

Queensland



Parliamentary Debates
[Hansard]

Legislative Assembly

FRIDAY, 9 AUGUST 1889

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LEGISLATIVE ASSEMBLY.

Friday, 9 August, 1889.

Western Australian Constitution—address to the Queen.—Union Trustee Company of Australia, Limited, Bill—first reading.—Establishment of a University.—Adjournment.

The SPEAKER took the chair at half-past 3 o'clock.

WESTERN AUSTRALIAN CONSTITUTION.

ADDRESS TO THE QUEEN.

The SPEAKER said: I have to inform the House that to-day I presented to the Governor the Address to the Queen adopted by this House yesterday; and that his Excellency undertook to forward the same to the Secretary of State for the Colonies, for presentation to Her Majesty.

UNION TRUSTEE COMPANY OF AUSTRALIA, LIMITED, BILL.

Mr. REES R. JONES moved for leave to introduce a Bill to confer powers upon the Union Trustee Company of Australia, Limited.

Question put and passed.

FIRST READING.

Mr. REES R. JONES presented the Bill, and moved that it be read a first time.

Question put and passed.

ESTABLISHMENT OF A UNIVERSITY.

The Hon. Sir S. W. GRIFFITH said: Mr. Speaker,—I rise to move—

1. That in order to promote the advancement of learning, the effectual teaching of theoretical and practical science, the encouragement of scientific research, and the full development of the free institutions, as well as the material resources, of the colony; in order also to enable young persons of both sexes and of all classes to obtain within the colony such a complete education as will best fit them to aid in that development, and to perform the higher duties of citizenship, and in order further to render more efficient the system of State education, this House is of opinion that a university ought forthwith to be established in Queensland.

2. That an address be presented to the Governor, praying that His Excellency will be pleased to appoint a Royal Commission to consider and report as to the best constitution to be adopted for such university, and also, as to what endowment will be necessary at the first initiation thereof, and the best means of providing such endowment.

It will be in the memory of hon. gentlemen who were here during the last Parliament, that in the year 1887 a committee was formed in Brisbane, of which the Chief Justice was chairman, to agitate in favour of the establishment of a university. The result of the proceedings taken at that time was that various petitions were presented to the House in 1887, praying for the establishment of a university, and giving reasons for its establishment. A list of those petitions will be found in "Votes and Proceedings" for that year, vol. 1, page 362. I find that petitions were presented from the council of the municipality of Brisbane, and by eighteen other municipal authorities under the Local Government Act; by forty divisional boards, seventeen schools of art, the corporation of the Synod of the Diocese of Brisbane; the Vicar Apostolic for the Catholic Clergy of Northern Queensland; the moderator on behalf of the General Assembly of the Presbyterian Church, Queensland; the president on behalf of the joint Synod of the German and Scandinavian Lutheran Church of Queensland; the president on behalf of the Baptist Association of Queensland; the Rabbi on behalf of the Brisbane Hebrew congregation; the president on behalf of the congregation of the New Jerusalem Church of Brisbane; the Congregational Union of Queensland; the Primitive Methodist Church; the Wesleyan Methodist Church; the United Methodist Free Church; the judges of the Supreme Court and the members of the Bar, and the solicitors of the Supreme Court of Queensland; the president on behalf of the Council of the National Agricultural and Industrial Association of Queensland; the trustees of the Grammar Schools of Brisbane, Ipswich, Maryborough, Rockhampton, and Toowoomba; and, in addition to those, many other petitions were presented. This showed, I think, Mr. Speaker, the very widespread interest which had been established throughout the colony on the subject. Last year one petition was presented from the Brisbane committee, presided over by the Chief Justice, which merely summarised what had been done before in the previous year. No action was taken last year, the session being a short one. A petition has again been presented this session from the Brisbane Committee a fortnight ago, setting forth the importance of the establishment of a university and the various advantages to be gained by it. I had expected before this to have been able to present also a petition from the Roman Catholic Archbishop of Brisbane and the clergy of his Church, and I am authorised to state that such a petition is in course of signature and will be presented. I think these facts show at any rate that there is a very widespread interest in the colony on the subject. I must, of course, in moving such a

motion, give reasons to the House why a university should be established, and in the first place I fear that it may be necessary to remove some misapprehensions as to what a university is. Some people seem to have formed their ideas of a university from the great English foundations of Oxford and Cambridge. They associate the idea of a university with magnificent piles of buildings with large endowments; attended by persons mostly well-to-do; affording facilities for giving instruction to a few persons in dead languages and abstract sciences, and the advantages of which are not open to the general community. But these things are not the essential conception of a university. It is an advantage certainly to have magnificent piles of buildings and large endowments, but universities when first started had neither one nor the other. A university does not consist in buildings. It is an association of persons who combine together for the purposes of mutual education and instruction. That was the original idea. It meant a corporation of scholars. They were first established in the Middle Ages, and the first European university was founded at Bologna. It was established by a number of scholars, mostly of the poorer class, who desired to help one another, and who were not able to pursue their studies when isolated. That example was followed in various other cities on the Continent of Europe. Then came the University of Paris, and after that the great English universities—Oxford first and Cambridge next. They were at first associations of poor people as a rule, associated together for mutual instruction, but they have developed, until they have rendered vast services—of which, I believe, no one will deny the value—to education and science throughout the entire world. Now, the highest conception of a university—and there are many conceptions of it—but the highest conception of it is that it is "the seat of the highest intellectual training, embracing the whole circle of knowledge, and the whole ground of humanity." These words I have quoted from the late Primate of Australia, Bishop Barry. Its functions are to develop and stimulate the work of all the other schools in the community, and I would add, the work of supervising all the other education of the country. It is, I believe, unnecessary to say anything about the importance of knowledge to the welfare of a community. All the difficulties that we have to overcome are overcome by the application, the skilled application, of intellectual ability to the exercise of physical energy. Anyone who has given any attention to the subject must agree that a man who is uneducated can do very little to benefit the community. There are, no doubt, cases of men who, by their own unaided efforts, have overcome almost insuperable difficulties; but those who have been so successful in the world under those conditions, and have made their mark upon it, both in intellectual and scientific pursuits, have been the exceptions, and have done their work in spite of disadvantages, and not in consequence of them; and they have had to work upon materials for which they have been indebted to others who had received from universities a higher education. Now, in order to apply knowledge, in the first place it is necessary to be able to think accurately, and accurate thinking is a thing which does not come without training. Accurate thinking is one of the greatest accomplishments, and it is from a want of accurate thinking that the greatest mistakes have been made, and the greatest losses have been sustained, especially in the early struggles in developing a new country. It is want of knowledge that prevents development from taking place. The complete training and teaching of the mind, the training, disciplining, and stimulating of all the faculties of the human

mind; these are the functions of higher education, and this is what is properly called culture. Of course some people laugh at culture, but no one who knows for a moment the advantages of it to the community will seriously depreciate it. I say, then, that the functions of a university are to train the faculties of the human mind, teaching it to receive knowledge, to appreciate it, to assimilate it, to apply it; and, finally, to originate fresh knowledge and impart that fresh knowledge to others. Then come the functions of research and discovery. I think if these functions are recognised as useful to a State, and knowledge as being desirable, there can be no doubt that there should be in it some means of having those functions exercised. I refer for the moment to material advantages only. What is our condition here? Do we know the resources of the country in which we live? Do we know what our lands will produce; what our mines will produce; and the best way to get out of our lands and our mines what is in them? We know very little upon the subject. Do we know what is best for the great pastoral interest—what diseases affect our cattle and sheep, and how to treat them? Then, again, is the literature of a country not worthy of consideration? At the present time we have not much literature, but if we wish ever to have a literature or poetry we must give opportunities for establishing it. Then the study of law is a matter which I consider is of great importance to the good government of the country. We, whose duty it is to make laws, will at least admit that it is important that we should thoroughly understand the subject we are dealing with. And what of medicine? That is a subject which requires training. I have already referred to the application of science to the products of nature. Then the art of government is a thing which requires study. How many members of this House are as fully qualified as they should be to perform their functions in the art of government? Is there one? I know, speaking for myself, that I am very conscious of my shortcomings in that matter, and probably I have had more advantages than most hon. members. Not one of us knows as he should the laws and principles underlying all social and political life, and who without training can acquire the habit which I referred to just now—the most important habit of accurate thinking? Now, these are matters which cannot be taught in the ordinary schools. The young mind has not the time, nor has it the power of endurance, to enable it to undergo such a training as is necessary to make a man such a complete man, as he should be, and to make him fit to perform the highest duties of life. I do not think I need say anything more to show that such instruction is necessary for a nation. Of course not every man can acquire it, but the more who do the better for the country—the more who possess such culture the better for the whole community—as those who do acquire it for themselves will influence others who cannot acquire it themselves. The next subject to consider—admitting that it is desirable to have such training—is as to whether it is desirable that we should provide it for ourselves, or whether we should be obliged to go abroad for it. One of the early universities in Europe was founded in Naples by the king of that country, and his reason, as stated in the charter or other document by which he established that university, was that he did not think it desirable that his subjects should be forced to go abroad to get knowledge, or beg in foreign parts—of course we all know that poor scholars in the Middle Ages had often to beg their way. I think it is of the greatest importance that our young men, who have reached the age for leaving school, and who have come to an age when they require

this culture, should not get out of sympathy with the country which they belong to, and in which the benefits of that culture ought to be applied. We have at the present time no university, but we have for a good many years past granted three exhibitions each year to students upon examination, who were considered worthy of that reward. They have almost all done well, and they have almost all been young men who, without that assistance, could not have had the advantage of any higher culture than they could have obtained from the secondary schools of the colony. Many of them have come back to us, but a good many of them have gone from us for ever. They have got out of sympathy with Queensland, and so we have lost the advantages of the higher training we have given them. It may be said that the work cannot be done as well here as elsewhere. I do not mean to say that there are not many institutions in the world which can give the higher culture a great deal better than we can hope to do for many years to come, but the benefit to the colony will not be so great as if that culture were given within our own borders, so as to retain the sympathies of the young men while they are still young. Consider of what advantage it would be to us, from a material point of view, to have amongst us competent authorities on the different branches of science. Is there any country in the world in which the advantages of the general application of science to the physical circumstances of the country would be of more pecuniary advantage than in Queensland? Certainly there is no part of Australia which can be compared to it, and there are few parts of the world where there are such vast natural resources awaiting development. It would be of enormous advantage to us to have amongst us such competent persons, who would be looked up to as competent authorities, not only in Queensland but in other parts of the world, and that can only be brought about by the establishment of some public institution which will provide some means of supporting such men. But I cannot let it be supposed for a moment that I think material advantages are the only ones to be considered. I look also at the great advantage that the tone of the community will be raised, and the general happiness of the people increased, when there are better means of seeking happiness, apart from the coarser enjoyments of life. The more refined a people are, the better and happier and more prosperous will they be. I know that whatever capacity I have to express myself here, or to do any useful work in this House or in the country, is due, to a large extent, to the advantages I have enjoyed of being trained and educated in the University of Sydney, under that most distinguished gentleman, the late Professor Woolley, who was the first professor of classics and principal of that university. I have always regretted that he did not live long enough to enable me to express to him my sense of the obligation under which I lie. But no one, I suppose, will deny in the abstract the benefits to be obtained from a university, and so I shall say no more about that. Now such advantages can only be given by a corporate body established for the purpose of giving this higher training. Some hon. members may say that this colony is too young to establish a university. I will refer them to the example of other countries to show what is the universal opinion of the world on this subject—that is to say, to what we are accustomed to regard as the civilised world. I will first take the neighbouring colonies. The legislature of New South Wales passed an Act establishing the University of Sydney in the year 1850, though it did not receive the Royal assent until 1851. The total population of Australia at that time

was about 100,000—the same as that of Queensland now—and we know that the population of Victoria formed a very considerable part of that number. The total revenue of New South Wales then was only £316,000, of which they appropriated £5,000 for the endowment of that university. That was the work mainly of Mr. Wentworth, who added that to the many other services he had rendered to Australia. Now they get more than £5,000 a year. The endowment from the State is £19,000 a year; they have an income of £3,000 a-year from fees, and an income of between £4,000 and £5,000 from interest on private foundations, of which they disburse a considerable sum in scholarships; and they have now established a medical school, the buildings for which when finished will, I believe, be the most complete in the whole of the British dominions, or even the world. They began with a population a great deal less than ours, and with a revenue one-tenth of ours. The number of students attending that university is at present about 300. In Victoria they established a university in 1853, and appropriated an annual endowment of £9,000 a year, which has since then been raised to nearly £15,000 a year; and they have many other sources of income. The number of students there is now to be counted by the thousand, and of graduates by the hundred. In South Australia, which for some time ran side by side with us, and which we have now outstripped—certainly largely outstripped in revenue and, I think we all believe, in resources and wealth—they established a university in 1874. In New Zealand they established, many years ago, two universities, one in the North Island and one in the South Island. These now form one university with three colleges, known as the university of New Zealand. In Cape Colony, with a population of 350,000 Europeans, they established a university in 1873, and liberally endowed it. So much for the colonies in the southern hemisphere. In Canada, there is a university at Toronto, with an agricultural college affiliated to it; and, in addition to it, there are five other universities in what are called the provinces of Quebec and Ontario. These latter are denominational universities, and owe their origin to the strong differences of religious opinion which prevail in the Dominion. Even in the small province of New Brunswick there is a university at Fredericton; and in the last new province, Manitoba, which a very few years ago was a vast wilderness, there is a university at Winnipeg. In the neighbouring country, the United States, there are no less than 370 institutions conferring degrees.

The PREMIER: What are their degrees worth?

The HON. SIR S. W. GRIFFITH: That, of course, varies. Nearly every State has its university. I use this argument to show how the Americans, whose progress in material things has been wonderful, and whose regard for material advantage is very marked, estimate the advantages of higher education. In the midst of their pursuit of material wealth, they have deemed it necessary, at each beginning of the history of a State, to establish institutions for giving the higher culture and higher training. We are probably the only State in the British Dominions with a population anything like ours, which is without a university. I believe there is not another State in the British Dominions with a population of 400,000 that has not had a university long before it attained that population. Let us now consider what some of the Continental countries have done in this direction. There is the poor country of Holland—

Mr. ARCHER: Holland is a very rich country.

The HON. SIR S. W. GRIFFITH: I am not speaking of poverty of the soil. Holland has a population of 4,000,000 and a revenue of only £9,000,000.

The PREMIER: Java keeps them all going.

The HON. SIR S. W. GRIFFITH: No doubt a great deal of that wealth comes from Java. In Holland there are four universities to which the State contributes £130,000 a year. That shows the estimate they put upon them. There is an interesting story told as to the foundation of the university at Leyden. It was founded in the sixteenth century, after the people had beaten off the Spanish fleet. As a reward for their patriotic action they were offered a perpetual remission of taxation or the foundation of a university in their city, and they chose to have the university, which, at any rate, shows the great sense they had of the advantage of making their town a centre of culture. In France the State pays £500,000 a year to its universities. I need not refer particularly to what has been done in France. England is a country where it is generally supposed that not a very large proportion of the population attend the universities, or are students there. In England—I take the figures from a debate a few weeks back in the House of Commons on the Bill to appoint a commission to regulate the Scottish universities—there is one in every 3,500 attending the universities. If we had the same proportion in Queensland, that would give us 114 students to begin with. In Ireland, as to which it might be expected the same observation would apply, there is one university student to every 2,040 of the population.

Mr. COWLEY: A great many students go from the colonies.

The HON. SIR S. W. GRIFFITH: I do not think the numbers who go from the colonies to England, or Ireland, would very largely disturb that proportion. The same proportion in Queensland as in Ireland would give us 200 students to begin with. In Scotland, where, as we know, university education is valued perhaps more than in any other part of the world, there is one student to every 580 of the population. That would give us in Queensland, if our people went to the university in the same proportion, 690 students to begin with.

The MINISTER FOR RAILWAYS (Hon. H. M. Nelson): They are not all Scotchmen.

The HON. SIR S. W. GRIFFITH: I am aware that students go to the Scotch universities from all parts of the world; but deducting them would not alter the proportion very much. One in 580 is a very large, an extraordinary, proportion. Can we wonder that, as is so often said, the Scotch are the best educated nation in the world, taking them all round. I do not hesitate to say that the great success of Scotchmen, as colonists, is owing to an enormous extent to the great advantages they have had conferred upon them by being enabled to obtain that higher education which is only given by a university. Now, Sir, in what condition are we in Queensland as to the means of imparting higher education? We have no doubt an admirable system of primary instruction, but it does not profess to do more than give such instruction as will enable children to read for themselves afterwards, and acquire further education. It does not profess to give anything like training, or the higher culture. We have grammar schools, admirable institutions also, which will hold their own with any similar institutions in the Australian continent. But their work is limited; they can only operate to a certain extent in giving anything like higher culture, for a double reason. The students have to leave too young to receive

the higher training, and also for the complementary reason that that is not their function—dealing with the education of younger persons being their particular duty. After that we have, in substitution of a university system, an annual grant of three exhibitions to some foreign university. The only general test we possess as to the quality of our secondary education is the local public examination held by the University of Sydney, and I certainly think that we are now old enough to do without the assistance of the University of Sydney. We are very grateful to them for the help they have always been willing to give us, indeed I think we owe them a great debt of gratitude for it. At the same time, I think we are quite old enough to do that sort of work for ourselves, as is done in every country in the world with, I think I may safely say, half our resources. Now, I would ask, will anyone for one moment maintain that there is amongst the young men of Queensland—students in the professions, and young men generally—such a high standard of culture as there ought to be, such as you would expect, and such as would be found in any country permeated by the influence of university education? Now, if, as I think, I have shown that it is desirable *a priori*, to have a university, from the example of all civilised countries, and from the material and other advantages arising from it, why should we not have it—what reason can be given? Of course, the principal objection is that we cannot afford it; that, in fact, is the only objection. First of all, if it is a question of money, what will it cost? I am not prepared to say what it will cost exactly. I had in my first notice of motion fixed a sum of money, but on further consideration I am not prepared to name any particular sum, because a great deal must depend on the functions intended to be exercised and the general work to be done at the beginning. The constitutions of universities are very various. Some are merely examining bodies holding examinations, perhaps in hired premises; merely corporations established for examining purposes, with colleges affiliated to give instruction in different parts of the country. The most recent example of that is the last established university in Ireland, established in 1879, to supersede the old Queen's University. That is a central body, with colleges affiliated, in which instruction is given, and that may perhaps be the system best adapted to the circumstances of Queensland for many reasons. I think it is highly desirable that there should be some teaching institutions of this kind for the instruction both of our teachers and of young men who are leaving school and who desire to obtain higher culture, for men entering the professions, for instruction in the applied sciences, mining, agriculture, and all the other natural sciences. They could be established in different places. The scientific officers we have now are few and scattered about the country, but with such institutions they would have greater conveniences, and they would be continually in communication with the central body, and would form part of the great corporation whose business it would be to disseminate instruction throughout the colony. I will not now refer at length to any matters of detail. As to the proper site for a university, if attendance at lectures is made compulsory, then certainly it would be necessary that it should be in Brisbane, because more people would be able to attend the lectures there than elsewhere; but I am inclined to think that the university that would be most useful here would be one of the more modern form, having colleges affiliated for purposes of instruction. Without referring to further matters of detail, I will ask hon. members to look at the notice of motion I have given. I maintain that I have shown that

the establishment of a university in Queensland would, as it has done in every other part of the world, promote the advancement of learning. I think I have shown that it is essential to the effectual teaching of theoretical and practical science—neither of which are taught at all in Queensland at present, nor can they be until a university is established—that we should have such an institution. Nor will anybody seriously dispute the fact that the teaching of theoretical and practical science will be of enormous advantage to the country. The next point is the encouragement of scientific research. Now, what chance has anyone here of engaging in scientific research as compared with the advantages offered in other countries; not because there are no objects for research—there are plenty. We have an embarrassment of riches in that respect; but there is no one to help or guide the student in these things, which can only be carried out by a proper system and association. I maintain further, Mr. Speaker, that such an institution would tend to the full development of our free institutions, because our institutions cannot be properly developed unless the men concerned in managing and conducting them have the highest instruction it is possible for them to get. And I say also that it will tend to the development of our material resources. I believe, Sir, that it will be a highly profitable investment. The returns may not be apparent for a year or two, but they will be apparent here as elsewhere before many years have passed over our heads. I refer also in the motion to the advantage it will be to young persons of both sexes, and of all classes, to obtain within the colony such a complete education as will best fit them to aid in that development, and to perform the higher duties of citizenship. I think all young persons should be able to get this education in the colony without going from home, because at the very time when they most require the home influence and supervision they could only get in the colony, they would be elsewhere, and there would also be danger of their losing sympathy with the country to which they belong, and in which we hope they will devote their best abilities. I say “young persons of both sexes.” I do not think I need say very much about that. I believe the old-fashioned people who object to giving higher education to women are becoming so fast in a minority that their opinion need not be regarded here in Queensland. Further, I believe that our system of State education would be very much improved and perfected if we had, under the supervision of a university, a college in which our teachers could get the advantages of training and higher education. At present we have no training college. There was one a great many years ago, and I believe I am responsible for its abolition. We were certainly not then, nor do I think we are now, in a position to establish a training college by itself, but as part of the university, or under the supervision of the university, I believe our State school teachers would get much better instruction and culture than they can get at the present time throughout the colony. I do not propose to occupy the time of the House much longer. I have given, as briefly as I could, the reasons that appear to me convincing that the time has come for the establishment of a university in Queensland. I should say, before I pass from this part of the subject, that many people have been of opinion that the time came long since. The Royal commission appointed in 1874 to inquire into the education question in this colony reported in favour of the immediate establishment of a university here—that was concurrently with the establishment of one in Cape Colony

