

## EDUCATION

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### SCHOOLS IN VICTORIA

#### General

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

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

A dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the requirements of the Council of Public Education (see pages 567-8), which operates also within the framework of the Education Act.

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

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

### GOVERNMENT SYSTEM

#### Education Department

##### *Administration*

Since its establishment in 1873, the Education Department of Victoria has assumed responsibility for a growing range of schools and services extending far beyond those of 1879, the seventh year of free, compulsory, and secular primary education for children to the age of fifteen years. The original leaving age was lowered to fourteen years last century but was restored to fifteen years in 1964. The Education Department is under the direction of the Minister of Education and the Minister of Special Education. Its permanent head is the Director-General of Education.

Owing to the extraordinary growth and scope of the Education Department (an organisation with a budget of more than \$1,200m, employing over 60,000 persons, owning 2,200 buildings, and educating 630,000 students), considerable re-structuring has been necessary and is still proceeding. The old 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. As part of the continuing development of the new structure, the Personnel Division and the Building Operations Division came into being in 1977. The eight divisions have 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 finance 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 and eleven assistant regional directors, district inspectors, and members of the Board of Inspectors of Secondary Schools and of the Board of Inspectors of Technical Schools. Such senior administrators work as educational consultants in 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.

The eleven 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 involves them in administering the emergency teacher scheme, school maintenance, planning for future educational expansion, in-service education, and the co-ordination, development, and integration of all forms of education. Their areas of responsibility vary from an upper limit of 52,000 children in the country to some 115,000 children in metropolitan regions.

Concurrent with this development has been the marked increase in autonomy granted to all schools in the 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 1977, the Community Education Committee prepared a book of some 70 pages, *Community Education Policies and Guidelines for School-based Programmes* to assist and encourage the use of school premises by the community.

In 1977, a special institute for the training of school administrators was established. Known as the Institute of Educational Administration, it provides specialist leadership training for principals and potential principals of government and non-government schools. The Institute's Director is responsible to the Minister of Education through a widely representative Council.

Throughout the 1970s, the Education Department has increased provision for participation in decision making at the State, regional, district, school, and community levels. State-wide administrative issues in education are the prime concern of the Director-General's Policy Committee, the Liaison Committee (representatives of government and non-government administration), and the Council of Public Education. To assist this

decision making, the Planning Services Division provides advisory service to the Office of the Director-General and to senior officers in all Divisions. During 1977-78, the consolidation of the Personnel Division, Computer Services, Planning Services, together with the Primary, Secondary, and Technical Divisions, has led to improved efficiency of the central administration. The vast size of the Education Department's organisation makes it necessary to provide (through the Office of the Director-General and the Director-General's Policy Committee) co-ordinated policies on a functional basis, that is, policies related to administration, building, curriculum, finance, and personnel.

#### *Building*

With an annual building budget of approximately \$150m, the Building Operations Division is one of the major constructing clients in Australia. During 1977-78, total funds available from State and Commonwealth sources for direct capital expenditure and related professional services amounted to \$145,035,000. Actual expenditure totalled \$141,300,000. Implementation of the Works Programme is the responsibility of this Division, which comprises the Building Operations Branch and the Programme Planning and Budget Control Branch.

In 1977-78, eleven new primary and five new post-primary schools were established; technical facilities were added to four high schools; a technical centre was established at Charlton to serve a network of surrounding schools; and two new special developmental schools were established in the new home environment design (see under Special Education).

The scope of joint developments with local government for community oriented projects continues to increase. The "Outreach" policies, which encourage joint strategic planning of community and education services, have now become widely adopted. A recent major innovation, aimed at co-ordinating school and community services, has been to provide permanent "core" type facilities, adaptable to changing community needs, combined with relocatable general learning areas. During 1977-78, in keeping with changing enrolment patterns, 2,682 movements of relocatable units occurred, and orders were placed for 432 units of general and specialist nature.

Greater efficiency and closer co-ordination have been achieved in building policy and practice through the provision of services and recommendations from a number of related sources: the Building Council which, with its Advisory Committee and Standards Committee, allows for consultation at the formative stage; the Sites Committee; the Facilities Planning Unit of the Planning Services Division; the Regional Priorities Review Committee, system; liaison with municipal councils and with school and college councils; and Computer Services. Through co-ordination and co-operation at both the central and local level, buildings are planned to suit the varying district needs throughout the State, thus increasing community involvement, interest, and satisfaction.

The following table illustrates the general allocation of building expenditure for 1977-78:

#### VICTORIA—EDUCATION BUILDING EXPENDITURE, 1977-78

Particulars	Expenditure	Percentage of total expenditure
	\$m	
Regional works	71.62	50.7
Central programme	35.61	25.2
Commonwealth TAFE	12.56	8.9
Sites	11.35	8.0
State TAFE	5.50	3.9
Special Education	3.87	2.7
Non-education expenditure	0.79	0.6
<b>Total</b>	<b>141.30</b>	<b>100.0</b>

#### *Curriculum*

##### *Introduction*

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

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

#### *Curriculum Services Inquiry*

To assess the extent to which the curriculum support services were meeting the changing needs of the schools, a comprehensive Curriculum Services Inquiry (first announced in November 1975) was established. Over a period of almost two years, it heard 476 written submissions from groups and individuals, both within, and beyond the Education Department. The Inquiry covered such matters as: the structure and function of existing curriculum services; possible alternative future structures; the introduction of new curriculum initiatives; and the general co-ordination of such services. The recommendations of the Inquiry Committee are currently being implemented in order to provide improved and more effective services to teachers and schools.

#### *Curriculum in primary schools*

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

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

The major curriculum publication for primary schools in 1978 was Language Guide No. 3, entitled *Happily Ever After*. Distributed to all primary teachers, this booklet contains suggestions for a wide range of activities intended to develop skills and attitudes in the language curriculum.

A draft version of *The Primary School Curriculum—a Guide for Victorian Schools* has been distributed for comment and was to be published for the 1979 school year. This manual examines the curriculum responsibilities of the principal, staff, parents, and school council, and provides advice on school-based decision-making in curriculum matters. In making such decisions, those concerned take into account not only the needs, abilities, and interests of the pupils, but also the nature and expectations of the local community.

District education committees were established in 1978 in each of the fifty primary school inspectorates. Each committee is responsible to the district inspector concerned for identifying curriculum needs, for determining the work programmes of district consultants and teacher advisers, and for initiating in-service education activities.

While basic skill development is still the essential aim of primary education, a broader range of programmes is now being offered. These include after-school activities for "latch-key" children; anti-drug education; nutrition education; environmental studies; consumer education; pre-school reception programmes; second language studies; and, for most of the larger primary schools, the conduct of camping programmes.

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. However, consolidated schools, established in country districts since 1944, have gradually lost their post-primary enrolments as high schools have been established in the same districts.

#### *Curriculum in secondary schools*

The traditional curriculum includes English, mathematics, history, geography, science, music, languages, home economics, creative arts and crafts, and physical education. These

are normally available on a core and elective basis. Diversification of courses is possible through the introduction of general studies, social science, and a progressively increasing range of elective subjects. Curriculum planning is largely the responsibility of principals and teachers, and provides choices for those planning tertiary education and entry into the professions, and for those intending to seek commercial or industrial careers. Consequently there is a wide variety among schools in subject content, learning and teaching techniques, methods of assessment, and school organisation.

The one course of study and examination common to most secondary schools is the Higher School Certificate in Year 12. The results of this external examination at present provide the usual basis for determining admission to most forms of tertiary education. It is planned to maintain the Higher School Certificate examination in its present form until 1979, after which the Victorian Institute of Secondary Education may introduce other methods of assessment for entrance to tertiary institutions.

The increasing development of individual school curricula with less dependence on external sources of guidance has largely been stimulated by the Innovations Programme of the Schools Commission and the Supplementary Grants Programme for disadvantaged schools. Enhanced in-service education provisions and additional staff have also assisted this process.

Some recent developments in the secondary curriculum are: the greater use of differential teaching to assist children with language development problems; more provision in mathematics courses for both lower-achieving students and gifted children; the establishment in 1977 of the Secondary Mathematics Curriculum Committee, which (among other projects) is seeking the opinions of employers and community groups on the mathematical knowledge expected of students entering the workforce; the development of comprehensive and diverse courses in social science and social studies; the study of personal typewriting and consumer education at Year 9 and Year 10; much greater emphasis on foreign language study (some 58 high schools are now teaching Italian, 48 schools are teaching Indonesian, 23 schools are teaching modern Greek, 15 schools are teaching Japanese, and 6 schools are teaching Russian); the growth of outdoor education programmes, including bushwalking, orienteering, and camping; instrumental workshops and camps for music students; pre-driver education as an elective subject; graphic communication courses in 74 per cent of secondary schools; and the reflection in the various curricula of the growth of community interest in social and environmental matters.

In recent years a number of experimental community schools have been established as annexes to larger post-primary schools. They aim to bring students more closely in touch with the life of the community, to encourage individuality, and to undertake innovative work. Operating generally in small rented premises and depending largely on local resources, community schools usually contain fewer than one hundred students. High schools which have established such units as annexes include Brunswick East, Flemington, and Kyneton.

#### *Curriculum in 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 aims at a 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.

The administration of curriculum in technical education is undertaken through a structure containing several representative advisory committees. The State Council for Technical Education advises on community needs for programmes in technical and further education, and, through its Curriculum Board, the State Council determines classification and principles for TAFE courses. Regional Councils for Technical Education advise on

TAFE developments at the regional level. The Director of Technical Education is advised by the Technical Schools Committee of secondary technical education and by the Technical Colleges Committee of TAFE programmes and operations. At both secondary and TAFE levels a major contribution to curriculum development is achieved through a broadly representative system of standing committees. More than 600 representatives of industry serve on TAFE standing committees to ensure that, as far as practicable, programmes do meet the needs of industry. Support for curriculum initiatives at school level includes access to such standing committees, and the placement of curriculum consultants in regional offices.

A significant feature of secondary technical education is the variety of approaches adopted in attempting to meet the needs of students and of the communities they serve. Tottenham Technical School, for example, has established a community house to provide an informal, accessible, and friendly environment in which parents, teachers, and students can meet, and in which initial contact with community organisations can be made. Irymple Technical School owns a 53 hectare farm, which not only produces income for the school, but which is also the focus of agricultural courses for students and specific short courses to meet local needs. Williamstown Technical School has established a co-educational Secondary Resource Centre, which enables students from six local high schools to have access to workshops and related classes. Several technical schools were awarded Innovations Grants during 1977-78, one of the largest being to Broadmeadows West Technical School for an Environmental Education Project.

