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# Chapter 9

## EDUCATION

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# Chapter 9

## EDUCATION

On 20 June 1990 the Minister for Education and The Arts, The Hon. Peter Patmore, MHA, announced a comprehensive review of Tasmania's education system. The Melbourne-based consultancy firm, Cresap, was engaged to conduct the review. Under the terms of reference the consultants were required to identify areas in the operation of the Department of Education and The Arts and the school system where greater efficiencies and cost-effectiveness could be achieved while maintaining the quality of education.

The review's final report was presented to the State Government on 14 September 1990. It identified a number of services to be abolished entirely; some to be devolved to schools; some to be considerably reduced and others to be enhanced.

The report's recommendations led to:

- a major reorganisation of the Department's structure;
- a reduction of 552 (about 10 per cent) in the number of teaching positions and of 522 (about 30 per cent) in non-teaching positions;
- the organisation of schools and colleges into eight districts, replacing the three-region structure;
- the adoption of a self-managed school concept; and
- a streamlining of the curriculum branch.

Specific areas of change were managed by 19 multi-representational task forces.

The processing of employee redundancy applications was a major task which continued into the early months of 1991. By April 1991



Photo: The Mercury

close to 1000 redundancy packages had been processed.

The benefits and savings to be achieved under the new structure were considerable and included the following:

- one layer of administration (that of the Regional Director's) was eliminated, with a shift of responsibility from the central administration to schools;
- the implementation of school-based management will allow increased participation

of the community in decision-making at the school level;

- there is an emphasis on integration of educational effort from Kindergarten to Year 12, giving closer coordination between educational levels;
- three very large regional offices have been closed in favour of eight very small district offices; and
- the benefits have been achieved within a substantial streamlining of the Department's out-of-school administration and support service structure.

## 9.1 EDUCATION TODAY

**In recent years the pressures have changed with a growth in the unemployment of school leavers and of the unskilled. In addition, the Federal Government has accepted a greater financial responsibility and provides funds through the Department of Education, Employment and Training.**

In 1989 the Department of Education and the Arts became responsible for Tasmania's library services and similar activities.

Government institutions provide education in Tasmania at all levels; but non-government bodies, even with government assistance, find secondary schools expensive to commence and so far have not ventured into any tertiary area apart from a single missionary training college at St Leonards.

In rural areas primary education is generally provided by small government primary schools and district high schools.

In primary schools, classes are usually co-educational and unstreamed with teachers devising programs for children of various abilities. Pupils progress to the next grade on the basis of their maturity and age rather than on their intellectual attainments.

The primary school curriculum is designed to cater for the mental, physical, social and emotional development of children during their critical formative years. The curriculum emphasises the acquisition of literacy, numeracy and basic language skills within the wider context of developing a capacity to communicate,



*Mature-age students.*

*Photo: Tasphoto Services*

think and value. The school's task is to provide programs that enable each pupil to develop skills appropriate to his or her stage of development and that will foster further learning. These programs also provide for creativity and arousing the imagination as well as giving the opportunity to develop initiative and logical thought.

In government schools strict neutrality is observed on religious dogmas and ethics. Legislation gives limited access by outside religious groups to their adherents. Full advantage is seldom taken of this access.

For 15 years, by invitation of some high schools, a small Christian Option Program staffed by volunteers has been run by the Scripture Union. The program assumes no background and offers one alternative of many. It has spread to other States. Other groups can similarly be invited to propose alternative lifestyles.

Department of Education and the Arts policy is directed towards integrating children with special needs into normal schools. Special schools provide for children with different forms of handicap and who are unable to benefit from instruction in normal schools. Instruction varies according to the type of handicap. In cases of physical handicap the main need is to maintain normal or near normal individual programs. Schools and classes for intellectually handicapped children follow a program that is tailored to meet individual needs.

Current Department of Education and the Arts policy is directed towards educating children in their local communities. However, parents are free to choose which government school their child attends. There has been positive discrimination towards country children and steps have been taken to make the secondary education available in district high schools comparable to that provided in urban areas. These steps in-

clude staffing district high schools more generously than high schools and establishing annexes (selected 11th and 12th grade subject classes) of senior secondary colleges in four country towns. The district high schools, with their lower than optimum and declining numbers, pose a problem to a cost-conscious government committed to serving Tasmania's dispersed population. Each type of school draws pupils from outlying localities. Transport is free but the foreshadowed consolidation of high schools in the nineties will involve some longer travelling times for students.

The secondary curriculum provides a general, comprehensive education within a framework of subjects endorsed by the Schools Board of Tasmania. Most Years 7 and 8 pupils follow a common course developed by the school and suited to their needs.

In Years 9 and 10 students follow courses derived from Tasmanian Certificate of Education Syllabuses. Schools generally require all students to follow a core of basic subjects. In addition, students select optional subjects at appropriate levels of difficulty to meet individual needs and interests.

Candidates normally sit for Higher School Certificate subjects at the end of fifth and sixth years of secondary education. The certificate is awarded as a result of assessments completed in November each year which are conducted by the Schools Board of Tasmania. Requirements for tertiary entrance are determined by the University of Tasmania.

Senior secondary or 'community' colleges were pioneered in Tasmania and now exist in other States. They concentrate on specialist teaching at a few urban centres. The students also benefit from the transitional step between high school and tertiary education.

Admission policy of the colleges is one of 'open door' to most courses. In recent years there has been an increase in the proportion of students passing directly from high and district high schools as well as an increase in mature-age students studying subjects.

