

buses are more flexible, they could be used to carry the passengers to their final destinations.

In other words, the trams could be used for the inner sections and the buses for the outer sections. Just beyond St. Kilda junction there could be a tram terminus, and trams could travel from there to a point 2 or 3 miles on the other side of the city. From that point the buses could take over. I believe this problem should be carefully examined, because it is realized that private transport to the city is becoming more and more impossible due to parking difficulties. If my suggestion were adopted, people might be encouraged to park their cars farther out and travel to the city by public transport.

The Hon. J. W. GALBALLY.—Do more people travel on public transport when the fares are increased?

The Hon. G. W. THOM.—I shall not buy into that. I presume that honorable members read the various reports sent to them, and I was rather interested to read in the report of the Totalizator Agency Board that it is about to establish new headquarters containing modern computers and so forth. The thought occurred to me how timid we are so far as this Parliament is concerned in providing adequate facilities for members. We are too timid to provide the facilities, such as secretarial and filing assistance, necessary to enable members to do their jobs properly.

The Hon. W. R. GARRETT.—Afraid to build the north wing.

The Hon. G. W. THOM.—Yes. We should be honest enough to say what we think about these things.

The Hon. P. V. FELTHAM.—I can see the salt mines looming up for Mr. Thom.

The Hon. G. W. THOM.—As I said to Mr. Merrifield the other day, this House should be used as a forum for ideas. If an honorable member has an idea and he is afraid to put it for-

ward, he should not be here. The Liberal Party likes people to have ideas.

The Hon. J. W. GALBALLY.—Do you think the Liberal Party has lost a little of its idealism over the past couple of weeks?

The Hon. G. W. THOM.—I do not think so. I think it is bigger and better than ever.

The Hon. J. W. GALBALLY.—You will change your coat and change your skin as well if you think it will save your Government.

The Hon. G. W. THOM.—I reiterate the theme on which I started; we should accept this challenge which the Governor mentioned in his Speech to maintain our continued expansion and development and also accept the financial problems which that development entails.

The Hon. I. R. CATHIE (South-Eastern Province).—While I am pleased to be here as a result of the by-election for South-Eastern Province, I regret the circumstances which gave rise to the by-election, and I wish to express my sympathy to Mrs. Mair and to her family and at the same time to pay a tribute to the late Mr. Mair. During the election campaign, wherever I went in the electorate I found that he was well liked and respected by people of all political faiths.

Now I wish to give a review of education, and I want to examine particularly the inequalities that are embodied in the educational structure of Victoria. After all, we live in a new age, which is an age of science, technology and electronics, where skill and training are the important needs if this nation is to develop, or even to survive, in a highly competitive world during a time which will probably go down in history as the space age.

If in our schools we fail to develop our human resources, our whole existence as a nation could be jeopardized. Bland assurances that

sufficient money is being spent on education and in other fields of public services is no answer when we are facing a crisis in education in this State in 1964. We are all familiar with the dictum of Professor Galbraith when he spoke about private wealth and public poverty. We are aware of the imbalance which exists in this nation between the private sector of the economy and the public sector. We see on the one hand the garages that are being built on every corner and the huge buildings in the city that represent the oil companies and the insurance companies of this State. On the other hand, the public sector of our economy is starved for funds, whether it be for education, housing, health or national developmental works.

I am not understating the position when I say that our investment in education to-day is far too small and is damaging the very existence of this nation. Professor Karmel has published in a review entitled *Some Economic Aspects of Education* a list which shows the total and current expenditure on education in relation to the gross national product and, out of a list of 22, Australia as a nation is placed fifteenth. In other words, this country is well down the list in regard to the percentage of its gross national product that is being invested in the education resources of this State.

It is interesting to note that far poorer countries and countries with little industrial development are spending more of their gross national product on education than is Australia, because they realize that that is the only way in which they can advance in the future. Ireland is one such country and Italy is another; both are above Australia on the list. If these poorer countries can invest that sort of money in education, surely an industrial State such as Victoria can do better than it is doing at the moment.

