

EDUCATION

SCHOOLS IN VICTORIA

General

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

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

This dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions have to be registered with the requirements of the Council of Public Education (see page 712) which operates also within the framework of the Education Act.

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

The diversity of 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 the need arose for special schools and such other distinctive features as rural schools, consolidated schools, correspondence tuition, and the provision of school transport.

Government system

Education Department

Administration

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 1876, the fourth year of free, compulsory, and secular primary

education for children to the age of fifteen. No provision existed for a system of high and technical schools until the Act of 1910. The original leaving age was lowered to fourteen last century but was restored to fifteen in 1964. The Education Department functions under the direction of the Minister of Education and (since 1976) the Minister of Special Education.

Basically, the Education Department has dual staffing : teachers and administrative staff. From the beginning of 1974 additional administrative staff, including clerks, stenographers, typists, and laboratory and library assistants have been appointed to the central administration, regions, and divisions, and 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 was increased from one to four, these officers being 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 eleven regional directors, district inspectors, and members of the Board of Secondary Education Senior Administrators and of the Board of Inspectors of Technical Schools. Such officers work as educational consultants to the schools, as assessors of educational progress of the schools and of the work of teachers, and as surveyors of educational needs. Decentralisation of the administration has been given considerable impetus, particularly since 1974, when a further eight administrative regions were added to the three created in 1972. Moreover, district inspectorates were revised for 1974 to ensure that they were not divided by regional boundaries. Municipal boundaries, community affinities, and the special needs of technical education influenced the definition of regional boundaries. The expansion of the regional system followed the 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 marked increase in autonomy granted to all schools in determination of local administrative matters and educational policy in curriculum, techniques, and experimentation. The *Education (School Councils) Act 1975* has given increased authority to school councils and committees to carry out improvements and to employ ancillary staff. Councils may, for example, conduct general educational activities for the benefit

of the local community, when the school property is not required for ordinary school purposes ; they may also obtain contracts for, and supervise, works up to a cost of \$10,000. 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. In each case the emphasis has been 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, special services, teacher education, primary, secondary and technical education, the teachers tribunal, and teachers registration. In 1975-76 the tertiary education financing was taken over entirely by the Commonwealth Government.

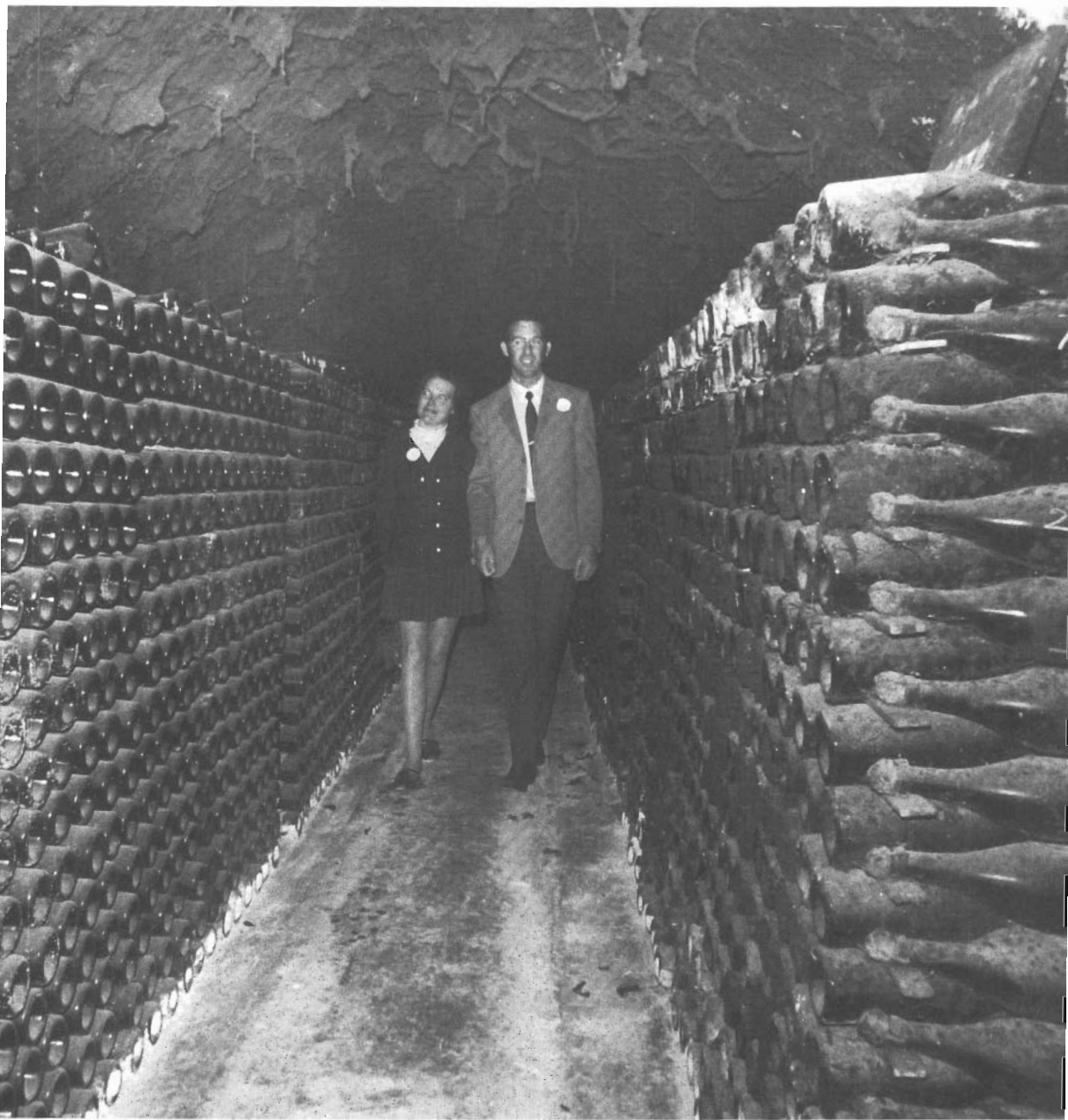
The former subsidies scheme for assembly halls, crafts rooms, and libraries still operates ; but for equipment, furniture, building, and site works a direct grant system was introduced on 1 July 1970 to advisory councils and school committees. The maintenance allowance, formerly paid to primary schools, was discontinued.

Before 1973 schools were allowed to charge a composite fee to provide additional amenities in the school and classrooms. In 1973 the Victorian 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 were 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.

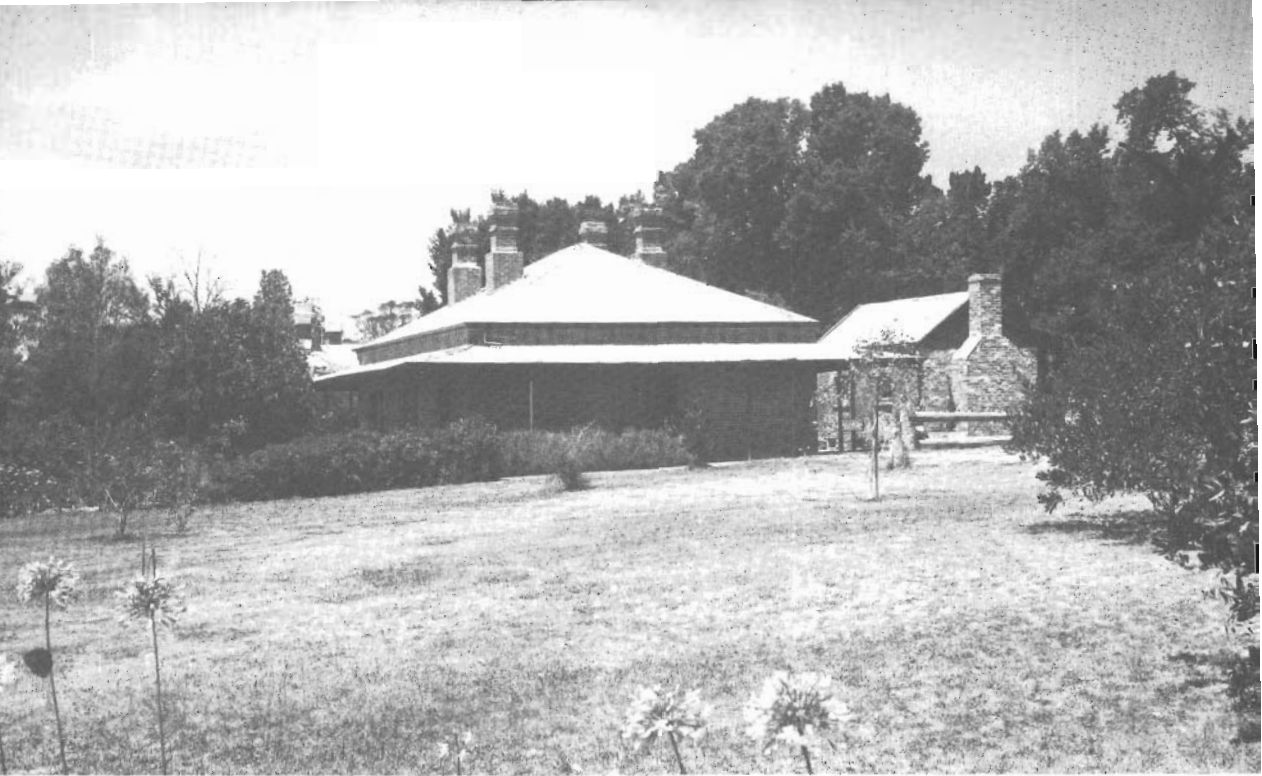
Students are still required to pay for text books and materials for personal use. A subject levy is often charged to cover purchase of these items where the school operates a "bulk-buying" scheme. Assistance is given in necessitous cases. In addition, the government pays a book allowance of \$20 to Form 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.

During 1974-75, \$760,581,000 was spent by and on behalf of the Education Department of Victoria. The expenditure shown in the following table differs from the figures on educational expenditure shown on pages 568 and 583, in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, and payroll tax.

For comparative purposes it should be noted that figures in the table do not include spending out of technical college fees collected and retained at school level, and for periods up to 1972-73, exclude spending of Commonwealth Government grants. However, the later years' 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*, the *State Grants (Technical and Further Education) Act 1974*, and the interim pre-school child education and care programme for 1974-75.



"Champagne Drives" at Seppelt's Great Western Winery, near Ararat.
Wine and Brandy Producers' Association of Victoria



Lake View, the childhood home of the novelist Henry Handel Richardson (Ethel Florence Lindesay Richardson), is a good example of the early brick buildings of north-eastern Victoria. Part of the 'Fortunes of Richard Mahony' is set in this property.

National Trust of Australia (Victoria)

The Heights, a charming pre-fabricated weatherboard home of the 1850s. Set in over one hectare of garden, the fourteen roomed house features an unusual watch tower and rambling stables.

National Trust of Australia (Victoria)



VICTORIA—EXPENDITURE ON PRIMARY, SECONDARY,
AND TECHNICAL EDUCATION
(\$'000)

Period	Recurrent expenditure		Non-recurrent expenditure		Total
	Administration	Instruction	Building operation and maintenance and fixed charges	Capital costs	
Primary education—					
1970-71	4,391	81,193	21,359	14,759	121,702
1971-72	5,551	95,654	24,699	13,734	139,638
1972-73	6,784	114,369	26,960	15,694	163,807
1973-74	8,535	138,478	30,886	16,686	194,585
1974-75	10,897	192,730	40,898	41,222	285,747
Secondary education—					
1970-71	3,347	88,261	20,482	16,894	128,983
1971-72	4,184	106,742	23,834	21,655	156,416
1972-73	4,515	131,310	26,373	23,999	186,197
1973-74	5,771	163,990	31,745	33,502	235,008
1974-75	8,720	216,698	42,704	61,314	329,436
Technical education—					
1970-71	612	12,070	4,138	600	17,419
1971-72	704	14,940	4,726	1,460	21,830
1972-73	193	22,564	2,333	1,016	26,107
1973-74	287	29,255	2,190	1,195	32,927
1974-75	511	38,139	3,386	4,494	46,530
Total—					
1970-71	8,350	181,523	45,978	32,253	268,104
1971-72	10,439	217,337	53,259	36,849	317,884
1972-73	11,492	268,244	55,666	40,708	376,111
1973-74	14,594	331,723	64,821	51,383	462,520
1974-75	20,128	447,567	86,988	107,030	661,712

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 the meaning of 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 1975 the 1,821 transport services provided by the Department were carrying 68,210 children and covering a daily distance of 128,736 kilometres. These services included 6 subsidised trains, 1 ferry and 1,556 buses; 179 services were especially provided for physically and mentally handicapped children and 79 temporary services for emergency purposes. To the total cost of \$14.7m for the financial year ended 30 June 1975 must be added \$2.6m paid to parents for conveyance allowances. The 1976 system of school transport costs exceeded \$20m.