Colleges, especially those in the Hobart area, have expanded significantly into the area of late afternoon and evening programming of classes for the large number of mature-age part-time students.

### **Tasmanian Certificate of Education (TCE)**

As part of significant changes to the Tasmanian education system, the Higher School Certificate and the School Certificate are being replaced by the Tasmanian Certificate of Education. The TCE has been developed after wide consultation in the community and with all sectors of education in the State. After initial reservations by some employer representatives, the TCE now enjoys support from employers and from the University of Tasmania.

The TCE, which will cover Years 9 to 12, was introduced for Year 9 students in 1990, and will be fully operational by the end of 1993. Years 9 and 10 will still be assessed internally with standards moderated statewide. In Years 11 and 12 there will be a combination of internal and external ratings on subjects. In addition to satisfying subject-specific criteria, students will be required to show achievement in a range of cross-curricular skills such as being able to work with others in a group situation and to use initiative.

The awards on the TCE will be OA (outstanding achievement), HA (high achievement) and SA (satisfactory achievement). Students who complete a course of study without reaching a level of achievement which is deemed satisfactory will have this fact recorded on their certificate.

In many schools students will keep a record of achievement for each year of their TCE. In these schools these records, together with evidence of other achievements, will be included in a comprehensive portfolio, or Record of Achievement, which students may use to assist entry into the workforce.

## 9.2 PRESCHOOLS

Until 1969, government preschools were established on the initiative of groups of parents. The Education Department provided buildings but eventually recovered half its outlay from parents.

From 1969 all new facilities for preschool education were provided in kindergartens attached to primary schools. There are now kindergartens which are part of primary schools and others which are not attached to primary schools. Department of Education and the Arts policy aims to provide kindergartens for children of four years and over on 1 January of any given year.

Most preschools are conducted on a sessional basis (i.e. sessions of two to three hours for two to five days per week). Preschool programs generally favour the free play approach with emphasis on children's social and emotional development through creative activities. Parents often assist at some sessions or purchase play materials and educational resources.

At 1 July 1990 there were 148 government primary schools with attached kindergartens and 21 separate kindergartens, with enrolments of 4902 and 765 respectively. Non-government kindergartens form a minor part of total non-government enrolment. No government assistance is received for students enrolled in them.

### 9.1 PRIMARY SCHOOLS, TASMANIA

Particulars	Government		Non-government	
	1985	1990	1985	1990
Number of schools (a)	166	165	41	38
Number of teachers (b) -				
Males	658	490	95	104
Females	2 171	1 706	470	434
Total	2 829	2 196	565	538
Number of pupils (c) -				
Males	19 335	19 106	4 453	5 104
Females	17 951	18 164	4 548	5 139
Total	37 286	37 270	9 001	10 243

(a) Excludes primary schools with secondary classes. (b) Full-time equivalents.  
(c) Includes primary grades in combined primary and secondary schools.

(Source: ABS Catalogue No. 4206.6).

## 9.3 PRIMARY EDUCATION

Age of entry to preparatory classes is five years and for Year 1, five and a half to six years of age.

Government primary education caters for children from preparatory to Year 6. Government primary schools seldom enrol more than 600 pupils.

In 1990 there were 165 government primary schools. The majority (159) commenced with a preparatory grade and went to Year 6. There were a further 26 schools which were combined primary and secondary schools (district and district high schools). Of the 37 270 pupils enrolled in primary grades in these schools, 19 106 were males and 18 164 were females. Non-government primary schools seldom enrol more than 400 pupils, and usually have six grades and a preparatory class.

In 1990 there were 38 non-government primary schools. Only 76 per cent commenced with a preparatory grade and went to Year 6. There were a further 24 schools which were combined primary and secondary schools. Of the 10 243 pupils enrolled in the primary grades in these schools, 5104 were males and 5139 females.

The percentage of all school pupils who are enrolled in primary grades had been decreasing consistently in the 1980s. However, in 1987, the percentage started to increase. In government schools there had been a fall from 59.9 per cent in 1982 to 55.5 per cent in 1986, while in non-government schools the drop had been from 54.8 per cent to 51.8 per cent. However, the percentages in 1990 for government and non-government schools were 58.0 and 54.1 respectively.

The major cause of the falling proportion of students enrolled in primary grades was the lower birth rates of the 1970s. Higher birth rates in the 1980s have reversed the trend in recent years.

## 9.4 SECONDARY EDUCATION

Almost all children attend secondary classes starting at an age from 11 and a half to 13 years. The first four years of secondary education (Years 7 to 10 inclusive) are catered for in high schools or district high schools which are non-selective, comprehensive and provide a broad general education.

All, except two high schools in Hobart, are co-educational. The School Certificate is generally gained at the end of Year 10. The final two years (Years 11 and 12) leading to the Higher School Certificate (which is being phased out), are completed in a secondary college or annexe of a secondary college.

These colleges were pioneered by Tasmania in the early 1960s when the two traditional academic high schools, Hobart and Launceston, phased out their junior classes.

The majority of students studying HSC subjects are in their fifth and sixth year of secondary education. However, an increasing number are mature-age students; people who have not been enrolled in secondary education for at least 12 months. The growth has coincided with a large increase in part-time enrolment at secondary colleges; in 1985 there were 2000 part-time students while in 1990 there were 2576 part-time students.

In 1990 there were 34 government high schools and eight secondary colleges in the State. The majority of high schools commenced at Year 7 and went to Year 10. All eight secondary colleges had only Years 11 and 12. In addition, there were 26 combined

### Claremont College

The Claremont College, a new secondary college in the northern suburbs of Hobart, admitted its first students in 1990. The college combines Years 11 and 12 courses, with the emphasis being on applied learning and teaching excellence.

