

EDUCATION

VICTORIAN EDUCATION SYSTEM

General

History

Since its establishment in 1873, the Education Department of Victoria has become responsible for a growing range of schools and services extending far beyond those of 1875, the third year of free, compulsory, and secular primary education for children to the age of fifteen. At the end of 1875 there was an average attendance of 101,495 children in State schools; in August 1975 approximately 618,000 were enrolled at Departmental primary and secondary schools of all types. Teachers, including work-mistresses and pupil teachers, employed by the State in 1875 totalled 3,341; in 1975 there were approximately 63,800 teachers in the service of the Department. 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 was 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 have to be registered in accordance with the requirements of the Council of Public Education. The Government first created the Council in 1906 with the Director of Education (now the Director-General) as Chairman.

Tertiary education is supplied by the universities, the Victoria Institute of Colleges, the State College of Victoria, and the colleges controlled by the Department of Agriculture. Further education is also provided by the Council of Adult Education, the Adult Migrant Education service, and by Technical and Further Education (T.A.F.E.) programmes.

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

Basically the Education Department has dual staffing: teachers and administrative staff. At the end of March 1975 the number of teachers (excluding student teachers) employed totalled 44,950, the administrative staff numbering 2,598. From the beginning of 1974 additional administrative staff, including clerks, stenographers, typists and laboratory and library assistants were appointed

to the central administration, regions, and divisions. The services of part-time clerical staff to assist district inspectors and schools have been 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: the Teacher Education Division was established in 1961, the Special Services Division in 1968, and the Planning Services Division in 1974. Each of these has responsibilities and tasks spread horizontally across the three original divisions. The number of Assistant Directors-General has been increased from one to four; these officers were selected by a sub-committee of Cabinet and appointed by the Governor in Council. The two most recent appointees assumed responsibility for personnel and for curriculum and planning. The year 1974 also witnessed an expansion in the number of assistant directors appointed to oversee the various divisions.

The central administration is linked with teachers and schools through the work of district inspectors, and members of the Board of Secondary Education Senior Administrators and of the Board of Inspectors of Technical Schools. These linking personnel work as educational consultants in the schools, as assessors of the educational progress of the schools and of the work of teachers, and as surveyors of educational needs. However, a marked change has occurred. 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 divisions in charge of staff inspectors, has 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 Horsham, Benalla, Geelong, Sunshine, Preston, Frankston, Knox, and Central (Pahran) regions. 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 follows the 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 an upper limit of 50,000 children in the country to some 100,000 children in metropolitan regions.

Concurrent with this development has been the great increase in autonomy granted to all schools in 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 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. Late in 1974 advertisements were published in the daily press to inform citizens, parents, teachers and students about the four options available to each school to determine the construction of its school council. In each case

the emphasis was on local community involvement and representation. In 1975 the Department issued a paper entitled *Policies and Guidelines for Community Use of School Facilities*, 5,000 copies of which were distributed throughout Victoria. Representatives of the Department and the community were included on the committee that worked for eighteen months on the task of drafting this document.

Finance

The method of allocating finance was changed in 1973-74 to provide separate budgets for administration, primary, secondary, technical, special, tertiary education, the teachers tribunal, and teachers' registration. In 1974-75 the tertiary education financing was taken over entirely by the Australian Government. The total expenditure from vote funds in 1974-75 was \$544.9m. Works and services expenditure was approximately a further \$115m.

The former subsidies scheme for assembly halls, crafts 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.

Prior to 1973 schools were allowed to charge a composite fee to provide additional amenities in the school and classrooms. In 1973 the Government abolished composite fees and incorporated additional funds in the direct grant scheme to provide the amenities formerly financed by composite fee funds. In 1974-75, \$15m was paid to schools through the direct grants scheme. Direct grants are now based upon a formula which takes account of such factors as enrolment, geographical location, area of school grounds, buildings and improvements. It is believed this results in a more equitable distribution of grant funds.

Students are still required to pay for text books and materials for personal use. A subject levy is often charged to cover purchase of these items where the school operates a "bulk-buying" scheme. Assistance is given in necessitous cases. In addition, the government pays a book allowance of \$20 to Form VI students not receiving any other form of assistance and \$10 to Form III, IV, and V students. Subject to a means test, a maintenance allowance of \$156 per year to non-scholarship holders and \$208 per year to scholarship holders is paid.

As a result of adoption by the Australian Government of the Karmel Report *Schools in Australia: The Report of the Interim Committee for the Australian Schools Commission, May 1973* the following grants were received, or were proposed, for Victoria:

VICTORIA—GRANTS UNDER STATES GRANTS (SCHOOLS) ACT 1973-74 (\$)

Particulars	1973-74 Actual	1974-75 Actual	1975-76 Proposed
General recurrent	7,920,000	29,999,500	20,733,500
Disadvantaged schools—Equipment	990,000	4,186,666	2,093,334
Capital	400,000	5,474,284	4,569,716
Special education—Recurrent	545,000	1,673,000	1,035,000
Capital	630,000	3,805,103	1,258,897
General buildings programme	2,940,000	15,526,568	10,956,432
Library buildings	1,020,000	7,084,433	1,722,567

Government schools

In August 1975 the Department operated 2,161 schools, employed 63,800 teachers, student teachers, and ancillary staff, and provided educational facilities for 618,000 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 ascertained 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.

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. In August 1975 there were 1,794 primary and special schools with 17,930 teachers, including an additional 1,300 teachers and 18 new schools since 1974. Of the schools, 528 were rural with enrolments of less than 30; 53 had enrolments of 750 or more.

In the seven year course from Preparatory Year (aged 4½ years to 5 years) to Year 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 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 funds for innovatory change programmes on three levels—schools, systemic, and national—was welcomed.

A number of primary schools still retain secondary 'tops'. These comprised in 1975 eight higher elementary and seven central schools, one post-primary, two central classes, the secondary correspondence section and four consolidated schools. Consolidated schools established in country districts since 1944 have gradually lost their forms beyond Year 6, as high schools have been established in the same districts.

High schools

In August 1975 Victoria had 266 high schools; three new high schools opened that year, and the H.E.S. at Wycheproof was raised to high school status. Total teaching staff, including those working with secondary students, was then 11,048 classified teachers and 3,823 temporarily employed. The six high schools at Kyneton, Kerang, Seymour, Numurkah, Eaglehawk, and Cobram have technical components staffed by the Technical Division. Schools such as those at Nathalia, Thomastown, and Ferntree Gully are moving into new fields, and the development of community schools, noted below, 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

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 Arrangements for Secondary Courses and Assessment (C.A.S.C.A.) 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 H.S.C. examination. C.A.S.C.A. is representative of various institutions and bodies concerned with secondary and tertiary education. (See pages 652-4.)

Technical schools

In 1975 Victoria had 126 technical schools and colleges, including eleven council-controlled advanced colleges affiliated with the Victoria Institute of Colleges. In schools under the Education Department there were 8,800 staff for an enrolment of 75,388 full-time and 72,699 part-time students; and the total maintenance grant for technical education (including salaries for certain teachers in advanced colleges) was \$31m. The formation recently of the Central Regional Council for Technical Education completed the organisation of Victoria into six country and five metropolitan regions, and in particular brought together the mono-purpose technical institutions.

Technical schools provide a five year secondary 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 boys and girls and is a proper balance of academic studies, creative experiences, and practical skills. After third year, specialised studies are available according to students' interests and capacities; and a third of the schools provide sixth year orientation courses for those wishing to proceed to a college of advanced education or university. Many district technical schools also provide apprenticeship courses in the major trades of carpentry and joinery, plumbing and gasfitting, motor mechanics, electrical mechanics, and fitting and machining. Other less common apprenticeship courses are conducted in selected schools throughout Victoria.

There have been major developments in middle level vocational courses now established in some twenty-five technical colleges and covering such areas as applied science, applied art, building, business studies, clothing and textiles, all branches of engineering, food and catering, rural and horticultural pursuits, and social science. These colleges also offer tertiary orientation programmes for entry to universities or to colleges of advanced education where diploma or degree courses are available in art, architecture, business studies, engineering, applied science, librarianship, and social science.

In April 1974 the *Report of the Australian Committee on Technical and Further Education (A.C.O.T.A.F.E.)* was tabled in the Australian Parliament and approved in principle by the Australian Government. This Report, which recommended the infusion of millions of dollars, envisaged a major shift in emphasis, abandoning the narrow and rigid concept that technical colleges exist only to meet the manpower needs of industry and adopting the broader concept that they exist to meet the needs of people as individuals. These needs include opportunities to attain the highest skills through ready access to the most modern equipment and resources compatible with contemporary technology. In particular the Report stressed "the removal of barriers from and the encouragement into technical and further education by all adults".

As the Report recommended that the new assistance to the States should commence in July 1974, the Technical Schools Division acted quickly to establish a steering committee comprising members of the State Council for Technical Education, and representatives of college administration and the Division. This committee examined and co-ordinated the requests from schools and colleges for allocation of Federal funds, and on the basis of the committee's recommendations the State Council made submissions to Canberra and subsequently Victoria received an allocation of \$27m for a development programme in technical and further education covering the period to July 1976.

Thus finance was provided for capital expenditure on land, buildings and equipment, and for recurrent expenditure in areas such as curriculum research, resource centres, counselling, publicity, in-service education, and it was used to develop unrestricted access to vocational education. These T.A.F.E. funds will significantly increase opportunities for all who desire to improve their qualifications through preparatory, technical and tertiary orientation programmes, pre-employment and basic vocational programmes, and through advanced vocational and middle level programmes in technical schools and colleges. The Technical Schools Division will also become responsible for the funding of T.A.F.E. programmes in some 150 high schools. A further submission has been made for finance to cover the period 1976-1978.

