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CHAPTER 19

EDUCATION

Introduction

Previous year books have given a detailed factual and historical account of education in Australia. Since the previous issue, there have been significant changes, particularly in the Australian Government's programs of financial support for education. Other developments of importance are still in progress. It is hoped that it will be possible to include in the next year book a new account of Australian education, comprehending these new developments as well as the continuing elements of the previous system. In this issue, the descriptive section on education is confined to a general account of the major new developments that are taking place. For a comprehensive picture of the present scene, this account should be read in conjunction with the detailed material in the previous issue, Year Book No. 59. This chapter does, however, include a full set of statistical tables giving the usual coverage of basic education statistics.

State and Australian Government responsibilities in education

Briefly, the respective governmental responsibilities for education in Australia are as follows. The six State governments are responsible for providing education services for their citizens. They administer systems of primary, secondary and technical education; tertiary institutions in the States (universities and colleges of advanced education) are established under Acts of the State parliaments; and the conditions under which private educational institutions in the States may operate are determined by the State authorities. Detailed information on the education system of the States may be found in the respective State year books.

The Australian Government is responsible for the provision of education facilities in the Australian Capital Territory, the Northern Territory and Norfolk Island (*see* Chapter 30 of this Year Book for details), for Australia's participation in education activities at the international level, and for migrant education. Also, in recent years, the Australian Government has provided the State governments with increasing financial assistance specifically for schools, universities, colleges of advanced education, and technical colleges. In addition, the Australian Government has administered Australia-wide schemes of financial assistance for students for many years.

Developments in Primary and Secondary Education

Australian Government assistance to the States

Since 1945 education authorities in Australia have been faced with the task of rapidly providing more schools, more teachers and better facilities for a rapidly growing school population. In recent years the Australian Government has made increasingly large grants to the States specifically for expenditure on government and non-government schools.

In December 1972 the Australian Government appointed the Interim Committee for the Schools Commission (the Karmel Committee) to assess the financial needs of primary and secondary schools throughout Australia. In May 1973 this Committee made its recommendations on the needs of schools for assistance in the two years 1974 and 1975, and these recommendations were substantially accepted by the Australian Government.

The programs developed by the Karmel Committee are being administered by the Schools Commission, established in December 1973. The Schools Commission is a small expert body responsible to the Australian Minister for Education and serviced by its own professional and secretarial staff. It is working closely with State, non-government, and other national education authorities: to develop a national perspective on primary and secondary education; to ensure that the needs of children throughout Australia are identified and met; to ensure that national resources are directed towards meeting educational priorities on a needs basis; and to encourage innovations in education.

The Schools Commission is not involved in the detailed administration of school systems. State and non-government school authorities are continuing to exercise their existing responsibilities and the States in general decide the allocation of funds for their schools within the broad programs of financial assistance which the Australian Government has introduced. These programs, seven in all, have been in operation since January 1974. They involve the provision of the following:

- Recurrent grants related to the needs of schools.

- Funds for general buildings.

- Funds for school libraries; these include funds for the development of library-resource centres in primary schools and basic courses in school librarianship for teachers.

- Funds designated for the improvement of schools serving socio-economically disadvantaged areas.

- Supplementary building grants are being made and funds are also being provided for the running costs of compensatory education programs in these schools.

- Funds for the improvement of special education for handicapped children. Grants are being provided for the building and replacement of special education facilities, and to augment the funds for the running costs of both government and non-government special schools and classes.

- Funds for improved in-service teacher education including the establishment of education centres for teachers.

- Funds for experimental programs of an innovative nature at the school or system level.

In 1974, the Australian Government decided, on the recommendation of the Schools Commission, to supplement its programs of assistance for government and non-government schools to compensate for the effects of cost increases. An estimated \$79 million will be provided to supplement capital and recurrent grants for schools over the eighteen months commencing 1 July 1974.

Decentralisation and community involvement

There is a trend in Australian education towards a degree of decentralisation in the administration of primary and secondary education. Most States have established regional administrations responsible to a greater or lesser extent for matters, such as staffing, which were formerly undertaken by the central administration, and for professional services to schools.

As well as this movement towards greater administrative decentralisation, there has been a recent development of plans for greater responsibility of representative bodies at the school and local community level. There has also been a greater emphasis on the professional role of individual teachers and principals in developing the content and methods of education.

Open plan schools

In several States and in the Australian Capital Territory some new schools have been designed to have large open spaces to accommodate three or four teachers and their pupils, instead of the traditional single teacher classrooms. These open area schools represent an attempt to explore the possibilities of providing a more flexible learning situation. While the number of open plan schools is increasing, particularly at the primary level, the majority retain the traditional organisation.

Senior secondary colleges

Senior secondary colleges for students undertaking the final two years of secondary education are being developed in Tasmania and the Australian Capital Territory, because it is considered that the traditional features of secondary school organisation, while they may still be appropriate for younger students, do not in all respects meet the needs of students in the final two years; especially now that increasing numbers of students are completing the full secondary course. In addition, a senior secondary college is able to offer students a wider range of course options than could any high school with its smaller number of senior students.

Public secondary examinations

There is currently a trend towards abolition of State-wide public examinations at the secondary level. The following is the present position in each of the States.

New South Wales. There is a School Certificate examination at the end of the fourth year and a Higher School Certificate at the end of sixth (final) year. The School Certificate examination will be replaced by individual school assessments in 1975.

Victoria. The only external examination is that for the Higher School Certificate.

Queensland. Those completing three years of secondary schooling are issued with a Junior Certificate, based on teacher assessment and internal school examinations. The Senior Certificate, is awarded on the same basis at the end of the full secondary course.

South Australia. It has been announced that the Leaving Certificate and the Matriculation external examinations at the end of the fourth and fifth years respectively, will be replaced by some other form of assessment within the next few years.

Western Australia. An Achievement Certificate, based on school assessment, records progress in the first three years of secondary schooling. The Leaving Certificate examination is taken at the end of fifth year and subjects are set at two levels, Leaving and Matriculation.

Tasmania. At the end of fourth year there is an internal School Certificate examination based on assessment by the individual schools. An external Higher School Certificate examination is taken at the end of the fifth or sixth year.

School curricula

Each State Education Department has a curriculum development unit. These units have worked in close co-operation with examination boards, but with reductions in the number of external examinations, the emphasis now is rather on ensuring that schools have available to them curriculum materials which they can use or adapt to meet the specific educational needs of their students.

An important development of recent years has been increasing co-operation between the States in the development of curricula. This co-operation has been fostered by Australian Government involvement and financial support for national curriculum projects such as the Australian Science Education Project under which science learning materials for junior secondary classes have been developed.

A national Curriculum Development Centre has been established recently to foster curriculum and materials development from pre-school to post-secondary level. A major project being funded by the Curriculum Development Centre is the Social Education Materials Project. This project, covering a wide range of topics in social education, will have development teams working in all States, with the close collaboration of education authorities and teachers in social education.

Two committees were established in 1974 to investigate on a national basis particular questions affecting curriculum. These are:

- (1) A committee to inquire into the teaching of the languages of the major migrant groups in schools. The committee was established to investigate the extent to which the languages of the main migrant groups are taught in Australian schools and to recommend how such teaching can be extended. The committee includes representatives of Australian and State Education Departments, teachers, parents, non-government school authorities and migrant communities.
- (2) A national committee on English teaching. The committee was established by the Australian Minister for Education with the co-operation of the State education authorities. The committee will investigate ways in which written and spoken English may be taught more effectively in schools.

Developments in the education of special groups

Aboriginal people

In those areas of Australia where Aboriginal people retain their own languages and communities, attempts are now being made to meet their educational needs as seen by the people themselves. Among recent innovations are a bilingual program in schools in Aboriginal communities and special methods planned to identify and cater for the educational needs of small 'outstation' groups, usually speakers of the one language, who have decided to establish themselves at some distance from larger communities.

The teaching of Aboriginal children in their own languages was commenced in South Australia several years ago. The Australian Government has established bilingual programs in eight Northern Territory schools and similar programs are being developed in schools in Queensland and Western Australia. These programs aim to ease the young child's entry to the school situation by establishing literacy in his own language and to recognise the place which the child's heritage of language and culture should occupy in his education. It is considered that the approach of establishing literacy in the child's own language followed by increasing use of English will lead to greater competence with the English language than has been the case for these children in the past.

The 'outstation' approach to the education of small and isolated Aboriginal communities, some of which do not remain permanently at one location, is an attempt to provide a modified education service for these people, having regard to the principle that services will be provided at the request of the community concerned and within the general terms which that community lays down.

Use is being made of mobile schools and specially selected visiting advisory teachers for these communities. Aboriginal teachers have a central role in these programs.

Development of these new approaches to the education of Aboriginal people is still in the early stages, and they will be further developed and modified in the light of experience.

The Australian Government has direct responsibility for the education of Aboriginal people living in the Northern Territory. Details of provisions made for these Aboriginal people are given in Chapter 30, The Territories of Australia.

Under the *States Grants (Aboriginal Advancement) Act* 1972-1973 administered by the Minister for Aboriginal Affairs, grants are provided to assist the extension and improvement of educational facilities for Aborigines living in the States. Additional pre-schools, homework centres, teaching materials, in-service courses for teachers, conferences and research activities are some of the items resulting from this assistance.

Migrant education

For many years State and Australian Government education authorities have co-operated in the provision of English language instruction for adult migrants and for migrant children in the schools. In recent years the Australian Government has made grants to government and non-government school authorities in the States to reimburse the costs of teaching English to migrant children in special classes. From July 1973 Australian Government assistance was extended to include provision of funds for the cost of demountable classrooms to accommodate English language classes for migrant children.

The Australian Department of Education develops material to increase the effectiveness of English language instruction for migrants. In 1974 the first parts of a new course for children aged 8-12 years were distributed to schools throughout Australia.

In 1974 the Australian Department of Education under new administrative arrangements assumed full responsibility for migrant education and related matters under the *Immigration (Education) Act* 1971-1973.

Education of handicapped children

Information on the Special Education program administered by the Schools Commission has been provided earlier in this section.

Tertiary Education—Major Developments

Funding of tertiary institutions

Prior to 1974 the State and Australian governments shared the financial responsibility for universities and colleges of advanced education in the States, each providing capital and recurrent funds in accordance with a matching formula.

Agreement was reached with the State governments in June 1973 that the Australian Government should, from 1 January 1974, take over the financial commitment of the States in respect of universities and colleges of advanced education. Appropriate offsets, to take account of payments that the States no longer have to make to their tertiary institutions, are being made in the general purpose funds provided by the Australian Government to the States.

The Australian Government is advised on its support for tertiary education by two statutory agencies, the Universities Commission (for universities), and the Commission on Advanced Education (for colleges of advanced education).

The Australian Government decided that, from the beginning of 1974 when it assumed full financial responsibility for tertiary education, tuition fees should no longer be charged for courses which lead to formal qualifications at universities and colleges of advanced education. Tuition fees have been abolished for such courses at technical colleges also. Complementing the abolition of fees are new arrangements for providing means-tested living allowances for students undertaking post-secondary courses (see page 662). All full-time students in approved courses at post-secondary institutions may receive these allowances subject to the means test requirements.

Teacher education

In Australia, universities, colleges of advanced education, State teachers colleges and non-government teachers colleges have shared in the task of teacher education. State teachers colleges have been administered and financed by State Education Departments.

In May 1973 the Australian Government accepted the recommendation of the Commission on Advanced Education that State teachers colleges and certain non-government colleges training pre-school teachers should be supported within the advanced education program. These institutions, from January 1974, have been fully funded by the Australian Government and are being developed as autonomous colleges of advanced education. Some of these single-purpose teachers colleges are extending their range of courses and may develop as multi-faculty institutions.

From January 1974 the Australian Government is providing assistance with the running costs of approved non-government teachers colleges training primary and secondary teachers.

Other current developments in tertiary education include the following:

Special grants are being provided to increase the numbers of social workers, social work planners and social welfare officers by establishing or expanding appropriate courses at universities and colleges of advanced education.

The Government is providing special grants to universities and colleges of advanced education to establish programs for the training of teachers of physically and mentally handicapped children.

The Government has agreed to provide special grants to universities to encourage the establishment of courses or Chairs of Community Practice in medical schools. To date, approval has been given for the development of programs in community practice in eight universities.

The Government is providing funds to establish Australia's first national post-graduate school of management education, which will be located at the University of New South Wales.

A draft report on 'Open Tertiary Education' was released for public discussion in May 1974 by the Committee on Open University, which was established by the Universities Commission at the request of the Australian Government. The Committee enquired into the desirability and means of expanding extra-mural degree courses of university standard having regard to the position of persons who are unable to meet the normal entry requirements of universities.