During 1978, the Technical Schools Division adopted the national Programmes (or Streams of Study) and Fields of Study Classification used by the TAFE Council of the (Commonwealth Government) Tertiary Education Commission. These classifications will form the basis for the incorporation of course information into the TAFE data bank currently being developed. The eleven Fields of Study are: applied science; art and design; building; business studies; engineering; rural and horticultural studies; music; para-medical studies; industrial services not classified elsewhere; personal services not classified elsewhere; and general studies. The six Programmes or Streams of Study are: diploma; middle-level (or para-professional) courses; apprenticeship trades; other skilled trades; preparatory and access programmes for admission to other courses; and recreational and leisure programmes for adults.

### *Special Education*

Through the State-wide network of Special Education facilities, there is continuing commitment to the education of the handicapped. Further developments are evident in the areas of work education, integration of children into regular schools, and the provision of specialised programmes for institutionalised intellectually handicapped. For the moderately and severely intellectually handicapped, there are now sixteen special developmental schools (formerly day training centres). Functionally designed buildings to provide education in a home environment situation were opened in 1978 at Djerriwarrh (Melton) and Kallemondah (Seymour). Continuing Education programmes are conducted during evenings for post-school age handicapped persons: literacy, numeracy, social competency, homecrafts, art and craft activities, and driver education are aspects of such classes.

Special schools for socially disadvantaged children are provided in association with two reception centres (Allambie and Baltara) and four children's homes (Bayswater Boys' Home, Tally Ho Village, Hillside, and Northcote Children's Home). Education centres are located at five youth training centres and in seven prisons. Five social adjustment centres operate within five regular primary schools.

Education of the physically and sensorily handicapped is provided by three hospital schools and ten day special schools, together with regionalised visiting teacher services. A new school for the physically handicapped which was built at Glen Waverley will replace the Marathon Special School at Malvern.

A range of consultative and remedial education services is provided through 5 demonstration units, 43 special education units, 45 opportunity remedial centres, and 10 remedial centres.

There are currently fifty teachers providing homecrafts programmes within special education facilities. The programmes offered include foods (practical nutrition), threads

and textiles, human relationships, and socialisation. Two of the new developments in this field are a programme on independent living skills at Bayswater Youth Training Centre and a survival cookery course at Beechworth Training Prison Education Centre.

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

### *Curriculum support services*

#### *General*

An extensive range of interdivisional curriculum support services is provided from the Special Services Division and from regional and local centres maintained by that Division. Outside the ambit of the latter, further support services are available from a number of special Departmental staffs as well as from non-Departmental groups and organisations.

#### *Ethnic Education Services*

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

**Aboriginal education.** The Aboriginal Education Services Unit administers Commonwealth Department of Aboriginal Affairs for special educational programmes for Aboriginals in Victorian schools. A 1977 survey of all schools in the State indicated that at least 2,200 Aboriginal children were enrolled in some 568 schools and pre-schools. Aboriginal children are in general given the same curriculum as non-Aboriginals, although some schools have introduced the study of traditional Aboriginal culture and contemporary Aboriginal affairs, together with a range of school projects specifically for Aboriginals. The Unit has an approved establishment of 18 seconded teachers and 54 other staff, including Aboriginal liaison officers and teacher aides. Places for Aboriginal students at State Colleges of Victoria are subsidised under the Special Entry Scheme.

**Adult migrant education.** Through its Adult Migrant Education Services, the Department conducts continuation classes, full-time intensive courses, accelerated courses, industrial English classes, correspondence tuition, semi-accelerated courses, "on-arrival" courses, advanced level courses, 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. The continuation class programme in 1978 included 95 classes for women and 331 evening continuation classes in hostels and other centres, while the industrial programme comprised 86 classes in 35 locations for 913 students.

**Child migrant education.** The arrival of refugees from various countries has added a new dimension to the Child Migrant Education Programme. Four Language Centres were established in 1978 to cater for the special needs of refugee children, records being compiled on each student to ensure appropriate school placement. The supervisory and advisory staff of Child Migrant Education Services provide support services to schools, including in-service education programmes for teachers and principals from non-government schools as well as from the State system, advisory visits to schools relating to TESL (Teaching English as a Second Language), bilingual and multi-cultural programmes, liaison with migrant parents and ethnic groups, intensive English classes for newly-arrived migrant students aged 15 years to 18 years, and regular publications informing teachers of current developments in all areas of education for a multi-cultural society. During 1977-78, there has been an increase in the number of ethnic consultants and ethnic aides employed, and a wider variety of in-service education programmes has been offered. In the 517 primary and post-primary schools that have a high migrant population, there are over 1,000 teachers employed in the Child Migrant Education Programme.

#### *Counselling, Guidance, and Clinical Services*

Operating under the Director of the Special Services Division, Counselling, Guidance, and Clinical Services provides a consultancy service, advising teachers on classroom organisation, on management of individual children, and on the provision of appropriate programmes for them. Their service also includes assessment and referral of handicapped children, and speech therapy services. The staff of Counselling, Guidance, and Clinical Services includes guidance officers, social workers, welfare officers, interpreters, speech therapists, and special duty teachers providing a variety of services to all children, particularly the handicapped. As shown earlier, 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 physically, deaf, and visually handicapped children. Within regular schools, special classes cater for the needs of those children in need of remedial programmes.

Another service provided by Counselling, Guidance, and Clinical Services concerns Careers Education. On appointment, Careers Education teachers receive preliminary training at Counselling, Guidance, and Clinical Services, and a continuing support service is provided for such teachers in the field. Counselling, Guidance, and Clinical Services is represented on the Careers Education Committee, which maintains liaison among all agencies concerned with Careers Education services.

#### *School Services*

The School Services Section of the Special Services Division consists of the following branches: Library; Audio Visual Education Centre; Curriculum and Research; Music; Forestry; Physical Education; School Camps; and Publications. These branches supply interdivisional services for all types of schools, and are involved with in-service education programmes for teachers.

Among the significant School Services features and developments during 1977-78 were the following: the provision of fifteen mobile libraries to service the needs of 254 rural schools; the despatch of some 94,000 films and the sale of 42,500 audio tapes; the development of in-service materials and strategies related to the teaching of basic skills at all levels; the organisation (in conjunction with the ABC Showband, the Melbourne Symphony Orchestra, and the Services Bands) of 51 concerts involving some 58,000 school children; the opening of the Whipstick Environmental Education Centre; the provision of physical education advisers to the 50 primary school districts throughout Victoria; the opening of Rubicon Camp in March 1978 for girls and boys at Year 9 level; and the introduction by Publications Branch of multi-cultural material as a regular feature in its three student magazines, including articles in Italian, Greek, Arabic, Serbo-Croatian, and Turkish.

#### *Other Departmental curriculum support services*

Outside the ambit of the Special Services Division various special staffs operate. These include those working in such fields as: the State Schools Nursery; the Gould League; the Drama Resource Centre; the Primary Art Branch; TAFE Services; the History Section; and the Correspondence School. The last of these fields serves children who, because of distance or handicap, or lack of facilities, cannot receive locally the form of education they require. In addition, tuition is available for Education Department teachers, members of the armed forces, inmates of institutions and prisons, and (as far as class vacancies permit) other adults. An illiterate adults' programme continues to provide assistance in English and mathematics. At 30 June 1978, the school had an enrolment of 558 primary and 2,774 secondary students, and a staff of 104.

Some noteworthy features of the other services mentioned above are as follows:

*State Schools Nursery.* During 1977-78, the Nursery supplied 1,672 schools with plant products, was visited by over 3,000 students on educational tours, and provided on-site landscaping assistance to 290 schools.

*Gould League.* Schools and the general public are making increasing use of the League's consultancy services and of its materials on environmental education. A highlight of the year's activities was the National Conference of Educational Administrators held at Lorne to discuss guidelines for the development of environmental education policies.

*Drama Resource Centre.* The Centre provides consultants, as well as technical, production and research assistance, and resource materials relating to drama as a subject and as a general teaching method.

*Primary Art Branch.* During 1977-78, in-service education activities of this Branch included a course for 200 new art teachers, and conferences for 50 art advisers and for 60 art teachers working in schools for handicapped children.

*TAFE Services.* In its first twelve months of operation the TAFE Services group has been principally concerned with curriculum planning, surveys of community needs for TAFE programmes, various research projects, and curriculum implementation strategies.

*History Section.* This Section researches and records the history of State education in Victoria, and provides an information service for teachers, students, and the community.



*Curriculum support services in non-Departmental organisations*

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

*Other non-Departmental services*

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

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

*Work experience*

The number of students involved in work experience in Victoria increased from 11,500 in 1976 to approximately 30,000 in 1978. Work experience programmes are accepted as an important part of the learning experiences available to post-primary students. To assist the programme some 5,000 copies of the "Work Experience Kit" were distributed to the relevant teachers, Government departments, employers, and other interested groups. The Education Department is also involved in three unemployed youth training schemes, each of which is directed at those whose lack of skills is a primary barrier to obtaining stable employment.

*Transport services and curriculum*

Without the transport services provided by the Education Department, many children would be unable to experience the particular curriculum best suited to their needs. By 30 June 1978, the 1,970 transport services provided were carrying 70,241 children and covering a daily distance of 144,136 kilometres. These services included one subsidised train, one ferry, and 1,641 buses; 251 services were especially provided for physically and mentally handicapped children, and 76 temporary services for emergency purposes. To the cost of \$22.67m for the year ended 30 June 1978 must be added \$4.21m paid to parents for conveyance allowances. During 1977-78, the transport system provided for 39,184 government secondary students, 20,500 primary students, as well as 10,557 children attending non-government schools.

*Finance*

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

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

The expenditure shown in the following table differs from the figures on educational expenditure shown on pages 435 and 449 in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, debt charges, 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, but do include spending of Commonwealth Government grants. 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.

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	
<b>Primary education—</b>					
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
1975-76	14,581	242,351	52,142	56,765	365,838
1976-77	14,597	290,851	68,395	61,273	435,116
<b>Secondary education—</b>					
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
1975-76	11,949	276,292	53,496	57,192	398,930
1976-77	7,551	321,737	62,250	43,794	435,332
<b>Technical education—</b>					
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
1975-76	743	47,783	3,772	9,198	61,496
1976-77	1,617	65,171	5,716	16,423	88,928
<b>Total—</b>					
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
1975-76	27,273	566,426	109,410	123,156	826,264
1976-77	23,764	677,759	136,362	121,490	959,377

*Personnel*

*Co-ordinated personnel policy*

Following the establishment of the Personnel Division in 1977, a co-ordinated personnel management policy is being developed throughout the Education Department.

The Personnel Division's responsibilities include: advising the Minister, Director-General, and the Assistant Director-General (Personnel) on the development of personnel policy and requirements at administrative and school levels; negotiating with teacher organisations and statutory authorities on general industrial matters, including teacher and pupil welfare; communicating with parent groups and the public on general personnel matters; advising and liaising with the Public Service Board and Teachers Tribunal concerning personnel replacement and the development of additional positions within the Department; executing personnel policy; and developing accurate personnel records and information manuals.

