

Queensland



Parliamentary Debates  
[Hansard]

**Legislative Assembly**

**WEDNESDAY, 24 SEPTEMBER 1924**

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**WEDNESDAY, 24 SEPTEMBER, 1924.**

The SPEAKER (Hon. W. Bertram, *Marce*) took the chair at 10 a.m.

## QUESTIONS.

## ATHERTON MAIZE POOL BOARD—AMOUNT BORROWED FOR ADVANCES AND ESTIMATED CROP.

Mr. DEACON (*Cunningham*), without notice, asked the Secretary for Agriculture—

“Has the hon. gentleman received information with regard to the following questions, which I asked yesterday:—

1. What amount has been borrowed by the Atherton Maize Pool Board for the purpose of making advances this year?

2. Has the money, if any, been borrowed from the Treasury?

3. If not from the Treasury, from what bank and on what terms of interest?

4. What advance per bushel has the Pool Board made to date?

5. What is the estimated total crop in the district this year?”

The SECRETARY FOR AGRICULTURE (Hon. W. N. Gillies, *Eacham*) replied—

“1. £40,000.

“2. No.

“3. From the Commonwealth Bank, at 6½ per cent. interest.

“4. 1s. 9d. per bushel.

“5. 16,577 tons, as per returns supplied by growers.”

REQUEST FOR REPORT BY PUBLIC WORKS COMMISSION ON PROPOSED EXTENSION OF DUGANDAN RAILWAY.

Mr. BELL (*Kassifern*) asked the Secretary for Railways—

“Will he recommend the Cabinet to instruct the Public Works Commission to investigate and report upon the proposed extension of the Dugandan line, in view of the fact that it will serve one of the finest lucerne-growing districts of the State?”

The SECRETARY FOR RAILWAYS (Hon. J. Larcombe, *Koppet*) replied—

“Not at the present time.”

REFRIGERATING PLANT, BRISBANE SICK CHILDREN'S HOSPITAL—TENDERERS AND COST OF INSTALLATION.

Mr. MAXWELL (*Toowoong*) asked the Secretary for Public Works—

“1. What was the cost of installing the refrigerating plant in the Brisbane Sick Children's Hospital?”

“2. Who were the tenderers (if any)?”

“3. Who was the successful tenderer?”

“4. If not tendered for, who secured the order?”

The ATTORNEY-GENERAL (Hon. J. Mullan, *Blinders*), for the SECRETARY FOR PUBLIC WORKS (Hon. W. Forgan Smith, *Mackay*), replied—

“1. £1,195 9s. 9d.

“2, 3, and 4. See answers to your question *in re* installation of heating and cooking appliances on the 9th instant, which embodies the information now sought.”

STATEMENT BY PRESIDENT OF QUEENSLAND CHAMBER OF MANUFACTURERS *in re* DEVELOPMENT OF SECONDARY INDUSTRIES.

Mr. CLAYTON (*Wide Bay*) asked the Premier—

“1. Has his attention been drawn to the statement made recently by the president of the Queensland Chamber of Manufacturers that Queensland was making less progress per capita of any of the States in the development of secondary industries?”

“2. Does he not consider that the printed statistics give rise for most serious consideration?”

The PREMIER (Hon. E. G. Theodore, *Chillagoe*) replied—

“1 and 2. The statement alleged to have been made by the president of the Queensland Chamber of Manufacturers, that Queensland was making less progress per capita of any of the States in the development of secondary industries is not correct. The Official Year Book points out—

(i.) ‘In the case of Queensland, Western Australia, and Tasmania, the year ends on the 31st December, and in New South Wales, Victoria, and South Australia on the 30th June, six months later.’ The number of persons employed in the different periods, of course, varies considerably.

(ii.) The number of factories in each State does not necessarily furnish an accurate indication of the extent of progress of manufacturing throughout Australia, since the larger manufactures in many cases tend to absorb smaller enterprises.

“However, the latest figures given as a total increase in value of output of factories over a five-year period, 1918 to 1922, show—

	£
Queensland increased ...	10,000,000
South Australia increased ...	4,000,000
West Australia increased ...	4,000,000
Tasmania increased ...	100,000
and the increase in value of output per head of mean population during the period was—	
Queensland ...	9.03
South Australia ...	4.35
West Australia ...	11.13
Tasmania (decrease) ...	1.50

“New South Wales, South Australia, and Victoria show a larger percentage of child labour to the total number of factory employees. The figures are—

New South Wales ...	5.41
South Australia ...	5.49
Victoria ...	4.76
Queensland ...	4.38
Tasmania ...	4.17
West Australia ...	3.51.”

RATIFICATION OF AGREEMENT BETWEEN PREMIER AND PASTORALISTS.

Mr. TAYLOR (*Windsor*), without notice, asked the Premier—

“What steps, if any, have been taken by the Government to ratify the agreement made by the Premier with the pastoralists during his recent visit to London?”

The PREMIER (Hon. E. G. Theodore, *Chillagoe*) replied—

“The only steps taken were taken while I was in London. The Government were communicated with and approved of the settlement, and to that extent, of course, it was ratified. The settlement provides for its operation by administrative or executive action, and it is not necessary to legislate to bring it into effect. I stated earlier that if it were found to be necessary, in order to make the settlement fully operative, to amend the Act, an amendment of the Act would be made. There is no desire to avoid the full effect of the settlement arrived at in London.”

Mr. TAYLOR: It will be of a permanent nature?

AUDITOR-GENERAL'S REPORT.

Mr. TAYLOR (*Windsor*), without notice, asked the Premier—

“Will he inform the House when the Auditor-General's report will be available?”

The PREMIER (Hon. E. G. Theodore, *Chillagoe*) replied—

“I have not the information, but I will make inquiries of the Auditor-General and let hon. members know.”

## TRAVELLING EXPENSES OF MINISTERS.

Mr. MORGAN (*Murilla*), without notice, asked the Premier—

“When will the information asked for in the motion agreed to by the House on 14th August, in reference to the travelling expenses of Ministers during the financial year ended 30th June, 1924, be available?”

The PREMIER (Hon. E. G. Theodore, *Chillagoe*) replied—

“The information is being compiled, and I hope to have it ready to table next week.”

## PAPER.

The following paper was laid on the table, and ordered to be printed:—

Report of the Manager, State Advances Corporation (Advances to Settlers Branch), for the year ended 30th June, 1924.

## SUPPLY.

RESUMPTION OF COMMITTEE—TWELFTH ALLOTTED DAY.

(*Mr. Pollock, Gregory, in the chair.*)

DEPARTMENT OF PUBLIC INSTRUCTION.

CHIEF OFFICE.

Question stated—

“That £25,212 be granted for ‘Chief Office.’”

Mr. W. COOPER (*Rosewood*): When progress was reported last night I was referring to the fallacy of using broomsticks as weapons, and entering into peaceful negotiations with the yellow races of the world. The literature which has been circulated in our school books includes stories of the deeds of men belonging to the British Empire, and their actions in the defence of the country of which we are a part, and in the minds of our children, no doubt, heroes are created. It is a very easy thing to create a hero. I will give an example of how easy it is for children, and even grown-ups, to create a hero in their own minds. Let me take my own family, because this is a matter which has actually come under my notice, and I know more about my own boys than I do about other boys. I had occasion to go down the street one day, and I got into a heated argument with a man weighing 15 or 16 stone. He wanted to fight me on the street, and after I had told him that I was responsible for disposing of one of the greatest pugilists who has ever lived—Peter Jackson—in about three and a-half rounds, he suddenly came to the conclusion that if he started a brawl with me he might get hurt. (Laughter.)

Mr. KING: Bluff counts sometimes, but not always.

Mr. W. COOPER: I am just showing how a hero can be created. After the man had left and I was going home with one of my boys who was about six years of age, my boy said, “Dad, that man was a hero who was wanting to fight with you to-day.” I said, “How is that?” He said, “How many times have you told us that you have beaten at least sixty men during your lifetime in fisticuff encounters? Would it not have been a feat for you to beat him? Don’t you think

he was a hero to attempt such a thing as that?” That is how heroes are created in the minds of boys. Every boy believes that his father, if he had lived in the time of David, would have been able to kill Goliath. (Laughter.) So it is with a nation. Blood is always thicker than water, and the moment one’s family is attacked the rest of the family gather together to defend their hearth and home. So it is with every nation, and regardless of what we may attempt to teach our boys in the school, we shall never do away with patriotism. Patriotism is born in every man and woman. No matter what we may teach our children in the schools, we are not going to do away with the patriotic feeling they have for their native land. If that is so, it is hardly necessary for us to bother with any stories about heroes in the wars which have been fought by the British Empire, or any other Empire, because when the children grow up they will see those things in the same light as we see them in to-day. I learned British history in the school books when I went to school, but I altered my opinion about heroes when I grew up, and was able to understand the reasons why wars have been fought. The only thing to which I object is that the school books and histories give only one side of the question. If they placed side by side with the story of the deeds performed by men of the past the reasons which brought about the battles and wars in which they occurred, then the children would have an opportunity to judge for themselves.

There is another phase of the question which perhaps has not appealed to very many men. It is that no matter what we may do in the school books in the presentation of the history of war, we still have in the art galleries pictures which illustrate the heroism displayed by men in the past. Are we to do away with all our art galleries, or those pictures which show to children more plainly than any school history can teach them what war is like, and what is likely to occur if we have another war? I would like to say this to the Minister—that the hon. member for Wynnum in commencing this debate himself started war, and if war can be begun in a peaceful Chamber of this kind by such a peaceful-natured man as the hon. member for Wynnum, is it not likely to be very easy to start other wars? The hon. member for Wynnum made an attack on the Minister for something he said five or six years ago. I believe a man is either a fool or a very wise man who never alters his opinion.

The SECRETARY FOR PUBLIC INSTRUCTION: I have not altered that opinion yet. I still stand to it.

Mr. W. COOPER: The Minister has one redeeming trait in his character—(laughter)—that is consistency. (Renewed laughter.) He has stood up to what he said in the past, and he is endeavouring to carry it out as the administrator of the department. I am not going to say that the Minister is going to do all that he said he would do, but he has quite recently been created a hero himself by the very fact that he has been so much advertised. By attacking him, the hon. member for Wynnum has given him a greater advertisement than he would otherwise have received.

The education of the children should receive the serious consideration of the men

*Mr. W. Cooper.*!

who are chosen to control it. In my opinion, the most essential thing in which we have to educate the children of Queensland is patriotism. If we do not do that, then I stand in fear and trembling for our State, and leading, as we do lead, in advanced modes of thought and democracy, we might have the great State of New South Wales and the great State of Victoria following our example in that direction, and in consequence the Commonwealth might suffer very much from the lack of patriotism. No child, however inclined to be peaceful, can stand too much abuse in a school or anywhere else. It is one's nature to resent any abusive actions detrimental to his welfare, so patriotism is the most essential thing to be taught in our schools. Let us teach all our children to be patriotic to the country to which they belong, because the man who will not fight for his country is not worth his salt.

I must give the officers of the department every credit for endeavouring to do the right thing, so far as their lights will permit them, in bringing about a system of education that will instil into the minds of the children something that will be useful to them in after life. The Government have spent at least three times as much money in the erection of schools and in connection with the education system generally as any other Government. That indicates that the Government are not lacking in their efforts to educate the children to a standard that will enable them to become better citizens, who will continue the progress that is being made by this great State. To-day we are guiding the destinies of this State, but to-morrow the very children who are being educated to-day will take our places and carry on the good work that has been undertaken. The Government have endeavoured to do something for the children in the country. We have established vocational classes so that the teachers and the parents may have an opportunity of knowing what the children's inclinations are. During the last eight or nine years we have renovated almost every school in the State. That work became necessary because of the fact that some of the schools were erected thirty to forty years ago and had become out of date, and the Government were compelled to reconstruct them and bring them up to a modern standard. No doubt the children of Queensland will adapt themselves to their surroundings, and their lives will be largely controlled by their environment. Environment has an important influence on the moulding of a child's character. I hope that those who are in control will endeavour as far as possible to make the lives of the children pleasant while they are going through their period of education. Very few children like school, and if you can make their school days pleasant, then you will be accomplishing something towards the building up of a future generation. Hon. members opposite have complained that sufficient money has not been spent on education and sufficient schools have not been erected and the education system has not been carried on in the manner that they would have liked. I am quite in accord with that, but I am not selfish enough to get up in this Chamber and condemn the Government for not spending more money upon the education of the children, and then accuse the Treasurer of wilful, unnecessary, and extravagant expenditure of public

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money. That is the attitude adopted by hon. members opposite and is the most inconsistent attitude that it is possible for them to take up.

The CHAIRMAN: Order! The hon. gentleman has exhausted the time allowed him under the Standing Orders.

Mr. BRAND (*Burrum*): I desire to deal with the vote rather than with the debate that has centred round the remarks by the Minister in regard to editing the school papers. I believe that war is a terrible scourge, and I do not think that any hon. member or any right-thinking man would advocate war if he thought it could be done away with. Hon. members on this side of the Chamber congratulate the hon. members for Rosewood and Fitzroy for being brave enough to stand up in the ranks of their own party and denounce what is being attempted by their party. The remarks emanating from some hon. members opposite are very peculiar, because it is a well-known fact that even in their own ranks they cannot agree and are at war one with another. I listened very intently to the speech of the hon. member for South Brisbane yesterday, in the course of which he stated that we should teach our children that the recent great war was brought about by secret agreements and secret diplomacy.

The CHAIRMAN: Order! Order!

Mr. BRAND: I will not deal with that any further. I sincerely trust that, if the Minister intends to edit the school papers, he will confer that duty upon the officers of his department who understand the needs of the children.

Dealing with the vote itself, we have in charge of the department to-day a new Minister of whom we ought to be able to say that he will not be influenced by the opinions expressed in the larger city areas and who might be expected to have some sympathy for the country districts. We know that the hon. gentleman was born and reared and spent the greater part of his life in the country. I hope, therefore, that during his term of office he will show some greater sympathy for the country centres than they have received in the past. The country schools differ considerably from city schools inasmuch as a greater number of schools in charge of a single teacher are to be found in the country than in the city. I suppose that in a large city area it would be difficult to find one school with a staff of less than five teachers. The department at the present time lays down that there must be an average attendance of forty-five children before a second teacher will be sent to any school. It is difficult to obtain that average in a country district, even where the total enrolment is anything from fifty-five to sixty scholars.

Mr. FARRELL: Is forty-five the average, or the total enrolment?

Mr. BRAND: An average of forty-five. That regulation means that the teacher has the task of attending to anything up to six drafts of children. It is almost an impossibility under those conditions for one teacher to give the necessary individual attention to a child to make a success of his future. I hope that the new Minister will give more attention to this matter, and see if it is not possible to make the enrolment forty-five instead of an average attendance of forty-

five, in order that some of the country schools may have greater teaching facilities. Again, we have a large number of small schools in the country with an average attendance of from ten to twenty. As soon as the average drops below nine the school is closed and the teacher transferred. The children remaining then have either to go without schooling or to take up the correspondence course which has been introduced during the last two years. In my experience the correspondence system is not satisfactory, and is a poor substitute for a teacher in some of the country centres, particularly where the parents of the children are not sufficiently well educated to impart tuition to their children from the papers sent. I hope that in this respect the Minister will also extend some practical sympathy to the children in the country, and that even where it can be shown that the attendance is from nine to eleven, he will see that a teacher is sent along to enable the children to receive the necessary education to fit them for the battle of life. I have one school in my electorate, at Dunmora, which has been closed since last Christmas. The children of that centre have not had any instruction this year because they will not submit to the correspondence class. The average attendance of the children enrolled was 90 per cent. That showed clearly that the children were desirous of obtaining the most schooling they could get. At present they are without schooling, and will grow up to be men and women without being able to write their names unless the Department of Public Instruction send along some teachers to train them.

[10.30 a.m.]

There is another matter—the cleaning of schools. I contend that insufficient remuneration is allowed to country schools for cleaning. People who have to clean schools are expected to find their own equipment and also to find blackboard cleaners. For this they are allowed the magnificent sum of £9 per annum. I have a letter from the Teachers' Association in my district which sets out that they do not consider the remuneration for cleaning to be adequate. It reads—

“By direction of my association, I have to bring under your notice the inadequate allowances for cleaning made to teachers in lower class schools, and request that you will endeavour to have some improvement made when the Estimates are under discussion.

“By reference to page 55 of the Regulations of our department you will see that the allowances are meagre and insufficient.

“In most cases, nobody will undertake the work at the price and teachers' families are compelled to do it to comply with regulations. In one case under our notice, a teacher is allowed only £9 per annum to supply cleaning materials and clean a school consisting of one room 39 feet by 18 feet, another 34 feet by 18 feet, three verandas, and earth-closets.”

For that work he receives the magnificent sum of £9 per annum. I ask the Secretary for Public Instruction or any other Minister whether he would clean any school of such dimensions for £9 a year?

The SECRETARY FOR PUBLIC INSTRUCTION:  
Ask yourself.

Mr. BRAND: I would not, and I do not think the hon. gentleman would. I ask the hon. gentleman to give some practical sympathy to teachers in country centres and see that they get adequate payment for cleaning, because it generally devolves upon themselves and their families.

I congratulate the Chief Inspector of the department upon the success of his department. I was very pleased to learn from the Minister yesterday, in reply to the hon. member for Burnett, that he intends to correct what is apparently a mistake in the salary of the Building and Sites Clerk. Whereas the general increase to other officers has been from £25 to £50, the Building and Sites Clerk has only received £5. He is a gentleman who has had thirty years' experience and attends to practically every member of Parliament.

The SECRETARY FOR PUBLIC INSTRUCTION:  
A very efficient officer.

Mr. BRAND: I congratulate the hon. gentleman on giving some attention to that matter. I sincerely hope that now he is starting an innovation in regard to editing school papers he will also do away with home lessons as far as possible. When a child completes the prescribed period allowed for schooling he gets quite sufficient work, and teachers have enough to do without having home work to correct. In any case the children have quite sufficient to do without the additional burden of home work.

Mr. RIORDAN (*Burke*): I am very pleased that the Secretary for Public Instruction is bringing about reforms in the matter of our public education. I have always found that our country districts have received very generous treatment from the Department of Public Instruction, and it is generally admitted by the people in the country that the policy of the Labour party through the Department of Public Instruction has been a most generous one.

In regard to the elimination of war lessons from the school books, I think every sane thinking person must realise that it is a bad thing to inflame the minds of the youth in favour of war. The working class at no time has ever got anything out of war. What are wars waged for? The Minister in taking this step and Queensland striking out in this direction will not be alone. It is a subject that has given a good deal of thought to those who have had to deal with wars. Right back as far as 1854 we find that Mr. John Bright had this to say on war:—

“The past events of our history have taught me that the intervention of this country in European wars is not only unnecessary, but calamitous: that we have rarely come out of such intervention having succeeded in the objects we fought for; that a debt of £800,000,000 sterling has been incurred by a policy which the noble Lord approves . . .”

What have the noble lords contributed towards the payment of this tax? What have they contributed towards the payments of war debts? The working class generally and the class that produces the wealth have to meet the war debts as they have to meet all other debts, and it should not be left to a few diplomats to say whether a war shall be waged in the future. I am sure that, if every country in the world launches

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out on the lines that the Minister suggests and teaches in the schools not war but peace, eventually peace will come, because once the workers of the world refuse to fight there can be no war, as the diplomats will not fight. Mr. Bright also had this to say, and you will not notice anything of this in the school papers—

“What is war? I believe that half the people that talk about war have not the slightest idea of what it is. In a short sentence it may be summed up to be the combination and concentration of all the horrors, atrocities, crimes, and sufferings of which human nature on this globe is capable.”

We have heard a good deal of war during the last couple of days, and I suppose those who have spoken on the subject are not authorities. I know nothing about it, because it is a thing I have never believed in. Those who had the realities of war brought home to their own doors have had something to say about it, and they have shown that there is some justification for the Labour party or any other party taking steps to have war eliminated. With all due respect to the hon. member for Fitzroy and hon. members on the other side who have criticised the Minister on his statement in regard to the elimination of this stuff from the school books, I wish to say that, if someone does not start to bring about reforms, then we are never going to get reforms. If there is no one prepared to take the first step, we are going to stand still; and, if we stand still, eventually it will mean that we shall die, and that no progress will be made. This is a young country, and fair progress can be made in it. The trend of thought has changed all over the world. We have a Labour Government in England at the present time, which would never have been thought of before the war. I am satisfied that the proposed change in connection with the Department of Public Instruction will bear fruit in the near future. Referring to those who suffer as a result of war, John Bright had this to say—

“The sufferings of the working classes were beyond description, and the difficulties, and struggles, and bankruptcies of the middle classes were such as few persons have a just idea of. There was scarcely a year in which there was not an incipient insurrection in some parts of the country, arising from the sufferings which the working classes endured. . . .

“Well, if you go into war now you will have more banners to decorate your cathedrals and churches. Englishmen will fight now as well as they ever did, and there is ample power to back them, if the country can be but sufficiently excited and deluded. . . . There may be titles, and pensions, and marble monuments to eternise the men who have thus become great; but what becomes of you and your country and your children?”

We see what becomes of the men who do the fighting, and what becomes of their children and of their country. After a man has served the purpose of the diplomat—after he has fought for the establishment of markets for the lords, merchants, and other moneyed interests—he is thrown aside on the scrapheap or has to stand in the streets with an organ and a monkey. That is what a generous country does for those who are

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prepared to wage war for this class of people. If we have utterances like these put into the school books, it will change the trend of thought of the children throughout the world and bear good fruit in the near future. John Bright also said—

“I believe that we shall see, at no very distant time, sound economic principles spreading much more widely amongst the people; a sense of justice growing up in a soil which hitherto has been deemed unfruitful; . . . that there shall come a time—a blessed time—a time which shall last for ever—when nation shall not lift up sword against nation, neither shall they learn war any more.”

That is the first step in regard to the teaching of the children—“Neither shall they learn war any more.” I think it is the first step which is necessary, independent of what the hon. member for Fitzroy or hon. members opposite may say. Anything that can be done by a State or individual to help to destroy war will be acceptable to all decent and fair-minded people. The Minister has nothing to be afraid of in regard to the criticism levelled at him from the other side of the Chamber. Ever since the stand was taken by the Minister in connection with his party here the Opposition have done everything they possibly could to belittle him. I must congratulate the hon. gentleman on the stand he has taken in this matter. I hope he will go right on with the business, and that he will not get cold feet in regard to the lessons to be inserted in the school books. Not only is the Labour party outside waiting for the change, but thousands of people who do not support Labour. In regard to the change of methods of warfare, I have an extract from a book by M. A. Muggé, on Heinrich von Treitschke—

“There will always be war, but one day it will be a divine contest between men, a mental or a spiritual struggle for supremacy, and not the useless body-killing horror of to-day. Man, the cosmic rebel, certainly has worthier foes than his fellow-men. And even if war, the bloody body-eating Moloch of our day should still remain enthroned for a few centuries until reason rules over human stupidity and passion, and makes gory battles avoidable, there can be but one opinion about eulogists and apologists of war as a general proposition; men who speak about the ‘majesty of war,’ about the ‘moral magnificence of war’; they belong to the Stone Age of mankind.”

They belong to the past, of which my comrade in the corner, the hon. member for Bowen, so often speaks! It is time that we got away from the Stone Age. We must if we want to progress. It is a good thing to see that members of the Labour party not only in Queensland but also throughout the world are prepared to take a stand on this question. We remember the criticism levelled at Mr. Ramsay MacDonald during the great war, yet since the cessation of the war he has been proved to have been right. Mr. Ramsay MacDonald was refused admission to certain clubs in London for his attitude on the war, although he believed it to be right, and the man who displays a courageous attitude, who is game to do the right thing—game to do as his conscience dictates—is the man who is going to move forward. After the great war we had a book written by Sir Philip Gibbs, “Realities of

War," and some quotations from that book might very well be used in our school readers. He knows something of the realities of war. It is all very well for us to get up here and recite, "The boy stood on the burning deck" and suggest that that will inspire a patriotic sentiment in the child. But the child thinks how foolish the boy was to stand on the burning deck. Why not jump overboard and try to swim ashore? It would be far better to drown than to burn to death. What is there in "Casabianca"? Although the little digger from Toowong—(laughter)—criticises the Secretary for Public Instruction, he agrees with me on war. I remember that when I first came into this Chamber the little digger from Toowong asked me why I did not go to the war, and I said I did not go because I did not like it. I asked him then why he did not go, and he said he had "housemaid's knee." (Laughter.) I do not want to have the little digger from Toowong put into the reading books of the schools as one of our heroes any more than I want to see myself there as a hero. I think that the children should be told the truth—what has actually happened in war—and Sir Philip Gibbs knows that. We were told that this was a war to end war—that after the Great War which began in 1914 was over there would be no more wars, and that, when our boys returned from the front, nothing would be too good for them. Yet to-day men who on the Post Office steps wanted everybody locked up who expressed his opinion and told the people that it was not a war to end war—those men who said that when the men returned from the war everything would be done for them, now dodge around the corner when they see a returned soldier coming for fear that he might ask them for a shilling. Sir Philip Gibbs has this to say in his "Realities of War"—

"Was this war for Liberty? Were the masses of men on either side fighting with free will as free men? . . . What liberty had they to follow their conscience or their judgment? 'Theirs not to reason why, theirs but to do and die,' like all soldiers in all armies. Was it not rather that the masses of men engaged in slaughter were serving the purpose of powers above them, rival powers, greedy for each other's markets, covetous of each other's wealth, and callous of the lives of the humble men? Surely if the leaders of the warring nations were put together for even a week in some such place as Hooge, or in the Hohenzollern redoubt, afflicted by the usual harassing fire, poison gas, mine explosions, lice, rats, and the stench of rotting corpses, with the certainty of death or dismemberment at the week-end, they would settle the business and come to terms before the week was out."