The Australian Government decided in 1974 to supplement grants previously approved for tertiary education to allow for the impact of cost increases. These supplementary funds total \$65 million over the 1974-75 financial year.

New developments which will be supported over the next few years include:

the establishment of new medical schools at the University of Newcastle and the James Cook University of North Queensland;

the development of new universities at Campbelltown in New South Wales, Geelong in Victoria, and at Albury-Wodonga;

the development of new colleges of advanced education at Coogee in Western Australia, Ourimbah in New South Wales, and on Queensland's Gold Coast.

Technical and Further Education

The term 'further education' has come into use in Australia, sometimes in association with 'technical education', to embrace the varied field of post-school educational provisions which do not come within the tertiary education area. 'Adult education' is a major component of the further education field.

South Australia has now established a Department of Further Education responsible for technical and adult education activities. In 1974, New South Wales which has had a separate Department of Technical Education since 1949, enacted legislation creating a Department of Technical and Further Education. This change was made in recognition of the diversity of the work of technical colleges in New South Wales which extends far beyond technical training narrowly defined, into the broader field of providing educational opportunities for adults. The Act makes administrative changes to meet more adequately present further education needs.

To assist the States, the Australian Government has in recent years made available capital grants for the provision of buildings and equipment for technical education. However, in the light of acknowledged deficiencies in the provision of technical education and of further education opportunities for adults, the Australian Government decided to investigate needs in this area with a view to the expansion of its financial assistance. The Australian Committee on Technical and Further Education was established in 1973 to undertake this investigation and to report on financial needs and priorities. The Committee was required to take into account promotion of the vigorous and well balanced development of technical and further education throughout Australia, overall manpower policy and national and local occupational requirements, and the needs and aspirations of individuals seeking to undertake technical and further education courses.

Following consideration of the recommendations of the Australian Committee on Technical and Further Education the Australian Government decided to introduce a program of capital and recurrent grants to the States for technical and further education from July 1974. The main elements of this program are summarised below:

General building grants which may be used for the preparation of development plans for technical colleges and similar institutions, for the purchase of land and for the construction and equipping of buildings.

Grants to improve facilities and equipment at existing colleges.

Grants for construction of student residential accommodation.

General recurrent grants which the States may use as they see fit to supplement their own expenditure on technical and further education. These grants include a component to compensate the States for the loss of income from tuition fees. (Abolition of fees for post-secondary education was referred to earlier).

Recurrent grants for expenditure in a number of specified areas, including curriculum research and development, improvement of library services, the provision of external study facilities, student counselling services, and in-service teaching staff development.

The Australian Government has announced its intention to establish a permanent Commission to advise on its assistance for technical and further education on a continuing basis.

Student assistance schemes

This section deals only with the most significant recent changes in arrangements for financial assistance to students available from the Australian Government on a nation-wide basis. Other student assistance schemes and scholarships are administered by State authorities, educational institutions, and other agencies.

For a number of years the Australian Government provided scholarships for which students at senior-secondary and post-secondary levels were able to compete. There has been a fundamental change from 1974 in the Government's student assistance arrangements. At all levels (with the exception of post-graduate studies where the existing scheme was retained), all full-time students enrolled in approved courses may receive allowances to assist them in meeting living and study expenses, subject to a means test. The intention of this change is to base assistance to students on their need for financial help rather than on academic competition for a limited number of awards.

Secondary Education

The Secondary Allowances Scheme provides an unlimited number of grants on the basis referred to above for students enrolled in the final two years of secondary education. It replaces the previous Scholarship Scheme for senior secondary students.

A special scheme of allowances is provided for children who, because of the geographic isolation of their homes, are denied reasonable daily access to normal school facilities. Special allowances are also available for all Aboriginal students enrolled at secondary schools.

Post-secondary Education

The Tertiary Education Assistance Scheme in 1974 replaced a number of competitive scholarship schemes including the Commonwealth University, Advanced Education, and Technical Scholarships Schemes. Post-secondary students generally are benefiting from the abolition of tuition fees referred to earlier.

Early childhood services

In recent years the States and the Australian Government have shown increasing concern for developing early childhood services (*see* the year books of the States for State developments in this field).

In February 1973 the Australian Government appointed an Australian Pre-Schools Committee to inquire into and make recommendations concerning financial assistance for the establishment and operation of pre-schools and child care centres in the States. Previously, under the *Child Care Act* 1972, the Australian Government had made limited provision for capital and recurrent grants for day care centres. In accordance with this Act an Advisory Committee on Child Care Research was also established.

The Pre-Schools Committee presented its Report in November 1973 and the Government invited comments on it from interested bodies and from the public. After consideration of the Pre-Schools Committee's Report and of the comments and reports of other authorities, including the Social Welfare Commission and the Priorities Review Staff, the Government announced in September 1974 that a Children's Commission would be established to administer all existing Australian Government commitments in child care and pre-school education, and to develop new programs to ensure that by 1980 all children in Australia will have access to services designed to take care of their educational, emotional, physical, social and recreational needs.

An Interim Committee has been appointed pending establishment of the Children's Commission. It will be the Committee's task to stimulate the development of a wide range of services, including full day care, family day care, playgroups, before and after school care, holiday care, occasional and emergency care, and early childhood education.

The emphasis of the program will be in areas of need. Planning and administration will proceed at the community level, and local communities will be assisted in the planning of services by community development officers, or people trained and employed for the purpose of stimulating community participation in the expression of needs and the design and implementation of services.

Educational training in the Defence Force

Each of the Services maintains institutions for the education of Service personnel. The Royal Australian Naval College, Jervis Bay, Australian Capital Territory, is affiliated with the University of New South Wales. Selected officer cadets complete first year degree studies in science, engineering or surveying at the College, and subsequent years of studies at the University. Other educational training is provided at the College for officer cadets other than those studying for degrees. The Royal Military College, Duntroon, Australian Capital Territory, is also affiliated with the University of New South Wales. Army officer cadets may undertake full degree courses in arts, science, or civil, mechanical or electrical engineering at the College. The Royal Australian Air Force Academy, Point Cook, Victoria, is affiliated with the University of Melbourne. RAAF officer cadets may undertake full degree courses in science at the Academy. On completion of the first academic year at the Academy, selected RAAF cadets may proceed to the University of Sydney to complete degrees in engineering. By a 1974 decision of the Australian Government, the three officer cadet colleges are to be replaced by one Australian Defence Force Academy, to be established by 1979 at Duntroon.

Further education of officers at later stages of their careers is provided for at Staff Colleges. The Australian Staff College, Queenscliff, Victoria, and the RAAF Staff College, Fairbairn, Australian Capital Territory, provide educational training courses of approximately one year for officers of the rank of captain, major or equivalent. The Joint Services Staff College, Weston Creek, Australian Capital Territory, provides educational training courses of approximately five months duration for officers of Lieutenant-Colonel or equivalent rank to prepare them for senior appointments in the Department of Defence and in the Services.

Educational training is also provided in apprentice training schools conducted by each Service: the RAN School at Quakers Hill, New South Wales; the Army School at Balcombe, Victoria; and the RAAF Schools at Wagga Wagga, New South Wales, and Laverton, Victoria. Other educational training is provided at the RAN Junior Recruit Training School, Fremantle, Western Australia, and at the RAAF School of Languages, Point Cook, Victoria.

Further information on the training establishments of the Armed Forces is contained in Chapter 4, Defence.

EDUCATION STATISTICS

For the most recent statistics available on subjects dealt with in this chapter reference should be made to the series of mimeographed bulletins on social statistics issued by the Australian Bureau of Statistics. These bulletins comprise *Schools* (13.5), *Teacher Education* (13.12), *Colleges of Advanced Education* (13.10) and *University Statistics* Parts 1, 2, 3 (13.7, 13.8, 13.9). The *Quarterly Summary of Australian Statistics* (1.3) contains summarised information on these subjects, and financial aspects are dealt with in the annual bulletins *Public Authority Finance—Authorities of the Australian Government* (5.12), *Public Authority Finance—State and Local Authorities* (5.43) and *Expenditure on Education* (5.44). The annual reports of the respective State education departments provide detailed statistical and other information about particular States. The Australian Department of Education issues publications on aspects of primary, secondary and tertiary and other post-secondary education.

Summary tables

Statistics summarising the number of educational institutions in Australia and the number of students attending them in 1973 and earlier years are shown in the following tables.

NUMBER OF EDUCATIONAL INSTITUTIONS, 1973

	Schools				Teachers Colleges		Colleges of Advanced Education	Universities
	Government	Roman Catholic	Other non-government	Technical Colleges	Government	Non-government		
New South Wales	2,287	636	172	61	8	10	11	5
Victoria	2,179	471	98	106	13	7	20	3
Queensland	1,228	292	47	23	4	3	5	2
South Australia	614	118	45	29	4	1	4	2
Western Australia	613	163	34	137	5	1	1	1
Tasmania	241	43	14	9	..	..	1	1
Northern Territory	91	11	7	1	..	..	..	..
Australian Capital Territory	58	20	5	1	..	1	1	1
Australia—1973	7,311	1,754	422	367	34	23	43	15
1972	7,362	1,768	422	n.a.	37	22	45	15
1971	7,404	1,769	415	303	38	22	44	15
1970	7,470	1,781	399	292	39	23	44	15
1969	7,541	1,785	390	296	37	22	45	15

NUMBER OF STUDENTS ENROLLED AT EDUCATIONAL INSTITUTIONS, 1973

	Schools				Teachers Colleges(b)		Colleges of Advanced Education	Universities
	Government	Roman Catholic	Other non-government	Technical Colleges(a)	Government	Non-government		
New South Wales	776,799	186,508	33,410	159,247	6,176	1,380	10,902	53,099
Victoria	605,644	149,236	44,201	81,680	9,903	1,042	26,056	32,313
Queensland	314,779	75,313	15,337	34,906	3,864	52	5,432	18,815
South Australia	231,786	26,291	11,671	64,603	2,871	..	6,662	11,497
Western Australia	185,220	33,018	9,560	70,713	2,235	..	7,841	9,077
Tasmania	77,991	9,844	4,008	7,368	..	..	2,003	3,263
Northern Territory	17,984	2,360	727	3,062	..	..	..	..
Australian Capital Territory	30,439	9,205	2,080	8,686	..	102	2,679	5,062
Australia—1973	2,240,642	491,775	120,994	430,265	25,049	2,576	61,575	133,126
1972	2,228,941	492,914	119,096	n.a.	23,714	2,040	52,034	128,668
1971	2,196,571	494,725	116,349	395,893	21,831	2,034	44,351	123,776
1970	2,160,177	493,849	114,207	387,812	19,059	1,829	37,625	116,778
1969	2,113,963	491,219	111,779	398,578	17,331	1,425	31,949	109,662

(a) Statistics shown refer to gross enrolments, no allowance having been made for students enrolled in more than one course. (b) Excludes students enrolled at both a teachers college and another type of institution; they are included in the statistics for the other institution at which they are enrolled.

Schools

Statistics of government and non-government schools, teachers and students in 1973 and earlier years are shown in the following tables. The number of schools and teachers refer to the position at dates which vary from State to State and in some instances from year to year. Institutions providing only pre-school education, senior technical and agricultural colleges, evening schools, continuation classes, and institutions such as business colleges and coaching establishments are not included in these statistics. Student statistics in the tables which follow refer to the number of students enrolled at the schools included in this collection at the August schools census date. For more detailed statistical information, see the annual bulletin *Schools* (13.5).

