

EDUCATION

SCHOOLS IN VICTORIA

General

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

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

This dual system of education—government and non-government—still exists. Under the Education Act the Education Department administers the government system. Schools and colleges operating outside this system, including the teachers in these institutions, have to be registered with the Council of Public Education (see page 622) which operates also within the framework of the Education Act.

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

The diversity of kinds of schools and the complexity of the educational system have developed because of the fundamental principle that each child should have the opportunity to be educated according to his abilities and aptitudes and that no form of handicap should be a limiting factor to the nature of facilities provided. Thus the need arose for special schools and such other distinctive features as rural schools, consolidated schools, correspondence tuition, and the provision of school transport.

Government system

Education Department

Administration

Since its establishment in 1873, the Education Department of Victoria has become responsible for a growing range of schools and services extending far beyond those of 1876, the fourth year of free, compulsory, and secular primary

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

Basically, the Education Department has dual staffing: teachers and administrative staff. From the beginning of 1974 additional administrative staff, including clerks, stenographers, typists, and laboratory and library assistants have been appointed to the central administration, regions, and divisions, and the services of part-time clerical staff to assist district inspectors and schools have been expanded.

Because of the extraordinary growth and size of the Education Department, considerable re-structuring has been necessary. The tripartite division of administration into primary, secondary, and technical divisions organised in a vertical hierarchy underwent a series of major changes: the Teacher Education Division was established in 1961, the Special Services Division in 1968, and the Planning Services Division in 1974. As part of the continuing development of the new structure, the Personnel Division and the Building Operations Division came into being in 1977. The eight divisions, operating in conjunction with the Directorate of Administrative Services and with finance officers, have responsibilities and tasks spread horizontally across the three original divisions. The number of Assistant Directors-General was increased from one to four, these officers being selected by a sub-committee of Cabinet and appointed by the Governor in Council. The two most recent appointees assumed responsibility for finance and for curriculum and planning. The year 1974 also witnessed an expansion in the number of assistant directors appointed to oversee the various divisions.

The central administration is linked with teachers and schools through the work of eleven regional directors, and eleven assistant regional directors, and members of the Board of Secondary Education Senior Administrators and of the Board of Inspectors of Technical Schools. Such officers work as educational consultants in the schools, as assessors of educational progress of the schools and of the work of teachers, and as surveyors of educational needs. Decentralisation of the administration has been given considerable impetus, particularly since 1974, when a further eight administrative regions were added to the three created in 1972. Moreover, district inspectorates were revised for 1974 to ensure that they were not divided by regional boundaries. Municipal boundaries, community affinities, and the special needs of technical education influenced the definition of regional boundaries. The expansion of the regional system followed the Premier's announcement in May 1969 of Victorian Government policy to decentralise educational administration.

Regional Directors are management agents for the Department. They are responsible to Divisional Directors for the implementation of educational policy as determined by the Director-General's Policy Committee and approved by the Minister. They also have a response role in that they survey and analyse regional needs of students, teachers, parents and schools, formulate these, and seek support at State level to meet such needs. Their work is planned to embrace teacher placement, leave and salaries, school maintenance, planning for future educational expansion, in-service training, and the co-ordination, development, and integration of all forms of education. Their areas of responsibility vary from an upper limit of 52,000 children in the country to some 115,000 children in metropolitan regions.

Concurrent with this development has been the marked increase in autonomy granted to all schools in determination of local administrative matters and educational policy in curriculum, techniques, and experimentation. The *Education (School Councils) Act 1975* has given increased authority to school councils and committees to carry out improvements and to employ ancillary staff.

Councils may, for example, conduct general educational activities for the benefit of the local community, when the school property is not required for ordinary school purposes; they may also obtain contracts for, and supervise works up to, a cost of \$10,000. Indicative of the endeavour to increase community involvement in education is the representation of parental organisations on Departmental committees, the increasing use of school facilities by the public, and such experimentation as the introduction in some primary schools of educational boards on which parents are represented. In each case the emphasis has been on local community involvement and representation. In 1975 the Department issued a paper entitled *Policies and guidelines for community use of school facilities*, 5,000 copies of which were distributed throughout Victoria. Representatives of the Department and the community were included on the committee that worked for eighteen months on the task of drafting this document.

Finance

The method of allocating finance was changed in 1973-74 to provide separate budgets for administration, special services, teacher education, primary, secondary and technical education, the teachers tribunal, and teachers registration. In 1975-76 the tertiary education financing was taken over entirely by the Commonwealth Government.

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

Before 1973 schools were allowed to charge a composite fee to provide additional amenities in the school and classrooms. In 1973 the Victorian Government abolished composite fees and incorporated additional funds in the direct grant scheme to provide the amenities formerly financed by composite fee funds. Direct grants are now based upon a formula which takes account of such factors as enrolment, geographical location, area of school grounds buildings, and improvements. It is believed this results in a more equitable distribution of grant funds.

A completely new scale of education allowances to the parents of all pupils in both government and non-government schools was introduced from the beginning of the 1977 school year, the allowances being payable in two instalments in the school year.

The new allowances in 1977 were: for pupils in preparatory and years of education 1, 2, and 3—\$25 per annum; years of education 4 and 5—\$20 per annum; year of education 6—\$30 per annum; years of education 7 and 8—\$40 per annum; years of education 9 and 10—\$50 per annum; and years of education 11 and 12—\$60 and \$70 per annum, respectively.

Students are still required to pay for text books and materials for personal use. A subject levy is often charged to cover purchase of these items where the school operates a "bulk-buying" scheme. Assistance is given in necessitous cases. In addition, the Victorian Government pays a book allowance of \$20 to Forms VI students not receiving any other form of assistance and \$10 to Form III, IV, and V students. Subject to a means test, a maintenance allowance of \$156 per year to non-scholarship holders and \$208 per year to scholarship holders is paid.

The expenditure shown in the following table differs from the figures on educational expenditure shown on pages 482 and 498 in that the amounts shown in the Public Finance chapter exclude payments for superannuation, pensions, and payroll tax.

For comparative purposes it should be noted that figures in the table do not include spending out of technical college fees collected and retained at school

level, and for periods up to 1972-73, exclude spending of Commonwealth Government grants. However, the later years' figures comprise all funds provided for education flowing through the Consolidated Fund. This includes the funds provided for education under the *State Grants (Schools) Act* 1973-74, the *State Grants (Technical and Further Education) Act* 1974, and the interim pre-school child education and care programme for 1974-75.

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

Period	Recurrent expenditure			Non-recurrent expenditure	
	Administration	Instruction	Building operation and maintenance and fixed charges	Capital costs	Total
Primary education—					
1971-72	5,551	95,654	24,699	13,734	139,638
1972-73	6,784	114,369	26,960	15,694	163,807
1973-74	8,535	138,478	30,886	16,686	194,585
1974-75	10,897	192,730	40,898	41,222	285,747
1975-76	14,581	242,351	52,142	56,765	365,838
Secondary education—					
1971-72	4,184	106,742	23,834	21,655	156,416
1972-73	4,515	131,310	26,373	23,999	186,197
1973-74	5,771	163,990	31,745	33,502	235,008
1974-75	8,720	216,698	42,704	61,314	329,436
1975-76	11,949	276,292	53,496	57,192	398,930
Technical education—					
1971-72	704	14,940	4,726	1,460	21,830
1972-73	193	22,564	2,333	1,016	26,107
1973-74	287	29,255	2,190	1,195	32,927
1974-75	511	38,139	3,386	4,494	46,530
1975-76	743	47,783	3,772	9,198	61,496
Total—					
1971-72	10,439	217,337	53,259	36,849	317,884
1972-73	11,492	268,244	55,666	40,708	376,111
1973-74	14,594	331,723	64,821	51,383	462,520
1974-75	20,128	447,567	86,988	107,030	661,712
1975-76	27,273	566,426	109,410	123,156	826,264

Religious teaching

Religious instruction has always been given in State schools by ministers of religion. In 1955 three technical schools—Brunswick, Collingwood, and Footscray—appointed the first full-time chaplains in the State system. By June 1977 chaplaincies in metropolitan and country high and technical schools numbered 32 persons (28 men, 4 women). Since 1970 an annual Departmental grant has been made to help expand chaplaincy services; in 1976 the amount granted was \$90,000.

During 1972 the Council for Christian Education in Schools (Victoria) issued the "Religion in Life" programme for primary schools. In this syllabus children study seven life themes: relationships, growth, communication, discovery, love, work and play, and worship. The programme seeks to encourage children to investigate the meaning of their own life experiences and to develop understanding of the Christian faith.

The Report of the Committee on Religious Education, set up by the Minister in 1972 and known as the Russell Report, was published in September 1974. The major recommendation of the Report was that traditional church-controlled

religious instruction should be progressively replaced by an impartial, open-ended and descriptive general religious education provided by Departmental teachers for all children. Since January 1976 a committee known as the Healey Committee on Religious Education has been meeting to discuss the feasibility of the Russell Report and make its findings known to the Minister. The preparation and publication of the Russell Report indicate two significant facts concerning the teaching of religion: first, it is the product of a joint endeavour by the Department, teachers, and church representatives to fashion both contemporary and relevant approaches to the teaching of religion; and second, it is the first effort made in the history of Victorian education to set out an adequate philosophy of religious teaching in State schools.

Transport

By 30 June 1976 the 1,854 transport services provided by the Department were carrying 68,496 children and covering a daily distance of 133,897 kilometres. These services include 5 subsidised trains, 1 ferry, and 1,566 buses; 217 services were especially provided for physically and mentally handicapped children and 65 temporary services for emergency purposes. To the total cost of \$17.45m for the financial year ended 30 June 1976 must be added \$2.99m paid to parents for conveyance allowances. The 1977 system of school transport costs exceeded \$23m.

The transport system provided for 39,234 government secondary and 19,813 primary students, as well as 9,449 children attending non-government schools. A number of services operate across the border into South Australia and New South Wales. Because of the long distances involved for children residing in the Black Mountain and Omeo districts in East Gippsland, two week-end services operate on a feeder basis to regular daily buses, thus enabling pupils to board during the week at Bairnsdale.

Special Services Division

The work of this Division can be divided into three main areas: Special Education; Counselling, Guidance, and Clinical Services; and School Services. The Division has its headquarters in Melbourne and is decentralised on a regional basis which parallels and complements the regional structure of the Education Department.

Special Education

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

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

In accordance with the concept of normalisation and integration wherever practicable, staff increases have been made to visiting teacher services, specialist consultation staff working from Special Education Units, and special facilities staff working from a number of day special schools. Evening programmes for continuing education of the handicapped have proved successful and are

being extended beyond the initial programmes conducted at Vermont South Special School. Upon the closing of two institutional schools additional specialist staff have been located at Ballarat and in Diamond Valley to provide maintenance support to children in care who have been placed in regular school settings. Their placement indicates increasing attention to and emphasis on the needs of the socially handicapped.

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

In 1977 approximately 300 teachers were undertaking specialist training in colleges under the State College of Victoria at Melbourne and at Monash University. The development of the Institute of Special Education at Burwood has made possible a wider provision of training courses providing teacher preparation in the areas of hearing impairment, visual impairment, mental retardation, and learning disabilities. Courses in general have been upgraded to graduate diploma level at Burwood and Melbourne with degree courses available at Monash and Burwood. The needs of teacher training in special education are being monitored by a Ministerial Standing Committee.

New accommodation has been provided in all areas of the handicapped, so that there are now 22 special schools for the intellectually handicapped; 16 special schools for the physically and sensorily handicapped; 17 special schools for the socially and emotionally handicapped; 5 demonstration units; 43 special education units; 10 remedial centres; 5 social adjustment centres; 46 opportunity remedial centres; and 15 special developmental schools.

Counselling, Guidance, and Clinical Services

Counselling, Guidance, and Clinical Services operate as a service to schools, to parents and children, and to the community in which the schools exist. These functions range from the provision of ascertainment, counselling, and therapy for individual children to investigation and consultation with school staffs about maximising the development of normal children by means of modifications to school curricula or community services.