Enrolment at the college is 650 full-time students with a capacity to take in extra part-time students.

The college differs from other secondary colleges as students are catered for by four learning centres rather than traditional subject departments. This tends to lead to a narrowing of options when students choose, for example, all math and science subjects.

primary and secondary schools. Of the 26 978 pupils enrolled in secondary grades in these 68 schools, 13 648 were males and 13 330 females. There were 2351 teachers in 1990.

### 9.2 SECONDARY SCHOOLS, TASMANIA

Particulars	Government		Non-government (a)	
	1985	1990	1985	1990
District and district high schools	26	26	-	-
High schools	34	34	29	28
Secondary colleges	6	8	-	-
<b>Total schools</b>	<b>66</b>	<b>68</b>	<b>29</b>	<b>28</b>
Number of teachers (b) -				
Males	1 494	1 268	342	348
Females	1 179	1 083	372	322
<b>Total</b>	<b>2 673</b>	<b>2 351</b>	<b>714</b>	<b>670</b>
Pupils-				
Year 7-9	19 016	15 263	5 026	5 193
Year 10	5 818	5 402	1 564	1 554
Year 11 and 12	3 899	6 313	1 459	1 954
<b>Total</b>	<b>29 577</b>	<b>26 978</b>	<b>8 049</b>	<b>8 701</b>
Males	15 138	13 648	3 793	4 164
Females	14 439	13 330	4 256	4 537

(a) Includes the secondary classes of combined primary and secondary schools. (b) Full-time equivalents.

(Source: ABS Catalogue No. 4206.6).

In 1990 there were only four non-government schools which were wholly secondary. There were a further 24 with combined primary and secondary classes. Of the 8701 pupils enrolled in secondary grades in these 28 schools, 4164 were males and 4537 females. They were staffed by 670 teachers in 1990.

The trend in secondary grade enrolment is the reverse of primary grade enrolment. As birth rates fell in the 1970s, the proportion of pupils in secondary grades rose. By 1990 the 26 978 secondary grade pupils accounted for 42.0 per cent of total enrolment. The corresponding figure for non-government schools was 45.9 per cent.

Total non-government secondary enrolments have increased 8.1 per cent from 8049 pupils in 1985 to 8701 in 1990. This is at a slower rate than for non-government primary grade enrolments (13.8 per cent).

#### 9.4.1 Retention Rates in Secondary Schools

Apparent grade retention rates are measures of the tendency of students to remain in secondary education from Year 7 to Year 10, Year 11 and Year 12. For example, to calculate the apparent retention rate of students in Year 12 in 1990, the number of those students in 1990 is expressed as a percentage of the number of students in Year 7 in 1985. This is called an appar-

#### 9.3 APPARENT RETENTION RATES SECONDARY SCHOOL STUDENTS, 1990

Years	Male	Female
7-10	96.3	97.3
7-11	59.3	69.0
7-12	39.0	50.5

(Source: ABS Catalogue No. 4206.6).

ent retention rate because the method and calculation does not take account of net changes to the school population due to migration, nor of those students who spend more than one year in the same grade.

In addition to the above general qualification, some Tasmanian non-government schools have no senior secondary top. Others cannot match the range of subjects offered at the government senior secondary colleges. Transfers from one to the other system at the end of Year 10 are a peculiarly Tasmanian cause of distortion of government school apparent retention rates.

While non-government schools generally have much higher retention rates than government schools, there has been a closing in the gap between government and non-government schools for the Year 7 to 10 retention rate. This was brought about by the difficult job market for early leavers in the 1980s which particularly affected pupils of government schools.

#### 9.4 APPARENT GRADE RETENTION RATES, GOVERNMENT AND NON-GOVERNMENT SECONDARY SCHOOLS, TASMANIA

Year	Years 7-12		Years 7-11		Years 7-10	
	Government	Non-government	Government	Non-government	Government	Non-government
1980	25.5	33.6	28.8	46.2	87.7	96.2
1981	24.3	33.8	30.4	49.4	86.7	95.9
1982 (a)	18.9	36.7	27.9	51.0	86.8	98.9
1983	22.3	35.6	33.1	55.7	88.3	97.9
1984	24.8	40.7	34.6	53.9	89.5	99.5
1985	25.5	42.0	36.6	58.1	91.2	97.9
1986	27.1	44.5	38.1	57.2	91.8	98.3
1987	30.2	44.4	42.3	56.6	93.4	99.1
1988	36.1	43.2	52.2	56.1	94.4	98.3
1989	38.1	45.9	55.6	61.1	96.0	98.2
1990	43.2	50.4	63.6	65.2	96.0	99.6

(a) Data used to calculate retention rates to Years 11 and 12 in government schools exclude part-time students. The exclusion of these part-time students causes an apparent decline in retention rates to Years 11 and 12 in government schools between 1981 and 1982.

(Source: ABS Catalogue No. 4206.6).



### Adult Literacy and Basic Education (ALBE)

In Tasmania, as in the rest of the developed world, roughly 10 per cent of adults are not literate enough to function at their full capacity. This is known as 'functional illiteracy' but ALBE does not use this term when working with clients. Functionally illiterate people can read and write simple material only.

A different problem is found in people who lack 'basic literacy'. These people may only be able to read and write their own name.

Until the 1960s it was generally believed that illiteracy was a third-world problem. Then the truth of the situation began to emerge and the Tasmanian ALBE program began in 1971.