The Education Department's workforce includes 53,000 teachers and professional officers employed under the Teaching Service Act, and 2,500 public servants employed under Public Service Regulations. A further 5,800 staff, employed under the Education

(School Councils) Act, work in administrative support positions in individual schools. This Act has placed considerable powers regarding the employment of staff, other than teaching staff, in the hands of school councils. Nevertheless, terms and conditions of work for such employees are still negotiated between the Personnel Division and the Public Service Board.

Recent important developments of the personnel function include the following: seminars in 1977-78 on management development for administrative staff, and on retirement planning for all teaching and administrative staff over 55 years of age; the establishment of the Teacher Liaison (Welfare) Office in 1976, which in two years has developed into a comprehensive information and advisory service for teachers; the establishment by the Personnel Division of liaison with teacher and principals' organisations, the Public Service Association, trade unions, and parent bodies interested in the industrial affairs of the Department; the computerisation of personnel records; and the co-ordination of the staffing structure of the entire Department, all schools now being staffed by a combination of enrolment and special needs factors.

#### *Teacher education, recruitment, and professional development*

Change continues to be the feature of teacher education. Within the last five years, Education Department control of teachers colleges has given way to the independence of all such institutions. The previous undersupply of teachers has changed to an excess in some areas of staffing needs. The previous controlled entry to teaching through a teaching award scheme has been superseded by a system where teaching awards are maintained only to ensure that short-fall staffing needs will be met by the encouragement of able students to undertake carefully structured courses. In 1977-78, most of the teaching studentships were awarded to students in the second and subsequent years of their courses at tertiary institutions.

The Partridge Report of 1977 gave rise to the legislation for the establishment of the Victorian Post-Secondary Commission, and preparations are in hand for a national inquiry into teacher education. One possible benefit of such changes is the prospect of achieving a level of quality in the selection and preparation of teachers that has not been possible since the Second World War.

Change is noticeable also in in-service education. For example, all secondary teachers now being appointed have already achieved the statutory four years of training required for promotion to the top of the teaching ranks. They can therefore devote more time and energy to their own professional development and in pursuing study courses suited to their own particular needs and interests. Parents, too, are featuring in the change. With the aid of School Commission funds and through the agency of the Victorian In-Service Education Committee, all persons who can be classified as being part of the school community can be given financial support to attend appropriate in-service activities.

Since May 1977, there has been no direct recruitment of teachers from overseas, but the exchange of teachers continues to expand. Forty-four International Teaching Fellowships, each of twelve months duration, were awarded in 1978. Six teachers were granted exchanges to the United Kingdom by arrangement with the League for the Exchange of Commonwealth Teachers. The Department continues to contribute to the Schools Exchange and Travel Scheme sponsored by the Schools Commission. In 1978, twenty-seven Victorian teachers were able to work on exchange in a variety of institutions and schools in Victoria and other States.

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

## NON-GOVERNMENT SYSTEM

### Council of Public Education

#### *General*

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and established the Teachers and Schools Registration Board of Victoria. This Board

was responsible for the registration of non-government schools within Victoria and teachers employed in such schools. The Council of Public Education was constituted by the *Education Act 1910* and assumed the registration functions of the Schools and Teachers Registration Board.

#### *Registration of teachers*

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

#### *Registration of schools*

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

#### **Non-government schools: general features**

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 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

camp 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. The organisation with the widest membership is the Association of Independent Schools of Victoria (AISV), which is one of the constituents of the National Council of Independent Schools (NCIS). The AISV is an association of non-government schools. Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the AISV is to consider the relationship of the schools to government and the public, nationally through NCIS and at a State level where appropriate.

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (HMCISA) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV). The Victorian Branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-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 (IARTV), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Universities and Schools Examinations Board (VUSEB), 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 (VATIS). This body was formed in 1975 by the amalgamation of the Association of Teachers in Independent Schools and the Assistant Mistresses Association of Victoria. VATIS is affiliated with the Independent Teachers Federation of Australia.

The Incorporated Association of Registered Teachers of Victoria has two kinds of member: (1) corporately, all members of the Victorian Association of Teachers in Independent Schools, and all Victorian members of HMCISA and AHIGSA; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the IARTV are to enable those who practise the profession of teaching in non-government schools, principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Council of Public Education, University of Melbourne Faculty of Education, Monash University Education Faculty Board, the VUSEB 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 IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

#### **Education Liaison Committee**

Representatives at senior administrative levels of the Education Department, the Catholic Education Commission of Victoria, and the Association of Independent Schools

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

### **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 of a parish primary school, a primary and a secondary teacher, and two parent representatives.

In 1978, there were approximately 156,000 pupils in Victorian Catholic schools.

#### *Pre-schools*

Fifteen 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 1978, one hundred and twenty schools were conducted by lay principals. There were 353 parish primary schools enrolling 92,436 pupils in 1978, and special schools catered for 303 pupils.

#### *Secondary schools*

Catholic secondary schools, four of which are technical schools, are controlled either by a Religious Congregation, which owns and maintains them, or by a Regional College Board, which represents a number of parishes having priority of access to the schools. An increasing number of senior positions are being opened to teachers other than members of Religious Congregations: in 1979, 22 secondary schools in Victoria are planned to have lay principals while a considerably higher number are planned to have lay deputy principals. These numbers have been increasing annually.

A secondary education development programme has been discussed at all levels of involvement and several rationalisation schemes and new developments are currently being planned. One of the purposes of this programme is to make maximum use of all the resources available to the schools. In addition, a Report on "Conditions of Service in Catholic Secondary Schools in Victoria to the Catholic Education Commission of Victoria" has received wide circulation and a Salary Review Board has been established to recommend to the Commission matters contained in the Report. In 1978, over 62,000 secondary pupils were catered for in 135 schools.

#### *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, have introduced a number of graduate diploma courses. A Diploma of Education (Secondary) is offered at Mercy College, Ascot Vale. There are university colleges and halls of residence at the University of Melbourne and Monash University, and several theological colleges provide for the education of students for the priesthood. These colleges provide full-time and part-time studies for both religious and lay teachers.

*Catechetical*

At the end of 1978, 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. Open area teaching is used in many places, while individual development initiatives such as the extended day, have taken place in some secondary colleges. All schools taking pupils for Form 6 level prepare children for the Higher School Certificate examinations and alternative courses have been developed in some schools.

The Catholic Education Commission of Victoria sponsors teachers to the National Pastoral Institute of Religious Education and to part-time theological studies. In addition in-service education programmes exist for principals, teachers, school staffs, and local school committees.

**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
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
1976	2,164	40,543	624,707	586	10,723	201,083	2,750	51,266	825,790
1977	2,162	41,895	626,317	584	11,356	203,318	2,746	53,251	829,635

(a) First school day in August.

**VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS:**  
**CLASS OF SCHOOL: SEX OF PUPILS, 1977 (a)**

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,702	192,888	183,595	376,483	367	45,887	45,693	91,580
Primary-secondary	22	3,384	3,167	6,551	99	31,387	30,100	61,487
Secondary (b)	276	73,724	100,785	174,509	103	20,798	27,616	48,414
Secondary technical	101	49,817	12,915	62,732	4	1,056	269	1,325
Correspondence	1	582	676	1,258	—	—	—	—
Special	60	2,890	1,894	4,784	11	263	249	512
<b>Total</b>	<b>2,162</b>	<b>323,285</b>	<b>303,032</b>	<b>626,317</b>	<b>584</b>	<b>99,391</b>	<b>103,927</b>	<b>203,318</b>

(a) First school day in August.

(b) Excluding secondary technical schools.

**VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:**  
**AGE AND SEX OF PUPILS, 1977 (a)**

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
Under	M	26,002	5,641	419	168	30	172	273	6,703	32,705
	F	24,985	5,713	332	211	30	188	420	6,894	31,879
	T	50,987	11,354	751	379	60	360	693	13,597	64,584
6	M	30,268	6,630	424	193	41	174	257	7,719	37,987
	F	29,314	6,734	345	211	36	185	410	7,921	37,235
	T	59,582	13,364	769	404	77	359	667	15,640	75,222
7	M	28,445	6,720	435	192	37	144	260	7,788	36,233
	F	27,151	6,572	348	182	28	142	421	7,693	34,844
	T	55,596	13,292	783	374	65	286	681	15,481	71,077
8	M	28,843	6,636	447	212	48	123	232	7,698	36,541
	F	27,181	6,714	356	222	23	131	371	7,817	34,998
	T	56,024	13,350	803	434	71	254	603	15,515	71,539
9	M	27,049	6,734	444	296	58	153	221	7,906	34,955
	F	25,516	6,654	345	205	53	120	412	7,789	33,305
	T	52,565	13,388	789	501	111	273	633	15,695	68,260
10	M	25,741	6,718	598	361	62	121	220	8,080	33,821
	F	24,707	6,561	427	242	58	121	401	7,810	32,517
	T	50,448	13,279	1,025	603	120	242	621	15,890	66,338

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:  
AGE AND SEX OF PUPILS, 1977 (a)—continued

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
11	M	24,539	6,554	627	355	61	96	181	7,874	32,413
	F	23,551	6,626	376	211	61	96	363	7,733	31,284
	T	48,090	13,180	1,003	566	122	192	544	15,607	63,697
12	M	4,639	1,324	94	55	5	3	60	1,541	6,180
	F	3,623	1,075	35	26	6	10	53	1,205	4,828
	T	8,262	2,399	129	81	11	13	113	2,746	11,008
13	M	183	69	5	3	—	—	5	82	265
	F	114	42	—	—	—	—	2	44	158
	T	297	111	5	3	—	—	7	126	423
14	M	10	3	—	—	—	—	—	3	13
	F	7	6	—	—	—	—	—	6	13
	T	17	9	—	—	—	—	—	9	26
Over 14	M	3	—	—	—	—	—	1	1	4
	F	1	—	—	—	—	—	—	—	1
	T	4	—	—	—	—	—	1	1	5
Total primary grades	M	195,722	47,029	3,493	1,835	342	986	1,710	55,395	251,117
	F	186,150	46,697	2,564	1,510	295	993	2,853	54,912	241,062
	T	381,872	93,726	6,057	3,345	637	1,979	4,563	110,307	492,179
Total special schools (b)	M	2,890	160	—	—	—	—	103	263	3,153
	F	1,894	180	—	—	—	—	69	249	2,143
	T	4,784	340	—	—	—	—	172	512	5,296
Total all primary pupils (b)	M	198,612	47,189	3,493	1,835	342	986	1,813	55,658	254,270
	F	188,044	46,877	2,564	1,510	295	993	2,922	55,161	243,205
	T	386,656	94,066	6,057	3,345	637	1,979	4,735	110,819	497,475

