

Queensland



Parliamentary Debates  
[Hansard]

**Legislative Assembly**

**TUESDAY, 14 NOVEMBER 1933**

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Mr. SPEAKER (Hon. G. Pollock, *Gregory*)  
took the chair at 10.30 a.m.

PAPERS.

The following papers were laid on the table, and ordered to be printed:—

Annual Report of the Under Secretary, Department of Labour and Industry, upon the Operations and Proceedings under "The Income (Unemployment Relief) Tax Acts, 1930 to 1932," for the year 1932-33.

Annual Report of the Director of Labour and Chief Inspector of Factories and Shops for the year 1932-1933.

Annual Report on Operations under "The Unemployed Workers Insurance Acts, 1922 to 1930," for the year 1932-1933.

SUPPLY.

RESUMPTION OF COMMITTEE—ESTIMATES—THIRTEENTH AND FOURTEENTH ALLOTTED DAYS.

(*Mr. Hanson, Buranda, in the chair.*)

ESTIMATES IN CHIEF, 1933-34.

DEPARTMENT OF AGRICULTURE.

MISCELLANEOUS SERVICES.

Question stated—

"That £6,000 be granted for 'Department of Agriculture and Stock—Miscellaneous Services.'"

Mr. DEACON (*Cunningham*) [10.33 a.m.] : I want to have a final word on the grants by the Federal Government for the development of wheatgrowing in the State last year. After a consultation between the Federal and State Governments two amounts were granted. The wheatgrowers clearly understood how the amounts were to be allocated, but the amount granted to necessitous growers was afterwards varied and a portion was taken from their grant and included in the other grant. That was a real injustice. If an amount given for the development of agriculture is to be of any assistance, it is absolutely necessary that we keep faith with the people concerned. A certain sum was set aside for a specified purpose and the people concerned had every right to expect it to be expended for that purpose, no matter how inconvenient it might afterwards be found

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for the Government to apply it to that purpose. They have a right to expect that any promise made, irrespective of the difficulties—financial or otherwise—should be kept. I do not exactly know why the distribution of the amount was varied, but it certainly was varied. These people feel that they have been unjustly treated. How can we expect to have agricultural development if the farmers concerned cannot rely on the promises and the statements made to them by the Government? I do not see how the Government can “dodge” their responsibilities. They should pay something of that amount of £2,000 to those growers who were deprived of that sum. It may be the Minister can give us more information. Certainly he has not been very definite. It is understandable that owing to financial pressure he could not get the money from the Treasury—nor could he get any more from the Federal Government—that he had to choose between breaking one promise and breaking another. The fact remains that the people who needed assistance most are the people who have been the most badly treated. I hope that more regard will be paid to the encouragement of agriculture. I hope the Minister will table the papers dealing with the matter.

Mr. GODFREY MORGAN (*Murilla*) [10.39 a.m.]: I would ask the Secretary for Agriculture whether the whole of the grant to the agricultural societies has been discontinued altogether?

The SECRETARY FOR AGRICULTURE: Nothing has been provided in the Estimates for two years.

Mr. GODFREY MORGAN: That is a mistake. Agricultural societies should have a certain amount of help. We look to the Department of Agriculture to endeavour to do as much as possible for such societies. They are a sort of shop window, displaying what is produced in the different parts of the State, and unless assistance is given them in some ways Queensland will not receive the advertisement to which it is entitled. Everyone will admit that the Royal National Agricultural and Industrial Association of Queensland is a very great institution and attracts to Brisbane people from all over Australia, as well as from overseas. At this society's exhibition these people are able to see during the course of a few days what Queensland is capable of producing, and thus avoid inconvenience and the expenditure of time and money in travelling round the State. The agricultural societies in the country are looked upon as feeders to the Royal National Association, inasmuch as the prize winners at the different centres usually forward their exhibits to Brisbane. It is thus that visitors to the Brisbane Exhibition are able to see what is grown or produced in all parts of the State. If the Minister does not intend to assist these agricultural societies, perhaps a great number of them will have to cease, inasmuch as at the present time they are carrying on under great difficulties owing to the financial depression. The annual displays of the agricultural societies are also a means by which people meet old acquaintances and discuss their problems and thereby impart knowledge one to the other—all of which tends to the improvement of live stock and agriculture. I am sure the Minister will admit that the agricultural societies throughout the State should be encouraged. He must also admit that enormous injury will be done

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to this State if the societies are allowed to become defunct. They offer a wonderful inducement to agriculturists and others to exhibit high class produce in their local shows. It would be false economy to save a few hundred pounds by depriving the societies of subsidies that are of an inestimable benefit to them. I am satisfied that the Brisbane Exhibition would practically die out if it were not for the wonderful assistance rendered to it by the individual societies throughout the State. The primary producers would not be prepared to grow first-class produce and stock to exhibit at one show alone. Hon. members must realise the enormous advantage that accrues to the city and the State when local societies are encouraged to act as feeders to what might be termed the parent society in the city of Brisbane. I do urge the Minister to give serious consideration to the matter with a view to reintroducing the subsidy system. It will be appreciated by the people in the country, and it will assist the department considerably in stimulating agricultural production.

Mr. EDWARDS (*Yanango*) [10.44 a.m.]: I should like to know whether it is the intention of the Government to give special assistance to the agriculturists in the production of maize and in the conservation of fodder during flush seasons so as to tide distressed settlers over periods of drought. At the present time the State is enjoying good seasons in both agricultural and grazing districts, and it behoves us now to consider the important question of fodder conservation before the inevitable dry periods set in. No good purpose can be served by merely talking of fodder conservation during periods of drought. Now is the time to be up and doing, and I suggest to the Minister that a special fund be created, to be distributed probably through the Agricultural Bank, to encourage the clients of the bank and others to engage in the storage of maize and in other forms of fodder conservation. This would enhance the value of the security given to the Agricultural Bank, and the fodder could be regarded as an insurance against economic loss in periods of drought. I suggest that the money should be made available at an interest rate as low as 3 per cent. I believe that this scheme should be inaugurated on the farms. The Government would be well advised to launch immediately a big scheme of fodder storage and conservation. It is far better to embark upon such a scheme during a bounteous season than wait until the dry weather sets in; it is then too late to take appropriate action in either the agricultural or grazing districts. Is it not better to store all this fodder in anticipation of dry periods rather than allow it to go to waste or to sell it at a price unprofitable to the grower? The maize market has presented considerable difficulties for some years past and it would appear that the difficulties to-day are even more acute. Two or three years ago damaged wheat from the Darling Downs was placed on the market to the detriment of the maize crop. The price of maize declined and continued to decline over a period of two years. Even at the present time, before the present record wheat crop has been harvested, feed wheat is being sold on the Brisbane market at 2s. 9d. a bushel. It is taking the place of maize as feed for animals. This illustrates one of the problems facing the maizegrowers. Admittedly maize and lucerne are the kings of fodders.

Therefore, something should be done to enable the Agricultural Bank to assist farmers financially to make provision for fodder conservation. I hope the Minister will take cognisance of these remarks, because the conservation of fodder will enable stock-owners to tide themselves over bad seasons and conserve the assets of the State for the following good seasons.

The remarks made by the hon. member for Murilla relative to the return of subsidies to agricultural societies were very timely. Every consideration should be given to the societies, because the people in control work voluntarily for the purpose of assisting their districts and the State. I could give many illustrations of how agricultural shows in my district—and my remarks would probably apply throughout Queensland—have been the means of attracting some of the very best settlers from the Northern Rivers district of New South Wales and other agricultural centres throughout Australia. These settlers, after having visited the shows at Kingaroy and Wondai, have returned to their homes, realised on their assets, and taken up their abode in the district. They are always a good type of settler.

The fertilization of our pastures is a subject closely allied to wealth production. I know that the Minister is very keen on this subject, but it is very difficult to know just what to do in some districts, because of the long dry spells experienced.

Experiments should be conducted as to what grasses will give quick response after being treated with fertilizers. We have only to look at what fertilization has meant in other States to realise what its value might be to Queensland. Clover in the Mount Barker district, when treated with fertilizer, has necessitated the use of the mower for harvesting purposes. Fertilizers for pastures are carried free of freight in some Southern States. That is a concession that has not yet been given in Queensland.

These are matters vitally concerning agricultural development in this State.

Mr. BARNES (*Warwick*) [10.53 a.m.]: Great anxiety exists among the wheat-growers at the present time. The Premier, who has just returned from the Premiers' Conference, may be able to indicate what is likely to happen in respect of this year's wheat crop in Australia, particularly in Queensland. I may be singular amongst hon. members in my views on this question, but I believe that every effort should be made to fix a price for wheat for home consumption. An all-Australian move may be advisable in order to deal effectively with the marketing of the Australian wheat crop and the obtaining of a fair and reasonable price. The department has shown considerable efficiency in wheat matters in the past, and the hon. gentleman who is the ministerial head of that department has shown great tact and exhibited great ability in the discharge of his responsibilities. I hope, therefore, that the department will retain some influence in whatever move may be made, because there is a possibility that something may be done apart from any influence of the Government. I sincerely hope that the Government will retain that influence to the fullest extent.