and one in South Australia. I was a member of the commission, and dissented from that recommendation on the ground that the time had not yet come when we should take that step. But that was fifteen years ago, and the time has long since come. I know it is a matter of surprise to visitors who come here from other parts of the world, where the advantages of the higher education are, I fear appreciated by more persons than in Queensland, that we have allowed so long a time to elapse before endeavouring to put ourselves on the same footing as other countries. We used, at one time, to boast of the action we had taken in the matter of education—that we were in the van, and so we were; but I am afraid that at the present time we are falling sadly behind; not in the character of the instruction that we are giving, but in the limits to which it is confined. We are not doing what we ought to do for a nation with such wealth and population as Queensland possesses. There are many matters of detail in connection with the subject—for instance, what is the best form in which to establish a university—but these I do not intend to discuss on the present occasion. It has been suggested to me, and I accept the suggestion, that it is desirable that there should be an inquiry as to what form of university is best suited to the circumstances of Queensland. I, therefore, propose that an address should be presented to the Governor requesting him to appoint a Royal commission to inquire into that matter and report, so that the best information may be acquired, information with which hon. members may not be familiar. I do not profess to be perfectly familiar with it, and the more my reading has been extended in the short time that I have had to consider the matter, the more I have seen how much there is to learn on the subject, and how fully the matter ought to be considered before definite proposals are made to the House. It is, I think, impossible that any definite proposal can be made for the establishment of a university by law during the present session. But I think that if the House adopt the suggestion to ask the Governor to appoint a Royal commission, Parliament can be put in such a position and in possession of such information as will enable it to deal with the matter next session. There are many men in this country who have full information as to the working of universities, and experience of the different kinds of universities, and there are various other sources of information which I need not name. But some names will occur to everyone at once. The heads of the churches, the Chief Justice of this colony, the principal teachers in the schools and leading men in other professions, will occur to everyone, and they are gentlemen whose advice and recommendations will be valuable to this House. I may remark, in passing, that the Bill before the House of Commons at the present time for the establishment of a Scotch University Commission, proposes to appoint a commission which shall have power to regulate the universities; in fact, to take the government of the universities into their own hands. But that is not the sort of commission I propose. It is more like the commission appointed in 1878—to inquire into the Scotch universities, and make any recommendations that might be thought desirable with regard to an alteration in their constitution. Such a commission would ascertain, not whether a university should be established, but the form of constitution that should be adopted in the event of a university being established. I think there can be no doubt in the mind of any hon. member that a university should be established; but we want special information, and those who are in possession of that special information should be asked to give it to us. I think there can be no objection to the appoint-

ment of a commission to obtain this information. As to the question of endowment, there are many members, perhaps, who would like to know what would be the cost of the establishment of a university, and would be guided in their opinions very much on the subject generally by the probable cost of its foundation. I think, therefore, we ought to know, for their satisfaction, what would be the least cost at which a university could be established, and, indeed, before we enter into any enterprise we should count the cost. When the university has been once started, I have no doubt that there will be attracted to it benefactions from wealthy men during their life, and after their death. I do not think the wealthy men of Queensland will allow themselves to be reproached with being less liberal in the cause of education than wealthy men in other countries. In the meantime, we want to know what will be the probable cost of the foundation of a university, and what is the best mode of disseminating higher training and intellectual education throughout the colony. That can be ascertained by the appointment of a commission. As to endowment, we know that in America it is the practice to set apart a fixed proportion of all land for educational purposes. Whether that is a good plan to adopt here, is a matter on which opinions may differ. I do not intend to discuss that question at the present time. I submit to the House that all the arguments of expediency, example, and utility, and even of our own pride, point in the direction that we should not be behindhand in doing work which is recognised by all civilised nations as work that is essential to the highest progress of a nation. I therefore move the motion standing in my name.

The PREMIER (Hon. B. D. Morehead) said: Mr. Speaker,—I must congratulate the hon. member on having delivered a most learned disquisition on the subject of universities in general. It is a lecture that I think would have told very well if it had been delivered in a public hall, and which showed an immense amount of erudition and knowledge, but I am not at all sure that it will have the effect of convincing members of this House of the necessity of passing the resolution which you, Sir, have just read. I was very glad to hear the hon. gentleman say that the time had long since come when a university should be established in Queensland. I judge from that that the time had arrived when such an institution should be created in our midst when the hon. gentleman was Premier of this colony, and when he was left a large surplus with which to deal. The hon. gentlemen, during the five years or nearly so that he held office as Premier, took no steps towards the establishment of a university in this colony, but he suddenly discovers, shortly after he leaves office, that there is a necessity for it.

The HON. SIR S. W. GRIFFITH: The matter was mentioned in the Governor's Speech in 1887.

The PREMIER: The hon. gentleman says the matter was mentioned in the Governor's Speech in 1837, but he never acted upon it.

The HON. SIR S. W. GRIFFITH: You know the business was stopped in 1887.

The PREMIER: The hon. gentleman came into power long before 1887. In 1883 he was left by the preceding Government a large surplus, and the colony was, at that time, as far as surplus revenue was concerned, in a more prosperous condition than it is at the present time. There was then a balance in the Treasury of £310,000, but no move was made by the hon. gentleman then. Now, however, when he is out of office, he poses as a strong supporter

of a university, and a strong supporter of a considerable expenditure in that direction. Now, Sir, I think the motion ought to be rejected on the ground that, at any rate at the present time, it is inopportune. It is not advisable at the present time, even upon financial considerations, which might be a very small reason in the mind of the hon. gentleman, but which will be a great consideration in the minds of the taxpayers. Of course, by theorists such as the hon. gentleman, who believe in high education, and perhaps they may be right, the mere paltry consideration of pounds, shillings, and pence is to be put upon one side. I doubt very much whether what the hon. gentleman is so fond of speaking of as the "working man" will be content to be taxed for giving high education to a very small number of people. I doubt very much whether they will be in sympathy with the hon. gentleman in the speech he has made this afternoon. No doubt the institution of a university in Queensland would be a considerable benefit to a certain section of the community, but to them only. We know perfectly well that the way in which education affects the masses may be described as a pyramid; the three R's form the base, where the larger number of people will stop. The next class who will go a little higher will perhaps be one-fourth of that pyramid. The third class will be that at which those who go to grammar schools would stop at; and the fourth would be those who would go to the university, and in them we get to the apex of the pyramid. I think that is a fact that must be admitted. In fact we know that at the present time, when free exhibitions are granted to the universities of the other colonies, sometimes—I believe quite lately—it has been difficult to find three persons qualified to take advantage of the opportunity.

The HON. SIR S. W. GRIFFITH: Once.

The PREMIER: Yes, once, and that quite lately; and I think that being so, it is a very strong argument against the creation of a university in Queensland at the present time. Now, the hon. gentleman has spoken about the universities from South Australia to our border—Victoria and New South Wales. Well, those universities, although in the first instance endowed by the State, have since been very heavily endowed by wealthy men in those colonies. In New South Wales bequests amounting to £180,000 have been received. Those were the last figures I saw, and the amount has been increasing. The hon. gentleman knows that in New South Wales several scholarships were offered almost immediately after the founding of the university, and the hon. gentleman himself gained more than one of them. Scholarships were awarded by Messrs. Cooper, Deas Thomson, Barker, and others, if not before, almost contingent upon the creation of that university. Large sums of money were granted in that way.

The HON. SIR S. W. GRIFFITH: In the year 1860, when you went there, the total income from scholarships was less than £200 a year.

The PREMIER: I am telling the hon. gentleman what I know to be the truth. I know there are some men who are now alive who attended that university at the first. These are the present Judge Windeyer and the Rev. R. S. Willis. However, that is to a certain extent beside the question. The main question we have to consider is, has the time arrived when it is expedient or necessary that a university should be established in Queensland? I am of opinion that the time has not arrived. I am of opinion that our present educational system will be the means of sending to the other colonies, through the exhibitions I have alluded to, the pick of our boys—those who are desirous of acquiring higher

education, and of fitting themselves for professions such as law, or medicine, or divinity, which has not been touched as yet. Probably it is falling off, which is a matter for regret. Now, it must be borne in mind by this House, and by every man in the colony, that at the present time education costs a very large sum of money indeed. The whole of our educational vote is £230,000, and that does not include schools of art, which may be called part of our educational scheme; but it includes orphanages and other things. Roughly speaking, education in this colony, pure and simple, costs £150,000 a year.

Mr. HYNE: It is money well spent.

The PREMIER: I am not denying for one moment, in reply to the interjection of the hon. member for Maryborough, that the money is well spent. But I say that it is a very large sum of money to be expended in a small community such as we are, and when the hon. gentleman says it is well spent, I agree with him that it is giving the sort of education that is required, even if it is not going beyond that, by the people of a country such as this. I think, and I believe the leader of the Opposition will agree with me, that the public market in Queensland is overstocked with university men. I myself know, and I think many hon. members of this House know, that there is no more unhappy individual in the world, or a more luckless person, than a man coming out to this colony with high educational acquisitions—a graduate of a university—looking for work. He is the most difficult man to place; he is the most difficult man for whom to find anything to do, and with such the colony is lamentably overstocked. The effect of establishing a university in the colony will be to further overstock the market.

The HON. SIR S. W. GRIFFITH: Not at all.

The PREMIER: The hon. gentleman may say "not at all," but I have had, both in and out of business, opportunities of observing, and have arrived at that opinion. It is an opinion that I am very loth to hold, as I think there is nothing more lamentable than to see men coming out to this colony with professions, and nothing but professions, to make a livelihood out of, as they are stranded in three cases out of four. Those are the facts, and that being so, I think hon. members of this House will agree with me that by establishing a university in this colony we shall be only intensifying the evil. We do not want gentlemen who can translate Greek and Latin, or go in for the differential calculus, or anything of that kind, to drive our cabs or buggies, or become boundary riders or miners. They are men who from their training are unqualified for any of the occupations I have mentioned.

The HON. SIR S. W. GRIFFITH: Does the State consist entirely of those persons?

The PREMIER: I am not asserting that the State consists entirely of those persons. I am pointing out that there is a large number of those persons, an unduly large number, at present in our midst looking for work, and unable to obtain it—one of the results, apparently, of a university education. If we are going in for increasing our education, what we want in a colony like this is a thoroughly technical system of education—not technical education as understood in connection with schools of art, or as it is proposed on the Estimates to be taught in some towns in the colony, but a system of technical education which will bring up men to trades, as is done in certainly one of the greatest countries in the world, in Germany. There is a great deal of difference between the universities of Germany and Great Britain and those of these colonies. In Germany the students live in an economical manner, and they get the

practical education which they do not get in Australian universities, and which they do not get in the universities at present established in Great Britain.

The HON. SIR S. W. GRIFFITH: I know that. I pointed out the kind of university that would be established here.

The PREMIER: The hon. gentleman wants by a shadowy motion of this sort to cloud the reason of members of this House, to induce them to vote for a thing which he has not thoroughly made up his own mind on. If the hon. gentleman says, and I don't think he will, that he introduced this motion with the intention of making a radical change in the university educational system prevailing in the other colonies of Australia, he would have said so. Now, the hon. gentleman said amongst other things, that one of the necessities for having a university in Queensland was that we would be able to educate the young men in agriculture, mining, pastoral pursuits, literature, and law.

The HON. SIR S. W. GRIFFITH: I said medicine also.

The PREMIER: Yes, and medicine. Well, Mr. Speaker, I do not, of course, know how it would be proposed to educate young men in law in this colony any more than they have succeeded to any great extent in educating them in law in the other colonies. I know there are one or two marked instances of men at the bar, very clever barristers, who have been educated in the colony; but I think that, as a rule, their legal knowledge has been acquired in Great Britain, notwithstanding the existence of universities in Victoria and New South Wales.

The HON. SIR S. W. GRIFFITH: You are quite wrong.

The PREMIER: With regard to medicine the same remarks may apply. We have here in our midst some young Queenslanders as clever and able practitioners as you could get in Australia; but those to whom I allude have not been trained either in Melbourne or Sydney, but in Scotland or the London University. With regard to literature, I would like to know what the meaning of training in literature is? Is it to enable persons to write articles for the Press, or novels, or poetry? It seems to me a very vague term, and one hardly explained by the hon. gentleman. Then we come to pastoral pursuits. Pastoral matters are to have a professor. Well, I should like, as an experiment, to take a youth of sixteen or seventeen years of age and put him for three years under a pastoral professor and then turn him on to a station to do his work. I should like to do that merely as an experiment to see what would happen. Probably he would not keep his position for a week, unless he was a proprietor.

The HON. SIR S. W. GRIFFITH: Nobody but a lunatic would do that.

The PREMIER: Nobody but a lunatic would suggest that there should be a professor to deal with pastoral matters.

The HON. SIR S. W. GRIFFITH: I did not suggest it. I am sorry if I did not make myself understood, but I cannot help it.

The PREMIER: Then other hon. members on this side of the House must be as dense as I am, if I am dense. Then the hon. gentleman suggested that agriculture should be taught. In the whole of Great Britain there is only one school of agriculture which is considered of any value.

The HON. SIR S. W. GRIFFITH: Only just now you were complaining of the English system.

The PREMIER: There is only one school of value, and that is at Cirencester. With regard to mineral education, there might be something in that, and a great deal of knowledge might be imparted to a student, but it would give him no practical teaching, so far as a knowledge of mining is concerned. I am certain the hon. gentleman himself would rather take the opinion of an old practical Queensland miner, with regard to the value or prospect of a mine, than the opinion of any professor. However, that is a matter that would come in with the system I speak of—general technical education. The hon. gentleman also talked about Holland being a poor country with a population of 4,000,000, and a revenue of £9,000,000. I do not know that the hon. gentleman would call Great Britain a poor country, yet the revenue of Holland is greater in proportion to the population than the revenue of Great Britain. When, therefore, such statements are made, the hon. gentleman should be quite sure of his facts.

The HON. SIR S. W. GRIFFITH: I used the word "poor" in comparison with the amount of money they spend on a university.

The PREMIER: As a matter of fact, Holland is the richest country in Europe, and therefore it cannot be relatively poor, although it is small. Mr. Speaker, I do not wish to detain the House any longer. I do not think that any case has been made out why this expenditure should fall on the colony at the present time. I have pointed out that the leader of the Opposition, who brings in this motion, was for five years in office, and during a portion of that time there was a considerable sum standing to the credit of the country. During that time he could have promulgated this scheme, and probably carried it through, but he did not do so. Now, when the country is just merging on to the dry land of prosperity in the future, out of the sea of debt in the past, he asks us to go in for an expenditure which he in his plentitude and power did not propose. I do not want to advertise myself, but the hon. gentleman has stated that the State should start by giving money to a university. Well, not so long ago I spent some money in a neighbouring colony by endowing exhibitions at the school from which I came. Let the hon. gentleman and those who are with him, many of whom are wealthy men, make a start and endow a university. Will they show their belief and earnestness in the scheme by putting their hands in their own pockets before they ask the State to be depleted for this purpose?

Mr. GROOM said: Mr. Speaker,—As a representative of a constituency that numbers hundreds of working men in it, I have not the least hesitation, in their name and on their behalf, in giving my assent to this motion, and I feel perfectly sure they would not offer the least objection to my doing so, or to the House voting any sum of money which in its wisdom it may deem necessary for the purpose of establishing a university. I further believe that the great bulk of the working men of this colony have a most laudable desire to impart education to their children. They have shown it in many ways. They have lamented the want of it; they see the advantages of it; and they are anxious that their children should have a better education than they themselves have had. If necessary, they are quite ready to put their hands in their pockets to give their children the necessary means to attain that education. The instances of self-denial on the part of many parents in this colony for the purpose of imparting a sound education to their children are many and great. They, as we have heard of the curate described by Goldsmith as "passing rich at £40 a year," who devoted part of his pittance towards the education of one boy at the university, have

done the same here, and in this colony a very considerable amount of the earnings of the poorer classes has been devoted to the education of their children, and I say, all the more credit and honour to them for it. Now, I do think that hon. members, in speaking on this motion, have no right to take into consideration what might have been done when the leader of the Opposition sat on the other side of the House, or what might have been done when the hon. gentlemen now sitting on the Treasury benches were on this side. That is altogether beside the question. It appears to me that what we should consider is, whether the time has come when Queensland ought to commence the initiation of a university on its own account. I believe it has. I stated in this House years ago that I believed the time had arrived for the establishment of a university. As to whether it should be established on the lines that distinguish them in the mother country, or whether it should be on the lines which distinguish many of the universities of America, or whether it should be on the lines of those established in the other colonies, is a question of detail, to be considered when the matter comes before us in some concrete form. The question at present is whether the time has arrived for the establishment of a university. It is a most extraordinary thing that the very same arguments which were advanced by the Premier against the university being established, were advanced against the University of Melbourne when the late Sir Redmond Barry—then Mr. Redmond Barry—undertook, single-handed, to start a university in the colony of Victoria; and in order that I might know how that university was founded, and by what means it has obtained its present position, I wrote to Dr. Brownless, the Chancellor of that institution, and I have received from him a complete history of the Melbourne University—one of the most interesting documents I have had the pleasure of reading for a long time; and if by commencing as they did we can bring about the same results in this colony which have been achieved in the colony of Victoria, then I say we shall be doing one of the grandest works which any legislature could undertake. The endowment of the Melbourne University at first was £9,000, and there was a subsequent addition of £5,500, making a total of £14,500. In this colony we have not even, as yet, set apart a site for a university. Sir Redmond Barry, at the time when the gold fever was at its height, and when the accumulation of wealth was the height of ambition with everyone, suggested to the then Premier that that was the time, before the whole of the land round about Melbourne was sold, when a site should be set apart for a university, and to his sagacity the colony of Victoria will ever be deeply indebted. An area of 100 acres was set apart, which was then considered of comparatively little value, but, according to Dr. Brownless, it is now estimated to be worth, at the very least, a million sterling. That is an example, no doubt, of the unearned increment, as the hon. member for Bundamba says, shown by the extraordinary increase in value of the lands of that university. That land was apportioned in the following manner—ten acres were given to the Roman Catholic Church, ten acres to the Church of England, ten acres to the Presbyterians, and ten acres to the Wesleyans, on which they were to erect colleges in connection with the university. Ten acres were given over to the university itself, for its own buildings, on which is now erected Wilson Hall, at a cost of £30,000, by Sir Samuel Wilson. In addition to that there is a medical school, and a training school for teachers; and twenty acres were set apart for a recreation ground for the students at the institution.

They commenced with very humble beginnings. The Chancellor writes to me that in 1858, when the professors met in January for the ordinary matriculation examinations only four students presented themselves, and only two passed; but they were not discouraged with the prospect before them. They were not downcast, but stuck to their work in a manly way, and this is the result now—I shall read it for the information of hon. members, to show what can be done when energy and ability are thrown even into educational matters:—Up to 3rd May, 1886, the number of students who had presented themselves for the matriculation examination was 13,490, of whom 4,646 passed, and 2,355 enrolled themselves as undergraduates. Now, can anything be more successful than that? Is that not an indication of what can be done by small means, by starting in the early days of the colony? But in addition to that, 9,076 candidates for the Civil Service presented themselves for examination, and 4,534 passed. And hon. members will observe that in the matriculation examination every student's paper has to be accompanied by a cheque of two guineas; so that over £26,000 has been received in revenue from the matriculation examinations alone. Then the whole of the Civil Service candidates are obliged to send a cheque of two guineas, so that 18,000 guineas have been received in fees from that source, and that will go a long way towards supporting the institution. I contend that we have no right to suppose that the colony of Queensland is going to continue in its present condition. Surely we all expect that the colony will advance, and that we are not going to remain at a standstill. Why should we not make some provision then for the future? Why should we at the present time be sending away, as we are doing, all the best of our youths to be educated in the other colonies, where they lose all their sympathy for Queensland? They either become New South Welshmen, or Victorians, or Englishmen in their sympathies. I know of one instance of a young gentleman, who, when he attains the age of twenty-one, will be entitled to a fortune of £100,000 at least. Both his parents are dead, and he is being educated in England, where all his sympathies will lie. He will have no sympathy with Australia, for his scholastic associations will all be in England, when they ought to be here. I have no doubt that his friends would have had him educated here if Queensland had possessed an institution to afford him the necessary education. Of that I am pretty well assured.