Sir Philip Gibbs cannot, by any stretch of imagination, be considered a Labour man. He was a man who went through the whole of the war as a war correspondent, and some of his remarks on war might very well be placed in the school books, as they would be more beneficial to the children than the stuff quoted by the hon. member for Warrego, such as "The rabbit is a pretty little animal with silk ears." (Laughter.) Practically every young Aussie knows what a rabbit or an opossum is before he starts going to school. The children attending

the secondary schools are wondering why they are not being taught more Australian history. It does not interest them to go back to Queen Anne's time. That is practically useless to them. It is not practical education for the young Australian. Our educational system might be better served if the university was made free to all classes, and not made available only to a privileged class who can afford to go there. While the Labour Government are subsidising that institution, my children, and the children of the working-class have as much right to attend that university as the children of the class who are able to pay. If the Labour Government continue to subsidise that university, they must go further and make the university free. It is all cant and humbug to half do the thing in the interests of a privileged class. We should have no class distinction in a young country like this. We should all belong to one class, and, if there is one thing that should be free in this country, it is education, and it should be free not only to a section of the community, but to the whole of the community.

Mr. KING (Logan): I would like to pay a tribute to the staff at the head office, from the Under Secretary down. Speaking from my personal experience, I have received nothing but courtesy and consideration at their hands. I speak of the head office because that is the office that I know more about. We have been particularly lucky in the Under Secretaries who have held that important position from time to time, and at the present time we are maintaining our fortunate position by having a man like Mr. McKenna to control the destinies of the department. So long as Mr. McKenna is there, I am quite satisfied that the educational system will be carried on to the best possible advantage, subject, of course, to control by the Government in power for the time being.

The report by the department furnishes very interesting reading. In the first place I would like to deal with the itinerant teachers. The necessity for the appointment of itinerant teachers was stressed in 1901 by Mr. George Story, who was then member for Balonne. I understand that he was responsible for the initiation of that system. I think it is generally conceded that that system has proved a very good system indeed, and has been the means of educating certain children who otherwise would never have had a chance of receiving any education whatever. The system was introduced in 1901, and up to 1911 the Government of the day had engaged sixteen itinerant teachers. Between 1916 and 1920 only one additional itinerant teacher was appointed, making seventeen in all. I very much regret to see that in 1921 the number was reduced by one, and in 1922 the number was reduced by two. The position now is that, whereas in 1911 we had sixteen itinerant teachers, we now have only fourteen. I very much regret to notice this aspect of affairs. Of course, as stated by the Government, a new system of tuition by correspondence has been initiated. I am not going to say a word against that system. It is a splendid system. It will do a tremendous amount of good in imparting education to many children in the backblocks who would be unable otherwise to receive it. It is a great pity that the number of itinerant teachers is

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being reduced. After all is said and done, the personal touch between teacher and pupil has a great influence on the educational advantages of that pupil. It has a greater effect than tuition by correspondence. If a teacher is a man of character—and generally he is—he can transmit the seed of that character to a very large extent to the pupil if he goes the right way about it. The same results cannot be obtained by an impersonal correspondence with a pupil as from the personal touch. Therefore, I regret very much that this system has not been carried to the fullest extent possible, and that the attitude of the department is apparently to lessen their activities in the direction of providing itinerant teachers and increase their activities in carrying on tuition by correspondence.

It is pleasing to note that the scope of tuition by correspondence is to be widened so that many of the pupils receiving its benefits will have the opportunity of being prepared for the scholarship examinations. It has always appeared to me very hard that many of the children in the backblocks are debarred from having the same opportunities and advantages for getting a secondary education as the children in the city. This is a move in the right direction. I hope it will be the means of at least some children receiving that secondary education to which they are so justly entitled.

I also notice that mention is made in the report of steps that have been taken to organise special classes for defective children. I want to congratulate the department on that very wise step. It is often the case that, if a teacher has a brilliant pupil, that pupil is pushed on to the utmost possible degree, to the detriment, possibly, of less brilliant children. I recognise that this innovation has been introduced so that children who may be a little mentally deficient will have a greater opportunity of keeping in closer touch with the teachers and making good. I recognise that these teachers will have to be specially qualified. I hope that the innovation will be a success.

I observe from the report that there seems to be a falling-off in the numbers of teachers, and that apparently a greater number than formerly are leaving the department. This is to be regretted, because we desire to retain those teachers who have acquired experience in the system so that they may pass their knowledge on to our children.

Mr. FOLEY: There are not many male teachers leaving, are there?

[11 a.m.]

Mr. KING: In 1922, 219 teachers left the service and in 1923, 250 left. That shows an increase of 31. Of those 57 were male teachers. Of course the majority were female teachers, and they left, I suppose, to get married, which is quite right. When they get married they are not going to continue teaching.

Mr. FARRELL: How about those who are retired?

Mr. KING: Quite a few were retired and quite a few knocked off school teaching to take up household duties; but I do not like to see the male teachers leaving the staff.

There has been a good deal of discussion on the Minister's statement that he was

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going to edit the school books in connection with lessons pertaining to war. I do not want to say very much on the subject. It has been looked at and talked at by more than a few, and there have been some good speeches made. I am neither a pacifist nor a jingo, but I recognise that the instinct of self-preservation is in every one of us, and that we would all defend ourselves if attacked.

I suppose every hon. member deprecates any lessons in our text books that are inserted for the purpose of glorifying war. We do not want to glorify war in any shape or form. I consider war is the most dreadful tragedy that can happen to any civilised community, or to any community, at all, but more so in connection with a civilised community. It appears to me to be an extraordinarily sad commentary on our civilisation that, whilst we profess to be so civilised, we still allow this savage warfare to continue. There does not seem to me to be any alternative for war. The League of Nations hopes to do much. Let us hope it will. Let us hope that the League of Nations is going to evolve some means by which war can be done away with. (Hear, hear.) But so long as human nature is constituted as it is at present, so long as we have these feelings of "envy, malice, hatred, and all uncharitableness," combined with greed and avarice, then we are going to have the greatest difficulty in the world in coming to a common understanding whereby war will become a thing of the past. It means a reconstitution of human nature, when every man will try to look upon his fellow man as a brother. When we arrive at the brotherhood of man which we preach about and talk such a lot about, then we may reach something, but we are never going to reach anything whilst with one breath we preach brotherhood and with the other class-consciousness. Under those conditions we are not going to get anywhere, and this feeling of "envy, malice, hatred, and all uncharitableness" will always prevail. It must.

The only way to avoid war and preserve peace is to prepare for war.

OPPOSITION MEMBERS: Hear, hear!

Mr. KING: It is the only safeguard we have and, if we have that safeguard, the chances are that we shall have peace. I sometimes think of that misguided person who bares his breast and says, "I will not fight, therefore you will not attack me," and is immediately knocked down.

Mr. WEIR: What about the Crucifixion? Did you not learn of that?

Mr. KING: We have not yet reached that stage.

Mr. WEIR: We profess that we are trying to follow that example.

Mr. KING: We can only follow that example by being able to preserve peace which may at any time be threatened. I hope that I shall never forget the stories I read in my younger days of Drake, Wellington, Nelson, Marlborough, Roberts, and good old "Chinese" Gordon. Wonderful men! I hope I shall never forget the stories I read about those men in my younger days, and that I shall not lose the impression then left on my mind. Like the hon. member for Albert, when he was talking about his younger days, I hope that I shall

not forget Cæsar's history of the Gallic Wars. I also studied "De Bello Gallico," and, as the story unravelled itself, it became far more interesting to me—

THE SECRETARY FOR PUBLIC INSTRUCTION: Because of the translation?

MR. KING: No, my interest in the story helped me materially in mastering the translation because I wanted to find out what the story was about.

THE SECRETARY FOR PUBLIC INSTRUCTION: The ambition of the scholar was uppermost in your mind.

MR. KING: I am very much afraid that as a scholar I had no ambition, and I very much regret that I did not make more use of my opportunities when I had them. All those stories left their impression upon me because I recognised the wonderful qualities those great heroes showed in their lives.

I recollect the hon. member for Bundaberg speaking at a recruiting meeting at Stone's Corner—and I am very sorry to hear that he now wants certain things excised from the school books. I heard him make one of the most rousing speeches at Stone's Corner that I ever heard, and at that meeting he quoted these stirring words—

"Now doubt ye not that Drake will hear the drum.

The drum that calls to all the winds that blow.

If the Don sights Devon  
He'll quit the Port of Heaven  
And drum them up the Channel  
As he drummed them long ago."

Why did the hon. member recite those lines then? For the purpose of arousing the enthusiasm of his hearers and of inspiring them. If the hon. member starts on the adult with that sort of thing, what possible objection can he have to that sort of sentiment being expressed in our school books to inspire the school children? The hon. member is not consistent. He was perfectly right when he tried to rouse the feelings of the people by quoting that passage. I remember it well, and he did rouse the people, too, and got recruits. I must confess that I like to read of these things, and I like to read poems in reference to those great lads of ours who went over from Australia and made the Australian Nation at Gallipoli.

MR. COLLINS: She was a nation without that. Cut that out!

MR. KING: She had not been consecrated before Gallipoli. I like to read about these Australian boys who were always singing, always laughing, and always talking. I do not see why the Minister or the Government should object to these matters appearing in the school books. Take the following lines from "The Sentimental Bloke"—

"They was singin' on the troopships, they was singin' on the train.

When they left their land be'ind them they was shoutin' a refrain,

And I guess there'll be a chorus, gay and glad in greetin' for us

When they've done their bit of scrappin' and they lob back 'ome again,

And the boys who aint returnin', boys who've paid the 'ighest price,

They'll go singin', singin', singin' to the gates of Paradise."

I do not object to that, and I do not see why the Minister should. These things

inspire the school children with the loftiest of sentiments, and why should the Minister object?

THE SECRETARY FOR PUBLIC INSTRUCTION: Do you say that would inflame the minds of the youth?

MR. KING: No. I am asking the Minister to allow such passages as this to be included in the school books.

THE SECRETARY FOR PUBLIC INSTRUCTION: You are misleading.

MR. KING: I do not want to be misleading.

THE SECRETARY FOR PUBLIC INSTRUCTION: Take my remarks and quote them accurately.

MR. KING: All I can say is that we have heard certain things about what the Minister is going to do, and we have been told that he has altered his attitude since he has been in this House.

THE SECRETARY FOR PUBLIC INSTRUCTION: Not once, and I am not going to.

MR. KING: According to the information we have got, there has been an alteration in that attitude. We may have been wrong in the information that we got.

THE SECRETARY FOR PUBLIC INSTRUCTION: Who gave it you?

MR. KING: It is common talk.

THE SECRETARY FOR PUBLIC INSTRUCTION: Where?

MR. KING: It appeared in the Press.

THE SECRETARY FOR PUBLIC INSTRUCTION: That is only the lying Press.

MR. KING: It is the source of a lot of our information. The Minister has taken up a certain attitude, and this debate has been for the purpose of convincing him that his attitude is wrong if he has any doubts. If he has not taken up that attitude, then there is no harm done; but I do hope that, whatever he does in the editing of school books, he will not do anything that will in any way take away from the child pleasure and pride in reading of what our heroes have done in the past.

MR. FOLEY (*Leichhardt*): I would like to make a few remarks in regard to the decision of the Minister to eliminate all war lessons from the school books and school papers that are likely to inflame the minds of the youth. I may say at the outset that I entirely approve of the attitude the Minister has taken up since he has attained to his present office, and I sincerely hope that, when he eliminates all reading matter tending to the glorification of war, he will arrange to insert in its place, where practicable, propaganda pointing out the evils of war. When the hon. member for Logan was speaking, he mentioned that he was neither a pacifist nor a jingo. I take his statement as being made in good faith, but I disagree with his remark that so long as human nature, with its hatreds and prejudices, exists, so long will war exist. A statement of that sort is rather shallow, and should not be made by a man like the hon. member for Logan, who has received an education quite above the ordinary and who is trained in legal matters. He will find by research that the clearest thinkers in the world agree that human nature is all right. There is nothing wrong with human nature. It is the teaching given in the schools, and later by the capitalistic Press of the world, that is

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responsible for engendering this hatred and these prejudices that exist in human nature throughout the world to-day. One could quote innumerable instances where the best in man has come out under favourable circumstances. I am inclined to agree with those psychologists who say that the mind is most easily impressed in childhood. All psychologists agree that the character is largely formed by the teaching given to the child by school teachers and by parents. If you are going to glorify war by spicy articles manufactured from capitalistic sources, naturally when war is declared the young men will have a desire to fight. We saw that was the case a few years ago when the newspapers here began their lying propaganda, just as they did in every other country. Not only in England and Australia, but in Germany, Turkey, and other countries, the newspapers took up a lying attitude in favour of their particular country. As soon as that propaganda gets to work the impressions formed in the child's mind in school or by its parents, if they happen to be jingoistic, are immediately affected, and we shall have, as we had during the last war, millions of workers taking part in a war that really was not their dispute at all. The impressions were lying dormant in their minds, and were brought out when the war drums began to beat and the Press began its propaganda. If the opposite type of propaganda is printed in our school books, the child, when he reaches manhood, will hesitate and endeavour to arrive at the cause of any dispute before he is prepared to participate in the fight. Public opinion is increasing greatly in favour of this propaganda being instituted in every country of the world. We are making a start here, and Victoria is also contemplating a start, and the time is not far distant when the workers of the world will all be of the one way of thinking, and they will be asking themselves questions such as this—"Why should we in Germany fight the Australian?" and vice versa.

That is what I claim would be the inevitable result of the propaganda to that effect which was impressed upon the minds of the school children. I would quote a few extracts which I think could be well inserted here and there in the school papers without in any way trying to flood the minds of our children. They are extracts from a book which was prohibited while the Great War was on, entitled "War: What for?" by George Kirkpatrick. This is one, for instance—

"The cannon's thunder is ridicule for the proud claims of civilisation. War is a sneer. War is the devil's sneer at the human race. In war the human race stumbles—stumbles backward across the centuries into the jungle. War dethrones the beauty and crowns the beast in human nature. War mistakes brutality for bravery, madness for manliness, and homicide for patriotism. War has belittled the world with jealousy, damned the world with hate, filled the world with fear, and engloomed the world with sighs and groans. War has stained the earth with blood and tears, broken the health and shattered the limbs of millions of the world's strong men, and filled the highways with hobbling cripples. War has crowded the world with widows and orphans, with broken hearts, broken homes, and broken hopes."

A few of these extracts inserted here and

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there in our school papers would have the effect of enlightening the children and enabling them to grasp the true position. They would not then at a later stage merely accept *holus bolus* all the lying propaganda given to them in time of war. This is another extract—

"War places the conqueror above the educator, and the assassin above the artist. War spits on religion, and adopts the ethics of the tiger and the shark. War has slashed a wide, wide highway of ruin through the ages, a highway strewn with wreckage, reddened with fire, lined with crosses, prison, corpses, skulls, skeletons, and graves, and ever more even to-day this stained beast spreads wide its blood-dripping jaws in wild and hungry howls for more, more, more victims."

Things of that nature are impressive. They are hard facts, which impress themselves not only on the mind of the child, but on the mind of the grown-up person. The following extract is on a different line altogether, and impresses itself in a different method:—

"One 14-inch cannon and equipment costs 170,000 dollars, one target practice shot costs as much as President John Adams's education at Harvard University.

"Whether your shell hits the target or not,  
Your cost is 600 dollars a shot;  
You think of noise and flame and power,  
We feed you a hundred barrels of flour.

"Each time you roar your flame is fed  
With 20,000 loaves of bread.  
Silence! a million hungry men  
Seek bread to fill their mouths.  
again."

In other words, when a war is on, the equivalent of 20,000 loaves of bread is being fired in every shot from a 14-inch cannon, while there are hundreds of thousands starving in the countries affected by the war. This is a quotation from Jagersoll—

"Courage without conscience is a wild boast. Patriotism without principle is the prejudice of birth, the animal attachment to place."

Then take Victor Hugo, who described a hero as "a species of assassin." Then again, Kirkpatrick, when pleading with mothers, says—

"Mothers, ask your boy—Which would you rather be, boy, a dead and useless slaughterer of men or a live and useful man of peace; a dead butcher or a live brother?"

Those are a few extracts I have culled from the little work I have mentioned in the hope that they will be useful to those who read "Hansard," and also in the hope that the Minister will select and use them in the course of his propaganda in the future. Then again, I might quote another one—

"Let the working-class mothers beware of crafty and cowardly politicians and business men, seeking to excite them with the shallow cry, 'The Flag, the Empire, our homes.' For the mothers' sake it is worth time to state the facts here, 'That more than half of all the

mothers in Australia have no homes, but live in rented houses, and more than one-eighth of them live in mortgaged homes."

That is really the position of the working-class and those who take part in the battles that are continually waged.

A good deal of abuse has been levelled at the Minister by some hon. members of the Opposition, while some of them have taken up what I consider quite a decent attitude on this question—the hon. member for Windsor, for instance, and one or two others. Notwithstanding the abuse levelled by some hon. members opposite and some members on this side, we are really only acting in accordance with the ideas of the King and Queen of England. Many hon. members opposite who abuse us claim to be Royalists and admirers of Royalty in the British Empire. I will just give a quotation from the "Message of the King" on Empire Day, 24th May, 1923, to the children in the elementary schools of the Empire, a copy of which appears in the school paper of 10th June, 1923—

"Get knowledge, be brave, honourable, and kind, thinking of others before yourselves, and always play the game. So will you fit yourselves to hand down this community of Free Nations to your children and grandchildren as a great instrument for justice, peace, and goodwill, which will deserve the respect and esteem of mankind."

I take it that the Minister will cultivate other forms of propaganda besides anti-war propaganda, and that he will try to engender a similar spirit to what has been inculcated by His Majesty the King of England. I wish to quote from an extract from Her Majesty the Queen's message on the same date—

"You can learn many lessons at school which will help you to become wise and useful citizens of the British Commonwealth; but you can learn and practise nothing better for yourselves and all members of the British family than the simple lessons of love, kindness, and unselfishness which, in cloud or sunshine, are the strength and beauty of life."

I take it there is nothing wrong with that message, and that the Minister and most hon. members who have taken part in the debate are really trying to bring that about. Referring to the prating of many hon. members about the Empire and the danger of the Minister breaking down the spirit of allegiance to the British Empire by doing away with all reference to war heroes in the school papers, I would ask hon. members who thus prate about the Empire what the Empire consists of. After all the wars of domination by the

[11.30 a.m.] British Empire and other Empires, what have we to show in the world to-day? Certainly these Empires have acquired huge territories in many parts of the world, but the main thing we have to consider is the condition of the people living in those dominions, and I could not better interpret the meaning of the word "Empire" than by reading Edward Carpenter's poem under that title in his book "Towards Democracy." It is not a very long poem, but I think it is well worth inserting in "Hansard," and may have the effect of bringing home to many Englishmen on that side of the Chamber and even on this side what the word means. Edward Carpenter is rather harsh in some of his comments,

and I would like to explain that it is not my wish to hurt the feelings of any Englishmen by reading it. Still it contains many glaring facts, as will be recognised as I go along. His preface reads—

"Blind, fooled, and staggering from her throne, I saw her fall,  
Clutching at the gaud of Empire;  
And wondering, round her, sons and daughter-nations stood—  
What madness had possessed her;  
But when they lifted her, the heart was dead,  
Withered within the body, and all the veins  
Were choked with yellow dirt."

The poem itself reads—

"O England, fooled and blind,  
Come look, if but a moment, on yourself!  
See, thro' your streets—what should be  
living sap of your free blood—  
These brutish, squalid, joyless, drink-sodden populations flowing;  
And in your mills and factories the weary faces, sad monotonous lives,  
Or miles of cottage tenements with weakly red-eyed children, worn-out mothers.  
See, from your offices and shops at closing hours, the morbid stream—as from unhealthy glands within the body—  
Crowds issuing of anaemic youths and girls, pale, prematurely sexual—"

The CHAIRMAN: Order! Will the hon. member connect his remarks with the vote?

Mr. FOLEY: Yes. When I have finished this poem I intend to suggest to the Minister that, when he is dealing with the problems of war and the question of eliminating war propaganda from the school books, he should at the same time place other propaganda in them, so that the children of the future will be in a position to know what the Empire consists of and what it means—

"With flabby minds and bodies (held together chiefly by their clothes) and perky pick-me-up manners;  
See, on the land, where at least there should be courage and grit and sinew,  
A thin-legged, slouching, apathetic population, ignorant even of agriculture,  
And in the mines and coalpits, instead of lusty power, poor rickety limbs and ill-built bodies;  
And ask yourself the searching question straight,  
How out of such roots shall a strong nation grow?"

Mr. SZER: What are you quoting?

Mr. FOLEY: The author of this poem is an Englishman by the name of Edward Carpenter—a well-read author, too. He goes on—

"And then look upward, at the surface show and flout of society,  
Those that are well-fed, and (out of the labour of the others) have plenty of chink in their pockets—  
The club and drawing-room life—  
Look well, look well, and see the feebleness and insincerity of it:  
The scores and scores of thousands of fittid and moneyed persons—a vast and ever-growing multitude—living the lives of idiots,  
'*Peu s'esse oblige*' their motto:

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Of men scarce fit even to be good officers,  
much less good administrators; of  
women hardly worthy to be  
mothers;

A society wielding enormous wealth and  
privilege, skilled chiefly in the  
finesse of personal gain and advance-  
ment, and honeycombed by cynicism  
and unbelief:

And for the rest, the hundreds and  
hundreds of thousands swarming in  
commercial dens and exchanges,

The life of the successful business man,  
the company promoter, the lawyer;  
the manufacturer, traveller, factor,  
dealer, merchant, speculator; the  
bank, the counting-house, the big  
store, the director's office; the adver-  
tising agent, and the vendor of  
patent medicines;

Think of all these, and the ideals be-  
neath and behind them—and ask  
again the question,

How out of such stuff can a strong nation  
grow?

Where (and the question must be faced),  
Where, anywhere over the surface of  
England to-day, do the necessary  
conditions exist for the outcrop of  
a decent population—if only a body  
of a few hundreds at a time?

Where are the conditions for the growth  
of men and women,

Healthy and well-formed of limb, self-  
reliant, enterprising, alert, skilled  
in the use of tools, able to cope with  
nature in her moods, and with the  
earth for their sustenance, loving  
and trustful of each other, united  
and invincible in silent faith?

Where is the statesman who makes it  
the main item of his programme to  
produce such a population? Where  
the capitalist, where the landlord?

Where indeed—in a country in which  
politics are but a game of party  
bluff, where labour is a modified  
slavery, and where land (for such  
purposes as indicated) is simply not  
to be had?

And the answer comes: The conditions  
do not exist.

The conditions (says the doctor) of life  
and vitality are gone—already the  
process of decay has set in, which  
only a swift crisis can arrest:

The heart is dying down,  
Withering within the body; and the  
veins

Are choked with yellow dirt.  
And this thing cries for Empire.

This thing from all her smoky cities  
and slums, her idiot clubs and draw-  
ing-rooms, and her brokers' dens,

Cries out to give her blessings to the  
world!

And even while she cries  
Stand Ireland and India at her doors  
In rags and famine.

These are her blessings of Empire!  
Ireland (dear sister-isle, so near at hand,  
so fertile, once so prosperous),

Rack-rented, drained, her wealth by  
absentees in London wasted, her  
people with deep curses emigrating;  
India the same—her life-blood sucked—  
but worse:

Perhaps in twenty years five hundred  
millions sterling, from her famished  
myriads,

Taken to feed the luxury of Britain,

Taken, without return—

While Britain wonders with a pious  
pretence of innocence  
Why famine follows the flag."

The CHAIRMAN: Order! The hon. mem-  
ber has exhausted the time allowed to him  
by the Standing Orders.

Mr. FOLEY: I would like leave of the  
Committee to finish the poem. There are  
only a few more lines.

The CHAIRMAN: There is no provision  
in the Standing Orders enabling an extension  
of time to be granted to a member in Com-  
mittee. Before calling on the next hon.  
member, I would like to take this oppor-  
tunity of pointing out that it is laid down  
very clearly in "May" that quotations are  
only to be used to emphasise points, and not  
to be used as the main portion of a speech.  
I hope hon. members generally will adhere  
as nearly as possible to that rule.

HONOURABLE MEMBERS: Hear, hear!