Many other factors operate to the disadvantage of the industry. For example, weather conditions are not helpful. Thus,

the utmost consideration will have to be exercised to ensure that the best interests of the man on the land are safeguarded. Generally speaking, the feeling in the country is against a sales tax on flour, and whilst it may be argued that there is very little difference in effect between a sales tax on flour and a fixed price for wheat, we do know that a sales tax on flour is unpopular and is condemned by most people. I do not know what the Premier has in mind in this matter, but I feel sure that he realises the necessity of conserving Queensland's interests in every possible way.

Mr. C. TAYLOR (*Windsor*) [10.57 a.m.]: Supplementing the remarks of the hon. member for Nanango and other hon. members in regard to the difficulties confronting wheat and maizegrowers, I would emphasise that storage difficulties are greater in Queensland than in any other State of the Commonwealth. The open stack of wheat or maize does not do very well in Queensland, where the depredation of the weevil reduce the value of wheat or maize when it is stacked for any length of time. It appears to me that the department might with advantage take concerted action to see how the difficulty could be overcome. As I mentioned last week, large supplies of wheat are entering Queensland from New South Wales and commanding a price 8d. or 9d. per bushel higher than the price obtained for Queensland-grown wheat coming on to the Brisbane market, simply because there has been deterioration in the quality of Queensland wheat through its being kept in open stacks. It is time that we tackled these matters, especially when we remember the difficulties that are being encountered by wheat and maizegrowers. As the Minister knows, maize silos have been in existence at Atherton for some years. Some mistakes may have been made in the initiation of these silos, which were the first of their kind in Australia. The maize crop at Atherton is larger this year than last year, and usually the major portion of the crop is sent to the Southern markets, very little of it coming to Brisbane at all.

The SECRETARY FOR AGRICULTURE: Much of it goes South for glucose.

Mr. C. TAYLOR: Yes; and if it were not for the maize silos there would be very little export trade in maize. The deterioration of maize which can take place in a short space of time in big silos would destroy its value altogether, and we would lose that market for those people who, to a certain extent, grow maize successfully in North Queensland. They now supply practically the whole of North Queensland. A large quantity goes overland through Wallangarra to New South Wales when the market is available. As the hon. member for Nanango pointed out, maize is one of the finest cereal crops that can be grown. The grain has uses other than the feeding of cattle and stock; maize being excellent stock food in its green stage. Anything the department can do to improve the conditions in the industry should be done, and no time is more favourable than the present for a forward move. I am not a believer in large silos capable of storing 20,000 bags of maize or wheat, such as those erected in Victoria and New South Wales. I think that smaller silos are better, because if anything happens to the wheat stored in one of the large silos the whole of it may need reconditioning.

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whereas a loss of 4,000 or 5,000 bags in a small silo is not so important. The difficulties in Victoria or South Australia are nothing compared with those we have to contend with in Queensland. I hope the Minister will do what he can in this direction.

I do not altogether agree with the hon. member for Nanango about storage on the farm being the best storage.

Mr. EDWARDS: It keeps away Government control.

Mr. C. TAYLOR: I think that it should all be machine-dressed before it goes into the silo, as there would then be a good opportunity of its coming out in prime marketable condition.

Mr. GODFREY MORGAN: It will have to be kiln-dried.

Mr. C. TAYLOR: If that is a necessity it will have to be done, but if it can be done without kiln-drying it would be a better proposition. I trust that the Minister will see if something can be done.

Mr. GODFREY MORGAN (*Marilla*) [11.4 a.m.]: We know how differently Queensland is situated compared with the other wheat-growing States of Australia. Queensland is expecting this year to produce more than is necessary for its own requirements, and I hope that will prove to be so. We see such headlines in the press as "Wheat Crop Assured," but anyone who knows anything about wheatgrowing smiles when he sees them. Everyone except the reporters, or whoever else is responsible for those headlines, knows that the wheat crop is not assured until it is actually in the bags. When it is taken to the railway station and delivered, then the farmer gets paid for it. Until the farmer delivers the wheat to the Wheat Board he does not know what his return will be, and that uncertainty applies more to Queensland than to other States in Australia, because we are more subject to storms during the harvesting period than the other States. The wheatgrower is just as entitled to protection as any other primary producer. What is going to happen throughout Australia is that one primary industry after another will get local protection in order to produce at a profit, but there can be no control of the market for any surplus for shipment overseas. What we have done in regard to both Federal and State control is to establish the practice—wise or otherwise—of fixing the price for local consumption, so that the people in Australia have to pay much more for a commodity than the people overseas who consume our exportable surplus of that commodity. That applies to several primary industries, and the system will continue until it applies to every primary producing industry in connection with which we have an exportable surplus.

Any assistance to the wheatgrowers by the Federal Government, whether it be by a flour tax, sales tax, or any other tax, simply means a tax upon flour and upon bran and pollard, the by-products of wheat. Call it what you like, it is purely and simply a tax upon the consumer. The Moore Government introduced a measure in an endeavour to assist the local wheatgrowers, but they did not call it "a tax upon flour." It was, however, a tax upon flour. Nobody can deny that. The people in Queensland

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were called upon to pay more for their flour owing to the fact that that agreement had been entered into between the millers, the wheatgrowers, and the Queensland Government. In the following year the succeeding Government adopted the same method, with slight alteration—it still was a tax upon flour.

Mr. G. C. TAYLOR: It is a tax on the bread of the people.

Mr. GODFREY MORGAN: It may be called that; I am not particular what the hon. member calls it. It is not merely a tax upon bread, it is a tax upon flour and a tax upon bran and pollard, the two latter commodities being necessary in the feeding of live stock and poultry. It is a tax, and it is no use the Minister saying, "We have not got a flour tax in Queensland." We have a tax upon flour in Queensland, and we have had it ever since the Moore Administration brought about that agreement between the millers and the wheatgrowers. I am one of those who consider that we have a duty to help the growers of wheat. The wheat industry is just as deserving of assistance as is any other industry in Queensland. My motto is going to be, "Help our industries." When any industry needs assistance it is entitled to get it. In my opinion only two fodders can be profitably stored so as to assist graziers in times of drought. The principal one is maize; after it, comes lucerne. Properly stored in bags or sacks, lucerne can be kept for an almost indefinite period without damage, and the same can be said of maize—as has been demonstrated at Atherton. But the same remarks do not apply to the storage of wheat. In Queensland, owing to its climatic conditions, wheat cannot be stored with the same degree of safety as in Victoria and the other Southern States. In this respect I can speak from experience, because when in Victoria I stored wheat in an ordinary grain shed for three years, and at the end of that time it came out of storage better than when it went in. The older wheat is, the better it is for making flour. After three years I took the wheat from storage without loss in weight or form, and the difference in price was sufficient to pay for insurance and the rental of the shed for the period of the storage. However, in Queensland one cannot keep wheat for three or four months. It is quite a different proposition here.

Mr. G. C. TAYLOR: You could store it for three years in Southern Queensland?

Mr. GODFREY MORGAN: No, you cannot. I know what I am speaking about, because I have had the experience of wheatgrowing in Victoria. I got out of the wheat industry in that State because I found that it was not profitable. In Queensland, unfortunately, you cannot store wheat for any length of time, owing to the climatic conditions. I was surprised to read that, at a deputation to the Minister for Transport, Mr. Binns, manager of the Wheat Board, stated that he had discovered that wheat could be stored very much better in dumps in the open than in closed sheds. It kept longer and was freer from weevils than if it had been stored in closed sheds. In the method adopted of storing it in dumps, the wheat is protected from mice by a wall of galvanised iron up to a certain height and a wooden floor. One would naturally expect that a closed shed would afford greater protection to the wheat, but according to Mr.

Binns, the "dump" method is the more effective. I agree with the hon. member for Nanango that the fodder must be conserved on the farms, and that the Government should assist the farmers by advancing the necessary funds for the purpose. A farmer cannot continue to store maize or lucerne without financial assistance from the Government, and if a scheme is to be launched I suggest that financial assistance be extended to every farmer who is prepared to engage in this work.

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

Mr. PLUNKETT (*Albert*) [11.13 a.m.]: I did not have an opportunity to discuss the other Estimates of this department. I notice that the appropriation under this vote is to be increased this year, and I have no objection to that. I am satisfied that this State can be developed only by an extensive programme of primary production, and I have no objection to the increased appropriation, especially if it is to be applied to the scientific end of primary production. The land is available, and, although the rainfall may not be sufficient in certain areas, provision can be made in other ways for the development of such industries. The primary producer should be assisted in every way. Particularly do I stress the fact that the interest rate charged by the Agricultural Bank should be reduced. It is altogether too high for the primary producer who wishes to embark upon extensive primary production. Interest rates are declining everywhere, and I suggest to the Minister that he give serious consideration to a reduction in the rate charged by the Agricultural Bank. That may not be possible at the present time, but a low interest rate to the agriculturist should be made available as soon as possible.