The transport system provided for 39,213 Government secondary students and 19,647 primary, as well as 9,350 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 residing in the Black Mountain and Omeo districts in East Gippsland, two week-end services operate on a feeder basis to regular daily buses, thus enabling pupils 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

Beginning in 1974, the restructuring of the Special Services Division included a re-organisation of the Special Education Branch under an Assistant Director of Special Education and four Senior Special Education Officers in the fields of the Intellectually Handicapped, the Physically and Sensorily Handicapped, the Socially and Emotionally Handicapped, and Remedial Education, with a consequent expansion of services.

Increased commitment to the handicapped particularly in the nature of provisions for moderately and severely intellectually handicapped has seen the development of special developmental schools (formerly day training centres), ten of which transferred from the Mental Health Authority to the Education Department at the start of the 1976 school year, and the provision of ward-based programmes for more severely intellectually handicapped persons at Children's Cottages, Kew, Janefield, St Nicholas Hospital, and Kingsbury Centre. Teacher aides have been employed to augment the specialist teaching staff in each institution.

In accordance with the concept of normalisation and integration wherever practicable, staff increases have been made to visiting teacher services, specialist consultation staff working from Special Education Units, and special facilities staff working from a number of day special schools. Evening programmes for continuing education of the handicapped have proved successful and are being extended beyond the initial programmes conducted at Vermont South Special School. Upon the closing of two institutional schools and to provide maintenance support to children in care who have been placed in regular school settings, additional specialist staff have been located at Ballarat and in Diamond Valley and indicate increasing attention and emphasis to those needs of the socially handicapped.

Special education services continue to be provided in special schools in each of the intellectually, socially, physically, and sensorily handicapped areas.

Supportive services are provided to deaf, and physically, and visually handicapped children. Within regular schools special classes cater for the needs of some children in need of remedial programmes. There are increasing demands for specialist and consultative assistance to regular schools in the areas of learning disabilities and behaviour management. The development of services has been dependent to a considerable extent on the increased availability of accommodation, the building of functionally designed units, and the impetus given to the training of specialist staff.

In 1976 approximately 300 teachers were undertaking specialist training in colleges under the State College of Victoria at Melbourne and at Monash University. The development of the Institute of Special Education at Burwood has made possible a wider provision of training courses providing teacher preparation in the areas of hearing impairment, visual impairment, mental retardation, and learning disabilities. Courses in general have been upgraded to graduate diploma level at Burwood and Melbourne with degree courses available at Monash and Burwood. The needs of teacher training in special education are being monitored by a Ministerial Standing Committee.

The contribution of North American teachers on contract has continued to play a significant role particularly in the area of the moderately and severely intellectually handicapped. Although the first of these teachers are now completing their term in Victoria, the number now involved has grown significantly and has provided a fertile ground for interchange of teaching training and experience.

New accommodation has been provided in all areas of the handicapped, so that there are now 22 special schools for the intellectually handicapped; 16 special schools for the physically and sensorily handicapped; 18 special schools for the socially and emotionally handicapped; 5 demonstration units; 36 special education units; 9 remedial centres; 5 social adjustment centres; 45 opportunity remedial centres; and 10 special developmental schools.

Though not strictly part of special education services, the education of Aboriginal children continues to be a responsibility of the Special Services Division of the Education Department.

Counselling, guidance, and clinical services

Counselling, Guidance, and Clinical Services operate as a service to schools, to parents and children, and to 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 curriculum and research 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.

Special staffs

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

facilities, education 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 the Zoological Gardens. Special teacher organisations include the Victorian State Schools Horticultural Society, the Gould League, the State Schools Relief Committee, and social service leagues.

Migrant education

At 30 April 1976 there were 27,762 migrant children in special programmes in 394 schools. The 1,015 migrant education teachers employed in child migrant education have been instrumental in introducing aspects of multi-culturalism into the school curriculum. The 1976 in-service education programme for migrant education teachers included nine basic courses each of six weeks duration (315 teachers), three refresher courses (270 teachers), three courses for principals (75), and regular monthly seminars for consultants (53). Several in-service programmes have been conducted for total school staffs. Innovations include the appointment of school-based consultants in both primary and secondary divisions and the publication of a monthly newsletter for schools.

At the adult level the Department conducts continuation classes, full-time intensive courses, accelerated courses, industrial English classes, correspondence tuition, semi-accelerated courses, advanced level classes, literacy groups, and specialised day-time women's classes. It also shares responsibility with the Commonwealth Department of Education for the volunteer Home Tutor Scheme of each-one-teach-one. In total 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 education. During 1975, 17,622 students were engaged in pre-service training. Most came direct from secondary schools, but mature-age students were also recruited.

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.

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

Overseas teacher selection programme

Originally devised to help overcome the shortage of secondary teachers, this programme began in 1971. Under the overseas teacher selection programme, qualified experienced teachers are selected in the United Kingdom, Canada, and the United States to work in Victorian schools. From 1970 to 1976 approximately 2,600 teachers have been brought to Victoria. The Teacher Selection Programme is used to recruit teachers for areas of special need in Victorian primary, secondary, and technical schools. During 1975 the teachers recruited from overseas were in categories that could not be filled by Australian teachers.

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 1975, 1,692 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 the Survey and Statistics Branch and the 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 the staffing of the Division over several years.

Government schools

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 purpose of the primary school is to provide a curriculum which meets the needs, abilities, and interests of each of its pupils. In making curriculum decisions, principals take into account the professional views of staff and the nature of expectations of the local community. Under the provisions of the *Education (School Councils) Act 1975* one of the duties of a school council is to tender advice to principal and staff concerning general educational policy for the particular school. Written evaluations of each primary school are made

by its Board of Review. The district inspector is responsible for the conduct of this review. He, or the group of persons convened by him in consultation with the principal, forms the Board, which may include people from outside the school.

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.

Late in 1975 the Teachers Tribunal approved of additional staffing in appropriate primary schools, to provide, for example, for a reduction of the teacher-pupil ratio in preparatory grades; the meeting of special needs in certain schools; and permanent positions for teacher-librarians, and teachers of art and physical education.

Since 1976, funding through the direct grants scheme has been made available for the employment of teacher aides to assist teachers in class activities in a limited number of selected schools. Teacher aides are employed by school committees or school councils on the recommendation of principals and staff. Teacher aides, who assist with non-professional tasks, are an important link between the school and the community, and help to promote community involvement in school affairs, particularly in predominantly migrant areas.

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.

In recent years emphasis has been 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 in 1974 the Commonwealth Government offered funds for innovatory change programmes on three levels—schools, systemic, and national.

A number of primary schools still retain secondary 'tops'. Such schools include higher elementary and central schools, central classes, the secondary correspondence section, and consolidated schools. The latter, established in country districts since 1944, have gradually lost their post-primary enrolments as high schools have been established in the same districts.

High schools

The usual curriculum at high schools 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 designed 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 one major examination is that for 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 based on internal testing and assessment. The Victorian Institute of Secondary Education has been established to advise the Minister on a suitable substitute for the Higher School Certificate examination and this Institute

represents universities, State and registered secondary schools, parents, and teacher organisations.

Technical schools

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. (See pages 737-43.)

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.

Community schools

These schools seek to bring pupils more closely in touch with community living and offer valuable opportunities for innovative work in methodology and course content to further individual pupil development. Several high schools have recognised the social and educational advantages of such annexes, but the four which are officially approved are at Collingwood, South Yarra, Moreland (which is now attached to Brunswick East High School), and Flemington. Other units are attached to technical schools, such as those at Huntingdale and Swinburne. Most work from some form of home base, such as a rented hall, and depend greatly on the use of community resources. The Coonara Children's Community is an example of an independent institution which is establishing in Ferntree Gully a community education centre catering for adults as well as children.

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 centre of the Otway forest. Sixty-two years later, with a total professional staff of 143, the Correspondence School renders many special services both within and far beyond Victoria. The school serves children and to some extent adults who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. The Correspondence School provides programmes from the short-wave radio station VL3RT operated from the Royal Melbourne Institute of Technology.

Further reference, 1976; 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

Non-government system*Council of Public Education**General*

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

Registration of teachers

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

Registration of schools

Before a non-government school can be registered the Council of Public Education must be satisfied that it has adequate buildings, courses of study, and trained staff. Non-government schools are subject to inspection by inspectors of the Education Department. Each school is registered either as a 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 which has unsatisfactory premises or which does not provide an adequate standard of teaching.

Non-government schools

Non-government schools in Victoria are registered with the Council of Public Education. They derive their working income from fees charged, and through government assistance by way of per capita grants. Victorian per capita grants are related to the average cost per child per year in Victorian primary and secondary government schools. Commonwealth per capita grants are paid to non-government schools on the basis of a "categories of need" system, administered by the Schools Commission through the State Planning and Finance Committee. As the major limiting factor for entry to a non-government school is the economic ability of families to meet school fees, these grants are of critical importance in every non-government school's financial arrangements.

Non-government schools educate approximately 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 are 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 controlling body of each non-government school may be of 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 securing government scholarships. Many schools provide bursary assistance for those in financial need.

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

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.

The schools, and those who administer them, belong to a variety of inter-related groups and organisations. All Catholic schools come under the auspices of the Catholic Education Commission of Victoria (see pages 714-5). The organisation with the widest membership of non-Catholic schools (together with some Catholic schools) is the Association of Independent Schools of Victoria (A.I.S.V.), which is one of the constituents of the National Council of Independent Schools (N.C.I.S.). Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the A.I.S.V. is to consider the relationship of the schools to government and the public, nationally through N.C.I.S. and at a State level where appropriate. The A.I.S.V. is represented on the Education Liaison Committee, set up by the Director-General of Education, which comprises senior administrators from the independent schools, the Catholic Education Commission of Victoria, and the Education Department.

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (H.M.C.I.S.A.) and the Association of Heads of Independent Girls' Schools of Victoria (A.H.I.G.S.V.). The Victorian Branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-four schools with a majority of boys enrolled, and the Association of Heads of Independent Girls' Schools of Victoria is an incorporated body consisting of principals of non-government schools with a majority of girls enrolled: seven of these schools are co-educational and twenty-seven are single sex girls' schools. Through regular meetings, principals are kept informed on a wide variety of matters which affect their schools and receive reports from representatives working on various social and educational committees. These include the

Incorporated Association of Registered Teachers of Victoria (I.A.R.T.V.), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Universities and Schools Examination Board (V.U.S.E.B.), the Victorian Universities Admissions Committee, the Curriculum Advisory Board, and the Australian Broadcasting Commission. There is regular communication between the two bodies and joint meetings are held as necessary.

Assistant teachers are represented by the Victorian Association of Teachers in Independent Schools (V.A.T.I.S.). This body 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.

The Incorporated Association of Registered Teachers of Victoria has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in Independent Schools and the Assistant Mistresses Association of Victoria, and all Victorian members of H.M.C.I.S.A. and A.H.I.G.S.A.; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the I.A.R.T.V. are to enable those who practise the profession of teaching in non-government schools, principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Council of Public Education, University of Melbourne Faculty of Education, Monash University Education Faculty Board, the V.U.S.E.B. and its several standing committees, Australian Broadcasting Commission planning committees for school broadcasts and school concerts, Curriculum Advisory Board, and the Victorian Council for Children's Films and Television. In addition, the I.A.R.T.V. conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

Further reference, 1976

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 1976 there were approximately 152,343 pupils in Victorian Catholic schools.

Pre-schools

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 schools

Virtually every parish in Victoria conducts a primary school. At present the majority of teachers are lay. In 1976, seventy-seven schools were conducted by lay principals. There were 347 parish primary schools enrolling approximately 93,945 pupils in 1976, and special schools catered for 358 pupils.

Secondary schools

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 will be 25 in Victoria in 1977. 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 were 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 larger number of Catholic secondary students. A committee investigating conditions of service in Catholic secondary schools has submitted its report to the Catholic Education Commission of Victoria in 1976 and this will be widely discussed in 1977.

Tertiary education

The main emphasis is on primary teacher training for male and female students. 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. These colleges, while emphasising pre-service education, are introducing a number of graduate diploma courses. It is hoped that a Diploma of Education (Secondary) will be offered at Mercy College, Ascot Vale, in 1977. There are university colleges and halls of residence at the University of Melbourne and Monash University, and several theological colleges provide for the education of students for the priesthood.

Catechetical

At the end of 1976 there were about 100,000 Catholic pupils in State schools. The religious education of some 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 1975 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 for Form 6 level prepare children for the Higher School Certificate examinations.