Mr. SIZER (*Nundah*): I would like to  
offer my congratulations to the chief officers  
of the Department of Public Instruction,  
because I realise that the State has in them  
excellent men with vision, who are develop-  
ing the children of Queensland along right  
lines. I am quite satisfied that, if they are  
left unfettered and free from interference by  
those who know very little about the job  
they are handling, education in this State  
will progress on sound lines, and we shall  
build up a class of men and women who  
would be a credit to any nation. I think  
that the provision made by the department  
for developing technical education in the  
direction of agriculture, including the giving  
of diplomas having the value of a university  
qualification in agriculture, is a step in the  
right direction and a move forward in a  
subject which has been long neglected, and  
will bring useful results both to the students  
and to the State. The time has long since  
arrived when technical training in connec-  
tion with agriculture should be given some  
consideration by the department. I know  
full well that a scheme to establish a techni-  
cal agricultural college at Zillmere in con-  
junction with the technical college in the  
city has been under consideration for many  
years. The object of that scheme is to give  
more practical education to those anxious to  
become farmers. Some of the late officers  
of the department—particularly Mr. Story—  
were tremendously keen on the scheme, and  
I believe that if it had not been for financial  
reasons the scheme would have been in opera-  
tion to-day. I hope that the Minister will  
give that matter very serious attention.

There is a certain matter that I would like  
to deal with, although I am not sure whether  
it can be rectified. I certainly think the  
Minister would be doing far more good in  
turning his attention in that direction rather  
than in connection with many other matters.  
I would like to know if it is not possible for  
some arrangement to be made so that the  
Department of Public Instruction can control  
the building of State schools. The present  
system of dual control does not do justice to  
those who are administering the affairs of the  
Department of Public Instruction. That  
department receives an application for a  
school and comes to the decision that that  
school is absolutely necessary to carry on the  
education of the children in a certain  
locality, but immediately the department

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gives that decision it is dependent for the construction of that school upon another department which can treat the Department of Public Instruction as it likes, and the results are not as satisfactory as they should be. The school accommodation in my electorate has been well considered, but I realise the handicap, as I think any Minister will, if one department has to be dependent upon some other department that probably is not altogether conversant with the facts of the case. It would be a far sounder policy, and would assist in the administration of the Department of Public Instruction if there was an instructional branch attached to the Department of Public Instruction which could immediately carry out the decisions arrived at by the department with respect to the necessity for erecting schools. That would be an advantage, and I believe it would expedite matters very considerably. I do not intend to take up much time on the matter that has been under discussion for some time, because, whatever the Minister may attempt to do—he may attempt to expunge certain statements from the school books—let me assure him he is not big enough; his department is not big enough, and there are no men associated with his party who are big enough to kill the glories that were accomplished by men from Australia and other parts of the world. Their names will live, and their actions will live, whether the present Minister expunges them from the school books or not. They will live, and their soul will move through the people of Australia for ever and ever, and should ever the occasion arise when they will be called upon to defend themselves—notwithstanding that the accounts of such glorious actions have been expunged from the school books—that spirit will be awakened, and the people of that generation will rise to the occasion and do their duty as did the people of this generation when the call was made.

The Minister is beating the air to a great extent. Hon. members opposite are not big enough to kill that spirit, and therefore I take very little notice of what they have said. If we only cast our minds back and realise the amount of propaganda which they as socialists carried on for years and years, and then realise how it all broke down in 1914, we have sufficient evidence that the socialists in the different countries who believed the doctrines hon. members opposite teach, had to take one side or the other, and we found one after another arraying themselves on the side of those who were in favour of war. That was clear evidence that the doctrines which they were trying to inculcate bore very little fruit even amongst themselves. If they had been able to stand up to those doctrines, probably there would have been no war, but it was the very men in the different countries who had the same ideals as hon. members opposite profess to entertain who made war possible. They were the men who carried on the war, and many of those men are to-day standing in the way of proper reparation and peace. They are preventing the world from settling down into its proper groove. Men with common horse sense believe that protection of one's self is the first law of nature. Those gentlemen who are only theoretists asked us to put aside our views on that matter, but at the crucial moment they broke down in the test. No matter what is done, I am satisfied that the history which made Australia will live, and

the memories of those men who were the leaders and those who did the work will live. Their spirit will go on long, long after the Labour party and those administering its policy are dead.

OPPOSITION MEMBERS: Hear, hear!

Mr. RYAN (*Coal*): I desire to add a word of commendation of the officers connected with the Department of Public Instruction for their laudable endeavour to extend the facilities for primary and secondary instruction, vocational classes, and technical education throughout this State.

I would like to take advantage of this opportunity to give a meed of praise to those officers who control the correspondence tuition section of the department. I note from the report of the department that there has been a considerable extension of operations in that section. This system was established in February, 1922, and during the first quarter after its initiation the number of teachers was only four, and the number of pupils 129. During 1923 a great deal of progress was made by this system. These figures indicate the progress made during that year—

	No. of Teachers.	No. of Scholars.
1st Quarter .. .. .	14	806
2nd Quarter .. .. .	16	976
3rd Quarter .. .. .	17	1,206
4th Quarter .. .. .	19	1,257

Any hon. member who represents an outback electorate will agree that the institution of the correspondence tuition section is a matter of great importance and a great benefit to the settlers living in the isolated districts as well as to miners, timber-getters, and others situated in less isolated portions of the State. I could quote many instances where parents have accepted with great pleasure the benefits extended to them and their children by this method of instruction. Let me give one instance of a family with eight children, living about 60 miles from a township. The father and mother have taught those children and educated them to a standard comparable with the standard attained by children who have been under the control of classified teachers in the towns. I note by the report that it is intended to expand the scope of this sub-department. It is quite possible that these children will be able to sit for and obtain scholarships and attend high schools; and I am sure the thanks of the people who live in those isolated parts will be given to the department for their assistance in this matter. I would like to see more publicity given to this system, because I notice that in some portions of the State there is a spirit of apathy and lethargy among some parents and no attention is being given to the possibilities of the system. The department would be well advised to extend further the publicity of the system in order that the people outback may know the advantages to be gained from it. The possibilities of a child under this system are great, especially if the father and mother interest themselves in the initial stages of its education.

I would like to refer to the dilapidated condition that the department have allowed some of our schools in the northern and western portions of the far North to fall into.

*Mr. Ryan.]*

I wish to instance the school at Port Douglas, which is rather an important district. Four years ago the average attendance at this school was only twenty-nine, but it has been gradually increasing until the attendance last quarter averaged about forty-five. The condition of the school is deplorable, and the department would be well advised to rebuild it. I understand that it was built fifty years ago. It has been subject to the characteristic weather and the blows that occur periodically right throughout the North. Port Douglas is established on an isthmus and juts out into the sea, and the school is built in a position that affords no shelter. Very often these cyclones occur suddenly, and it is quite possible that, if one occurs when the children are in school, some damage will be done. The school has been repaired time out of number. After an existence of fifty years it is in such a state from the ravages of white ants and the deteriorating effect that the sea air has on the galvanised iron that it should be pulled down and reconstructed. I suggest to the department that the school be rebuilt on an altogether new site, as the present site is boggy in wet weather. Anyone who knows the school—and I know that the Under Secretary knows it pretty well, as he has passed through it times out of number—is aware that it was not erected in a suitable position. I commend my suggestion to the department.

During the course of this debate a great deal of criticism has been levelled at the Minister because of some statement he made regarding the expunging or exclusion of certain lessons from our school books. One who has followed the debate would think that the Minister had given it out that with one stroke of the pen he would abolish war. The statement he made was that he would exclude from the school books anything that tended to encourage military ambition and jingoism. That is a very laudable step for the Minister to take, and it is one he is to be applauded for.

Hon. J. G. APPEL: He would substitute articles that would "blow the Japs out of the water." (Laughter.)

A GOVERNMENT MEMBER: It would take something to blow you out of the water. (Renewed laughter.)

Mr. RYAN: That is not the point before the Committee. The point is not war, or the glories of war, but whether the step taken by the Minister to expunge from our school books anything that would tend to inflame the minds of our children regarding war is a laudable one. Any hon. member knows that the plastic mind of a child is amenable to matters concerning war and things of that kind. It has been a matter of surprise to me, as one who has sat in this Chamber for some years, that some Secretary for Public Instruction previous to the present occupant of that office did not take the step that has now been taken. The present time is opportune to move in the direction that the Minister is doing, because throughout the world active efforts are being made to inculcate among the people a spirit of international peace and a spirit of peace among men. The League of Nations was established after the close of the war, but up to the present the results achieved have not been what one might expect. I am one who believes that before we can efface war from civilisation and from being the bane

of mankind there will have to be an organisation of Labourites throughout the world.

Mr. COLLINS: Hear, hear!

Mr. RYAN: Before that is done the whole of the workers throughout the world will have to realise that their interests are one.

Mr. COLLINS: Hear, hear!

Mr. RYAN: Any hon. member who has followed the trend of events in foreign countries knows that this question is sinking deep into the minds of people, not only in English-speaking communities but throughout Europe, Japan, and China. It is refreshing to note how this particular phase of the question is sinking into the minds of the people of China and Japan. The evolution of time and events will bring about the abolition of war.

Mr. COLLINS: Hear, hear!

Mr. RYAN: I do not care what any hon. member on either side of the Chamber says, I do not believe that war is inevitable. War is going to be abolished. The scientific development that is going on throughout the world will cause war to commit suicide and to abolish itself. Only the other day I read about some great scientist of an inventive turn of mind who has evolved a scheme by which bombs, bladders of gas, and disease-disseminating germs can be carried into the air by flying machines and airships and dropped amongst the armies. This will cause the people eventually to wake up. We only need have one war and one experience of the destruction of an army or of centres of population by disease germs, and the people will rise up and say, "Down with war and the glorification of war!"

Mr. COLLINS: Hear, hear!

Mr. RYAN: The time will come when there will be an international brotherhood between man and man—not only between the white races, but when the black and yellow races of the world will put their heads together with the people of other countries and endeavour to bring about what I have stated. I am one of those who believe that the time will come when crowns and kingdoms will be taboo.

GOVERNMENT MEMBERS: Hear, hear!

Mr. RYAN: An evolutionary process will bring that about. We see events happening every day that are tending in that direction.

Mr. KELSO: Will you give us a quotation from Carpenter?

Mr. RYAN: No; but I will give you one from "Bobbie" Burns—

"Then let us pray that come it may—  
As come it will for a' that—  
That sense and worth o'er a' the earth,  
May bear the gree, and a' that;  
For a' that, and a' that,  
It's coming yet for a' that,  
That man to man the world o'er,  
Shall brothers be for a' that."

I do not believe that war cannot be done without, and I think the people of the world generally are peace-loving, although in times of war our friends on the Opposition and their progenitors and associates [12 noon] throughout the world are a class of people who inflame the minds of nations, and cause racial haired, class

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bitterness, and all that tends to sunder and embitter nations one against the other, and thereby inculcate the desire for war in the peoples of the world.

Mr. FRY (*Kurilpa*): It is a pity that we should hear the inflammatory speeches of hon. members opposite at this juncture, because they are of the essence which causes industrial strife and class warfare, and in the broader sphere, national wars. The very thing hon. members profess a desire to abolish is the very thing they are exhibiting in this Chamber to-day.

In reply to the hon. member for Leichhardt, I ask the Secretary for Public Instruction to put into "Hansard" and into the school books beside that—that diatribe, conglomeration of abuse—the reply which I want to give to the hon. gentleman. The hon. member for Leichhardt said he wanted to know what the Empire consisted of—what it means; what we have to show. The Secretary for Public Instruction would be well advised if he would show the children the advantages of a White Australia policy.

The SECRETARY FOR PUBLIC INSTRUCTION: That is one of the items going in next issue.

Mr. FRY: It does not work in harmony with the remarks of the hon. member for Leichhardt. I would like the hon. gentleman to put in the advantages of the White Australia policy, why that policy should be persisted in, and how it may be maintained. Those are things to which the Minister can profitably direct his attention and thereby lay a good solid foundation for a true Australian sentiment which is supported in this Chamber and in Australia generally.

The SECRETARY FOR PUBLIC INSTRUCTION: It took you a long time to realise that.

Mr. FRY: Oh, no! I am Australian-born, and have it ingrained in me. What have we got from the Empire? First of all, we have the freest community that the world has ever seen. We have a community in which every man has equality. Undoubtedly this is a direct result of our British Empire. We have in every State a democracy managing and controlling its own affairs—

The SECRETARY FOR PUBLIC INSTRUCTION: Who is complaining of that?

Mr. FRY: That is what we have through the British Empire. We have the freest opinions in the world. I want the hon. gentleman to put that into the school books alongside of the remarks of the hon. member for Leichhardt so that our children may be able to carry the matter to its logical conclusion.

The SECRETARY FOR PUBLIC INSTRUCTION: What about the Eureka Stockade? Would you put that in?

Mr. FRY: Yes, and I would create a true Australian sentiment. It must be borne in mind that the Minister may have a kink in his political opinion, and his political opinions may not be on a sound basis, and may be reflected in his editing of the school lessons. If the Secretary for Public Instruction were submitted to an examination in history, the hon. gentleman would not come up to the ordinary fifth class standard. Yet he holds himself up as an authority to lay down what the children should learn in the way of history. The hon. gentleman is going to attempt to lay down what is right and

what is wrong. These are things that we as administrators must consider, not necessarily because it affects certain children, but because it affects my child, your child, and every child in the community.

The SECRETARY FOR PUBLIC INSTRUCTION interjected.

Mr. FRY: I quite realise that the hon. gentleman is getting a little rattled because I do not agree with him. I am advising the hon. gentleman as to what he should do, and I am telling him that the Empire is not the rotten thing he would have us believe.

The SECRETARY FOR PUBLIC INSTRUCTION: I will not allow a statement like that to go unchallenged. The hon. member has said lots of things he would like people to believe. This statement is most untrue and I ask the hon. member to withdraw it.

The CHAIRMAN: Order! I hope the hon. member will accept the denial of the Secretary for Public Instruction.

Mr. FRY: I do, but it does not conform to his advocacy of the views of Trotsky and Nietzsche.

The CHAIRMAN: Order! I remind the hon. member that when a denial is accepted it is accepted and there the matter ends. It is not in order to say the same thing again in a different way.

Mr. FRY: I accept the hon. gentleman's denial, but I think it is up to him to listen to any advice given from this side of the Chamber.

The SECRETARY FOR PUBLIC INSTRUCTION: Get back to your rat-catching.

Mr. FRY: In my opinion, the hon. gentleman is a most contemptible individual.

The CHAIRMAN: Order! I hope the hon. member will deal with the vote.

Mr. FRY: On the question of education, this is an example of the hon. gentleman's fitness to occupy the position and of his fitness to lay down a curriculum for the education of the children of Queensland. If the hon. gentleman deals with the question of the school paper, let him show how the White Australia policy is going to be maintained without inculcating in the minds of the children that enthusiasm and that patriotism which will make them fight and die for the White Australia policy and for Australia if we are invaded by a coloured race. The White Australia policy is a challenge to the coloured races of the world. If they were to land here, are we going to give them an open door and let them land without opposition? If they do come here, what are we going to do? Back down and say, "Come in and read a set of Brennan's school books"? (Laughter.) That might make them quake, but they would soon get over that. Such a policy will not defend Australia. Let the hon. gentleman tell us how the White Australia policy is going to be maintained, for it is the settled policy of Australia. When the hon. gentleman does that, he will be doing a useful service to the children of the State and to Australia as a whole.

No one—no matter who he is—whether he be the highest or the lowest in the land—is an advocate of war. War is a most horrible thing, and brings with it all the ghastly tragedy that has been mentioned. That applies also to civil war. Right from the

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dark ages and the days when barons used to sally forth from their castles on marauding expeditions, war has always been the same, and has brought in its trail all the horrors and miseries of sacrifice. But it must be borne in mind that, whilst war has been horrible, it has brought about the results which we see to-day. Some of the wars which have taken place were unjustifiable. Nobody wants war. At the same time I fail to see how war is going to influence the minds of the youth of Australia when, in the words of the hon. member for Bundaberg, they want to know why. If you start to teach a child anything, it is not very long before he wants to question you and cross-question you. So it is with the youth and manhood of the country.

The CHAIRMAN: Order! The hon. member has exhausted the time allowed him under the Standing Orders.

At 12.11 p.m.,

Mr. GLEDSON (*Ipswich*), one of the panel of Temporary Chairmen, relieved the Chairman in the chair.

Mr. WEIR (*Maryborough*): I hope the result of this discussion on the educational vote will have the result of recreating the school papers, and that the school books generally will receive some material benefit from the discussion which has extended over the last day or two, though I am one of those who do not expect much as a result of the discussion. I am just afraid that events that may transpire within the next week or two may not give us the result we should have. At all events I am prepared to say that all credit is due to the Minister who makes any attempt at all to cut out of the school books anything that tends to glorify war. Whether he is successful or not is a matter that time alone will tell; but, if it is done, then all credit to the man who did it. We have had nine years of Labour rule, and during that time we have been hoping that this sort of thing would come, and after nine years one begins to realise what might have been done had we faced this issue in the early stages of the war. At all events it is not too late to mend the evil, and I hope that something serious will be done.

I want to deal with a most important phase of the education vote and one that appeals to me particularly; that is, the question of linking up, if we can, in some definite way the teaching systems we have at the present time. We have the primary schools and secondary schools in three forms—high schools, grammar schools, and technical colleges—and the University. To my mind as a layman, there is a lot of waste effort and a lot of waste money as between the two forms of secondary education. I can see in our own city cases in point—science masters and commercial masters being kept by both grades—one at the technical college and one at the grammar school. In our city we have a shorthand teacher at the grammar school and there is also a shorthand teacher at the technical college. We have a commercial teacher at the grammar school and a commercial teacher at the technical college, and so on right down the piece. We have certainly made some attempt to link up the two systems by creating a secondary education block so that we shall ultimately be able to eliminate the waste effort and collaborate the whole of our efforts with a view to getting a more definite result from the salaries that we pay now to the science and other masters in

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our secondary schools. I hope the Under Secretary and the Minister will seriously consider this question, and that before long we shall see something more definite being done than is being done now.

Everybody knows that the University at the present time is a hotbed of snobocracy. We ought to consider seriously whether we are justified in spoon-feeding an institution that is placing such a handicap on our efforts to improve the conditions of the working class. The efforts of those who are endeavouring to improve the working-class conditions in this State are being bridled by the fact that they view the situation through the smoked glasses of the anti-Labour teacher of economics, and the anti-Labour teacher of ethics. I hope in time to come that we shall do something definite towards cradling these influences. I quite admit that there are a lot of good things that the University does, and I quite see that some master minds in the Senate are making a special effort to do the decent thing by people who are after education. These are things you can commend. These are things you can draw the attention of the public to as being a decent effort in the interest of working class people, but, by-and-large, the University is the home of snobocracy.

The big question, if we can call it a question, is the war question in the schools. We have heard a bombardment from the other side about the glories of war. I do not mind you putting in the school papers all this rubbish about war provided you tell the truth. I do my best as a parent to train the minds of my "kiddies" to something higher and more elevating than all these blood-curdling incidents of war. It is the duty of the parents, just as it is the duty of the teacher, to teach some higher and more noble aim than letting the blood of other people out in the street. We have that duty as parents, as school teachers, and as a State. Then why not eliminate this rubbish about all the glories of war? What is the need for a man to tell his children that their uncles won the war and let someone else's blood out in the street, even if in the process they may have had their own blood let out? The point is whether war is worth while; whether we can justify war in our age or whether we ought not rather to develop the intelligence. As we see war or a reference to war in the school books now, we see the distorted view of the historians of the war, who only look at the thing from the point of view of the militarist. You very rarely see anything from the point of view of those opposed to militarism. Which is the better—anti-militarism or pro-militarism? We find on both sides of the Chamber men whose views are definitely opposed to war. We have a man on this side, like the hon. member for Fitzroy, who is in favour of everything in the working-class movement, but who is only contaminated by one fact, and that is the fact that he has been a soldier. Is there not a lesson in that? He is a man of the noblest and highest ideals, and will do everything possible to help the working-class movement of this State. No one doubts his sincerity, yet on the question of war he himself runs amok. Does not that make you think? I say that, believing that the best of minds can be contaminated and permeated by this rubbish.

Mr. HARTLEY: I may think that your mind is contaminated.

Mr. WEIR: I might think the hon. member's mind is contaminated, but he and I are not going to squabble on the issue. He has always been big enough to tell me if he thinks I am wrong, and I am prepared to face him if I think he is wrong. I give him credit for all that he has done for this movement. I see the danger to any man who tries to do the decent thing or the right thing. If he gets military ideas into his mind, he cannot chase the stuff out. I had brothers who became permeated with the same stuff, but I hope their boys in turn will forget all about this militarism and realise that it is retarding the working-class movement. I have always professed to be a muscular Christian. I am not one of those who believe in the doctrine of turning the other cheek. If anyone strikes me with a brick, I get a bigger brick. I do not make any bones about it. While we have these troubles between man and man—there is a vast difference between a row you make yourself and settle yourself and the row the other fellow makes and leaves you to settle. I object strongly to anyone putting this stuff into my child and leaving him to settle somebody else's row. Those who breed the row can settle it. What is wrong with the kings of England and these other kings settling the row? An hon. member referred to the old barons who gird on their armour at the first beat of the drum and go off to battle because it is part and parcel of their make up. I have no objection to them doing that. Neither have I any objection to my bulldog getting out into the middle of the street and having a scrap. They are both born to fight. I do not see why they should not exterminate one another, as it will be for the benefit of the other class that does not want to fight. But I do object to my children being taught this stuff. Let us take a broader view. If there is any necessity for teaching war subjects in the schools, why not be frank about it? Do not let us tell them about the Germans outraging the women and that sort of thing in order to get recruits, as was done during the war. They also told them that the sinking of the "Lusitania" was an outrage against society and decency and that sort of rubbish. Now we have a refutation of that which might well be put into the school books. The Supreme Court in New York found that the "Lusitania" was a cruiser in the employ of the British navy, and that the German Ambassador in the United States of America warned the people not to go on the boat because she was doomed to be sunk, as she was in the scrap. We did not hear anything of that during the war. We now have Admiral Sims telling us that there is no record that he can find of any outrage by German sailors or captains of German U boats. We did not hear that during the war. Admiral Sims says that he can find evidence of these men having made some decent attempts to rescue drowning sailors, but no evidence of outrages by them.

Mr. BRAND: Are you prepared to swallow that?

Mr. WEIR: I am not prepared to swallow that. I believe that Admiral Sims is liable to the same lapses as anybody else; but if the other statements are published, then Admiral Sims's statement should be published as well.

Mr. MORGAN: You do not know anything about it.

Mr. WEIR: I do not know anything about it. I am not in a position to refute the statements. That is why I do not swallow it. I cannot prove Admiral Sims's statement, and I will not accept the other rubbish because I cannot prove it.

What does war bring? We speak about the glories of war. We see the results in the street every day—poor unfortunate demented soldiers, maimed and crippled soldiers, ruined women, and the afflicted children of shell-shocked parents. These evil effects will be apparent in the country for the next fifty or sixty years. We see the suffering it has caused to parents who have lost their sons at the front. Instead of allowing anybody to permeate the child mind in our State schools with any of this stuff, let us show the children the terrible results of war. Boys and girls, as they grow up, will then be able to put their own construction on these matters as they arise.

Let us look at the result of war in other parts of the world. The conditions there might be dealt with in our school books, if it is necessary to teach the lessons arising from war—which I do not think it is. The information should be given to the children if the other half of the subject is included. Take, for instance, the question of black troops in France. Who is going to dare to tell my child that you can go through the cots in the hospitals there and see rows and rows of half-breed children. Who is going to tell my child—and the documents are available for reference—that ministers of the gospel, scientists, and members of other professional classes, have given their sworn testimony to the effect that they know of cases where venereal disease has increased by 300 per cent. in the occupied areas in Germany. Who is going to dare to tell our boys and girls that the girls of decent German parents have been publicly outraged in the middle of the road by the dirty black rabble who have been sent there by the Allied Governments? I do not believe that the child mind should have anything to do with this stuff. You tell me that you glorify war. Of course you glorify war—for a purpose—for war is a part of the capitalistic system! If it was not for war, you could not live under that system. You now expect me, as a working-class parent, to accept a system which disastrously permeates the mind of the child I am endeavouring to bring up decently. I was not born a bulldog, and I do not believe in fighting if I can help it.

Mr. CLAYTON interjected.

Mr. WEIR: There is no wowsor about me. If the hon. member had been here he would have heard me say I was a muscular Christian.

Mr. CLAYTON: I was here, but I did not believe it when you said it. (Laughter.)

Mr. WEIR: As a matter of fact, the hon. member has just sneaked into the Chamber this minute.

Mr. FRY: He has been here all the time you have been speaking.

Mr. CLAYTON: I have sat here all the time. That is a terminological inexactitude. (Laughter.)

Mr. WEIR: I have heard that remark before; it is born of a drunken revel in the Maryborough Club. When the hon. member for Kuiripa was speaking I drew his attention

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to the fact that nobody on his side was listening to him. The hon. member for Wide Bay was not in at that time.

