Chapter 9

EDUCATION

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In 1869 Tasmania became the first colony in the British empire to make education compulsory. In 1898 school attendance was made obligatory between the ages of seven and thirteen and in 1912 between six and fourteen years. In 1946 Tasmania became the only Australian State to make attendance compulsory up to the age of sixteen, the starting age remaining at six.

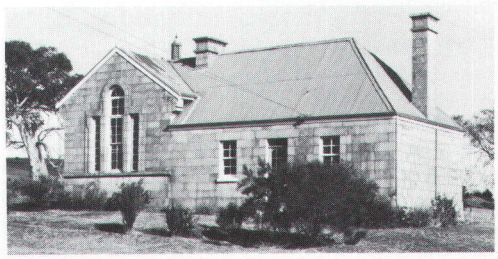
Since 1945 the task of Tasmanian educational authorities, as in other Australian States, has been to provide more schools, more teachers, and better facilities within pressures to restrain expenditure and cater for a wider range of curriculum offerings. The principal factors exerting these pressures were a rapidly growing school population, changed attitudes to education resulting in increased demands for secondary and tertiary education, and general community acceptance of the need for better education.

In recent years the pressures have changed, with a rapid growth in unemployment, shrinking employment opportunities and technological changes placing new demands on education systems. In addition, the Commonwealth Government has accepted a greater financial responsibility and provides funds through the Commonwealth Schools Commission and the Tertiary Education Commission.

Education in Tasmania is provided at primary, secondary and tertiary levels by government institutions and to secondary level by non-government schools.

In rural areas primary education is generally provided by small government primary schools and district high schools. Each type of school draws pupils from outlying localities. Transport is free, an example of the high priority given to meeting the educational needs of children in rural areas.

In primary schools, classes are usually heterogeneous with teachers devising programs for children of various ability levels. Pupils progress to the next grade on the basis of their individual achievement and age rather than be promoted by their ability.



Jericho Schoolhouse

The primary school curriculum is designed to cater for the intellectual, physical, social and emotional development of children during their critical formative years. The curriculum emphasises the acquisition of basic language, writing and number skills within the wider context of developing a capacity to communicate, think and value. The school's task is to provide programs that enable each pupil to develop skills appropriate to his or her stage of development and that will foster further learning. These programs also provide for creativity and arousing the imagination as well as giving the opportunity to develop initiative and logical thought processes.

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

Current Education Department policy is directed towards educating children in their local communities. There has been positive discrimination towards country children and steps have been taken to make the secondary education available in district high schools comparable with that provided in urban high schools.

All government high schools have a number of feeder primary schools. The high school curriculum provides a general, comprehensive education within a framework of subjects endorsed by the Schools Board of Tasmania. Most Year 7 and 8 pupils follow a common course developed by the school and suited to their needs. In Years 9 and 10 a wide range of academic, technical and cultural subjects provide the basis for pupils to choose a program that satisfies School Certificate requirements as well as allowing them to follow personal interests. Subjects generally are assessed at three levels but some are offered only at the most demanding Level III and others are not offered beyond Level II.

The subjects for the School Certificate may be taken at various levels and a wide choice is available to cater for different levels of ability and interest. A preliminary award may be granted to those candidates who leave school without qualifying for a full award in a subject. The full award is granted to candidates who successfully complete the full syllabus in a subject. The certificate is awarded as a result of a system of regional moderation which has been developed to ensure comparability of standards between schools.

Senior secondary colleges were developed to concentrate specialist Higher School Certificate teaching in a few centres. The students also benefit from an intermediate step between high school and tertiary education.

General admission policy of the colleges is one of 'open door' to most courses and enrolments are of students who have passed the age of compulsory attendance. In recent years there has been an increase in the number of students passing directly from high schools as well as a considerable increase in mature-age students studying HSC subjects.

The secondary colleges have developed a wide range of offerings not specifically tied to the traditional HSC subjects. These aim to satisfy the needs of the more diverse group of the student population. Colleges, especially those in the Hobart area, have expanded significantly into the area of late afternoon and evening programming of classes for the large number of adult part-time students seeking a range of options from academic HSC to elective and recreational pursuits.

Candidates normally sit for Higher School Certificate subjects at the end of the fifth and sixth years of secondary education. The certificate is awarded as a result of assessments completed in November each year. Subjects may be studied at Level II or Level III but both levels are not necessarily available for all subjects.

Requirements for matriculation are determined by the University of Tasmania from the result of the Higher School Certificate assessments conducted by the Schools Board of Tasmania.

9.1 PRESCHOOL EDUCATION

Until 1969, government preschools were established on the initiative of groups of parents. The Education Department provided buildings but eventually recovered half its outlay from parents. From 1969 all new facilities for preschool education were provided in kindergartens attached to primary schools. There are now kindergartens which are part of primary schools and others which are not attached to primary schools. Education Department policy aims to provide kindergarten for children of four years and over on 1 January of any given year.

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

At 1 July 1985 there were 168 government schools with attached kindergartens and 27 separate kindergartens with enrolments of 5 419 and 875 respectively.