I have often wondered whether a more efficient scheme than that established at St. Lucia could be carried out. I would point out to the Minister that there are very many well-equipped and efficient farms throughout the State where young men could obtain very valuable agricultural knowledge. I suggest to the Minister that he give very serious consideration to the placing of the boys on such farms.

The SECRETARY FOR AGRICULTURE: We are doing it.

Mr. PLUNKETT: It is not being done to the extent that it should be done.

The SECRETARY FOR AGRICULTURE: We are doing it to the fullest extent to which boys are available.

Mr. PLUNKETT: I understand that the cost of equipping a boy with the necessary knowledge at St. Lucia is £20. That may be all right, but I should think that the boys ought to be better employed on up-to-date farms engaged in that branch of primary production which appeals to them. Any number of wheat farmers are conducting their operations on economic lines.

The CHAIRMAN: Order! The hon. member will not be in order in discussing the operations at St. Lucia on this vote. That matter can be discussed on the Trust and Special Funds.

Mr. PLUNKETT: I was suggesting to the Minister that the boys could obtain a better knowledge of agricultural production on

well-equipped farms than they could obtain at any Government institution. Of course, I am not suggesting that the boys should be sent out to every farmer, but it would be in their interests, in the interests of the Government, and in the interests of the State if they were allowed to absorb the efficient agricultural knowledge which many farmers would be only too glad to impart to them. There are many ramifications of agricultural production that must be thoroughly understood, and this knowledge is available only on well-equipped farms; it certainly cannot be obtained at any Government institution. I make that suggestion in all seriousness. I am not saying that the principles of the St. Lucia farm boys' training scheme is wrong. The Minister in establishing that scheme certainly made an effort to assist boys to go on the land, but a wider sphere is open to the Government in that direction which should be availed of.

The SECRETARY FOR AGRICULTURE: It is being exploited.

Mr. PLUNKETT: The Minister should expedite giving effect to that side of the question. The rains which have fallen in Queensland, as well as in the other States of Australia, will mean increased production. Consequently, lower prices will probably prevail for primary products. The wheat-growers are in a very serious position, while the outlook for the dairying industry is not the brightest. Lower prices will cause producers to effect economies in production. That economy can be effected only by greater efficiency in the method of production. When there is an abundant supply of primary products only the best command a ready sale. The adoption of more efficient methods in production will offset any possible fall in prices. That is very necessary in those industries which have an exportable surplus. In order to capture overseas markets we must produce the very best at the cheapest possible price. Increased appropriation in the vote for this department will make available more scientific knowledge to assist in economical production and manufacture. The adoption of my suggestion would lead to more practical results than the methods which are now being pursued.

Mr. KENNY (*Cook*) [11.21 a.m.]: A statement made in the "Courier-Mail" on Saturday morning contained the forecast that tobacco-growing in the Mareeba district was doomed. That is a very serious statement, and is one with which I cannot agree, especially after the experimental work which has been done in the district, and the opinion expressed by experts on the spot. The statement can have only one effect, that is, the complete stoppage of credit to tobacco-growers in the Mareeba district. This is a primary industry which is yet in its infancy, and is experiencing its difficulties. The credit of many tobacco-growers has already been stopped. The Government are supplying rations to fifteen growers in the Mareeba district.

The SECRETARY FOR AGRICULTURE: More than that.

Mr. KENNY: Many others have lodged applications for rations, and this statement will further restrict credit. A number of growers and others interested in the industry are waiting to see what action the Government intend taking. The Minister should

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make a definite statement of Government policy, because such a statement is necessary in the interests of the tobacco industry and the development of agriculture generally in North Queensland. He should definitely state that his Government will make advances available through the Agricultural Bank to enable the industry to carry on. If no such pronouncement is made, no development will occur in that tobacco area. Men will walk off their blocks. It is a calamity that publicity should have been given to this statement before the report of the inquiry into the industry by the Federal Government was published. However, the damage is done, and the men concerned are facing a very serious position. The banks are closing on the various business houses and calling up their overdrafts. The business houses, in turn, are calling up their accounts with the tobacco-growers, a number of whom are in a position of having neither food nor fertilizer to enable them to plant the coming season's crop. The whole industry is "in the air." It is useless to put the blame on the Federal Government. Such tactics may have succeeded for a time, but the time has arrived for prompt action by the Government to pull the industry out of the mire. The onus is on the Minister to make a definite statement of Government policy, telling these men that they can apply to the Agricultural Bank and obtain financial assistance. Mere rations are of no use, because rations will not put in the next year's crop. I have no wish to prolong the debate, but I urge that the Minister make a statement. I trust that the Government will have the necessary finance made available so that the Marceba district can be proved above all reproach. That action is necessary in the interests not only of the tobacco-growers there but also of North Queensland and of the State in general.

The SECRETARY FOR AGRICULTURE (Hon. F. W. Bulcock, *Barcoo*) [11.25 a.m.]: The hon. member for Cunningham raised a question concerning the distribution of the Federal wheat bounty on the Chief Office vote and again this morning. Unfortunately, the hon. member was not present when I replied to him, in response to his request. As I told the hon. member by way of interjection, he knows a good deal better than to believe the statements that he has made, and to suggest that there has been a breach of faith in any direction is quite unwarranted and unfair. I offered the fullest possible explanation to the hon. member when the Chief Office vote was being discussed and I refer the hon. member to that explanation. It is significant that at the opening of the proceedings this morning the hon. member asked me to table the papers in connection with the distribution of the wheat bounty. The purpose for which papers are tabled is to give knowledge and information, and no hon. member asks for that unless he desires to fortify himself with knowledge. The request of the hon. member that these papers be tabled, therefore, is a tacit admission that he does not know the circumstances surrounding the distribution of the wheat bounty; but, having asked for the tabling of these papers, the hon. member gets up in this Chamber and makes an attack on my distribution of the fund—a unique and unfortunate position for the hon. member, because first by his demand for certain action the hon. member infers that he knows nothing, and then by his speech

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generally suggests that he knows everything there is to be known. I can assure the hon. member that the papers will be made available. I can also assure him that everything was done in consonance with the agreement entered into between the Commonwealth Government and the State Government; and for the hon. member to suggest that the most necessitous wheat-growers were deprived of £2,000 is not in accordance with facts. An analysis of the whole position will show that it was impossible to draw a clear line of demarcation between those people who were destitute and those who were necessitous, and consequently there had to be some encroachment from side to side. If we were to analyse the figures we would find that those people who were necessitous received quite a considerable volume of payments under the major vote and not the minor vote. However, a perusal of the papers will disclose that position to the hon. member, and I feel sure that even he will be abundantly clear that he was quite wrong and was incorrectly informed when he made a statement suggesting breaches of faith and lack of desire to discharge our financial obligations. I reiterate that our financial obligations were discharged in an honourable and straightforward way.

Hon. members opposite have raised an important question in connection with the subsidisation of agricultural societies. I frankly confess that I am very regretful that I have not been able to make any provision for the subsidisation of these societies. The maximum amount that was ever provided for the purpose was during the time that the present Premier was Secretary for Agriculture, when £2,600 was set down in the Estimates. The late Government provided £1,500 for the purpose. I am not offering those figures in any critical sense. I realise, as we all realise, that it was necessary that every avenue of expenditure should be carefully watched and that where possible economy should be effected. The late Government—legitimately, I think—effected economy by reducing that vote from £2,600 to £1,500, and I do not think it was with any reflection on the work being done by agricultural societies and show committees. Tremendous deficits occurred over those years and every Minister was required to go over his Estimates with, as it were, a fine-toothed comb to find where savings could be effected. We are again faced with difficulty. Obviously I could not afford to sacrifice any of the general services of my department. With all due respect to the very fine work being done by agricultural societies, I felt we could not handicap or impede any of our more or less permanent work for the purpose of making contributions to these societies. The position is that £1,500 is a very small amount to set aside for the whole of the work of agricultural societies. If that small amount were distributed throughout the whole of the State the amount to which each society would be entitled would be so small that it would not permit of any effective work being done. That is the only reason why I cut out the vote. I assure hon. members that when the position improves financially I will give serious consideration to the restoration of this vote on the Estimates.