The POSTMASTER-GENERAL (Hon. J. Donaldson): His friends were in England perhaps.

Mr. GROOM: The hon. gentleman says his friends were in England, but he will pardon me for saying that his friends were here. His father and mother lie buried here, and his relatives are here, one of his relatives going with him to England. That is only one case, though I know of others. It is just as well we should know that at the present time there are thirteen students from Queensland at Ormond college. There are twenty-three Queensland students at Trinity College, which is largely overcrowded, and there are a considerable number of Queensland students, whose number is not given to me, boarding out in Melbourne, who attend the lectures either at Ormond or Trinity. I did not ascertain the numbers attending at the Sydney University, as I thought the leader of the Opposition would have given that information. Then there are several attending the English universities, and several at Edinburgh. In fact, we are sending at the present time the cream of our youth to be educated in other

countries, when I maintain we should educate them here. Even from a pecuniary point of view they should be kept here. We are sending fees to other universities sufficient to endow a chair in a university. Look at the number of candidates entering every year for the senior and junior examinations in connection with the Sydney University. Each senior paper has to be accompanied by a fee of two guineas, and each junior by a fee of one guinea. Those fees are all going away to benefit other educational institutions, and I consider that money should be kept for our own advantage. It was said by the Premier—and I was rather surprised to hear the statement—that all the leading barristers of our city had obtained the great bulk of their education in England, the imputation being that it was scarcely possible for a legal education to be imparted to them in the colony. But here is a statement from Dr. Brownless, which ought to carry weight with the thinking portion of the community. He says, in speaking of the law schools established in 1856 by the late Professor Hearn, that almost all the members of the Victorian bar have received their training there, and that the solicitors there are obliged to pass the examinations prescribed for the degree of LL.B. That is a very different statement from the one made by the Premier. So that as far as the legal education connected with the University of Melbourne is concerned, it is clear that the University of Melbourne is in a position to impart as high an education as any of the universities of Great Britain. I think it will be admitted that those members of the Victorian bar, educated at the Melbourne University, who have risen to the position of judges, possess as high legal attainments and intellectual qualifications as any English barristers who have received an English legal education. No one can doubt the benefit that has resulted from the establishment of universities in other colonies; and much as I value our educational system, proud as I am of the fact that this colony with 400,000 people is able to devote £230,000 a year to primary education, and £10,000 a year to the endowment of grammar schools, I should be still more proud if we were to affirm that the time has arrived when the capping stone of that system should be completed by the establishment of a university. We ought at least to express the opinion that the time has arrived when a beginning should be made in that direction. There is nothing to lose by doing so, but quite the contrary; and I believe, with the leader of the Opposition, that having a board of professors in connection with a university here would be of immense advantage to the general community, and would also be of great service to the Government in many ways. I say it would be of immense advantage to the colony, if we had a board of professors composed of such men as the first professors of the Melbourne University, who laid the foundations of one of the grandest institutions in the southern hemisphere. It has been said, in reference to the wealthy men of Queensland, that we do not see them following the example of Francis Ormond, and other gentlemen in the southern colonies who have largely endowed educational institutions in their lifetime, besides making adequate provision for them after their death. But what is the reason? We have not made a beginning ourselves. And I do not blame the wealthy men of this colony for not endowing educational and other institutions, seeing that we have not ourselves made a start towards the establishment of those institutions. I do not think it is a proper thing to ask the wealthy men of the colony to contribute of their wealth, and relieve others from the duty of doing their part as well. I say we ought to make

a beginning ourselves. If we cannot say we will set apart a site for a university, we should at any rate pass a resolution for the appointment of a commission to inquire into the best class of university to establish in this colony, whether on technical lines, as in Germany, or on technical and scientific lines as in America, or on high intellectual lines similar to those established in the southern colonies. We ought certainly to make a beginning, because at the present time we are driving away the best of our youth to other colonies, and other countries, to receive their education, which ought to be imparted here. I hope I shall not do the Minister for Public Instruction an injustice by saying that I hope his sympathies are with those exhibition scholarships in connection with universities.

The MINISTER FOR PUBLIC INSTRUCTION (Hon. J. Donaldson): Certainly.

Mr. GROOM: I am glad to hear the hon. gentleman say so. I have always taken a great interest in those scholarships. I have watched the results from the time they were established in 1878 up to the present time, and no part of the annual education report is perused by me with greater interest than that in which the Under Secretary sets forth the attainments of those young Queensland gentlemen, the winners of these exhibitions, who are studying at the various universities. Something has been said in regard to the difficulty of getting young men to compete for those scholarships; but if that difficulty is inquired into I daresay it will be found that it is owing to the expenses which have to be incurred. If a scholarship worth £100 is given here to a student, another £100 has to be added to enable him to pay the whole of the fees which will be necessary to enable him to complete his education at a university. How many parents are in a position to provide that other £100? And if a young man enters as a law student, it requires another £50 at least to enable him to complete his education at the Melbourne University. Even if he does like some of the students in Scotch universities—if he lives on porridge from Sunday morning till Saturday night, and only has one good meal on a Sunday, as many of them do; and they are all the more to be admired for doing so—even then the whole of his expenses after getting his B.A. degree will amount to £250 a year. How many parents in the colony belonging to the industrial classes are in a position to send their sons to a university under these circumstances, even supposing they are victorious in the competition for scholarships? That is an important point to be considered, and we ought not to depreciate the efforts of this House to impart the highest education to the young men of the colony, simply because of the difficulty to which I have referred. If we had a university in this colony, those expenses would not be nearly so great to our young men as they are in Melbourne, because in many cases they could live with their parents.

Mr. MURPHY: Only Brisbane boys. Other boys might as well be sent to Melbourne.

Mr. GROOM: Expenses are much greater in a large city like Melbourne than they are in Brisbane.

Mr. MURPHY: No.

Mr. GROOM: I know they are from personal experience.

Mr. MURPHY: Living is cheaper in London than anywhere else in the world.

Mr. GROOM: What I maintain is, that we ought not to depreciate what has been done to enable young men to secure the advantages of higher education, simply because in one year there was likely to be a failure on account of the lack of competitors.

The HON. SIR S. W. GRIFFITH: There were plenty of candidates; but they did not pass the examination.

Mr. GROOM: To accentuate what I said just now with regard to the character of the education imparted in the southern universities, I will repeat a statement made to me when I went to the Melbourne Exhibition, by a gentleman connected with the university there. To show the severe examinations which students have to undergo in the Melbourne University, he informed me that medical students who had failed to pass their examination there had gone to Cambridge and matriculated there, and then obtained the degree they failed to obtain in Melbourne.

The MINISTER FOR MINES AND WORKS (Hon. J. M. Macrossan): What has that got to do with the question?

Mr. GROOM: I mention it because the Premier rather depreciated the education given at colonial universities, and said they were not able to give as good an education as in England. It was known that although this individual could not pass in Melbourne, he would be able to pass if he went home to England. It shows, at all events, the high character of the examinations which a student has to undergo before he can pass in Melbourne, and his degree is of course all the more valued. The student who has obtained his degree in Melbourne has obtained a very high state of culture indeed, and he is not crammed. The examination is a test which entirely disposes of the idea of cramming, and a student can only obtain his degree by sheer hard work and natural ability. On all grounds—on the ground that being, as I always have been, a strong advocate of higher education, on the ground that it would be an immense advantage to the country if a university should be established, on the ground that we should not send our students out of the colony to be educated, but that we ought to educate them here, I trust the motion will be allowed to pass. I do not think we should be constantly advertising the alleged poverty of Queensland. No matter what proposition is brought forward at the present time, the cry is always raised that the finances of the colony will not permit of it. And yet in the same breath we talk about our enormous resources. No doubt we have here enormous resources, and yet we talk about our deficit as something enough to frighten us. We are told the colony is in a frightful position because it has a deficit of £600,000. I am not frightened of it. New South Wales does not seem afraid with her overdraft of £2,500,000. She is as prosperous as we are; her debentures occupy a higher position than ours in the London market; she has refused to vote any money for immigration, and yet people keep flocking to her shores from abroad—

The MINISTER FOR MINES AND WORKS: We ought to increase our deficit according to that.

Mr. GROOM: I do not say that; but it is high time we ceased to hold up our deficit as a bugbear to stop all progress. It is now held up as a cart of Juggernaut to crush the life out of any proposition made here to advance the best interests of the colony. The public outside are becoming sick of hearing the cry of "Deficit! deficit!" like the old cry of "Wolf! wolf!"

The MINISTER FOR MINES AND WORKS: Yes; but the deficit is here now.

Mr. GROOM: And we are doing our best to try to wipe it off. Those of us who have families, at all events, are. I admit that hon. gentlemen on the other side with no families do not know exactly how the shoe pinches. I know I do, and I am perfectly prepared to bear it without any grumbling. At the same time, I

contend we ought not to resist a motion of this kind, which is really one for the higher intellectual and moral education of the people. We ought now to affirm the principle—which, in my opinion, ought to have been affirmed by the House years ago—that a university should be established in Queensland. Let us, at all events, now make a beginning. The subject is one which commends itself to our warmest sympathies, and it commends itself especially to those members of the community who have families, and who are desirous to provide for their children the highest education that can be obtained.

Mr. ARCHER said: Mr. Speaker,—I think all of us are so satisfied that it would be a great benefit to Queensland if a university were established, that it is hardly worth while arguing in favour of it. I at all events am of that opinion. The only question is, Have we the means to establish a university? It is just as necessary for Governments as for private persons to provide first for their necessities, and to wait for their luxuries until they are in a position to pay for them out of their superabundance. It can hardly be said as yet that a university is a necessity for Queensland. For a long time past we have been sending our children to the neighbouring colonies for their higher education, and it would be far better to continue that system than to give it here on borrowed money.

The HON. SIR S. W. GRIFFITH: It is only rich people who can do that.

Mr. ARCHER: It is as cheap for the people of Queensland to send their children to Sydney as to send them to Brisbane.

HONOURABLE MEMBERS: No!

Mr. ARCHER: I say deliberately that for persons living—I will not say at Normanton, but—at Townsville, or Cairns, or any of the ports on the eastern seaboard, it is as cheap to send children to Sydney or Melbourne for their education as to educate them in Brisbane. They have to send them away from home; that is a matter beyond doubt. There seems to be some doubt as to where the university—supposing one to be established—would be situated. But there can be no doubt that it must be in the chief centre of population; it must be in the neighbourhood of Brisbane.

The HON. SIR S. W. GRIFFITH: The examining body must be here.

Mr. ARCHER: All petty local jealousies must give way to the place most useful, and that place must be Brisbane; and I say that when a man has to send his sons away from home for their education, and to take lodgings for them, it makes no difference in cost whether he sends them to Brisbane or to Sydney or Melbourne. Therefore the whole question to me is a matter of pounds, shillings, and pence. If this proposal was brought forward at a time when the Treasury was full, instead of at a time when we are deeply in debt and are paying off a large deficit, I would decidedly vote for it; and if I have the pleasure of remaining so long a member of the House as to see the colony in such a position, and the hon. gentleman brings it on again, I shall be most happy to do so.

The HON. SIR S. W. GRIFFITH: Why not make the inquiry?

Mr. ARCHER: I would not take any step—not even the first step—likely to involve expenditure until we are in a position to spend the money. That is the sole ground on which this proposition does not meet with my approval. There was one remark made by the Premier with which I cannot agree. He said this university would be of benefit to some sections of the community. I believe it would be of benefit to the entire community. I cannot imagine how the

intelligence of a portion of the community can be raised without its being a benefit to every other part of that community, although the benefit would not be equally great to all. As I have not the slightest doubt that a great many hon. members wish to speak on this subject, I will not say more, especially as all the arguments in favour of the establishment of a university have been exhausted by the leader of the Opposition. The only reason why I cannot support the hon. gentleman is the fact that we ought not to treat ourselves to luxuries until we can afford to pay for our necessities.

Mr. O'SULLIVAN said: Mr. Speaker,—I have to apologise to the House for speaking on this subject at all, but as I may not be here after tea, I wish to put on record that I am thoroughly in favour of this motion. I have been entirely deceived by the speech of the hon. the Premier. He has not brought forward one argument to convince me. I know possibly a great deal more than any other hon. member of this House the want of education, and for that reason any little money I have had to spare I have spent upon my children, in order to give them the best education I could. I have had to send some of them away; and through not being able to afford it, there were others whom I could not send away, and we had to do the best we could for them in the colony. I think it no argument whatever for the Premier to say, Why did not the leader of the Opposition start this university when he was in power? I say that is entirely beside the question. Neither do I agree with him that for the most part what are called "the three R's," and no higher education, is all that is necessary for some classes of men in this colony. I think we are all pretty well on a level here. I once heard a story of an Irishman who said, "Begob, one man's as good as another, and perhaps he is the better of the two." At any rate, I take this view of it. That the working men who have come to this colony and worked their way up are looking forward to raising their children somewhat higher than they themselves were in the educational scale. There is scarcely one amongst us who does not wish to see some fine-looking son of ours rise to be Chief Justice of the colony, or a great barrister, or some leader of men—captain of the volunteers or something of that kind. We all have that idea, and it is a very laudable ambition. Some of our greatest blockheads when young turn out the best men afterwards. We are all interested in looking after the education of our children, and there is no doubt the time has come when initiative steps should be taken to establish a university. Even if those steps are taken now, it may be two or three years before the college will be practically established, and our sons can be educated in it. A boy of twelve now would be fifteen then, and it would be quite time for him to go to college if it was intended to give him that education. I do not believe the Premier's argument that anything more than "the three R's" is not necessary for the general part of the people of this colony. The educated loafer who comes here from home—the college educated loafer—I believe was bad at home, and whether he was educated or not he would be a trouble to himself for ever after. A lazy man or a loafer is always a trouble to himself. A man should always have something to do, and he must be a very lazy man who, whether educated or uneducated, cannot find a living in this colony. I did not intend to make a speech on the question, but merely to place on record, as I may not be here when it comes to a division, that I am entirely in favour of the proposal; and I think that those who have been at the bottom of, and have worked up for years past this college business, deserve the thanks of the people of this colony.

I represent, generally speaking, the working classes of the colony, and I am satisfied that they, and more particularly the farmers of the colony, are as much in favour of this university as any other people. I have therefore the greatest pleasure in supporting the motion.

The Hon. A. RUTLEDGE said: Mr. Speaker,—I must confess that I experienced a considerable amount of disappointment in listening to the speech of the hon. gentleman at the head of the Government. Of course I am aware that being responsible for the administration of the affairs of the colony, it is part of his duty to see that no unnecessary inroads are made upon the resources of the Treasury; but while making every allowance for that natural and proper feeling, I must confess that I was disappointed at the tone of the remarks he addressed to the House in reply to the admirable speech of my hon. friend who introduced this motion. He said it was an inopportune motion. It is quite true that in one sense it may be regarded as inopportune—because we had not got a surplus in the Treasury; but if we are to wait for everything beneficial to the best interests of the colony until we have an overflowing exchequer, a large surplus to our credit in the Treasury, I am afraid we shall have to wait a very long time indeed for many very necessary innovations in the colony. If the people of New South Wales had gone on that principle, they would not have a university to-day. In fact, they would to-day be further away from having a university than they were when they had a revenue of only half-a-million of money. In that colony they have, or had a short time ago, a deficit approaching £2,000,000 sterling; and if the arguments of the hon. gentleman at the head of the Government and the hon. member for Rockhampton are to prevail—that we are not to go in for taking the initiatory steps towards establishing a university because there is a deficit in the Treasury—then I say that on that principle there never would have been a university in any of the Australian colonies at all. The hon. gentleman says this is an inopportune time. Why? I have sometimes heard it advanced by hon. members as a reason for rejecting a motion that has been submitted to the House, that the people outside have not expressed a desire in the direction indicated by the motion submitted, but that cannot be advanced as a reason in this case. Hon. members will remember that last session we had almost innumerable petitions presented from all parts of the colony asking the House to take steps towards the establishment of a university. We have had similar petitions this session also, and I contend that the fact that those petitions came pouring in from all parts of the colony, signed by persons representing all classes of the community, is the best evidence we could possibly desire that the feeling of the community is in favour of the early establishment of a university in Queensland. I have hardly any patience with the arguments I heard advanced by some members against the establishment of a university, such, for instance, as that used by the hon. gentleman at the head of the Government, when he said that the avenues to the professions are crowded already, and that we shall be only increasing, to an alarming extent, the evil that already exists by the multiplication of graduates. I fail to see that the evil the hon. gentleman anticipates will be aggravated by the establishment of a university. The hon. gentleman and others cannot get away from the old-world ideas of a university; they cannot disassociate the idea from a palatial building costing no end of money, a large staff of highly salaried professors and other extravagant adjuncts, such as exist in the great universities of Great Britain, and in Sydney and Melbourne. The hon. the leader

of the Opposition, in asking the House to affirm the desirability of establishing a university, does not, I take it, desire the House to commit itself to anything so extravagant as that. He asks that we shall begin in a modest way; that we should in the matter of universities, as in all other things, adapt our expenditure to our circumstances. He asks that a university may be established on such a basis as may be recommended by a Royal commission appointed by this House to investigate the whole subject. What could be fairer or better than that? Some hon. gentlemen opposite cannot get away from the idea that in establishing a university you are multiplying the number of educated men who are all treading on one another's heels in the endeavour to get into the learned professions. I take it that that is an egregious mistake for hon. members to make. The reason why we have so many of these people who are university men seeking admission to the professions, and doing so little in the way of earning a livelihood when they get into the professions, is because university men are far too rare in this colony. If we had more university men among the ordinary educated population it would be the exception, not the rule, to find university men overcrowding the professions. It is a thing of which I myself feel ashamed. A member of the profession to which I belong told me that he rode into the city not many months ago with an individual who is carrying on business in one of the principal streets of the city, and who started in business only three or four years ago—a man with no education at all, a man with no superior intellectual gifts or advantages, and yet that man, simply because he was able to take advantage of favourable opportunities of establishing himself in business, had placed himself in a position where he was earning more thousands a year than that highly educated barrister was hundreds in his profession at the bar. I intend that if university men became the rule and not the exception, we should find more men who had had the advantage of a university education launching out in all the avenues that business opens up to the enterprise of educated men. Is a man any the worse auctioneer because he is a graduate? Is a banker any the worse banker because he is a graduate of a university?

The PREMIER: He is probably no better.

The HON. A. RUTLEDGE: I think he is better. Every man is better for having his mental powers enlarged and his ideas expanded. Even the old pagans speak of the refining influence of education.

The PREMIER: The old pagans were better educated than you or I.

The HON. A. RUTLEDGE: Perhaps they were, and I say that we should place no impediment in the way of education in the completest form in which it can be placed at the disposal of our children. We should not associate this proposal for the establishment of a university with kid-gloved young gentlemen who are not fit for anything else but the learned professions. There are men in business in this city who have had the advantages of a university education, and I insist that they are all the better for it, and if numbers of our young people went through the higher schools and obtained a degree, such as could be obtained at little expense, graduates would be more numerous, and it would not be considered the respectable thing to be a member of the learned professions. I feel warmly upon this subject, and I do so as representing a constituency consisting to a large extent of working men. I know that the miner, the practical miner, will be all the better for the highest education we can give. Hon. members have talked about the uselessness of establishing

a university in Brisbane, because it would cost just as much to send a lad to Brisbane as to Melbourne or Sydney. Suppose, for the sake of argument, leaving the passage money out of the question, that it costs no more in one case than in the other, does it follow that if we had a university in Queensland the youth of the colony would necessarily have to come to Brisbane? No, they would not have to do anything of the kind. That is the old-world idea which we must get rid of. What we want is the American idea, that you should give a degree to a man, not because he has passed a certain time within certain four walls, or that he has passed a certain time under the teaching of a particular professor, but because the examining body declares that he has the educational qualifications requisite to justify that body in conferring the degree. What, then, does it matter where the man gets his education? We should have educated men in all parts of the colony, so that in all localities where there were promising youths, there would be people competent to coach them sufficiently to enable them to pass the examining body in Brisbane, and obtain a university degree without the necessity of abandoning themselves entirely to study. If we proceeded in this way we should have a university that would confer untold benefits upon the youth of the colony of Queensland in the future. Surely we have some patriotism left and are not always going to be pensioners on the bounty of New South Wales and Victoria. The Premier takes great pride in maintaining the pre-eminence of Queensland in many of those great questions that come to the front in the Australian colonies, and he worthily sustains the position in which he is placed as the head of the Government in this colony in endeavouring to keep Queensland to the fore. Why then is he content, why should he be willing, in this matter to follow in the wake of New South Wales and Victoria, and just accept thankfully such benefactions in this respect as they are pleased to confer on us? We ought to have more public spirit, more patriotism, than to be willing, for an indefinite length of time, to continue to receive benefactions of this sort from the neighbouring colonies? I do not think that if I were to speak all night I could say anything stronger than has been said by my hon. friend, the leader of the Opposition, and the hon. member for Toowoomba, Mr. Groom, in advocating the cause of this university, but I cannot see, merely because we have a small deficit now, that this House should not take at least the initiatory steps proposed in the motion towards the establishment of a university. Some hon. members have said, "Why do not some rich men establish a university out of the thousands of pounds they have acquired as the result of their enterprise in Queensland? Why do not some of our very wealthy men devote a portion of their wealth to an object of that character?" The answer to that is that the way is not open to them yet in Queensland. Before we can have a university we must have that institution incorporated by Act of Parliament. What reason has a business man who is prepared in the interests of higher education to give £100,000 towards the establishment of a university to believe that Parliament will accept his gift? How does he know that Parliament would not say, "Thank you for nothing; take back your £100,000?" I say that this debate will, to a great extent, go to deter many men from devoting a portion of their wealth to an object like this, when they see what little sympathy hon. members opposite have with the establishment of an institution of such a character. Before any man will devote a portion of his wealth to a specified object that object must exist.

