

EDUCATION

SCHOOLS IN VICTORIA

General

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 Victorian Government legislating for the establishment of the Common Schools Board in 1862. Under this Board of part-time, honorary educationists, Common schools operated throughout the State from 1863 until 1872 when Parliament passed James Wilberforce Stephens' Education Bill. This legislation not only made education 'secular, compulsory and free', but also established the Department of Education under a Minister of Public Instruction. This Department has remained, ever since, the central controlling body of state education. However, a dual school system continued – and still exists today.

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 in accordance with the requirements of the Registered Schools Board, the new statutory authority which, in 1982, replaced the Council of Public Education.

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

GOVERNMENT SYSTEM

Education Department

General

Under the Education Act of 1958, the Education Department now consists of the Minister of Education, the Director General, the Deputy Director General, executive directors, regional directors, branch directors, principals of schools, teachers, and other officers. Its function is to provide a State system that will create the opportunity for Victorian children to develop the knowledge, skills, and concepts necessary for their full participation in a democratic society.

The Education Department is responsible for providing educational opportunity for all children between the ages of six and fifteen years. For those who desire to go beyond this range the Department provides schooling from Preparatory Year to Year 12. To meet this responsibility it provides teachers, buildings, equipment and furniture, curriculum guidelines and support programmes, and specialist consultants to assist and advise teachers and students. In 1984 there were more than 582,000 students attending 2,117 government schools in Victoria.

Decentralisation and restructuring of the administration

The centenary of State education in Victoria was celebrated in 1973. For most of those one hundred years, the Education Department had been a highly centralised authority. Changes began in 1972.

The appointment of three regional directors marked the first step in the process of decentralisation. These officers took up duty at the beginning of 1972 in the three newly established regions of Ballarat, Bendigo, and Gippsland. In 1974, the rest of the state was drawn into the process with the creation of three more country and five metropolitan regions, each under the control of a Regional Director. Responsible for the general well-being of all government schools in their areas, regional directors relieved the central administration of decision-making on such matters as in-service training, school maintenance, supplementary staffing, and surveys of regional educational needs.

Concurrent with this development was the conscious effort by the Education Department to increase the authority and status of school principals by delegating more responsibility to them and offering them greater freedom in the administration of their schools. This allowed principals to make decisions in important areas such as curriculum, school finance, and student assessment procedures. Direct Victorian Government grants from July 1970 enabled principals and school councils to spend money as they saw fit on minor school maintenance, equipment, furniture, and minor improvement projects.

During 1981-82 the process of decentralisation accelerated rapidly. It was during those years that restructuring of the administration proceeded to a greater extent than ever before in the history of the Department. Arising from the 1979-80 Ministerial Review of Education in Victoria, the restructuring of the central and regional offices had the following main aims: the improvement of education in the schools; greater participation by parents, community members, teachers and principals in education; improved consultation and communication; greater efficiency and economy in management; the reorganisation of the central office administration on functional lines, rather than the traditional hierarchical, school-type divisions; and the setting up of twelve new regions, each with a regional council and regional director whose office assumed many more of the functions previously the responsibility of the central administration. The objective of the restructuring was to bring as much decision making as possible to the schools themselves, to create more responsibility for local and regional bodies and to serve more effectively the needs and interests of the individual child.

During 1982-83 the Minister issued four ministerial papers setting out the Government's policies for the development of education in Victoria. These include the following:

Decision making in Victorian education

This paper identified goals of education which schools were to achieve by making as many decisions as possible at the school level. At school, regional, and State level there was to be collective responsibility to reach agreement through representative school councils, regional boards, and the State Board of Education.

The School Improvements Plan

This paper outlined further policies and structural changes. The Plan aimed to assist schools to improve the learning experiences of all children. A School Improvement Working Party was established to make recommendations. Its report was accepted by the Government. A subcommittee of the State Board of Education, called the School Improvement Standing Committee, was formed to make recommendations on the Plan, while the operation of the Plan was made the responsibility of the Executive Director (Schools). Regional committees were formed to develop and co-ordinate plans and to allocate resources. During 1984 substantial funding of the Plan enabled a review of teaching and learning strategies to proceed. Additional staff were appointed to the School Council Support Services unit which extended the assistance provided to school communities. Three hundred and twenty-five schools received support through their regions in 1984.

The State Board of Education

This paper introduced collaborative planning processes at State level. The State Board comprises fourteen members chosen from a variety of backgrounds and is supported by qualified and experienced policy analysts. Its function is to examine and report upon aspects of the operation of the Education Department, making recommendations for change in policy, structure, and process where it considers necessary.

School councils

This paper recognised that participation is an objective to be sought. It stressed that genuine, school-community interaction was essential to the development of collaborative educational processes. For these processes to be democratically representative, council membership was to be shared among the elected representatives of the chief interest-groups affected by council policies. Councils were to be given wide scope to determine strategies that are relevant to local needs, problems, and aspirations. The reconstitution of School Councils in line with this objective was achieved in 1984. They are now constituted as follows:

- (1) parents constitute no less than half a primary school council and one-third a post-primary school council,
- (2) staff constitute no more than half a primary school council and one-third a post-primary school council,
- (3) there is adequate student representation on post-primary school councils,
- (4) representatives of the wider community total up to one-fifth of the elected membership and are co-opted by that membership, and
- (5) the principal is a voting member of the council.

An overview of the progressive restructuring that has taken place within the Education Department reveals that, at the end of 1984, the most noticeable change is the substitution of executive directorates for the traditional divisions of the services. Thus the Executive Director (Schools) has responsibility for matters relating to schools, regions, and community education; the Executive Director (Educational Programmes) is responsible for Curriculum Branch, Equal Educational Opportunities Branch, and Student Services Branch; the Executive Director (Personnel and Resources) takes responsibility for Personnel and Industrial Relations, Facilities and Finance, and Administration.

Schools

The Education Department is responsible for the provision of a wide range of schools. These include primary schools, high schools, technical schools, technical high schools, central schools, higher elementary schools, consolidated schools, post-primary schools, and schools in special educational settings.

Primary schools

In 1984, 315,978 children attended 1,651 primary schools in Victoria. These schools aimed to provide a balanced curriculum which included study in English, Mathematics, Social Studies, Art, Music, Health, Science, and Physical Education. Teaching methods emphasised experimental learning in both individual and group activities.

Post-primary schools

A total of 256,783 post-primary students were accommodated in 420 schools distributed throughout the State. Although divergent in organisation and curricula, these schools aim to provide a general education which will develop individual potential, form a foundation for future learning, and relate to vocational aspirations. For this reason, specialisation is delayed until the upper levels of schooling are reached.

Special schools

For those unable to avail themselves of the opportunities provided by regular schools, the Education Department operates eighty-six special schools. A total of 5,676 students are catered for in day special schools, institutional special schools, work education centres, schools for the physically handicapped, for those with impaired hearing, for the blind, and for the emotionally disturbed. There are schools at children's reception centres, youth training centres, and in prisons.

These schools are staffed by specially qualified teachers and provided with special resources. They provide both short-term tuition before transferring students to mainstream schools or, where this is not appropriate, long-term care from pre-school to Year 12.

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

Correspondence School

In 1984, the Correspondence School celebrated its seventy-fifth anniversary. Throughout those years it has written and corrected hundreds of thousands of lessons from pupils young and old, not only from across the State but throughout the Commonwealth and the rest of the world. This year 580 students enrolled for primary level studies while over 4,000 undertook a wide range of post-primary courses.

School of Modern Languages

During 1984, the Saturday Morning School of Modern Languages was attended by 7,365 students. Some of the languages studied were Vietnamese, Macedonian, Russian, Arabic, Polish, Spanish, Dutch, Croatian, Japanese, Italian, Modern Greek, Slovenian, and Hungarian. New centres have been planned to meet an increasing demand for this service.

Educational programmes

In 1982, Curriculum, Student Services, and Equal Opportunities Branches were established. The new structure involved a major reorganisation of tasks performed previously by the Special Services Division. Because of the importance of the School Improvement Plan, school-based curriculum development, and the transfer of responsibility for the management of Special schools and services to the regions, functions that had been undertaken in a number of units were brought together under sections in a new branch or executed by the regions. The new branches place emphasis on the delivery of State wide support services.

Curriculum Branch

The Curriculum Branch was established to provide and administer curriculum support services to schools through its various sections. These include:

Curriculum Programs section. This section consists of ten centres, each of which is concerned with a major learning area and staffed by personnel who, under the direction of a senior curriculum officer, service the related group and field study committees.

Materials Production section. All official Departmental publications and a wide variety of materials emanating from within the Department are produced by this section. These include newsletters, programme guides, curriculum support papers, publications for students and teachers, and research bulletins.

Information and Resources section. A growing demand for information and advice about education and the functions of the Education Department past and present are dealt with by this section.

Research and Development section. Many of the functions of its predecessor, the Curriculum Services Unit, have been assumed by this section. It is responsible for the development of curricula, research, and evaluation of methods and processes. During 1983-84 this section undertook seventy-eight commissioned projects and, as a result, produced sixty-two new curriculum publications for distribution to schools. In collaboration with the Materials Production section, Research and Development produced six new video programmes and two films for use in schools. During the year, specialist resource services were provided in art, drama, music, physical education, secretarial studies, curriculum evaluation, and curriculum research.

Students Services Branch. Members who have expertise and particular qualifications in the disciplines of psychology, social work, speech pathology, and education, provide assistance to children exhibiting a wide range of social, emotional, physical, intellectual, and educational problems. Parents and teachers of these children also receive counselling and consultancy support. Experienced teachers, who are also fully qualified and trained psychologists, provide guidance service to primary and post-primary students. These services, which are consultative and preventative wherever possible, are provided upon request only.

Equal Education Opportunities Branch. The Equal Education Opportunities Branch was established in 1982 to administer and co-ordinate Commonwealth funded special purpose programmes. These programmes comprise Multicultural and Migrant Education (embracing Adult Migrant Education Services, Child Migrant Education Services, and the Multicultural Education Program), Aboriginal Education Services, Supplementary Grants Program, Country Education Project, and the Transition Education Advisory Committee.

Aboriginal Education Services. Aboriginal Education Services (AES) aims to meet the educational and cultural needs of Victoria's Aboriginal community (approximately 16,000) which included 2,354 Aboriginal children in schools throughout the State. Aboriginals are actively involved in the planning, implementation, administration, and evaluation of programmes designed to foster positive self-concepts and cultural identification. The AES employs a staff of seventy, sixty of whom are Aboriginals. Grants have been made to twenty school projects, thirty-three cultural programmes, seven Aboriginal learning centres, and eight training programmes.

Country Education Project. The Country Education Project (CEP) is an inter-systemic programme working with 252 schools in thirteen declared areas with total school enrolments of 25,469 pupils. The annual allocation for 1984 for this project was \$1,451,000. Sixty-five major programmes were directed to overcoming problems encountered with music tuition, transport facilities, cultural deficiencies, technical curricula, exceptional students, and disabled students. They also aimed to provide access to a range of experiences not usually available to small communities and to enable people to join broader networks within and beyond the educational system. Examples of these include the provision of Higher School Certificate-specific television, work-education research, radio links to the Correspondence School, and a feasibility study of a one-way video/two-way radio link between country high schools.

Further reference: Curriculum Services Inquiry, 1981, pp. 578-9

Multicultural and migrant education

Adult Migrant Education Services. These were totally funded by the Commonwealth with a budget of \$6.315m for 1983-84. During the year 36,000 adults enrolled for English learning courses. These included formal courses at local centres, distance-learning courses, courses at the workplace and the Home Tutor Scheme. While there is no discrimination in the allocation of places in this programme, priority is accorded to the newly arrived and to those needing English to meet a defined purpose and for whom lack of English is a major handicap. (For example, those unemployed requiring English proficiency to gain a job).

Child Migrant Education Service. Provides a consultative and advisory service to regions, schools, and teachers whose pupils speak a language at home other than English. Consultation and advice are also provided in the teaching of community languages, in bilingual education, and in the development of multi-cultural perspectives across the curriculum. Co-ordinators, organisers, and consultants provide support and leadership in all major areas of multicultural and migrant education.

New-Arrival Centres undertake the complex task of catering for new settlers while Intensive Language Centres meet the continuing needs of post-primary age students whose progress is retarded because of difficulties with English. During 1984 one hundred teachers were appointed to teach twelve community languages in primary schools. As well, fifteen bilingual programmes have been developed, resource grants totalling \$40,000 have been allocated and 130 ethnic teacher aides appointed. Interpreters are now located at Student Services centres in various suburbs and at Geelong where they are readily accessible to the schools in which they are most needed.

Supplementary Grants Program. Schools that have been identified as disadvantaged by the socio-economic background of the pupils attending them receive funding from the Schools Commission for a variety of programmes designed to meet special needs. A total of 108,250 students in 315 schools received support from area committees and consultants in 1984.

Special activities

State Schools' Nursery. The State Schools' Nursery conducts horticultural lessons for visiting students from primary, post-primary, and special schools. It also conducts region-based in-service education programmes for teachers. During 1984, more than 3,000 trees were distributed through schools to involve many thousands of children in tree-planting programmes. With such activities, Arbor Week has become an integral part of the school curriculum. The nursery provides a landscape service to schools as well as planting guides, and suggestions for involving students in horticultural activities. During 1984, the nursery grew approximately 36,000 plants of which 25,000 were raised to meet the landscaping requirements of the Education and the Public Works Departments.

Computer education. The State Computer Education Centre was established in 1983 to replace curriculum committees from each of the former divisions. The Task Force, located at the Ardoch Centre, is involved in the acquisition, evaluation, and distribution of software in in-service education programmes. A software library/clearing house facilitates its operations. Regional computer education resource centres were established in 1984. These are equipped with a number of systems recommended by Departmental advisers and staffed by experienced computer educators.

Extension Education Services. Teaching services in a diverse range of settings throughout the community are provided by this Service. These include government instrumentalities, museums, zoos, historical parks, and Commonwealth Ministries. Part-time extension education officers are also seconded to subject associations where they perform key co-ordinating and facilitating roles in the

development of curriculum and materials, organisation of seminars, and the production of publications for teachers and pupils.

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

Personnel and resources

The three branches of Personnel and Resources were established during 1982, each being different from the administrative structure it replaced.