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 encourage individual student development. In the secondary field such schools have begun as annexes. Thus the Sydney Road Community School was planned by two teachers from Moreland High School of which the school is an annexe. South Yarra Annexe is the secondary section of Toorak Central School. Other units are attached to Huntingdale Technical School, Swinburne Technical College, and Flemington High School. Most work from some form of home base such as a rented hall and depend greatly on the use of community resources—but Coonara Children's Community has no school as such at all.

Correspondence school

Correspondence education for primary children in Victoria commenced in 1914, when six Melbourne Teachers College trainees were authorised to teach via the mail bag three boys living in the heart of the Otway forest. Sixty-one years later, with a total staff of 148, the Correspondence School renders many special services both within and beyond Victoria. The school serves children and adults who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. In addition to broadcasts on national stations, the Correspondence School provides programmes from the short-wave radio station VL3RT operated from the Royal Melbourne Institute of Technology. In August 1975 the School had an enrolment of 516 and 327 full-time primary and secondary students, respectively, and 1,900 part-time primary and secondary students. The number of students living overseas was 456.

Religious teaching

Religious instruction has always been given in State schools by ministers of religion. In 1955 three technical schools—Brunswick, Collingwood, and Footscray—appointed the first full-time chaplains in the State system. By 1975 metropolitan and country high and technical schools offered 31 chaplaincies, of which 29 were filled. Since 1970 an annual Departmental grant has been made to help expand chaplaincy services; in 1975 the amount granted was \$75,000.

During 1972 the Council for 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 children to investigate for meaning their own life experiences and to develop understanding of the Christian faith.

The Report of the Committee on Religious Education, set up by the Minister in 1972 and known as the Russell Report, was published in September 1974. The major recommendation of the Report was that traditional Church controlled religious instruction should be progressively replaced by an impartial, open-ended and descriptive general religious education provided by Departmental teachers for all children. The preparation and publication of the Russell Report indicates two significant facts concerning the teaching of religion: first, it is the product of a joint endeavour by the Department, teachers, and Church representatives, to fashion both contemporary and relevant approaches to the teaching of religion; and second, it is the first effort made in the history of Victorian education to set out an adequate philosophy of religious teaching in State schools.

Transport

By 30 June 1974 the 1,765 transport services provided by the Department were carrying 68,109 children and covering a daily distance of 126,324 kilometres. These services included eight subsidised trains, one ferry, and 1,509 buses; 160 services were especially provided for physically and mentally handicapped children and 87 temporary services for emergency purposes. To the total cost of \$12.2m for the financial year ended 30 June 1974 must be added \$2.0m paid to parents for conveyance allowance. The 1975 estimate of school transport costs exceeded \$16m.

The transport system provided for 38,802 government secondary students and 19,823 primary, as well as for 9,484 children attending non-government 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 week-end services operate on a feeder basis for existing buses and to enable children to board during the week at Bairnsdale.

Special Services Division

The work of this Division falls into three main fields: Special Education; Counselling, Guidance, and Clinical Services; and School Services. The Division has its headquarters in Melbourne and is decentralised on a regional basis which parallels and complements the regional structure of the Education Department.

Special Education

A Ministerial Committee of Inquiry into Special Education in Victoria has been meeting since 9 December 1972. In August 1973 the Committee submitted to Cabinet an interim report of thirty-seven recommendations based on the Karmel Report. A further and final report from this Committee on the Training of Teachers for Special Education is pending.

The first report resulted in the introduction of the *Education (Handicapped Children) Act 1973*, 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 were 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 now accepts responsibility for the 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 a specialist teacher, are being established to assess the needs of handicapped children and recommend action, including placement when this is appropriate. Committal of the State to the education of moderately and severely intellectually handicapped children at present involves the Mental Health Authority as well as independent voluntary organisations responsible for day training centres. Under the new Act the Education Department has responsibility for the education of all types of handicapped children. It is expected to become increasingly involved in providing educational resources for day training centres, but the management committees may exercise the option of remaining independent if they so wish.

Schools have been established to meet the needs of intellectually handicapped children, physically and sensorily handicapped children, and emotionally and socially handicapped children. Schools function also 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, special schools, and special education units. The facilities provided include visiting teacher services for children attending normal schools, but who suffer impaired vision and hearing. Partially sighted children unable to cope initially at a normal school spend a short period at Carronbank School for partially sighted children. New additional schools for physically handicapped children have been planned for Glen Waverley, Frankston, and Geelong. New schools for intellectually handicapped children have been built at Ashwood, Watsonia, Dandenong, Moe, Bulleen, Bendigo, and St Albans. A large school for physically handicapped children is nearing completion at Glenroy.

The Department has brought teachers from the United States of America to replace Victorian teachers who will be released for further training in the education of handicapped children. During 1975 there was an extension of this project resulting in a number of specialist teachers being employed in institutional settings such as Children's Cottages at Kew and Janefield, where pilot programmes are being provided for moderately retarded children hitherto outside the provisions of the Education Department. The recent introduction of teacher aides into special schools has paved the way for innovative changes in the type and organisation of programmes directed to suit the needs of handicapped children.

Following Victorian and Australian Government legislation, the education of Aboriginal children became a responsibility of the Special Services Division in 1975. A well qualified officer, who is an Aboriginal, has the responsibility of developing and co-ordinating services for them.

Counselling, Guidance, and Clinical Services

Counselling, Guidance, and Clinical Services operate as a service to schools, to parents and children, and the community in which the schools exist. These functions range from the provision of ascertainment, counselling, and therapy for individual children to investigation and consultation with school staffs about maximising the development of normal children by means of modifications to school curricula or community services.

The staff of Counselling, Guidance, and Clinical Services consists of guidance officers, social workers, welfare officers, speech therapists, interpreters, and special duty teachers providing a variety of services to all children; but with a particular commitment to handicapped children, Aboriginal children, children with speech and language disorders, migrant children, slow learning children, withdrawn and gifted children, and children with specific learning difficulties.

School Services

Officers and staffs of the audio-visual education, physical education, library services, music, publications, school forestry, school camps, and welfare branches

supply interdivisional services for all types of schools. In all of these branches growth has accelerated markedly, and the scope and extent of services for schools greatly expanded. All branches are deeply involved with in-service training programmes for teachers.

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

Migrant education

At 30 June 1975 there were 22,978 migrant children in special programmes in 348 schools. The 804 migrant education teachers not only conducted withdrawal groups but engaged in team teaching with classroom teachers. During 1974, 212 migrant education teachers attended six week in-service courses, 52 completed photography courses, and 210 classroom teachers attended two special in-service education programmes. Consultant teachers in migrant education visited both primary and post-primary schools as requested.

The Australian Government has supplied 56 de-mountable classrooms to schools for migrant education purposes and continues to develop teaching and learning materials for this field of education. Many high migrant density schools commenced to develop multi-cultural programmes and to employ ethnic teacher aides.

At the adult level, the Department conducts continuation classes, full-time intensive courses, accelerated courses, industrial English classes, correspondence tuition, and specialised day-time women's classes. It is also responsible for the recently created volunteer home tutor scheme of each-one-teach-one. In all some 10,000 adults are involved in the various courses of this large community project.

Teacher education

The Director of Teacher Education is responsible for recruitment for teacher training and for liaison with the State College of Victoria, universities, and colleges affiliated with the Victoria Institute of Colleges. Studentships and scholarships are offered to selected students to undertake approved courses of teacher training. During 1974, 17,563 students were engaged in pre-service training. Most came direct from secondary schools, but mature-age students were also recruited.

Pre-service training courses include Diploma of Teaching (Primary), Diploma of Education (Primary), the Bachelor of Applied Science (Speech Science), a university degree plus Diploma of Education, the Higher Diploma of Teaching (Secondary), the Bachelor of Science Education, and college of advanced education degrees and diplomas.

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. 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 consisting of nine members. All twenty-seven members constitute the Teacher Registration Council. The boards must ensure the maintenance of standards of

academic and teaching qualifications for those seeking to join the service. Thus, until regulations could be drafted the Technical Teachers Registration Board granted only provisional registration until 30 June 1974 to teachers temporarily employed.

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 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.

Overseas teacher selection programme

Originally devised to help overcome the shortage of secondary teachers, this programme began in 1971. It was directed in the United States of America 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 of America to work in Victorian schools, study curriculum development, and contribute some degree of international influence. From 1970 to 1975 some 2,000 teachers have been brought to Victoria. The teacher selection programme was used in 1975 to fly to Australia teachers to replace Victorian trained teachers who had been offered exchange duties or who had been released for additional training either in librarianship or special education.

Professional development

The Director of Teacher Education and his staff implement an extensive in-service training programme which takes the form of either formal in-service programmes or enrichment programmes. The formal aspect includes study leave and time release for approved courses at tertiary institutions. In 1974, 1,622 teachers and professional officers were granted study leave for the purpose of gaining additional formal qualifications. The purpose of study leave is to improve the quality of teaching in, and services to, schools.

The enrichment programme includes State and Australian Schools Commission funded courses involving lectures, practical activities, workshops, induction courses, seminars, vacation schools, conferences, and refresher and familiarisation courses. Teachers foster their own professional development through the formation of subject teachers associations, and participation in a multiplicity of community interests.

Planning Services Division

The Planning Services Division was established late in 1974 to provide an expert advisory service to the Office of the Director-General and to senior officers in all Divisions to assist with decision-making. It will eventually incorporate and extend the services provided by Survey and Statistics and Education Facilities Research Laboratory.

The five main areas to be serviced will be Information Systems (collection and analysis of statistics), Finance, Educational Facilities (sites and buildings), Organisational Research (administrative and organisational practices), and Technical and Further Education Services. Proposals have been submitted for the structure and staffing of the Division over several years.

