

EDUCATION

PRE-SCHOOL EDUCATION

General

In February 1972 the Consultative Council on Pre-School Child Development was constituted by the Victorian Minister of Health. The Council was directed to carry out a detailed examination of the health, education, and welfare services for children under 6 years of age, and to make recommendations regarding expansion, administration, and financing of future services. The chairman of the Council presented the report to the Minister of Health in November 1973.

The report was comprehensive and set out, among other recommendations, a plan to develop completely integrated multi-disciplinary complexes on a regional basis, combining health, education, and welfare services for the child under 6 years of age and his parents. These complexes are to provide the group experience appropriate to the age of the child and the needs of the family. A consultant service will be available for the regions.

The report recommended that pre-school education continue to be administered by the Department of Health under a separate Division of Early Childhood Education and Development, and that a standing committee be established to advise the Victorian Government on the co-ordination of health, education, and welfare services for the pre-school child.

In May 1974 the Premier announced that the Victorian Cabinet had decided on a major re-organisation for pre-school child development in Victoria along the lines recommended in the report. The principal decisions included the setting up of a new Division of Early Childhood Education and Development within the Department of Health, to be responsible for planning and providing expanded pre-school development and education services ; and the appointment of a standing committee to co-ordinate the services and the establishment of two Early Childhood Development Projects, one in the City of Knox, the other in a country region. The new Division will implement the accepted recommendations with regard to the educational services for the pre-school child and will consolidate and expand the existing services.

For the first time since the establishment of pre-school educational services, Australian Government funds were made available and under the Interim Pre-School Programme recurrent costs to the extent of \$1.45m and capital projects estimated at \$3.15m were approved for 1973-74.

Victoria has the highest enrolment in pre-school centres in Australia. In May 1974 there were 859 subsidised kindergartens catering for 43,976 children between the ages of 3 and 6 years, 70 pre-school play centres catering for 2,137 children, and 15 toddler groups providing services for 593 young children and their mothers. The pre-school play centres, mainly situated in country areas, provide a play service for the children enrolled, while the toddler groups in addition to providing appropriate play materials for children aged from 2 to 3 years, also offer parents the opportunity to increase their knowledge and understanding of children of this age.

The pattern of pre-school education in Victoria is complicated; the original voluntary organisations which established kindergartens in the early 1900s still play a leading part, but work with the Pre-School Division of the Maternal and Child Welfare Branch of the Department of Health.

However, except in inner suburban church kindergartens and a number of municipal kindergartens, teachers are employed by the voluntary committee responsible for the management of the kindergarten, and the Pre-School Division of the Department of Health through its qualified supervisors acts as an advisor to teachers and committees. This Department is also responsible for administering capital grants on a two-to-one basis up to a maximum of \$15,000. These grants are available to committees setting up kindergartens, and, once established and approved, a subsidy is paid for the teacher's salary and the salary of the untrained assistant, either directly to the committee or to a voluntary organisation for distribution to its affiliated kindergartens.

Some of the voluntary organisations employ their own supervisors and receive a subsidy to cover their salaries. Voluntary kindergarten committees must raise considerable sums of money for building, maintenance, and equipment, and voluntary organisations have to meet their administrative costs.

The initiative for setting up a kindergarten comes from the community or from a voluntary organisation, as the Department of Health has no policy for actually establishing kindergartens. Approval to build a kindergarten must, however, be given by this Department, whose officers need to be satisfied that there are sufficient pre-school children in the area to be served to warrant the establishment of the centre.

The programme in a subsidised kindergarten is introduced by the trained teacher through play and other activities. The teacher knows that basic concepts are being formed at this stage of the child's development which have a bearing on a child's language development and his understanding of science, mathematics, social studies, health and safety, music, and art. The programme is also planned in awareness of the fact that confident and secure relationships with adults and peers make an important contribution to learning, and to the child's whole attitude about self, others, and life in general.

Fully qualified kindergarten teachers have completed a three year course of teacher education at a college which specialises in or has a department specialising in, early childhood education. In Victoria the only training centre for kindergarten teachers is the State College of Victoria-Institute of Early Childhood Development. (See pages 699-700.)

The Kindergarten Teachers' Association of Victoria is the professional organisation to which pre-school teachers belong. This association works for the maintenance of good standards in pre-school teaching, and in 1958 established a salary scale for kindergarten teachers.

All the voluntary organisations administering pre-school kindergartens and some other bodies concerned with pre-school education, including the Lady Gowrie Child Centre (a child study and research centre), are members of the Australian Pre-School Association (Victorian Branch), which has its national headquarters in Canberra. The A.P.A. has a co-ordinating function, but no administrative responsibilities within Australian pre-school education.

Information about pre-school play centres, day nurseries, and crèches appears in the chapter titled Health and medical research.

State College of Victoria—Institute of Early Childhood Development

The training of kindergarten teachers in Victoria was initiated by the Free Kindergarten Union of Victoria in 1916. In 1918 the Union was formally granted registration as an approved teacher training institution by the Council of Public Education. In 1922 the College was established on the present site in Kew. In 1965 the Free Kindergarten Union granted the College autonomy, and in 1973 the College became a constituent member of the State College of Victoria, when it was re-named State College of Victoria—Institute of Early Childhood Development.

As a result of the Pre-School Teacher Education Scholarship Scheme and the increase in the number and value of bursaries made available by the Health Department, the Institute was able to recruit a large number of students in 1975, bringing the total equivalent full-time enrolment to over 600. The Health Department bursaries, which number 50 per year, are now equivalent in value to the Education Department studentships.

The Pre-School Teacher Education Scholarship Scheme provides for all full-time students in Pre-School Teachers Colleges, under 40 years and not on a bonded award, a scholarship with a living allowance which is not subject to a means test. The scholarship covers fees and provides an allowance of \$1,000 per annum for students living at home and \$1,600 for students living away from home or married. Full-time post-diploma students also qualify for the Pre-School Teacher Education Scholarships and, if over twenty-five years of age or married, they receive the higher allowance.

The Australian Government also offers Commonwealth Teaching Service Scholarships, and the Aboriginal Education Branch—Northern Territory Administration Scholarships, tenable at the Institute.

VICTORIA—STATE COLLEGE OF VICTORIA—INSTITUTE OF EARLY CHILDHOOD DEVELOPMENT: SOURCES OF INCOME FOR RECURRENT EXPENDITURE (\$)

Year	Victorian Government grant	Australian Government grant	Student fees	Other income	Total income
1970	179,000	..	107,488	4,582	291,070
1971	200,000	..	139,722	7,927	347,649
1972	280,000	..	155,524	9,575	445,099
1973	170,000	345,204	165,693	18,208	699,105
1974	..	1,044,608	895	41,007	1,086,510

*Courses**Three year diploma course*

The course of training assumes that a teacher must be a broadly educated person able to guide young children intelligently and with sensitivity in the exploration and interpretation of the world around them. The general studies in the curriculum, including a number of elective subjects, are planned with this objective in view. Professional courses include the study of psychology, child development, and the curriculum content of education for children in the 3 to 8 years age group. Students undertake teaching practice in pre-school kindergartens and in State schools with children in the same age range.

A one year full-time course and a two year part-time course were offered in 1973 to enable selected primary teachers to gain the Diploma of Teaching (Early Childhood). The course is only offered now on a part-time basis.

Post-diploma courses

During 1975 a one year course leading to a postgraduate Diploma of Education (Early Childhood) is being offered. This course is designed to enable students who have successfully completed a degree course to become trained as pre-school teachers.

The Institute also offers a one year full-time course of advanced studies, open to experienced kindergarten teachers, leading to the Diploma of Advanced Studies in Education. Teachers from other States in Australia and from overseas have enrolled in this post-diploma course. They have subsequently taken senior teaching posts or been appointed as kindergarten supervisors or college tutors in early childhood education.

In-service courses

Several years ago the Institute's Council set up an In-Service Advisory Committee, consisting mainly of kindergarten teachers representing the various regions of Victoria, which is responsible for advising the principal on the courses teachers want to undertake. Most of the courses deal with professional skills and current trends in education and are usually of 8 to 15 weeks duration. Each year they attract a total enrolment of between 100 and 200 teachers.

The following table shows enrolments at the State College of Victoria—Institute of Early Childhood Development for the years 1971 to 1975 :

VICTORIA—STATE COLLEGE OF VICTORIA—INSTITUTE OF
EARLY CHILDHOOD DEVELOPMENT : ENROLMENTS

Year	Diploma of Teaching (three years)	Diploma of Teaching Conversion (a)	Diploma of Education (Early Childhood)	Diploma of Advanced Studies in Education	Pilot Course for Infant Welfare Sisters	Total
1971	369	17	..	7	..	393
1972	396	21	..	(b)10	..	427
1973	400	19	..	(b) 9	..	428
1974	437	55	..	(b)26	..	518
1975	549	35	24	(b)56	12	676

(a) Conversion course—1 year full-time or 2 years part-time to enable primary and infant teachers to gain a Diploma of Teaching (Early Childhood).

(b) Includes part-time students.

Lady Gowrie Child Centre

The Lady Gowrie Child Centre in North Carlton is a centre for the study and demonstration of early childhood education. Established by the Australian Government in 1939, it is one of six such centres in the six State capital cities. Each bears the name of Lady Gowrie, wife of a former Governor-General of Australia, in recognition of her interest and help in promoting the welfare of young children.

The purpose of the Centre is three-fold : to provide service to local families through a kindergarten programme for pre-school age children, to study aspects of child growth and development and of pre-school education, and to interpret these to the community using the kindergarten programme as a base for demonstration.

The kindergarten enrolls sixty children between the ages of 3 and 5. In 1975 two extension programmes were also operating. A parent service for mothers and toddlers is run in collaboration with the adjoining Infant Welfare Centre (administered by the Maternal and Child Welfare Section of the Melbourne City Council Health Department), and a programme for 5 year olds links kindergarten and school through weekly afternoon sessions for children with certain difficulties.

The interpretation programme serves many sections of the community. The majority of visitors are students from professional schools. In 1975 approximately 2,000 students were tutored at the centre, the greatest number from teacher education institutions but many also from schools of medicine, nursing, speech science, child care, and related courses. The director and senior teachers undertake tutorial work based on observation of the children in the educational setting. As well, many kindergarten teachers attend for in-service work. In 1974 there were 300 such visits, and 100 other visitors.

When funds and personnel are available, research projects or special studies are undertaken. In 1974-75, for example, an Australian Government child care research grant permitted a study of furniture and equipment for use in kindergarten and day care centres.

Administration of the Lady Gowrie Child Centre is now in the hands of the Australian Government's Interim Committee for the Children's Commission, with the Australian Pre-school Association and a local committee of professional and lay members acting on its behalf. Professional officers of the A.P.A. are also responsible for oversight of the educational programme. While national in concept and in roles of standard setting and stimulus to progress in the field of child development generally, the centre adjusts its work and contributes to the needs of Victorian families and programmes for them.

SCHOOLS

Education system

1973 marked the centenary of the passing of the Education Act of 1872, which operated from 1 January 1873. Although it provided for free, compulsory, and secular education for all children to the age of fifteen, no provision existed for a system of high and technical schools until the Act of 1910. The original leaving age was lowered to fourteen last century but restored to fifteen in 1964.

The Education Department, which administers the State system, is under the direction of the Minister of Education, aided, since 1964, by an Assistant Minister of Education. Schools and colleges operating outside the State system, and the teachers in these institutions, are required to be registered in accordance with the requirements of the Council of Public Education. The Government created this Council in 1906 with the Director of Education (now the Director-General) as its chairman.

Tertiary education is supplied by the three universities, the Victoria Institute of Colleges (created in 1965), 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 and the Adult Migrant Education Service.

The diversity of kinds of schools and the complexity of the educational system have developed because of the fundamental principle that each child should have the opportunity to be educated according to his abilities and aptitudes and that no form of handicap should be a limiting factor to the nature of facilities provided. Thus arose the need for special schools and such other distinctive features as rural schools, consolidated schools, correspondence tuition, and the provision of school transport.

Administration

The Education Department has dual staffing: educators and public service personnel. Numerically the teachers predominate. During the period 1948 to 1972 the teaching staff increased by 441 per cent, but public servants, employed in the central administration, only increased by 262 per cent. From the beginning of 1974 an additional 861 public service staff, including assistants, typists, stenographers, laboratory, and library assistants were appointed to the central administration, regions, and divisions. The services of part-time staff to assist district inspectors and schools were expanded.

Because of the extraordinary growth and size of the Education Department, considerable re-structuring has been necessary. The tripartite division of administration into primary, secondary, and technical divisions organised in a vertical hierarchy underwent a series of major changes. Establishment of the Teacher Education Division in 1961 and the Special Services Division in 1968, both with responsibilities and tasks spread horizontally across the three original divisions, was followed in 1974 by the creation of the Division of Planning Services. The number of Assistant-Directors-General was increased from one to five. These officers were selected by a sub-committee of State Cabinet and appointed by the Governor in Council. The two most recent appointees assumed responsibility for personnel and for curriculum and planning. 1974 also witnessed an expansion in the number of assistant directors appointed to the various divisions.

The central administration is linked with teachers and schools through the work of district inspectors, staff inspectors, and members of the Board of Inspectors of Secondary Schools and the Board of Inspectors of Technical Schools. Inspectors work as educational consultants in the schools, as assessors of the educational progress of the schools and the work of teachers, and as surveyors of educational needs.

A marked change has now been brought about in organisation. The earlier form of decentralised administration through the work of district

inspectors, which was extended in the Primary Division by the establishment of five metropolitan regions in charge of staff inspectors, has now been given greater impetus by the creation of eleven administrative regions. The first three regional directors were appointed for Ballarat, Bendigo, and Gippsland regions in January 1972. Another eight appointments were made early in 1974 to the North-West region (headquarters at Horsham), North-East (Benalla), Western (Geelong), Western Metropolitan (Sunshine), Northern Metropolitan (Preston), South-Eastern Metropolitan (Frankston), Eastern Metropolitan (Ferntree Gully), and Central Metropolitan (Prahran). District inspectorates were revised for 1974 to ensure that they were not divided by regional boundaries. Municipal boundaries, community affinities, and the special needs of technical education influenced the definition of regional boundaries. The expansion of the regional system followed the Victorian Premier's announcement in May 1969 of government policy to decentralise educational administration.

Regional directors are management agents for the Department. They are responsible to divisional directors for the implementation of educational policy as determined by the Director-General's Policy Committee and approved by the Minister. They also have a response role in that they survey and analyse regional needs of students, teachers, parents, and schools, formulate these and seek support at State level to meet such needs. Their work is planned to embrace teacher placement, leave and salaries, school maintenance, planning for future educational expansion, in-service training, and the co-ordination, development, and integration of all forms of education. Their areas of responsibility vary from a lower limit of 50,000 children in the country, to some 100,000 children in metropolitan regions.

Concurrent with this development has been the increase in autonomy granted to all schools in the determination of local administrative matters and educational policy in curriculum, techniques, and experimentation. Plans are being considered for legislative enactment to give increased authority to school councils and committees to carry out improvements and to employ ancillary staff. Indicative of the endeavour to increase community involvement in education is the representation of parental organisations on departmental committees, the steadily increasing use of school facilities by the public, and such experimentation as the introduction in some primary schools of Educational Boards on which parents are represented.

Finance

The method of allocating finance for 1973-74 changed, in that separate budgets are now approved for administration, primary, secondary, technical, special, and tertiary education, teacher registration, and the Teachers' Tribunal. The total allocation was \$424,211,440.

The previous subsidies scheme for assembly halls, craft rooms, and libraries still operates; but for libraries, equipment, furniture, building, and site works a direct grant system was introduced on 1 July 1970 to Advisory Councils and School Committees. The maintenance allowance, formerly paid to primary schools, was discontinued.

Since the beginning of 1973 the Victorian Government has agreed to pay \$3.4m in direct grants to schools to replace charges known as composite fees. Students are still required to pay for text books and materials for personal use, but assistance is given in cases of need. The rate for

the direct grant is \$2.50 for each primary child per year and \$10 for each full-time secondary or technical student. In addition, the Victorian Government pays a Form 6 book allowance of \$20 yearly to each student, \$10 for Form 5 and, subject to a means test, a maintenance allowance of \$78 a year to non-scholarship holders; scholarship holders receive \$104 a year.

As a result of the adoption by the Australian Government of *The Report of the Interim Committee for the Australian Schools Commission, May 1973*, the following grants were proposed for Victoria for 1973-74 and 1974-75 :

VICTORIA—PROPOSED AUSTRALIAN
GOVERNMENT GRANTS, 1973-74

Type of grant	Amount
	\$
Science laboratories (secondary)	2,008,905
Libraries (secondary)	2,315,862
Buildings (including sites, furniture, and equipment)	8,557,000
Technical training (including sites, buildings, and equipment)	4,273,334
Total	17,155,101

VICTORIA—PROPOSED AUSTRALIAN
GOVERNMENT GRANTS, 1974-75

Type of grant	Amount
	\$
General recurrent grants	7,920,000
Disadvantaged schools—	
Equipment	990,000
Capital	1,600,000
Special education—	
Recurrent	1,320,000
Capital	870,000
General building programme	3,920,000
Library buildings	1,510,000
Child migrant education—	
Salaries	2,721,038
Equipment	36,813
Total	20,887,851

Government schools

In January 1974 the Department operated 2,200 schools, employed 60,000 teachers, student teachers, and ancillary staff, and provided educational facilities for 620,000 children.

Recommendations in the Interim Report of the Australian Schools Commission in 1973 made it essential that the Department ascertain as quickly as possible the educational needs of the community, the needs and growth patterns of the schools, and staffing facility needs. The Upgrade Operation, with a co-ordinator and seven task forces, began in July of that year. The task forces investigated existing conditions and needs with respect to art/craft rooms, science laboratories, libraries, special schools, staff accommodation, replacement and improvement programmes, and disadvantaged schools. The task forces maintained close liaison with the Public Works Department, senior Education Department officers, and with the

schools. By August 1973 the Department had a weekly expenditure in excess of \$1m on the erection of new schools and the improvement of existing ones.

Primary schools

The new staffing schedule of 1971 enabled 200 additional vice-principals to be appointed to primary schools with enrolments of more than 575 in 1972 and made a new staff structuring possible. Early in 1973 there were 1,823 primary schools with 18,000 teachers; these figures included an additional 600 teachers and thirteen new schools. Of the schools, 597 were rural with enrolments of less than 30; 58 had enrolments of 750 or more.

In the seven-year course from beginners (aged 4½ years to 5 years) to Grade 6, after which transfer to secondary education takes place, children develop basic expression and learning skills, gain experience through work in social studies, science, literature, music, art and craft, and participate in health training and physical education.

Recent years have seen emphasis given in many schools to open classrooms, or, more accurately, open education. The organisation, teaching techniques, and learning situations involved result from individual teachers' interpretations of the most effective ways of teaching children. This approach to teaching which envisages education as an open-ended process of growth requires perceptive planning by the teacher, and group and individual work by the child. Typical of the new style, open plan school is that at Neill Street, Carlton. Throughout the primary schools local innovation is encouraged and the offer in 1974 of Australian Government money for innovatory change programmes on three levels—school, systemic, and national—was welcomed.

A number of primary schools still retain secondary 'tops'. These comprised in 1973 eight higher elementary and eight central schools, three central classes, the secondary correspondence section, and four consolidated schools. Consolidated schools, established in country districts since 1944, have gradually lost their forms beyond Grade 6, with the establishment of high schools in these districts.

High schools

At March 1973 Victoria had 258 high schools; six new ones opened that year. Total teaching staff, including those working with secondary students, was then 8,952 classified teachers and 3,298 temporarily employed. Five high schools—those at Kyneton, Kerang, Seymour, Numurkah, and Eaglehawk—have technical components staffed by the Technical Division. Schools such as those at Nathalia, Thomastown, and Fern Tree Gully are striking out into new fields and the development of community schools is creating interest. Another development is the number of mature-age students who are returning to school to study for higher qualifications.

The usual curriculum includes English, mathematics, history, geography, science, art, music, languages, and physical education. Diversification of courses is possible through the introduction of general studies, social science, creative arts, and the offer of elective subjects. Courses are planned by principals and teachers and provide for those planning tertiary education and entry into the professions, those intending to seek business and commercial careers, and those requiring a general education or the study of domestic

and practical subjects. The Curriculum Advisory Board also encourages experimentation in secondary schools.

The one major examination is that for the Higher School Certificate, taken externally in the sixth year. This certificate is the means of determining admission to most forms of tertiary education. Several schools have decided to issue their own sixth year certificate based on internal testing and assessment. A Committee on Advisory Services for Curriculum and Assessment has been established by the Victorian Universities Committee to advise the Minister on setting up a board to replace the Victorian Universities and Schools Examinations Board, responsible for the Higher School Certificate examination. C.A.S.C.A. is representative of various institutions and bodies concerned with secondary and tertiary education.

Technical schools

In 1973 Victoria had 122 schools and colleges, including eleven council-controlled which are affiliated with the Victoria Institute of Colleges. That year two new schools were opened and an additional 600 teachers employed. Total staff reached 7,614 for 70,429 full-time and 65,573 part-time enrolments.

Technical schools provide a five-year course designed to achieve the fullest possible individual development of each student and to assist each to decide realistically on future educational or occupational specialisation. The curriculum provides for both girls and boys and is a proper balance of academic studies, creative experiences, and practical skills. After the third year, specialised studies are begun according to student interest and capacity.