Hon. members have discussed the preservation of fodder and grain in Queensland. The hon. member for Windsor and the hon.

member for Nanango, who have some knowledge of this question, suggested that the State should embark on a policy of grain conservation, more particularly in relation to maize. Hon. members opposite have told me in season and out of season that we must not interfere with the farmer—that any interference by the department is not warranted. No one can cavil at a consistent statement of that nature from hon. members opposite. But they ask this morning what we propose to do in providing facilities for the storage of maize! I might point out that the policy of my department and the Government is to acquiesce, so far as is legislatively and administratively possible, in the desires of the people concerned. The conservation of maize implies the formation of a pool. I cannot conceive that any successful State-wide maize conservation scheme could be inaugurated without the formation of a pool. In the North the maizegrowers have maintained a pool for a number of years, and the excellent organisation functioning there is deserving of all credit; the maize pool of North Queensland is one of the outstanding examples of what can be done by pooling. But the maizegrowers of the South have been asked on many occasions if they were in favour of pooling, and they have expressed their disapproval. If they are not in favour of pooling, neither legislatively nor administratively would I ask them to embark on a pooling scheme. I believe that pools must be the creation of the farmers themselves. If they are not the creation of the farmers themselves and the State were to create a pool it would be charged—and justifiably so—with interfering with the work of the farmers. Consequently, the first necessity for the conservation of maize is that the farmers themselves agree to a pooling scheme, and until such time as they so approve, I cannot see much possibility of the conservation of maize on a large scale. The arguments advanced by hon. members opposite in support of this proposal are, however, eminently sound. One cannot argue against the absolute necessity for the conservation of such a grain as maize, but, after all, it is a matter for the consideration of the industry. If the industry is willing to pool then we can extend to the Southern maizegrowers facilities similar to those which have been extended to the Northern people, who have created a big organisation and built commodious silos and drying plants. The question is one for the decision of the industry, and when the industry desires to pool its commodity it will be seen that the Department of Agriculture and the Treasurer will not be found wanting.

Mr. C. TAYLOR: We have the wheat pool.

The SECRETARY FOR AGRICULTURE: Yes. Again that gets down to the fundamental point—the wheat pool is created with the sanction and desire of the wheatgrowers just as the maize pool of North Queensland is the creation of the growers concerned. When the people in the other areas desire to create similar organisations, we will give them all possible financial and other facilities.

We come now to the question of fertilization of grasses, which I regard as a matter of outstanding importance. Only this morning we have had details of the very material expansion of grass experimentation throughout the State. When we consider that at least 70 per cent. of the total fodder required to produce milk, butter, and cheese is derived from grasses, it will be seen how valuable

grasses may be made. The question of the fertilization of grass is one of wide and far-reaching importance, and the question of the economic utility of grasses and fertilizers is a matter that has never been satisfactorily determined. We know that grasses can be grown magnificently by the application of certain fertilizers—tests have indicated that—but the economic principle involved is another matter. In other words, does it pay to fertilize low-grade land? Those are questions that are yet to be answered, and I hope they will be answered in the affirmative.

The hon. member for Warwick has raised the question of the future position of the wheatgrowers of the State. In answer to him I would state that at the present time the Commonwealth Government and the Governments of the different States are in consultation on this matter, but as yet no definite plan has emerged and it would be premature for me to make any statement. I can, however, assure the hon. gentleman that negotiations as between the States and the Commonwealth Government are in progress. It would appear, however, that the Commonwealth Government are having considerable difficulty in putting into effect their first proposal.

The final question raised is the one brought forward by the hon. member for Cook, who dealt with the question of the future of the tobacco industry in the Mareeba district. It is true that a report, apparently, has been issued and it has been inferred by our press that that report suggests that tobacco growing in the Mareeba district is doomed. I have not yet got a copy of the said report.

Mr. KENNY: Some of the papers must have obtained a copy.

The SECRETARY FOR AGRICULTURE: So far as I can understand, what has actually happened is that certain sections of the report have been quoted in the Federal Parliament. So far as I know, the report has not yet been submitted to that Parliament.

Mr. GODFREY MORGAN: Did you make a statement to the effect that the report contained certain things?

The SECRETARY FOR AGRICULTURE: No. I have not yet seen the report. I discussed the whole matter with Mr. Townsend when he was here, and he did not mention the matter. I think that what has happened is that an inference has been drawn from that report, which I feel will not be found to be justified when we have an opportunity of reading it. I spent a long time with Mr. Townsend, and he did not in any way cause me to believe that there was any suggestion that the tobacco industry in the Mareeba district was doomed from the cultural point of view. Naturally, the department is more interested from that point of view than about the economic position. There may be some suggestion—and I subscribe to that suggestion—that the attitude of the Commonwealth Government is not conducive to the prosperity of the industry. So far as the cultural side of the industry is concerned, my own knowledge and experience of the Mareeba district induce me to believe that the suggestions made by the newspapers that the Mareeba area is doomed are not based on the report, but, perhaps, on some information inspired from some other source. It has been demonstrated that tobacco can be grown in the Mareeba district very

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excellently, and any person who says otherwise is obviously speaking without knowledge of the facts.

The hon. gentleman has raised another question, but since it involves the Agricultural Bank I am unable to discuss it on this vote. I, at least, have to obey the Standing Orders. The hon. member will have an opportunity on another occasion of discussing that phase of the matter. The whole question of tobacco finance in the North is a very involved one. Every tobacco organisation in Queensland is asking for financial assistance from one or another source. Everybody associated with tobacco realises the very grave difficulties that confront us. The hon. member suggested that I should make a statement in this Chamber that tobacco-growers were eligible to apply to the Agricultural Bank for assistance. I am not aware that tobacco-growers have ever been debarred from applying to the Agricultural Bank for assistance. Any person engaged in the growing of tobacco can make application to the Agricultural Bank. The late Government laid down certain conditions—i.e., he had to have £300, he had to erect a barn, he had to comply with certain other conditions before he was capable of applying to the bank.

Mr. KENNY: You made that regulation.

The SECRETARY FOR AGRICULTURE: The previous Government issued that regulation, which made it necessary for the grower to fulfil certain conditions before he was capable of applying to the Agricultural Bank. The position that has arisen is that these people have exhausted their capital, and they are now asking the Agricultural Bank to finance them in order to produce another crop. No individual has ever been turned down by the Agricultural Bank if the security prescribed was available. Let us examine this question as to the security that is prescribed. The Agricultural Bank Act has been amended from time to time, but whoever may be Secretary for Agriculture and charged with the administration of the Agricultural Bank, is bound to comply with the provisions of the Act. In complying with the requirements of the Act I can give only what assistance can be given commensurate with the security offered. Parliament itself has demanded that. I am aware of the very great difficulties that surround the tobacco industry. I anxiously await the Federal report to see how the matter stands. I can assure hon. members that any application for assistance from a tobacco-grower—like any application from any other primary producer—is considered entirely on its merits. If security is offered, then the advance is made.

Mr. KENNY (*Coal*) [11.44 a.m.]: I very much regret that the Minister has not seen fit to make a definite statement of policy in the interests of the tobacco-growers. In this Chamber only four days ago I read this report, which appeared in the "Courier-Mail" of 10th November—

"Unless the Commonwealth Government was prepared to do more for the tobacco-growing industry than the making of the recent grant the industry was doomed, said the Minister for Agriculture (Mr. F. W. Bulcock) yesterday.

"The Minister who was speaking in the Legislative Assembly, remarked that owing to the past unfavourable season

the settlers on all the tobacco-growing areas in Queensland were in financial difficulties. The handicaps that already had been placed on the industry by the Federal Government had accentuated their position."

The Minister stated that unless some further action was taken by the Federal Government the tobacco industry was doomed, and this statement prompted the press to delve further into the report to the Federal Government. The statement by the Minister has absolutely crippled the credit of the industry, but the Minister makes no attempt to endeavour to counteract the adverse effect of his own statement. He stated this morning that he was receiving requests from all over the tobacco areas. That is quite true. The report by his department sets out that a good crop of tobacco could not be expected because of adverse seasonal conditions. The fault is not with the land or the locality or the growers. The growers have spent the whole of their capital, and are now up against a stone wall. The growers have applied to the Agricultural Bank for assistance, but this has been refused simply because the Government have taken the stand that the Mareeba district has not yet been proved to be a tobacco-growing district. If I had sufficient time I could quote to the Minister letters that I have received from my constituents who have been refused assistance by the Agricultural Bank, although they had offered ample security in the way of barns, kilns, and other improvements.

No. 27 of the summary of Labour's policy sets out—

"Financial assistance for the activities required to establish the tobacco industry on a sound basis and the initiation of an orderly marketing scheme under the co-operative principle."

Not only have the Government refused to take action during the past twelve months, but the Minister has also made a statement which has crippled the credit of the industry, and he shuffled on the question this morning by saying that he would be out of order if he attempted to make a statement on the subject. I know, Mr. Hanson, that you take such a great interest in the affairs of your country that you would be only too pleased to allow the Minister to deviate a little from the strict rules of debate to make an official statement of Government policy so as to rehabilitate the credit of the industry. The Minister stated that the industry was doomed unless something further was done. He has attempted to place the onus on the Federal Government, but the onus of assisting the industry is on the State Government. In this Chamber a few days ago I stated that the Government had done nothing to establish the tobacco industry in the North, that it had been established by the business community in the Mareeba district. The business people were prepared to expend their capital in the development of this industry, but the credit of the industry has been seriously damaged by Labour's stalwarts, both inside and outside the Chamber, in an attack upon the Lyons Government. The onus is on the State Government to rehabilitate the industry. No tariff in the world would enable unpalatable tobacco to be sold. The report by the department refers to the adverse seasonal conditions. The onus is on the Government of making financial assistance available to the tobacco-growers, and

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thereby retaining the industry in North Queensland. The Government have delayed in making a definite statement of policy, and have refused to make financial assistance available. The onus is on the present Government of seeing that the industry does not collapse.