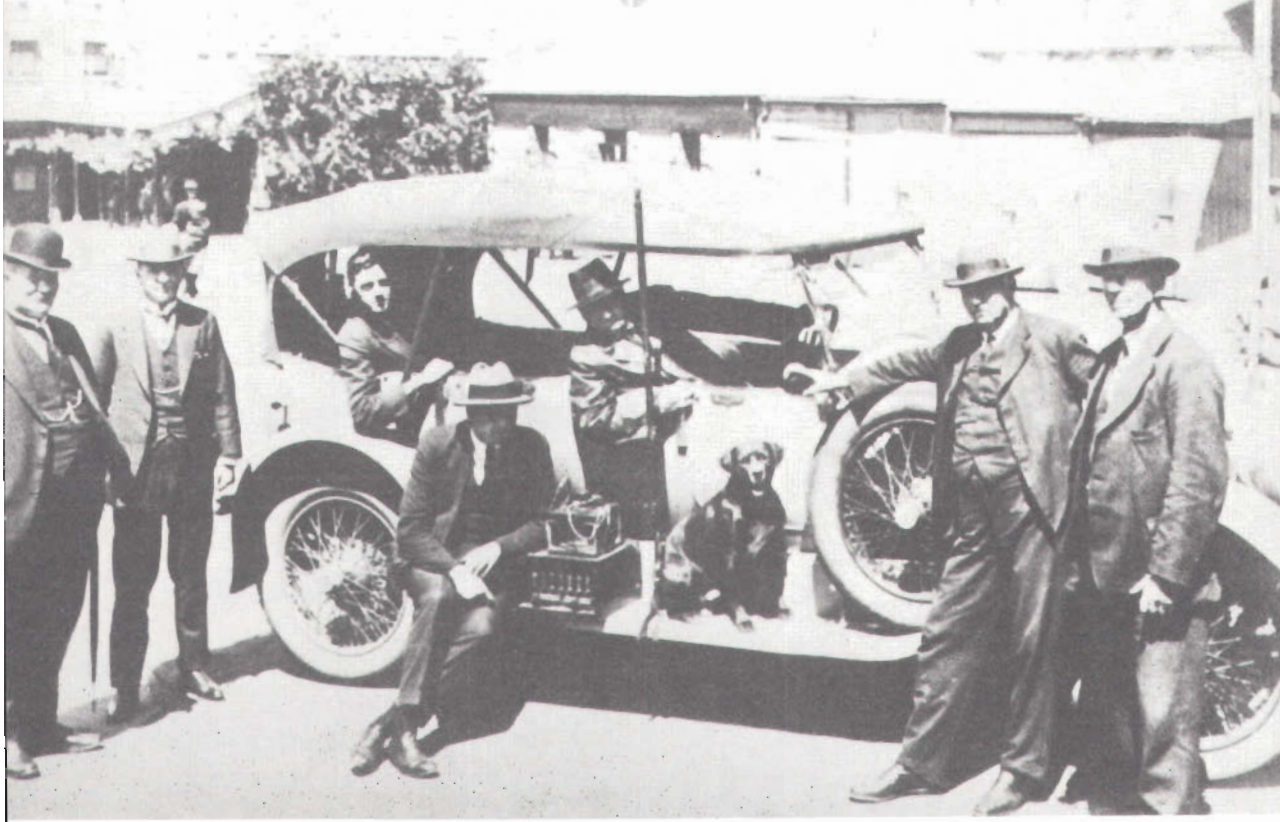
Further reference, 1975; Victorian Education Department, 1961; State secondary education, 1962; State primary education, 1963; Educational administration, 1964; Audio-visual education, 1964; Technical education, 1965; Teacher training, 1967; Development of curricula, 1969; History of Education Department, 1969; Recent developments, 1970; Commonwealth aid to education in Victoria, 1972; Educational administration, 1974; Community schools, 1974; Student counselling in Victoria, 1975

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 516 and 530, in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, and workers compensation.

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

Expenditure on—	1969-70	1970-71	1971-72	1972-73	1973-74
GOVERNMENT 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 Government schools	232,294	268,104	317,884	376,112	462,520
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



Wireless patrol of the Victoria Police in 1923.
Chief Secretary's Department

A Victoria Police Search and Rescue Squad deploys its resources at the scene of a tragedy.

Chief Secretary's Department





The adventure playground at the Altona East Primary School.
Education Department

Karingal High School—Art and Craft Class.
Education Department





Studying applied mathematics through simulated play at the Pembroke Primary School.

Education Department

Using a video-tape recorder at the Nunawading High School—
Commonwealth Library.

Education Department





A view of the Reading Room, La Trobe Library.
State Library of Victoria

Stamps issued on 1 July 1975 to commemorate the establishment of the Australian Telecommunications Commission and the Australian Postal Commission.

Australian Postal Commission



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

Expenditure on—	1969-70	1970-71	1971-72	1972-73	1973-74
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 Government 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. In the above tables expenditure for school medical and dental services has been excluded. For comparability purposes it should be noted that figures for periods up to 1972-73 exclude spending of Australian Government grants. However, for 1973-74, figures comprise all funds provided for education flowing through the Consolidated Fund. This includes the funds provided for education under the *State Grants (Schools) Act 1973-74* and the interim pre-school child education and care programme.

Council of Public Education*Constitution*

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

Registration of teachers

Non-government schools in Victoria are not permitted to employ teachers who are not registered with the Council of Public Education or who do not

have the Council's permission to teach. To obtain registration as a teacher a person must have completed an accredited course of teacher training at an institution recognised by the Council for the training of teachers. Each person applying for registration must provide documentary evidence of his academic and teacher training qualifications. The categories of teacher registration are sub-primary, primary, junior-secondary, secondary, and special subject.

Registration of schools

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

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 1975 their value was \$78, to be spread over four years, plus \$50 a year for fees at registered schools.

Senior scholarships for university education, valued at \$80 per annum and tenable for up to six years, and Senior Technical Scholarships valued at \$60 per annum and tenable for the sixth year of technical education are also available.

Australian Department of Education

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, teacher education colleges, and other approved tertiary and technical 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 1976 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 1976 the dependant spouse allowance is \$15 per week and the dependant child allowance \$7 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.

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.

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. Assistance is also available in certain circumstances to handicapped children. The 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 in 1976 comprise :

(1) *Boarding allowance*

- (i) A basic allowance of \$350 per annum free of a means test.
- (ii) An additional allowance of up to \$350 per annum subject to family income.
- (iii) 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 :

- (i) A basic payment of \$200 free of means test.
- (ii) 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 :

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

Adult Secondary Education Assistance Scheme

This Scheme, first introduced in 1975, provides assistance to adult students who wish to resume study after a break in their formal education. Benefits are restricted to full-time students undertaking the final year of secondary education at an approved educational institution. The provisions of this Scheme are the same as for the Tertiary Education Assistance Scheme.

Aboriginal Secondary Grants Scheme

The Aboriginal Secondary Grants Scheme provides financial assistance for all children of Aboriginal descent at secondary schools. This assistance is in the form of book and uniform allowance, a living allowance, standard charges, excursions, and tutorials. Educational advice and support is also provided.

Aboriginal Study Grants Scheme

Adults who are of Aboriginal descent may also receive assistance through the Aboriginal Study Grants Scheme to further their education. They may

pursue studies in a wide range of formal courses or be assisted through the preparation of special courses, according to their needs.

Pre-school Teacher Education Assistance Scheme

This Scheme provides assistance to students undertaking pre-school teacher training courses. The benefits available are the same as for the Tertiary Education Assistance Scheme, but the means test is not applied.

Commonwealth Teaching Service Scholarships

Assistance under this Scheme is offered to suitable applicants, who on completion of their training intend to teach in Australian Government schools in the Australian Capital Territory or the Northern Territory. The benefits available are similar to those of the Tertiary Education Assistance Scheme, but the means test is not applied.

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

Particulars	Year of commencement				
	1970	1971	1972	1973	1974
Victorian Government scholarships—					
Secondary education—					
Junior scholarships	20,921	21,102	21,651	22,293	21,759
Senior technical scholarships	254	268	265	243	255
Teaching bursaries	2,122	2,130	2,125	(b)	(b)
University education—					
Senior scholarships	42	40	40	40	40
Free places	79	79	72	83	(c)
Australian Government scholarships—					
Secondary education—					
Secondary scholarships	2,825	2,709	2,689	6,710	7,049
Technical education	681	669	720	588	(e)
Tertiary education—					
Open entry	2,747	3,027	3,301	3,850	(c)
Later years	1,333	1,303	1,395	2,063	(e)
Mature age	52	68	77	97	(c)

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

(b) Discontinued in 1973.

(c) Discontinued in 1974.

VICTORIA—NUMBER OF STUDENTS ASSISTED UNDER
AUSTRALIAN DEPARTMENT OF EDUCATION SCHEMES

Scheme	Year of assistance	
	1974	1975
Secondary Allowances	2,687	3,069
Assistance for Isolated Children	1,043	1,157
Adult Secondary Education Assistance	..	367
Aboriginal Secondary Grants	712	777
Aboriginal Study Grants	103	136
Tertiary Education Assistance	17,343	21,127
Pre-school Teacher Education	303	408
Commonwealth Teaching Service	101	116

Further reference, 1975; Commonwealth scholarships, 1964; Commonwealth aid to education in Victoria, 1972

PRE-SCHOOL EDUCATION

Pre-school education is well established in Victoria, which has the highest enrolment in pre-school centres in Australia. The pattern of administration is complicated; the original voluntary organisations which established kindergartens

in the early 1900s still play a leading part but work with the Pre-school Section of the Maternal and Child Welfare Branch of the Victorian Department of Health. Details of these services can be found on pages 678-82.

