

EDUCATION

SCHOOLS IN VICTORIA

General

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

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

A dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the requirements of the Registered Schools Board, the new statutory authority which in 1982 replaced the Council of Public Education (see page 563).

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

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

Further references: Schools Commission, *Victorian Year Book* 1979, pp. 590-1; National Inquiry into Teacher Education, 1980, pp. 608-9

GOVERNMENT SYSTEM

Education Department

Restructuring of the administration

Since its establishment in 1873, the Education Department of Victoria has assumed responsibility for a growing range of schools and services extending far beyond those of 1883, the eleventh year of free, compulsory, and secular primary education for children to the age of fifteen years. The Education Department is under the direction of the Minister of Education. Its permanent head is the Director-General of Education.

Owing to the growth and scope of the Education Department (an organisation with a budget of more than \$2,062m, employing over 60,000 persons, running 2,140 schools, and educating 584,861 students at 1 July 1982), considerable restructuring has been necessary and is still proceeding. Much of this restructuring was implemented in the late 1960s and throughout the 1970s, as indicated in the *Victorian Year Book* 1981.

Restructuring of the administration is currently proceeding to a greater extent than ever before in the history of the Department. As part of the 1979-80 Ministerial Review of Education in Victoria (see page 577 of the *Victorian Year Book* 1981), a Ministerial White Paper outlining "Strategies and Structures for the Achievement of the Aims and Objectives of Education in Victoria" was presented to the Victorian Parliament in December 1980. Following the publication of this Paper, an Implementation Steering Committee and an Implementation Task Force were set up to prepare a detailed plan for the reorganisation of the central and regional offices of the Education Department.

The prime reason for the restructuring was to improve education in the schools. The school being recognised as the most important part of the Education Department; it was felt that any change in administrative structure could be justified only if it contributed to improving support to the school, thus helping to enhance each student's educational opportunities.

The Implementation Task Force was established to provide a research unit for the Implementation Steering Committee and to help put into practice the Ministerial decisions resulting from the White Paper. The major decisions of the White Paper aimed to achieve the following goals: increased delegation and devolution of power and responsibility to local and regional units; greater participation by parents, community members, teachers, and principals in education; improved consultation and communication; greater efficiency and economy in management; clearer accountability for the spending of public funds to be established among "the school, the region, the Education Department and ultimately the Parliament"; the reorganisation of central office administration on functional lines rather than the traditional hierarchical, school-type divisions; the development of State-wide core-curriculum guidelines for students at different stages; provision for individual school principals, in consultation with their councils and staffs, to develop school policy statements and details of teaching programmes, including core studies plus their locally based components; the formation of a corporate management group at central office level, together with the establishment of a Victorian Education Council to provide advice to both the Ministers and the Director-General of Education; the setting up of a regional education council in each of the twelve new regions to advise and support the regional director, whose office would assume many functions currently the responsibility of the central administration; and the clarification and strengthening of the Education Department's role as an employer, and the consequent modification of the role of the Teachers Tribunal.

The White Paper stressed that the overhaul of administrative structures was aimed at enabling the education system "to serve the interests of children and society more effectively". The Paper's emphasis was "upon the individual child in the school and the management structures necessary to serve children's interests, and not on structures designed primarily to service the interests of administration".

Members of the Education Department and other interested groups were invited to make written submissions on issues and problems seen to be associated with implementing the White Paper decisions. Consequently, from April to September 1981, the Implementation Task Force held some 250 interviews and read 62 submissions, together with over 650 letters, in its task of gathering and sorting information. It then proceeded to analyse alternative organisation structures and the extent to which specific decision making could be delegated within those structures. The challenge was to retain and strengthen the many valuable features of existing divisions and branches, while at the same time implementing the policies of the White Paper, as well as exploring the potential future context that could affect the Education Department between 1981 and 2001.

The consultants who advised the Steering Committee presented their Report entitled *The Rationale and Definition of the Proposed Organisation Structure* to the Ministers on 18 September 1981. The Ministers presented the Report to the Victorian Parliament on 22

September 1981, the Victorian Government accepting all of the major decisions in the Ministerial Statement "New Directions in the Administration of Education".

The Implementation Task Force was then replaced by an Installation Team, comprising members of the previous Task Force. Consisting of 26 Working Parties, each containing about seven members, the Installation Team had to develop recommendations and policy options for the Steering Committee and Ministers concerning the installation of the new structure. The Working Parties had two main tasks during October and November 1981; to explain the concepts of the new structure throughout the education community, and to recommend specifically on the functions, operating procedures, and staffing of the new structures.

There is no set date for the restructured administration to replace the existing one. It will be phased in over a period of time. After the appointment of a new Director-General of Education in December 1981, the following senior appointments were made in January 1982: a new Deputy Director-General of Education; a Co-ordinator-General of Education; an Executive Director (Personnel and Resources); and an Executive Director (Educational Programmes). The last three are all newly created positions, and these, together with the twelve regional directors' appointments taken up in February 1982, represent key major changes in the structure of the Education Department. With their change in status and functions, each regional director has much greater responsibility for advising on policy and administering the total regional school system.

A representative Ministerial Committee of Review was established by the Victorian Government in May 1982 to review and advise on the implementation of the Education Department's restructuring. This Committee provided a set of proposals to help ensure that the new structure will achieve its purpose of bringing as much decision making as possible to the schools themselves and involving wider groups in the making of those decisions. Following the Committee of Review, one of the key changes made was the appointment of a third executive director, the Executive Director (Schools), who is responsible for school operations, working through the regional directors.

As necessary during 1982, appropriate sections of the *Education Service Act* 1981 were proclaimed. This enabled further significant changes such as the following to take place. All members of the former Teaching Service and members of the Public Service working in the Education Department automatically became members of the Education Service; the Education Department assumed the responsibilities of employer, taking over the authority previously exercised by the Teachers Tribunal; the Victorian Education Service Conciliation and Arbitration Commission was set up, this Commission negotiating directly with teacher unions; an Education Service Appeals Board has been established; and the Council of Public Education has been replaced by a new statutory authority, the Victorian Registered Schools Board.

By November 1982, membership of the new State Board of Education had been announced, assistant regional directors of education appointed, and ninety-five senior education officers' and sixteen senior curriculum officers' positions advertised. Further groups of appointments under the new structure were planned for 1983.

Building

During 1981-82, the Building Operations Division implemented building works totalling approximately \$97.6m. The Victorian and Commonwealth Governments continued to be the funding sources, providing approximately \$119.4m for direct capital expenditure, which does not include approximately \$1m realised from the sale of redundant departmental property. Deducted from that amount were allocations for State Technical and Further Education (TAFE) \$9.1m, Government Employee Housing Authority (GEHA) \$3.3m, and Design Supervision and Administration charges \$10.4m, thereby leaving a budget of \$97,643,000 of which \$97,637,393 was expended. In 1982, the Technical and Further Education Board was vested with the responsibility of managing and funding TAFE building programmes.

To achieve a greater degree of monitoring of commitments and expenditure, the financial and reporting systems of the Building Operations Division have been modified for the first time to reflect accurately the different categories of works, namely, New Pupil Places, Additional Facilities, Replacement Facilities, and Maintenance.

During 1981-82, thirteen new primary schools were completed and construction commenced on three new primary schools, six secondary schools, two Special Developmental Schools, and three Counselling, Guidance and Clinical Services Units.

As part of the devolution of powers and responsibilities to School Councils, the School Council Contract system continued to grow, and for the fifth successive year the budget was increased, \$4,296,000 being allocated in 1981-82.

The Education and Community Activity Centre Programme initiated in 1979 was continued. Construction commenced on twenty centres and tenders were invited for a further five.

Curriculum

Introduction

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

Curriculum implementation and school organisation are matters for each school's professional staff. In these tasks teachers are assisted by a variety of in-service education activities and by a system of school self-evaluation known as "school review". Furthermore, advice is given by inspectors and curriculum consultants, and an extensive range of curriculum support services is provided from central, regional, and local bases.

Further reference: Curriculum Services Inquiry, *Victorian Year Book* 1981, pp. 578-9

Curriculum in primary schools

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

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

The major curriculum publications for primary schools in 1982 were the *Mathematics Measurement Guides*, which suggest an alternative approach to the teaching of the mathematics course. Additional guides in music, health, and social studies are nearing completion, and a revised form of handwriting is due for publication, following trials throughout the year.

The publication *C-Scope*, the Primary Division's journal of latest thinking and policy planning by the various curriculum committees, has continued in its new format. Its July 1982 (Number 6) issue was awarded high praise in the Curriculum Development Centres *Digest* for the practical usefulness of its information to schools about school level curriculum.

A considerable development in the teaching of community languages has taken place during the year. Well attended programmes in Greek, Italian, and German exist at a number of schools, and subsidiary programmes funded by outside bodies are increasing: for example nearly 30 programmes, mainly in Italian, are funded by the Italo-Australian Foundation.

For 1983, fifty teachers are to be provided above staffing establishment for the teaching of community languages, and considerable advances in programme extent and quality are expected. It is hoped that the needs of Turkish, Maltese, and Yugoslavian children especially will be met through this provision.

Curriculum in secondary schools

Victorian secondary schools have now been responsible for the implementation of their own local school policy for more than a decade. During this time, teachers have been challenged to consider the needs of their pupils in a local as well as a national context, and to endeavour to create learning experiences that will provide a balance of studies to ensure the intellectual growth, physical well-being, and aesthetic and moral development of pupils with a wide range of natural interests and abilities.

While teachers have responded positively to this challenge, they have also become increasingly aware of the need for support outside their own resources. This past year has seen continued growth in the demand for advice, for support materials, and for in-service training. It has been the task of the central administration to facilitate much in-service education, to offer expert advice both in subject areas and in cross-discipline fields of study, and to sponsor curriculum projects.

Throughout 1982, an important thrust in support of secondary school programmes has been in the publication of subject guidelines, sample units of work, and monographs on methodology. Each of the secondary subject committees has been active in this field in response to an increasing demand from schools for specific assistance.

The major changes to the content, format, and assessment procedures of courses at Year 12 introduced in 1981 by the Victorian Institute of Secondary Education have already had an impact on approaches to teaching below Year 12. The internal assessment of options and the external assessment of Group 1 subjects, together with the total responsibility for assessment of Group 2 subjects, has increased the awareness of teachers generally concerning the need for close and analytical scrutiny of assessment and reporting procedures throughout the secondary school. Certification below Year 12, criterion referenced testing, and reporting are issues now assuming critical significance, especially in the light of unease among many employers concerning the interpretation of individual school reports.