(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, 1977 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Uniting and Presbyterian	Baptist	Hebrew	Other		
Under 12	M	518	131	81	60	5	17	12	306	824
	F	455	152	75	40	10	11	83	371	826
	T	973	283	156	100	15	28	95	677	1,650
12	M	20,293	4,653	1,161	847	115	120	258	7,154	27,447
	F	19,088	5,647	885	605	170	100	660	8,067	27,155
	T	39,381	10,300	2,046	1,452	285	220	918	15,221	54,602
13	M	26,252	5,336	1,393	965	125	130	298	8,247	34,499
	F	23,605	6,309	996	762	206	106	698	9,077	32,682
	T	49,857	11,645	2,389	1,727	331	236	996	17,324	67,181
14	M	26,451	5,275	1,381	1,089	159	121	253	8,278	34,729
	F	23,979	6,164	1,128	784	199	114	681	9,070	33,049
	T	50,430	11,439	2,509	1,873	358	235	934	17,348	67,778
15	M	23,964	4,658	1,452	1,030	152	119	243	7,654	31,618
	F	21,729	5,845	975	829	195	98	710	8,652	30,381
	T	45,693	10,503	2,427	1,859	347	217	953	16,306	61,999
16	M	17,170	3,804	1,321	973	153	109	207	6,567	23,737
	F	16,053	4,821	976	955	198	127	621	7,698	23,751
	T	33,223	8,625	2,297	1,928	351	236	828	14,265	47,488
17	M	7,767	2,415	952	719	124	71	184	4,465	12,232
	F	7,992	2,882	734	707	106	96	454	4,979	12,971
	T	15,759	5,297	1,686	1,426	230	167	638	9,444	25,203
18	M	1,729	473	183	136	27	9	85	913	2,642
	F	1,515	417	83	87	9	6	142	744	2,259
	T	3,244	890	266	223	36	15	227	1,657	4,901
19	M	291	62	11	15	5	—	15	108	399
	F	188	35	9	2	2	—	20	68	256
	T	479	97	20	17	7	—	35	176	655
20	M	80	6	1	1	—	—	11	19	99
	F	40	4	2	3	—	—	5	14	54
	T	120	10	3	4	—	—	16	33	153
21 and over	M	158	5	1	2	—	—	14	22	180
	F	344	10	—	4	—	—	12	26	370
	T	502	15	1	6	—	—	26	48	550
Total all secondary pupils	M	124,673	26,818	7,937	5,837	865	696	1,580	43,733	168,406
	F	114,988	32,286	5,863	4,778	1,095	658	4,086	48,766	163,754
	T	239,661	59,104	13,800	10,615	1,960	1,354	5,666	92,499	332,160

(a) First school day in August.

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



## DECENTRALISATION IN EDUCATIONAL ADMINISTRATION

## General

*Introduction*

For many years the school systems of Australian States have been described as being highly "centralised" in contrast with overseas countries which are seen as "decentralised" systems. Such an assessment is the result of variations in the definition of centralisation — decentralisation. Most government departments have a wide range of functions (finance, personnel, buildings, etc.) and the responsibility for decision making in these areas can be transferred to regional, district, or local centres. The Education Department in Victoria, together with other departments, has been gradually transferring more of its administration away from Head Office.

*Education regions*

There are eleven education regions in Victoria. The regional offices are staffed by a regional director, an assistant regional director, and varying numbers of professional and administrative staff. A number of curriculum support services, involving regional and district consultants, relieving teachers, and specialist advisory teachers continue to be developed on a decentralised basis. Education centres and teachers' centres also form important elements in the in-service education of teachers and the involvement of the local community. The building function has achieved significant decentralisation in decision making. Regions now determine the scope of major building projects (\$50,000 and above), set priorities, and project budgets. Minor projects (below \$50,000) are managed entirely by the regional offices.

*School councils*

The Education Department has initiated and encouraged decentralisation of decision making to the school level. The most significant changes to implement this policy were provided by the *Education (School Councils) Act 1975*. This legislation allows school councils consisting of elected parents, teachers, the principal, community representatives, and in many cases, students, to exercise powers in the areas of financial management, buildings, employment of ancillary staff, and educational advice.

*Conclusion*

Changes made in recent years to the administration of the educational system have brought significant areas of decision making closer to the school and community. The result is a structure which is more decentralised than that in North America or the United Kingdom. The significance and value of these changes are increasingly providing benefits to students, schools, and communities throughout Victoria.

## VICTORIA—SCHOOLS, AREAS, AND DISTRICTS BY REGION, FEBRUARY 1977

Regional office	Government schools (students)		Total schools	Area of region (square kilometres)	Number of districts in regions
	Primary	Secondary			
Metropolitan—					
South-eastern Metropolitan	67,178	40,742	234	2,259.30	7
Eastern Metropolitan	74,897	41,501	242	3,454.42	7
Central Metropolitan	27,503	18,827	102	159.02	4
Northern Metropolitan	56,319	38,325	185	1,147.33	6
Western Metropolitan	41,606	24,750	128	2,374.37	4
Country—					
Ballarat	13,993	10,008	153	18,680.5	3
Benalla	20,642	14,706	227	37,883.9	4
Bendigo	20,299	14,895	223	37,968.7	4
Geelong	30,390	21,221	263	32,175.4	5
Horsham	9,328	7,122	113	49,163.7	2
Moe	21,865	15,521	258	41,281.2	4

## EXAMINATIONS

**Victorian Universities and Schools Examinations Board**

The Victorian Universities and Schools Examinations Board (VUSEB) 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 the Higher School Certificate Examination is the only examination at which candidates need to qualify to apply for entrance to a university. The examination was conducted by the VUSEB for the last time in 1978. The Victorian Institute of Secondary Education took over the functions of the VUSEB on 2 April, 1979 (see below). The colleges of advanced education require the same qualification for entry to a number of their courses and the colleges of the State College of Victoria (teachers' colleges) at present use the same university entrance qualification for school leavers. However, the universities and the teachers' colleges have made some provision for early school leavers who have not previously entered for the Higher School Certificate Examination to enter their institutions provided they are able to demonstrate their ability to undertake studies at the tertiary level of education. The colleges of advanced education make provision for students to enter degree courses when they have been successful in the tertiary orientation year of a technical school or college or in diploma courses.

Comprehensive information on the activities of the VUSEB can be found in earlier editions of the *Victorian Year Book*.

## VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1973	1974	1975	1976	1977
Total entries	29,172	29,160	30,441	32,133	29,371
Number who attempted to pass fully	21,521	21,686	22,966	23,676	22,533
Number who passed fully	14,681	14,835	15,787	16,069	15,619
Percentage who passed fully	68.2	68.4	68.7	67.9	69.3

**Victorian Institute of Secondary Education**

The Victorian Institute of Secondary Education was established by Act of Parliament on 30 November 1976 as an autonomous statutory body, supported by a Victorian Government grant and governed by a council consisting of a chairman and twenty-four other members all appointed by the Governor in Council. The first chairman, who is also Dean of the Faculty of Education at the University of Melbourne, has been seconded from the University to the Institute on a half-time basis. The Executive Secretary of the Institute is its chief executive officer and is supported by a professional staff.

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

The second of these objects involved the Institute in taking over the assets, staff, and programme of the Victorian Universities and Schools Examinations Board on 2 April 1979 when the Board was dissolved. For many years, and particularly during the last six years, there has been widespread discussion of the inadequacy of the Higher School Certificate Examination at the end of sixth year secondary level to meet the needs of all students leaving school at this level and the limited capacity of the Victorian Universities and Schools Examinations Board to make appropriate changes. It became clear that the whole process of transition from school to the next stage, for all students, should be considered as an integrated operation; and that this required an independent body with broad powers, governed by a council representing a wide cross-section of the educational and general community. This situation has now been achieved by the establishment of the Institute.

The specific activities of the Institute have developed into a number of inter-related programmes, which include:

- (1) Consultations with and liaison between educational and community groups to identify the issues involved in transition;
- (2) wide-ranging public relations and community education to ensure that these issues are properly understood;
- (3) the dissemination of educational and occupational information to students, employers, and post-secondary institutions about procedures and requirements and about the qualifications of individuals;
- (4) the assessment and accrediting of individual qualifications, at the point of leaving school, not only at sixth year secondary level;
- (5) advice to schools and other educational bodies about appropriate curricula and methods of evaluation of such curricula;
- (6) the development of special programmes and materials for early school leavers and disadvantaged groups;
- (7) the provision of adequate advisory services and in-service education for students, teachers, and parents; and
- (8) continuing research into all these matters.

Much of the success of the Institute will depend upon a recognition by the community that because these matters are inter-related and highly complex, enduring developments and changes are more likely to be achieved by a process of evolution than through hasty decisions to meet isolated, though pressing, problems.

#### **Post-Secondary Education Committee**

In August 1976, the Victorian Government established a Post-Secondary Education Committee, consisting of seven members, to advise the Minister of Education on any matter relating generally to post-secondary education in Victoria. The terms of reference of the Committee, as announced, were to make reports and recommendations to the Minister with regard to: (1) The present and future demands for post-secondary education in Victoria, (2) the present and future employment opportunities for people with post-secondary educational qualifications, (3) the proper patterns of development and relationships of the various streams of post-secondary education in Victoria, and (4) measures which should be implemented to avoid unnecessary duplication and overlap of courses and facilities in existing provisions for post-secondary education or those likely to occur as a result of projected new developments.

In pursuit of the above objects the Committee was required to: (1) Constantly review all aspects of post-secondary education in Victoria, (2) consider and report upon proposed new developments in post-secondary education advanced by educational institutions and authorities, (3) confer and collaborate in post-secondary education matters with appropriate Victorian and Commonwealth bodies, (4) maintain liaison with the Education Department on the development of technical and further education programmes to ensure that duplication with other areas of post-secondary education is avoided, and (5) examine and report upon the levels of qualifications required and appropriate for entry to professions and trades in Victoria.

The Committee submitted its report in February 1978 and the following is a summary of the major recommendations:

- (1) A Victorian Post-Secondary Education Commission should be established as a statutory authority. Its functions should be to advise the Victorian Government and relevant Commonwealth authorities on all aspects of the development, operation, co-ordination, and funding of post-secondary education in Victoria;
- (2) the Commission should be small, expert, and independent of existing post-secondary institutions and authorities;
- (3) a subsidiary body to be known as the Victorian Council of Advanced Education should be established to replace the Victoria Institute of Colleges and the State College of Victoria with functions and authority chiefly in the areas of accreditation of courses and award of degrees and diplomas;
- (4) a second subsidiary body to be known as the Board of Technical and Further Education should be established to advise the Commission on the development, operation,

co-ordination, and funding of all institutions engaged in Technical and Further Education. For the present, the administration of technical and further education should remain in the care of the Education Department;

(5) Technical and Further Education was considered to be in need of increased capital and recurrent funding and, if necessary, the resources for this purpose should be obtained by diversions from the colleges of advanced education sector. The role of colleges of advanced education should be reviewed with the object of broadening their offerings in the field of further education of adults; and

(6) in two particular professional education fields — engineering and teacher education — the Committee found that provisions greatly exceeded foreseeable community needs and that substantial reductions in courses should be made accordingly.