Further reference, 1975

PRIMARY AND SECONDARY EDUCATION

Government schools

In the following tables, which include particulars of the Correspondence School and special schools, primary pupils have been considered as those up to and including Year 6, and secondary pupils as those from Year 7 to Year 12. 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	1971	1972	1973	1974	1975
Primary schools—					
Schools	1,773	1,776	1,749	1,724	1,722
Teachers	14,003	14,646	15,210	15,590	16,651
Pupils	357,727	362,806	363,366	366,303	369,079
Primary-secondary schools—					
Schools	46	35	37	34	28
Teachers	727	654	662	604	608
Pupils—Primary	9,658	7,712	6,973	6,184	5,544
Secondary	3,145	2,884	2,596	2,404	2,083
Secondary schools—					
Schools	344	350	357	363	367
Teachers	15,043	16,285	17,795	18,241	19,792
Pupils	220,597	226,417	229,668	230,586	237,801
Special schools—					
Schools	34	33	36	40	44
Teachers	439	479	548	585	677
Pupils	2,806	2,795	3,041	3,166	3,605
All schools—					
Schools	2,197	2,194	2,179	2,161	2,161
Teachers	30,212	32,064	34,215	35,020	37,728
Pupils	593,933	602,614	605,644	608,643	618,112

(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)—				
	1971	1972	1973	1974	1975
Under 6	47,590	48,984	49,705	52,274	51,220
6	51,666	51,605	52,643	54,052	57,367
7	52,319	51,590	51,236	52,564	54,070
8	52,880	52,559	51,486	50,876	52,313
9	52,766	52,822	52,349	51,205	50,622
10	52,485	52,934	52,773	51,820	51,125
11	50,736	52,628	52,963	52,879	51,519
12	49,711	49,914	51,682	51,426	50,836
13	49,866	51,117	51,336	52,594	52,613
14	48,359	49,790	50,667	50,259	51,962
15	40,504	41,561	41,675	42,576	44,250

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

Age last birthday (years)	At school census date (b)—				
	1971	1972	1973	1974	1975
16	27,752	29,141	28,993	28,908	31,106
17	13,303	13,918	14,244	13,661	14,845
18	3,281	3,353	3,170	2,886	3,113
19 and over	715	698	722	663	1,151
Total	593,933	602,614	605,644	608,643	618,112

(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, 1974 (a)

Class of school	Number of schools	Number of pupils		
		Males	Females	Total
Primary	1,703	184,956	173,338	358,294
Central schools, classes, and post-primary	12	2,626	2,249	4,875
Consolidated and group	34	4,719	4,557	9,276
Higher elementary	8	828	792	1,620
Junior technical	101	50,027	11,572	61,599
High	262	71,094	97,893	168,987
Correspondence	1	394	432	826
Special	40	1,977	1,189	3,166
Total	2,161	316,621	292,022	608,643

(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 YEAR OF EDUCATION OF PUPILS, 1974 (a)

Age last birthday (years)	Year of education							Special schools (b)	Total
	P	1	2	3	4	5	6		
Under 6	51,789	327	..	..	..	..	..	158	52,274
6	6,359	47,103	483	2	..	..	..	105	54,052
7	100	6,903	44,780	603	..	..	..	178	52,564
8	3	137	7,207	42,517	794	3	..	215	50,876
9	..	..	159	7,542	42,281	947	..	276	51,205
10	..	..	5	250	8,205	41,965	1,085	307	51,817
11	..	..	..	12	281	8,737	41,887	338	51,255
12	..	..	..	..	7	358	9,230	397	9,992
13 and over	..	..	1	..	..	14	411	1,192	1,618
Total	58,251	54,470	52,635	50,926	51,568	52,024	52,613	3,166	375,653

(a) 1 August.
(b) Pupils at special schools are included under primary education.

**VICTORIA—GOVERNMENT SECONDARY EDUCATION :
AGE AND YEAR OF EDUCATION OF PUPILS, 1974 (a)**

Age last birthday (years)	Year of education						Total
	7	8	9	10	11	12	
Under 12	1,623	4	..	..	..	..	1,627
12	39,730	1,696	8	..	..	..	41,434
13	10,755	39,137	1,891	8	..	..	51,791
14	708	11,114	36,039	1,960	10	..	49,831
15	20	698	9,844	29,958	1,766	10	42,296
16	4	39	724	7,699	19,206	1,145	28,817
17	..	2	39	628	5,053	7,926	13,648
18	..	1	..	15	481	2,386	2,883
19 and over	..	..	..	1	87	575	663
Total	52,840	52,691	48,545	40,269	26,603	12,042	232,990

(a) 1 August.

Non-government schools

Non-government schools in Victoria are registered with the Council of Public Education. 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 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.

Assistant teachers are represented by the Victorian Association of Teachers in Independent Schools, which was formed in 1975 by the amalgamation of the Association of Teachers in Independent Schools and the Assistant Mistresses' Association of Victoria. V.A.T.I.S. is affiliated with the Independent Teachers' Federation of Australia.

V.A.T.I.S. combines with the two associations of principals to form the Incorporated Association of Registered Teachers of Victoria, which administers the setting of practice or test examinations, runs a teachers' employment agency, and plays an organising role in the service by many independent principals and teachers on government educational committees, in the multi-faceted work of the Victorian Universities and Schools Examinations Board, and as members of other similar educational bodies.

Non-government schools derive their working income from fees charged, and government assistance through a system of per capita grants. In 1973 the grants of this type paid by the Victorian Government were related for the first time to the average cost per child per year in Australian primary and secondary government schools. Federal or Australian per capita grants are paid to independent schools on the basis of a "categories of need" system administered by the Australian Schools Commission.

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 day schools

with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational. The 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.

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

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

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

Teachers in non-government schools are subject to registration by the Council of Public Education. 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.

In the following tables, primary pupils have been considered as those up to and including Year 6, and secondary pupils as those from Year 7 to Year 12. 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.

Further reference, 1975

VICTORIA—NUMBER OF NON-GOVERNMENT SCHOOLS AND TEACHERS REGISTERED WITH THE COUNCIL OF PUBLIC EDUCATION

Particulars	Number of schools					Number of teachers				
	1971	1972	1973	1974	1975	1971	1972	1973	1974	1975
Denominational—										
Roman Catholic	477	473	471	470	467	5,794	5,934	6,313	6,724	7,022
Church of England	33	32	30	30	31	1,285	1,323	1,347	1,368	1,455
Presbyterian	11	11	11	10	10	577	597	614	628	635
Methodist	4	4	4	4	4	265	269	293	292	300
Other	28	28	28	30	31	543	580	561	557	565
Udenominational	18	22	25	27	35	341	432	460	490	548
Total	571	570	569	571	578	8,805	9,135	9,588	10,059	10,525

VICTORIA—NON-GOVERNMENT SCHOOLS : NUMBERS OF PUPILS BY SCHOOL DENOMINATION

At school census date	Denomination					Total denominational	Un-denominational	Total enrolments
	Roman Catholic	Church of England	Presbyterian	Methodist	Other			
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
1974	150,806	18,685	8,883	4,281	7,897	190,552	5,868	196,420
1975	151,591	19,327	9,074	4,347	7,941	192,280	6,559	198,839

VICTORIA—NON-GOVERNMENT SCHOOLS : SCHOOL DENOMINATION : AGES OF PUPILS, 1 AUGUST 1974

Age last birthday (years)	Denomination					Total denominational	Un-denominational	Total enrolments
	Roman Catholic	Church of England	Presbyterian	Methodist	Other			
Under 6	11,539	809	277	76	531	13,232	472	13,704
6	12,945	652	279	67	533	14,476	353	14,829
7	13,081	636	274	63	490	14,544	311	14,855
8	13,250	618	245	71	463	14,647	283	14,930
9	13,833	749	308	119	474	15,483	333	15,816
10	14,025	976	386	178	498	16,063	304	16,367
11	14,138	1,174	523	188	524	16,547	408	16,955
12	12,555	2,128	1,025	553	762	17,023	474	17,497
13	11,783	2,325	1,089	609	806	16,612	467	17,079
14	10,954	2,294	1,133	620	822	15,823	468	16,291
15	9,547	2,277	1,145	582	769	14,320	514	14,834
16	7,555	2,171	1,201	625	676	12,228	542	12,770
17	4,573	1,575	851	443	458	7,900	444	8,344
18	900	261	137	79	81	1,458	240	1,698
19 and over	128	40	10	8	10	196	255	451
Total	150,806	18,685	8,883	4,281	7,897	190,552	5,868	196,420

VICTORIA—NON-GOVERNMENT SCHOOLS : AGES OF PUPILS

Age last birthday (years)	At school census date				
	1971	1972	1973	1974	1975
Under 6	12,710	13,235	13,466	13,704	13,999
6	14,814	13,894	14,441	14,829	14,919
7	15,687	15,341	14,484	14,855	15,286
8	16,091	15,713	15,348	14,930	15,082
9	16,584	16,207	16,025	15,816	15,324
10	16,954	16,694	16,389	16,367	16,207
11	17,125	17,184	17,008	16,955	16,895
12	16,820	17,098	17,488	17,497	17,740
13	15,838	15,962	16,418	17,079	17,248
14	15,095	15,557	15,699	16,291	16,787
15	13,773	14,147	14,790	14,834	15,435
16	11,103	11,630	12,089	12,770	12,969
17	7,007	7,363	7,776	8,344	8,852
18	1,426	1,679	1,654	1,698	1,643
19 and over	188	451	362	451	453
Total	191,215	192,155	193,437	196,420	198,839

Government and non-government schools**VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS : PUPILS ENROLLED**

At school census date	Government schools	Non-government schools	Total enrolments
1971	593,933	191,215	785,148
1972	602,614	192,155	794,769
1973	605,644	193,437	799,081
1974	608,643	196,420	805,063
1975	618,112	198,839	816,951

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS : PUPILS ENROLLED : AGES OF PUPILS

Age last birthday (years)	At school census date				
	1971	1972	1973	1974	1975
Under 6	60,300	62,219	63,171	65,978	65,219
6	66,480	65,499	67,084	68,881	72,286
7	68,006	66,931	65,720	67,419	69,356
8	68,971	68,272	66,834	65,806	67,395
9	69,350	69,029	68,374	67,021	65,946
10	69,439	69,628	69,162	68,187	67,332
11	67,861	69,812	69,971	69,834	68,414
12	66,531	67,012	69,170	68,923	68,576
13	65,704	67,079	67,754	69,673	69,861
14	63,454	65,347	66,366	66,550	68,749
15	54,277	55,708	56,465	57,410	59,685
16	38,855	40,771	41,082	41,678	44,075
17	20,310	21,281	22,020	22,005	23,697
18	4,707	5,032	4,824	4,584	4,756
19 and over	903	1,149	1,084	1,114	1,604
Total	785,148	794,769	799,081	805,063	816,951

Catholic education*General*

Catholic education in Victoria has traditionally been administered at a diocesan and a local level. In recent years boards have been established at both these levels and diocesan education offices have been expanded. Co-ordination of policy and administration is achieved through the consensus-producing function of the Catholic Education Commission of Victoria whose membership is composed of a chairman and an executive committee consisting of eight persons—executive director, planning officer, administrative officers from each of the four dioceses, and two representatives of teaching religious congregations. In addition, there are consultative commissioners representing dioceses, Major Superiors of both male and female religious congregations, a principal of a Catholic secondary school, and two parent representatives.