Secondary schools have continued to adapt their programmes to a changing social and economic climate: work experience, computer studies, personal development, and outdoor education have become familiar parts of the curriculum of many schools. In times of high unemployment, schools are endeavouring to maintain those essential studies that develop the cognitive skills, but at the same time are also concerned to help children to develop a set of personal values that will enable them to be adaptable, resilient, and strong in character.

Curriculum in technical schools

Secondary education in technical schools provides a distinct alternative to high schools and to non-government schools. It has traditionally comprised a five year course (Years 7 to 11) designed to achieve the fullest possible individual development of each student and to assist each to decide realistically on future educational and occupational specialisation. The curriculum aims at a balance of academic studies, creative experience, and practical skills. The fourth and fifth years provide opportunities for a measure of specialisation according to students' interests and abilities. Because most technical school teachers are required to have two to five years of industrial experience before undertaking teacher training, secondary technical education has a distinctive practical character. In 1982, the secondary programme in 14 technical schools was extended to include a Year 12 programme. These programmes are built around a core of practical motivational studies such as electrical and electronic studies, engineering studies, building studies, textile studies, or photographic studies.

The twelfth year of study is designed, not for the small minority of secondary students who propose undertaking tertiary studies, but for those students who wish to complete their secondary education with a programme of practical studies closely related to practices operating in industry and commerce.

Technical schools enjoy a high degree of curriculum autonomy under the general control of the Technical Schools Division and with the support of a variety of curriculum committees and consultants. The Education Department operates 108 technical schools and colleges of which 75 are co-educational, with an additional 5 or 6 schools being converted for co-education each year. Those 108 institutions enrolled 69,027 secondary students in 1982, an increase of 2 per cent above the numbers enrolled in 1981.

Curriculum and the Special Services Division

"Special Services" is the functional term used for those educational services that fall outside the scope of the general educational provision. More precisely, these services are special in that they extend across Divisional, Regional, and Systemic boundaries; and they respond to specific educational needs over a wider age distribution than could be

encompassed within any other Division or combination of Divisions. Under the Division's present structure all services have been grouped within one or other of five main sections, each coming under the administrative control of an Assistant Director of Special Services. These sections are Special Education; Counselling, Guidance, and Clinical Services; Ethnic Education; Curriculum Services; and School Services.

Further reference: *Victorian Year Book* 1980, pp. 578-9

Special Education

Through its Special Services Division, the Education Department continues to provide Special Education for handicapped children, with an emphasis on the integration of children within regular schools wherever possible. In particular, developments are evident in the areas of Continuing Education, in the provision of specialised programmes for intellectually disabled children and young persons who have been institutionalised, and in the network of Special Education Services supporting disabled children attending regular schools.

For children who are more severely retarded, there are twenty-four Special Developmental Schools (formerly Day Training Centres administered by independent Committees of Management) with arrangements having been made for a further centre to transfer to the Department from the beginning of the 1983 school year.

Services for children with significant behaviour problems are provided through a special school and an education centre attached to two facilities conducted by the Mental Health Division of the Health Commission. Five social adjustment centres continue to operate with regular primary schools.

Twenty-six facilities, which comprise nineteen day special schools, five institutional special schools and two continuing education centres, provide educational services for students who are intellectually disabled. Five special schools conduct Special Facilities Units which provide an outreach service to intellectually disabled students recommended for special school placement and/or exit special school students. Programmes for handicapped persons of post-school age continue to be provided through evening classes at Day Special Schools in the areas of literacy, numeracy, social competency, homecrafts, art/craft, and driver education.

Educational services for socially disadvantaged children are provided in association with two reception centres and two children's homes, while education centres are located in five youth training centres and in eight prisons.

Education of children who are physically or sensorily handicapped is provided through a total of ten Day Special Schools as well as through two schools established within hospitals, while visiting teacher services are provided on a regional basis to support those children attending regular schools.

A range of special assistance services is provided through five Demonstration Units, sixty-three Special Education Units, and fifty-seven Special Assistance Units. These facilities provide in-service education and consultative support for teachers and offer intensive teaching assistance to children experiencing learning difficulties with a view to their integration into the regular classroom.

The Homecrafts Branch staff act as consultants to 83 special education schools and centres in the area of "daily-living" skills; they offer State-wide in-service education programmes, and they produce and disseminate resource information and equipment.

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

Counselling, Guidance, and Clinical Services

Counselling, Guidance, and Clinical Services is a school support service designed for teachers, parents, and children seeking specialist assistance because of educational, adjustment, or severe learning difficulties, speech problems, poor motor skills, or other sensoral, emotional, and physical disabilities. The service is located in district centres, enabling staff to know local teachers and to work together with a shared knowledge of the particular educational characteristics and needs of the local community.

The staff consists of guidance officers, psychology officers, social workers, welfare officers, speech therapists, and interpreters, providing a variety of services to all children, particularly the handicapped.

Specific services supplied include the training of career education and pupil welfare teachers and the provision of a continuing support service to them, and a multi-cultural resources section to assist with a better understanding of the background, culture, and needs of ethnic groups within the community.

Ethnic Education Services

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

Aboriginal Education Services Unit. This Unit administers Commonwealth Department of Aboriginal Affairs funds for supplementary educational programmes for Aboriginals in Victorian schools. A 1979 survey of all schools in the State indicated that at least 2,500 Aboriginal children were enrolled in 568 schools and pre-schools. Aboriginal children are generally given the same curriculum as non-Aboriginals, although some schools have introduced the study of traditional Aboriginal culture and contemporary Aboriginal affairs, together with a range of school projects specifically for Aboriginals. The Unit has an approved establishment of 12 seconded teachers and 58 other staff, including Aboriginal liaison officers and teacher aides. Places for Aboriginal students at some teacher training institutions are subsidised under Special Entry Schemes. All programmes are planned and implemented together with the Victorian Aboriginal Education Consultative Group.

Adult Migrant Education Services. Free courses and classes are conducted in approximately 200 locations in the city, suburbs, and country for an average of 27,000 students per year. A wide range of programmes is maintained to meet changing client needs. These programmes include on-arrival courses, on-going courses, specific skills courses, a correspondence course, a home tutor scheme, and an industrial language training service.

Child Migrant Education Services. The unit provides a consultative and advisory service on request to all teachers of migrant and refugee children from non-English speaking backgrounds in State schools, and where possible in other education systems. The services include visits to schools and language centres to advise and assist in the teaching of English as a second language, local in-service education programmes, multi-cultural programmes, and the teaching of community languages. In-service education programmes are both central and school based. Two regular publications entitled *Polycom* and *Communique* keep teachers informed on current developments in ethnic education, including education for a multi-cultural society.

Newly arrived migrant and refugee children of non-English speaking backgrounds are offered a six months intensive course in English either in a New Arrivals Language Centre or in a school with specifically appointed teachers. On average more than 1,000 students attend the six centres at any one time.

Secondary students of non-English speaking background who are not making expected educational progress may be admitted to one of four Intensive Language Centres for specific assistance with English.

Curriculum Services

The Curriculum Services Unit is the major curriculum support group of the Education Department of Victoria. The specialised skills of the staff provide a resource of curriculum expertise at all school levels. Members of the Curriculum Services Unit develop curriculum materials; produce periodicals; undertake research; organise and conduct In-Service Education conferences, seminars, and workshops for teachers; support regional and district consultants; maintain an overview of developments in curriculum; provide a support service for administrators; advise schools on the development and management of educational resources; provide advice and support for school based curriculum development and evaluation; and manage and supply schools with access to scarce curriculum resources.

School Services

The School Services Section of the Special Services Division consists of the Audio-Visual Resources Branch, Library Branch, and Publications and Information Branch. All these branches provide inter-systemic services to Victorian primary and secondary schools.

Recent significant developments of service have included the development of the Education Access Television Project by the Audio-Visual Resources Branch in co-operation with a metropolitan television station and major country networks; the planning and organisation of the first Media Communications Expo, again in co-operation with the commercial media industry; the extension of full library bibliographic and reviewing services to non-government schools by the Library Branch; and a marked improvement in the quality, speed, and economy of production of print materials within the Publications and Information Branch because of modern printing technology.

Other Departmental curriculum support services

Outside the ambit of the Special Services Division various special staffs operate. These include those working in such fields as the State Schools Nursery; the Gould League; the History Section; and the Correspondence School.

State Schools Nursery. During 1981-82, the Nursery supplied 1,458 schools with plants, was visited by 11,200 students on educational tours, provided on-site landscaping advice to 400 schools throughout Victoria and conducted school in-service activities and evening courses at the Nursery for teachers. The Landscape Construction Division completed work at 86 schools and, with teaching staff, assisted in large displays in the Exhibition Building for Garden Week and in the Fitzroy Gardens for the Herald State Garden Festival.

Gould League. The Gould League provides a wide range of high quality, low cost environmental publications, together with associated in-service and consultancy programmes for both schools and the community. The League is currently expanding its habitat orientated resource material so that most aspects of each major Victorian habitat is covered at all levels.

History Section. This Section researches and records the history of State education in Victoria, and provides an education history information service for teachers, students, the community, and officers of this Department. For centenaries and other special occasions, detailed accounts of school histories are compiled and supplied on request.

Correspondence School. This school serves children who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. In addition, tuition is available for Education Department teachers, members of the Armed Forces, inmates of institutions and prisons, and (as far as class vacancies permit) other adults. A basic adults' programme provides assistance in the skills of language and number.

Curriculum support services in non-Departmental organisations

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

Other non-Departmental services

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

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

Transport services and curriculum

Without the transport services provided by the Education Department, many children would be unable to experience the particular curriculum best suited to their needs. By 30 June 1982, the 2,125 transport services provided were carrying 71,910 children and covering a daily distance of 150,422 kilometres. These services included one subsidised bus arranged by VicRail, and 1,751 other buses; 293 services catered especially for physically and intellectually handicapped children; and 81 temporary services for emergency purposes. To the cost of \$37.23m for 1981-82 must be added \$7.86m paid to parents for conveyance allowances. During 1981-82, the transport system was used by 38,392 government secondary students, 20,852 primary students, as well as 12,666 children attending non-government schools.

Finance

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

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

Total net educational expenditure for 1981-82 was \$1,820,673,000, an increase of \$211,958,000 or 13.2 per cent on the previous financial year.

The expenditure shown above differs from the figures on educational expenditure shown on pages 428-30 of this *Year Book* in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, debt charges, and payroll tax.