I want to talk in the limited time at my disposal about the need of eliminating every reference to war from the school papers and books—not glorifying war, because there is no glory in it. It is a system which gets us nowhere. Some hon. members opposite have been talking about the dangers from Japan, and the necessity for getting ready for the next spasm in this blood-letting business, but I do not see that there is any reason for scare in that quarter. Hon. members opposite may not agree with me; but I say that, if you prepare for war, you will get war where the chicken got the axe. I hope that my children will have none of this war spirit.

Mr. CLAYTON (*Wide Bay*): I have listened with keen interest to the remarks of the hon. member for Maryborough concerning war, but I do not intend to deal with the question at any length. I am absolutely certain that, if a foreign foe should attack our shores, men like the hon. member for Maryborough and the hon. member for Bowen are not going to prevent our young fellows from defending their country.

Mr. COLLINS: We never said anything so damnably ridiculous. Why don't you tell the truth? (Laughter.)

Mr. CLAYTON: I know the hon. member for Maryborough does not believe altogether in what he has been advocating. I think he is of opinion that it is good stuff to use and that it will get him somewhere, but I am inclined to think that he will be dropped by the public when they read his remarks. I also think that the public will ask that the Secretary for Public Instruction should be removed from his position in the Cabinet. When the Minister makes the statements which we have heard so much about I am inclined to think he is not fit to occupy his present position. The workers generally will not tolerate the stuff which comes from the Minister.

The SECRETARY FOR PUBLIC INSTRUCTION: You are a poor duffer.

Mr. CLAYTON: That is what I think you are. There has been a very keen discussion on the utterances of the Minister. I think there is very little else to complain about in regard to the department. I have a great many interviews with the department, as I have a large number of schools in my electorate, and I must say that the Under Secretary and the heads of the sub-departments give me every possible consideration when I have to do business with them. If other departments were conducted in the same way as this department, I do not think there would be very much criticism. That is evidenced by the fact that there has not been much criticism on the items under the "Chief Office" vote, the discussion having centred round the statements made by the Minister which have inflamed the minds of the Opposition and the public.

I would like the department to have more control over the money required in the establishment of State schools. For instance, we have the Department of Public Works controlling the expenditure that is needed for the erection of State schools and the providing of equipment. If the matter was under the sole control of the Depart-

ment of Public Instruction, we should know exactly where we stood financially, and hon. members would not be kept waiting so long with regard to the matters placed before the department. It is a simple matter to state your case to the officers of the department, who will readily agree, when you have a good case, to give the matter every consideration. You will be told that your request will be granted; but there is a tremendous delay occasioned through the Department of Public Works having to be consulted in the matter. There are instances in my electorate as well as in other electorates where that practice has been detrimental to the children concerned. I will just read a letter I have received from the Department of Public Instruction relating to a school in my electorate, which it has become necessary to remove. This letter was written on the 9th of January last—

"Sir,—

"With reference to previous correspondence, I have the honour to inform you that the Minister, having had under consideration the District Inspector's report on the application for the removal of the Munna Creek School to a new site, has approved of the removal of the school buildings, and their re-erection on a site adjoining the recreation grounds. The carrying out of the work will be subject to public funds being available.

"Application has been made to the Lands Department for the new site.

"The Works Department has been asked for a report on the matter, and for the estimated cost of the removal of the buildings to the new site."

[12.30 p.m.]

Nothing was done. I had occasion therefore to visit the department, and I have this letter in reply, dated 16th September—

"Sir,—With reference to your inquiries as to what action is being taken in regard to the removal of the Munna Creek School buildings to a new site, I have to inform you that this department still awaits from the Works Department a report in regard to the matter, and also the estimated cost of removal.

"The Works Department has been requested to expedite action in the matter."

How is the Under Secretary of this department or the Minister to conduct the affairs of the department when he is dependent on another department? The same thing exists in connection with the construction of schools. I can point to two instances in my electorate, in which the construction of the school was approved last session, one of which has not been opened yet, and the other was opened only a couple of months ago. When we open up the country and settle people on the land, we must provide facilities for the education of their children, and I am inclined to think that if the Department of Public Instruction controlled the expenditure of the funds voted for the accommodation of the children, something would be done in a direction which would be beneficial to the settlement of the State.

Mr. FARRELL (*Rockhampton*): I would just like to reply to the attack which has been made by the leader of the Opposition on the Teachers' Union. This is the second occasion on which he has indulged in such an attack, in which he seems to take a fiendish delight.

[Mr. Weir.

He dealt with two matters—the prevention of prize-giving, and what he termed the decision of the Teachers' Union to prevent vocational class teachers from making exhibits at different shows. Let me correct the leader of the Opposition straightaway, and tell him that teachers of schools with vocational classes have received no directions from the Teachers' Union. The teachers of these classes are permitted to exhibit at the various shows. As a matter of fact, where there are vocational classes in rural schools, the teachers have been requested by the department to make exhibits at country shows, with this proviso—that they are not to be competitive. Although the leader of the Opposition made the statement that the Teachers' Union had forbidden the teachers to exhibit at these shows, my information this morning, obtained from the Secretary of the Teachers' Union, is that the statement is not a fact.

Mr. MOORE: I say it is a fact.

Mr. FARRELL: I say emphatically that the leader of the Opposition made a false statement when he said that the Teachers' Union has forbidden these exhibits.

Mr. MOORE (*Aubigny*): I rise to a point of order. I did not make a false statement: I inquired from a school committeeman as to the reason why exhibits were not shown, and the reason given to me by the committeeman was that the teacher had informed him that the Teachers' Union forbade them to make such exhibits. I ask the hon. member to withdraw his statement.

The TEMPORARY CHAIRMAN: I did not understand the hon. member for Rockhampton to say that the leader of the Opposition made a false statement, but that the Secretary of the Teachers' Union informed him that the leader of the Opposition had made a false statement.

Mr. FARRELL: Thank you, Mr. Gledson. The Secretary of the Teachers' Union informed me this morning that the statement of the leader of the Opposition was incorrect.

Mr. MOORE: You said a false statement.

Mr. FARRELL: What is the difference between a false statement and an incorrect one? The department has asked the teachers of rural schools and schools where there are vocational classes to exhibit at the shows, and the Teachers' Union has not interfered with but has endorsed the action of the department. The only thing the Teachers' Union had laid down is that those exhibits shall not be competitive. There will be no competition between the various schools, but the exhibits will be a reflex of the work which is being done in the classes.

Mr. MOORE: The union squibs when it comes to the point.

Mr. FARRELL: It does not, and if the hon. member wants to find how many squibs there are in the Teachers' Union, let him attend the annual conference. The other point raised was the question of other exhibits at the various shows. It is quite true that the Teachers' Union has directed its members to stop making exhibits, and I shall give the reason for it. Let me say first of all, however, that the decision was not a decision of the executive of the union but of the conference, where representatives of the whole of the teachers of Queensland were gathered. Let me ask the leader of the Opposition whether he could possibly show the work of a teacher in twelve months by exhibiting a copy book or

an exercise book at a show? The great work which the teacher does during the year is the development of the child's mind, and the formation of character in the child. The teacher does not give a twopenny dump whether, when the child leaves school, he is able to analyse a difficult passage of English or conjugate a particular verb, or draw a map of Russia correctly; but he does care a lot whether that child can think for himself and whether his mind is properly trained. I say that the principle of the exhibit is wrong, because it does not show the work which has been done during the twelve months.

The TEMPORARY CHAIRMAN: The hon. member has exhausted the time allowed to him by the Standing Orders.

Mr. DASH (*Mundingburra*): I want to take this opportunity of tendering my thanks to the department for what they have done in my electorate and also in the State generally. The work which has been accomplished has secured great results. I want also to say that I have always experienced the utmost courtesy from the head and everybody else in the department. I particularly congratulate the department on the establishment in Townsville recently of a high school. Until that was done Townsville was one of the few big cities in Queensland which had not a high school established at its technical college. I would, however, like to bring under the attention of the department the fact that in the North large numbers of young people wish to learn trades, but the Technical College in Townsville has not a workshop up to the necessary standard. We are carrying on under very difficult circumstances, and the reason for it is the financial position. I trust that, when the outlook becomes a bit brighter, something will be done towards providing an up-to-date workshop, so as to give the children in the North the same opportunities as those in the South.

The department is to be congratulated on the introduction of the domestic science car. I would suggest that the department get in touch with the Home Secretary's Department and equip that car with child welfare educational facilities. It is a very easy matter for a nurse to travel with the car, and she could go round the districts where it is not possible to establish baby clinics, and give the mothers lessons in child welfare. That would be a very economical method of conveying that instruction to the mothers. I had the honour of inspecting the domestic science car at Miles quite recently, and in conversation with the teacher in charge, I gathered that very good work was being accomplished. The car was well fitted up, and I saw the class at work. The children were receiving very good attention, and great work was being done. I would also like to suggest that when the car is pushed into a siding something further should be done. We know that, when lessons in connection with cooking are in operation, a certain amount of waste water runs out of the sinks on to the ground around the car. The department should get in touch with the gangers or station-masters in these districts, and request them to dig a drain so that the waste water can be carried away from the car. If that were done, it would make the conditions much more pleasant for those concerned.

The domestic science school at Townsville is a very good school. I had the honour of

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visiting it when dinner was prepared for the Premier on his arrival in Townsville on one occasion. The dinner and the service were equal to any that could be obtained at any first-class hotel, and great credit is due to those students for the way in which the cooking was done and the service carried out. Everyone at the dinner spoke very highly of the work accomplished by the teachers and the students.

Townsville is a fair distance from Brisbane, and I quite agree with the hon. member for Rockhampton that some facilities should be given either in the way of allowing professors to visit the Central district and the North, or in the way of making arrangements at a time when the Teachers' Conference is held in Brisbane for those professors to visit this State so that the teachers from all over Queensland may have an opportunity of hearing what they have to say. If that were done, it would go a long way towards removing any ill-feeling which may exist between the teachers on account of the Southern teachers getting the benefit of these professors' visits, while those in the Central and Northern districts are unable to benefit by their visits.

A good deal more could be done in connection with itinerant teachers. In some cases they have to travel with a buckboard and horses, and that means of conveyance is now out of date. When the department send a teacher to the country, they should fit him out with the most up-to-date means of conveyance to enable him to get over the country. If they did that the teachers would be able to do much better work, and would be able to get in touch with more families. In some portions of the country where schools are established the difficulty of finding accommodation for the teacher is a great worry to the department. So far as I know, the department are always willing to send teachers to any district where some resident of the district is prepared to give the teacher accommodation at a fair and reasonable charge, but the greatest difficulty is in getting some one to put the teacher up. The people are of the opinion that a teacher requires a lot of waiting on, and they consider that they are not able to give the attention they think the teacher requires. I am satisfied that, if arrangements could be made with someone in the district to house the teacher properly, a great deal more could be done. There is no doubt that that is the greatest difficulty. I know from experience in trying to get teachers appointed to different schools that that is one of the drawbacks. In the back country there are large numbers of school children who have never seen the city and have never visited the coast. If some arrangement could be made, for instance, in North Queensland, whereby the children of the back country could be transported to Townsville for a week or two during their holidays, it would be of great benefit to them. In some parts of New South Wales that system is in operation, and it would be a good system to put into operation in Queensland. Then the children of the city should be given an opportunity of visiting the back country so as to obtain an idea of what the back country is like.

A good deal has been said regarding the elimination from our school books of all matters dealing with war that are likely to inflame the minds of the children. I quite

[Mr. Dash

agree with that policy, but we should go a little further when educating our children, and we should give them a little bit of Queensland history. A very fine little pamphlet could be published and distributed amongst the children dealing with the great industrial struggles of their fathers and grandfathers, which enabled them to be placed in the position that they are in to-day. For instance, a very nice little pamphlet could be written on the 1891 strike, when the employers endeavoured to introduce a system of freedom of contract. The 1891 strike was the first serious fight in connection with the White Australia policy. It will be remembered that in those days Chinamen and all sorts of coloured aliens were working in the pastoral industry, and, when an endeavour was made to employ Chinamen to unload the boats in Brisbane, a very serious fight took place. We could go a little further, and publish a little pamphlet dealing with the exclusion of the kanaka from the sugar industry. That was a most important fight which was fought very bitterly both by the Labour party and the industrial unions and by the Tories in opposition to their exclusion, who said that the sugar industry could not be carried on unless we had coloured labour. A little pamphlet dealing with the conditions of the sugar industry when the kanaka was employed and the conditions of the sugar industry to-day under white labour would be very instructive, and would show the children who were responsible for the establishment of a White Australia. As the Premier has suggested, we could publish a little pamphlet dealing with the activities of the A.W.A. in North Queensland. The children should also be taught something about the industrial history of unionism as it applies to this State. We know that there is a big controversy to-day on the question of whether a person should belong to a union or not, and the children should be given to understand that, when they grow to manhood, their first duty is to those who made it possible for them to enjoy the conditions under which they live to-day.

Mr. CLAYTON: You could give them a list of the wage reducers, too.

Mr. DASH: I would include the hon. member with those. There would be nothing wrong in teaching in the schools that the policy of the Labour party is organisation along the lines of industry. There would be nothing wrong in teaching the children that when they grew up they should be unionists first, as all the advantages they enjoy are due to the industrial fights that took place in Australia and Queensland in the early days. There would be nothing wrong in giving them a little bit of history like that, and also in pointing out that hon. members of the Opposition and their predecessors fought to prevent the workers from securing and enjoying the conditions which they possess to-day. If the children are to be taught the truth, the truth should be told in that direction as well as in every other way.

At 12.51 p.m.,

The CHAIRMAN resumed the chair.

Mr. DASH: Very little Australian history is taught in our State schools to-day, and I hope that the Minister will go right ahead with his proposition to see that something about Australia is taught to the children in

the schools. In the past nothing but imperialism and its glories have been taught to the children. It is nearly time that action was taken, even at this late hour, to make an alteration, and the Minister is to be congratulated on the stand he has taken. Every hon. member knows what the results of war have been. We have only to walk along our streets day after day to see the results of the last war. If anything could be published in the school books to point out to children that they had nothing to gain by war, it would be a step in the right direction. The Labour Government of Queensland are the only Government that have emerged from the war without being wrecked. It is a tribute to the Secretary for Public Instruction in this Government, who is the first Minister to inaugurate a policy on the lines he has indicated. I hope that he will not be stamped by anything that the Opposition have said or what the Tory Press may say. Unlike the hon. member for Wide Bay, I am satisfied that the workers will stand to the Minister as they have stood by him in the past if he pursues the policy he has suggested.

The hon. member for Burnett, during his speech in this Committee and on other matters, said that the people were leaving the country and coming into the cities. He also took the Minister to task because he had not established nine additional schools and enlarged and renovated a number of others in his electorate.

Mr. CORSER: I did not connect those two statements.

Mr. DASH: The hon. member made the statement that he wanted nine new schools built in his electorate, and that others required enlarging and renovating. He also mentioned on another occasion that the people were leaving the country. I do not know how he can reconcile those two statements. His application for new schools and the enlarging of others does not prove his statement that the people are leaving the country for the city.

Mr. CORSER: I made application for new schools to be built in the Upper Burnett in connection with the Government scheme for closer settlement.

Mr. DASH: Hon. members opposite make statements to suit themselves for the time being, but when their remarks on the administration of a department such as this are analysed, we find they contain nothing but praise for what the department is doing to assist the people in the country to educate their children.

THE SECRETARY FOR PUBLIC INSTRUCTION: And that is under a good Labour Administration.

Mr. MOORE: It is certainly under a Labour Administration, but not a good one.

Mr. DASH: The Government have wisely inaugurated a system of education by correspondence for the benefit of those children in the isolated portions of Queensland whom the itinerant teachers are unable to visit. If the parents are not educated and are unable to give instruction on the lines set out to their children, there is surely some person in the district who would be only too glad to assist those children. I find that when this correspondence system was instituted in December, 1922, 730 children were instructed; on 31st March, 1923, this number increased

to 1,032; on 30th June the number was 1,108; on the 30th September, 1,274; and in December, 1923, it had further increased to 1,389. I also find that, whereas ten itinerant teachers were engaged in December, 1923, the number was increased to nineteen in 1924. These figures prove that a good deal of cognisance has been taken of this new educational system, and that the parents are not as backward as hon. members would lead us to believe in appreciating it.

I wish to touch on one more matter before I conclude, and that is in connection with the allowance made to parents whose children are fortunate enough to gain a scholarship. In the North, if the father of a child is in receipt of £240 per annum, he cannot receive the allowance. We have cases where two members of one family have gained a scholarship, and because the father is in receipt of £240 per annum he cannot receive the allowance for either of his children. My contention is that in such a case the allowance should be paid for one, if not for both of the children. If the allowance is paid if the father is not in receipt of more than £240 per annum, then he should receive the allowance for both children if his salary does not exceed £480. I hope that the department will give some consideration to my suggestion, and that if the allowance cannot be granted for both children who have gained a scholarship, it will at least be granted in one case.

Mr. F. A. COOPER (*Bromer*): I mentioned yesterday the necessity for the establishment of a State school at Booval North. I find that my remarks have been a little misunderstood. I was not in any way complaining of the State schools in that district: I merely wished to emphasise that the State schools at East Ipswich and Silkstone were overcrowded, and that the children were being accommodated on the verandas, under the school, and in every conceivable place that could be occupied. A school at Booval North would suit the people at East Ipswich and Booval, and could be conveniently situated between those two places. That would obviate the apparent necessity for enlarging both the schools I have mentioned. I am not in favour of the American idea of bringing a tremendous number of children or people together in one centre such as they have in Chicago and New York. We do not want to encourage congestion. Our idea is to encourage a spread of the population, and nothing would so encourage the spread of the population as the establishment of State schools in growing centres. It was that point which I wished to emphasise when I spoke on this vote yesterday, and I hope that what I have now said will make the position particularly clear.

At 2 p.m.,

Mr. F. A. COOPER (*Bromer*), one of the panel of Temporary Chairmen, relieved the Chairman in the chair.

Mr. ROBERTS (*East Toowoomba*): I am induced to make a few remarks at this stage by reason of the hon. member for Rockhampton making some remarks before lunch in connection with the teachers' recommendations in the matter of competition. Whilst I recognise that the teachers should certainly have some voice in the matter of education, there comes a time when it is advisable that other people also should be considered, and this is one of the times when I differ from

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the recommendations of the Teachers' Union. Children themselves like competition, and undoubtedly it brings out many a child who otherwise would not make good.

Then there is the matter of the teacher's idea regarding school committees. I know that the Teachers' Union made certain recommendations to the late Secretary for Public Instruction on the matter of school committees, recommending that the Minister should take definite action where school committees were to be appointed. I understand that a rearrangement was afterwards made which governs the appointment of school committees. The report of the Secretary for Public Instruction which has just been circulated shows that it is to the interests of the State as a whole to encourage these committees. When we look at the statements of inspectors of schools, who in their turn have been teachers and consequently know the methods prevailing, we find they make favourable reports regarding school committees. I shall quote from Mr. Inspector Taylor's report on page 46 of the annual report. Speaking of the schools in the districts in which he made his inspection, he says—

“In several schools no committees were appointed. In a number of schools the committees appointed have been helpful, and no case of dissension has come to my knowledge.”

On page 50 Mr. Inspector Smith remarks—

“School committees assisted materially in forwarding the interests of the schools. The committee of Pinelands Upper deserve special mention for the splendid work they did in connection with the removal of the school buildings from Moss View, the re-erection of the buildings on the new site, painting the building, fencing the grounds, etc.—all without financial assistance from State funds.”

Then we have the views of Mr. Inspector Denniss, whom I know very well. Mr. Denniss was a teacher in the Toowoomba school for many years, and we thought a great deal of him. On page 56 of the report he says—

“As evidencing the enthusiasm, public spirit, and self-reliance displayed by committees and teachers, the following additions and improvements were completed during the year. At Prentizau, the committee fenced the grounds and the school gardens; at Glamorgan Vale, a sports ground was laid out and the committee purchased an additional acre of ground; at Coominya, the grounds were much improved, and a tennis court, croquet lawn, and cricket pitch formed; at Pozierces, a tennis court was made and the committee fenced the garden; at Yangan, a cricket pitch was made; at Swanfels, both a cricket pitch and tennis court were formed. At Emu Vale remarkably creditable work was done.”

At 2.5 p.m.,

The CHAIRMAN resumed the chair.

Mr. ROBERTS: That is further evidence in support of these committees. I mention this this afternoon because I realise that school committees are of considerable advantage. These men and women are doing a lot of good work in the interest of the schools which results in a considerable saving to the State, and under these

circumstances we should certainly give encouragement to them when the opportunity offers.

A new regulation has just been issued in the matter of leave to teachers to take part in sports meetings. I do not know who is responsible for that regulation, but I say definitely that where there is an opportunity for a teacher to take part in any sport in the interests of the State or the district, then he should be given leave. I am saying that as one who has taken a very keen interest in sport, and I have occasionally gone to private employers and asked them to let some employee off in the interests of the town and of sport. I was surprised when I saw a regulation two days ago which says that before a teacher can obtain such leave, the head teacher of the school must make a statement that the children will not suffer through the absence of the teacher. If that is so, it looks to me as though there never will be any leave, as I cannot understand how any head teacher is going to say that the absence of one of the teachers is not going to interfere with the teaching in the school. Recognising that under the system in vogue the teacher goes away at his own expense, I think consideration might be given him in some way. I can hardly think that that regulation was intended to be read in the way in which it has been interpreted. I certainly hope it was not. I have made an effort on several occasions to get leave of absence granted to teachers to enable them to represent their city, and, if the occasion arises, I shall be prepared to do it again. I recognise that it is our desire that teachers should inculcate in the children a love of sport, and they are able to do that more effectively if they have taken part in sport themselves and know the difficulties and trials they have to contend with. Those who have taken part in sport are more able to inculcate a proper sporting spirit than those who have only got their knowledge from books. Personally, I desire to encourage sport, and I think the teachers should get leave of absence when necessary.

There is another matter that I desire to refer to, and that is the way in which young teachers are appointed. We know that in these days great attention is given to the child who passes the university junior examination. In the past the head teacher of the school was permitted to make nominations, but it is not so in these days.

Mr. WEIR: A beautiful system that was, too.

Mr. ROBERTS: The hon. member is entitled to his opinion. I quite realise that the great body of the teachers to-day were nominated under that system and, by and large, they are a credit to the men and women who nominated them. What does astonish me is that occasionally hon. members opposite are very keen on nominations, and on other occasions they take just the opposite view. There are boys and girls in our schools who are particularly adapted to teaching, and the head teacher, from his observations over a number of years, will be able to tell which child is the most likely to make a good teacher. There is a possibility of competition under this system. I would point out that a boy or a girl can very often get through a test and secure almost every point in an examination, but

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that does not say they are going to be successful in the teaching of children.

Mr. WEIR: The previous test was a test of influence.

Mr. ROBERTS: I do not admit that for a moment. I have had some experience in this matter in the city of Toowoomba. I do not know any teacher in the schools there who has used influence in the matter of appointment.

Mr. WEIR: They must be good Christians.

Mr. ROBERTS: The fact of the hon. member wanting to convey what the creed of a teacher is does not concern me. A teacher may or may not be a Christian, but, so long as he does the work for which the department has trained him, that is all I care about.

Mr. HARTLEY: Did you ever know any parliamentarian to use his influence?

Mr. ROBERTS: Yes, I have known parliamentarians make certain recommendations for the appointment of persons as teachers. We have a very large school at East Toowoomba—it is the largest school in the Toowoomba district.

The SECRETARY FOR PUBLIC INSTRUCTION: You want more land.

Mr. ROBERTS: I am glad to hear the Minister say that. That is the point I want to make this afternoon. I have made representations on two or three occasions for the purchase of certain land in the vicinity of that school.

The SECRETARY FOR PUBLIC INSTRUCTION: There are 600 pupils there.

Mr. ROBERTS: The head master informs me that there are 746 names on the roll—I cannot say what the average attendance is, but the playground is about the smallest in the Toowoomba area. It is a mixed school, and consequently more accommodation is needed. The Minister is acquainted with the position, being the member for Toowoomba, and I trust that he will avail himself of the offers of certain properties which have been made to the Department of Public Instruction and secure some of that land to provide a larger playground for the benefit of the children in the locality.

Mr. G. P. BARNES (*Warwick*): I would like to say a few words in appreciation of the great work being done by the Department of Public Instruction in Queensland, the importance of which is acknowledged by hon. members and the public generally. The work of the department has been constantly growing, and the significance and importance of it seem to have been coped with from time to time according to the ability of the State and the necessities of the hour. We must realise that there is nothing that can compare in importance with the work of the teacher. Looking at the figures presented to us in the very fine report of the department, and remembering that there are some 150,000 children and some 3,982 teachers enrolled, we realise the magnitude of the work. When we remember that these children will at no distant period fill the positions occupied by us to-day, the responsibility of the work of the department becomes apparent. I want again to say that we cannot emphasise too strongly the wisdom of seeing that the work is carried out with the greatest excellence that we can command. I believe that the department is

aiming at that, and, from what we know of what has taken place during past years, it is particularly pleasing to a man of my age and views to think that the whole of our educational system has been built up gradually during his lifetime. It must fill every one of us with a degree of thankfulness. That leads me to say that, seeing the work is so great and important, we require at the very outset to be extremely careful as to the class of teacher appointed to carry it out. It is pleasing, therefore, to know that more than ordinary attention is being paid to that matter, because it is of the first importance that teachers of the right class and the right strain, who are able to impart their knowledge to others, should be selected.