Non-government kindergartens form a minor part of total non-government enrolment. The numbers are split fairly evenly between attached and separate kindergartens. Catholic schools have no kindergartens.

9.2 PRIMARY EDUCATION

Age of entry to preparatory classes is 5 years and for Year 1, 5½ to 6 years of age.

Government primary schools seldom enrol more than 600 pupils. The school is normally located close to pupils' homes. Many primary schools have six grades in addition to a kindergarten and a preparatory class but this can vary according to the location of the school.

In 1985 there were 166 government primary schools. The majority (157) commenced with a preparatory grade and went to Year 6. There

9.1 Primary Schools, Tasmania

Particulars	Government (a)		Non-Government	
	1980	*1985*	*1980*	*1985*
Number of schools	167	166	33	41
Number of teachers —				
Full-time	2 393	2 397	340	400
Part-time	534	432	99	165
Total	2 927	2 829	439	565
Males	566	658	72	95
Females	2 361	2 171	367	470
Number of pupils —				
Males	22 699	19 335	3 984	4 453
Females	21 239	17 951	4 243	4 548
Total	43 938	37 286	8 227	9 001

(*a*) Includes special education.

were a further 26 schools which were combined primary and secondary schools (district and district high schools). Of the 37 286 pupils enrolled in primary grades in these 192 schools 19 335 were males and 17 951 were females. These schools had 2 239 full-time primary school teachers and 383 part-time teachers in 1985.

Non-government primary schools seldom enrol more than 400 pupils. The most common primary schools have six grades and a preparatory class.

In 1985 there were 41 non-government primary schools. Only 60 per cent (24) commenced with a preparatory grade and went to Year 6. There were a further 24 schools which were combined primary and secondary schools. Of the 9 001 pupils enrolled in primary grades in these 65 schools, 4 453 were males and 4 548 females. These schools had 400 full-time primary school teachers and 165 part-time teachers in 1985.

The percentage of total pupils enrolled in primary grades has been decreasing consistently in the 1980s. In government schools there has been a fall from 60.8 per cent in 1980 to 55.8 per cent in 1985 while in non-government schools the drop has been from 56.3 per cent to 52.8 per cent. The fall in the non-government schools percentage is more significant when one considers that total primary enrolment in these schools has risen from 8 227 pupils in 1980 to 9 001 pupils in 1985.

The major cause of the falling proportion of students enrolled in primary grades is the lower birth rates of the 1970s. Higher birth rates in the 1980s will reverse the trend in the next few years and continue into the 1990s.

9.3 SECONDARY EDUCATION

Almost all children attend secondary classes starting at an age from 11½ to 13 years. The first four years of secondary education (Years 7 to 10 inclusive) are catered for in high schools or district high schools which are non-selective, comprehensive and provide a broad general education. All, except two high schools in Hobart, are co-educational. The School Certificate is generally gained at the end of year 10. The final two years (Years 11 and 12) leading to the Higher School Certificate are completed in a secondary college.

The majority of students studying HSC subjects are in their fifth and sixth year of secondary education. However, an increasing number are mature-age students — people who have not been enrolled in secondary education for at least 12 months. The increase has coincided with a large increase in part-time enrolment at secondary colleges; in 1981 there were 829 part-time students while in 1985 there were 2000 part-time students of whom 1 571 were mature-age.

In 1985 there were 34 government high schools and 6 secondary colleges in the State. Thirty-three of the 34 high schools commenced at Year 7 and went to Year 10. All 6 secondary colleges had only Year 11 and 12. In addition, there were the 26 combined primary and secondary schools. Of the 28 733 pupils enrolled in secondary grades in these 66 schools 14 634 were males and 14 099 females. There were 2 351 full-time secondary school teachers and 322 part-time teachers in 1985.

In 1985 only five non-government secondary schools operated. There were a further 24 combined primary and secondary schools. Of the 8 049 pupils enrolled in secondary grades in these 29 schools, 3 793 were males and 4 256 females. There were 506 full-time secondary school teachers and 208 part-time teachers in 1985.

The trend with secondary grade enrolment is the reverse of primary grade enrolment. As birth rates fell in the 1970s the proportion of pupils in secondary grades rose. In 1980 27 497 pupils were enrolled in government secondary schools accounting for 38.0 per cent of total enrolments.

9.2 Secondary Schools, Tasmania

Particulars	Government		Non-Government	
	1980	*1985*	*1980*	*1985*
District and district high schools	27	26	—	—
High schools	34	34	26	29
Secondary colleges	7	6	—	—
Total schools	68	66	26	29
Number of teachers —				
Full-time	2 364	2 351	371	506
Part-time	210	322	193	208
Total	2 574	2 673	564	714
Males	1 442	1 494	255	342
Females	1 132	1 179	309	372
Pupils —				
Year 7–9	18 018	19 016	4 045	5026
Year 10	5 733	5 818	1 259	1 564
Year 11 and 12	3 746	3 899	1 089	1 459
Ungraded special	848	844	—	—
Total	28 345	29 577	6 393	8 049
Males	14 377	15 138	2 953	3 793
Females	13 968	14 439	3 440	4 256

By 1985 this had risen to 43.0 per cent with 28 733 pupils enrolled. Corresponding figures for non-government schools were 43.7 per cent and 47.2 per cent respectively. Total non-government secondary enrolments, like primary enrolments, have increased 26 per cent over this period from 6 393 pupils in 1980 to 8 049 in 1985.