The Catholic Education Commission of Victoria offers courses in leadership for teachers and prospective principals. An in-service programme covering many educational areas has been planned for 1977.

Education Liaison Committee

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

Further reference, 1976

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

Year	Government			Non-government			Total		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
1971	2,197	30,212	593,933	571	8,805	191,215	2,768	39,017	785,148
1972	2,194	32,064	602,614	570	9,135	192,155	2,764	41,199	794,769
1973	2,179	34,215	605,644	569	9,588	193,437	2,748	43,803	799,081
1974	2,161	35,020	608,643	571	10,059	196,420	2,732	45,079	805,063
1975	2,161	37,728	618,112	578	10,525	198,839	2,739	48,253	816,951

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

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS :
CLASS OF SCHOOL : SEX OF PUPILS, 1975 (a)

Class of School	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,722	190,221	178,858	369,079	350	44,294	44,078	88,372
Primary-secondary	27	3,493	3,291	6,784	118	34,333	31,929	66,262
Secondary/High	266	73,269	100,729	173,998	95	17,532	24,945	42,477
Junior Technical	101	51,496	12,307	63,803	4	1,252	..	1,252
Correspondence	1	384	459	843	..	..	..	..
Special	44	2,261	1,344	3,605	11	235	241	476
Total	2,161	321,124	296,988	618,112	578	97,646	101,193	198,839

(a) First school day in August.

VICTORIA—PRIMARY EDUCATION : TYPE OF SCHOOL :
AGE AND SEX OF PUPILS, 1975 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools								All schools
			Roman Catholic	Church of England	Presbyterian	Methodist	Baptist	Hebrew	Other denominations	Un-denominational	
Under 6	M	26,104	5,905	480	132	21	33	177	61	216	33,129
	F	24,961	5,770	400	152	42	26	173	56	320	31,900
	T	51,065	11,675	880	284	63	59	350	117	536	65,029
6	M	29,396	6,483	399	143	21	42	121	75	145	36,825
	F	27,794	6,459	308	144	43	27	129	67	280	35,251
	T	57,190	12,942	707	287	64	69	250	142	425	72,076
7	M	27,697	6,751	382	150	23	50	154	101	109	35,417
	F	26,182	6,579	288	138	43	36	112	83	261	33,722
	T	53,879	13,330	670	288	66	86	266	184	370	69,139
8	M	26,767	6,570	410	154	29	49	118	75	113	34,285
	F	25,289	6,492	305	152	41	43	124	99	263	32,808
	T	52,056	13,062	715	306	70	92	242	174	376	67,093
9	M	25,720	6,624	397	162	78	63	107	76	69	33,296
	F	24,606	6,750	300	120	53	45	117	61	259	32,311
	T	50,326	13,374	697	282	131	108	224	137	328	65,607
10	M	26,141	6,923	568	205	66	60	119	106	68	34,256
	F	24,640	6,896	358	166	77	44	102	70	316	32,669
	T	50,781	13,819	926	371	143	104	221	176	384	66,925
11	M	25,798	6,759	601	225	92	58	96	80	84	33,793
	F	23,992	6,832	419	152	91	56	84	73	230	31,929
	T	49,790	13,591	1,020	377	183	114	180	153	314	65,722
12	M	5,194	1,379	66	28	15	8	10	27	17	6,744
	F	3,924	1,142	55	15	11	11	5	11	22	5,196
	T	9,118	2,521	121	43	26	19	15	38	39	11,940
13	M	244	70	1	1	3	..	..	3	..	322
	F	159	65	1	..	..	1	..	1	2	229
	T	403	135	2	1	3	1	..	4	2	551
14	M	8	1	..	..	..	..	..	1	..	10
	F	4	4	..	..	..	..	..	..	1	9
	T	12	5	..	..	..	..	..	1	1	19
Over 14	M	2	1	..	..	..	..	..	..	1	4
	F	1	2	..	..	..	..	..	..	..	3
	T	3	3	..	..	..	..	..	..	1	7
Total primary grades	M	193,071	47,466	3,304	1,200	348	363	902	605	822	248,081
	F	181,552	46,991	2,434	1,039	401	289	846	521	1,954	236,027
	T	374,623	94,457	5,738	2,239	749	652	1,748	1,126	2,776	484,108
Total special schools (b)	M	2,261	143	..	..	..	..	..	..	92	2,496
	F	1,344	187	..	..	..	..	..	..	54	1,585
	T	3,605	330	..	..	..	..	..	..	146	4,081
Total all primary pupils	M	195,332	47,609	3,304	1,200	348	363	902	605	914	250,577
	F	182,896	47,178	2,434	1,039	401	289	846	521	2,008	237,612
	T	378,228	94,787	5,738	2,239	749	652	1,748	1,126	2,922	488,189

(a) First school day in August.

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

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

VICTORIA—SECONDARY EDUCATION : TYPE OF SCHOOL :
AGE AND SEX OF PUPILS, 1975 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools							All schools	
			Roman Catholic	Church of England	Presby- terian	Meth- odist	Baptist	Hebrew	Other denomi- nations		Un- denomi- national
Under 12	M	696	191	121	52	13	10	21	7	8	1,119
	F	657	202	81	50	15	10	11	8	102	1,136
	T	1,353	393	202	102	28	20	32	15	110	2,255
12	M	21,150	4,546	1,166	633	237	114	114	69	111	28,140
	F	20,159	5,465	911	420	237	177	114	73	487	28,043
	T	41,309	10,011	2,077	1,053	474	291	228	142	598	56,183
13	M	27,060	5,288	1,381	661	280	145	158	79	85	35,137
	F	24,697	6,374	924	452	307	201	105	112	496	33,668
	T	51,757	11,662	2,305	1,113	587	346	263	191	581	68,805
14	M	27,050	5,064	1,342	724	276	163	109	96	70	34,894
	F	24,463	6,139	1,066	441	355	237	141	88	435	33,365
	T	51,513	11,203	2,408	1,165	631	400	250	184	505	68,259
15	M	23,420	4,408	1,423	715	271	162	107	113	71	30,690
	F	20,495	5,472	980	454	375	211	128	102	411	28,628
	T	43,915	9,880	2,403	1,169	646	373	235	215	482	59,318
16	M	16,313	3,549	1,292	631	250	141	98	57	107	22,438
	F	14,652	4,225	955	519	363	167	104	77	422	21,484
	T	30,965	7,774	2,247	1,150	613	308	202	134	529	43,922
17	M	7,618	2,427	969	502	194	116	85	48	100	12,059
	F	7,193	2,493	645	418	300	105	75	48	327	11,604
	T	14,811	4,920	1,614	920	494	221	160	96	427	23,663
18	M	1,820	476	197	84	57	19	18	17	102	2,790
	F	1,292	344	102	42	54	16	16	11	88	1,965
	T	3,112	820	299	126	111	35	34	28	190	4,755
19	M	361	55	19	6	5	4	..	2	46	498
	F	180	23	10	8	4	..	..	2	21	248
	T	541	78	29	14	9	4	..	4	67	746
20	M	71	11	4	..	1	1	..	2	15	105
	F	50	6	..	..	2	..	..	..	8	71
	T	121	17	4	5	3	1	..	2	23	176
21 and over	M	233	13	..	..	1	..	..	..	76	323
	F	254	33	1	18	1	1	..	..	49	357
	T	487	46	1	18	2	1	..	..	125	680
Total all secondary pupils	M	125,792	26,028	7,914	4,008	1,585	875	710	490	791	168,193
	F	114,092	30,776	5,675	2,827	2,013	1,125	694	521	2,846	160,569
	T	239,884	56,804	13,589	6,835	3,598	2,000	1,404	1,011	3,637	328,762

(a) First school day in August.
M : Males ; F : Females ; T : Total.

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 is 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' college) 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 of a technical school or college or in diploma courses.

Recently the V.U.S.E.B. 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 the power to conduct examinations only 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, as it had done for 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 Commonwealth and State services; an information service to schools; and assessment, as required by institutions it served.

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. Subsequently, before the second reading of the Bill to establish the Institute had been completed in the Victorian Parliament, the Minister appointed an interim planning committee to reconsider the objects and the composition of the council of the Institute. From the recommendations of this committee the objects were decided to be:

- (1) To provide advice and assistance to persons making the transition from secondary school to further study or employment;
- (2) to accredit or conduct assessments of such students;
- (3) to co-operate with schools, post-secondary institutions, and other bodies in developing a variety of curricula and methods of evaluating such curricula; and
- (4) to provide adequate educational advisory services and to conduct research.

In the meantime the Minister announced that the Higher School Certificate Examination would continue to be conducted by the V.U.S.E.B. in 1977 and 1978. Its standing committees are continuing to review and develop courses of study in their appropriate subjects and to consider further the structure of their examination papers. Several subjects now incorporate a school or teacher assessment as part of the examination.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1971	1972	1973	1974	1975
Total entries	27,700	27,662	29,172	29,160	30,441
Number who attempted to pass fully	19,351	20,044	21,521	21,686	22,966
Number who passed fully	13,274	13,935	14,681	14,835	15,787
Percentage who passed fully	68.6	69.5	68.2	68.4	68.7

Further reference, 1976 ; Public examinations, 1963–1966 ; Victorian Universities and Schools Examinations Board, 1974 ; Examinations in the 1970s, 1975

TECHNICAL EDUCATION

Technical schools and colleges

General

Victoria possesses a highly developed system of technical education at secondary technical, technical and further education (TAFE), and tertiary levels. The provision of these forms of education is widespread through a system of technical schools, technical colleges, and colleges of advanced education. The types of institutions and the levels provided can be divided into the following categories:

- (1) Technical schools that provide only secondary technical programmes, e.g., Ballam Park Technical School, Ballarat North Technical School;
- (2) technical schools that provide secondary and TAFE programmes, e.g., Oakleigh Technical School, Mildura Technical School;
- (3) technical colleges that provide secondary and TAFE programmes, e.g., Whitehorse Technical College, Moorabbin Technical College;
- (4) technical colleges that provide only TAFE programmes, e.g., Preston Technical College, Melbourne College of Printing and Graphic Arts;
- (5) high schools with technical components that provide secondary, technical, and TAFE programmes, e.g., Kerang and Seymour High Schools;
- (6) colleges of advanced education that provide TAFE and tertiary programmes, e.g., Swinburne College of Technology, Royal Melbourne Institute of Technology; and
- (7) colleges of advanced education that provide only tertiary programmes, e.g., Churchill College of Advanced Education.

Secondary technical education

In Victoria, secondary technical education is administered by the Technical Schools Division of the Education Department. The Division caters

for students who are seeking an alternative to independent and high school education. In August 1975, one hundred and four Education Department technical schools provided secondary education for approximately 63,800 students in Years of Education 7 to 11 (Forms 1 to 5).

Courses are designed to provide a wide variety of educational studies and experiences. An increased emphasis is being placed on experiential learning techniques stressing first hand experience in both academic and practical domains. The trend is very much towards meeting the personal and vocational needs of the individual student in his transition to adult life. An important feature of the Technical School Division's approach to education is the desire to provide a smooth transition from full-time schooling to employment. The *Educational Work Experience Act 1974* is evidence of the Victorian Government's support for schemes which enable the student to sample selected vocations through "on the job" participation.

The problems of literacy, numeracy, and social interaction are being confronted by a special group comprising teachers from primary, secondary, and technical schools' divisions of the Education Department, social workers, and researchers. The two-fold objective of the group is to assess the suitability of the total curriculum and to establish continuing school based in-service programmes that will assist teachers to ensure children acquire fundamental skills.

Migrant and minority education group education is being reinforced through the development of interpreter services (using an R.M.I.T. interpreters' course), the conducting of minority education programmes in ethnic minority languages, and the teaching of those languages as optional subjects.

The Technical Schools Division continues to support the policy of responding to community initiatives in providing secondary technical education. The recently developed Mt Clear Technical High School involving an amalgamation of Ballarat High School (girls) and Ballarat Technical School (boys) and the proposed Whittlesea Technical High School are two examples of developments arising from community and regional initiative and support.

The provision of opportunities to progress to higher levels of education enables large numbers of secondary technical students to continue into TAFE and tertiary education.

Technical and Further Education (TAFE)

The technical and further education programmes provided by the Technical Schools' Division are administered by the State Council for Technical Education (SCTE). The State Council is responsible to the Minister of Education for the co-ordination and development of TAFE.

TAFE programmes are provided through the following types of institutions :

- (1) Thirty-two technical colleges (twenty-one of which are administered by the Technical Schools Division and eleven of which are technical college divisions of colleges of advanced education affiliated with the Victoria Institute of Colleges);
- (2) eighty-one technical schools;
- (3) six high schools with technical components.