The PREMIER: He may create it.

The HON. A. RUTLEDGE: No; only this House can create a university. No individual can do it, even if he gave a million of money.

The PREMIER: There are universities in America which have been created by private individuals.

The HON. A. RUTLEDGE: The hon. gentleman is right in one sense; they can be created by individuals if the State accepts the gift.

The PREMIER: Did you ever know any State refuse to accept money?

The HON. A. RUTLEDGE: The State might say, "If we accept this gift, where is it going to land us? We cannot establish a university with this gift alone." I say that until this House gives evidence to the country that it is in sympathy with the establishment of an institution like this, it is vain to ask men to devote a portion of their wealth to the endowment of a university. It is our duty—

The PREMIER: To tax people?

The HON. A. RUTLEDGE: The tax will be a very insignificant one compared with the enormous benefit that will be conferred. I should be the very last to advocate an institution of this kind if I thought it would be established in the way the Sydney and Melbourne and Oxford and Cambridge Universities are established and carried on. If it is possible to have something novel in this community, it is possible to have a novel method of operation as well. At the present time we are not rich enough; but all men in this colony are alive to the advantages of refinement, and education, and culture. I say that, representing a mining constituency, I am acting in accordance with the wishes and sentiments of the miners in supporting a motion like this, which will be the means of diffusing a wider knowledge amongst themselves and their sons, and be the best means of utilising the enormous mineral wealth that has been so freely distributed, and which is now lying awaiting the operations of the intellectual adventurer in all portions of the colony.

The MINISTER FOR PUBLIC INSTRUCTION said: Mr. Speaker,—I have not had the advantage of having received a university education myself, and, being deprived of that advantage, of course I value education to a greater extent. Any opposition I may offer to this resolution to-night I trust will not be set down to the fact that, because I have not received a university education, I am not in sympathy with the establishment of a university in Queensland. I would not like the impression to go about, more particularly considering the position I occupy as Minister for Public Instruction, that I am indifferent upon this subject, and do not wish higher education to be established here. I say this more by way of apology, and so that there shall be no misunderstanding. Now, all the arguments that have been used this evening in favour of a university, I do not think anyone is likely to gainsay.

The HON. SIR S. W. GRIFFITH: The Premier objects to them all. He objects to the university.

The MINISTER FOR PUBLIC INSTRUCTION: He objects to a university being established in Queensland at the present time.

The HON. SIR S. W. GRIFFITH: He objects to the university itself.

The MINISTER FOR PUBLIC INSTRUCTION: I did not understand the hon. gentleman to do so. He said the time was inopportune for a university here. I followed his remarks

very closely, but I did not hear him say he objected to a university in Queensland at a perhaps not distant date.

The HON. SIR S. W. GRIFFITH: He said we did not want university education for cabmen.

The MINISTER FOR PUBLIC INSTRUCTION: I do not see that it is desirable that a cabman should have a university education. I thought my hon. colleague merely gave that as an illustration to show that persons came here from other places with high educational attainments, and yet did not succeed, though they might have had such an education as that indicated by the hon. gentleman in moving the resolutions. That is the way in which I took his argument at the time he was stating it in regard to the condition of this colony. The hon. gentleman who introduced this subject, made one of the most able speeches I have ever had the pleasure of listening to. He marshalled his facts consistently, and the conclusions he arrived at, no one in the House can gainsay—not I, for one, at all events. But the condition of Queensland now is not the same as that of New South Wales, where, it has been stated, they started a university with a very small population and a very small revenue. It must be borne in mind that at that time we were separated from the mother country some 16,000 miles, and it took a considerable time to go there. Instead of taking only from thirty to thirty-five days, as it does now, it was a matter of many months and a great expense to send youths to the mother country to be educated. Therefore the necessity arose for a university in Sydney, and although it started at first as any other institution may start, in a small way, it has gradually grown, until now I believe it is one of the foremost institutions of its kind in the world. I daresay it holds a position ranking nearly equal to many kindred institutions in the old country. Some years afterwards the Melbourne University was started, and it is now largely attended. The conditions are quite different in New South Wales and Victoria from what they are here. Sydney and Melbourne are not only the capitals, but they are the only large and important cities in their respective colonies. Nearly half the population of either colony is within a very short distance of the capital, and the universities are, therefore, within the reach of half the population. But the case is very different here. Along our seaboard we have various large towns, and we have but a small proportion of the population within a reasonable distance of Brisbane, and I am sure that if any attempt was made to establish, and we did establish, a university, it would undoubtedly have to be in Brisbane as the capital, and I am certain that that would not meet with the approval of the Central and Northern portions of the colony. The people there would at once say: "If we have to send our boys to a university, we may as well send them at once to universities that have been for a considerable time established—those that have given proof of their excellence—instead of sending them to a nearer institution, the result of which is doubtful."

The HON. SIR S. W. GRIFFITH: The same difficulty exists in New Zealand.

The MINISTER FOR PUBLIC INSTRUCTION: The same difficulty existed in Melbourne. I admit that, of course. Some hon. gentlemen may say that the sooner we commence the sooner we shall get over that difficulty. I admit that that is to a certain extent an argument against me.

The HON. SIR S. W. GRIFFITH: You are still harping on the old English universities.

The MINISTER FOR PUBLIC INSTRUCTION: No, I am not doing so intentionally. If I have got into that groove it has been unintentional.

The HON. SIR S. W. GRIFFITH: You are speaking of one thing, and I was speaking of another.

The MINISTER FOR PUBLIC INSTRUCTION: The hon. gentleman talked all over the world. He referred to universities in America, Canada, Holland, Germany, France, England, and Australia. I am talking about Australian institutions, and I am trying to point out, although perhaps I may fail to do so, that at the present time there would not be a very great advantage, except to those within a short distance of Brisbane, in having a university here. I distinctly stated, when I rose to speak, that I had no wish that a university should not, at some time or other, be established in Queensland.

The HON. SIR S. W. GRIFFITH: The same objection will always exist.

The MINISTER FOR PUBLIC INSTRUCTION: The same objection cannot always exist, because the population of the colony must increase considerably within the next twenty or thirty years. I am not saying, of course, that the establishment of a university should be deferred to such a time as that; but the population must necessarily increase, and as it increases there must be a larger number of youths whom it will be desirable to send to a university. I do not think there are many at the present time; that is my opinion. By a resolution of this House we have provided for three exhibitions every year for universities, and the holders of those have a right to attend any university in any part of the Empire. Some of our exhibition holders are in England, and some are in the neighbouring colonies.

The HON. SIR S. W. GRIFFITH: They ought to be here.

The MINISTER FOR PUBLIC INSTRUCTION: I would like to see them here; but at the same time I venture to say that if the conditions were the same as at present, and we had our own university, unless we restricted them, they would go to other colonies.

The HON. SIR S. W. GRIFFITH: Of course you would have no exhibitions then.

The MINISTER FOR PUBLIC INSTRUCTION: You might shut the other universities against them; but what I say is that under the conditions existing at the present time the lads gaining exhibitions would go to the other universities. Of the last exhibitioners, I know that one of them has gone to the old country, and the other two are, I believe, in Sydney. The father of the first youth said he would not send his boy to a colonial university, and many of the parents of these boys are very anxious to send them to the old country. That feeling exists amongst a number of people at the present time, and will continue to exist for a good while yet. People coming out here from the old country have the feeling that the colonial universities are not at all equal to the English universities, and if they can at all afford it, they prefer to send their boys to the old country to be educated. I only mention that by way of argument to show that there is no immediate necessity for the establishment of a university in Queensland. No doubt if there was such an institution established here, the bulk of the people who would take advantage of it would be those who are in a good enough position to pay for the education of their boys elsewhere, if they chose to do so.

The HON. SIR S. W. GRIFFITH: No; it is just for those who cannot afford to do that.

The MINISTER FOR PUBLIC INSTRUCTION: That is not my opinion. What proof can the hon. gentleman bring for that? I have taken notice of the boys who go up to the other universities at the present time.

The HON. SIR S. W. GRIFFITH: What test is that?

The MINISTER FOR PUBLIC INSTRUCTION: It is a great test, because in the bulk of those cases the parents would not be able to send those boys up to a university unless they had gained an exhibition.

The HON. SIR S. W. GRIFFITH: Those people have to pay money out of their own pockets to keep the boys while at the universities.

The MINISTER FOR PUBLIC INSTRUCTION: The small sum of £50 will pay for the extra expense at Sydney and Melbourne.

An HONOURABLE MEMBER: A poor man cannot afford that.

The MINISTER FOR PUBLIC INSTRUCTION: If poor parents have boys of exceptional ability, I, for one, would be sorry to see those lads deprived of an opportunity of giving their exceptional abilities full scope; but I must say that I have heard of no exceptionally clever boys who have desired to have a university education, who have not by some means or other been able to get it.

The HON. SIR S. W. GRIFFITH: There are plenty of them.

The MINISTER FOR PUBLIC INSTRUCTION: I am not aware of it, and though I am not, of course, in the confidence of the parents of all the children of this colony, I have some opportunities of knowing something about them, and I have not heard of a single case where a boy of exceptional ability has not been able to get the advantage of a university education.

Mr. HYNE: The parents may have to undergo great privations to get it for them.

The MINISTER FOR PUBLIC INSTRUCTION: Very probably; but they have to do that in all countries. Is the State to take all education in hand from the bottom to the top? If that is what is intended, then by all means let us have a resolution tabled to that effect at once, and then we shall know where we are. If it is considered desirable, in the interests of the rising generation, that all the youth of the colony, girls as well as boys—for they are referred to in this resolution—should have the advantage, at the expense of the State, of education up to a university degree, let us have a resolution to that effect.

The HON. SIR S. W. GRIFFITH: How will your arguments apply to girls going to Sydney or Melbourne?

The MINISTER FOR PUBLIC INSTRUCTION: I spoke of this resolution. Girls are referred to in the terms of this resolution, and that is why I referred to them.

The HON. SIR S. W. GRIFFITH: Yes; but how will your arguments tell with respect to girls going to Sydney or Melbourne?

The MINISTER FOR PUBLIC INSTRUCTION: I am not arguing in favour of the hon. gentleman's resolution. I am arguing against it. I was saying that if it is the intention of this Parliament to provide all education in the terms of the hon. gentleman's resolution, by all means let us adopt that, and we shall know exactly what we are doing. I think the hon. gentleman will agree with me that up to a certain point in the matter of education we in Queensland stand the equal of any of the other colonies. I have every reason to think that our primary schools are equal to any in the other colonies, and we are

rather ahead of them so far as grammar schools are concerned; because that system of education is generally conducted by private colleges in Victoria and New South Wales. I believe we are ahead of the other colonies up to a certain point, though, of course, we have not the advantage of having a university here. No doubt we shall have one in the course of a few years. At the present time there are difficulties in the way of it. First of all, there is our financial position. I do not wish to make a great cry about that, but it is an obstacle. Another obstacle would be the jealousy that would arise in different parts of the colony if we had but one university, and that one in Brisbane.

The HON. SIR S. W. GRIFFITH: That is a subject for inquiry.

The MINISTER FOR PUBLIC INSTRUCTION: I do not think an inquiry would settle the matter. I do not think an inquiry would satisfy Townsville, Rockhampton, Mackay, or other Northern towns.

The HON. SIR S. W. GRIFFITH: The same difficulty has arisen in many other places and has been got over.

The MINISTER FOR PUBLIC INSTRUCTION: I do not know where the many other places are.

The HON. SIR S. W. GRIFFITH: It existed in New Zealand and has been got over there.

The MINISTER FOR PUBLIC INSTRUCTION: Is there only one university in New Zealand?

The HON. SIR S. W. GRIFFITH: Yes.

The MINISTER FOR PUBLIC INSTRUCTION: I know difficulties occurred there in other respects. They pretty well ruined themselves in trying to give small railway extensions in different parts of the colony, and had not the money afterwards to connect them. I bring that in by way of illustration, to show the jealousies that arose in that colony, and the difficulties they landed them in. Perhaps at the time the University Bill was passed in that colony there might not have been any very great interest taken in it.

The PREMIER: It was passed in 1850 when it was a Crown colony.

The HON. SIR S. W. GRIFFITH: You are speaking of New South Wales. New Zealand has one university and four colleges. The university is only an examining body.

The MINISTER FOR PUBLIC INSTRUCTION: They got over the trouble there I understand at a time when there was not a very great interest taken in the question.

The HON. SIR S. W. GRIFFITH: Indeed there was.

The MINISTER FOR PUBLIC INSTRUCTION: I remember the time the university was established in Melbourne, and I say the same jealousies could not arise in New South Wales and Victoria that exist here. The leader of the Opposition has had great experience of the jealousies here, and he knows the difficulty there is now in legislating in such a way as to give entire satisfaction to all parts of the colony. The hon. gentleman has had a very vivid experience of that during the last few years, and this would be adding only another difficulty. The hon. gentleman shakes his head and seems to discredit my statement, but he knows very well that when any advantage is proposed to be given to the South in the matter of expenditure that is not to be granted in the same ratio to the North, it immediately meets with strong opposition here and with much stronger opposition outside. I have every reason to believe the statement I

am now making, and I would be sorry to see any steps taken that would have the effect of creating greater difficulties than exist at present. I hope that in a few years we shall be in a position to have a university, not only in Brisbane, but in other important towns of the colony, like Rockhampton and Townsville.

The HON. SIR S. W. GRIFFITH: If you had listened to my speech you would have seen that that is involved in my proposition.

The MINISTER FOR PUBLIC INSTRUCTION: I listened to the hon. gentleman's speech, and it was a very able one, and I know his resolution is to an extent an inquiring or a fishing one—I do not use the term in an uncomplimentary sense—it is for the purpose of making certain inquiries as to how it is best to deal with the subject. It was only the other day that the hon. gentleman altered his resolution. The first time it was put upon the notice-paper it provided for a certain expenditure, and the hon. gentleman, I suppose from inquiries he made, thought fit to alter his resolution to its present form. In his resolution the hon. gentleman has not made any reference to the cost of the scheme, and I think that that should enter very largely into our calculations before committing the country to the establishment of a university. As I have already intimated, if it is established in this colony it will be necessary that more than one should be erected for the purpose of preventing local jealousies between the different portions of the colony. Now, there is no doubt that it will take a considerable sum of money to erect and endow a university, and the hon. member for Charters Towers, Hon. A. Rutledge, just now waxed quite eloquent over the fact that if we did not first establish a university it was very unlikely that large subscriptions would be given towards one, and probably some man who might wish to contribute £100,000 would refrain from doing so, through the fear that the Government would throw it back to him. The hon. gentleman surely could not have believed in any such argument. We know very well that if £100,000 was given by any person, he might rest perfectly satisfied that the country would take it up very quickly, and steps would be taken towards further endowment if necessary. That amount would almost establish the institution independently, but there would be very little difficulty in getting a Bill passed through the House if such an endowment was offered. I do not think any person bequeathing such an amount need have the slightest doubt but that it will be used for the purposes intended before very many years. I am one of those who think that some of our fortunate colonists should take some steps in this direction. In other colonies large amounts have been given. The Adelaide University is chiefly indebted to the large amounts contributed by Mr. Hughes and Mr. Angus.

The HON. A. RUTLEDGE: It was in existence.

The MINISTER FOR PUBLIC INSTRUCTION: It was in existence, but that is no reason why the people themselves should hesitate in starting one here. We have fortunate colonists here as well as the other colonies have.

The HON. SIR S. W. GRIFFITH: Is the State to wait for the individual?

The MINISTER FOR PUBLIC INSTRUCTION: I do not say that the State should exactly wait for the individual, but I do not think the individual should wait for the State. If he leads the way there is no doubt the State will contribute its quota. I have already contended, and it is generally contended, that this is a class of education that would be of more benefit to the

people who are in a position to pay for the education of their children than to the poorer classes, with few exceptions. Now, with regard to the exhibitions that we already give, if they are not enough we can increase them if we have such a desire to assist the deserving youth of the colony. For my part I would be quite willing to do so. The hon. member for Toowoomba remarked across the table that he hoped I took sufficient interest in those exhibitions, and I said that I certainly did; and, to give an instance, I may say that at the last examinations two boys were singled out and recommended by the Sydney examiners for exhibitions. I could not rest satisfied until the third one got an exhibition. I referred the papers back, and took a great deal of personal interest in the matter. I knew very well, from the information I had, that the parents of the lad were not in a position to give him a university education, and I knew that if he got the exhibition it would give him opportunities that he would not otherwise get. Nothing has gratified me more since I took charge of the Education Department than the action I took in that matter. I believe the third exhibition was not awarded through some misunderstanding of the conditions laid down by the leader of the Opposition when he presided over the department. Those conditions were misunderstood by the professors in Sydney; and, on referring the matter to them again, they made a recommendation. That is a slight proof, at all events, that I take sufficient interest in the youths who are entitled by examination to gain exhibitions; and personally I am quite prepared to go further than I have done at the present time, if it is necessary. Another argument used was, that the university would be a very useful institution for the purpose of giving a training to our teachers—in short, that it would become a kind of training college for teachers. In Victoria they have a university, but they have a training college for teachers as well. Of course the establishment of the training college was of later date than that of the university. I hope before long to see a training college in Queensland, for the purpose of making our young teachers more efficient than they are at present. There is no doubt that our teachers of a certain standing are able to do the practical work of schools, but they do not get a high enough education to fit them for higher classification, and some steps will have to be taken before long for the purpose of establishing a training college in this colony. I am now making inquiries, and I hope to be in a position to bring forward some scheme for that purpose by next session. A training college was begun some years back, but I do not think there was the necessity for it then that there is now. So far as the establishment of a university is concerned, I do not think it would be of much assistance in that particular, but I have no intention of speaking at any great length upon the subject. I admit the arguments used in favour of the proposition—as far as anyone can admit it—the desirability of having a university some time or other in Queensland, and I do not think the time is far distant when a university will be established. I trust that some of our fortunate colonists will lead the way by giving large contributions for that purpose, and when we find that private individuals are prepared to contribute towards the erection of buildings and the endowment of such an institution, I am certain that Parliament will do their share in the matter.

Mr. MACFARLANE said: Mr. Speaker,—I scarcely anticipated that there would be any opposition to this motion, and I am glad that there is no opposition, although there is disagreement with reference to the mode of encouraging

higher education. The leader of the Opposition, who introduced this motion, certainly made out a good case. He looked at it from various points of view, and took us to various countries, and contrasted Queensland with those countries, to show the very poor position we are in so far as higher education is concerned. There is certainly room for this university, though it cannot be established by a resolution like this. At the same time there have been no sufficiently strong arguments adduced to prevent this motion being passed, so as to have some data to work upon next year, after the Royal commission has sat. I think that, so far as that part of the motion is concerned, we might well pass it, and allow something to be done in the way of commencing, and in another year or so the matter might be further discussed. I maintain that a man cannot be too highly educated on sound moral lines, but I maintain that to impart to an immoral man a higher education simply puts a weapon in his hand to enable him to be a greater scoundrel, a greater rogue or forger, than he would have been had he been an ignorant man. I say that if we have laid the foundations of a moral education—if we have laid the foundations of righteousness as a nation—then we can safely educate our people up to the highest point to which it is possible to educate them. We shall then shine as a nation, and Queensland will become the first gem of the sea. But if we give a university to all and sundry, without first teaching them the moral virtues, we shall probably be doing a great deal of harm. We ought to do the one thing, but we certainly ought not to neglect the other. It was stated by the hon. member for Charters Towers, Hon. A. Rutledge, that we could scarcely expect anyone to give £100,000 towards a university, unless we first pass an Act of Parliament for the establishment of a university. What becomes then of the Andersonian University in Glasgow? The very name indicates that it was established by a private individual and that it needed no Act of Parliament at all. It was instituted by Mr. Anderson, who was a wealthy gentleman of that city. I say that if we are earnest in the matter of higher education we should show it. As the Irish girl said to her lover, "Do you love me?" He said, "Yes." She said, "Show it, then." If we are earnest in reference to higher education we should show that we are in earnest by giving of our substance to lay the foundations of that higher education. It is possible that this Royal commission, if appointed, while taking into consideration the best means of providing for the endowment of a university, will take this point into consideration—that before any Act of Parliament is passed, something should be done by wealthy members of the community to show that they are in favour of the establishment of a university. There is nothing to hinder some of our wealthy men from doing as Mr. Anderson did in Glasgow. There are some who would not miss £100,000, and they would be showing their sympathy with higher education if they did as that gentleman has done. He had a respect for his fellow-citizens, and he had a love for education. We feel the want of higher education in this colony. I never get on my feet to speak without feeling the want of it, and there are, no doubt, other members who feel the want of it also. We are the very men who are in favour of higher education, because we want our sons, who may take our places in the future, to quit themselves better than their fathers did before them. But while I hope to see this motion pass, I hope also that the colonists of Queensland who are in favour of higher education will show their earnestness by contributing of their means, as far as they are able. I will only add, that I hope moral education in Queensland will also go

hand in hand with other education so that we may shine as a nation like the very stars of heaven.