9.3.1 Retention Rates in Secondary Schools

Apparent grade retention rates are measures of the tendencies of students to remain in secondary education from Year 7 to Year 10, Year 11 and Year 12. For example, to calculate the apparent retention rate of students in Year 12 in 1985 the number of those students in 1985 is expressed as a proportion of the number of students in Year 7 in 1980 (1980 being the year in which the 1985 Year 12 students would have normally enrolled in Year 7). The retention rate thus derived is called an apparent retention rate because the method and calculation does not explicitly take account of net changes to the school population due to migration, nor of those students who spend more than one year in the same grade.

9.3 Apparent Retention Rates Secondary School Students 1985

Years	*Male*	*Female*
7–10	91.5	93.7
7–11	36.9	44.5
7–12	26.9	30.5

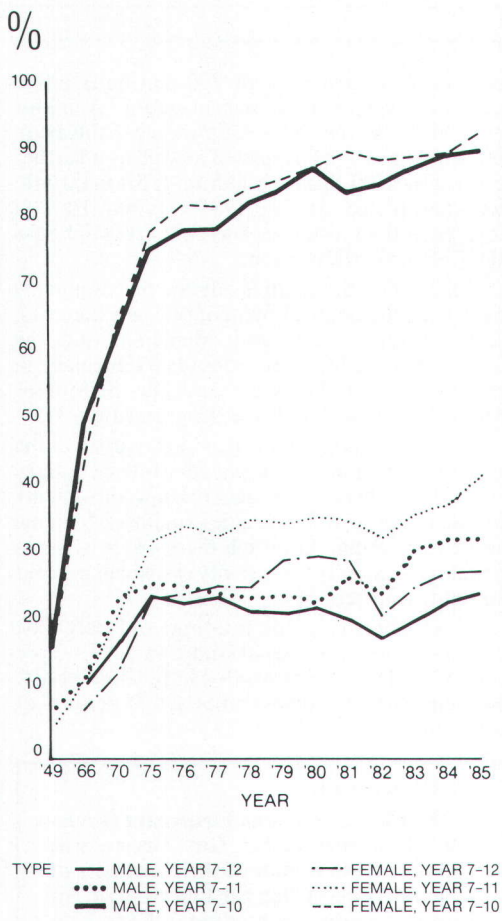
Apparent grade retention rates in government and non-government schools have shown differing trends in the last ten years. While non-government schools generally have much higher retention rates than government schools there has been a steady reduction in the gap between government and non-government schools for the Year 7 to 10 retention rate. This has no doubt been brought about by the difficult job market for early leavers in the 1980s.

In government schools the Year 7 to 12 rate has changed little from the 23.5 per cent in 1975 to the 25.5 per cent in 1985. The Year 7 to 11 rate has shown consistent growth from 28.6 per cent in 1975 to 36.6 per cent in 1985. The Year 7 to 10 rate however, reflects the poor employment situation with a rate of 76.8 per cent to 1975 increasing steadily to 91.2 per cent in 1985.

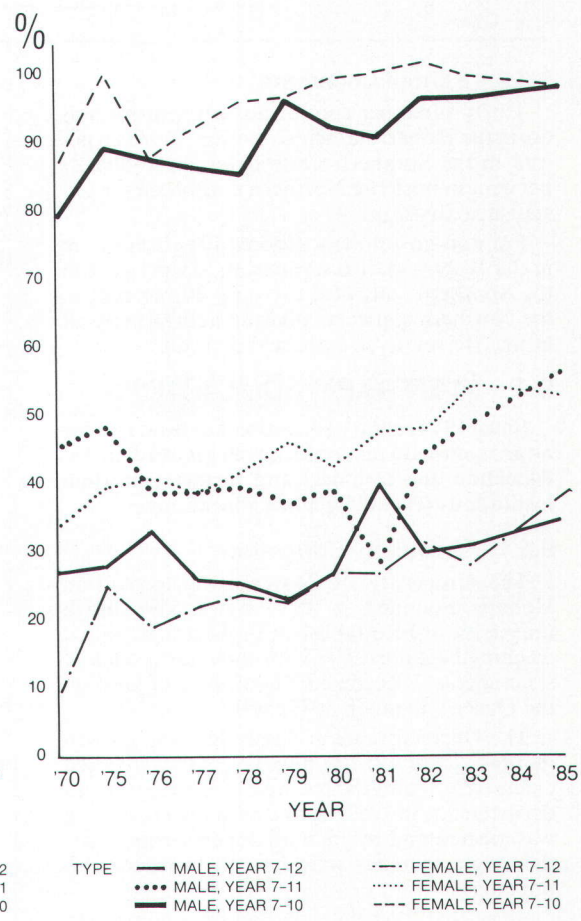
In non-government schools the Year 7 to 12 rate has increased from 33.4 per cent in 1975 to 42.0 per cent in 1985. The Year 7 to 11 rate has shown similar growth to that in government schools from 48.8 per cent in 1975 to 58.1 per cent in 1985. The Year 7 to 10 rate, while showing fluctuations over the period, has moved only marginally from 95.3 per cent in 1975 to 97.9 per cent in 1985.