The efforts which are being made to afford teaching facilities to the children in different parts of the State are very fine. We have a very fine system of itinerant teachers, and in the report of the department there is this paragraph—

“At the end of 1922, the number of itinerant teachers' districts in active operation was reduced to sixteen, District No. 15 (Taroom I) having been removed from the list on the 1st August. Provision for continuing the education of children within this area was, however, otherwise made; pupils of school age were enrolled in the No. 1 Correspondence School (Brisbane), through which agency they received during the latter months of 1922 typed lessons posted weekly.”

It is impossible to speak too highly of that itinerant-teaching system, which was established in 1901 and which has grown to very important proportions to-day.

We also have a system of correspondence schools, as indicated in the passage which I have just read, by which the needs of the people who are not accessible to itinerant teachers are being met. The latter portion of the paragraph indicates that the people in the district mentioned have profited largely from the system. The point I want to make here—I dare say everybody realises its importance, as I realise it—is that in many instances the settlement of our country is entirely dependent on the way in which we offer opportunities to people who may become selectors to give their children some school life. Again and again we find people turning down the opportunities which the country has to offer simply because of the lack of opportunity for their children to get what they consider proper instruction. It is of the utmost importance that the eager eye of the department should follow in the course of land settlement, for, unless the people inland can be made contented and satisfied with their surroundings, they are not going to reside there very long. The lack of suitable surroundings has been one cause of migration to the cities. The work being done by the rural schools is also very excellent. It may be a paradox to say so, but I imagine that the rural school work will be appreciated to some extent by the people in the cities, and that they will send their children inland to receive that kind of instruction. Very rarely do you find the farmers very eager in that direction.

I would like to see some improvement made in connection with the part-time schools. In some of the districts that I have visited comparatively recently the lament has gone forth regarding the loss of certain schools. The number of scholars dwindles down to nine,

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and then they become a thing of the past. There is very great regret immediately a school is removed. I know that the department have given some thought to the question of whether some better system of part-time instruction could be instituted in the way of establishing a group system under which teachers might be appointed to travel from one district to another giving part-time instruction. I daresay that the extreme cost of carrying out such work might interfere to a large extent, but we have to face the situation and do all we possibly can in order that the needs of the child-life of our land can be fully and completely served. The report of the department refers to "Home Projects" schemes, and reveals a good deal as to what is being done, which must appeal to us as a very satisfactory method. The report says—

"In connection with these schools a new feature of the year's work was the successful attempt to secure the development of 'Home Projects' schemes, whereby subjects of practical agricultural interest might be studied by pupils out of school hours. The activity in question was intended primarily to develop interest and practical acquaintance with agricultural matters, but, secondarily, it was intended to develop in the pupils self-reliance, the community spirit, and at the same time to give pupils a knowledge of commercial values. Pupils who engage in the work connected with these 'Home Projects' schemes voluntarily entered upon the work. They formed themselves into clubs, each with a secretary, and in many cases with a chairman as well; they held meetings at which the project embraced by them was the principal subject of discussion, but at which other matters were discussed also; and it may be expected that the experience thus gained will be valuable later when the school 'Home Projects' club has become a Local Producers' Association."

Evidently that move is a good one, and it is bringing the young mind into touch, not only with the ordinary doings of school life, but with other matters of interest to them.

I stepped into the domestic travelling science school on one occasion at Warwick, and one could only be extremely delighted with what was evidenced there. The department have to be congratulated on the move they have made in that direction.

At the outset of my remarks I referred to the appointment of teachers. I do not know that we can quite overlook the extreme need there is for care in that direction. There are some very pertinent remarks by Mr. Inspector Bevington on this very matter at page 68 of the report—

"Most of our teachers try to keep pace with modern ideas, but others fail to advance. With the latter the old style is the best style, and new ideas are bad."

He goes on further to say—

"Not only must successful teachers be persistent students, but they must also be possessed of observation, perception, judgment, foresight, decision, will-power, self-confidence, resourcefulness, tact, power of concentration, initiative, originality, imagination, organising powers, directive ability, management, memory, and energy."

That is a very fine summary of some of the traits of character that should be found in

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teachers. On page 69 this further reference shows the need for the department to be very discreet in the appointment of teachers—

"All teachers do not possess that fine personality which enables them to rule without promise of reward or threat of punishment, and, in attempting to do so, some teachers allow their school work to suffer considerably. Unless a teacher finds that he can hold with ease the attention of his pupils there is much wasted teaching energy, and unless pupils are required to work silently, progress cannot be as rapid and solid as it should be.

"In thirty-six schools the discipline secured very satisfactory conditions; in forty-eight it reached average; in ten it was not firm enough to prevent frequent breaches of school discipline; and in one case it was quite unsatisfactory. The fine tone of the boys' school at South Brisbane is well worthy of special mention."

I quoted from this report in order to emphasise the remarks made by Mr. Inspector Bevington of the great need and wisdom there is for studying to a degree greater than we have heretofore done. I know that by the establishment of the Teachers' Training College and the establishment of the apprenticeship system an effort is being made in that direction; but frequently it is found that young people apply for admission to the department who you realise, after discussing certain matters with them, are really not fitted for the job. When it is realised that the teachers are entrusted to do their part in connection with the training of young life, it must be acknowledged that there is an essential need for giving greater attention than has been given heretofore in connection with this matter.

There is no doubt that much of the discussion that has taken place during the last few days has been brought about as the result of a certain statement regarding his intention that was made by the Secretary for Public Instruction. As the discussion has centred round that action more than any other theme, it is quite allowable, even at the tail end of the debate, for

[2.30 p.m.] me to make some reference to it.

I am inclined to think that the Minister scarcely looked both ways before he jumped. I do not say that there was not room for remarks such as the hon. gentleman may have made in some directions in some limited way; but his general remarks have resulted in there being presented to this Chamber a general summing up of conditions, and expression has been given to thoughts that are not quite acceptable to this community as sentiments that should issue from an assembly of this kind. I do not think any hon. member in this Chamber is other than a man of peace. I do not think anyone would for a moment agree with indulgence in any methods that would bring about warfare. We are all peaceful, and our inclinations are in one direction in that respect. Our best efforts should be put forward to help our school boys to support a reign of peace.

When we make a departure and bring the Old Land and matters of history into disrepute, as has been done in this Chamber, the position is very different. There is no hon. member in this Chamber to-day but who is here because he is a British subject.

His very presence is due to the liberty conferred on him as the result of being part and parcel of the British Empire. It is regrettable, therefore, that many of the utterances that have been heard here should have been made.

So far as war goes, when it comes to the defence of our own land, no man would hesitate for a moment in deciding whether he would or would not defend his country. If he is a man at all, he will do so. I am glad to feel that this country took the part she did during the great war. If there is a stigma that would have been hateful to us to-day, it would have been what might have arisen if Australia had not responded as she did during the war. All honour is due to her for the stand she took and for the part she played. Any man who says anything derogatory to that part—

THE SECRETARY FOR PUBLIC INSTRUCTION: Who is saying anything derogatory?

MR. G. P. BARNES: Heaps of derogatory things have been said.

THE SECRETARY FOR PUBLIC INSTRUCTION: Uriah Heeps.

MR. G. P. BARNES: Things have been said that ought not to have been said. I shall quote sentiments that have been expressed lately and which should ring out throughout the country. On 23rd May his Worship the Mayor of Brisbane said—

“The real glory of our Empire is the glory of its manhood, and the call of the Empire is a call to its manhood. For the Empire has not only a past but a future, and the future depends upon the manhood of the Empire to-day.”

Then we have the remarks of our Speaker, when he referred to the Australian soldier—

“The Australian soldier has proved himself the equal, if not the superior of any fighter in the world. The qualities of courage and resourcefulness were largely the result of inheritance of good British stock, and the environment of Australian climate and conditions.

“The occasion would not be complete without some reference to the pioneers who entered into the wilderness and built up the six great States that we have in Australia to-day. We could not but marvel at the endurance and perseverance of these men and women. They had a stupendous task, but they achieved it.”

MR. COSTELLO: That is true.

MR. G. P. BARNES: That is a true sentiment, and if anyone were to say anything of a maligning nature regarding the Empire and not to express pride in it, then he is unworthy to occupy a position here. Regarding the great war, lamentable though it was, let anyone read the “Life and Letters of Walter Page,” late American Ambassador in England; let anyone read the “White Book” published in Great Britain, and I am sure that the sentiments expressed therein will tend not only to increase the reader's love for his own land—for Australia—but also his love and appreciation of the land from which his forefathers came.

MR. LOGAN (*Lockyer*): Like the hon. member who has just resumed his seat, I want to congratulate the department on the way in which the various officers have car-

ried out the administration of the department.

THE SECRETARY FOR PUBLIC INSTRUCTION: That is tedious repetition. We all admit that.

MR. LOGAN: I want to express my appreciation of the courtesy and fair treatment that I have always received from the officers of the department from the Under Secretary downwards, and also to express my thanks and appreciation for what they have done in connection with affairs in my electorate. I must say that the Lockyer, generally, is in a more favourable position in regard to educational matters than most other country electorates in the State. We have two high schools in the Lockyer, and, in addition, between fifty and sixty State schools. That, no doubt, is due to the fact that the constituency is fairly closely settled. So far as I know at the present time—and I am in constant touch with most of the teachers in my electorate—educational matters are going on very satisfactorily. There is one thing, however, that to-day is a burning question in my electorate, and that is the need for repairs to the various school buildings, and I would urge the department to keep in view the necessity of a coat of paint here and there for the purpose of preserving the buildings already erected. Last year I mentioned this same matter, and I want to ventilate it again so that the department will see to it that the buildings that are already erected will not suffer decay for the want of a coat of paint.

I have noticed in reading the report of this department that our education to-day is largely on agricultural lines, and I want to thank the teachers of agricultural subjects for the standard that they have brought about in this direction. It is pleasing to note that boys in farming districts have an opportunity of receiving tuition at school on agricultural matters, which will be advantageous to them when they leave school. I also wish to voice my appreciation of the system of vocational training that has been instituted in my constituency. In voicing the appreciation of my constituents, I am no doubt also voicing the appreciation of the whole community. Technical education is being carried on in quite a number of schools in the Lockyer electorate, and I venture to say that the boys and girls who are receiving professional training in the various centres are showing their appreciation by raising themselves to the standard that the teachers desire. In connection with vocational and technical training, I am pleased to give a quotation from the report of the teacher of agriculture. Mr. Stubbin in going round has noted that there is an advance in vocational classes. With the idea of keeping the sentiment of agriculture in front of the boys in the various rural districts which he visits, he has suggested that certain subjects should go side by side. He states—

“I would urge that a trial be given to a scheme whereby the syllabus for part-time boy pupils be so arranged that for every optional trade subject selected by a pupil one agricultural subject should be compulsory, e.g., woodwork, metalwork, leatherwork, agriculture, dairying, beekeeping, or veterinary work.”

I think that is a very good suggestion, and

*Mr. Logan.]*

I hope that the department will adopt the suggestion and give effect to it as soon as possible. By so doing I think we shall have our boys educated in a manner which will truly fit them for settlement on the land. I have not altogether been in accord with the general subjects taught in our rural schools. In some cases we have had children learning typewriting with a view to being enabled at some future date to go to the cities to look for work. That is not a desirable thing for our country settlement.

There is one matter which has been brought before my notice recently, and which I would like to place before the Minister and the officers of his department. I refer to the matter of the training of children who are at present not living within reasonable distance of a school, and who are not receiving any tuition at all. I can instance a place in my constituency called Morang. Some time ago the number of children there was sufficient to warrant the school being kept open. Unfortunately, the attendance has fallen below the number required to keep the school in operation, consequently, the few children living in that district are at the present time out of school range altogether.

A GOVERNMENT MEMBER: Have they not been brought under the correspondence system?

Mr. LOGAN: They have not been brought under the correspondence system, nor have they received any visits from itinerant teachers. I would suggest that these children should be given the opportunity of receiving tuition similar to that which children are receiving in the far West and other portions of the State.

I believe that the officers of the department are doing their very utmost to bring about the highest and best system of education that is possible, and that they are doing what they can for the country children. But in doing so I just want to ventilate the matter of the Morang school in the hope that something will be done in that direction.

I should like now to say something about the school picnics which are often held in country districts. I notice in the report that there is a complaint by one of the officers of the department, that out of the 1,700 odd schools in the State, about 400 of them did not hold picnics last year. I believe that these picnics do a good deal of good. They give the parents an opportunity of getting to know something of the method of teaching which is adopted, and they stimulate the interest of the parents in school work. Unfortunately, a good many parents are lackadaisical in regard to education, and they would not send their children to school at all if they could get out of it. The school picnics give the parents an opportunity to get together and discuss the methods of the department and of making suggestions, and, perhaps through their representative in Parliament who may be present, of securing better facilities for education in some way or other. I would urge the need of the department stressing very earnestly the necessity for holding these picnics, which also add a deal of pleasure to school life.

Practically the whole of the last two days has been taken up with the question of the elimination from the school papers of any lessons regarding war. I want to say that I cannot agree with the statement of the Min-

ister that all reference to war should be eliminated from the school papers. I believe that a mistake has been made in that regard, because there are many people in the State who, whilst not glorying in war, are certainly interested in the doings of the Empire and the affairs of our soldiers. Many men and women in my district do not appreciate the desire of the Minister to eliminate altogether all glorification of what has happened in the war from our school papers. Personally, I think we should give our children the opportunity of knowing what really did happen during the great war. It is not likely to stimulate in them a desire for war. I would like to ask the Minister what we would do in the event of a hostile nation landing on our shores if we were not to prepare for defence.

THE SECRETARY FOR PUBLIC INSTRUCTION: Read the Federal Labour party's platform.

Mr. LOGAN: Are we going to say, "We cannot fight you, we are your friends," and let them do what they like? I say that that is all bosh. I certainly think that the only way to protect ourselves is to be prepared to fight, if necessary. If there is no need for protection, why have we got our police force in Queensland? Why have we got our police officers even at this House? I venture to say that, if we do not require soldiers to protect the British Empire, neither do we require police officers to maintain order in the State or at this House in particular.

It seems monstrous to endeavour to disseminate the idea that we are going to do away with war and all that sort of thing. If I were to approach the Minister's house to-night with the idea of breaking in, he would be on to me immediately, and rightly so, and I would be on to him if he were to attempt the same thing in connection with my property. That spirit must stand, and will stand so long as we stand. I hope that the officers of the department in their wisdom will see the need for inserting certain lessons appertaining to the great war in our school papers.

THE SECRETARY FOR PUBLIC INSTRUCTION: That is going to be done.

Mr. LOGAN: Apparently it is not.

THE SECRETARY FOR PUBLIC INSTRUCTION: It is, but nothing will be inserted that will be likely to inflame the minds of the children.

Mr. LOGAN: I certainly hope that those articles will be continued. Up to date the department have carried out their work in a very creditable manner, and I believe they are going to continue to carry on in that same creditable way; but I hope the Minister will not be too rigid in connection with certain matters. I do not believe there is anyone who loves war any more than he loves it—possibly not as much—and if we are going to keep war away from our shores, we have to do one thing, and that is to be prepared to meet it when it comes.

I would like the department to bear in mind what I have said about the Morang children. There are only five or six children there. Last Saturday week I attended a school picnic at Rosevale, and representations were made to me to endeavour to have a scheme instituted whereby the children could be conveyed from Morang to Rosevale. I thought that would be rather costly, but I considered it might be possible to institute some other method of educating those children.

{Mr. Logan.

Mr. NOTT (*Stanley*): Our educational system was propounded during the early days of Queensland, and we hope that the system and the administration of that system will be carried on on progressive lines, particularly as that system and the administration of that system will have a very great effect on the development of Queensland. It is in the schools that the boys are trained on the lines they should follow, and which the teachers hope they will follow when they attain their manhood. It is the development of character in the future men and women that will either make or mar the development of Queensland. The system of education and the administration of the department in Queensland are beset with considerable difficulties, especially when we consider the huge areas and the sparsely-populated country. When once you get away from the city areas the population becomes very scattered. In many cases schools are erected where it is anticipated the population is going to grow; but in some cases, instead of the population increasing in a locality, it dwindles because of the opening-up of some more fertile area offering greater inducements to the people, and thus attracting them to that locality.

It seems to me that the administrators of the department have not, so far, done all that they might in developing a type of school which would be easily removed to meet those cases. It is rather unfortunate, in a young country like Queensland, that there should be any retardation of population in any areas. Unfortunately, it does happen. A building of greater utility than the present type might be developed to enable it to be more easily moved if the occasion arises. Anyone coming into any of the metropolitan areas at the present time cannot help but be struck with the prosperous appearance and the equipment of the various schools as compared with the buildings that we have in many of the country districts, especially in those places where the population is increasing. The school buildings in most of those districts are far too small. I know of several schools in the Stanley electorate where, in the event of a rain storm, it is absolutely impossible to keep the children dry. As soon as a rain storm or heavy rain falls, some of the children become saturated. The Minister might do a little more, especially in those districts where settlement is increasing, to enlarge the schools so that the children may be housed safely and kept dry.

Mention has been made of the difficulty experienced by teachers in carrying on their work because of various kinds of distracting noises. That particularly obtains in schools where the teachers have to teach a number of classes at the same time. That difficulty is increased by the small area in which the teacher is compelled to teach.

Another matter referred to by several hon. members is the fiat that has gone forward from the Teachers' Union in regard to the distribution of prizes. That is unfortunate, because prizes are given as a reward for merit and industry. There is no doubt that where prizes are given from a competitive point of view, a great deal is accomplished in the development of competition. They are looked upon, as I have said, by the children as a reward for merit and industry. In many cases this little incentive will develop latent powers and ability which might not otherwise be discovered in the child. With-

out such an inducement a child who is inclined to be lazy and careless will not be induced to put forward the best effort that is in him.

Mr. FARRELL: The prize winners at school are very often those who work the least.

Mr. NOTT: That may be so; and in a good many cases the teachers pick out what they think is the most brilliant boy or girl and the one possessing the best memory. That reminds me that the Hindu native excels at mathematics as compared with British students in the same school. That is because the Indian has a more facile, though a less constructive, memory than the British student.

[3 p.m.]

Mr. FARRELL: You are altogether wrong about prize-giving.

Mr. NOTT: There has also been a statement to the effect that a university education is rather inclined to hamper a teacher in the matter of the carrying out of instructive work. To my mind a university education cannot but help a teacher. I admit that there are many teachers with a university education who are endeavouring to teach when teaching is not their proper vocation. Anybody who has been taught by different teachers knows that it is not always the teacher who has the most learning or who is very clever who proves to be the best teacher. Some people with great academic qualifications and learning do not make good teachers, simply because they have not the faculty of imparting their knowledge, as have many other teachers who have not such qualifications.

During this debate a great deal has been said in regard to peace and war. It seems to me that many hon. members have been speaking in the belief that education can eliminate the warlike spirit, or that it has a chance of eliminating that spirit. With all the education in the world you have no chance of eliminating the warlike spirit in any way, because that would entail, not a matter of education but an alteration of human nature, and I do not think we have any chance whatsoever of altering human nature. If those who are responsible would bear in mind the fact that human nature is practically the most dominant element to be considered in regard to peace and war, they would be quite safe in not doing things that may be somewhat dangerous.

Of late there has been quite a lot of expressions of opinion, not only in this Chamber but outside, in regard to the temperament or character and disposition of the hon. gentleman who has been fortunate enough to be promoted to the position of Secretary for Public Instruction. I stress the point—and this applies especially in a British community owing to the very great tolerance of that community—that any man as a private citizen can do a great many things and express a great many sentiments, but as Secretary for Public Instruction there is no doubt that the person occupying that position would do well to be somewhat circumspect in his actions and his expressions of opinion.

THE SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*), who was received with Government cheers, said: A number of questions have been asked during this rather lengthy debate that have really no bearing on the

*Hon. F. T. Brennan.]*

vote, but have arisen because of an expression of opinion attributed to me which has been distorted by newspapers and by the Opposition for a particular purpose. However, that can be easily explained. The truth is already known to members of the Opposition.

A number of questions have been asked in regard to this particular vote and also in regard to other matters which will be answered before the other votes go through. I am not going to enter into a dissertation on the need for schools here and schools there or the extent of the travelling expenses, because those matters can be dealt with on the other votes. I am going to confine myself purely to the attitude of the newspapers and of members of the Opposition in regard to certain statements made by me in my position as Secretary for Public Instruction. It is pleasing to note the interest that has been taken in this debate. I have already received several wires from other parts of Australia, asking me to reserve a number of "Hansards" containing this debate. That shows how far-reaching this debate is going to be, and what effect it is likely to have on Australian, and probably the world's, thought in the future.

GOVERNMENT MEMBERS: Hear, hear!

Mr. MORGAN: Where did you get those wires from?

The SECRETARY FOR PUBLIC INSTRUCTION: The wires have been received, and will be shown to hon. members at the proper time. It proves how important the debate is. I wish to go closely into the subject, because I think it is a matter that we should discuss in a very impartial way, and also without any excitement. There is no reason to indulge in the heroics that our opponents have indulged in during this debate. We know the worker in this community. We know the individual worker is not the intellectual type of gentleman who can digest and assimilate statements in the Press to the advantage of himself.

Mr. MORGAN: That is a reflection on the worker.

The SECRETARY FOR PUBLIC INSTRUCTION: It is not a reflection on the worker. It is a reflection on our educational system. Logic is not taught in our schools, and the workers have been led astray by the metropolitan Press. When we attempted to abolish the Upper House—which was the best thing for the workers, and the workers should have known it was the best thing to do—we found the workers voting by a majority to retain the Upper House—a useless Chamber whose only reason for existence was for the support of capitalism. That shows that our educational system has been at fault. In the last Federal elections we found the workers of Queensland returning three Senators—men of the stamp of Brigadier-General Thompson, who told a certain institution, of whom the hon. member for Toowong is a member, that it would be a good thing to shoot down the workers and compel them to become slaves to capitalism. When the workers return men like that to the Senate it shows that the educational system of Queensland is not sufficient and is not satisfactory. It bears out my statement that we must alter the educational system in order to bring the workers up to a standard where they will be able to think for themselves and not be gulled by a capitalistic Press. The workers of New South Wales, Victoria, Tasmania, and Western Australia have felt the

effect of capitalism. The workers in Queensland appear to have forgotten what has been done for them, showing that they have not been educated on the right lines. They should be taught to hold what they have got and get more.

In proceeding with this matter we have to consider the statement made by me. The statement I made, and which was published in the metropolitan Press, was a very decisive and clear statement. A statement was made in the Press alleging that the Minister for Education in Victoria said that he was going to delete from the school books all reference to war, and I was asked my views on the matter, and these are the identical statements that appeared in the metropolitan papers—

"THE BLUE PENCIL.

"NEW MINISTERIAL JOB.

"Mr. Brennan and War Subjects.

"A personal wielding of the blue pencil so far as the school papers are concerned was indicated by the Minister for Public Instruction yesterday.

"The announcement of Mr. Brennan's probable sub-editorial, if not semi-editorial, debut arose from a question as to his views on the exclusion, or otherwise, of articles on war subjects from the departmental school papers—exclusion was a line of action lately decided upon by the Victorian Labour Government. Mr. Brennan mentioned that he intended that more Australian literature should be placed in the school books. He had been supplied with a good deal of excellent material on Australian subjects; this he intended should, after review, be placed in the books. Also, he intended to write articles on health and other important matters, so that the books would be kept well abreast of the times.

"Too much hypocrisy and jingoism is displayed at the present time, and there is not enough sincerity by those called upon to give advice as to Australia's welfare.

"Every one who knows my views on war,' Mr. Brennan went on to say, 'knows that I would exclude from the books anything likely to inflame the mind of the youth with an ambition for war, but rather would I explain to the children the causes of war, and the capitalistic influences which bring it about. That, to my mind, would tend towards the wiping out of war. The sooner the public are educated up to a sense of their obligations to the White Australia policy, and the same development of the land, the better will it be for the rising generation.'"

When we are dealing with the educational system, I think we should compile a book for the Opposition that they might learn correctly to interpret simple statements in the English language. Hon. members opposite have read the statements which have appeared in the Press. The newspapers have deliberately distorted and twisted the matter to inflame the minds of the unfortunate people whose relatives have suffered in the late war. It was deliberately done to try and injure me because I made a straightforward statement, which might act as a springboard for some jump-off or appeal to the people in the world in the future.