NUMBERS OF SCHOOLS, TEACHERS AND STUDENTS, BY CATEGORY OF SCHOOL STATES AND TERRITORIES, 1973

Non-government schools									
Government schools	Denominational						Total	All schools	
	Church of England	Methodist	Presbyterian	Roman Catholic	Other	Undenominational			
	SCHOOLS								
New South Wales .	2,287	36	6	11	636	24	95	808	3,095
Victoria . . .	2,179	30	4	11	471	28	25	569	2,748
Queensland . . .	1,228	13	(a)	2	292	22	10	339	1,567
South Australia . .	614	9	3	2	118	24	7	163	777
Western Australia .	613	10	3	2	163	10	9	197	810
Tasmania . . .	241	4	1	2	43	6	1	57	298
Northern Territory .	91	..	2	..	11	2	3	18	109
Australian Capital Territory . .	58	3	..	..	20	1	1	25	83
Australia—1973 . .	7,311	105	19	30	1,754	117	151	2,176	9,487
1972 . . .	7,362	108	19	33	1,768	113	149	2,190	9,552
1971 . . .	7,404	107	20	33	1,769	113	142	2,184	9,588
1970 . . .	7,470	108	19	33	1,781	112	127	2,180	9,650
1969 . . .	7,541	110	18	34	1,785	109	119	2,175	9,716

TEACHERS(b)									
New South Wales . . .	36,833	1,010	212	382	7,474	165	612	9,855	46,688
Victoria . . .	32,107	1,239	280	573	5,496	492	405	8,485	40,592
Queensland . . .	14,202	362	(a)	41	2,799	233	280	3,715	17,917
South Australia . . .	11,606	260	127	107	1,040	139	105	1,777	13,383
Western Australia . . .	8,264	288	137	109	1,238	55	32	1,859	10,123
Tasmania . . .	3,887	101	24	40	406	94	6	671	4,538
Northern Territory . . .	901	..	21	..	110	11	3	(c)145	1,046
Australian Capital Territory . . .	1,332	114	..	..	357	2	10	483	1,815
Australia—1973 . . .	109,132	3,375	801	1,252	18,920	1,191	1,453	26,990	136,122
1972 . . .	104,547	3,338	733	1,238	17,986	1,178	1,410	25,884	130,431
1971 . . .	99,011	3,266	750	1,201	17,270	1,118	1,285	24,889	123,901
1970 . . .	95,382	3,152	741	1,214	16,577	1,057	1,215	23,956	119,338
1969 . . .	91,888	3,006	711	1,165	15,413	993	1,136	22,423	114,311

STUDENTS (SCHOOL CENSUS)									
New South Wales . . .	776,799	14,794	2,977	5,784	186,508	2,657	7,198	219,918	996,717
Victoria . . .	605,644	18,182	4,296	8,606	149,236	7,668	5,449	193,437	799,081
Queensland . . .	314,779	5,694	(a)	598	75,313	4,288	4,757	90,650	405,429
South Australia . . .	231,786	3,793	2,227	1,636	26,291	2,694	1,321	37,962	269,748
Western Australia . . .	185,220	4,265	2,052	1,512	33,018	1,107	624	42,578	227,798
Tasmania . . .	77,991	1,558	336	572	9,844	1,371	171	13,852	91,843
Northern Territory . . .	17,984	..	437	..	2,360	266	24	3,087	21,071
Australian Capital Territory . . .	30,439	1,844	..	..	9,205	33	203	11,285	41,724
Australia—1973 . . .	2,240,642	50,130	12,325	18,708	491,775	20,084	19,747	612,769	2,853,411
1972 . . .	2,228,941	49,516	12,321	18,760	492,914	19,407	19,092	612,010	2,840,931
1971 . . .	2,196,571	49,010	12,309	18,645	494,725	18,755	17,630	611,074	2,807,645
1970 . . .	2,160,177	48,315	12,266	18,664	493,849	18,007	16,955	608,056	2,768,233
1969 . . .	2,113,963	47,376	12,086	18,623	491,219	17,299	16,395	602,998	2,716,961

(a) There are no Methodist schools in Queensland. Schools conducted by the Presbyterian and Methodist Schools Association are included with 'other'. (b) Full-time teachers plus part-time teachers are expressed in equivalent full-time units and rounded to whole numbers. Teachers in training are excluded. (c) Excludes unqualified teachers and teaching assistants at mission schools.

GRADES IN GOVERNMENT SCHOOLS, STATES 1973

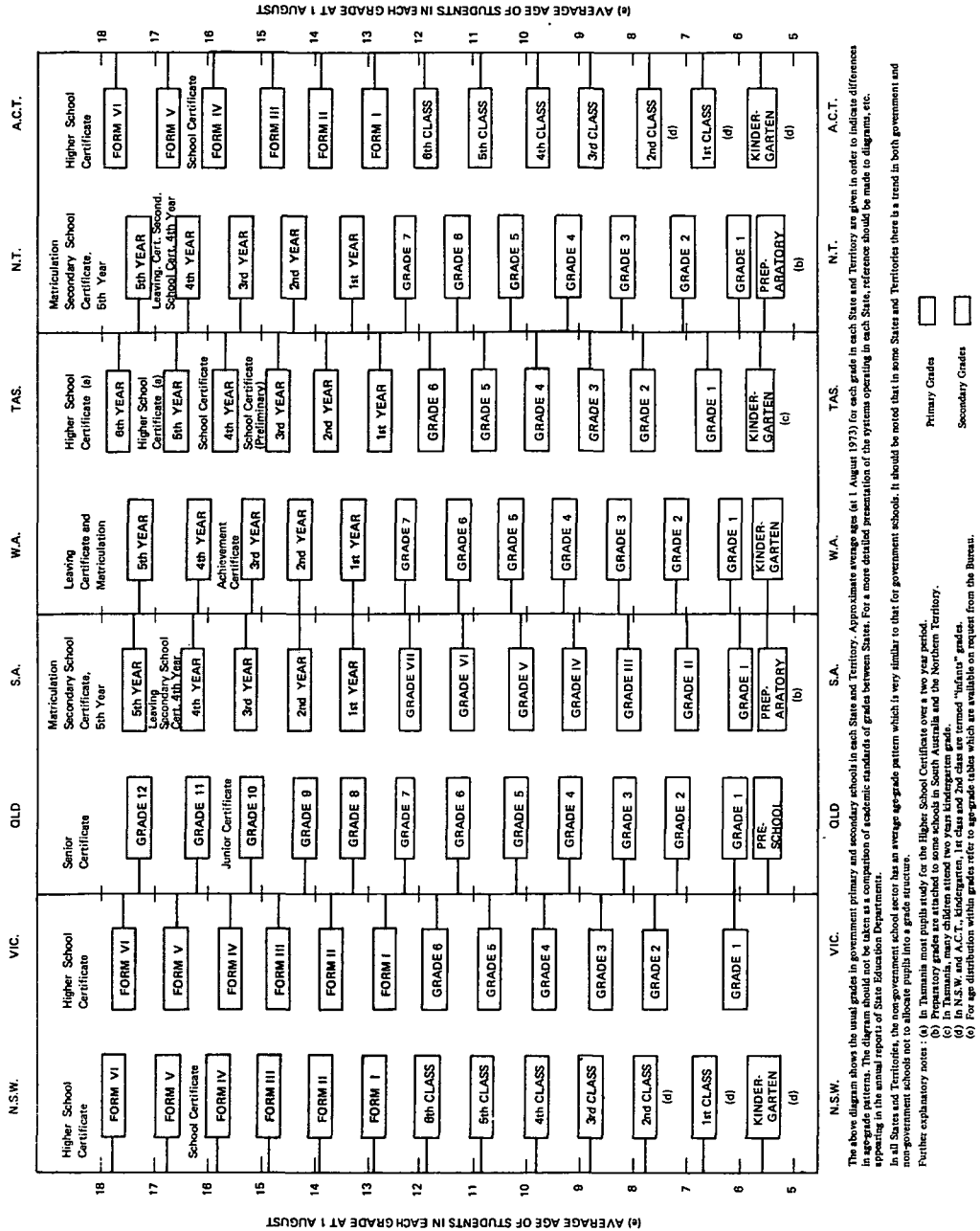


PLATE 42

**GOVERNMENT AND NON-GOVERNMENT SCHOOLS: STUDENTS, BY AGE AND SEX
AUSTRALIA, 1973**

(School census enrolment)

Age last birthday (years)	Government schools			Non-government schools			All schools		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Under 6	84,135	79,729	163,864	20,191	20,192	40,383	104,326	99,921	204,247
6	99,569	93,571	193,140	23,036	23,209	46,245	122,605	116,780	239,385
7	97,931	91,597	189,528	23,357	23,684	47,041	121,288	115,281	236,569
8	98,939	92,861	191,800	24,194	24,442	48,636	123,133	117,303	240,436
9	103,044	95,933	198,977	25,219	25,582	50,801	128,263	121,515	249,778
10	105,407	98,428	203,835	25,378	25,984	51,362	130,785	124,412	255,197
11	106,343	99,376	205,719	26,380	27,253	53,633	132,723	126,629	259,352
12	104,698	96,688	201,386	27,698	28,817	56,515	132,396	125,505	257,901
13	101,967	94,223	196,190	26,727	27,978	54,705	128,694	122,201	250,895
14	98,650	91,445	190,095	25,439	27,103	52,542	124,089	118,548	242,637
15	79,552	71,113	150,665	23,609	24,592	48,201	103,161	95,705	198,866
16	50,572	42,812	93,384	17,994	17,148	35,142	68,566	59,960	128,526
17	26,594	20,949	47,543	11,931	10,001	21,932	38,525	30,950	69,475
18	7,965	4,543	12,508	3,070	1,749	4,819	11,035	6,292	17,327
19 and over	1,454	554	2,008	548	264	812	2,002	818	2,820
Australia—1973	1,166,820	1,073,822	2,240,642	304,771	307,998	612,769	1,471,591	1,381,820	2,853,411
1972	1,164,672	1,064,269	2,228,941	304,396	307,614	612,010	1,469,068	1,371,883	2,840,951
1971	1,149,493	1,047,078	2,196,571	303,474	307,600	611,074	1,452,967	1,354,678	2,807,645
1970	1,130,925	1,029,252	2,160,177	301,935	306,121	608,056	1,432,860	1,335,373	2,768,233
1969	1,107,082	1,006,881	2,113,963	299,102	303,896	602,998	1,406,184	1,310,777	2,716,961

SCHOOLS: STUDENTS, BY AGE, 1973

(School census enrolment)

Age last birthday (years)	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Aust.
Under 6	78,768	63,171	19,982	20,174	8,810	6,861	2,817	3,664	204,247
6	81,607	67,084	35,834	21,369	20,537	7,180	2,235	3,539	239,385
7	80,423	65,720	35,241	21,755	20,449	7,258	2,190	3,533	236,569
8	81,182	66,834	36,185	22,609	20,563	7,596	1,940	3,527	240,436
9	85,307	68,374	38,093	23,155	21,074	8,237	2,004	3,534	249,778
10	87,787	69,162	38,635	23,680	22,167	8,249	1,924	3,593	255,197
11	90,081	69,971	39,300	24,235	21,742	8,599	1,784	3,640	259,352
12	89,417	69,170	39,032	24,682	21,914	8,473	1,723	3,490	257,901
13	85,856	67,754	38,319	24,315	21,355	8,466	1,471	3,359	250,895
14	83,354	66,366	36,647	23,354	20,293	8,212	1,287	3,124	242,637
15	71,633	56,465	25,640	19,186	15,342	6,915	911	2,774	198,866
16	45,055	41,082	14,014	13,579	8,757	3,464	527	2,048	128,526
17	27,087	22,020	6,818	5,829	4,415	1,732	185	1,389	69,475
18	8,308	4,824	1,444	1,396	345	483	50	477	17,327
19 and over	852	1,084	(a)245	430	35	118	23	33	2,820
Australia—1973	996,717	799,081	405,429	269,748	227,798	(b)91,843	21,071	41,724	2,853,411
1972	1,001,254	794,769	397,582	270,501	225,837	92,003	19,875	39,130	2,840,951
1971	993,587	785,148	390,595	269,316	222,002	92,311	18,089	36,597	2,807,645
1970	981,625	776,468	385,399	266,175	215,968	91,846	16,518	34,234	2,768,233
1969	965,553	761,577	380,987	262,760	209,248	90,309	14,984	31,543	2,716,961

(a) Excludes 2153 correspondence students (1,141 males, 1,012 females) aged 19 years and over.

(b) Excludes 144 correspondence students (75 males, 69 females) who are employed.

Technical and further education

Statistics given in the following tables show the number of teaching staff and the number of enrolments in courses at all senior technical schools, technical colleges, and institutes of technology and colleges of advanced education providing technical and further education. For further details, see the report of the Australian Committee on Technical and Further Education *T.A.F.E. in Australia: Report on Needs in Technical and Further Education*, April 1974.