Personnel and Industrial Relations Branch. This branch is responsible for providing personnel services to approximately 59,500 regular teachers, 2,500 emergency teachers, 4,000 non-school staff and 4,000 ancillary staff. These services are provided through the following sections: Employment, Industrial Relations, Manpower Planning, Personnel Services, and School Staffing.

Facilities Branch. This branch has the responsibility for the maintenance of more than 2,000 schools throughout the state as well as the provision of new buildings in areas of expanding population. It is also responsible for the upgrading of older schools where the standards of facilities do not meet present day educational requirements. In the years 1983 and 1984 capital funds totalling \$163.2m were expended on educational and related facilities in Victoria. Funds totalling \$4.465m were expended on upgrading facilities in disadvantaged schools.

Finance and Administration Branch. This branch is organised into five sections: Finance, Accounting Services, Information Systems, Management Services, and Supply. Finance is involved with budget planning and control, and the provision of financial management information. Accounting Section handles the full range of payment responsibilities, collection of revenue, and the preparation of the payroll for approximately 60,000 payees. Information Systems Section maintains automatic data processing systems for the storage and retrieval of management information. Management is involved in the planning and introduction of registry systems, the organisation of document flows, the management of the Department's vehicle fleet, school council property insurance, and the provision of advice on legislative and related matters. Supply Section is responsible for the stocktaking and provision of school requisites.

Further references: State secondary education, *Victorian Year Book* 1962, pp. 206-9; State primary education, 1963 pp. 191-6; Educational administration, 1964, pp. 208-10; Audio-visual education, 1964, pp. 211-12; Technical education, 1965, pp. 207-17; Teacher training, 1967, pp. 480-4; History of Education Department, 1969, pp. 107-10; Development of curricula, 1969, pp. 479-81; Recent developments, 1970, pp. 479-80; Commonwealth aid to education in Victoria, 1972, pp. 435-40; Educational administration, 1974, pp. 467-9; Community schools, 1974, p. 469; Student counselling in Victoria, 1975, pp. 727-9; Victorian Education Department, 1976, pp. 176-9; Decentralisation in educational administration, 1979, p. 573; Special services division, 1980, pp. 578-9; Educational administration, 1981, pp. 576-7; Curriculum Services Inquiry, 1981, pp. 578-9; Major developments in government schools since 1934, 1984, pp. 535-46

NON-GOVERNMENT SYSTEM

Registered Schools Board

General

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

Registration of teachers

Non-government schools in Victoria must employ teachers who are registered with the Board or who have the Board's permission to teach. To obtain registration as a teacher a person must have completed an accredited course of teacher training at an institution recognised by the Board for the training of teachers. Each person applying for registration must provide documentary evidence of his academic and teacher training qualifications. The categories of teacher registration are primary, junior-secondary, secondary, and single subject.

Registration of schools

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

Non-government schools

General features

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

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

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

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

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

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

Catholic education

General

The majority of non-government schools in Victoria are Catholic. In February 1984 (1983), there were 173,669 (170,761) pupils in Victorian Catholic schools – including 209 (191) pupils in special schools. Excluding this category of pupils, there were 99,615 (99,103) primary pupils and 73,845 (71,467) secondary pupils.

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

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

Primary schools and kindergartens

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

Virtually every parish in Victoria conducts a primary school; in some larger parishes there are more than one. In February 1984 (1983), there were 379 (374) parish primary schools, enrolling 97,852 (97,094) primary pupils. In addition to primary pupils, six (seven) of the schools had a total of 259 (306) secondary pupils. Approximately 43 (46) per cent of the primary schools in Victoria in 1984 (1983) were conducted by principals who were members of religious congregations. Members of religious orders also teach in the schools (including those conducted by lay principals) but at present there is a majority of lay teachers.

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

Secondary schools

In February 1984 (1983), there were 112 (120) Catholic secondary schools in Victoria, enrolling 73,586 (70,857) secondary pupils. In addition to secondary pupils, 10 (11) of the schools had a total of 1,763 (1,801) primary pupils. Catholic secondary schools are controlled either by a religious congregation which owns and maintains them, or by a Regional College Board which represents a number of parishes having priority of access to a school. An increasing number of senior positions are being opened to teachers other than members of religious congregations: in 1984 (1983) 27 (29) Catholic secondary schools in Victoria had lay principals, while a considerably higher number had lay deputy principals. These numbers have been increasing annually.

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

Special schools

There were nine special schools catering for children with varying special needs, with an enrolment of 209 in 1984, compared with 191 children in 1983.

Tertiary education

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

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

Religious education

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

Professional organisations

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

the Association of Teachers in Victorian Catholic Secondary Schools, and the Victorian Catholic Primary Teachers' Association.

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

Further reference: *Victorian Year Book 1984*, pp. 547-52

Other non-government schools

General

Many non-Catholic independent schools began as Church foundations. Such schools were generally founded in the second half of the nineteenth century or during the early years of this century. The founding Church remains actively involved in many of these schools today.

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

Association of Independent Schools of Victoria and associated organisations

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

The AISV is an association of non-government schools and its objectives include the consideration of all matters affecting the interests and welfare of all children in independent schools. Among its other functions, the AISV also considers the relationship of independent schools to the government and the community, and maintains close consultation and co-operation with the National Council of Independent Schools on national issues.

The AISV represents member schools, who nominate one voting representative and two non-voting representatives to AISV general meetings. The AISV keeps member schools regularly informed on major issues affecting independent schools and education generally, through its representation on a diversity of government and educational committees. The AISV is also represented at state level on various Commonwealth Schools' Commission committees.

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

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

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 AHIGSV; and (2) individually, certain principals and assistants who, being registered teachers not eligible under (1), are nevertheless elected to direct membership. The functions of the IARTV are to enable those who practise the profession of teaching in

non-government schools, principals and assistants, to consider educational matters together and to arrange for non-government schools to be represented on various joint bodies, some of them statutory, which deal with educational matters. The bodies include the Victorian Registered Schools Board, University of Melbourne Faculty of Education, Monash University Education Faculty Board, VISE and its several standing committees, Australian Broadcasting Commission planning committees for school broadcasts and school concerts, and the Victorian Council for Children's Films and Television. In addition, IARTV conducts two business activities, namely, the Associated Teachers' Agency and the October Tests.

Further reference: *Victorian Year Book 1984*, pp. 552-6

Primary and secondary education statistics

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

Year	Government			Non-government			Total		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Pupils
1978	2,152	42,981	623,609	600	11,882	207,160	2,752	54,863	830,769
1979	2,155	42,763	614,419	617	12,656	211,141	2,772	55,419	825,560
1980 (b)	2,158	42,201	606,147	633	13,034	216,125	2,791	55,235	822,272
1981	2,149	41,769	595,042	632	13,815	221,611	2,781	55,584	816,653
1982	2,140	41,856	584,781	641	14,438	227,203	2,781	56,294	811,984
1983	2,124	42,895	582,034	659	15,244	234,171	2,783	58,139	816,205

(a) First school day in August.

(b) From 1980 first school day in July.

GOVERNMENT AND NON-GOVERNMENT SCHOOLS: CLASS OF SCHOOL, SEX OF PUPILS, VICTORIA, 1983 (a)

Class of school	Government				Non-government			
	Number of schools	Pupils			Number of schools	Pupils		
		Males	Females	Total		Males	Females	Total
Primary	1,634	168,983	158,698	327,681	422	50,684	48,954	99,638
Primary-secondary	18	2,409	2,251	4,660	112	36,764	32,511	69,275
Secondary (b)	288	72,616	100,406	173,022	107	26,165	36,824	62,989
Secondary technical	108	53,099	17,013	70,112	5	1,520	328	1,848
Correspondence	1	476	675	1,151	—	—	—	—
Special	75	3,317	2,091	5,408	13	236	185	421
Total	2,124	300,900	281,134	582,034	659	115,369	118,802	234,171

(a) First school day in July.

(b) Excluding Secondary technical schools.

PRIMARY EDUCATION: TYPE OF SCHOOL, AGE, AND SEX OF PUPILS, VICTORIA, 1983 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools							All schools
			Roman Catholic	Anglican	Uniting and Presbyterian	Baptist	Jewish	Other	Total non-government	
Under 6	M	20,283	6,399	383	146	22	222	411	7,583	27,866
	F	19,401	6,250	347	194	44	169	531	7,535	26,936
	T	39,684	12,649	730	340	66	391	942	15,118	54,802
6	M	22,428	6,672	444	223	37	167	420	7,963	30,391
	F	20,927	6,426	333	194	43	173	570	7,739	28,666
	T	43,355	13,098	777	417	80	340	990	15,702	59,057
7	M	23,257	6,984	439	248	47	199	372	8,289	31,546
	F	21,551	6,836	331	191	56	214	498	8,126	29,677
	T	44,808	13,820	770	439	103	413	870	16,415	61,223
8	M	23,771	7,106	524	237	46	262	424	8,599	32,370
	F	22,532	6,902	388	254	58	244	568	8,414	30,946
	T	46,303	14,008	912	491	104	506	992	17,013	63,316
9	M	24,798	7,007	597	328	60	223	440	8,955	33,753
	F	23,568	7,027	429	267	49	186	602	8,560	32,128
	T	48,366	14,334	1,026	595	109	409	1,042	17,515	65,881
10	M	25,574	7,493	730	398	15	197	442	9,275	34,849
	F	24,255	7,086	492	311	128	211	706	8,934	33,189
	T	49,829	14,579	1,222	709	143	408	1,148	18,209	68,038

PRIMARY EDUCATION: TYPE OF SCHOOL, AGE, AND SEX OF PUPILS, VICTORIA, 1983 (a) — continued

Age last birthday (years)	Sex	Government schools	Non-government schools							All schools
			Roman Catholic	Anglican	Uniting and Presbyterian	Baptist	Jewish	Other	Total non-government	
11 over	M	26,599	7,424	808	453	52	137	459	9,333	35,932
	F	25,462	7,225	619	398	59	158	661	9,120	34,582
	T	52,061	14,649	1,427	851	111	295	1,120	18,453	70,514
	M	4,221	1,138	137	61	13	16	127	1,492	5,713
	F	2,732	793	70	34	5	16	102	1,020	3,752
	T	6,953	1,931	207	95	18	32	229	2,512	9,465
Total primary grades	M	170,931	50,523	4,062	2,094	292	1,423	3,095	61,489	232,420
	F	160,428	48,545	3,009	1,843	442	1,371	4,238	59,448	219,876
	T	331,359	99,068	7,071	3,937	734	2,794	7,333	120,937	452,296
Total special schools (b)/T	M	3,317	101	—	—	—	—	135	236	3,553
	F	2,091	99	—	—	—	—	86	185	2,276
	T	5,408	200	—	—	—	—	221	421	5,829
Total all primary pupils (b)	M	174,248	50,624	4,062	2,094	292	1,423	3,230	61,725	235,973
	F	162,519	48,644	3,009	1,843	442	1,371	4,324	59,633	222,152
	T	336,767	99,268	7,071	3,937	734	2,794	7,554	121,358	458,125

(a) First school day in July.

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

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

SECONDARY EDUCATION: TYPE OF SCHOOL, AGE, AND SEX OF PUPILS, VICTORIA, 1983 (a)

Age last birthday (years)	Sex	Government schools	Non-government schools						All schools	
			Roman Catholic	Anglican	Uniting and Presbyterian	Baptist	Jewish	Other		Total non-government
Under 12	M	561	119	107	52	2	13	33	326	887
	F	567	187	86	38	5	20	92	428	995
	T	1,128	306	193	90	7	33	125	754	1,882
12	M	22,645	6,000	1,614	1,047	108	152	665	9,586	32,231
	F	22,289	7,134	1,265	974	223	175	1,133	10,904	33,193
	T	44,934	13,134	2,879	2,021	331	327	1,798	20,490	65,424
13	M	25,896	6,534	1,754	1,106	142	145	656	10,337	36,233
	F	23,623	7,193	1,303	985	234	152	1,137	11,004	34,627
	T	49,519	13,727	3,057	2,091	376	297	1,793	21,341	70,860
14	M	26,348	6,475	1,735	1,169	131	120	540	10,170	36,518
	F	23,858	7,138	1,371	959	239	137	1,088	10,932	34,790
	T	50,206	13,613	3,106	2,128	370	257	1,628	21,102	71,308
15	M	23,305	5,604	1,575	1,111	150	144	475	9,059	32,364
	F	20,838	6,649	1,230	941	191	114	998	10,123	30,961
	T	44,143	12,253	2,805	2,052	341	258	1,473	19,182	63,325
16	M	18,013	4,633	1,478	1,033	154	97	333	7,728	25,741
	F	16,683	5,631	1,130	922	240	106	795	8,824	25,507
	T	34,696	10,264	2,608	1,955	394	203	1,128	16,552	51,248
17	M	7,652	2,817	1,074	815	119	62	311	5,198	12,850
	F	8,484	3,624	860	716	148	68	614	6,030	14,514
	T	16,136	6,441	1,934	1,531	267	130	925	11,228	27,364
18 and over	M	2,232	539	283	133	33	12	240	1,240	3,472
	F	2,273	462	163	105	29	7	158	924	3,197
	T	4,505	1,001	446	238	62	19	398	2,164	6,669
Total secondary pupils (a)	M	126,652	32,721	9,620	6,466	839	745	3,253	53,644	180,296
	F	118,615	38,018	7,408	5,640	1,309	779	6,015	59,169	177,784
	T	245,267	70,739	17,028	12,106	2,148	1,524	9,268	112,813	358,080

(a) First school day in July.

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

EXAMINATIONS

Victorian Institute of Secondary Education

The Victorian Institute of Secondary Education (VISE) was established by an Act of the Victorian Parliament on 30 November 1976 as an autonomous body, supported by a Victorian Government grant and governed by a council consisting of a chairman and twenty-four other members all appointed by the Governor in Council. The present chairman, who is also Director of the Lincoln Institute of Health Sciences, has been chairman of VISE since 1983. The Executive Secretary of the Institute is its chief executive officer and is supported by some one hundred professional and administrative staff.