There are three things I have advocated since I have come into the department. I

[Hon. F. T. Brennan.]

think the department wants stirring up. There is a lot to be done in the Departments of Public Instruction in other parts of the world as well as Queensland if a person takes an active interest and confines himself to the administration of official affairs in the departments. I did not want the department—I expected that I would have been given the portfolio of Attorney-General, which is a position I think I should have received, but I did not complain because I did not get it. (Opposition laughter.) When the Premier told me that I was to take over the administration of the Department of Public Instruction, I certainly protested; but when I took it I said I would do my best during the time I was there.

Mr. NORR: Just fancy—the choice of Education or Justice!

The SECRETARY FOR PUBLIC INSTRUCTION: I do not know what the hon. member means about “Education or Justice.” A person in a legal capacity should always have a good education. Any person who has passed the law examination must have passed through a pretty severe course of instruction. We have had men like the present Mr. Justice Blair in charge of the Department of Public Instruction, and there was nothing amiss with his qualifications, and there is nothing amiss with my qualifications as holder of the position.

There were three things I advocated when I went into the department. Hon. members opposite are not game to question me on the matter of Australian sentiment which does not exist in our State school books to-day.

An OPPOSITION MEMBER: We are advocating Australian sentiment.

The SECRETARY FOR PUBLIC INSTRUCTION: Australian sentiment is not inculcated as it should be. Hon. members opposite would not attack me on that. They knew it was too dangerous from their point of view to attack me on that matter. They let that go by.

Several OPPOSITION MEMBERS interjecting.

The CHAIRMAN: Order! I again ask hon. members not to interrupt any hon. member who is speaking.

GOVERNMENT MEMBERS: Hear, hear!

The SECRETARY FOR PUBLIC INSTRUCTION: Neither will they attack me on the question of the American films at present being exhibited through the metropolitan area and Queensland, generally. They knew that it would be unpopular to attack me on that. What did these great heroes of the Opposition do? They tried to play on the sentiments of the unfortunate people who have lost their children in the war—the widows who are left as the result of the war—and to injure me. That was a contemptible and mean accusation on their part. I knew they were lying to the public, and I accepted the issue.

Since I have been in the Labour party, I have advocated that we should bring in a Bill and force newspapers to tell the truth, and enact that, if a newspaper misquotes in its report it should be compelled to insert a truthful statement next day in the same column in which the lie was published. I hope that I shall be long enough in public life to see the newspapers forced to put a truthful statement side by side with the lying tirade previously published. In our educational system we want to give the

children the opportunity of learning the truth. Then, when we go into the question of the logic of the situation, we shall have public men educated up to a sense of what is fair, decent, and right, and they will be able to express an intelligent view of what is taking place. I think we are strong enough to insist on a paper publishing the truth after it has published a lying statement. In South Australia an Act of Parliament was brought in, but they were not game to give effect to it. We have done bigger things than that. We should let the people learn the truth of the questions which are being discussed publicly.

Now let us take what the newspapers said about me. On 20th September the “Courier” came out with an article in which the following appeared:—

“In view of Mr. Brennan’s design to eliminate all reference to war and war heroes from the school papers and the books.”

Pure misrepresentation! A deliberate lie! I never said such a thing. It was never said. Hon. members opposite say that I am altering my ground. I am not altering it one iota. I am still sticking to what I said. I point to what the hon. member for Windsor says—he also agrees that such things should be excluded.

Mr. KERR: What did you mean by it?

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member for Enoggera says that he has been in the firing line and seen the horrors of war, and if he comes back here and preaches war he is not doing the right thing by the community.

Mr. KERR: Tell us what you did mean.

The SECRETARY FOR PUBLIC INSTRUCTION: The “Telegraph,” on 19th September, refers to—

“The desire of the Minister to emasculate the school curriculum, so that the rising generation shall know nothing of wars.”

Again, on 3rd September, the “Telegraph” said—

“The Minister for Education . . . this morning defended his action in excluding all war topics from school papers.”

Mr. KERR: What about the “Daily Standard”?

The SECRETARY FOR PUBLIC INSTRUCTION: The “Daily Standard” put it differently. It is the one paper that put the position correctly before the people of Queensland.

GOVERNMENT MEMBERS: Hear, hear!

The SECRETARY FOR PUBLIC INSTRUCTION: The “Daily Mail,” on 4th September, printed this—

“In the Legislative Assembly yesterday the Minister for Public Instruction . . . gave an answer to the leader of the Opposition concerning the announcement of his intention to censor school papers and to exclude all articles dealing with war.”

And the “Courier” this morning came out with the following:—

“Members of the Opposition voiced a unanimous protest in the Legislative Assembly yesterday against the action of the Minister . . . in deciding to excise from the school books all matter relating to war.”

*Hon. F. T. Brennan.]*

Those statements are not true. I said I would delete anything from school books or papers likely to inflame the mind of youths with a desire for war. I never made the statements as published in the papers above referred to, and I never intended such an impression to get abroad.

Mr. VOWLES: Your own followers understood it.

The SECRETARY FOR PUBLIC INSTRUCTION: They never did.

Mr. VOWLES: The hon. member for Fitzroy did.

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member for Fitzroy had his own ideas, and I say his ideas are wrong.

Mr. HARTLEY: He put them into practice, anyhow.

The SECRETARY FOR PUBLIC INSTRUCTION: I know the hon. member put them into practice; but I say that any man who experiences the horrors of war and comes back and preaches war for the future is not playing the game by the community, no matter whether he is on this side of the Chamber or the other. I said at Toowoomba on the 12th of this month—

“Mr. Ramsay MacDonald, the Prime Minister of England, and M. Herriot, Premier of France, together with such a notable character as Sir Ian Hamilton, were making a supreme effort to instil into the minds of youth a desire for peace, and his (Mr. Brennan's) utterance had the same motive. He recognised that history must contain accurate comments on war and the international influences that bring it about. Such statements could not possibly detract from the valour of heroes, which would always be on record for those who wished to read about them.”

That is totally different from what the Opposition are saying to-day. I said, further—

“If Australia is likely to be called upon in the near future to take part in a war of offence or defence, the parents of children now attending school should know, and, if possible, be in a position to force their public representatives to use every possible effort to prevent such a calamity.”

Those are the statements I made at the time, yet we find that later in this Chamber hon. members posing as little heroes, like the hon. member for Wynnun.

Mr. ROBERTS: He did not.

The SECRETARY FOR PUBLIC INSTRUCTION: He referred to a statement I made in 1919, speaking in a Federal campaign at Bundaberg.

Mr. CORSER (*Burnett*): I rise to a point of order. Is the hon. the Minister in order in referring to the hon. member for Wynnun as a little hero, especially when the hon. gentleman is attempting to do away with heroes altogether?

The SECRETARY FOR PUBLIC INSTRUCTION: The statement I made at Bundaberg in 1919 shows that the policy I have enunciated is not the lying-down policy that members of the Opposition would have the public believe. I said at Bundaberg, and I say now—and it is more applicable now than then—that the way to stop Japan

adding to her fleet would be to tell her that, if she built another ship, she would be blown out of the water.

I will now deal with the hon. member for Fitzroy, who asks if we want to abolish war, why we keep a police force in Queensland. We keep a police force in Queensland to prevent burglars manufacturing tools and breaking into houses. We have a League of Nations, and I believe that was constituted in the interests of peace as a police force to prevent nations like Japan from building more burglars' tools for international destruction than they are entitled to build. That is why we want the police in connection with our local and domestic affairs. If the League of Nations have a police force policing the ocean to prevent nations building beyond the limits they are entitled to build and they find a nation building beyond that power, then, as I said in 1919, those boats should be blown out of the sea. By virtue of the League of Nations we want an international police force to prevent war, and that is what I want to bring home to the hon. member for Fitzroy. We have our police force for the regulation of our own domestic affairs, and the League of Nations should have a police for the regulation of international affairs. If we are going to keep building up armaments as we saw Germany building up, there is only going to be one result. We watched her build up until she had reached Great Britain's standard. Great Britain was first a three-power standard, then the two-power standard, and then when Germany caught up to her with her knowledge the clash came. If Japan is entitled to build up her naval armament while America and England stand by and allow Japan to keep building up, there will be only one result, and that is war. We know the great developments that were taking place in Japan with regard to future wars, and in educating our children we should tell the parents that in educating their children we believe that, when those children attain the age of twenty-one years, the time will have arrived for the outbreak of war with Japan, and their children will have to go overseas to fight against Japan. We ought to be in a position to know what the nation is doing. Quite recently at the expense of the country we sent overseas Sir Littleton Groom and Mr. Charlton to a conference, and, when they come back, they should tell the people of Australia—it should be no secret knowledge retained by Cabinet—whether it is necessary to prepare for war; and the children should be informed through their school books whether it is necessary to prepare for a war against Japan. That is the argument that I put forward, but hon. members opposite do not like it. They want to keep in the forefront the glories of war and impose on the sentiments of the unfortunate people who have suffered through the war, so that they can hold on to their seats in Parliament for a few years longer.

Mr. MOORE: Why did the Premier not tell us what happened in London? He said it would not be wise to do so.

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member for Wynnun came into this Chamber with a smile, and rubbing his hands with invisible soap, said, “If I am permitted to say so, I would like to bring under notice a little matter.” Well, I am going to bring a few

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matters under notice. The hon. gentleman said he is as good an Australian as I am. I mentioned that the White Australia teaching should be adopted in the schools. The hon. member for Wynnum said that he was just as good an Australian. He is not, never was, and never can be. We have this little gentleman—who says he is a good White Australian—with his name appearing in the prospectus as Chairman of the Provisional Directors of the Goodenough Island, Limited, Company. That shows what a good little Australian the hon. member for Wynnum is. The danger of people being allowed to invest money in black companies outside Australia must be taught through the school books. These are the things that the children should know. They should be told of those good Australians who invest in those companies and pay niggers 1s. per day—

An OPPOSITION MEMBER: You have no money to invest in such companies.

The SECRETARY FOR PUBLIC INSTRUCTION: If I had, I would not invest in companies employing niggers at "1s. per day all in."

Mr. KERR: They are in your union, and they have to live. What are you talking about?

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member for Enoggera says they have to live by employing black labour.

Mr. KERR: That is not in Australia.

The SECRETARY FOR PUBLIC INSTRUCTION: Hon. members opposite argue that it is justifiable to take money from industries here that are paying a low basic wage, and one which should be increased, and invest it in growing cotton outside Australia, and paying niggers 1s. a day.

Mr. KERR: You are talking through your hat now.

The SECRETARY FOR PUBLIC INSTRUCTION: That is the argument of the hon. member for Enoggera.

An OPPOSITION MEMBER: He never said so.

Mr. MORGAN: It is a silly argument.

The SECRETARY FOR PUBLIC INSTRUCTION: It might be silly because it does not suit the hon. member. The hon. member for Nundah also raised an important question. He put forward some new suggestions for inclusion in the school books.

Mr. KELSO: I suggested it for you to do.

The SECRETARY FOR PUBLIC INSTRUCTION: I would suggest to the hon. member that he should prepare for the school books an article on "How to Rear Children," by "A Maiden Aunt."

The CHAIRMAN: Order! The hon. gentleman must address himself to the vote before the Committee.

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member for Nundah, being such a bloodthirsty villain, might have gone to the war.

The CHAIRMAN: Order! The hon. gentleman must withdraw that remark.

The SECRETARY FOR PUBLIC INSTRUCTION: I withdraw the remark, but the hon. member could have gone to the war himself and acted as a pull-through for a carbine, which is about as much as he is fit for.

The CHAIRMAN: Order! Order!

Mr. KERR: Don't get angry.

The SECRETARY FOR PUBLIC INSTRUCTION: I cannot allow hon. members opposite to make attacks on me on this subject without replying.

The CHAIRMAN: The hon. gentleman must not make offensive remarks regarding other hon. members.

OPPOSITION MEMBERS: Hear, hear!

Mr. KELSO: He is getting down to his level.

The SECRETARY FOR PUBLIC INSTRUCTION: This gladiator from Nundah comes into this Chamber—

The CHAIRMAN: I ask the hon. gentleman to withdraw the remark "this gladiator from Nundah."

The SECRETARY FOR PUBLIC INSTRUCTION: I withdraw the remark, Mr. Pollock. The point is this: I have argued from the beginning that the school books did require some looking into, and that we should eliminate all such matters as were likely to inflame the mind of youth with a desire for war. I was pointing out that attacks have been made upon me for having done so.

Mr. EDWARDS: You are losing your punch now.

The SECRETARY FOR PUBLIC INSTRUCTION: I have not lost my punch, as you will find.

The CHAIRMAN: Order! Order! I ask hon. members to obey my call to order.

The SECRETARY FOR PUBLIC INSTRUCTION: Hon. members will observe that the Brisbane "Courier" of 18th September, 1924, published a quotation taken from the Sydney "Bulletin." That is all right as it stands, but I also have a quotation from the Sydney "Bulletin" which is also instructive on this matter. It is headed—

"China and Some Predatory Paws," and this is an extract from it—

"The wars of China are not China's wars, but represent the commercial rivalries of the aforesaid predatory paws, whose address is New York, Paris, Berlin, or London, not far from the respective Foreign Offices of each. These international missionaries sell munitions only as a sideline; their chief purpose is to exploit in the interests of their own pockets the lashings of human raw material running to waste in Asia. They export capital from the countries of their adoption, where there is a danger of its being usefully employed in supplying the needs of their fellow citizens, to countries inhabited by cheap and docile multitudes who have no needs at all; and they teach coolies who have never practised washing to use soap, and induce whole nations to give up opium and go in for cigarettes instead. The history of the interminable Chinese Revolution which has now been rotating on its axis for a dozen years shows the truth of this. The one straight thread running through it all is the determination of foreign interests to profit by internal disorder."

Mr. VOWLES: What is the date of that article?

The SECRETARY FOR PUBLIC INSTRUCTION: The "Bulletin" is dated 18th

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September, 1924—the last issue. It shows that the Sydney "Bulletin" is prepared to criticise the idea of eliminating from the school books any articles which are likely to inflame the minds of youth with a desire for war, while in the same issue it shows how China is being treated to-day by the commercial interests of foreign nations. To say that the commercial interests of these foreign nations are interfering with China to-day would be disloyal if that fact were mentioned in the school books. The Sydney "Bulletin"—which went mad during the war on the question of conscription—criticises my action to endeavour to reform a part of our educational system, yet at the same time it publishes this article. That shows how inconsistent that paper stands on the question.

Mr. VOWLES: Who was the author of that article?

The SECRETARY FOR PUBLIC INSTRUCTION: It is a subleader written in the newspaper office.

Mr. VOWLES: It is not an article by the hon. member for Warrego?

[3.30 p.m.]

The SECRETARY FOR PUBLIC INSTRUCTION: It is written by the "Bulletin" staff for its editorial columns.

I observe that the hon. member for Windsor agreed with me, and said that he wishes to see anything that was likely to inflame the mind of youth with a desire for war excised from the school books. The hon. member for Logan also corroborated that sentiment. When we find men of that standard honest enough to make those statements, one has to compare them with other hon. members of the Opposition and ask why those other members are led astray. They were led astray by what was said in the newspapers, or had not sufficient intelligence to interpret the English language for themselves, or they were despicable enough to make an unfair attack on the Government and me, and to try and inflame the minds of the community of Queensland for political purposes.

Hon. J. G. APPEL: The hon. gentleman is not serious when he says that.

The SECRETARY FOR PUBLIC INSTRUCTION: I have here some further articles with which I shall now deal. A conference was held in Washington from 12th November, 1922, to 26th July, 1923—a conference for the disarmament of the various nations—and each of the representatives of the different nations was asked to express his views. I shall just give those views. The first to be given after the address of the President of the United States was by M. Briand, the representative of France. He said—

"For fifty years France has remained faithful to peace. I believe I can say that she feels more than any other country the horror of war and the love of peace."

Prince Tokugawa, the representative of Japan, said—

"The world needs peace. It calls for political and economic stability."

Senator Schanzer, of Italy, said—

"We have heard the voice of a great people (America) appealing to the other

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peoples for a work of civilisation and human progress. Italy has no imperialistic aspirations of any kind. A new war in whatever part of the world would be an unparalleled economic disaster for all the peoples. The economic consequences of such a war upon the industries and food supplies of all countries, even those not belligerents, might mean the unemployment of millions upon millions of men and the misery and hunger of the entire populations."

Baron de Cartier, of Belgium, said—

"Belgium, with all her heart, is in favour of the adoption of all measures that tend to ensure the blessings of peace."

Mr. Sze, of China, said—

"We are all anxious that results beneficial to the world shall crown the work of this conference."

Jonkheer van Karnebeek, of the Netherlands, said—

"Holland is no longer a military factor in the world's politics and it does not pretend to be."

Mr. MORGAN: Get over that.

The SECRETARY FOR PUBLIC INSTRUCTION: It does not suit hon. members opposite. The most important speech was made by the representative from Portugal, Viscount d'Alte. He said—

"There is one foe to the full achievement of the objects of this conference: national egotism. Great as is the power of the Governments of the world, far greater still is that of the submerged millions whose every feeling was outraged by the intolerable anguish suffered during the great war, and who will call us strictly to account should we fail through our deliberations to lead them at least one step nearer to a state of enduring peace."

GOVERNMENT MEMBERS: Hear, hear!

The SECRETARY FOR PUBLIC INSTRUCTION: That is a very important statement, and it should be the policy of every public man to see that anything that is likely to lead to something which might ensure peace should be adopted. Members of the Opposition have no right to take the stand they have taken.

Mr. KELSO: Why not?

The SECRETARY FOR PUBLIC INSTRUCTION: I shall read the following telegram from Sydney from the Toowoomba "Chronicle" of 22nd September, 1924—

"On his return from France, M. Georges Bader, commercial attaché to the Consul-General for France in Australia, said that peace had left France victorious but deeply wounded. Besides a million and a-half men killed in the war, armies of young men, incapacitated for life, remained. France was left without a navy and having a big Colonial Empire, could not be in a position to defend it in case of need. Despite victory she had been left in the position of a nation which had been vanquished. She was, however, pulling up quickly although she was short of hundreds of thousands of men for her factories owing to war's toll on her manhood."

Here is a telegram of 15th September from New York—

“ELIMINATION OF WAR.

“IMPORTANT PROGRESS MADE.

“President Coolidge, in a letter to the American Legion, expresses the opinion that the world is turning increasingly toward peace, its preservation, and perpetuation. The letter adds: ‘We are justified, as never before, in the hope for great accomplishments through the co-operation of the nations in ways of peace. Important progress is being made along the road which will lead to the elimination of war from the world.’”

I answered the question put by the Opposition the other day, and it already appears in “Hansard.” Now take the statement in the Brisbane “Telegraph” of 9th September, 1924—

“NEW WORLD ERA.

“FAME OF HERRIOT AND GENEVA.

“Mr. Ramsay MacDonald has arrived from Geneva. In an interview he stated that the foundations of a world-peace had been well and truly laid at the assembly of the League of Nations. He expressed the opinion that the names of M. Herriot and Geneva for ever would be associated with a new world era.

“M. Herriot, in an interview, declared, ‘For the first time we have seriously envisaged practical measures to enforce and ensure peace, apart from the commisioners’ work of elaborating schemes. All schools and universities must be taught that our country’s aim is peace, not war.’”

That is what the President of the French nation says to-day—that the country’s aim is that the children in the schools must be taught the blessings of peace and not to desire war. I suppose he is disloyal to France. I also wish to quote the Melbourne “Age” of 4th September, 1922—

“War has been commended on the ground that it tended to the survival of the strongest and bravest. It is true that strength and courage were once determining factors; to-day their value is negligible. The weapons of science are destructive and indiscriminate. Hero and coward, giant and weakling, are obliterated by the same bomb. The noblest of personal qualities are impotent against the meanest hound equipped with invention. That war imparts virility to humanity has never been true since it emerged from savagery. Virile manhood was cut down; the diseased and the decrepit survived to spawn. ‘Why should we glory in Napoleon?’ asked a French writer during the recent Napoleonic centenary celebrations. ‘Why has our race been so long undersized compared to the other nations of Western Europe? It is because we were the products of the weaklings and militarily unfit of those glorious days when all our splendid forebears were killed off in the ranks of the Grand Army.’

“There are men to whom the privilege of exercising authority over other men makes strong appeal, men who see in the military machine an excellent instrument for personal aggrandisement.

“They would fain continue to strut to and fro a separate class, hoping to be

regarded as a superior species and as the only saviours and defenders of their country.

“Their hope is vain; they are daily falling under the deepening suspicions of their fellow-men. The possibility of war is ever present, but it will never more be hailed as an occasion for winning personal distinction; it will be entered upon reluctantly and only as an awful necessity. Unless the militarist can find new arguments to replace the old arguments in favour of war, he will find himself without occupation. The glory of war has utterly gone; war itself is slowly going.”

That is what the Melbourne “Age” put in its leading article. To ask the Brisbane metropolitan Press to do that would be sacrilege, and you gentlemen opposite are of the same kidney as the metropolitan Press. I go further and I quote the Brisbane “Telegraph,” dated 2nd May, 1923, which published the following:—

“REALITIES OF WAR.

“HORRORS OF A SOLDIER’S DIARY.

“*Telling the Truth.*”

“Once again a soldier has attempted to tell the truth about war. In ‘A Soldier’s Diary’ (Collins), writes a contributor to the London ‘Daily News,’ Ralph Scott, who saw much service in France and Belgium, deliberately sets out to shock his readers. His idea is, of course, to stop war. After describing a particularly grisly incident, he writes, ‘The only way to stop war is to tell these facts in the school history books, and cut out the rot about the gallant charges, the victorious returns, and the blushing damsels who scatter roses under the conquering heroes’ feet.’”

That is published in the “Telegraph” here as the truth received from journals in other parts of the world. It continues—

“In a preface, General Sir Frederick Maurice insists that ‘these are not the words of a conscientious objector, nor of a neurasthenic, introspective man. They are written by a keen, healthy-minded, sport-loving young Englishman, who passed through the war at the front, and did his duty nobly, and behaved with great gallantry.’ Here are a few of the facts that he thinks might well be included in school histories:—

“(1.)

“There was a great lurid flash and a roar by my feet, and I thought I was done for. I heard someone calling and found McDougall. He had been knocked over by the same shell and was quite blind, and apparently dazed, for he would not answer when I shouted in his ear. Then I felt alone, and thought I would go mad. There were rats in the same hole with us screaming with terror. Some of the kids began to cry, and I felt like it myself.

“(2.)

“My body crawls with lice, my rags are saturated with blood. I am just carrying on like an automaton, waiting for something to happen—relief, death, wounds anything in earth or hell to put an end to this, but preferably death.

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"(3.)

"We stumbled on a colony of rats, feeding on the sodden corpse of a Frenchman. I shuddered as they scattered away, screaming. The last time I was home on leave my mother asked me why the french rats were so big. I nearly told her.

"(4.)

"There was a short, fierce whine, a crash, and a vivid burst of flame. Someone said 'Christ!' and began to cry gently. Five were killed, and others were missing.

"A German about my own size slipped into the trench behind me. What I was doing I shall never know, but by instinct I got my left hand on his throat, and before I knew what had happened I had got my bayonet six inches into his chest. He went down without a groan.

"(5.)

"*Trench Tragedy.*

"I turned and found a big Hun with his back to me and a life preserver raised to hit McDonald. Before the Hun could strike I got my hands on his throat, and we fell down together. He was terribly strong, and scratched a great piece out of my left cheek. Gradually he weakened, and I kept my fingers in his throat till he died.

"(6.)

"The men were wonderful, but there were only thirteen of us left, and fully 200 Huns all round. During the lull Cox died in my arms. He was very game, but just before the end he sobbed like a child. 'My wife and kiddie, oh, God! Sir, what's going to happen to them?—poor kid, poor kid!' And so he died."

Those are things which have been published by the "Telegraph" newspaper in Brisbane. I do not suggest that these gruesome things should be printed at such a length in the school books any more than the extreme articles on glorifying war; but I think that to the articles on war in the school books there should be explanatory notes, to give the children a chance of realising what it means if they are called upon to defend their country, and also to see that they play their part properly in life by doing everything in preventing war in future.

This is the most important debate that has ever been held in this Chamber in connection with the Department of Public Instruction. I am sincere in my advocacy of including in our school books something to hold up the standard of education by the teaching of logic and the teaching of the truth. I do not think you can put the whole truth before the children at once. That has never been done previously in history. I do not think that Queensland, as a small part of the Empire, can come straight out with revolutionary ideas to upset the present system, which is much behind the times, but we can do this gradually by constitutional methods to elevate the minds of children and for the benefit of a great Australia, instead of creating a desire for war.

Public men in Australia should tell the people that we have to prepare for war. No Australian is afraid to defend his country. The idea that we shall lie down and do nothing in the event of an invasion is only part of the political propaganda of our opponents, and it is untrue. We should know

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what is happening and what the Empire is doing in these matters. We should have the right to educate our children in regard to war. We should be prepared for contingencies, but in the meantime let us exclude from the school books anything that will inflame the minds of the children in the direction of war.

GOVERNMENT MEMBERS: Hear, hear!

Question put and passed.

#### INSPECTION.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

"That £16,620 be granted for 'Inspection.'"

There is a decrease in this vote of £650. There is one inspector less this year, but it is considered that the staff will be able to cope with the work in the next financial year.