The staff of Counselling, Guidance, and Clinical Services consists of guidance officers, social workers, welfare officers, speech therapists, interpreters, and special duty teachers providing a variety of services to all children; but with a particular commitment to handicapped children, Aboriginal children, children with speech and language disorders, migrant children, slow learning children, withdrawn and gifted children, and children with specific learning difficulties.

School Services

Officers and staffs of the audio-visual education, physical education, library services, music, publications, school forestry, school camps, and curriculum and research branches supply interdivisional services for all types of schools. In all of these branches growth has accelerated markedly, and the scope and extent of services for schools has been significantly expanded. All branches are closely involved with in-service training programmes for teachers.

Special staffs

Outside the ambit of the Special Services Division several special staffs operate. These include those working in the fields of primary art and craft, educational

facilities, education history, technical schools publications, police training, and as guide lecturers at the Victorian Arts Centre, the National Museum, Sovereign Hill (Ballarat), Swan Hill Pioneer Settlement, the Institute of Applied Science, and the Zoological Gardens. Special teacher organisations include the Victorian State Schools Horticultural Society, the Gould League, the State Schools Relief Committee, and social service leagues.

Ethnic Education

On 16 June 1976 an Assistant Director of Special Services (Ethnic Education) was appointed. This was a new appointment under which three vital areas of education—Aboriginal education, adult migrant education, and child migrant education—were brought together in the one classification of Ethnic Education.

Aboriginal Education

The Victorian Aboriginal Education Consultative Group, all of whose members are Aborigines, was formed in August 1976, its charter being to assist in planning, implementation, and administration of the Aboriginal Education Programme.

Of 31 appointments in Aboriginal education, 20 positions were held by Aborigines in 1977. No formal educational qualifications were required and, as a result of a Special Works Programme, Aboriginal teacher aides were able to be employed in positions ranging from groundsmen to clerical duties in schools throughout Victoria where Aboriginal students are in attendance. A number of positions have been advertised by the Public Service Board for Aboriginal liaison officers.

Places for Aboriginal students at State Colleges of Victoria are subsidised under the Special Entry Scheme. The services offered by the Aboriginal Education Branch include educational support to schools, to individual Aborigines, to families, and to the community through the employment of resource teachers; the provision of home/school liaison and pastoral care through teacher aides; a range of school projects specifically designed for Aboriginal students; excursions and school camps; the production of appropriate publications and audio-visual material; and the establishment of community based learning centres.

Adult migrant education

At the adult level, the Department conducts continuation classes, full-time intensive courses, accelerated courses, industrial English classes, correspondence tuition, semi-accelerated courses, advanced level courses, literacy groups, and specialised day-time women's classes. It also shares responsibility with the Commonwealth Department of Education for the volunteer Home Tutor Scheme of each-one-teach-one. In all, some 10,000 adults are involved in the various courses of this large community project.

Child migrant education

At 15 February 1977, there were over 1,000 teachers in appointments in the Child Migrant Education Programme, operating in 344 primary schools, 70 secondary schools, and 32 technical schools. In these schools where migrant education programmes are operating, there were approximately 62,000 primary, 23,000 secondary, and 5,300 technical students of migrant background in 1977.

Migrant education teachers have continued their efforts to introduce multiculturalism into the school curriculum.

In 1977 a new approach was adopted in the in-service training programme conducted by the Child Migrant Education Branch. There were brief introductory courses of three to five days' duration for newly appointed migrant education teachers, followed by more extensive in-service programmes in the schools, with the emphasis being placed on the involvement of the whole staff of the school. Consultant teachers at the Branch were involved in these programmes including those initiated by staff members of schools.

Teacher education

The Director of Teacher Education is responsible for recruitment for teacher training and for liaison with the State College of Victoria, universities, and colleges affiliated with the Victoria Institute of Colleges. Studentships and scholarships are offered to selected students to undertake approved courses of teacher education. During 1976, approximately 18,000 students were engaged in pre-service training. Most came direct from secondary schools, but mature-age students were also recruited.

The *Education (Teacher Registration) Act* 1971 came into full operation on 1 July 1973, after which no teacher could be employed by the Education Department unless registered or granted permission to teach in a particular Division. From 1 July 1972 all permanent, classified teachers employed by the Department were automatically granted registration. The Act authorised the establishment of three registration boards (primary, secondary, and technical) each consisting of nine members. All twenty-seven members constitute the Teacher Registration Council. The boards must ensure the maintenance of standards of academic and teaching qualifications for those seeking to join the service.

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

Overseas Teacher Selection Programme

Originally devised to help overcome the shortage of secondary teachers, this programme began in 1971. Under the overseas teacher selection programme, qualified experienced teachers are selected in the United Kingdom, Canada, and the United States to work in Victorian schools. From 1970 to 1977 approximately 3,250 teachers have been brought to Victoria. The Teacher Selection Programme is used to recruit teachers for areas of special need in Victorian primary, secondary, and technical schools. During 1976 and 1977 the teachers recruited from overseas were in categories that could not be filled by Australian teachers. This programme has been indefinitely suspended.

International Teaching Fellowship Programme

This programme was initiated in 1971 to mark the centenary of Victorian education and to assist overcome an acute shortage of teachers of mathematics and science in the State's secondary schools. Two-year Fellowships were offered to teachers from the United Kingdom, Canada, and the United States to teach in Victoria. Three groups of Fellowships were offered between 1971 and 1974, and about 180 Fellows were appointed.

In 1974 following the success of the programme, the Minister of Education decided to extend it to provide opportunities for Victorian teachers in all types of schools to profit from overseas teaching experience.

Since 1975 one-year Fellowships have been offered to selected senior Victorian teachers to exchange teaching positions and accommodation with similarly selected teachers from Canada, the United States of America, New Zealand, and Germany. In 1977 the programme was further extended to include a number of teachers from independent schools in Victoria.

Professional development

The Director of Teacher Education and his staff implement an extensive in-service training programme which takes the form of either formal in-service programmes or enrichment programmes. The formal aspect includes study leave and time release for approved courses at tertiary institutions. In 1975, 1,692 teachers and professional officers were granted study leave for the purpose of gaining additional formal qualifications. The purpose of study leave is to improve the quality of teaching in, and services to, schools.

The enrichment programme includes State and Australian Schools Commission funded courses involving lectures, practical activities, workshops, induction courses, seminars, vacation schools, conferences, and refresher and familiarisation courses. Teachers foster their own professional development through the formation of subject teachers associations, and participation in a multiplicity of community interests.

Planning Services Division

Planning Services Division, established in 1974, provides expert advisory service to the Office of the Director-General and to senior officers in all Divisions to assist with decision-making. The services provided are in the areas of statistics, education facilities (sites and buildings), organisational research (administrative and organisational practice), Technical and Further Education (TAFE), School and the Community (School Supplementary Grants, School Councils, and Community Education), Curriculum Planning (pre-driver education and religious education), Special Projects (Direct Grants Study), and Safety in Schools.

Government schools

Recommendations in the interim report of the Australian Schools Commission in 1973 made it essential that the Department ascertain as quickly as possible the educational needs of the community, the needs and growth patterns of the schools, and staffing facility needs. The Upgrade Operation, with a co-ordinator and seven task forces, began in July of that year. The task forces ascertained existing conditions and needs with respect to art/craft rooms, science laboratories, libraries, special schools, staff accommodation, replacement and improvement programmes, and disadvantaged schools. The task forces maintained close liaison with the Public Works Department, senior Education Department officers, and with the schools.

Primary schools

The purpose of the primary school is to provide a curriculum which meets the needs, abilities, and interests of each of its pupils. In making curriculum decisions, principals take into account the professional views of staff and the nature of expectations of the local community. Under the provisions of the *Education (School Councils) Act 1975* one of the duties of a school council is to tender advice to principal and staff concerning general educational policy for the particular school. Written evaluations of each primary school are made by its Board of Review. The district inspector is responsible for the conduct of this review. He, or the group of persons convened by him in consultation with the principal, forms the Board, which may include persons from outside the school.

The new staffing schedule of 1971 enabled 200 additional vice-principals to be appointed to primary schools with enrolments of more than 575 in 1972 and made a new staff structuring possible.

Late in 1975 the Teachers Tribunal approved additional staffing in appropriate primary schools, to provide, for example, for a reduction of the teacher-pupil

ratio in preparatory grades ; the meeting of special needs in certain schools ; and permanent positions for teacher-librarians, and teachers of art and physical education.

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

In the seven year course from Preparatory Year (aged $4\frac{1}{2}$ years to 5 years) to Year 6, after which transfer to secondary education takes place, children develop basic expression and learning skills, gain experience through work in social studies, science, literature, music, art and craft, and participate in health training and physical education.

In recent years emphasis has been given in many schools to open education. The organisation, teaching techniques, and learning situations involved result from individual teachers' interpretations of the most effective ways of teaching children. This approach to teaching, which envisages education as an open-ended process of growth, requires perceptive planning by the teacher, and group and individual work by the child. Typical of the new style, open plan school is that at Neill Street, Carlton.

Throughout the primary schools local innovation is encouraged, and in 1974 the Commonwealth Government offered funds for innovatory change programmes on three levels—schools, systemic, and national.

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

High schools

The usual curriculum at high schools includes English, mathematics, history, geography, science, art, music, languages, and physical education. Diversification of courses is possible through the introduction of general studies, social science, creative arts, and the offer of elective subjects. Courses are designed by principals and teachers and provide for those planning tertiary education and entry into professions, those intending to seek business and commercial careers, and those requiring a general education or the study of domestic and practical subjects.

The one major examination is that for the Higher School Certificate taken externally in the twelfth year. Several schools have decided to issue their own twelfth year certificate based on internal testing and assessment.

The Victorian Institute of Secondary Education was established on 30 November 1976 to advise the Minister on a suitable substitute for the Higher School Certificate examination. This Institute represents universities, State and registered secondary schools, parents, and teacher organisations. It is an independent statutory body intended to assist students in the transition from secondary schools to further studies or employment by arranging methods of student assessment appropriate to the needs both of the students, and of the institutions or business and industrial organisations to which they seek admission. One of the most important features of the Institute is the obligation for continuing consultation with all groups concerned with the transition. To this end, the Council of the Institute is composed of a wide cross-section of the community. (See page 629.)

Technical schools

Technical schools provide a five year secondary course designed to achieve the fullest possible individual development of each student and to assist each to decide realistically on future educational or occupational specialisation. The curriculum provides for both boys and girls and is a proper balance of academic studies, creative experiences, and practical skills. After third year, specialised studies are available according to students' interests and capacities; and a third of the schools provide orientation courses for those wishing to proceed to a college of advanced education or university. Many district technical schools also provide apprenticeship courses in the major trades of carpentry and joinery, plumbing and gasfitting, motor mechanics, electrical mechanics, and fitting and machining. Other less common apprenticeship courses are conducted in selected schools throughout Victoria.

There have been major developments in middle level vocational courses now established in some twenty-five technical colleges and covering such areas as applied science, applied art, building, business studies, clothing and textiles, all branches of engineering, food and catering, rural and horticultural pursuits, and social science. These colleges also offer tertiary orientation programmes for entry to universities or to colleges of advanced education where diploma or degree courses are available in art, architecture, business studies, engineering, applied science, librarianship, and social science. (See page 633.)

The formation recently of the Central Regional Council for Technical Education completed the organisation of Victoria into six country and five metropolitan regions, and in particular brought together the mono-purpose technical institutions.

Community schools

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

Correspondence school

Correspondence education for primary children in Victoria commenced in 1914, when six Melbourne Teachers College trainees were authorised to teach via the mail bag three boys living in the centre of the Otway forest. Sixty-three years later, with a total professional staff of 152, the Correspondence School renders services both within and beyond Victoria. The school serves children who, because of distance or handicap or lack of facilities, cannot receive locally the form of education they require. Adults can also enrol for correspondence tuition to the extent that vacancies exist in classes. The Correspondence School provides programmes from the short-wave radio station VL3RT operated from the Royal Melbourne Institute of Technology.