9.4 Apparent Grade Retention Rates, Government and Non-Government Secondary Schools, Tasmania

Year	Year 7–12		Year 7–11		Year 7–10	
	Government	Non-Government	Government	Non-Government	Government	Non-Government
1975	23.5	33.4	28.6	48.8	76.8	95.3
1976	23.4	32.4	29.6	45.4	80.1	88.6
1977	24.4	30.9	28.2	44.3	80.1	90.3
1978	23.1	31.5	28.9	46.2	83.3	91.7
1979	24.8	29.9	28.9	47.2	85.0	96.6
1980	25.5	33.6	28.8	46.2	87.7	96.2
1981	24.3	39.1	30.4	44.0	86.7	95.9
1982	18.9	36.7	27.9	51.0	86.8	98.9
1983	22.3	35.6	33.1	55.7	88.3	97.9
1984	24.8	40.7	34.6	53.9	89.5	99.5
1985	25.5	42.0	36.6	58.1	91.2	97.9



Government Schools, 1949–1985



Non-government Schools, 1970–1985

Apparent Grade Retention Rates, Government and Non-Government Schools, Males and Females

9.5 Location of Schools, Tasmania, 1985

Statistical division	Government Schools					
	Primary	District high	High	Secondary college	Special	Total
Hobart	53	1	14	3	13	84
Southern	20	12	1	—	2	35
Northern	43	8	9	1	7	68
Mersey-Lyell	50	5	10	2	2	69
Total	166	26	34	6	24	256

Statistical division	Non-Government Schools			
	Primary	Secondary	Combined	Total
Hobart	14	3	11	28
Southern	3	—	1	4
Northern	13	1	7	21
Mersey-Lyell	11	1	5	17
Total	41	5	24	70

9.3.2 School Locations

Thirty three per cent of government schools are in the Hobart statistical division, fourteen per cent in the Southern statistical division and 27 per cent in both the Northern and Mersey-Lyell statistical divisions.

For non-government schools 40 per cent were in the Hobart statistical division, six per cent in the Southern statistical division, 30 per cent in the Northern statistical division and 24 per cent in the Mersey-Lyell statistical division.

9.4 TERTIARY EDUCATION

Since 1974 tertiary education has been free for award courses in universities, colleges of advanced education and technical and further education institutions (excluding adult education).

9.4.1 University Education

The University of Tasmania is located in Hobart. Founded in 1890 it was the fourth university to be established in Australia. When teaching began in 1893 with three lecturers and six students, it occupied 1.6 hectares of land on the Queen's Domain at Hobart.

The University site at Sandy Bay was chosen in 1944. Until 1957 temporary huts were used extensively, mainly by the rapidly growing science departments. In 1957 the first permanent building was erected and by 1973 all departments of the then eight faculties were housed in permanent buildings.

Since that date the new buildings completed are: a computer centre; a child care centre; a cosmic ray observatory; a sports and recreation centre; and the University Centre which consists of a complex of lecture theatres (which can be combined to form a single 800-seat hall), a fine arts gallery and a classics museum. A major extension to the Arts–Commerce–Education building has been completed as well as a further extension to the Union building. A drama studio was completed during 1981. Hytten Hall, a former student residence was converted to house the Centre for Education.

Since 1958, the main academic developments have been the establishment of two new faculties, Agricultural Science and Medicine, and the inclusion, in 1978, of the School of Pharmacy in the Faculty of Medicine and the School of Surveying in the Faculty of Engineering.

Normally students commencing courses at the University will have completed a full secondary education. There are quotas on new enrolments in most professional faculties such as Medicine and Engineering. Although there are provisions for mature-age entry the majority of students proceed straight from school.

The University offers full-time and part-time courses as well as external study. In 1985, 62 per cent of students were enrolled in full-time study. Bachelor degree courses comprised 75 per cent of total enrolments.