From the technical school, students have a choice of vocational courses at a technical college for the skilled trades ; technician and middle level courses in business studies, engineering, applied science, building, and agriculture ; or tertiary orientation programmes for entry to professional courses at a college of advanced education. Diploma and degree courses are available in business, art and design, applied science, engineering, librarianship, and architecture.

Fees for all post-secondary technical college courses have been abolished. These included fees for programmes of the preparatory vocational type, basic vocational (apprenticeship), trade technician and post-apprenticeship, middle level vocational, and pre-vocational types. Further, full-time students are eligible to apply for assistance under the Tertiary Allowance Scheme. It is worth noting that the total maintenance grant (including salaries paid by the Education Department) during 1972-73 for colleges of advanced education was \$27,998,985. Ten colleges serve as regional centres.

The State Council for Technical Education has been appointed and has formulated new regulations to expand the role of the regional councils. It has under consideration a greater involvement of technical school councils in school educational programmes. The Curriculum Board of the State Council has been constituted ; it includes leading industrial representatives, the Chairman of the Apprenticeship Commission, and representation from the Victoria Institute of Colleges, and the Technical Division.

Correspondence schools

By 1973 the Correspondence School had an enrolment of 648 primary and 3,357 secondary students ; of the former, 234, and of the latter, 179,

lived overseas. The school serves children and adults who, because of distance or handicap or lack of facilities, cannot receive the form of education they require locally. In addition to broadcasts on national stations, the Correspondence School provides programmes through the short-wave radio station VL3RT operated from the Royal Melbourne Institute of Technology.

Community schools

Experimental work with community schools has been officially sanctioned. Such schools seek to bring students more closely in touch with community living and give opportunities for innovative work in methodology and course content to further individual student development. In the secondary field such schools have begun as annexes. The Sydney Road Community School was planned by two teachers from Moreland High School, of which the school is an annexe. South Yarra Annexe, planned as a community high school, developed from Toorak Central School. Others are attached to Huntingdale Technical School and Swinburne Technical College. Most work from some form of home base, such as a rented hall, and depend greatly on the use of community resources.

Religious teaching

Religious instruction has always been given in State schools by ministers of religion. In 1955 three technical schools—Collingwood, Brunswick, and Footscray—appointed the first chaplains in the State system. By 1974 metropolitan and country high and technical schools had the services of 32 chaplains. Since 1970, an annual departmental grant has been made to help expand chaplaincy services. In 1973 the amount granted was \$50,000.

During 1972 the Council of Christian Education in Schools (Victoria) issued the "Religion in Life" programme for primary schools. In this syllabus children study seven life themes: relationships, growth, communication, discovery, love, work and play, and worship. The programme seeks to encourage the child to investigate for meaning his own life experiences and to develop his understanding of the Christian faith.

The report of the Committee on Religious Education, set up by the Minister in 1972, was published during 1974. Among the problems investigated were the difficulties experienced in securing sufficient training staff for religious instruction, the social requirements of children accommodated in Housing Commission high-rise flats, the expansion caused by immigration of diverse groups of particular religious beliefs, and ways in which the influences of an affluent society are affecting child development.

Transport

By 30 June 1973 the 1,702 transport services provided by the Department were carrying 68,190 children and covering 121,093 kilometres daily. These services included eight subsidised trains, one ferry, and 1,459 buses. 143 services were provided especially for physically and mentally handicapped children and 91 temporary services for emergency purposes. To the total cost of \$9,844,170 for the financial year ended 30 June 1973 must be added \$1,874,975 paid to parents for conveyance allowance. The 1974 estimate of school transport costs exceeded \$13m.

The transport system provided for 39,002 State secondary students and 19,888 primary, as well as for 9,300 children attending registered schools. A number of services operate across the border into South Australia and

New South Wales. Because of the long distances involved for children from Suggan Buggan, Black Mountain, and the Omeo district in East Gippsland, two weekend services operate on a feeder basis for existing buses, and to enable children to board during the week at Bairnsdale.

Special Services

The work of this division falls into two main fields. Officers and staffs in such branches as audio-visual education, physical education, curriculum and research, library services, music, homecrafts, publications, psychology and guidance, school forestry, speech therapy, school camps, and welfare supply services for all types of schools. In all of these branches growth has accelerated markedly, and the scope and extent of services for such schools has greatly expanded. Thus the Audio-Visual Education Branch produces, among its many activities, sound colour film and multi-media teaching kits for schools. The Publications Branch issues a diversity of news-sheets, periodicals, and books. The Curriculum and Research Branch prepares papers on educational matters, has its own *Bulletin*, and is represented on all curriculum standing committees. All branches are deeply involved with in-service training programmes.

The Ministerial Inquiry into Special Education in Victoria, which met on 9 December 1972, first considered teacher training needs in special education, then the recommendations of the Interim Committee of the Australian Schools Commission. In August 1973 the Inquiry Committee submitted to Cabinet an interim report of 37 recommendations based on the Karmel Report. From these came the Handicapped Children's Act, a highly significant and far-reaching enactment which was assented to on 11 December 1973 and made immediately operative. The Act dealt with the education of any child handicapped to an extent likely to affect his educational progress unless he was supported by special educational provisions. From the time of identification of the child's handicap (at any time from birth to the age of 21) the State accepts responsibility for provision of the necessary special services that will enable the child to overcome any impediment to educational progress.

Special education authorities, each consisting of an educational psychologist, a doctor, and specialist teachers, assess the needs of handicapped children and recommend placement. Committal of the State to the education of moderately and severely handicapped children involves the Mental Health Authority as well as independent voluntary organisations responsible for day training centres. Schools have been established to meet the needs of socially handicapped children, the intellectually and physically handicapped, and the emotionally disturbed. Schools function at reception centres, children's homes, and youth training centres. Among the Education Department's special education facilities are demonstration units, opportunity-remedial centres, remedial centres, and special units. In 1973 there were 48 special schools and 83 special services for handicapped children.

The facilities provided include visiting teacher services; the one for visually handicapped children began in February 1973. It is designed to enable partially sighted children to work in normal schools; those unable to cope spend a short period at Carronbank School for Partially Sighted Children. New additional schools for physically disabled children have been planned for Glen Waverley, Frankston, and Glenroy, and for mentally

handicapped children have been built at Burwood, Watsonia, Dandenong, Moe, and St Albans. During 1974 the Department brought teachers from the United States to replace experienced Victorian teachers who will be released for training in the education of handicapped children.

Outside the ambit of the Special Services Division several special staffs operate. These include persons working in the fields of primary art and craft, educational history, technical schools publications, police training, and as guide lecturers at the Victorian Arts Centre, the National Museum, Sovereign Hill (Ballarat), Swan Hill Pioneer Settlement, the Institute of Applied Science, and the Zoological Gardens. Special teacher organisations include the Victorian State Schools Horticultural Society, the Gould League, the State Schools Relief Committee, and social service leagues.

At 30 June 1973 there were 443 teachers instructing 13,635 migrant children in 255 schools. It was estimated that migrant education facilities in 1974 would require a staff of some 550. The Australian Government agreed to appoint six multi-lingual officers as interpreters for schools and liaison between migrant communities and schools. Migrant education committees have devised and distributed teachers' guides and teaching and learning materials. At the adult level, the Department conducts continuation classes, full-time intensive courses, accelerated courses, industrial English classes, and correspondence tuition.

Teacher Education

The Director of Teacher Education is responsible for recruitment for teacher training and for liaison with the State College of Victoria, university schools of education, and courses offered by constituent members of the Victoria Institute of Colleges.

The newly created autonomous State College of Victoria was incorporated by Act of Parliament on 17 July 1973 and its Senate met ten days later. The Director of Teacher Education is a member of the Senate and of each council of the thirteen constituent colleges. These are the State College of Victoria at Melbourne, Toorak, Coburg, Burwood, Frankston, Hawthorn, Geelong, Ballarat, and Bendigo, the Institute of Early Child Development (formerly the Kindergarten College) at Kew, and the State College of Victoria, Rusden (comprising Larnook and Monash Teachers Colleges and Glendonald Training Centre for Teachers of the Deaf). College principals constitute the Teacher Education Board. A number of Departmental teachers and professional officers transferred to the new authority; others were granted leave without pay to work for the State College of Victoria until the end of 1974.

During 1973 a total of 17,393 teachers were in training. Most came direct from secondary schools but a significant number of mature-age students are now undertaking three or four year courses. These include a university degree plus a diploma of education, the Higher Diploma of Teaching (secondary), the Diploma of Education (primary), technical college degrees and diplomas, the Bachelor of Applied Science (Speech), and the Bachelor of Science (Education). The Senate of the State College of Victoria is empowered to grant degrees. Students attending constituent colleges but not wishing to become teachers can undertake courses in the humanities.

In 1974 an additional 230 qualified teachers undertook training for

special education either in a one-year course at Rusden or a two-year course at Monash University. At Rusden, in the former Monash Teachers College, a \$1m training centre is being utilised to train an increased number of physical education teachers. Training of additional librarians has also become necessary.

Registration and staffing

The *Education (Teacher Registration) Act 1971* came into full operation on 1 July 1973 after which no teacher could be employed by the Education Department unless registered or granted permission to teach in a particular division. As from 1 July 1972 all permanent classified teachers employed by the Department were automatically granted registration. The Act authorised the establishment of three registration boards (primary, secondary, and technical), each of nine members. All 27 members constitute the Teacher Registration Council. The boards ensure the maintenance of standards of academic and teaching qualifications for those seeking to join the service.

Staffing of a school depends on operating schedules which specify the enrolment required for a particular number of teachers and specialists. Requirements are reviewed annually. The Committee of Classifiers for each division, the Teachers Tribunal, and the senior administrators of each division are responsible for the appointment of teachers to schools on a permanent or temporary basis. Promotion for a teacher generally depends on qualifications, teaching ability, and years of service. To obtain promotion a teacher has to apply for advertised vacancies in competition with his colleagues. Teachers' conditions of service, transfer, and promotion rights, and salary are the province of the Teachers Tribunal. This statutory authority comprising four tribunals deals with teachers listed on the primary, secondary, technical, and professional rolls.

Victorian Teacher Selection Programme in America

Originally devised to help overcome the shortage of secondary teachers, this programme began in 1971. It was directed in the United States by Professor C. Pederson of the California State University of Hayward and operated at the same time as the International Teaching Fellowship programme by which qualified experienced teachers were selected in the United Kingdom, Canada, and the United States to work in Victorian schools, study curriculum development, and contribute some degree of international influence.

From 1970 to 1974 some 1,000 teachers were brought to Victoria. The Teacher Selection Programme was used in 1974 and enabled overseas teachers to relieve Victorian trained persons who had been released for additional training either in librarianship or special education.

Professional development

The Director of Teacher Education and his staff conduct annually an extensive programme of formal and informal in-service training at teachers centres at Toorak, Boronia, Blackburn, and Hawthorn. An allocation of \$1.2m for in-service training was made for 1974.

In-service training includes lecture courses, practical activities, workshops, induction courses, seminars, vacation schools, conferences, study programmes, refresher courses, and familiarisation courses. Teachers also

foster their own professional development through study leave (1,324 teachers in 1974), the formation of subject teachers' associations, and participation in a multiplicity of community interests.

The following table gives a summary of schools, teachers, and pupils in Victoria for the years 1969 to 1973 :

VICTORIA—GOVERNMENT AND REGISTERED SCHOOLS: NUMBER OF SCHOOLS, TEACHERS, AND PUPILS AT SCHOOL CENSUS DATE (a)

All schools (b)	1969	1970	1971	1972	1973
Schools	2,807	2,796	2,768	2,764	2,748
Teachers	35,964	37,636	39,017	41,199	43,803
Pupils	761,577	776,468	785,148	794,769	799,081

(a) 1 August or first school day thereafter in each year.

(b) Includes primary, primary-secondary, secondary, and special schools.

Further references, 1961–1974 ; Victorian Education Department, 1961 ; State secondary education, 1962 ; State primary education, 1963 ; Educational administration, 1964 ; Audio-visual education, 1964 ; Technical education, 1965 ; Teacher training, 1967 ; Development of curricula, 1969 ; History of Education Department, 1969 ; Recent developments, 1970 ; Commonwealth aid to education in Victoria, 1972 ; Educational administration, 1974 ; Community schools, 1974

Government primary and secondary schools

Particulars of government schools, teachers, and pupils for the years 1969 to 1973 are shown in the following tables. In the tables, which include particulars of the Correspondence School and special schools, primary pupils have been considered as those up to and including Grade 6, and secondary pupils as those above Grade 6. Numbers of pupils refer to the school census date (1 August or first school day thereafter in each year) and ages of pupils refer to age last birthday at census date.

VICTORIA—GOVERNMENT PRIMARY AND SECONDARY SCHOOLS: NUMBER OF SCHOOLS, TEACHERS, AND PUPILS (a)

Particulars	1969	1970	1971	1972	1973
Primary schools—					
Schools	1,813	1,787	1,773	1,776	1,749
Teachers	12,725	13,353	14,003	14,646	15,210
Pupils	346,160	353,080	357,727	362,806	363,366
Primary-secondary schools—					
Schools	53	52	46	35	37
Teachers	829	808	727	654	662
Pupils—Primary grades	12,014	11,435	9,658	7,712	6,973
Secondary grades	3,595	3,450	3,145	2,884	2,596
Secondary schools—					
Schools	334	340	344	350	357
Teachers	13,983	14,322	15,043	16,285	17,795
Pupils	207,648	214,707	220,597	226,417	229,668
Special schools—					
Schools	35	36	34	33	36
Teachers	420	437	439	479	548
Pupils	2,708	2,768	2,806	2,795	3,041
All schools—					
Schools	2,235	2,215	2,197	2,194	2,179
Teachers	27,957	28,920	30,212	32,064	34,215
Pupils	572,125	585,440	593,933	602,614	605,644

(a) 1 August or first school day thereafter in each year.

NOTE. In this table a primary school is considered to be one which has primary pupils only, a secondary school one which has secondary pupils only, and those which have both primary and secondary pupils are classified as primary-secondary schools.

VICTORIA—GOVERNMENT PRIMARY AND SECONDARY
SCHOOLS : AGES OF PUPILS (a)

Age last birthday (years)	At school census date (b)—				
	1969	1970	1971	1972	1973
Under 6	48,691	48,120	47,590	48,984	49,705
6	51,959	52,243	51,666	51,605	52,643
7	52,158	52,586	52,319	51,590	51,236
8	51,677	52,567	52,880	52,559	51,486
9	49,529	51,966	52,766	52,822	52,349
10	49,471	50,256	52,485	52,934	52,773
11	48,155	50,209	50,736	52,628	52,963
12	46,467	47,998	49,711	49,914	51,682
13	47,587	48,646	49,866	51,117	51,336
14	46,339	47,691	48,359	49,790	50,667
15	37,445	39,150	40,504	41,561	41,675
16	25,973	26,461	27,752	29,141	28,993
17	12,491	13,268	13,303	13,918	14,244
18	3,485	3,514	3,281	3,353	3,170
19 and over	698	765	715	698	722
Total	572,125	585,440	593,933	602,614	605,644

(a) Includes pupils enrolled in primary, primary-secondary, secondary, and special schools.

(b) 1 August or first school day thereafter in each year.

VICTORIA—GOVERNMENT PRIMARY AND SECONDARY SCHOOLS :
CLASS OF SCHOOL : SEX OF PUPILS, 1973 (a)

Class of school	Number of schools	Number of pupils		
		Boys	Girls	Total
Primary	1,730	183,787	171,560	355,347
Central schools, classes, and post-primary	13	3,160	2,663	5,823
Consolidated and group	34	4,659	4,593	9,252
Higher elementary	8	817	830	1,647
Junior technical	99	50,199	11,089	61,288
High	258	71,483	96,897	168,380
Correspondence	1	395	471	866
Special	36	1,891	1,150	3,041
Total	2,179	316,391	289,253	605,644

(a) 1 August.

NOTE. The classification of the schools is in accordance with that used by the Education Department and differs from that used in the first table in this section.

VICTORIA—GOVERNMENT PRIMARY EDUCATION : AGE AND
GRADE OF PUPILS, 1973 (a)

Age last birthday (years)	Grade						Un- graded pupils	Total
	1	2	3	4	5	6		
Under 6	49,564	..	..	..	..	..	141	49,705
6	52,025	486	..	..	..	..	132	52,643
7	6,809	43,501	760	..	..	..	166	51,236
8	134	7,265	42,909	955	1	..	222	51,486
9	7	208	8,036	42,672	1,184	2	240	52,349
10	1	9	257	8,422	42,434	1,358	284	52,765
11	1	..	6	299	8,958	41,673	318	51,255
12	1	..	..	8	401	9,366	321	10,097
13 and over	5	27	10	13	27	545	1,217	1,844
Total	108,547	51,496	51,978	52,369	53,005	52,944	3,041	373,380

(a) 1 August.

VICTORIA—GOVERNMENT SECONDARY EDUCATION :
AGE AND FORM OF PUPILS, 1973 (a)

Age last birthday (years)	Form						Total
	I (or Grade 7)	II (or Grade 8)	III	IV	V	VI	
Under 12	1,705	11	..	..	..	..	1,716
12	39,482	2,087	16	..	..	..	41,585
13	10,782	37,264	2,326	12	..	..	50,384
14	846	10,855	36,159	2,387	8	..	50,255
15	48	851	9,653	28,795	2,013	3	41,363
16	5	41	831	7,864	19,033	1,105	28,879
17	2	1	48	654	5,557	7,970	14,232
18	..	1	1	29	564	2,573	3,168
19 and over	..	..	2	3	72	605	682
Total	52,870	51,111	49,036	39,744	27,247	12,256	232,264

(a) 1 August.

Technical education

Victoria possesses a highly developed system of technical education spanning post-primary to advanced tertiary levels. Teaching facilities are widespread throughout the State and cater for the various levels through a system of technical schools, technical colleges, and colleges of advanced education.

In general terms, technical schools provide instruction at secondary level ; technical colleges afford middle level vocational training ; while colleges of advanced education offer facilities which lead to the attainment of diplomas or degrees.

Secondary technical education

In Victoria, secondary technical education is an alternative form of education to that provided by independent and high schools. It is administered by the Technical Schools Division of the Education Department and is provided through more than a hundred technical schools, many of which are co-educational. Courses normally extend for five years post-primary level and are designed to provide :

- (a) a wide variety of educational studies and experiences ;
- (b) flexibility to allow for the needs of each individual student to be met ;
- (c) opportunities for advancement to higher levels of education ; and
- (d) the foundation necessary to enable a smooth transition from full-time schooling to employment and related specialist vocational training programmes.

High schools are administered by the Secondary Schools Division of the Education Department. The chart on page 714 illustrates the various bridging paths from the secondary systems into the post-secondary technical levels.

Programme codes appearing in the chart are explained in the following summary :

1. *Preparatory programmes.* Part-time courses such as preparatory apprentice courses and Leaving technical courses designed to assist those who have left secondary school before completing the prerequisite qualifications required for entry to post-secondary courses.

2. *Technical orientation programmes (Form 5 level).* Programmes for students from other types of secondary schools who desire to undertake

vocationally oriented courses. They are intended to enable successful students to proceed, after one year, to technical courses at post-secondary level.

3. *Tertiary orientation programmes.* Flexible programmes designated as the preliminary year of a diploma course where they are conducted in the advanced colleges themselves, and as Form 6 tertiary orientation courses in technical colleges and selected technical schools.

4. *Pre-employment programmes.* Full-time programmes designed to enable students to acquire the basic vocational skills and abilities needed for employment in a specific profession. Such programmes are broadly planned to assist the student in his passage from full-time education to employment.

5. *Basic vocational programmes.* Part-time apprentice courses; also comparable programmes.

6. *Advanced basic vocational and technician programmes.* Extension of specialised applications of training provided in basic vocational courses.

7. *Programmes for middle level vocations.* Courses designed to train immediate support personnel for professional officers and higher level management, and to train small operators who need to be proficient in a variety of technical or business tasks as well as in small scale management decision making.

8. *Special purpose vocational programmes.* Highly specialised or restricted programmes requested by particular industries or firms.

9. *Service programmes to other educational institutions.* Programmes/subjects designed to support courses in universities, colleges of advanced education, and other schools.

10. *Adult education programmes.* Non-vocational programmes of a cultural or utilitarian nature provided for the community in general.

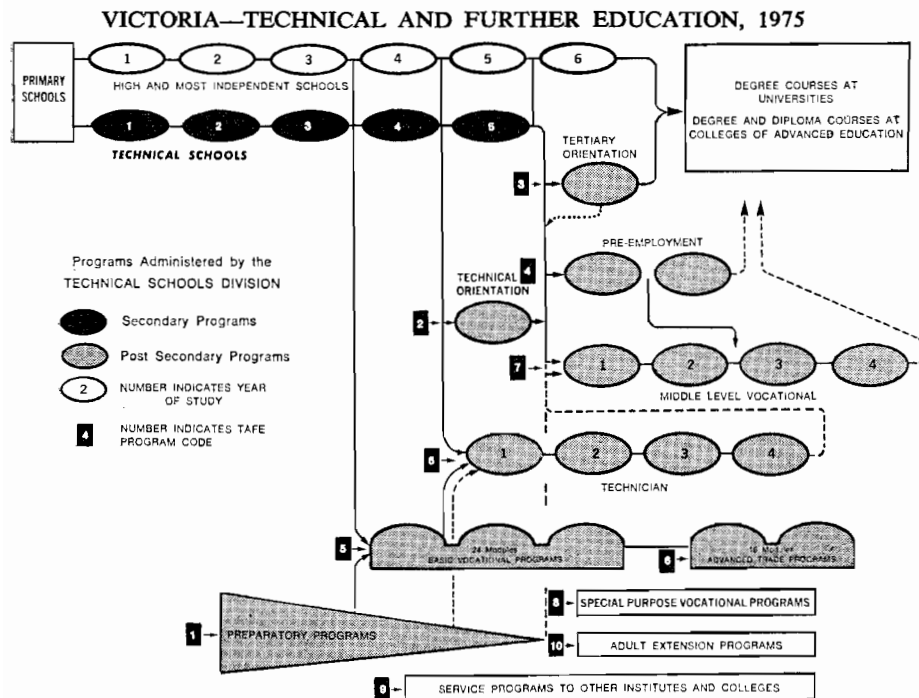


FIGURE 16. Victoria—technical and further education, 1975.