The Victorian Government adopted the principal recommendations of the Report and legislation was enacted in the 1978 autumn session of Parliament to establish the Victorian Post-Secondary Education Commission. The Victorian Government also expressed its intention to ask the Commission to review the other recommendations of the Report and in due course to implement or arrange for the Victorian Government to consider the implementation of these where appropriate.

**Further references:** Public examinations, *Victorian Year Book* 1966, pp. 202-3; Victorian Universities and Schools Examinations Board, 1974, pp. 486-7 and 1977, pp. 717-19; Examinations in the 1970s, 1975, pp. 726-7

## TECHNICAL EDUCATION

### Technical schools and colleges

#### *General*

There are certain unique features of the technical education system in Victoria which stem from historical and political causes. These are reflected in the variety of institutions which at 30 June 1978 included:

- (1) 92 technical schools (including 3 technical high schools), the majority with some TAFE (Technical and Further Education) programmes and 16 with appreciable TAFE programmes;
- (2) 21 technical colleges (including 13 with secondary components) under the direct control and management of the Education Department;
- (3) 4 institute of technology technical college components under the control of the institute councils;
- (4) 5 institute of technology technical college components under the virtual control of the Education Department;
- (5) 2 technical colleges under the control and management of their own councils effective since 1977;
- (6) 11 high schools with technical components providing TAFE;
- (7) 117 high schools with evening classes; and
- (8) the Technical Schools Division which co-operates with the Council of Adult Education in the provision of courses at eight education centres and in 1978 established an innovative TAFE centre in rural Victoria at Charlton. This centre provides TAFE courses for a widespread rural community, as well as vocationally oriented secondary education options for students from nine local district State and non-State schools.

The system works as a co-ordinated and co-operative whole under the administration of the Technical Schools Division. Significant factors which make the system work are:

- (1) The extensive involvement of interested parties in policy formulation and programme development;
- (2) the concern shown by large numbers of interested parties in technical education and the students it serves;
- (3) the ready availability of educational support services to all institutions;
- (4) the participation of all parties in the ever increasing staff development programmes;
- (5) the operation of school and college councils;
- (6) the operation of the State Council for Technical Education, which advises the Minister of Education on developments in TAFE; and
- (7) the development of Regional Councils of Technical Education with their advice to the State Council and their contribution to regional rationalisation and co-ordination.

*Secondary education in technical schools*

Technical schools offer a form of secondary education alternative to high schools. Forty-four per cent of boys and 12 per cent of girls finishing primary education choose technical schools for their secondary education. The reason for the lower percentage of girls is the lack of co-educational facilities in more than half the technical schools. Almost every boys' technical school is now requesting conversion to co-education. The following are some of the factors which have contributed to the retention and the continued expansion of technical schools. First, the community, through the school councils, has a strong interest in technical schools. Second, the secondary system in technical education has provided a strong element of educational leadership during the last two decades. Third, the technical schools add variety to the system of secondary education. Many of the teachers have had industrial or commercial experience and the curriculum of technical schools at the upper level tends towards vocational orientation and generally to learning through practical as well as academic endeavour. Fourth, technical schools, as distinct from technical colleges, cater for 25 per cent of the TAFE activities controlled by the Division, mainly in the areas of apprentice training and adult education activities. In so doing, they enable the widest spread of technical education to be achieved on a reasonably economic basis. In country areas, the secondary component of both technical schools and colleges increases their viability.

*Technical colleges*

The technical colleges under the direct control and management of the Education Department are either colleges not absorbed into the Victoria Institute of Colleges structure in the late 1960s or colleges established since that time. They are all predominantly concerned with TAFE programmes, although many still have secondary technical components. A few such as the Melbourne Technical College of Hairdressing, Melbourne College of Decoration, Melbourne College of Printing and Graphic Arts, Melbourne College of Textiles, and the William Angliss College of Catering and Food Studies are single or special purpose colleges. As far as practicable, additional TAFE facilities have been concentrated in technical colleges, although every effort has been made, through the colleges to use all other available facilities to conduct TAFE classes (e.g. high schools, technical schools, agricultural colleges, and other government facilities such as the Turnbull Institute and the School of Forestry).

A further development has been that high schools have voluntarily become agents of TAFE colleges for the conduct of evening classes (e.g. Collingwood Technical College and University High School, Gordon Technical College and Matthew Flinders High School, etc.).

Although the many high schools with minor evening class programmes have continued to be financed by the Department, the Regional Councils for Technical Education have had the responsibility of producing annual master plans for the rationalisation of all evening instruction in government schools for the following programmes: Category A: School subjects, bridging and preparatory studies, and Category B: Hobby, leisure, and general interest activities and studies.

The Technical Schools Division has been responsible for co-ordinating the large proportion (40 per cent) of TAFE activities conducted in the TAFE divisions of several technology institutions which are affiliated colleges of the Victoria Institute of Colleges. Before the establishment of the latter, these were part of the technical schools system and comprised technical colleges developed from the latter half of the nineteenth century, first to meet a response for professional education, and later to meet the needs for apprentice training, post-apprentice training, and sub-professional training (now known as "middle level" or "para-professional").

Eleven institutions were considered to be in this category in 1978. Four were components of institutes of technology which extended to TAFE appointments their long-standing power to appoint their own teaching staffs under salaries and conditions and within establishments approved by the Minister (Bendigo, Prahran, R.M.I.T., and Swinburne). Four were former Departmental colleges with TAFE teaching staffs employed by and appointed within the staffing system of the Technical Schools Division (Caulfield, Footscray, Preston, and Warrnambool). Two were autonomous TAFE colleges (Ballarat

School of Mines and Gordon Technical College). Lastly, Emily McPherson College, a Departmental college, conducted tertiary courses financed through the Victoria Institute of Colleges. All eleven institutions were provided with a total maintenance grant including finance for the payment of all teaching and non-teaching staff.

*Technical and Further Education (TAFE) statistics*

**VICTORIA—TAFE: NUMBER OF TECHNICAL SCHOOLS AND COLLEGES, AND NUMBER OF STUDENTS ENROLLED (a) (b)**

Particulars	1973	1974	1975	1976	1977
Number of schools/colleges	r107	r98	r109	109	r111
Number of students enrolled—					
Full-time	5,930	6,347	8,397	9,076	10,260
Part-time (c)	60,627	73,025	72,699	76,925	86,155
<b>Total</b>	<b>66,557</b>	<b>79,372</b>	<b>81,096</b>	<b>86,001</b>	<b>96,415</b>

(a) At end of March.

(b) Refers to TAFE students in: (1) schools and colleges under the control of the Victorian Education Department; and (2) technical college components of colleges affiliated with the Victoria Institute of Colleges.

(c) Includes correspondence students.

**VICTORIA—TAFE: TECHNICAL SCHOOLS AND COLLEGES: COURSES AND NUMBER OF STUDENTS ENROLLED, 1977**

Courses	Number of students enrolled (a) (b)		
	Full-time	Part-time (c)	Total
Preparatory	15	2,178	2,193
Technical orientation	794	2,383	3,177
Tertiary orientation	4,607	9,134	13,741
Pre-employment	1,322	126	1,448
Basic vocational	495	29,367	29,862
Advanced basic vocational and technician	227	8,795	9,022
Middle level	2,529	15,140	17,669
Special purpose	80	4,382	4,462
Secondary service	—	1,384	1,384
Adult education	—	13,250	13,250
Diploma	191	16	207
<b>Total</b>	<b>10,260</b>	<b>86,155</b>	<b>96,415</b>

For footnotes see preceding table.

**TERTIARY EDUCATION**

**Tertiary Education Commission**

*Introduction*

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

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

*Financing of tertiary education*

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

The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced. These grants continued under the States Grants (Technical Training) Acts to 30 June 1974. The Commonwealth Government, acting on the recommendations of the Australian Committee on Technical and Further Education (ACOTAFE), then introduced grants for TAFE recurrent expenditure while continuing its financial support for TAFE capital purposes. These grants have been provided under the *States Grants (Technical and Further Education) Act 1974*, the *States Grants (Technical and Further Education Assistance) Act 1976* and the *States Grants (Tertiary Education Assistance) Act 1977*. Under this last Act, for calendar year 1978, Victoria has been allocated grants (at December 1977 prices) of \$13,741,000 for TAFE capital purposes and \$13,215,000 for TAFE recurrent purposes.

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

**Victorian Universities Admissions Committee**

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the three universities for the selection of applicants seeking admission. The membership of the Committee is derived entirely from these three universities. Each may appoint one representative for every four hundred, and for every fractional part of four hundred, students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar (in the case of Monash, the Academic Registrar) or his deputy. It was subsequently recognised that there would be considerable advantage to the three universities, to other tertiary institutions, and to prospective applicants if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The subsequent foundation of Deakin University in 1977 and the inclusion of the Victorian College of Pharmacy in 1978 meant that the number of participating institutions for selection of students to begin courses in 1978 rose to twenty-three. Details of these and other institutions are set out on pages 580-90 of this *Year Book*.

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

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

## University of Melbourne

### General

The University of Melbourne was established by an Act of the Victorian Parliament on 22 January 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, the diplomates, members of the academic and designated general staff, and graduate and undergraduate students. It is governed by a council of up to thirty-nine members representing the Victorian Government, various community interests, the graduates, the diplomates, 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 Academic Board.

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

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

### Chairs

Chairs maintained at the University of Melbourne either out of general revenue or from endowments included the following at 31 July 1978:

Accounting (Fitzgerald Professor), Accounting (G. L. Wood Professor), Agricultural Engineering, Agriculture (3), Anatomy (2), Architecture (2), Biochemistry (2), Biochemistry (Medical), Botany (2), Building, Business Administration, Chemical Engineering, Child Dental Health, Civil Engineering, Classical Studies, Clinical Pharmacology and Therapeutics (Merck, Sharpe, and Dohne Professor), Commerce and Business Administration (Sidney Myer Professor), Commercial Law, Community Health, Computer Science, Conservative Dentistry, Dental Medicine and Surgery, Dental Prosthetics, Econometrics, Economic History, Economics (2), Economics (Ritchie Research Professor), Economics (Truby Williams Professor), Education (2), Education (John Smyth Professor), Electrical Engineering, Electronics and Communications, English (Robert Wallace Professor), English Language and Literature, Experimental Physics, Experimental Physiology and Medicine (Research Professor), Fine Arts (*The Herald* Professor), French, Genetics, Geography, Geology, Germanic Studies, Gerontology and Geriatric Medicine (Mount Royal National Research Institute Professor), History (Ernest Scott Professor), History (Max Crawford Professor), History and Philosophy of Science, Inorganic Chemistry, Italian, Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Law (George Paton Professor), Mathematics (4), Mathematics (RAAF Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (3), Medicine (James Stewart Professor), Metallurgy, Meteorology, Obstetric and Gynaecology, Optometry, 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, Physics (Chamber of Manufactures Professor), Physics (RAAF Academy), Physiology (2), Political Science (2), Psychiatry (Cato Professor), Psychology (2), Radiology (Hugh 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, the Vice-Chancellor and a number of academics in departments hold personal chairs, while the Deputy Vice-Chancellor, the Deputy Vice-Chancellor (Research), the Director of the Centre for Environmental Studies, and the Director of the Centre for the Study of Higher Education are, by statute, professors of the University.