Education of handicapped children in Victoria*Special Education : Education Department*

The Education Department has been involved with handicapped children since the first decade of this century. The Education Act of 1910 formalised responsibilities of parents and government, and subsequent regulations in 1912 provided for the establishment of the first Day Special School in 1913. While

the initial spread of services was limited, efforts were made to cater for individual differences. In 1918 the first Tutorial Grade for backward pupils was established. In the formative period opportunities for specialist training of teachers were severely limited. A short formal training programme begun in 1924 was expanded in the 1940s into a one-year course for the Trained Special Teacher's Certificate.

By the 1960s it became evident that extension of services was limited by inadequate levels of funding, accommodation, and personnel. Long waiting lists were common and segregated withdrawal of children from the classroom for special teaching was making insufficient educational and social impact. From the mid 1960s services were expanded to increase community awareness of the need for a more flexible range of services to meet a broader range of educational handicap. Emphasis was placed on early diagnosis and intervention programmes (prevention rather than remedial action), parent guidance, and the availability of consultative services to schools, while there was increasing demand for integration into the normal stream. These concepts were embodied in the Remedial Education Committee Report of 1965 which recommended steps for their attainment.

Significant landmarks in Special Education in the last decade have included the Ministerial Inquiry into Special Education (Interim Report August 1973); subsequent amendments to existing legislation; the formulation of new legislation; and a significant expansion of teacher training programmes. As a result of these developments Victoria has made valuable advances both in the range and nature of its educational provisions for the handicapped.

The Interim Report of the Ministerial Committee of Inquiry into Special Education was followed in July 1975 by its final report *Training of Teachers for Special Education*. The effect of these two reports has been evident in many areas, particularly in that of teacher training where the number of students undergoing twelve months specialised training has increased significantly; the Institute of Special Education at the State College of Victoria, Burwood, has been established; and a new two year Bachelor of Special Education degree course has been established at Monash University.

The Victorian Government has legislated since 1973 to effect fundamental and continuing changes in Special Education. The most important change came into being with the *Education (Handicapped Children) Act 1973* which affirmed the right to education to all handicapped children irrespective of their age or the severity of their handicap.

Further legislation in 1973, the Teaching Service (Professional Appointees) Act, created the machinery for expanding ancillary professional services, such as interpreting and welfare work. The *Education (Minister of Special Education) Act 1976* enabled the appointment of a full-time Minister of Special Education with areas of responsibility for a much broader range (both in type and age) of handicapped children (including those formerly in Day Training Centres under the Mental Health Authority). The Ministry of Special Education is, however, integrated within the Education Department.

The Minister of Special Education in 1976 established a State Council for Special Education to investigate the needs of handicapped children and to advise him on a wide range of activities associated with Special Education. The State Council contains several educationists representing the many facets of Special Education together with representatives of other government departments. The Education Department has maintained staffing for Special Education facilities in Social Welfare and Mental Health institutions, while the Health Department and Social Welfare Department have an important role to play in the well-being of the handicapped child. The Mental Health Authority has for many years established Day Training Centres for the intellectually handicapped. An important role of the State Council for Special Education will be not only to co-ordinate and integrate facilities and resources for the handicapped child within the

Education Department, but also to involve itself in areas that are not at present the responsibility of the Department.

At the upper age levels new initiatives into areas of vocational training and work preparation are also being undertaken, and a Work Education Committee has been established by the Minister to pilot these endeavours. The Committee will draw together the expertise of technical schools, the Commonwealth Government, the Education Department, and other interests.

The concept of integration of handicapped children into regular schools, defined in 1976 by the Conference of Directors of Special Education throughout Australia as "maximum useful association consistent with the interests of both groups", is regarded in Victoria as an essential factor in providing services which are differential according to needs.

As constituted in 1977, administration of Special Education by the Education Department encompassed four major areas of need, namely:

- (1) The intellectually handicapped,
- (2) the physically and sensorily handicapped,
- (3) the socially and emotionally handicapped, and
- (4) remedial education.

In all four areas, in addition to providing a service component to regular schools, there was also a State-wide network of special schools, centres, and units, for persons whose handicap requires specialised education provisions beyond the regular school setting. Consistent with the desire to "normalise" learning experiences for the handicapped wherever possible, services are also increasingly being provided to support a diverse range of handicapped learners within the regular school environment.

VICTORIA—VICTORIAN EDUCATION DEPARTMENT: SPECIAL EDUCATION SERVICES AT 30 JUNE 1977

Particulars	Number of schools	Student enrolments	Staff employed
Intellectual handicap—			
Day special schools	19	2,048	356
Institutional special schools	3	542	73
Special developmental schools	10	531	65
Day special school annexes	3	30	1
Special facilities units	4	359	11
Emotional handicap—			
Residential institutional school	1	28	12
Social adjustment centres	5	30	9
Social handicap—			
Prisons	6	372	23
Youth training centres	4	148	34
Family welfare institutions and homes	6	404	69
Physical handicap—			
Day special schools	5	518	107
Hospital schools	3	85	18
Visual handicap—			
Day special schools	1	5	1
Deaf—			
Day special schools	4	408	117
Ancillary units—consultant and remedial—			
Demonstration units	5	..	44
Special education units	36	3,274	130
Remedial centres	10	237	10
Opportunity remedial centres	45	1,069	45
Reading research and treatment centres	1	143	11
Visiting teacher services—			
Deaf	1	627	52
Physical handicap	1	172	9
Visual handicap	1	219	12
Parent guidance	1	138	30

NOTE. Special school statistics in above table do not compare, because of differences in scope and definition, with statistics shown under "Primary and Secondary education statistics" on pages 626-7.

Special education : voluntary agencies

Voluntary agencies have traditionally occupied an important position in special education; the establishment of the School for the Deaf and Dumb in 1860 was an example of early educational provisions for the handicapped. In many cases these organisations provided the only facilities available to parents of handicapped children; they now provide a vast network of services designed to meet the special needs of handicapped children.

The list of organisations which follows is not comprehensive, but represents the range of services provided :

The Advisory Council for Children with Impaired Hearing

A New Start for the Underachiever Association (ANSUA)

The Bendigo Committee for Promotion of Oral Education of Deaf

The Board of Management of the Victorian School for Deaf Children

Day Training Centre Committees (for moderately and severely intellectually handicapped children)

Rossbourne House (for intellectually handicapped and slow learners)

Victorian Institute for the Blind

The Spastic Children's Society of Victoria

Specific Learning Difficulties Association of Victoria (SPELD)

The Victorian Autistic Children's Association

The Victorian Committee for Promotion of Oral Education of Deaf

The Victorian Society for Crippled Children and Adults

The Yooralla Hospital School for Crippled Children

The Victorian Council for the Mentally Retarded

Victorian Association for the Retarded (STAR)

Spina Bifida Association of Victoria

Church organisations : church organisations have been active in all areas of need, particularly those of family and youth welfare. The Roman Catholic Church has provided educational and training services in most areas of handicap. Children of all denominations are accepted at its schools and centres.

Liaison between voluntary agencies and the Education Department occurs at many levels :

(1) Financial. A committee has been established to recommend the allocation of Commonwealth Government grants to non-government schools.

(2) Administrative. The Special Education Council provides formal liaison; its membership draws together representatives from the Mental Health Authority, the Education Department, voluntary agencies, and other special groups.

(3) Educational. The extension of Department educational services to non-government schools and facilities will continue to expand.

Further reference, 1977 ; Victorian Education Department, 1961 ; State secondary education, 1962 ; State primary education, 1963 ; Educational administration, 1964 ; Audio-visual education, 1964 ; Technical education, 1965 ; Teacher training, 1967 ; Development of curricula, 1969 ; History of Education Department, 1969 ; Recent developments, 1970 ; Commonwealth aid to education in Victoria, 1972 ; Educational administration, 1974 ; Community schools, 1974 ; Student counselling in Victoria, 1975

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

The *Registration of Teachers and Schools Act* 1905 came into operation on 1 January 1906 and established the Teachers and Schools Registration Board of Victoria. This Board was responsible for the registration of non-government

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

Registration of teachers

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

Registration of schools

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

Further reference, 1977

Non-government schools

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

Non-government schools educate approximately 24 per cent of the Victorian school population, and in addition to teaching a wide range of subjects, they are notable for the variety of co-curricular activities they provide. Their autonomy allows a degree of innovation and organisational variety which leads to wide differences between schools, and they therefore differ not only from government schools, but also from each other. The schools vary in size; some are boys' schools, some are girls' schools, some co-educational, some day schools, some day schools with boarding facilities, some boarding schools, and some are primary, some secondary, and some both. Many are religious foundations, and some are non-denominational.

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

The curriculum offered in non-government schools is much the same as that provided in comparable government schools. Teaching methods are also similar, although there are increasing changes being made in the academic organisation

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

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

Teachers in non-government schools are subject to registration by the Council of Public Education. Teachers in girls' schools are paid on the basis of an award, but the salaries of teachers in boys' schools are subject to personal negotiation. In both cases there is close parity with the salary scale for teachers in government schools.

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

Two bodies with whom the Association works in close co-operation are the Victorian branch of the Headmasters' Conference of Independent Schools of Australia (HMCISA) and the Association of Heads of Independent Girls' Schools of Victoria (AHIGSV). The Victorian Branch of the Headmasters' Conference of Independent Schools of Australia consists of the principals of thirty-four schools with a majority of boys enrolled, and the Association of Heads of Independent Girls' Schools of Victoria is an incorporated body consisting of principals of non-government schools with a majority of girls enrolled: seven of these schools are co-educational and twenty-seven are single sex girls' schools. Through regular meetings, principals are kept informed on a wide variety of matters which affect their schools and receive reports from representatives working on various social and educational committees. These include the Incorporated Association of Registered Teachers of Victoria (IARTV), the Association of Independent Schools of Victoria, the National Council of Independent Schools, the Victorian Universities and Schools Examinations Board (VUSEB), the Victorian Universities Admissions Committee, the Curriculum Advisory Board, and the Australian Broadcasting Commission. There is regular communication between the two bodies and joint meetings are held as necessary.

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

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

Further reference, 1977

Catholic education

General

Catholic education in Victoria has traditionally been administered at a diocesan and a local level. In recent years boards have been established at both these levels and diocesan education offices have been expanded. Co-ordination of policy and administration is achieved through the consensus-producing function of the Catholic Education Commission of Victoria whose membership is composed of a chairman and an executive committee consisting of eight persons—executive director, planning officer, administrative officers from each of the four dioceses, and two representatives of teaching religious congregations. In addition, there are consultative commissioners representing dioceses, Major Superiors of both male and female religious congregations, a principal of a Catholic secondary school and of a parish primary school, and two parent representatives.

In 1977 there were approximately 154,000 pupils in Victorian Catholic schools.

Pre-schools

Fifteen kindergartens are conducted under the auspices of the Catholic Church in Victoria and are open to all applicants independent of their religious affiliations.

Primary schools

Virtually every parish in Victoria conducts a primary school. At present the majority of teachers are lay. In 1977, one hundred and eleven schools were conducted by lay principals. There were 346 parish primary schools enrolling 91,362 pupils in 1977, and special schools catered for 301 pupils.

Secondary schools

Catholic secondary schools, four of which are technical 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 1977, 17 secondary schools in Victoria had lay principals while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

A secondary education development programme is currently being examined and discussed at all levels of involvement. One of the purposes of this programme is to make maximum use of all the resources available to the schools. In addition,

a proposal document on Conditions of Service in Catholic Secondary Schools in Victoria has received wide circulation and a committee is presently engaged in rewriting this proposal in view of the submissions received from many sources.