Mr. LITTLE said: Mr. Speaker,—I listened the other night to the hon. member for Ipswich, Mr. Macfarlane, advocating the introduction of the Bible into the State schools, and I will now give my experience on that. When I was a boy the Church of England boys would not associate with me because I was of a different religion, and I would not associate with them. I am of a cosmopolitan religion. It has always been my practice when a Catholic priest or a clergyman of the Church of England, or a Wesleyan minister has come by and I could afford it, to contribute my mite towards the erection of a church. I have always done that, and I always shall. With regard to a university, why did not the leader of the Opposition go in for it when he was in power and had a surplus to dispose of? He wants to place it on our shoulders now when the money is not available. Coming back to the motion of the hon. member for Ipswich now on the paper, in reference to reading the Bible in schools, he is driving at the very same object to-night. I can speak on this question as the father of a family, and I say that our children should take in their religion at their mothers' knees at home. There is the foundation of a religious education; there stands the highpriest—the mother. I think I have been called a larrikin by members on that side.

HONOURABLE MEMBERS of the Opposition: No!

Mr. LITTLE: I beg to differ from those hon. members who say "No." I have been called a larrikin by members on this side also, but I am nothing of the sort. I say that the proudest sight I witness is when I see the children round their mother's knee at home. There is the foundation of religion. When I was a boy the boys of other religions would not play with me; they would not swim with me.

Mr. MURPHY: And they would not fight with you.

Mr. LITTLE: No; and they would not play at cricket with me because I was a Roman Catholic. I never asked a man in my life what creed he belonged to, and if a man asks me that question I consider that he offends me. I am a God-fearing man, but not a very religious one. I have a pair of hands to provide for my family, and they never handled a dishonest shilling. Probably this is the last time I shall be in this House. I leave to-morrow, and shall probably never appear here again. If I do it will be to send up my card to obtain the privilege of sitting in the Speaker's gallery, and perhaps have a drink in the smoking room. Of this I am certain, that when my seat is vacant there is not a single member of the House who will say that William Clancy Little ever did a mean or dirty action. Before sitting down, I must apologise to the hon. member for Charters Towers and the hon. member for Burke. What I said I said in a jocular manner. There was no spite or venom in it. If ever I do come back—and it is quite possible poverty may send me back—I shall certainly vote against any motion like that which was moved last week by the hon. member for Ipswich.

Mr. HYNE said: Mr. Speaker,—I rise to speak on this question with a good deal of diffidence, not having, as a lad, been able to enjoy the advantages of a good school education. Like the hon. member who spoke last, I have had to work with my hands for the last forty years. There is nothing I have felt so much as the want of education, although I daresay there is no hon. member of the House who has tried to

improve himself mentally more than I have. I am exceedingly sorry to see that the Premier has put his foot down upon what I deem to be such a worthy object. Having felt the want of it myself, I have always been an ardent advocate for education. The argument generally raised in this colony, especially by those who have themselves received a superior education, is that education unfits a man for his work. I differ entirely from that. Whenever I have engaged an educated man I have always found him to be the best man. He works better, and thoroughly understands his work. My experience has told me that of two artizans, one educated and the other not, the educated man stands first. One objection raised by the Premier was, I think, quite unworthy of this important subject, and that was, Why did not the leader of the Opposition bring the proposition before the House when he was Premier? If we are to apply that argument to every proposition which tends towards the progress of the colony nothing will ever be done. Another objection raised against it by the hon. gentleman was the pressure of our finances, but if the proposition is allowed to pass, the Royal commission cannot possibly bring up its report before next session, and three years at the very least must elapse before the Government will be called upon for any money; by that time it is almost certain the colony will be in a better financial position than it is now. I hope the Premier will remove the pressure he has put on his supporters, for I am sure there are many of them in favour of the proposition. With regard to the argument that the establishment and maintenance of a university would be a tax upon working men, my object is to give working men's sons an opportunity of getting a superior education; and how can they be brought forward unless the State takes them by the hand? What a grand thing it would be if we, as Queenslanders, could see some of our sons rising to high positions in life, and filling them more worthily than we can, simply from our want of education. It has also been objected that the population of Queensland is not large enough. But the leader of the Opposition has shown that when the first university was established in Sydney there were not so many people in the whole of Australia as there are now in Queensland. Therefore that objection falls to the ground.

The PREMIER: It was a grant to a Crown colony.

The HON. SIR S. W. GRIFFITH: They had not got responsible government, but they had representative government.

The PREMIER: In the same way that Western Australia has at present, and not otherwise. It was a Crown colony.

Mr. HYNE: The hon. Premier also raised the objection that we should be inundating the colony with diplomaed men.

The PREMIER: No; I said we should be increasing their numbers.

The HON. SIR S. W. GRIFFITH: Increasing the number of those highly objectionable persons!

The PREMIER: I did not say they were objectionable. The hon. gentleman is wrong there.

Mr. HYNE: One advantage of a university would be that it would turn out men who would be guides in teaching the sons of working men. They would start educational establishments all over the colony.

The PREMIER: Against the State schools?

Mr. HYNE: No; but to give a higher education than can be obtained at State schools. I hope the hon. gentleman will not oppose this proposition.

Mr. ADAMS said : Mr. Speaker,—No man knows the want of education more than I do. I have felt it in many ways. But when I see the state the Treasury is in at the present time, I am of the same opinion that I held when I spoke on the subject in this House three years ago, and when I said that those people who were interested in the establishment of a university in the colony ought first to put their hands into their own pockets to show that they were in earnest, and then ask the Government to supplement their donations. Only the other day, when an amount for technical education was asked for, we were told by the Government that it was impossible on account of the state of the finances. I hope they have regretted it, and will put a vote for the purpose on the Supplementary Estimates. If we cannot get a trifle for technical education, how is it possible they can supply the public with a fund for a university? College education is very good, but we must see who is going to be taxed to maintain this college. We have a number of grammar schools in the colony, and I believe they are doing excellent work. But before we got these grammar schools we—all those who possibly could—had to put our hands in our pockets, and raise subscriptions before the project would be even entertained. And now we are asked to pass resolutions that will actually compel us, bind us, to erect a college in Queensland for the education of the few. I say, and I say it advisedly, as the representative of one of the agricultural districts of the colony, where a vast number of working men are employed, that the great majority of the small farmers would not be able to send their children to this college; and yet they are the people who would be taxed for the purpose of erecting it. It is all very well for hon. members on the other side to tell us that we need not trouble about the deficit; but, Sir, if we need not trouble about it, why have we put extra taxation on the public to pay off that deficit, which is not paid off yet? Are we to still further increase the burdens upon the general population? I think not, Sir. I am of the same opinion now that I was three years ago, that those people who can afford to give their sons a college education should first put their hands in their own pockets and show that they are in earnest, and then let them come to the Government and ask them to supplement the amount they have raised. Then I, as one who feels the want of education, if I have the honour of a seat in this House, will support it.

Mr. BARLOW said: Mr. Speaker,—I shall support the motion of the hon. member for North Brisbane, because it does not pledge the country to any expenditure. It merely affirms certain principles that we are all agreed upon, I trust—that is, the necessity of making the most of those great minds which from time to time arise amongst us. Those great minds are not confined to any particular class of the community; they arise at all times, in all ranks of society, and the State which neglects to make the most of the intellectual powers which Providence places at its disposal, does itself a great wrong. This resolution does not pledge the colony to any expenditure; neither does it state what particular form of university is to be adopted. With hon. members opposite, I think anything like the university in Sydney or in Melbourne—a costly building and expensive staff—would be entirely out of the question. But a university does not necessarily consist of all these things. A university is the summit of our educational system, which commences in the State schools, progresses to our grammar schools by means of scholarships—which I wish to see much more numerous, if possible, and the examination a little less trying, perhaps—and is completed in a university, which affixes the final stamp upon all intellectual attainments and qualifications. I very much regret

that in my own case I had not the advantage of higher training than I had. Whatever training I possess, I have to a great extent had to acquire for myself. I strongly endorse the remarks of the hon. the mover of this resolution to the effect that the highest training of all is training the mind to the habit of thinking. The mere book-worm, or cram, will never make a clever or a useful man. As I said in the course of my remarks on the Civil Service Bill, some of the most stupid, useless men I ever met, or had anything to do with, were men who had received this education of mere cram. I shall not detain the House at any length, but will merely refer to the career of a most distinguished young gentleman, as showing the use of a mere examining body. I am going to refer to an institution known as the London University. I have here the testimonials, or credentials, or whatever they may be termed, of one of the most able youths who ever passed through the Ipswich Grammar School—I refer to Mr. I. A. Wheeler; and the documents from which I quote were given to me by a relative of his, with permission to use them as I thought fit in this debate. This young gentleman is not more than twenty-five years old at the outside. He passed through the Ipswich Grammar School, and obtained what I think you call an exhibition—the right to go to one of the English or other universities. He matriculated in Melbourne, took the travelling scholarship of £300, went to England, matriculated at the London University; entered Guy's Hospital, took prizes; is now in London, with the degrees M.R.C.S. and M.B.; and is waiting for his degree as M.D.—and yet, as I have stated, he is not more than twenty-five years of age. I very strongly agree with the hon. gentleman who moved the resolution, that it is a great pity that while so much is preached of nationalism and Queenslandism, that intellects like these should be allowed to go away from our shores and lose any part of that patriotism—for they must lose it to a certain extent—which I conceive should be wholly and solely reserved for the land that gave them birth. Of course, as the hon. member for Woothakata said, we are all cosmopolitan to a certain extent, but still the man who has no home, no citizenship, no place he really calls his home, is, I consider, somewhat an imperfect man. I think he is somewhat of less use to society, and perhaps to himself, than a man who has a country and who has patriotism. In considering the question of examining bodies, we must not lose sight of the fact that we very much require technical colleges. When I was in Melbourne I went over the technical college there; it is called the Working Man's College.

Mr. MURPHY : Established by Mr. Ormond.

Mr. BARLOW : I believe it was. Still there can be no possible reason why something of the kind might not be done by the Government. I see from the reports of that institution that it embraces education in a very large number of subjects—arithmetic, and even Latin, German, and French; and the fees are exceedingly moderate, from 4s. to 5s. per term for one lesson a week. In the science classes they go in for geology, theoretical mechanics, applied mechanics, and so on. They have also practical trade classes, in which handicrafts of various kinds are taught. Now, while we are going in for an examining university, which I believe would be very useful, we must not forget the necessity of these technical colleges; and the examining university would be free from the objection very properly raised, that a teaching university would be a centralised body—that is, that students would have to reside there.

But there will be nothing to prevent their acquiring their education elsewhere, and then coming to the university to receive the stamp of a degree. Whether that is practicable or not I do not profess to know, as I have not had experience in university life.

The HON. SIR S. W. GRIFFITH: It is done in many parts of the world.

Mr. BARLOW: But as long as something is done ultimately in the way of technical education, I shall have much pleasure in supporting the abstract motion, for it is nothing more, proposed by my hon. friend the leader of the Opposition.

Mr. GLASSEY said: Mr. Speaker,—In rising to support the motion that has been so ably and excellently introduced by the leader of the Opposition, I desire to say that I have listened with close attention to the speeches made, both in favour of and against the motion. I have done so because I had not made up my mind before coming into the House and hearing the debate whether I should support the motion or oppose it; but I am free to admit that I have not heard a single objection raised by the other side of the House that would induce me to oppose the motion. Perhaps there are few members in this House who have had fewer opportunities to acquire the necessary education for becoming a legislator than I have, and it would ill become me, feeling as I do feel and have felt through life the serious want of that higher culture, knowledge, and learning, to properly equip me for the work in which I am now engaged, to oppose these resolutions. It has been said that many of the working men of this colony are opposed to the establishment of a university. I am not going to speak for the working men of Queensland, but I am going to speak for my constituents. Most of my constituents are working men, and I must say that during my peregrinations through the district, I have met extremely few, if any, who do not desire that an institution such as that mentioned in these resolutions should be established, with the view of affording facilities to those who have to work for their living, and who are possessed of the necessary enterprise, to obtain that higher education which is exceedingly necessary to more efficiently equip them for the battle of life. Reference has been made during the debate, by the hon. member for Ipswich, Mr. Macfarlane, to the Andersonian University in Glasgow. That university was undoubtedly endowed without any aid from the State, and many men who occupied humble positions in life have gained materially from the advantages to be derived from that very important institution. One man, the late Mr. Alexander McDonald—with whom I was acquainted for many years, and with whom I worked for many years as a coal miner—worked in the coal mines for portions of six successive years and attended that university during the session, and thus acquired very important knowledge which he freely used in the interest of his fellow miners in the old country and in other parts of the world. I think it is not desirable that we should wait until some philanthropists who possess considerable wealth bestow large sums of money for the establishment of a university before steps are taken in that direction by the State. Those who have fought the education question in this colony in the past have established a very beneficial system of education, which redounds to their credit, and which will stand as a splendid monument to their honour in the future. But if those who carried that measure into effect had been met in the way this proposal has been met, and told that they had better wait until some persons of influence and means gave a large sum of money for the purpose of endowing that system of educa-

tion, the colony would probably have suffered very materially from that time until the present. But that is no argument at all. It would be folly to wait until some wealthy man subscribes a sum of money before we establish a university, if a university is necessary, and I think most of us agree that it is. I have not heard any member oppose the motion on principle.

The HON. SIR S. W. GRIFFITH: Except the Premier.

Mr. GLASSEY: Except the Premier, as the hon. gentleman says. Perhaps his speech might be construed in such a way as if he was opposed to education in general; but other hon. members who have addressed the House have not done so.

The PREMIER said: Mr. Speaker,—I rise to make an explanation. I understood the hon. member to say that I opposed this motion on principle.

Mr. GLASSEY: I said the speech of the hon. gentleman might be construed that way.

The PREMIER: Oh; the hon. member may construe my speech any way he likes; I know what I said, and what will be reported.

The COLONIAL TREASURER (Hon. W. Pattison): But, Mr. Speaker, the leader of the Opposition interjected that the Premier did object to the motion on principle.

The SPEAKER: The hon. member for Bundamba is in possession of the floor.

Mr. GLASSEY: I say that with the exception of the Premier, all hon. members who have addressed the House on this question have approved of the principle of establishing a university, and the only argument advanced against the motion is that it is inopportune. That argument has been advanced against almost every measure of reform in the past. If it is desirable that a university should be established, surely it is not too much to ask that the matter should be inquired into by a Royal commission. I presume that inquiry will take some time, and if it should be found, after the commission have investigated the matter, that the State cannot afford the necessary funds for the establishment of such an institution, then it will be time enough for this House to object. But all we are asked to do now is to affirm that such an institution should be established, and that the necessary inquiries should be made as to how and where it should be established. It has been mentioned by the Premier that there are many highly cultured men here who have come from the old country, and who cannot obtain employment suitable to their tastes or inclinations. Of that I have no doubt, and I have no doubt that in his official experience the hon. gentleman has met persons of that class; but it does not follow that because a man is educated he should be ashamed to work. In my travels through this colony I have met many men working in gold mines who were of the highest attainments. I have met them at Charters Towers, Gympie, and other places; and I maintain that no matter how highly a man may be educated, if he cannot find employment suitable to his attainments, it is no disgrace to him to take his pick and shovel, if need be, and earn his living—that is, if he were physically capable of doing such work—and indeed he would not be doing justice to himself or to society generally if he did not buckle to and work for his own maintenance and support. It is not necessary that I should tell you the different kinds of work that I have engaged in since I have been in the colony, and I do not pretend to be a highly cultured person. I have done pick and shovel work, and work that might be

considered far rougher than that, and I do not feel the least disgraced. If I was out of this House to-morrow, I would not feel the least ashamed, or feel that the slightest stigma was cast upon my family, if I had to go down a coal mine and work with my pick for a living as I have done in times past. It is no argument at all to say that because we have a number of individuals here who have been well educated, and who cannot find suitable work, that we should not have a university. As has been said by my hon. friend the member for Charters Towers, Mr. Rutledge, we do not require large palatial buildings for an institution of this kind. The modern ideas as to universities are altogether different from what they were a few years ago. I will state my experience and the result of my observations on those matters. Of course, in the past it was considered, and properly considered, that a man could not afford to send his son or daughter to one of these institutions unless he was in a fair position in life and had a decent income. But some years ago the University of Cambridge adopted the practice—finding that men in humble life, particularly the artisan classes and those who were employed in manual labour, could not afford to send their sons and daughters to that institution—of despatching professors to the different portions of the country to establish classes and give lectures. Thus classes were established in the various centres of population. In the part I came from, Northumberland, during the last ten years, these professors have been labouring zealously in those classes. Papers treating on different subjects are given, and the students return them weekly or monthly, as the case may be, and when the session is over, the students obtain their reward according to their merits. And not only the men attend these lectures; but the colliers' wives and daughters also attend, and receive the prizes which their ability entitles them to. That is the manner in which higher education is attained, to a large extent, in the old country to-day, and it will be found that, in a young community like we are, where the necessary means for establishing a university on the scale which some persons seem to anticipate will be established cannot be spared, the next best thing is to do as Cambridge, and I believe Oxford, are now doing, and despatch professors to various centres to establish classes, which the sons and daughters of the humblest persons may attend, and obtain learning and culture in this way which they could not otherwise obtain.

Mr. MURPHY: That will not be a university at all.

Mr. GLASSEY: That would be a university properly and practically carried out for the benefit of the people, otherwise in many places it would be impossible for the children of poor parents to obtain a knowledge of the higher branches of learning. I cannot pass from this question without referring to some persons with whom I am particularly acquainted, and who, like myself, have felt the want of higher culture and training. I refer to a gentleman who has made his mark in the history of his country—a person with whom I was associated for many years in the old land, and who, like myself, worked in a coal mine. I refer to one of the labour members of the House of Commons, Mr. Burt. He has been in Parliament for the last fifteen years, and has made a fair name for himself; but I am convinced that on many occasions he has deeply felt the want of higher education and higher intellectual training than he received in the very peculiar circumstances in which he was placed when a youth. Take another case, that of Mr. Crawford, who has also been a coal miner, and who is now a member for one of the divisions of the county of Durham. He is a man of con-

siderable ability; but he also must have felt his want of a university training. There is also the case of Mr. Fenwick, who is a friend of mine. He has made his way from the coal mines to the British Parliament, and, like the others, would have made a greater mark in the affairs of his country and of the world, had he had the facilities which are mentioned in the motion before the House for acquiring a higher education. Take another coal-miner, Benjamin Pickard, who represents Normanby, in the county of York. He also must have felt the want of a better training to fit him for the work in which he is now engaged as a legislator. Take, also, another man of considerable ability, Henry Broadhurst, whom I remember working with his trowel in London in 1872. He also is a man of immense ability, and of such ability and capacity that Mr. Gladstone when he came into power in 1885 took him into his Ministry as Under Secretary for State for the Home Department. Every one of those men, with whom I am acquainted, must, like myself, have felt the want of higher culture and training than they have received. I have no hesitation in saying that if a university is established—on a moderate scale, of course—and is carried out on the lines I have mentioned, so that persons in outside districts, who are unable to attend the central institution in Brisbane, may have lecturers sent out to them to establish classes such as I have mentioned—I say that if that is carried out in a practical manner considerable good must result from the establishment of an institution of that kind. I do not know that it is necessary to prolong this discussion, but I think most of the members of this House, and most of those now listening to this debate who are not members of the House, must have read with a great degree of interest the life of that splendid statesman who unfortunately fell under the assassin's hand in America a few years ago. I refer to General Garfield. Those who have read that man's life must know the enormous struggles which he went through with a view of obtaining a university training, and most of those who have read that life must have been struck by the splendid courage, tremendous perseverance, and indomitable pluck which that man possessed. But notwithstanding all his pluck, courage, perseverance, and ability if he had not had the advantage of institutions such as we are urging the establishment of here, he would not have been able to obtain the necessary information and knowledge to enable him to climb to the very summit of fame, and to the highest position in his country. Many of his countrymen of similar character have undergone great toil and difficulties in order that they might acquire the necessary information to enable them to advance the social and political well-being of that great country on the other side of the Atlantic. I trust there will be no party spirit infused into this matter, and that both sides of the House will join with the leader of the Opposition and at least affirm the principle he advocates, and the desirability of the appointment of the Royal commission suggested. Of course it will take time before the matter can be worked out and before much expense can be entailed; but if we agree jointly that such an institution should be established the first step will be gained. Therefore, I trust no impediment will be thrown in the way by the Government, and that each member will have perfect freedom to vote as his mind and conscience dictates. I have no doubt that if an institution of this character is established great good will result from it—as great good as has resulted from the splendid system of education we have already established in our midst.