TECHNICAL AND FURTHER EDUCATION: ENROLMENTS(a) BY ACADEMIC STREAM TYPE OF ENROLMENT AND FIELD OF STUDY, 1973

	Academic stream						
Field of study	Pro- fessional	Para- pro- fessional	Trades	Other skilled	Pre- pro- fessional	Adult Education	Total
FULL-TIME							
Applied science	6	180	..	..	417	..	603
Art and design	1,120	1,063	..	13	793	..	2,989
Building industry . . . . .	..	77	239	43	115	..	474
Business studies	24	2,338	..	6,435	597	..	9,394
Engineering	46	3,054	379	112	611	..	4,202
Rural and horticultural Music . . . . .	..	182	..	56	..	..	238
Para-medical services . . . . .	..	29	5	..	12	..	46
Service industries	73	926	129	10	431	..	1,569
General studies . . . . .	..	119	..	..	3,388	4	3,511
Total	1,269	7,968	752	6,669	6,364	4	23,026
PART-TIME							
Applied science . . . . .	..	3,837	9	328	1,813	501	6,488
Art and design	418	5,100	192	3,202	259	16,574	25,745
Building industry . . . . .	..	6,450	24,017	2,663	533	7,725	41,388
Business studies	680	38,738	121	23,297	842	1,187	64,865
Engineering	1	27,944	58,635	10,314	2,305	2,775	101,974
Rural and horticultural Music . . . . .	..	2,311	578	3,726	14	852	7,481
Para-medical services . . . . .	..	..	..	..	..	2,182	2,182
Service industries	14	1,623	211	274	..	57	2,179
General studies	140	4,386	13,834	20,853	..	19,032	58,245
General studies	112	1,248	..	396	25,119	28,466	55,341
Total	1,365	91,637	97,597	65,053	30,885	79,351	365,888
CORRESPONDENCE							
Applied science . . . . .	..	150	..	6	1,534	..	1,690
Art and design . . . . .	..	9	27	67	..	355	458
Building industry . . . . .	..	727	2,015	352	..	..	3,094
Business studies	154	9,619	46	1,849	1,099	..	12,767
Engineering . . . . .	..	3,415	4,558	1,238	..	376	9,587
Rural and horticultural Music . . . . .	..	444	244	807	..	15	1,510
Para-medical services . . . . .	..	138	17	44	271	6	6
Service industries	17	250	1,328	1,171	..	75	2,841
General studies	88	358	..	160	7,543	779	8,928
Total	259	15,110	8,235	5,694	10,447	1,606	41,351
ALL ENROLMENTS							
Applied science	6	4,167	9	334	3,764	501	8,781
Art and design	1,538	6,172	219	3,282	1,052	16,929	29,192
Building industry . . . . .	..	7,254	26,271	3,058	648	7,725	44,956
Business studies	858	50,695	167	31,581	2,538	1,187	87,026
Engineering	47	34,413	63,572	11,664	2,916	3,151	115,763
Rural and horticultural Music . . . . .	..	2,937	822	4,589	14	867	9,229
Para-medical services	14	1,790	233	318	283	2,188	2,188
Service industries	230	5,562	15,291	22,034	431	57	2,695
General studies	200	1,725	..	556	36,050	19,107	62,655
Total	2,893	114,715	106,584	77,416	47,696	80,961	430,265

(a) Statistics shown refer to gross enrolments, no allowance having been made for students enrolled in more than one course.

TECHNICAL AND FURTHER EDUCATION: TEACHING STAFF(a) BY ACADEMIC STREAM, 1973

Academic stream	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	N.T.	A.C.T.	Australia
FULL-TIME STAFF									
Professional	39	9	12	4	10	..	1	6	80
Para-professional	649	195	110	227	389	27	2	41	1,639
Trades	874	292	433	362	297	126	7	34	2,423
Other skilled	414	23	73	32	..	25	..	27	594
Preparatory	167	70	2	52	55	2	1	8	357
Adult education	26	4	8	59	5	..	5	1	107
Total	2,168	593	637	735	755	180	16	116	5,200
PART-TIME STAFF (FULL-TIME EQUIVALENT)									
Professional	83	41	4	2	2	1	3	1	137
Para-professional	506	451	68	43	106	32	..	25	1,232
Trades	191	929	7	22	38	22	..	14	1,222
Other skilled	278	145	14	42	20	11	1	6	518
Preparatory	155	249	55	61	55	6	3	9	592
Adult education	57	153	4	158	120	..	5	9	505
Total	1,270	1,968	152	328	341	72	12	64	4,207
ALL TEACHING STAFF (FULL-TIME EQUIVALENT)									
Professional	122	50	16	6	12	1	4	7	217
Para-professional	1,155	646	178	270	495	59	2	66	2,871
Trades	1,065	1,221	440	384	335	148	7	48	3,645
Other skilled	692	168	87	74	20	36	1	33	1,112
Preparatory	322	319	57	114	110	8	4	17	949
Adult education	83	157	12	217	125	..	10	10	612
Total	3,438	2,561	789	1,063	1,096	252	28	181	9,406

(a) Any discrepancies between totals and sums of components are due to rounding.

Teacher education

The following table shows the number of male and female students undertaking teacher education courses in government and non-government colleges from 1970 to 1973. Only students enrolled in courses of one year or longer leading to a first teaching qualification are included. The statistics exclude enrolments of practising and newly qualified teachers and those teachers attending short refresher courses and summer schools. For further details, see the annual bulletin *Teacher Education* (13.12).

TEACHER EDUCATION: NUMBER OF STUDENTS(a) BY COURSE LEVEL
TYPE OF INSTITUTION ATTENDED AND SEX

	1970		1971		1972		1973		
	Males	Females	Males	Females	Males	Females	Males	Females	Persons
DEPARTMENTAL STUDENTS									
Courses for primary teaching	3,251	11,184	3,577	12,603	4,226	13,946	4,700	15,034	19,734
Courses for secondary teaching	9,923	12,146	11,463	14,334	13,535	16,316	14,526	17,235	31,761
Courses not classifiable as primary or secondary teaching	24	45	23	38	..	2	..	2	2
Total	13,198	23,375	15,063	26,975	17,761	30,264	19,226	32,271	51,497
Enrolled at government teachers college only	5,198	13,496	6,306	15,062	7,137	15,938	7,744	16,655	24,399
Enrolled at university or other institution—									
Also enrolled at teachers college	6,483	8,005	6,328	8,365	7,391	9,200	7,546	9,150	16,696
Not enrolled at teachers college	1,517	1,874	2,429	3,548	3,233	5,126	3,936	6,466	10,402
Total	13,198	23,375	15,063	26,975	17,761	30,264	19,226	32,271	51,497

For footnotes see end of table

**TEACHER EDUCATION: NUMBER OF STUDENTS(a) BY COURSE LEVEL
TYPE OF INSTITUTION ATTENDED AND SEX—continued**

	1970		1971		1972		1973		
	Males	Females	Males	Females	Males	Females	Males	Females	Persons
NON-DEPARTMENTAL STUDENTS(b)									
Courses for primary teaching	295	1,587	301	1,822	393	1,894	478	2,117	2,595
Courses for secondary teaching	273	270	271	196	332	243	443	503	946
Courses not classifiable as primary or secondary teaching	25	56	14	100	38	189	55	169	224
Total	593	1,913	586	2,118	763	2,326	976	2,789	3,765
Enrolled at government teachers college only	142	223	132	331	189	450	186	464	650
Enrolled at private teachers college only Enrolled at university or other insti- tution—	256	1,573	309	1,725	387	1,653	610	1,966	2,576
Also enrolled at teachers college	195	117	145	62	145	74	71	62	133
Not enrolled at teachers college(c) . . . . .	..	..	..	..	42	149	109	297	406
Total	593	1,913	586	2,118	763	2,326	976	2,789	3,765
ALL STUDENTS(b)									
Courses for primary teaching	3,546	12,771	3,878	14,425	4,619	15,840	5,178	17,151	22,329
Courses for secondary teaching	10,196	12,416	11,734	14,530	13,867	16,559	14,969	17,738	32,707
Courses not classifiable as primary or secondary teaching	49	101	37	138	38	191	55	171	226
Total	13,791	25,288	15,649	29,093	18,524	32,590	20,202	35,060	55,262
Enrolled at government teachers college only	5,340	13,719	6,438	15,393	7,326	16,388	7,930	17,119	25,049
Enrolled at private teachers college only Enrolled at university or other insti- tution—	256	1,573	309	1,725	387	1,653	610	1,966	2,576
Also enrolled at teachers college	6,678	8,122	6,473	8,427	7,536	9,274	7,617	9,212	16,829
Not enrolled at teachers college	1,517	1,874	2,429	3,548	3,275	5,275	4,045	6,763	10,808
Total	13,791	25,288	15,649	29,093	18,524	32,590	20,202	35,060	55,262
New South Wales	4,684	8,192	5,828	10,412	7,238	11,687	7,867	12,108	19,975
Victoria	5,089	8,870	5,282	9,430	5,926	10,420	6,609	11,525	18,134
Queensland	1,132	2,847	1,353	3,134	1,712	3,489	1,837	3,914	5,751
South Australia	1,620	2,781	1,820	3,138	2,040	3,479	2,136	3,593	5,729
Western Australia	840	1,714	894	2,017	1,096	2,403	1,220	2,631	3,851
Tasmania	424	785	471	866	479	895	474	1,006	1,480
Australian Capital Territory	2	99	1	96	33	217	59	283	342
Total	13,791	25,288	15,649	29,093	18,524	32,590	20,202	35,060	55,262

(a) Excludes 977 students enrolled at kindergarten teachers colleges in 1970; 1,069 in 1971; 1,216 in 1972 and 1,531 in 1973. (b) For 1973, non-departmental students (other than Federal teacher trainees) enrolled at New South Wales government teachers colleges are excluded. (c) Federal teacher trainees only.

Colleges of Advanced Education

The following statistics refer to operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education, and the Canberra College of Advanced Education. These tables show details of students commencing advanced level courses, the number of students and teaching staff in 1973 and the number of students who completed advanced level courses in 1972. The reference date for these statistics is 30 April 1973 except for students who completed advanced level courses for whom the reference date is 31 December 1972. For more detailed statistics, see the annual bulletin *Colleges of Advanced Education* (13.10).

COLLEGES OF ADVANCED EDUCATION: STUDENTS COMMENCING BY LEVEL OF COURSE AND FIELD OF STUDY, 1973

Field of study	Degrees		Graduate Diploma	Diploma	Associate Diploma	Total		
	Master	Bachelor				Males	Females	Persons
Agriculture . . . . .	..	71	20	432	73	516	80	596
Applied sciences . . . . .	..	1,298	134	644	121	1,780	417	2,197
Art and design . . . . .	..	..	41	1,703	301	896	1,149	2,045
Building, surveying and architecture . . . . .	..	360	74	548	311	1,166	127	1,293
Commercial and business studies . . . . .	..	2,498	829	3,698	755	6,642	1,138	7,780
Engineering and technology	2	1,839	66	1,134	375	3,378	38	3,416
Liberal studies . . . . .	..	588	249	1,386	146	1,051	1,318	2,369
Music . . . . .	..	30	..	174	..	62	142	204
Para-medical	11	566	26	596	584	576	1,207	1,783
Teacher education	30	246	223	1,684	..	682	1,501	2,183
Total	43	7,496	1,662	11,999	2,666	16,749	7,117	23,866

COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT LEVEL OF COURSE AND FIELD OF STUDY, 1973

Field of study	Degrees		Graduate Diploma	Diploma	Associate Diploma	Total		
	Master	Bachelor				Males	Females	Persons
FULL-TIME								
Agriculture . . . . .	..	79	20	971	140	1,058	152	1,210
Applied sciences . . . . .	..	1,686	48	864	68	2,188	478	2,666
Art and design . . . . .	..	..	38	3,023	399	1,508	1,952	3,460
Building, surveying and architecture . . . . .	..	492	..	881	113	1,297	189	1,486
Commercial and business studies . . . . .	..	1,774	162	3,446	323	4,439	1,266	5,705
Engineering and technology	2	2,856	12	2,156	348	5,329	45	5,374
Liberal studies . . . . .	..	535	143	1,213	25	819	1,097	1,916
Music . . . . .	..	69	..	530	4	179	424	603
Para-medical	7	1,054	16	1,425	355	752	2,105	2,857
Teacher education . . . . .	..	511	163	3,966	..	1,373	3,267	4,640
Total	9	9,056	602	18,475	1,775	18,942	10,975	29,917

PART-TIME

Agriculture . . . . .	..	16	..	14	17	41	6	47
Applied sciences	5	1,450	152	1,178	338	2,734	389	3,123
Art and design . . . . .	..	..	75	806	324	717	488	1,205
Building, surveying and architecture . . . . .	..	250	127	1,128	795	2,172	128	2,300
Commercial and business studies . . . . .	..	3,017	1,419	6,806	989	11,331	900	12,231
Engineering and technology	5	1,734	210	2,415	758	5,093	29	5,122
Liberal studies . . . . .	..	621	253	1,294	211	1,232	1,147	2,379
Music . . . . .	..	..	..	16	..	3	13	16
Para-medical	9	245	10	89	561	383	531	914
Teacher education	30	32	52	1,006	..	645	475	1,120
Total	49	7,365	2,298	14,752	3,993	24,351	4,106	28,457

**COLLEGES OF ADVANCED EDUCATION: STUDENTS BY TYPE OF ENROLMENT
LEVEL OF COURSE AND FIELD OF STUDY, 1973—continued**

Field of study	Degrees		Graduate Diploma	Diploma	Associate Diploma	Total		
	Master	Bachelor				Males	Females	Persons
EXTERNAL								
Agriculture	1	1	1	1	2
Applied sciences	4	..	57	42	88	15	103
Art and design	33	2	17	18	35
Building, surveying and architecture	2	1	3	6	12	..	12
Commercial and business studies	283	202	201	561	1,136	111	1,247
Engineering and technology	6	..	1	5	11	1	12
Liberal studies	196	3	251	..	246	204	450
Para-medical	322	131	191	322
Teacher education	2	96	920	..	354	664	1,018
Total	493	302	1,467	939	1,996	1,205	3,201

