

an alternative to refusing a practising certificate. Both the amendments occur in sub-section (1) of section 87A. It is quite apparent that the power in paragraph (a) to fine for irregularities relating to the keeping of trust accounts should include breaches of the Act as well as the rules. This is cured by paragraph (a) of clause 4 of the Bill. Paragraph (b) of this clause relates to the renewal of practising certificates. Under section 80 of the Act, application for renewal ought to be made in the month of November in each current year. Under sub-section (2) in special cases, the secretary of the Law Institute may accept late applications. If the secretary does accept an application lodged after November, he really automatically extends the period for lodging so that a solicitor cannot be said to have failed to make application within time if, in fact, his application is accepted. The section as it stands appears to give power to fine for lodgment of application later than "such extended time as the secretary may allow pursuant to the provisions of sub-section (2) of the said section 80." It is obviously sufficient that the power to fine arises from failure to lodge application in November so that the alternative part of the paragraph is redundant and should be deleted, and this is the purpose of paragraph (b) of clause 4.

Clause 1 is the usual citation clause. Paragraph (a) of clause 2 raises the admission fee from forty guineas to sixty guineas after the commencement of the Act and increases instalments payable from five guineas to ten guineas per annum. Paragraph (b) widens the power of investment of the Library Fund in the hands of the Judges and relates the power specifically to any moneys which may at any time have come into the fund. Paragraph (c) provides that any person admitted to practise before this Bill is assented to, who has not completed payment of the forty guineas fee, shall pay the balance by instalments of ten guineas per annum instead of the current five guineas.

Clause 3 will permit a solicitor, who wishes to divest himself of unclaimed moneys of the sort I have previously

*Mr. Rylah.*

referred to, to pay the moneys to the Unclaimed Moneys Fund in the Treasury whence it may be claimed in the usual way, if at all. The amendments proposed in paragraphs (a) and (b) of clause 4 correct the small anomalies I have discussed in relation to power to fine for irregularities in the keeping of trust accounts and late lodgment of applications for renewal of practising certificates. I commend the Bill to the House.

**Mr. SCHINTLER** (Footscray) (*By leave*).—I am interested in the proposal so far as the new set-up of the library is concerned, and I should like to ask the Attorney-General what percentage of members of the legal profession would be members of this authority, thereby enjoying the privileges of the library.

**Mr. RYLAH** (Attorney-General) (*By leave*).—The simple answer to that question is that all members of the legal profession must pay the admission fee. They are all entitled to use the library whether it be the one in the city or one in the country districts.

**Mr. SCHINTLER**.—In other words, the payment of the sixty guineas admission fee is compulsory?

**Mr. RYLAH**.—Yes.

On the motion of **Mr. CAMPBELL TURNBULL** (Brunswick West), the debate was adjourned until Tuesday, September 26.

#### ADMINISTRATOR'S SPEECH.

##### ADDRESS-IN-REPLY.

The debate (adjourned from August 1) on the motion of **Mr. Scanlan** (Oakleigh) for the adoption of an Address-in-Reply to the Speech of the Administrator of the Government of the State of Victoria was resumed.

**Dr. JENKINS** (Reservoir). — **Mr. Speaker**, may I, on behalf of the members of Her Majesty's Opposition, subscribe freely to the expressions of loyalty to Her Majesty which have been so ably and sincerely moved by the honorable member for Oakleigh, and seconded in a similar manner by the honorable member for Geelong. We join with them in extending greetings to His Excellency the Governor-General. We are

also pleased that His Excellency the Governor of Victoria has recovered to a large measure in health and has now resumed his duties.

I am deeply honoured at the privilege given to me and to my constituents in Reservoir as the first member of the Opposition to speak on this motion for the adoption of an Address-in-Reply. I am sure my electors and the members of this Parliament would feel it remiss of me if I did not pay some tribute to my predecessor, **Mr. William Ruthven, V.C.** A man who proved himself of supreme courage in war, he also devoted much of his time to helping his fellow man. The affection and esteem in which he is held by the people of Reservoir is a just tribute to him. I hope he is spared for many years to enjoy his retirement, and I trust that I will maintain the standard of representation he set for the people of the Reservoir electorate.

As a member of the Opposition in this Parliament, I am fully cognizant of the contribution we may make to the well-ruling and running of this State. We cannot be purely destructively critical in our words and actions, but must offer argument of a most constructive nature. After all, the people we represent come from all walks of life, and they expect us to ensure that their privileges as citizens are preserved and that each gives to, and receives from his fellow man, a fair share.