Mr. MURPHY said: Mr. Speaker,—It was not my intention to speak upon this subject at all, as I have no wish to prolong the debate. I would not speak now but for an interjection made by the leader of the Opposition, and which will no doubt get into *Hansard*, to the effect that my hon. friend, the leader of the Government, objected to the principle of the establishment of a university in this colony.

The HON. SIR S. W. GRIFFITH: I did not say that merely by way of interjection.

Mr. MURPHY: The hon. gentleman, of course, wants to make the assertion that my hon. friend, the Premier, is opposed to the principle of the establishment of a university in this colony. Now, I well know that that hon. gentleman is not opposed at all to the principle of the establishment of a university here, nor do I think that the majority of hon. members present are opposed to it. I think we are pretty well all agreed that, when the proper time arrives for the establishment of a university in this colony, it will be a matter that this House and the people of the colony will be very glad to assent to. The hon. member who has just sat down does not appear to understand at all what a university is. He thinks you can give a university training by sending peripatetic lecturers about the country giving lectures here and there. The hon. member thinks that by that means we can educate people up to a university standard. I ask any hon. member in this House who has had a university education, whether he got his training in that way, and whether he does not know that it is impossible for any man or woman to be educated for any profession, or attain the very highest class of education, in a spasmodic way like that? The idea is simply absurd and impossible. What a university really means is an establishment where daily and hourly study will go on, and where there will be no intermittent work; there must be nothing of that kind. There must be lectures given to and attended by the students day after day—

Mr. GLASSEY: For the whole year round?

Mr. MURPHY: No; not for the whole year round.

The HON. SIR S. W. GRIFFITH: Have you ever heard of the University of London?

Mr. MURPHY: Yes; I have heard of the University of London; and I ask has a degree of the University of London ever yet conferred any distinction upon any man?

The HON. SIR S. W. GRIFFITH: Yes.

Mr. MURPHY: Does the degree of the University of London carry with it the same weight as a degree of the University of Oxford, Cambridge, Edinburgh, or Dublin?

The HON. SIR S. W. GRIFFITH: It is a great deal better in the past degree.

Mr. MURPHY: I cannot agree with the hon. gentlemen at all.

The HON. SIR S. W. GRIFFITH: The hon. gentleman can know nothing about it.

Mr. MURPHY: Of course, I do not. Any person who differs from the opinion of the leader of the Opposition knows nothing about the subject; that is taken for granted, and, of course, I take it for granted that I know nothing at all about this subject. What the hon. gentleman appears to be striving to do by this resolution is to establish an examining body in this colony. The London University is, of course, an examining body, purely and simply; but you must remember that in England

they have large collegiate institutions all over the country from which they can draw students to be examined by this "London University Examining Board," as we may call them. Where, in the country parts in this colony, are we going to find collegiate institutions to educate students for examinations by this proposed board? The hon. member for Bundamba appeared to think that, by sending peripatetic lecturers about the country, they would sufficiently educate students, in the far-off parts of the colony, to pass the examinations set by this board. I will ask any lawyer in this House if, when a man wants to become a lawyer, he must not be brought up in the midst of law? He cannot pick that up for himself. It is impossible. I would ask any medical man if he could acquire the necessary training to obtain his diploma on the Barcoo, even if you send half-a-dozen different lecturers to lecture in that part of the colony. You must have a school that he can attend day after day, if he is to acquire the necessary knowledge to enable him to compete with the men who are educated in the higher schools. There is no use giving a man an inferior class of university education, because it will be of little or no use to him in after life. We want to train men for the professions more especially, and unless you establish a university which will give the very highest class of education, and enable men to rise to the summit of their professions, I do not think we would be doing any good for the colony. If we are going to establish a university at all it must be on the same footing as those established in other colonies, otherwise the very flower of our youth will go to other universities. Although the University of Melbourne has been praised to a great extent by hon. members speaking here to-night, and, although the number of students attending it is very large, still a very large proportion of the young men of Victoria go to England for their higher education. They may matriculate in the Melbourne University, and pass their first and second year's examinations there, which count in the universities of Oxford and Cambridge, but then they go home to finish their education. And why? Because of the prestige attaching to those universities. In the same way you will find here, if you establish the institution which the hon. member in his resolution appears to wish to establish—an examining body the passing of whose examinations will carry no prestige whatever—it will be a failure. It will be almost valueless to the men who obtain degrees. What men of ability hanker after is the prestige that is attached to the degree, and that goes almost universally with the university at which they are taught. By establishing merely an examining body, we shall do little or nothing for the higher education of the people. I would like to see a university established here. I would like to see the State endow it either with land or with a sum of money. I would like to see the State put up the proper buildings, and vote large sums of money yearly for scholarships to the different public schools of the colony, and to the grammar schools—such sums as will allow the pick of our boys out of all our schools to be able to live in the universities and go through their course of education. That is the sort of university I should like to see established. I do not think these peripatetic lecturers will do any good. I do not think an examining body will do any good. I think our young men will still go to Melbourne and Sydney for their instruction. Of course there is another point of view to look at it from and that is this: In establishing a university the question of site also comes in. In Victoria, New South Wales, and South Australia, there is only one centre, but in this colony which is of

much greater extent than New South Wales or Victoria, we have more than one centre, in fact, we have very diverse interests and conditions and if we establish a university simply in Brisbane, other parts of the colony have a perfect right to say, "We object to our money being devoted to the establishment of a university in any one part of the colony." I am quite sure there are many persons in Brisbane who would not be at all favourable to the idea of a university if it was to be established at Rockhampton.

Mr. HYNÉ: I would prefer Gladstone.

Mr. MURPHY: I have no doubt the hon. member would prefer Maryborough to Gladstone.

Mr. HYNÉ: I think Gladstone would be a very nice place.

Mr. MURPHY: Although I did not hear the speech of the leader of the Opposition, still I gather from what has been said what he was driving at. I think that until the colony is in a position to properly endow a university, and properly build it, it is very much better for us to let the matter rest and leave matters where they are. I am quite sure those persons who wish to have their sons educated in the higher walks of the professions will prefer to send them to universities that have some prestige attached to them, that will give them as soon as they have got degrees, a standing at once in the professions to which they belong, and in the eyes of the public.

Mr. DRAKE said: Mr. Speaker,—I shall vote for the motion, in the hope and belief that it will be one step towards establishing a university such as the leader of the Opposition described in his speech, and in the hope, certainly, that it will not lead to the establishment of such a university as the hon. member for Barcoo seems so much to admire. What we want, and what I understand the leader of the Opposition so much desires, is a university which will enable young men to become better educated, to develop their faculties, and a place where they can be taught theoretical and practical science; not a university where they will get simply a stamp and prestige, so that they may enter one of the professions and obtain a standing at once because they have been educated at Oxford or Cambridge. That is what the hon. member for Barcoo seems to think the most desirable kind of university. The men who have had their university training and have got the prestige and stamp on them, are just the men described by the Chief Secretary when he says the place is overrun with university men without means who cannot earn their living. What use has it been to them? They have had the training which has put a stamp on them and given them a tone, and they have gone out into the world unable to earn their living outside the groove in which they were placed, and as soon as they get out here and have to fight their own battles in the world, their education is useless—worse than useless, because it makes their poverty all the more bitter.

Mr. MURPHY: You think your system would have made those men better than they are?

Mr. DRAKE: I think if those men had had a university education such as the leader of the Opposition describes, they would have a much better opportunity of obtaining a living. The hon. member for Barcoo evidently, at present, has not much idea of any university, except such as he describes, where classes are carried on day by day, month by month, and year by year. Now, what we want is an institution where men can have an opportunity of improving whatever natural ability they may

possess, and of making up the deficiency in their early education. I add my views to those expressed by a number of members of this Chamber who have regretted the disadvantages under which they have suffered from want of early education. I suppose there are very few who have had to work harder than I have to make up for defects in early education, and I can sympathise with any man who is desirous to improve and make himself a better man than he is. Such a university as the hon. member for Barcoo referred to would give a man no such advantage. I believe in a university where a man can work in any way he likes—in a college affiliated with the university or in his own room at night, in order to qualify himself, and if he can pass the examination, let him rank just the same as the man who has been attending the classes all the year round. Let us have a university which will make a man really better—not one which will give him a diploma to make others believe he is better. Let us go in for a system which will improve a man, and not one which will give him a diploma or degree, to enable him to go up and down saying, "I must be a good man. I have got this. I passed the examination in this college." I shall support the resolution of the leader of the Opposition, in the belief that it will ultimately lead to the establishment of a college of the kind I have referred to. There is only another word I wish to say. I took the liberty the other night of expressing the opinion that the colony in its spending of money was extravagant where it ought to be parsimonious, and was sometimes parsimonious in cases where it might be excused for being a little extravagant; and when we get to this subject of education, we find that a great many hon. members are inclined to be very parsimonious. We have been told to-night that one objection against this proposition is the state of our finances—that the finances of the colony cannot afford it. I beg leave to differ from that. Of course, I do not want to talk any more about the deficit, as that has been talked of sufficiently to-night. We know that there is a deficit; but I say the colony is wealthy. There is any amount of wealth in the colony, and the only question is how much the State will take. I say the State has a perfect right to take by taxation whatever money is necessary in order to carry out a work that is for the benefit of the whole colony; and if there is not sufficient money in the Treasury it is simply because sufficient money has not been raised by taxation. The difficulty is that it is not the amount of money raised by taxation, but the unequal incidence of taxation which people object to. I would not go in for putting one penny more of a burden through the Custom-house, because that falls mainly upon the working classes; but if you will get your revenue from the proper source by means of taxation, I say the country can and will willingly bear a great deal more taxation.

THE MINISTER FOR MINES AND WORKS: What are the sources?

Mr. DRAKE: Realised wealth, whether in landed property or dividends, or in any other form. There is no difficulty whatever in taxing wealth if we are only willing to do it. There is not the slightest doubt that if a land tax had been imposed years and years ago, as was suggested by a very prominent politician, there never would have been any trouble about want of money to carry out any good purpose. The enormous increase in the value of land, through the unearned increment, would have been amply sufficient to do everything that the colony could possibly require to be done, and we should not be told now, when a proposal such as this to provide for better educating our people, comes

before the House, that we cannot do it because we have not got the money. There is money, and plenty of money, if we can only get a Government strong enough, and with courage enough to introduce a proper system of taxation. I willingly support the resolution, because I think it will be a step in the right direction, and before very long I think the Government will come to see that it should take steps in some way so as to provide the necessary funds for starting such a university as has been suggested.

Mr. PHILP said: Mr. Speaker,—I do not wish to give a silent vote on this question, and as I cannot support the leader of the Opposition, I simply give my reasons for not doing so. At the present time, if in any part of the colony the residents want to get a small primary school, they have to subscribe one-fifth of the money; and if in the larger towns the people want higher education for their children, and wish to found a grammar school, they have to find one-third of the money. Then if people want to provide still higher education, why should they not subscribe some part of the money? The leader of the Opposition, I consider, has commenced at the wrong end. I think he ought to have felt the pulse of the people of Queensland first to see how much money they were prepared to subscribe, and then he might have come before Parliament. There is no doubt that if there is a university it will be established in Brisbane, and so it should be. Brisbane is the capital of the colony, and the largest population resides there, and it is from Brisbane that the bulk of the students would come. I say that the people of Brisbane should start and raise subscriptions, and then see whether the Government are prepared to subsidise it. If something of that sort is done, I shall be only too willing to give my vote for granting a similar sum by Parliament. I would go even further, and give the land besides the money; but I believe that the leader of the Opposition, in first asking Parliament to take steps to establish a university, is beginning at the wrong end. I believe in helping those who help themselves, and if the State is going to do everything for the people of the colony, in time there will be nothing left for the people to do for themselves. I think this was the first colony in the Australian group to give free education.

The HON. SIR S. W. GRIFFITH: And the last to have a university.

Mr. PHILP: The leader of the Opposition told us that when New South Wales commenced subsidising the university of Sydney there were only 400,000 people in the whole of Australia. It was more difficult for the people in Australia at that time to go to Sydney to receive the benefits to be deprived from that university than it is now for the people of Queensland to go to Sydney. We know that Brisbane is not the whole of the colony, and the people in the other parts of the colony, if they have to send their children from Maryborough, Rockhampton, or further north, would prefer sending them to a cooler climate. The hon. member for Bundamba spoke about the universities in the old country sending out lecturers, and that is what the Government are doing now. In the mining centres we have mineralogical lecturers going about delivering scientific lectures. That is done in Charters Towers, Gympie, and Herberton. The Government have done well. At the present time we have in the colony one of the most learned geologists in the colonies, we have a meteorologist second to none in the colonies, and the Government have lately appointed as inspector of fisheries, Mr. Saville Kent, a gentleman of great ability. I would like to see the Government assisting anyone outside trying to build a university, but

let the wealthy people in the colony first subscribe money, and then the Government can be asked to do their part.

The COLONIAL TREASURER said: Mr. Speaker,—This is a question upon which I believe a number of hon. members of this House expect me to speak; but I do not see that the motion of the leader of the Opposition will seriously tax the Treasury, and, therefore, there is no call upon me in this matter, as I do not need to defend the Treasury. Possibly as one of those members of the House who know least about universities, I may be able to give an impartial opinion. The university from which I have had to learn has been my everyday life in travelling through the world. I listened carefully to the hon. member for Bundamba, and the hon. member for Enoggera, who candidly admitted their defects with regard to education; and I think I may take some little credit to myself, seeing that I have not had even the advantages those two hon. members have had in that respect. Since I was eight years of age I never had a chance of receiving any education, except what I have acquired in my road through life. Possibly it might have been to my advantage if the present educational system had been in force when I was a boy; but possibly if I had learned more I might not have been so useful a man in the district in which I have resided so long.

HONOURABLE MEMBERS of the Opposition: Yes.

The COLONIAL TREASURER: I desire, Mr. Speaker, to express my own opinions, even though they may differ from those of other hon. members. I am speaking of my own experience. I say that, while we should do all we possibly can to give our sons and daughters the greatest advantages we can in the way of education, we should not slavishly follow what is done in older countries and more wealthy communities. We should not do a thing simply because it has been done in New South Wales, Victoria, and South Australia. I have not been present during the whole of the debate, having had some important business to do outside, but I heard the opening speeches, as well as those which have been delivered lately. One remark that struck me very forcibly was that the question of money was not a matter for immediate consideration. But if the motion is carried, what will be the ultimate result? We know very well that if a commission is appointed they will be forced to go to the Treasurer. Though it is not necessary for the Treasurer on this occasion to oppose the motion, it may be necessary that he should oppose the adoption of such a report as the commission must necessarily make. He will have to seriously consider how he is to find the money to carry out the recommendation of the commission, because there is no doubt that their report will affirm the desirability of carrying into effect the motion moved by the leader of the Opposition. There is only one occasion during my parliamentary career—not a very long one—where a commission was divided in opinion, and that was on the sugar question. Then the commissioners brought up two reports; but in all other cases that have come under my observation, the report of the committee or commission has been what the mover of the motion for their appointment intended—namely, a report in favour of the motion he moved. I think that, with our large colony and sparse population, a university is a matter to be considered in future years. It has been properly pointed out that the wealthy men of the colony should contribute first to show how earnest they are in regard to the establishment of

a university. Many hon. members appear to presume that there is a lot of wealth possessed by a few people in this colony; but they make the mistake of confounding presumed wealth with ascertained wealth. We have not been long enough in existence as a colony to enable very many men to realise actual wealth. I am supposed to be one of those lucky men. Possibly, to some extent, I may be; but I should be pleased to find that the wealth a number of people credit me with—supposed wealth—was actual ascertained wealth. The hon. member for Enoggera must not confuse himself, or endeavour to confuse others, by presuming that many men with supposed wealth are as wealthy as he imagines. I know it is a matter of envy in some cases, but it is not a matter of envy with me. Wealth is a very good thing if used wisely and well; but sometimes the possession of wealth, or supposed wealth, creates a feeling of envy, and you need not go outside the walls of this Chamber to find that envy. I think the debate on the Financial Statement clearly shows that a spirit of envy exists. But I say, let it be ascertained wealth, and then let steps be taken to see how far those who are supposed to possess wealth will respond to the application for contributions. Speaking for myself, when the proper time comes, if there is anything like a general response on the part of the possessors of wealth, I shall be willing to bear my part; but I say that if a motion of this sort is carried, it should not be carried on the supposition that the commission will not call on the Treasurer to find the money. I agree with the hon. member for Townsville, Mr. Philp, who suggested that we should first see how far the public outside are prepared to contribute according to their means. We should give those individuals who are supposed to possess wealth the opportunity of saying, "I approve of the establishment of a university, and, in order to show my earnestness, I am willing to give so much." We can imagine the practical effect of carrying out that suggestion. If that plan is adopted I shall be willing to respond liberally and well—from presumed wealth, and not from ascertained wealth; but, as far as I understand the motion of the leader of the Opposition, it simply means an assault on the Treasury. So far the Treasury is safe, but when the motion reaches another stage possibly somebody else possessing the keys of the Treasury may have to defend the position.

Mr. ISAMBERT said: Mr. Speaker,—With the exception of that of the last speaker, all the speeches in opposition to this motion have been quite beside the question; and, to some extent, the Colonial Treasurer's speech was beside the question, because the motion does not at once involve an attack on the Treasury. It will take some time to ascertain how, and in what manner, and to what extent, and what steps are to be taken to establish this university so as to render it suitable to the requirements of the colony. I thought the proposition would go almost without question, that there would not be a single dissenting voice against it; and I was really astonished to hear the decided opposition of the Premier to it. He somewhat deprecated the idea of scientific education. But would a young man engaged in pastoral pursuits be the worse for having a correct knowledge of animal pathology, to combat with the various diseases and ailments of his herds and flocks? Would he be the worse for having correct information on botany, on meteorology, on geology, on chemistry, on mathematics, on geometry? With reference to those engaged in agricultural pursuits, we know that at one time a commission was appointed to inquire into the diseases of the sugar-cane; and, although we have been fortunately free from those plagues,

we do not know when the time may come when we must take this matter in hand again. At present we are simply putting things off until the danger is at our very door. It is the same as the reasonings of those who are opposed to a defence force; because there is no danger now, we should not provide against it. But when the enemy is at hand, there is no time to provide for a defence force. Would a sugar planter be the worse for some correct information on chemistry, and how to apply it to the operations on his plantation? The same question might also be asked with regard to gold-mining. But, to bring the matter home to the lower avenues of labour, would a tailor or a shoemaker be any the worse for having artistic knowledge as to how to clothe the human form, and how to make a proper shoe to suit the feet? Would any man engaged in politics be any the worse for having more correct information on social science and political economy? We have heard speeches made on both sides of the House about our terribly crushing taxation, which, after all, is only about 13s. per head of the population; but they are altogether blind to the £16 per head which we pay for imported goods. Many things we do not make here simply because we lack the necessary information. Dr. Livingstone, we all know, acquired his first knowledge while working in a weaving factory, but afterwards he had recourse to those excellent educational establishments for which Scotland is celebrated. Why do we find Scotchmen pressing to the front in every position in life? It is owing to their excellent educational system, to the facilities given to everyone to acquire the best instruction. I am really surprised that the Government can oppose this proposition. They seem to entertain fears on account of the Treasury. They are somewhat disappointed with the results of their own economy. They have not reduced the deficit as quickly as they expected, because they commenced at the wrong end. They ought to have got at that £16 per head of imports, and by establishing a proper system of protection kept a portion of that money in the country. I am sure the hon. member for Stanley was quite right when he said in homely, terse language that the Government were going to kill themselves by nursing the Treasury too much.

Mr. COWLEY said: Mr. Speaker,—I regret very much indeed that I cannot vote for this motion. I thoroughly endorse all that the leader of the Opposition said in favour of it, and I sincerely trust that at some future time the country will be able to build a university.