Tertiary education

The main emphasis is on primary teacher training for male and female students. The Institute of Catholic Education, which incorporates the colleges of Ascot Vale, Oakleigh, Ballarat, and Box Hill, is a member of the State College of Victoria. These colleges, while emphasising pre-service education, have introduced a number of graduate diploma courses. A Diploma of Education (Secondary) was offered at Mercy College, Ascot Vale, in 1977. There are university colleges and halls of residence at the University of Melbourne and Monash University, and several theological colleges provide for the education of students for the priesthood. These colleges provide full-time and part-time studies for both religious and lay teachers.

Catechetical

At the end of 1977 there were about 100,000 Catholic pupils in State schools. The religious education of some of these pupils is undertaken by a team of religious teachers who are assisted by priests and voluntary catechists.

Courses of study

In recent years many Catholic schools, both primary and secondary, have been involved in the development of a school-based curriculum. In 1975 an experimental teacher-aide programme was introduced in several primary schools; open area teaching is used in many places, while individual development initiatives such as the extended day, have taken place in some secondary colleges. All schools taking pupils for Form 6 level prepare children for the Higher School Certificate examinations and alternative courses have been developed in some schools.

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

Education Liaison Committee

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

Further reference, 1977

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
1972	2,194	32,064	602,614	570	9,135	192,155	2,764	41,199	794,769
1973	2,179	34,215	605,644	569	9,588	193,437	2,748	43,803	799,081
1974	2,161	35,020	608,643	571	10,059	196,420	2,732	45,079	805,063
1975	2,161	37,728	618,112	578	10,525	198,839	2,739	48,253	816,951
1976	2,164	40,543	624,707	586	10,723	201,083	2,750	51,266	825,790

(a) First school day in August.

NOTE. Refer to footnote on page 621.

**VICTORIA—GOVERNMENT AND NON-GOVERNMENT SCHOOLS :
CLASS OF SCHOOL : SEX OF PUPILS, 1976 (a)**

Class of school	Number of schools	Government			Number of schools	Non-government		
		Males	Females	Total		Males	Females	Total
Primary	1,720	191,692	181,622	373,314	363	45,341	44,987	90,328
Primary-secondary	22	3,130	2,935	6,065	106	32,310	30,266	62,576
Secondary (b)	272	73,787	101,611	175,398	101	19,418	27,006	46,424
Secondary technical	103	51,750	12,923	64,673	4	1,249	..	1,249
Correspondence	1	548	594	1,142	..	..	..	..
Special	46	2,592	1,523	4,115	12	280	226	506
Total	2,164	323,499	301,208	624,707	586	98,598	102,485	201,083

(a) First school day in August.

(b) Excluding secondary technical schools.

NOTE. Refer to footnote on page 621.

**VICTORIA—PRIMARY EDUCATION : TYPE OF SCHOOL :
AGE AND SEX OF PUPILS, 1976 (a)**

Age last birthday (years)	Sex	Government schools	Non-government schools								All schools
			Roman Catholic	Church of England	Presbyterian	Meth- odist	Baptist	Hebrew	Other	Total non-government	
Under 6	M	27,305	5,820	414	141	30	38	192	255	6,890	34,195
	F	26,642	5,977	373	161	52	32	218	425	7,238	33,880
6	T	53,947	11,797	787	302	82	70	410	680	14,128	68,075
	M	28,632	6,639	441	149	28	39	150	253	7,699	36,331
7	F	27,208	6,424	332	143	33	28	151	399	7,510	34,718
	T	55,840	13,063	773	292	61	67	301	652	15,209	71,049
8	M	29,039	6,540	404	153	22	44	115	247	7,525	36,564
	F	27,492	6,597	314	156	48	31	127	359	7,632	35,124
9	T	56,531	13,137	718	309	70	75	242	606	15,157	71,688
	M	27,462	6,703	403	171	29	51	150	224	7,731	35,193
10	F	25,892	6,595	312	143	46	41	111	368	7,616	33,508
	T	53,354	13,298	715	314	75	92	261	592	15,347	68,701
11	M	26,183	6,683	464	203	71	53	120	206	7,800	33,983
	F	25,042	6,567	359	166	49	47	122	368	7,678	32,720
12	T	51,225	13,250	823	369	120	100	242	574	15,478	66,703
	M	25,256	6,668	542	234	91	65	113	178	7,891	33,147
13	F	24,224	6,723	358	142	54	53	112	375	7,817	32,041
	T	49,480	13,391	900	376	145	118	225	553	15,708	65,188
14	M	25,249	6,774	575	229	77	53	98	181	7,987	33,236
	F	23,570	6,706	367	172	68	62	89	363	7,827	31,397
15	T	48,819	13,480	942	401	145	115	187	544	15,814	64,633
	M	4,974	1,338	113	35	19	9	12	47	1,573	6,547
16	F	3,869	1,084	61	17	16	10	6	48	1,242	5,111
	T	8,843	2,422	174	52	35	19	18	95	2,815	11,658
17	M	206	63	3	1	1	..	2	3	73	279
	F	151	37	2	..	..	1	..	1	41	192
18	T	357	100	5	1	1	1	2	4	114	471
	M	11	3	..	..	..	..	..	1	4	15
19	F	4	2	..	..	..	..	..	..	2	6
	T	15	5	..	..	..	..	..	1	6	21
20	M	1	..	..	..	..	..	..	1	1	2
	F	..	2	..	..	..	..	..	1	3	3
	T	1	2	..	..	..	..	..	2	4	5
Total primary grades	M	194,318	47,231	3,359	1,316	368	352	952	1,596	55,174	249,492
	F	184,094	46,714	2,478	1,100	366	305	936	2,707	54,606	238,700
	T	378,412	93,945	5,837	2,416	734	657	1,888	4,303	109,780	488,192
Total special schools (b)	M	2,592	183	..	..	..	..	..	97	280	2,872
	F	1,523	175	..	..	..	..	..	51	226	1,749
	T	4,115	358	..	..	..	..	..	148	506	4,621
Total all primary pupils (b)	M	196,910	47,414	3,359	1,316	368	352	952	1,693	55,454	252,364
	F	185,617	46,889	2,478	1,100	366	305	936	2,758	54,832	240,449
	T	382,527	94,303	5,837	2,416	734	657	1,888	4,451	110,286	492,813

(a) First school day in August.

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

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

NOTE. Refer to footnote on page 621.

VICTORIA—SECONDARY EDUCATION : TYPE OF SCHOOL :
AGE AND SEX OF PUPILS, 1976 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools							Total non-government	All schools
			Roman Catholic	Church of England	Presbyterian	Methodist	Baptist	Hebrew	Other		
Under 12	M	627	127	121	48	12	7	14	13	342	969
	F	688	166	67	32	19	9	17	101	411	1,099
	T	1,315	293	188	80	31	16	31	114	753	2,068
12	M	20,845	4,635	1,196	622	178	107	109	242	7,089	27,934
	F	19,630	5,495	883	424	251	181	91	542	7,867	27,497
	T	40,475	10,130	2,079	1,046	429	288	200	784	14,956	55,431
13	M	26,674	5,253	1,314	705	231	157	140	243	8,043	34,717
	F	24,296	6,304	1,046	471	280	197	119	617	9,034	33,330
	T	50,970	11,557	2,360	1,176	511	354	259	860	17,077	68,047
14	M	27,068	5,124	1,401	736	276	148	116	220	8,021	35,089
	F	24,574	6,197	983	483	313	200	109	654	8,939	33,513
	T	51,642	11,321	2,384	1,219	589	348	225	874	16,960	68,602
15	M	24,132	4,793	1,396	731	294	160	131	218	7,723	31,855
	F	21,239	5,724	1,037	473	350	227	129	587	8,527	29,766
	T	45,371	10,517	2,433	1,204	644	387	260	805	16,250	61,621
16	M	16,927	3,645	1,336	673	248	160	103	200	6,365	23,292
	F	15,368	4,600	975	505	425	167	137	510	7,319	22,687
	T	32,295	8,245	2,311	1,178	673	327	240	710	13,684	45,979
17	M	7,841	2,269	1,007	482	186	110	69	213	4,336	12,177
	F	7,791	2,692	678	428	267	122	74	418	4,679	12,470
	T	15,632	4,961	1,685	910	453	232	143	631	9,015	24,647
18	M	1,882	494	194	84	44	25	5	133	979	2,861
	F	1,416	401	92	41	42	12	5	136	729	2,145
	T	3,298	895	286	125	86	37	10	269	1,708	5,006
19	M	338	54	20	12	7	4	..	48	145	483
	F	223	21	6	10	5	..	..	28	70	293
	T	561	75	26	22	12	4	..	76	215	776
20	M	80	11	3	..	3	..	..	27	44	124
	F	59	7	..	2	2	1	..	12	24	83
	T	139	18	3	2	5	1	..	39	68	207
21 and over	M	175	11	..	..	..	..	..	46	57	232
	F	307	17	..	2	1	..	..	34	54	361
	T	482	28	..	2	1	..	..	80	111	593
Total all secondary pupils	M	126,589	26,416	7,988	4,093	1,479	878	687	1,603	43,144	169,733
	F	115,591	31,624	5,767	2,871	1,955	1,116	681	3,639	47,653	163,244
	T	242,180	58,040	13,755	6,964	3,434	1,994	1,368	5,242	90,797	332,977

(a) First school day in August.

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

EXAMINATIONS

Victorian Universities and Schools Examinations Board

The Victorian Universities and Schools Examinations Board was established in 1964 by statutes of the universities to conduct, on their behalf, the examinations which had previously been conducted by the University of Melbourne. With the approval of the universities the Board abolished the School Intermediate Examination in 1967 and the School Leaving Examination in 1972. Since then the Higher School Certificate Examination is the only examination at which candidates need to qualify to apply for entrance to a university. The examination will be conducted by the VUSEB in 1978 after which the Victorian Institute of Secondary Education will take over its functions (see page 629). The colleges of advanced education require the same qualification for entry to a number of their courses and the colleges of the State College of Victoria (teachers' colleges) at present use the same university entrance qualification for school leavers. However, the universities and the teachers colleges have made some provision for early school leavers who have not previously entered for the Higher School Certificate Examination to enter their institutions provided they are able to demonstrate their ability to undertake studies at the tertiary level of education. The colleges of advanced education make provision for students to enter degree courses when they have been successful in the tertiary orientation year of a technical school or college or in diploma courses.

Recently the VUSEB agreed to accept as a qualification for the purpose of satisfying its university entrance requirements a statement from a College of Advanced Education that a student is qualified to enter for a course of study leading to a recognised degree. In this way a number of students who have studied in the field of technical education are now able to apply for entry to a university or a college of the State College of Victoria.

The universities have recognised that while the Victorian Universities and Schools Examinations Board still serves the purpose of conducting the examination, the passing of which is a condition for application for entry to a university, circumstances have changed so much since 1964 that consideration needed to be given to replacing the Board with a new organisation with a different constitutional basis.

Further details of proposed changes to the functions of the VUSEB are set out on pages 717 to 719 of the *Victorian Year Book 1977*, and in the Victorian Institute of Secondary Education article below.

VICTORIA—HIGHER SCHOOL CERTIFICATE EXAMINATION

Candidates	1972	1973	1974	1975	1976
Total entries	27,662	29,172	29,160	30,441	32,133
Number who attempted to pass fully	20,044	21,521	21,686	22,966	23,676
Number who passed fully	13,935	14,681	14,835	15,787	16,069
Percentage who passed fully	69.5	68.2	68.4	68.7	67.9

Victorian Institute of Secondary Education

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

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

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

The specific activities of the Institute seem likely to develop into a number of inter-related programmes, which would include:

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

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

Post-Secondary Education Committee

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

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

Recommendations of the Committee will be noted in subsequent *Victorian Year Books*.