A recent example of how this under-investment in education works out is the provision of school libraries in Victorian primary, secondary and technical schools. For this purpose, I should like to refer to the Australian Book Review, *Children's Book and Educational Supplement* for 1963, in which there is contained a report on school libraries. A committee was set up to investigate the needs of school libraries in this country, and that committee estimated that, in order to catch up with what is being done overseas, particularly in America and Great Britain, the minimum recommended expenditure on school library books per child per annum should be 30s.; that is, in order that we might get anywhere near the level which has been reached overseas in secondary and technical schools. The amount being spent for this purpose in Victoria is 3.9 shillings per child per annum. That is only one small example of the tremendous under-investment in the future development of our citizens and the future training of skill in the engineering and technical fields which we so badly lack.

This, however, is not the whole story, because the Government places a limit on subsidies for school libraries. It does not matter how much work a school committee puts into raising funds, once it reaches the limit, no further money is granted by the Government for subsidies for libraries. In Victoria, the Government subsidy limit is £100. This position contrasts unfavourably with that of at least three other States of the Commonwealth—New South Wales, Queensland and South Australia—which place no such limit on Government subsidies to equip school libraries.

It might be argued that Victoria does better than her sister States, despite the poor showing for Australia as a whole, as I have indicated. But if we compare Victoria with New South Wales, it will be found that this is not so, and that in fact Victoria lags badly behind in development, even in the sphere of education.

I have already referred to the great importance of science and technology in the modern age we are entering. The amount of money being invested to-day in developing and training engineers, scientists, and professional men of all sorts, as well as the skilled labour necessary, will govern our ability to exist as a nation to-morrow.

In 1961—these are the latest figures I could obtain from the Commonwealth Year Book—102,210 pupils were enrolled in higher technical schools and colleges in New South Wales, whereas the comparable figure for Victoria was only 60,436. In other words, on a population and proportionate basis, technical school enrolments in New South Wales were 26.2 per 1,000 compared with 20.6 per 1,000 in Victoria. It is clear then that the Government cannot claim that it has got into budgetary difficulties through any excessive care of education in this State. That would be a false claim.

A similar picture emerges in relation to university education. When I entered the University of Melbourne, on passing matriculation, I was entitled to attend the university in order to equip myself with the necessary training which would enable me to enter the particular field in which at that stage I was interested. But what is the position to-day? A student must obtain honours to have any certainty of gaining the necessary scholarships and, furthermore, of having any chance of defeating the quota system which is tending to become operative in all Victorian universities.

Shortages of staff, library equipment, rooms, buildings, adequate books of all sorts are turning the university system into one great lottery. Despite the urgent need for skilled men of all kinds, and despite all the work and sacrifice of many parents to keep their children at school, they find through no fault of their own that the children are denied the education that this country so desperately needs. That is the position in Victoria.

*The Hon. I. R. Cathie.*

Again, in a comparison of New South Wales and Victoria—I think this is a fair comparison because they are both industrial States on a reasonably comparable basis—it is found that Victoria again lags badly behind. I am referring to *Educational News*, volume 9, No. 10, for August, 1964. Once again, there are no 1964 figures, the latest being for 1963. The total enrolments at universities in New South Wales were 27,782, while Victoria's total was only 14,721. In other words, the enrolment of students at universities and university colleges in New South Wales is almost double the enrolment figure of Victorian universities. This is one of the reasons why there is not in New South Wales such an extreme shortage of trained secondary staff as exists in Victoria. Enrolments per 1,000 in the two States are, respectively, 6.6 and 4.6. If Victorian facilities had been as good as those in New South Wales, another 5,200 students would have been enrolled in Victorian universities in 1963.

No Government can afford to ignore this sorry failure to provide the necessary talent, skill and equipment which the nation so urgently requires. According to the figures for 1960-1961, the total net expenditure per head of population in New South Wales was £12 0s. 5d., whereas the expenditure in Victoria was £10 12s. 7d. I am alarmed when I read, as I did in the Age of the 2nd November, that the University of Melbourne is proposing to limit entries to the School of Education. Students who have had to go through the university, entering under a quota system, now find that they are subject to a further quota system. This position has been described by officers of the Education Department as a breach of faith to many students who were taken through the university course by the Department and who now find that they will be denied the opportunity to obtain teacher training because of the quota system being brought into the educational faculty.