*Personnel**General policy*

Following the proclamation on 24 March 1982 of relevant sections of the *Education Service Act 1981*, the Department assumed the employment and many other functions previously carried out by the Teachers' Tribunal. These functions are now centred in the Personnel Division where a full range of personnel services are provided for approximately 70,000 staff including principals, teachers, administrative and ancillary staff, and school council staff.

As with other areas of the Department's administration, the Personnel Branch is in the process of re-organisation. It is planned that the Branch's operations will be centred on four key functional areas, namely, industrial relations, staffing, employment, and personnel services. The drawing together of those aspects of the personnel function previously carried out by the Tribunal, and in teaching and other Divisions, should ensure a more uniform and effective delivery of personnel services throughout the Department.

Preparation and development of teachers

The Teacher Education Division co-ordinates the complex and varied activities which contribute to the continuum of teacher development. It presents information to those interested in teaching as a career; provides input to policy and course content decision-making at tertiary training institution level; and advises students on-course and in the provision of an integrated and on-going programme for career development. There has been close collaboration with other Divisions within the Department in identifying areas of need and in making the transition from tertiary student to teacher as smooth as possible. Significant reports from State and national committees inquiring into teacher education have stressed the significance of teacher development programmes in relation to the quality of education in schools.

Pre-service teacher education

Sufficient numbers of suitable students are needed to enrol every year in each type of teacher training course so that schools can be adequately staffed with a range of subject specialists.

Secondary school students require appropriate advice concerning the many teaching career opportunities that are available and regional Teacher Education Officers provide advisory services to careers teachers and senior secondary school students.

Tertiary students are provided with advisory services by Teacher Education Officers located at teachers' centres and regional offices. The officers can advise all students concerning aspects of employment opportunities in teaching at each stage of training.

To assist the advisory process, the Teacher Education Division has established a central Register of Approved Tertiary Courses for Teacher Employment with the teaching Divisions.

Student residences

Residential accommodation is provided in Melbourne, Ballarat, Bendigo, and Geelong for country students who enrol in courses leading to teaching. The demand for the 630 places in the 15 residences remained at a high level in 1982.

Teaching fellowships and teacher exchange

The International Teaching Fellowship Programme maintained a steady growth during 1982 and included teachers from the United Kingdom (through the League for the Exchange of Commonwealth Teachers), the United States of America, Canada, France, West Germany, Japan, New Zealand, Yugoslavia, and for the first time, the People's Republic of China. Fifty-two Fellowships were awarded to Victorians in 1982. Among the recipients were two tertiary lecturers who were awarded Fellowships to enable them to work in Nanjing, China.

The Australian State and Territory Teacher Exchange Programme enabled seven Victorians to teach in other States of Australia for the 1982 school year.

The Department continues to contribute, both administratively and by the participation of its teachers, to the Schools Exchange and Travel Scheme which is funded by the Schools Commission. Thirty awards for interstate travel were offered to Victorians in 1982 and a further twenty-six awards were made under the Teachers and Industry Pilot Programme, which enabled Victorian teachers to undertake short-term visits to industrial settings.

In-service education

The Education Department arranges a programme of professional development activities for teachers; the programme provides opportunities for conferences and seminars with particular reference to school curriculum developments and also to courses for principals and teachers moving into new areas of responsibility.

An inter-systemic group, the Victorian In-Service Education Committee, approves funding for activities in the Professional Development Programme. The members of the Committee are appointed by the Minister of Education, and represent teachers, administrators and parents associated with Education Department schools, Catholic systemic schools, and Independent schools. The funds for this programme are provided from the Commonwealth Schools Commission. In addition to the State-wide programme funded by the Committee, a significant proportion of the funding is utilised to support programmes funded by the twelve Regional In-Service Education Committees, which are also set up on an inter-systemic basis. An important component of the regional programmes is the consultancy service. The regional courses also support a number of school activities, many of which are related closely to the development of curriculum within the schools by collaborative planning involving teachers and members of school communities.

Qualification courses

During 1982, Hawthorn Teachers' Centre administered the primary qualifications programme designed to enable primary teachers to attain fully qualified status. There was

a decline in enrolments—278 teachers being enrolled in 349 subject units. One lecture location was available in the Melbourne metropolitan area and correspondence tuition was offered to students unable to attend lectures.

Study leave

In 1982, the Department provided a number of study leave awards to increase the supply of teachers in specialist areas such as careers education, librarianship, music, computer education, educational technology, secretarial studies, and special education. Some part-time awards were also made to enable teachers to increase basic qualifications to fully qualified status.

Further references: State secondary education, *Victorian Year Book* 1962, pp. 206-9; State primary education, 1963, pp. 191-6; Educational administration, 1964, pp. 208-10; Audio-visual education, 1964, pp. 211-12; Technical education, 1965, pp. 207-17; Teacher training, 1967, pp. 480-4; History of Education Department, 1969, pp. 107-10; Development of curricula, 1969, pp. 479-81; Recent developments, 1970, pp. 479-80; Commonwealth aid to education in Victoria, 1972, pp. 435-40; Educational administration, 1974, pp. 467-9; Community schools, 1974, p. 469; Student counselling in Victoria, 1975, pp. 727-9; Victorian Education Department, 1976, pp. 176-9; Decentralisation in educational administration, 1979, p. 573; Special services division, 1980, pp. 578-9; Educational administration, 1981, pp. 576-7; Curriculum Services Inquiry, 1981, pp. 578-9

NON-GOVERNMENT SYSTEM

Registered Schools Board

General

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and established the Teachers and Schools Registration Board of Victoria. This Board was responsible for the registration of non-government schools within Victoria and teachers employed in such schools. The Council of Public Education was constituted by the *Education Act* 1910 and assumed the registration functions of the Schools and Teachers Registration Board. This body was replaced by the Registered Schools Board in early 1982.

Registration of teachers

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

Registration of schools

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

Non-government schools

General features

The non-government schools derive their working income from fees charged, and through government assistance by way of per capita grants. Victorian per capita grants are related to the average cost per child per year in Victorian primary and secondary government schools. Commonwealth per capita grants are paid to non-government schools on the basis of a "categories of need" system, administered by the Schools Commission through the State Planning and Finance Committee. These grants are of critical importance in every non-government school's financial arrangements.

Non-government schools educate approximately 28 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, provide a wide variety of

co-curricular activities. Their autonomy allows a degree of innovation and organisational variety which leads to wide differences between schools, and they therefore differ not only from government schools, but also from each other. The schools vary in size; some are boys' schools, some are girls' schools, some co-educational, some day schools with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

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

The curriculum offered in non-government schools is much the same as that provided in comparable government schools. In denominational schools, religious education is included as part of the academic curriculum and is also emphasised in other aspects of school organisation. Scholarships are offered by many schools and non-government school pupils are also entitled to the financial benefits gained through securing government scholarships. Many schools provide bursary assistance for those in financial need.

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

Further reference: *Victorian Year Book 1979*, pp. 568-9

Catholic education

General

The majority of non-government schools in Victoria are Catholic. In 1982, there were 166,731 pupils in Victorian Catholic schools.

Catholic education in Victoria has traditionally been administered at the diocesan and at the local level. In recent years, diocesan education boards and many parish education boards have been established, and diocesan education offices have been expanded. Co-ordination of policy and administration is achieved through the Catholic Education Commission of Victoria (CECV). The CECV has a chairman and an executive committee of eight persons—executive director, planning officer, administrative officers from each of the four dioceses, and two members of teaching religious congregations. There are also consultative commissioners representing among other bodies the dioceses, major superiors of religious congregations, the Institute of Catholic Education, parish priests, principals of primary and secondary schools, primary and secondary teachers, and there are two parent representatives.

The CECV provides or appoints representatives of Catholic schools on many organisations, including the Victorian Institute of Secondary Education, the Registered Schools Board, the Victorian In-Service Education Committee, and the State Planning and Finance Committee. The Catholic Education Office of Victoria is the administrative arm of the CECV.

Primary schools and kindergartens

Ten pre-schools are conducted under the auspices of the Catholic Church in Victoria, and are open to all applicants independent of their religious affiliations.

Virtually every parish in Victoria conducts a primary school, and in the larger parishes there may be two schools. In 1982, there were 365 parish primary schools, enrolling 96,256 pupils. There were also 2,690 primary students enrolled in 18 registered primary/secondary schools. In addition, there were seven special schools catering for children with varying

special needs, with an enrolment of 207 children. The overall total of primary pupils enrolled in 1982 was 99,153. Approximately 52 per cent of the parish schools in Victoria in 1982 were conducted by principals who were members of religious congregations. Members of religious orders also teach in the schools (including those conducted by lay principals) but at present there is a majority of lay teachers.

Parish primary schools are divided into eighteen zones or regions, each of which has its own education consultant and administrative services consultant who liaise between schools and Catholic Education Offices.

Secondary education

There were 129 Catholic schools providing secondary education for a total of 67,570 students in Victoria during 1982. Of this total, 61,154 pupils were enrolled in 111 secondary schools, 6,416 secondary pupils were enrolled in 18 primary/secondary schools. Catholic secondary schools are controlled either by a religious congregation which owns and maintains it, or by a Regional College Board which represents a number of parishes having priority of access to the school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1982, twenty-eight Catholic secondary schools in Victoria had lay principals, while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

In the past, most Catholic secondary schools have been single-sex. This is changing, as most new schools are co-educational, and numbers of existing boys' and girls' colleges have amalgamated in order to rationalise resources. Another recent development is the establishment of senior co-educational colleges which cater for students in Years 11 and 12. Such senior colleges are usually linked to several Year 7-10 establishments in the surrounding area.

Tertiary education

The main emphasis is on primary teacher education for both male and female students. The Institute of Catholic Education incorporates three campuses: Ascot Vale, Oakleigh, and Ballarat. The institute, while emphasising pre-service education, has introduced a number of graduate diploma courses. A Diploma of Education (Secondary) is offered at Ascot Vale and Oakleigh. There are university colleges and halls of residence at the University of Melbourne and Monash University and several theological colleges provide for the education of students for the priesthood. These colleges provide full-time and part-time studies for both religious and lay teachers.

The Catholic Education Office of Victoria offers various in-service activities to principals, teachers, and school staffs.

Religious education

In all Catholic schools, emphasis is placed on the education of the whole child: the spiritual element as well as the mental, social, and physical. There are about 100,000 Catholic pupils in State schools and the religious education of some of these pupils is undertaken by a team of religious teachers who are assisted by priests and voluntary catechists.