Further reference, 1977; Public examinations, 1963-1966; Victorian Universities and Schools Examinations Board, 1974; Examinations in the 1970s, 1975

TECHNICAL EDUCATION

Technical schools and colleges

General

There are certain unique features of the technical education system in Victoria which stem from historical and political causes. These are reflected in the variety of institutions which at 31 December 1976 included:

- (1) 90 technical schools, the majority with some TAFE (Technical and Further Education) programmes and 16 with appreciable TAFE programmes;
- (2) 21 technical colleges (including 13 with secondary components) under the direct control and management of the Education Department;
- (3) 5 institute of technology technical college components under the virtual control of the Education Department;
- (4) 4 institute of technology technical college components under the control of the institute councils;
- (5) 2 technical colleges under the control and management of their own councils effective since 1977;
- (6) 6 high schools with technical components providing TAFE; and
- (7) 107 high schools with evening classes.

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

- (1) The extensive involvement of interested parties in policy formulation and programme development;
- (2) the concern shown by large numbers of interested parties in technical education and the students it serves;
- (3) the operation of school and college councils;
- (4) the ready availability of educational support services to all institutions; and
- (5) the participation of all parties in the ever increasing staff development programmes.

A further factor which prevents considerable lack of co-ordination is that the Minister, in the case of the "autonomous colleges" and on the advice of the Director of Technical Education and/or the State Council for Technical Education approves: (1) the annual allocations of State funds; (2) the annual staffing of establishments for teaching and non-teaching staffs; and (3) the major new courses and revisions of existing courses.

Secondary education in technical schools

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

Technical colleges

The technical colleges under the direct control and management of the Education Department are either colleges not absorbed into the Victoria Institute of Colleges structure in the late 1960s or colleges established since that time. They are all predominantly concerned with TAFE programmes, although

many still have secondary technical components. A few such as the Melbourne Technical College of Hairdressing, Melbourne College of Decoration, Melbourne College of Printing and Graphic Arts, Melbourne College of Textiles, and the William Angliss College of Catering and Food Studies are single or special purpose colleges. As far as practicable, additional TAFE facilities have been concentrated in technical colleges, although every effort has been made, through the colleges to use all other available facilities to conduct TAFE classes (e.g. high schools, technical schools, agricultural colleges, and other government facilities such as the Turnbull Institute and the School of Forestry).

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

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

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

Eleven institutions were considered to be in this category in 1977. Four were components of institutes of technology which extended to TAFE appointments their long standing power to appoint their own teaching staffs under salaries and conditions and within establishments approved by the Minister (Bendigo, Prahran, R.M.I.T., and Swinburne). Four were former Departmental colleges with TAFE teaching staffs employed by and appointed within the staffing system of the Technical Schools Division (Caulfield, Footscray, Preston, and Warrnambool). Two were autonomous TAFE colleges (Ballarat School of Mines and Gordon Technical College). Lastly, Emily McPherson College, a Departmental college, conducted tertiary courses financed through the Victoria Institute of Colleges. All eleven institutions were provided with a total maintenance grant including finance for the payment of all teaching and non-teaching staff.

Technical and Further Education (TAFE) statistics

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

Particulars	1972	1973	1974	1975	1976
Number of schools/colleges	98	108	99	104	109
Number of enrolments(c)—					
Full-time	5,335	5,930	6,347	8,397	9,076
Part-time(d)	61,078	60,627	73,025	72,699	76,925
Total	66,413	66,557	79,372	81,096	86,001

(a) At end of March.

(b) Excludes tertiary students enrolled in wholly approved courses or in the approved part of part approved courses at colleges affiliated with the Victoria Institute of Colleges.

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

(d) Includes correspondence students.

**VICTORIA—TAFE : TECHNICAL SCHOOLS AND COLLEGES :
COURSES AND STUDENTS ENROLLED, 1976**

Courses	Number of enrolments (a)		
	Full-time	Part-time (b)	Total
Preparatory	13	2,372	2,385
Technical orientation	626	740	1,366
Tertiary orientation	3,677	3,495	7,172
Pre-employment	875	744	1,619
Basic vocational	474	26,639	27,113
Advanced basic vocational and technician	251	10,385	10,636
Middle level	2,596	14,742	17,338
Special purpose	352	3,712	4,064
Adult education	..	14,088	14,088
Diploma	212	8	220
Total	9,076	76,925	86,001

(a) At end of March.

(b) Includes correspondence students.

TERTIARY EDUCATION

Tertiary Orientation Programme

About 3,500 students from a wide range of educational backgrounds are involved in the Tertiary Orientation Programme (TOP) offered at some fifty-five technical schools and colleges throughout Victoria in 1977. The size of programmes varies. At some technical schools there are no more than 20 students in TOP, while at the larger technical colleges there may be more than 400 students.

The TOP is conceived as a post-secondary TAFE programme specifically designed to accommodate students preparing for tertiary study. Consequently, the academic content of programmes tends to reflect the major streams of tertiary study—for instance, Business Studies, General Studies (or Arts), Engineering or Applied Science, and others. It is a post-secondary programme because the Technical Schools Division believes that tertiary preparation is best accomplished in a climate distinctively different from that to be found in secondary schools. Since it has become increasingly evident that tertiary preparation must include more than preparation of the mind, a strong emphasis is given to student counselling. Continuous counselling is helped by a continuous assessment of student work, rather than reliance on one end-of-course examination. Where it becomes apparent that tertiary preparation is not the best option for an individual, or that the initial emphasis of an individual's study is wrong, it is possible to shift either within the TOP or out of it to another part of the TAFE programme.

Successful completion of a TOP has been accepted by the State and Commonwealth Public Services as an employment qualification. Similarly, TOP students wishing to apply to universities or the State Colleges of Victoria, are exempted from the examinations of the Victorian Universities and Schools Examination Board upon successful completion of a TOP. Efforts continue in the search for more appropriate and reliable methods of reporting on student suitability for tertiary study. This search, involving experiments with teacher reports, dovetails with the effort to provide adequate academic counselling to students before and during their tertiary orientation studies.

Students in tertiary orientation may come from various educational backgrounds and age groups. Special attention is paid to giving access to mature age students and others returning to study after a few years out of school. Priority for admission to TOP's normally goes to them first, followed by students continuing directly on from technical schools and other secondary institutions

not offering courses beyond Form V. A small part of the entrants to TOP's are students leaving High Schools before Form VI, and others with an experience of failure at Form VI.

Tertiary Education Commission

Introduction

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

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

Financing of tertiary education

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

As from 1 January 1974, the Commonwealth Government assumed full financial responsibility for both universities and colleges of advanced education.

The Commonwealth initially became involved in the provision of direct funding for technical and further education (TAFE) in 1964 with a scheme of unmatched special purpose capital grants to the States for the provision of buildings and non-consumable equipment directly related to the training function of technical institutions. These grants continued under the States Grants (Technical Training) Acts to 30 June 1974 at which time the Commonwealth, acting on the recommendations of the Australian Committee on Technical and Further Education (ACOTAFE), introduced, for the first time, grants for TAFE recurrent expenditure whilst continuing its financial support for TAFE capital purposes. These grants were provided under the *States Grants (Technical and Further Education) Act 1974*.

The current Act, the *States Grants (Technical and Further Education Assistance) Act 1976*, provides for grants to Victoria for calendar year 1977 of \$11.25m for TAFE capital purposes and \$11.78m (at December 1976 prices) for TAFE recurrent purposes.

Further reference, 1977 ; Swinburne Technical College, 1963 ; Science and Technology Careers Bureau, 1965 ; Secondary technical education, 1975 ; Universities Commission, 1977 ; Commission on Advanced Education, 1977

Victorian Universities Admissions Committee

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the

three universities for the selection of applicants seeking admission. The membership of the Committee is derived entirely from these three universities. Each may appoint one representative for every four hundred, and for every fractional part of four hundred, students admitted to a course in the university in the previous year; however, no university is to have less than three or more than nine representatives in addition to the Vice-Chancellor or his deputy and the Registrar (in the case of Monash, the Academic Registrar) or his deputy. It was subsequently recognised that there would be considerable advantage to the three universities, to other tertiary institutions, and to prospective applicants if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The subsequent foundation of Deakin University in 1977 meant that the number of participating institutions for selection of students to begin courses in 1978 rose to twenty-two. Details of these and other institutions are set out on pages 635-50 of this *Year Book*.

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

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

University of Melbourne

General

The University of Melbourne was established by an Act of the Victorian Parliament on 22 January 1853. Under the Act as subsequently amended, the University consists of a council, the graduates, members of the academic and general staff, graduate and undergraduate students. It is governed by a council of up to thirty-nine members representing the Victorian Government, various community interests, graduates, academic and general staff, graduate and undergraduate students, and the university colleges, with wide powers for the conduct of university affairs. The general academic administration of the university is conducted by faculties and boards of studies and supervised by the Professorial Board.

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

The University site covers 19 hectares in Parkville, approximately one kilometre from the city's centre. Adjacent to the University site, under separate grants and titles, lie the recreation grounds of almost 6.5 hectares and the lands of the affiliated residential colleges covering more than 18 hectares.

Chairs

Chairs maintained at the University of Melbourne either out of general revenue or from endowments included the following at 31 July 1977:

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

In addition, the Vice-Chancellor and a number of academics in departments hold personal chairs, while the Deputy Vice-Chancellor, the Deputy Vice-Chancellor (Research), the Director of the Centre for Environmental Studies, and the Director of the Centre for the Study of Higher Education are, by statute, professors of the University.

Fees and financial assistance

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

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

Financial assistance for students is available in various ways. The Tertiary Education Assistance Scheme of the Commonwealth Government provides for living allowances subject to a means test and other conditions. There are also various scholarships and bursaries including those available from University

administered trust funds, the Commonwealth and Victorian Public Services, and other organisations and foundations. In addition, the University provides loans in approved cases from the Students' Loan Fund.

Overseas students

Since the end of the Second World War many Asian students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 786 in 1977, of whom 524 were from Malaysia. All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, and Fiji.

Further reference, 1977; Enrolment problems, 1962; University of Melbourne Medical School 1862 to 1962, 1963; Department of Child Health, 1963; Postgraduate education, 1964; University of Melbourne Library, 1964; Affiliated residential colleges, 1966; Employment of graduates, 1967; Research in Victorian universities, 1968; University of Melbourne Medical School, 1970; University of Melbourne Veterinary School, 1971; Master plan for University of Melbourne, 1972; University of Melbourne and advanced education, 1974; University of Melbourne Medical School, 1975; New medical curriculum, 1976; Office for Continuing Education, 1977

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 1977 major projects in the University to the value of more than \$67m were either completed or under construction.

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

Monash University Library

The Monash University Library contained approximately 830,000 volumes in 1977, and subscribed to some 13,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the physical sciences and engineering; the Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

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

Courses

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

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

Entrance requirements

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

Fees

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

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

Chairs

Appointments have been made to the following chairs:

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

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

Faculty of Education. The Ian Clunies Ross Chair of Education (Science Education), the Fred Schonell Chair of Education (Social Psychology), and Education (4—Sociology of Education, Exceptional Children, History of Education, and Experimental Education).

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

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

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

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

Further reference, 1977; Medical School, Monash University, 1970; Centre of South-east Asian Studies, 1971; Community relations, 1974; Development: 1961-1975, 1975; Centre for Continuing Education, 1977

La Trobe University

General

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

Schools and chairs

By 1977 the following forty-eight chairs had been established:

School of Agriculture. Agriculture (3).

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

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

School of Education. Education (4).

School of Economics (5).

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

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

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

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

Site and buildings

The site plan is basically a concentric one which provides for a closely linked centre of academic buildings surrounded by residences, car parks, and sports fields. Buildings catering for the main activities of students and staff are being concentrated within a radius of approximately five minutes walking distance, and vehicular traffic, other than service and emergency vehicles, is prohibited within this central area. By the end of 1977 there were 27 major buildings completed on the campus.

La Trobe University Library

The La Trobe University Library, situated in the centre of the campus, provides approximately 1,500 readers' places including 48 enclosed carrels. By the end of 1976 the Library contained more than 288,000 bound volumes and received

more than 9,000 serial titles on subscription. The Library is open throughout the year apart from university holidays.