Post-secondary technical levels

Post-secondary technical education is administered by the State Council on Technical Education established in 1973. It is responsible to the Minister of Education for its co-ordination and development. The Technical Schools Division is the executive agency for its operation.

Technical education is provided through some 24 technical colleges, including the technical college divisions of the colleges of advanced education. In addition there are 8 mono-purpose technical institutions which also provide these facilities. Currently there is a vast planned growth within this area, consequently some of the post-secondary programmes are also located in the technical schools. This is particularly the case in country areas. Extensions of facilities are planned for all the existing technical colleges. It is intended that as funds become available, additional colleges will be created to meet demands.

Post-secondary technical programmes are designed as highly flexible courses of study to allow for individual needs. Certain highly flexible programmes are designed in conjunction with industry-based consultants as a means of preparation for entry into certain specific vocations. The same programmes are available to those currently employed who desire further training or who are displaced.

Tertiary orientation programmes at Form 6 level provide an alternative bridge between secondary and tertiary courses. There are also programmes for persons who have left full-time education and now desire to improve their basic academic qualifications.

Vocational training

Post-secondary programmes are also available for training in basic vocations (including apprenticeship) to cover the post-trade areas. Some 130 different areas of training at basic vocational, post-apprentice, and trade technician are available covering the agricultural, building, engineering, foods, footwear, printing, textile, and applied science areas.

Growing pressures from industry for help to train personnel to fill middle level positions in the work force have resulted in the introduction of many highly flexible middle level (or certificate) training programmes. In 1974 the following middle level programmes were in operation :

Applied science. Animal laboratory, biological laboratory, ceramics, dye chemistry, food processing, masters and mates, navigation, science laboratory, textile technology, vermin and noxious weed control, and veterinary nursing.

Applied social sciences. Child care studies.

Art and design trades. Advertising display, and design and decoration.

Building. Architectural drafting, and building.

Business. Accounting, advertising, bookkeeper-typist, booktrades, clothing administration, credit procedures, customs procedures, hospital procedures, insurance-accident, insurance-fire, insurance-life, law, materials handling, office, packaging, personnel, production, public relations, real estate, records administration, safety, sales, secretarial, small business operations, supply, timber administration, tourism, transport administration, and work study.

Engineering. Aircraft, audio-visual, cast metals, civil, electrical—lighting engineering, power engineering; electronics—communication engineering, industrial electronics, medical electronics ; fluid power, design drafting—

aircraft, civil, electrical, electronics-communications-production, jig and tool, mechanical, naval architecture ; marine, mechanical engineering, metallurgy, plastics, process control, production—work study, quarrying and tunnelling, survey cartographic drafting, and welding.

Library. Library studies.

Miscellaneous. Catering and foods—catering ; clothing, textiles—clothing industry studies.

Middle level courses are designed to meet particular job specifications. The standing committees and working groups involved in planning and developing these courses include experts from industry as well as teachers and senior educationists. At least half the members in any standing committee are experts from industry.

Community courses

Wherever possible technical school and college facilities are offered to the community through the provision of hobby, leisure time, and general interest type programmes.

Tertiary technical education

This is available through colleges of advanced education affiliated with the Victoria Institute of Colleges. Courses leading to diploma, degree, and post-degree awards are offered in many areas including art, architecture, business studies, engineering, general studies, technologies, and sciences.

VICTORIA—SENIOR TECHNICAL SCHOOLS AND COLLEGES : NUMBER OF SCHOOLS AND ENROLMENTS (a)

Particulars	1969	1970	1971	1972	1973
Number of schools	90	93	98	98	108
Number of enrolments(b)—					
Full-time	4,245	3,926	4,696	5,335	5,930
Part-time	70,703	65,910	62,817	61,078	60,627
Total	74,948	69,836	67,513	66,413	66,557

(a) Excludes tertiary students enrolled in wholly approved courses or in the approved part of part-approved courses at colleges affiliated with the Victoria Institute of Colleges.

(b) Includes students enrolled for preparatory courses and single subjects.

VICTORIA—SENIOR TECHNICAL SCHOOLS AND COLLEGES : COURSES AND ENROLMENTS, 1973

Courses	Number of enrolments		
	Full-time	Part-time	Total
Diploma (a)	3,237	784	4,021
Higher technician and sub-professional	2,521	6,421	8,942
Technician	..	2,261	2,261
Trade and vocational	172	28,794	28,966
Post trade	..	2,646	2,646
Single subjects and other	..	19,721	19,721
Total	5,930	60,627	66,557

(a) Students enrolled in tertiary orientation studies (Form VI level) at colleges affiliated with the Victoria Institute of Colleges, and certain diploma studies in technical colleges not affiliated with the Victoria Institute of Colleges.

Further references, 1972, 1974 ; Swinburne Technical College, 1963 ; Science and Technology Careers Bureau, 1965

Council of Public Education

Constitution

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and provided for the registration of schools other than State schools, and of those teaching in them. It continued until the *Education Act* 1910, which, *inter alia*, established the Council of Public Education to exercise these functions.

Registration of teachers

Non-government schools in Victoria are not permitted to employ teachers who are not registered with the Council of Public Education, and to secure registration a teacher must have some form of recognised teacher training. Each person applying for registration has to give sufficient information to permit the Registration Committee to determine at what level he should be registered, namely, whether he should be registered as a sub-primary, primary, junior secondary, or secondary teacher, or as a teacher of special subjects.

Teacher education

There are facilities in Victoria at four Catholic Colleges of Teacher Education for pre-service and in-service training of teachers. The pre-service courses qualify graduates for primary registration with the Council.

Registration of schools

All non-government schools must be approved, before registration, by the Council of Public Education as having adequate buildings, courses of study, and trained staff. They are also subject to inspection by inspectors of the Education Department. Each school is registered either as a sub-primary, primary, junior secondary, secondary, technical, or special school, or as a school of any two or more such descriptions.

The Council can refuse to register any school if it considers that its premises or the instruction to be given in it will not be of a satisfactory standard.

Registered schools

Non-government schools in Victoria are registered with the Council of Public Education, hence their description as "registered schools". There were 569 such schools of which 338 were primary, 131 primary/secondary, 90 secondary, 4 technical, and 6 special schools for handicapped children at 1 August 1973.

The schools, and those who administer them, belong to a variety of interrelated groups and organisations. The organisation with the widest membership is the Association of Independent Schools of Victoria, which is one of the constituents of the National Council of Independent Schools. This Council brings together heads of schools, members of governing bodies of schools, and representatives of Catholic education authorities. The various State associations of independent schools reflect this balance of professional and administrative interests.

Two important bodies with whom the Association works in close co-operation are the Victorian divisions of the Headmasters' Conference of the Independent Schools of Australia and the Association of Heads of Independent Girls' Schools of Australia.

Non-government schools derive their working income from fees charged, although in recent years there has been an increasing degree of Australian and State Government assistance through a system of per capita grants. In 1973 these grants were related for the first time to the average Australian cost per child per year in government primary and secondary schools, both the Australian and State per capita grants being calculated as a percentage of these costs.

Non-government schools educate about 24 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, they are notable for the variety of co-curricular activities they provide. 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 girls' schools, some co-educational, some day schools, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

The ultimate control of each non-government school is independent of the State. The controlling body 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 administration of Catholic parish schools is described below.

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

The means by which entrants are selected vary from school to school; the major limiting factor is the economic ability of families to meet school fees, which are high and becoming higher as the cost of education increases.

Teachers in non-government schools are subject to registration by the State and its instrumentalities. Teachers in girls' schools are paid on the basis of an award, but the salaries of teachers in boys' schools are subject to personal negotiation. In both cases there is close parity with the salary scale for teachers in government schools.

Further details of government aid are contained on page 720.

Catholic education

Administration

Catholic education in Victoria has traditionally been administered at a diocesan level and at a local level (parish or Order). Pressures have developed in recent years from within the Catholic community to set up structures adequate to cope with the present dimensions of Catholic education. The result has been the development of education boards at local and diocesan

levels, and the expansion of diocesan Catholic education offices. These have provided structures for policy-making, administration, and co-ordination in Catholic education at the diocesan level. Religious Orders, too, have developed boards and committees, both within and between Orders.

Co-ordination of policy and administration between the four Victorian dioceses has been achieved to some extent through an Inter-diocesan Education Committee, composed of representatives of the Catholic Education Offices of the four dioceses. However, there has been a growing awareness among those concerned with the formation of policy for, and administration of, Catholic education that some State-wide structure is necessary. This awareness was expressed in a strong recommendation which came from the First National Conference on the Administration of Catholic Education held at the University of New England in August 1972. This conference recommended to the Australian Bishops' Education Committee that suitable State and Federal Catholic education structures should be set up in Australia.

Apart from these internal moves for State-wide structures, external forces have developed which virtually demand action in this direction. The latest and most notable force is the recently published *Report of the Interim Committee for the Australian Schools Commission*, which recommends disbursement of funds for Catholic systemic schools on a State (rather than diocesan) basis. The setting up of the required boards for systemic schools, and nomination of membership to the various committees involved in the disbursement of funds and the accounting for funds, required a State Catholic education authority. Consequently, in June 1973, the Bishops of Victoria approved the formation of the Catholic Education Commission of Victoria. This Commission will endeavour to :

- (a) institute research into matters affecting Catholic education in Victoria as a whole ;
- (b) provide such machinery for consultation and co-operation and administration as may be considered necessary for the proper rationalisation of Catholic education in Victoria, for the elimination of anomalies and inequities, and for the overall co-ordination of primary and secondary Catholic education in Victoria ;
- (c) deal with matters of allocation of finance which may become available from time to time as part of State or Federal aid to the Catholic education system of Victoria as a whole ; and
- (d) come to conclusions on appropriate matters and make recommendations to the authorities concerned, e.g., on such matters as :
 - (i) rationalisation of resources,
 - (ii) planning on a State level,
 - (iii) policy making for the State, e.g., total cover at primary level,
 - (iv) liaison with governments,
 - (v) liaison with Church authorities,
 - (vi) conditions of employment of teachers,
 - (vii) teacher supply,
 - (viii) curriculum development, and
 - (ix) in-service education of teachers.

The Commission is composed of a chairman and an executive committee consisting of seven persons—an executive director, a planning officer, an

administrative officer from each of the four dioceses, and a representative of a teaching religious congregation. In addition there are nine consultative commissioners—an episcopal representative, the Director of Catholic Education in each diocese, a representative of the Major Superiors of both male and female religious congregations, a principal of a Catholic secondary school, and a lay educationist. In addition to this State Commission, each diocese has its own board structure for advising on educational policies. The type of structure varies from diocese to diocese.

The Melbourne Catholic Education Board is a representative board of 51 members with a chairman and an executive of seven. Twelve priest and twelve parent members are elected on behalf of regional divisions of the diocese and there are twenty representatives of religious teachers, lay teachers, and catechists. The function of the Board is to serve as a channel of communication between all parties involved in Catholic primary and secondary education and to participate in decision making in all matters relating to the Christian education of the Catholic children of the Archdiocese of Melbourne.

All parishes, regional colleges, and diocesan schools have established their own boards which shape and administer educational policy at the local level. These boards serve *inter alia* as the authority to receive and account for government educational grants. All other schools remain the responsibility of the religious congregation by which they have been established.

Integral components of the Catholic education system are decentralised decision making, the autonomy of schools in the employment of staff, and the encouragement of local community involvement. While on the one hand it is important to co-ordinate and rationalise functions carried out by local school authorities, it is vital that offices of Catholic education do not become over-centralised and bureaucratic. Hence, from 1974, education consultants have been appointed to supervise educational developments and planning in specific regions throughout the State, and, while being members of the Education Office, they work from offices situated in their respective areas.

Relationship with government authorities

All Catholic schools and their staffs are required to be registered by the Council of Public Education and are subject to inspection by officers of the Education Department who act on behalf of the Council.

The Victorian Government in 1974 paid per capita grants towards operational costs in schools. At primary level this grant was \$80 per child and at secondary level \$135 per child. The Australian Government allocates money to schools on a needs basis.

Further aid is available in the form of science and library grants, transport allowances, interest subsidies, scholarships, and subsidies for teacher training institutions. Despite these grants the financing of Catholic schools still depends heavily on support from the Catholic community.

A recent development in the planning area has been the formation of an inter-departmental liaison committee. The Education Department has nominated five officers and the Catholic Education Commission five of its members to consider future planning with a view to rationalisation and co-ordination wherever this is possible. This liaison committee will be chaired by the Director-General of the Victorian Education Department.

Staffing

Provision of future teacher requirements will require an expansion of the present teacher education programme. Until recent years teaching was almost entirely in the hands of Religious teachers. The expansion of the system following the Second World War saw the introduction of lay staff in increasing numbers.

At the present time the majority of teachers are lay. An important development has been the appointment as principals of Catholic schools of a number of lay men and women. In 1974, fifty-eight Victorian primary schools and six secondary schools were conducted by lay principals.

For the most part, lay teachers are trained in Catholic teachers' colleges, although considerable numbers are recruited from outside the Catholic system. Male teachers are now being trained in Catholic teachers' colleges and substantial numbers are applying for acceptance.

In 1974 American teachers were employed on a contract basis. The Catholic Education Office works with the Victorian Education Department to recruit these overseas teachers.

Activities

Catholic education in Victoria falls into the following main divisions :

Pre-school. Fourteen kindergartens are conducted under the auspices of the Catholic church in Victoria. They are open by law to all applicants independent of their religious affiliations. These kindergartens are heavily subsidised by the Department of Health and subject to the regulations of the Department.

Primary. Virtually every parish in the State conducts at least one primary school. With a few exceptions these schools provide for children from beginners through to Grade 6. In addition to parish primary schools there are primary grade children in special schools, e.g., for the deaf, the blind, and the severely retarded, and in private preparatory schools.

Secondary. For the most part, Catholic secondary schools are owned and maintained by religious orders, which finance their schools by charging fees. They cater for boarders as well as day students in many cases. A recent development has been the establishment of regional secondary colleges of which there were 23 at the end of 1973. In these cases, several parishes co-operate to build and finance a school on a convenient site. They engage a religious teaching congregation to conduct the school on their behalf. In 1973 there were approximately 150,000 pupils in Victorian Catholic schools.

Tertiary. The main emphasis is on primary teacher training. The three major colleges at Ballarat, Oakleigh, and Ascot Vale cater for more than 500 female and male students. Several smaller colleges cater for the training of members of religious congregations. In addition, several theological colleges provide for the education of students for the priesthood. There are university colleges and halls of residence at Melbourne and Monash universities.

Catechetical. Until recently, Catholic schools catered for almost all Catholic children. However, during the 1960s the number of Catholic children in State schools rose sharply to more than 80,000. By the end of 1973 the figure was in the vicinity of 88,000. The religious education of these

pupils is undertaken by a team of Religious who are assisted on a part-time basis by priests and voluntary catechists. The Confraternity of Christian Doctrine has been established largely to assist in this work.

Courses of study

A limited number of schools provide experimental courses. Most, however, follow the courses of study recommended by the Victorian Education Department and the Victorian Universities and Schools Examinations Board.

Further references, 1962-1974

Particulars of Victorian registered schools (excluding business and coaching colleges) follow. In these tables numbers of pupils refer to the school census date (1 August or the first school day thereafter in each year) and ages of pupils refer to age last birthday at census date.

VICTORIA—NUMBER OF REGISTERED SCHOOLS AND TEACHERS

Particulars	Number of schools					Number of teachers				
	1969	1970	1971	1972	1973	1969	1970	1971	1972	1973
	Denominational—									
Roman Catholic	479	487	477	473	471	5,126	5,665	5,794	5,934	6,313
Church of England	35	35	33	32	30	1,209	1,290	1,285	1,323	1,347
Presbyterian	11	11	11	11	11	578	622	577	597	614
Methodist	4	4	4	4	4	290	301	265	269	293
Other	27	28	28	28	28	507	529	543	580	561
Un denominational	16	16	18	22	25	297	309	341	432	460
Total	572	581	571	570	569	8,007	8,716	8,805	9,135	9,588

VICTORIA—REGISTERED SCHOOLS: NUMBERS OF PUPILS BY SCHOOL DENOMINATION

At school census date	Denominational						Un-denominational	Total enrolments
	Roman Catholic	Church of England	Presbyterian	Methodist	Other	Total denominational		
1969	149,796	16,618	8,379	4,258	6,652	185,703	3,749	189,452
1970	150,602	17,039	8,317	4,243	7,029	187,230	3,798	191,028
1971	150,031	17,383	8,320	4,184	7,184	187,102	4,113	191,215
1972	149,273	17,717	8,391	4,224	7,431	187,036	5,119	192,155
1973	149,236	18,182	8,606	4,296	7,668	187,988	5,449	193,437

VICTORIA—REGISTERED SCHOOLS: SCHOOL DENOMINATION: AGES OF PUPILS, 1 AUGUST 1973

Age last birthday (years)	Denominational						Un-denominational	Total enrolments
	Roman Catholic	Church of England	Presbyterian	Methodist	Other	Total denominational		
Under 6	11,448	679	265	74	560	13,026	440	13,466
6	12,793	623	245	65	429	14,155	286	14,441
7	12,941	555	207	75	438	14,216	268	14,484
8	13,603	632	282	68	461	15,046	302	15,348
9	14,032	797	327	152	467	15,775	250	16,025
10	14,111	902	395	156	492	16,056	333	16,389
11	14,213	1,202	474	224	542	16,655	353	17,008
12	12,572	2,151	992	550	767	17,032	456	17,488
13	11,334	2,265	1,018	584	796	15,997	421	16,418
14	10,563	2,209	1,112	578	772	15,234	465	15,699
15	9,495	2,227	1,231	619	734	14,306	484	14,790
16	7,175	2,084	1,100	578	648	11,585	504	12,089
17	4,079	1,524	797	448	463	7,311	465	7,776
18	779	301	138	110	89	1,417	237	1,654
19 and over	98	31	23	15	10	177	185	362
Total	149,236	18,182	8,606	4,296	7,668	187,988	5,449	193,437

VICTORIA—REGISTERED SCHOOLS: AGES OF PUPILS

Age last birthday (years)	At school census date				
	1969	1970	1971	1972	1973
Under 6	12,731	12,993	12,710	13,235	13,466
6	15,404	15,335	14,814	13,894	14,441
7	16,220	15,983	15,687	15,341	14,484
8	16,630	16,416	16,091	15,713	15,348
9	16,573	16,661	16,584	16,207	16,025
10	16,789	16,972	16,954	16,694	16,389
11	16,979	17,092	17,125	17,184	17,008
12	16,283	16,607	16,820	17,098	17,488
13	15,335	15,352	15,838	15,962	16,418
14	14,636	14,882	15,095	15,557	15,699
15	12,942	13,424	13,773	14,147	14,790
16	10,472	10,827	11,103	11,630	12,089
17	6,407	6,689	7,007	7,363	7,776
18	1,757	1,570	1,426	1,679	1,654
19 and over	294	225	188	451	362
Total	189,452	191,028	191,215	192,155	193,437

Comparisons between pupils enrolled and ages of pupils in government schools (excluding senior technical) and registered schools for the five years 1969 to 1973 are shown in the following tables :

VICTORIA—GOVERNMENT AND REGISTERED SCHOOLS: PUPILS ENROLLED

At school census date	Government schools	Registered schools	Total enrolments
1969	572,125	189,452	761,577
1970	585,440	191,028	776,468
1971	593,933	191,215	785,148
1972	602,614	192,155	794,769
1973	605,644	193,437	799,081

VICTORIA—GOVERNMENT AND REGISTERED SCHOOLS : PUPILS ENROLLED : AGES OF PUPILS

Age last birthday (years)	At school census date				
	1969	1970	1971	1972	1973
Under 6	61,422	61,113	60,300	62,219	63,171
6	67,363	67,578	66,480	65,499	67,084
7	68,378	68,569	68,006	66,931	65,720
8	68,307	68,983	68,971	68,272	66,834
9	66,102	68,627	69,350	69,029	68,374
10	66,260	67,228	69,439	69,628	69,162
11	65,134	67,301	67,861	69,812	69,971
12	62,750	64,605	66,531	67,012	69,170
13	62,922	63,998	65,704	67,079	67,754
14	60,975	62,573	63,454	65,347	66,366
15	50,387	52,574	54,277	55,708	56,465
16	36,445	37,288	38,855	40,771	41,082
17	18,898	19,957	20,310	21,281	22,020
18	5,242	5,084	4,707	5,032	4,824
19 and over	992	990	903	1,149	1,084
Total	761,577	776,468	785,148	794,769	799,081

Scholarships

Many scholarships are available to make it possible for pupils to remain at school, and particularly in the junior secondary and technical forms there is an increasing tendency to award scholarships without a specific examination. Most of these scholarships are financed from Victorian Government funds, which provide scholarships for one third of all pupils, but in most schools there are also locally and privately endowed scholarships.