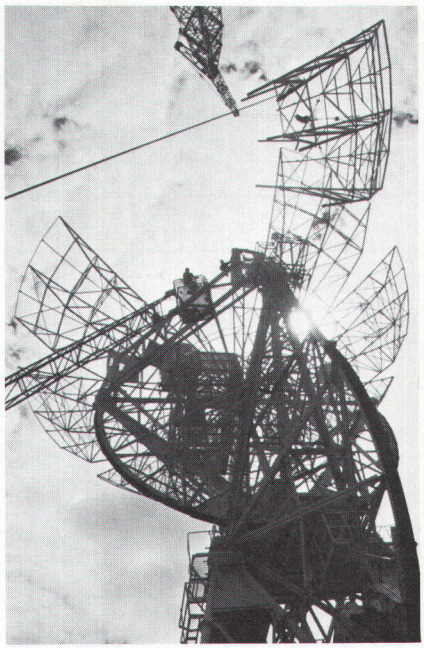
New Chancellor

The Chief Justice and Lieutenant Governor of Tasmania, Sir Guy Green, was appointed Chancellor of the University of Tasmania succeeding Sir Peter Lloyd. Sir Guy is an honours graduate of the University and has been a member of the Faculty of Law since 1974. He took up his appointment in August 1985.

9.6 University of Tasmania, Teaching and Research Staff (a)

	1984	*1985*
Teaching —		
Full-time —		
Professors	29	31
Associate professors, teachers	49	49
Senior lecturers, lecturers, teaching registrars	233.5	242.4
Assistant lecturers, demonstrators, tutors, teaching fellows	47.5	50.2
Total	359.0	375.6
Part-time —		
Senior lecturers, lecturers	5.9	8.8
Assistant lecturers, demonstrators, tutors, teaching fellows	17.0	18.4
Total	23.0	27.2
Research —		
Full-time	29	41
Part-time	—	—
Other —		
Full-time	469	497
Part-time	32	34

(*a*) Full-time equivalent units.



The Mt Pleasant Observatory, home of the southernmost major radio telescope in the world, was opened on 13 May 1986 by the Governor of Tasmania, Sir James Plimsoll.

Radio Telescope

In 1985 a 26 metre antenna valued in excess of $8 million was donated to the University. The equipment from the Orroral Valley Station was donated by NASA and the University is using $425,000 of its own funds to relocate the telescope at Cambridge in south-eastern Tasmania.

The antenna, a steerable solid surface parabolic reflector 26 metres in diameter on an x-y mount is reported to be in extremely good condition.

The head of the Physics Department at the University believes it is a splendid instrument for local use, capable of making a substantial contribution to present research projects and ideal for post-graduate training.

The antenna will form the heart of a new radio astronomy observatory for the University, complementing facilities already in operation and allowing expansion into important new areas of research.

It can be used on its own in a variety of astronomy programs of specific interest to members of the Physics department. Of particular importance is the study of Pulsars and other collapsed objects, a field in which the Physics department has gained international recognition. It will also provide a focus for research projects in electrical engineering in the areas of microwave receiver development, feed design, control and servo systems, digital signal processing and VLSI.

There are also projects of interest to the departments of Geology, Chemistry, and especially Surveying which have a major involvement in geodesy. This seeks to determine the absolute location of the antenna on the Earth's surface. Geodesy and geomechanics with a facility like this are capable of measuring relative movements of continents as small as a few centimetres a year.

However, it is the prospect of using the antenna with other instruments which is perhaps the most exciting. The Australian Government is presently building a new radio astronomy facility, the Australia Telescope, at Narrabri in New South Wales. This project, which is one of the Australian Bicentenary projects, involves constructing an array of antennas to be operated so as to achieve the performance of a very large telescope. It is now planned to operate the new Hobart facility as part of an extended Australia Telescope for several weeks of each year, synthesising a telescope aperture reaching from Hobart to Narrabri.

The instrument will be of enormous value to Australian science because it will be the most southern telescope of any reasonable size. It is expected to attract members of the international astronomy community to Hobart to make observations of the Southern sky not possible from elsewhere.

9.7 University of Tasmania Students

		1984	1985
Full-time		3 243	3 397
Part-time —	Internal	2 049	1 993
	External	96	57
Total		5 388	5 447
Total —	Males	3 009	3 047
	Females	2 379	2 400
Bachelor degree courses —			
Agricultural Science		54	51
Fine Art		183	211
Arts		938	938
Economics		157	183
Commerce		373	392
Education		606	573
Engineering		262	252
Surveying		46	45
Law		286	353
Music		79	78
Medicine		293	280
Pharmacy		52	62
Science		632	642
Total		3 961	4 060

New Development

Work has progressed on stage two of the $8 million Centre for the Arts project which is situated on Hobart's picturesque waterfront at Franklin Wharf.

The development brings the University's facilities 'downtown' as the Centre will be the headquarters of the Tasmanian School of Art and the Hobart base of the Tasmanian State Institute of Technology to house the off campus Studies Centre and the School of Environmental Design. Completion of the Centre is expected in the first half of 1986.

Extensions to the University's Clinical School are also well underway. They will accommodate a new library, three departments, Child Health, Psychiatry and Community Health and teaching space for tutorial rooms and a new lecture theatre. The additions will also include an area set aside for hospital services.