In addition to the above categories of technical institutions, TAFE is undertaken by an increasing number of high schools, mainly through the provision of adult extension courses and Form 5 and Form 6 subjects to part-time students.

The following are among the more significant factors evident in the provision of TAFE in Victoria :

- (1) The endeavour of the institutions to provide courses that meet the needs of the post-school population for vocational and personal education ;

- (2) the development of instruction that stresses individual performance in experiential learning situations ;
- (3) the advice and support provided by industry personnel in course development and advisory committees ; and
- (4) the emphasis placed on flexible courses that meet the needs of individuals and the community.

The preparation of the first "TAFE in Australia" report (Kangan Report) in 1974 by the Commonwealth Government provided the first significant recognition for post-school non-tertiary education in Australia. The essential theme of the report is the need for educational authorities to remove barriers of access to courses and facilities, and the need to place much more emphasis on the provision of recurrent education.

The recommendations of the report are directed at improving the quality of TAFE by the provision of funds for deficient areas of education as identified by the committee responsible for the preparation of the report. Funds are provided by the Commonwealth Government for a wide range of categories within the broader classifications of recurrent and capital expenditure.

The Technical Schools Division TAFE Development Programme 1974* (July 1974-June 1976) establishes the master plan by which the recommendations of the "TAFE in Australia" report have been implemented in Victoria. The main features of the development programme are :

- (1) To provide the guidelines for the implementation of the principles and recommendations of the TAFE report ;
- (2) to divide the "TAFE in Australia" report into twenty-six operating categories based on the classification of expenditure by the Commonwealth Government ;
- (3) to identify the main activities of TAFE in Victoria that would be supported within each expenditure category ; and
- (4) to establish an administrative structure for the processing of submissions for funds and making recommendations to the State Council for Technical Education.

The specific expenditure categories of the development plan give a clear indication of the essential recommendations of the report. The categories are as follows :

General recurrent expenditure

- (1) Recurrent expenditure at State discretion.
- (2) Curriculum research and development and interstate equivalence.
- (3) Existing libraries—staff training, resource materials, and equipment.
- (4) External studies and central resources centre.
- (5) Publicity measures to raise the level of community awareness.
- (6) Counselling services and social work.
- (7) Staff to direct safety, health, and welfare.
- (8) In-service training for non-teaching staff.
- (9) Additional staff for building, planning, and collection of statistics.

Special purpose expenditure

- (1) Measures to develop unrestricted access.
- (2) In-service education for teaching staff.
- (3) Proposals for community colleges.
- (4) Model library resource centres (L.R.C.).
- (5) Improvement of existing L.R.C. accommodation.
- (6) Programme for future L.R.C. construction.
- (7) Needs for and training of library technicians.
- (8) Feasibility and advisability of establishing a bibliographic centre.

* The interim Australian committee for administering TAFE was the Australian Committee on Technical and Further Education (ACOTAFE). In 1975 this body was replaced by the Technical and Further Education Commission (TAFEC).

- (9) Research to determine effective techniques for external studies.
- (10) Topics for major research.
- (11) Training of technical teachers in research methods.

Capital Expenditure

- (1) Capital grants for equipment and minor works.
- (2) Capital grants for land and buildings.
- (3) Capital grants for student residential.

In implementing the development plan, funds were allocated to technical schools and colleges using the following criteria :

- (1) The major portion of funds should be directed to schools and colleges rather than be retained by the central administration ;
- (2) the request for funds as indicated by the submissions by each institution ;
- (3) the scope and scale of TAFE operations ;
- (4) the specific needs of individual institutions ; and
- (5) the planned future development of TAFE at the institution.

The major achievements of TAFE in Victoria in the period of the Development Programme 1974 are as follows :

- (1) An upgrading of library resource centre funds and facilities ;
- (2) significantly increased public awareness of TAFE through centrally and locally initiated activities ;
- (3) the provision of in-service education (staff development) for teaching and non-teaching staff through institution initiative with considerable support from a central planning group ;
- (4) planning for the establishment of a student residential college at Geelong, a community college in the Sunraysia district, and a model library resource centre at Preston Technical College ;
- (5) research into the development of a central resource centre and a bibliographic centre ;
- (6) development of "off campus" study facilities in a number of regional centres and co-ordinated by the Royal Melbourne Institute of Technology's External Studies Division ;
- (7) preparation of courses in research methodology at Monash University and the State College of Victoria, Hawthorn, for TAFE teachers ;
- (8) the financing of several projects directed at improving the community's access to TAFE ;
- (9) the establishment of counselling services in several technical colleges ;
- (10) improvement of student and staff physical facilities through extensive minor works projects and grants for equipment ; and
- (11) the construction of a new TAFE building at Moorabbin Technical College and the planning of new buildings at several other technical colleges.

Technical and Further Education (TAFE) statistics

VICTORIA—TAFE : NUMBER OF TECHNICAL SCHOOLS AND COLLEGES, AND ENROLMENTS (a) (b)

Particulars	1971	1972	1973	1974	1975
Number of schools/colleges	98	98	108	99	104
Number of enrolments(c)—					
Full-time	4,696	5,335	5,930	6,347	8,397
Part-time(d)	62,817	61,078	60,627	73,025	72,699
Total	67,513	66,413	66,557	79,372	81,096

(a) At end of March.

(b) 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.

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

(d) Includes correspondence students.

VICTORIA—TAFE : TECHNICAL SCHOOLS AND COLLEGES :
COURSES AND ENROLMENTS, 1975

Courses	Number of enrolments (a)		
	Full-time	Part-time (b)	Total
Preparatory	66	2,117	2,183
Technical orientation	618	326	944
Tertiary orientation	3,551	3,527	7,078
Pre-employment	1,124	953	2,077
Basic vocational	457	27,760	28,217
Advanced basic vocational and technician	8	9,754	9,762
Middle level	2,301	12,152	14,453
Special purpose	59	3,489	3,548
Adult education	213	12,621	12,834
Total	8,397	72,699	81,096

(a) At end of March.

(b) Includes correspondence students.

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

TERTIARY EDUCATION

Universities Commission

The Universities Commission (formerly the Australian Universities Commission) was established in 1959 under the Australian Universities Commission Act, with the function of furnishing information and advice to the Commonwealth Government on financial assistance, and the conditions of financial assistance, to universities.

The universities are autonomous bodies established by Acts of Parliament and are legally responsible for the conduct of their own affairs. The Commission does not in any sense run the universities; its task is to advise the Commonwealth Government on financial assistance to, and the development of, universities. In accordance with established Commonwealth Government policy on the funding of universities, the Commission recommends recurrent funds for universities by way of block grants and avoids detailed involvement in university policy and expenditure. However, the Commission is required by its charter to promote the balanced development of universities and it is, therefore, obliged to consider the possible effects of the development of new activities in the universities, the financial implications of such new developments, and the establishment of new universities themselves.

The number of universities in Australia had increased from 10 in 1960 to 18 by 1976. Three of these universities, the University of Melbourne, Monash University, and La Trobe University, are situated in Victoria. A fourth Victorian university, Deakin University, will commence teaching in March 1978.

In July 1973, the Victorian Minister of Education submitted to the Commonwealth Minister for Education a detailed proposal from the Victorian Government for a fourth university in Victoria to be established on a regional basis with a campus in each of the cities of Geelong, Ballarat, and Bendigo. The Commission visited Melbourne, Geelong, Ballarat, and Bendigo, held discussions with organisations and persons interested in the establishment of the new university, and prepared a report which was forwarded to the Commonwealth Minister for Education in December 1973.

In February 1974 the Commonwealth Government agreed to support the establishment of a university at Geelong that would incorporate the existing tertiary colleges in that city in the manner proposed by the Commission in its report. The Victorian Government subsequently indicated that it agreed in principle with this decision and in December 1974 an Act establishing Deakin University was passed by the Victorian Parliament.

University of Melbourne

General

The University of Melbourne was established by an Act of the Victorian Parliament on 22 January 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, 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, lie 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 of Melbourne either out of general revenue or from endowments included the following at 31 December 1975 :

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, Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Law (George Paton Professor), Mathematics (3), Mathematics (R.A.A.F. Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (3), 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 (2), 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 Commonwealth and Victorian Government schemes. In addition, the university makes loans in approved cases out of the Students' Loan Fund.

Students

Since the end of 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.

Office for Continuing Education

The Office for Continuing Education was established during 1974 to develop the University's role in continuing education, which is envisaged to take place in two major directions: refresher and diversification courses in professional areas, and public lectures and other university activities, to enable persons to pursue educational interests to enrich their earlier education at tertiary level.

Existing courses in the University have been adapted for continuing education enrolments. On completion of a course students may choose to sit for an examination and be assessed by the University. A statement of results for these courses can be supplied, but the results cannot be used for credit towards a degree or diploma. A course taken in this way can act as an introduction to university study and routine. From here a student can decide whether he wants to pursue further study in a degree course, or consider other subjects in the continuing education syllabus.

Other special courses are developed to meet the needs of particular groups; refresher and diversification courses have been run in professional areas such as teaching, social welfare and health, management, public administration, and industrial relations. Short-term courses and seminars during 1975 included: advanced English for non-native speakers, advanced topics in civil engineering, applications of computers to business information systems, education in human sexuality, school of painting, and statistical techniques for medical research.

Summer schools in languages have been run successfully for many years and in 1976 an opera workshop was also included. The range of summer schools will be broadened. The free public lecture series enables those of the public who have a specialist interest area to learn of the results of advanced scholarship.

The Office will also help to stimulate the development of new courses which may or may not be provided within the University. In this regard, it is interested in discussing and developing programmes in association with professional and

community groups, and in establishing positive links with these groups and with other adult education organisations.

Further reference, 1976; 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; New medical curriculum, 1976

Monash University

General

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

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1976 major projects in the University to the value of more than \$64m 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 fine acoustics which can be adjusted to suit the various musical and other 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 Australian Broadcasting Commission, the Elizabethan Trust, Musica Viva, and the Melbourne Chorale. 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 contained approximately 790,000 volumes in 1976, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

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

Courses

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

Each faculty offers degree courses at undergraduate and postgraduate levels except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of Bachelor, Master, Doctor of Philosophy, and higher doctorates, there are a number of postgraduate diploma courses offered in various subjects. Among the interdisciplinary courses offered are the Diplomas in American Studies, Asian Studies, and Migrant Studies, and the Master of Environmental Science programme. A wide variety of courses which do not lead to degrees or diplomas are conducted by the University's Centre for Continuing Education (see page 728).

Entrance requirements

The normal entrance requirement for an undergraduate 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 by the student.

Fees

There are no tuition fees payable for degree and diploma courses, but fees are charged for the various non-degree courses run by the Centre for Continuing Education. However, students enrolled in degree or diploma courses are still required to pay a compulsory University Union fee as a condition of enrolment. This gives students access to the sports and other facilities of the University Union.

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

Chairs

Appointments have been made to the following chairs :

Faculty of Arts. Anthropology and Sociology (2), Classical Studies, English (2), 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 (2), Administrative Studies (2), Economic History, Economics (4), 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 (4—Sociology of Education, Exceptional Children, History of Education, and Experimental Education).

Faculty of Engineering. Chemical Engineering, Civil Engineering (2) and Electrical Engineering (2), and 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 Hayden Starke Chair of Law, the Sir Owen Dixon Chair of Law, and the 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 (2).

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

Centre for Continuing Education

The Centre for Continuing Education provides updating, refresher, and diversification courses for professional people wishing to keep informed of new developments or wanting to move into new fields. It also organises conferences, seminars, and workshops covering a wide range of professional and community interests.

The Centre had its beginnings in the fifth report of the Australian Universities Commission, in which universities were encouraged, if they wished, to extend their activities in the fields of non-degree adult education. The Monash Centre came into being in September 1973, and within a few months had established a broad framework for its future operations. By the end of 1974 it had conducted more than fifteen activities. These included small and large conferences, lecture series, and seminars. It is planning to cover 100 activities a year by 1978.

In some cases, suggestions for specific activities made by Monash staff or departments have been taken up and promoted by the Centre. At other times, the Centre acts as the agent for an outside professional body which wishes to arrange a Monash-based activity and finds it more convenient to engage the Centre than to burden its members with organisational details. As well as performing the administrative work in such cases, the Centre assists, as a consultant, in the design and evaluation of the seminar, lecture series, or other similar activity.

In the field of refresher courses, Monash has become involved in the area of teacher in-service education. Working closely with the Victorian In-Service Education Committee, the Centre has become the main channel through which Monash-based in-service educational seminars and short courses are organised.

There is increasing interest in the recurrent education pattern as an alternative to the system by which education has been seen as predominantly an initial process for children and young people to undertake before beginning their adult lives. In line with this trend, the Centre is witnessing some demand for continuing education as more adults are encouraged to return to educational activities at various stages throughout their lives.