Mr. DEACON (*Cunningham*) [11.48 a.m.]: It was very kind of the Minister to tell me that I was absolutely wrong in my contention concerning the Commonwealth grant for relief of wheatgrowers. I do not want to be told I am wrong. What I want him to do is to show me where I am wrong. He has not yet given me a definite answer. I read a letter in this Committee from the Hon. J. G. Latham, for the Prime Minister, to the Chairman of the Nangwee Local Producers' Association, in which he stated that two separate amounts were definitely allotted to two different classes of wheat-growers. The Minister gave this Chamber very definite information which showed that necessitous wheatgrowers were paid £1,900 short of the grant, while the other growers, who got a good wheat crop and were in a better position than the necessitous growers, got £1,900 more than the amount allotted to them. I want to know why that grant was not distributed equally, as far as possible, between the two classes of wheat-growers.

The SECRETARY FOR AGRICULTURE: You are not right there. There were two sections.

Mr. DEACON: Exactly, but those two sections were to be treated equally as far as possible. The grower who did not harvest any wheat crop was at least entitled to equal treatment with the grower who did. The position is that the man who did get a crop is in a better position. Some of them got a full crop and were able to sell it at the market price; yet they got much more of the grant than the grower who did not get any crop at all.

The SECRETARY FOR AGRICULTURE: Were they doing all right without the bounty?

Mr. DEACON: They were. They were doing much better than the grower who got nothing.

The SECRETARY FOR AGRICULTURE: The Commonwealth Government specified how this grant was to be distributed.

Mr. DEACON: There was a consultation between the two Governments, who determined the different sums to be divided between the two classes of growers.

The SECRETARY FOR AGRICULTURE: If you proceed on those lines you will get yourself in a hopeless difficulty.

Mr. DEACON: The papers show that Mr. Latham mentioned two amounts which were to be distributed between the two classes of growers, yet the State Government paid one class £1,900 short and the other class £1,900 more than they were entitled to.

The SECRETARY FOR AGRICULTURE: That is not so.

Mr. DEACON: It is. I asked the Minister a question on the subject, and he gave me the exact amount paid. That is not justice. The Minister has not yet given me an answer to show why the discrepancy occurred, and has not told this Committee the reason why it was done. Later on we

may find out, but as it is the Minister should make it clear.

The SECRETARY FOR AGRICULTURE: You have been told twice already in this Committee.

Mr. DEACON: I want the hon. gentleman to make the explanation to this Committee why it was done. The growers will then know where they are.

Mr. RUSSELL (*Hamilton*) [11.53 a.m.]: I have no wheatgrowers in my area, but I happen to be acquainted with people who have been penalised by the short-payment of nearly £2,000.

The SECRETARY FOR AGRICULTURE: There was no short payment.

Mr. RUSSELL: The Minister was questioned by the hon. member for Cunningham and his reply shows that instead of one class of growers receiving £25,000, they received nearly £27,000. That means that growers of the other class, who had no crops, or very little, were short paid to the extent of £2,000. That was a blunder either by the Government or the Wheat Board. It is only a fair thing and an act of common justice to necessitous growers for the Government to say why that was done. The grower who was fortunate enough to have a crop equalling 33 bushels to the acre and received 3s. a bushel for his wheat, in addition to the bounty of 3d. a bushel, received an amount equal to 8s. 3d. per acre. He had a good crop and received a good price. But the man who only had 4 bushels to the acre received 2s. 2d. an acre. The necessitous growers have made out a good case and if the Government have short-paid them, I suggest the Government make good that short payment. The Commonwealth Government carried out their part of the contract by making the money available and stipulating the directions in which the money should be distributed. Correspondence took place between the Queensland Government and the Commonwealth Government in regard to a suggested modification by the Queensland Government. Although it was not illegal, still it was a departure from the true spirit of the agreement arrived at between the two Governments. The Commonwealth Solicitor-General, whose advice was taken on the matter, had to admit that the Queensland Government had acted legally, although they were morally wrong in having over-paid one section of growers. As I interjected, those men who received a good price for their wheat were not entitled to this extra payment. From inquiries I have made I think the hon. member for Cunningham is quite justified in pressing this question. The hon. member wants to know why the Queensland Government short-paid the necessitous growers up to £2,000. If the Government made a mistake, why do they not admit it? If the Wheat Board has blundered, should not the Queensland Government insist on the blunder being rectified? I think those men who had no crop at all were entitled to much more liberal payment than they received, and it appears to me that the men with good crops were overpaid. That is the gist of the matter. I hope the Minister will see that that injustice is rectified.

Mr. BARNES (*Warwick*) [11.57 a.m.]: The hon. member for Cunningham and the hon. member for Hamilton have not unduly emphasised the importance of this matter, and I thoroughly endorse the wisdom of

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the suggestion that the short payment should be made good. Perhaps more than any other, my own district suffered intensely from hail damage and other crop failures last year. A seeming discrimination in the distribution of the wheat bounty has caused extreme annoyance and, indeed, disgust amongst many farmers. It is true that in many instances farmers scarcely entitled to it received payments that were not extended to others who thoroughly deserved the fullest consideration. Speaking from first-hand knowledge, I suggest that it would be a righteous thing if the amount overpaid in one direction was made a Treasury matter, and that even at this late hour the growers who failed to receive consideration should get some payment from the Government. It may be an infinitesimal amount, but the Government would be showing good faith if they did the correct thing in this matter.

The SECRETARY FOR AGRICULTURE (Hon. F. W. Bulcock, *Barcoo*) [11.59 a.m.]: The hon. member for Cunningham, supported by the hon. member for Hamilton and the hon. member for Warwick, has again raised this question. I think the hon. member for Cunningham struck the keynote when he said he did not want to be told—

Mr. DEACON: I said I didn't want to be told I was wrong; I wanted to be shown where I was wrong.

The SECRETARY FOR AGRICULTURE: The hon. member has been shown where he was wrong half a dozen times. One satisfactory point emerges from this debate: I am pleased to have the assurance of the hon. member for Cunningham, who represents such an important wheat-growing area, that 3s. 3d. per bushel is a fair economic price for wheat.

Mr. DEACON: I didn't say that.

The SECRETARY FOR AGRICULTURE: The hon. member for Hamilton suggested that we were greasing the fat pig.

Mr. RUSSELL: Of course you are.

The SECRETARY FOR AGRICULTURE: The hon. member for Cunningham said that these people did not require it.

Mr. DEACON: Not as much as the others.

The SECRETARY FOR AGRICULTURE: Now the hon. member is going to qualify his statement. I am glad to have the assurance of the hon. member that 3s. 3d. per bushel is a fair economic price for wheat.

Mr. GODFREY MORGAN: You have not that assurance.

The SECRETARY FOR AGRICULTURE: I do not admit that any injustice is associated with the distribution of this money. It became necessary to evolve a formula for distribution under the Federal Act, which is specific in regard to two requirements; first, that something should be paid in respect of transport and marketing costs—and to some extent that must be estimated—and secondly, that something should be paid to necessitous growers. The Act provides very definitely that the growers should be catered for from both those angles. It obviously became necessary to evolve a formula. It was evolved in consultation with the Wheat Board. From the returns we had in hand at that time, it appeared that a certain sum of money would be required in one direction and a certain sum in another direction, but the wheat-

growers apparently were not in a position to furnish us with satisfactory returns. For illustration, in the case of the distribution of the bounty a man claimed that he harvested 40 acres of wheat for the Wheat Board, but he also claimed in respect of 60 acres so far as the distribution to necessitous farmers was concerned. Innumerable instances arose like that. It was necessary therefore that there must be a variation; and the Commonwealth Government agreed to the formula which we submitted. The figures we submitted were incidental to that formula. We discovered very quickly in our administration that there were border-line cases—cases where individuals could not be regarded as distinctly necessitous growers, nor as prosperous wheatgrowers, and they participated in both grants. Those are the points hon. members opposite should realise—that those people were on the border line, participating in the first amount in respect of the wheat supplied to the Wheat Board and also in the money which was allocated to necessitous growers. The basis used rested on the formula that was agreed to by the Commonwealth Government. There was no alternative method by which it could be done. It is all very well to say definitely that certain figures should be allotted in each direction. The figures submitted were tentative and there was no possibility of adhering to them when the border line cases developed, which had to receive some consideration.