ALL STUDENTS

Agriculture . . . . .	..	95	20	986	158	1,100	159	1,259
Applied sciences	5	3,140	200	2,099	448	5,010	882	5,892
Art and design . . . . .	..	..	113	3,862	725	2,242	2,458	4,700
Building, surveying and architecture . . . . .	..	744	128	2,012	914	3,481	317	3,798
Commercial and business studies . . . . .	..	5,074	1,783	10,453	1,873	16,906	2,277	19,183
Engineering and technology	7	4,596	222	4,572	1,111	10,433	75	10,508
Liberal studies . . . . .	..	1,352	399	2,758	236	2,297	2,448	4,745
Music . . . . .	..	69	..	546	4	182	437	619
Para-medical	16	1,299	26	1,514	1,238	1,266	2,827	4,093
Teacher education	30	545	311	5,892	..	2,372	4,406	6,778
Total	58	16,914	3,202	34,694	6,707	45,289	16,286	61,575

**COLLEGES OF ADVANCED EDUCATION: STUDENTS WHO COMPLETED ADVANCED LEVEL
COURSES BY FIELD OF STUDY AND LEVEL OF COURSE, 1972**

Field of study	Degrees		Graduate Diploma	Diploma	Associate Diploma	Total		
	Master	Bachelor				Males	Females	Persons
Agriculture	26	18	253	65	337	25	362
Applied sciences	155	4	315	104	514	64	578
Art and design	533	88	292	329	621
Building, surveying and architecture	27	12	157	90	263	23	286
Commercial and business studies	94	106	681	178	858	201	1,059
Engineering and technology	265	12	803	230	1,307	3	1,310
Liberal studies	34	111	97	79	163	242
Music	16	2	87	..	22	83	105
Para-medical	1	185	13	447	148	167	627	794
Teacher education	159	699	114	302	670	972
Total	1	768	360	4,086	1,114	4,141	2,188	6,329

COLLEGES OF ADVANCED EDUCATION: TEACHING STAFF(a), BY FIELD OF TEACHING STATES(b) AND A.C.T., 1973

(Advanced level work of full-time and part-time academic and non-academic staff expressed in equivalent full-time units and rounded to whole numbers)

Field of teaching	N.S.W.	Vic.	S.A.	W.A.	Tas.	A.C.T.
FULL-TIME STAFF						
Agriculture	61	51	14	7	..	..
Applied sciences	129	355	40	76	15	45
Art and design	77	144	38	24	19	..
Building, surveying and architecture	21	51	31	33	7	..
Commercial and business studies	101	213	32	81	19	29
Engineering and technology	58	414	116	61	11	..
Liberal studies	48	242	78	56	1	40
Music	33	..	..	..	12	..
Para-medical	35	97	64	43	3	..
Teacher education	45	..	56	..	78	30
Total—1973	(c)609	(c)1,569	469	381	(d)167	144
1972	486	1,438	267	352	115	109
1971	339	1,293	249	309	88	77
1970	252	1,129	226	267	55	43
PART-TIME STAFF(e)						
Agriculture	2	1	..	..	..	..
Applied sciences	17	40	6	8	..	8
Art and design	63	21	8	4	5	..
Building, surveying and architecture	7	13	5	7	1	..
Commercial and business studies	20	26	5	17	3	13
Engineering and technology	11	29	5	9	6	..
Liberal studies	4	36	17	9	..	26
Music	30	..	..	..	7	..
Para-medical	22	13	18	4	..	..
Teacher education	4	..	7	..	6	6
Total—1973	180	(c)227	70	58	28	53
1972	100	215	46	59	27	31
1971	90	165	47	36	42	15
1970	93	228	31	32	34	12
ALL STAFF						
Agriculture	63	52	14	7	..	..
Applied sciences	146	395	47	84	15	53
Art and design	140	165	46	28	24	..
Building, surveying and architecture	28	64	36	40	8	..
Commercial and business studies	120	239	36	98	22	42
Engineering and technology	69	443	121	70	17	..
Liberal studies	51	277	95	65	1	66
Music	63	..	..	..	19	..
Para-medical	57	110	82	47	3	..
Teacher education	49	..	63	..	84	36
Total—1973	(c)789	(c)1,796	539	439	(d)195	197
1972	586	1,654	313	411	142	140
1971	428	1,458	297	345	130	92
1970	345	1,357	256	299	89	55

(a) Statistics for 1973 are not directly comparable with those of previous years because they include the teaching effort of non-academic staff. (b) Statistics comparable with other States are not available for Queensland. In 1973 the number of staff teaching at Queensland colleges of advanced education was 427 full-time and 600 part-time. These statistics include staff engaged in teaching in courses which were not at an advanced level. (c) Includes staff engaged in teaching external studies courses: 2 in New South Wales and 51 (3 full-time and 48 part-time) in Victoria. (d) Total includes 2 teaching staff not allocated to a field of teaching. (e) Part-time teaching staff expressed in equivalent full-time units.

Universities

Statistics of students commencing university courses, the number of students and teaching staff in 1973 and the number of degrees conferred and diplomas and certificates awarded are shown in the following tables. Statistics for 1969 refer to 30 June while those for 1970 to 1973 refer to 30 April except for degrees conferred and diplomas and certificates awarded which refer to 30 June 1973. Reference should also be made to the annual publications *University Statistics*, Parts 1 and 2 (13.7, 13.8) for further details.

UNIVERSITIES: STUDENTS COMMENCING HIGHER DOCTOR, PH.D., MASTER AND BACHELOR DEGREE COURSES FOR THE FIRST TIME IN ANY AUSTRALIAN UNIVERSITY, 1973

	Higher doctor degree courses	Ph.D. degree courses	Master degree courses	Bachelor degree courses	Total		
					Males	Females	Persons
New South Wales	11	270	1,315	11,670	8,567	4,699	13,266
Victoria	11	219	856	6,935	5,040	2,981	8,021
Queensland	5	128	306	3,280	2,217	1,502	3,719
South Australia	8	70	187	2,414	1,784	895	2,679
Western Australia	..	60	162	2,028	1,408	842	2,250
Tasmania	..	25	25	643	436	257	693
Australian Capital Territory	..	130	75	938	682	461	1,143
Australia	35	902	2,926	27,908	20,134	11,637	31,771

UNIVERSITIES: FULL-TIME AND PART-TIME STUDENTS BY COURSE LEVEL AND SEX OF STUDENT(a), 1969 TO 1973(b)

Level of course	Males					Females				
	1969	1970	1971	1972	1973	1969	1970	1971	1972	1973
FULL-TIME										
Higher degree	3,756	3,963	4,293	4,295	4,220	703	783	889	973	1,041
Bachelor degree	42,469	45,374	47,311	48,851	49,389	18,634	21,137	23,863	25,698	26,962
Post-graduate diploma	911	968	1,148	1,544	(c)1,743	1,276	1,053	1,731	2,270	(c)2,223
Sub-graduate diploma	155	145	67	64	56	491	424	153	110	108
Certificate and other	682	486	686	676	(d)169	315	275	355	336	(d)205
Total	47,285	50,290	52,829	54,612	55,577	21,063	23,355	26,608	28,983	30,539
PART-TIME(e)										
Higher degree	5,073	5,685	6,032	6,429	6,967	1,032	1,118	1,255	1,360	1,549
Bachelor degree	21,556	22,118	22,232	21,902	21,967	8,079	8,728	9,238	9,849	10,750
Post-graduate diploma	1,437	1,492	1,561	1,532	(c)2,179	605	646	831	848	(c)1,050
Sub-graduate diploma	362	264	141	98	68	196	157	43	35	34
Certificate and other	2,302	2,164	2,183	2,146	(d)1,460	954	985	1,084	1,158	(d)986
Total	30,537	31,557	31,971	31,928	32,641	10,777	11,576	12,368	13,145	14,369
ALL STUDENTS										
Higher degree	8,829	9,648	10,325	10,724	11,187	1,735	1,901	2,144	2,333	2,590
Bachelor degree	64,025	67,492	69,543	70,753	71,356	26,713	29,865	33,101	35,547	37,712
Post-graduate diploma	2,348	2,460	2,709	3,076	(c)3,922	1,881	1,699	2,562	3,118	(c)3,273
Sub-graduate diploma	517	409	208	162	124	687	581	196	145	142
Certificate and other	2,984	2,650	2,869	2,822	(d)1,629	1,269	1,260	1,439	1,494	(d)1,191
Total	77,822	81,847	84,800	86,540	88,218	31,840	34,931	38,976	42,128	44,908

(a) Statistics for 1969 refer to the situation at 30 June; and those for other years refer to 30 April. (b) For the years 1969 to 1972, the components do not add to total students as students enrolled for two or more courses were included in each course for which they were enrolled. (c) Includes masters and other post-graduate preliminary and qualifying courses which in previous years have been included with 'Certificate and other'. (d) Excludes certificates; 'other' refers to single and miscellaneous subjects of university standard. See also footnote (c). (e) Includes external students.

**UNIVERSITIES: DEGREES CONFERRED, AND DIPLOMAS AND CERTIFICATES AWARDED
BY FIELD OF STUDY, YEAR ENDED 30 JUNE 1973**

Field of study(a)	Degrees					Diplomas		
	Higher doctor	Ph. D.	Master	Bachelor	Total	Post-graduate	Sub-graduate	Certificates
Humanities . . . . .	..	56	203	6,192	6,451	..	..	5
Fine arts	1	1	8	98	108	..	12	..
Social and behavioural sciences	..	56	100	446	602	158	92	..
Law . . . . .	..	1	25	911	937	2	..	22
Education . . . . .	..	14	131	650	795	3,356	62	2
Economics, commerce, govern- ment	2	34	232	2,529	2,797	78	11	347
Medicine	35	58	33	1,251	1,377	77	10	..
Dentistry . . . . .	..	1	19	179	199	4	..	..
Natural sciences	16	425	224	3,844	4,509	52	..	..
Engineering, technology	..	105	277	1,424	1,806	53	..	28
Architecture . . . . .	..	3	28	388	419	50	5	..
Agriculture, forestry	2	51	56	436	545	64	..	..
Veterinary science . . . . .	..	9	17	177	203	3	..	..
Total—1973	56	814	1,353	18,525	20,748	3,897	192	404
1972	59	725	1,186	16,877	18,847	3,025	247	471
1971	59	658	1,067	14,994	16,778	2,551	302	467
1970	54	609	888	13,484	15,035	2,324	328	550
1969	53	490	811	13,360	14,714	2,237	406	673

(a) Degrees conferred and diplomas and certificates awarded have been categorised into broad fields of study, e.g. 'Medicine' includes degrees conferred in optometry, pharmacy, surgery and medicine, etc., and diplomas awarded in public health and hospital pharmacy, etc.