Victorian Government scholarships

The Education Department makes available Junior Scholarships at Form 2 level. In 1974 their value was \$78, to be spread over four years, plus \$50 a year for fees at registered schools.

Senior scholarships for university or senior technical education, varying in value from \$60 to \$80 per annum, and tenable for up to six years, are available.

Australian Government Tertiary Education Assistance Scheme

The Tertiary Allowances Scheme, first introduced in 1974, has been re-named the Tertiary Education Assistance Scheme to comply with the *Student Assistance Act 1973*. This Act, and its accompanying Regulations, provides the legislative basis for the Scheme.

The Tertiary Education Assistance Scheme is intended to assist Australian students in approved courses at universities, colleges of advanced education, certain teacher education colleges, and other approved tertiary institutions. This Scheme replaces the Commonwealth University, Advanced Education, and Technical Scholarship Schemes.

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 1975 the maximum rates of living allowance are \$1,000 per annum for students living at home and \$1,600 per annum for students qualifying for either the living away from home rate or the independent 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. A dependant's allowance for a dependant spouse and an allowance for each dependant child are also payable. In 1975 the dependant spouse allowance is \$10 per week and the dependant child allowance \$6 for each dependant child per week. A fares allowance provides for 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.

Australian Government 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 \$450 per annum, subject to a means test on family income.

Australian Government Scheme of Assistance for Isolated Children

The Scheme of Assistance for Isolated Children provides assistance on behalf of children who, because of the geographic isolation of their homes, are denied reasonable daily access to government schools providing courses

in the appropriate levels of primary and secondary schooling. This assistance is in the form of boarding allowances, an allowance for correspondence studies, or an allowance towards the cost of maintaining a second home. The benefits of the scheme comprise :

1. *Boarding allowance*

- (a) A basic allowance of \$350 per annum free of a means test.
- (b) An additional allowance of up to \$350 per annum subject to family income.
- (c) Further assistance up to a maximum of \$300 per annum for primary students and \$450 per annum for secondary students in cases of special hardship.

2. *Correspondence allowance*

Up to \$350 per annum in respect of an isolated child who is undertaking approved correspondence study. The allowance is divided into two components :

- (a) A basic payment of \$200 free of means test.
- (b) Up to a further \$150 per annum in reimbursement of expenditure on approved items.

3. *Second Home Assistance allowance*

An allowance to assist with the cost of maintaining a second home, calculated as follows :

- (a) Where there is one eligible child living at the second home—\$350 per annum.
- (b) Where there are two eligible children living at the second home—\$700 per annum.
- (c) Where there are three or more eligible children living at the second home—\$1,050 per annum.

The following table shows details of the Victorian Education Department and Australian Government scholarship schemes :

VICTORIA—NUMBER OF GOVERNMENT SCHOLARSHIPS,
FREE PLACES, AND BURSARIES GRANTED (a)

Particulars	Year of commencement				
	1969	1970	1971	1972	1973
Victorian Government scholarships—					
Secondary education—					
Junior scholarships	20,440	20,921	21,102	21,651	22,293
Senior technical scholarships	240	254	268	265	243
Teaching bursaries	2,123	2,122	2,130	2,125	(b)
University education—					
Senior scholarships	43	42	40	40	40
Free places	86	79	79	72	83
Australian Government scholarships—					
Secondary education—					
Secondary scholarships	2,696	2,825	2,709	2,689	6,710
Technical education	691	681	669	720	588
Tertiary education—					
Open entry	2,343	2,747	3,027	3,301	3,850
Later years	775	1,333	1,303	1,395	2,063
Mature age	58	52	68	77	97

(a) Figures are for students who accepted scholarships and bursaries and were in training.

(b) Discontinued in 1973.

Commonwealth scholarships, 1964 ; Commonwealth aid to education in Victoria, 1972

Examinations in the 1970s

Since the Victorian Universities and Schools Examinations Board abolished the School Intermediate Examination in 1967 and the School Leaving Examination in 1972 much attention has been focussed on the Higher School Certificate Examination. This examination is conducted by the Board on behalf of the three universities to satisfy their entrance requirements. It is, however, used as an entrance qualification by the colleges of the State College of Victoria and for various courses in the colleges of advanced education. It is used as a qualification for gaining employment or for placement and promotion within organisations such as the Public Service. The examination, therefore, is used by society as an instrument of selection for tertiary education and employment. Many people question both the examination and the purposes for which it is used on the grounds that the examination dominates the curriculum and teaching in Form 6 and restricts teachers and students to specified syllabuses, so preventing them from developing other interests; that, because in order to obtain high marks and gain entry to a faculty of their choice, the students must work under undue strain in their Form 6 year; and that selection for tertiary education is based on a procedure which places candidates in a rank order based solely on their performance in an examination.

Without in any way resolving these questions, one can note that previous research has shown that the best known predictor of success in university studies is a university entrance examination taken at the end of secondary education. One suggested alternative is to use teachers' assessments, together with or instead of the examination, for selection purposes. The Victorian Universities and Schools Examinations Board has begun to investigate the use of teachers' assessments. At the end of 1971 all teachers of Higher School Certificate candidates provided an assessment of the quality of achievement of the students in their subjects. Teachers were not asked to predict their students' results in the examination or in tertiary studies.

In order to reduce as far as possible the differences caused by different approaches used by teachers, the assessments were standardised by using the results of the students at the examination. It was discovered that, although there were many individual differences, the teachers' assessments were consistent enough to be taken very seriously and investigated further. Early in 1973 the results gained by the students at the end of 1972 in 163 different courses were obtained from 43 different tertiary educational institutions in Victoria. Later in 1973 the V.U.S.E.B. was determining the correlation between these results and the results of the same candidates at the 1971 examination and also the correlation with the teachers' assessments; as this investigation is to be continued over a period of three years, the teachers' assessments were also obtained in 1972 and 1973.

During 1973 the Tertiary Education Entrance Project Policy Committee administered the Australian Scholastic Aptitude Test to most Form 6 students in Victoria. This test was prepared by the Australian Council for Educational Research for use in a number of Australian States. The test used material from a variety of scholastic areas (mathematics, social science, and the humanities). The material presented was unfamiliar to the students; the aim being to test their ability to understand and interpret ideas rather than

to recall previously learned information. The test took the form of 160 multiple choice questions.

The use of the test in Victoria is still experimental. It is hoped that the T.E.E.P. Policy Committee and the V.U.S.E.B. will be able to explore its possible future uses and also its relationship to examinations and teachers' assessments.

It is difficult to forecast which methods of testing and selection will be used in the future. One teachers' organisation has tried to draw attention to the seriousness of the present shortage of places in some tertiary educational institutions by advocating that selection to fill quotas be carried out by ballot. On the other hand the universities and some other tertiary institutions believe that it is necessary to retain an examination system until some other procedure has been developed and proved. The issue is a difficult one. On the one hand, teachers want to provide the education best suited to the needs and interests of their students; on the other, society requires some processes by which school leavers may find their place in further education or employment according to their interests and abilities and also in keeping with the needs of the community. The V.U.S.E.B. is an organisation created by the universities to serve their interests in selecting students for entry. Its examinations and the other services it provides are however used by many other organisations. It has been agreed, therefore, that in order to provide a more effective board which could assist teachers in their task in schools as well as the tertiary and other organisations in their problems of selection, it should be replaced, preferably by a board established by statute of the Victorian Government. During 1973 a special committee representing various school and tertiary education institutions was appointed to recommend to the Government and other interested parties what form the constitution and functions of the new board should take. (See page 706.)

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1969	1970	1971	1972	1973
Total entries	28,135	30,404	27,700	27,662	29,172
Number who attempted to pass fully	16,932	18,756	19,351	20,044	21,521
Number who passed fully	10,987	12,467	13,274	13,935	14,681
Percentage who passed fully	64.9	66.5	68.6	69.5	68.2

Further references, 1967-1974; Public examinations, 1963-1966; Victorian Universities and Schools Examinations Board, 1974

Student counselling in Victoria

The deployment of student counsellors in schools is a recent phenomenon. Even now only a few independent schools have professionally qualified counsellors working full-time on their staffs. Melbourne Grammar School and Wesley College were two of the schools which employed counsellors several years before other independent schools took this step. State primary and high schools do not have counsellors as such, although a small number of schools, for example, Melbourne High School, have a psychologist from the Psychology and Guidance Branch of the Education Department who attends once a week. In other schools, psychologists only make visits within their areas on an irregular basis, or when their professional assistance is requested.

School or student counsellors are distinctly different from the traditional careers masters or even remedial teachers both in their roles and functions. Student counsellors are qualified and professionally trained psychologists or social workers. In their professional capacity they provide educational, vocational, and personal-social counselling to students, their parents, school administrators, and staff members. They usually work closely with housemasters, tutors, heads of departments, chaplains, and school medical officers. Most of the independent schools use a system whereby housemasters and tutors are responsible for the welfare of groups of students. Counsellors do not in any way supersede or run counter to this system. Instead, they provide specialised services for which teachers are not trained. In their day-to-day work, counsellors may administer vocational guidance tests, make assessments of students' intellectual and emotional functioning, and provide individual or group counselling interviews with students and their parents. Counsellors must be familiar with the entrance requirements for tertiary educational institutions and be able to provide information about jobs and their necessary qualifications. Counsellors have acquired during their training understanding of human behaviour, human relations and their dynamics, diagnostic, testing, interviewing, and other techniques which equip them to provide services in areas that a classroom teacher cannot reasonably be expected to perform.

The majority of counsellors employed in independent schools are trained psychologists, although social workers are now also employed in this capacity. Camberwell Grammar School led the way in this regard, and is the only Victorian school to have a psychologist and social worker in its counselling team working with remedial teachers.

Government schools are serviced by psychologists who are employed within the Special Services Division of the Education Department. The Psychology Branch was established in the late 1940s. All those employed by the Psychology and Guidance Branch have been teachers for at least two years and have specialised in psychology in their degree or social work training. There are approximately forty registered psychologists serving Victoria and supervising the work of the psychologists preparing for registration. The Branch is divided into centres which cater for regions of Victoria. Within these areas they are responsible for providing services to all schools—primary, secondary, and technical—as well as independent. As the scope of this task is beyond their resources, a limited number of schools is assigned to one of the psychologists working within each Branch and only emergency cases are seen from other schools. They also work in conjunction with social workers employed by the Special Services Division.

The tasks of the psychologist and guidance services cover the following areas : diagnosis and treatment of learning difficulties ; diagnosis and treatment of emotional disturbance ; placement of children in special schools of varying kinds ; development of mental health and human relations courses in schools ; supervision of in-service training of teachers ; participation in study groups in relation to special problems and making recommendations which may affect policy-making decisions ; and conducting research studies.

Apart from membership and affiliation with the Australian Psychological Society, there is the Society of Educational Counsellors (Victoria) which caters for the professional interests of counsellors and advisory services. The objects of the Society are to :

- (a) maintain interest and a source of reference for those who are engaged in counselling, guidance, and advisory work in educational settings ;
- (b) facilitate the co-ordination of counselling and advisory services in educational institutions ;
- (c) establish links between counselling and advisory services of educational institutions and kindred community services ;
- (d) foster community understanding of the need and importance of counselling and advisory services ;
- (e) encourage a high standard of counselling and competence of counsellors ;
- (f) encourage tertiary institutions to provide training courses in counselling ; and
- (g) make links with similar bodies in other Australian States preparatory to forming a national body.

There are four grades of memberships—fellow, member, associate member, and affiliate. The first three grades of membership are limited to people who have appropriate professional training and experience while the last category is open to any person interested in the objectives of the Society and deemed suitable by the membership committee.

Education Department expenditure on education

During 1973–74, \$584,533,000 was spent by and on behalf of the Education Department of Victoria. This amount covered expenditure from both revenue and loans, and included payments made by the Treasury to the universities, except for an amount paid for Bacteriological Laboratory Services. The expenditure shown in the following table differs from the figures on educational expenditure shown on pages 555 and 573, in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, and workers compensation.

The following tables show details of expenditure by and on behalf of the Education Department from 1969–70 to 1973–74. They follow a format agreed upon at a conference of representatives of the various State education departments in February 1969 and are not comparable with tables prior to 1968–69 shown in this section of previous *Victorian Year Books*.

VICTORIA—EDUCATION DEPARTMENT: EDUCATIONAL EXPENDITURE (a) (\$'000)

Expenditure on—	1969–70	1970–71	1971–72	1972–73	1973–74
STATE SCHOOLS					
Primary—					
Recurring	94,412	106,942	125,904	148,113	177,899
Capital	10,998	14,759	13,734	15,694	16,686
Total	105,410	121,701	139,638	163,807	194,585
Secondary (b)—					
Recurring	101,457	112,090	134,761	162,199	201,506
Capital	15,209	16,894	21,655	23,999	33,502
Total	116,666	128,984	156,416	186,198	235,008
Technical (c)—					
Recurring	8,196	16,819	20,370	25,091	31,732
Capital	2,022	600	1,460	1,016	1,195
Total	10,218	17,419	21,830	26,107	32,927
Total State schools	232,294	268,104	317,884	376,112	462,520

VICTORIA—EDUCATION DEPARTMENT: EDUCATIONAL EXPENDITURE (a)—*continued*
(\$'000)

Expenditure on—	1969-70	1970-71	1971-72	1972-73	1973-74
TERTIARY EDUCATION					
University—					
Recurring	20,990	24,522	26,642	33,050	19,376
Capital	7,221	5,376	6,929	9,647	2,903
Total	28,211	29,898	33,571	42,697	22,279
Colleges of advanced education—					
Recurring	8,422	11,539	13,852	18,176	20,763
Capital	2,981	4,620	4,748	8,166	7,154
Total	11,403	16,159	18,600	26,342	27,917
Scholarships, fees, and allowances for students at universities or colleges of advanced education					
	26	20	20	19	2
Total tertiary	39,640	46,077	52,191	69,058	50,198
TEACHER EDUCATION					
	26,292	30,878	35,952	44,796	35,025
OTHER EXPENDITURE					
Pre-school education	3,156	3,430	4,623	5,708	7,277
Public library	2,283	2,718	3,068	4,205	5,149
Adult education	200	222	233	274	495
Non-government schools grants, subsidies, scholarships and bursaries, and pupil conveyance	7,032	9,031	12,701	14,940	20,341
Agricultural education (d)	2,270	3,068	3,810	3,422	3,337
Miscellaneous	11	16	39	25	190
Total other expenditure	14,952	18,485	24,474	28,574	36,789
Total expenditure on education	313,180	363,545	430,502	518,538	584,533

(a) The table excludes revenue received by the Education Department, tuition fees, material fees, analysis fees, donations received, sales of class material and school notes, and other such receipts which were retained and expended by the various technical school councils.

(b) Includes secondary technical.

(c) Excludes colleges of advanced education. From 1970-71 a more realistic basis of allocation of cost of operating multi-level technical schools and colleges has been adopted compared with previous years.

(d) Excludes agricultural colleges of advanced education.

VICTORIA—EXPENDITURE ON EDUCATION IN GOVERNMENT SCHOOLS,
1973-74
(\$'000)

Classification	Primary education	Secondary education (a)	Technical education (b)	Total expenditure on State schools
Cost of administration	8,535	5,771	287	14,593
Cost of instruction	138,478	163,990	29,255	331,723
Building operation and maintenance (c)	11,230	9,395	90	20,715
Fixed charges (d)	19,656	22,350	2,100	44,106
Capital costs (e)	16,686	33,502	1,195	51,383
Total	194,585	235,008	32,927	462,520

(a) Including secondary technical education.

(b) Excludes expenditure on colleges of advanced education.

(c) Includes wages of caretakers, cleaners, gardeners, groundsmen, etc., cleaning and gardening materials, fuel and electricity, water and sanitation, maintenance of buildings, residences, and grounds, repair and replacement of furniture, etc.

(d) Includes pensions and superannuation, pay-roll tax, debt charges, rents of residences for teachers, rents of school accommodation, etc.

(e) Includes purchase of land and cost of surveys, buildings and grounds, school furniture, and equipment.

NOTE. The above expenditure excludes expenditure for school medical and dental services.

UNIVERSITIES

University of Melbourne

The University of Melbourne was established by an Act of the Victorian Parliament on 22 January 1853. Under the original Act and subsequent amending legislation which came into effect in January 1975, the University consists of a Council, the graduates, the members of the academic and general staff, graduate and undergraduate students. It is governed by a Council of up to thirty-nine members representing the Victorian Government, various community interests, graduates, academic and general staff, graduate and undergraduate students, and the university colleges, with wide powers for the conduct of university affairs. The general academic administration of the University is conducted by Faculties and Boards of Studies and supervised by the Professorial Board. The University Assembly, an advisory body with wide investigatory powers, was established in early 1974 with representatives from every section of the University community.

Chairs

Accounting (Fitzgerald Professor), Accounting (G. L. Wood Professor), Agricultural Engineering, Agriculture (3), Anatomy (2), Architecture (2), Biochemistry (2), Biochemistry (Medical), Botany (2), Building, Chemical Engineering, Child Dental Health, Civil Engineering, Classical Studies, Clinical Pharmacology and Therapeutics (Merck, Sharpe, and Dohme Professor), Commerce and Business Administration (Sydney Myer Professor), Commercial Law, Community Health, 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 Neurology, Experimental Physics, Fine Arts (The Herald Professor), French, Genetics, Geography, Geology, Germanic Studies, History (Ernest Scott Professor), History (Max Crawford Professor), History and Philosophy of Science, Information Science, Inorganic Chemistry, Italian, Jurisprudence, Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Mathematics (3), Mathematics (R.A.A.F. Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (2), Medicine (James Stewart Professor), Metallurgy, Microbiology (2), Microbiology (Medical), Middle Eastern Studies, Music, Music (Ormond Professor), Obstetrics and Gynaecology (Dunbar Hooper Professor), Ophthalmology (Ringland Anderson Professor), 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, Physical Metallurgy, Physics (Chamber of Manufactures Professor), Physics (R.A.A.F. Academy), Physiology (2), Political Science (2), Psychiatry (Cato Professor), Psychology (2), Pure Mathematics, Radiology (Edgar Rouse Professor), Russian, Social Work, Statistics, Surgery, Surgery (Hugh Devine Professor), Surgery (James Stewart Professor), Theoretical Physics, Town and Regional Planning, Veterinary Medicine, Veterinary Pathology, Veterinary Physiology, and Zoology. In addition, a number of academics hold personal chairs in various departments.

Fees

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

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

Financial assistance for students is available in many ways. There is a large number of scholarships provided by private foundations in addition to the Australian and Victorian Government schemes. In addition, the University makes loans in approved cases out of the Students' Loan Fund.

Student enrolment

VICTORIA—UNIVERSITY OF MELBOURNE: STUDENTS ENROLLED
CLASSIFIED BY SEX AND TYPE OF COURSE (a)

Year	Full-time		Part-time		External		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
1970	6,800	3,282	3,220	1,260	127	37	10,147	4,579
1971	6,999	3,509	3,044	1,255	117	26	10,160	4,790
1972	7,006	3,603	3,002	1,295	101	9	10,109	4,907
1973	6,889	3,646	2,957	1,446	108	7	9,954	5,099
1974	7,123	3,899	2,885	1,525	81	26	10,089	5,450

(a) Figures refer to enrolments up to 30 April.

VICTORIA—UNIVERSITY OF MELBOURNE: ENROLMENTS
CLASSIFIED BY FACULTIES/SCHOOLS (a)

Faculty/School	1970	1971	1972	1973	1974
Agriculture	306	298	306	317	324
Architecture and building	580	538	553	500	473
Arts	3,670	3,746	3,833	3,993	4,315
Commerce	1,843	1,816	1,794	1,728	1,752
Criminology	56	60	73	74	84
Dental science	274	267	268	281	284
Education	707	714	710	720	806
Engineering, surveying, and applied science	1,231	1,281	1,263	1,312	1,306
Journalism	58	18	8	6	3
Law	1,231	1,256	1,259	1,266	1,337
Medicine	1,253	1,308	1,376	1,451	1,490
Music	284	302	325	316	311
Physical education	199	195	201	205	215
Science	2,789	2,905	2,907	2,818	2,788
Social studies	340	360	340	364	367
Town and regional planning	210	234	243	245	229
Veterinary science	252	264	248	252	264
Total enrolments (b)	15,283	15,562	15,707	15,848	16,348
Student total (b)	14,726	14,950	15,016	15,053	15,539

(a) Figures refer to enrolments up to 30 April.

(b) Students taking combined courses are counted in each faculty, and accordingly the sum of faculty enrolments exceeds the student total shown at the foot of the table.

Since the Second World War many Asian students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 406 in 1974, of whom 36 were studying on Colombo Plan Scholarships. All south-east Asian countries are represented as well as India, Sri Lanka, Hong Kong, the Philippines, and Fiji.

The following table shows the number of degrees conferred in faculties of the University of Melbourne from 1970 to 1973. In addition to degrees shown, some faculties grant diplomas for certain subgraduate and postgraduate courses.