Mr. DEACON (*Cunningham*) [12.3 p.m.]: The Minister has emphasised the border line cases, but he does not explain why he took £2,000 from a sum which it was agreed to give to the necessitous growers and overpaid the others to the extent of £1,900.

The SECRETARY FOR AGRICULTURE: You overlook the fact that these were tentative figures submitted to the conference.

Mr. DEACON: They were tentative figures, but the hon. gentleman cannot deny the fact that the two classes of growers were paid very differently.

The SECRETARY FOR AGRICULTURE: They were paid in accordance with the Federal Act.

Mr. DEACON: Those men who had the least wheat got the least bonus from the Government. They did not get paid the amount which the Federal Government agreed to give them. Let the Minister show us why £1,900 was taken away from that class of grower and given to the others.

The SECRETARY FOR AGRICULTURE: I told you three times. If you cannot understand, that is your own fault.

Mr. DEACON: The Minister says that they gave £2,000 more than the Federal Government allotted to that class of grower. They took away from the sum allotted to certain growers £2,000 to make up that amount of money. That was wrong.

The SECRETARY FOR AGRICULTURE: It was absolutely in accordance with the agreement—with the Federal Act.

Mr. DEACON: No one can say it is right when one class of grower is only given a fraction of the grant and the other is given the full Federal bonus. There is no excuse for it. The Minister has not given the reason for it.

The SECRETARY FOR AGRICULTURE: I have, but unfortunately you cannot comprehend it.

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Mr. DEACON: The Minister says he has given the reason, but let him ask the growers concerned.

The SECRETARY FOR AGRICULTURE: The people who inspired you wanted 24s. per acre and you are putting up a case for them.

Mr. DEACON: They wanted something like equity and they did not get anything like equity.

The SECRETARY FOR AGRICULTURE: They were treated well.

Mr. DEACON: Equal treatment should be given.

The SECRETARY FOR AGRICULTURE: It was given in accordance with the Commonwealth Act.

Mr. DEACON: How can the Minister say equal treatment was given, when he knows it was not?

Mr. G. C. TAYLOR interjected.

Mr. DEACON: How can the hon. member for Enoggera say that when he does not know? The hon. member knows nothing about wheat. In one case a grower lost everything, and got nothing from his land for his labour and the expenditure of his money. He gets a fraction; the other man gets the full bonus on every bushel. The grower was not responsible for the vagaries of the season. In one part of the Darling Downs the growers were experiencing a drought, which was not felt by the growers in other parts. Taking all these things into consideration, I consider that the grant should have been distributed as far as possible on a principle of equality. For his action in this matter alone the Minister is condemned by all the farmers. All the farmers consider that they have not received fair treatment, and I hope that for his own sake the Minister will state the reason which he contends justified him in making the alteration which he did.

Item (Miscellaneous Services) agreed to

#### DEPARTMENT OF PUBLIC INSTRUCTION.

##### CHIEF OFFICE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [12.3 p.m.]: I move—

“That £28,532 be granted for ‘Department of Public Instruction—Chief Office.’”

The vote shows an increase of £1,202, of which £1,035 is due to salaries. The increase in the salary vote is attributable primarily to the restoration of automatic increases to a number of junior officers as from 1st October or due date, and to the granting of basic wage increases during the financial year.

Mr. BARNES (*Warwick*) [12.10 p.m.]: The fifty-seventh report of the department is certainly up to the mark, and compares favourably with any previous report that has been submitted to the Committee. It is my pleasure to congratulate the department upon its continuing success in educational matters in Queensland. When one considers the short term of its life, this achievement is simply wonderful. During the earlier years of the war, when it was quite impossible to compare the educational advantages of Queensland with those of places like America, the representative of that country at that time located in London

drew attention with all the earnestness of which he was capable to America's educational disadvantages. In the short space of half a century, or even less, we in Queensland reached the stage where the advantages held out to our young people are in advance of those of any other nation in the world. It has been repeatedly said that the greatest business is the making of men. When we take into account all the circumstances that surround it, and the responsibilities it involves, we realise that nothing quite compares with the training of the child. Year after year the department is ever ready to accept new ideas for the advancement of our children until they almost reach to manhood.

One weakness of our educational system appears to be the fact that too much reliance is placed upon the Government in providing employment, but I am glad to know that very intense interest is being taken in the opening of attractive avenues of employment in other directions. The characteristics of our youths are being carefully studied. They are being assisted in a choice of occupations.

I notice that the net enrolment in the primary schools for 1932 was 139,651, a decrease of 2,370 when compared with the net enrolment of the preceding year. I do not know how to account for the decreased enrolment unless it be that the families of to-day are smaller than the families of the days gone by. The gross enrolment has been very good.

The officers charged with the administration of educational facilities are heart and soul in their work. No finger of scorn can be pointed at them, and no doubt can arise in our minds as to the wisdom of the plans that are now being followed. It is pleasing to note that the school and home project clubs are achieving a really wonderful purpose. These figures will indicate the marvellous interest that has been shown in the project club movement—

—	Schools.	No. of Clubs.	Total Membership.
1927 .. ..	53	74	546
1929 .. ..	139	253	1,602
1932 .. ..	203	338	3,110

I know that considerable interest is taken in the school and home project clubs in my own district. This is worth while work, and this is the right time to undertake it. It aids materially in creating a love for the land and in ascertaining the bent of the pupil. That kind of work is going to bear very fine fruit in the future. The department is to be congratulated on the way in which many teachers are devoting themselves to rural education.

Attention is being given to our grasslands, which is a matter of paramount importance. Various grasses are being sown in experimental plots by the youngsters in our schools. The reference made to this matter in the report is very interesting. On page 9 the following appears:—

“In a recent publication—‘The Grasslands of Australia and Some of Their Problems’—the Council for Scientific and Industrial Research draws attention to the major problems connected with

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Queensland grass lands. The council and many of those directly dependent upon the creation and maintenance of grasslands are interested in the economic aspects of their problems and in the economic results of attempts at solution. The need for an efficient pasture legume is mentioned, the necessity for the selection of a method of renovation of paspalum pastures is referred to, and the need for the selection and use of winter-growing grasses is stressed.

"While scientists, breeders, graziers, and dairymen are voicing their interest in and desire for material improvement in grasslands, it is more than interesting to note what Queensland schools engaged in home project work have done since the beginning of 1931. Project clubs have been interested in the same problems as are referred to by the Council for Scientific and Industrial Research, and have selected them as projects because of the involved opportunities for observation, experiment, comparison, recording, deduction, initiative, and activity generally afforded by them."

At 12.20 p.m.,

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

Mr. BARNES: The only disturbing feature in that connection is that encouragement should be given to experiments with paspalum. Paspalum is not in any way suited to the Darling Downs. It has been tried at considerable expense. Just when it is most useful it is scarcely more or less than rushes, and once it becomes established it is most difficult to eradicate. Many other grasses would give much better results.

A matter of very great interest to my district is the success attending educational matters in Warwick. The secondary education being imparted at the high school is achieving wonderful results. The opinion cannot be controverted that in Warwick we have one of the show schools of the State. It is a credit to the department and to those who officer it. My need of praise is due to all, from the principal to the caretaker. The desks and fittings of the present high school were in the original school. They scarcely have a mark on them to-day. That fact reflects the care, attention, and pride taken in the establishment up to the present time. The school is most modern in its appointments. I defy a member of the Committee to tread on the ground or enter the school without realising that he is within the precincts of an establishment worthy of his notice. The whole atmosphere appears to exercise an influence on the visitor, as it does on the life of the children. That is only what one expects of a high school of importance to exercise on the life of our community. We all know what its results have been. Many men occupying important positions in every walk of life are the product of the Warwick school, and the remarkable achievements of the short life of that institution bespeak a thoroughly efficient teaching service and administration. The report of the District Inspector, Mr. Moorhouse, mentions this interesting fact:—

"The new wing of the Warwick State High School, opened by the Minister for Public Instruction in October last, has every modern convenience in the way of

lighting, ventilation, sanitation, and teaching appliances, and is a notable addition to the educational facilities of Warwick."

I may say that the enrolment at the Warwick State High School is 126, the number present at inspection 122, and the average attendance for the month prior to inspection 113.

I must also commend the work of the intermediate school, which is fulfilling in all respects its fine purpose. No one who visits Warwick should neglect to visit the educational establishments there. I view with pride the progress that has been made in educational facilities in Warwick in a comparatively short period. I also appreciate the readiness with which the Department of Public Instruction has met new requirements. My heartiest congratulations are due to all officers of the department, from the Director of Education downwards, on the signal success which has attended their efforts during another year of the life of this important department.

Mr. G. C. TAYLOR (*Enoggera*) [12.23 p.m.]: In offering my congratulations to this department I realise that there is evidence this year of the further establishment of secondary schools in the Greater Brisbane area and also the increased development of education in the country. At the present time more than at any previous period in the history of the world the school curriculum contains greater promise for the scholar. It can be safely said that Queensland is not lagging in the progress of education generally. The technical side of primary school education is one for which the department can be given every credit. In home project clubs, classes in large industrial centres where boys get elementary education in various trades and other directions, the department is endeavouring to provide the youth of to-day with the knowledge that he will require in future, because of the development of machinery in the industrial life of the country amongst other things.