In 1975 there were approximately 151,000 pupils in Victorian Catholic schools.

*Activities**Pre-school*

Thirteen kindergartens are conducted under the auspices of the Catholic church in Victoria and are open to all applicants independent of their religious affiliations.

Primary

Virtually every parish in Victoria conducts a primary school. At present the majority of teachers are lay. In 1976, seventy-seven schools are to be

conducted by lay principals. There were 354 parish primary schools enrolling approximately 90,000 pupils in 1975.

Secondary

For the most part, Catholic secondary schools are owned and maintained by religious orders. In recent years regional secondary colleges have been established, of which there were 25 in Melbourne at the end of 1975. In these cases several parishes co-operated to build and finance a school and engage staff to conduct the school on their behalf. In 1976, fourteen schools are to be administered by lay principals. It is expected that an increasing number of positions of responsibility will become available to lay teachers.

All interested parties are engaged in a secondary education development programme which aims to co-ordinate and rationalise secondary education with a view to providing increased opportunities for a greater number of Catholic secondary students. A committee investigating conditions of service in Catholic secondary schools is to report to the Catholic Education Commission of Victoria in 1976.

Tertiary

The main emphasis is on primary teacher training. The Institute of Catholic Education, which incorporates the colleges of Ascot Vale, Oakleigh, Ballarat, and Box Hill, is a member of the State College of Victoria. A significant number of male graduates from these colleges entered the schools in 1976. These colleges, while emphasising pre-service education, are introducing a number of graduate diploma courses. There are university colleges and halls of residence at Melbourne and Monash universities, and several theological colleges provide for the education of students for the priesthood.

Catechetical

At the end of 1975 there were about 90,000 Catholic pupils in State schools. The religious education of these pupils is undertaken by a team of religious teachers who are assisted by priests and voluntary catechists.

Courses of study

In recent years many Catholic schools, both primary and secondary, have been involved in the development of a school-based curriculum. In 1957 an experimental teacher-aide programme was introduced in several primary schools; open area teaching is used in many places, while individual development initiatives have taken place in some secondary colleges. All schools taking pupils to Form VI prepare children for the Higher School Certificate examinations.

Further reference, 1975

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.

More detailed information on technical education in Victoria may be found on pages 713-6 of the *Victorian Year Book* 1975.

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 reference, 1975 ; Swinburne Technical College, 1963 ; Science and Technology Careers Bureau, 1965 ; Secondary technical education, 1975

EXAMINATIONS

Victorian Universities and Schools Examinations Board

The Victorian Universities and Schools Examinations Board was established in 1964 by statutes of the universities to conduct, on their behalf, the examinations which had previously been conducted by the University of Melbourne. With the approval of the universities the Board abolished the School Intermediate Examination in 1967 and the School Leaving Examination in 1972. Since then and up to 1976 the Higher School Certificate Examination has been the only examination at which candidates need to qualify to apply for entrance to a university. The colleges of advanced education require the same qualification for entry to a number of their courses and the colleges of the State College of Victoria (teachers' colleges) at present use the same university entrance qualification for school leavers. However, the universities and the teachers colleges have made some provision for early school leavers who have not previously entered for the Higher School Certificate Examination to enter their institutions provided they are able to demonstrate their ability to undertake studies at the tertiary level of education. The colleges of advanced education make provision for students to enter degree courses when they have been successful in the tertiary orientation year or in diploma courses.

Recently the V.U.S.E.B. has agreed to accept as a qualification for the purpose of satisfying its university entrance requirements a statement from a College of Advanced Education that a student is qualified to enter for a course of study leading to a recognised degree. In this way a number of students who have studied in the field of technical education will be able to apply for entry to a university or a college of the State College of Victoria.

The universities have recognised that while the Victorian Universities and Schools Examinations Board still serves the purpose of conducting the examination, the passing of which is a condition for application for entry to a university, circumstances have changed so much since 1964 that consideration needed to be given to replacing the Board with a new organisation with a different constitutional basis.

It was recognised that because of the nature of their own statutes, the universities could delegate to the Board only the power to conduct examinations on their behalf. Consequently every examination subject had to be acceptable to the universities for university entrance purposes. It was not possible, therefore, to meet different requirements which might be proposed by any of the other thirty-five tertiary education institutions. Further, it was not possible for the Board to assist schools in the development of different subjects such as the Approved Activities and Approved Subjects had been at the School Leaving Examination. It was also recognised that there was considerable dissatisfaction with the effects of an external examination on secondary schools, especially the determination of courses to be taught to, and learned by, sixth form students irrespective of whether they planned to enter tertiary education or not. The content of the prescribed courses at sixth form was seen as affecting what was required at fifth form and even lower in the schools. The teachers of sixth forms were demanding the same kind of professional autonomy as had been granted to teachers in tertiary education and also, in recent years, to those in primary schools and junior secondary classes. Some of those opposed to the examination system argued that it favoured the upper socio-economic levels of society and therefore prevented those from the disadvantaged sections from entering tertiary education.

In the light of these considerations the Victorian Universities Committee, an advisory committee to the universities and Victoria Institute of Colleges, decided to set up a committee to recommend a form of organisation which might replace the V.U.S.E.B. It was reinforced in this view in that the V.U.S.E.B. itself had recommended to the universities that a Committee be established to consider the functions of the Board and to recommend a new form of organisation to replace it. As there was no organisation which could establish such a committee the Victorian Universities Committee, after obtaining the approval of the Minister of Education, established the Committee on Arrangements for Secondary Courses and Assessment (C.A.S.C.A.). The Committee consulted with and received evidence from organisations and individuals. It recommended that a new organisation be established by the Victorian Government which would be representative of all those concerned with secondary and tertiary education, but would have on its Council and its executive committees a majority of secondary school teachers. It would be the responsibility of the new organisation to determine its relationships with the secondary and tertiary educational institutions. It would have three major functions: curriculum development in consultation with the Australian and State services; an information service to schools; and assessment, as required by institutions it served.

This Committee was appointed because many people complained that there had not been enough public discussion of the recommendations and that it was necessary to explore further the needs of secondary school students and the requirements of tertiary educational institutions before a final decision was made by the Victorian Government.

After the C.A.S.C.A. report had been published there was a considerable amount of public interest and discussion about the objectives and structure of the proposed new institution. The Minister of Education appointed a small committee to receive comments and views about the recommendations which had been made. After he had received the report of this committee, legislation was prepared to establish the Victorian Institute of Secondary Education. The

objects of the Institute are to conduct assessments of senior secondary students, to foster the development of secondary curricula and methods of evaluation of such curricula, teaching procedures, and student progress, to foster educational advisory services, and to conduct research.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1970	1971	1972	1973	1974
Total entries	30,404	27,700	27,662	29,172	29,160
Number who attempted to pass fully	18,756	19,351	20,044	21,521	21,686
Number who passed fully	12,467	13,274	13,935	14,681	14,835
Percentage who passed fully	66.5	68.6	69.5	68.2	68.4

Further reference, 1975; Public examinations, 1963–1966; Victorian Universities and Schools Examinations Board, 1974; Examinations in the 1970s, 1975

TERTIARY EDUCATION

University of Melbourne

General

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.

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

Adjacent to the University site, under separate grants and titles, are the recreation grounds of almost 6.5 hectares and the lands of the affiliated residential colleges covering more than 18 hectares.

Chairs

Chairs maintained at the University either out of general revenue or from endowments included the following at 31 December 1974:

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, Gerontology and Geriatric Medicine (Mount Royal National Research Institute Professor),

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.

Students

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 577 in 1975, of whom 43 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.

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

Year	Full-time		Part-time and external		Total	
	Males	Females	Males	Females	Males	Females
1971	6,999	3,509	3,161	1,281	10,160	4,790
1972	7,006	3,603	3,103	1,304	10,109	4,907
1973	6,889	3,646	3,065	1,453	9,954	5,099
1974	7,123	3,899	2,966	1,551	10,089	5,450
1975	7,117	3,962	3,037	1,563	10,154	5,525

(a) At 30 April.