VICTORIA—UNIVERSITY OF MELBOURNE : DEGREES
CONFERRED IN FACULTIES (a)

Faculty	1970	1971	1972	1973
Agriculture	65	72	65	65
Architecture, building, and town and regional planning	88	112	87	78
Arts	671	657	629	617
Commerce	304	327	305	322
Dental science	31	48	45	48
Education	66	83	70	75
Engineering and applied science	204	256	265	237
Law	180	174	184	210
Medicine	189	184	152	235
Music	29	29	46	51
Science	451	526	492	589
Veterinary science	44	43	49	50
Total	2,322	2,511	2,389	2,577
Bachelor degrees	2,039	2,205	2,074	2,223
Higher degrees	283	306	315	354

(a) Figures are for year ended 30 June.

NOTE. In addition to degrees shown above some diplomas are awarded.

Finance

Income and expenditure for the years 1967 to 1971 are shown in the following table :

VICTORIA—UNIVERSITY OF MELBOURNE : INCOME AND EXPENDITURE
(\$'000)

Particulars	1967	1968	1969	1970	1971
SOURCES OF INCOME					
Australian Government grants	9,297	9,389	9,160	10,792	12,844
Victorian Government grants	7,630	9,396	11,959	10,659	12,264
Total Government grants	16,927	18,785	21,119	21,451	25,108
Other sources—					
Donations and special grants	1,190	1,201	1,248	1,469	1,586
Student fees	3,752	3,729	3,819	3,910	5,008
Other fees	142	161	188	212	222
Endowment income	412	418	442	446	507
Charges for services	301	375	480	470	612
Halls of residence	204	218	204	260	281
Other income	459	546	757	1,122	1,701
Total other sources	6,460	6,647	7,138	7,889	9,915
Total income	23,387	25,431	28,257	29,340	35,023

VICTORIA—UNIVERSITY OF MELBOURNE: INCOME AND EXPENDITURE—*continued*
(S'000)

Particulars	1967	1968	1969	1970	1971
NATURE OF EXPENDITURE					
Teaching and research—					
Salaries and superannuation	10,221	11,425	12,218	14,399	15,986
Departmental maintenance and equipment	2,120	2,068	1,957	2,430	2,632
Research scholarships, fellowships, and study leave grants	1,026	1,021	692	702	799
Other teaching and research expenditure	921	1,065	1,171	1,258	1,466
Total teaching and research	14,288	15,579	16,038	18,791	20,884
Administration and general overhead—					
Salaries, superannuation and pensions	1,156	1,347	1,502	1,792	2,086
Other administration and general overhead expenditure	528	559	691	720	814
Libraries—					
Salaries and superannuation	435	471	533	628	747
Other expenditure on libraries	367	438	527	547	614
Buildings, premises, and grounds—					
New buildings	4,529	3,381	3,120	3,408	5,150
Alterations, additions, repairs, maintenance, etc. (including purchase of land and buildings, salaries and superannuation)	1,788	1,625	1,806	1,784	2,173
Rents, rates, power, lighting, and heating	371	442	454	472	527
Other expenditure on buildings, etc.	60	73	83	91	100
Sundry auxiliary expenditure	1,267	1,501	1,619	1,818	2,109
Total expenditure	24,789	25,416	26,373	30,050	35,204

University of Melbourne Medical School

The decade following the celebration of the centenary of the Medical School in 1962 saw considerable expansion and development of the School in buildings, staff, and number of students. As early as 1927 planning had commenced for the pre-clinical departments of the School to be sited on the south-west corner of the University grounds opposite land reserved as the new site of the Melbourne Hospital. Although nothing came of the earlier plans the "hockey ground" site was reserved for the future development of the Medical School; it had long been realised that departments such as biochemistry, physiology, and pathology would have to be rehoused and basic planning to effect this had commenced. Biochemistry was the first to be moved.

In 1963 the Australian Universities Commission gave approval for the construction of a medical centre to house the departments of anatomy, physiology, pathology, and experimental neurology, and for faculty offices. At the same time approval was given for a new medical library. The Howard Florey Laboratories of Experimental Physiology had been opened in 1963, and building of the medical library commenced in 1964. A grant from the Wellcome Trust enabled the completion of the top floor of the library to house a department of medical history, the first in Australasia. Work commenced on the medical centre building in 1965 at which time the University decided on an ultimate intake of 240 medical students. During 1965 a clinical sciences block at the Royal Melbourne Hospital was opened. As the Alfred and Prince Henry Hospitals' clinical schools were to be taken over by Monash University in 1966, it became necessary for negotiations to commence with the Austin Hospital for the use of its

patients in clinical teaching. This came to fruition in 1967 and in 1970 a clinical sciences building was completed at the hospital.

In 1965, courses for the new degree of B.Med.Sc. were commenced. The first graduates received their degrees in 1967.

The Brownless Medical Library was completed in 1966 and occupied in 1967 when the department of medical history was also opened. Extensions to the school of biochemistry were also completed in 1966.

The decision to increase the quota to an eventual 240 students meant increases in staff and additions to already built or planned buildings. New chairs in ophthalmology (1963), radiology (1964), psychiatry (1964), and surgery (1965) had already been created and, following the decision to expand the School, new medical chairs were approved in 1965 in anatomy, physiology, biochemistry (medical), pathology, microbiology (medical), medicine, surgery, and obstetrics and gynaecology. Three of these chairs (pathology, medicine, and surgery) were located at the Austin Hospital. In 1967 the intake of students was raised to 220 and negotiations commenced with the Mercy Hospital for the training of students in obstetrics and gynaecology. A professorial unit built in association with the new hospital was opened in 1970.

In 1968 the departments of anatomy, physiology, pathology, and experimental neurology, and the offices of the Faculty of Medicine moved into the new medical centre. In the same year, clinical science buildings were started at the Austin and St Vincent's Hospitals, and were completed in 1969 and 1970, respectively. In 1969 accommodation for the department of ophthalmology was planned at the Royal Victorian Eye and Ear Hospital; this was completed in 1971. In 1970 it was necessary to provide more clinical material for teaching purposes, and the Repatriation General Hospital at Heidelberg was attached to the University as a teaching hospital.

During the period 1970 to 1973 faculty committees were planning for a major revision of the medical curriculum. The final reports of the committees were presented to the Faculty, the Professorial Board, and the Council in 1973.

The decade 1963 to 1973 could be said to be unique in the history of the Medical School. At no previous time has so much development and expansion taken place. This was timely, for the last two decades have seen an unprecedented growth in medical knowledge.

Enrolment problems, 1962; University of Melbourne Medical School 1862 to 1962, 1963; Department of Child Health, 1963; Postgraduate education, 1964; University of Melbourne Library, 1964; Affiliated residential colleges, 1966; Employment of graduates, 1967; Research in Victorian universities, 1968; University of Melbourne Medical School, 1970; University of Melbourne Veterinary School, 1971; Master plan for University of Melbourne, 1972; University of Melbourne and advanced education, 1974

Monash University

Monash University, established on 15 April 1958 and named after Sir John Monash, a distinguished Victorian, is situated at Clayton, 19 kilometres from the centre of Melbourne and near the main arterial highway linking Melbourne with eastern Victoria. This previously undeveloped site provided the opportunity of adopting a master plan for the whole of the physical development of the University. Within a surrounding belt of trees securing

its privacy, the University is served by a perimeter road. Areas between the buildings are being developed with paving, lawns, rocks, and ponds. Trees which were already growing on the site were retained as far as possible. A comprehensive scheme of planting, largely of native plants, closely follows the completion of each group of buildings, and a thicket of native vegetation in a gully to the north-east has been preserved as a wild-life reserve. Parking facilities for some 5,500 cars have been provided. The whole conception is of buildings arranged around three sides of the campus and partly enclosing a pedestrian precinct open to the east.

The University was opened on 11 March 1961, three years earlier than originally envisaged, and teaching began with an enrolment of 363 undergraduates and graduates in the Faculties of Arts, Economics and Politics, Engineering, Medicine, and Science. Net enrolments had risen to 12,837 by 1974, and it is intended that the University should reach an undergraduate total of 12,000 students by 1979, and that as many full-time students as possible will be housed in halls of residence, the first of which was opened in 1962. The University offers the degrees of Bachelor, Master, Doctor of Philosophy, and higher Doctorates, and conferred its first Bachelor degrees at the beginning of the 1964 academic year.

Development : 1961-1975

When Monash University opened in March 1961, Victorian tertiary education entered a new era. For more than a century Melbourne University had been the only degree granting institution in the State and in many fields, especially perhaps in training for the professions, it had achieved a high standing.

The realisation that the new university and its graduates would have to compete for esteem had some influence on those who planned Monash. At that time, in a much more diverse educational environment, the new English universities were developing along innovative lines. By contrast, the Monash plan was orthodox and its guiding motive academic reliability.

In retrospect, Monash University was established at a fortunate time. It was able to take advantage of the availability of Australian Government funds to put up attractive new buildings, fully equipped with modern apparatus, and to develop budgetary systems that kept it out of debt. It had a young staff, dedicated to teach as far as possible by tutorial methods. If the student-staff ratio was never as good as had been hoped, it at least allowed the more dedicated students plenty of opportunity for contact with their tutors.

By the mid-1960s it appeared that Monash would continue to develop steadily to its full size. In 1964, however, the "student revolution" began in America and it was not long before the effects were felt in Australia. There has been much speculation as to why Monash should have been the first to be seriously affected: the accident of personalities, perhaps the fact that Monash was a place highly receptive to new ideas, the relatively young staff, and the absence of independent residential colleges, which are widely thought to have a steadying influence, could all have contributed. Whatever the reason, Monash suffered quite serious student unrest and a number of incidents which, being then novel in Australia, received full attention from the media. When La Trobe, and later Melbourne, came to be similarly affected, the novelty had worn off and there was less publicity.

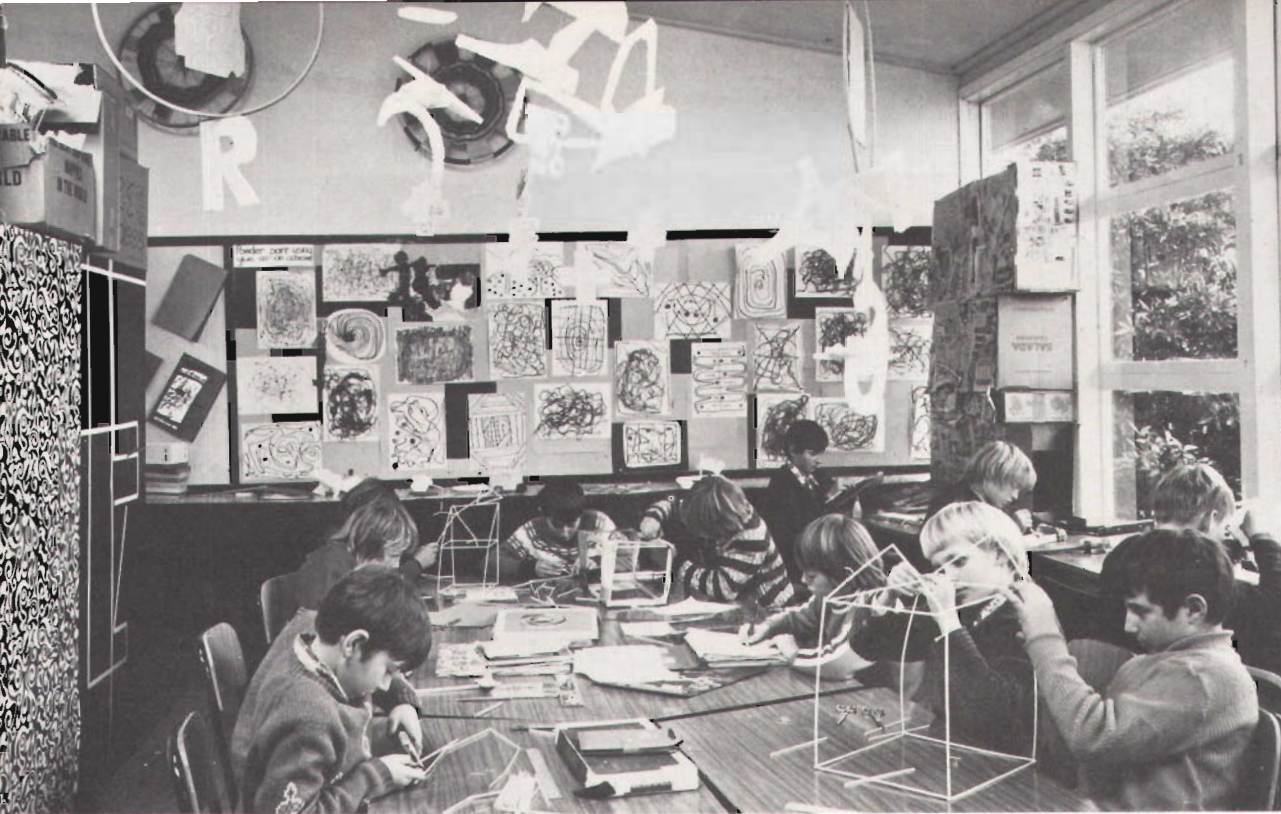


The Biological Reserve, La Trobe University, Bundoora.
La Trobe University

The Agora Theatre at La Trobe University. The hall seats 500 persons and is used by large lecture and performing groups.

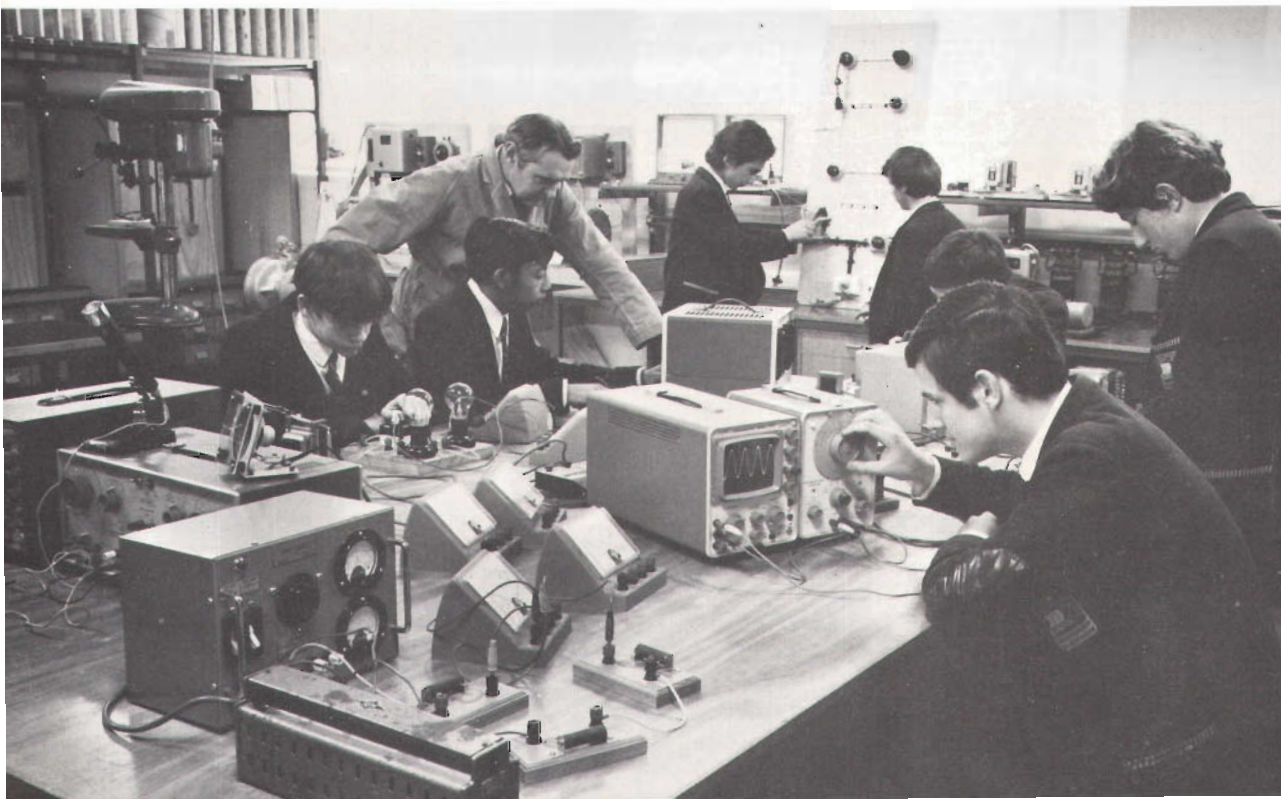
La Trobe University

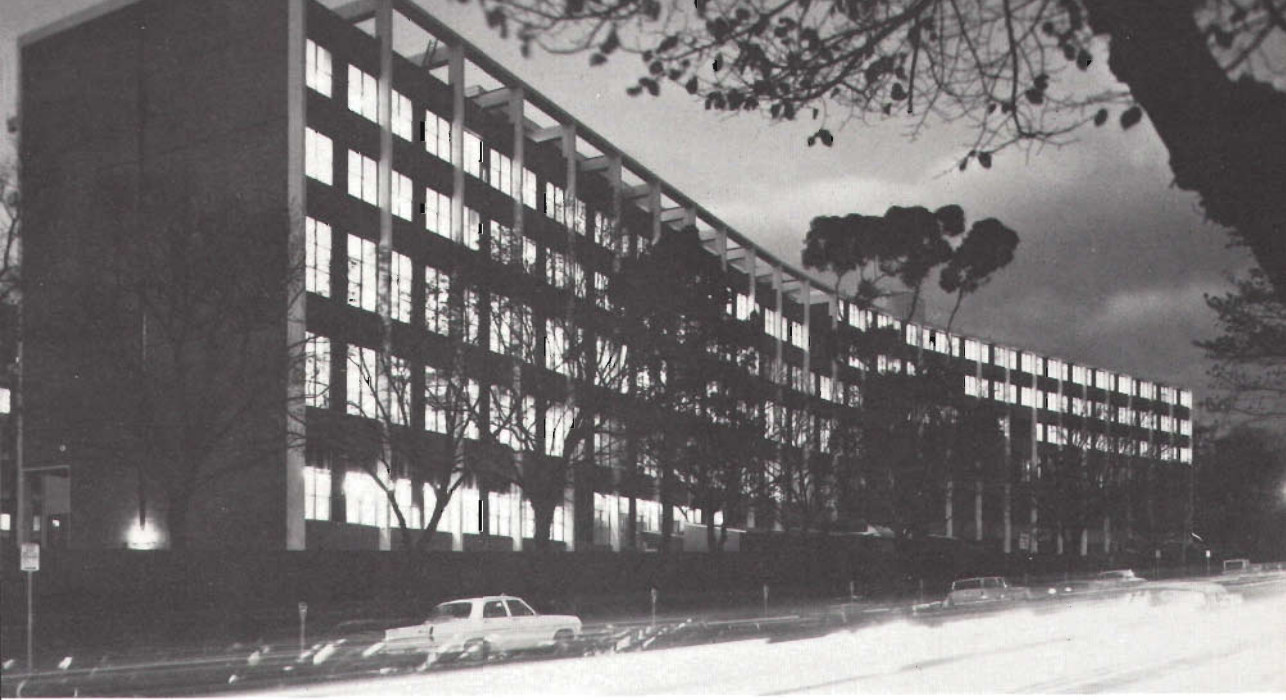




The open classroom system—Avondale Heights Primary School.
Education Department, Victoria

An electrical class at Box Hill Technical School.
Education Department, Victoria



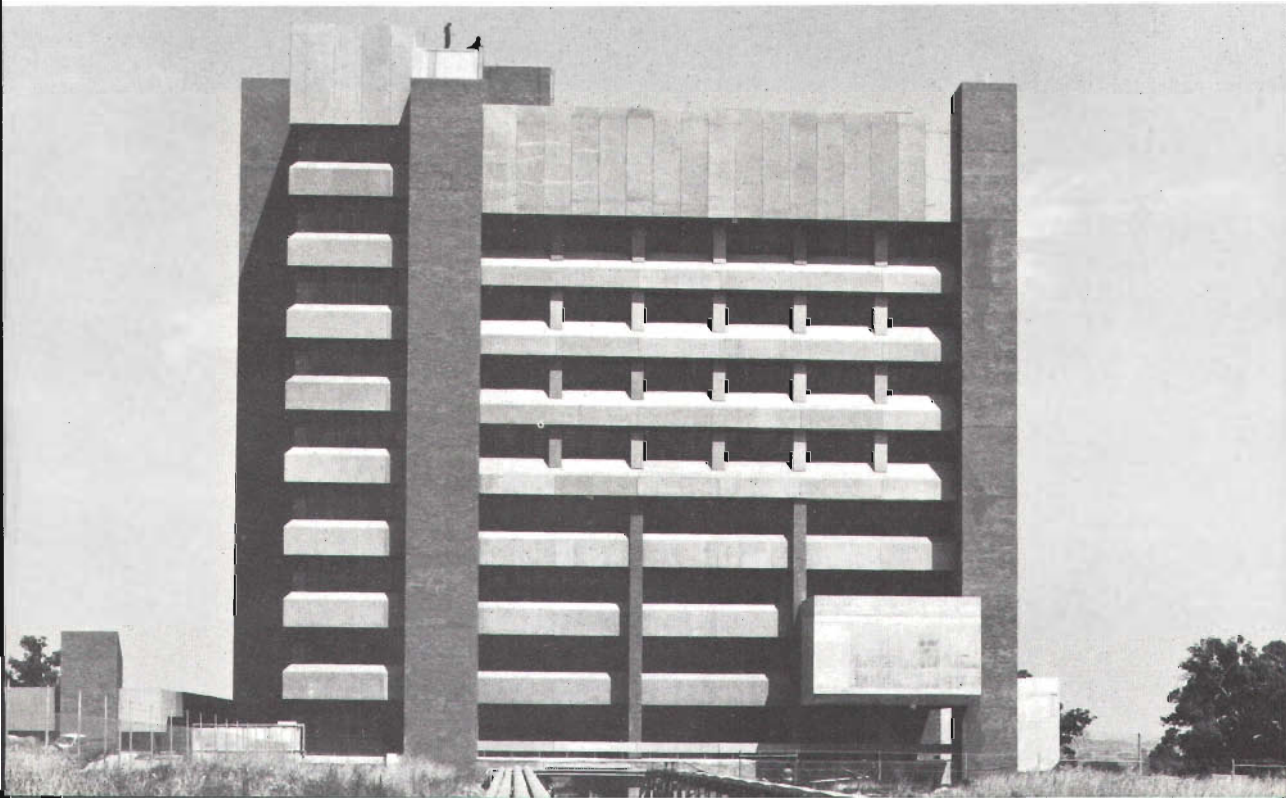


Melbourne University's Medical Centre at night. The building was completed in 1970.