This State is going through a most important stage in its development and history. During the past fifteen years, there has been an increase in population of something over 30 per cent. Along with this increasing population there has been a change in the distribution of the work force so that primary production now employs 11 per cent. of the total work force, secondary industry 44 per cent., and tertiary industry 45 per cent. There is still much, however, that can be done in industrial expansion. And it must be done, for there are many new young people seeking employment each year. We are told that in 1960, 48,000 new young people entered the work force in Australia. In 1962, it is expected the

figure will reach 68,000 and continue to rise. These are some of the factors which indicate the need for this Government not only to meet the demands of the present, but, using bold vision, to plan for the future. For good house-keeping is not sufficient for good government—government gets into a rut of cause and effect in its actions. We must remember that there are many uncertainties and be prepared to learn and correct—to use ideas that are realistic, flexible and unbogoted, and, most of all, creative. New moral, ethical and material concepts must be fearlessly used, if we are to take the lead in this present day and age.

With these concepts in view, I have been browsing through some recent comments on health and education, and I offer the following observations. Tertiary education is, of course, well to the fore, with the announcement that we are to have a third university and with the various committees that have been set up to investigate and report on tertiary education. In a recent address, **Sir Leslie Martin** quoted the opinion of an American professor who said that the tendency for youth to stay at school to a later age and then proceed to university stems from a widespread growth during recent years of the simple conviction that every man and woman is entitled to as much education as his or her talents permit. He regards this revolution of human aspirations as one of the considerable moral achievements of the 20th century. But let me say that there is more to it than this.

Higher education is compulsory. It becomes compulsory when we realize that the nation cannot survive without it. Who can doubt that this is so? What nation can survive without playing its just part in the wonderful advances in medicine, chemistry, technology and the realm of nuclear energy? Let us not be too carried away with regrets that the humanities are playing second fiddle to science. Science is now passing through a phase that the humanities reached many years ago. They must both be seen in their proper perspective for man to reach mutual understanding and advancement.

In these days, we need expansion of facilities for higher education to cope with increasing population and the increasing desire of people to pursue higher education. Our institutions must be adaptable to rapidly emerging social realities. The students we train in these institutions must include, among others, those who will lead in many activities. The facilities must be there to broaden the functions of such institutions, for they must possess adaptability, expansibility and creativity. No longer can a university be seen in its original concept as a talking shop for free exchange of information and ideas, or, as it has been termed, "a republic of learning." As it is developing at present, it represents a collection of highly specialized units grouped under the general term "university." Is there a fresh concept? Can we supply the type of institution needed to train the expert technologists the community needs? For, after all, many of us who graduate in the professions nowadays are, with the increasing intricacies and skills of our arts, only highly skilled technologists. Can we give instruction in the liberal arts, advanced training in the scholarly disciplines, adult education, and, most important, research of both a pure and an applied nature?

In this sense, it was interesting to read comment on a symposium held in Sydney last year on "Australian Universities 1970." It was pleasing to me that one speaker sounded a warning by stating that he had little patience with the concept of solving our problems by merely closing our doors. Another speaker suggested that we had three alternatives. First, that our existing institutions should admit more students. Secondly, that new university foundations should be established; and, finally, that a number of institutions should be founded outside the university, which could cater for some of the needs of technical and professional training. To me, the latter idea has strong appeal. There are a number of faculties and courses of study to which this could apply. Whilst it is not stated, I feel it could be implied that institutions

Dr. Jenkins.

for pure and applied research, such as was originally envisaged at the National University, could be facilitated.

I was disturbed at the suggestion a month ago by the Vice-Chancellors of two Australian universities that the intake of students to universities should be restricted to the cream, and the weak excluded. They felt that, amongst other things, the staff-student ratio at Australian universities of 1 to 13.9 compared unfavourably with that of British universities of 1 to 9, and that this led to an increased failure rate and was a reason for considering restricting the number of students. But we cannot afford to restrict numbers, for the State must have trained minds to carry out skilled duties and to carry on their own self education from the training they have received. How can the cream be chosen when we have a vast hiatus between the methods of teaching at secondary schools and at universities? Here is another area to be explored. Does our secondary education fit students for higher education, or is the gap too wide? Does this lead to a higher failure rate?

This State cannot afford to lose one person with the potential to be trained to a high degree of skill. This is a challenge to this Parliament to play its part. It is clearly put in a quotation by Sir Leslie Martin, reported in the current Melbourne *University Gazette*, of remarks made by Dr. F. Coombs in the *Bulletin of the International Association of Universities*, which reads as follows:—

There is no reason to assume, and certainly there is no scientific evidence which proves, that educational practices and arrangements are the best because they have been in vogue for a very long time. Improved techniques of teaching and of learning, improvements in curriculum, and the redeployment of available resources along fresh lines can unquestionably contribute to an improved educational output both in quality and quantity.