Catering for people from the professional, commercial, and industrial fields, the Centre tries to ensure that its educational programmes are organised so as to suit their convenience. Thus, its students will not always need to come to the courses. Often the courses can go to the students by mail, by broadcasting, by telephone, by tape cassette, or through visits by lecturers to community resource centres. The Centre provides not only helpful advice but a complete service. It seeks out resource materials and arranges production of printed material and tapes. It provides liaison with all on-campus services, places bookings, and handles the advertising, inquiries, and enrolments. It also assists with transport and accommodation and the university's halls of residence provide a convenient location for conferences and seminars.

Fees are charged for these services but the fact that they are part of the Centre's normal business means that they can be provided both efficiently and at minimum cost.

Further reference, 1976 ; 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 opened in 1967 with slightly more than 550 students. The Council, which is the governing authority of the University, has thirty-one members, including the Chancellor, Vice-Chancellor, Deputy Chairman of the Academic Board, President of the Students' Representative Council and the State Director-General of Education (or a deputy appointed by him). Of the remaining twenty-six members, nine are appointed by the Governor in Council, seven are co-opted by Council, four are elected by university staff, three by the Academic Board, and three by students. The senior academic body of the University, the Academic Board, has the principal responsibility of making recommendations to Council on all matters of academic policy. These recommendations are normally framed in the light of advice which the Board receives from its various standing committees and from the boards of studies of the several schools which are the academic units into which the University is divided.

Schools and chairs

By 1976 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 (2), Politics (3), and Sociology (2).

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 linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. By the end of 1976 there were 25 major buildings completed on the campus.

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 1976 the Library contained more than 295,000 bound volumes and received more than 8,500 serial titles on subscription. The Library is open throughout the year apart from university holidays.

Residences and unions

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. The three colleges—Glenn College, Menzies College, and Chisholm College—provide a total of more than 1,000 residential places. As an alternative to college

residence, the University is developing a non-college housing project on the southern perimeter of the campus consisting of groups of flats and terrace houses. At present there are approximately 70 units providing more than 250 residential places and plans are in hand for the construction of more units as finance becomes available.

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

Students

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements 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. Applications are processed centrally by the Victorian Universities and Colleges Admissions Committee.

The University also admits to degree courses in science, arts, and economics a number of applicants who have not gained the usual entrance qualification but on other criteria are considered to be capable of successfully 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 more than 18 years of age and never to have attempted the Higher School Certificate examination or equivalent examination. Beginning in 1976 a small number of students have been admitted to science courses conducted externally by the School of Physical Sciences.

La Trobe University: 1967-1977

In 1977 La Trobe University celebrates the tenth anniversary of the admission of its first students. The University was established by an Act of the Victorian Parliament in December 1964. It is named after Charles Joseph La Trobe who was appointed as Superintendent of the Port Phillip District in 1839 and became the first Lieutenant-Governor of the new Colony of Victoria in 1851.

The University is situated at Bundoora, 15 kilometres north of the City of Melbourne, on a site of 196 hectares made available for the purpose by the Victorian Government on the recommendation of a committee established in 1964 by the Minister of Education.

One of the first acts of the Interim Council of the University formed in December 1964 was to commission the preparation of a master plan for the physical development of the large campus which was well wooded and had previously been used for agricultural purposes. From the earliest stage of planning considerable emphasis has been placed on the environmental aspects of the development of the extensive site with its many natural attributes. Many thousands of Australian native trees and shrubs are planted each year and the enhancement of the landscape is treated as an integral requirement in all development. A substantial area on the northern side of the site has been set aside for field research purposes and includes a wildlife reserve of 9 hectares for native fauna and birds.

From the beginning the University endeavoured to embrace a concept and an organisation based on schools which were designed primarily to encourage interdisciplinary teaching and research. Initially there were four schools—

biological sciences, humanities, physical sciences, and social sciences—and during the first ten years schools of agriculture, behavioural sciences, and education have been added. Every student is required to enrol in a particular school and, in the case of an undergraduate, to select the subjects of his course in accordance with the degree structure of the school concerned. These structures, though varying in detail from one school to another, have all been designed to permit substantial flexibility of choice and to provide for a broadly based education within the framework of the pass Bachelor's degree, normally of three years duration, and for those proceeding to more specialised studies of honours and higher degrees.

The original intention was—and remains—that the University should cater for the normal range of professional studies as well as providing facilities for teaching and research in the basic arts and sciences. A number of professionally oriented courses are also offered, mainly in agriculture, education, psychology, and social work. However, in view of the existence of large professional faculties of engineering, law, and medicine at each of the other two universities in Melbourne, the establishment of a third school in any of these areas has not so far been seen as justified.

Since the first students were admitted in 1967 enrolments have increased rapidly each year, and the growth in academic and general staff has been commensurate. The University has recently endorsed the original concept of the Council to work towards an ultimate enrolment of some 10,000 undergraduates together with a significant number of post-graduate students. No date has been set for the achievement of this target and for the time being development plans are being based on an estimated total enrolment of some 9,500 students.

Further reference, 1976

Deakin University

General

Deakin University has been named after Alfred Deakin, Australia's second Prime Minister, who played a major role in the federation of the Australian States at the turn of the century. The 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 began teaching in April 1977 with approximately 2,500 full-time and part-time students, and expects to have an enrolment of approximately 9,000 students by 1990. It is the first university in Victoria outside the Melbourne metropolitan area, and is absorbing 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 be developing a major external programme and will provide adequate facilities for part-time study, since it will be the only tertiary institution in Geelong.

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

Schools and chairs

The six schools and the chair occupied by each planning dean are: the School of Business Studies (unfilled), the School of Education (Education), the School of Engineering and Architecture (Mechanical Engineering), the School of Humanities (Philosophy), the School of Sciences (Human Biology), and the School of Social Sciences (History and Government).

Site and buildings

Facilities at the main campus at Waurn Ponds, about 8 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 the three metropolitan universities, thereby catering largely for students from country areas. The whole environment of Deakin University will be closely integrated with the community and will be planned as part of the development of Geelong as a growth centre.

The University has approved a development plan which aims to integrate academic buildings surrounded by residential buildings, car parks, and sports fields and is designed as a pedestrian campus. During 1978 the first new major buildings will be the student and staff facilities building and the administration building.

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.

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

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

Field of study (b)	1974				1975			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
Bachelor degree courses—								
Agriculture, forestry	287	..	213	500	301	..	225	526
Architecture, building	529	..	..	529	540	..	..	540
Dentistry	234	..	..	234	241	..	..	241
Economics, commerce, government	1,513	1,472	807	3,792	1,473	1,606	946	4,025
Education	607	592	384	1,583	559	642	522	1,723
Engineering, technology	954	1,112	..	2,066	968	988	..	1,956
Fine arts	272	..	..	272	282	..	..	282
Humanities	3,652	3,072	1,961	8,685	3,507	3,100	2,471	9,078
Law	1,098	1,243	..	2,341	1,069	1,362	..	2,431
Medicine	1,328	957	..	2,285	1,342	934	..	2,276
Natural sciences	2,307	1,873	984	5,164	2,319	1,917	1,105	5,341
Social and behavioural sciences	..	..	1,193	1,193	164	29	1,552	1,745
Veterinary science	235	..	..	235	241	..	..	241
Total	13,016	10,321	5,542	28,879	13,006	10,578	6,821	30,405
Higher degree courses	2,004	1,449	399	3,852	2,119	1,591	427	4,137
Non-degree courses	1,059	1,067	541	2,667	1,118	1,080	502	2,700
Total	3,063	2,516	940	6,519	3,237	2,671	929	6,837
Total enrolments (c)	16,079	12,837	6,482	35,398	16,243	13,249	7,750	37,242
Total students (c)	15,539	12,837	6,481	34,857	15,679	13,249	7,746	36,674

(a) At 30 April.

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

(c) Enrolment totals exceed student totals at Melbourne and La Trobe Universities because of double counting of students enrolled in more than one course.

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

Field of study (b)	1974				1975			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
Bachelor degree courses—								
Agriculture, forestry	68	..	34	102	57	..	29	86
Architecture, building	85	..	..	85	78	..	..	78
Dentistry	39	..	..	39	41	..	..	41
Economics, commerce, government	258	425	..	683	250	393	119	762
Education	50	141	49	240	47	170	78	295
Engineering, technology	206	193	..	399	218	191	..	409
Fine arts	38	..	..	38	34	..	..	34
Humanities	525	765	156	1,446	553	805	224	1,582
Law	171	197	..	368	186	199	..	385
Medicine	203	141	..	344	203	159	..	362
Natural sciences	809	521	183	1,513	618	615	211	1,444
Social and behavioural sciences	..	..	165	165	..	..	142	142
Veterinary science	34	..	..	34	40	..	..	40
Total	2,486	2,383	587	5,456	2,325	2,532	803	5,660
Higher degree courses	310	168	37	515	368	210	36	614
Post-graduate diploma courses	76	521	331	928	131	498	348	977
Total	386	689	368	1,443	499	708	384	1,591
Total students	2,872	3,072	955	6,899	2,824	3,240	1,187	7,251

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

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

VICTORIA—UNIVERSITY OF MELBOURNE, MONASH, AND LA TROBE
UNIVERSITIES : TOTAL INCOME AND EXPENDITURE
(\$'000)

Particulars	1973			1974		
	Melbourne	Monash	La Trobe	Melbourne	Monash	La Trobe
Income	42,200	31,142	17,724	49,944	39,233	21,992
Expenditure	41,400	31,916	17,831	50,017	41,489	20,602

Commission on Advanced Education

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

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

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

The Commission furnishes reports to the Commonwealth Minister for Education containing recommendations on the financial assistance that should be granted to institutions providing advanced education. Since January 1974 the Commonwealth Government has assumed full responsibility for financing tertiary education.

The Commission also carries out administrative responsibilities under the States Grants (Advanced Education) legislation in relation to such matters as building approvals, transfers of funds, and course approvals.

Further reference, 1975

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 universities, offering tertiary education in Victoria. The most important of the Institute's responsibilities include :

- (1) Making recommendations to the Commonwealth 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) conferring degrees, diplomas, and other awards on students of the colleges attaining appropriate standards in approved courses ;
- (5) making recommendations to the Victorian Government on salary scales and terms and conditions of appointment for academic staff in colleges ; 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 32 members drawn from the affiliated colleges, the universities, Parliamentary representatives, the Victorian Education Department, commerce and industry, undergraduate student representatives of the affiliated colleges, and a nominee of the Interim Senate of the State College of Victoria. Academic assessments are made by a board of studies, which is, in turn, advised by a series of academic 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 conferring of degrees is the prerogative of the V.I.C.

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

Since the decision by the V.I.C. in 1970 to award higher degrees, several masters' degrees have been conferred on candidates who have completed approved programmes of research. During 1974 and 1975 an increasing number of applicants were admitted to master's degree candidature.

Degrees awarded by the V.I.C. in 1976 were : Bachelor of Applied Science, Bachelor of Architecture, Bachelor of Arts, Bachelor of Business, Bachelor of Education, Bachelor of Engineering, Bachelor of Pharmacy, Bachelor of Social Science, Master of Applied Science, Master of Business, Master of Engineering, and Master of Pharmacy.

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, to encourage and finance their special developmental projects, and to help co-ordinate them.

During 1974 and 1975 all colleges were involved in various ways in designing new courses, many of which were extensions or developments of academic areas already receiving attention. For example, degree courses were added to existing diploma levels, graduate diploma courses were developed for graduates wishing to proceed to specialist studies at the post-diploma or higher degree level, or sub-professional courses were designed for "associated diploma" awards at one level below the normal diplomas, such as welfare studies

(Caulfield Institute of Technology), orthoptics (Lincoln Institute), personnel administration (Prahran College of Advanced Education), and industrial relations (Preston Institute of Technology). All of these courses commenced in 1975.

In 1974 diploma courses in physical education were commenced at the Footscray Institute of Technology and the Preston Institute of Technology. The course at Preston is also offered at degree level, as is an allied course in human movement, both being approved in 1974 for commencement in 1975. These courses which are new to the college system provide not only a sound basis in the biological and behavioural sciences but also offer subjects of an applied kind such as biomechanics. They prepare students for a wide range of careers, including physical education and recreational leadership. Special grants were given by the Commonwealth Government to support the courses.

In 1975, with the agreement of the Commonwealth and Victorian Governments, teacher education was introduced at the Gippsland Institute of Advanced Education and the Warrnambool Institute of Advanced Education. Gippsland offers a diploma of teaching, a bachelor degree in education, and an associate diploma in school librarianship, while Warrnambool conducts a diploma course in teaching. Accreditation of these courses for the purposes of national registration by the Australian Council on Awards in Advanced Education was undertaken through the State College of Victoria, the co-ordinating body for teacher education in Victoria.