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This article was followed up in the Age of 5th November of this year, which pointed out that only one possible result can ensue. We must agree with the newspaper on this point. It says that this will lead to a serious deterioration in the already grave staffing situation in Victorian secondary schools.

In the high schools, the picture is repeated in the same way as I have elaborated it in regard to universities. For example, in 1964, 71.9 per cent. of the high schools accommodated more than 30 pupils to the class. Thirty pupils is regarded as the maximum requirement in order to ensure efficient and decent teaching and to individually develop a child according to his own abilities and not according to a mass-produced sausage-making factory. In Victorian high schools, 21.3 per cent. of the classes accommodated 30.41 pupils.

Let us compare this situation with what happens in Sweden. I am taking in this case a democratic socialist country which has a long tradition of Labour Governments. In Sweden, once a class reaches what the Government and the professional body of teachers consider is a class number, no other child is allowed to enter that class; another teacher and another class must be found. Yet in Victoria, it is common for halls, staff-rooms, corridors, locker rooms, and so forth, to be used as temporary class-rooms, which are totally inadequate.

According to a recent survey of the Victorian Teachers' Union, teachers in the average high school perform 49.8 hours per week non-teaching duties. This leaves them very little time to carry out the practical work of teaching for which they have been trained and which they desire to do above all else. Obviously, money could well be spent on providing the schools with adequately trained bursars so that a great deal of clerical and administrative work and red tape could be taken off the shoulders of the practical

teachers. Obviously, this expenditure would be justified by the return in terms of teacher efficiency and improved academic results.

In Victorian schools to-day, 1,227 secondary teachers lack even the minimum qualifications for permanent appointment as secondary teachers. In other words, 18 per cent. of all teachers in Victorian secondary schools have not even the minimum requirements to be trained professional teachers. The percentage of State secondary teachers with university degrees has dropped alarmingly, from 50 per cent. in 1952 to 37 per cent. in 1962. This serious decline must affect the quality of education which is being offered to our school children. It is clear that not enough is being done by the present Government to bring educational standards up to those of New South Wales.

I wish now to comment upon some further problems which reveal how under-responsive to social necessity our educational system has become. I have already referred to the emerging picture of investment in education. Behind this picture there emerges another picture of injustice and denial of the sort of education necessary to people who find themselves in extraordinarily poor circumstances.

The Brotherhood of St. Laurence undertook a research project into the housing problems of low-income families. The report of this organization mentions that in 1961, 41.1 per cent. of adult male employees in Victoria earned an average of less than £22 per week. This is a description from that report of the sort of housing conditions that exist for many people in this wage group—

Poor facilities for washing clothes and other laundry are also an obstacle to satisfactory housekeeping and child care. A number of mothers complained of a lack of troughs and coppers in condition fit for use. Some explained how they carried laundry to the homes of relatives because their own facilities were inadequate. For the R. family mentioned above, the only laundry facilities consisted of the shower

shared by three other families. Drying facilities were a problem for many of the families living in inner areas, in terrace houses with tiny backyards, or in apartment houses. The McP. family mentioned earlier, living in one room on the third floor of a shop dwelling in Fitzroy, had to dry all laundry indoors because there was no outdoor space.

The report goes on and on in the same fashion. It would be surprising if, in these areas where schools are needed more urgently than ever to provide the cultural background that is not being provided from the environment and lack of reading material, we should find schools with the best buildings and the best possible equipment. That is the first inequity to which I direct attention.

Under this Government, many schools in wealthy areas are being encouraged, with the aid of a subsidy, to build assembly halls, school grounds, and to provide all sorts of equipment. There are some schools, particularly, I suspect, in the more well-to-do areas, which do not have great difficulty in getting down to the hard work of finding money so that they can obtain the Government subsidy for these facilities. But what happens in other schools in poorer areas where parents cannot afford to put all their time and effort into raising money for these purposes? Once again, it is found that these schools are lacking in assembly halls, cafeterias, and even school grounds, because the people concerned have no opportunity of providing these facilities themselves. Schools which are situated in wealthier suburbs are well catered for and well equipped, but schools which have not the necessary finance miss out all along the line.

