | 248 | .. | .. | .. | 248 | 244 | — | — | — | 244 |
| Total | 12,571 | 10,565 | 7,437 | 4,079 | 34,652 | 12,685 | 10,739 | 7,455 | 4,482 | 35,361 |
| Higher degree courses | 2,157 | 2,224 | 714 | 55 | 5,150 | 2,271 | 2,267 | 755 | 82 | 5,375 |
| Non-degree courses | 1,215 | 1,121 | 558 | 269 | 3,163 | 1,258 | 1,090 | 560 | 235 | 3,143 |
| Total | 3,372 | 3,345 | 1,272 | 324 | 8,313 | 3,529 | 3,357 | 1,315 | 317 | 8,518 |
| Total students | 15,943 | 13,910 | 8,709 | 4,403 | 42,965 | 16,214 | 14,096 | 8,770 | 4,799 | 43,879 |

(a) At 30 April.

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

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

| Field of study (b) | 1979 | | | | | 1980 | | | | |
|--------------------------|-----------|--------|----------|--------|----------|-----------|--------|----------|--------|----------|
| | Melbourne | Monash | La Trobe | Deakin | Victoria | Melbourne | Monash | La Trobe | Deakin | Victoria |
| Bachelor degree courses— | | | | | | | | | | |
| Agriculture, forestry | 70 | .. | 34 | .. | 104 | 54 | — | 54 | — | 108 |
| Architecture, building | 97 | .. | .. | 25 | 122 | 71 | — | — | 12 | 83 |
| Dentistry | 38 | .. | .. | .. | 38 | 45 | — | — | — | 45 |

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

| Field of study (b) | 1979 | | | | | 1980 | | | | |
|---|--------------|--------------|--------------|------------|---------------|--------------|--------------|--------------|------------|--------------|
| | Melbourne | Monash | La Trobe | Deakin | Victoria | Melbourne | Monash | La Trobe | Deakin | Victoria |
| Bachelor degree courses—<i>continued</i> | | | | | | | | | | |
| Economics, commerce, government | 453 | 826 | 445 | 54 | 1,778 | 298 | 419 | 169 | 41 | 927 |
| Education | 59 | 167 | 158 | .. | 384 | 64 | 127 | 222 | 152 | 565 |
| Engineering, technology | 186 | 166 | .. | 23 | 375 | 198 | 153 | 4 | 16 | 371 |
| Fine arts | 79 | 47 | 104 | .. | 230 | 51 | — | — | — | 51 |
| Humanities | 525 | 559 | 847 | 42 | 1,973 | 518 | 702 | 521 | 29 | 1,770 |
| Law | 193 | 437 | 171 | .. | 801 | 202 | 277 | — | — | 479 |
| Medicine | 293 | 357 | 4 | .. | 654 | 217 | 159 | — | — | 376 |
| Natural sciences | 715 | 686 | 490 | 63 | 1,954 | 723 | 560 | 319 | 83 | 1,685 |
| Social and behavioural sciences | 271 | 360 | 367 | .. | 998 | 91 | 40 | 383 | 1 | 515 |
| Veterinary science | 41 | .. | .. | .. | 41 | 47 | — | — | — | 47 |
| Total | 3,020 | 3,605 | 2,620 | 207 | 9,452 | 2,579 | 2,437 | 1,672 | 334 | 7,022 |
| Higher degree courses | 390 | 285 | 107 | 2 | 784 | 268 | 289 | 83 | 5 | 645 |
| Postgraduate diploma courses | 325 | 418 | 364 | 31 | 1,138 | 289 | 342 | 325 | 29 | 985 |
| Total | 715 | 703 | 471 | 33 | 1,922 | 557 | 631 | 408 | 34 | 1,630 |
| Total students | 3,735 | 4,308 | 3,091 | 240 | 11,374 | 3,136 | 3,068 | 2,080 | 368 | 8,652 |