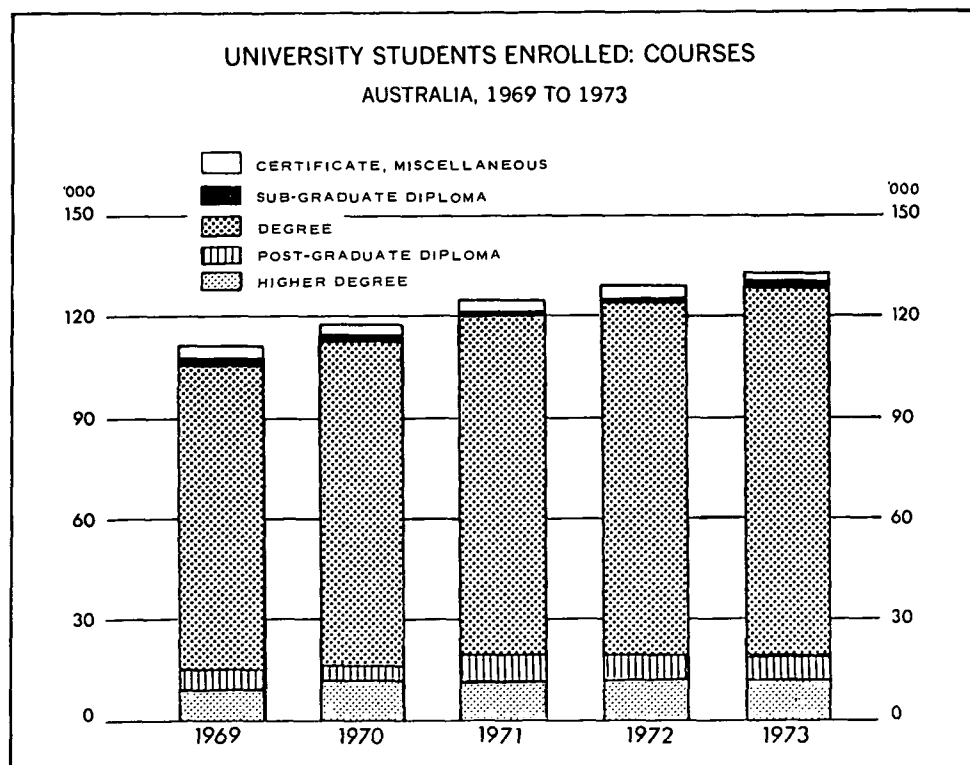


PLATE 43

UNIVERSITIES: TEACHING STAFF (a), BY FIELD OF TEACHING, 1973

Field of teaching	N.S.W.	Vic.	Qld	S.A.	W.A.	Tas.	A.C.T.	Aust.
FULL-TIME STAFF								
Humanities	575	424	173	139	84	42	113	1,549
Fine arts	18	26	10	24	9	..	..	87
Social and behavioural sciences	325	169	89	64	55	22	41	765
Law	66	89	25	21	12	11	26	250
Education	192	127	54	31	27	12	..	443
Economics, commerce, government	370	212	114	75	54	31	41	897
Medicine	220	241	147	71	66	28	..	772
Dentistry	35	27	29	22	13	..	..	126
Natural sciences	933	517	322	269	147	82	115	2,382
Engineering, technology	441	172	95	39	49	18	..	813
Architecture	86	30	16	15	6	..	..	153
Agriculture, forestry	106	40	24	38	23	8	17	257
Veterinary science	44	34	53	..	..	..	..	130
Other(b)	24	..	40	..	..	..	..	64
Total—1973	3,436	2,108	1,190	806	543	253	352	8,687
1972	3,222	2,008	1,126	764	507	248	343	8,216
1971	3,029	1,936	1,081	749	495	220	327	7,835
1970	2,806	1,875	1,023	695	455	203	311	7,367
1969	2,640	1,817	980	657	429	194	302	7,018

PART-TIME STAFF(c)

Humanities	36	22	10	4	6	1	3	82
Fine arts	3	12	2	6	2	..	..	24
Social and behavioural sciences	32	8	4	4	6	..	3	58
Law	7	7	1	2	2	..	5	25
Education	24	15	4	2	3	1	..	49
Economics, commerce, government	27	18	2	4	7	1	2	61
Medicine	78	87	14	15	14	1	..	209
Dentistry	15	11	3	13	1	..	..	42
Natural sciences	158	157	25	72	33	12	7	464
Engineering, technology	50	31	14	7	4	1	..	107
Architecture	30	12	2	4	3	..	..	51
Agriculture, forestry	11	4	3	..	1	1	..	20
Veterinary science	2	1	5	..	..	..	..	8
Other(b)	8	..	7	..	..	..	2	17
Total—1973	481	385	93	134	82	19	22	1,216
1972	2,659	1,986	898	752	573	(d)60	98	7,026
1971	2,773	1,856	813	757	592	260	85	7,136
1970	2,668	1,579	885	846	570	212	85	6,845
1969	2,535	1,537	819	716	552	217	47	6,423

ALL STAFF

Humanities	611	446	183	143	90	43	116	1,632
Fine arts	21	38	11	30	11	..	..	110
Social and behavioural sciences	357	177	93	68	61	22	44	821
Law	73	96	26	23	14	11	31	275
Education	216	143	57	33	30	13	..	492
Economics, commerce, government	398	230	116	78	61	32	43	958
Medicine	298	327	161	86	80	29	..	981
Dentistry	50	38	32	35	14	..	..	168
Natural sciences	1,091	674	347	341	179	93	121	2,846
Engineering, technology	491	203	109	46	52	19	..	920
Architecture	116	42	18	19	9	..	..	205
Agriculture, forestry	117	44	27	38	24	9	17	277
Veterinary science	46	35	57	..	..	..	..	138
Other(b)	32	..	47	..	..	..	2	81
Total—1973	3,917	2,493	1,282	940	626	272	373	9,903
1972	5,881	3,993	2,024	1,515	1,080	(d)308	441	15,242
1971	5,802	3,792	1,894	1,506	1,087	479	412	14,971
1970	5,474	3,454	1,908	1,541	1,025	415	396	14,212
1969	5,175	3,354	1,799	1,373	981	411	349	13,442

(a) Excludes research only staff. (b) Includes staff teaching in the field of general studies and also a small number of staff unallocated to field of teaching, but excludes adult education teaching staff. For 1969 to 1972, they were included. (c) The conversion of part-time staff to equivalent full-time units is made on the following basis: lecturer—250 hours per annum, and tutor/demonstrator—700 hours per annum. Statistics prior to 1973 are shown in units of 100 teaching hours per annum.

Overseas students

The following table shows the number of private and sponsored overseas students in Australia for the year ended 30 June 1973. Statistics of *government sponsored overseas students* in Australia are compiled by the Department of Education. The Department of Labor and Immigration prepares statistics of overseas students admitted under the *Private Overseas Student Program*.

OVERSEAS STUDENTS: NUMBER OF PRIVATE AND SPONSORED STUDENTS BY LAST PLACE OF RESIDENCE, YEAR ENDED 30 JUNE 1973

<i>Last place of residence</i>	<i>Private</i>	<i>Sponsored</i>				<i>Total</i>
		<i>Colombo Plan</i>	<i>Common-wealth Co-operation in Education</i>	<i>Home government</i>	<i>Other</i>	
Europe	54	..	14	..	4	18
Africa	194	10	86	33	84	213
America	67	..	19	1	9	29
Asia—						
Burma	7	71	..	..	..	71
China (Taiwan)	74	..	..	..	..	..
Hong Kong	1,023	..	3	16	..	19
India	120	29	4	..	4	37
Indonesia	428	213	..	..	10	223
Japan	226	..	..	..	3	3
Khmer Republic	18	59	..	..	..	59
Laos	13	79	..	..	..	79
Malaysia	5,291	303	6	115	7	431
Pakistan	52	24	1	..	..	25
Philippines	340	20	..	..	4	24
Singapore	695	150	..	..	2	152
Sri Lanka	73	40	2	..	2	44
Thailand	326	189	..	..	26	215
Vietnam	74	277	..	..	..	277
Other Asia	55	118	..	..	2	120
<i>Total</i>	<i>8,815</i>	<i>1,572</i>	<i>16</i>	<i>131</i>	<i>60</i>	<i>1,779</i>
Oceania—						
Fiji	207	..	16	4	28	48
Nauru	106	..	..	..	..	..
New Caledonia	50	..	..	..	..	..
New Guinea	8	..	..	1	110	111
Solomon Islands	59	..	..	..	5	5
Tonga	68	..	21	2	16	39
Other Oceania	98	..	33	..	20	53
<i>Total</i>	<i>596</i>	<i>..</i>	<i>70</i>	<i>7</i>	<i>179</i>	<i>256</i>
Total overseas students	(a)9,728	1,582	205	172	336	2,295

(a) Includes two students for whom last place of residence was not stated.

Educational training in the Defence Force

The following table shows the number of students enrolled in training establishments for Service personnel.

SERVICE ESTABLISHMENTS PROVIDING EDUCATIONAL TRAINING: AUSTRALIA, 1973

<i>Establishment</i>	<i>Students enrolled</i>	<i>New entrants during year</i>	<i>Number completing course during year</i>
Staff colleges—			
Joint Services Staff College	61	61	61
Australian Staff College	71	71	71
Royal Australian Air Force Staff College	36	36	36
Officer cadet training establishments—			
Royal Australian Naval College	203	68	48
Royal Military College	136	136	62
Royal Australian Air Force Academy	107	35	18
Apprentice schools—			
Navy	607	249	159
Army	306	306	220
Air Force—			
Wagga Wagga	391	103	181
Laverton	106	49	25
Other—			
Royal Australian Navy Junior Recruit Training School	827	827	758
Royal Australian Air Force School of Languages	41	41	36

Student assistance schemes

The following table on student assistance schemes is taken from selected recent statistics published by the Department of Education.

STUDENT ASSISTANCE SCHEMES: AUSTRALIA

<i>Scheme</i>	<i>Number of students</i>		<i>Expenditure (\$'000)</i>	
	<i>1973</i>	<i>1974</i>	<i>1972-73</i>	<i>1973-74</i>
Postgraduate Awards	2,055	2,157	6,671	7,473
University Scholarships(a)	40,760	..	36,826	11,979
Advanced Education Scholarships(a)	10,569	..	5,397	3,211
Technical Scholarships Scheme(a)(c)	4,500	1,548	1,008	516
Tertiary Education Assistance Scheme . . . . .	..	75,000	..	34,867
Pre-school Teacher Education Scheme(c)	1,258	1,656	1,288	1,755
Secondary Scholarships(a)	9,671	86	4,084	968
Senior Secondary Scholarships(b)	24,542	48,000	4,579	9,763
Secondary Allowances Scheme . . . . .	..	9,000	..	1,164
Aboriginal Secondary Grants(c)	10,621	10,700	4,267	6,093
Aboriginal Study Grants(c)	1,113	1,079	631	905
Assistance for Isolated Children	17,882	20,000	2,588	8,188
Ex-servicemen's Vocational Training Scheme(c)	565	433	814	820

(a) No new awards granted in 1974. (b) No new awards to be granted after 1974. (c) 'Number of Students' refers to those receiving assistance at 30 June only (i.e., excludes a small number receiving assistance at other times during the period).

Expenditure on education

The statistics in this section are intended to give a broad indication of the extent and direction of both government and private effort in the field of education in recent years. They have been compiled in accordance with national accounting concepts and, apart from some minor revisions which have been incorporated where later information became available, are consistent with the estimates included in *Australian National Accounts: National Income and Expenditure, 1972-73* (7.1). These figures can therefore be related to other national accounts aggregates. For explanation of the relevant national accounting concepts, reference should be made to *Australian National Accounts, 1972-73* and also to *Public Authority Finance: Authorities of the Australian Government, 1972-73* (5.12), and *Public Authority Finance: States and Local Authorities, 1972-73* (5.43), from which figures included in this section have also been taken.

The emphasis given in this section to the outlays of the public sector in part reflects the relative importance of that sector in the provision of education services, but is also a reflection of lack of detailed information relating to educational activities in the private sector. Sufficient information is given, however, to show the order of magnitude of private sector spending, and also to show aggregate demand for education services and facilities.

Total expenditure on education

Total expenditure on education can be measured by adding to the outlay of the public sector the final expenditure on education which the private sector finances from its own resources, or alternatively by adding together the final expenditures of both sectors (i.e. consolidating out the public authority transfers, and also any (net) transactions in existing fixed assets).

The figure derived for total expenditure on education can be regarded as a measure of the aggregate supply of education services and facilities and can therefore be related to the supply of goods and services available from domestic production (i.e. gross domestic product). Final consumption expenditure and capital expenditure on education, by sector, can also be related to the gross domestic product. In addition, total expenditure on education can be related, by financing sector, to the gross domestic product. These relationships are shown in the following table.

AUSTRALIA: EXPENDITURE ON EDUCATION

(\$ million)

	1968-69	1969-70	1970-71	1971-72	1972-73 ^p
Public sector—					
Final consumption expenditure	742	879	1,061	1,267	1,518
Expenditure on new fixed assets	205	226	254	298	350
<i>Final expenditure (1)</i>	947	1,104	1,315	1,566	1,869
Transfers to the private sector and expenditure on existing fixed assets (net)	62	76	90	102	125
<i>Outlay</i>	1,009	1,181	1,405	1,668	1,994
Private sector—					
Final consumption expenditure	145	158	172	197	218
Expenditure on new fixed assets	27	37	46	41	38
<i>Final expenditure (2)</i>	172	195	218	238	256
less transfers from the public sector and sales of existing fixed assets (net)	62	76	90	102	125
Expenditure financed from the private sector's own resources	109	118	127	135	131
Total expenditure on education (1)					
+ (2)	1,118	1,299	1,532	1,803	2,124
Gross domestic product	26,972	29,733	32,656	36,202	40,983
Expenditure on education as percentage of					
Gross domestic product—	per cent	per cent	per cent	per cent	per cent
Final consumption expenditure—					
Public	2.8	3.0	3.2	3.5	3.7
Private	0.5	0.5	0.5	0.5	0.5
Expenditure on new fixed assets—					
Public	0.8	0.8	0.8	0.8	0.9
Private	0.1	0.1	0.1	0.1	0.1
Total expenditure	4.1	4.4	4.7	5.0	5.2
By financing sector—					
Public	3.7	4.0	4.3	4.6	4.9
Private	0.4	0.4	0.4	0.4	0.3

Private sector

Final expenditure on education by the private sector consists of private final consumption expenditure on education services, and expenditure on new fixed assets—mainly by private non-profit organisations, and financed in part by the grant from public authorities for private capital expenditure. These grants are treated as transfers rather than final expenditure of public authorities as with the current grants, and are recorded as a source of funds for capital formation in the national capital account. Private final consumption expenditure on education services is an estimate of fees paid by persons to government schools (mainly technical and agricultural colleges), fees and gifts to universities and school fees (other than boarding fees) paid to non-government schools, business colleges, etc., and is based largely on information relating to fees charged and enrolments at these institutions. Expenditure on such items as school books, uniforms, etc., and expenditure by parents associations on school equipment are included in categories other than education services (such as clothing, etc., newspapers, books, etc., and household durables). Private gross fixed capital expenditure in the field of education is estimated from statistics of the value of work done on new building and major additions to buildings of private educational institutions.