Professional organisations

Teachers and principals in Catholic schools can belong to a number of professional organisations. These organisations include the Principals Association of Victorian Catholic Secondary Schools, the Regional Colleges Principals Association, the Victorian Parish Principals Representative Committee, the Association of Teachers in Victorian Catholic Secondary Schools, and the Victorian Catholic Primary Teachers' Association.

Some Catholic schools are members of the Association of Independent Schools of Victoria.

Other non-government schools

General

Many non-Catholic independent schools began as Church foundations. Such schools were generally founded in the second half of the nineteenth century or during the early

years of this century. The founding Church remains actively involved in many of these schools today.

Not all the older non-Catholic schools, however, have a denominational affiliation, and this absence of such an affiliation has become the norm for non-Catholic independent schools established during the last ten years. During this period, the number of newly established, non-Catholic independent schools has risen quite dramatically. Most of these remain relatively small schools with an emphasis on meeting the needs, and encouraging the participation, of local communities; hence the common term "community schools". Despite their non-denominational nature, most of these schools have a strong religious dimension. For example, several schools have been established on an ecumenical Christian Community College model, while others have been established by various associations for Parent-Controlled Christian Education.

Association of Independent Schools of Victoria and associated organisations

Most non-government schools which are not Catholic, and some Catholic schools, belong to the Association of Independent Schools of Victoria (AISV) which is one of the constituents of the National Council of Independent Schools (NCIS).

The AISV is an association of 97 non-government schools. Each member school appoints three delegates, a voting delegate who must be a member of its governing body, and two non-voting delegates one of whom will be a parent, and the other usually the principal of the school. The main function of the AISV is to consider the relationship of the schools to government and the public, nationally through NCIS and at a State level where appropriate.

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (HMCISA) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV). The Victorian branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-five schools with a majority of boys enrolled, and the Association of Heads of Independent Girls' Schools of Victoria is an incorporated body consisting of principals of non-government schools with a majority of girls enrolled: six of these schools are co-educational and twenty-nine are single-sex girls' schools.

Through regular meetings, principals are kept informed on a wide variety of matters which affect their schools and receive reports from representatives working on various social and educational committees. These include the Incorporated Association of Registered Teachers of Victoria (IARTV), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Institute of Secondary Education (VISE), the Victorian Universities Admissions Committee, and the Australian Broadcasting Commission. There is regular communication between the two bodies and joint meetings are held on a regular basis.

Assistant teachers are represented by the Victorian Association of Teachers in Independent Schools (VATIS). This body was formed in 1975 by the amalgamation of the Association of Teachers in Independent Schools and the Assistant Mistresses Association of Victoria. VATIS is affiliated with the Independent Teachers Federation of Australia.

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

Primary and secondary education statistics

VICTORIA—NUMBER OF SCHOOLS REGISTERED,
TEACHERS, AND PUPILS (a)

Year	Government			Non-government			Total		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
1978	2,152	42,981	623,609	600	11,882	207,160	2,752	54,863	830,769
1979	2,155	42,763	614,419	617	12,656	211,141	2,772	55,419	825,560
1980 (b)	2,158	42,201	606,147	633	13,034	216,125	2,791	55,235	822,272
1981	2,149	41,769	595,042	632	13,815	221,611	2,781	55,584	816,653
1982	2,140	41,856	584,781	641	14,438	227,203	2,781	56,294	811,984

(a) First school day in August.

(b) From 1980 first school day in July.

VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS:
CLASS OF SCHOOL: SEX OF PUPILS, 1982 (a)

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,652	175,212	165,700	340,912	419	50,330	49,201	99,531
Primary-secondary	18	2,437	2,324	4,761	99	34,935	30,610	65,545
Secondary (b)	288	68,752	96,794	165,546	108	24,786	35,180	59,966
Secondary technical	108	51,281	15,638	66,919	5	1,476	310	1,786
Correspondence	1	600	813	1,413	—	—	—	—
Special	73	3,187	2,043	5,230	10	205	170	375
Total	2,140	301,469	283,312	584,781	641	111,732	115,471	227,203

(a) First school day in July.

(b) Excluding Secondary technical schools.

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1982 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools							All schools
			Roman Catholic	Anglican	Uniting and Presbyterian	Baptist	Jewish	Other	Total non-government	
Under 6	M	20,490	6,178	385	150	31	205	352	7,301	27,791
	F	19,723	6,008	339	191	45	211	485	7,279	27,002
	T	40,213	12,186	724	341	76	416	837	14,580	54,793
6	M	23,298	6,747	407	273	43	187	346	8,003	31,301
	F	21,482	6,588	308	169	56	210	469	7,800	29,282
	T	44,780	13,335	715	442	99	397	815	15,803	60,583
7	M	23,915	7,064	434	191	39	211	343	8,282	32,197
	F	22,665	6,882	339	246	47	193	508	8,215	30,880
	T	46,580	13,946	773	437	86	404	851	16,497	63,077
8	M	25,062	7,157	500	242	64	221	363	8,547	33,609
	F	23,870	6,862	403	211	39	156	564	8,235	32,105
	T	48,932	14,019	903	453	103	377	927	16,782	65,714
9	M	26,018	7,276	590	302	63	191	367	8,789	34,807
	F	24,612	6,952	424	257	56	192	575	8,456	33,068
	T	50,630	14,228	1,014	559	119	383	942	17,245	67,875
10	M	27,195	7,452	790	414	63	177	427	9,323	36,518
	F	25,993	7,405	553	361	63	200	646	9,228	35,221
	T	53,188	14,857	1,343	775	126	377	1,073	18,551	71,739
11	M	27,454	7,170	844	485	68	166	401	9,134	36,588
	F	26,633	7,428	602	367	70	179	636	9,282	35,915
	T	54,087	14,598	1,446	852	138	345	1,037	18,416	72,503
12 and over	M	3,834	1,104	69	54	10	26	91	1,354	5,188
	F	2,604	681	50	34	9	54	62	890	3,494
	T	6,438	1,785	119	88	19	80	153	2,244	8,682
Total primary grades	M	177,266	50,148	4,019	2,111	381	1,384	2,690	60,733	237,999
	F	167,582	48,806	3,018	1,836	385	1,395	3,945	59,385	226,967
	T	344,848	98,954	7,037	3,947	766	2,779	6,635	120,118	464,966

VICTORIA—PRIMARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1982 (a)—continued

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Church of England	Anglican	Baptist	Jewish	Other		
Total special schools (b)	M	3,187	104	—	—	—	—	101	205	3,392
	F	2,043	103	—	—	—	—	67	170	2,213
	T	5,230	207	—	—	—	—	168	375	5,605
Total all primary pupils (b)	M	180,453	50,252	4,019	2,111	381	1,384	2,791	60,938	241,391
	F	169,625	48,909	3,018	1,836	385	1,395	4,012	59,555	229,180
	T	350,078	99,161	7,037	3,947	766	2,779	6,803	120,493	470,571

(a) First school day in July.

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

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

VICTORIA—SECONDARY EDUCATION: TYPE OF SCHOOL:
AGE AND SEX OF PUPILS, 1982 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						Total non-government	All schools
			Roman Catholic	Anglican	Uniting and Presbyterian	Baptist	Jewish	Other		
Under 12	M	555	290	80	n.p.	5	n.p.	21	474	1,029
	F	592	179	88	60	n.p.	n.p.	69	438	1,030
	T	1,147	469	168	n.p.	n.p.	n.p.	90	912	2,059
12	M	21,993	5,924	1,567	1,033	120	136	544	9,324	31,317
	F	21,043	6,831	1,179	907	207	141	1,020	10,285	31,328
	T	43,036	12,755	2,746	1,940	327	277	1,564	19,609	62,645
13	M	25,950	6,360	1,620	1,156	132	138	560	9,966	35,916
	F	23,699	7,165	1,283	926	229	137	1,046	10,786	34,485
	T	49,649	13,525	2,903	2,082	361	275	1,606	20,752	70,401
14	M	25,092	5,992	1,560	1,154	149	142	478	9,475	34,567
	F	22,586	6,807	1,201	919	209	127	1,009	10,272	32,858
	T	47,678	12,799	2,761	2,073	358	269	1,487	19,747	67,425
15	M	22,640	5,222	1,552	1,113	155	103	362	8,507	31,147
	F	20,436	6,301	1,184	913	207	139	831	9,575	30,011
	T	43,076	11,523	2,736	2,026	362	242	1,193	18,082	61,158
16	M	15,932	4,301	1,338	958	141	94	336	7,168	23,100
	F	15,595	5,383	1,116	839	196	88	788	8,410	24,005
	T	31,527	9,684	2,454	1,797	337	182	1,124	15,578	47,105
17	M	6,835	2,653	1,066	738	124	68	237	4,886	11,721
	F	7,788	3,269	761	627	155	50	526	5,388	13,176
	T	14,623	5,922	1,827	1,365	279	118	763	10,274	24,897
18	M	1,447	423	190	112	24	10	86	845	2,292
	F	1,265	361	124	89	n.p.	n.p.	91	683	1,948
	T	2,712	784	314	201	n.p.	n.p.	177	1,528	4,240
19 and over	M	572	68	18	n.p.	—	n.p.	54	149	721
	F	683	41	9	5	—	—	24	79	762
	T	1,255	109	27	n.p.	—	n.p.	78	228	1,483
Total secondary pupils (a)	M	121,016	31,233	8,991	6,338	850	704	2,678	50,794	171,810
	F	113,687	36,337	6,945	5,285	1,226	719	5,404	55,916	169,603
	T	234,703	67,570	15,936	11,623	2,076	1,423	8,082	106,710	341,413

(a) First school day in July.

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

EXAMINATIONS

Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education was established by an Act of the Victorian Parliament on 30 November 1976 as an autonomous body, supported by a Victorian Government grant and governed by a council consisting of a chairman and twenty-four other members all appointed by the Governor in Council. The present chairman, who is also Dean of the Faculty of Education at the University of Melbourne, has been chairman of the Institute since its inception in January 1977. The Executive Secretary of the Institute is its chief executive officer and is supported by some one hundred professional and administrative staff.

The objects of the Institute are to assist "persons who are in a process of transition from secondary school to further studies or employment or from employment to further

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

The new curriculum and assessment procedures at the Year 12 (HSC) level began in 1981. These innovations stemmed from policy first announced by the Institute in April 1978. Schools in 1982 responded to the new Group 2 subjects and some 1,450 students in 150 schools took one or more Group 2 subjects and 800 students in 31 schools took an Approved Study Structure programme. A total of more than 5,000 descriptive assessments for Group 2 courses were issued by the Institute.