University of Melbourne

The new Engineering and Applied Science School at the Bundoora campus of the Preston Institute of Technology. Built on ten levels, the school cost \$5.5m.

Victoria Institute of Colleges



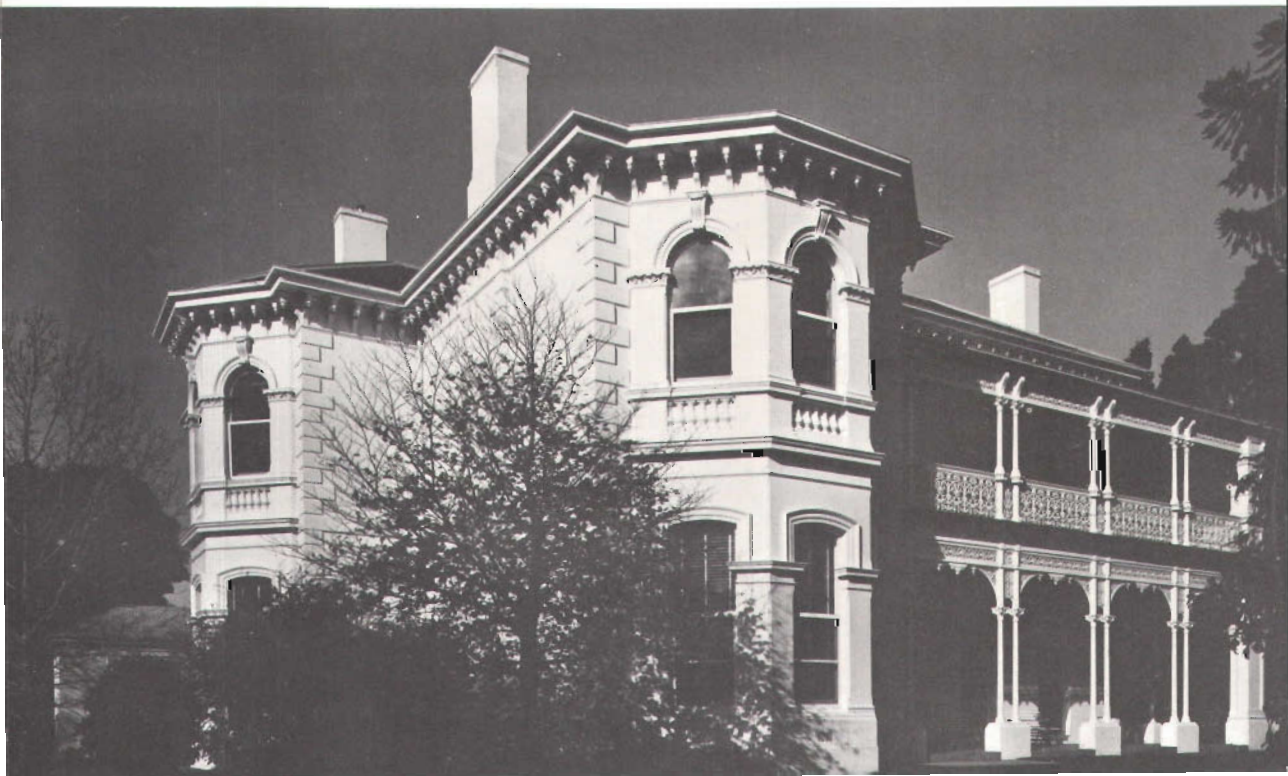


Stonnington, a former Government House classified by the National Trust, is now part of the campus of the State College of Victoria, Toorak.

State College of Victoria

Larnook, a traditional Italianate mansion built during the gold rush in the 1850s, now houses the School of Home Economics, State College of Victoria, Rusden. This building has also been classified by the National Trust.

State College of Victoria



Monash emerged from these years to find itself an older and more mature institution, much larger, and with attractive buildings and grounds. It was approaching its full size of 12,000 undergraduates and its original academic plans were coming to fruition. The time was ripe for a new strategy to guide development for the next decade.

The realisation that the growth of Melbourne in a south-easterly direction had brought thousands of persons within easy reach prompted Monash to embark on a plan to serve the surrounding community through educational and cultural activities. The concerts, conferences, and exhibitions in Robert Blackwood Hall; the plays and films in the Alexander and Union Theatres; the Union's Summer School; and especially the programme of continuing education bring increasing numbers of people of all ages to the campus throughout the year.

The University is endeavouring to combine the fostering of intellectual maturity in its students with sensitivity to the political and social issues of the day and to the literary and artistic achievements of the past and present. It has tried to accomplish this task through a vigorous and stimulating staff and by developing high standards of scholarship. The inquiring student is also able to find on the campus as much political, social, sporting, and artistic activity as he can keep up with, and he certainly enjoys plenty of choice.

Monash now faces a new problem in its development. Having grown to full size at least as rapidly as any other university in the British Commonwealth, and having reached practically all of its academic objectives, it now finds some difficulty in accommodating new academic developments except by shrinking old ones. This is the problem of the 1970s and will demand a continuing process of review and overhaul in the organisation of full-time courses. The greatest expansion appears likely in the area of adult education. Here, the Monash Centre for Continuing Education has begun to make its aims known to a wider public and has embarked upon a programme of identifying community needs in adult education and seeking to adapt existing services and courses to meet those needs.

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1973 major projects in the University to the value of more than \$50m were either completed or under construction. Building projects completed during 1973 were: extensions to physics, chemistry, and engineering buildings. Extensions to the following buildings were planned for completion during 1974-75: Menzies, Education, Library, Science, Engineering, Union, Animal House, University Offices, and Maintenance, as well as a Sports Field House. A non-collegiate housing development is being planned in conjunction with staff transit flats and the project should also be completed by the end of 1975.

Clinical and para-clinical facilities in teaching hospitals affiliated with Monash cost approximately \$4.5m in addition to grants made by the Hospitals and Charities Commission. The major project, the medical school building at the Alfred Hospital, has been completed at a total cost of \$2.3m. In order to provide further teaching facilities for Monash medical students, buildings have also been completed at the Queen Victoria and Prince

Henry's Hospitals and one is planned for completion in 1975 at Larundel Psychiatric Hospital. Clinical teaching is given at these hospitals and at the Royal Children's Hospital, Royal Park Psychiatric Hospital, Fairfield Hospital, and Geelong Hospital.

The Alexander Theatre, a public lecture theatre commemorating the Australian philosopher Samuel Alexander, has a capacity for over 700 persons. It has been designed to allow for many different uses and is one of the most flexible auditoria in Victoria.

At the Jock Marshall Zoology Reserve, which contains dense native vegetation and covers an area of 3.4 hectares, including an artificial lake of 1.6 hectares, research projects are carried out on the behaviour and physiology of Australian animals. A Behaviour/Ecology Laboratory exists in the Reserve and consists of observation rooms fitted with one-way screens and closed circuit video. There are numerous species of birds to be found in the Reserve, including the brush turkey and the Cape Barren goose, both of which breed there, and the wagtail and various species of water birds. Other animals in the Reserve include the koala, echidna, wombat, bandicoot, pademelon, blacktailed wallaby, red kangaroo, grey kangaroo, and marsupial rat.

The Religious Centre, with a seating capacity of 420, is a gift to the University from the Christian churches and the Jewish community, and provides a place of worship for members of many faiths. The unity of thought behind the whole conception is emphasised by the circular plan of the Centre with its radial vestries and meeting places.

Monash University Library

The Monash University Library has approximately 607,400 volumes, and subscribes to some 11,000 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 are arranged in two distinct groups—the North-East Halls and the Roberts–Richardson Halls. Each group has a central block with one kitchen serving separate Hall diningrooms and with a central administrative office. The Halls are secular, co-educational institutions housing 861 students. Tutors, married staff, and university visitors bring the total in residence to 969. The total cost, including furniture and equipment, of the completed project was \$4.6m.

Faculties

At present there are seven faculties, each with a full-time Dean: Arts, Economics and Politics, Education, Engineering, Medicine, Science, and Law.

Chairs

Appointments have been made to the following chairs:

Faculty of Arts. Anthropology and Sociology (2), Classical Studies, English

(2), French (2), Geography (2), German, History (3), Indonesian and Malay, Japanese, Linguistics, Music, Philosophy (2), Russian, Social Work, and Spanish.

Faculty of Economics and Politics. Accounting, Administration, Econometrics, Economic History, Economics (6), Marketing, and Politics (2).

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

Faculty of Engineering. Chemical Engineering, Civil Engineering (2—Structural Engineering and Water Resources), Electrical Engineering (2), Materials Engineering, and Mechanical Engineering (2—Fluid Mechanics and Engineering Dynamics).

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 Haydn Starke Chair of Law, the Sir Owen Dixon Chair of Law, and the Sir Henry Bourne Higgins Chair of Law.

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

Faculty of Science. Applied Mathematics (2), Botany, Chemistry, Experimental Physics, Genetics, Geology, Information Science, Inorganic Chemistry, Mathematical Statistics (2), Organic Chemistry, Physics, Psychology (2), Pure Mathematics (3), Theoretical Physics, and Zoology.

University entrance

The normal entrance requirement for a student is to satisfy the Higher School Certificate requirements prescribed by the Victorian Universities and Schools Examinations Board. 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 Higher School Certificate standard has been reached.

Student enrolment

The following two tables show enrolments of students at Monash University from 1969 to 1973 classified by sex and type of course, and by faculties :

VICTORIA—MONASH UNIVERSITY : STUDENTS ENROLLED
CLASSIFIED BY SEX AND TYPE OF COURSE (a)

Year	Full-time		Part-time		Total	
	Males	Females	Males	Females	Males	Females
1969	5,161	2,312	1,425	644	6,586	2,956
1970	5,437	2,574	1,614	759	7,051	3,333
1971	5,577	2,782	1,822	853	7,399	3,635
1972	5,801	3,056	1,874	902	7,675	3,958
1973	5,892	3,165	2,080	1,010	7,972	4,175

(a) 1969 figures refer to enrolments up to 30 June. From 1970 enrolments are up to 30 April.

VICTORIA—MONASH UNIVERSITY : ENROLMENTS
CLASSIFIED BY FACULTIES (a)

Faculty	1969	1970	1971	1972	1973
Arts	3,137	3,328	3,373	3,441	3,623
Economics and politics	1,742	1,844	1,829	1,938	1,930
Education	753	903	1,115	1,267	1,325
Engineering	845	963	1,075	1,203	1,271
Law	882	924	1,020	1,121	1,204
Medicine	952	942	962	973	996
Science	1,495	1,760	1,967	2,103	2,255
Total enrolments (b)	9,806	10,664	11,341	12,046	12,604
Student total (b)	9,542	10,384	11,034	11,633	12,147

(a) 1969 figures refer to enrolments up to 30 June. From 1970 enrolments are up to 30 April.

(b) Students taking combined courses are counted in each faculty, and accordingly the sum of faculty enrolments exceeds the student total shown at the foot of the table.

The following table shows the number of degrees conferred in the faculties of Monash University from 1969 to 1973. In addition to degrees shown below some diplomas are granted.

VICTORIA—MONASH UNIVERSITY : DEGREES
CONFERRED IN FACULTIES (a)

Faculty	1969	1970	1971	1972	1973
Arts	490	544	662	641	623
Economics and politics	254	315	341	372	376
Education	26	26	37	101	145
Engineering	93	118	149	163	156
Law	130	173	143	200	211
Medicine	115	118	131	150	163
Science	247	306	327	417	427
Total	1,355	1,600	1,790	2,044	2,101
Bachelor degrees	1,268	1,490	1,680	1,899	1,940
Higher degrees	87	110	110	145	161

(a) Figures are for year ended 30 June.

Finance

Until December 1973 the University's funds were derived largely from the Victorian and Australian Governments. The Victorian Government contributed equally with the Australian Government to the cost of buildings and major items of equipment. With respect to recurrent expenditure, the Australian Government contributed \$1 for every \$1.85 received through Victorian grants and academic fees.

All full-time undergraduate students paid the same annual fee, irrespective of faculty. Fees payable by part-time students were based on the number of subjects taken in a year, while fees for postgraduate work were set at a level designed to encourage students to enrol for higher degrees.

From January 1974 the Victorian Government was relieved of all responsibility for financing tertiary education, academic tuition fees were discontinued, and the Australian Government assumed full responsibility for the financing of universities.

Income and expenditure for the years 1967 to 1971 follow :

VICTORIA—MONASH UNIVERSITY : INCOME AND EXPENDITURE
(\$'000)

Particulars	1967	1968	1969	1970	1971
SOURCES OF INCOME					
Australian Government grants	5,495	6,245	8,484	8,141	9,048
Victorian Government grants	6,846	7,798	9,850	9,852	10,461
Total Government grants	12,341	14,043	18,334	17,993	19,509
Other sources—					
Donations and special grants	663	810	451	357	525
Student fees	1,880	2,209	2,449	2,555	3,454
Other fees	5	10	9	21	21
Endowment income	3	3	3	4	5
Charges for services	117	259	237	319	564
Halls of residence	435	402	399	409	515
Other income	80	100	148	186	193
Total other sources	3,183	3,793	3,696	3,851	5,277
Total income	15,524	17,836	22,030	21,844	24,786
NATURE OF EXPENDITURE					
Teaching and research—					
Salaries and superannuation	6,077	7,223	8,031	10,173	11,530
Departmental maintenance and equipment	1,986	1,978	1,843	2,103	2,246
Research scholarships, fellowships, and study leave grants	607	779	707	811	915
Other teaching and research expenditure	423	458	718	737	885
Total teaching and research	9,093	10,439	11,299	13,824	15,576
Administration and general overhead—					
Salaries, superannuation and pensions	876	959	1,137	1,297	1,615
Other administration and general overhead expenditure	446	472	527	552	542
Libraries—					
Salaries and superannuation	401	470	602	697	824
Other expenditure on libraries	485	542	710	644	771
Buildings, premises, and grounds—					
New buildings	2,364	3,857	4,095	3,109	1,696
Alterations, additions, repairs, maintenance, etc. (including purchase of land and buildings, salaries and superannuation)	677	928	1,093	1,000	1,131
Rents, rates, power, lighting, and heating	238	291	318	376	333
Other expenditure on buildings, etc.	54	74	70	88	84
Sundry auxiliary expenditure	790	876	1,049	1,259	1,442
Total expenditure	15,424	18,908	20,900	22,846	24,014

Further references, 1966–1974; Medical School, Monash University, 1970; Centre of South-east Asian Studies, 1971; Community relations, 1974

La Trobe University

La Trobe University, which opened in 1967, was established by an Act of the Victorian Parliament in 1964 and named after Charles Joseph La Trobe (1801–1875) who was appointed as first Lieutenant-Governor of the new Colony of Victoria in 1851. The provisions of the Act were based principally upon recommendations made by the Third Victorian University Promotion Committee set up by the Victorian Government in May 1964. For the first two years—from 1964 to 1966—responsibility for the planning of the new institution rested with an Interim Council. The first Council took office in December 1966 and set about the task of consolidating the building and administrative programme of the University. 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, seven are co-opted by Council, four are elected by University staff, three are elected by the Academic Board, and three are elected by students. The senior academic body, 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 for purposes of teaching and research.

Schools and chairs

The four Schools of Biological Sciences, Humanities, Physical Sciences, and Social Sciences were established prior to the opening of the University in 1967. Since then three additional Schools have been established—a School of Agriculture in 1968, a School of Education in 1970, and a School of Behavioural Sciences in 1973. By 1974 the following forty-five chairs had been established :

School of Agriculture. Agriculture.

School of Behavioural Sciences. Psychology, and Social Work.

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

School of Education. Education (4).

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

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

School of Social Sciences. Economics (5), Geography, Legal Studies, Politics (2), and Sociology (3).

Courses in Italian were introduced by the School of Humanities in 1974. 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

One of the first acts of the Interim Council in December 1964 was to commission a firm of architects to prepare a master plan for the development of the 196 hectare site at Bundoora, 14.5 kilometres north of the City of Melbourne. The plan adopted is basically a concentric one which provides for a closely-knit heart of academic buildings surrounded by residential buildings, 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.

During its first eight years of existence up to the end of 1972 the University had received government grants totalling just over \$30m for capital purposes, and a further \$11.3m was made available for the

triennium 1973–1975. The only buildings available in 1967 when the first students were admitted were the first stage of the library and one college. By the end of 1974 there were 22 major buildings including, in addition to the library, three residential colleges, the union, two lecture theatre complexes, 14 academic buildings, and one large multi-purpose building with two annexes housing a number of academic and administrative departments.

La Trobe University Library

The La Trobe University Library is situated in the centre of the campus and, with the completion of the second stage in 1971, provides approximately 1,600 readers' places, including 48 enclosed carrels. By the end of 1974 the library contained upwards of 220,000 bound volumes and received over 8,500 serial titles on subscription. The building is open throughout the year, except on university holidays and at weekends during the summer vacation, for an average of over 80 hours per week.

Residences and union

From the outset the University has sought to make available appropriate residential accommodation for a substantial proportion of the increasing percentage of students living away from home during the academic year. There are at present three colleges providing a total of 1,065 residential places. Glenn College (opened in 1967) and Menzies College (1968) each provide common dining facilities for their members. In Chisholm College (1972) each group of eight to twelve study bedrooms has individual facilities to enable residents to prepare their own meals. As an alternative to college residence, the University is developing a non-collegiate housing project on a 5 hectare site on the southern perimeter of the campus. With the completion of the third stage in 1974, this development provides accommodation for 255 students and staff in 75 self-contained flat-type units of varying sizes. The management of this project, and of a number of privately owned flats in nearby suburbs which the University leases, is undertaken by La Trobe University Housing Ltd, an independent non-profit-making company registered under the Victorian Companies Act.

The union building was completed in late 1972 and since that time has provided 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.

University entrance

The normal entrance requirement for a first degree course is for an applicant to satisfy the Higher School Certificate requirements prescribed by the Victorian Universities and Schools Examinations Board. In addition applicants must satisfy any prerequisites which may be laid down from time to time for admission to particular courses. Intending first year students are normally required to lodge their applications with the Victorian Universities Admission Committee.

Each year since 1971 the University has admitted to degree courses in the School of Humanities a small group of first year students whose qualifications do not satisfy the normal entrance requirements but who, on other criteria, are judged to have the potential to successfully pursue tertiary studies. Applications for admission under the "early leavers" scheme (of

which details are given annually in newspaper advertisements) are made direct to the Registrar of the University.

Student statistics

VICTORIA—LA TROBE UNIVERSITY: STUDENTS ENROLLED CLASSIFIED BY SEX AND TYPE OF COURSE (a)

Year	Full-time		Part-time		External		Total	
	Males	Females	Males	Females	Males	Females	Males	Females
1969	982	637	302	131	..	..	1,284	768
1970	1,187	818	346	164	3	1	1,536	983
1971	1,331	951	470	256	3	1	1,804	1,208
1972	1,820	1,273	746	453	9	1	2,575	1,727
1973	2,084	1,478	960	585	5	1	3,049	2,064

(a) 1969 figures refer to enrolments up to 30 June. From 1970 enrolments are up to 30 April.

VICTORIA—LA TROBE UNIVERSITY: BACHELOR DEGREE ENROLMENTS CLASSIFIED BY SCHOOLS, AND TOTAL HIGHER DEGREE, AND NON-DEGREE ENROLMENTS (a)

School	1969	1970	1971	1972	1973
Bachelor degrees—					
Agriculture	63	105	156	180	188
Behavioural sciences	..	..	..	70	154
Biological sciences	177	201	262	316	398
Education	..	..	52	134	224
Humanities	666	822	938	1,334	1,629
Physical sciences	273	347	390	458	464
Social sciences	671	679	753	1,132	1,249
Total	1,850	2,154	2,551	3,624	4,306
Higher degrees (b)	128	184	203	265	335
Non-degrees (b)	74	187	265	415	473
Total (b)	202	371	468	680	808
Total enrolments (c)	2,052	2,525	3,019	4,304	5,114
Students enrolled (c)	2,052	2,519	3,012	4,302	5,113

(a) 1969 figures refer to enrolments up to 30 June. From 1970 enrolments are up to 30 April.

(b) Not available by schools, but non-degrees includes one year Diploma of Education enrolments in School of Education.

(c) Students taking combined courses are counted in each school, and accordingly the sum of school enrolments exceeds the student total shown at the foot of the table.