Some people endeavour to say that education is costing the taxpayer more than it should, but one can easily refute any such suggestion by a reference to the amount of productivity in the field, factory, workshop, and mine—productivity that would not be achieved but for the skill and initiative of the working classes, which skill and initiative are mainly the products of education along the right lines. In that direction the Department of Public Instruction in Queensland is endeavouring to reach the highest point of efficiency. Many people claim that it is necessary for a youth to receive a secondary education in order to become one of the wealth producers of the State. After all, this is a social question, and not merely a question of a departmental vote. I claim that we cannot educate the youth of to-day too much. There has been evidence throughout history of certain backward tendencies in education. Such a tendency is evident to-day in Germany, where there has previously been advancement in education. It is well known that the German system of education was second to none in the world a few years ago, but, paradoxically, the people of that country have now put back the clock. We do not want to have to take into consideration any psychological effect from such a happening—we shall not gain

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anything by stultifying the intellect of the coming generation.

Mr. MOORE: They will require more intellect because they have got such a heavy burden of debt upon them.

Mr. G. C. TAYLOR: I thought I would get that interjection and draw from the Opposition the statement that they believe we can spend too much in education. It appears that hon. members opposite also would put back the clock if they could. Every Labour Government throughout Australia believes in the education of youth, and giving to our young people the highest possible attainments that education can offer. We realise that they are the wealth producers of the country, and that upon them the future of this great nation of Australia depends.

I congratulate the department particularly on the figures with regard to secondary education, and also in connection with the home project clubs. There is a unique case in connection with that form of instruction in my electorate. A son of a 'bus driver, who only arrived here from England three years ago, is leading his class in a certain school by virtue of the education received by him through the home project club. That stands to the credit of the department. I trust the department will increase the facilities for the education of the youth of the country, who will be the future wealth producers of this great nation.

Mr. MAXWELL (*Toowoong*) [12.34 p.m.]: This vote is one which cannot in any possible way—as our friends opposite might say—be discussed for the purpose of gaining political kudos. We all realise that the very best should be given to the boys and girls of our nation.

I desire to congratulate the officers of the department on the work that has been done for the schools in my area. Necessary improvements have been made where required. I desire to bring under the notice of the Minister the question of providing a teacher's residence at Fig Tree Pocket, and hope that it will be erected immediately.

It will be remembered that last session I drew attention to the amount of money that had been spent in connection with certain high schools in the State. I am rather sorry that the Minister has not continued what I believe to be the proper means of giving information to hon. members by issuing a report on similar lines to one which was issued in 1929—namely, a return of all schools in operation on the 30th June of the year, with the attendance of pupils, and the status and emoluments of the teachers. That is a very useful report, and I would suggest to the Minister the desirability of again issuing such a return. At the present time I have only one means at my disposal of comparing certain statements made in connection with the running of secondary and other schools with which the department is concerned. Certain exception was taken to a statement which I made in 1931-32 as to the cost of running these schools. In going through the figures again I find that the average cost per pupil is over £20. As I said before, the very best should be forthcoming for the educating of the young people of this State. Every opportunity should be given to bringing out the very best that is in them. Notwithstanding this, however, I consider that the Government are overstepping their bounds and practically entering

into competition with private enterprise—as is exemplified in the case of the grammar and denominational schools. For many years I have held the viewpoint that the Government's duty is to look after primary education. The Government should confine their attention to primary, technical, and vocational education, and leave the grammar schools and the denominational schools to attend to the cultural forms of education. Instead they are building unnecessary State high schools, and are entering into competition with grammar schools. Allow me to quote some figures in connection with certain schools, which show that the existing grammar schools can cater for all the pupils offering—

	Average Attendance.
Toowoomba State High School ..	113
Toowoomba Grammar School ..	154
	Average Attendance per Teacher.
Rockhampton State High School ..	28.3
Rockhampton Boys' Grammar School ..	17.5
Townsville State High School ..	87.9
	Enrolment.
Townsville Grammar School ..	141

I am not finding fault with the policy of the Government in building secondary schools in areas where there is no possibility of the establishment of denominational schools. Where grammar schools or denominational schools are not in existence, then it may be the function of the Government to provide some form of secondary education, and the Government would be wise to confine their attention to these areas instead of building schools which come into competition with private enterprise. Admittedly it is necessary that children should be able to obtain the very best education possible, but competition by the Government with the grammar schools and the denominational schools will end in disaster to both the Government and the institutions.

It must be understood that I am not in any way attempting to depreciate the work that is being done. To my mind it is very excellent. On the 5th instant the Director of Education (Mr. B. J. McKenna), speaking at the official opening of the annual fete of the Shorncliffe State school, according to the report of the "Brisbane Sunday Mail," said—

"He was astonished at the number of public men, and even politicians, who claimed that Queensland was far too extravagant in its educational outlay. Queensland, and even Australia, was not doing as much for education as other countries."

I am not prepared to say that we are in the infancy of our educational training, but we certainly have not attained our educational manhood, although Australia is nobly playing her part in progressing towards that end. Every educational facility that can be provided for the children should be provided. I realise that many people cannot afford to pay for a grammar school education, but that difficulty can be overcome. I do not believe in interfering with the system as it exists to-day. I believe that the system of subsidising scholarships is all right. If the Government would stop their State high schools and co-operate with grammar schools and denominational schools they would overcome the difficulty. I know

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that the department is faced with a difficult task, but I know that the money that is expended is money well spent. The department is responsible for bringing out the very best that is in our coming generation. I do not suggest that there should be any interference with the department, but the Government should not enter into competition with the grammar schools and denominational schools.

Mr. W. J. COPLEY: Your policy very nearly closed up the denominational schools.

Mr. MAXWELL: I do not know what the hon. member said, but he can rise and tell his own story. Queensland is doing her part in providing the children with a proper education. The Moore Government did their part in providing education, and they did it very well. Dealing with the question of subsidising scholarships, I should like to quote the figures to indicate the activities of the Moore Government and the present Government—

	Endowments to Grammar Schools.	Scholarships.	Total.
	£	£	£
1929-30 ..	10,421	71,997	82,328
1930-31 ..	6,317	69,496	75,813
1931-32 ..	9,535	51,551	61,084
1932-33 ..	5,800	41,806	47,606
1933-34 (est.) ..	5,590	47,850	52,650

The amount spent by the present Government in the first two years will be £36,641 less than the amount spent by the Moore Government in their last two years of office! That deals effectively with the argument that the Moore Government starved the educational vote. I was rather pleased to read the statement by the Director of Education in connection with the work of Technical Colleges, in reply to a statement made at the Federated Master Builders' Conference. The Director of Education stated—

"That 1,000 unemployed youths were being trained annually in woodwork, and then had the choice of two other subjects, such as sheet metal working, concrete work, blacksmithing, and leather working. The girls were taught domestic science. . . . It would be seen that Queensland was already carrying out what the master builders were proposing."

I would be out of order in dealing with this subject, but I should like to see private enterprise given an opportunity to teach boys and girls a trade. I am a great believer in teaching the rising generation trades or callings.

Mr. FOLEY: Do you mean that the employers should be paid to do it?

Mr. MAXWELL: I do not say anything of the kind. What I do say is that in order to give encouragement to the employment of boys and girls we should lift the harassing and restrictive conditions that to-day prevent employers from employing them. That would be better than the present system. It is tragic to realise that with all our education we are no better off to-day than a few years ago in the matter of placing our boys and girls in suitable employment. In fact, we are in a worse position. Hon. members know the terrible position of parents in attempting to find positions for their boys

and girls. Many of them are attaining manhood and womanhood without receiving the opportunities they deserve. I know that the Minister has a difficult task in administering this department, and that his officers are faced with a similar difficulty.

The Minister might tell this Committee whether the state of the finances has forced his department to adopt the present parsimonious policy in regard to school papers. From 1926 up to within a few months ago the school paper contained sixty-four pages. It is now half the size, and for it the children must pay 1d. a copy. This penny must be paid in advance. That is to say, the children are now called upon to pay this amount for the school paper which is to be issued in February next. The Minister might give the Committee the reason why this policy has been adopted. I have also been informed that only those children who pay their penny are entitled to receive the paper. This is neither right nor fair, and should be rectified.

This department is not one that lends itself to the practice of giving jobs to friends and relatives. The examination system which governs the right of entry to the department is rigid, and political patronage, therefore, is difficult to practise; hence the settled nature of the staffing.