#### *Fees and financial assistance*

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

Financial assistance for students is available in various ways. The Tertiary Education Assistance Scheme of the Commonwealth Government provides for living allowances subject to a means test and other conditions. There are also various scholarships and bursaries including those available from University administered trust funds, the Commonwealth and Victorian Public Services, and other organisations and foundations. In addition, the University provides loans in approved cases from the Students' Loan Fund.

#### *Overseas 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 725 in 1978, of whom 465 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, and Fiji.

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

### **Monash University**

#### *General*

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

#### *Buildings and accommodation*

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1978 major projects in the University to the value of more than \$70m were either completed or under construction.

The Dinah and Henry Krongold Centre for Exceptional Children was opened in 1976. The Centre offers a unique facility that draws together the skills and experience of educators, psychologists, paediatricians, and paramedical and social workers—and parents themselves—in a multi-disciplinary enterprise. One of the important functions of the Centre is to initiate training and therapeutic programmes for exceptional children of all kinds—the severely retarded, those with specific handicaps, and those with exceptional gifts.

*Monash University Library*

The Monash University Library contained approximately 886,000 volumes in 1978, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

*Halls of residence*

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

*Courses*

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

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

*Entrance requirements*

The normal entrance requirement for an undergraduate student is to satisfy the Higher School Certificate requirements in the past prescribed by the Victorian Universities and Schools Examinations Board. The assessment of secondary education standards is now performed by the Victorian Institute for Secondary Education. Except for the Faculty of Arts and the Faculty of Medicine, there are no special faculty prerequisites, but in certain subjects it is assumed that the Higher School Certificate standard has been reached by the student.

*Fees*

There are no tuition fees payable for 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 limited 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 (2), German, History (2), Indonesian and Malay, Japanese, Librarianship, Linguistics, Music, Philosophy (2), Russian, Social Work, Spanish, and Visual Arts.

*Faculty of Economics and Politics.* Accounting (2), Administrative Studies (2), Economic History, Econometrics and Operations Research (2), Economics (5), and Politics (2).

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

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

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

*Faculty of Medicine.* Anatomy, Biochemistry (3), Medicine (4), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology, Pharmacology, Physiology (3), Psychological Medicine, Social and Preventive Medicine (2), and Surgery (2).

*Faculty of Science.* Botany, Chemistry (3—Chemistry, Organic Chemistry and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (9—Pure Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Meteorology, Astronomy, Physics (3—Theoretical Physics, Experimental Physics (2)), Psychology (2), and Zoology (2).

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

## La Trobe University

### *General*

La Trobe University opened in 1967 with 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, four are elected by Convocation, three are co-opted by Council, four are elected by university staff, three by the Academic Board, and three by students. The senior academic body of the University, the Academic Board, has the principal responsibility of making recommendations to Council on all matters of academic policy. These recommendations are normally framed in the light of advice which the Board receives from its various standing committees and from the boards of studies of the several schools which are the academic units into which the University is divided.

### *Schools and chairs*

By 1978, 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 Economics* (5).

*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.* Legal Studies (2), Politics (3), and Sociology (3).

Courses in Cinema Studies, Italian, Linguistics, and Prehistory 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 1978, there were 28 major buildings completed on the campus.

### *La Trobe University Library*

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,500 readers' places including 48 enclosed carrels. By the end of 1977, the Library contained nearly 325,000 bound volumes and received about 10,000 serial titles on subscription. The Library is open throughout the year and is open to the general public for consultation.

*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 80 units providing more than 300 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 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 Special Entry Scheme in the Schools of Economics, 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.

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

**Deakin University***General*

Deakin University is the first university in Victoria to be established outside the metropolitan area.

The University is named after Alfred Deakin, Australia's second Prime Minister, who played a major role in the federation of the Australian States at the turn of the century. The University was established by an Act of Parliament given Royal Assent in December 1974. An Interim Council replaced the Interim Planning Council at this time, and was responsible for the affairs of the University until 31 December 1977. On 1 January 1978, the council of the University was constituted under the Deakin University Act.

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

The University began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). The University enrolled in 1978 a total of 3,483 students (comprising 1,661 full-time, 572 part-time, and 1,250 off-campus students).

*Academic development*

A wide range of courses, both pure and applied, are offered which preserve and develop the existing academic programmes. The University is developing a major open campus studies programme to enable people throughout Victoria to undertake university studies. Course teams have designed, and are continuing to design, new academic programmes which are being offered to students both off and on campus.

Study centres have been set up in the Victorian country towns of Shepparton, Horsham, Wangaratta, and Mildura, in conjunction with local Centres for Continuing Education, and in Ballarat, Bendigo, Churchill, and Warrnambool, in conjunction with the Colleges of Advanced Education in those cities. The study centres will provide tutorial, library, and audio visual facilities for use by off campus students, and will be a meeting place for students and counsellors.

About 1,250 students began off campus studies in 1978. These included a proportion of mature age students enrolled under a special entry scheme. Mature age students must be over 21 years of age and should not have attempted the Higher School Certificate in the previous three years. No formal qualifications are required. The University is giving some preferential treatment to people of Aboriginal descent and handicapped persons under this scheme.

*Schools and chairs*

The University has six academic Schools. The Schools and the chair occupied by each Planning Dean are: School of Commerce (unfilled), School of Education (Education), School of Engineering and Architecture (Engineering), School of Humanities (Philosophy), School of Sciences (Human Biology), and School of Social Sciences (History and Government).

In addition the University has established chairs in Australian Studies, Chemistry, Human Nutrition, Computing, Architecture, and Literature.

*Site and buildings*

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

The University expects to provide accommodation for a higher proportion of students than the three metropolitan universities, so as to cater for students from country areas. At present 65 places are available. The whole environment of the University will be closely integrated with the community and planned as part of the development of the Waurm Ponds Valley as a green belt area.

The University has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only. This will be surrounded by residences, car parks, and sports fields. An administration and student and staff facilities building was completed in 1978. The University plans to move staff and students from the other three campuses in Geelong and consolidate at Waurm Ponds.

*Library*

The Deakin University library is situated at the centre of the Waurm Ponds campus. The library also operates branches at the other campuses of the University in Geelong—The School of Education, Vines Road, North Geelong, as well as the Art and Design Centre, Pakington Street, Newtown; it also provides facilities in conjunction with the Gordon Technical College at the School of Engineering and Architecture, Little Malop Street, Geelong.

The library also makes available a lending service to off campus students.

In 1978, the central library provided 342 readers' places, while at the Vines Road campus there were 98, Pakington Street 40, and Little Malop Street 60. On amalgamation of the two institutions to form the University, the Little Malop Street library held 115,000 bound volumes and received 1,800 serials titles on subscription. During 1977, 25,860 items were added to the collection. The library also has audio and video and microfilm and microfiche facilities.

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

### Students

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

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

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

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

### University statistics

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

Field of study (b)	1976				1977				
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Deakin (d)	Victoria
<b>Bachelor degree courses—</b>									
Agriculture, forestry	294	..	232	526	303	..	231	..	534
Architecture, building	547	..	..	547	587	..	..	179	766
Dentistry	243	..	..	243	241	..	..	..	241
Economics, commerce, government	1,451	1,703	1,001	4,155	1,482	1,697	974	301	4,454
Education	632	649	534	1,815	251	621	617	190	1,679
Engineering, technology	954	938	10	1,902	944	880	12	174	2,010
Fine arts	273	..	..	273	271	..	..	..	271
Humanities	3,656	3,149	2,704	9,509	3,448	3,003	2,841	239	9,531
Law	1,126	1,431	..	2,557	1,157	1,456	..	..	2,613
Medicine	1,371	926	..	2,297	1,407	941	..	108	2,456
Natural sciences	2,446	2,035	1,312	5,793	2,460	1,919	1,311	326	6,016
Social and behavioural sciences	253	67	1,737	2,057	264	81	1,797	..	2,142
Veterinary science	240	..	..	240	244	..	..	..	244
<b>Total</b>	<b>13,486</b>	<b>10,898</b>	<b>7,530</b>	<b>31,914</b>	<b>13,059</b>	<b>10,598</b>	<b>7,783</b>	<b>1,517</b>	<b>32,957</b>
<b>Higher degree courses</b>	<b>2,087</b>	<b>1,692</b>	<b>516</b>	<b>4,295</b>	<b>2,101</b>	<b>1,784</b>	<b>584</b>	<b>13</b>	<b>4,482</b>
<b>Non-degree courses</b>	<b>1,170</b>	<b>1,161</b>	<b>510</b>	<b>2,841</b>	<b>1,359</b>	<b>1,168</b>	<b>530</b>	<b>915</b>	<b>3,972</b>
<b>Total</b>	<b>3,257</b>	<b>2,853</b>	<b>1,026</b>	<b>7,136</b>	<b>3,460</b>	<b>2,952</b>	<b>1,114</b>	<b>928</b>	<b>8,454</b>
<b>Total enrolments (c)</b>	<b>16,743</b>	<b>13,751</b>	<b>8,556</b>	<b>39,050</b>	<b>16,519</b>	<b>13,550</b>	<b>8,897</b>	<b>2,445</b>	<b>41,411</b>
<b>Total students (c)</b>	<b>16,087</b>	<b>13,751</b>	<b>8,549</b>	<b>38,387</b>	<b>15,796</b>	<b>13,550</b>	<b>8,886</b>	<b>2,445</b>	<b>40,677</b>

(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. Details of students enrolled in more than one course at Monash University are not available.

(d) On 1 April 1977, the Gordon Institute of Technology and the State College of Victoria, Geelong were amalgamated to become Deakin University.