VICTORIA—LA TROBE UNIVERSITY: DEGREES CONFERRED IN SCHOOLS AT 30 JUNE

School	1970	1971	1972	1973
Agriculture	..	..	12	32
Behavioural sciences	..	..	..	..
Biological sciences	14	25	38	58
Education	..	..	..	22
Humanities	70	132	128	165
Physical sciences	46	48	85	84
Social sciences	56	113	136	171
Total	186	318	399	532
Bachelor degrees	172	301	382	504
Higher degrees	14	17	17	28

NOTE. In 1973 the University awarded the Diploma of Education to 322 students in the School of Education.

Finance

The University's capital and recurrent funds are derived mainly from government sources on the basis of the triennial recommendations of the Universities Commission. The University's income and expenditure for the years 1967 to 1971 are shown in the following table :

VICTORIA—LA TROBE UNIVERSITY : INCOME AND EXPENDITURE
(\$'000)

Particulars	1967	1968	1969	1970	1971
SOURCES OF INCOME					
Australian Government grants	1,558	3,713	4,141	3,078	5,620
Victorian Government grants	3,122	3,796	3,818	3,852	6,473
Total Government grants	4,680	7,509	7,959	6,930	12,093
Other sources—					
Donations and special grants	38	57	66	72	87
Student fees	130	263	455	546	831
Other fees	..	..	6	4	8
Endowment income	..	..	..	2	3
Charges for services	..	..	1	5	2
Halls of residence	73	168	340	450	598
Other income	28	52	77	150	303
Total other sources	269	540	946	1,230	1,830
Total income	4,950	8,050	8,904	8,160	13,924
NATURE OF EXPENDITURE					
Teaching and research—					
Salaries and superannuation	692	1,149	1,727	2,597	3,219
Departmental maintenance and equipment	58	39	78	209	241
Research scholarships, fellowships, and study leave grants	22	55	75	120	151
Other teaching and research expenditure	126	182	240	361	486
Total teaching and research	899	1,423	2,120	3,288	4,097
Administration and general overhead—					
Salaries, superannuation and pensions	238	415	460	583	713
Other administration and general overhead expenditure	95	163	227	210	269
Libraries—					
Salaries and superannuation	163	242	287	344	441
Other expenditure on libraries	176	177	285	245	253
Buildings, premises, and grounds—					
New buildings	3,072	4,508	3,494	1,955	5,524
Alterations, additions, repairs, maintenance, etc. (including purchase of land and buildings, salaries and superannuation)	979	882	845	1,318	1,068
Rents, rates, power, lighting, and heating	62	75	92	140	170
Other expenditure on buildings, etc.	40	14	27	110	74
Sundry auxiliary expenditure	96	240	377	643	892
Total expenditure	5,819	8,141	8,213	8,836	13,501

Further references, 1966-1974 ; University development in Victoria, 1966 ; Research in Victorian universities, 1968

NON-ACADEMIC TERTIARY EDUCATION

Commission on Advanced Education

The functions of the Commission as laid down in the *Commission on Advanced Education Act 1971-1973* are to furnish information and advice to the Australian Minister for Education on matters connected with the grant by the Australian Government of financial assistance to institutions in a territory providing advanced education, and of financial assistance to the States in relation to institutions providing advanced education, including information and advice relevant to :

- (a) the necessity for financial assistance and the conditions upon which any financial assistance should be granted ; and
- (b) the amount and allocation of financial assistance.

The Commission performs its functions in order to promote the balanced provision of advanced education in Australia so that the resources of the institutions providing advanced education can be used to the greatest possible advantage of Australia.

In discharging its functions, the Commission consults with institutions providing advanced education, with the Universities Commission, with the State Governments, and with other bodies.

The Commission furnishes reports to the Australian Minister for Education containing recommendations on the financial assistance that shall be granted to institutions providing advanced education.

Committees

The Minister can appoint a committee to assist the Commission in its work. The following committees have been established : Courses Committee, Building and Sites Committee, Equipment Committee, Library Committee, Computer Committee, Research and Investigation Committee, and a Teacher Education Liaison Committee.

Funding

By means of the triennial funding system, funds are made available for the planned development of colleges. Previously, finance was provided by matched Australian and Victorian contributions. However, the Australian Government assumed full responsibility for financing tertiary education as well as abolishing tuition fees from 1974.

VICTORIA—EXPENDITURE ON ADVANCED
EDUCATION, 1973-1975 TRIENNIUM

Type of grant	Amount
RECURRENT GRANTS	
	\$
1973 (matched grants)—	
State qualifying amount	28,566,200
Australian Government maximum grant	15,441,190
1974 (unmatched grant)	66,894,570
1975 (unmatched grant)	72,638,540
CAPITAL GRANTS	
State qualifying amount	10,670,000
Australian Government maximum grant	62,030,000

In addition, funds are made available by the Australian Government for the support of research projects in advanced education. A grant of \$250,000

was allocated for the 1973–1975 triennium, and a further \$100,000 made available for research into teacher education.

The Australian Government has approved in principle the institution of a system of adjustments of approved programmes for colleges of advanced education and universities to take account of variations in costs which were not allowed for when the programmes were adopted.

Teacher education

In 1973 the Australian Government accepted the Commission's report on teacher education which recommended that former State teachers' colleges and pre-school teachers' colleges should be eligible for support in the same way as existing colleges of advanced education. These arrangements came into force on 1 July 1973. One result was that the Commission became responsible for a total of 79 colleges compared with a previous total of 47.

The Australian Government's decision to support former State teachers' colleges and non-government teacher education colleges has led to the Commission's supporting, to an increasing degree, the growth and development of teacher education activities generally. To this end the Teacher Education Liaison Committee has been set up to advise the Commission with respect to :

- (a) ways and means of facilitating the integration of former teachers' colleges and pre-school teachers' colleges into the advanced education system ; and
- (b) any special matters relating to teacher education that might be referred to it by the Commission.

Relations with State co-ordinating authorities

In each State there is a co-ordinating body through which the Commission receives individual college submissions seeking financial support from the Australian Government. The Commission examines the submissions in an Australia-wide context and with respect to known community needs.

In Victoria there are two co-ordinating bodies in advanced education—the Victoria Institute of Colleges and the State College of Victoria. The State College was established in 1973 to plan the development of the former State teachers' colleges. The two State bodies maintain close liaison with the Commission on all advanced education matters including triennial submissions, the introduction of new courses, site development and new buildings, equipment, and facilities such as student accommodation and libraries. The Commission's specialist committees mentioned previously examine particular proposals forwarded by the State co-ordinating bodies on behalf of the individual colleges and make recommendations to the Commission.

Victoria Institute of Colleges

The Victoria Institute of Colleges was incorporated under Victorian legislation in 1965. The role of the Institute, more specifically developed in later amending legislation, is to foster the development and improvement of institutions, other than the universities, offering tertiary education in Victoria. The most important of the Institute's responsibilities include :

- (a) making recommendations to the Australian Government on the financial requirements of the colleges ;
- (b) determining the staff establishments for the colleges ;

- (c) stimulating the improvement of academic standards in the colleges ;
- (d) awarding degrees, diplomas, and other awards to students of the colleges attaining appropriate standards in approved courses ;
- (e) making recommendations to the Australian Government on salary scales for college staffs ; and
- (f) advising on the creation of new colleges.

The V.I.C. is not itself a teaching institution, but a co-ordinating agency with which individual autonomous colleges may become affiliated. It is governed by a council of thirty-one members, drawn from the affiliated colleges, the universities, Parliamentary representatives, the Education Department, commerce, and industry. Academic assessments are made by a Board of Studies, which is, in turn, advised by a series of Schools Boards and Course Development Committees in particular fields of study.

All colleges affiliated with the V.I.C. are governed by their own autonomous councils. The affiliated colleges award diplomas ; the awarding of degrees is the prerogative of the V.I.C.

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

Degrees presently awarded by the V.I.C. are : Bachelor of Applied Science, Bachelor of Architecture, Bachelor of Arts, Bachelor of Business, Bachelor of Engineering, Bachelor of Pharmacy, Bachelor of Social Science, Master of Applied Science, and Master of Pharmacy.

In 1973 and early 1974 significant developments occurred within the ambit of the V.I.C. which aided the educational effectiveness of the colleges of advanced education in Victoria as comprehensive vocational institutions.

In April 1973 the Victorian and Australian Governments agreed with a proposal to introduce teacher education in the Gippsland Institute of Advanced Education from 1975, and in April 1974 approval in principle was given by the Victorian Government for the introduction of teacher education at the Warrnambool Institute of Advanced Education. Accreditation of these courses for the purposes of national registration by the Australian Council on Awards in Advanced Education were to be processed through the State College of Victoria, the recently formed co-ordinating body for teacher education in Victoria.

In November 1974 the Victorian Government, acting on the recommendations of a committee of inquiry, decided that the State College of Victoria teachers' colleges at Ballarat and Bendigo should be merged with the other tertiary colleges in those cities (the Ballarat Institute of Advanced Education and the Bendigo Institute of Technology) under the co-ordinating authority of the V.I.C. Plans effecting this move are now being prepared.

In 1974 diploma courses in physical education were commenced at the Footscray Institute of Technology and the Preston Institute of Technology. These courses provide not only a sound basis in the biological and behavioural sciences but also offer subjects of an applied kind such as biomechanics. They prepare students for a wide range of careers, including physical education and recreational leadership. Special grants were given by the Australian Government to support the courses.

During 1973 and 1974 all colleges were involved in various ways in designing new courses, many of them extensions or developments of academic areas already receiving attention. For example, degree courses were added to existing diploma levels, graduate diploma courses were developed for graduates wishing to proceed to specialised studies at the post-diploma or post-baccalaureate level, or sub-professional courses were designed for "associate diploma" awards at one level below the normal diplomas.

However, there were some other new courses started, and some planned, during this period in areas quite new to the V.I.C. college system. For example, the Victorian College of the Arts, established in 1972, enrolled its first music diploma students in 1974. Courses were also approved by the V.I.C. Council which, for the first time, would lead to the award of a Bachelor of Arts degree in general studies (at the Swinburne College of Technology, with streams in modern government, literature, history, and philosophy of science and sociology; at the Gordon Institute of Technology, vocational writing; and at the Gippsland Institute of Advanced Education, a multi-discipline course with major studies in psychology, sociology, and literature), in fine art (at the Royal Melbourne Institute of Technology, painting and sculpture), and in graphic design (at the Swinburne College of Technology).

A course in social work leading to a bachelor's degree in social science was approved at the Preston Institute of Technology; another educational innovation was the approval (midway through 1974) of a course in community planning and development at the Warrnambool Institute of Advanced Education, also leading to the award of a bachelor's degree in social science, and planned to start in 1975.

New diploma courses were approved for commencement in 1974 in the following areas of study: in media studies (the Royal Melbourne Institute of Technology), in urban studies (the Footscray Institute of Technology), and in ceramics (the Prahran College of Advanced Education).

Since the decision by the V.I.C. in 1970 to award higher degrees, several masters' degrees have been conferred on candidates who have completed approved programmes of research. During 1973 and 1974 an increasing number of applicants were admitted to master's degree candidature.

Investigations into the application of new and existing technology to education are being stimulated by a small Educational Technology Unit (E.T.U.) established in the V.I.C. Many affiliated colleges had already appointed specialist staff to extend their own activities in the use of visual aids, closed circuit television, and computer-aided instruction. The purpose of the E.T.U. is to provide a consultation service to these colleges and to encourage and finance their special developmental projects.

Building programmes for the metropolitan and regional colleges costing over \$18m were commenced in 1973 and plans for further developments estimated to cost over \$20m were drawn up for approval in 1974. Libraries in the colleges were able to improve their standards with an unmatched grant of nearly \$2m from the Australian Government for the 1973-1975 triennium.

The following table shows tertiary enrolments in colleges affiliated with the Victoria Institute of Colleges for the years 1973 and 1974:

**VICTORIA—TERTIARY ENROLMENTS (POST-PRELIMINARY YEARS)
IN COLLEGES AFFILIATED WITH THE VICTORIA INSTITUTE OF
COLLEGES**

College	1973			1974		
	Full-time	Part-time (a)	Total	Full-time	Part-time (a)	Total
Metropolitan colleges—						
Caulfield Institute of Technology	1,605	1,660	3,265	1,791	1,818	3,609
Footscray Institute of Technology	744	757	1,501	857	844	1,701
Prahran College of Advanced Education	478	453	931	574	474	1,048
Preston Institute of Technology	626	605	1,231	793	594	1,387
Royal Melbourne Institute of Technology	3,669	6,418	10,087	3,831	6,559	10,390
Swinburne College of Technology	1,887	2,150	4,037	1,910	2,244	4,154
Lincoln Institute (b)	431	..	431	487	45	532
Victorian College of Pharmacy	358	8	366	335	8	343
College of Nursing, Australia	83	..	83	124	..	124
The Victorian College of the Arts(c)	80	..	80	123	..	123
Total metropolitan	9,961	12,051	22,012	10,825	12,586	23,411
Country colleges—						
The Ballarat Institute of Advanced Education	541	125	666	632	198	830
Bendigo Institute of Technology	612	270	882	605	373	978
Gippsland Institute of Advanced Education	246	325	571	381	569	950
Gordon Institute of Technology	879	388	1,267	933	510	1,443
Warrnambool Institute of Advanced Education	265	155	420	293	292	585
Total country	2,543	1,263	3,806	2,844	1,942	4,786
Total	12,504	13,314	25,818	13,669	14,528	28,197

(a) Includes external students.

(b) Early in 1973 the Occupational Therapy School of Victoria, Physiotherapy School of Victoria, and Victorian School of Speech Science merged into a single college known as the Lincoln Institute.

(c) The 1974 figures for the Victorian College of the Arts do not include 66 part-time enrolments who are also enrolled at the University of Melbourne.

The Ballarat Institute of Advanced Education

The Ballarat Institute of Advanced Education, the first institute of technical education to be established in Australia (as the Ballarat School of Mines in 1870), has a long and distinguished educational record. It awarded the first diploma in Victoria (metallurgy in 1896) and the first engineering diploma (mining engineering in 1897). Because the district concerned itself principally with gold mining in the early years, the college's original object was to impart instruction in the various branches of mining technology. It provided training for mining engineers, surveyors, and assayers; but it soon became necessary to broaden its scope to cater for additional technical professions such as the various other branches of engineering, applied science, and geology. Progressively these courses became broader and more advanced, until the present diploma courses evolved.

The Institute is developing and occupying a new 97 hectare campus at Mt Helen, on the southern fringe of Ballarat. The first buildings, accommodating mechanical, civil, and mining engineering, metallurgy, and geology,

as well as the computer centre, have been occupied since the start of 1970. Three other major buildings, a library, a union building, and a residential complex, have been completed. Construction of buildings to house the departments of physics, chemistry, and electrical engineering has commenced, together with additional residential accommodation.

The Institute offers students diploma courses in art (fine art), business studies (accounting and data processing), general studies (community studies), chemistry, geology, metallurgy, physics, and mechanical, electronic, electrical, civil, and mining engineering. Degree courses in applied science (applied chemistry, multi-discipline, and metallurgy), engineering (multi-discipline in electrical, mechanical, civil, or mining engineering) have recently begun.

Bendigo Institute of Technology

The Bendigo Institute of Technology (formerly the Bendigo School of Mines) was established in 1873 to meet the scientific and technical needs of the mining industry on the local goldfields. Mining, chemistry, geology, metallurgy, and art were taught. From these beginnings, tertiary education extended to other parts of central and northern Victoria. The Institute awarded its first diploma (metallurgy) in 1902.

In 1965 the decision was taken to rebuild the Institute on a site of 34 hectares at Flora Hill. The School of Engineering was completed and occupied in 1967, and in 1972 the first stage of the applied science building was finished and the departments of applied chemistry, biochemistry, metallurgy, and applied geology moved into the ground and second floors. The graphic design and fine arts-painting sections of the School of Art and Design took over the first floor temporarily. The second stage of the applied science building has been completed, as has a hall of residence.

The Bendigo Institute of Technology offers courses leading to diplomas in the fields of applied science (biochemistry, chemistry, metallurgy, and geology), art and design (graphic design, fine arts-painting, and ceramic design), business studies (data processing, accounting, and information processing), engineering (civil, electrical, electronic, and mechanical), mathematics, and general studies. Degree courses in civil engineering and metallurgy are offered.

Caulfield Institute of Technology

The Caulfield Institute of Technology, established in 1921, serves the extensive south-eastern metropolitan region of Melbourne. Its tertiary educational activities commenced in 1944, when electrical and mechanical engineering diplomas were introduced. The present restricted site is being extended and a revised campus plan has been developed. Work has been completed on the library block, which is being used as an administration and teaching centre until buildings now under way for these departments are completed.

Diploma courses offered are: engineering (civil, electrical, electronic, and mechanical), art (graphic design, painting, mural studies, and ceramic design), business studies (accounting, marketing, and secretarial practice), electronic data processing, general studies (sociology and psychology), and applied science (multi-discipline). Degree courses in civil, electrical, and mechanical engineering; electronic data processing; and applied science, with major studies in chemistry, mathematics, or physics, are also available.

The Institute makes a special feature of its courses in data processing, and has a substantial and sophisticated computer installation which is developing as the centre of a large network for use by other affiliated colleges of the V.I.C. Post-diploma studies in electronic data processing and in financial management are available. There is a diploma in secretarial studies available to graduates.

Footscray Institute of Technology

The Footscray Institute of Technology, established in 1915, is the regional college for the western suburbs of Melbourne. The first part of an extensive building programme was completed in 1970; a five storey block now houses the departments of engineering, physics, mathematics, chemistry, materials science, and a library. Plans have been approved for the erection of general teaching and lecture theatre buildings. The Institute offers courses leading to diplomas in business studies (accounting, data processing, and private secretarial practice), catering and hotel management, applied chemistry, and electrical, electronic, mechanical, and civil engineering, general studies, and physical education. A degree course in electrical engineering was introduced in 1972 and in the same year approval was given by the V.I.C. for two other degree courses—applied science (applied chemistry) and business (accounting). These commenced in 1973.

Gippsland Institute of Advanced Education

The Gippsland Institute of Advanced Education, established in 1928 as the Yallourn Technical College, is the major centre of tertiary education serving eastern Victoria. The college has played a significant educational role in training students for professional employment in the industrial complex of the La Trobe valley and elsewhere. It started by teaching trade courses and part-time diploma courses, the first diplomas being awarded in applied chemistry and civil engineering. A diploma of business studies course was commenced in 1968. Because of the regional importance of the college its tertiary section is being re-located on a new campus at Churchill, near Morwell. The School of Engineering and Applied Science of the Institute is temporarily housed in buildings at Newborough on the old campus site.

The first buildings of the campus were completed on 3 July 1972, and now accommodate the central administration of the Institute, the schools of business and mathematical studies, social sciences and humanities, and art and design, the temporary library, student and staff common rooms, and dining areas. The first stage of the permanent library, the first student residential apartments, and additional teaching accommodation for art and design and the social sciences commenced in late 1973. Plans are also in hand for new buildings to accommodate students and staff in the new School of Education in which teaching will commence in 1975.

Initially, the Institute has established three schools: Art and Design, Business and General Studies, and Engineering and Applied Science. Diploma courses are offered in art and design, business studies (accounting), general studies, applied chemistry, civil, electrical, and mechanical engineering, and mathematics. Bachelor degrees are available in applied science/arts (multi-discipline in chemistry, mathematics, psychology, sociology, and literature).

In 1972 the Institute introduced an external studies scheme by means of which suitably qualified persons resident in any part of Gippsland might undertake part-time study in a range of social sciences and humanities subjects leading to the diploma of general studies.

Approval has been given for the establishment of a School of Education in 1975, which will offer diploma and degree courses to prepare qualified teachers for primary, secondary, and technical schools.

Gordon Institute of Technology

The Gordon Institute of Technology opened in 1887 (as the Gordon Technical College) with one general classroom and a syllabus comprising dressmaking and commercial and other vocational training. Later the curriculum was widened to include science subjects, and additional buildings, laboratories, and workshops were progressively erected to meet the demands of the growing classes. Departments were established to conduct courses in engineering, architecture, art, wool, technology, and commerce. The college was re-named the Gordon Institute of Technology in 1921.

Perhaps the most notable development in the history of the Gordon Institute was the establishment of its Textile College in 1946 in recognition of the importance of Geelong as one of the world's leading centres of textile education and research. It meets the requirements of students from overseas as well as full-time and part-time students within Australia.

An 81 hectare site was purchased at Waurin Ponds (eight kilometres from Geelong) in 1968 to enable the Institute to develop its tertiary section on a spacious campus, which will eventually include a great hall, halls of residence, sports facilities, and student amenities alongside a modern educational complex. The School of Applied Science was opened on the new site in 1971 and in 1973 residential accommodation for sixty students was completed. Other schools will follow. Meanwhile, a new library is being erected to serve a student population of 3,500. Eventually, the city campus will be occupied entirely by the Gordon Technical College for sub-tertiary courses.

The Institute offers the following diploma courses: applied chemistry, applied physics, science, art and design (industrial design, graphic design, and painting), business studies (data processing and accountancy), civil, electrical, and mechanical engineering, foods and food service, general studies (vocational writing), information processing, mathematics, nutrition and food science, textile technology, and textile chemistry. Postgraduate courses are offered in electronic computation and textiles. There are degree courses in architecture, applied chemistry, electrical engineering, general studies, textile technology, textile chemistry, and civil engineering.