9.8 University of Tasmania: Degrees Conferred

Higher Degrees

Award gained	1980	1984	1985
Higher Doctor	1	1	2
Doctor of Philosophy	21	20	22
Master	8	74	63
Total	30	95	87

Bachelor Degrees

Course	1980		1984		1985	
	Honours	Pass	Honours	Pass	Honours	Pass
Agricultural Science	3	1	4	5	2	3
Arts	36	167	45	135	34	122
Commerce	1	20	2	48	—	46
Economics	2	21	6	27	7	36
Engineering	2	25	6	26	7	33
Surveying	—	10	3	12	3	6
Education	—	29	2	86	1	86
Special Education	—	2	—	1	—	3
Law	4	26	7	25	5	27
Medical Science	2	49	—	42	1	43
Medicine/Surgery	1	34	3	38	4	46
Pharmacy	—	15	—	16	1	10
Science	32	96	49	110	55	114
Arts/Law	1	4	2	7	—	6
Commerce/Law	—	—	1	3	—	—
Economics/Law	—	3	1	—	—	1
Science/Law	—	—	—	—	—	1
Fine Art	—	—	—	30	—	30
Music	—	—	—	18	—	14
Total	84	502	131	629	120	621

9.4.2 Advanced Education

The two institutions conducting advanced education courses in Tasmania are the Tasmanian State Institute of Technology and the Australian Maritime College.

The principal purpose of the two institutions is to provide tertiary education oriented towards practical training and industrial and social needs. The colleges aim to equip students so that immediately after graduation they may play an effective role in commerce, industry, the public sector and the arts. The colleges emphasise undergraduate teaching more than research.

The Tasmanian State Institute of Technology is a multi-disciplinary higher education college centred in the Launceston suburb of Newnham. As well as offering full-time and part-time courses at its home campus the institute has also developed a program of external and mixed mode studies to assist students State-wide who cannot attend classes in Launceston.

From 1984 the activities of the Institute have been carried out within four academic divisions:

- Administrative Studies formed by the School of Business.
- Arts and Science consisting of the Schools of Applied Science, General Studies, Nursing and Social Work.
- Environmental Design consisting of the Schools of Architecture, Planning and Landscape Architecture, Engineering and Art.
- Education, formed by the School of Teacher Education.

The College has also established a Centre for Legal Practice within the School of Business, a Centre for Drama and a Centre for Music within the School of General Studies, and a Centre for Physical Education within the School of Teacher Education.

9.10 Tasmanian State Institute of Technology, Teachers and Students

Teachers (a)	*1984*	*1985*
Full-time	146	141
Part-time	14	26
Total	160	167

Students	*1983*	*1984*
Full-time	1 124	1 144
Part-time —		
Internal	942	871
External	633	597
Total	2 699	2 612

(*a*) Full-time equivalent units.

Training vessel 'Wyuna'

9.9 Advanced Education Enrolments, Tasmania, 1984

Field of study	*Tasmanian State Institute of Technology*				*Australian Maritime College*
	Internal full-time	*Part-time*	*External*	*Total*	*Internal full-time*
Applied Science	99	38	5	142	147
Visual and Performing Arts	102	33	—	135	..
Architecture/Building	69	43	—	112	..
Commercial and Business Studies	131	151	392	674	..
Engineering	39	56	—	95	132
Social Sciences	54	9	—	63	..
Humanities	35	33	127	195	..
Paramedical Studies	57	35	44	136	..
Education	556	393	—	949	..
Total (*a*)	1 144	871	597	2 612	312

(*a*) Includes miscellaneous students

The Australian Maritime College was established by the Commonwealth Government through legislation in 1978 as a national educator of seafarers.

It was the first such establishment in Australia and remains the only one.

In 1979 the first intake of students began at Newnham, a northern suburb of Launceston in Tasmania and in the same year construction began of the first student residences.

The latest residential blocks were completed in 1984 at Newnham and at the college's other campus about 50 kilometres down river at Beauty Point.

The major academic campus is situated at Newnham and a seamanship and fisheries school is at Beauty Point where the college's vessels are berthed.

Both of the campuses and residential sections are sited alongside the Tamar River in picturesque surroundings.

9.4.3 Technical and Adult Education

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

Technical Education

Technical courses cater for middle-level vocations between the trades and professions. These are designed in consultation with industry to meet the increasing needs of para-professional personnel in areas such as engineering, accounting, child-care and social welfare. On successful completion of a course a certificate is awarded by the Education Department.

Trade courses combine theoretical and practical aspects of the trade and are complimentary to employer training given to apprentices. Post-trade courses are available to extend the skills and knowledge of tradesmen.

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

Correspondence courses are administered through the Hobart Technical College's external studies service. These are intended for isolated students and others who are unable to attend regular classes.

Examinations are conducted by the Education Department in July and November each year. Papers are set and marked, or assessments carried out on a State-wide basis, except for the first and second year trade subjects, in which cases each college makes its own arrangements.

In 1984 total enrolments were 20 166 in technical courses.

All streams of study have shown increases in enrolment since 1981, when total enrolment was 18 313, except for Trade which has decreased by 16 per cent in the three years.