The program trained a team of volunteer tutors, most of whom worked with one student. ALBE programs were established at Adult Education offices throughout Tasmania. ALBE is now provided through TAFE, the Adult Migrant Education Service (AMES), Skillshare, Jobtrain, Neighbourhood/Community Houses and Colony 47 Community Learning Centre, Workplace Basic Education (WPBE), Aboriginal Adult Education and Training Programs, and the Prison Education Service.

In Tasmania, as elsewhere, there is no such thing as a typical adult literacy student. The problems start in childhood and may be caused by poor hearing or sight, illness, many school moves, isolation, inadequate family background, family trauma, neglect of skills after leaving school to name a few.

The results are that a person may not be able to read material such as newspapers, bus timetables, or instructions on medicines and chemicals. Sufferers may not be able to take responsibility for their own lives and may have to depend on the state. They may also suffer misery and shame.

In the past 'illiteracy' had been seen as a welfare problem and workers were mostly volunteers. Now that inadequate literacy is recognised as a widespread and expensive obstacle to any kind of development, more gov-

ernment funding is being provided to employ paid staff and expand literacy programs.

In 1990 the International Literacy Year (ILY) increased awareness throughout the world. The Tasmanian ILY Forum was established to promote and administer ILY, and the Commonwealth Government provided funding for ILY activities. These included projects such as Writer in the Workplace, advertising, Plain English seminars, workshops for parents and communities, posters, brochures, cartoons, videos, newsletters and kits to promote adult literacy and plain English.

Much additional funding, and time, were donated by interested people and organisations.

In 1989 there had been 1200 adult literacy students in Tasmania getting free tuition through the statewide ALBE program staffed by five full-time and 22 part-time coordinators, and 800 volunteer tutors.

In 1990 ILY promotion provided the safety that adults with literacy problems need to seek help. Enrolments, compared with 1989, increased dramatically:

- Southern Region 100 per cent;
- Northern Region 60 per cent; and
- North-west Region 60 per cent.

The original one-to-one voluntary tutoring is still the foundation of ALBE, but there is an increasing variety of provision: small groups with paid tutors, special classes for disabled people, new initiatives such as the Special Intervention Program for Schools (SIPS), Literacy in Primary Schools (LIPS), Workplace English Language and Literacy (WELL) and Adult Literacy Teaching (ALT), which is the first professional development course for adult literacy teachers. The Commonwealth Government provides some subsidy for these.

*(Article contributed by the Department of Employment, Industrial Relations & Training)*

In government schools the Year 7 to 12 retention rate has increased from 25.5 per cent in 1980 to 43.2 per cent in 1990. The Year 7 to 11 rate has grown from 28.8 per cent in 1980 to 63.6 per cent in 1990. The Year 7 to 10 rate, however, reflects the poor employment situation, with a rate of 87.7 per cent in 1980 increasing fairly steadily to 96.0 per cent in 1990.

In non-government schools the Year 7 to 12 rate has increased from 33.6 per cent in 1980 to 50.4 per cent in 1990. The Year 7 to 11 rate has grown from 46.2 per cent in 1980 to 65.2 per cent in 1990. The Year 7 to 10 rate, while showing fluctuations over the period, has moved from 96.2 per cent in 1980 to 99.6 per cent in 1990.

## 9.5 NON-GOVERNMENT OR INDEPENDENT SCHOOLS

**Since World War 2, and particularly after the introduction of government assistance to independent schools, changes occurred in the composition of the non-government sector.**

The older schools which reflected the pre-World War 2 denominational break-up of the population have continued, with some growth and coordination occurring in the Catholic system.

Starting in the 1960s innovative new secular schools grew out of alternative educational philosophies. The programmed learning systems favoured by some Gospel Chapels and religious

movements like Ananda Marga, were catalysts which helped to start other small primary schools. European migrants brought in novel ideas. Asian migration, to a lesser extent than in other States, introduced new religions.

## 9.6 TERTIARY EDUCATION

**From 1974 to 1986 tertiary education was free for award courses in universities, colleges of advanced education and Technical and Further Education (TAFE) institutions, excluding adult education. During 1988 a \$250 a year fee applied to all enrolments. After widespread student protests the Federal Government announced in 1989 that this measure would be replaced by an income tax surcharge on qualified students.**

Until 1990 the three higher education institutions and other Technical and Further Education (TAFE) courses all developed independently. In response to Federal Government funding incentives and penalties, which favour large administrative units, Hobart's University of Tasmania, Launceston's Tasmanian State Institute of Technology (TSIT) and the Australian Maritime College formally commenced amalgamating in September 1989.

Under the *Higher Education (Amalgamation) Act 1990*, which took effect on 1 January 1991, a new University of Tasmania was established consisting of the former University of Tasmania and the former Tasmanian State Institute of Technology.

These are now referred to respectively as the University of Tasmania at Hobart and the Uni-

### 9.5 TASMANIAN STATE INSTITUTE OF TECHNOLOGY ENROLMENTS

Faculty	1989	1990
Agriculture, Animal Husbandry	33	12
Architecture, Building	196	213
Arts, Humanities and Social Sciences	609	899
Business, Administration, Economics	629	768
Education	772	832
Engineering, Surveying	34	48
Health	657	787
Law, Legal Studies	-	35
Science	412	598
Non-Award	50	-
Total	3 392	4 192

(Source: *Selected Higher Education Statistics 1990: Department of Employment, Education & Training*).

versity of Tasmania at Launceston. The new University is, however, administered as a unified institution with a single governing body (the Council), a single Vice-Chancellor, and an Academic Senate which advises the Council on all academic matters.