The objects of the Institute are to assist 'persons who are in a process of transition from secondary school to further studies or employment or from employment to further secondary studies on a basis of adequate information, consultation, guidance, and preparation' and in doing so 'to arrange for or

accredit or conduct such evaluations of assessments of the ability and achievements of students as may assist in their transition to further studies or employment and ... to distribute information relating to the results of such evaluations or assessments'. In this regard the Institute is responsible for the administration and conduct of the annual Victorian Higher School Certificate assessment programme.

The new curriculum and assessment procedures at the Year 12 (HSC) level began in 1981, and further changes are being considered for introduction in 1990. These innovations stemmed from policy first announced by VISE in April 1978. Schools in 1984 responded to the new Group 2 subjects and some 5,840 students in 160 schools took one or more Group 2 subjects and 1,260 students in 35 schools took an Approved Study Structure programme. A total of more than 9,800 descriptive assessments for Group 2 courses were issued by VISE.

There were 56 Group 1 subjects offered in 1984, and 48 Group 2 subjects in such diverse areas as Drama, Psychology, and Business Mathematics. Six Approved Study Structure programmes and a number of Group 2 single units were also offered. Every curriculum offered has undergone a strict process of accreditation. By accrediting a subject or unit, VISE indicates that it believes that subject or unit is educationally sound and appropriate for the Year 12 students for whom it is intended.

HIGHER SCHOOL CERTIFICATE EXAMINATION, VICTORIA

Candidates	1979	1980	1981	1982	1983	1984
Total entries	27,162	25,455	26,887	26,770	28,694	31,414
Number who attempted to pass fully	21,738	21,367	23,397	23,425	23,666	26,253
Number who passed fully	15,034	14,609	16,162	16,367	17,287	20,660
Percentage who passed fully	69.2	68.4	69.1	69.9	73.0	78.7

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

TERTIARY EDUCATION

Commonwealth Tertiary Education Commission

Introduction

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

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

Financing of tertiary education

Commonwealth Government assistance to the States for universities dates from 1951-52. Grants for colleges of advanced education were made from the beginning of the 1967-69 triennium. Broadly speaking, these grants were provided on a matching basis (joint Commonwealth and State expenditure). The Commonwealth Government first became involved in the provision of grants for technical and further education in 1964 when a scheme of unmatched capital grants to the States was introduced.

Since 1974 the Commonwealth has, with the agreement of the States, accepted full responsibility for financial assistance to universities and colleges of advanced education. Following the establishment of the Commonwealth Tertiary Education Commission, grants for these two sectors were provided under the *States Grants (Tertiary Education Assistance) Act* 1977 for the year 1978, and for the years 1979 to 1981 and 1982 to 1984 under the *States Grants (Tertiary Education Assistance) Acts* 1978 and 1981. Generally, recurrent grants are appropriated on a triennial basis while capital and equipment grants are appropriated on an annual basis.

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

Victoria was allocated the following Commonwealth grants in 1983: universities – \$3.9m for capital purpose, \$10m for equipment and \$244.4m for recurrent purposes; advanced education – \$6m for capital purposes, \$7.2m for equipment, and \$221.6m for recurrent purposes; and TAFE – \$34.5m for capital purposes, \$2.8m for equipment, and \$28.8m for recurrent purposes.

Further references: Swinburne Technical College, *Victorian Year Book* 1963, pp. 224-5; Science and Technology Careers Bureau, 1965, p. 241; Secondary technical education, 1975, pp. 713-14; Universities Commission, 1977, p. 723; Commission on Advanced Education, 1977, p. 733; Tertiary Orientation Programme, 1978, pp. 633-4; Tertiary education, 1984, pp. 557-60

Victorian Post-Secondary Education Commission

Introduction

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

Since 1978 major amendments have been made to the Act to provide for the establishment of an Accreditation Board (1980) and the establishment of a Technical and Further Education Board (1983). The Technical and Further Education Board commenced operations as a separate authority on 13 July 1983.

Commission activities

During 1983 and 1984 the activities of the Commission centred around the development of plans for the 1985-87 triennium and included the preparation of submissions to the various Commonwealth authorities and extensive consultations with universities, colleges of advanced education, and organisations associated with post-secondary education in Victoria.

The Commission has already commenced preliminary planning for the 1988-90 triennium. Preparation of a submission to the Commonwealth Tertiary Education Commission for the 1988-90 triennium has been identified as a major objective of the Commission during 1984 and 1985.

To assist the Commission in its task of co-ordinating post-secondary education in Victoria, a number of working parties have been established to review various academic areas across sectors. During 1983 and 1984, the Commission received reports on the areas of physical education and recreation, social work and welfare studies, post-initial teacher education, early childhood education, and business education. Areas currently under investigation by the Commission include community languages and nurse education.

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

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

Accreditation Board

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

The Board investigates courses referred to it by the Victorian Post-Secondary Education Commission in accordance with the Act. Also in accordance with its powers under the *Post-Secondary Education Act* 1978, the Board has assumed responsibility for the accreditation of programmes of candidates for master's degrees by research.

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

The Royal Melbourne Institute of Technology was declared on 1 January 1983 by the Accreditation Board, with the approval of the Victorian Post-Secondary Education Commission, as qualified to

recommend to the Accreditation Board on the accreditation and registration of its courses in terms of section 32(1) of the *Post-Secondary Education Act* 1978. Declaration of the Footscray Institute of Technology and the Victorian College of Pharmacy followed on 1 January 1984.

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

Universities

Victorian Universities Admissions Committee

La Trobe University, Monash University, and the University of Melbourne, by an agreement dated 21 November 1967, constituted the Victorian Universities Admissions Committee for facilitating and rationalising the procedures of the then three universities for the selection of applicants seeking admission. A new agreement was signed on 4 October 1979 to incorporate Deakin University, and varied on 18 May 1983 to amend the membership rules. The membership of the committee is derived entirely from these four universities. Each may appoint three representatives; the Vice-Chancellor or his nominee, the Registrar or his nominee, and a member of the full-time staff of the University. It was recognised some years ago that there would be considerable advantage to universities, to other tertiary institutions, and to prospective applicants, if the selection arrangements conducted by the Committee were expanded to include tertiary institutions other than the universities. This resulted in a number of Colleges of Advanced Education joining the system, first as an experiment and then later on a continuing basis. The number of participating institutions for selection of students to begin courses in 1984 was eighteen.

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

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

University of Melbourne

General

The University of Melbourne was established by an Act of the Victorian Parliament on 11 April 1853 and declared open in 1855, when teaching began in arts and science subjects.

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

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

The University site covers nineteen hectares in Parkville, approximately two kilometres from the centre of Melbourne. Adjacent to the University site, under separate grants and titles, lie the recreation grounds of almost 6.5 hectares and the lands of affiliated residential colleges covering more than eighteen hectares. The University also shares with the Victorian Department of Agriculture the ownership of the Veterinary Precinct of 1.5 hectares and has interests in other external properties such as the Agriculture Field Station at Mt. Derrimut, the Veterinary Clinical Centre at Werribee, the Royal

Dental Hospital, 'Strathfieldsaye' at Stratford, and certain properties in the Melbourne suburbs of Parkville, Carlton, and Toorak.

The University site is one of the smallest in Australia, related to student numbers, but development is controlled by a Master Plan prepared in 1970 and up-dated in 1981. Further building sites are available without impacting on the quality of the site, which was heavily and successfully landscaped in the 1970s.

The University grew slowly in size during its first ninety years from the original sixteen students in 1855 to 4,000 in 1945. This growth was accelerated after the Second World War when the University faced increasing demands on its facilities, first by large numbers of ex-servicemen and women in the immediate post-war years and then by the increasing numbers of students completing secondary school courses.

Today, with student enrolment of approximately 16,000 (about 11,500 full-time and about 4,500 part-time), the University is near to the maximum number of students for its limited grounds. Undergraduate enrolment has been strictly limited by the application of quotas, but the University has been directing attention to the development of its postgraduate and research schools. The establishment of Monash, La Trobe, and Deakin universities, and the growth of other tertiary institutions have helped to meet the demand for undergraduate admission.

Colleges

The University is not primarily residential, but there are eleven affiliated residential colleges. One, the Graduate Union, provides accommodation for postgraduate students. As well, there are four halls of residence including International House (which is intended to meet the needs of overseas students) and Medley Hall, both of which are near the University.

University library

The University library contained approximately 1.35 million volumes in 1983 and subscribed to some 11,619 periodicals. They are housed in the Baillieu Library (approximately 878,850 volumes in 1983) and the branch libraries: Agriculture, Architecture, Botany, Chemistry, Dental Science, Earth Sciences, Engineering, Law, Medicine, Music, Physics, Veterinary Science, and Zoology.

University archives

The Archives department, established in 1960 and operating under a board of management, is responsible for the archives of the University and also embraces a leading collection of business, trade union, and political archives. Approximately 700 major series are held, dating back to the early eighteenth century, but mostly from the 1840s.

Museums

There are museums attached to the subject areas of Agriculture, Anatomy, Botany (Herbarium), Chemistry, Dental Science, Geology, History, Medical History, Music (The Percy Grainger Museum), Pathology, and Zoology.

Galleries

The University Art Gallery is in the Old Physics Building and both the Ewing and the George Paton Galleries are in the Union Building.

Faculties, boards, and research institutes

Schools (now Faculties) of Arts, Science, Law, Medicine, Engineering, and Music (opened in 1895 as a conservatorium of music) were established in the nineteenth century, with Dental Science, Agricultural Science (now Agriculture and Forestry), Veterinary Science, Education, Architecture (now Architecture and Planning), and Commerce (now Economics and Commerce) being added by 1924. Since then they have been joined by the Board of Social Studies and the Graduate School of Management.

The Institute of Applied Economic and Social Research is part of the Faculty of Economics and Commerce, and the Centre for the Study of Higher Education is a component of the Faculty of Education. Special research centres are: the Plant Cell Biological Research Centre (in the Botany School), the Research Centre for Cancer and Transplantation (in the Pathology department) (both Commonwealth Research Centres, grant-aided by the Commonwealth Government), and the Strathfieldsaye Institute for Teaching and Research in Agriculture and Allied Sciences (near Stratford in Gippsland). The Howard Florey Institute of Experimental Physiology and Medicine, and the Walter and Eliza Hall Institute of Medical Research are separate organisations affiliated with the University.

Chairs

Chairs maintained at the University of Melbourne, either out of general revenue or from endowments, included the following at October 1984:

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

In addition, a number of academics in departments hold personal chairs in 1984 in Agriculture and Forestry, Civil Engineering, English, Mechanical and Industrial Engineering, Medicine, Microbiology, Obstetrics and Gynaecology, Pathology, and Physics (2), while the Vice-Chancellor, the Deputy Vice-Chancellors, the Director of the Centre for the Study of Higher Education, and the Director of the Institute of Applied Economic and Social Research are, by statute, professors of the University.

Courses

The University offers bachelor degree courses in Agricultural Science, Animal Science, Applied Science, Arts, Commerce, Dental Science, Education (postgraduate), Engineering, Forest Science, Law, Letters, Medicine and Surgery, Medical Science, Music, Music Education, Planning and Design, Science, Science in Optometry, Social Studies, Surveying, and Veterinary Science, and postgraduate diploma courses in a number of disciplines including Education and various medical specialities. (The bachelor degree courses in Architecture and in Town and Regional Planning are being phased out over the next few years and being replaced by the bachelor degree course in Planning and Design, commencing in 1985.)

In most disciplines in which there is a degree of bachelor, degrees of master and doctor, and the degree of Doctor of Philosophy are available. There are also courses leading to master's degrees in Agricultural Studies, Architecture, Business Administration, Educational Psychology, Engineering Science, Environmental Studies, Gynaecology and Obstetrics, Landscape Architecture, Surveying Science, Town and Regional Planning, Urban Planning, and Veterinary Studies.

The length of bachelor degree courses varies from three to six years of full-time study. Most first degree courses are available on a full-time basis, although Arts, Commerce, Law, and Science may be

studied part-time. Although some subjects are available for evening classes, it would be necessary to attend some day classes to complete these courses on a part-time basis. Evening classes in Arts are offered only in a limited range of disciplines. In special circumstances Music may also be studied part-time during the day after completion of first year. There are no evening classes in Law. Correspondence tuition is not available. The academic year begins in March and ends in December, and includes three teaching terms and an examination term. The admissions term extends from December to March.

Entrance requirements

The normal requirement for eligibility for selection for an undergraduate student is to obtain Grade D or higher in four approved group 1 subjects (including English) at one sitting of the Higher School Certificate examination, conducted by the Victorian Institute of Secondary Education. For most University courses, applicants for selection should also have attained a specified grade in special pre-requisite subjects at the Higher School Certificate examination.

Fees and financial assistance

Students enrolled in courses leading to degrees and diplomas are required to pay an amenities and services fee entitling them to share in the corporate, social, and sporting activities centred in the University Union, the Sports Union, and the Students Representative Council. The students have a large measure of self-government in all matters concerning these organisations.

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

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

Overseas students

Since the end of the Second World War, many overseas students have been admitted to Australian educational institutions. Enrolments of Asian students at the University of Melbourne increased from 100 in 1949 to 983 in 1984, of whom 489 were from Malaysia. (In 1983 the total of Asian students at the University was 914, with 478 coming from Malaysia.) All south-east Asian countries are represented, as well as India, Sri Lanka, Hong Kong, the Philippines, Indonesia, and certain African countries.

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

Monash University

General

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

Buildings and accommodation

Building work has proceeded in accordance with the master plan established at the outset and by the end of 1982 major projects in the University to the value of more than \$240m were either completed or under construction.

Monash University Library

The Monash University Library contained approximately 1,210,000 volumes at the beginning of 1985, and subscribed to some 14,000 periodicals. These are housed in four main locations: the Main Library, catering largely for arts, economics, politics, and education; the Hargrave Library, for the

physical sciences and engineering; The Biomedical Library, which serves the Faculty of Medicine and the departments of zoology, botany, genetics, and psychology; and the Law Library.