Mr. KERR (*Enoggera*): I would like to take the opportunity of saying a few words in regard to schools other than State schools. We have in Queensland a number of privately-conducted schools, but we have absolutely no legislative scheme of control of those schools. We have no knowledge of the number of such schools, where they are situated, or who are the controlling authorities. We have many thousands of children in regard to whom their parents or the school authorities are not being compelled to carry out the provisions of the Education Act, so far as I can ascertain.

Mr. FARRELL: What has that to do with this vote?

Mr. KERR: It is purely a question of inspection, and this is the inspection vote.

The CHAIRMAN: Order! The hon. member is dealing with a matter of policy which should properly have been discussed on the vote for the "Chief Office."

Mr. KERR: Although we have certain inspectors for the purpose of seeing that the Education Act is carried out, they are not able—by reason of the fact that the Government have not taken the necessary action—to perform those duties in regard to many thousands of children in Queensland. It is all very well to enforce the compulsory attendance sections of the Act, but we have many thousands of children attending schools which are not affected by any registration scheme. There is no way of carrying out the compulsory sections of the Act in their case.

Mr. FARRELL: You ought to be honest and say that you are referring to the Christian Brothers' Schools.

Mr. KERR: I am not talking about the Christian Brothers' Schools any more than I am talking about the Clayfield College or the Southport school. The hon. member is talking through his hat when he says that. He is trying to put words into my mouth, of which I have no thought. It is deplorable that this is the only State which has no registration scheme in operation, or any knowledge of where many thousands of children are being educated.

The CHAIRMAN: Order! I have already endeavoured to prevent the hon. member from discussing that question on this vote.

Mr. KERR: I have no desire to disobey your ruling, Mr. Pollock, but I say that the

inspection staff should work under at least the same system as in the Southern States. I am asking that a scheme should be introduced by means of registration of schools—a scheme such as is in operation in other States of Australia.

The CHAIRMAN: Order! I shall give the hon. member no further warning.

Mr. KERR: If I am not allowed to discuss that point on this vote—

Mr. FARRELL: You are attacking the Christian Brothers' Schools on the Estimates.

Mr. KERR: There is no question of attacking anyone. I am dealing with the inspection vote. We have inspectors travelling round the State schools to see that the curriculum approved under the Education Act is carried out. While we have provision for the inspection of school buildings to see that they are kept up to the required standard, we should complete the whole matter by having all the schools registered.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): There is no record in the department of the number of private schools or the number of pupils attending those schools. As this is the first occasion on which I have had the honour of being in charge of these Estimates, I would like to pay a tribute to the teachers, inspectors, and the official staff of the department. I have been round a good deal since taking over my new duties, and I can see that the school teachers are doing wonderful work, sometimes under certain disadvantages, but generally they are receiving all the assistance the department can give. At the head office we have some very excellent officers. Personally, I think they are a little overworked at times, and I believe that we could do with another two or three in the department. I see myself the hours that some have to work, and the energy and strain upon those people to keep up a huge undertaking like the Department of Public Instruction, which is spending over £1,250,000 annually. I am proud to see such a noble and loyal staff of well-behaved men and women attached to the Department of Public Instruction.

Question put and passed.

#### MEDICAL AND DENTAL INSPECTION.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £14,124 be granted for ‘Medical and Dental Inspection.’”

There is an increase of £174 in this vote this year. One additional part-time medical inspector has been appointed.

Question put and passed.

#### QUEENSLAND UNIVERSITY.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £9,033 be granted for ‘Queensland University.’”

There is an increase of £296 in this vote. I was very pleased to hear the suggestion of the hon. member for Burke that the university should also be available for the workers' children. If we could see our way

clear—I would advocate it myself—to have one qualifying examination for admission to the university, this would be the one State and the one country in the world to have qualifying examinations entitling a scholar to proceed from the primary school to the highest educational establishment in the State. Then the children would be able to obtain the whole of the benefits of education without any competition, provided they possessed the necessary qualifications.

Question put and passed.

#### TRAINING COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £14,953 be granted for ‘Training College.’”

There is a decrease of £813 on this vote as compared with last year. The hon. member for Rockhampton has made certain requests for information about conferences which should be held between the officials of the department and representatives of the Teachers' Union. Periodical conferences between the officials of the department and representatives of the Teachers' Union have been instituted. At these conferences representatives of the union bring forward for discussion any individual grievances, and these are discussed in an amicable way. Further, when the department is contemplating any reform in method or in the content of the curriculum, such reform is invariably discussed at a conference to which the Teachers' Union is invited to send representatives. Again, the teachers are represented on the Board of Review, which deals annually with the classification and promotion of teachers.

I am pleased that the hon. member for Rockhampton has given me this opportunity to state that the department has inaugurated a scheme for the greater utilisation of the Training College. This scheme, which has been accepted by Cabinet, has been in operation for the last twelve months and provides for the admission of a gradually increasing number of teachers to the Training College, the candidates being those who have successfully passed the junior or the senior public examinations. The scheme makes provision for the admission of 150 trainees in 1925, 180 in 1926, and so on progressively until in 1928 there will be approximately 300 students in training. This number it is estimated will be almost sufficient to meet the requirements of the department, and the scheme will enable the department to staff schools generally, and country schools in particular, with a better type of teacher.

Mr. FARRELL (*Rockhampton*): I would like to ask the Minister whether psychology is made one of the compulsory subjects for Class II. teachers, or is it one of the optional subjects? I would also like the hon. gentleman to state whether it is the intention of the department to include in the examination under the heading of school matters a paper on psychology for Class III. teachers?

The SECRETARY FOR PUBLIC INSTRUCTION: The department agrees with the hon. member for Rockhampton in regard to the necessity for introducing the study of psychology, and in this connection has amended the requirements for the Class II.

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examination in "School Method." Text-books which are set deal with psychological problems and their education. These books include Colvin's "The Learning Process," Nunn's "Education: Its Data and First Principles," Dr. Adams's "Modern Developments in Educational Practice," and Dumville's "The Child Mind."

Mr. FARRELL (*Rockhampton*): I am glad to hear that the department has given consideration to the inclusion of psychology in the examination for Class II. teachers; but as a majority of our teachers in Queensland at the present time are only those who have obtained the standard of Class III., and many of these teachers never graduate to the Class II. standard, the department might consider making it a compulsory subject in connection with "School Method" to ensure that the teacher will have had at least a fair average grounding in the rudiments of psychology. I hope that the department is not going to allow the question of psychology to be an optional subject, and that they will make psychology a compulsory subject for both Class II. and Class III. examinations.

Mr. LLOYD (*Kelvin Grove*): I wish to urge on the Minister the necessity for introducing some stability and uniformity into the policy of the department for the training of teachers. There was a time when the rule was that a teacher had to serve an apprenticeship as a pupil-teacher. The only exception was in the case of schools in remote places. The department was obliged to staff those schools in the old days with persons whether they were trained or not. In later days fully 90 per cent. of the classified teachers were men who had served an apprenticeship. It has been the experience of all those who have had anything to do with the practical work of education that the best teacher is the one who served an apprenticeship. Under that system the training may have had some objectionable features. It meant four years of very hard drudgery for the young person who went through it, but the result was good, because, under that pupil-teacher system the method of selecting the individual for teaching was more likely to prove right than under any other system. If a young person who has spent a certain amount of money on education is taken from the university and put into a position where a good salary is commanded, there is a tendency to cling to that position, even if it is found out afterwards by the individual that a mistake was made in choosing the vocation of teaching. That would not be the case with regard to boys or girls selected from the sixth class. They would be at an age when they would not be very much concerned about their future as regards position. They would be selected by the head teacher, and if unsuitable, would be quite willing to drop out [4 p.m.] themselves. At any rate, it would be much easier for the department to drop them at that stage than later on. In earlier days there was for years an agitation for a training college. Those of us who advocated it at the time thought that this training college would be something that was going to complete the work of the apprenticeship system. It was recognised that the pupil-teacher, in studying in the mornings and afternoons before and after school, could not make satisfactory progress towards getting the education that a teacher

should have. It was thought that the training college was coming along to supplement that, so that, when the young teacher came out of his time he would go to the training college for a few years in order to complete his education. It was also thought that teachers might acquire the best methods of teaching at a practising school attached to the training college.

The training college has come, but the authorities have given one part to one thing and the other part to another. It is like the silly old joke of dividing a suit of pyjamas so that one man got one garment and another man got the other. The result is that we have teachers who have been classified after a period of training and who go into the teaching service with a splendid theoretical training, because those in charge of the training college know their work thoroughly—no one can gainsay that—but they have not the practical knowledge of handling a class as has the teacher who was trained as a pupil-teacher. On the other hand the pupil-teacher seems as far off as ever from getting his extra training. I understand he can go to the training college—I am not quite sure about the details—but that would mean a considerable sacrifice for him. Then it is possible for a man with a university degree to enter the service and become a classified teacher, without any special training at all in a teacher's work. There are several other variations, but I need not go into them.

I think it is time that some uniformity of policy was followed. I am very glad to see a revival of the pupil-teacher system, but I would be very sorry to see anything done to prevent the man with a university degree or a secondary school education entering the teaching profession if he so desires. I think the department should strive to bring about a system of uniformity, although I realise there will be exceptions to the general rule, and that their policy should be as far as possible to select young people from the upper classes in our ordinary elementary schools, put them through a pupil-teacher course, and then finish them off at the training college or University.

Question put and passed.

QUEENSLAND AGRICULTURAL HIGH SCHOOL AND COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

"That £27,574 be granted for 'Queensland Agricultural High School and College'."

There is an increase in the vote of £6,958, of which £1,643 is for salaries and £5,315 for equipment, wages, and incidentals. The college was taken over by the Department of Public Instruction on 1st September, 1923. It is being thoroughly reorganised, and it is hoped, as a result of the training which the students now receive there, they will attain a very high standard of efficiency.

Mr. BULCOCK (*Barcoo*): I regard this as one of the most important votes we have to deal with when discussing a department like this. Up to last year it was the practice to include this vote in the Estimates of the Department of Agriculture. That was not satisfactory, and now that it is included in the vote for the Education Department I am hopeful that a good deal more satisfactory

[Hon. F. T. Brennan.]

attention will be given to agricultural organisation and agricultural education than has been given in the past.

I think it was a well-conceived scheme that resulted in this agricultural institution being transferred from the Department of Agriculture to the Department of Public Instruction. It is an innovation in some respects. I believe that it is the only Agricultural College of any moment in the Commonwealth that is absolutely and definitely under the direction of a Department of Public Instruction without any control from a Department of Agriculture. If that is so, it certainly is an attempt in the right direction.

There are some things in connection with this vote that I would like a little information on. I notice there is a gentleman employed as an animal husbandman. In fact his position is stated quite definitely as "Lecturer—Animal Husbandry," and his remuneration is £525 a year. There is only one officer paid a higher salary than that, and that is the Principal. I find in "Appendix E" of the report of the Department of Public Instruction that a Mr. A. J. McKenzie, Fellow of the Ontario Veterinary College, has been appointed to take charge of live stock and to lecture on live stock and veterinary science. This gentleman's appointment is not as a veterinary surgeon. He is not a veterinary surgeon in spite of what that report may say, consequently I want to say that this gentleman is incapable of acting as a veterinary surgeon, and he was appointed as an animal husbandman and not as a veterinary surgeon. Generally speaking, I believe that the salary paid is too high, because I believe that you could get a qualified veterinary surgeon for the salary that is paid to the gentleman who received this appointment. The appointment should have been filled by a veterinary surgeon who would be able to train undergraduates in veterinary problems so far as they concern stock. I want to say that the gentleman who has been appointed there should be capable of conducting classes in meat inspection and also of training our prospective stock inspectors so that they may become qualified meat inspectors and qualified stock inspectors. I do not believe that the gentleman who has been appointed to this position has the qualification to enable him to train the students in that direction, and I want to ask the Minister if any definite investigations were made into the credentials of the gentleman in question before he was appointed, and, if the investigations were made, what was the nature of the investigations, because I am in a position to say that the investigations must have been very unsatisfactory if this gentleman was appointed as a qualified veterinary surgeon. I hope the Minister will give us that information because I think it is vital, as the gentleman occupying this position holds a very eminent position in the veterinary life and veterinary practice of the State. I would like to ask the Minister if the Veterinary Association made any protest to him or to his responsible officers against the appointment of this gentleman. I would also like to know why, if he is not a qualified man, certain applicants were overlooked who were qualified men. The Public Service Commissioner asked for applications from members of the Royal College of Veterinary Surgeons or Bachelors of Veterinary Science. Gentlemen holding these qualifications were asked to apply, and

a gentleman holding neither of these qualifications was appointed. There must be some explanation about the appointment. It has been proved conclusively that the gentleman who has been appointed is not a veterinary surgeon but an animal husbandman—really a sort of glorified groom. For the salary we are paying we could certainly get a Bachelor of Veterinary Science, or even a Fellow of the Royal College of Veterinary Surgeons, which is a very high degree. We are paying a salary a great deal in excess of that paid to the qualified veterinary surgeons in the Department of Agriculture. I want to know why the Public Service Commissioner did not keep to the ambit of his original advertisement calling for applications and appoint somebody with the qualifications for which he asked?

Mr. KELSO: Is it a political appointment?

Mr. BULCOCK: It is not a political appointment at all. I believe that the Minister and other people have been gulled into believing that this gentleman is a qualified veterinary surgeon.

The SECRETARY FOR PUBLIC INSTRUCTION: He was appointed before I came to the department.

Mr. BULCOCK: I will be frank. The appointment was made before the hon. gentleman became Secretary for Public Instruction, but on this very point I protested to Mr. Huxham, Mr. McKenna, and sundry other gentlemen who had some say in the appointment. I will admit that the appointment was hung up at my request for some time, but when I came back from the West I found that this gentleman had been appointed. I am prepared to stand up to what I say—there appears to be no other remedy that I see—that this gentleman does not hold the qualifications called for by the Public Service Commissioner when he determined to appoint a full-time veterinary surgeon to Gatton. Even he himself is compelled to back down on the original advertisement and to do away with the appointment of a veterinary surgeon and appoint an animal husbandman. I hope the Minister will give me some information on that point.

Mr. KELSO: What does the Public Service Commissioner suggest?

Mr. BULCOCK: Never mind what the Public Service Commissioner suggests. You can go to him and ask him his opinion on the whole thing.

I want to make another suggestion. We are at the present time embarking on a big scheme so far as small holdings are concerned. It is evidently intended to try and exploit the fat lamb-raising industry in the Dawson Valley and similar areas. I have my own opinion about the success of the experiment. I believe it can only be a success if we have the trained men and the stock available to carry it to a logical conclusion. In the irrigation settlements in the southern part of New South Wales early lamb-raising for the London Christmas market is quite a profitable undertaking, but lamb-raising is inseparable from the question of sheep and wool. The merino is not a profitable fat lamb, and it is necessary to utilise the crossbred sheep. We find there is a very poor crossbred flock at Gatton. There was a Leicester ram, two or three merino ewes, and two or three crossbreds when I saw the flocks some years ago. It is necessary that some

*Mr. Bulcock.*

English blood should be introduced. The Lincoln-merino cross and the Leicester-merino cross should be established, and we should experiment in the raising of crossbred wools so far as our agricultural areas are concerned. I hope the Minister will give that question consideration, and also give consideration to the appointment of a wool expert. The positions are defined in the Agricultural High School and College, but there is no provision made for a wool expert. We give opportunities of training in other branches of agricultural industry, but there is no man appointed to teach sheep and wool production, which are the most profitable ventures in connection with our agricultural community to-day. We all realise that, if it were not for the sheep and wool market—more especially the wool market—Queensland, in common with other States of the Commonwealth, would be in a very precarious position. We have built up flocks very well in the past; but we are only just beginning to enter on the phase of closer settlement and more intense farming, and there is always associated with intense farming the question of crossbred sheep. I hope that the Minister will appoint an expert in wool matters, and that crossbred sheep will be used at Gatton and elsewhere. I trust that the industry will expand by the production of crossbreds, the marketing of fat lambs, and the utilisation of the wool to the best possible advantage.

I would like to raise another question in this connection, and I think it is a fairly vital one. I want to be quite fair and say that I think action in this case was taken before the present Minister took over the office. We find that a certain Mr. Howie, an orchardist with Australian and Californian experience, has been appointed as horticulturist. That is a very wide subject. We all know that the orchard can be made to pay only under the very best possible conditions. It is no use trying to raise fruit—or indeed carry out any kind of agricultural activity—unless you do the thing right, unless you have a competent man, who understands his soil and can deal with plants and the diseases to which they are subject. This position is therefore one of the most important, because this is the only horticultural training school in the State. Yet we find my old friend, the Lecturer in Animal Husbandry, receiving £525 a year, whilst this man who is to teach the students their jobs receives the large and glorious sum of £370. I think that hon. members will admit that, although there has been some adjustment in the salaries at the college, the adjustment has in some respects been very peculiar. To give another instance, you find a Plant Breeder receiving £500 a year. For practical student purposes he has no value whatever. You do not require him to teach the student ordinary horticultural or agricultural subjects. My reason for making that remark is that there may be one or two students only who will become experts in that line and who will elect, as I did myself, to do a short special course in plant breeding, so that they may gain some idea of the principles underlying the whole thing. It seems to me that a Plant Breeder at Gatton is somewhat of an anomaly. He should be under the control of the Department of Agriculture rather than under the control of an educational organisation which cannot avail itself of his

services to the full extent. All of these appointments, I regret to say, show some weakness. The Poultry and Bee Instructor receives £260 a year. The poultry industry alone is worth to Queensland about £500,000 a year, and, if we are only paying £260 a year to the man who is going to teach students that industry and expect him to have a knowledge also of bees, we are either not getting the best man or we are not paying a good man a salary commensurate with the work he is called upon to do. One finds on going through the list that the utilitarians of the college—the men who matter—the men who are giving the practical instruction to the student—the horticulturist, the bee man, the poultry man, and the farm foreman—are on the lower grades, whilst the men who are more or less dispensable—the men who lay a nice academic foundation for farming—which has a certain value but which can be very much overdone in an agricultural course of three years—receive the high salaries. I do not say they are too high, but I do say that the men who are doing the bread and butter jobs, like the farm foreman and others I have mentioned, are not receiving salaries which would stimulate their interest and cause them to do their best in the interests of the college.

Since I have been somewhat critical in this matter, it is only fair that I should make some remarks—seeing that it is possible to do so—which will perhaps be more pleasing to the Minister. I believe that since the transference of the college from the Department of Agriculture to the Department of Public Instruction a very distinct advance has been made in agricultural education. I believe that we are progressing along right lines, though I am prepared to say that every new organisation which has been in existence as a scientific entity for less than twelve months must leave a good deal to be desired.

At 4.20 p.m.

Mr. F. A. COOPER (*Bremer*), one of the panel of Temporary Chairmen, relieved the Chairman in the chair.

Mr. BULCOCK: I know that it takes more than twelve months to reorganise an institution that was in the decrepit state that Gatton College was in. I know that some of the officers of the Department of Agriculture nursed the college, believing it was a desirable institution, and I believe that many were surprised when it came to a show of hands and they discovered just what Gatton was. I believe that subsequent events have quite justified what the Ministers and the department did so far as the transference was concerned, and Gatton will now play an important part in the future agricultural life of our State.

Inseparably associated with Gatton is the question of admission. The standard of admission can be made too high. I believe there is some suggestion that the junior university pass should be the standard of admission. I hope that is not so. I believe that the educational standard of admission should be as low as possible, and my reason for saying that is, that many boys who would take up agricultural activities are not prepared to continue at school much beyond their scholarship limit. Many of them do not get past fourth class, and that brings us back to the old, old argument, that a boy may not be scholastically or academic-

[*Mr. Bulcock.*]

ally brilliant, but he may be a successful farmer; and, if he may be a successful farmer, we should give him the opportunity of going to the Agricultural College and learning what he can learn there. It does not matter much whether he comes away with a diploma or whether he does not, so long as he comes away with a working knowledge of farming; but the main consideration should be that the Agricultural College must not be made a cheap boarding-house. That has been one of the causes of the failure of agricultural education in the past. Agricultural colleges have been allowed to become cheap boarding-houses. In New South Wales and Victoria that evil was very pronounced, and the Minister would be well advised if he would make some definite inquiry into the applications that come forward from students from time to time for admission, and to ascertain whether those students are actually going on the land or whether they are going to avail themselves of a cheap boarding-house which provides them with discipline and education at the same time. If figures could be found as to the number of students who went on the land from our agricultural colleges, I think the percentage would be very small. It is not economically sound to maintain a highly organised and specialised staff to train students who will not go on the land but will drift back to the city and become motor-car proprietors or some taxi-stand. I hope the Minister will make inquiry into the applications and try to select students who definitely state they will go on the land, rather than that they should avail themselves of a cheap boarding-house where they can receive a little education at a nominal cost.

I want to deal with another matter of vital interest. There has been a good deal of talk in Parliament and out of Parliament during the last few years about the establishment of a Chair of Agriculture at the Queensland University, and there has also been some discussion about the establishment of a Chair of Veterinary Science. At the present juncture I do not think that either chair is justified. I do not believe that sufficient students would enrol for a veterinary course to justify the maintenance of a Chair of Veterinary Science in Brisbane. At one time there were two veterinary colleges in Melbourne, but there is only one now, and the number of students going there is very limited. There is one veterinary college in Sydney, and the number of students attending is limited also. Our students who propose to go through the veterinary school could go to Sydney or Melbourne to be trained, if they so desired. I think it is necessary that the State should provide some training for those who desire to undertake academic agricultural research work. I know that no successful veterinary practitioner can be trained unless he goes through a university and takes his degree in a duly recognised institution—not a "bum" institution, issuing "dud" diplomas. In pursuance of that idea, although the time is not ripe for the establishment of a Chair of Agriculture or a Chair of Veterinary Science here, there are students at Gatton who would go in for a higher and more academic study of agriculture if the opportunities for doing so were available.

I do not see what is wrong with the Department of Agriculture or the Department of Public Instruction granting scholarships for

three of the best boys—the dux and the two next best boys—at the triennial examinations and sending them to Sydney and Melbourne, or to other places with a view to training our own men for the State. I make these remarks because, when the appointments for the new staff at Gatton College were made, we had to go south for our men. When the staff was remodelled not one Queenslander was appointed to any position of any great responsibility. We have the necessary ability in Queensland, whether we develop it or not. If it is true that we have to go south because we have not the trained men in our own State, then it is a deplorable state of affairs. We were caught napping there, but we should not be caught napping again. Agricultural education is too important a factor in the life of every community to be treated lightly. We must realise that above all things agricultural education is the basis of success in agriculture; and if agricultural education is the basis of success in agriculture, it is obvious that we must train men to go on the land not in the haphazard, rule-of-thumb methods of the past, but in the new methods now undertaken.

I take it that the Plant Breeder by the very nature of his appointment is an experimentalist. As an experimentalist he might devote some of his attention to plant acclimatisation. I know that the Minister desires to utilise the services of this highly-paid official to the best advantage possible. I admit that plant breeding is involved in one half of his appointment, but the other half of his service should be devoted to the question of acclimatisation. To make the cotton industry a success it is necessary to discuss acclimatisation in regard to plant breeding with a view to evolving our own types. When we do that we shall undoubtedly put the cotton industry on a sounder foundation than at the present time. The Minister has a Plant Breeder there with cotton areas around him. He could make some arrangements with the Department of Agriculture and Stock to take crossbred seed, and I believe the Department of Agriculture will see the wisdom of allowing crossbreeding in cotton seed, and send seed out to the cotton areas to become acclimatised. That would not involve the Plant Breeder going away from the college, but only some supervision on his part. He would then make further crosses and experiments, if necessary. By doing that he would keep ex-students in touch with the institution, which is very desirable. It is just as big a matter as the education of the students during their residence at the college. If they are not kept up to date in scientific methods, they will soon slip back to the city.

In conclusion, I wish to say that this is a new departure so far as the Department of Public Instruction is concerned, but it is a very big question. I believe that there are officers in the Education Department who are capable of dealing with this question. I also believe there is a big future before the cotton industry in Queensland if it is properly run, but I think the Minister might exercise some supervision over the qualifications of the officers at the college and of the students who are being trained there, especially those students who are likely to go on the land and are not likely to return to the city. That is a big problem in the educational question, and I hope that the Minister will give some consideration to it.

Mr. EDWARDS: That is a good speech.

HONOURABLE MEMBERS: Hear, hear!

*Mr. Bulcock.*]



Mr. CORSER (*Burnett*): I do not know whether in the past we have done the calling of agriculture justice. I have on several occasions advocated that some incentive should be offered to students at the Gatton Agricultural College to encourage them to study the higher branches of agriculture and follow out those branches which appeal to them most. I have gone to the extent of urging upon the Government the making of it possible for qualified students to visit the various States of the Commonwealth and other parts of the world so as to pursue their studies in relation to those branches of agriculture with which they were specially associated at the College. That would be of the greatest importance to our agricultural and stock industries.