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

Faculty/School	1971	1972	1973	1974	1975
Agriculture and Forestry (b)	298	306	317	341	376
Architecture and Building	538	553	500	473	468
Arts	3,746	3,833	3,993	4,315	4,363
Commerce	1,816	1,794	1,728	1,752	1,762
Criminology	60	73	74	84	93
Dental science	267	268	281	284	297
Education	714	710	720	806	788
Engineering, Surveying, and Applied science	1,281	1,263	1,312	1,306	1,356
Journalism	18	8	6	3	..
Law	1,256	1,259	1,266	1,337	1,282
Medicine	1,308	1,376	1,451	1,490	1,497
Music	302	325	316	311	312
Physical education	195	201	205	215	176
Science (b)	2,905	2,907	2,818	2,771	2,802
Social studies	360	340	364	367	343
Town and regional planning	234	243	245	229	253
Veterinary science	264	248	252	264	268
Total enrolments (c)	15,562	15,707	15,848	16,348	16,436
Student total (c)	14,950	15,016	15,053	15,539	15,679

(a) At 30 April.

(b) Forestry student enrolments prior to 1974 are included under the Faculty of Science. In 1974 and 1975 they are included under the new Faculty of Agriculture and Forestry and the Faculty of Science.

(c) 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.

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

Faculty	1971	1972	1973	1974	1975
Agriculture	72	65	65	71	58
Architecture, Building, and Town and regional planning	112	87	78	104	98
Arts	657	629	617	645	786
Commerce	327	305	322	346	322
Dental science	48	45	48	36	41
Education	83	70	75	63	62
Engineering and Applied science	256	265	237	289	241
Law	174	184	210	205	177
Medicine	184	152	235	235	233
Music	29	46	51	45	43
Science	526	492	589	618	547
Veterinary science	43	49	50	45	49
Total	2,511	2,389	2,577	2,702	2,657
Bachelor degrees	2,205	2,074	2,223	2,331	2,320
Higher degrees	306	315	354	371	337

(a) Year ended 30 June.

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

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

Particulars	1968	1969	1970	1971	1972
Income	25,431	28,257	29,340	35,023	36,993
Expenditure	25,416	26,373	30,050	35,204	36,441

New medical curriculum

In 1970 the Faculty of Medicine began to reform the medical course, to take account of changes in knowledge in medicine and in trends of health care in the Australian community. A new six year course was developed and phasing-in, over a period of three years, began in 1974.

A new first year subject, medical studies I, incorporating bio-statistics, human growth and development, community health and human behaviour, was introduced to give new students a sense of belonging to the Faculty. Most lecturers are clinicians, and patients are involved in some areas. The content of the first year physics and chemistry subjects was reduced and aligned even more towards medicine.

The second year introduces students to the language and intellectual structure of anatomy, histology, embryology, physiology, and biochemistry, and acquaints students with the manipulations used in laboratories and dissecting rooms.

In third year, the content of the pre-clinical subjects of anatomy, physiology and biochemistry was reduced. Teaching in anatomy is more limited than before and in physiology and biochemistry applied topics, such as endocrinology, renal physiology, and reproductive physiology, have been developed. Pharmacology, previously linked with physiology, is now taught separately. Medical studies II, a new subject with units in psychopathology and social psychiatry, social medicine and nutrition, has been introduced. The teachers involved are clinically oriented and patients are involved in the teaching programme. A course in general pathology and general microbiology is also given.

The whole of the fourth year, previously spread between paraclinical subjects and clinical subjects, is now devoted to basic clinical training, involving in-patients and out-patients, and to the development of applied pathology, microbiology, and pharmacology.

Half of the fifth year is devoted to a course in paediatrics, and to a resident course in obstetrics and gynaecology. The other half is concerned with psychiatry and therapeutics. The time allocated to psychiatry has been increased and this, with the introduction of the behavioural sciences in medical studies I and II and the teaching of child psychiatry in paediatrics, should lead to a significant improvement in the understanding of psychiatry.

The first 18 weeks of the sixth year are devoted to an elective course, subject to faculty approval. It is anticipated that many students will elect a course in community health including general practice, epidemiology, preventive medicine, public health, and social medicine. Following the elective period, students undertake a refresher course in paediatrics and in obstetrics and gynaecology, followed by final clinical examinations in each major subject. The last 18 weeks of the course are spent in senior work in medicine and in surgery.

Examinations maintain many of the traditional characteristics but increasing emphasis is given to continuous assessment. After the first three years, assessment involves clinical examinations in psychiatry in fifth year, and in paediatrics, obstetrics and gynaecology, medicine, and surgery in sixth year.

The new curriculum aims to produce an educated graduate in medicine, not a fully qualified doctor. Postgraduate vocational training will complete the process. On graduation, each person should have two essential attributes—an adequate knowledge of basic medical and behavioural sciences and an understanding of clinical method and patient care in medicine, surgery, paediatrics, and obstetrics and gynaecology, as well as an introduction to community health and psychiatry.

Further reference, 1975 ; 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; University of Melbourne Medical School, 1975

Monash University

General

Monash University, established on 15 April 1958 was opened on 11 March 1961. Named after Sir John Monash, a distinguished Victorian, it 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 with areas between the buildings developed with paving, lawns, rocks, and ponds. 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 offers the degrees of Bachelor, Master, Doctor of Philosophy, and higher Doctorates.

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1975 major projects in the University to the value of more than \$58m were either completed or under construction.

Robert Blackwood Hall is the Great Hall of Monash University and is used for a variety of University functions from graduation ceremonies to examinations. It seats 1,360 people in comfort, and has superb acoustics which can be adjusted to suit the various musical activities by means of adjustable curtains. It is thus the appropriate focus for the development of Monash University as a cultural centre servicing the south-eastern region of Melbourne, and a comprehensive programme of concerts, forums, etc., is held throughout the year. These are sponsored by the Management Committee and by outside bodies, including the A.B.C., the Elizabethan Trust, Musica Viva, and the Melbourne Choral. A four-manual tracker action organ by Jürgen Ahrend is planned for installation in 1978-79. The Hall is available for convention hire, school functions, and other such activities.

Monash University Library

The Monash University Library in 1975 had approximately 725,000 volumes, and subscribed to some 12,900 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 secular, co-educational institutions housing 870 students in 1975. Tutors, married staff, and university visitors bring the total in residence to 1,000. The total cost, including furniture and equipment, of the completed project was \$4.6m. In 1975 a non-collegiate housing complex, consisting of two, three, four, and five bedroom flats designed to accommodate 118 residents, was completed at a cost of about \$850,000.

Faculties

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

Chairs

Appointments have been made to the following chairs:

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

Faculty of Economics and Politics. Accounting, Administration, Economic History, Economics (3), Operations Research, and Politics (2).

Faculty of 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 Bournes Higgins Chair of Law.

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

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

Students

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.

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
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
1974	6,110	3,428	2,099	1,200	8,209	4,628
1975	6,109	3,637	2,139	1,364	8,248	5,001

(a) At 30 April.

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

Faculty	1971	1972	1973	1974	1975
Arts	3,373	3,441	3,623	3,874	4,039
Economics and politics	1,829	1,938	1,930	2,089	2,293
Education	1,115	1,267	1,325	1,459	1,567
Engineering	1,075	1,203	1,271	1,254	1,127
Law	1,020	1,121	1,204	1,380	1,523
Medicine	962	973	996	1,023	995
Science	1,967	2,103	2,255	2,407	2,509
Total enrolments (b)	11,341	12,046	12,604	13,486	14,053
Student total (b)	11,034	11,633	12,147	12,837	13,249

(a) At 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.

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

Faculty	1971	1972	1973	1974	1975
Arts	662	641	623	688	716
Economics and politics	341	372	376	448	410
Education	37	101	145	142	193
Engineering	149	163	156	215	197
Law	143	200	211	218	218
Medicine	131	150	163	145	159
Science	327	417	427	461	453
Total	1,790	2,044	2,101	2,317	2,346
Bachelor degrees	1,680	1,899	1,940	2,099	2,154
Higher degrees	110	145	161	218	192

(a) Year ended 30 June.

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

Particulars	1968	1969	1970	1971	1972
Income	17,836	22,030	21,844	24,786	30,481
Expenditure	18,908	20,902	22,846	24,014	25,683

Further reference, 1975 ; Medical School, Monash University, 1970 ; Centre of South-east Asian Studies, 1971 ; Community relations, 1974 ; Development : 1961-1975, 1975

La Trobe University

General

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 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 of the University, the Academic Board, has the principal responsibility of making recommendations

to Council on all matters of academic policy. These recommendations are normally framed in the light of advice which the Board receives from its various standing committees and from the Boards of Studies of the several Schools which are the academic units into which the University is divided for purposes of teaching and research.

Schools and chairs

By 1975 the following forty-nine chairs had been established :

School of Agriculture. Agriculture (3).

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

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

School of Education. Education (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 (3), and Sociology (3).

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

Site and buildings

The site plan is basically a concentric one which provides for a closely knit centre 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. By the end of 1975 there were 23 major buildings.

La Trobe University Library

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,600 readers' places, including 48 enclosed carrels. By the end of 1975 the library contained upwards of 250,000 bound volumes and received over 8,500 serial titles on subscription.

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 were in 1975 three colleges providing a total of 1,065 residential places. As an alternative to college residence, the University is developing a non-collegiate housing project.

The union building which was completed in late 1972 provides a variety of dining, social, recreational, and other facilities, which are available to all enrolled students and to such other members of the University as elect to pay the prescribed membership fee. Membership of the Staff Club, the premises of which were completed in 1975, is open to all University staff.

Students

The normal entrance requirement for a first year student is 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.

The University also admits to degree courses in science, arts, and economics a number of students who have not gained the usual entrance qualification but are considered capable of pursuing tertiary studies. The Special Entry Scheme in the School of Physical Sciences requires applicants to have achieved Leaving Certificate or Form V standard in science subjects and to have been employed in a relevant field for a minimum of three years. Applicants to the Early Leavers Scheme in the Schools of Humanities and Social Sciences are required to be over 18 years of age and never to have attempted the Higher School Certificate examination or its equivalent.