Residences and unions

From the outset the University has sought to make available appropriate residential accommodation for a substantial proportion of the increasing percentage of students living away from home during the academic year. The three colleges—Glenn College, Menzies College, and Chisholm College—provide a total of more than 1,000 residential places. As an alternative to college residence, the University is developing a non-college housing project on the southern perimeter of the campus consisting of groups of flats and terrace houses. At present there are approximately 80 units providing more than 300 residential places and plans are in hand for the construction of more units as finance becomes available.

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

Students

The normal entrance requirement for a first year student is to satisfy the Higher School Certificate requirements prescribed by the Victorian Universities and Schools Examinations Board. In addition applicants must satisfy any prerequisites which may be laid down from time to time for admission to particular courses. Applications are processed centrally by the Victorian Universities and Colleges Admissions Committee.

The University also admits to degree courses in science, arts, and economics a number of applicants who have not gained the usual entrance qualification but on other criteria are considered to be capable of successfully pursuing tertiary studies. The Special Entry Scheme in the School of Physical Sciences requires applicants to have achieved Leaving Certificate or Form V standard in science subjects and to have been employed in a relevant field for a minimum of three years. Applicants to the Early Leavers Scheme in the Schools of Economics, Humanities and Social Sciences are required to be more than 18 years of age and never to have attempted the Higher School Certificate examination or equivalent examination. Beginning in 1976 a small number of students have been admitted to science courses conducted externally by the School of Physical Sciences.

Further reference, 1977 ; La Trobe University : 1967–1977, 1977

Deakin University

General

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

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

The Council has 32 members comprising : nine members appointed by the Governor in Council (including three members of the Victorian Parliament and

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

The university began teaching in April 1977 when it absorbed two existing colleges of advanced education—the Gordon Institute of Technology and the Geelong State College (a primary teacher training institution). The university expected to see an enrolment of approximately 6,000 full time, 2,000 part time, and 4,000 off campus (external) students in 1977.

Academic development

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

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

About 1,000 students began off campus studies in 1977. These included a proportion of mature age students enrolled under a special entry scheme. Mature age students must be over 21 years of age and should not have attempted the Higher School Certificate in the previous three years. No formal qualifications are required. The university is giving some preferential treatment to people of Aboriginal descent and handicapped persons under this scheme.

Schools and chairs

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

In addition the university has established chairs in Australian Studies, Chemistry, and Human Nutrition.

Site and buildings

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

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

The university has approved a development plan which aims to make the best possible use of the site by retaining the central academic, library, and union areas for pedestrian access only. This will be surrounded by residences, car parks, and sports fields. An administration and student and staff facilities building is expected to be the first new major construction in 1979.

Library

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

The library also provides a lending service to off campus students.

In 1977, the central library provided 342 readers' places, while at the Vines Road campus there were 98, Pakington Street 40, and Fenwick Street 60. On amalgamation of the two institutions to form the university, the Vines Road library held 80,000 bound volumes and received 1,800 serials titles on subscription. The library also has audio and video and microfilm and microfiche facilities.

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

Students

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

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

Further reference, 1977; University development in Victoria, 1966; Research in Victorian universities, 1968

University statistics

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

Field of study (b)	1975				1976			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
Bachelor degree courses—								
Agriculture, forestry	301	..	225	526	294	..	232	526
Architecture, building	540	..	..	540	547	..	..	547
Dentistry	241	..	..	241	243	..	..	243
Economics, commerce, government	1,473	1,606	946	4,025	1,451	1,703	1,001	4,155
Education	559	642	522	1,723	632	649	534	1,815
Engineering, technology	968	988	..	1,956	954	938	10	1,902
Fine arts	282	..	..	282	273	..	..	273
Humanities	3,507	3,100	2,471	9,078	3,656	3,149	2,704	9,509
Law	1,069	1,362	..	2,431	1,126	1,431	..	2,557
Medicine	1,342	934	..	2,276	1,371	926	..	2,297
Natural sciences	2,319	1,917	1,105	5,341	2,446	2,035	1,312	5,793
Social and behavioural sciences	164	29	1,552	1,745	253	67	1,737	2,057
Veterinary science	241	..	..	241	240	..	..	240
Total	13,006	10,578	6,821	30,405	13,486	10,898	7,530	31,914
Higher degree courses	2,119	1,591	427	4,137	2,087	1,692	516	4,295
Non-degree courses	1,118	1,080	502	2,700	1,170	1,161	510	2,841
Total	3,237	2,671	929	6,837	3,257	2,853	1,026	7,136
Total enrolments (c)	16,243	13,249	7,750	37,242	16,743	13,751	8,556	39,050
Total students (c)	15,679	13,249	7,746	36,674	16,087	13,751	8,549	38,387

(a) At 30 April.

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

(c) Enrolment totals exceed student totals at Melbourne and La Trobe Universities because of double counting of students enrolled in more than one course. Details of students enrolled in more than one course at Monash University are not available.

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

Field of study (b)	1975				1976			
	Melbourne	Monash	La Trobe	Victoria	Melbourne	Monash	La Trobe	Victoria
Bachelor degree courses—								
Agriculture, forestry	57	..	29	86	70	..	40	110
Architecture, building	78	..	..	78	81	..	..	81
Dentistry	41	..	..	41	44	..	..	44
Economics, commerce, government	250	393	119	762	230	377	101	708
Education	47	170	78	295	67	168	125	360
Engineering, technology	218	191	..	409	200	187	..	387
Fine arts	34	..	..	34	47	..	..	47
Humanities	553	805	224	1,582	496	814	285	1,595
Law	186	199	..	385	184	210	..	394
Medicine	203	159	..	362	199	148	..	347
Natural sciences	618	615	211	1,444	601	621	247	1,469
Social and behavioural sciences	..	..	142	142	..	..	199	199
Veterinary science	40	..	..	40	44	..	..	44
Total	2,325	2,532	803	5,660	2,263	2,525	997	5,785
Higher degree courses	368	210	36	614	417	219	53	689
Postgraduate diploma courses	131	498	348	977	151	490	378	1,019
Total	499	708	384	1,591	568	709	431	1,708
Total students	2,824	3,240	1,187	7,251	2,831	3,234	1,428	7,493

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

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

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

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

Victoria Institute of Colleges

The Victoria Institute of Colleges (VIC) was incorporated under Victorian legislation in 1965. The role of the Institute, more specifically developed in later amending legislation, is to foster the development and improvement of institutions, other than universities, offering tertiary education in Victoria. The most important of the Institute's responsibilities include :

- (1) Making recommendations to the Commonwealth Government on the financial requirements of the colleges;
- (2) determining the staff establishments for the colleges;
- (3) stimulating the improvement of academic standards in the colleges;
- (4) conferring degrees, diplomas, and other awards on students of the colleges attaining appropriate standards in approved courses;
- (5) making recommendations to the Victorian Government on salary scales and terms and conditions of appointment for academic staff in colleges; and
- (6) advising on the creation of new colleges.

The Institute is not itself a teaching institution, but a co-ordinating agency with which individual autonomous colleges may become affiliated. It is governed by a council of 32 members drawn from the affiliated colleges, the universities, Parliamentary representatives, the Victorian Education Department, commerce and industry, undergraduate student representatives of the affiliated colleges,

and a nominee of the Senate of the State College of Victoria. Academic assessments are made by a board of studies, which is, in turn, advised by a series of academic committees in particular fields of study. All colleges affiliated with the Institute are governed by their own autonomous councils. The affiliated colleges award diplomas; the conferring of degrees is the prerogative of the Institute.

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

Since the decision by the Institute in 1970 to award higher degrees, nearly 50 masters' degrees have been conferred on candidates as at the end of 1977; and the demand for enrolment for masters' degrees continues to increase. Degree awards conferred in 1977 also showed a continuing increase to previous years.

During 1976 all colleges continued in their work of design and preparation for new courses, despite severe restrictions placed by the Commonwealth on new course funding for 1976. A significant number of courses earlier intended for introduction in 1976 were able to be commenced in 1977 following a resumption of Commonwealth approval for the funding of new courses.

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

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

On 1 January 1977 a merger of the nurse education programme of the College of Nursing, Australia, and the Lincoln Institute became effective. (See pages 646 and 647.) Initial moves have also been in progress since 1976 to amalgamate the Royal Melbourne Institute of Technology and the Emily McPherson College. (See page 646.)

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

Authority for changes to courses conducted by the Gordon Institute of Technology was transferred from the VIC on 27 September 1976 to the Interim Council of the Deakin University. The authority became effective from 1 January 1977 and applied to those courses approved by the Interim Council for continuation after 1 April 1977, when Deakin commenced formal operations. Transfer of responsibility for awards from the VIC to Deakin also became effective from that date.

Further reference, 1977

State College of Victoria

The Victorian Government's establishment of the State College of Victoria in 1973 created a tertiary education system which at that time was unique in Australia. The State College of Victoria (SCV) is a federation of former teacher-training institutions designed both to foster the independent growth of the colleges and to co-ordinate their activities for academic and administrative

purposes. The constituent colleges in 1977 numbered nine, with a total student population exceeding 15,000. In 1977, the SCV at Geelong was incorporated into Deakin University.

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

The most significant academic achievement of the SCV has been the introduction of four year Bachelor degrees to enable teaching to become a graduate profession. The introduction of the degree course gives the SCV a range of awards which also includes graduate and higher diplomas, diplomas, and a variety of certificates.

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

Capital development of the SCV constituent colleges is an on-going programme. In 1977 the SCV at Coburg opened a \$1,020,000 extension to its main lecture block and the SCV at Hawthorn completed stage I of a planned \$4,000,000 extension. A State College of Victoria—Victoria Institute of Colleges campus planning committee continues plans to develop the 14.5 hectare site at Abbotsford which will be shared by the SCV—Institute of Early Childhood Development and the Lincoln Institute, which is affiliated with the Victoria Institute of Colleges.

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

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

Further reference, 1977

Colleges of advanced education

General

Colleges of advanced education are those operative institutions listed in the appropriate States Grants (Advanced Education) Acts as colleges of advanced education. The Acts empower the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance. The following is a brief summary of each college. Further details may be obtained in previous *Victorian Year Books*.

Bendigo College of Advanced Education

The Bendigo College of Advanced Education is affiliated with the VIC and was established in 1975 by the merging of the State College of Victoria at Bendigo with the Bendigo Institute of Technology.

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

Burnley Horticultural College

The Burnley Horticultural College is administered by the Department of Agriculture and provides a course for the Diploma of Horticultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on page 397.

Caulfield Institute of Technology

The Caulfield Institute of Technology, affiliated with the VIC, was established in 1921, and serves the extensive south-eastern metropolitan region of Melbourne.

College of Nursing, Australia

The College of Nursing, Australia, was established in 1950. The educational activities of the College of Nursing in January 1977 were merged with the Lincoln Institute and became the School of Nursing at the Institute.

Dookie Agricultural College

The Dookie Agricultural College, is administered by the Department of Agriculture, and provides a three year course for the Diploma of Agricultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on page 397.

Emily McPherson College

The Emily McPherson College, is administered by the Education Department, and had its origins in The College of Domestic Economy which was founded in 1906, was located in Lonsdale Street, and was established in order to meet the need to educate girls and women in home management.

Since 1976 moves have been in progress to amalgamate the Royal Melbourne Institute of Technology and the Emily McPherson College. Responsibility for the enrolment of students at the Emily McPherson College and the granting of awards for the tertiary courses it conducts was accepted by RMIT from 1 January 1977. An initial grant of \$500,000 made in 1978 in addition to a further \$1.5m to be made in 1979 will enable RMIT to proceed with new buildings at the Emily McPherson College.

Footscray Institute of Technology

The Footscray Institute of Technology, affiliated with the VIC, is the regional college for the western suburbs of Melbourne.