The legislation also provides for the inclusion in the new University of a third institution, the Australian Maritime College at Launceston. However the necessary administrative and governmental steps have not yet been taken to incorporate the college in the new University.

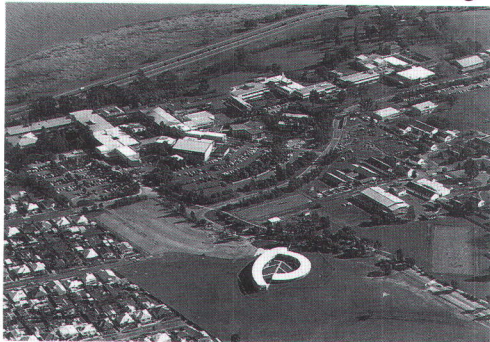
At the same time an Education Tasmania consortium was set up to market overseas all Tasmanian senior secondary and tertiary courses for full fee-paying students, public and private. South-East Asia was the first area targeted.

### University of Tasmania at Launceston

The Launceston Campus continues to grow. In 1990 student enrolments were 4192, an increase of 800 on the figure for 1989. The number of academic staff also increased from 197 (FTE) to 202 in the same period, while the number of general staff increased from 183 to 196.

The Launceston Campus offers a range of applied research and consultancy services to the Tasmanian community. There are significant ongoing research programs in the areas of Applied Science, Architecture, Business Studies, Education and Nursing.

In late 1990 it was announced that the Launceston Campus would receive funds to establish a timber architecture and engineering course. The primary aim of the course is to provide education programs to cover all aspects of engineered timber products and to improve skill levels in timber design, evaluation and training.



University of Tasmania at Launceston.  
Photo: *The Examiner*

### 9.6 AUSTRALIAN MARITIME COLLEGE ENROLMENTS 1990

Course	Total
Grad Dip Bus (Shipping)	124
Grad Dip Fisheries Tech	1
B Eng (Maritime)	45
B App Sc (Fisheries Tech)	71
B App Sc (Marine Eng)	66
B App Sc (Nautical Studies)	1
Dip App Sc (Nautical Sc)	89
Dip App Sc (Shipmaster)	173
Dip Eng (Marine)	9
Assoc Dip Maritime Electronics	25
Assoc Dip Radcomm	5
Cert Tech Fisheries Ops	57
Cert Small Craft Operations	88
Cert Marine Ops	421
Mathematics Induction	21
Engineering - Non Award	7
Fisheries - Non Award	10
Nautical Studies - Non Award	11
<b>Total</b>	<b>1 224</b>

(Source: *Australian Maritime College Annual Report of Council 1990*).

The University will also participate in applied research in conjunction with the Australian Furniture Research and Development Institute and the TAFE High Technology Skills Training Centre.

### The Australian Maritime College

The Australian Maritime College comprises a third national 'Key Centre' in Launceston's suburb of Newnham with its School of Fisheries and training vessels at Beauty Point, 32 km to the north-west.

The College fisheries courses include the Certificate of Technology in Fisheries Operations, which is designed to cover the knowledge requirements for the master of a large fishing vessel. The fisheries degree course teaches the importance of conservation and management of fisheries resources and also covers the marketing side of the industry. Aspects such as fisheries biology, fish chemistry, seafood handling, processing and marketing and fisheries management are covered.

The Bachelor of Engineering (Maritime) is the only full-length engineering degree offered in the north of the State. It gives specialist training, preparing graduates for careers in ports, harbours and off-shore.

The College also offers courses leading to careers in the merchant navy as an Integrated Rating, or a navigating or engineering officer. Students on these courses are selected by the maritime industry through cadetships.

The Bachelor of Applied Science (Nautical Studies) offers options in ship science, hydrography, navigation and environmental science, and in sea transport and maritime business.

Courses offered by the College can be divided into four broad categories:

- courses for those wishing to become operators of merchant ships and fishing vessels;
- a course for those who wish to become shore-based managers in the shipping industry;
- courses to prepare technologists and managers in the fishing industry; and
- courses to prepare hydrographic surveyors, engineers, ship designers and technologists for shore-based careers in the maritime and maritime-related industries.

#### 9.7 UNIVERSITY OF TASMANIA AT HOBART, STUDENTS

	1985	1990
Full-time	3 397	4 232
Part-time	2 050	1 645
<b>Total</b>	<b>5 447</b>	<b>5 877</b>
Males	3 047	2 937
Females	2 400	2 940
Bachelor degree courses -		
Agricultural Science	51	67
Arts	938	1 411
Commerce	392	498
Economics	183	159
Education	573	334
Engineering	252	302
Fine Art	211	317
Law	353	529
Music	78	67
Medicine	280	288
Pharmacy	62	79
Science	642	761
Surveying	45	60
<b>Total</b>	<b>4 060</b>	<b>4 872</b>

(Source: ABS Catalogue No. 4206.6).

The courses offered by the College have direct relevance to occupational categories within the maritime and maritime-related industries. Maximum use of credit transfer provisions are a feature of the courses for ship operators. Articulation between courses and credit for skills and knowledge gained on the job provide an opportunity, for those who have not completed senior secondary schooling, to gain a diploma and professional recognition in their occupation.

#### University of Tasmania at Hobart

The University of Tasmania was founded in 1890 and was the fourth university to be established in Australia. Teaching began in 1893 with three lecturers and six students, in Domain House, Hobart.

The site at Sandy Bay was chosen in 1944. Temporary huts were used until 1957 and by 1973 all departments of the then eight faculties were housed in permanent buildings.