Public sector

The statistics which follow form part of a comprehensive statistical program to reclassify the transactions recorded in the 'conventional' accounts of all public authorities into a national accounting presentation. As part of this program, the outlay of public authorities is classified by *function*, so as to reveal the broad purposes for which the public authorities undertake expenditure programs. These statistics relate to those outlays which have been identified as being primarily designed to serve the purposes of 'education', broadly as defined in the United Nations System of National Accounts. Included, therefore, are outlays on administration and regulation of school systems and institutions of higher learning and educational research; on provision, inspection and support of primary and secondary schools, colleges and universities, technical training institutions, schools for the handicapped, adult education facilities, pre-school centres, etc.; on scholarships, etc.; and on subsidiary services such as transportation of school children and fare concessions. Expenditures on school medical and dental services and provision of free milk for school-children are not included, as these are regarded as primarily serving the purpose of health.

Apart from giving emphasis to the broad purposes of public sector outlays, a national accounting presentation of the transactions of public authorities is also designed to facilitate the study of their impact on the rest of the economy. In the following tables the outlays of the public authorities engaged in providing education services or financing their provision by other bodies, public or private, have accordingly been broken into broad categories of final expenditure on goods and services (i.e. final consumption expenditure, and expenditure on new fixed assets); capital financing items (e.g. net expenditure on existing assets); transfers to the private sector (cash benefits, grants for private capital expenditure) which become a source of finance for that sector's own final expenditures; and transfers between public authorities (Australian Government grants to the States).

Detailed analyses have not been prepared of the accounts of all public authorities providing or financing education services but methods of analysis have been adopted which reflect the net effect of the transactions of authorities not fully analysed (such as the State universities). Private non-profit organisations are covered by recording their final consumption expenditure as final expenditure by public authorities and persons: that is, the current grants to these organisations by public authorities are treated as public authorities' final expenditure, and fees, donations, etc. paid to them by persons are included in private final consumption expenditure. Current outlay of non-profit organisations is therefore covered, being approximately equal to their income from grants and fees. For reasons of practicality, grants for capital expenditure by public authorities to private non-profit organisations are treated as transfers, so that the capital expenditure of these organisations is wholly recorded in the private sector.

All public authorities

The outlay on education by all public authorities consists of the final expenditure on goods and services of the Australian Government and State authorities and transfers by these authorities to the private sector. These figures are shown in the following table, and are related to the total outlay (on all functions) by all public authorities in order to give an indication of the share of government resources devoted to education.

ALL PUBLIC AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1968-69	1969-70	1970-71	1971-72	1972-73p
Authorities of the Australian Government—					
Final consumption expenditure	34.8	40.9	54.9	63.9	82.4
Cash benefits to persons	33.5	38.0	46.4	54.3	73.2
Transfers overseas . . . . .	..	..	..	..	..
Grants for private capital purposes	0.8	1.4	2.1	1.4	1.2
Expenditure on new fixed assets	13.8	18.1	21.1	25.0	30.2
Expenditure on existing fixed assets (net) . . . . .	..	0.1	-0.4	-0.5	-0.3
Grants to the States—					
Current	50.0	73.6	99.1	115.9	149.6
Capital	55.4	71.2	74.0	86.0	105.6
Total Australian Government	188.3	243.3	297.3	346.0	441.9
State authorities—					
Final consumption expenditure	707.3	837.9	1,006.1	1,203.5	1,436.0
Cash benefits to persons	20.6	26.4	29.1	36.5	40.5
Grants for private capital purposes	7.2	9.7	11.6	8.8	9.3
Expenditure on new fixed assets	190.5	207.3	232.2	272.7	319.5
Expenditure on existing fixed assets (net)	0.2	0.8	1.1	1.6	1.1
Total State	925.8	1,082.1	1,280.1	1,523.1	1,806.4
Less Grants from the Australian Government for education purposes	105.3	144.7	173.2	201.9	255.2
Outlay financed from States' own resources and from non-specific Australian Government grants	820.5	937.4	1,106.9	1,321.2	1,551.2
Local authorities—					
Expenditure on new fixed assets	0.2	0.2	0.3	0.4	0.4
Total outlay on education	1,009.0	1,180.9	1,404.5	1,667.6	1,993.5
Total outlay on all purposes	8,636.5	9,625.5	10,519.2	11,916.5	13,364.5
Outlay on education as percentage of total outlay	per cent 11.7	per cent 12.3	per cent 13.4	per cent 14.0	per cent 14.9

Authorities of the Australian Government

Details of outlay on education by authorities of the Australian Government are given in the following table.

AUTHORITIES OF THE AUSTRALIAN GOVERNMENT: OUTLAY ON EDUCATION

(\$ million)

	1968-69	1969-70	1970-71	1971-72	1972-73p
General administration, regulation and research—					
Department of Education—					
Salaries etc., n.e.c.	2.3	3.3	4.4	5.4	7.4
Administration expenses, n.e.c.	1.4	1.8	2.6	2.7	3.4
Building and works, office equipment, etc.	0.1	0.1	0.1	..	0.1
Other	0.2	0.1	0.1	0.2	0.1
Total general administration, etc.	4.0	5.3	7.1	8.4	10.9
Transportation of students—					
School bus service—					
Australian Capital Territory	0.2	0.3	0.5	0.5	0.6
Northern Territory	0.2	0.2	0.3	0.3	0.4
Total transportation	0.4	0.5	0.8	0.8	1.0

AUTHORITIES OF THE AUSTRALIAN GOVERNMENT: OUTLAY ON EDUCATION—continued
(\$ million)

	1968-69	1969-70	1970-71	1971-72	1972-73p
Primary and secondary education—					
Education services—					
Australian Capital Territory	9.6	11.9	13.0	14.7	20.5
Northern Territory	4.1	6.3	8.8	13.2	12.2
School broadcasts	0.9	0.9	1.0	1.1	1.2
Student assistance	6.6	6.7	6.8	6.9	8.7
Child migrant education program	..	0.1	1.8	3.3	5.1
Assistance to isolated children	..	..	..	..	2.6
Grants to independent schools—					
Australian Capital Territory	1.0	1.7	1.9	2.7	3.0
Northern Territory	..	0.1	0.3	0.3	0.4
Grants to the States—					
Independent schools—Per capital grants	..	12.2	24.3	29.6	41.0
Government schools—Capital grants	..	..	..	6.7	13.3
School libraries	1.7	7.5	13.3	9.8	9.7
Science laboratories	11.8	12.9	13.1	10.8	10.0
Other	0.1	0.2	0.4	0.8	0.5
Total primary and secondary	35.7	60.6	84.5	99.4	128.2
Vocational Training—					
Canberra School of Music	0.1	0.1	0.1	0.1	0.2
Canberra Technical College	0.8	0.7	0.9	1.2	1.9
Darwin Community College	..	..	..	..	2.6
Student assistance	1.1	1.2	1.1	1.0	1.0
Grants to the States—Technical training facilities	7.6	9.9	12.5	7.4	13.0
Total vocational training	9.5	11.8	14.6	9.8	18.6
University education—					
Australian Universities Commission	0.2	0.2	0.2	0.3	0.3
Australian National University	23.5	23.2	30.4	32.0	39.7
Student assistance—					
Undergraduate	16.3	18.2	22.5	28.1	36.8
Postgraduate	3.6	4.5	5.2	5.9	6.7
Grants to Australian National University residential colleges	0.4	0.2	1.0	0.1	0.1
School of Public Health and Tropical Medicine (Sydney University)	0.7	0.9	0.9	1.0	1.1
Grants to the States—Universities	62.6	67.7	75.2	90.6	107.3
Other	1.6	1.8	1.5	1.3	1.3
Total university	108.9	116.7	136.9	159.3	193.3
Other higher education—					
Australian Commission on Advanced Education	..	..	..	0.1	0.4
Canberra College of Advanced Education	1.1	2.4	4.9	6.1	4.3
Australian Film and Television School	..	..	..	..	0.1
Student assistance	1.0	1.6	2.8	3.6	5.4
Commonwealth Teaching Service scholarships	..	..	..	0.1	0.4
Grants to the States—					
Colleges of Advanced Education	14.4	20.1	30.6	34.0	41.2
Teacher training colleges	6.3	13.2	2.5	11.2	16.4
Pre-school teacher training colleges	0.2	0.3	0.9	0.6	0.4
Pre-school teaching scholarships	..	..	..	..	1.3
Total other higher education	23.1	37.7	41.7	55.7	69.8
Other education programs—					
Aboriginal education—					
Study grants	0.1	0.2	0.3	0.5	0.6
Secondary grants	..	0.5	2.2	2.5	4.3
Grants to private non-profit organisations	0.2	0.4	0.4	0.4	0.5
Grants to the States	0.8	0.9	0.9	1.2	2.9
Other	1.8	4.5	3.2	3.3	6.8
Soldiers' children education scheme	3.2	3.2	3.4	3.6	3.6
Australian National University Centre for continuing education	0.1	0.1	0.1	0.1	0.1
Pre-school centres	0.5	0.9	0.9	1.1	1.4
Other	..	..	0.2	..	..
Total other programs	6.6	10.7	11.7	12.7	20.2
Total outlay on education	188.3	243.3	297.3	346.0	441.9
of which—					
Current outlay	119.1	153.9	202.6	235.5	306.4
Capital outlay	69.2	89.4	94.8	110.5	135.5
Total outlay on all purposes	6,282.4	7,042.7	7,772.6	8,625.9	9,757.6
Outlay on education as a percentage of total outlay	per cent 3.0	per cent 3.5	per cent 3.8	per cent 4.0	per cent 4.5

As may be seen from the table, Australian Government outlays are directed largely towards financing outlays on education by the States and the private sector. Direct expenditure by the Australian Government relates mainly to the costs of administering its support programs and its own educational research activities, the provision of education services in the internal territories, expenditures of statutory bodies (i.e. the Australian National University, the Canberra College of Advanced Education, and the Australian Broadcasting Commission), expenditure on the education of Aborigines by the Northern Territory administration, and the costs of the child migrant education program.

Outlay on education in the internal territories

As mentioned previously, the Australian Government is responsible for the provision of education services in the Australian Capital Territory and the Northern Territory. Details of Australian Government outlay on education in the Territories are given below; further information may be found in Chapter 30, The Territories of Australia.

**AUTHORITIES OF THE AUSTRALIAN GOVERNMENT: OUTLAY ON
EDUCATION IN THE INTERNAL TERRITORIES, 1972-73**
(\$'000)

<i>Australian Capital Territory</i>		<i>Northern Territory</i>	
Current outlay—		Current outlay—	
Final consumption expenditure—		Final consumption expenditure—	
Australian Capital Territory education services—		Northern Territory education services—	
Salaries	1,586	Salaries	3,637
Government schools and colleges—		Government schools and colleges—	
Pre-schools	683	Pre-schools	392
School transport	630	School transport	471
Repairs and maintenance	134	Repairs and maintenance	136
Payment to N.S.W. Department of Education	10,625	Payment to S.A. Department of Education, and teacher moving expenses	3,955
Canberra Technical College	1,675	Darwin Community College	246
School of Music	187	Other	1,642
Other	190	Non-government schools—	
Non-government schools—		Student allowances	176
Student allowances	1,431	Assistance for buildings	128
Assistance for buildings	764	Total	10,783
Total	17,905	Less receipts—Vocational education and other	16
Less receipts—Vocational education and other	257	Total	10,767
Total	17,648	Aboriginal advancement	4,377
Canberra College of Advanced Education	3,605	Total, final consumption expenditure	15,144
Total, final consumption expenditure	21,253	Cash benefits to persons—	
Cash benefits to persons—		Northern Territory Scholarships	180
University scholarships(a)	61	Grants for private capital expenditure—	
Secondary school bursaries and textbook allowances(a)	83	Non-government schools, capital works	114
Total cash benefits	144	Total current outlay	15,438
Grants for private capital expenditure—		Capital outlay—	
Non-government schools, capital works	854	Expenditure on new fixed assets—	
Total current outlay	22,251	Australian Capital Territory education services—	
Capital outlay—		Government schools and colleges—	
Expenditure on new fixed assets—		Pre-schools	180
Australian Capital Territory education services—		Primary schools	3,123
Government schools and colleges—		Secondary schools	2,497
Pre-schools	180	Canberra Technical College	56
Primary schools	3,123	Plant and equipment	272
Secondary schools	2,497	Furniture and fittings	148
Canberra Technical College	56	Other building and related expenditure . . . . .	..
Plant and equipment	272	Total	6,276
Furniture and fittings	148	Canberra College of Advanced Education	2,708
Other building and related expenditure . . . . .	..	Total capital outlay	8,984
Total	6,276	Total outlay(b)	31,235
Canberra College of Advanced Education	2,708		
Total capital outlay	8,984		
Total outlay(b)	31,235		

(a) Includes Commonwealth Secondary and Technical Scholarships.