The Hon. Sir S. W. GRIFFITH: There is no question of building a university. A university does not consist of buildings, but of men and women.

Mr. COWLEY: But buildings must be erected for the professors, and that will involve the expenditure of a very large sum of money, which the colony at the present time is unable to pay. For that reason I shall vote against the motion. With regard to the fact that a university was established in Sydney when the population of the whole of Australia was not larger than the present population of Queensland, it must be borne in mind that at that time the nearest universities were in the old country, and that it was very difficult and very costly to get there. Now we can send our children to colonial universities, and I maintain that it is no more expensive for the people in this colony to send them to Sydney or Melbourne than it would be to send them to Brisbane. If there had been no universities in the colonies, we should be justified in building one; but while there are so many within

easy reach, I consider that it would be inadvisable to increase our already too heavy taxation by providing for a university.

Mr. MELLOR said : Mr. Speaker,—I should like to say a few words on the subject. The resolution certainly has my sympathy, and I am somewhat surprised to see the Government opposing it. It has been stated that we are the only colony of our size and population in the British Empire that has not got an institution of this kind. It has also been stated that we can enjoy the advantages of similar institutions in Sydney and Melbourne. I do not see why we should remain dependent on the other colonies. We are a little too much dependent on them, not only with regard to universities, but with regard to other matters as well. I would like to see the Government take steps in reference to the establishment of a mint, to enable us to manufacture our own gold. I do not know how long we are to remain dependent on the other colonies in that respect. With regard to the views expressed by the hon. the Colonial Treasurer and the hon. member for Townsville, that the people of Queensland should first initiate the university, I think it is for Parliament to initiate any undertaking of that kind. I believe if there was any indication of that kind given to the people of Queensland, they would at once subscribe very largely towards the institution, especially when we remember that we have had petitions presented from all over the colony in favour of its establishment. As to the statement that the poor men of the colony would not be agreeable to commencing the university, I think that is not correct. I believe the poor men of the colony see that it will be the means of enabling us to complete our education system, and that it will give their children a chance of obtaining higher education. I believe it will be a very great benefit to Queensland if the matter is taken up at once. At all events, if nothing further was done, it would be well if some endowment in the shape of grants of land were provided for this purpose. Nothing has been done so far, and we are all agreed that a university must eventually be established. The only objection urged by the Government against it is that the time is inopportune, that we are not ripe for it; but I think it is for the people of Queensland generally to say whether or not the time has come when a university should be established; and I think they have expressed themselves very clearly that in their opinion that time has come. I hope the Government will not oppose the motion.

Mr. CASEY said : Mr. Speaker,—I intend to support the Government in the views they have taken on this question, and I desire to say a few words to explain the reason for my vote. I give way to no man in my admiration for every form of education, and my earnest desire is that education in all its branches, including the highest, should be at the service of every man in this country. But, Sir, it was only last night we had a demonstration in this House in favour of the federated ideas which we all hope to see carried into effect—that we may become a united Australian nation, not a group of isolated colonies; and I think it is a very narrow-minded view to take of this question, that because the other colonies have universities, therefore we also should have a university. The universities which have been formed in earlier years have had the advantage of buildings and money with which to endow those institutions, which have achieved a world-wide reputation. I think, Sir, the universities of Sydney and Melbourne are, if not on a par with the two great English universities, certainly on a par with any other

universities in the United Kingdom. At this early stage of our colonial life it is impossible for us to compete with those universities; and I think we as federated Australians, as we hope to be, should be proud to take advantage of the education offered by those institutions, and which I am certain afford a higher class of education than we can hope to see for many years in Queensland. I am also induced to think that the southern universities would be more acceptable to the people of this colony than one in a corner of this great colony, for this reason: Every parent in choosing a place where his sons or daughters might be educated during that portion of their lives when their physical growth is of as much importance almost as their mental culture, would select institutions situated in a climate which would enable their physical powers to be cared for and developed to as great a degree as possible, and there is no doubt that the cooler southern colonies have that effect. I think that there is no necessity for the comparatively small population settled in Queensland to entertain any, I may say, narrow-minded jealousy towards the other colonies, because they have universities and we have none; and to rush into what must be, at no very distant date, the very large expenditure which is necessary to establish a university which would not be as useful as those in the older colonies. I myself think that a mere examining body would be a very poor substitute for a university in this colony. It would be almost a farce, Sir, because though some few youths or men might have a certain seeking after knowledge which would enable them to educate themselves up to the necessary standard to pass the examinations, very few of that stamp would be found in any community, and unless they got the assistance and training of highly cultured men who would help them in their seeking after knowledge, very few indeed would present themselves before any examining body. Such a body would be of very little service, so far as the higher branches of education and culture are concerned; they would be mere exaggerations of the technical knowledge which is now being brought before the people of the colony in the form of the travelling dairy, and two or three things of that kind. These things are admirable in themselves, but they are not likely to lead to any great results in the way of higher education. Certainly such a body would not be worthy of the name of a university. A university to be of any credit or use to this colony, must have a status which will enable its students to take rank with the universities in the older colonies.

The Hon. Sir S. W. GRIFFITH : How can it get that status before it begins?

Mr. CASEY : Of course it cannot get a status before it begins, as the hon. gentleman says. But in this small community we have no reason to suppose that a university will be largely endowed by the wealthier colonists, and certainly for a number of years it will not receive that status; its degrees will not be held by the world, or by the other colonies, to carry that prestige—to use a word which some members have objected to, but which I think is the proper term—which attaches to the degrees conferred by the universities in the older colonies and Great Britain. I am not one of those who think that a high education unfits a man for the work he is called upon to perform, but I think that a very small proportion of the men who have spent a considerable part of the most receptive period of their lives have achieved distinction in the higher branches of learning. A very large portion of their time, which might be employed in acquiring a more practical education than they receive at universities, is wasted.

The Premier was, I believe, quite correct in saying that many of those who have drifted to these shores and brought with them university degrees have proved poor colonists. These men are unfitted, either through want of application or some deficiency in their mental training, to follow the learned professions. They have probably obtained their degrees by a system of cram, and when they come out here they are very useless colonists; their earlier years have been spent in searching for a phantom, instead of acquiring a practical education which would have been of advantage to them in the business of life. The other reason I have for opposing the motion is that the finances of the colony are not in a position to afford the necessary funds for the immediate foundation of a university, nor are they likely to be in that state for some years to come without imposing additional taxation on the people. For the reasons I have given I shall support the Premier and the Government in the view they have taken of the motion proposed by the leader of the Opposition.

Mr. SMITH said: Mr. Speaker,—I do not wish to give a silent vote on the present occasion. I regret very much that the time at which the leader of the Opposition has brought forward this motion is inopportune for the establishment of a university in Queensland. I regret that the financial condition of the colony will not warrant the Government in going to the expense of establishing a university at the present time. I thoroughly appreciate every argument which the hon. gentleman who introduced the motion has advanced in regard to founding such an institution. I think we cannot possibly give too great facilities to our boys and girls to attain the higher grades of education, and the establishment of a university would, of course, be in that direction. I wish it to be distinctly understood that I would, at any time when the colony is in a position to incur the necessary expenditure for the foundation of a university, be one of the first to urge upon the Government the necessity of establishing such an institution. Some hon. members seem to think that a university should simply be a class of examiners so constituted that they should be in a position to grant degrees similar to those conferred by the University of London and other universities, but we are not in a position to take advantage of that particular kind of institution. We have no feeders for such an institution. In order that an institution of that character should be a success we must have colleges throughout the length and breadth of the country, where students can be educated and trained to pass the necessary examinations and take out degrees. A university consisting of a body of examiners would simply be the shadow without the substance. I do not think we are behind the other colonies in importance. Queensland is of a sufficiently high standing to possess a university, but we must look the matter straight in the face and consider the question of finance. The resources of the colony at the present time will not permit of the establishment of a university, for the establishment of colleges would involve a very large expenditure of public money—larger than we can afford at this juncture. We have a deficit of half a million; that is a very hard fact, and until we get rid of our deficit I think the Government are perfectly right in retrenching in every direction, and in refraining from going into any expense which can for the present be allowed to pass. It is not an unmixed evil that students from this colony are obliged to go to the other colonies to receive a university training. We hope that in the near future the colonies will be federated, and the intercommunication between the young people of the colonies, who will be our future legislators, and the interchange of ideas among them will

tend towards that object, and be an advantage rather than otherwise. As I have already intimated, I thoroughly sympathise with the object of the hon. gentleman, as I believe a university would be a good thing for the colony; and as soon as the colony is in a position to establish a university I shall be one of the first to support a motion having that object in view.

Mr. BUCKLAND said: Mr. Speaker,—When the question of establishing a university in this colony was last before the House I opposed it, because I thought the proposal was premature, but after hearing the arguments adduced by the hon. gentleman who introduced the motion now under discussion, I consider that a university will not be the cost that many hon. members supposed it would be to the colony; that it will not require anything like the amount of money for its establishment some of us thought it would, nor will it involve erecting the palatial buildings we have seen in the old country. During the course of the debate many hon. gentlemen have stated that the country has given no expression of opinion in reference to the establishment of a university; but I think those hon. gentlemen can hardly be aware of the fact that during the last two or three years every local authority, every divisional board and municipality has been requested to state in writing whether it approves or disapproves of the establishment of a university, and in almost every case, I believe, a favourable answer has been received. So that part of the argument against it is, I think, entirely removed. The Premier has stated that at present we have not the means to erect the buildings necessary. Only in this morning's paper, I saw a return of the amount of gold sent to the Sydney mint during the month of July, and, if my memory serves me correctly, that amount was something like £240,000, of which Queensland alone contributed upwards of £200,000. If a country like Queensland, that has turned out that amount of gold in a month, cannot afford a university, I am sorry for it. I can only say that I approve of this motion, because it does not commit the country at once to any large expenditure of money. It merely asks for a Royal commission to report to this House as to the desirability or otherwise of establishing a university. I shall support the motion.

Mr. POWERS said: Mr. Speaker,—I have purposely waited for some time to hear the opinions that might be expressed upon this question, because, unfortunately, I could not hear the whole of the speech of the leader of the Opposition in introducing the motion. But I have heard sufficient to convince me, if I wanted any argument to convince me, that the establishment of a university is a very desirable thing. I think every member of the House admits that the establishment of a university is desirable, and that it should be established at as early a date as possible; but I hold with those who have already raised arguments against the resolution, and I would ask the leader of the Opposition to answer the argument that has been raised by the hon. member for Townsville, to the effect that if any poor people of this colony want a State school they must contribute a certain portion of the money before they can be even provided with the rudiments of knowledge in any way. If they want to go further and obtain a grammar school they must contribute; and I ask why should not the wealthy, those who are able to send their sons to universities, not be asked to contribute if they want a university in Queensland, as against the Sydney University? I say it is for the sons of the wealthy that this university is required, because—

The Hon. Sir S. W. GRIFFITH: No.

Mr. POWERS: The leader of the Opposition says "No." But I think he ought to hear the argument first. I say this, that there would be nothing to prevent him asking this Parliament to go to any expense to give a university to Queensland if every working man's son in this colony could not get, at the expense of the State, a university education. I say that every working man's son in this colony now can go to one of the best universities in the world, leaving Oxford and Cambridge out. Every working man's son in this colony can get a university education, if he has any brains. He goes to a State school free, he goes to a grammar school free if he has any brains, and he can go from a grammar school to a university also if he has any brains.

The HON. SIR S. W. GRIFFITH: Three in a year.

Mr. POWERS: There were only two taken last time, and we are informed by the Minister for Public Instruction that if any more competitors are capable he would, for one, be willing to go to the expense of providing for exhibitions, so that any poor man's son in the colony would obtain a university education, without the State going to the expense of establishing a university here. In this colony of Queensland, any working man's son, if he has any brains, can obtain a university education without the State going to an expense, which in the present state of the colony we are not justified in going to in a university.

The HON. SIR S. W. GRIFFITH: That is not a fact.

Mr. POWERS: The leader of the Opposition says that it is not a fact. That is what I understood the Minister for Public Instruction to say, and if I am wrong he will correct me.

The HON. SIR S. W. GRIFFITH: There are only three scholarships in a year.

Mr. POWERS: Yes; at present. But the Minister for Public Instruction has pledged himself—

The HON. SIR S. W. GRIFFITH: No; he has not!

Mr. POWERS: The Minister for Public Instruction said that if any more are required they will be granted.

The HON. SIR S. W. GRIFFITH: I am sure that he did not say so.

The MINISTER FOR PUBLIC INSTRUCTION: I said I was personally quite willing to go to any length to provide for other scholarships, if I thought they were necessary, and I thought the House would agree with me.

Mr. POWERS: Surely with that statement again from the Minister for Public Instruction

The HON. SIR S. W. GRIFFITH: It is a different one.

Mr. POWERS: The leader of the Opposition says it is a different one; but it will be for the country to say. I said the Minister for Public Instruction had pledged himself—and that gentleman has risen and supported my statement—that he had done so and would recommend it.

The HON. SIR S. W. GRIFFITH: No.

Mr. POWERS: The leader of the Opposition has given me the lie direct. The House heard it from me, and again from the Minister for Public Instruction. The hon. leader of the Opposition has given me the lie direct, and I do not think he will do it again, now that the Minister for Public Instruction has risen in his place, and supported my statement. I repeat that if what I have stated is the state of affairs in this colony at present, we are not justified in going to the expense of a university here. The leader of the

Opposition said, in an interjection, that he did not want to pledge the country to any expenditure. Does not his resolution mean what it says?

The HON. SIR S. W. GRIFFITH: When did I say that we did not want to pledge the country to any expense?

Mr. POWERS: I understood that from his interjection—that he said he would not pledge the country to any expense. If he did not say so, the hon. member for Ipswich, Mr. Barlow, certainly did say so—that passing this resolution did not pledge the country to any expense.

Mr. BARLOW: It does not.

Mr. POWERS: There is a difference of opinion, then, between the leader of the Opposition and the hon. member for Ipswich. The resolution says that this House is of opinion that a university shall forthwith be established in Queensland, and then—

"That an address be presented to the Governor, praying that His Excellency will be pleased to appoint a Royal commission to consider and report as to the best constitution to be adopted for such university, and also as to what endowment will be necessary at the first initiation thereof, and the best means of providing such endowment."

I contend that in the present state of the country those leading citizens of Brisbane who are taking such an active part in this agitation should bear the expense of obtaining information and placing it before this House. I say they should obtain that information themselves. They are wealthy enough to pay for obtaining it out of their own pockets, without asking the House to go to the expense of a Royal commission to obtain it. And when this information is obtained at the expense of those who are urging it, it will be time for us to take action. Surely they will go to that expense, if their hearts are really in the work, and I hope that when this matter is brought before the House next session, as I hope it will be, and every session until it is carried, those who wish us to believe their hearts are in this work will have obtained that information, and will also answer the question which has been asked by many hon. members in this House this evening: "How far will you contribute to the work which you ask Parliament to endow?" I say if they come forward with such information as this—if they come forward and say how far they are prepared to assist, the same as they assist in the case of grammar schools—then they will have the heartiest support and sympathy of every member in this House, because I do not believe there is one member present who is not anxious to see a university established as soon as the colony can afford it. I intend to vote against the resolution because I do not believe we can now afford to establish a university; and because every child in this colony has the chance to get a university education, and I do not believe the country should go to the expense of a Royal commission to get information which ought to be got by the individuals who have this matter at heart. We have had the divisional boardmen referred to, and we know that they are generally persons in better positions than working men. Well, they have petitioned for a university, but they have not said that they will contribute anything. Any person in the colony appears to be quite prepared to ask Parliament to do anything, but in these matters I think we ought to ask, "If your hearts are in the work, show it."

The PREMIER: Put your hands in your pockets.

Mr. POWERS: Yes. "Prove it by putting your hands in your pockets."

The HON. SIR S. W. GRIFFITH: What about railways?

Mr. POWERS: Railways are for the benefit of the country generally, and are passed here, as they will help everybody. They help the saw-millers, graziers, farmers, and everyone in the colony, but the establishment of a university here will not benefit everyone, because if we are to have one here everyone outside Brisbane may just as well, unless they get scholarships from the State, go to Sydney for their higher education. I know persons in Maryborough whose sons go down to Sydney for their education, as it is just as expensive to send them to Brisbane as to Sydney. If a person cannot drive a buggy all at once, he does not get a spring cart, but he waits until he can afford to get a buggy, and we should wait until we can provide a good university before we go to the expense suggested here. We see in the Estimates that the only place in the colony that up to the present time has ever had a grant for technical education is Brisbane, and I say, if this question is put to the country—"A university for the few, or technical education for the many?" the verdict will be in favour of technical education for the many. I say that if this country has any money to spend it should be spent in giving technical education to the many. We should spend it in giving technical education in our manufacturing towns, and in our gold-fields, because a small amount per annum spent in that way will benefit as many in each of those towns as a university will benefit altogether. I think we should provide technical education, and I should like to see the question put to the vote of the working men of Queensland—"Are you in favour of the establishment of a university in Queensland before the colony has provided for technical education?" There can be only one answer to the question, and it will be, "Technical education for the many as against a university for the few."

The Hon. Sir S. W. GRIFFITH: No honest man would put such a question to the country.

Mr. POWERS: The leader of the Opposition has the approval of members on the other side of the House in everything he brings forward, and he gets cross because he does not get the approval of hon. members on this side. Hon. members opposite were sent here to support him, but we on this side were sent here, believing that the hon. gentleman was not more capable than anyone else in guiding the affairs of the colony. We were sent here after telling the people that we did not believe the leader of the Opposition could best carry on the affairs of the country, and that we believed that if other persons were placed in power they could carry on the Government better than the hon. gentleman could. Therefore I say the hon. gentleman is not justified in saying that resolutions carried by this side, which are not in accord with his opinion, are carried by "fraud and misrepresentation." That is what we were told by the hon. gentleman immediately after he induced a majority on this side to support him in his opposition to a clause in the Land Bill. When he afterwards brought forward arguments in connection with the Civil Service Bill and we did not agree with them, and defeated an amendment he introduced he immediately charged us with defeating his proposal by "fraud and misrepresentation." To-night he is angry, and shows his anger because hon. members on this side of the House do not feel justified in supporting his proposal for the establishment of a university "forthwith." The country sent us here because we had the courage of our opinions, and we are justified in giving expression to our opinions here, even though they do not agree with the opinions of the leader of the Opposition

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I intend to do so, and I am very sorry to be opposed to the hon. member, but when I am not opposed to him it will give me the greatest pleasure to support him. When I am conscientiously opposed to his views I will vote against him in what he brings forward, even if he does, as he has done to-night, cast the lie across the House to me by contradiction. We have in these colonies three universities, and we have in this colony everything we can possibly desire, except the proud satisfaction of having a university of our own. The chief argument I have heard for a university has been that we ought to be ashamed of ourselves because we have not a university here. We ought to be ashamed of ourselves for several things, but we are only a growing community, and we cannot have everything we desire. I think that is not a sufficient argument for the establishment of a university, and we should wait until we are justified in going to the expense. As to the benefit we should derive from the presence of professors of the various branches of learning here, we know that already in this colony, when any mining matter of importance comes on, we have the best authorities on mineralogy to give us their opinions. If anything connected with the farmer's or the pastoralist's occupation requires inquiry, we have the best scientists in the world to come here and give us advice. It is the same in connection with every question requiring the application of science. We can get scientific information; and we can get it better than we should be able to do at first by the establishment of a university here. I do not see, therefore, that that argument altogether applies. I consider, then, that we shall be doing right to wait until we can afford the expense. I do regret having to vote against this motion, but I have given the members of this House, and the constituents to whom I am responsible, my views, and I take the entire responsibility of their expression. I hope that the leader of the Opposition will believe that hon. members of this House, when they vote against his resolutions, vote against them because they do not altogether believe that, whatever opinions he may choose to bring before the House, they are entirely right.

The Hon. Sir S. W. GRIFFITH, in reply, said: Mr. Speaker,—If no other hon. member desires to speak, I have a few words to say in reply. I shall be as brief as possible, because I believe there is another motion which hon. members are anxious to have brought on this evening. I may say that I am extremely disappointed at the result of this debate. Indeed, if I thought the opinions expressed by hon. members on the other side of the House, and notably by Ministers who have spoken, were the opinions of the people of Queensland, I should be ashamed to be a Queenslander. I believe, Sir, it would scarcely have been credited yesterday that in any part of Her Majesty's dominions, Ministers occupying responsible positions could be found to get up and use arguments such as have been used against this motion by some of the Ministers who have spoken. It would scarcely have been credited. I have seen anecdotes of the early times in the American States, anecdotes of backwoodsmen who were supposed to have conducted legislation in those days; stories told by comic American books, and which are regarded as apocryphal. We read of those men flouting at education, flouting at culture and all higher refinement, and those anecdotes have actually been borne out by the speeches made by Ministers of the Crown, standing in their places in Parliament in Queensland, at the end of this nineteenth century. We actually have had to-night a specimen of a Minister of the Crown

telling the Assembly that his education ceased when he was eight years of age, and that he really thought he had had too much then, and that he would have done better if he had not had so much.