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

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

Colleges of advanced education

General

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

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

Statistics

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

| College of advanced education | 1979 | | | | | 1980 | | | | |
|--|---------------|---------------|---------|--------------------|--------|---------------|---------------|---------|--------------------|--------|
| | Post-graduate | Undergraduate | | | Total | Post-graduate | Undergraduate | | | Total |
| | | Bach-elor | Dip-oma | Asso-ciate Dip-oma | | | Bach-elor | Dip-oma | Asso-ciate Dip-oma | |
| Bendigo College of Advanced Education | 109 | 785 | 938 | 44 | 1,876 | 137 | 782 | 754 | 53 | 1,726 |
| Caulfield Institute of Technology | 606 | 3,058 | 838 | 360 | 4,862 | 729 | 3,338 | 426 | 388 | 4,881 |
| Footscray Institute of Technology | 143 | 1,914 | 363 | 162 | 2,582 | 152 | 2,060 | 238 | 185 | 2,635 |
| Gippsland Institute of Advanced Education | 156 | 1,443 | 384 | 241 | 2,224 | 149 | 1,694 | 294 | 244 | 2,381 |
| Lincoln Institute of Education | 87 | 1,273 | 367 | 64 | 1,791 | 73 | 1,205 | 383 | 50 | 1,711 |
| Prahran College of Advanced Education | 156 | 551 | 961 | 124 | 1,792 | 218 | 796 | 957 | 149 | 2,120 |
| Preston Institute of Technology | 94 | 1,278 | 767 | 169 | 2,308 | 108 | 1,414 | 610 | 189 | 2,321 |
| Royal Melbourne Institute of Technology | 1,089 | 5,681 | 3,376 | 809 | 10,955 | 1,151 | 6,273 | 2,983 | 710 | 11,117 |
| State College of Victoria, Burwood | 169 | 1,002 | 756 | — | 1,927 | 158 | 1,102 | 704 | — | 1,964 |
| State College of Victoria, Coburg | 202 | 218 | 930 | 91 | 1,441 | 182 | 296 | 857 | 85 | 1,420 |
| State College of Victoria, Frankston | 105 | 275 | 883 | — | 1,263 | 78 | 340 | 593 | — | 1,011 |
| State College of Victoria, Hawthorn | 748 | — | 613 | — | 1,361 | 614 | — | 929 | — | 1,543 |
| State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College) | 118 | — | 1,405 | — | 1,523 | 137 | 331 | 1,015 | — | 1,483 |
| State College of Victoria—Institute of Early Childhood Development | 236 | 158 | 511 | 68 | 973 | 246 | 190 | 477 | 69 | 982 |

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

| College of advanced education | 1979 | | | | | 1980 | | | | |
|--|---------------|---------------|---------|-------------------|--------|---------------|---------------|---------|-------------------|--------|
| | Post-graduate | Undergraduate | | | Total | Post-graduate | Undergraduate | | | Total |
| | | Bachelor | Diploma | Associate Diploma | | | Bachelor | Diploma | Associate Diploma | |
| State College of Victoria, Melbourne | 801 | 2,621 | 806 | — | 4,228 | 959 | 2,620 | 743 | — | 4,322 |
| State College of Victoria, Rusden | 296 | 1,626 | 340 | — | 2,262 | 381 | 1,776 | 163 | — | 2,320 |
| State College of Victoria, Toorak | 241 | 479 | 1,107 | — | 1,827 | 292 | 521 | 886 | — | 1,699 |
| Swinburne College of Technology | 693 | 3,447 | 833 | 31 | 5,004 | 764 | 3,608 | 712 | 35 | 5,119 |
| The Ballarat College of Advanced Education | 99 | 727 | 922 | — | 1,748 | 145 | 906 | 678 | — | 1,729 |
| The Victorian College of the Arts | 39 | 188 | 248 | 29 | 504 | 48 | 186 | 235 | 36 | 505 |
| The Victorian School of Forestry, Creswick (c) | — | — | 53 | — | 53 | .. | .. | .. | .. | .. |
| Victorian College of Pharmacy | 58 | 331 | — | — | 389 | 53 | 339 | — | — | 392 |
| Warrnambool Institute of Advanced Education | 253 | 712 | 360 | — | 1,325 | 219 | 1,083 | 79 | — | 1,381 |
| Total Victoria | 6,498 | 27,767 | 17,761 | 2,192 | 54,218 | 6,993 | 30,860 | 14,716 | 2,193 | 54,762 |

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

(b) At 30 April.

(c) From 1980, included in the Bachelor degree—Agriculture, forestry (University of Melbourne).