Halls of residence

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

Courses

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

Each faculty offers degree courses at undergraduate and postgraduate levels, except for the Faculty of Education, which is a graduate faculty. In addition to the degree courses of Bachelor, Master, Doctor of Philosophy, and higher doctorates, there are a number of postgraduate diploma courses offered in various subjects. Interdisciplinary courses are offered in American Studies and Asian Studies, together with the diplomas of General and Comparative Literature, Migrant Studies, and the Master of Environmental Science programme. A wide variety of courses which do not lead to degrees or diplomas are conducted by the University's Centre for Continuing Education. A number of Centres encourage research work in defined areas; these include the Aboriginal Research Centre, the Centres of Bibliographical and Textual Studies, Early Human Development, General and Comparative Literature, Human Bioethics, Laser Studies, Migrant Studies, Molecular Biology and Medicine, Policy Studies, South-east Asian Studies, the Dinah and Henry Krongold Centre for Exceptional Children, and the Higher Education Advisory and Research Unit.

Entrance requirements

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

Fees

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

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

Overseas students

Since the University commenced teaching in 1961, many overseas students have been admitted. Enrolments have increased from 33 in 1961 to 659 in 1971, and to 1,739 in 1983 when they comprised 12.58 per cent of all enrolments, of which 1,631 (94 per cent) were from Asia.

Chairs

Appointments have been made to the following chairs:

Faculty of Arts. Anthropology and Sociology (2), Classical Studies, English (2), French, Geography, German, History (3), Indonesian and Malay, Japanese, Librarianship, Linguistics, Music, Philosophy (2), Slavic Languages, Social Work, Spanish, and Visual Arts. *Faculty of Economics and Politics.* Accounting and Finance (2), Administrative Studies (2), Economic History, Econometrics and Operations Research (2), Economics (4), and Politics (3). *Faculty of Education.* The Ian Clunies Ross Chair of Education (Science Education), Education (5 – Exceptional Children, History of Education, Experimental Education, Educational Psychology, and Sociology of Education). *Faculty of Engineering.* Chemical Engineering, Civil Engineering (2), Electrical Engineering, Materials Engineering, and Mechanical Engineering (3 – Fluid Mechanics, Engineering Dynamics, and Mechanism). *Faculty of Law.* The Sir Isaac Isaacs Chair of Law, the Sir John Latham Chair of Law, the Sir Leo Cussen Chair of Law, the Sir Hayden Starke Chair of Law, the Sir Owen Dixon Chair of Law, and the Sir John Barry Chair of Law. *Faculty of Medicine.* Anatomy, Biochemistry (3), Community

Practice, Medicine (5), Microbiology, Obstetrics and Gynaecology, Paediatrics, Pathology and Immunology, Pharmacology, Physiology (2), Psychological Medicine (2), Reproductive Biology, Social and Preventive Medicine, and Surgery (2). *Faculty of Science*. Botany, Chemistry (3 – Chemistry, Organic Chemistry, and Inorganic Chemistry), Computer Science, Earth Sciences, Genetics, Mathematics (8 – Pure Mathematics (3), Mathematical Statistics (2), Applied Mathematics (2), Astronomy), Physics (3 – Theoretical Physics, Experimental Physics (2)), Psychology, and Zoology (2).

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

La Trobe University

General

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

Schools and chairs

By 1982, the following chairs had been established:

School of Agriculture. Agriculture (3). *School of Behavioural Sciences*. Psychology (2) and Social Work. *School of Biological Sciences*. Biochemistry, Botany, Genetics and Human Variation, Microbiology, and Zoology. *School of Economics*. Economics (4). *School of Education*. Education (3). *School of Humanities*. Art History, English (2), French, History (3), Italian, Music, Philosophy (2), Prehistory, and Spanish. *School of Physical Sciences*. Chemistry (3), Computer Science, Electronic and Communication Science, Geology, Mathematics (3), and Physics (2). *School of Social Sciences*. Legal Studies, Politics (2), and Sociology (3).

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

A ninth school, the School of Mathematical and Information Sciences, has been created and will be functioning in 1985.

Site and buildings

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

La Trobe University Library

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

Residences and unions

The University aims to provide a range of appropriate residential accommodation for those students who live away from home, and for members of staff who wish to live on campus, or in its immediate surroundings. Glenn College and Menzies College provide traditional university residential

accommodation. Chisholm College allows residents a degree of self catering not available in the other colleges. In addition, a University company, La Trobe University Housing Limited, has built self-contained flats and terrace units on the southern perimeter of the campus. The colleges provide over 1,000 residential places, and flats and terrace units managed by the Company provide an additional 340 residential places.

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

Entrance requirements.

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

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

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

Deakin University

General

Deakin, located in Geelong, is the nineteenth and youngest university in Australia, but it is by no means the smallest.

The first university in Victoria to be established outside the Melbourne metropolitan area, it 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, and began teaching in 1977 with about 2,500 students. In 1984 (1983), enrolments reached 6,345 (5,788) students, with 2,302 (2,212) enrolled in on-campus programmes, and 4,043 (3,576) enrolled in off-campus programmes. Full-time staff number 549 (541).

Under the Deakin University Act the Council is the governing authority for the University. The Council comprises up to thirty-two members drawn from various sectors of the community, and from the University itself and includes: 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); two members elected by the professors; two members elected by academic staff other than professors; two elected by the general staff; eight co-opted members; the Chancellor, Vice Chancellor, Chairman and Deputy Chairman of the Academic Board, and the President of the student body; a member appointed by the Victorian Minister of Education as his deputy; and two undergraduates and one postgraduate student elected by students.

Academic development

The University has developed a major Open Campus Program, being considered a leader in the field of distance education. A wide range of courses, both pure and applied, is being offered at degree and postgraduate levels in both the on-campus and off-campus mode.

Off campus students have been enrolled from all over Australia, and in some cases overseas. Students receive study materials through the mail, and library books are delivered by a courier service. Students are also encouraged to participate in weekend schools, tutorial groups, and self-help groups.

The University has an extensive study centre and resource centre network throughout Victoria. The major study centre is in the heart of Melbourne, opposite Flinders Street railway station. Others have been established in the country towns of Shepparton, Horsham, Wangaratta, and Mildura in conjunction with the local Centres for Continuing Education, and in the regional cities of Ballarat, Bendigo, Churchill, Warrnambool and, in NSW, at Albury, in conjunction with the Colleges and Institutes of Advanced Education. The study centres provide tutorial, library, and audio-visual facilities for use by off-campus students, and are a meeting place for students and University staff. Weekend schools are also held.

With an emphasis on interdisciplinarity, undergraduate degree programmes are offered in the following areas: Architecture, Arts (Architecture, Education, Humanities, and Social Sciences), Commerce, Education, Science (Biological and Health Sciences, Chemical and Physical Sciences, Computing and Mathematics, and Cognitive Science and Psychology). Graduate Diplomas are offered in the fields of Dietetics, Computing, Occupational Hygiene, and Educational Administration.

Master's and doctoral degrees by research are offered by all Schools. Master's degrees by coursework are offered by the School of Education (MEd and MEdAdmin) and by the School of Management (MBA) and are available in the off-campus mode.

Entrance requirements

The main criterion for selection to undergraduate programmes is the likelihood of successful completion of the degree programme. This is judged primarily on academic record – Higher School Certificate (HSC), Tertiary Orientation Programme (TOP) or similar qualification, or tertiary study. In addition, a number of places are offered under the Special Entry (Mature Age) scheme to applicants who are over 21 on 1 January of the year of intended enrolment.

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

Schools and chairs

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

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

Site and buildings

The main campus is at Waurin Ponds, eight kilometres south of Geelong, in a rural environment ideally situated midway between Melbourne and the beaches, Otway Ranges, and other scenic attractions of Victoria's west coast.

Comprising almost 100 hectares of undulating land in the Waurin Ponds Valley green belt, the campus houses a central academic and administrative complex with pedestrian access only, surrounded by playing fields, sporting facilities, treed car parks, and the student residence complex.

The Visual Arts and Performing Arts sections of the School of Humanities are located in large open space areas in a former woollen mill in Geelong, but they too will move to Waurin Ponds when suitable accommodation is built.

Student accommodation is provided by Deakin University College, a residential complex of blocks, units, flats, and annexes for up to 172 students.

Each bedroom/study is fully furnished, carpeted, and heated. A common room is situated within the residential area. This provides facilities for music, games, television, tutorial rooms, and kitchen, where the residents of the College can meet on a social basis.

Recent developments on campus include the completion of the Recreation Centre, currently the largest auditorium in Geelong, which can seat up to 2,000 people. It provides lecture and discussion facilities and a large area for indoor sports, and is fully equipped for teaching physical education.

At the end of 1983 the School of Education, previously in North Geelong, relocated on the Waurin Ponds campus next to a general purpose academic building (which was under construction).

Library

The University Library provides materials and services central to all aspects of University life and studies. Its collection of more than 200,000 items includes books, maps, videotapes, sound recordings, slides, microfilm and microfiche, together with the equipment to use each medium. More than 3,000 periodicals are received. Of particular interest is the Library's special collection of rare and valuable books, including many nineteenth century Australian school textbooks.

The Library aims to make all its material readily available to users. Loan conditions have been designed to allow for equal sharing of resources for all. Special services, including direct delivery of library materials, are provided to off-campus students.

Many library processes are automated, and catalogue and loan information is available on-line from the Library's computer system. A computer-assisted information retrieval service, DULSEARCH, is available to outside users as well as members of the University.

Deakin University Library is one of several Victorian academic libraries participating in a reciprocal borrowing scheme. This allows members of any one of the institutions to obtain borrowing privileges from the others.

Members of the public are able to use the Library for reading or reference, but may borrow only on inter-library loan arranged through their local libraries.

University statistics

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

Field of study (b)	1982					1983				
	Melbourne	Monash	La Trobe	Deakin	Total	Melbourne	Monash	La Trobe	Deakin	Total
Bachelor degree courses—										
Agriculture, forestry	344	—	222	—	566	354	—	233	—	587
Architecture, building	526	—	—	176	702	513	—	—	185	698
Dentistry	243	—	—	—	243	244	—	—	—	244
Economics, commerce,										
government	1,372	1,657	923	418	4,370	1,349	1,529	907	458	4,243
Education	215	274	—	1,329	1,818	198	233	—	1,312	1,743
Engineering, technology	1,004	1,013	—	121	2,138	1,050	1,183	—	84	2,317
Fine arts	228	—	—	—	228	237	—	—	—	237
Humanities	3,644	3,141	2,279	1,415	10,479	3,691	3,043	2,505	1,596	10,835
Law	691	1,521	—	—	2,212	639	1,442	—	—	2,081
Medicine	1,440	967	—	—	2,407	1,404	951	—	—	2,355
Natural sciences	2,420	2,182	1,395	518	6,515	2,302	2,126	1,447	579	6,454
Social and behavioural										
sciences	217	85	2,278	734	3,314	214	81	2,276	740	3,311
Veterinary science	247	—	—	—	247	242	—	—	—	242
Total	12,591	10,840	7,097	4,711	35,239	12,437	10,588	7,368	4,954	35,347
Higher degree courses	2,369	2,472	800	320	5,961	2,426	2,365	824	464	6,079
Non-degree courses	1,099	909	597	347	2,952	967	866	674	370	2,877
Total	3,468	3,381	1,397	667	8,913	3,393	3,231	1,498	834	8,956
Total students	16,059	14,221	8,494	5,378	44,152	15,830	13,819	8,866	5,788	44,303

(a) At 30 April.

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

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

Field of study (b)	1982					1983				
	Melbourne	Monash	La Trobe	Deakin	Total	Melbourne	Monash	La Trobe	Deakin	Total
Males—										
Doctorate										
(other than PhD)	17	1	—	—	18	11	1	—	—	12
PhD	71	77	33	2	183	81	66	30	2	179
Master's degree	216	186	40	—	442	248	183	45	6	482
Bachelor degree	1,632	1,159	732	308	3,831	1,650	1,350	712	290	4,002
Postgraduate diploma	113	143	115	19	390	127	179	120	10	436
Total males	2,049	1,566	920	329	4,864	2,117	1,779	907	308	5,111

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

Field of study (b)	1982					1983				
	Melbourne	Monash	La Trobe	Deakin	Total	Melbourne	Monash	La Trobe	Deakin	Total
Females—										
Doctorate										
(other than PhD)	2	—	—	—	2	2	—	—	—	2
PhD	19	21	10	1	51	26	23	10	—	59
Master's degree	58	72	12	2	144	92	72	18	1	183
Bachelor degree	1,050	1,137	748	316	3,251	1,150	1,188	774	341	3,453
Postgraduate diploma	186	180	158	29	553	167	182	160	25	534
Total females	1,315	1,410	928	348	4,001	1,437	1,465	962	367	4,231
Persons—										
Doctorate										
(other than PhD)	19	1	—	—	20	13	1	—	—	14
PhD	90	98	43	3	234	107	89	40	2	238
Master's degree	274	258	52	2	586	340	255	63	7	665
Bachelor degree	2,682	2,296	1,480	624	7,082	2,800	2,538	1,486	631	7,455
Postgraduate diploma	299	323	273	48	943	294	361	280	35	970
Total persons	3,364	2,976	1,848	677	8,865	3,554	3,244	1,869	675	9,342

(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.

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

Colleges of advanced education

General

Colleges of advanced education are those operative institutions listed in the appropriate States grants (Advanced Education) Acts and subsequent *Tertiary Education Commission Act 1977* as colleges of advanced education. The Act empowers the Commonwealth Minister for Education to approve courses of study at such colleges for the purpose of financial assistance. In recent years many amalgamations have taken place.

Ballarat College of Advanced Education

General

The Ballarat College of Advanced Education was formally established in 1976 as the amalgamation of the tertiary division of the School of Mines and Industries Ballarat (established in 1870) with the State College of Victoria at Ballarat (formerly the Ballarat Teachers College, established in 1925). It is located on the southern edge of Ballarat in modern buildings on a 100 hectare campus of natural bushland, open recreational zones and landscaped areas. Ballarat is easily accessible from Melbourne with which it is linked by a dual-lane highway and there are rail links to Melbourne, Mildura, and Horsham. Bus links give access to most other country areas in Western Victoria. The College functions as a major regional institution for much of the west of the State.

Since 1983 the College has been designated the centre for Mining Engineering education in Victoria. It also offers a Graduate Diploma in Occupational Hazard Management which was the first formal course in this field to be offered in Australia.

A strong emphasis is also placed on the preparation of teachers in physical education, health and recreation programmes. The College offers a post-primary teaching degree in physical education and those taking the primary teaching BEd course can also major in physical education studies.