Similar factors—of increasing population, increasing skills and increasing awareness of what is available—present the challenge to our health services. Country people have some advantage here. They have base hospitals, satellite hospitals, the development of

regional services in pathology, and so on, which cope fairly well with their needs although their problems are not completely solved.

What of our growing metropolis? Is our system of financing hospital construction serving its purpose? The Preston and Northcote Community Hospital was opened on 3rd July, 1960, by the Premier after long and protracted building. Let me make it clear that I lay no blame for the latter at anyone's feet. However, in the beginning it could supply only midwifery beds. At a later stage a few general surgical and medical beds were made available and more recently casualty and out-patient facilities were opened. The 1960-61 annual report reveals that the daily cost to maintain each bed was £21 15s. 6d., and it is fair comment to say that the protracted development of such institutions is uneconomical. It will be readily realized that of the large capital outlay which has occurred over a number of years, only a small proportion is being employed, and, no matter how devoted and hard-working the staff, their number and the services which must be provided for even one patient are quite out of proportion. So, if we are to continue with our present system of hospital planning, we must beware of the diversification of projects. The greater the capital funds available, the sooner the completion and the sooner the capital outlay is put to work and the over-all costs reduced.

There is a need to increase and expand our institutions for, according to recent statements in the press—I refer specifically to the *Herald* of 2nd August, 1961—the sick may wait three years for admission. Certain factors modify this, of course, and we must not take the headline too literally. The newspaper story goes on to list the numbers that are waiting at four of our major public hospitals. It is true that over-long delays in elective admissions do occur. Some of the delay is undoubtedly due to the fact that aged and chronically ill patients occupy hospital beds intended for acute cases because there are no proper alternatives. Additional institutions are not necessarily the answer

to this problem. Lone and Darby-and-Joan accommodation—provided that ancillary services such as home help, nursing, and so on, are available—would be preferable in many instances, for the reason that to engender a feeling of self-reliance is good medicine for some of these people.

A subject often forgotten is that of attracting suitable staff to our hospitals. I am not referring to medical and nursing staff, although both are in short supply, but I am concerned with those other aspects of hospital work which are becoming more and more specialized. I have in mind administrative staff, purchasing officers, caterers, engineers, and so forth. Are we attracting, training and retaining them?

What of the training and supply of doctors to the community? As a general practitioner, I have learned by bitter experience that there is a shortage of general practitioners. Any attempt to determine how many are needed annually is at best an educated guess. A recently-appointed committee of the British Medical Association places the requirement at 245 new doctors annually. The Government Statist hazards his figure at 180 in May, 1960, rising to 340 annually by 1975. The number needed has increased because of an expansion in population and because specialization is taking a greater number from the general practice field. Whereas previously we had general practitioners, general surgeons and general physicians, we now have cardiac surgeons, cardiac physicians, thoracic surgeons, endocrinologists, urologists, and so on. The pathologist and the radiologist are playing an increasingly important part, and justifiably so, in the sphere of specialization and hospital work. The larger hospitals are holding a greater pool of resident medical officers. Some are staying in residence at hospitals for five years or longer. Some ten years ago, when I was a resident medical officer, from two to three years' residency was usual.

Accordingly, it will be realized why I am disturbed to hear the suggestion that next year the University of Melbourne will restrict its intake of medical

students to 180. Probably only about 100 of that number will graduate in about six years' time and, if we allow for, say, 40 graduates from Monash University, the total will still be far short of the number needed. In the immediate post-war years, larger numbers were handled. When I entered the second year of the course, there were about 225 students doing that year. A large number of them graduated in the minimum time. So, if there is a state of emergency, larger numbers can be trained. I realize that it is not desirable to have such large classes, because this procedure impairs effective teaching and restrains the original research work which should be performed by the academic staff. However, it must be borne in mind that the economics of a community depend to some extent on the health of its members, and so there is some sense of urgency in trying to train effectively an adequate number of these persons who are necessary to preserve and maintain the health of the community.

These, Mr. Speaker, are some of the challenges facing this forty-second Parliament. I trust that they will be boldly tackled and, to repeat my previous premise, I claim that at our present stage of development in this State we cannot be satisfied with just good house-keeping alone; it must be combined with creative thinking and actions.

**Mr. BLOOMFIELD** (Minister of Education).—I am delighted to have the opportunity, which rather appropriately comes to me because of the subject-matter which the honorable member for Reservoir has chosen, of being the first to congratulate the new member on what is certainly the most pleasing and promising maiden speech I have heard during my brief membership of this House. It is somewhat difficult to select the proper adjectives to employ in assessing the value of the honorable member's contribution, and one does not, of course, want to overdo it. Suffice it to say that his speech seemed to me to be modest and completely devoid of any suggestion of party hostility; it was thoughtful and helpful, and contained a very refreshing element of original

thought. The constituency of Reservoir has been distinguished by the attainments in a very different field of its previous representative, and I feel that it has every prospect of another distinction from its present representative.