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

Year	Full-time		Part-time and external		Total	
	Males	Females	Males	Females	Males	Females
1971	1,331	951	473	257	1,804	1,208
1972	1,820	1,273	755	454	2,575	1,727
1973	2,084	1,478	965	586	3,049	2,064
1974	2,532	1,901	1,180	868	3,712	2,769
1975	2,976	2,303	1,414	1,053	4,390	3,356

(a) At 30 April.

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

School	1971	1972	1973	1974	1975
Bachelor degrees—					
Agriculture	156	180	188	213	225
Behavioural sciences		70	154	222	304
Biological sciences	262	316	398	473	582
Education	52	134	224	384	522
Humanities	938	1,334	1,629	1,961	2,471
Physical sciences	390	458	464	511	523
Social sciences	753	1,132	1,249	1,778	2,194
Total	2,551	3,624	4,306	5,542	6,821
Higher degrees (b)	203	265	335	399	427
Non-degrees (b)	265	415	473	545	510
Total (b)	468	680	808	944	937
Total enrolments (c)	3,019	4,304	5,114	6,486	7,758
Students enrolled (c)	3,012	4,302	5,113	6,481	7,746

(a) At 30 April.

(b) Not available by schools, but non-degrees includes one year Diploma in 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	1971	1972	1973	1974	1975
Agriculture	..	12	32	35	31
Behavioural sciences	..	..	..	..	12
Biological sciences	25	38	58	64	66
Education	..	..	22	50	83
Humanities	132	128	165	152	193
Physical sciences	48	85	84	97	73
Social sciences	113	136	171	162	190
Total	318	399	532	560	648
Bachelor degrees	301	382	504	528	622
Higher degrees	17	17	28	32	26

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

Particulars	1968	1969	1970	1971	1972
Income	8,050	8,904	8,160	13,924	12,746
Expenditure	8,141	8,213	8,836	13,501	13,317

Further reference, 1975

Deakin University

General

Victoria's fourth university, Deakin University, has been named after Alfred Deakin, who played a major role in the federation of the Australian States at the turn of the century and was Australia's second Prime Minister. An Interim Planning Council was appointed in June 1974 to advise the Victorian Government on the establishment of the fourth university in Victoria. In December 1974 the Deakin University Act received Royal Assent and the Interim Planning Council was replaced by an Interim Council.

The University will begin teaching no later than March 1979 with approximately 3,000 full-time and part-time students. An enrolment of about 10,000 students is expected by 1991. It is the first university in Victoria outside the Melbourne metropolitan area, and will absorb two existing colleges of advanced education—the Gordon Institute of Technology and the State (Teachers) College of Victoria at Geelong. A wide range of courses will be offered, both pure and applied, in order to preserve and develop the established academic programmes which already exist in the Geelong area. The University will also develop an extensive external programme and provide adequate facilities for part-time study, since it will be the only tertiary educational institution in Geelong.

When the University is in operation, its Council will have 32 members comprising: nine members appointed by the Governor in Council (including three members of the Victorian Parliament and two having a special interest in tertiary education and resident close to Ballarat and Bendigo, respectively); six members elected from the University staff; the Vice-Chancellor, the Chairman, and Deputy Chairman of the Academic Board, and the president of the recognised student body, all ex-officio; a member appointed by the Victorian Minister of Education as his deputy; four co-opted members; four members elected by convocation; and two undergraduates and one postgraduate student elected by students.

The foundation Vice-Chancellor of the University took up his appointment on 1 January 1976.

Schools and chairs

The six schools nominated tentatively are the School of Commerce and Management, the School of Education, the School of Engineering and Architecture, the School of Liberal and Creative Arts, the School of Pure and Applied Sciences, and the School of Social Sciences.

Foundation Chairs are expected to be filled during 1976.

Site and buildings

Facilities at the present site of the Gordon Institute of Technology at Waurn Ponds, eight kilometres from Geelong, will be extended to satisfy the needs of the University. It is expected to provide accommodation for a higher proportion of students than Melbourne's three universities, thereby catering largely for students from country areas. The whole environment of Deakin University will be closely integrated with the local community and will be planned as part of the development of Geelong as a growth centre.

University development in Victoria, 1966 ; Research in Victorian universities, 1968**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 :

- (1) making recommendations to the Australian Government on the financial requirements of the colleges ;
- (2) determining the staff establishments for the colleges ;
- (3) stimulating the improvement of academic standards in the colleges ;
- (4) awarding degrees, diplomas, and other awards to students of the colleges attaining appropriate standards in approved courses ;
- (5) making recommendations to the Australian Government on salary scales for college staffs ; and
- (6) 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. 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.

Each year all colleges are involved in various ways in designing new courses, many of them extensions or developments of academic areas already receiving attention.

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 \$26m were commenced in 1974 and plans for further developments estimated to cost over \$17m were drawn up for approval in 1975. 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.

More comprehensive details of individual colleges can be found on pages 750-7 of the *Victorian Year Book* 1975.

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

College	1974			1975		
	Full-time	Part-time (a)	Total	Full-time	Part-time (a)	Total
Metropolitan colleges—						
Caulfield Institute of Technology	1,791	1,818	3,609	2,088	1,911	3,999
Footscray Institute of Technology	857	844	1,701	1,112	924	2,036
Prahran College of Advanced Education	574	474	1,048	626	620	1,246
Preston Institute of Technology	793	594	1,387	886	662	1,548
Royal Melbourne Institute of Technology	3,831	6,559	10,390	4,036	6,425	10,461
Swinburne College of Technology	1,910	2,244	4,154	2,022	2,530	4,552
Lincoln Institute	487	45	532	581	38	619
Victorian College of Pharmacy	335	8	343	371	10	381
College of Nursing, Australia	124	..	124	190	..	190
The Victorian College of the Arts (b)	123	..	123	159	11	170
Total metropolitan	10,825	12,586	23,411	12,071	13,131	25,202
Country colleges—						
The Ballarat Institute of Advanced Education	632	198	830	760	243	1,003
Bendigo Institute of Technology	605	373	978	694	471	1,165
Gippsland Institute of Advanced Education	381	569	950	467	896	1,363
Gordon Institute of Technology	933	510	1,443	1,000	433	1,433
Warrnambool Institute of Advanced Education	293	292	585	350	306	656
Total country	2,844	1,942	4,786	3,271	2,349	5,620
Total	13,669	14,528	28,197	15,342	15,480	30,822

(a) Includes external students.

(b) The figures for the Victorian College of the Arts do not include 66 part-time enrolments in 1974 and 73 in 1975 who were also enrolled at the University of Melbourne.

Further reference, 1975 ; Commission on Advanced Education, 1975

State College of Victoria

General

The Victorian Government's establishment of the State College of Victoria in 1973 created a tertiary education system unique in Australia. It is a federation designed both to foster the independent growth of colleges and to co-ordinate their activities for administrative purposes. The constituent colleges in 1975 numbered 12, consolidating 17 former teacher training institutions, with more than 15,000 students.

The S.C.V. is Victoria's third stream of tertiary education, in addition to the universities and the colleges affiliated with the Victoria Institute of Colleges. It provides most of the teachers needed in the community. In 1974 its graduates totalled 4,358 : 2,068 primary teachers, 1,386 secondary, and 904 technical. More than one student of every four who completed the Higher School Certificate

year in 1974 sought, as first preference, to enter one of the constituent colleges in 1975.

The State College of Victoria Act received Royal Assent on 19 December 1972, and was proclaimed on 18 July the following year. The Act made it clear that for a considerable time teacher education would remain the S.C.V.'s major concern. But it also broadened the charter of the former teachers colleges which comprise the system, and several of them now offer courses to students who do not want to take up teaching as a career.

The colleges in the S.C.V. federation prepare teachers for all sections of the educational spectrum—pre-school, primary, secondary, secondary technical, post-secondary technical, tertiary, special, and further education; the S.C.V. at Hawthorn also conducts programmes for education officers and instructors for training in industry and commerce. Geographically, the colleges are located throughout the Melbourne metropolitan area and in the major provincial centres of Geelong, Ballarat, and Bendigo. They include a varied mix of traditions, with elements formerly independent, under the control of the Education Department, and part of the Roman Catholic education system. The co-ordination of these independent, autonomous colleges through the S.C.V. Central Office situated at historic "Invergowrie" in Hawthorn ensures maximum interchange of information and ideas, to the benefit of the total system.

State College of Victoria at Ballarat

The S.C.V. at Ballarat had its beginnings late in 1925, when the Victorian Government, through the Education Department, established a teachers college at Ballarat. Over the next half century, the college moved three times. Before the depression closed it down in 1931, it was housed in the old Ballarat East Town Hall in Barkly Street. Immediately after the Second World War it was re-opened at the State School in Dana Street. In 1958, the College was again re-sited, in Gillies Street, where it remains as a constituent S.C.V.

The college has grown from an initial intake of 51 students to an enrolment of 710 in 1975. The early courses were concerned with primary school teaching and the manual arts. Now, two diploma courses are offered—the Diploma of Teaching (Primary) and part of the Higher Diploma of Teaching (Secondary Arts and Crafts). The college also offers an approved four year course for secondary teachers, with a major in physical education.

A merger of the College with the Ballarat Institute of Advanced Education to form the Ballarat College of Advanced Education, affiliated with the Victoria Institute of Colleges, is scheduled for completion by 1976.

State College of Victoria at Bendigo

The S.C.V. at Bendigo was established as a teachers college by the Education Department in 1926, and in 1959 was transferred to the present location at Flora Hill, three kilometres from the city centre. The main college buildings, three halls of residence, and sporting facilities have been established on the site. The College became an S.C.V. constituent in 1973.

Total enrolments have increased annually from 413 students in 1970 to approximately 855 in 1975. The main course conducted is the three year course for the Diploma of Teaching (Primary). The Diploma of Education course is available for graduates wishing to qualify as teachers. Approval has been sought for courses leading to the award of Graduate Diploma of Teaching (Fourth Year), Graduate Diploma of Educational Administration, Graduate Diploma of Remedial Education, and Bachelor of Education.