By 1990 the university had 10 faculties: Agricultural Science, Arts, Economics and Commerce, Engineering and Surveying, Law, Medicine, Science, the Tasmanian School of

#### 9.8 UNIVERSITY OF TASMANIA AT HOBART DEGREES CONFERRED, 1990 (a)

Higher Degrees	
Award gained	No.
Ph.D	13
Master	99
<b>Total</b>	<b>112</b>
Bachelor Degrees	
Course	No.
Agricultural Science	14
Arts	233
Economics/Commerce	150
Education	99
Engineering/Surveying	49
Fine Art	49
Law	39
Medicine	74
Music	20
Science	196
<b>Total</b>	<b>923</b>

(a) Completed 1989.

(Source: Facts in Figures 1990).

### 9.9 UNIVERSITY OF TASMANIA AT HOBART, ACADEMIC TEACHING AND RESEARCH STAFF (a), 1990

Accounting and Finance	12.0
Economics	20.4
Law	21.0
Education	34.2
Engineering	29.0
Mathematics	11.3
Surveying	4.0
Humanities	36.0
Medicine	44.5
Science	90.4
Social Science	31.4
Music	14.3
School of Art	24.5
<b>Total</b>	<b>373.0</b>

(a) Full-time equivalents.

(Source: *Facts in Figures 1990*).

Art, the Tasmanian Conservatorium of Music, and the Centre for Education.

Students will normally have completed a full secondary education. There are quotas on new enrolments in some professional courses such as medicine and pharmacy. Although there are provisions for mature-age entry, the majority of students enrol straight from school.

The campus offers full-time and part-time courses as well as external study. In 1990, 72 per cent of students were enrolled in full-time study. Bachelor degree courses comprised 79 per cent of total enrolments.

Between 1985 and 1990 there was a significant change in the proportions of part-time and full-time students at the Southern Campus. In 1990 the proportion of part-time students enrolled was 28 per cent as compared to 38 per cent in 1985.

Whereas enrolments in most Bachelor degree courses rose between 1985 and 1990, enrolments in the Education faculty actually fell by over 200 during the corresponding period.

#### Developments

During 1989 major developments occurred in the areas of student recruitment, overseas student policy, student performance and new courses. The University established a School and College Access Program (SCAP) to improve the proportion of students continuing

from year 12 to university. In 1988 only 42 per cent of HSC-qualified students enrolled at the university.

From 1990, all new overseas students entered Australia on a full fee-paying basis. In order to maintain this group as a significant proportion of total enrolments, the University has set up an Overseas Student Unit. The aim of the unit is to market the University's courses overseas, to manage admissions and to coordinate the provision of student services to overseas students. The unit will also provide assistance with the English language, accommodation and welfare services. The aim of the unit is to increase the number of fee-paying overseas students to 300 by 1993.

The university is currently looking at the relationship between enrolments and the completion of diplomas and degrees with the Centre for Education undertaking research into the nature and location of problems encountered by students.

Some of the new courses introduced by the university in 1989 included a reorganisation of the Economics degree (including Health Economics, Financial Markets and Forecasting as new subject areas), a review of the Engineering course, course reviews by the Faculty of Medicine and an expansion of the Science Graduate Diploma program.

#### Research

Like other universities, the Tasmanian State University has a dual purpose: teaching and research. Research funds are received from the Federal Government as recommended by the Department of Employment, Education and Training, from other public bodies and from the private sector. In 1989 expenditure on research was more than \$6.6 million.

A feature of the 1989 year was the implementation of a new research management plan approved by the Professorial Board. The goal has been to encourage research excellence, promote high level research training at post-graduate and post-doctoral levels and develop the research skills of staff. The strengthening of links with public and private sector organisations to facilitate collaborative research and to exploit special advantages have been important factors in several new research initiatives.

An Academic Director of Research was appointed and an Office of Research and Post-

Graduate Affairs established as an integral part of the university research management strategy. The office provides research policy support and centralised administration of all research higher degree students, scholarships, awards, research grants and sponsorships.

The university continued to strengthen links with outside organisations, including Commonwealth and State Government agencies. Many research links were also forged with private industry. As a direct result of research collaboration, an additional special purpose centre for Applied Research in Furniture Design was established as well as a second National Key Centre for Teaching and Research, known as the Centre for Ore Deposits and Exploration Studies. These centres have complemented research concentration already established in the Institute of Antarctic and Southern Ocean Studies and four special purpose research centres. Several other centres are planned.

## 9.7 TECHNICAL AND FURTHER EDUCATION

**Technical and Further Education, which includes adult education, is provided at colleges at Hobart, Launceston, Devonport, Burnie and Queenstown and a number of separately provided but administratively linked adult education centres run by the Division of Technical and Further Education of the Department of Education and the Arts. Centres in Smithton, Scottsdale, Campbell Town, Oatlands and Huonville provide a limited range of courses.**

Since July 1989, the Division of TAFE has been part of the Department of Employment, Industrial Relations and Training.

### 9.7.1 Technical Education

Technical courses are designed in consultation with industry and on successful completion, a student is awarded a certificate. A number of these courses have been nationally registered by the Australian Council of Tertiary Awards. In 1987 a new State TAFE accreditation system was introduced.

Associate Diploma courses meet the increasing needs of para-professional personnel in

areas such as engineering, accounting, computing, child care and social welfare.