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

| College of advanced education | 1979 | | | | | 1980 | | | | |
|--|---------------|---------------|---------|-------------------|--------|---------------|---------------|---------|-------------------|--------|
| | Post-graduate | Undergraduate | | | Total | Post-graduate | Undergraduate | | | Total |
| | | Bachelor | Diploma | Associate Diploma | | | Bachelor | Diploma | Associate Diploma | |
| Bendigo College of Advanced Education | 41 | 57 | 297 | 9 | 404 | 40 | 76 | 222 | 12 | 350 |
| Caulfield Institute of Technology | 157 | 307 | 246 | 65 | 775 | 189 | 387 | 33 | 55 | 664 |
| Footscray Institute of Technology | 23 | 259 | 116 | 30 | 428 | 23 | 251 | 68 | 32 | 374 |
| Gippsland Institute of Advanced Education | 52 | 121 | 104 | 22 | 299 | 50 | 122 | 48 | 27 | 247 |
| Lincoln Institute | 22 | 292 | 201 | 35 | 550 | 37 | 348 | 202 | 19 | 606 |
| Prahran College of Advanced Education | 30 | 30 | 154 | 25 | 239 | 47 | 40 | 117 | 33 | 237 |
| Preston Institute of Technology | 35 | 162 | 205 | 36 | 438 | 54 | 151 | 225 | 49 | 479 |
| Royal Melbourne Institute of Technology | 215 | 552 | 510 | 167 | 1,444 | 269 | 617 | 569 | 148 | 1,603 |
| State College of Victoria, Burwood | 142 | 226 | 230 | — | 598 | 80 | 267 | 207 | — | 554 |
| State College of Victoria, Coburg | 45 | — | 267 | 3 | 315 | 28 | 30 | 270 | 6 | 334 |
| State College of Victoria, Frankston | 35 | — | 330 | — | 365 | 35 | 58 | 265 | — | 358 |
| State College of Victoria, Hawthorn | 493 | — | 275 | — | 768 | 322 | — | 758 | — | 1,080 |
| State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College) | 78 | — | 456 | — | 534 | 67 | — | 429 | — | 496 |
| State College of Victoria—Institute of Early Childhood Development | 60 | 32 | 171 | 27 | 290 | 71 | 30 | 169 | 35 | 305 |
| State College of Victoria, Melbourne | 443 | 561 | 260 | — | 1,264 | 384 | 545 | 199 | — | 1,128 |
| State College of Victoria, Rusden | 68 | 335 | 123 | — | 526 | 130 | 417 | 52 | — | 599 |
| State College of Victoria, Toorak | 103 | 124 | 316 | — | 543 | 94 | 134 | 255 | — | 483 |
| Swinburne College of Technology | 132 | 429 | 210 | 10 | 781 | 193 | 480 | 195 | 2 | 870 |
| The Ballarat College of Advanced Education | 55 | 80 | 296 | — | 431 | 88 | 106 | 216 | — | 410 |
| The Victorian College of the Arts | 16 | 7 | 65 | — | 88 | 12 | 10 | 86 | 8 | 116 |
| The Victorian School of Forestry, Creswick (c) | — | — | 18 | — | 18 | .. | .. | .. | .. | .. |
| Victorian College of Pharmacy | 21 | 107 | — | — | 128 | 16 | 88 | — | — | 104 |
| Warrnambool Institute of Advanced Education | 21 | 39 | 103 | — | 163 | 14 | 62 | 80 | — | 156 |
| Total Victoria | 2,287 | 3,720 | 4,953 | 429 | 11,389 | 2,243 | 4,219 | 4,665 | 426 | 11,553 |

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

(b) At 31 December.

(c) From 1980, included in the Bachelor degree—Agriculture, forestry (University of Melbourne).

State College of Victoria

The State College of Victoria Act was repealed at the end of 1980 and the role of the State College as a co-ordinating authority ceased. Individual constituent colleges will now relate to the Victorian Post-Secondary Education Commission. The newly established Accreditation Board will take up Accreditation responsibilities of the State College, and the Post-Secondary Remuneration Tribunal will take up the staffing responsibilities.

Further reference: *Victorian Year Book* 1977, pp. 736-7; 1980, p. 608

STUDENT ASSISTANCE SCHEMES

Victorian Education Department

Scholarships

The Victorian Education Department administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

Commonwealth Department of Education

Assistance for isolated children

The Assistance for Isolated Children Scheme provides financial assistance to parents of children who, because of geographic isolation or a physical or intellectual disability, must live away from home to attend school, study by correspondence, or live at a second home maintained for the purpose of giving them access to appropriate schooling.