The S.C.V. at Bendigo is in the process of merging with the Bendigo Institute of Technology to form the Bendigo College of Advanced Education which will be affiliated with the Victoria Institute of Colleges by 1976.

State College of Victoria at Burwood

The S.C.V. at Burwood is situated on the Burwood Highway, 20 kilometres from the city centre in the eastern suburbs of Melbourne. The college is organised in three schools: the School of Teacher Education, the School of General Studies, and the Institute of Special Education which was formed in January 1975 from the nucleus of the former Training Centre for Teachers of the Deaf. Courses offered or planned include bachelor degrees in education, special education, and liberal arts, graduate diplomas and diplomas in education and special education, and various certificate courses in special education. The college had 1,500 students enrolled in 1975.

State College of Victoria at Coburg

The S.C.V. at Coburg, established in 1959 as Coburg Teachers College, had grown to more than 1,000 students by 1975. Of these, 950 were taking the three year full-time course for the Diploma of Teaching (Primary) and the remainder were practising teachers returning in the evenings to upgrade their qualifications to diploma or graduate diploma level. Various self-supporting community courses were conducted in the evenings.

Special features of courses at the College include film-making as well as film appreciation, practical drama, outdoor activities in education, environmental science, and the use of closed circuit television.

State College of Victoria at Frankston

The S.C.V. at Frankston was established in 1959, when it offered two and three year courses leading to the award of the Trained Primary Teachers Certificate and the Trained Infant Teachers Certificate. In 1968, the Diploma of Teaching (Primary) was introduced as a three year course for all students. Until 1973, the college was known as the Frankston Teachers College, and administered by the Education Department. Now autonomous and governed by its own Council, it continues to offer the three year course for the Diploma of Teaching (Primary) and, in 1975, 1,050 students were enrolled.

The campus is situated on 11 hectares about 1.5 kilometres from the town centre on the Hastings Road, and the buildings offer staff and students suitable administrative, library, union, theatre, and cafeteria facilities.

State College of Victoria at Geelong

Teacher training in Geelong began in 1949 with the establishment of an Education Department teachers college which became an autonomous constituent college of the State College of Victoria in July 1973.

In response to a request by the Victorian Minister of Education, the Australian Universities Commission reported to the Australian Government on the feasibility of establishing a fourth university in Victoria. The decision was taken to establish Deakin University in Geelong from the beginning of 1979.

The college, with its enrolment in 1975 of 675 full-time students undertaking the Diploma of Teaching and the anticipated 125 additional enrolments of teachers proceeding to conversion courses, begins the transitional stage toward the establishment of a school of education within the University.

State College of Victoria at Hawthorn

The S.C.V. at Hawthorn offers courses of professional education and training to men and women who wish to become qualified teachers in technical schools and colleges, or in institutions undertaking similar work. Its students take up college courses after academic preparation in universities or technical institutions, and most of them have also spent some time in other vocations before entering the college.

The college was established in 1954, and in 1970 it moved to a new site and building in Hawthorn. From its inception, the college has been the major institution in Australia concerned predominantly with the preparation of teachers for technical and further education.

State College of Victoria—Institute of Catholic Education

The S.C.V.—Institute of Catholic Education comprises four former Catholic teachers colleges: Aquinas (Ballarat), Christ (Oakleigh), Christian Brothers (Box Hill), and Mercy (Ascot Vale). The Institute is concerned mainly with the preparation of primary teachers for Victorian Catholic schools, which cater for about 150,000 pupils, of whom 98,000 are in primary schools. The Catholic schools in Victoria employ about 5,500 teachers, including 3,000 primary teachers.

All four colleges existed before the Institute was set up in March 1974, when the authorities which controlled the individual colleges officially relinquished their control to the I.C.E. Council.

The Institute differs in important respects from the other colleges in the S.C.V. system but, more importantly, it is united not just in a legal and administrative sense, but by a common purpose and common ideals. An identifiable Catholic ethic is emphasised together with the importance of pastoral care, while courses are offered in scripture, theology, and moral education.

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 Melbourne Kindergarten Teachers' College was established on the present site in Kew. In 1965 the Free Kindergarten Union granted the College autonomy, and in 1973 it became a constituent member of the S.C.V. and was renamed the 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.

A three year Diploma of Teaching course is available which caters for H.S.C. and mature age students. The course 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 and is planned with this objective in view.

A two year part-time conversion course is also offered to enable selected primary teachers to gain the Diploma of Teaching (Early Childhood). 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. The Diploma of Advanced Studies in Education is also offered on a part-time basis. The other course conducted by the Institute is for university graduates to gain an early childhood teaching qualification, the award being known as the Diploma of Education.

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, are usually of 8 to 15 weeks duration, and attract a total enrolment of approximately 200 teachers.

The College has obtained approval from the Commission on Advanced Education to purchase a new site at Abbotsford and is engaged in planning for its future use.

State College of Victoria at Melbourne

The College is controlled by a council of 14 members, and employs more than 500 staff. It is the largest teacher education institution in Australia, with an enrolment in 1975 of 3,529 full-time, 286 part-time, and 335 external students in one or other of the eleven courses directed towards primary, secondary, special teacher, and teacher librarian preparation.

An extensive rebuilding programme was begun in 1966 and a science block, education resource centre, and an art education centre have been completed. New buildings are projected at an estimated cost of \$9m for the 1976-1978 triennium.

Extension of the scope of the college is planned, and will include non-teacher training courses which nevertheless will be related to the general field of education.

State College of Victoria, Rusden

The S.C.V., Rusden, functioning on two campuses, incorporates the former Monash and Larnook Teacher Colleges and had an enrolment of 1,900 in 1975.

The College administration and most of its teaching departments are located at Blackburn Road, Clayton, where a four year Higher Diploma of Teaching (Secondary) course is offered with major studies in various fields. This provides a general education to a level expected in a bachelor's degree, as well as professional training. A one year Diploma of Education course of professional preparation for graduates from other institutions is also available. The College also provides part-time enrolment opportunities for teachers, in-service courses, and external studies which are associated with the above courses.

The School of Home Economics, situated in Orrong Road, Armadale, is responsible for training teachers of home economics for secondary schools and providing further courses for those already teaching this subject.

State College of Victoria at Toorak

The S.C.V. at Toorak is located about six kilometres from the centre of Melbourne. The historic buildings incorporate "Stonnington", which is classified by the National Trust and is the heart of the college. This building, once the residence of the Governor of Victoria, is set amid its original gardens and enjoys an uninterrupted eastwards view to the Dandenong Ranges.

The major building programme, shortly to be completed, will provide a library, two theatres, laboratories, and lecture and staff rooms. In 1975, Mercer House in Armadale, which had previously trained teachers for independent schools, was constituted as part of the S.C.V. at Toorak.

Growing student numbers and development of new courses are matching the physical expansion of the college.

Further reference, 1975 ; Mercer House, 1975

ADULT EDUCATION

Council of Adult Education

The Council of Adult Education is an independent statutory body, established in 1947 under the Education Act. It has the broad function of advising, reporting, planning, and administering adult education. It is responsible to the Victorian Parliament through the Minister of Education. The Council's statutory membership of 22 represents the universities, the college system, the Education Department, the Australian Broadcasting Commission, and a broad range of government and community organisations, making allowance for two Ministerial nominees and two co-opted members. Its Director is appointed by Cabinet.

Under the Director, a staff of 61 administer the Council's programme including five heads of department, five heads of section, and their staff of adult education officers, education assistants, trainees, and library, technical, and clerical assistants.

Traditionally offering an "adult education" programme of part-time, non-vocational, non-credit courses, seminars, workshops, and discussion groups, the Council, in keeping with adult education generally, has broadened its activity in recent years. Recent innovations include programmes for prisoners in Pentridge, for Aborigines, and for adult illiterates. The Council has also developed an Arts Train visiting rural wayside stations with craft workshops, a loud-speaking-telephone tutorial network linking country centres, an itinerant lecturers service, the publication of a directory of all courses for adults in Victoria, and a Creative Arts Centre in Melbourne.

The Council's programmes fall into five main departments :

General Classes and Creative Arts offered over 1,000 short and long-term courses in the city and over 80 locations in 70 suburbs, involving 763 part-time tutors and about 20,000 enrolments in 1975. The courses covered nearly all areas of non-technical knowledge. The Creative Arts Centre consists of 12 large studios offering fine and practical crafts, music, and the illustrative and performing arts.

Discussion Services provide some 610 discussion groups of over 6,000 members in metropolitan and country areas with books, audio-visual materials, notes, and discussion guides.

Country Extension and Country Arts assist fifteen country continuing education centres and provide programmes and facilities throughout rural Victoria.

At an informal level, the Council assists the development of adult education through other agencies. The function of such a programme is to provide an alternative and supplement to the formal education system.

VICTORIA—ADULT EDUCATION : COURSES AND ENROLMENTS

General studies and creative arts	1970-71	1971-72	1972-73	1973-74	1974-75
Courses offered	538	613	704	857	1,034
Students enrolled	14,979	16,021	17,444	18,493	20,320

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

Particulars	1970-71	1971-72	1972-73	1973-74	1974-75
INCOME					
Victorian Government grant	222	233	263	479	763
Lecture fees, etc.	207	227	260	358	496
Conferences	22	16	28	30	29
Miscellaneous	6	15	16	18	32
Total income	457	491	567	885	1,320
EXPENDITURE					
Salaries	158	191	199	282	459
Classes, library, and discussion groups	152	193	229	405	565
Administration	72	82	96	195	296
Miscellaneous	74	26	43	2	..
Total expenditure	457	491	567	885	1,320

Further reference, 1975 ; State Film Centre, 1969 ; Education for Management, 1970