Much of what the honorable member has stated is of particular concern to anyone who happens to be, at the particular time, Minister of Education, and it is partly for that reason and partly because I wish to assure the honorable member that what he has said made an impact—I presume he would wish his remarks to make such an impact—that I have seized the first opportunity of expressing my thoughts. I was particularly interested in what the honorable member had to say concerning the transition from school to university, the gap that exists between the two types of discipline, teaching and subject-matter, and the person for whom subject-matter and methods of teaching are provided.

In the recent school holidays there occurred a most encouraging event—I am glad to say that such occasions are becoming more and more frequent—when a seminar was conducted by the Institute of Inspectors of Schools and attended by practically all inspectors in the three divisions—primary, secondary and tertiary. They discussed the question of the transition from primary to secondary education. Judging from the agenda and the report of the proceedings, the inspectors enjoyed an exceedingly fruitful period of a couple of days. These people from different types of schools got together and discussed how this period of change can be made easier from the point of view of the student and more helpful from the point of view of the teacher.

In my opinion, there is a far greater change when a student passes from school to university—from the point of view of the difference in the life lived by the student, the discipline which is exercised, and the intellectual tasks which he must essay—than there is when a student passes from primary school to secondary school. What is being done, and what has been done, by the teachers and administrators of

those two forms of institution to discover what it is that goes wrong, that leads to the university informing school children that they are acceptable as raw material and then finding that such a lot of this material has to be discarded or is found to be only partially suitable? While I occupy my present position, and afterwards, I shall do what I can to ensure that representatives of these two degrees of learning get together and attempt to discover where the apparent weakness resides and what can be done to cure it.

The honorable member for Reservoir also quoted Dr. Coombs, in support of an observation of his own, to the effect that what is old, traditional and established is not necessarily the best. In practically every field of human activity there has been a revolution, and what is familiar now would have been incomprehensible and unpredictable 100 years ago.

**Mr. SCHINTLER**.—You will finish up in the Labour party at this rate.

**Mr. BLOOMFIELD**.—I am saying that in most fields a great deal, and in some possibly too much, has been accomplished. In the academic world, however, conditions are not really so basically different from what they were when the University of Salerno was established in 850 A.D. In view of the development of radio, television, microfilm libraries, means of communication and transportation of men and materials, I am astonished that in the academic field things should be so much as they were and that to the casual observer—I can claim to be very little more although I aim at remedying that state of affairs—evidence of basic and profound alteration is difficult to find.

At a conference which I attended recently in Sydney, Dr. Coombs quoted another great thinker—Bertrand Russell—who has since come before public attention for another reason. Speaking of university methods, he referred to the refusal of university authorities to recognize, even at this stage, the medieval invention of printing. Of course, what he meant was the authorities' insistence on the assumed superiority of the traditional lecture method. It is of

great satisfaction to me that the honorable member for Reservoir, who has obviously a deep interest in these matters, will have an opportunity, when representing this Parliament on the council of Monash University, to play a direct part by bringing to bear in the right direction the influence which he undoubtedly will have.

Comparisons with other countries in terms of ratios, and so on, may be misleading. This State is progressing, developing and growing in both capacity and need in almost every direction at once. The Minister of Water Supply must cope with the needs of an increasing population and developing areas, the demands of which can have no counterpart in Great Britain. So must every other Minister in his own sphere. Everywhere there is a demand for development and expenditure, whereas in an old-established country with a relatively static population it is easier to give a high priority, both in thinking and in the provision of funds, to matters such as education and health, which can go forward largely assisted by the fact that there are not to the same extent other basic services requiring to be built up from nothing for new customers.

That consideration must be borne in mind, particularly when we read that Russia has so many scientists per 1,000, and statistics of a similar nature relating to countries in the old world are cited. There are such things as Budgets and every new tax and every increased tax is bitterly opposed. Probably, the honorable member for Reservoir will in due course add to the demand for further provision and evidence a die-hard resistance to providing the means to pay for it. No doubt, that will come in time—at any rate, so long as he is in opposition.

I have said more than is usual on an occasion such as this, but what I have said I have meant. I shall be glad to co-operate with the honorable member in any of the matters concerning my Department of which he has spoken. I repeat my congratulations to him and to his party.

*The sitting was suspended at 5.53 p.m. until 7.34 p.m.*