Trade courses combine theoretical and practical aspects of the trade and are complementary to employer training given to apprentices. 'Block-release' of apprentices for periods of two to three weeks at a time in a technical college has replaced day release and correspondence courses for some trades. Post-trade courses are available to extend the skills and knowledge of tradespeople.

Vocational courses provide for non-apprentice training and include fashion, clothing manufacture, supervision, commercial and secretarial studies.

Correspondence courses for isolated students and others who are unable to attend regular classes are administered through the Hobart Technical College. In 1990 a new accommodation block for 90 students was completed for the Hobart Technical College on the Eastern Shore of the Derwent at the old Warrane High School site.

Of the 20 523 students enrolled in technical courses in 1989, Business Studies accounted for the largest proportion of students (26.7 per cent) followed by Engineering (22.2 per cent) and General Studies (16.9 per cent).

### 9.7.2 Adult Education

Adult Education operates throughout Tasmania as part of the Department of Education and the Arts with major centres in Hobart, Launceston, Devonport, Burnie, Queenstown and Campbell Town. The Southern centres at South Hobart, Eastern Shore/Rosny/Rokeby, Glenorchy, Kingston and the Huon now operate under the Domain House College of Adult Education with enrolments, administration and enquiries centralised at Domain House. Small centres operate at Oatlands and Wynyard.

A wide range of activities from whole term courses to full weekend, single day or shorter workshops is offered. The Grange Residential College at Campbell Town features live-in activities in the form of weekend workshops, and longer summer school activities. Five subject areas include creative and performing arts, home skills, work and business skills, languages, personal well-being, owner building, Aboriginal education, migrant education, basic education, literacy, etc. The characteristic of its

work is to start innovative programs and respond to community needs.

Of the 25 004 students enrolled in Adult Education courses in 1989, Personal Services accounted for 28.4 per cent of total enrolments, followed by Industrial Services with 19.1 per cent, and General Studies with 17 per cent.

## 9.8 LIBRARIES

**Tasmania is served by a network of different types of libraries, almost all of which have some computerised information and cataloguing services.**

### 9.8.1 The State Library

The State Library of Tasmania provides a range of state-wide services to meet the information, educational and recreational needs of the Tasmanian community. In July 1989 the State Library was amalgamated with the Department of Education and the Arts, and the Archives Office of Tasmania now reports directly to the Department.

The State Library of Tasmania provides and manages all public library lending and information services in Tasmania through a network of city and branch libraries, bookmobiles and book depots. Following the Cresap Review of library services, in 1990, 28 branch libraries were closed and public library services were restructured from seven regions to two areas, North and South. Public libraries hold a stock of 950 000 items, and in 1989-90 approximately 4.4 million items were borrowed. A Housebound Service and a Recorded Book service are widely available to people with disabilities.

Reference and information services are provided to the Tasmanian public by the State Reference Library and the research collection of the Tasmaniana Library, which specialises in Tasmanian material.

A growing number of easy to use CD-ROM products are being made available through the State Reference Library and are expected to have strong public appeal. A Kurzweil Personal Reader is available to sight-impaired patrons, and has the facility to copy printed matter onto personal computer disks.



*State Library of Tasmania.  
Photo:  
Tasphoto Services*

### 9.8.2 Special Libraries

There are 62 special libraries within Tasmania serving State and Commonwealth government departments and private industry. Approximately 49 of these are managed by librarians.

The Government Library and Information Services (GLIS) manages library and information services for the State government sector through agreements between the State Librarian and Heads of Agencies. The librarian of each agency reports to the Senior Librarian of GLIS. There are 15 special libraries within the GLIS system serving State government departments. These special libraries include the Department of Parks, Wildlife and Heritage library, the Forestry Commission library and 'The State Offices' library which serves a number of departments.

The Parliamentary Library is not part of the GLIS system however the State Librarian has the power to make arrangements with the Parliamentary Library Committee for the provision of services for the members and officers of Parliament.

There are a few special libraries serving Commonwealth government departments. These include the Commonwealth Scientific and Industrial Research Organisation library, the Attorney General's Department library and the Australian Bureau of Statistics library.

Other special libraries include those that service private industry within the State, such as Australian Newsprint Mills and The Electrolytic Zinc Company.

### 9.8.3 Academic Libraries

The University's southern campus maintains one of the largest libraries in the State. The central and branch university libraries together hold over 700 000 items. Branch libraries include the Sci-Tech library, covering the Engineering and Physical Sciences as well as Computer Science; the Bio-Med library covering life sciences; a Law library; a Clinical library; an Art library and a Music library. The University's Northern Campus (formerly TSIT) library holds over 175 000 items.

### 9.8.4 Education Libraries

The Department of Education and the Arts has libraries under professional control (mostly part-time) in 113 of its colleges and schools. In addition to this there is an Education library and a Media library. The former is a specialised library with strong book and journal collections in all major areas of education. This library's prime objective is to provide curriculum development support.

The Media library is an active lender of videotapes, kits and films to all schools and colleges throughout the State. There are also District libraries in the North, North-west and South which provide support to teaching staff.

## 9.9 MUSEUMS

### **The Tasmanian Museum and Art Gallery has its origins in early scientific groups formed in Hobart Town in the 1820s and 1830s.**

In 1852 the Royal Society of Tasmania established a museum which was later vested in a Government Board of Trustees in 1885. The first building on the present site, on the corner of Argyle and Macquarie Streets, was designed by one of the city's best-known colonial architects, Henry Hunter (1832-1892), and completed in 1863. Later additions were made in 1889, 1901, 1966 and 1979. In 1987 work resumed on the restoration of the Private Secretary's Cottage, located within the city block partially occupied by the museum's buildings, and dating back to at least 1815, with the assistance of a grant from the National Trust Preservation Fund (Hobart). In 1988 the Commissariat Bond Store, built in 1824 and facing the Campbell St frontage of the same block, was partially re-

stored. It will be used to house exhibitions following the broad theme of human involvement in Tasmania.