Geographic isolation is measured in terms of distances from government school facilities (16 kilometres) and transport services to them (4.5 kilometres). In a limited number of circumstances, assistance may be provided for students who have access to a government school but must live away to undertake a special type of course or to receive specialist remedial tuition. Students whose families move constantly because of the itinerant nature of the parents' occupation may also qualify for benefits. The benefits of the scheme in 1982 comprised:

Boarding allowances of up to \$2,106 a year for senior secondary students, up to \$1,920 a year for other secondary students, and up to \$1,740 a year for a primary pupil—including a basic \$780 free of means test in each case.

Correspondence allowance of \$500 a year for each child.

Second home allowance of up to a basic \$1,990 a year per family with extra benefits if justified by costs, number of children and, if relevant, a means test on family income.

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

Secondary Allowances Scheme

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$660 per year, subject to a means test on family income.

Aboriginal Secondary Grants Scheme

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

Adult Secondary Education Assistance Scheme

The Adult Secondary Education Assistance Scheme is primarily concerned with assistance to adult students undertaking one year full-time matriculation level courses at colleges of advanced education, technical colleges, secondary schools, and other approved

institutions in Australia. From 1982, assistance will be available for two-year programmes where persons have not advanced beyond Year 10 in the Australian secondary school system.

Tertiary Education Assistance Scheme

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

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1981, the maximum rates of living allowance were \$1,675 per year for students living at home, and \$2,583 per year for students qualifying for the living away from home rate. Students qualifying for living allowance are also granted an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. TEAS does not cover tuition fees. A dependant's allowance for a dependent spouse and an allowance for each dependent child are also payable. In 1981, the dependent spouse allowance was \$42.70 per week, and the dependent child allowance was \$10.00 for each dependent child per week. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course. For dependent students, the maximum allowance includes a payment of \$5.25 per week to compensate for the loss of Family Allowance for the student.

Aboriginal Study Grants Scheme

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

Postgraduate awards

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

Award holders receive a living allowance of \$4,620 per year. Additional allowances which are paid subject to certain conditions include:

- (1) a Dependent Spouse Allowance of \$42.70 per week;
- (2) a Dependent Child Allowance of \$10.00 per week for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate, and \$400 for a Ph.D. degree candidate;
- (4) an Establishment Allowance of \$100 and \$200, respectively, for single and married award holders;
- (5) a Fares Allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an Incidentals Allowance of \$70 or \$100 per year towards the cost of fees such as SRC, union, and sports fees.

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

Research Training Fellowships

A limited number of awards are available for students wishing to undertake a programme incorporating postgraduate academic training leading to a Master's degree in the field of education, together with practical training in an approved research organisation. Provisions include a tax-free living allowance within the range of \$6,160 to \$10,351; additional allowances similar to those offered for postgraduate course awards; travel assistance where a move to Melbourne, Brisbane, or Sydney is involved; four weeks annual leave; a dependent spouse allowance of \$2,220 per year; a dependent child allowance of \$520 per year per child; and an incidental allowance of \$300 per year.

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

Statistics

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

| Scheme | 1976 | 1977 | 1978 | 1979 | 1980 |
|--|---------|--------|---------|--------|--------|
| Victorian Government— | | | | | |
| Senior scholarships | 177 | 165 | 190 | 215 | 200 |
| Commonwealth Government— | | | | | |
| Secondary allowances | 5,094 | 4,932 | 5,778 | 6,743 | 7,573 |
| Assistance for isolated children | 1,056 | 1,086 | 806 | 894 | 925 |
| Adult secondary education assistance | 695 | 724 | 704 | 652 | 630 |
| Aboriginal secondary grants | 799 | 784 | 860 | 929 | 973 |
| Aboriginal study grants | 177 | 195 | 380 | 128 | 476 |
| University and advanced education scholarships | 1,166 | 517 | 117 | 94 | — |
| Tertiary education assistance | 24,706 | 24,360 | 22,696 | 21,970 | 21,147 |
| Pre-school teacher education | (a) 465 | 314 | 179 | 47 | 2 |
| Commonwealth teaching service scholarships | 106 | 107 | (a) 103 | r 78 | 39 |
| Postgraduate awards | 517 | 527 | 512 | 645 | 538 |
| Research training fellowships | 5 | 5 | 4 | 6 | 15 |

(a) Discontinued from this year.

ADULT EDUCATION

General

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

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

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

Council of Adult Education

Central to the provision of extra-vocational adult education is the Council of Adult Education, an independent statutory authority established in 1947 under the Education Act and a major TAFE provider.