#### 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 POSTGRADUATE DIPLOMA COURSES (a)

Field of study (b)	1976				1977			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
<b>Bachelor degree courses—</b>								
Agriculture, forestry	70	..	40	110	53	..	38	91
Architecture, building	81	..	..	81	56	..	..	56
Dentistry	44	..	..	44	48	..	..	48
Economics, commerce, government	230	377	101	708	257	389	156	802
Education	67	168	125	360	76	167	178	421
Engineering, technology	200	187	..	387	191	163	..	354

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 POSTGRADUATE DIPLOMA COURSES (a)—*continued*

Field of study (b)	1976				1977			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
Fine arts	47	..	..	47	52	..	..	52
Humanities	496	814	285	1,595	574	854	376	1,804
Law	184	210	..	394	163	238	..	401
Medicine	199	148	..	347	206	135	..	341
Natural sciences	601	621	247	1,469	673	563	251	1,487
Social and behavioural sciences	..	..	199	199	97	24	277	398
Veterinary science	44	..	..	44	44	..	..	44
<b>Total</b>	<b>2,263</b>	<b>2,525</b>	<b>997</b>	<b>5,785</b>	<b>2,490</b>	<b>2,533</b>	<b>1,276</b>	<b>6,299</b>
Higher degree courses	417	219	53	689	367	252	49	668
Postgraduate diploma courses	151	490	378	1,019	104	481	411	996
<b>Total</b>	<b>568</b>	<b>709</b>	<b>431</b>	<b>1,708</b>	<b>471</b>	<b>733</b>	<b>460</b>	<b>1,664</b>
<b>Total students</b>	<b>2,831</b>	<b>3,234</b>	<b>1,428</b>	<b>7,493</b>	<b>2,961</b>	<b>3,266</b>	<b>1,736</b>	<b>7,963</b>

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

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

### Victoria Institute of Colleges

The Victoria Institute of Colleges (VIC) 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. Since the establishment of the VIC, a second co-ordinating body, the State College of Victoria, was established in 1973 to co-ordinate the activities of the former teachers' colleges. 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 Institute 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 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 Institute are governed by their own autonomous councils. The affiliated colleges award diplomas; the conferring of degrees is the prerogative of the Institute.

Since 1968, when the Institute 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 Institute's Council and Board of Studies to ensure that this requirement is satisfied.

Since the decision by the Institute in 1970 to award higher degrees, 63 Master degrees had been conferred on candidates by the end of 1978; and the demand for enrolment for Master degrees continues to increase. Degree awards conferred in 1978 also showed a continuing increase over previous years.

During 1976, all colleges continued in their work of design and preparation for new courses, despite severe restrictions placed by the Commonwealth on new course funding

for 1976. A significant number of courses earlier intended for introduction in 1976 were able to be commenced in 1977 following a resumption of Commonwealth approval for the funding of new courses.

The colleges also continued with their programmes of introduction of Associate Diploma courses (courses of study lasting two years full-time or equivalent part-time at the post Higher School Certificate level), as well as Graduate Diploma courses (at least one year full-time or part-time equivalent following a tertiary diploma or degree).

Although Master degree courses by research thesis may be undertaken by approved candidates in any field of study available at colleges, a Master degree (Business in Management) by course work was introduced into the Institute's system for the first time in 1977 by the Royal Melbourne Institute of Technology.

A Victorian Government Committee of Inquiry into the relationship of the Victoria Institute of Colleges and the State College of Victoria, set up in July 1976, recommended that the two authorities should not be amalgamated but should continue with their existing functions. The committee found that "there would appear to be no significant economic or administrative advantages at the present time in an amalgamation".

Further reference: *Victorian Year Book 1977*, pp. 734-6

#### 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. The State College of Victoria (SCV) 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 1978 numbered nine, with a total student population exceeding 16,000.

The SCV offers Higher School Certificate students an alternative to the universities and the colleges affiliated with the VIC. About twenty per cent of students who completed Higher School Certificate studies in 1978 sought, as their first preference, to enter one of the SCV constituent colleges. The SCV system continues to provide a large percentage of teachers needed to staff Victoria's government and non-government schools.

In 1978, the SCV introduced its first Master's degree, offered through Melbourne State College. The SCV now has a range of awards which includes graduate and higher diplomas, diplomas, and a variety of certificates.

The colleges in the SCV Federation prepare teachers for all sections of the educational spectrum embracing early childhood, primary, secondary, technical, tertiary, and special education.

Capital development in the SCV slowed down in 1978 as a result of government restriction on funds for tertiary education. A start was made in 1978 on a \$2.4m library building for the SCV at Coburg and it was expected that buildings commenced in 1976 at the SCV at Hawthorn would be completed by the end of 1978.

The State College of Victoria Act has stated that for an appreciable time teacher education would remain the SCV's major concern. However, it broadened the charter of the former teachers colleges which comprise the system, and several of them offer courses outside of teacher education. Examples of such developments are the three year Diploma of Youth Work, and the two year Associate Diploma of Welfare Administration, offered by the SCV at Coburg, and a two year Associate Diploma in Child Care presented by the SCV—Institute of Early Childhood Development.

Geographically, the colleges are sited throughout the Melbourne metropolitan area. Co-ordination of the constituent colleges through the SCV Central Office in Hawthorn ensures maximum interchange of information and ideas.

Further reference: *Victorian Year Book 1977*, pp. 736-7.

#### Colleges of advanced education

##### General

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

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



## Colleges of advanced education statistics

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

College of advanced education	1976					1977				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma			Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma	
Bendigo Institute of Advanced Education (c)	56	138	1,804	21	2,019	83	596	1,363	19	2,061
Burnley Horticultural College	..	..	..	63	63	(d)	(d)	(d)	(d)	(d)
Caulfield Institute of Technology	345	1,509	2,098	180	4,132	447	2,355	1,381	213	4,396
College of Nursing, Australia	..	..	50	190	240	(e)	(e)	(e)	(e)	(e)
Dookie Agricultural College	..	..	..	91	91	(d)	(d)	(d)	(d)	(d)
Emily McPherson College	..	..	421	..	421	(f)	(f)	(f)	(f)	(f)
Footscray Institute of Technology	1	1,005	1,078	85	2,169	98	1,679	522	112	2,411
Gippsland Institute of Advanced Education	24	677	627	129	1,457	100	814	641	164	1,719
Gordon Institute of Technology	54	1,131	262	59	1,506	(g)	(g)	(g)	(g)	(g)
Lincoln Institute (e)	3	675	16	74	768	29	895	278	80	1,282
Longerenong Agricultural College	..	..	..	56	56	(d)	(d)	(d)	(d)	(d)
Prahran College of Advanced Education	40	..	1,228	90	1,358	67	229	1,126	114	1,536
Preston Institute of Technology	34	536	934	62	1,566	65	989	702	116	1,872
Royal Melbourne Institute of Technology	1,075	4,157	4,244	1,138	10,614	1,007	4,663	4,311	934	10,915
State College of Victoria, Burwood	175	212	1,177	..	1,564	300	415	1,041	..	1,756
State College of Victoria, Coburg	152	..	1,379	..	1,531	124	..	1,279	25	1,428
State College of Victoria, Frankston	..	..	1,078	..	1,078	25	..	1,045	..	1,070
State College of Victoria, Geelong	..	..	774	..	774	(g)	(g)	(g)	(g)	(g)
State College of Victoria, Hawthorn	541	..	26	853	1,420	573	..	21	763	1,357
State College of Victoria—Institute of Catholic Education (Christ College, Mercy College)	..	..	1,032	..	1,032	66	..	1,010	..	1,076
State College of Victoria—Institute of Early Childhood Development	105	..	557	..	662	187	30	555	37	809
State College of Victoria, Melbourne	544	1,447	1,858	286	4,135	636	2,552	1,011	..	4,199
State College of Victoria, Rusden	146	737	1,228	..	2,111	131	1,039	963	..	2,133
State College of Victoria, Toorak	54	..	1,427	..	1,481	81	..	1,474	..	1,555
Swinburne College of Technology	568	3,092	994	45	4,699	565	3,225	919	35	4,744
The Ballarat College of Advanced Education (h)	19	322	1,316	..	1,657	37	367	1,289	..	1,693
The Victorian College of the Arts	13	..	195	..	208	21	68	174	..	263
The Victorian School of Forestry, Creswick	..	..	49	..	49	..	..	58	..	58
Victorian College of Pharmacy	31	356	..	..	387	32	350	..	..	382
Warrnambool Institute of Advanced Education	..	398	439	..	837	87	447	456	..	990
<b>Total Victoria</b>	<b>3,980</b>	<b>16,392</b>	<b>26,291</b>	<b>3,422</b>	<b>50,085</b>	<b>4,761</b>	<b>20,713</b>	<b>21,619</b>	<b>2,612</b>	<b>49,705</b>

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

(b) At 30 April.

(c) Comprises the former Bendigo Institute of Technology and the State College of Victoria, Bendigo.

(d) These colleges were not listed as "colleges of advanced education". See footnote (a).

(e) From 1 January 1977, the educational activities of the College of Nursing, Australia, were merged with the Lincoln Institute.

(f) Responsibility for the enrolment of students at the Emily McPherson College was accepted by the Royal Melbourne Institute of Technology from 1 January 1977.

(g) In April 1977, the Gordon Institute of Technology and the State College of Victoria, Geelong, were amalgamated to become Deakin University.

(h) Includes the former State College of Victoria, Ballarat.

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

College of advanced education	1975					1976				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma			Bach-elor	Dip-lo-ma	Asso-ciate Dip-lo-ma	
Bendigo Institute of Technology	..	..	128	..	128	..	20	104	..	124
Burnley Horticultural College	..	..	..	35	35	..	..	..	21	21
Caulfield Institute of Technology	60	107	381	15	563	74	83	389	27	573
College of Nursing, Australia	..	..	..	130	130	..	..	..	182	182
Dookie Agricultural College	..	..	..	30	30	..	..	..	34	34
Emily McPherson College	..	..	10	160	170	..	..	35	..	35
Footscray Institute of Technology	..	39	159	7	205	..	81	141	14	236

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

College of advanced education	1975					1976				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
Gippsland Institute of Advanced Education	..	7	66	..	73	19	66	61	..	146
Gordon Institute of Technology	2	50	150	9	211	17	146	148	13	324
Lincoln Institute	..	57	22	17	96	..	118	1	34	153
Longerenong Agricultural College	..	..	..	17	17	..	..	..	23	23
Prahran College of Advanced Education	..	..	134	..	134	2	..	179	..	181
Preston Institute of Technology	..	33	195	..	228	5	89	165	..	259
Royal Melbourne Institute of Technology	167	283	790	184	1,424	200	376	793	157	1,526
State College of Victoria, Ballarat	..	..	180	..	180	4	..	223	..	227
State College of Victoria, Bendigo	..	..	194	..	194	13	..	250	..	263
State College of Victoria, Burwood	119	..	350	..	469	222	3	360	..	585
State College of Victoria, Coburg	..	..	249	..	249	3	..	336	..	339
State College of Victoria, Frankston	..	..	197	..	197	..	..	336	..	336
State College of Victoria, Geelong	..	..	176	..	176	..	..	168	..	168
State College of Victoria, Hawthorn	389	..	15	432	836	511	..	28	490	1,029
State College of Victoria—Institute of Catholic Education (Christ College, Mercy College)	..	..	209	..	209	..	..	280	..	280
State College of Victoria—Institute of Early Childhood Development	29	..	169	..	198	25	..	158	..	183
State College of Victoria, Melbourne	425	82	593	386	1,486	480	69	881	..	1,430
State College of Victoria, Rusden	219	..	282	..	501	128	..	290	..	418
State College of Victoria, Toorak	17	..	311	..	328	30	..	384	..	414
Swinburne College of Technology	23	233	416	15	687	58	318	349	15	740
The Ballarat College of Advanced Education	14	14	111	..	139	7	15	101	..	123
The Victorian College of the Arts	11	..	19	..	30	3	..	35	..	38
The Victorian School of Forestry, Creswick	..	..	10	..	10	..	..	10	..	10
Victorian College of Pharmacy	1	82	..	..	83	8	98	..	..	106
Warrnambool Institute of Advanced Education	..	..	56	..	56	..	11	70	..	81
Total Victoria	1,476	987	5,572	1,437	9,472	1,809	1,493	6,275	1,010	10,587

(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 RESPONSIBILITIES IN EDUCATION

### Schools Commission

The Schools Commission was created by the Commonwealth Government as a statutory body under the *Schools Commission Act 1973*, with responsibilities closely following the recommendations contained in *Schools in Australia*, the report of the Interim Committee for the Australian Schools Commission.