Adult Education

Hobart has four adult education centres: at the Domain, South Hobart, North Hobart and Rosny College as well as an inquiries and enrolment centre in the city. There are also centres and offices in Launceston, Devonport, Burnie, Queenstown, Oatlands and Campbell Town.

A wide variety of courses, ranging from one term to one year, is offered. A function of the Division is to initiate innovatory programs and respond to changes in community needs. Subject areas include basic education, business studies, foreign languages, arts and crafts, and music and dance.

In addition to a diverse summer school program attracting students from throughout Australia the division is active in the community arts area. Art exhibitions, music recitals and drama events often are arranged in association with other groups.

In 1984 total enrolments were 19 515 in adult education courses.

9.5 FUNDING

Under the federal system of government in Australia the six States and the Northern Territory are responsible for providing education services for their own residents.

In recent years the Commonwealth Government has provided the State governments with substantial financial assistance specifically, for schools, universities, colleges of advanced education and colleges of technical and further education. In addition, the Commonwealth Government has administered Australia-wide schemes of financial assistance for students for many years.

Primary and secondary education is free in government schools. Fees for the hire of textbooks and other school equipment, however, may be charged, particularly in secondary schools. The State Government provides financial assistance to parents under specified conditions for educational expenses. Assistance includes

various types of scholarships, bursaries, transport and boarding allowances, many of which are intended to assist low-income families.

The Commonwealth Government also provides a number of schemes of assistance to facilitate access to education. The Secondary Allowances Scheme (SAS), which assists families on lower incomes to maintain their children in Years 11 and 12, has been considerably expanded recently. Some non-government schools offer scholarships and bursaries to assist students.

The State Government provides the bulk of funds for government schools out of general revenue and makes per capita grants to non-government schools. About one-fifth of the total public funding of schools is now provided directly by the Commonwealth through the Commonwealth Schools Commission. In consultation with the States, the Commission advises the Commonwealth Government on the resource needs of both government and non-government schools.

At the June 1973 Premiers' Conference the States accepted the Commonwealth Government's offer to assume full financial responsibility for tertiary education from1 January 1974. The Commonwealth Government also announced in its 1973–74 Budget the decision to abolish tuition fees.

The Australian Constitution empowers the Commonwealth Government to make special-purpose grants to the States and to place conditions upon such grants. This power has been used to provide financial assistance to the States specifically for educational purposes. There are two national education commissions which advise the Commonwealth Government on the needs of educational institutions throughout Australia for the purposes of financial assistance; the Commonwealth Schools Commission, which was established in 1973, and the Commonwealth Tertiary Education Commission, which was established in 1977.

Generally, the Commissions are required to consult with State authorities (and, in the case of the Commonwealth Schools Commission, with the authorities conducting non-government schools) and such other persons, bodies and authorities as they think necessary before making recommendations to the Commonwealth Government on the amount of financial assistance required, both in general and for specific purposes, to meet the needs of each sector.

9.6 LIBRARIES

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

This entry into the computer age, facilitates the co-operative sharing of information in a way that has not been possible in the past. It also allows greater dissemination of information to the public.

9.6.1 The State Library

The State Library of Tasmania was created in 1943. The purpose of the library is to provide a comprehensive library and information service to all sections of the Tasmanian community from both its lending and reference departments. The State library was one of the first public libraries in Australia to provide on-line information access as a normal part of its reference services.

As well as working closely with other libraries in Tasmania, the State Library has extensive links with libraries on the Australian mainland and overseas.

The State library system encompasses many different services including 'outreach' facilities such as Bookmobile and Hear-a-book.

Regional Services are provided by the Hobart lending library and six regional library systems, each of which is responsible for the management of all public library services within the municipalities forming its particular region.

9.6.2 Special Libraries

These include Commonwealth and State Government department libraries such as the Department of Social Security library, the Australian Bureau of Statistics library, the Attorney General's library, the State Offices library, the State Parliamentary library and the CSIRO.

The HEC and Telecom as well as many private companies such as E.Z. and ANM also provide a comprehensive library service for their staff especially in the area of research.

Special libraries vary greatly in quality, size and in the services they provide. Many of the smaller special libraries supplement the resources of the larger libraries and most actively encourage the public, as well as their own staff, to use their services.

9.6.3 Academic Libraries

The University of Tasmania maintains one of the biggest libraries in the State. Apart from the central University library most departments provide a smaller, more specialised branch library for the use of their students and staff.

The Tasmanian State Institute of Technology is now located in Launceston and its library is the only one of its kind in the north of the State.

9.6.4 Education Libraries

A large number of libraries are maintained by the Education Department throughout its primary and secondary schools.

Other educational libraries include: the libraries of the various administrative sections of the Education Department, The Curriculum Centre, The Southern Teachers Centre Library, libraries within Technical and Further education and the libraries of Independent Schools.