Academic programme

The College offers 8 distinct degree courses, 6 post-graduate courses and over 50 main fields of study. Most of the undergraduate courses are structured to begin with a common first year programme providing students with a better base from which to choose their major fields of study. Specific degree courses include primary and post-primary teacher education, librarianship, fine arts, humanities, applied science, engineering, and business. Major fields of study range from biotechnology to film and media studies. All of these courses undergo regular review and continue to meet national accreditation and professional registration requirements.

Entrance requirements

The normal minimum entrance requirement for an undergraduate student is satisfactory completion of a Year 12 course of study as certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme at a Victorian TAFE college or an approved equivalent.

Special consideration is also available for those who satisfy one of the following requirements:

- (1) out of full-time schooling for at least two years following full Year 12 studies;
- (2) out of full-time schooling for at least three years and at least 20 years of age;
- (3) studied a full Year 12 programme but results significantly affected by medical or compassionate circumstances; or
- (4) having a mixed combination of Year 12 studies.

Applicants for entry to post-graduate courses normally should possess a recognised degree or diploma. Overseas students are eligible to apply for admission to any of the courses offered.

Facilities

The College offers 170 residential places in modern buildings at the Mt Helen Campus, set amid bushland and landscaped native gardens, only minutes from the college classrooms. Further accommodation is available at other locations at Ballarat. The College also has a modern well-equipped computer centre, library, counselling and health services, cafeteria, and bookshop. The indoor and outdoor recreational facilities provide scope for varied physical activities. They include tennis courts, ovals, and an orienteering track. Indoor facilities include tennis and squash courts, two modern gymnasiums and a weight lifting studio. The Student Union co-ordinates many clubs and societies and operates a child care centre to cater for pre-school children of students.

Bendigo College of Advanced Education

General

Bendigo College of Advanced Education was established on 1 July 1976 by proclamation of His Excellency the Governor of Victoria, and operates under the provisions of the *Post-Secondary Education Act 1977*. The College was formed by combination of the Bendigo Institute of Technology, which had its origin in the Bendigo School of Mines and Industries founded in 1873, and the State College of Victoria, Bendigo, which dates back to 1927 as Bendigo Teachers' College.

The Council has twenty-five members comprising members appointed by the Governor in Council and by the Minister for Education, representatives of the academic and support staff, the student body and co-opted community members, with the Director as an ex-officio member.

Academic programme

A wide range of nationally accredited diploma, degree, and post-graduate courses is offered within four faculties comprising Arts, Business Studies, Education, and Engineering and Sciences. Specific fields of study include primary and secondary teacher education, ceramics, fine art, graphic design, humanities, social science, accounting, data processing, economics, computing science, management, applied chemistry, applied biology, biochemistry, metallurgy, geology, engineering, and outdoor education.

Entrance requirements

The normal entrance requirement for an undergraduate student is satisfactory completion of a Year 12 course of study certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme at a Victorian technical school or college, or an approved equivalent. A mature-age entry scheme provides for admission of people being aged 21 years or more, and not having the formal prerequisites. For the teacher education courses there is a special entry scheme for Aborigines. Applicants for entry to post-graduate courses normally should possess a recognised degree or diploma. Overseas students are eligible to apply for admission to any of the courses offered.

Facilities

Situated in an attractive bushland setting three kilometres from the centre of the provincial city of Bendigo, the College offers opportunity for study with a mix of city and country living. The Flora Hill campus has been occupied only since 1968, which means that all buildings are modern and well-equipped, and provide most suitable conditions for study. Support facilities include a well-equipped library, computer centre, media services, and a Student Union. The Student Union co-ordinates the sporting, cultural, and recreational clubs and facilities and also conducts a child care centre on campus.

Limited residential accommodation is provided on-campus and assistance is given in obtaining accommodation within the community. Student counselling, medical and chaplaincy services are available. Consulting, research, and short courses are provided for industry and community groups.

Chisholm Institute of Technology

General

Chisholm Institute of Technology is a multi-disciplinary tertiary college aiming at providing the community with the expertise and knowledge needed for the 1980s and beyond. Chisholm aims to be a leader in its field, offering the community relevant education, research, and consultancy.

The Institute's orientation is towards the practical and the applied, underpinned by a strong theoretical base and a broad understanding of issues. In its educational role, Chisholm offers a variety of programmes ranging from short courses and workshops through to master's degree studies at its two campuses, Caulfield and Frankston.

Research and consultancy services are offered to business, industry, government, and the community by the Institute's Schools and specialist centres.

To achieve its aims, Chisholm emphasises innovative approaches harnessing expertise, knowledge, and the latest technology across traditional academic boundaries to tackle the real questions raised by an increasingly complex world. While numerous examples of this approach can be seen in the Institute's academic, research, and consultancy programmes, perhaps the most dramatic was the 1984 decision to merge the Applied Science, Engineering, and Computing and Information Systems Schools into a single Faculty of Technology. This move, unique in Australia at the time, and the resultant restructuring of courses, ensured that Chisholm-trained technologists would be equipped to operate in the modern business and industrial world.

Academic programme

Chisholm Institute of Technology has an enrolment in excess of 6,000 students, nearly half of them part-time, in its Diploma, Associate Diploma, Degree, Post-graduate Diploma, and master's courses. In addition, thousands more take Chisholm short courses each year, ranging from hobby to professional upgrading courses, some commissioned by, and tailored for, specific industries.

Chisholm offers courses of study in physics, chemistry, biology, mathematics, ceramics, fine art, graphic design, electronic data processing, robotics, digital technology, accounting, finance, banking, management, secretarial, marketing, teaching (early childhood development and primary), civil, mechanical, electrical, electronic, and industrial engineering, psychology, sociology, communication, literature, and politics.

Entrance requirements

Undergraduate entry requirement is satisfactory completion of a Year 12 course certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme, or an approved equivalent. Special entry arrangements are available for a number of disadvantaged groups and for overseas students.

Research and consultancy

Chisholm is an approved research organisation under the Australian government's industrial research and development legislation. Its range of services in research, consultancy, testing, information, and training are provided mainly through formally organised groups: Centre for Applied Mathematical Modelling, Centre for Business Technology, Engineering Research and Advisory Centre, Pearcey Centre for Computing, Robotics and Digital Technology Centre, National Centre for Rural Fire Research, Tribology, Water Studies Centre, Computer Abuse Research Bureau, and the Centre for Polymer Research.

In addition, special groups can be mobilised to meet particular client needs. All services within this area are confidential to the clients.

Footscray Institute of Technology

General

Footscray Institute of Technology is a college of advanced education serving the vast western region of Melbourne, with an enrolment approaching 4,000 students in 1985.

The Footscray Institute of Technology Council is the chief governing body of the Institute. Its membership is drawn from commerce, industry and community representatives as well as from the field of education. Teaching excellence is emphasised in the Institute's academic programmes.

Courses are developed and kept current and vocationally relevant through the formal participation of specialists from a wide range of endeavour as members of the Institute course advisory boards. From January 1984, the Institute became one of the only three declared colleges in Australia to accredit its own courses at all levels.

Academic programme

Footscray Institute of Technology is organised into four academic schools. These are the schools of Applied Science, Business, Engineering, and General Studies. They offer diploma, degree, graduate diploma courses, and master's programmes by research.

The undergraduate courses are in accounting, Australian cultural studies, building engineering, catering and hotel management, chemistry, civil engineering, digital electronics and computing, electrical and electronic engineering, food retailing, information management and communication, mathematics and computing, mechanical engineering, municipal engineering, physical education, physics, plant maintenance, recreation, recreation leadership, secretarial practice, tourism, and urban studies.

Graduate diploma courses are available in accounting, building project management, business science, commercial data processing, communication systems, digital control, exercise for rehabilitation, hospitality and tourism, industrial relations, municipal engineering, urban planning, and vacuum technology.

The Institute is also proposing to introduce a nursing diploma course in 1985 and teacher education in 1986. It conducts a range of short courses for various sections of industry and the community, and consulting and research work form an active part of its contribution to the region.

Entrance requirements

The normal requirement for admission to Footscray Institute of Technology undergraduate courses is satisfactory completion, in specified course related subject areas, of a Year 12 course of study approved by the Victorian Institute of Secondary Education. Those who satisfactorily complete a Tertiary Orientation Programme offered by a Victorian Technical and Further Education college are also eligible to seek admission. Provision is also made for mature-age entry where formal admission qualifications may differ from those mentioned above. Graduate diploma applicants are required to have a tertiary qualification.

Facilities

The Institute is located on a five hectare site adjacent to the extensive parklands of the Maribyrnong River valley and the attractive Footscray Park. A comprehensive library, powerful computing facilities, student counselling and medical services, modern cafeteria and bistro, indoor and outdoor entertainment areas, and numerous clubs and societies exist on campus to help make student life successful and rewarding. The most recent building on campus is the \$6m physical education and recreation complex. One of the finest facilities of its kind, it was formally opened in 1981 by His Royal Highness The Duke of Edinburgh. A new multi-purpose building that will house the Institute's Administration and School of Business, is expected to be completed for the commencement of the 1986 academic year.

Institute of Catholic Education

General

The Institute of Catholic Education is a college of advanced education and was established on 7 March, 1974 as an amalgamation of a number of previously existing Catholic teacher training colleges in Victoria. It operates under the provisions of the *Post-Secondary Education Act 1977* and has campuses at Ascot Vale, Ballarat, and Oakleigh. Its headquarters are located at 383 Albert Street, East Melbourne.

The Council has twenty-six members comprising members appointed by the Governor in Council, the Minister of Education, the academic and general staff, students, and co-opted community members. The Principal, Campus Directors, and Chairmen of Campus Advisory Boards are ex-officio members.

Academic programme

The Institute operates a Bachelor of Education for primary teachers and post-graduate programmes of Religious Education at all campuses. Post-graduate studies in secondary education are offered at the Ascot Vale and Oakleigh campuses, in Multicultural Studies at the Ascot Vale campus, in

Educational Administration at the Ballarat campus, and in a number of specialised areas in Educational Studies and mathematics at Oakleigh campus. It also provides some units for nurses training in Catholic hospitals at Ascot Vale and Ballarat campuses on a sessional basis, and in a Bachelor of Arts in Church Music at the Ascot Vale campus on a fee paying basis.

Entrance requirements

Applicants for undergraduate programmes must normally have successfully completed the requirements of the Victorian Higher School Certificate at least at pass level in English, or possess an equivalent academic background. A mature age scheme provides for admissions of people being at least 23 years of age and who have successfully completed at least five years of secondary education. Special entry may be available on a very limited basis in certain circumstances. Applicants for entry to post-graduate courses normally should possess a recognised degree or diploma, and, in some cases, at least one year of approved general teacher education.

Lincoln Institute of Health Sciences

General

Lincoln Institute of Health Sciences was established in January 1973 by the voluntary amalgamation of the Schools of Occupational Therapy, Physiotherapy, and Speech Therapy. Since 1973, further professional schools have been established by the Institute, and in 1977 the College of Nursing (Australia), which pioneered college-based nursing in this country, merged with the Institute to add a School of Nursing. One result of the growth of the Institute has been a scattered campus on three sites – Carlton, Abbotsford, and St Kilda Road – and the issue of appropriate permanent accommodation for the Institute on one site is still unresolved.

The Council has twenty-one members comprising members appointed by the Governor in Council, representatives of the academic staff and students, and co-opted community members with an interest in health or general tertiary education. The Director is an ex-officio member of the Council.

Academic programme

The Institute offers a wide range of diploma, degree, and post-graduate courses within ten Schools, comprising Behavioural Sciences, Biological Sciences, Communication Disorders, Health Administration and Education, Nursing, Occupational Therapy, Orthoptics, Physiotherapy, Podiatry, and Prosthetics and Orthotics. The Schools of Behavioural and Biological Sciences offer only post-graduate courses and otherwise provide service teaching for the other Schools. The remaining Schools offer both undergraduate professional courses and post-graduate and continuing education courses in their fields of specialisation.

Entrance requirements

The normal entrance requirement for an undergraduate student is satisfactory completion of four Group 1 subjects in the Victorian Year 12 examination or its equivalent. Students undertaking other forms of Year 12 are considered on their merit. A mature-age entry scheme provides for the admission of people aged 20 years or more who have not undertaken Year 12 studies or who have failed the Year 12 examination at least five years previously. Applicants for entry to post-graduate courses are normally expected to hold a recognised degree or diploma, preferably in a health science or related discipline. Overseas students are eligible to apply for admission to any of the courses offered.

Facilities

The Institute has a very well-equipped Library which is located on two of the Institute's campuses. There are also cafeterias at all campuses and student lounges and internal recreational areas.

Melbourne College of Advanced Education

General

Melbourne College of Advanced Education, with an enrolment of over 4,500 students is one of the largest colleges of advanced education specialising in teacher education in Australia. The College was formed in January 1983 by the *Melbourne College of Advanced Education Act 1982*, which amalgamated the Melbourne State College and the Institute of Early Childhood Development (IECD).

The Act established a College Council which is the body with the ultimate responsibility for all College matters. The Act also provided that within the College there shall be an Institute of Early Childhood Development comprising that part of the College which is concerned with early childhood education, care and development, and with special services, research and courses of study in these

areas. The two major academic bodies are the Academic Board and the Board of Studies, each of which reports directly to the Council.

Academic programme

The courses of the College are offered on three campuses. At the Carlton campus (formerly the Melbourne State College) education studies, together with specialised studies in the arts, creative arts, art and crafts, business studies, librarianship, and the sciences are available in undergraduate degree programmes for primary and secondary teachers. At the post-graduate level, graduate diploma courses are offered in various specialist fields for teachers and other professions requiring related expertise. Post-graduate studies are available in education, special education, librarianship, computer education, drama, mathematics, curriculum, inter-ethnic studies, human relationships education, adolescent and child psychology.

The Institute is located at the Kew and Abbotsford campuses. At the under-graduate level the Institute offers diploma and degree courses in early childhood education for teachers of pre-school children and diploma courses in child care. At the post-graduate level, graduate diploma courses are available with specialised studies in education, child development, infant education, movement and dance, and special education (early childhood). Master of Education programmes are available at both the Institute and Carlton campuses.