The offering of Group 1 subjects remains the same in 1982 (54 subjects); however, some thirty-one Group 2 subjects in such diverse areas as Drama, Psychology, and Business Mathematics are offered. Six Approved Study Structure programmes and a number of Group 2 single units are also being offered. Every curriculum offered has undergone a strict process of accreditation. By accrediting a subject or unit, the Institute indicates that it believes that subject or unit is educationally sound and appropriate for the Year 12 students for whom it is intended.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1978	1979	1980	1981	1982
Total entries	28,791	27,162	25,455	26,887	26,770
Number who attempted to pass fully	22,569	21,738	21,367	23,397	23,425
Number who passed fully	15,315	15,034	14,609	16,162	16,367
Percentage who passed fully	67.9	69.2	68.4	69.1	69.9

Further references: Public examinations, *Victorian Year Book* 1966, pp. 202-3; Victorian Universities and Schools Examinations Board, 1974, pp. 486-7 and 1977, pp. 717-19; Examinations in the 1970s, 1975, pp. 726-7; Victorian Institute of Secondary Education, 1980, pp. 592-3

TERTIARY EDUCATION

Commonwealth Tertiary Education Commission

Introduction

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

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

Financing of tertiary education

Commonwealth Government assistance to the States for universities dates from 1951-52. Grants for colleges of advanced education were made from the beginning of the 1967 to 1969 triennium. Broadly speaking, these grants were provided on a matching basis (joint Commonwealth and State expenditure). The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced.

Since 1974 the Commonwealth has, with the agreement of the States, accepted full responsibility for financial assistance to universities and colleges of advanced education. Following the establishment of the Commonwealth Tertiary Education Commission, grants for these two sectors were provided under the *States Grants (Tertiary Education Assistance) Act* 1977 for the year 1978, and for the years 1979 to 1981 and 1982 to 1984

under the States Grants (Tertiary Education Assistance) Acts 1978 and 1981. Generally, recurrent grants are appropriated on a triennial basis while capital and equipment grants are appropriated on an annual basis.

All Commonwealth grants for TAFE are appropriated on an annual basis and are also included in the States Grants (Tertiary Education Assistance) Acts.

Victoria has been allocated the following Commonwealth grants in 1982: universities—\$3m for capital purposes, \$9.5m for equipment, and \$222.9m for recurrent purposes; advanced education—\$5.5m for capital purposes, \$7.6m for equipment, and \$205m for recurrent expenditure; and TAFE \$26.8m for capital purposes, \$2.8m for equipment, and \$22.3m for recurrent purposes.

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

Victorian Post-Secondary Education Commission

Introduction

The Victorian Post-Secondary Education Commission came into being with the proclamation of the *Post-Secondary Education Act* 1978 on 25 October 1978. Within the general framework of the Act, the Victorian Post-Secondary Education Commission has been established to improve, develop, and co-ordinate post-secondary education in Victoria. Post-secondary education is defined as the education of persons beyond the age of compulsory school attendance who are not undergoing full-time secondary education.

Commission activities

A major activity of the Commission during 1982 was the commencement of planning for the 1985 to 1987 triennium. Consultations were held with representatives of colleges of advanced education and universities to discuss the general requirements of each institution. To assist in its formulation of advice to the Commonwealth for the allocation of funding and the commencement of new initiatives, the Commission established a number of committees and working parties to inquire into the needs for education in a range of fields of post-secondary education. The reports of these groups should be available in time to assist the Commission to finalise its planning advice.

The consolidation of post-secondary institutions into larger administrative units continued in 1982 with further amalgamations which absorbed the remaining single purpose teachers colleges into multi-discipline conglomerates.

The Commission has continued with its review of the constitutions of college councils, and in 1982 approved revised constitutions for a number of advanced college and TAFE college councils. Constitutions were also approved for the councils of newly established institutions arising either from amalgamations of existing colleges or by separation of TAFE colleges from colleges of advanced education. One new TAFE college was established, namely the Holmesglen College of Technical and Further Education, which was set up in the premises formerly occupied by the construction activities of the Housing Commission at Holmesglen, and which absorbed a major part of the TAFE activities of the former Caulfield Institute of Technology.

The Commission continued with the validation of programmes of research undertaken by Masters degree candidates in colleges of advanced education, and recommended the making of Orders in Council to enable the respective colleges to confer Masters degrees on those candidates who completed approved programmes.

The Commission also continued with its function of examining and approving proposals for the introduction of new or altered courses in colleges of advanced education and universities.

Accreditation Board

The Accreditation Board was established under the amended provisions of the *Post-Secondary Education Act* 1978, which were proclaimed on 25 June 1980. The Order in Council establishing membership of the Board was signed by the Governor in Council on 2 December 1980. On the same day the Commonwealth Minister of Education announced the Board's formation, responsibility, and membership. Staff for the Board is provided by the Victorian Post-Secondary Education Commission.

During 1981, the Board met with representatives of the Victorian Conference of Principals of Colleges of Advanced Education to discuss and finalise procedures on accreditation. Resulting from this, a document entitled *Accreditation Processes* was promulgated by the Board on 1 January 1982. The Board continues to investigate courses referred to it by the Victorian Post-Secondary Education Commission in accordance with the Act.

Under section 32 of the *Post-Secondary Education Act* 1978, the Accreditation Board may declare that an institution is qualified to recommend to the Board that any course of study conducted by the institution, or any course within a particular field of study at that institution, be accredited.

In accordance with its powers under the *Post-Secondary Education Act* 1978, the Board has also assumed responsibility for the accreditation of programmes of candidates for Masters Degrees by Research.

Further references: *Post-Secondary Education Committee, Victorian Year Book* 1979, p. 575; *Victorian Institute of Colleges*, 1980, pp. 607-8

Victorian Universities Admissions Committee

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the then three universities for the selection of applicants seeking admission. A new agreement was signed on 4 October 1979 to incorporate Deakin University. The membership of the Committee is derived entirely from these four universities. Each may appoint one representative for every four hundred (and for every fractional part of four hundred) students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar or his deputy. It was recognised some years ago that there would be considerable advantage to universities, to other tertiary institutions, and to prospective applicants, if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The number of participating institutions for selection of students to begin courses in 1983 is twenty-one.

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

The Committee conducts a joint selection process by the use of a common application form. It also allows each applicant to choose in order of preference more than one course of study up to a maximum of eight, to which he may seek admission. Courses consider all applicants regardless of preference level. The selection system operates such that an applicant can receive an offer to his highest preference according to his ability. An offer may be made to an applicant by any of his listed preferences. The Committee is not empowered to select applicants but merely acts on behalf of the institutions to receive applications and to notify applicants of the success or otherwise of their application.

University of Melbourne

General

The University of Melbourne was established by an Act of the Victorian Parliament on 11 April 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, the diplomates, members of the academic and designated general staff, and graduate and undergraduate students. It is governed by a council of up to forty members including members of Parliament and persons representing various community interests appointed by the Governor in Council, members elected by the graduates, the professors, other academic and general staff, and the graduate and undergraduate students, as well as co-opted ex-officio members, with wide powers for the conduct of University affairs. The general academic administration of the University is conducted by faculties and boards of studies and supervised by the Academic Board.

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

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

Chairs

Chairs maintained at the University of Melbourne, either out of general revenue or from endowments, included the following at September 1982:

Accounting (Fitzgerald Professor), Accounting (G. L. Wood Professor), Agricultural Engineering, Agriculture (3), Anatomy (2), Architecture (2), Biochemistry (2), Biochemistry (Medical), Botany (2), Building, Business Administration, Chemical Engineering, Child Dental Health, Civil Engineering, Classical Studies, Clinical Pharmacology and Therapeutics (Merck, Sharpe, and Dohme Professor), Commerce and Business Administration (Sidney Myer Professor), Commercial Law, Community Health, Computer Science, Conservative Dentistry, Dental Medicine and Surgery, Dental Prosthetics, Econometrics, Economic History, Economics (2), Economics (Ritchie Research Professor), Economics (Truby Williams Professor), Education (2), Education (John Smyth Professor), Electrical Engineering, Electronics and Communications, English (Robert Wallace Professor), English Language and Literature, Experimental Physics, Experimental Physiology and Medicine (Research Professor), Fine Arts (*The Herald* Professor), Forest Science, French, Genetics, Geography, Geology, Germanic Studies, Gerontology and Geriatric Medicine (Mount Royal National Research Institute Professor), History (Ernest Scott Professor), History (Max Crawford Professor), History and Philosophy of Science, Inorganic Chemistry, Italian, Landscape Architecture (Elisabeth Murdoch Professor), Law (Harrison Moore Professor), Law (Hearn Professor), Law (Kenneth Bailey Professor), Law (George Paton Professor), Mathematics (4), Mathematics (RAAF Academy), Mechanical Engineering, Medical Biology (Research Professor), Medicine (3), Medicine (James Stewart Professor), Meteorology, Microbiology (2), Microbiology (Medical), Middle Eastern Studies, Mining and Metallurgy, Music, Music (Ormond Professor), Obstetrics and Gynaecology, Obstetrics and Gynaecology (Dunbar Hooper Professor), Ophthalmology (Ringland Anderson Professor), Optometry, Organic Chemistry, Oriental Studies, Otolaryngology (William Gibson Professor), Paediatrics (Royal Children's Hospital Research Foundation Professor), Paediatrics (Stevenson Professor), Pathology (2), Pharmacology, Philosophy (Boyce Gibson Professor), Physical Chemistry, Physics (Chamber of Manufactures Professor), Physics (RAAF Academy), Physiology (2), Political Science (2), Psychiatry (Cato Professor), Psychology (2), Radiology (Edgar Rouse Professor), Russian, Social Work, Statistics, Surgery (1), Surgery (Hugh Devine Professor), Surgery (James Stewart Professor), Theoretical Physics, Town and Regional Planning, Veterinary Biology, Veterinary Clinical Sciences, Veterinary Medicine, Veterinary Pathology, and Zoology.

In addition, the Vice-Chancellor and a number of academics in departments hold personal chairs, while the Deputy Vice-Chancellor, the two Deputy Vice-Chancellors, the Director of Environmental Planning, the Director of the Centre for the Study of Higher Education and the Director of the Institute of Applied Economic and Social Research are, by statute, professors of the University.

Fees and financial assistance

Students enrolled in courses leading to degrees and diplomas are required to pay an amenities and services fee entitling them to share in the corporate, social, and sporting activities centred in the University Union, the Sports Union, and the Students

Representative Council. The students have a large measure of self-government in all matters concerning these organisations.