The PREMIER: No.

The HON. SIR S. W. GRIFFITH: I believe the actual words were that he would "not have done so well," if he had had more. That is but a slight variation in the wording. What did the speech of the head of the Government amount to, so far as education is concerned? It amounted to this, "What is the good of education, anyhow?" That was just about it. He asked us what was the use of higher education for cabmen and boundary riders.

The PREMIER: That is not what I said.

The HON. SIR S. W. GRIFFITH: Yes; those are his words. I think that is a fair summary of his arguments. The fact is that the hon. gentleman represents a party of reaction. His idea of a State is a large number of persons who may be typified by the classes of cabmen and boundary riders—persons employed merely for wages—with a few persons of wealth who, not having much culture themselves, do not see the advantage of it in others. I believe that if such a country is wanted, we should have to go a very long way back in the history of the world to find it. It will not be found in any civilised community now. An argument of that kind would scarcely have been put forward in the Middle Ages, or at the end of the Dark Ages, when the light was beginning to dawn. In those days I can imagine some of the feudal barons who could not write or read, and who made their mark by a seal on paper, using arguments like that—"What is the good of education? We are right enough as we are." And that is the kind of argument we get in these later days from a Minister of the Crown at the head of a Government in the British dominions.

The PREMIER: If it was true it would be absurd.

The HON. SIR S. W. GRIFFITH: That was the effect of the hon. gentleman's argument, and I listened to it with amazement. The hon. gentleman began in effect, as the last speaker ended, by a personal attack on myself. Who would have thought, Mr. Speaker, of an element of that sort being brought in on a motion for the establishment of a university, which has been advocated by the most distinguished persons in the colony; advocated by everyone entitled to speak on behalf of learning and education?

The PREMIER: No.

The HON. SIR S. W. GRIFFITH: Yes; I say advocated by everyone most entitled to speak on behalf of learning, education, and culture in this colony, and supported in every corner of the colony by the local authorities, in number about sixty. I say, who could have supposed that such a proposal could have been opposed by a personal attack on the leader of the Opposition?

The MINISTER FOR RAILWAYS (Hon. H. M. Nelson): You behaved very badly, you know.

The HON. SIR S. W. GRIFFITH: I do not think I have.

The MINISTER FOR RAILWAYS: By your interruptions of the hon. member for Burrum.

The HON. SIR S. W. GRIFFITH: I will deal with that now. The hon. member for Burrum accused me of giving him the lie direct. He does not know what it means. He said that he was repeating a statement made by the Minister for Education. He said the Minister for Edu-

cation has made such and such a pledge. I said he had not. Is that giving the lie direct? Surely I heard the Minister for Education's speech, and have I not a right to differ in the interpretation of that speech from the hon. member for Burrum? I say the hon. member for Burrum does not know the meaning of what he says, and had better go back to school to learn the meaning of elementary language. Really, Mr. Speaker, I thought that this matter would have been dealt with simply on its merits. It is a matter of vast interest. I had spoken to no member now present on this side of the House on the subject. I had heard that those hon. members held different opinions, and I had hoped that it would have been dealt with on its merits. With a few exceptions I had no idea how anyone would vote. I knew that on the other side some hon. members approved of the establishment of a university, whilst a good many were opposed to it. I thought that the matter would have been dealt with fairly on its merits, and I was very much surprised to hear after I had spoken that the fiery cross had been sent round on the other side, and that this motion was to be opposed by every member who supports the Government. I confess I was surprised.

The PREMIER: That is not true.

The HON. SIR S. W. GRIFFITH: I was very sorry indeed to hear it; I am very glad if it is not true, but I hope some hon. members on the other side will have the courage to vote as they have expressed their opinions outside the House. Really from the course of the debate today, it would seem as if members on the other side of the House thought they were sent here, not so much to support the Government, as to oppose any proposal that might be made by the leader of the Opposition. That I think is not an unfair comment on the way the Premier himself spoke. He accuses me of bringing this matter forward now, and asks why did I not propose it when I was in power. What has that got to do with it? He brings that forward as an argument why members on his side of the House should vote against this proposal. The hon. member says, when I came into power there was a surplus in the Treasury. So there was. Was I to propose the establishment of a university at that time? That surplus was disposed of, as the hon. member well knows, there and then—

The PREMIER: Very quickly.

The HON. SIR S. W. GRIFFITH: Precisely in the same manner, though not on the same works, as the previous Government intended to dispose of it. Is that an argument why this matter should not be considered on its merits? During the existence of the severe droughts which unfortunately afflicted the country during the time I was in office, was it an opportune time to bring forward a proposal of this sort? At that time had the colony spoken with one voice on the matter? I say the circumstances are entirely different. For two years the attention of the entire country has been called to it. Two years ago it was mentioned in the Governor's Speech, it has been thought of ever since, and now when the time is opportune I bring the motion forward, and this is the way it is dealt with. I say that if I thought that the opinions which have been expressed were the opinions of the country, I should be ashamed to be a Queenslander. Now, some arguments have been used—none by the Premier that I will take the trouble to answer, but some have been used by other hon. members which are worthy of reply. One of the arguments was, "we cannot afford it." In other words, We cannot afford to inquire what is the best mode of establishing a university; what is the best constitution to

adopt for it; whether it is best that it should be a central examining body with branch colleges; or whether we should adopt some other form. We cannot afford to get officially the recorded opinions of those persons whose opinions are the most valuable. We cannot afford that. Why? We can afford to do a great many other things. We have proposals on the Estimates to spend money on things much less remunerative from a pecuniary point of view. One hon. member said, "Why do not those who are acquainted with these things gather the facts together, instead of going to the expense of a Royal commission?" That is no argument to address to Parliament. Is it not the practice in every civilised country on the earth, when special information is wanted on special subjects, to appoint a commission to collect the information, and in a formal manner place the facts they have gathered together before the Parliament of the country? Is that the sort of argument we are to be treated to? What cannot we afford? What will be the expense? We do not know. We cannot afford anything if we take those grounds. It would be a much more profitable undertaking than many of the railways which we are to be asked to approve of.

AN HONOURABLE MEMBER: Which were initiated by you.

THE HON. SIR S. W. GRIFFITH: What is the use of saying, which I initiated? Really I wish hon. members would endeavour to conduct the business of the House and country without special reference to me. I do not desire to occupy such a conspicuous place in their minds. If they would deal with matters on their merits, and not because I propose them or oppose them, it would be much better. We are not now concerned with mistakes which I may have committed, but with a question which is of vast importance to the education and welfare of the people, and if I had never done any single thing right in all my life is that any reason why this matter should not be treated on its merits? No one has attempted to answer my arguments, except the Premier, who flouts at the idea of higher education generally.

THE PREMIER: No; I do not.

THE HON. SIR S. W. GRIFFITH: I can only judge of the hon. gentleman by what he says.

THE PREMIER: I am sorry I have annoyed you.

THE HON. SIR S. W. GRIFFITH: The hon. gentleman says he is sorry he has annoyed me. I am sure the hon. gentleman has not annoyed me personally, but it annoys me to think that a gentleman occupying his honourable position should so conduct himself in the consideration of a question of such vast importance to the colony. I consider it a disgrace to the colony that the head of the Government should deal in such a manner with such a subject, and I say I do not believe that he expresses the opinion of the colony—of that I am sure. Then we were treated by two hon. gentlemen to this argument: "What do we want with a university in Queensland? There are two of them close to us, in Melbourne and Sydney. Let people go there," and more of that style of argument. Surely they could never have grasped the very elements of the arguments in favour of the scheme to talk such nonsense as that. Supposing the people in Scotland said, "We don't want a university in Scotland, we can go over to England." Or the people of Ireland were to say, "We don't want a new university in Ireland, we can go to Dublin or across the Channel; it is only a few hours away." Just imagine arguments of that sort being used. Imagine such

arguments being used in even the United States of America 100 years ago, or in any other civilised country. Would it not be difficult to find in the civilised parts of Europe the two nearest universities 500 miles apart from one another? What sort of idea have some hon. members of Queensland? Are we to be an appendage of New South Wales or Victoria? It is quite true that wealthy men can send their sons to Sydney or Melbourne, and that every year three persons are aided by the State to get a university education. The Minister for Education said that he would willingly extend that number, but he has never proposed to do so, and I do not think he is likely to do so.

THE MINISTER FOR PUBLIC INSTRUCTION: The necessity has not arisen since I have been in power.

THE HON. SIR S. W. GRIFFITH: Of course not. It is not every man who will send his son away from here to a foreign country to educate him; and it is not every man who, if he would, could afford to do so, even with the assistance of £100 a year. But a man does not begin to educate his son for a university three months before he goes there. It is a matter which he has to take in hand beforehand; and if he intends to send his son to a university, he has to lay his plans in advance; and when his son has passed through the lower schools he sends him there. How does the system of sending three to a university every year answer my arguments? Does the hon. gentleman fancy that because three persons go every year from Brisbane now, that there would not be thirty or more to begin with, if we had a university in Brisbane? He knows very little about the present position of education in Queensland if he thinks that; and, as I interjected before, what about higher education for our girls? Are they to go to Sydney and Melbourne too? That argument might very well be used by persons who belong to Victoria, and who are not Queenslanders, and who do not consider Queensland as a country by itself, as the American States are States by themselves. We boast in having an educational system of our own, and one which is in many respects better than that of the other colonies.

MR. BARLOW: We are only a Victorian plantation.

THE HON. SIR S. W. GRIFFITH: An hon. member behind me says that we are only a Victorian plantation, and with some hon. members we are. An argument of the hon. member for Townsville was: "Why should the State contribute money to found a university, when people have to contribute to found a State school?" The law requires that contributions should be made in the case of building a new State school, in order to secure that the applications shall be *bonâ fide*, as in the old days a great many applications were made which were not *bonâ fide*. I supported it for that reason alone. The hon. member asked why the wealthy persons in the colony who want this university do not find the money themselves. But this university is not for the wealthy people—they can provide their sons with a university education now. It is for the people who cannot afford to give their sons a university education, and for those desirous of having general culture diffused throughout the whole of our community. I must have been strongly misunderstood if anything I said this afternoon led to such a conclusion as to imagine that the university was only to be established for the benefit of wealthy people. Then, again, we are told that the extent of the colony is a great difficulty. Of course, the extent of the colony is a difficulty in many matters, but difficulties are made to be

overcome. Are we never to have a university in Queensland because of the extent of the colony? That may be a reason for having two universities, but it is not an argument for not having one. Then it is said everyone cannot get the advantages of it. Of course not. People who live in the remote parts of the colony must take the disadvantages with the advantages. We cannot live in more places than one at once, and we know that certain disadvantages exist from living in the remote districts. Railways are not found everywhere. There is not a railway running down our western boundary, and yet the people there have to contribute towards the revenue. The difficulty referred to arose in New Zealand, and it has arisen in a minor degree in Ireland, and it has also arisen in connection with the university in Manchester called the Victorian University; but those difficulties were overcome. There a distance of 100 miles was an important thing; but here we are told to go to Sydney, and we have hon. members representing Queensland constituencies, but who really represent Victoria, or some other foreign part, telling us that the climate of Queensland is not fit for a university. Perhaps the next thing will be to tell us that we should migrate, and let our places be filled by a coloured race, supervised by their managers, while they reside abroad and draw their revenues. As regards New Zealand, there were two universities there—the University of New Zealand and the University of Otago or Dunedin. Subsequently they were made into one university, with teaching colleges in the central towns. There is one teaching centre in Dunedin, one at Nelson, one at Auckland, and one, I think, at Christchurch. If any place is not large enough to have a teaching college, do not give it one, but when it is large enough give it a teaching college. Surely that is an answer to that objection. I adverted to this point when I was speaking before, but it is a matter of detail which ought to be worked out by experts, such as those gentlemen of whom the commission I ask for would consist. The fact is that I do not understand the position of hon. gentlemen in opposing this motion. It appears that the hon. gentlemen sitting on the Government benches are voting solidly against the motion because it emanates from me. If that is to be the way in which anything proposed by me is to be treated, then I shall be forced to make no more proposals in this House. If hon. members opposite think that their duty is to oppose everything I propose, then I shall have to get some one else to make the proposals. I have been extremely disappointed, indeed, as I knew that many hon. members opposite are in favour of the establishment of a university, and I was amazed to find that they unanimously oppose it. They have missed the whole point of the argument. I endeavoured, as clearly as I could in the short time I occupied—because I did not want to weary the House, or to take too much time over one matter—to show the necessity for establishing a university. I cannot help thinking, by the way, that the opposition to this motion was arranged, because Parliament was to be asked by the motion as originally drafted for £5,000 a year, and the arguments which were got ready to answer that motion have been used, although the motion was changed. I think that is so because the arguments that have been offered are not at all relevant to the present motion. But I say they miss the whole point in arguing that a university in Sydney or Melbourne will do for us, or that means of communication with those places are easy. The advantage of having a university here is to have a centre of light and culture in Queensland, guiding and training our own educational system, and guiding and training the people of the colony. Those of our young men

who have been educated in the Sydney or Melbourne universities may assist if they come back to us, who sent them there; but that is very doubtful, for we know that a great many of them stop away. They stop away because they are sent away at a time of life when their sympathies are being formed, and they form sympathies elsewhere. They get settled there, and like to remain among their friends. Perhaps they see a better chance of rising to distinction there, and we who have paid to send them away to get their education lose the benefit of their services. No foreign university can do for us what a university of our own could do; I appeal even to the sympathies of the worshippers of the great god Mammon. I maintain that it would be an extremely profitable investment of money to have a university here. All the arguments adduced in opposition to the motion have been arguments in opposition to the old-fashioned notion of a university which the hon. member for Barcoo has in his head. He thinks a university necessarily means palatial buildings, costly professors, and students engaged in attending lectures with the sole object of getting degrees. That is not the university of modern times; that is not the university I advocated, or anything like it. I began by explaining that it was an entirely different thing; and it is disheartening when one takes the trouble to explain the nature of a proposition to find hon. members answering an entirely different proposal. I referred to the number of students in the Scotch universities—about one in 500 of the population. The proportion of students who take degrees is not much more. Perhaps that is too small a proportion, but it is well known that the number of students in Scotch universities who take a degree is extremely small in proportion to the number of students. While the number of students can be counted by thousands, the number of graduates in any one year is low down in the hundreds.

The MINISTER FOR RAILWAYS: Not half of them are Scotch. Some of the students come from China.

The HON. SIR S. W. GRIFFITH: Does the hon. member mean to say that a tenth of the students are Chinese? We know that they come from all parts of the world; but if the hon. member says that not one-half of the students in Scotch universities are Scotchmen I think he speaks from very imperfect information. I do not know whether I can give at the moment the number of students in Scotch universities.

The MINISTER FOR RAILWAYS: About 3,000 in Edinburgh.

The HON. SIR S. W. GRIFFITH: Very likely. And I am quite certain that more than 1,500 out of the 3,000 are Scotchmen. But I was referring to the proportion of students who took degrees; and I say that a degree is not taken by anything like one in ten. The main object of a university is not to give degrees, though that is an incidental object. In the old days it was necessary to get a degree, because without a degree a man was not allowed to engage in any of the teaching professions; in fact degrees were simply certificates entitling persons to teach. I value a university degree. I have the satisfaction of having one—but I should have known just as much without getting a degree if I had learned as much. The degree did not confer on me any extra knowledge. There is nothing magical about a degree. As I said before, the object of a university is to diffuse light and culture throughout the community, and that cannot be done by any foreign university. So far as the profit which would result to the colony is concerned, is it not a notorious fact that the development of the resources of this colony is seriously retarded by

ignorance of the best means of dealing with the difficulties that exist. Is the mining industry one-fifth of what it might be—reckoning only the gold-bearing reefs that are already known—if applied science were brought to bear so as to get all the gold?

The MINISTER FOR LANDS: You want technical education for that; not a university.

The HON. SIR S. W. GRIFFITH: It is disheartening, Mr. Speaker, after trying to explain clearly the object of the motion, to find that an hon. member has evidently not been listening to one word I said. I regard this question as a serious one; it is considered a most serious matter in every civilised country, and it is entitled to be dealt with otherwise than with levity by members of the Government. I referred to the importance of applied science in developing the mineral resources of the colony, and pointed out that they can never be satisfactorily developed except by the establishment of a university that will undertake the business of applying science to nature within the colony. Do we get from the university of Sydney the same attention to the difficulties that exist in Queensland that we should if we had a university of our own, or if we had mining colleges attached to a university in the various mining centres? Of course not; and we never shall. But after I have pointed out the importance of applied science, and that it would form one of the most important functions of a university, I am told that what is wanted is technical education. The hon. member who said that might as well say that "U" is the first letter of the word "university." When we talk of applied science, we can call it technical instruction, but it is applied science all the same. And we cannot give that technical instruction except in connection with such an institution as a university; at any rate, it has never yet been done, even if it can be done. I forget how much money was spent by the small canton of Zurich in Switzerland in establishing the great mining laboratory at Zurich; but it was such an amount that members would gasp if it were proposed to spend one-tenth of the amount on the development of our mining resources. I think it was something like £140,000; but it paid them. And it would pay us—even from a pecuniary point of view it would pay us handsomely—to have in our midst an institution that would give scientific information to the people who desire it; and without such an institution we shall never be able to make anything like the best of our great natural resources. I hear an hon. member say that technical schools and a university are altogether different things. I am not going to repeat my arguments. They think that a university is a place where people learn Greek and Latin, wear a trencher cap, attend lectures, and get a degree. That is their idea of a university. And I hear an hon. member of the Ministry referring to higher culture in such a way as to show that he evidently scorns culture—perhaps because he uses the word in a different sense from that in which it is used by me and by the people of the colony generally. It is a true saying that knowledge is power, and the more knowledge a man has, the more power he will have for good or for evil. As a rule, a good education makes for good; but it is too late in the day to waste time by arguing that it is so. I very much regret, as I said, that this proposal has not been received with more favour, and I regret particularly that it does not seem to have been dealt with on its merits. But I am certain that the time will come when it will be dealt with on its merits, and that not many years will pass over before a university will be established. The Premier concluded by throwing out

the taunt, why do not some of the members on this side of the House subscribe a large sum of money to found a university? It is not my business to answer that. I can only say that nothing will give me greater pleasure, when I am in a position to do so, than to subscribe largely to a university; and before many years are over I trust I shall have the satisfaction of writing my name, both as a member of the governing body of the university and as a contributor of a substantial sum towards the establishment of scholarships. But the sooner we begin the sooner we shall have the work going on. If the motion is carried, and the commission do their work diligently, their report could not be brought up for the consideration of the Government until about the beginning of the next session of Parliament. It would then be for the Government to consider whether they would take the matter in hand or not. No private member can take in hand the establishment of a university, at least I cannot while on this side of the House; that is quite plain. The matter, then, would have to be considered by the Government. If they determined that they would not recommend the necessary appropriation, there the matter would stop. But the House and the country would be in possession of such information as would enable them to say whether it would be desirable to establish a university then or to defer it to a somewhat later period. That would be the result of making the inquiry. What possible objection can there be to that? In New South Wales, it was three years after the Bill was passed before the university was opened; so that even if this resolution is carried, at the earliest the university could not be authorised for at least twelve months from the present time if the Government of the day desired it to be carried out; and after that it would take a considerable time before the university was actually inaugurated. It is not too early to take the preliminary steps, at any rate. I can say no more. I have advocated the matter to the best of my ability, without desiring to occupy too much of the time of the House; and whatever the result may be to-night, it is certain that before many years elapse Queensland will no longer labour under the disgrace of being the richest colony in the British dominions without a university.

Question put, and the House divided:—

AYES, 16.

Sir S. W. Griffith, Messrs. Rutledge, Hyne, Barlow, Sayers, Drake, McMaster, Smyth, Wimble, Macfarlane, Buckland, Glassey, Isambert, Unmack, Salkeld, and Mellor.

NOES, 24.

Messrs. Morehead, Nelson, Donaldson, Macrossan, Black, Pattison, R. R. Jones, Crombie, Murphy, Philp, Smith, Casey, Allan, Powers, Agnew, Corfield, Jessop, Campbell, Palmer, Adams, Little, Dalrymple, Murray, and Plunkett.

PAIRS.

For the motion—Messrs. Groom, Foxton, and Hunter. Against the motion—Messrs. Gannon, Cowley, and Luya.

Question resolved in the negative.

ADJOURNMENT.

The PREMIER said: Mr. Speaker,—I move that this House do now adjourn. The first Government business to be taken on Tuesday next will be the further consideration of the Civil Service Bill in committee.

Question put and passed.

The House adjourned at twenty-six minutes after 10 o'clock.