The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education.

The Council's statutory membership of 32 provides for membership from universities and tertiary colleges, the Victorian Parliament, and a broad range of government and community organisations. It includes the Director-General of Education and the Director of Adult Education.

Under the Director a permanent staff of 90 officers prepares and administers the Council's programme. The teaching role of the Council is carried out by part-time tutors engaged by contract. Under this system 887 tutors presented programmes to more than 44,000 students in 1981.

There is a Council of Adult Education programme in operation on all except a dozen or so days each year. Weekend seminars, camps, educational tours, book discussion groups, Dusk-to-Dawn programmes, over 60s programmes, literacy programmes, and a wide range of workshops are available to the public. A returning to study programme gives adults the opportunity to gain a basic education at primary or lower secondary level or to study for the Higher School Certificate.

In 1981, the Community Programmes, Liberal Studies, Creative Arts, and Special Programmes Departments offered 2,150 short-term and long-term courses in the city and at 97 locations in 70 suburbs. The Council also serviced a network of 650 discussion groups with over 7,000 members in the Melbourne metropolitan and Victorian country areas with books, audio-visual materials, notes, and discussion guides. It gives financial, programming, and advisory assistance to 22 Local Advisory Committees in country Victoria. Its resource centre offers a variety of services to its students and general public from a stock of more than 70,000 volumes.

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

VICTORIA—ADULT EDUCATION: COURSES AND ENROLMENTS

| Item | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 |
|--------------------------|---------|---------|---------|---------|---------|
| Courses offered | 1,219 | 1,427 | 1,548 | 1,693 | 2,151 |
| General studies (a) | 587 | 672 | 774 | 830 | .. |
| Access | 86 | 140 | 142 | 181 | 284 |
| Creative arts | 546 | 615 | 632 | 682 | 701 |
| Community Programmes (a) | .. | .. | .. | .. | 635 |
| Liberal Studies (a) | .. | .. | .. | .. | 494 |
| Special Programmes (a) | .. | .. | .. | .. | 35 |
| External Studies (a) | .. | .. | .. | .. | 2 |
| Students enrolled | 25,336 | 28,500 | 31,500 | 38,131 | 44,056 |

(a) Reclassified in 1981.

Finance

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

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

| Particulars | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 |
|--|--------------|--------------|--------------|--------------|--------------|
| Revenue— | | | | | |
| Victorian Government statutory grant | 50 | 50 | 50 | 50 | 50 |
| Victorian Government supplementary grant | 1,281 | 1,480 | 1,820 | 1,888 | 2,472 |
| Earned income, fees, etc. | 878 | 1,021 | 1,023 | 1,193 | 1,499 |
| Total revenue | 2,209 | 2,551 | 2,893 | 3,131 | 4,021 |
| Expenditure— | | | | | |
| Secretary's Department— | | | | | |
| Salaries | 760 | 850 | 997 | 1,045 | 1,273 |
| Administration | 447 | 508 | 582 | 732 | 827 |
| Programme departments— | | | | | |
| General Studies (a) | 231 | 275 | 316 | 408 | .. |
| Creative Arts | 282 | 305 | 340 | 354 | 395 |
| Access—literacy to HSC | 113 | 130 | 140 | 154 | 191 |
| Discussion Services | 46 | 61 | 56 | 66 | 78 |
| Community Programme (a) | .. | .. | .. | .. | 230 |
| Liberal Studies (a) | .. | .. | .. | .. | 225 |
| Special Programmes (a) | .. | .. | .. | .. | 116 |
| Training and Liaison (a) | .. | .. | .. | .. | 347 |

VICTORIA—COUNCIL OF ADULT EDUCATION: REVENUE AND EXPENDITURE—*continued*
(S'000)

| Particulars | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Expenditure—<i>continued</i> | | | | | |
| Services— | | | | | |
| Library resource centre (a) | 55 | 71 | 65 | 69 | .. |
| Extension services (a) | 112 | 129 | 137 | 132 | .. |
| Special schools (a) | 73 | 103 | 103 | 92 | .. |
| Publications and promotion | 90 | 119 | 157 | 155 | 225 |
| Education resource centre (a) | .. | .. | .. | .. | 114 |
| Total expenditure | 2,209 | 2,551 | 2,893 | 3,207 | 4,021 |

(a) Reclassified in 1981.

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

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