In July 1988, after years of public discussion in the media, the remaining collection of Tasmanian Aboriginal bones held under the *Museums (Aboriginal Remains) Act* of 1984, were handed over to the Aboriginal Trustees appointed under the Act.

The income of the Museum is provided mainly by an annual grant from the State Government supplemented by a contribution from the Hobart City Council. Over 120 000 people visit the Museum and Art Gallery each year.

The Tasmanian Museum and Art Gallery houses collections in the fields of fine and applied art, zoology, geology, botany, history, anthropology and applied science. It is an integrated institution concerned with the whole range of natural and human heritage with particular emphasis on Tasmanian exhibits.

The Museum's traditional function, and still the major part of its operation today, is to collect, conserve, study and display items of cultural or scientific value to the community. It now performs a wide variety of additional roles, which include a continuing program of travelling exhibitions and a school education service which utilised the *Musbus*, a van specially equipped for transporting museum displays.

The Tasmanian Herbarium, housed in a new building completed in 1987 at the southern campus of the University, is part of the Museum. It includes specimens collected early in Tasmania's history by R.C. Gunn, many of which are type specimens. Other early collectors represented include Archer, Meredith, Milligan, Stuart and Spicer. The Herbarium's current holdings number about 120 000 specimens of Tasmanian plants.

The West Coast Pioneers' Memorial Museum at Zeehan has operated as a branch of the Tasmanian Museum since 1965. It deals with the history of the West Coast of Tasmania, with an emphasis on mining, and is visited by about 100 000 people each year.

The Local Advisory Committee, with the support of the Trustees, has put great enthusiasm and skill into a development proposal which includes the establishment of an underground mine with displays, together with a working electric railway and aerial ropeway. The Mt



Farrell mine head-frame was removed from Tullah and re-erected at the site of the proposed mine shaft with Army, Hydro-Electric Commission and Electrolytic Zinc Co. assistance. The Army also recovered a stamp battery from the Kelvin Mine, a blast furnace from the Coleback Mine and draw-lift, beam-pump components from the Sterling Mine. Navy personnel recovered two steam engines and a boiler from derelict vessels at West Strahan. Paralleling a growth in tourism, small collections on public view have developed throughout the island.

### 9.9.1 Special Exhibitions

Within the limited resources of the Tasmanian Museum and Art Gallery, standing displays are regularly changed and visiting exhibitions are mounted. Temporary exhibitions mounted during 1990 included:

- 'The Smorgon Family Collection of Contemporary American Art.' An exhibition representing the work of 26 major American artists of the eighties.
- 'Puppets.' Performances by the Tasmanian Terrapin Puppet Theatre.
- 'Australia's Italians 1788-1988.' An exhibition prepared by the Italian Historical Society of Victoria and supplemented by material lent by the Italian community in Hobart.
- 'The Voyager Retrospective Exhibition.' The achievements of the Voyager spacecraft during their 12-year mission commencing in 1977.

### 9.9.2 Queen Victoria Museum and Art Gallery

The Queen Victoria Museum and Art Gallery was established by the Tasmanian Government in 1891. Since 1895 its management has been vested in the Launceston Corporation with financial support from an annual State Government grant.

In 1990 the museum employed 38 full-time staff and 26 part-time staff. It serves primarily the northern half of Tasmania, with public galleries containing collections and exhibits of particular significance to the natural and cultural heritage of Tasmania. Education, research, con-

servation and information services are also provided.

The Museum presents permanent exhibitions on the mineral wealth of Tasmania, its unique fauna, colonial art, Tasmanian history and contemporary craft. It also houses one of only four Planetaria operating in Australia. It has three temporary exhibition galleries which, in 1990, presented a program of 27 different exhibitions, 19 of which were generated within the Museum.

Highlights of 1990 were the visits of the touring exhibitions *The Prints of Margaret Preston* and the *Drawings of Albert Tucker*, which were able to be shown in the controlled atmosphere of the Museum's Southern Gallery; and exhibitions curated by Museum staff *Eric Waterworth An Inventive Tasmanian* and *Mytie Peppin 1935-1990*, both of which documented the achievements of Tasmanians.

The education office of the Queen Victoria Museum and Art Gallery provides a service to schools throughout northern Tasmania. The Office lends a wide range of items to schools and presents education programs based on the exhibitions in the museum. It also operates a touring program which sends exhibitions to isolated schools in the north and north-west of Tasmania. Public programs in the form of lectures, workshops, excursions and school holiday programs are also presented. Staffing decreased from 2.5 positions to one during 1990.

The Museum has two branches. Macquarie House, in Launceston's city square, presented exhibitions on the Launceston Heritage Review and the Launceston Volunteer Artillery during 1990. Launceston Maritime Museum and Local History Centre, situated in the architecturally unique Johnstone and Wilmot building, presents displays on Launceston's maritime heritage. Exhibitions in 1990, such as the *Lure of the Trout*, were based on the Museum's active oral history program. It also houses the Museum's archive collection, making documents, records and photographs accessible to the public.

Two smaller annexes are operated at Launceston's Cataract Gorge, the Band Rotunda and the Gorge Interpretation Centre, which emphasise the historic, recreational and cultural importance of the Gorge to the Launceston community.

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