Entrance requirements

The normal entry requirement for undergraduate courses is the satisfactory completion of a Year 12 course of study which meets the conditions of the Victorian Institute of Secondary Education, or an approved Tertiary Orientation Programme, or an approved equivalent course of study. Limited special entry provisions exist for persons who are able to demonstrate in other ways that they have the motivation and capacity for tertiary studies. Applicants for entry to the post-graduate courses normally should possess a recognised degree or diploma.

Facilities

The Carlton campus is situated on a two hectare site in an area well known for its vigorous community life. The proximity of the campus to the centre of the city, to the University of Melbourne, to the theatres, and to public and commercial galleries enriches the opportunities its students have to participate in artistic, intellectual, and social activities. The campus has its own art gallery (the Gryphon Gallery) and theatre (the Open Stage), and exhibitions and performances take place throughout the year. The Institute at Kew and Abbotsford is well served by public transport both to the city and to outlying suburbs. Counselling and medical services are provided at both the Institute and the Carlton campus. Child care facilities are available at the Carlton campus.

Gippsland Institute of Advanced Education

General

The Gippsland Institute of Advanced Education serves a region important for its oil, gas, electricity, timber, and agriculture production. It offers on-campus courses to school leavers and adults and through its external studies programme offers tertiary education to even the most isolated communities within the region. The Institute operates under the provisions of the *Education Act* 1958. Its Council is representative of the Gippsland community, professional bodies, industry, staff, and students.

Academic programme

The Institute offers diploma, degree, and post-graduate courses in engineering, science, computing, business administration, social science, welfare, psychology, visual arts, and primary and secondary teaching, which are nationally accredited by the Council on Awards in Advanced Education.

The Institute's courses are also recognised by the Victorian and Commonwealth Public Service Boards, Victorian Education Department, Australian Psychological Society, Australian Institute of Welfare Studies, Australian Society of Accountants, Institute of Chartered Accountants in Australia, Institute of Chartered Secretaries and Administrators, Institute of Personnel Management, Institute of Business Administration, Australian Institute of Bankers, Royal Australian Chemical Institute, Australian Institute of Physics, Australian Institute of Energy, Institution of Engineers, Australia, Australian Computer Society, and Australian Statistical Society.

Entrance requirements

Prospective students are eligible to apply for Institute courses if they have satisfactorily completed a Year 12 course of study certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme at a Victorian technical school or college, or an approved equivalent. For people over the age of 21 a mature-age entry scheme operates. Overseas students are eligible to apply for admission to all courses offered.

Facilities

The Gippsland Institute is located at Churchill, 8 kilometres south of Morwell in the La Trobe Valley. All buildings have been recently constructed, including a well-equipped library, computer centre, laboratories, and audio-visual centre. A number of Student Centres operate within Gippsland and Melbourne to support the Institute's external studies programme. Limited residential accommodation is available for students wishing to undertake full-time study. The Institute also leases a number of houses and flats for student use.

*Hawthorn Institute of Education**General*

Hawthorn Institute of Education, one of Australia's most important training centres for technical teachers, instructors, and trainees, provides a broad and expanding range of relevant and challenging courses for its specialist students.

The Institute has developed from its early beginnings as the Technical Teachers' Training Centre, operating at Melbourne Technical College (now the Royal Melbourne Institute of Technology), through a significant period of growth as the Technical Teachers' College in the 1950s and 1960s, and the State College of Victoria at Hawthorn in the 1970s, to its present position as a leading college of advanced education. It has national and international responsibilities in TAFE teacher education and technical training, and close working links with a wide range of educational institutions and the public and private sectors of industry and commerce.

Academic programme

Teacher Training. The Institute currently offers two courses of initial teacher training – the Diploma of Technical Teaching and the Graduate Diploma in Education. These programmes of teacher training cater for adults who are already expert in a vocation other than teaching. They tend in consequence to have reached a considerable level of personal and social maturity. Generally, too, they have had considerable experience of responsibility, both on and off the job. These characteristics of recruits to technical teaching influence the sort of training that is appropriate to them. Hawthorn Institute acknowledges these characteristics and is committed to treating its students in a way appropriate to their adult status.

In-service Staff Development. The Institute makes an important and increasing contribution to staff development in colleges and schools, particularly through:

- (1) INSERT (In-Service Education and Training), a co-ordinating unit which arranges a wide variety of specific purpose programmes and other services such as workshops, short courses, units of study, and curriculum assistance. Programmes and services are available on campus at Hawthorn and off-campus at regional study centres or in a particular student's own organisation.
- (2) Post-initial award courses focusing on teacher development, e.g. Graduate Diploma in Graphic Communication Education, Graphic Diploma in Educational Studies in the area of Student Care, and Bachelor of Education (Technical), and
- (3) Programmes in educational management and administration, including the post-initial Graduate Diploma in Educational Administration, consultancy services, and short programmes, all of which are conducted by the Institute's Centre for Educational Administration and Management.

Services to Industry and Commerce. Various areas of industry, commerce, and government and semi-government organisations are being assisted through a variety of activities which cover:

- (1) instructor training, including a modular course for vocational training instructor, and specially tailored programmes designed to meet particular industry needs;
- (2) programme and materials development, and training research; and
- (3) consultancy services and advice on training matters.

Overseas Programmes. Hawthorn Institute is a resource which is seen by overseas countries – particularly Australia's near neighbours (ASEAN/South Pacific countries) – as having knowledge,

experience, and skills in Technical/Vocational teacher training and Vocational Education planning and development which they value highly. Throughout that region significant attention is being given to the development of Technical/Vocational education at secondary and post-secondary (TAFE) levels because it is seen as an important ingredient in the economic and social development of their countries.

A major activity of Hawthorn Institute is the Indonesia/Australian Technical Education Project, a project undertaken for the Australian Development Assistance Bureau (ADAB), an agency of the Department of Foreign Affairs, Commonwealth Government. Basically Hawthorn Institute is involved in four main areas within this project:

- (1) advice to the Director of Technical and Vocational Education on the overall development of Technical/Vocational Education – particularly curriculum development and teacher training;
- (2) the equipping, planning, and education development of a Middle Technical School at Cilacap;
- (3) the planning, development, and training of staff for the Vocational Education Department Centre (and Technical Teacher Training Centre) at Bandung; and
- (4) the planning, development, and training of staff for the Vocational Education Department Centre (and Vocational Teacher Training Centre) at Jakarta;

Hawthorn Institute has also been involved in a range of overseas projects funded from the Asian Development Bank and the World Bank, and has assisted – and is continuing to assist – the Indonesian Government and industry with the planning, development, and training management for a Management and Technical Centre in Jakarta.

Swinburne Limited

General

Swinburne was established in 1908 under the name of 'Eastern Suburbs Technical College'. The first students were enrolled in 1909, when classes were begun in carpentry, plumbing, and blacksmithing. Soon afterwards, a boys junior technical school and the first girls technical school in Victoria, were established. In 1913 the Institution changed its name to Swinburne Technical College to commemorate the Hon. George Swinburne, a former mayor of Hawthorn and a member of the Parliament of Victoria, who was largely responsible for the initial establishment of the College.

In 1965 Swinburne Technical College affiliated with the Victoria Institute of Colleges which was established in that year by an Act of the Parliament of Victoria to 'foster the development and improvement of tertiary education in technical, agricultural, commercial and other fields of learning (including the liberal arts and the humanities) in institutions other than in the universities of Victoria'. The range of courses and the various levels at which they were offered grew to such an extent that in 1969 the boys' and girls' technical schools were taken over by the Victorian Education Department while the college remained as an autonomous institution.

An extensive reorganisation of advanced education took place in Victoria in the period 1976 to 1978, culminating in the passing of the Victorian Post-Secondary Education Act. Under the Act the Victoria Institute of Colleges was dissolved and the Victorian Post-Secondary Education Commission was established. Under new arrangements, Swinburne Council was given power to grant degrees.

The Council has twenty-six members comprising members appointed by the Governor in Council, and members representing local government, academic and support staff, students, business, and the professions.

Academic programme

To facilitate operations, teaching is carried out within two divisions, under the control of one council. They are:

- (1) Swinburne Institute of Technology – a college of advanced education offering courses for professional qualifications (diploma, and degree of Bachelor) and graduate qualifications (diploma, and degree of Master) in the areas of Applied Science, Art, Arts, Business, and Engineering.
- (2) Swinburne College of Technical and Further Education – a technical and further education college, offering courses at middle-level or para-professional, trade, technical, and Tertiary Orientation Programme levels. A number of specialist courses are provided also, for industry and the community. Enrolments in 1983 were 967 full-time and 3,949 part-time students.

Entrance requirements

Swinburne is committed to flexibility in entrance requirements and the criteria for entry to tertiary courses at Swinburne is the ability of the student to undertake the chosen course successfully. A

special entry scheme for mature-age applicants exists for people who may not have the usual secondary school qualifications.

Victorian College of the Arts

General

The Victorian College of the Arts was established in 1973 to provide vocational education in the visual fine arts and the performing arts. Its foundation school was the former National Gallery of Victoria Art School which was founded in 1868. By virtue of legislation, practice, and geographical location, the College maintains a close association with the National Gallery of Victoria and the Victorian Arts Centre as a whole. In 1981 the College was reconstituted under the *Victorian College of the Arts Act* 1981. Government is by a College Council of 25 members. The Victorian College of the Arts School is an Education Department School within the College which offers secondary education for 190 younger students aiming at careers in music or dance.

Academic programme

The College consists of the School of Art, offering degree and post-graduate courses in Painting, Sculpture, and Printmaking; the School of Music which conducts degree and diploma courses in Individual Performance and Group Instructed Performance and Direction, a Part-time Associate Diploma in Opera and Music Theatre, and post-graduate courses in various music specialisations; the School of Drama which offers Diploma courses in Acting, Direction, Theatre Technology, Animation, and Scriptwriting; the School of Dance which offers Diploma courses in Dance Performance, Dance Teaching, Choreography, and Notation. The Victorian College of the Arts School conducts general education plus specialist dance or music studies from Secondary Year 7 to Year 12.

Entrance requirements

Students are selected on the evidence they display of talent and commitment. Applicants for tertiary courses are normally expected to have successfully completed six years of secondary education. In exceptional cases applicants who possess outstanding aptitude but who do not meet the educational requirements may be accepted at the discretion of a Dean. Applicants for entry to post-graduate courses normally should possess a recognised degree or diploma. Entry to the Secondary programme is by audition. All applications must be made directly to the College.

Facilities

The College campus is located within walking distance of the heart of Melbourne and adjoins the Victorian Arts Centre. The Schools of Music and of Dance occupy buildings designed for their purposes and erected since 1980. A building programme intended to provide equally ideal accommodation for other sections of the College is being pursued.

Victoria College

General

Victoria College was formed at the end of 1981 by the amalgamation of four previously independent colleges of advanced education, the State Colleges at Burwood, Rusden, and Toorak, and the Prahran College of Advanced Education. It is a multi-discipline tertiary institution situated on four campuses. The Principal is located on the Toorak campus. The College has a Council of twenty-one members and is organised into six academic faculties; three directorates: Academic Programmes; Administration; Education Services; and a Finance Department. Students and staff are represented on major College Committees.

Academic programme

The College offers accredited diploma, degree, and post-graduate courses through its Faculties of Applied Science (Rusden and Toorak), Art and Design (Prahran), Arts (Toorak), Business (Prahran and Burwood), Special Education and Paramedical Studies (Burwood), and Teacher Education (Primary at Burwood and Toorak; Secondary at Rusden). A variety of short courses is provided for the community through the Victoria College Continuing Education Centre.

Entrance requirements

Applicants for diploma and degree courses must have satisfactorily completed an approved Year 12 course of study in accordance with the requirements of the Victorian Institute of Secondary Education, or an approved Tertiary Orientation Programme, or an approved equivalent. Applicants

for graduate courses must hold a degree or diploma or approved equivalent. Special entry schemes are available for most courses. In addition, applicants must satisfy any special requirement for specific courses.

Facilities

The College has specialist facilities for science, computing, physical education, drama and dance, music, fine arts, design, media studies, community languages, special education, secretarial studies, and home economics, together with a comprehensive library service. The College provides assistance for students in areas such as accommodation, employment, finance, counselling, and medical services. A wide range of recreational activities is available to students.

Phillip Institute of Technology

General

The Phillip Institute of Technology was established on 6 January 1982 by a proclamation of His Excellency, the Governor of Victoria, and operates under the provisions of the *Post-Secondary Education Act 1977*. The Institute was formed by the amalgamation of the Preston Institute of Technology and the State College of Victoria at Coburg. The Institute Council has twenty-seven members, made up of individuals appointed by the Governor in Council and by the Minister for Education, representatives of the academic and support staff of the Institute, the student body, and co-opted individuals from the community.

Academic programme

A wide range of nationally accredited diploma, degree, and post-graduate courses is offered in the following nine schools: Applied Science; Art and Design; Business; Chiropractic; Community Studies; Education; Nursing; Physical Education and Leisure Studies; and Social Work.

Specific fields of study include: Primary teacher education; Fine Art; Design; Social Work; Accounting; Industrial and Personnel Relations; Applied Chemistry; Youth Work; Chiropractic; Physical Education; Nursing; Recreation; Welfare Studies; and Criminal Justice Administration.

Entrance requirements

The normal entrance requirement for an under-graduate student is satisfactory completion of the Higher School Certificate certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme at a Victorian Technical School or College, or an approved equivalent.

A mature-age entry scheme provides for admission of people not having the formal prerequisites. For the Teacher Education, Youth Work, and Criminal Justice courses there is a special entry scheme for Aborigines. Applicants for entry to post-graduate courses should normally possess a recognised degree or diploma. Overseas students are eligible to apply for admission to any of the courses offered.

Facilities

The Phillip Institute of Technology operates across two campuses. The Bundoora campus is situated on Plenty Road in Bundoora, while the Coburg campus is situated off Bell Street in Coburg.

Support facilities include a well-equipped library on both campuses, a Computer Centre, media services on both campuses, and a Student Union. The Student Union co-ordinates the sporting, cultural and recreational clubs and facilities. Child care facilities are available on the Bundoora campus. Residential accommodation is not available on campus, but assistance is given in obtaining accommodation within the community. Student counselling and medical services are available.