Prahran College of Advanced Education

The Prahran College of Advanced Education, established in 1915, attracts students from a wide area south-east of Melbourne. Traditionally the school has been an institute for instruction in art and the artistic trades, but in 1962 a business studies division was established to qualify students for the diploma of commerce and in 1965 a general studies division was added.

The College has a modern art school, which was completed in 1967 as part of a rebuilding programme. It consists of design workshops, printing workshops, photographic studios, and design and graphics studios. Work commenced on general teaching and administration buildings in 1974.

The College offers courses leading to diplomas in art (fine art, photography, graphic design, industrial design, economic design, printmaking, and sculpture), and business studies (accounting, data processing, and insurance).

Preston Institute of Technology

The Preston Institute of Technology is the regional centre for the provision of advanced technical education for the northern suburbs of Melbourne. Plans are being implemented to move completely the tertiary activities of the college to a new 40 hectare site at Bundoora, 22 kilometres north-east of Melbourne. The first building on the new site, ultimately to be the union building, now houses the Institute's administrative staff, the business studies, art and design, social work, and physical education departments, the library, and the union facilities. Construction of an applied science and engineering building was completed in 1974, while work on a physical education centre commenced in the same year. It is planned that the whole Institute will be established on the new campus by 1975.

The Institute offers courses leading to diplomas in art (graphic design and fine art), engineering (electrical, electronic, mechanical, and civil), business studies (accounting and data processing), applied chemistry, and physical education. Degree courses in applied chemistry, electrical/mechanical engineering, and social work commenced in 1973.

Royal Melbourne Institute of Technology

The Royal Melbourne Institute of Technology is the largest technological teaching organisation in Australia. Its graduates provide a high proportion of Victoria's professional work force. The Institute is currently undergoing a vast rebuilding programme to provide improved tertiary facilities, both academic and social, in an appropriate environment. It offers degree courses in applied science (applied chemistry, applied physics, mathematics, metallurgy, surveying, food science and technology, applied biology, and computer science), business (accountancy), and engineering (aeronautical, chemical, civil, communications, and electrical). There is also a degree course in librarianship.

The Institute provides diploma courses in architecture, art and design, applied biology, applied physics, building, business studies (accountancy, data processing, local government, private secretarial practice, and public administration), cartography, chemistry of dyeing, computer science, engineering (aeronautical, chemical, civil, communication, electrical, electronic, mechanical, mining, and production), food processing, geology, industrial chemistry, instrument technology, interior design, journalism, librarianship, management, mathematics, media studies, medical laboratory technology, metallurgy, meteorology, naval architecture, nucleography, photography, process technology, quantity surveying, radiography, radiotherapy, surveying, town planning, and valuations.

Swinburne College of Technology

The Swinburne College of Technology, established in 1908, is the regional technical college for the eastern suburbs of Melbourne. Classes in a limited number of subjects began in 1909 with a student enrolment of eighty. The range of subjects gradually increased; in 1915 day diploma courses in engineering started and other professional courses were added as the need arose. A three storey art building, a chemistry school, and a central library were erected, and, in recent years, the Ethel Swinburne Centre for student amenities, the R. G. Parsons Building for applied science, and the McPherson School of Engineering have been opened. Construction of a business studies and general studies building commenced in 1973.

The College offers courses leading to diplomas in applied chemistry, art (advertising, television, and film), biochemistry, business studies (accountancy, data processing, and secretarial practice), engineering (chemical, civil, electrical, electronic, mechanical, production/heating, and ventilation/air conditioning/refrigeration), graphic design, and general studies (languages, sociology, and psychology).

There are degree courses in applied chemistry, accounting, engineering (civil, electrical, mechanical, and production), graphic design, general studies, instrument technology, and mathematics.

The Victorian College of the Arts

The Victorian College of the Arts, established in 1972, was created to provide education in the fine and performing arts. It will comprise four schools: art, music and opera, drama and film, and dance and ballet.

Its first school, the School of Art, was formerly the National Gallery of Victoria Art School, founded in 1868. It was the first art school in Victoria and provided many of Australia's most celebrated artists with their professional training. The School of Art retains a close association with the National Gallery, and the College of the Arts will have similar links with the Victorian Arts Centre as a whole.

The School of Music enrolled its first students in 1974. It places special emphasis on the practical and performing aspects of music. The development of the other three schools will follow.

The college campus, at present partially occupied, is a 2.4 hectare site facing St Kilda Road and immediately adjacent to the Victorian Arts Centre. A major rebuilding programme is planned to commence in 1976.

The college offers courses leading to diplomas in fine art (painting, sculpture, and printmaking), graduate diplomas in fine art (painting, sculpture, and printmaking), and diplomas in music (instrumental, vocal, and composition).

Warrnambool Institute of Advanced Education

From the junior technical courses which began in 1913, and the diploma courses in engineering introduced in 1922, the Warrnambool Institute of Advanced Education has now reached the stage where it offers complete diploma courses in a number of disciplines. The Institute serves the tertiary educational needs of south-west Victoria and also the south-east of South Australia. A student body exceeding 1,000 is expected by 1980.

Planning takes into consideration the relocation of the Institute on an extensive site on the banks of the Hopkins River. The first stage of residential accommodation for students has already been erected. Construction of teaching and administration buildings began in 1974.

The Institute offers courses leading to diplomas in engineering (civil, electrical, and mechanical), applied chemistry, business studies (accounting), art (graphic design and fine art), and general studies. Degrees in business studies (accountancy) and community planning and development are also available. A pilot diploma course in teacher education commenced at the college in 1975, and a degree course is planned for introduction in 1976.

Lincoln Institute

The Victorian School of Speech Science, the Occupational Therapy School of Victoria, and the Physiotherapy School of Victoria have, since early 1973, been merged into a single college known as the Lincoln Institute. A new council has been formed to manage the Institute, which at a later date is expected to cater for other paramedical studies. The Institute conducts three full-time courses of four years duration leading to the V.I.C. Bachelor of Applied Science degrees in Speech Science, Occupational Therapy, and Physiotherapy, respectively. There is no provision for part-time studies. The basic educational prerequisite for the courses is the Higher School Certificate, and candidates must meet certain Institute requirements. All three courses are open to both men and women. The Institute also offers a two year associate diploma course in medical record librarianship.

College of Nursing, Australia

Established in 1950, the College of Nursing, Australia, offers full-time and part-time diploma courses to nurses who have completed their basic general nursing training. Conducted by an autonomous council, the College has its headquarters in Melbourne.

The College of Nursing, Australia, offers courses leading to diplomas in nursing administration, nursing education, nursing education (midwifery), hospital nursing and ward management, operating theatre nursing and management, intensive care nursing and management, public health nursing, and public health nursing (occupational health).

A basic nursing course, conducted in association with selected teaching hospitals, was introduced in 1974. This diploma course includes alternating periods of college attendance and hospital experience and is intended to lead to certification as a registered nurse.

Victorian College of Pharmacy

The Victorian College of Pharmacy is owned and operated by the Pharmaceutical Society of Victoria. Since 1884 it has prepared students for examinations which are conducted by the Pharmacy Board of Victoria and which lead to registration as a pharmacist in Victoria. The first Bachelor of Pharmacy degrees were granted by the V.I.C. in June 1968.

A three year full-time course of instruction is given to all students seeking registration as pharmacists. In addition, students undertake approximately 18 months of practical training in a pharmacy or laboratory

approved by the Pharmacy Board of Victoria. At least 12 months of this practical training must be served after completion of the three year academic course. Possible extension of the college course to four years is at present under consideration. Appropriately qualified students may be admitted to study for the V.I.C. degree of Master of Pharmacy.

A teaching block, completed in 1971, provides accommodation for all subjects in the course. It also includes the college library, an animal house, and staff and student common rooms.

Further references, 1967-1974

State College of Victoria

History

While the State College of Victoria came into existence with the proclamation of the State College of Victoria Act in 1973, the concept had its genesis in the 1950s when a few teacher educators felt that it may be desirable for teachers' colleges to be independent of the major teacher employer, the Education Department. The structure of government in the colleges at that time was authoritative. Progress toward autonomy was slow but perceptible. The first year of the new decade saw the establishment of a body—the Victorian Association of Principals of Teachers Colleges—which was to have a profound effect on the movement to gain independence for teachers' colleges.

The next significant step followed in 1961, when the Education Department enlarged its structure, and recognised the increasing importance and size of the teachers colleges, by the creation of a directorate of teacher education. This enlargement did not free the colleges from the traditionally school-centred system, as decisions on such vital matters as staffing, salaries, finance, and awards still emanated from several central authorities. In contrast to these administrative controls, the Department progressively encouraged the idea of an independent approach to courses. By this means the particular capacities of individual colleges could be better utilised to meet the needs of schools. From this period the colleges enjoyed an increasing and effective measure of autonomy in determining the character and content of their programmes.

In 1964 the movement toward autonomy was strengthened by the publication of *Tertiary Education in Australia*, the Report of the Committee on the Future of Tertiary Education in Australia to the Australian Universities Commission. The Committee came to the conclusion that the development of autonomous teachers' colleges was a desirable goal. It recommended "the establishment by statute in each State of a body to be known, perhaps, as the Board of Teacher Education, the purpose of which should be the improvement of the preparation of all teachers within the State. In particular, the functions of this Board should be :

- (a) to grant teachers' certificates to students completing courses approved by the Board and such periods of probationary service as the Board may require ;
- (b) to advise the government or governments concerned as to the allocation of funds, both capital and recurrent, for the maintenance of institutions preparing teachers ;

- (c) to advise those governments as to desirable developments in the field of teacher preparation ;
- (d) to keep under review the courses and staffing of the institutions concerned ;
- (e) to recommend to the Minister of Education the granting of autonomy to such teachers' colleges in the State as reach appropriate standard ; and
- (f) to admit additional teachers' colleges to its membership.

The Committee considers that, at a later stage, when the functions of the Board in any State and its relationships to institutions preparing teachers are established in practice, the Board might be authorised to grant professional degrees."

The Australian Government of that time did not, however, implement these recommendations, but enthusiasm for the concept among educationists remained high. In January 1965 the Victorian Association of Principals of Teachers Colleges called a conference in Melbourne of teachers' colleges principals from all parts of Australia and from New Zealand and New Guinea. From the conference emerged the Australian Association of Principals of Teachers Colleges, and the Principal of the Secondary Teachers College in Melbourne was elected foundation president.

The A.A.P.T.C. quickly developed into an active, influential organisation and it organised deputations to Members of Parliament and to the Education Ministers in all States. In May 1965 the first discussions were held between the Victorian Association of Principals of Teachers Colleges, the Victorian Minister of Education, and the Director of Education. Numerous deputations to the Victorian Minister of Education followed, and ultimately, in May 1969, the Director-General of Education set up the Director-General's Committee of Inquiry into a Proposed Organisation of Autonomous Teachers Colleges. The formation of the Council of Teachers College Staff Associations (Victoria) later in that year also encouraged the move to independence.

Autonomy continued to be a topic at major education conferences. The Armidale Conference of 1969 is of particular significance for its strong recommendations on parity of esteem for teachers' colleges in the tertiary field and for portability of qualifications between the various types of tertiary institutions. Organised by the University of New England and the National Union of Australian University Students to discuss the administration of tertiary education in Australia, the conference brought together leading educationists in the field from all over Australia.

The Inquiry Committee, which brought down its report in August 1970, recommended the recognition by both the State and Australian Governments of teachers' colleges as tertiary institutions. It suggested that autonomy be implemented under a body to be known as the Victorian Institute of Teacher Education, and that the guiding principle of operation be federation. Its proposed structure for the co-ordinating organisation was for a council of twenty-five members, an academic board, and executive officers including a vice-president as the chief executive officer. These proposals basically represent the structure of the present State College of Victoria. The report was well received by educationists—but any decisions on the recom-

mendations were deferred until the completion of the Fourth University Committee investigation.

Before the release of the Victorian Fourth University Committee Report, the Association of Principals of Teachers Colleges circulated in February 1972 a proposed Bill for the Establishment of a Victorian Institute of Teacher Education. This proposal was prepared jointly by the Association, the Council of Teachers College Staff Associations, and the Victorian Teachers' Union, and provided for a structure similar to that recommended by the Inquiry Committee—a senate, an academic board, and councils of the constituent colleges. In March 1972 the Fourth University Report was completed. It stated that “autonomy should be given immediately to teachers' colleges, and, co-ordinating authority should be established by the Minister of Education to advise him on the finance, staffing establishment, and salary structure, buildings, courses, and degree-granting machinery for Victorian teachers' colleges”. Three months later, on 22 June 1972, the Minister for Education announced that legislation was being prepared “to give Victoria's fourteen teachers' colleges independence from the Education Department”, and a four-man Committee of Advice on an Independent Teaching Authority was established under the chairmanship of the then Assistant Director-General of Education. Legislation was drafted, based on the report of this Ministerial Committee, and introduced into the Victorian Parliament in October 1972, and eventually passed in December 1972.

During the ensuing months various preparations were made for the implementation of the Act. The Minister, through his authority under the Education Act, amalgamated Glendonald, Larnook, and Monash Teachers Colleges; orders-in-council setting up governing councils for colleges were prepared; and an interim senate was appointed. The Act was proclaimed on 18 July 1973, and the interim senate met for the first time on 27 July 1973.

Organisation and development

The Victorian Government's establishment of the State College of Victoria in 1973 created a tertiary education system unique in Australia. A federation of twelve constituent colleges, comprising seventeen former teacher training institutions, the S.C.V. is Victoria's third stream of tertiary education, the other two being the universities and the technologically-oriented colleges of advanced education. It provides most of the teachers needed in the community.

The State College of Victoria Act makes it clear that for a considerable time teacher education will remain the S.C.V.'s major concern. But the Act broadens the charter of the former teachers' colleges, so that as S.C.V. constituents they may also offer courses in the arts, humanities, and sciences to persons who do not wish to pursue teaching as a career. Variety is a keynote of the S.C.V. federation. Each college has its own individual character and role, and may differ markedly from the others. Collectively they prepare teachers for all sections of the educational spectrum—pre-school, primary, secondary, higher, special, and further education. Geographically they are dispersed throughout the metropolitan area and in major provincial cities and, having had different former associations, they comprise a group with varied traditions.

The colleges which make up the federation are the State College of Victoria at Ballarat, the State College of Victoria at Bendigo, the State College of Victoria at Burwood, the State College of Victoria at Coburg, the State College of Victoria at Frankston, the State College of Victoria at Geelong, the State College of Victoria at Hawthorn, the State College of Victoria—Institute of Catholic Education (which comprises Aquinas College, Christ College, Christian Brothers Teachers College, and the Mercy College), the State College of Victoria—Institute of Early Childhood Development, the State College of Victoria at Melbourne, the State College of Victoria, Rusden, and the State College of Victoria at Toorak.

The State College of Victoria's most significant early development is the adoption of an awards system designed to move teaching to a graduate profession. The basic award for teachers will be a Bachelor of Education degree. The course leading to the degree will be of four years duration as full-time study, but various patterns of equivalent part-time or external study may be approved, and arrangements may be made for the final year of the course to be completed after a period of full-time employment in teaching.

Courses in the constituent colleges have traditionally consisted of an amalgam of academic studies, studies in education, and professional training in teaching practice in schools. This concurrent characteristic distinguishes the courses from the "end-on" methods of teacher education commonly offered in universities. The proposed Bachelor of Education courses will maintain the distinguishing feature of concurrent type courses, and will include components appropriate for professional registration or acceptance in one or more sectors of education. In addition to pre-service courses, part-time, evening, and external study courses in teacher education are planned to enable practising teachers to maintain their professional competence.

Other awards in the system will include degrees in areas other than teaching, and diplomas of various kinds. Approval of the undergraduate awards system does not limit the broader charter spelled out in the State College of Victoria Act; many opportunities exist for diversity and innovation, and such developments will be fully encouraged in the interests of the students and the community. Over a period of time, as the S.C.V. system of tertiary education develops, it is possible that the constituent colleges will move toward an appreciable enrolment of students not engaged in pre-service education courses, and this will include mature-age persons and others not formally qualified for tertiary studies. Plans have already been made for the development of courses leading to other careers, such as social welfare and leadership in recreation and leisure, and for the enrolment of students desiring a general education without any specialised vocational objective.

The State College of Victoria stresses that portability of credits and awards, for instance between its own colleges and the universities, should be a fundamental feature of the national education system. To aid in the achievement of this desirable objective, the S.C.V. intends to ensure the quality of its degree courses, so that they are comparable in standard to those offered by the universities. It will also promote the policy of providing adequate opportunities for the transfer of students between the various tertiary institutions.

Mercer House

Mercer House was founded in 1921 by the headmasters, headmistresses, and assistants in the independent, non-Catholic schools in Victoria. At about this time the regulations laid down under the Education Act requiring the registration of teachers in non-government schools were being tightened and a need was consequently felt for the training of teachers who were not able or willing to obtain a qualification from the Faculty of Education at the University of Melbourne. As far as primary teaching was concerned, the Faculty did not offer training for non-graduates and a primary teacher qualification was not automatically included in the Diploma of Education course.

The College was known as the Associated Teachers Training Institution until it moved from its premises of two rented rooms in the City of Melbourne in 1946 to a property called Mercer House in Mercer Road, Armadale, when the name was changed to Mercer House (Associated Teachers Training Institution). The College was incorporated under the Victorian *Companies Act* 1961 in August 1973 and the name was again officially changed to Mercer House which is now a company limited by guarantee.

A number of courses of teacher training have been introduced from time to time as the need in the independent schools has arisen. One of the continuing functions has been to provide a means of teacher preparation for people coming late to the profession and taking up a teaching appointment in a school. This course has been called the junior secondary part-time course and has taken place on one or two afternoons each week. The pre-requisite for this course has been gradually raised from three university subjects (which was the minimum requirement of the Council of Public Education and still is) through four university subjects, six university subjects, to a complete degree. In fact many of the students have had a university degree, but now a distinction is made by awarding those with a degree a Diploma in Education, whereas the others, although doing much the same course, are merely recommended for registration with the Council of Public Education.

Other courses offered (with length and pre-requisites for entry) have been the Primary course (three years, a pass at Higher School Certificate), Art and Crafts (one year, three years of a Diploma of Art), Junior Secondary (one year full-time, now a full degree, but called Diploma of Education), and Domestic Science (one year, Diploma of Foods and Food Service).

In-service courses for qualified teachers have been offered for some years in the general matter of updating the participants and also more recently a remedial teachers course. Other shorter courses offered have been a course in educational administration and also a course for preparation of those employed in girls' boarding schools, known as a housemistresses course.

It is expected that Mercer House will be absorbed by the State College of Victoria at Toorak in 1975. This has been brought about by the setting up of the State College of Victoria and also by the Australian Government's decision to fund teachers' colleges, including independent teachers' colleges, on condition that they become part of the State teacher education authority.

ADULT EDUCATION

Council of Adult Education

The Council of Adult Education is a statutory body set up by the Victorian Government in 1947 under the Education Act. It has broad responsibility for advising the Minister, recommending new policies and procedure, and for planning and supervising the development of adult education in Victoria. The Council, through the Minister of Education, is responsible directly to the Victorian Parliament, to which it reports annually. The Council has a statutory membership of seven *ex officio* members and not more than sixteen appointed members including two government nominees.

As part of its duties, the Council engages in a broad programme for the education of adults in both metropolitan and provincial Victoria. Through its class programme, discussion group service, *ad hoc* schools, conferences, and workshops, its arts education and community arts programmes, its support to country centres, and through a variety of other services both formal and informal, the Council's work embraces the broad range of human interests, while remaining largely non-technical, non-vocational, and non-credit.

In recent times Council has moved more actively into prison education, Aboriginal programmes, continuing education for women, community development and community education programmes, and is active in the field of adult illiteracy.

In 1974 the Council presented a Street Theatre programme in Melbourne, and itinerated an Arts Train to wayside stations servicing small country towns. It produced a directory of courses for adults in Victoria, giving information on some 3,500 courses offered by over 300 institutions and organisations, and conducted a major summer programme.

The following tables show details of some of the Council's activities :

VICTORIA—ADULT EDUCATION : COURSES AND ENROLMENTS

General studies and creative arts	1971-72		1972-73		1973-74	
	Spring term	Autumn term	Spring term	Autumn term	Spring term	Autumn term
Courses offered	161	452	172	532	253	607
Students enrolled	4,256	11,765	4,148	13,305	5,022	13,461

VICTORIA—ADULT EDUCATION : DISCUSSION GROUPS

Discussion groups	1970	1971	1972	1973	1974
Number of groups	534	535	564	582	604
Students enrolled	6,053	6,097	6,391	6,400	6,040

The Council had 51 members of staff in 1974, including a director, eleven professional adult education officers, a librarian and library staff, technical assistants, and full-time clerical officers. It is funded by the Victorian Government through the Adult Education Fund, and makes its own, usually equal, contribution from fees charged for its services.

Finance

The following table shows the income and expenditure of the Council for the years 1969-70 to 1973-74:

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

Particulars	1969-70	1970-71	1971-72	1972-73	1973-74
INCOME					
Victorian Government grant	199	222	233	263	479
Lecture fees, etc.	198	207	227	260	358
Conferences	24	22	16	28	30
Miscellaneous	6	6	15	16	18
Total income	427	457	491	567	885
EXPENDITURE					
Salaries	135	158	191	199	282
Classes, library, and discussion groups	166	152	193	229	289
Administration	74	72	82	96	195
Miscellaneous	53	74	26	43	119
Total expenditure	427	457	491	567	885

Further references, 1963-1974 ; State Film Centre, 1969 ; Education for Management, 1970