Earlier, I referred to the lack of technical education in Victoria. I now wish to refer particularly to the lack of technical education in the South-Eastern Province. Only one technical school, at Frankston, serves the whole of the Mornington Peninsula. A letter which I received recently from the president of the school mothers' club states that technical education is not available to all

boys in my electorate who desire it. A second technical school is urgently required, to cater particularly for boys from farther down the peninsula in places such as Portsea and Rosebud. At present, boys from these areas travel in privately-owned buses, and fares cost from 35s. to 54s. a week. Many parents are finding that this cost, in addition to the ordinary costs of a modern education, is a burden; they simply cannot afford to give their children the technical education which they desire them to have and which the children desire to obtain. Either the Government should provide a school bus so that people in outlying districts will be able to afford to send their children to Frankston Technical School, or it should provide sufficient technical schools so that everyone who desires that type of education may be catered for.

A similar position exists at Wonthaggi. I understand that this year five or six boys will complete their leaving year at the Wonthaggi Technical School. In the leaving class there are four, and possibly five boys who desire to begin their first year of a diploma course. They desire to begin tertiary education to equip themselves as engineers and scientists so that they will be giving back to the community in their lifetime all the knowledge these schools had been able to give to them. Yet they find that the Department has no teacher available to allow a class to embark on a diploma course.

Parents will have to send boys about 100 miles away to the nearest school for the first year of the diploma course. Furthermore, they will find themselves burdened by having to find money for accommodation and transport, and many will not be able to afford to allow their children to go on with the education which both the parents and the children want at a time when this nation so desperately needs educated citizens. In 1964, this seems to me to be a very strange situation. There are children who want to attain

higher education, but they are being denied the opportunity which I, for one, was very grateful to have when I was their age.

Scrutiny of the matriculation roll will substantiate the point I have been making, that within Victoria regional and social class variations are built into our system of education. Students from State and Catholic schools are less likely to enter the universities than students from the wealthier independent schools. A table showing the percentages of children attending Victorian secondary schools and the University of Melbourne reveals that the major public schools provide 8 per cent. of the secondary students enrolled. Yet that 8 per cent. supplies 23 per cent. of the students who actually reach the University of Melbourne. A study of the background of students indicates the fact that the pattern has not changed at all since the early 1900's. Some 20 per cent of the students are children of fathers in the professional field. Although manual workers make up by far the biggest portion of the male work force in Victoria, professional and executive families provide more than 50 per cent. of male students at Victorian universities. There has been no serious break-through yet in the field of education and in the opening up and the widening out of the scope of educational opportunities in this State.

I hope at some later date to speak of the great and urgent need for research. I shall conclude by saying, perhaps in rather general terms, that the difference between our side and the Government is really a conflict of values. On the one hand, there is a concept of progress which emphasizes material things. On the other, there is concern for universal human values of equality and a system which demands decency and dignity. What a man makes of his life surely depends upon his qualities and his opportunities. The opportunities of any individual are governed by the organization of

society itself. After all, these things are outside the control of the individual—whether he gets an adequate income, whether he gets sufficient leisure, whether he finds in the community in which he exists the common heritage of our culture and literature, and whether he is correctly informed in the press and elsewhere of the events that are happening around him. In regard to all these things, he cannot depend upon himself, but must rely on the opportunities that organized society offers to him. So our concern is to see that access to education just the same as access to jobs or justice should be on merit alone and not based on privilege or wealth. I hope the Government will perhaps consider some of the things I have brought up to-night, particularly the desperate position of the parents concerning the Wonthaggi Technical School and the Frankston Technical School.

**The Hon. A. J. HUNT** (South-Eastern Province).—Perhaps, with some chagrin but nevertheless with sincerity, I congratulate Mr. Cathie on his election to this Council. It is quite obvious from what we have heard to-night that the Labour Party has gained a man of considerable ability. I have already said to him personally what I now say publicly—that the areas in which he and I, as representatives of different parties in the same province, should co-operate ought to be far greater than the areas of conflict. I publicly extend to him the hand of co-operation in working together for the benefit of the province we both represent. I congratulate him for the clarity of his speech to-night, but must take issue with him in regard to some of the points he has raised.

First, the needs to which he has directed attention are well known to all members of this Council, irrespective of party. However, the problem is one of money. Any Government can spend only the funds that the people provide, and the people showed at the recent by-election that they were not particularly interested in providing extra