Royal Melbourne Institute of Technology Ltd

General

Royal Melbourne Institute of Technology (RMIT) is one of the largest institutes of technology in Australia spanning the full spectrum of post-secondary education, from apprenticeship and certificate courses to diploma, degree, and higher degree courses encompassing both advanced education (in the Advanced College) and technical and further education (in the Technical College). Four standing committees of the RMIT Council deal with matters concerning the future of the Institute: policy, finance, staffing, and works. The two Colleges share a range of common services.

RMIT is prominent in a number of fields including continuing education. It has a large external studies division especially at the technical and further education level. The TAFE Off-Campus Network which co-ordinates 15 colleges, including the RMIT Off-Campus Centre, is at RMIT. The Institute also administers the Vocational Orientation Centre as a Service to the people of Victoria.

Academic programme

The RMIT Advanced College offers a broad range of programmes leading to the awards of diploma, degree, graduate diploma, and Master's degree. The College comprises Faculties of Applied Science, Architecture and Building, Art, Business, Engineering, Humanities and Social Sciences, and a Graduate School of Management. Courses of study are offered across a wide range of fields including accountancy, business administration, cartography, visual communication, foods and food service, journalism, interior design, librarianship, landscape architecture, media studies, systems engineering, socio-environmental assessment and policy, metallurgy, aeronautical engineering, ultrasonography, and valuations.

Entrance requirements

To satisfy the general entrance requirements for admission to the first year of degree and diploma courses, a student must normally have:

- (1) successfully completed a Year 12 course of study accredited by the Victorian Institute of Secondary Education;
- (2) satisfied the requirements of an approved Tertiary Orientation Programme at a Victorian Technical School or College;
- (3) successfully completed a two-year middle level certificate course at a Victorian TAFE college; or
- (4) reached a standard approved as the equivalent of the above.

The normal entrance requirement for graduate courses is an approved three year, post-Year 12 degree or diploma from an Australian college of advanced education or university or its equivalent. Some persons who do not satisfy the general entrance requirements may be eligible to apply under the Mature Age Entry, Art Special Provision, or Aboriginal students' alternative entrance schemes. Overseas students are eligible to apply for admission to any of the courses offered.

Victorian College of Agriculture and Horticulture

General

The Victorian College of Agriculture and Horticulture (VCAH) is a multi-sector, multi-campus post-secondary educational institution for agriculture, horticulture, and dairy technology. Established under the *Victorian College of Agriculture and Horticulture Act 1982*, which amalgamated the existing State Agricultural Colleges – namely Burnley Horticulture College, Dookie Agriculture College, Gilbert Chandler College of Dairy Technology (Werribee), Glenormiston Agriculture College, Longerenong Agriculture College (Horsham), and McMillan Rural Studies Centre (Gippsland) – the VCAH became operational on 8 March, 1983, following its incorporation under the *Post-Secondary Education Act 1978* in February 1983. The management and control of the College is vested in the College Council, which is composed of not more than twenty-two members who represent the agricultural, horticultural, and dairying industries, community interests, staff, and students of the College, the Ministers of Education and Agriculture, and the College Academic Board.

Academic programme

The academic programmes offered through the six campuses range from nationally accredited advanced education diplomas of applied science through TAFE industry certificate courses to community interest leisure courses and are designed to advance the quality and availability of education and training in accordance with the needs of the community, particularly in studies relating to agriculture, horticulture, and dairy technology. Diploma of Applied Science Courses in Agriculture are available at Dookie and Longerenong campuses, and in Horticulture at Burnley and Dookie campuses. Associate Diploma Courses in Farm Management and Horse Management are available at the Glenormiston campus. All campuses provide Technical and Further Education courses. Plans for the development of College academic programmes include a Degree in Horticulture to be offered through the Burnley campus, and a post-graduate diploma.

Entrance requirements

Entry to the Diploma of Applied Science Courses in Agriculture or Horticulture is normally after the satisfactory completion of the Higher School Certificate, the Tertiary Orientation Programme, a Year 12 course certified by the Victorian Institute of Secondary Education, or a recognised and approved equivalent. Mature-age provisions permit enrolment of persons who do not have the academic prerequisites but who have demonstrated academic potential and who have relevant work experience. Entry to the Associate Diploma Courses requires similar academic prerequisites plus practical farm work experience (two years preferred).

Facilities

Residential accommodation for students and staff is available at Dookie, Gilbert Chandler, Glenormiston, and Longerenong campuses. Extensive farms at Dookie, Longerenong, and Glenormiston, substantial gardens and nurseries at Burnley, and a well-equipped pilot dairy factory at Gilbert Chandler campus enable students to gain and develop practical skills relevant to their courses.

Victorian College of Pharmacy Ltd

General

The Victorian College of Pharmacy was established in 1881 as the School of the Pharmaceutical Society of Victoria. That Society had itself been founded in 1857 by early immigrant British pharmacists to control and develop the professional aspects of pharmacy in the rapidly developing colony.

In 1977, the College changed its structure to become an autonomous institution under the control of a College Council. The College is the only institution in Victoria offering the educational training requirements leading to the registration of pharmacists by the Pharmacy Board of Victoria.

The College is divided into four schools: the School of Pharmaceutics, the School of Pharmacology, the School of Pharmaceutical Chemistry, and the School of Pharmacy Practice. These individual schools present the programme leading to the degree of Bachelor of Pharmacy. After gaining the BPharm degree, students undertake a one-year training period and sit for a final examination conducted by the Pharmacy Board of Victoria and thus become registered pharmacists. The major areas of practice are: community pharmacy, hospital pharmacy, industrial pharmacy, government practice, and research. The College has students enrolled in the following courses:

Bachelor of Pharmacy, Master of Pharmacy, Graduate Diploma in Hospital Pharmacy, and Graduate Diploma in Community Pharmacy.

Academic programme

The Bachelor of Pharmacy degree has three major streams running through the academic programme. Pharmaceutical Chemistry (the structure and properties of drugs), Pharmacology (the action of drugs), and Pharmaceutics (the presentation and delivery of drugs) are the three major scientific streams and are supported by Pharmacy Management and Forensic Pharmacy. The Bachelor of Pharmacy degree is gained after three years of full-time study.

The College actively undertakes research in the major pharmaceutical disciplines and students may enrol for a two year full-time Master of Pharmacy degree by research. In the post-graduate applied areas, graduate diplomas are offered in community pharmacy and hospital pharmacy.

In 1983, the College was made a declared institution through which it now accredits all of its own courses. With the founding of the Bachelor of Pharmacy degree in 1967, the College became the first non-university institution in Australia to offer a bachelor's degree.

Entrance requirements

The normal entrance requirement for an undergraduate student is the satisfactory completion of a Year 12 course of study certified by the Victorian Institute of Secondary Education with Grade D or above in four Group 1 subjects which must include English, Chemistry, and a branch of Mathematics. It is also believed that the Year 12 subjects Biology or Physics provide a useful background for students commencing the pharmacy course.

Applications for admission received from persons who have undertaken studies other than Year 12 – people in employment, overseas students, or people who wish to transfer from other approved courses – are all considered on an individual basis. Provision is made for graduate courses.

Facilities

The College is situated in pleasant surroundings in Parkville and is near to the University of Melbourne. The buildings at the Parkville campus are modern and are well-equipped with excellent support services. The College does not offer any residential accommodation but country students have generally been able to find satisfactory accommodation. The College also operates a contract research company, the Institute of Drug Technology Ltd. This company provides contract research to the pharmaceutical and allied industries.

*Warrnambool Institute of Advanced Education**General*

Warrnambool Institute of Advanced Education was established as a regional college in 1970, catering for on-campus students. Two years later an external studies programme was introduced, and WIAE is now recognised as one of Victoria's four major providers of off-campus programmes for post-secondary students. All courses operate from the Sherwood Park campus which is located five miles east of the city of Warrnambool. Close links are maintained with the Warrnambool College of TAFE which now occupies the original WIAE campus in the centre of the city.

The WIAE Council is the body responsible for setting the broad goals and directions of the Institute. There are 23 members including appointments made by the Governor in Council and by the Minister for Education. Membership also includes representatives of both academic and support staff, the student body and co-opted community members, with the Principal as an ex-officio member.

Academic programme

Nationally accredited degree, diploma, and post-graduate courses are offered through the faculties of Art and Design, Applied Science and Technology, Business Studies, General Studies and Teacher Education. Major studies may be undertaken in painting, printmaking, chemistry, aquatic biology, computing, accountancy, applied economics, psychology, sociology, human communication, politics, and primary teaching. Post-graduate programmes in Special Assistance Teaching, Accountancy, Municipal Engineering, and in Regional Administration and Decentralisation are offered through off-campus study programmes.

The Institute provides short courses and consultancy services to industry, public service, and community groups. Such programmes are generated through the Centre for Communication Research, the Centre for Regional Studies, and the Business Resource Centre, as well as through faculties.

Entrance requirements

The normal entrance requirement for an undergraduate student is satisfactory completion of a Year 12 course of study certified by the Victorian Institute of Secondary Education, an approved Tertiary Orientation Programme at a Victorian technical school or college, or an approved equivalent. A mature-age entry scheme provides for admission of people being aged 21 years or more, and not having the formal prerequisites. Applicants for entry to post-graduate courses normally should possess a recognised degree or diploma. Overseas students are eligible to apply for admission to any of the courses offered.

Facilities

Warrnambool Institute, on the banks of the Hopkins River, boasts modern, well-equipped facilities for students. The library, computer centre, audio-visual department, new science laboratories, up-to-date lecture theatres, cafeteria, and student recreation building all serve to provide a pleasing learning environment. Residential accommodation for one hundred students is provided by the Institute and assistance is given to students seeking other forms of lodging.

Statistics

ADVANCED EDUCATION (a), STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b), VICTORIA

Type and name of institution	1981					1982				
	Post-grad-uate	Undergraduate			Total	Post-grad-uate	Undergraduate			Total
		Bach-elor	Dip-loma	Asso-ciate Dip-loma			Bach-elor	Dip-loma	Asso-ciate Dip-loma	
Colleges of advanced education -										
Ballarat College of Advanced Education	65	143	156	-	364	50	241	136	-	427
Bendigo College of Advanced Education	39	105	167	22	333	49	138	132	12	331
Chisholm Institute of Technology	255	604	275	84	1,218	215	477	132	95	919

ADVANCED EDUCATION (a), STUDENTS WHO COMPLETED POSTGRADUATE AND UNDERGRADUATE COURSES (b), VICTORIA — *continued*

Type and name of institution	1981					1982				
	Undergraduate				Total	Undergraduate				Total
	Post-graduate	Bachelor	Diploma	Associate Diploma		Post-graduate	Bachelor	Diploma	Associate Diploma	
Colleges of advanced education — <i>continued</i>										
Footscray Institute of Technology	26	278	60	26	390	29	306	38	46	419
Gippsland Institute of Advanced Education	36	129	39	27	231	32	132	41	33	238
Hawthorn Institute of Education	224	—	787	—	1,011	232	—	471	—	703
Lincoln Institute of Health Sciences	16	330	81	24	451	50	327	100	23	500
Melbourne College of Advanced Education	529	605	402	19	1,555	491	622	328	28	1,469
Phillip Institute of Technology	90	336	404	52	882	129	226	430	64	849
Royal Melbourne Institute of Technology Ltd	248	786	415	121	1,570	324	842	380	69	1,615
State College of Victoria, Institute of Catholic Education	93	—	408	—	501	165	7	336	—	508
Swinburne Institute of Technology Ltd	180	345	131	12	668	166	450	117	10	743
Victoria College	369	844	561	33	1,807	318	958	497	15	1,788
Victorian College of the Arts	19	39	58	12	128	20	33	58	6	117
Victorian College of Pharmacy	20	96	—	—	116	18	109	—	—	127
Warmambool Institute of Advanced Education	25	88	45	—	158	13	69	42	—	124
Total colleges of advanced education	2,234	4,728	3,989	432	11,383	2,301	4,937	3,238	401	10,877
Technical and further education institution — Victorian College of Agriculture and Horticulture (c)	—	—	89	42	131	—	—	95	57	152
Other Institution — Marcus Oldham Farm Management College	—	—	—	20	20	—	—	—	24	24
Total	2,234	4,728	4,078	494	11,534	2,301	4,937	3,333	482	11,053

(a) Advanced education courses as defined in States grants legislation.

(b) Courses completed during the twelve months ended 31 December.

(c) The College was established by State Act. Four campuses which were separate colleges within the Department of Agriculture offer advanced education courses.

ADVANCED EDUCATION (a), STUDENTS ENROLLED BY TYPE OF INSTITUTION ATTENDED AND COURSE LEVEL (b), VICTORIA

Type and name of institution	1982						1983					
	Undergraduate					Total	Undergraduate				Total	Miscellaneous
	Post-graduate	Bachelor	Diploma	Associate Diploma	Miscellaneous		Post-graduate	Bachelor	Diploma	Associate Diploma		
Colleges of advanced education —												
Ballarat College of Advanced Education	150	1,313	404	—	119	1,986	143	1,438	394	—	180	2,155
Bendigo College of Advanced Education	191	1,112	518	56	—	1,877	194	1,167	500	74	—	1,935
Chisholm Institute of Technology	828	3,786	750	418	117	5,899	807	4,218	464	447	128	6,064
Footscray Institute of Technology	258	2,467	114	289	30	3,158	305	2,657	74	305	85	3,426

ADVANCED EDUCATION (a), STUDENTS ENROLLED BY TYPE OF INSTITUTION ATTENDED AND COURSE LEVEL (b), VICTORIA — *continued*

Type and name of institution	1982						1983					
	Undergraduate						Undergraduate					
	Post-graduate	Bachelor	Diploma	Associate Diploma	Miscellaneous	Total	Post-graduate	Bachelor	Diploma	Associate Diploma	Miscellaneous	Total
<i>Colleges of advanced education — continued</i>												
Gippsland Institute of Advanced Education	137	1,766	257	238	90	2,488	198	1,846	298	216	116	2,674
Hawthorn Institute of Education	697	—	1,935	—	—	2,632	620	—	2,012	—	—	2,632
Lincoln Institute of Health Sciences	171	1,111	386	62	37	1,767	229	1,116	405	68	68	1,886
Melbourne College of Advanced Education	1,083	2,521	941	68	56	4,669	1,164	2,353	925	68	55	4,565
Phillip Institute of Technology	514	2,222	1,248	288	3	4,275	472	2,480	1,219	317	—	4,488
Royal Melbourne Institute of Technology Ltd	1,363	6,896	2,238	666	104	11,267	1,327	7,197	1,861	643	144	11,172
State College of Victoria, Institute of Catholic Education	442	1,173	75	—	—	1,690	434	207	1,033	—	—	1,674
Swinburne Institute of Technology Ltd	771	4,378	386	75	—	5,610	767	4,513	297	79	—	5,656
Victoria College	1,128	4,526	1,778	174	37	7,643	1,168	4,653	1,491	198	58	7,568
Victorian College of the Arts	58	174	254	23	—	509	60	181	272	26	—	539
Victorian College of Pharmacy	49	344	—	—	—	393	67	343	—	—	—	410
Warrnambool Institute of Advanced Education	182	1,184	39	—	36	1,441	181	1,380	30	—	60	1,651
Total colleges of advanced education	8,022	34,973	11,323	2,357	629	57,304	8,136	35,749	11,275	2,441	894	58,495
<i>Technical and further education institution —</i>												
Victorian College of Agriculture and Horticulture (c)	—	—	415	202	—	617	—	—	437	221	—	658
<i>Other Institution —</i>												
Marcus Oldham Farm Management College	—	—	—	61	—	61	—	—	—	53	—	53
Total	8,022	34,973	11,738	2,620	629	57,982	8,136	35,749	11,712	2,715	894	59,206

(a) Advanced education courses as defined in States grants legislation.