Fees are payable for continuing education courses. A wide variety of these courses, which do not lead to degrees or diplomas, are available.

Financial assistance may be available to students from various sources. The Tertiary Education Assistance Scheme (TEAS) financed by the Commonwealth Government provides for living allowances subject to a means test and other conditions. The University of Melbourne awards prizes and scholarships on the basis of academic merit and a limited number of bursaries based on financial need. In addition, the University provides loans in approved cases from the Students' Loans Fund. Loans may also be available under a Student Loans Scheme proposed by the Commonwealth Government for introduction in 1983.

Overseas students

Since the end of the Second World War, many overseas students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 883 in 1982, of whom 496 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, Indonesia, and certain African countries.

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

Monash University

General

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

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1982 major projects in the University to the value of more than \$75m were either completed or under construction.

Monash University Library

The Monash University Library contained approximately 1,085,000 volumes in 1982, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

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

Courses

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

Each faculty offers degree courses at undergraduate and postgraduate levels except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of

Bachelor, Master, Doctor of Philosophy, and higher doctorates, there are a number of postgraduate diploma courses offered in various subjects. Interdisciplinary courses are offered in American Studies and Asian Studies, together with the diplomas in General and Comparative Literature, Migrant Studies, and the Master of Environmental Science programme. A wide variety of courses which do not lead to degrees or diplomas are conducted by the University's Centre for Continuing Education. A number of Centres encourage research work in defined areas: these include the Aboriginal Research Centre, the Centre of Policy Studies, the Dinah and Henry Krongold Centre for Exceptional Children, the Centre for Early Human Development, the Centre for Migrant Studies, the Centre of South-east Asian Studies, and the Higher Education Advisory and Research Unit.

Entrance requirements

The normal entrance requirement for an undergraduate student is to pass at the Higher School Certificate examination conducted by the Victorian Institute of Secondary Education in the subjects, and at the standard, specified in the Regulations of the University. Except for the Faculty of Arts and the Faculty of Medicine, there are no special faculty prerequisites, but in certain subjects it is assumed that the Higher School Certificate standard has been reached by the student.

Fees

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

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

Overseas students

Since the University commenced teaching in 1961, many overseas students have been admitted. Enrolments have increased from 33 in 1961 to 659 in 1971, and to 1,757 in 1982 when they comprised 12.4 per cent of all enrolments, of which 1,652 (94 per cent) were from Asia.

Chairs

Appointments have been made to the following chairs:

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

Faculty of Economics and Politics. Accounting and Finance (2), Administrative Studies, Economic History, Econometrics and Operations Research (2), Economics (4), and Politics (3).

Faculty of Education. The Ian Clunies Ross Chair of Education (Science Education), Education (4—Exceptional Children, History of Education, Experimental Education and Educational Psychology).

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

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

Faculty of Medicine. Anatomy, Biochemistry (3), Community Practice, Medicine (5), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology and Immunology, Pharmacology, Physiology (2), Psychological Medicine, Reproductive Biology, Social and Preventive Medicine, and Surgery (2).

Faculty of Science. Botany, Chemistry (3—Chemistry, Organic Chemistry and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (8—Pure

Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Astronomy), Physics (3—Theoretical Physics, Experimental Physics (2)), Psychology and Zoology (2).

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

La Trobe University

General

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

Schools and chairs

By 1982, the following chairs had been established:

School of Agriculture. Agriculture (3).

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

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

School of Economics. (4).

School of Education. Education (3).

School of Humanities. Art History, English (2), French, History (3), Italian (1), Music, Philosophy (2), Prehistory and Spanish.

School of Physical Sciences. Chemistry (3), Computer Science, Electronic and Communication Science, Geology, Mathematics (3), and Physics (2).

School of Social Sciences. Legal Studies (1), Politics (3) and Sociology (3).

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

Site and buildings

The site plan is basically a concentric one which provides for a closely linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. At the end of 1982, there were 30 major buildings completed on the campus. The site has been treated as a landscaped parkland, with a predominantly Australian native species planting. On the northern boundaries, reserves have been established for agriculture, zoology, and wildlife, along with arboreta for both exotic and native species.

La Trobe University Library

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,030 readers' places including 48 enclosed carrels. By the end of 1982, the Library contained nearly 500,000 bound volumes and currently receives about 11,000 serial titles. The Library is open throughout the year and may be used by the general public for consultation.

Residences and unions

The University aims to provide a range of appropriate residential accommodation for those students who live away from home, and for members of staff who wish to live on campus, or in its immediate surroundings. Glenn College and Menzies College provide traditional university residential accommodation. Chisholm College allows residents a degree of self catering not available in the other colleges. In addition, a University

company, La Trobe University Housing Limited, has built self-contained flats and terrace units on the southern perimeter of the campus. The colleges provide over 1,000 residential places, and flats and terrace units managed by the Company provide an additional 340 residential places.

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

Students

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements of passes in four approved Group 1 subjects in one sitting of the examination, including Group 1 English. Applications for admission are processed through the Victorian Universities Admissions Committee.

The University also conducts a Special Entry Scheme which admits (to degree courses in arts and economics) adults who have not gained the usual entrance requirements but who, on the basis of other criteria, are considered to be capable of successfully pursuing tertiary studies. Applicants to the Scheme in the Schools of Economics, Humanities, and Social Sciences are required to be more than 18 years of age and to sit for a scholastic aptitude test and write an essay. In addition, applicants to the Schools of Humanities and Social Sciences are required to write a book review. The School of Humanities offers a limited number of places to persons who attempted the HSC examination at least three years previously but did not gain entry to a university. These persons are required to show that they have demonstrated academic potential in the interval; they are also required to present for the scholastic aptitude test and submit the necessary essays. In some cases applicants are interviewed before being made an offer.

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

Deakin University

General

Deakin University is the first university in Victoria to be established outside the Melbourne metropolitan area and is named after Alfred Deakin, Australia's second Prime Minister, who played a major role in the federation of the Australian States at the turn of the century.

The University was established by an Act of Parliament given Royal Assent in December 1974. An Interim Council replaced the Interim Planning Council at this time, and was responsible for the affairs of the University until 31 December 1977. On 1 January 1978, the Council of the University was constituted under the Deakin University Act.

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

The University began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). In 1982, the University enrolled a total of 5,378 students (comprising 1,512 full-time, 613 part-time, and 3,253 off campus students).

Academic development

A wide range of courses, both pure and applied are offered. The University has developed a major open campus studies programme to enable persons throughout Victoria and in other States to undertake university studies in their home towns. Course teams have

designed, and are continuing to design, new academic programmes which are being offered to students both off and on campus.

Study centres have been established in areas throughout Victoria where there are concentrations of off campus students. The major study centre is in the heart of Melbourne, opposite Flinders Street railway station. Others have been established in the country towns of Shepparton, Horsham, Wangaratta, and Mildura in conjunction with the local Centres for Continuing Education, and in the regional cities of Ballarat, Bendigo, Churchill, and Warrnambool in conjunction with the Colleges and Institutes of Advanced Education. The study centres provide tutorial, library, and audio visual facilities for use by off campus students, and are a meeting place for students and University staff, and for the popular weekend schools held by the University.

More than 3,200 off campus students were enrolled in 1982, the fourth year of operation of the open campus programme, and the University receives about 10,000 inquiries each year from interested persons in Australia and overseas. The off campus students are all over 21 years of age, and include a proportion of persons enrolled under a special entry scheme.

Special entry students must be over 21 years of age and should not have attempted the Higher School Certificate in the previous three years. No formal qualifications are required. The University is giving some preferential treatment to persons of Aboriginal descent and handicapped persons under this scheme.

Schools and chairs

The University has six academic Schools: Education, Engineering and Architecture, Humanities, Management, Sciences, and Social Sciences.

The University has established chairs in Architecture, Australian Studies, Chemistry, Computing, Education, Engineering, History and Government, Human Biology, Human Nutrition, Literature, Management (2), and Philosophy.

Site and buildings

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

The University expects to provide accommodation for a higher proportion of students than the three Melbourne metropolitan universities, so as to cater for students from country areas. At present 150 places are available, including a number of self contained flats on the campus. The whole environment of the University will be closely integrated with the community and planned as part of the development of the Waurin Ponds Valley as a green belt area.

The University has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only, surrounded by residences, car parks, and sports fields. Plans have been completed for general purpose academic space which will allow staff and students from two other campuses in Geelong to move to the Waurin Ponds campus.

Library

The Deakin University library is situated at the centre of the Waurin Ponds campus. The library also operates branches at the other campuses of the University in Geelong—The School of Education, Vines Road, North Geelong, as well as the Art and Design Centre, Pakington Street, Newtown.

The library also has an efficient lending service to off campus students. Books are delivered to the student's home and collected from there by a courier service, at no cost to the student. The University also works through the Victorian regional library system, by supplying copies of certain books and copies of the microfiche catalogue of books held at Waurin Ponds to regional libraries. Thus material held in the central library is available to anyone in Victoria through their regional library.

The library collection of 200,000 items includes books, maps, videotapes, sound recordings, slides, microfilms, and microfiche, together with the equipment to use them. More than 2,000 periodicals are received. The main library provides 304 reader places, while at the other campuses there are a total of 185 places.

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

Students

The normal entrance procedure for a first year student (on campus or off campus) is to satisfy the Higher School Certificate, Tertiary Orientation Programme, or equivalent requirements. In addition, applicants must satisfy any prerequisites for admission to particular courses which may be laid down from time to time.

Mature age students must be over 21 years of age and not have attempted the Higher School Certificate in the three years prior to their application for admission to the University.

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

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

University statistics

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

Field of study (b)	1980					1981				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Bachelor degree courses—										
Agriculture, forestry	313	—	217	—	530	317	—	217	—	534
Architecture, building	511	—	—	162	673	521	—	—	174	695
Dentistry	244	—	—	—	244	241	—	—	—	241
Economics, commerce, government	1,422	1,694	1,118	366	4,600	1,367	1,684	950	425	4,426
Education	249	441	—	1,343	2,033	261	337	—	1,380	1,978
Engineering, technology	885	818	21	168	1,892	930	831	12	199	1,972
Fine arts	267	—	—	—	267	243	—	—	—	243
Humanities	3,565	3,101	2,497	1,305	10,468	3,579	3,179	2,394	1,362	10,514
Law	717	1,515	—	—	2,232	722	1,507	—	—	2,229
Medicine	1,475	948	—	—	2,423	1,465	960	—	—	2,425
Natural sciences	2,548	2,141	1,213	511	6,413	2,545	2,211	1,217	510	6,483
Social and behavioural sciences	245	81	2,389	627	3,342	235	87	2,364	727	3,413
Veterinary science	244	—	—	—	244	252	—	—	—	252
Total	12,685	10,739	7,455	4,482	35,361	12,678	10,796	7,154	4,777	35,405
Higher degree courses	2,271	2,267	755	82	5,375	2,329	2,375	760	177	5,641
Non-degree courses	1,258	1,090	560	235	3,143	1,235	990	624	324	3,173
Total	3,529	3,357	1,315	317	8,518	3,564	3,365	1,384	501	8,814
Total students	16,214	14,096	8,770	4,799	43,879	16,242	14,161	8,538	5,278	44,219

(a) At 30 April.