Other new courses were also commenced and planned during this period in areas new to the V.I.C. college system. For example, in 1975 the Ballarat Institute of Advanced Education enrolled its first students for the diploma course in rural product technology; the Prahran College of Advanced Education started a diploma of arts in behavioural studies; and the College of Nursing, Australia, offered a diploma in community health nursing. Other course innovations in 1975 were: a Bachelor of Business degree in transport economics, and in public administration and local government (Royal Melbourne Institute of Technology); Bachelor of Applied Science, allowing specialisation in physics, mathematics, chemistry, and information science (Gordon Institute of Technology); Bachelor of Business in accounting and marketing (Caulfield Institute of Technology); and graduate diplomas in educational administration and vocational counselling (Royal Melbourne Institute of Technology), urban systems (Swinburne College of Technology), and physical distribution management (Caulfield Institute of Technology).

Plans by a number of the colleges to implement courses that were approved by the V.I.C. Council for introduction in 1976 were interrupted midway through 1975 when the Commonwealth Government announced that the year 1976 was to be treated as a year outside the usual triennial method of funding. Existing standards for recurrent expenditure were to be maintained, but new initiatives were to be deferred. Meanwhile the Commission on Advanced Education was to draw up new recommendations for the 1977-79 triennium (see page 563).

This decision resulted in the suspension by the Commission on Advanced Education of all new and revised programmes of study planned for 1976, with the exception of the following courses: Graduate Diploma in Water Science (Caulfield Institute of Technology); Bachelor of Applied Science in Physical Education (Footscray Institute of Technology); Associate Diploma in Welfare Studies and a Graduate Diploma in Education (Gippsland Institute of Advanced Education); Graduate Diploma in Dietetics (Gordon Institute of Technology); Diploma of Applied Science in Environmental Health and a Graduate Diploma in Film and Television (Swinburne College of Technology); Bachelor of Education (Warrnambool Institute of Advanced Education); Diploma of Arts in Dramatic Arts (The Victorian College of the Arts); and Diploma in Prosthetics and Orthoptics (Lincoln Institute).

The Deakin University Act, enacted in December 1974, provided for the absorption of the Gordon Institute of Technology by the Deakin University (see page 731).

In 1976 the State College of Victoria Teachers' Colleges at Ballarat and Bendigo which merged with the Ballarat Institute of Advanced Education and the Bendigo Institute of Technology, became affiliated with the V.I.C., and are now known as the Ballarat College of Advanced Education and the Bendigo College of Advanced Education, respectively.

Building programmes for the metropolitan and regional colleges costing \$47m were drawn up for 1974-75. Capital expenditure for 1976, however, was reduced, only about \$16m being allocated to support a curtailed building programme.

Further reference, 1976

State College of Victoria

The Victorian Government's establishment of the State College of Victoria in 1973 created a tertiary education system which at that time was unique in Australia; other States have since followed Victoria's example. The State College of Victoria (S.C.V.) is a federation of former teacher-training institutions designed both to foster the independent growth of the colleges and to co-ordinate their activities for academic and administrative purposes. The constituent colleges in 1976 numbered ten, with a total student population exceeding 15,000. In 1976 two former S.C.V. colleges were incorporated into Ballarat and Bendigo's newly established colleges of advanced education, which are affiliated with the Victoria Institute of Colleges (V.I.C.) (see above).

As Victoria's third stream of tertiary education, the S.C.V. offers Higher School Certificate students an alternative to the universities and the colleges affiliated with the V.I.C. Twenty-eight per cent of students who completed Higher School Certificate studies in 1975 sought, as their first preference, to enter one of the S.C.V. constituent colleges. The S.C.V. system continues to provide a large percentage of the teachers needed to staff Victoria's government and non-government schools. In 1976 its graduates totalled 5,072: 1,640 secondary teachers, 2,168 primary, 1,081 technical, and 183 pre-school.

The most significant academic achievement of the S.C.V. in the years since its inception has been the introduction of four year Bachelor degrees to enable teaching to become a graduate profession. As colleges successfully sought accreditation of degree courses during 1976, most S.C.V. constituents commenced the 1977 academic year offering at least one degree course in some aspect of teacher education. The introduction of the degree courses gives the S.C.V. a range of awards which also includes graduate and higher diplomas, diplomas, and a variety of certificates.

Foremost among the S.C.V.'s capital undertakings has been the purchase and development of a 14.5 hectare site at Abbotsford to be shared by the S.C.V.—Institute of Early Childhood Development (I.E.C.D.), and the Lincoln Institute (which is affiliated with the V.I.C.), to be developed as a campus to train educationists, health, and welfare personnel. Third year I.E.C.D. students are already receiving instruction on the site. A joint S.C.V./V.I.C. campus planning committee has now completed the master plan and submitted it to the commission on Advanced Education. The project is expected to involve very considerable expenditure over a number of years.

The State College of Victoria Act has stated that for an appreciable time teacher education would remain the S.C.V.'s major concern. However, it broadened the charter of the former teachers colleges which comprise the system, and several of them offer courses to students who do not want to take up teaching as a career. An example of proposed developments outside the field of teacher education is the two year Associate Diploma in Welfare Administration designed by the S.C.V. at Coburg especially for administrative personnel in welfare associated with migrants, the prison service, and youth work.

The colleges in the S.C.V. federation prepare teachers for all sections of the educational spectrum embracing early childhood, 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 sited throughout the Melbourne metropolitan area and at Geelong. Co-ordination of the constituent colleges through the S.C.V. Central Office in Hawthorn ensures that the maximum interchange of information and ideas occurs.

Further reference, 1976

Colleges of advanced education

General

Colleges of advanced education are those operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education. The Acts empower the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance.

Bendigo College of Advanced Education

The Bendigo College of Advanced Education, which is affiliated with the V.I.C., was established in 1975 by the merging of the State College of Victoria at Bendigo with the Bendigo Institute of Technology.

The main campus is on a site of 34 hectares at Flora Hill. A long-term campus plan provides for a continued expansion of the college.

Burnley Horticultural College

The Burnley Horticultural College is a college of advanced education administered by the Department of Agriculture and provides a course for the Diploma of Horticultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on pages 423-4.

Caulfield Institute of Technology

The Caulfield Institute of Technology, which is affiliated with the V.I.C., was established in 1921 and serves the extensive south-eastern metropolitan region of Melbourne. The Institute is currently engaged in an extensive rebuilding programme which, when completed, will considerably extend its teaching facilities. The Institute makes a special feature of its courses in data processing, and has a substantial and sophisticated computer installation.

College of Nursing, Australia

The College of Nursing, Australia, established in 1950, is affiliated with the V.I.C. and conducts courses which lead to registration with the Victorian Nursing Council as a general nurse, and to post-graduate diplomas in nursing administration, nursing education, nursing education (midwifery), hospital nursing and unit management, and community health nursing. This latter course leads to registration as an infant welfare sister for those students who elect to study this nursing speciality within the course.

Dookie Agricultural College

The Dookie Agricultural College, a college of advanced education administered by the Department of Agriculture, provides a three year course for the Diploma of Agricultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on page 423.

Emily McPherson College

The Emily McPherson College, a college of advanced education administered by the Education Department, had its origins in The College of Domestic Economy which was founded in 1906 and located in Lonsdale Street. The College of Domestic Economy was established in order to meet the need to educate girls and women in home management. This need is emphasised by the fact that the College had a waiting list of entries until such time as a new college, to be known as the Emily McPherson College of Domestic Economy, was built.

The Emily McPherson College of Domestic Economy was officially opened on 27 April 1927. The College occupies the various buildings on the corner of Russell and Victoria Streets, the site of the Old Melbourne Gaol. Besides the new building erected between 1923 and 1927 and the Ethel Margaret Wing opened in 1947, the old bluestone buildings—the Gaol Chapel, the Gaol Governor's residence, and the Gaol Offices—have been used as class-rooms for housewifery, general science, dietetics, and art, and, in the early years, as a hostel.

Since those early days the residential requirements of the diploma courses and the hostel have disappeared. Extensive refurbishing of the bluestone buildings was undertaken in the early 1970s. This work was carried out in co-operation with the National Trust of Australia (Victoria) and the result is one where the essence of the past is retained and practical use is made of some fine old buildings.

Towards the end of 1976 moves were being made to amalgamate the Royal Melbourne Institute of Technology and the Emily McPherson College. This had been recommended by the Commission on Advanced Education in its Fourth Report of 1976–1978.

The merger is scheduled to take place within three years. Meanwhile a steering committee composed of representatives of both the colleges and the Education Department has been set up to make recommendations to the councils of the colleges, the Education Department, and the Victoria Institute of Colleges for consideration by the Minister of Education. Sub-committees have also been formed by the steering committee in the areas of subject courses, staff, and capital works.

From 1 January 1977 the Royal Melbourne Institute of Technology was to accept responsibility for the enrolment of students at the Emily McPherson College, and the granting of awards for the tertiary courses it conducts. These are the Diploma of Applied Science in Foods and Food Service, Diploma of Arts in Fashion, Diploma of Applied Science in Home Economics, and Diploma of Applied Science in Nutrition and Food Science. All these courses have been approved by the Victoria Institute of Colleges.

Besides its diploma courses, the College provides TAFE programmes in Tertiary Orientation year studies and adult extension subjects. Students in TOY have an opportunity to undertake studies which will prepare them for tertiary study either at this College or in other institutes. The adult extension programme has a long and continuing tradition at this College in a wide range of subjects.

Footscray Institute of Technology

The Footscray Institute of Technology is the regional college for the western suburbs of Melbourne. Established in 1916, it was affiliated with the V.I.C. in 1965.

A new general teaching building and multi-purpose lecture theatre complex was under construction during 1976. Planning is at an advanced stage for the construction of a physical education, recreation leadership, and community sporting complex which will be followed, in the near future, by the erection of an appropriate library and student union facility.

Gippsland Institute of Advanced Education

The Gippsland Institute of Advanced Education established, and affiliated with the V.I.C., in 1968 is a regional institution designed to serve the tertiary educational needs of eastern Victoria.

The external studies scheme provides opportunities for suitably qualified persons resident in any part of Gippsland to undertake part-time study in a range of social sciences and humanities.

Gordon Institute of Technology

The Gordon Institute of Technology has developed from the Gordon Technical College which was opened in 1887. The Institute was affiliated with

the V.I.C. in 1965. Rapid expansion of the Institute has led to the gradual transfer of tertiary departments to an 80 hectare campus at Waurm Ponds, 9 kilometres from Geelong. Planning has commenced for the future integration of the Gordon Institute and the State College of Victoria, Geelong, into the Deakin University, to be established on the Waurm Ponds campus (see page 731).

Lincoln Institute

The Lincoln Institute, a college for educating students in the allied health sciences, was established in 1972, and affiliated with the V.I.C. in 1973. It is centrally situated in Lincoln House, Swanston Street, Carlton. The Institute offers degree courses in occupational therapy, physiotherapy, and speech pathology. Each of these courses leads to recognition by an appropriate professional body or State registration authority. Graduates are usually required to register with these bodies before practising.

Longerenong Agricultural College

The Longerenong Agricultural College, a college of advanced education administered by the Department of Agriculture, provides a three year course for the Diploma of Agricultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on page 423.

Prahran College of Advanced Education

The Prahran College of Advanced Education, which attracts students from inner suburbs and a wide area south-east of Melbourne, has traditionally been an institution for instruction in art and associated studies. The College was established (as the Prahran Technical Art School) in 1915 and affiliated with the V.I.C. in 1967. A substantial new building is being constructed to house business studies and general studies programmes.

Preston Institute of Technology

The Preston Institute of Technology, affiliated with the V.I.C., is the regional centre for the provision of advanced technical education for the northern suburbs of Melbourne, located on a new 40 hectare campus at Bundoora. The first building on the new site houses the Institute's administrative staff, the business studies, art and design, social work, and physical education departments, the library, and the Union facilities. Another building, on nine levels, completed in 1975, accommodates the departments of applied science and engineering.

Royal Melbourne Institute of Technology

The Royal Melbourne Institute of Technology, established in 1887 and affiliated with the V.I.C., is the largest technological college in Australia. It is undergoing a rebuilding programme to provide improved tertiary facilities, both for the academic programme and for the enrichment of the broader corporate life of the Institute.

State College of Victoria, Burwood

The College is organised into three schools: the School of Teacher Education, the School of General Studies, and the Institute of Special Education, which was formed in 1975 from the nucleus of the former Training Centre for Teachers of the Deaf.