(b) Excludes the Australian National University.

State and local authorities

The following table shows the outlay on education by State and local authorities, financed from their own resources (including general purpose grants from the Australian Government) and from Australian Government grants for education purposes.

STATE AND LOCAL AUTHORITIES: OUTLAY ON EDUCATION

(\$ million)

	1968-69	1969-70	1970-71	1971-72	1972-73p
Final consumption expenditure					
New South Wales	252.1	299.3	362.8	424.6	497.4
Victoria	216.8	256.5	303.1	358.5	445.2
Queensland	84.7	99.6	118.8	144.5	178.7
South Australia	70.9	81.4	98.7	124.1	142.8
Western Australia	56.6	70.9	85.6	109.3	122.0
Tasmania	26.4	30.2	37.2	42.5	49.9
<i>Total</i>	707.3	837.9	1,006.1	1,203.5	1,436.0
Expenditure on new fixed assets—					
New South Wales	72.3	73.6	77.3	94.5	110.3
Victoria	55.5	59.9	72.8	78.2	92.8
Queensland	23.7	25.7	28.8	35.0	37.4
South Australia	17.7	21.2	26.6	30.0	38.4
Western Australia	14.6	19.8	19.1	22.9	25.3
Tasmania	6.8	7.4	7.9	12.6	15.7
<i>Total</i>	190.5	207.3	232.2	272.7	319.5
Expenditure on existing fixed assets (net)	0.2	0.8	1.1	1.6	1.1
Cash benefits to persons	20.6	26.4	29.1	36.5	40.5
Grants for private capital purposes	7.2	9.7	11.6	8.8	9.3
Total outlay on education	925.8	1,082.1	1,280.1	1,523.1	1,806.4
<i>of which—</i>					
New South Wales	337.6	387.8	457.0	539.3	629.5
Victoria	278.3	323.5	383.1	444.7	546.3
Queensland	112.7	132.2	155.7	188.4	225.9
South Australia	89.9	106.8	130.8	159.5	186.5
Western Australia	73.8	93.6	107.8	135.7	152.4
Tasmania	33.8	38.6	46.0	56.0	66.3

Specific grants to the States for educational purposes

Financial assistance to the States specifically for education purposes constitutes the major item of outlay on education by the Australian Government. The following table summarises the allocation of the various categories of grants to the States for recent years. Subsequent tables show the allocation of these specific purpose grants to individual States for the same period.

GRANTS TO STATES FOR EDUCATIONAL PURPOSES
(*\$'000*)

	1968-69	1969-70	1970-71	1971-72	1972-73
GRANTS FOR RECURRENT PURPOSES					
Schools . . . . .	..	12,177	24,253	29,594	40,979
Technical Education . . . . .	..	..	..	..	..
Colleges of Advanced Education	6,282	10,658	15,743	18,372	26,655
Universities	43,534	50,435	58,878	67,596	80,826
Aboriginal Advancement	151	289	274	347	1,167
Child Migrant Education . . . . .	..	109	1,672	2,778	3,956
Educational Research . . . . .	..	..	96	236	275
<i>Total</i>	<i>49,967</i>	<i>73,668</i>	<i>100,916</i>	<i>118,923</i>	<i>153,858</i>

GRANTS FOR CAPITAL PURPOSES

Schools	13,465	20,438	26,319	27,264	33,019
Technical Education	7,587	9,878	12,535	7,411	12,976
Colleges of Advanced Education	14,572	22,955	18,163	27,425	31,390
Universities	19,097	17,234	16,346	23,002	26,464
Aboriginal Advancement	656	655	672	867	1,720
Child Migrant Education . . . . .	..	..	..	..	..
<i>Total</i>	<i>55,377</i>	<i>71,160</i>	<i>74,035</i>	<i>85,969</i>	<i>105,569</i>

TOTAL GRANTS

Schools	13,465	32,615	50,572	56,858	73,998
Technical Education	7,587	9,878	12,535	7,411	12,976
Colleges of Advanced Education	20,854	33,613	33,906	45,797	58,045
Universities	62,631	67,669	75,224	90,598	107,290
Aboriginal Advancement	807	944	946	1,214	2,887
Child Migrant Education . . . . .	..	109	1,672	2,778	3,956
Educational Research . . . . .	..	..	96	236	275
<i>Total</i>	<i>105,344</i>	<i>144,828</i>	<i>174,951</i>	<i>204,892</i>	<i>259,427</i>

TOTAL GRANTS TO STATES FOR SCHOOLS

(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent grants(a)—					
New South Wales . . . . .	..	4,488	9,017	10,854	15,046
Victoria . . . . .	..	3,952	7,832	9,655	13,337
Queensland . . . . .	..	1,830	3,640	4,472	6,250
South Australia . . . . .	..	759	1,526	1,889	2,529
Western Australia . . . . .	..	862	1,682	2,064	2,903
Tasmania . . . . .	..	286	556	660	914
Total . . . . .	..	12,177	24,253	29,594	40,979
Capital grants—					
New South Wales	5,113	6,799	10,653	10,018	10,637
Victoria	3,555	6,262	6,745	7,587	9,486
Queensland	1,812	3,634	3,633	3,483	4,366
South Australia	1,415	1,830	2,545	2,629	3,805
Western Australia	1,089	1,517	1,700	2,296	3,017
Tasmania	481	396	1,043	1,251	1,708
Total	13,465	20,438	26,319	27,264	33,019
Total grants—					
New South Wales	5,113	11,287	19,670	20,872	25,683
Victoria	3,555	10,214	14,577	17,242	22,823
Queensland	1,812	5,464	7,273	7,955	10,616
South Australia	1,415	2,589	4,071	4,518	6,334
Western Australia	1,089	2,379	3,382	4,360	5,920
Tasmania	481	682	1,599	1,911	2,622
Total	13,465	32,615	50,572	56,858	73,998

(a) Recurrent grants are for non-government schools only.

TOTAL GRANTS TO STATES(a) FOR TECHNICAL EDUCATION

(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Capital grants—					
New South Wales	2,999	3,282	4,846	2,416	5,040
Victoria	1,550	3,000	3,912	1,500	3,350
Queensland	1,456	1,456	1,457	1,238	1,910
South Australia	870	807	1,191	1,130	1,130
Western Australia	437	957	804	747	1,166
Tasmania	275	376	325	380	380
Total	7,587	9,878	12,535	7,411	12,976

(a) There were no grants for recurrent purposes for technical education during this period.

**TOTAL GRANTS TO STATES FOR COLLEGES OF ADVANCED EDUCATION AND
TEACHERS COLLEGES**
(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent grants—					
New South Wales	697	834	3,478	3,713	5,525
Victoria	3,195	4,837	6,191	7,341	10,443
Queensland	633	1,300	1,567	1,860	2,906
South Australia	623	1,361	1,420	1,651	2,638
Western Australia	912	1,929	2,333	2,920	4,015
Tasmania	222	397	754	887	1,128
<i>Total</i>	<i>6,282</i>	<i>10,658</i>	<i>15,743</i>	<i>18,372</i>	<i>26,655</i>
Capital grants—					
New South Wales	2,927	9,000	4,639	7,381	9,691
Victoria	3,971	6,143	6,153	8,330	9,275
Queensland	3,080	2,291	1,878	3,776	3,806
South Australia	1,995	3,062	2,973	2,872	3,639
Western Australia	1,470	1,412	1,906	3,031	3,554
Tasmania	1,129	1,047	614	2,035	1,425
<i>Total</i>	<i>14,572</i>	<i>22,955</i>	<i>18,163</i>	<i>27,425</i>	<i>31,390</i>
Total grants—					
New South Wales	3,624	9,834	8,117	11,094	15,216
Victoria	7,166	10,980	12,344	15,671	19,718
Queensland	3,713	3,591	3,445	5,636	6,712
South Australia	2,618	4,423	4,393	4,523	6,277
Western Australia	2,382	3,341	4,239	5,951	7,569
Tasmania	1,351	1,444	1,368	2,922	2,553
<i>Total</i>	<i>20,854</i>	<i>33,613</i>	<i>33,906</i>	<i>45,797</i>	<i>58,045</i>

TOTAL GRANTS TO STATES FOR UNIVERSITIES
(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent grants—					
New South Wales	17,378	20,218	23,594	27,223	32,155
Victoria	12,108	13,960	16,238	18,586	21,896
Queensland	5,549	6,508	7,517	8,412	10,664
South Australia	4,351	4,964	5,811	6,676	7,898
Western Australia	2,833	3,281	3,900	4,594	5,683
Tasmania	1,315	1,504	1,818	2,105	2,530
<i>Total</i>	<i>43,534</i>	<i>50,435</i>	<i>58,878</i>	<i>67,596</i>	<i>80,826</i>
Capital grants—					
New South Wales	7,569	6,512	4,050	9,682	10,522
Victoria	7,072	4,495	5,990	6,669	7,327
Queensland	1,744	1,916	3,124	2,597	2,545
South Australia	1,076	1,506	2,369	1,818	2,697
Western Australia	734	2,048	384	1,571	2,531
Tasmania	902	757	429	665	842
<i>Total</i>	<i>19,097</i>	<i>17,234</i>	<i>16,346</i>	<i>23,002</i>	<i>26,464</i>
Total grants—					
New South Wales	24,947	26,730	27,644	36,905	42,677
Victoria	19,180	18,455	22,228	25,255	29,223
Queensland	7,293	8,424	10,641	11,009	13,209
South Australia	5,427	6,470	8,180	8,494	10,595
Western Australia	3,567	5,329	4,284	6,165	8,214
Tasmania	2,217	2,261	2,247	2,770	3,372
<i>Total</i>	<i>62,631</i>	<i>67,669</i>	<i>75,224</i>	<i>90,598</i>	<i>107,290</i>

TOTAL PAYMENTS TO STATES FOR EDUCATIONAL ADVANCEMENT OF ABORIGINES
(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent payments—					
New South Wales	119	149	135	184	229
Victoria	22	65	65	83	167
Queensland . . . . .	..	41	13	..	293
South Australia	10	17	28	49	279
Western Australia . . . . .	..	10	26	26	193
Tasmania . . . . .	..	7	7	5	6
Total	151	289	274	347	1,167
Capital payments—					
New South Wales	46	5	11	20	98
Victoria	18	6	..	..	60
Queensland	325	369	327	441	981
South Australia	64	115	84	116	156
Western Australia	203	160	250	290	425
Tasmania . . . . .	..	..	..	..	..
Total	656	655	672	867	1,720
Total payments—					
New South Wales	165	154	146	204	327
Victoria	40	71	65	83	227
Queensland	325	410	340	441	1,274
South Australia	74	132	112	165	435
Western Australia	203	170	276	316	618
Tasmania . . . . .	..	7	7	5	6
Total	807	944	946	1,214	2,887

TOTAL GRANTS TO STATES(a) FOR CHILD MIGRANT EDUCATION
(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent grants—					
New South Wales	780	1,191	1,521
Victoria	86	667	1,158	1,819
Queensland	7	57	81	98
South Australia	87	169	326
Western Australia	16	62	150	138
Tasmania	20	28	53
Total	109	1,672	2,778	3,956

(a) There were no capital grants for child migrant education during this period.

**TOTAL GRANTS TO STATES FOR RECURRENT EXPENDITURE
ON EDUCATIONAL RESEARCH**
(\$'000)

	1968-69	1969-70	1970-71	1971-72	1972-73
Recurrent grants—					
New South Wales	28	81	91
Victoria	32	81	87
Queensland	18	59	60
South Australia	10	8	13
Western Australia	8	7	17
Tasmania	7
Total	96	236	275