[4.30 p.m.] We are able to secure certain information and have obtained professors for various branches from all over the world, chiefly from America; but none of those men had the local experience which it is possible for a student to gain at such an institution as Gatton College. It is the local knowledge that must form the basis of an agricultural and stock education as it applies under existing conditions in Australia. The foundation of the success of an agricultural tutor or an agricultural professor is to have a grounding based on a practical knowledge that can only be gained in the country in which he expects to use that knowledge in after life.

A lot has been said in other countries of the world with regard to the breeding and propagation of seed, the classing of seed, and the raising of various plants. This is particularly valuable in the case of food plants. To-day we have in Australia a specialist in cotton, Mr. Wells. Right along Mr. Wells has played a very special part in the propaganda and the improvement of one particular class of plant. It is a most interesting study for anyone to watch the operations of that cotton specialist when he is at work selecting a better variety of one class of cotton. It is a study in itself, and we should give attention to our maize and wheat crops and follow further along the lines of Dr. Farrar and other great wheat experts. If we did that we could do a great deal to increase the productivity of our soil. The only way to bring that about is to have first a knowledge of the local conditions. It is practically impossible for anyone not knowing our conditions to assist us. A study of the local conditions appertaining to the science of agriculture and stock is going to bring about the success of which this institution should be the foundation.

With regard to the qualification question raised by the hon. member for Barcoo, it must not always be imagined, when a student goes to Gatton College and pays light fees, that those fees will cover everything. My experience is that the students claim that they earn considerably more for the institution than they secure in return.

Mr. BULCOCK: No farm could employ the number of employees one finds at an agricultural college.

Mr. CORSER: There are two distinct sections. When they are working for the College, the value of their work should be placed against the agricultural section. You must take the two departments separately. The students carry out a great and important amount of work at an agricultural college. I know that when I was associated with

[*Mr. Corser.*

Gatton College the revenue brought in by the students was £4,000 for the year; that was practically the earnings of the students.

Mr. BULCOCK: And the cost of running the place was £20,000 a year.

Mr. CORSER: The cost of running the place was £6,000 a year, not taking into consideration the special work and the special fees that had to be paid for tutors on the scientific side. We would be wrong in mixing up those two branches. We pay for the scientific side and for the tutors.

With regard to a chair of agriculture, it would be essential for some institution to be created that would enable the student to prosecute the special calling which he might wish to go in for. It is no use leaving it as has been done in the past. The student secures his diploma up to a certain standard in connection with agriculture, stock, veterinary science, or anything else, and he has to go into the world and avail himself of that education. It is usually of value to him, but that is not going to make it the value it should be to Australia. We should enable him to secure a higher training than is possible at Gatton.

The Department of Public Instruction is to be commended for taking over control of the Queensland Agricultural High School and College, as it is called at the present time; but we must remember—no doubt it is in the minds of the heads of the Department of Public Instruction—that there is one thing that they may be inclined to lack and that is the practical side of the business. Whilst we all realise in connection with an agricultural college that the technical side is the most important, we should not allow the technical side to receive all the attention. I have not had an opportunity of visiting the Agricultural High School and College since it was taken over by the Department of Public Instruction, but from what I have seen of the officers, whilst I am not going to compare them with the officers that were at the college in the early years of its existence, the present teaching staff is a great improvement on those we have recently had at the college, and they are entitled to an opportunity to prove their worth. I hope the students will find that the instruction will be a very great improvement on that which was offered to them during the last few years.

Mr. LOGAN (*Lockyer*): I notice that since this Agricultural High School and College has been taken over by the Department of Public Instruction, there has been an increased vote of almost £7,000. I recognise that the Department of Public Instruction is endeavouring to place this institution on a better footing than it was previously. It has now been carrying on for twelve months under the new administration, but we have not yet had time to see what benefit, if any, the change has brought about. I am hopeful, however, that the appointment of efficient officers to the college will instil into the minds of the students a knowledge that will fit them to take high positions in the Department of Agriculture as advisers in agriculture generally in Queensland. I have come in contact with most of the new officers, and I feel that they are all imbued with the idea of doing the best they can for the students. The new Principal appears to be very active, and all his officers are falling into line.

Reference has been made to the appointment of a veterinary surgeon. For my own part I must say that I regard Mr. McKenzie as a very practical man, and that is one of the things we must keep in sight. When appointing officers to positions such as this, it is absolutely necessary to appoint men with practical as well as theoretical qualifications. I am not in a position to say whether Mr. McKenzie possesses the theoretical qualifications necessary for such a position, but from a practical point of view he is all that could be desired. I am only desirous of pointing out that each of the new officers should have the necessary practical qualifications so that they will be able to carry out their duties in the most effective way. It is pleasing to note that, with the appointment of the new Principal and the new staff, the conduct of the college is becoming what one would expect it to be. I believe the boys are paying that respect to the officers which is due to them, and I hope that the introduction of religious instruction at the college, where services are carried out every Sunday, will have the effect of making the boys realise their responsibilities in life.

I have not had the advantage of going through the institution frequently since the changes have been made, but from what I know I feel sure that the increase in the vote is justified. There is a certain amount of renovation and improvements required in certain directions, and I believe that the money voted is being spent in this way. I am hoping that at the end of the present year the college will be able to give a good account of its work, and that the new staff will have firmly convinced the department that they have done well in their conduct of the institution. The college is not only connected with educational matters, but it is also largely connected with agriculture. For my part I have never thought that Gatton Agricultural College has fulfilled its functions in the way which is required. For instance, we have running through the college property that fine stream of water, Lockyer Creek. The institution has not made use of that water for irrigation and instruction purposes as should have been done. I remember that years ago the late Mr. Mahon, when Principal of the College, used to irrigate portion of the land, but for some reason or other the irrigation plant has not been used for some time, and instruction is not now being given in that direction.

While on this question of irrigation, I might mention that there are a number of farmers along Lockyer Creek who are irrigating very successfully. A namesake of mine, although not a relative—Peter Logan, of Upper Tent Hill—was able this season to produce cabbages and cauliflowers of wonderful size. Many of the cabbages grown by irrigation on his property weighed 30 lb. each. When we consider that this has been done by irrigation from Blackfellow's Creek at a place a few miles above Gatton College, we must realise that the water in Lockyer Creek near the college is just as valuable for irrigation purposes. The farmer I am speaking of received over £156 for the cabbages and cauliflowers which he grew on about an acre and a half of land. I would like the officials at Gatton College to develop the system of irrigation there, not only from the point of view of production of crops but in order to show the boys how a system of irrigation can be applied. I

certainly think that a good deal could be done at the college in demonstrating the importance of irrigation and the best methods of irrigating land.

I hope that the Agricultural College and High School will be the means of raising the agricultural education of our boys to a very high standard, and that before very long we shall find it possible to establish a Chair of Agriculture at the Queensland University.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): The hon. member for Barcoo advanced certain criticism in regard to this vote, but his criticism is always of a helpful and instructive nature. He referred in particular to the Lecturer in Animal Husbandry. I understand that a part-time officer was sent to the college by the Department of Agriculture and Stock, but subsequently applications were called for a permanent officer; and the Public Service Commissioner, the Professor of Biology at the University, and the Principal of the College conferred before the appointment was made.

Mr. BULCOCK: I am just as qualified to express an opinion as they are.

The SECRETARY FOR PUBLIC INSTRUCTION: There has been close co-operation between the Department of Agriculture and my department on the question of agricultural education, and it has been arranged that the entrance examination shall be the same as entrance examinations to high schools, that is, every student must have reached the fifth-class standard. With regard to the suggestion that the college may be regarded by some students as a cheap boarding-house, hon. members may rest assured that there will be no stool pigeons at the college—I regard that as essential if we are going to have efficient agricultural education in Queensland.

Question put and passed.

#### THE WOMEN'S COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £600 be granted for ‘The Women's College.’”

This is the same amount as last year. The Women's College is partly supported by public subscriptions. The college is a residential one, mainly for country girls. They are mostly holders of open scholarships to the University and the girls get coaching in the college without payment or additional fees. The college is unsectarian.

Question put and passed.

#### SCHOOLS OF ARTS.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £7,700 be granted for ‘Schools of Arts.’”

This is a reduction on the amount voted last year of £550. As hon. members are aware, the aid granted under this vote is not to exceed 10s. for every £1 subscribed by the public, except to reading rooms, etc., in connection with shearing sheds and sugar-mills,

*Hon. F. T. Brennan.]*

to which aid does not exceed £1 for each £1 subscribed. No subsidy is to exceed £150, and the total aid is not to exceed the vote.

Question put and passed.

#### SECONDARY EDUCATION.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. T. Brennan, *Toowoomba*): I beg to move—

“That £47,300 be granted for ‘Secondary Education.’”

There is a decrease of £7,000 in this vote.

Mr. FARRELL (*Rockhampton*): The vote provides for an additional endowment to State grammar schools of £7,300. I was pleased to hear the remarks by the hon. member for Maryborough regarding the duplication of work and the duplication of control in connection with secondary education in this State. Before coming into this Chamber, and since my admission to this Chamber, I have advocated that grammar schools should be turned into State high schools. The question has been brought up at the Queensland Teachers' Conference year after year, and my view has been agreed to almost unanimously every time the matter has been brought up. In Rockhampton we have a State high school which provides secondary education up to the junior university standard, and until recently up to the senior university standard. The students who passed the scholarship examination chose the State high school in preference to the grammar school in which to study for their junior and senior university examinations. I think, at the last examinations, the majority of the boys and girls who passed the scholarship examination preferred the Rockhampton High School attached to the technical college in preference to the Rockhampton Grammar School. We must realise that the same subjects are taught in the grammar schools as are taught in the high schools, and at the State high schools you have highly-trained and highly-equipped teachers, while the grammar schools have only teachers with a university education and no practical experience in teaching at all. The result of that system may be seen when one looks at the results of the senior university examinations that take place each year. The year before last, out of some hundreds of pupils in Rockhampton who passed from the primary schools to the secondary schools, only two boys and one girl reached the senior standard; or, in other words, only three of those children had obtained sufficient knowledge to allow them to pass the senior university examination, and only three were eligible to enter the Queensland university.

Let us examine the position of the grammar schools in Queensland to-day. I do not know whether the position is as accentuated in Brisbane as it is in the other cities, but in the other cities I find that the grammar school is really a private school for the children of wealthy parents. The Rockhampton Grammar School is a private and special school for the sons and daughters of wealthy wool kings of Western Queensland, who send their youngsters to the grammar school, and are able to pay for their tuition.

Mr. KELSO: The hon. member is wrong.

Mr. FARRELL: I am absolutely right.

Mr. MORGAN: The hon. member is wrong.

[*Hon. F. T. Brennan.*]

Mr. FARRELL: I expected a complaint from hon. members representing those people. At the Rockhampton Grammar School are the children of the wealthy wool kings of Western Queensland, who pay a certain amount for the training of their children. The Rockhampton Grammar School is being subsidised by the Government to the extent of nearly £3,000 per annum, in order to keep up the building, and pay salaries to enable the school to be carried on. Why, the argument that is implied by the interjections of hon. members opposite—that the grammar school is there to provide a secondary education for the children of the workers—is so much bosh. At the present time the Government pay to the grammar school trustees fourteen guineas for each student sent from a primary school. The other children at the grammar school are the ones to whom I have referred—the sons and daughters of a privileged class—and we, as a Labour Government, are subsidising this institution to the tune of something like £4,000 a year. The hon. member for Mitchell has just pointed out to me that it is impossible for the sons and daughters of the workers of Longreach to take advantage of the secondary education offering at the Rockhampton Grammar School. It is absolutely impossible for them to do so because their financial position does not allow them to send their children away from home. I would not mind so much if the sons and daughters of these wealthy parents had passed qualifying examinations to allow them to enter this institution. The objection, then, would not be so strong; but we find that they are merely paying pupils. They have not received the preliminary education that the ordinary child of the worker receives in the primary schools, and therefore have not qualified by examination for a State scholarship. Those are the children who are being sent to the grammar schools and are being paid for by subsidies from a Labour Government! That is not only the actual position, but now the trustees of the Rockhampton Grammar Schools are going a step further. We have heard a wonderful lot about the so-called tradition of grammar schools.

Mr. VOWLES: Hear, hear!

Mr. FARRELL: Hon. members on this side and teachers in general know what that tradition really means. I have seen the sons and daughters of waterside workers who have gone through the schools where I have taught—who, after three years' contamination in the grammar school, were sometimes ashamed of the little homes they came from. So much for the tradition of the grammar schools!

Mr. MORGAN: That is a reflection on their parents.

Mr. FARRELL: It is not; it is a reflection on the system of secondary education which is being fostered by this Labour Government, and which sooner or later will have to be stopped. I mention that not only are the grammar schools competing with the State high school, and being subsidised by this Government, but they are actually now going a step further. Instead of compelling the sons and daughters of the privileged class to go to the primary schools to get their primary education, the grammar school trustees in various cities are providing classes for the teaching of primary subjects. Recently in Rockhampton they

have also introduced kindergarten subjects. We have in Rockhampton, not half a mile away from the grammar school, one of the best kindergarten schools that exists in Queensland. It is manned by specially-trained teachers, who have given their whole time to the study of kindergarten subjects. Not less than half a mile away we have another school of the same class.

At 4.55 p.m.,

The CHAIRMAN resumed the chair.

[5 p.m.]

Mr. FARRELL: Then we have another girls' school at the end of the city. Yet the Rockhampton Grammar School trustees have decided to establish kindergarten classes at the Rockhampton Grammar Schools, to be subsidised by this Government. Only a few weeks before the ex-Secretary for Public Instruction, Mr. Huxham, left for England, I had a request from the Rockhampton Grammar School trustees through their secretary, asking me to interview the Minister and get an additional grant for them for the establishment of a kindergarten. If the primary schools at Rockhampton are good enough for the sons and daughters of the waterside workers and the railway workers, they are good enough for the kids of the sheep kings and cattle kings. If they want to have any privileges in the way of education, let them pay for it.

Mr. VOWLES: Send their children to the Brisbane Grammar School?

Mr. FARRELL: Where the position would probably be worse. I am pointing out a direction in which the present Secretary for Public Instruction may save a lot of money. There is no need in Rockhampton for the grammar schools and additional secondary schools. The whole of the work of secondary education can be completed satisfactorily at the high school. The Rockhampton Grammar Schools could be done away with altogether. If the wool kings want their kids taught in a privileged way, according to the traditions they talk so much about, let them pay for it. It is a standing disgrace that the matter has gone on so long, and for a Labour Government to be called upon to subsidise schools for the purpose of giving instruction to the privileged classes.

Mr. MORGAN: Under a Labour Government, and still privileged classes?

Mr. FARRELL: Of course they are, and no one knows better than does the hon. member. My friend, the hon. member for Mitchell, just showed clearly how there was a privileged class. If the hon. member were living at Longreach, his youngsters could not be sent to the Rockhampton Grammar School, although they might be brainy enough to pass a scholarship.

Mr. MORGAN: Why not?

Mr. FARRELL: Because the hon. member has not sufficient money to send them to Rockhampton—that is why.

Mr. MORGAN: Does not the scholarship cover the board?

Mr. FARRELL: How many children could it cover at £30 a year? The Rockhampton High School can do all the work necessary in Rockhampton.

The SECRETARY FOR PUBLIC INSTRUCTION: They cannot pass the high school and go to another school. They must go to the nearest school.

Mr. FARRELL: A scholarship child can go to any school in Queensland that he likes.

The SECRETARY FOR PUBLIC INSTRUCTION: Not if he gets the allowance.

Mr. FARRELL: I am not talking about the allowance. I am not complaining about the conduct of the State high schools. I am eulogising their work. I am objecting to this Government continuing to subsidise grammar schools at which the sons and daughters of those who can pay for the education are receiving that education at the expense of the Government. My friend, the hon. member for Fitzroy, interviewed the Secretary for Public Instruction not long ago, and protested against children having to be taken away from the Rockhampton High School after having passed their junior university examination, to enable them to sit for the senior.

The practice that is in vogue at the present time in Rockhampton is that students at the high school who have qualified for the junior university examination, if they decide to sit for the senior, have to be transferred from the high school to the grammar school, and the State pays to the grammar school fourteen guineas a year for each of these pupils. If the Minister likes to make a start with Rockhampton, I am sure the hon. member for Fitzroy is quite content to bear his share with me in making Rockhampton the starting point so that we can prove to the department that what we are saying is correct, and that the department can save thousands of pounds a year by stopping the privileged class of Western Queensland sending their kiddies to the grammar school at Rockhampton at the expense of the State, and at the same time giving equal educational opportunities at the State high schools for the sons and daughters of all the people of Queensland, provided they qualify by passing the prescribed examination.

Mr. MORGAN (*Murillo*): I do not agree in any way with the remarks made by the hon. member for Rockhampton. I have had a good deal of experience in regard to the education of children at the grammar school in this city. Being a country resident and one who has not had secondary educational facilities available at my front door, it has cost me a great deal to give my children a secondary education. Those of us who live in the country pay a very high fee for the board of our children who come down to the Brisbane Grammar School or to any other secondary school in Brisbane. I feel sure that the amount we pay shows a profit to the school, and that profit helps the city children to get a cheaper education than they would be able to get if boarders were not admitted to the school.

Mr. FARRELL: If that is so, how do you account for the State high schools carrying on without boarders?

Mr. MORGAN: The boarders more than show a profit to the grammar school. If there is any loss made in connection with the secondary schools, it is owing to the low fees charged to the day scholars. I have proved that. I have sent five children to the grammar school in Brisbane, and on an average it has cost me over £100 a year to board these children at the grammar school, and I feel quite certain that, if I had had friends in the city and these children could have been boarded outside the grammar school, it would

*Mr. Morgan.]*

have meant a big saving to me. However, I was forced to send my children to the grammar school as boarders, and I paid dearly for the board. Last quarter—after the scholarship examination—over 200 boys joined the Brisbane Grammar School, and I feel pretty safe in saying that 90 per cent. of those boys are the children of the working class of Brisbane. Owing to the fact that they passed the scholarship examination they are going as day scholars to the Brisbane Grammar School. They could have gone to the State High School if they so desired, but no doubt their parents, after making inquiries, decided that their children were likely to get at the Brisbane Grammar School the best education for the professions or callings they were likely to follow in after life. As the hon. member who has just resumed his seat said, the Government pay fourteen guineas a year to the schools for all scholarship boys and girls, but I feel sure that amount is not sufficient to pay the expenses in connection with the teaching of each of those 200 scholars who are attending that particular school.

Mr. HARTLEY: You do not pay any more than fourteen guineas a year.

Mr. MORGAN: I honestly think that a boy who has not passed the scholarship examination and who goes to the Brisbane Grammar School or any other secondary school as a boarder is charged more than fourteen guineas a year.

Mr. HARTLEY: I do not think so.

Mr. MORGAN: I think so, but I am only speaking from memory. The Government pay the fees of those who pass the scholarship examinations, and we help largely in the upkeep of the school by the amount we pay for board. The charge for board is so great that it enables secondary schools to carry on. The money paid by the Government to secondary schools does not go towards the training of the children of the workers in country centres as the hon. member said, but to provide cheaper education for the children living in the city surroundings of the schools. I feel sure that the woolgrower or the pastoralist will not object whether the city schools receive subsidies from the Government or not, because they know that, if these schools do not receive a subsidy from the Government, the fees will go up, and the result will be that a great number of the children of workers will not have the opportunity of getting their education at grammar schools as they do at the present time. Why do people have their children educated at the Brisbane Grammar School? Probably because they prefer the grammar school to the high school. I have a boy for whom I have paid board for two years so that he could go to the Windsor State School and have an opportunity of passing the scholarship examination, as there was no other opportunity of having him educated. He only had two years' tuition at the State school before he passed his scholarship examination, and he is now going to the Brisbane Grammar School, for which the Government pay fourteen guineas a year, and if I were not living in Brisbane at present, I would have had to pay £100 per annum for his board.

Mr. FARRELL: The workers' children in your electorate have equal opportunities with those in other places.

Mr. MORGAN: No; the workers' children in country electorates are not in the

same position as workers' children in the city electorates.

OPPOSITION MEMBERS: Hear, hear!

Mr. MORGAN: There is not a workers' child in the outlying portion of the State which is in the same position as a workers' child in the large centre of population. Hundreds of children in the cities are attending the technical colleges. I do not wish to deprive them of that advantage, but I say that every assistance possible should be given to the workers' children in the bush. The amount of £30 per annum which is set aside by the Government for the education of a boy or girl is not sufficient for the child of a worker who cannot afford to pay for the board, and the amount should be increased. Children of poor parents in the country who pass the scholarship examination should have the whole cost of their education right through to the University paid by the Government, if they show merit. That is the principle I advocate. I say that the country children should have the same opportunities as city children.

There is another matter I would like to refer to. If children out West at Roma or in similar places come down to school in Brisbane and pass Toowoomba they are only allowed a free railway pass to Toowoomba. They have to pay their fares from Toowoomba to Brisbane, and, if they are going home again on holidays, they have to pay their fares from Brisbane to Toowoomba, from where they get a free pass to their homes.

Mr. FARRELL: Do you say that is wrong when there is a grammar school at Toowoomba?

Mr. MORGAN: I do say it is wrong. There are many reasons why the people out West may not like their children to go to the grammar schools at Toowoomba—climatic reasons, perhaps. (Laughter.) There are many reasons why the parents of a child who wins a scholarship should prefer that child to be educated in Brisbane. It may be that they have relatives in Brisbane, and the child has the opportunity of boarding with them and of going to a secondary school as a day scholar, and then, when the holidays come, of going home again. I say it is wrong that any child should not get the same privileges as those who choose to go to the Toowoomba secondary schools. I am not going to say that the Toowoomba schools are not as good as the secondary schools in Brisbane. I believe, from an educational point of view, they are, and that the results there may be quite as good as they are in Brisbane; but there may be a hundred and one reasons why the parents may prefer the child to take out the scholarship in Brisbane or Ipswich and, if that is so, that child should receive a free railway pass to and from the school where they want it to be educated. It is silly to say that to save a few shillings, the parents will send a child to Brisbane or Ipswich, because a few shillings even to a poor man would not make much difference. When children are getting some privilege for passing an examination, the same privilege should be given to all children, no matter what school they may elect to attend. I hope the Minister will take the matter into consideration, because it is an important matter, especially to the poorer classes. It may not be a matter of importance to the wool king

[Mr. Morgan.]

or some other rich person, because he does not care a rap whether his child gets consideration in that direction or not, but it is certainly important to people who are not in a very flourishing financial position.

Mr. CONROY (*Maranou*): I regret to note that there has been a reduction in this vote, but at the same time, on reading the report, I am glad to see the good work which has been done in regard to the scholarships. The system has worked very successfully, and I would like to see even more children receive a secondary education by this means. As hon. members are aware, a high school has been established at Roma. Many children from the country go to that school, but it is not a boarding school, and those children have to live at boarding-houses and hotels in the town. I am sure that parents realise that that is not a good system. In a town like Roma something should be done to establish a boarding-school or hostel in conjunction with the high school. When a child has to go to a boarding-house or hotel after school hours, there is no authority exercised over that child. My suggestion is that a hostel should be erected in conjunction with every high school, more especially those in country districts. (Hear, hear!) I think we have about 5 acres of ground in connection with the Roma High School, and there is plenty of room for the erection of a hostel; but the difficulty is that, if a child passes the scholarship examination at a school 30 miles away, the parent says, "If I send my child to Roma, I shall have to send him to a boarding-house or hotel." If we had a hostel, the child would be properly cared for. I do not know how many high schools there are in Queensland, but where there is a high school, especially in country districts, there certainly should be a hostel. In some places the churches take up the matter of erecting hostels. I now ask the Minister to give very serious consideration to the question of erecting hostels in connection with high schools in every country district in Queensland. (Hear, hear!)

Mr. WEIR (*Maryborough*): The hon. member for Rockhampton raised the question of the privilege extended to wealthy families in the western country to send their children to the grammar school. As a trustee of the Maryborough Grammar School, I have interested myself in this question for some considerable time, showing that what is actuating the mind of the hon. member for Rockhampton has been agitating the minds of some of us who have been fortunate enough to be placed in control of the grammar schools in our centres. I know that what the hon. member for Murilla has said is not borne out by actual facts. These wealthy western people do send their children to the grammar schools, and use the subsidy of this Government to educate their children.

Mr. LOGAN: They pay taxes.

Mr. WEIR: They do not pay the taxes. We show a deficit in running our grammar schools, which is partly due to educating children of wealthy parents who should be at primary schools. It is quite obvious that those people are trying to make a kindergarten show out of it. Not only do we have the wealthy westerner sending his children to the school, but in the city the wealthy aristocrat would not deign to send his Johnny or his Cissie to any school but the grammar school, so that they can get

the hatband, although they may not have the intelligence. That is the point. That is tradition. In many cases I know they have not got the intelligence. They cannot pass the scholarship examinations, but they are sent to the grammar school, and there display their wealth and lord it over the other "kiddies" who are trying to do something with their brains.

At 5.25 p.m.,

The CHAIRMAN left the chair, reported progress, and asked leave to sit again.

The resumption of the Committee was made an Order of the Day for to-morrow.

The House adjourned at 5.30 p.m.