Courses at the College are designed to prepare primary, secondary, and specialist teachers.

The Institute of Special Education offers courses for teachers and others concerned with handicapped children. Areas of handicap include hearing impairment, visual impairment, learning disability, physical disability, intellectual handicap, and emotional disturbance.

State College of Victoria, Coburg

Since 1959 the S.C.V. at Coburg, formerly the Coburg Teachers College, has trained primary teachers. In continuing and expanding this activity the

College introduced a Diploma of Teaching (Early Childhood) in 1976, which trains teachers for kindergarten and the lower primary grades.

The College has diversified into welfare administration and youth work and related fields, and several courses will be offered in these areas. Plans are being developed to cater for some of the local needs through self-supporting community courses in art, music, electronics, and languages.

State College of Victoria, Frankston

The S.C.V., Frankston, was established in 1959 and students take a three year full-time course for the Diploma of Teaching in Primary and Early childhood Education. Graduate diploma courses in multi-cultural education, and in art, are expected to commence in 1977.

State College of Victoria, 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.

Following the passing of the Deakin University Act in 1974, the State College of Victoria, Geelong will be absorbed into Deakin University (see page 731).

State College of Victoria, 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 entry.

From its inception in 1954, the College has been the major institution in Australia concerned predominantly with the preparation of teachers for technical and further education (TAFE). While its concern with the training of secondary technical teachers will be maintained, the College is increasingly committed to the training of TAFE teachers, and teachers and instructors in industry and commerce. A major development in 1977 will be the introduction of a Graduate Diploma in Administration, which will be available to all areas of the teaching profession.

State College of Victoria—Institute of Catholic Education

The Institute, which comprises four former Catholic teachers colleges: Aquinas (Ballarat), Christ (Oakleigh), Christian Brothers (Box Hill), and Mercy (Ascot Vale), is concerned mainly with the preparation of primary teachers for Victorian Catholic schools, which cater for about 150,000 pupils, of whom 94,500 are in primary schools.

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.

State College of Victoria—Institute of Early Childhood Development

In 1973 the Melbourne Kindergarten Teachers College became a constituent member of the S.C.V. and was renamed the State College of Victoria—Institute of Early Childhood Development.

In 1976, in addition to the courses outlined in previous editions of the *Victorian Year Book*, a Graduate Diploma in Special Education (Early Childhood) course was offered. This course focuses on educational provisions in the pre-school and early primary years. Its major aim is to prepare pre-school teachers and early childhood educators to recognise and assess the atypical child and provide educational opportunities. Additional courses which are expected to commence in 1977 include Bachelor of Education, Graduate Diploma in Child Development, and Associate Diploma in Child Care. In addition, a Graduate Diploma in Movement and Dance will be provided for recreation officers, therapists, social workers, and psychologists.

Planning is under way for the Institute to gradually move to a new site at Abbotsford which will be shared with the Lincoln Institute.

State College of Victoria, Melbourne

The College is Australia's largest teacher education institution, and offers nine courses directed toward teacher education embracing primary teachers, secondary and art-craft teachers, and specialist teachers such as those teaching librarianship, special education, and inter-ethnic education.

It is planned to expand the scope of courses offered to include such areas as educational counselling and administration and school welfare. Master's level studies are also planned. New buildings, including a student union, are planned for the future.

State College of Victoria, Rusden

The S.C.V., Rusden, incorporated three colleges at its establishment—the Monash Teachers College, the Larnook Teachers College, and the Training Centre for Teachers of the Deaf. It functions on two campuses: the principal centre at Blackburn Road, Clayton, and the School of Home Economics located in Orrong Road, Armadale.

All courses are directed toward the pre-service education of secondary teachers especially in the fields of physical education, home economics, drama education, communication media, language studies, environmental studies, and business education. Additional graduate diploma courses in specialised areas could be available in 1977.

State College of Victoria, Toorak

The S.C.V., Toorak, is located about 6 kilometres from the centre of Melbourne. Its historic buildings incorporate "Stonnington", which is classified by the National Trust of Australia (Victoria). 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 basic course offered is primary education at diploma and degree level. Teachers are also provided with the opportunity to continue their education; the one year course in educational technology is an example of an opportunity to develop further expertise. Other examples, included within a conversion course, are educational psychology, sociology of education, philosophy of education, comparative education, and studies directed to the processes of learning and teaching—the practical and technical skills necessary for a teacher. External studies are available for teachers in the field.

Swinburne College of Technology

The Swinburne College of Technology, established in 1908 and affiliated with the V.I.C., is the regional college of the eastern suburbs of Melbourne. The College is a leader in the development of co-operative education in Australia. Co-operative education, or the British term, sandwich courses, describe programmes in which students are able to learn in both academic and work situations.

The Ballarat College of Advanced Education

The Ballarat College of Advanced Education was instituted in 1975 by the merging of the State College of Victoria at Ballarat with the Ballarat Institute of Advanced Education (see page 736). It is an integrated college with campuses at Gillies Street, Ballarat, and Mt Helen, offering a variety of degree and graduate diploma courses.

The Victorian College of the Arts

The Victorian College of the Arts, affiliated with the V.I.C., was established in 1972. It is an institution which provides education in the fine and performing arts. It will eventually comprise an integrated group of schools—School of Art, School of Music, School of Drama, and a School of Dance.

The Victorian School of Forestry, Creswick

The Victorian School of Forestry, Creswick, established in 1910, was the first forestry school to be set up in Australia. It is a college of advanced education, administered by the Forests Commission, Victoria. Further details of this college are shown in the Forestry chapter on pages 399-400.

Victorian College of Pharmacy

The Victorian College of Pharmacy, established in 1881 and affiliated with the V.I.C. in 1966, is owned and operated by the Pharmaceutical Society of Victoria. Since 1884 it has prepared students for examinations which are conducted by the Pharmacy Board of Victoria.

Warrnambool Institute of Advanced Education

The Warrnambool Institute of Advanced Education, established in 1913, is affiliated with the V.I.C. and serves the tertiary educational needs of south-west Victoria and the south-east of South Australia. An extensive new campus is being developed for the College on the banks of the Hopkins River. Student residences have already been erected, and construction of a teaching and administration building commenced in 1975.

Statistics

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

College of advanced education	1974					1975				
	Post-graduate	Undergraduate			Victoria	Post-graduate	Undergraduate			Victoria
		Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma			Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma	
Bendigo Institute of Technology	24	64	884	..	972	48	169	948	..	1,165
Burnley Horticultural College	..	..	57	..	57	..	..	70	..	70
Caulfield Institute of Technology	225	555	2,653	65	3,498	291	1,265	2,332	101	3,989
College of Nursing, Australia	..	..	18	106	124	..	..	33	157	190
Dookie Agricultural College	..	..	79	..	79	..	..	98	..	98
Emily McPherson College	..	..	48	306	354	..	..	25	426	451
Footscray Institute of Technology	1	580	1,055	23	1,659	..	847	1,107	55	2,009
Gippsland Institute of Advanced Education	4	427	519	..	950	..	717	556	90	1,363
Gordon Institute of Technology	33	389	944	42	1,408	32	917	421	42	1,412
Lincoln Institute	..	364	135	33	532	..	534	24	61	619
Longerenong Agricultural College	..	..	48	..	48	..	..	49	..	49
Prahran College of Advanced Education	..	..	1,015	..	1,015	24	..	1,167	55	1,246
Preston Institute of Technology	..	266	1,121	..	1,387	..	375	1,143	30	1,548
Royal Melbourne Institute of Technology	1,007	3,305	1,498	4,580	10,390	1,001	3,756	1,246	4,458	10,461
State College of Victoria, Ballarat	..	..	634	..	634	..	40	678	..	718
State College of Victoria, Bendigo	..	..	674	..	674	..	..	834	15	849
State College of Victoria, Burwood	15	..	1,176	..	1,191	225	54	1,276	..	1,555
State College of Victoria, Coburg	..	..	902	..	902	54	..	1,099	..	1,153
State College of Victoria, Frankston	..	..	890	..	890	..	..	1,060	..	1,060
State College of Victoria, Geelong	..	..	647	..	647	..	..	684	..	684
State College of Victoria, Hawthorn	422	..	34	745	1,201	457	..	12	842	1,311
State College of Victoria—Institute of Early Childhood Development	25	..	477	..	502	76	..	579	..	655
State College of Victoria, Melbourne	396	364	2,798	..	3,558	510	380	3,237	..	4,127
State College of Victoria, Rusden	271	..	1,660	..	1,931	252	..	1,901	..	2,153
State College of Victoria, Toorak	21	..	905	..	926	35	..	1,269	..	1,304
Swinburne College of Technology	272	2,669	1,213	..	4,154	482	2,980	1,049	41	4,552
The Ballarat College of Advanced Education	11	169	598	..	778	15	217	713	..	945
The Victorian College of the Arts	21	..	102	..	123	17	..	153	..	170
The Victorian School of Forestry, Creswick	..	..	27	..	27	..	..	39	..	39
Victorian College of Pharmacy	16	327	..	..	343	24	357	..	..	381
Warrnambool Institute of Advanced Education	1	258	326	..	585	..	264	392	..	656
Total	2,765	9,737	23,137	5,900	41,539	3,543	12,872	24,194	6,373	46,982

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

(b) At 30 April.

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

College of advanced education	1973				1974					
	Post-graduate	Undergraduate			Victoria	Post-graduate	Undergraduate			Victoria
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
Bendigo Institute of Technology	4	..	133	..	137	4	..	140	..	144
Burnley Horticultural College	..	..	30	..	30	..	..	18	..	18
Caulfield Institute of Technology	30	13	289	8	340	28	48	324	10	410
College of Nursing, Australia	..	..	82	..	82	..	..	..	106	106
Dookie Agricultural College	..	..	50	..	50	..	..	..	..	37
Emily McPherson College	..	..	10	82	92	..	..	7	86	93
Footscray Institute of Technology	..	14	135	5	154	..	31	159	2	192
Gippsland Institute of Advanced Education	1	..	52	..	53	..	..	80	..	80
Gordon Institute of Technology	2	37	156	4	199	1	39	123	8	171
Lincoln Institute	..	..	112	..	112	..	..	111	15	126
Longerenong Agricultural College	..	..	24	..	24	..	..	21	..	21
Prahran College of Advanced Education	..	..	77	..	77	..	..	110	..	110
Preston Institute of Technology	..	..	118	..	118	..	..	126	..	126
Royal Melbourne Institute of Technology	173	135	131	711	1,150	217	212	134	771	1,334
State College of Victoria, Ballarat	..	..	148	..	148	..	..	176	..	176
State College of Victoria, Bendigo	..	..	134	..	134	..	..	183	..	183
State College of Victoria, Burwood	21	..	249	21	291	..	..	309	..	309
State College of Victoria, Coburg	..	..	250	..	250	..	..	300	..	300
State College of Victoria, Frankston	..	..	257	..	257	..	..	216	..	216
State College of Victoria, Geelong	..	..	217	..	217	..	..	218	..	218
State College of Victoria, Hawthorn	279	..	106	347	732	342	..	18	443	803
State College of Victoria—Institute of Early Childhood Development	5	..	128	..	133	12	..	132	..	144
State College of Victoria, Melbourne	233	61	770	..	1,064	331	59	972	..	1,362
State College of Victoria, Rusden	247	..	170	..	417	159	..	191	..	350
State College of Victoria, Toorak	20	..	172	..	192	21	..	287	..	308
Swinburne College of Technology	27	107	390	..	524	27	107	390	..	524
The Ballarat College of Advanced Education	9	14	110	..	133	8	13	93	..	114
The Victorian College of the Arts	3	..	18	..	21	5	..	18	..	23
The Victorian School of Forestry, Creswick	..	..	8	..	8	..	..	6	..	6
Victorian College of Pharmacy	..	90	..	..	90	1	94	..	..	95
Warrnambool Institute of Advanced Education	..	..	40	..	40	..	..	73	..	73
Total	1,054	471	4,566	1,178	7,269	1,156	603	4,972	1,441	8,172

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

(b) At 31 December.

COMMONWEALTH GOVERNMENT ASSISTANCE TO EDUCATION

In recent years the Commonwealth Government has made increasingly large grants to the States for expenditure on education, and from 1973 has been involved in planning for the development of a comprehensive system comprising pre-school, primary, secondary, tertiary (university and college), and technical and further education, including special attention to the needs of migrants.