Gippsland Institute of Advanced Education

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

Gordon Institute of Technology

Following the passing of the Deakin University Act in 1974, the Gordon Institute of Technology was absorbed into Deakin University in April 1977 (see page 640).

Lincoln Institute

The Lincoln Institute, a college for educating students in the allied health sciences, was established in 1972, and affiliated with the VIC in 1973. In January 1977 the nurse education programme of the College of Nursing, Australia, was merged with the Lincoln Institute as the School of Nursing at the Institute.

Longerenong Agricultural College

The Longerenong Agricultural College, is administered by the Department of Agriculture, and provides a three year course for the Diploma of Agricultural Science. Further details of this college are shown in the agricultural education section of the Rural Industry chapter on page 397.

Prahran College of Advanced Education

The Prahran College of Advanced Education, which attracts students from inner suburbs and a wide area south-east of Melbourne, was established (as the Prahran Technical Art School) in 1915 and affiliated with the VIC in 1967.

Preston Institute of Technology

The Preston Institute of Technology, affiliated with the VIC, is the regional centre for the provision of advanced technical education for the northern suburbs of Melbourne, located on a new 40 hectare campus at Bundoora.

Royal Melbourne Institute of Technology

The Royal Melbourne Institute of Technology, established in 1887 and affiliated with the VIC, is the largest technological college in Australia. Since 1976 moves have been in progress to amalgamate the Institute with the Emily McPherson College.

State College of Victoria, Burwood

The College is organised into three schools: the School of Teacher Education, the School of General Studies, and the Institute of Special Education, which was formed in 1975 from the nucleus of the former Training Centre for Teachers of the Deaf. Courses at the College are designed to prepare primary, secondary, and specialist teachers.

State College of Victoria, Coburg

Since 1959 the SCV at Coburg, formerly the Coburg Teachers College, has trained primary teachers. The College has diversified into welfare administration and youth work and related fields, and several courses will be offered in these areas.

State College of Victoria, Frankston

The SCV, Frankston, was established in 1959 and students take a three year full-time course for the Diploma of Teaching in Primary and Early childhood Education.

State College of Victoria, Geelong

Following the passing of the Deakin University Act in 1974, the State College of Victoria, Geelong, was absorbed into Deakin University in April 1977 (see page 640).

State College of Victoria, Hawthorn

The SCV at Hawthorn offers courses of professional education and training to men and women who wish to become qualified teachers in technical schools and colleges, or in institutions undertaking similar work.

From its inception in 1954, the College has been the major institution in Australia concerned predominantly with the preparation of teachers for technical and further education (TAFE).

State College of Victoria—Institute of Catholic Education

The Institute, which comprises four former Catholic teachers colleges: Aquinas (Ballarat), Christ (Oakleigh), Christian Brothers (Box Hill), and Mercy (Ascot Vale), is concerned mainly with the preparation of primary teachers for Victorian Catholic schools.

State College of Victoria—Institute of Early Childhood Development

In 1973 the Melbourne Kindergarten Teachers College became a constituent member of the SCV and was renamed the State College of Victoria—Institute of Early Childhood Development. Planning is under way for the Institute to gradually move to a new site at Abbotsford which will be shared with the Lincoln Institute.

State College of Victoria, Melbourne

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

State College of Victoria, Rusden

The SCV, Rusden, incorporated three colleges at its establishment—the Monash Teachers College, the Larnook Teachers College, and the Training Centre for Teachers of the Deaf. It functions on two campuses: the principal centre at Blackburn Road, Clayton, and the School of Home Economics located in Orrong Road, Armadale. All courses are directed toward the pre-service education of secondary teachers.

State College of Victoria, Toorak

The SCV, Toorak, is located about 6 kilometres from the centre of Melbourne. The basic course offered is primary education at diploma and degree level.

Swinburne College of Technology

The Swinburne College of Technology, established in 1908 and affiliated with the VIC, is the regional college of the eastern suburbs of Melbourne. The College is a leader in the development of co-operative education in Australia.

The Ballarat College of Advanced Education

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

The Victorian College of the Arts

The Victorian College of the Arts, affiliated with the VIC, was established in 1972. It is an institution which provides education in the fine and performing arts.

The Victorian School of Forestry, Creswick

The Victorian School of Forestry, Creswick, established in 1910, was the first forestry school to be set up in Australia. It is administered by the Forests Commission, Victoria. Further details of this college are shown in the Forestry chapter on pages 399–400 of the *Victorian Year Book* 1977.

Victorian College of Pharmacy

The Victorian College of Pharmacy, established in 1881 and affiliated with the VIC in 1966, is owned and operated by the Pharmaceutical Society of Victoria.

Since 1884 it has prepared students for examinations which are conducted by the Pharmacy Board of Victoria.

Warrnambool Institute of Advanced Education

The Warrnambool Institute of Advanced Education, established in 1913, is affiliated with the VIC and serves the tertiary educational needs of south-west Victoria and the south-east of South Australia.

Further reference, 1977

Colleges of advanced education statistics

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

College of advanced education	1975					1976				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bach-elor	Dip-loma	Asso-ciate Dip-loma			Bach-elor	Dip-loma	Asso-ciate Dip-loma	
Bendigo Institute of Technology	48	169	948	..	1,165	37	138	955	..	1,130
Burnley Horticultural College	..	..	70	..	70	..	..	..	63	63
Caulfield Institute of Technology	291	1,265	2,332	101	3,989	345	1,509	2,098	180	4,132
College of Nursing, Australia	..	..	33	157	190	..	..	50	190	240
Dookie Agricultural College	..	..	98	..	98	..	..	..	91	91
Emily McPherson College	..	..	25	426	451	..	..	421	..	421
Footscray Institute of Technology	..	847	1,107	55	2,009	1	1,005	1,078	85	2,169
Gippsland Institute of Advanced Education	..	717	556	90	1,363	24	677	627	129	1,457
Gordon Institute of Technology	32	917	421	42	1,412	54	1,131	262	59	1,506
Lincoln Institute	..	534	24	61	619	3	675	16	74	768
Longerenong Agricultural College	..	..	49	..	49	..	..	..	56	56
Prahran College of Advanced Education	24	..	1,167	55	1,246	40	..	1,228	90	1,358
Preston Institute of Technology	..	375	1,143	30	1,548	34	536	934	62	1,566
Royal Melbourne Institute of Technology	1,001	3,756	1,246	4,458	10,461	1,075	4,157	4,244	1,138	10,614
State College of Victoria, Ballarat	..	40	678	..	718	8	96	608	..	712
State College of Victoria, Bendigo	..	..	834	15	849	19	..	849	21	889
State College of Victoria, Burwood	225	54	1,276	..	1,555	175	212	1,177	..	1,564
State College of Victoria, Coburg	54	..	1,099	..	1,153	152	..	1,379	..	1,531
State College of Victoria, Frankston	..	..	1,060	..	1,060	..	..	1,078	..	1,078
State College of Victoria, Geelong	..	..	684	..	684	..	..	774	..	774
State College of Victoria, Hawthorn	457	..	12	842	1,311	541	..	26	853	1,420
State College of Victoria—Institute of Catholic Education (Christ College, Mercy College)	..	..	..	..	..	..	..	1,032	..	1,032
State College of Victoria—Institute of Early Childhood Development	76	..	579	..	655	105	..	557	..	662
State College of Victoria, Melbourne	510	380	3,237	..	4,127	544	1,447	1,858	286	4,135
State College of Victoria, Rusden	252	..	1,901	..	2,153	146	737	1,228	..	2,111
State College of Victoria, Toorak	35	..	1,269	..	1,304	54	..	1,427	..	1,481
Swinburne College of Technology	482	2,980	1,049	41	4,552	568	3,092	994	45	4,699
The Ballarat College of Advanced Education	15	217	713	..	945	11	226	708	..	945
The Victorian College of the Arts	17	..	153	..	170	13	..	195	..	208
The Victorian School of Forestry, Creswick	..	..	39	..	39	..	..	49	..	49
Victorian College of Pharmacy	24	357	..	..	381	31	356	..	..	387
Warrnambool Institute of Advanced Education	..	264	392	..	656	..	398	439	..	837
Total Victoria	3,543	12,872	24,194	6,373	46,982	3,980	16,392	26,291	3,422	50,085

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

(b) At 30 April.

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

College of advanced education	1974					1975				
	Post-graduate	Undergraduate			Total	Post-graduate	Undergraduate			Total
		Bachelor	Diploma	Associate Diploma			Bachelor	Diploma	Associate Diploma	
Bendigo Institute of Technology	4	..	140	..	144	..	..	128	..	128
Burnley Horticultural College	..	..	18	..	18	..	..	..	35	35
Caulfield Institute of Technology	28	48	324	10	410	60	107	381	15	563
College of Nursing, Australia	..	..	..	106	106	..	..	..	130	130
Dookie Agricultural College	..	..	37	..	37	..	..	..	30	30
Emily McPherson College	..	..	7	86	93	..	..	10	160	170
Footscray Institute of Technology	..	31	159	2	192	..	39	159	7	205
Gippsland Institute of Advanced Education	..	..	80	..	80	..	7	66	..	73
Gordon Institute of Technology	1	39	123	8	171	2	50	150	9	211
Lincoln Institute	..	..	111	15	126	..	57	22	17	96
Longerenong Agricultural College	..	..	21	..	21	..	..	..	17	17
Prahran College of Advanced Education	..	..	110	..	110	..	134	..	..	134
Preston Institute of Technology	..	..	126	..	126	..	33	195	..	228
Royal Melbourne Institute of Technology	217	212	134	771	1,334	167	283	790	184	1,424
State College of Victoria, Ballarat	..	..	176	..	176	..	..	180	..	180
State College of Victoria, Bendigo	..	..	183	..	183	..	..	194	..	194
State College of Victoria, Burwood	..	..	309	..	309	119	..	350	..	469
State College of Victoria, Coburg	..	..	300	..	300	..	..	249	..	249
State College of Victoria, Frankston	..	..	216	..	216	..	..	197	..	197
State College of Victoria, Geelong	..	..	218	..	218	..	..	176	..	176
State College of Victoria, Hawthorn	342	..	18	443	803	389	..	15	432	836
State College of Victoria—Institute of Catholic Education (Christ College, Mercy College)	..	..	..	..	..	..	..	209	..	209
State College of Victoria—Institute of Early Childhood Development	12	..	132	..	144	29	..	169	..	198
State College of Victoria, Melbourne	331	59	972	..	1,362	425	82	593	386	1,486
State College of Victoria, Rusden	159	..	191	..	350	219	..	282	..	501
State College of Victoria, Toorak	21	..	287	..	308	17	..	311	..	328
Swinburne College of Technology	27	107	390	..	524	23	233	416	15	687
The Ballarat College of Advanced Education	8	13	93	..	114	14	14	111	..	139
The Victorian College of the Arts	5	..	18	..	23	11	..	19	..	30
The Victorian School of Forestry, Creswick	..	..	6	..	6	..	..	10	..	10
Victorian College of Pharmacy	1	94	..	..	95	1	82	..	..	83
Warrnambool Institute of Advanced Education	..	..	73	..	73	..	..	56	..	56
Total Victoria	1,156	603	4,972	1,441	8,172	1,476	987	5,572	1,437	9,472

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

(b) At 31 December.

PRE-SCHOOL EDUCATION

For details on pre-school education refer to the articles on Pre-school child development on page 685, Pre-school and childhood services programme on page 686, and Office of Child Care on page 706.

Commonwealth aid to education in Victoria, 1972; Children's Commission, 1977; Schools Commission and other aspects of Commonwealth Government assistance to education, 1977

STUDENT ASSISTANCE SCHEMES

Victorian Education Department*Scholarships*

The Victorian Education Department makes available Junior Scholarships at Form 2 level. In 1977 their value was \$78, to be spread over four years, plus \$50 per annum for fees at registered schools. In many schools there are also locally and privately endowed scholarships.

Senior scholarships for university education, valued at \$200 per annum in 1977 and tenable for up to six years are also available.