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

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

Field of study (b)	1980					1981				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Bachelor degree courses—										
Agriculture, forestry	54	—	54	—	108	70	—	36	—	106
Architecture, building	71	—	—	12	83	87	—	—	21	108
Dentistry	45	—	—	—	45	47	—	—	—	47
Economics, commerce, government	298	419	169	41	927	325	449	172	40	986
Education	64	n.p.	222	n.p.	565	65	118	209	154	546
Engineering, technology	198	153	4	16	371	171	133	—	22	326
Fine arts	51	—	—	—	51	58	—	—	—	58
Humanities	518	702	521	29	1,770	559	587	358	46	1,550
Law	202	277	—	—	479	193	254	—	—	447
Medicine	217	159	—	—	376	228	140	—	—	368
Natural sciences	723	560	319	83	1,685	740	642	292	127	1,801
Social and behavioural sciences	91	n.p.	383	n.p.	515	108	36	385	19	548
Veterinary science	47	—	—	—	47	41	—	—	—	41
Total	2,579	2,437	1,672	334	7,022	2,692	2,359	1,452	429	6,932

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

Field of study (b)	1980					1981				
	Melbourne	Monash	La Trobe	Deakin	Victoria	Melbourne	Monash	La Trobe	Deakin	Victoria
Higher degree courses	268	289	83	5	645	431	296	50	3	780
Postgraduate diploma courses	289	342	325	29	985	329	340	287	35	991
Total	557	631	408	34	1,630	760	636	337	38	1,771
Total students	3,136	3,068	2,080	368	8,652	3,452	2,995	1,789	467	8,703

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

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

Colleges of advanced education

General

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

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

Statistics

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

College of advanced education	1979					1980				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
Bendigo College of Advanced Education	41	57	297	9	404	40	76	222	12	350
Caulfield Institute of Technology	157	307	246	65	775	189	387	33	55	664
Footscray Institute of Technology	23	259	116	30	428	23	251	68	32	374
Gippsland Institute of Advanced Education	52	121	104	22	299	50	122	48	27	247
Lincoln Institute	22	292	201	35	550	37	348	202	19	606
Prahran College of Advanced Education	30	30	154	25	239	47	40	117	33	237
Preston Institute of Technology	35	162	205	36	438	54	151	225	49	479
Royal Melbourne Institute of Technology	215	552	1,548	167	1,482	269	617	569	148	1,603
State College of Victoria, Burwood	142	226	230	—	598	80	267	207	—	554
State College of Victoria, Coburg	45	—	267	3	315	28	30	n.p.	n.p.	334
State College of Victoria, Frankston	35	—	330	—	365	35	58	265	—	358
State College of Victoria, Hawthorn	493	—	275	—	768	322	—	758	—	1,080
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College)	78	—	456	—	534	67	—	429	—	496
State College of Victoria—Institute of Early Childhood Development	60	32	171	27	290	71	30	169	35	305
State College of Victoria, Melbourne	443	561	260	—	1,264	384	545	199	—	1,128
State College of Victoria, Rusden	68	335	123	—	526	130	417	52	—	599
State College of Victoria, Toorak	103	124	316	—	543	94	134	255	—	483
Swinburne College of Technology	132	429	210	10	781	193	480	n.p.	n.p.	870
The Ballarat College of Advanced Education	55	80	296	—	431	88	106	216	—	410
The Victorian College of the Arts	16	7	65	—	88	12	10	86	8	116
The Victorian College of Forestry, Creswick (c)	—	—	18	—	18	—	—	—	—	—
Victorian College of Pharmacy	21	107	—	—	128	16	88	—	—	104
Warrnambool Institute of Advanced Education	21	39	103	—	163	14	62	80	—	156
Total Victoria	2,287	3,720	14,991	429	11,427	2,243	4,219	4,665	426	11,553

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

(b) At 31 December.

(c) From 1980, included in the Bachelor degree—Agriculture, forestry (University of Melbourne).

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

Colleges of advanced education	1980						1981					
	Post-grad-uate	Undergraduate				Total	Post-grad-uate	Undergraduate				Total
		Bach-elor	Dip-loma	Asso-ciate Dip-loma	Misc-ella-neous			Bach-elor	Dip-loma	Asso-ciate Dip-loma	Misc-ella-neous	
Ballarat College of Advanced Education	145	906	678	—	47	1,776	139	1,115	471	—	53	1,778
Bendigo College of Advanced Education	137	782	754	53	—	1,726	201	1,059	587	n.p.	n.p.	1,906
Caulfield Institute of Technology	729	3,338	426	388	117	4,998	682	3,163	540	416	77	4,878
Footscray Institute of Technology	152	2,060	238	185	16	2,651	203	2,290	172	245	23	2,933
Gippsland Institute of Advanced Education	149	1,694	294	244	131	2,512	103	1,721	274	206	83	2,387
Lincoln Institute	73	1,205	383	50	26	1,737	130	1,153	312	57	22	1,674
Prahran CAE	218	796	957	149	13	2,133	189	1,196	460	114	25	1,984
Preston Institute of Technology	108	1,414	610	189	—	2,321	192	1,566	529	160	—	2,447
Royal Melbourne Institute of Technology	1,151	6,273	2,983	710	75	11,192	1,192	6,783	2,557	744	81	11,357
State College of Victoria, Burwood	158	1,102	704	—	3	1,967	208	1,075	702	—	6	1,991
State College of Victoria, Coburg	182	296	857	85	5	1,425	263	331	802	n.p.	n.p.	1,520
State College of Victoria, Frankston	n.p.	340	593	—	n.p.	1,014	167	195	358	—	5	725
State College of Victoria, Hawthorn	614	—	929	—	—	1,543	519	—	1,927	—	—	2,446
State College of Victoria—Institute of Catholic Education (Aquinas College, Christ College, Mercy College)	137	331	1,015	—	—	1,483	288	648	607	—	—	1,543
State College of Victoria—Institute of Early Childhood Development	246	190	477	69	—	982	242	225	463	62	5	997
State College of Victoria, Melbourne	959	2,620	743	—	51	4,373	1,014	2,517	696	—	61	4,288
State College of Victoria, Rusden	381	1,776	163	—	20	2,340	433	1,758	26	—	24	2,241
State College of Victoria, Toorak	n.p.	521	886	—	n.p.	1,700	343	524	768	32	15	1,682
Swinburne College of Technology	764	3,608	712	35	—	5,119	801	3,979	502	60	—	5,342
Victorian College of the Arts	48	186	235	36	—	505	54	242	217	33	—	546
Victorian College of Pharmacy	53	339	—	—	—	392	62	337	—	—	—	399
Warrnambool Institute of Advanced Education	219	1,083	79	—	12	1,393	236	1,206	46	—	14	1,502
Total Victoria	6,993	30,860	14,716	2,193	520	55,282	7,661	33,083	13,016	2,308	498	56,566

(a) Refers to institutions listed in the State Grants Tertiary Education Assistance Acts as colleges of advanced education.

(b) At 30 April.

Technical and Further Education (TAFE)

In July 1980, a TAFE Board was established under the provisions of the Post-Secondary Education Act. Its duties are to:

- (1) Determine policy matters;
- (2) determine the basic distribution of funds available for TAFE;
- (3) authorise and accredit new TAFE courses and major developments of existing courses with a view to ensuring the most rational and effective use of available resources; and
- (4) make recommendations to the Ministers on any matters relating to TAFE.

During 1981, the TAFE Board undertook a major reorganisation of TAFE. A TAFE administration unit was established to take over the management of TAFE from the Education Department. Eleven colleges which had been under the general administration of the Education Department, but employed their own staff, became responsible to the Board. A further 16 Education Department colleges were reconstituted and separated from the Department. Regional TAFE Boards were established to provide for local co-ordination of TAFE activities.

As well as the colleges of technical and further education, TAFE is provided by the Council of Adult Education, and agricultural and horticultural colleges of the Department of Agriculture. The Education Department will have a continuing TAFE role through four technical colleges, the TAFE components of technical schools, and through its Community Education Unit.

In addition to the courses offered through these means, an off-campus studies network allows students to study many TAFE courses at home. Fifteen TAFE colleges have off-campus co-ordinators appointed to assist students enrolled in off-campus courses.

TAFE provides courses in three broad groups—vocational, preparatory, and recreational. The national classification of TAFE courses contains six streams, as follows:

- (1) *Professional*. Courses/programmes which lead to professional status (including teacher education) or which enable professionals to update their technology or to specialise.
- (2) *Para-professional*. Course programmes provided for those preparing to enter or progress within middle level or technical occupations. Includes a wide range of "Certificate" and some "Special" courses/programmes which are similar in complexity and purpose. Includes also short courses/programmes designed to enable para-professionals to update their technology or to specialise.
- (3) *Trade*. Basic trade—apprenticeship, pre-apprenticeship, and pre-employment courses/programmes in apprenticeship trades. Post-trade and other courses/programmes for advanced skills of a non-technician nature.
- (4) *Other skilled*. All other skilled trade and vocational courses/programmes relevant to basic principles, skills or knowledge, but which are not included in Stream 3. Includes short training courses/programmes in additional on-the-job skills.
- (5) *Preparatory*. All courses/programmes which can be broadly described as preparatory (matriculation and diploma entrance), remedial (mathematics, English for migrants, etc.), and courses/programmes with vocational orientation not classified elsewhere.
- (6) *Adult education*. All courses/programmes in home handicrafts, hobbies, self-expression, and cultural appreciation.

TAFE courses are further classified into eleven broad fields of study as follows: applied science, art and design, building, business studies, engineering, rural and horticultural, music, paramedical, industrial services, personal services, and general studies.