Pre-school education

Children's Commission

In 1972, the Child Care Act made provision for capital and current grants for day care centres, and an Advisory Committee on Child Care Research was established. In February 1973 the Australian Pre-Schools Committee was

appointed to inquire into, and make recommendations concerning, financial assistance for the establishment and operation of pre-school and child care centres. Following consideration of the Committee's report, and of the comments and reports of other authorities, the Commonwealth Government decided to establish a Children's Commission to ascertain needs, make recommendations, and take part in planning in regard to services to children. The Commission was to be established on the proclamation of the relevant sections of the *Children's Commission Act 1975*, pending which an Interim Committee was appointed to stimulate the development of a wide range of services, including full day care, family day care, play groups, before and after school care, holiday care, occasional and emergency care, and early childhood education. The Committee's operations were predominantly concentrated on areas of need, with planning and administration at the community level. Of \$44m in grants made available to the States for pre-school care and education, Victoria received \$10.8m for the two years ending 30 June 1975.

Further references, 1976

Primary and secondary education

Schools Commission

The Commonwealth Government, in 1972, proposed the establishment of a national body to initiate and develop a programme of assistance and stimulus in the fields of primary and secondary education, and an Interim Committee for the Australian Schools Commission was appointed in December 1972. The Committee's task was to assess the financial needs of primary and secondary schools throughout Australia; work towards establishing acceptable standards for schools; promote the economic use of resources; and recommend grants of financial assistance for school level education for the period 1 January 1974 to 31 December 1975, in addition to existing expenditures by the Commonwealth Government, State Governments, and non-government authorities. The Committee submitted its report and recommendations (the Karmel Report) in May 1973, and the Schools Commission was established the following December.

In addition to the administrative task of implementing the on-going programmes arising from the Interim Committee's and subsequent Commission reports, the Commission fulfils the role of a national planning body for primary and secondary education in Australia. This involves determining needs and establishing priorities and recommending appropriate funding programmes as well as identifying and encouraging examination of a wide range of educational issues. The Commission works closely with State, non-government, and other educational authorities, but is not involved in the detailed administration of school systems. Its current programmes are implemented under the *State Grants (Schools Assistance) Act 1976* and the *States Grants (Schools) Act 1972*. The programmes can be classified into two broad categories:

(1) General Resources programmes, through which both the recurrent costs and capital requirements of schools are subsidised according to their needs; and
 (2) Specific Purpose programmes, which contribute towards: improved schooling for children whose ability to learn is hampered by their social background or by physical impairment; the professional development of teachers; and the fostering of innovation and diversity in the provision of educational services.

Schools Commission funding is planned on a calendar year basis. The funds committed in 1974 and 1975 totalled \$753m, of which Victorian schools received \$226.9m. In 1976, total available funds were \$531.9m, Victoria's share being \$162.1m. In 1977, there is \$562.1m available, with \$169.4m being allocated to Victorian primary and secondary schooling needs. Grants for 1976-77 are subject to further supplementation to compensate for cost increases.

Technical and further education

The TAFE (Technical and Further Education) Commission was established in 1973 to investigate needs in the provision of technical education, and of further education opportunities for adults, with a view to the expansion of financial assistance. In 1974-75, \$10m was granted to the States for technical schools, Victoria being allocated \$2.8m of the initial grants. Total payments to the States to 30 June 1975 amounted to \$164m, of which Victoria received \$43.3m. In the 1973-1975 triennium, capital grants were increased; recurrent grants for technical and further education were introduced in the 1973-74 financial year.

Tertiary education

With the agreement of State Premiers at the Premiers' Conference of June 1973, the Commonwealth Government accepted full financial responsibility for the three sectors of tertiary education—universities, colleges of advanced education, and teacher education. Courses at certain secretarial or business colleges, ballet schools and other institutions were also approved for assistance. Lecture fees in all tertiary institutions were abolished.

In the 1970-72 triennium and for the first half of the 1973-1975 triennium until December 1973, universities and colleges of advanced education received finance through matching recurrent and capital grants. Thereafter, the Victorian Government's financial contribution to universities and colleges of advanced education was restricted to special projects for research and development.

Special education centres

Special education centres have been opened, with the long-term intention of providing for each large community a focus for education discussion and activity which will unite the various divisions and levels of education. These would include persons engaged in pre-school, primary, secondary, technical, tertiary, and further education, as well as parents and members of the community generally.

National Employment and Training System (NEAT)

In 1974 the National Employment and Training System (NEAT) was established to assist the training of workers unemployed because of economic conditions and technological change. (For details of NEAT see pages 314-5.)

Education for minority groups

In recent years, educational developments for minority groups have included:

- (1) Aid under the Disadvantaged Schools Programme for disadvantaged schools enrolling large numbers of migrant students;
- (2) full-time intensive courses in English language and social adaptation for adult migrants;
- (3) home tutorship for migrant women;
- (4) the funding of courses in teacher education institutions to upgrade the qualifications of migrant teachers, with increased support for bilingual teaching;
- (5) the setting up of a national committee on the teaching of ethnic languages, and a national advisory council on migrants; and
- (6) developments in Aboriginal education.

Grants to the States for child migrant education were introduced in the 1969-70 financial year. Since 1973 these grants have been extended to provide capital for the construction of portable supplementary classrooms to accommodate the increasing number of students requiring special language instruction.

Indexation

From 1974-75 grants for education in the States were supplemented to compensate for the effects of cost increases at all levels. This application of indexation played a significant part in raising Commonwealth Government expenditure on education from \$443m in 1972-73 to an estimated \$1,908m in 1975-76.

STUDENT ASSISTANCE SCHEMES

Victorian Education Department*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.

The Education Department makes available Junior Scholarships at Form 2 level. In 1976 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 and tenable for the sixth year of technical education, are also available.

Commonwealth Department of Education*Tertiary Education Assistance 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. The legislative basis of the Scheme lies in the *Student Assistance Act 1973* and its accompanying Regulations.

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1977 the maximum rates of living allowance are \$1,250 per annum for students living at home and \$1,976 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 1977 the dependant spouse allowance is \$29 per week, and the dependant child allowance \$7.50 for each dependant child per week. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course.

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 \$550 per annum, subject to a means test on family income.

Assistance for isolated children

Subject to certain conditions, allowances are available for children in primary and secondary schools whose homes are geographically isolated from the nearest government school. In some cases benefits may be paid for handicapped children, children of itinerant workers, or for children who must live away from home to undertake special type courses. The benefits of the Scheme in 1977 comprise :

Boarding allowance

- (1) A basic allowance of \$500 per annum free of a means test;
- (2) an additional allowance of up to \$450 per annum subject to family income; and
- (3) 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.

Correspondence allowance

An allowance of up to \$500 per annum is paid in respect of an isolated child who is undertaking approved correspondence study. The allowance is divided into two components:

- (1) A basic payment of \$200 free of means test; and
- (2) up to a further \$300 per annum in reimbursement of expenditure on approved items.

Second home assistance allowance

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

- (1) Where there is one eligible child living at the second home—\$500 per annum;
- (2) where there are two eligible children living at the second home—\$925 per annum; and
- (3) where there are three or more eligible children living at the second home—\$1,275 per annum.

Adult Secondary Education Assistance Scheme

This Scheme 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

This 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 are 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 Commonwealth 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.

Postgraduate awards

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

Award holders receive a tax-free living allowance of \$4,000. Additional allowances which are paid subject to certain conditions include:

- (1) A Dependent Spouse Allowance of \$1,508;
- (2) a Dependent Child Allowance of \$390 for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate and \$400 for a Ph.D. degree candidate;

- (4) an Establishment Allowance of \$75 and \$100, respectively, for single and married award holders;
- (5) a Fares Allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an Incidentals Allowance of \$70 or \$100 per year towards the cost of fees such as S.R.C., Union and sports fees.

Postgraduate studies in social work

This scheme, first introduced at the beginning of the 1975 academic year, provides assistance to selected students while they undertake Master's or Ph.D. studies in social work. Two categories of awards are available: Category A provides for a salary reimbursement arrangement to the award holder and the payment of the subsidiary benefits of postgraduate awards, while Category B provides the usual benefits of postgraduate awards.

Scholarships for Graduate Diploma Study in Recreation

Scholarships of up to one year's duration are available for full-time selected students undertaking the Graduate Diploma in Recreation at the Preston Institute of Technology. The benefits available are the same as those offered under the Tertiary Education Assistance Scheme, but the means test is not applied.

Education Research Training Fellowship Scheme

A limited number of awards are available for students wishing to undertake a programme incorporating postgraduate academic training leading to a Master's degree in the field of education together with practical training in an approved research organisation. Provisions include a tax free living allowance within the range of \$4,333 to \$7,280; additional allowances similar to those offered for post-graduate course awards; travel assistance where a move to Melbourne, Brisbane or Sydney is involved; and four weeks annual leave.

Statistics

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

Scheme	1971	1972	1973	1974	1975
Victorian Government—					
Junior scholarships	62,826	65,271	64,601	61,827	53,359
Senior technical scholarships	598	525	486	521	495
Senior scholarships	136	190	160	177	174
Commonwealth Government—					
Senior secondary scholarships	5,424	5,296	9,290	13,849	(a)6,922
Technical scholarships	1,281	1,425	1,191	(a)412	30
Secondary allowances	..	..	..	(b)2,687	3,069
Assistance for isolated children	..	..	(b)892	1,043	1,157
Adult secondary education assistance	..	..	..	..	(b)367
Aboriginal secondary grants	284	338	694	712	779
Aboriginal study grants	35	73	94	103	136
University and advanced education scholarships	11,832	12,942	14,852	(a)3,650	1,225
Tertiary education assistance	..	..	..	(b)17,343	22,506
Pre-school teacher education	..	..	(b)237	303	408
Commonwealth teaching service scholarships	..	(b)14	43	101	116
Scholarships for graduate diploma study in recreation	..	..	..	..	(b)4
Postgraduate awards	505	535	543	704	693
Postgraduate study in social work awards	..	..	..	..	(b)11
Education research awards	..	..	..	..	(b)2

(a) Discontinued from this year.

(b) Awarded for the first time in this year.

Further reference, 1976 ; Commonwealth scholarships, 1964 ; Commonwealth aid to education in Victoria, 1972

ADULT EDUCATION

General

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

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

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

Council of Adult Education

Central to the provision of extra-vocational adult education is the Council of Adult Education, an independent statutory authority, established in 1947 under the Education Act. It is now unique in Australia.

The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education. The Council's statutory membership of 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. The Director of Adult Education is appointed by the Victorian Cabinet.

Under the Director, a staff of 70 administer the Council's programme, which engages a part-time teaching staff in excess of 650 and a student enrolment of more than 35,000 persons.

Traditionally offering a programme of part-time, non-credit, extra-vocational courses, seminars, workshops, seasonal schools, and discussion groups, the Council, in keeping with adult education generally, has broadened its activity in recent years. Recent innovations include programmes for prison inmates, for Aboriginals, 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 lecturer service, the publication of a directory of all courses for adults in Victoria, and a Creative Arts Centre in Melbourne. It is experimenting with family camp-outs, family creative arts workshops, and inland safaris of an educational nature, and developing a "returning to study" programme including mature-age Higher School Certificate study.

In 1976, the General Studies and Creative Arts Departments offered more than 1,100 short-term and long-term courses in the city and at more than 80 locations in 70 suburbs. It serviced a network of some 610 discussion groups with more than 7,000 members in metropolitan and country areas with books,

audio-visual materials, notes, and discussion guides. It gave financial, programming, and advisory assistance to the 18 country continuing education centres and a variety of services to rural Victoria generally. The Council's library provides a service to its students and general public from a stock of more than 50,000 volumes.

At an informal level, the Council assists the development of adult education by other agencies throughout the State. With the development of community and school-based enterprises in adult education, the role of the Council's staff as resource people, facilitators, advisers, consultants, and promotional agents increases rapidly and is assuming a central importance in the Council's contribution to adult education.

VICTORIA—ADULT EDUCATION : COURSES
AND ENROLMENTS

Item	1971-72	1972-73	1973-74	1974-75	1975-76
Courses offered	613	704	857	1,034	1,189
General Studies	..	..	574	615	615
Creative Arts	..	..	283	419	521
Students enrolled	16,021	17,444	18,493	20,320	24,821

Finance

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

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

Particulars	1971-72	1972-73	1973-74	1974-75	1975-76
Revenue—					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	194	214	429	713	967
Earned income, fees, etc	247	303	406	557	742
Total revenue	491	567	885	1,320	1,759
Expenditure—					
Secretary's Department—					
Salaries	191	199	282	459	597
Administration	82	96	195	296	347
Programme Departments—					
General Studies				199	253
Creative Arts				190	258
Access—Literacy to H.S.C.				11	22
Discussion Group				29	43
Services—					
Library Resource Centre	} 217	} 272	} 408	28	42
Extension Services				22	46
Special Schools				36	55
Publications and promotion				50	96
Total expenditure	490	567	885	1,320	1,759

Further reference, 1976 ; State Film Centre, 1969 ; Education for Management, 1970

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