9.7 MUSEUMS

9.7.1 Tasmanian Museum and Art Gallery

The Tasmanian Museum and Art Gallery has its origins in early scientific groups formed in Hobart Town in the 1820s and 1830s. In 1853 the Royal Society of Tasmania established a museum which was later vested in a Government Board of Trustees in 1885. The first building on the present site, on the corner of Argyle and Macquarie Streets, was designed by the city's best-known colonial architect, Henry Hunter (1832–1892), and completed in 1863. Later additions were made in 1889, 1901, 1966 and 1979. The income of the Museum is provided mainly by an annual grant from the State Government.

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

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

Curators, in addition to working on collections and research on related subjects, handle public inquiries which touch on their fields. Display staff are responsible for installing museum displays, publicity and museum publications. The Museum also employs experts in art conservation and taxidermy. The Tasmanian Herbarium, currently housed in the Botany Department of the University of Tasmania, is part of the Museum.

Collections

Art: The Gallery has a comprehensive collection of Australian paintings, drawings, prints and sculpture from the early nineteenth century to the present day. The collection places particular emphasis on art of the colonial period in Tasmania, with large groups of paintings by Glover, Duterrau, Bull, Gould, Wainewright, de Wesselow, T.E. Chapman, Louisa Anne Meredith, Skinner Prout and others. There are also some important European works of the nineteenth and early twentieth centuries by Beechey, Bouguereau, Poynter, Rodin, Epstein, Sickert and Gilman. The collection of eighteenth and nineteenth century English watercolours is one of the finest in Australia. The Gallery also collects nineteenth and twentieth century prints and photographs.

The applied arts collection includes nineteenth century European and Australian costumes, silver, china and glass and a collection of contemporary Australian ceramics and works in metals and fibres. Asian material includes a collection of jade carvings and Japanese netsuke.

History: The presentation of colonial history is highlighted by articles such as Andrew Bent's press of c. 1825 and Lady Franklin's sedan chair (c. 1840), and by a comprehensive maritime (including whaling) collection. A photograph collection covers the period from the mid-1850s to the present day. Coins and medals, including a collection of Greek, Roman and early British coins, and early time-pieces are other notable historical collections.

Coin collection, Tasmanian Museum and Art Gallery

Anthropology: Tasmanian Aboriginal culture is represented by tools and artifacts, and rock carvings from Mount Cameron West in north-western Tasmania. There is a Melanesian collection assembled earlier this century, and representative Australian material.

Zoology: Present displays of vertebrate animals feature Tasmania's land mammals and birds, together with reptiles and marine life. Tasmanian invertebrates on show include insects, spiders, crabs, mollusc shells and sea stars. An extensive reference collection of Tasmanian animals is maintained for scientific study. The Museum safeguards many type specimens (original examples on which description of new species have been based).

Geology: Rocks, minerals and fossils of predominantly Tasmanian origin are on display. Notable exhibits include the skeletons of *Wynyardia*, the 20-million-year-old marsupial from Wynyard, and *Zygomaturus*, a giant marsupial, and the world famous mineral crocoite from Tasmania's west coast. The reference collection houses rocks and minerals, including the Petterd Mineral Collection, and fossils, which include many type specimens, mostly from Tasmania.

Botany: The Herbarium is at present housed at the University of Tasmania. It includes specimens collected early in Tasmania's history by R.C. Gunn, many of which are type specimens. Other early collectors represented include Archer, Meredith, Milligan, Stuart and Spicer. The Herbarium's current holdings number about 90 000 specimens of Tasmanian plants.

9.7.2 Queen Victoria Museum and Art Gallery

The Queen Victoria Museum and Art Gallery was established by the Tasmanian Government in 1891. Since 1895 it has been vested in the Launceston Corporation and has received an annual State Government grant. It serves the northern half of Tasmania and its public galleries contain collections and exhibits of special relevance to the natural and cultural environment of Tasmania. Educational, research and information services are provided.

The Museum operates a Zeiss Medium-type Planetarium seating 66 people in a comfortable, air-conditioned auditorium beneath a celestial dome eight metres in diameter. Various sessions are conducted for the general public and for school groups. It has its own air-conditioned theatrette seating 166 people and a reference library of scientific and historical books and journals. The arms and armour collection is one of the finest in Australia and there are also extensive collections of Tasmanian animals, plants, artifacts, geological specimens, historical material, craft, decorative art and fine art.

The education office of the Queen Victoria Museum and Art Gallery provides a service to schools throughout northern Tasmania, lending a wide range of items for teaching aids and assisting with teaching programs in the public galleries. It also operates a caravan fitted out to display Museum materials which is stationed for short periods at various towns in northern and north-western Tasmania. In addition, with the assistance of the Australian National Railway Commission, it also operates a railcar fitted out to display Museum materials which will be stationed at various towns in the north and north-west of the State which are serviced by rail. Though primarily designed as teaching aids for district schools, they are also open to the general public.

The Museum's main annexe is Macquarie House in Launceston's Civic Square. The displays within Macquarie House centre on Launceston's history, through the eyes of its architecture. As well, the two annexes at Launceston's Cataract Gorge, the Band Rotunda and the Gorge Interpretation Centre, have displays emphasising the historic, recreational and cultural importance of the Gorge to the Launceston community.

9.8 REFERENCES

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