Technical and Further Education (TAFE) statistics

In *Victorian Year Books* prior to 1980, details shown in tables for technical schools and colleges referred only to schools and colleges under the control of the Victorian Education Department, and technical components of colleges affiliated with the Victoria Institute of Colleges. In the following table, the coverage of TAFE statistics has now been extended to include all components of TAFE:

**VICTORIA—TAFE: NUMBER OF INSTITUTIONS AND NUMBER
OF STUDENTS ENROLLED BY STREAM OF STUDY**

Particulars	1977	1978	1979	1980	1981
Number of institutions (a)	246	221	217	191	222
Enrolments (b)—					
Full-time—					
Stream of study—					
Professional	369	296	149	167	256
Para-professional	3,511	3,693	3,929	4,269	4,897
Trades	1,475	884	1,451	1,105	3,068
Other skilled	508	948	903	943	1,167
Preparatory	4,982	6,820	7,184	7,674	8,678
Total	10,845	12,641	13,616	14,158	18,066
Part-time (c)—					
Stream of study—					
Professional	196	32	76	134	864
Para-professional	19,451	20,668	23,844	26,742	28,422
Trades	39,886	41,746	43,287	45,378	42,506
Other skilled	19,708	25,498	29,535	36,452	36,530
Preparatory	33,883	33,899	35,878	38,311	37,234
Adult education (d)	34,966	48,699	49,164	57,871	116,050
Total	148,090	170,542	181,784	204,888	261,606
Total—					
Stream of study—					
Professional	565	328	225	301	1,120
Para-professional	22,962	24,361	27,773	31,011	33,319
Trades	41,361	42,630	44,738	46,483	45,574
Other skilled	20,216	26,446	30,438	37,395	37,697
Preparatory	38,865	40,719	43,062	45,985	45,912
Adult education (d)	34,966	48,699	49,164	57,871	116,050
Total	158,935	183,183	195,400	219,046	279,672

(a) A TAFE institution is defined as a location or set of locations at which technical and further education is provided and which is regarded by the relevant authority as a single entity for major administrative purposes. In the case of multi-locational institutions, the institution will comprise a parent centre and one or more ancillary centres or annexes.

(b) Total enrolments registered during the year up to 31 October. However, from 1981, statistics are based on student entity, not enrolment entity.

(c) Includes external enrolments.

(d) Includes Council of Adult Education students from 1981.

Further references: State College of Victoria, *Victorian Year Book* 1977, pp. 736-7; Tertiary Orientation Programme, 1978, pp. 633-4

STUDENT ASSISTANCE SCHEMES

Victorian Education Department

Scholarships

The Victorian Education Department administers some privately endowed scholarships. In many schools there are also locally and privately endowed scholarships.

Commonwealth Department of Education

Assistance for isolated children

The Assistance for Isolated Children Scheme provides financial assistance to parents of children who, because of geographic isolation or a physical or intellectual disability, must live away from home to attend school, study by correspondence, or live at a second home maintained for the purpose of giving them access to appropriate schooling.

Geographic isolation is measured in terms of distances from government school facilities (16 kilometres) and transport services to them (4.5 kilometres). In a limited number of circumstances, assistance may be provided for students who have access to a government school but must live away to undertake a special type of course or to receive specialist remedial tuition. Students whose families move constantly because of the itinerant nature of the parents' occupation may also qualify for benefits. The benefits of the scheme in 1983 are:

Boarding allowances of up to \$2,403 a year for senior secondary students, up to \$2,132 a year for other secondary students, and up to \$1,932 a year for a primary pupil—including a basic \$866 free of means test in each case.

Correspondence allowance of \$500 a year for each child.

Second home allowance of up to a basic \$2,209 a year per family with extra benefits if justified by costs, number of children and, if relevant, a means test on family income.

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

Secondary Allowances Scheme

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$871 per year, subject to a means test on family income.

Aboriginal Secondary Grants Scheme

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

Adult Secondary Education Assistance Scheme

The Adult Secondary Education Assistance Scheme is primarily concerned with assistance to adult students undertaking one year full-time matriculation level courses at colleges of advanced education, technical colleges, secondary schools, and other approved institutions in Australia. From 1982, assistance will be available for two-year programmes where persons have not advanced beyond Year 10 in the Australian secondary school system.

Tertiary Education Assistance Scheme

The Tertiary Education Assistance Scheme (TEAS) is intended to assist Australian students in approved courses at universities, colleges of advanced education, teacher education colleges, and other approved tertiary and technical institutions. The legislative basis of the Scheme lies in the *Student Assistance Act 1973* and its accompanying Regulations.

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1983, the maximum rates of living allowance are \$2,010 per year for students living at home, and \$3,100 per year for students qualifying for the living away from home rate. Students qualifying for living allowance are eligible for an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. TEAS does not cover tuition fees. A dependant's allowance for a dependant spouse and an allowance for each dependent child are also payable. The dependent spouse allowance for 1983 is \$42.70 per week, and \$10.00 per week is paid for each dependent child. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course. For dependent students, the maximum allowance includes a payment of \$5.25 per week to compensate for the loss of Family Allowance for the student.

Aboriginal Study Grants Scheme

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

Postgraduate awards

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

Award holders receive a living allowance of \$6,850 per year. From 1 January 1983, additional allowances which are paid subject to certain conditions include:

- (1) a Dependent Spouse Allowance of \$42.70 per week;
- (2) a Dependent Child Allowance of \$10.00 per week for each child;
- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate, and \$400 for a Ph.D. degree candidate;
- (4) an Establishment Allowance of \$100 and \$200, respectively, for single and married award holders;
- (5) a Fares Allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an Incidentals Allowance of \$70 or \$100 per year towards the cost of fees such as SRC, union, and sports fees.

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

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

Statistics

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

Scheme	1977	1978	1979	1980	1981
Victorian Government—					
Senior scholarships	165	190	215	200	200
Commonwealth Government—					
Secondary allowances	4,932	5,778	6,743	7,573	7,641
Assistance for isolated children	1,086	806	894	925	902
Adult secondary education assistance	724	704	652	630	678
Aboriginal secondary grants	784	860	929	973	1,041
Aboriginal study grants	195	380	128	476	541
University and advanced education scholarships	517	117	(a) 94	..	..
Tertiary education assistance	24,360	22,696	21,970	21,147	22,245
Pre-school teacher education	314	179	47	n.p.	..
Commonwealth teaching service scholarships	107	(a) 103	78	39	18
Postgraduate awards	527	512	645	538	629
Research training fellowships	5	4	6	(a) 15	..

(a) Discontinued from this year.

ADULT EDUCATION

General

In Victoria, the recurrent education of adults is provided for by university centres of continuing education at Melbourne and Monash, and by a variety of tertiary colleges through community education and development programmes. Courses for adults are also provided under Technical and Further Education (TAFE). See pages 581-2).

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

Council of Adult Education

Central to the provision of extra-vocational education in Victoria is the Council of Adult Education which was founded in 1946 and established as a body corporate by the *Council of Adult Education Act* 1981. The Council is funded within the TAFE sector and recognised as a major TAFE provider. The Council has the broad function of advising

and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education.

The powers of the Council are vested in a Board consisting of not more than 27 members, including the Director of Adult Education, an elected officer of the Council, three specified appointments and not more than 12 other appointments made by the Governor in Council, and not more than 10 co-opted members.

Under the Director, a permanent staff of 99 officers prepare and administer the Council's programme and community liaison. A further 18 staff are appointed in country centres to Local Advisory Committees. The teaching role of the Council is carried out by part-time tutors engaged by contract. Under this system, 1,054 tutors presented programmes to more than 48,613 students in 1982.

There is a Council of Adult Education programme in operation on all except a dozen or so days each year. Weekend seminars, camps, educational tours, book discussion groups, Dusk-to-Dawn programmes, over 60s programmes, literacy programmes, and a wide range of workshops are available to the public. A returning to study programme gives adults the opportunity to gain a basic education at primary or lower secondary level or to study for the Higher School Certificate.

In 1982, the Community Programmes, Liberal Studies, Creative Arts, and Special Programmes Departments offered 2,835 short-term and long-term courses in the city and at 150 locations in 70 suburbs. The Council also serviced a network of 680 discussion groups with over 7,000 members in the Melbourne metropolitan and Victorian country areas with books, audio-visual materials, notes, and discussion guides. It gives financial, programming, and advisory assistance to 26 Local Advisory Committees in country Victoria. Its resource centre offers a variety of services to its students and general public from a stock of more than 70,000 volumes.

At an informal level, the Council assists the development of adult education by other agencies throughout Victoria. With the development of community and school based enterprises in adult education, the role of the Council's staff as resource persons, facilitators, advisers, consultants, and promotional agents has increased rapidly and assumed a central role in the Council's contribution to adult education.

VICTORIA—ADULT EDUCATION: COURSES AND ENROLMENTS

Item	1977-78	1978-79	1979-80	1980-81	1981-82
Courses offered	1,427	1,548	1,693	2,151	2,835
General studies (a)	672	774	830	..	..
Access	140	142	181	284	287
Creative arts	615	632	682	701	813
Community Programmes (a)	..	..	..	635	1,027
Liberal Studies (a)	..	..	..	494	618
Special Programmes (a)	..	..	..	35	100
External Studies (a)	..	..	..	n.p.	—
Students enrolled	28,500	31,500	38,131	44,056	48,613

(a) Reclassified in 1981.

Finance

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

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

Particulars	1977-78	1978-79	1979-80	1980-81	1981-82
Revenue—					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	1,480	1,820	1,888	2,472	3,530
Earned income, fees, etc.	1,021	1,023	1,193	1,499	2,081
Total revenue	2,551	2,893	3,131	4,021	5,661

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

Particulars	1977-78	1978-79	1979-80	1980-81	1981-82
Expenditure—					
Secretary's Department—					
Salaries	850	997	1,045	1,273	1,649
Administration	508	582	732	827	1,228
Programme departments—					
General Studies (a)	275	316	408	..	..
Creative Arts	305	340	354	395	499
Access—literacy to HSC	130	140	154	191	221
Discussion Services	61	56	66	78	72
Community Programme (a)	..	..	..	230	386
Liberal Studies (a)	..	..	..	225	246
Special Programmes (a)	..	..	..	116	235
Training and Liaison (a)	..	..	..	28	51
Local Advisory Committees	..	..	..	319	685
Services—					
Library resource centre (a)	71	65	69	..	..
Extension services (a)	129	137	132	..	..
Special schools (a)	103	103	92	..	..
Publications and promotion	119	157	155	225	359
Education resource centre (a)	..	..	..	114	62
Total expenditure	2,551	2,893	3,207	4,021	5,693

(a) Reclassified in 1981.

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

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