(b) At 30 April.

(c) The College was established by State Act. Four campuses which were separate colleges within the Department of Agriculture offer advanced education courses.

TECHNICAL AND FURTHER EDUCATION (TAFE)

Following the 1982 Public Service Board review into Technical and Further Education, a new TAFE Board and ten regional boards were created by the passing of the *Post-Secondary Education (Amendment) Act* 1983. Under the Act, the Board was given responsibility for the administration, organisation, planning, and co-ordination of TAFE, with financial control over its budget.

The sixteen member TAFE Board represents employers, trade unions, TAFE staff, and community interests.

The functions of the Board are:

- (1) to administer, organise, plan, and co-ordinate TAFE in Victoria in co-operation with the Victorian Post-Secondary Education Commission for all members of the community;
- (2) to consult appropriate bodies to determine the needs of the community in relation to TAFE, to devise ways of meeting those needs more effectively and take due account of training needs as determined by the Ministry of Employment and Training;
- (3) to make recommendations to the Minister of Education, the Victorian Post-Secondary Education Commission, and any appropriate bodies constituted under Commonwealth law concerning the funds needed for the development of TAFE in Victoria and in particular the allocation of funds among TAFE regions and institutions;

(4) to make recommendations to the Minister of Education, the Victorian Post-Secondary Education Commission, and appropriate Commonwealth bodies in relation to the establishment of new TAFE providers;

(5) to make recommendations to the Victorian Post-Secondary Education Commission concerning matters with respect to which the Governor in Council may make orders concerning TAFE under the Act; and

(6) to undertake research projects and carry out investigations to ensure that TAFE facilities in Victoria are ready to meet changing financial, economic, and social circumstances.

As well as the colleges of TAFE, technical and further education is provided by the Council of Adult Education, and the Education Department.

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

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

(1) *Professional*. Courses/programmes which lead to professional status (including teacher education) or which enable professionals to update their technology or to specialise;

(2) *Para-professional*. Course programmes provided for those preparing to enter or progress within middle level or technical occupations. These include a wide range of 'Certificate' and some 'Special' courses/programmes which are similar in complexity and purpose, and also short courses/programmes designed to enable para-professionals to update their technology or to specialise;

(3) *Trade*. Basic trade-apprenticeship, pre-apprenticeship, and pre-employment courses/programmes in apprenticeable trades. Post-trade and other courses/programmes for advanced skills of a non-technician nature;

(4) *Other skilled*. All other skilled trade and vocational courses/programmes relevant to basic principles, skills, or knowledge, but which are not included in Stream (3), including short training courses/programmes in additional on-the-job skills;

(5) *Preparatory*. All courses/programmes which can be broadly described as preparatory (matriculation and diploma entrance), remedial (mathematics, English for migrants, etc.), and courses/programmes with vocational orientation not classified elsewhere; and

(6) *Adult education*. All courses/programmes in home handicrafts, hobbies, self-expression, and cultural appreciation.

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

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

Particulars	1978	1979	1980	1981	1982	1983
Number of institutions (a)	221	217	191	222	278	301
Enrolments (b) –						
Full-time –						
Stream of study –						
Professional	296	149	167	256	248	233
Para-professional	3,693	3,929	4,269	4,897	5,263	6,982
Trades	884	1,451	1,105	3,068	2,449	2,989
Other skilled	948	903	943	1,167	1,222	1,424
Preparatory	6,820	7,184	7,674	8,678	9,452	11,283
Total	12,641	13,616	14,158	18,066	18,634	22,911
Part-time (c) –						
Stream of study –						
Professional	32	76	134	864	1,078	1,407
Para-professional	20,668	23,844	26,742	28,422	30,703	31,556
Trades	41,746	43,287	45,378	42,506	43,155	40,463
Other skilled	25,498	29,535	36,452	36,530	41,067	41,872
Preparatory	33,899	35,878	38,311	37,234	46,845	51,449
Adult education (d)	48,699	49,164	57,871	116,050	97,910	96,498
Total	170,542	181,784	204,888	261,606	260,758	263,245

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

Particulars	1978	1979	1980	1981	1982	1983
Total —						
Stream of study —						
Professional	328	225	301	1,120	1,326	1,640
Para-professional	24,361	27,773	31,011	33,319	35,966	38,538
Trades	42,630	44,738	46,483	45,574	45,604	43,452
Other skilled	26,446	30,438	37,395	37,697	42,289	43,296
Preparatory	40,719	43,062	45,985	45,912	56,297	62,732
Adult education (d)	48,699	49,164	57,871	116,050	97,910	96,498
Grand total	183,183	195,400	219,046	279,672	279,392	286,156

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

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

(c) Includes external enrolments.

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

Further references: State College of Victoria, *Victorian Year Book 1977*, pp. 736-7; Tertiary Orientation Programme, 1978, pp. 633-4; Technical and further education, 1984, pp. 556-7

STUDENT ASSISTANCE SCHEMES

Victorian Education Department

Scholarships

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

Commonwealth Department of Education

Assistance for isolated children

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

Geographic isolation is measured in terms of distances from government school facilities (16 kilometres) and transport services to them (4.5 kilometres). In a limited number of circumstances, assistance may be provided for students who have access to a government school but must live away to undertake a special type of course or to receive specialist remedial tuition. Students whose families move constantly because of the itinerant nature of the parents' occupation may also qualify for *Boarding allowance* of up to \$2,672 a year for senior secondary students, up to \$2,371 a year for other secondary students, and up to \$2,148 a year for a primary pupil — including a basic \$927 free of means test in each case.

Correspondence allowance of \$500 a year for each child, except pre-school when it is \$120 per annum.

Second home allowance of up to a basic \$2,364 a year per family with extra benefits if justified by costs, number of children and, if relevant, a means test on family income.

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

Secondary Allowances Scheme

The Secondary Allowances Scheme provides assistance to enable families with limited financial resources to maintain their children at school for the final two years of secondary education. The Scheme provides a maximum benefit of \$1,202 per year, subject to a means test on family income.

Aboriginal Secondary Grants Scheme

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

Adult Secondary Education Assistance Scheme

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

Tertiary Education Assistance Scheme

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

The Tertiary Education Assistance Scheme provides for a means tested living allowance and certain other allowances for all full-time unbonded Australian students admitted to these courses. In 1985, the maximum rates of living allowance are \$2,321 per year for students living at home, and \$3,581 per year for students qualifying for the living away from home rate or independent rate. Students qualifying for living allowance are eligible for an incidentals allowance to assist in meeting the cost of fees such as union and sports fees which are still charged. TEAS does not cover tuition fees. A dependant's allowance for a dependent spouse and an allowance for each dependent child are also payable. The dependent spouse allowance for 1985 is \$42.70 per week, and \$14.00 per week is paid for each dependent child. A fares allowance provides for the reimbursement of the cost of three return trips per annum between the home and training institution during vacation for students who have to live away from home to undertake their course. For dependent students, the maximum allowance includes a payment of \$5.25 per week to compensate for the loss of family allowance for the student.

Aboriginal Study Grants Scheme

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

Postgraduate awards

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

Award holders receive a living allowance of \$7,330 per year. From 1 January 1985, additional allowances which are paid subject to certain conditions include:

- (1) a dependent spouse allowance of \$42.70 per week;
- (2) a dependent child allowance of \$14.00 per week for each child;
- (3) a maximum thesis allowance of \$250 for a Master's degree candidate, and \$4000 for a PhD degree candidate;
- (4) an establishment allowance of \$100 and \$200 respectively, for single and married award holders;
- (5) a fares allowance paid at the beginning of the course to travel from home to the training institution; and
- (6) an incidentals allowance of \$70 or \$100 per year towards the cost of fees such as SRC, union, and sports fees.

From 1 November 1978, the above allowances, except establishment allowance and fares allowance, were considered as taxable income to the student.

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

**GOVERNMENT STUDENT ASSISTANCE SCHEMES, NUMBER OF STUDENTS
RECEIVING ASSISTANCE AT 31 DECEMBER, VICTORIA**

Scheme	1978	1979	1980	1981	1982	1983
Victorian Government – Senior scholarships (a)	190	215	200	200
Commonwealth Government –						
Secondary allowances	5,778	6,743	7,573	7,641	7,911	15,387
Assistance for isolated children	806	894	925	902	748	845
Adult secondary education assistance	704	652	630	678	631	809
Aboriginal secondary grants	860	929	973	1,041	1,069	1,209
Aboriginal study grants	380	128	476	541	565	552
Tertiary education assistance	22,696	21,970	21,147	22,245	22,905	22,900
Postgraduate awards	512	645	538	629	749	750

(a) Discontinued from 1982.

ADULT EDUCATION

General

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

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

Council of Adult Education

Central to the provision of extra-vocational education in Victoria is the Council of Adult Education which was founded in 1946 and established as a body corporate by the *Council of Adult Education Act* 1981. The Council is funded within the TAFE sector and recognised as a major TAFE provider. The Council has the broad function of advising and reporting on adult education, and planning and administering its provision in Victoria. It is directly responsible to the Minister of Education.

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

Under the Director, a staff of 109 employees prepare and administer the Council's programme and community liaison. A further sixty-five staff (employed mostly on a fractional basis) are appointed in country centres to Local Advisory Committees. The teaching role of the Council is carried out by sessional tutors engaged by contract. Under this system, over 1,000 tutors presented programmes to 53,736 students in 1984.

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

In 1984 the Community Programme, Liberal Studies, Creative Arts, and Special Programmes Departments offered 2,832 short-term and long-term courses in the city and suburbs. The Council also serviced a network of 710 discussion groups with over 7,000 members in the Melbourne metropolitan and Victorian country areas with books, audio-visual materials, notes, and discussion guides. It gives financial, programming, and advisory assistance to thirty-three Local Advisory Committees in country Victoria. Its Resource Centre offers a variety of services to its students and general public from a stock of 70,000 books, journals, and audio-visual materials.

At an informal level, the Council assists the development of adult education by other agencies

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

ADULT EDUCATION, COURSES AND ENROLMENTS, VICTORIA

Item	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Courses offered	1,548	1,693	2,149	2,845	3,120	2,832
General studies (a)	774	830	—	—	—	—
Access	142	181	284	287	238	162
Creative arts	632	682	701	813	1,020	849
Community programmes (a)	—	—	635	1,027	1,028	1,032
Liberal studies (a)	—	—	494	618	563	601
Special programmes (a)	—	—	35	100	271	188
Students enrolled	31,500	38,131	44,056	48,613	46,997	48,298

(a) Reclassified in 1981.

Finance

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

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

Particulars	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Revenue —						
Victorian Government statutory grant (a)	50	50	50	50	—	—
Victorian Government contribution	1,820	1,888	2,472	3,530	4,113	3,398
Earned income, fees, etc.	1,023	1,193	1,499	2,081	2,600	2,948
Local Advisory Committees (b)	—	—	—	—	966	1,305
Total revenue	2,893	3,131	4,021	5,661	7,679	7,651
Expenditure —						
Administration (c) —						
Salaries	997	1,045	1,273	1,649	2,168	2,442
Administrative overheads (c)	582	732	827	1,228	1,330	1,396
Programme Departments —						
General studies (d)	316	408	—	—	—	—
Access — literacy to HSC	140	154	191	221	235	259
Creative arts	340	354	395	499	520	490
Community programmes (d)	—	—	230	386	412	377
Discussion services	56	66	78	72	99	76
Liberal studies (d)	—	—	225	246	236	258
Special programmes (d)	—	—	116	235	337	294
Training and liaison (c) (d)	—	—	28	51	—	—
State wide liaison (c)	—	—	—	—	45	15
Training and conference centre (c)	—	—	—	—	30	55
Innovative and Development Programmes (e)	—	—	—	—	—	223
Local Advisory Committees	—	—	319	685	966	1,305
Educational services —						
Education resource centre (c)	65	69	—	—	69	56
Extension services (d)	137	132	—	—	—	—
Special schools (d)	103	92	—	—	—	—
Publications and promotion	157	155	225	359	485	450
Educational services (c) (d)	—	—	—	—	—	—
Audio-visual, Information, and Secretariat	—	—	114	62	51	49
Total expenditure	2,893	3,207	4,021	5,693	6,983	7,745

(a) Special Act No. 6240 was repealed when the new Adult Education Act No. 9595 was introduced in December, 1981.

(b) Indicated as separate income from 1982-83 as the Council acts only as distributor of funds on behalf of the TAFE Board and is not the direct funding authority.

(c) Reclassified in 1983.

(d) Reclassified in 1981.

(e) New developmental funding and expenditure category.

Further references: State Film Centre, *Victorian Year Book* 1969, pp. 517–18; Education for management, 1970, pp. 515–18; Business colleges, 1978, pp. 656–7; Adult education, 1984, pp. 560–1

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