Broadly, the functions of the Commission are: (1) to inquire into and to furnish information and advice to the Federal Minister for Education with respect to any matter relating to primary or secondary education in Australia; and (2) after consulting with other relevant interested parties, to make recommendations to the Minister in regard to Commonwealth assistance for government and non-government schools in order to meet the needs in respect of, and to establish and maintain acceptable standards for buildings, equipment, staff, and other facilities for those schools. The Commission's most recent report, for the triennium 1979-81, was tabled in the Commonwealth Parliament in April 1978.

Financial assistance for Australian schools in 1978 is provided mainly under the *States Grants (Schools Assistance) Act 1977*. Grants totalling \$182,644,000 were paid to Victoria during 1977 through the following Commonwealth Government programmes administered by the Schools Commission:

#### General Recurrent Grants

Under this programme schools are assisted with any form of recurrent expenditure, such as the purchase of major items of equipment and classroom materials, general maintenance, debt servicing, and the provision of additional teachers and support staff. A short-term emergency assistance scheme exists to provide additional assistance to non-

government schools catering for country children and experiencing severe financial difficulties as a result of a significant decline in enrolments of that kind. Also included under the General Recurrent Grants Programme is a migrant and multi-cultural education programme.

#### *Capital Grants*

Capital grants are made available for: (1) the purchase of land or buildings; (2) planning, erection, alteration, or extension of buildings or other facilities; (3) development or preparation of land for building or other purposes; (4) the installation of services; and (5) the provision of equipment, furniture, and library resources. Schools declared disadvantaged qualify for additional funding under this programme for urgent minor refurbishing and upgrading projects.

#### *Disadvantaged Schools*

This programme enables a higher than normal level of resources to be employed in those schools in which a large proportion of students are educationally disadvantaged as a result of such factors as socio-economic background, ethnic origin, or geographic location. Projects funded under the programme are planned and implemented by schools and their communities. The "Disadvantaged Country Areas" element of the programme provides funds specifically to support joint government and non-government initiatives aimed at improving the educational opportunities available to children in selected country areas of each State.

#### *Services and Development*

This programme provides grants for:

- (1) The support of development activities for teachers and others in the school community and related services recommended by State and Regional Development Committees;
- (2) the Schools Travel and Exchange Scheme; and
- (3) the operation of education centres.

Activities funded are normally shared by government and non-government schools.

#### *Special Education*

This programme provides funds to improve the quality and coverage of services provided largely through the resources of States, other Commonwealth sources, and voluntary inputs for the education of handicapped children. Special facilities assisted range from special schools through special classes in regular schools to peripatetic services and services to hospitalised children. The "Children in Institutions" element of this programme provides funds for limited projects aimed at normalising and enriching the educational experience of children in residential institutions.

#### *Special Projects*

The Special Projects programme aims to stimulate and encourage creative change in primary and secondary education by supporting innovative projects which are designed to promote quality and diversity. The programme has two sections: (1) the school level "Innovations" programme which supports a wide range of projects submitted by teachers and other individuals or community groups in response to their own perception of their needs; and (2) a programme of support for initiatives extending beyond individual classrooms or schools, with particular emphasis on certain Commission priority areas.

The following table shows details of funds allocated to government and non-government schools in Victoria in 1977 under the six programmes:

#### VICTORIA—COMMONWEALTH GOVERNMENT GRANTS FOR SCHOOLS, 1977 (\$)

Programme	Government schools	Non-government schools	Joint programmes (a)	Total
General Recurrent Grants	60,466,500	56,866,000	—	117,332,500
Capital Grants	38,342,000	9,060,000	—	47,402,000
Disadvantaged Schools	6,154,000	1,126,000	—	7,280,000
Services and Development	—	—	5,168,000	5,168,000
Special Education	2,809,000	1,186,000	328,500	4,323,500
Special Projects	—	—	1,138,000	1,138,000
Total	107,771,500	68,238,000	6,634,500	182,644,000

(a) Projects not specifically allocated to either group, including grants to members of the community etc.

## STUDENT ASSISTANCE SCHEMES

**Victorian Education Department***Scholarships*

The Victorian Education Department makes available 40 senior scholarships for university education, valued at \$200 per annum and tenable for up to six years. The Department also administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

**Commonwealth Department of Education***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 1978 comprised:

*Boarding allowance*

- (1) A basic allowance of \$500 per annum free of a means test;
- (2) an additional allowance of up to \$500 per annum subject to family income; and
- (3) a special supplementary allowance of up to \$550 per annum for senior secondary students (i.e., those in the final two years of secondary school), up to \$450 per annum for other secondary students, or up to \$300 per annum for primary students. This is payable where there is particular financial hardship.

*Short-term boarding allowance*

An allowance of \$15 per week per student, free of means test.

*Correspondence allowance*

- (1) A basic payment of \$200 per annum per student, free of means test; and
- (2) up to a further \$300 per annum for each eligible child as reimbursement of expenditure on approved items.

*Pre-school correspondence allowance*

An allowance of \$120 per annum per pupil, free of means test.

*Second home allowance*

- (1) A basic payment to assist with the cost of maintaining the second home, calculated as follows:

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

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

*Secondary Allowances Scheme*

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$550 per annum, subject to a means test on family income.

*Aboriginal Secondary Grants Scheme*

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

*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 means test provisions of this Scheme are the same as for the Tertiary Education Assistance Scheme.

*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 1978, the maximum rates of living allowance were \$1,250 per annum for students living at home, and \$2,075 per annum for students qualifying for the living away from home rate. The maximum independent rate was \$2,348. 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 dependent spouse and an allowance for each dependent child are also payable. In 1978, the dependent spouse allowance was \$31.40 per week, and the dependent child allowance was \$7.50 for each dependent child per week. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course.

*Aboriginal Study Grants Scheme*

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

*Commonwealth Teaching Service Scholarship Scheme*

This Scholarship Scheme was phased out and no new awards were made after 1978. Students in receipt of assistance under this scheme are those who, on completion of their training, intend to teach 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 living allowance of \$4,200 per annum. Additional allowances which are paid subject to certain conditions include:

- (1) A dependent Spouse Allowance of \$31.40 per week;
- (2) a Dependent Child Allowance of \$7.50 per week for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate, and \$400 for a Ph.D. degree candidate;
- (4) an Establishment Allowance of \$100 and \$200, respectively, for single and married award holders;
- (5) a Fares Allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an Incidentals Allowance of \$70 or \$100 per annum towards the cost of fees such as SRC, Union, and sports fees.

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

*Education research awards*

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 \$5,600 to \$9,410; additional allowances similar to those offered for postgraduate course awards; travel assistance where a move to Melbourne, Brisbane, or Sydney is involved; and four weeks annual leave.

Details of schemes being phased out are described in previous *Victorian Year Books*. Such schemes include: (1) Pre-school teacher education awards; (2) Scholarships for graduate diploma study in recreation; and (3) Postgraduate study in social work awards.

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

### Statistics

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

Scheme	1973	1974	1975	1976	1977
Victorian Government—					
Junior scholarships (c)	64,601	61,827	53,359	43,780	20,335
Senior technical scholarships	486	521	495	300	(a)61
Senior scholarships	160	177	174	177	165
Commonwealth Government—					
Senior secondary scholarships	9,290	13,849	(a)6,922	72	..
Technical scholarships	1,191	(a)412	30	..	..
Secondary allowances	..	(b)2,687	3,069	5,094	4,932
Assistance for isolated children	(b)892	1,043	1,157	1,056	1,086
Adult secondary education assistance	..	..	(b)367	695	724
Aboriginal secondary grants	694	712	779	799	784
Aboriginal study grants	94	103	136	177	201
University and advanced education scholarships	14,852	(a)3,650	1,225	1,166	517
Tertiary education assistance	..	(b)17,343	22,506	24,706	24,360
Pre-school teacher education	(b)237	303	408	(a)465	412
Commonwealth teaching service scholarships	43	101	116	106	107
Scholarships for graduate diploma study in recreation	..	..	(b)4	(a)1	..
Postgraduate awards	543	704	693	517	527
Postgraduate study in social work awards	..	..	(b)11	(a)r11	12
Education research awards	..	..	(b)2	5	5

(a) Discontinued from this year.

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

(c) The awarding of junior scholarships was phased out between 1974 and 1977.

### 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, Children's, 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 82 administers the Council's programme, which engages a part-time teaching staff in excess of 650.

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 Aborigines, and for adult illiterates. The Council has also developed an Arts Train visiting rural wayside stations with craft workshops, a loud-speaking-telephone tutorial network linking country centres, an itinerant 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 and basic education for adults at primary and lower secondary levels.

In 1978, the General Studies and Creative Arts Departments offered 1,421 short-term and long-term courses in the city and at more than 80 locations in 70 suburbs. It serviced a network of over 600 discussion groups with more than 6,670 members in metropolitan and country areas with books, audio-visual materials, notes, and discussion guides. It gave financial, programming, and advisory assistance to the 23 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	1973-74	1974-75	1975-76	1976-77	1977-78
Courses offered	857	1,034	1,198	1,219	1,427
General studies	} 574	} 615	} 677	587	672
Access				86	140
Creative arts	283	419	521	546	615
Students enrolled	18,493	20,320	24,821	25,336	28,500

#### 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	1973-74	1974-75	1975-76	1976-77	1977-78
Revenue—					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	429	713	967	1,281	1,480
Earned income, fees, etc.	406	557	742	878	1,021
Total revenue	885	1,320	1,759	2,209	2,551

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

Particulars	1973-74	1974-75	1975-76	1976-77	1977-78
Expenditure—					
Secretary's Department—					
Salaries	282	459	597	760	850
Administration	195	296	347	447	508
Programme departments—					
General studies		199	253	231	275
Creative arts		190	258	282	305
Access—literacy to HSC		11	22	113	130
Discussion group		29	43	46	61
Services—	408				
Library resource centre		28	42	55	71
Extension services		22	46	112	129
Special schools		36	55	73	103
Publications and promotion		50	96	90	119
Total expenditure	885	1,320	1,759	2,209	2,551

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

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