Further reference, 1977

Commonwealth Department of Education*Tertiary Education Assistance Scheme*

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

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1977 the maximum rates of living allowance were \$1,250 per annum for students living at home and \$1,976 per annum for students qualifying for the living away from home rate. The independent rate was \$2,236 per annum. Students qualifying for living allowance were also granted an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which were still charged. A dependant's allowance for a dependant spouse and an allowance for each dependant child were also payable. In 1977 the dependant spouse allowance was \$29 per week, and the dependant child allowance \$7.50 for each dependant child per week. A fares allowance provided for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who had to live away from home to undertake their course.

Secondary Allowances Scheme

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provided, in 1977, a maximum benefit of \$550 per annum, subject to a means test of family income.

Assistance for isolated children

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

Boarding allowance

- (1) A basic allowance of \$500 per annum per student free of means test.
- (2) An additional allowance of up to \$450 per annum per student, subject to a means test and to boarding costs actually incurred.
- (3) A special supplementary allowance of up to \$550 per annum for senior secondary students (i.e. those in the last two years of secondary school), up to \$450 per annum for other secondary students, or up to \$300 per annum for primary students. This was payable where there was particular financial hardship.

Short-term boarding allowance

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

Correspondence allowance

- (1) A basic payment of \$200 per annum per student, free of means test.
- (2) Up to a further \$300 per annum as reimbursement of expenditure on approved items.

Pre-school correspondence allowance

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

Second home allowances

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

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

- (2) Where it could 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.) exceeded the amount of Second Home Allowance payable to a family on this basis, consideration was given to the payment of additional assistance.

Adult Secondary Education Assistance Scheme

This Scheme provides assistance to adult students who wish to resume study after a break in their formal education. Benefits are restricted to full-time students undertaking the final year of secondary education at an approved educational institution. The provisions of this Scheme are the same as for the Tertiary Education Assistance Scheme.

Aboriginal Secondary Grants Scheme

This Scheme provides financial assistance for all children of Aboriginal descent at secondary schools and children of 14 years of age and over in primary schools. This assistance is in the form of book and uniform allowance, a living allowance, standard charges, excursions, and tutorials. Educational advice and support are also provided.

Aboriginal Study Grants Scheme

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

Pre-school Teacher Education Assistance Scheme

This Scheme provides assistance to students undertaking pre-school teacher training courses. The benefits available are the same as for the Tertiary Education Assistance Scheme, but the means test is not applied.

Commonwealth Teaching Service Scholarships

Assistance under this Scheme is offered to suitable applicants, who, on completion of their training, intend to teach in Commonwealth Government schools in the Australian Capital Territory or the Northern Territory. The benefits available are similar to those of the Tertiary Education Assistance Scheme, but the means test is not applied.

Postgraduate awards

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

Award holders received, in 1977, a tax-free living allowance of \$4,000. Additional allowances which were paid subject to certain conditions included:

- (1) A Dependent Spouse Allowance of \$1,508;
- (2) a Dependent Child Allowance of \$390 for each child;

- (3) a maximum Thesis Allowance of \$250 for a Master's degree candidate and \$400 for a Ph.D. degree candidate;
- (4) an Establishment Allowance of \$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.

Postgraduate studies in social work

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

Scholarships for Graduate Diploma Study in Recreation

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

Education Research Training Fellowship Scheme

A limited number of awards are available for students wishing to undertake a programme incorporating postgraduate academic training leading to a Master's degree in the field of education together with practical training in an approved research organisation. Provisions, in 1977, included a tax-free living allowance within the range of \$4,333 to \$7,280; additional allowances similar to those offered for post-graduate course awards; travel assistance where a move to Melbourne, Brisbane, or Sydney was involved; and four weeks annual leave.

Statistics

VICTORIA—GOVERNMENT STUDENT ASSISTANCE SCHEMES : NUMBER OF STUDENTS RECEIVING ASSISTANCE ON LAST PAY DAY IN DECEMBER

Scheme	1972	1973	1974	1975	1976
Victorian Government—					
Junior scholarships	65,271	64,601	61,827	53,359	43,780
Senior technical scholarships	525	486	521	495	300
Senior scholarships	190	160	177	174	177
Commonwealth Government—					
Senior secondary scholarships	5,296	9,290	13,849	(a)6,922	72
Technical scholarships	1,425	1,191	(a)412	30	..
Secondary allowances	..	..	(b)2,687	3,069	5,094
Assistance for isolated children	..	(b)892	1,043	1,157	1,056
Adult secondary education assistance	..	..	..	(b)367	695
Aboriginal secondary grants	338	694	712	779	799
Aboriginal study grants	73	94	103	136	177
University and advanced education scholarships	12,942	14,852	(a)3,650	1,225	1,166
Tertiary education assistance	..	..	(b)17,343	22,506	24,706
Pre-school teacher education	..	(b)237	303	408	(a)465
Commonwealth teaching service scholarships	(b)14	43	101	116	106
Scholarships for graduate diploma study in recreation	..	..	..	(b)4	(a)1
Postgraduate awards	535	543	704	693	517
Postgraduate study in social work awards	..	..	..	(b)11	(a)6
Education research awards	..	..	..	(b)2	5

(a) Discontinued from this year.

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

Further reference, 1972 ; Commonwealth scholarships, 1964 ; Commonwealth aid to education in Victoria, 1972 ; Children's Commission, 1977 ; Schools Commission, 1977

ADULT EDUCATION

General

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

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

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

Council of Adult Education

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

The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education. The Council's statutory membership of 22 represents the universities, the college system, the Education Department, the Australian Broadcasting Commission, and a broad range of government and community organisations, making allowance for two Ministerial nominees and two co-opted members. The Director of Adult Education is appointed by the Victorian Cabinet.

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

Traditionally offering a programme of part-time, non-credit, extra-vocational courses, seminars, workshops, seasonal schools, and discussion groups, the Council, in keeping with adult education generally, has broadened its activity in recent years. Recent innovations include programmes for prison inmates, for Aborigines, and for adult illiterates. The Council has also developed an Arts Train visiting rural wayside stations with craft workshops, a loud-speaking-telephone tutorial network linking country centres, an itinerant lecturer service, the publication of a directory of all courses for adults in Victoria, and a Creative Arts Centre in Melbourne. It is experimenting with family camp-outs, family creative arts workshops, and inland safaris of an educational nature, and developing a "returning to study" programme including mature-age Higher School Certificate study and basic education for adults at primary and lower secondary levels.

In 1977, the General Studies and Creative Arts Departments offered more than 1,100 short-term and long-term courses in the city and at more than 80 locations in 70 suburbs. It serviced a network of some 622 discussion groups

with more than 7,000 members in metropolitan and country areas with books, audio-visual materials, notes, and discussion guides. It gave financial, programming, and advisory assistance to the 19 country continuing education centres and a variety of services to rural Victoria generally. The Council's library provides a service to its students and general public from a stock of more than 50,000 volumes.

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

**VICTORIA—ADULT EDUCATION :
COURSES AND ENROLMENTS**

Item	1972-73	1973-74	1974-75	1975-76	1976-77
Courses offered	704	857	1,034	1,198	1,219
General studies	..	574	615	677	587
Access	..	283	419	521	86
Creative arts	..	283	419	521	546
Students enrolled	17,444	18,493	20,320	24,821	25,336

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	1972-73	1973-74	1974-75	1975-76	1976-77
Revenue—					
Victorian Government statutory grant	50	50	50	50	50
Victorian Government supplementary grant	214	429	713	967	1,281
Earned income, fees, etc.	303	406	557	742	878
Total revenue	567	885	1,320	1,759	2,209
Expenditure—					
Secretary's Department—					
Salaries	199	282	459	597	760
Administration	96	195	296	347	447
Programme departments—					
General studies			199	253	231
Creative arts			190	258	282
Access—literacy to HSC			11	22	113
Discussion group			29	43	46
Services—	272	408			
Library resource centre			28	42	55
Extension services			22	46	112
Special schools			36	55	73
Publications and promotion			50	96	90
Total expenditure	567	885	1,320	1,759	2,209

Further reference, 1977 ; State Film Centre, 1969 ; Education for Management, 1970

Business colleges

During the early years of the colonisation of Victoria, the growing demand for commercial education was met by the introduction of vocational subjects into the curriculum of church schools and by the opening of many small private schools. Such subjects included handwriting, commercial arithmetic, bookkeeping, shorthand, précis writing, and commercial correspondence. As the colony prospered, Melbourne Grammar School, Wesley College, and Scotch College were three schools to introduce commercial subjects which could prepare boys for entry into the expanding commercial world.

The Victorian Education Act of 1872 brought about many developments in the general field of education, but no initiative was taken by the Victorian Government to provide full-time commercial education until the 1920s. Private enterprise, however, was demanding better educational standards and the Melbourne Chamber of Commerce encouraged the setting of examinations in commercial subjects. The formation of the Incorporated Institute of Accountants, Victoria, in 1887, and the licensed shorthand writers examinations for court reporters which were introduced in 1890, also focussed attention on developments in commercial education.

The first business college was established in 1885 when Mr Sydney Stott, who had been the official shorthand reporter for the Supreme Court of Victoria, imported the first typewriter into Australia and started a small school for teaching Pitman's shorthand and typewriting. By 1890 his initiative and enthusiasm had resulted in his school developing into a successful organisation encompassing bookkeeping, accountancy, and a range of commercial subjects. He travelled extensively through Great Britain, Europe, and the United States of America and introduced the latest methods available into his courses.

For the next twenty-five years there was a considerable proliferation of business colleges, and names such as Zerchos, Hassetts, Bradshaws, Beckwiths, Metropolitan, and Everetts became known to the business community. They were satisfying the demand for young men and women who had developed the qualities of accuracy, neatness, punctuality, and the disciplines which were engendered by the teaching of stenography, spelling, punctuation, and composition.

In 1905 the Council of Public Education came into existence to control non-government schools and register those teaching in them. An amending Act was being considered in 1977 to widen the powers of the Council to cover all secondary commercial institutions.

The First World War brought about a major change, in that, for the first time, most students attending business colleges were girls and women who were being recruited to replace men who had entered the defence services. Government departments, banks, insurance companies, and business houses generally employed girls and women for the first time and they proved to be effective in employment.

The Education Department introduced commercial subjects into the curriculum of high schools and provided day time tuition in technical schools in the late 1920s. For the next 30 years business colleges flourished side by side with the developing activities of the government schools.

Business colleges were largely responsible for the training of accountants until about 1935, although correspondence courses and individual coaching were also available from 1910 onwards. Women were admitted to the examinations of Accountancy Institutes for the first time in 1916. Most Law Court reporters were also prepared by business colleges until that time.

Business colleges have been able to meet the needs of the business community because of their ability to adapt courses to changing times. The biggest change in the last 15 years has been the development of more sophisticated courses for secretaries which deal with such subjects as commercial law, economics, secretarial procedure, advertising, as well as accounting procedures and the standard subjects of shorthand, typewriting, audiotyping, and office practice.

In recent years an increasing number of young men have undertaken secretarial courses. Since 1974 certain business colleges have been accredited by the Commonwealth Department of Education under the Tertiary Education Assistance Scheme for the payment of fees and living allowances.

While during the last few years there have been two and three year courses of secretarial training offered by State institutions, business colleges still prepare most staff entering the work force with intensive and vocational courses in the secretarial and stenographic fields.

BIBLIOGRAPHY

Victorian Office

- 4201.2 Primary and secondary education : preliminary statement
- 4202.2 Primary and secondary education

Central Office

- 4101.0 Social indicators
- 4201.0 School enrolments (preliminary)
- 4202.0 Schools
- 4205.0 Colleges of advanced education (preliminary)
- 4206.0 Colleges of advanced education
- 4207.0 University statistics (preliminary)
- 4208.0 University statistics, part 1—students
- 4209.0 University statistics, part 2—staff and libraries
- 4210.0 University statistics, part 3—finance
- 5510.0 Expenditure on education