I have no desire to throw a spanner into the machinery, especially when I consider the time through which we are passing, but notwithstanding the fact that the Moore Government were blamed for starving this department, the truth is that in their last two years of office they spent £36,641 more than the present Government have spent in their first two years. That may need some explanation; doubtless the Minister will be able to give it.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Brisbane*) [12.53 p.m.]: I propose to deal with one aspect of the speech made by the hon. member for Toowong—namely, his reference to the lower amount voted for scholarships and secondary education. If I understood the hon. member correctly, he attempted to make out that the present Government are spending less upon scholarships than the Moore Government, and the inference to be drawn from that is that the present Government are not giving as much attention to scholarships as the Moore Government. It might be just as well if I put the position clearly so that even the hon. member for Toowong might grasp the situation. I say that advisedly, because the hon. member has given an amount of study to this particular matter.

In 1929 the Government gave a number of scholarships, somewhere in the vicinity of 2,000 or over. The Moore Government cut down the number to 1,000 for one year, and to 1,000 for the second year. Hon. members will realise that scholarships are not just a matter for one year; they are granted for two years, and there may be an extension for a period of two years. It will be apparent, therefore, that if a period of two years or four years provision is made for 1,000 scholarships, less the reductions—and the reductions are those pupils who leave at the end of two years or before the end of two years—it is necessary to provide a lesser amount of money to pay for those scholarships. Had the Moore Government given the

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full number of scholarships granted by previous Governments, then the present Government would have had to meet additional expenditure because of the additional number of scholarships, but because the Moore Government cut down the scholarships to 1,000 or fewer, the Government of to-day have not to meet a very great expenditure. That is the real reason why less money is provided for scholarships to-day than in previous years. On the other hand, the Moore Government had to find the money for scholarships granted by the previous Government, consequently the expenditure by the Moore Government in that direction was greater than that needed to-day. The present Government have to carry on fewer continuation scholarships by reason of the fewer original scholarships granted by the Moore Government. Under the new policy instituted by this Government, which will have its full effect next year, the following year, and the year after, the Government will have to find a greater amount for scholarships because more children will be continuing.

Mr. KENNY: What do you anticipate the additional expenditure will be next year?

The SECRETARY FOR PUBLIC INSTRUCTION: Approximately £10,000, and in the following year £17,000 additional may be required for scholarships. It is evident if we go on putting 2,000 children into secondary schools each year we will have to provide for them, but if the number is cut down to 1,000 less provision will have to be made as the years go on. We are in the position to-day of having to find less money for those children finishing their scholarships than would have been the case if 2,000 or more scholarships had been granted during the Moore regime.

I did not wish to come into the discussion at this stage, but I thought it advisable to reply immediately to the statement made by the hon. member for Toowong. The position is quite explainable. The reduced appropriation is not due to any decrease in expenditure on secondary education by this Government, but is a necessary decrease in expenditure because of the reduced number of scholarships given by the Moore Government.

Mr. MAXWELL: Why didn't you extend those scholarships?

The SECRETARY FOR PUBLIC INSTRUCTION: There are fewer scholarships to be extended because fewer scholarships were originally granted by the Moore Government.

Mr. KENNY: Have you any idea of the number of scholarships taken out at denominational schools during the Moore Government and also your own Government, say, for the past four years?

The SECRETARY FOR PUBLIC INSTRUCTION: I have not the information at the moment, but I think it can be readily obtained. At this stage I merely want to emphasise that the reduced amount on scholarships is not due to anything that the present Government have done, but entirely to the fact that the late Government thought it advisable to reduce the number of scholarships to 1,000 instead of giving the number granted by the previous Government.

At 2 p.m.,

The CHAIRMAN resumed the chair.

The SECRETARY FOR PUBLIC INSTRUCTION: I thank hon. members for the references they have made to the officials of the department. We all know that they are deserved. The officials in the department are thoroughly acquainted with the work they have in hand, and deal with all matters affecting education in a way that is most pleasing, and is greatly appreciated by all sections of the community.

I was struck with the remarks made by the hon. member for Warwick to the effect that to-day the aim of education for some people seems to be the obtaining of Government jobs. That is due in a measure to the times. I remember, not very long ago, when I went to the Department of Public Instruction asking a question as to the probability of the appointment of a young lady as a teacher, I was told that if I could bring along young men there would be no difficulty whatever in securing appointments for them. That is not so many years ago, when the department wanted male teachers and were unable to get them; but to-day the department can get many more than it requires. The reason why there is such a demand for Government jobs to-day is that very few jobs are offering elsewhere. I quite believe that there are many people who regard a Government job as the be-all and end-all of life; but experience has shown, and will continue to show, that the capable men—the educated men—can really do much better outside; and as this country develops and greater opportunity offers, many people in the public service to-day will be extremely sorry that they did not enter some other walk of life where the opportunities are greater.

I can assure the hon. member for Warwick that in the matter of the cultivation of grasses the project clubs are not endeavouring to compel any district to grow paspalum which does not desire to do so. They are endeavouring to find out the grasses that suit the various districts for fodder, and it is very interesting to know that this work has been done so well by the project clubs. We are justified in expending a considerable amount of money in the fostering of the project clubs. I have been gratified by the way in which the few I have visited in the portions of the State I have been in have been encouraged by people who know the value of them. In one district, for instance, the prizes have been increased in value from twenty-five to forty guineas, and the gentlemen who have the giving of prizes of that description do not give them for the fun of it, but because they know they are fostering something that is for the good of the country. At one of these project club meetings I met an old gentleman who told me that for thirty-seven years he had visited the Royal Society Show at the Brisbane Exhibition. He went to the show and inspected the cattle, and, although he had looked at cattle for thirty-seven years, he knew less about them actually than his grandchild, who had been attending a project club for three years. The boy could tell him the good points of the cattle, and how to cull his herds in a way in which he had not culled them before. He told me of the great amount of good that is being

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done in connection with the dairying industry in his district.

I believe the hon. member for Enoggera is right regarding education. He looks at the subject in the proper light, and realises that education must have a definite objective.

The hon. member for Toowong raised the question of the school residence at Fig Tree Pocket. I can assure him that that matter has not been overlooked.

The hon. member also raised the question of the costs at secondary schools. It is a very difficult matter, of course, to get out a comparison of the costs at the various secondary schools, but one has to remember that "there are schools and schools," and that the different schools are run on different lines. The hon. member was very concerned with the State high schools coming into competition with what he called "private enterprise." Let me assure him that there is very little in the way of private enterprise as regards secondary schools in Queensland. Grammar schools cannot be said to come under that heading. These schools started at a time when there was very little opportunity for secondary education in the State, and in their day they served a very useful purpose. They were mainly boarding schools, and took boys that came from all parts of the colony, as it then was. To-day there is not such a pressing need for boarding schools as there was then, and consequently much of the effectiveness of the grammar school has gone. For that reason the hon. member will notice this fact—that grammar schools have not increased in number over many years. I would not like to say when the last grammar school was established, but I think I would be right in stating that it was about thirty years ago. In any case, nobody would expect the State to be satisfied with the few grammar schools in Queensland as the main secondary institutions. Naturally, somebody had to provide the necessary secondary education, and the State provided it.

Mr. TOZER: We have the Christian Brothers' and Brisbane Boys' College.

The SECRETARY FOR PUBLIC INSTRUCTION: We still have those, but they could not do all the work that had to be done. There have been one or two private schools, but they are not grammar schools in the sense in which the hon. member for Toowong has used that term. Education is not a thing that can stand still. The method in vogue forty years ago cannot satisfy us to-day. Education to-day is an art much superior to that of fifty years ago, and education at that time was very much ahead of what it was one hundred years ago. I venture to hope that in fifty years time it will be much better than it is to-day; we are in duty bound to do our job in helping it forward. Education cannot afford to stand still, because were it to stand still then the State would stand still, and that would be entirely to the detriment of the whole of Queensland. Education is not designed solely for the benefit of the individual, but really for the benefit of the community—for the benefit of the whole of the community. So very many people believe that the whole of education is for their express benefit! That is not so. It is mainly designed for the benefit of the community because, as is well known, the higher the education of the community, the better the community will be. Incidentally the individual benefits, but the

great ideal and objective of education is a better community. Everything, therefore, must be done in order to keep education in Queensland abreast of the times.

Had the hon. member for Toowong made the suggestion that I thought he was going to make, then I am sure the Committee would have agreed with him. If we have a clashing of interests between grammar schools and State high schools is there not a possibility of our ending the clash by amalgamation? Surely there may be room for that, and I would commend that suggestion to the hon. member for thought in his quiet hours. I am sure he has quite a number of quiet hours. The amalgamation of these institutions would perhaps help education considerably, and I have not yet heard any good reason why such a fusion should not be brought about. Of course, it has been said, "Wipe out the grammar schools and you will lose everything that they stand for—their history, their atmosphere, their traditions." We can counter that argument surely by continuing to call them "grammar schools," although "a rose by any other name would smell as sweet," and the truth is that so long as we hold those grammar schools and what is bound up in them, then we are still helping Queensland considerably. One of the functions of the State high schools to-day is to build up tradition, and I believe they are building traditions that will stand out remarkably in the days that are to come. After all, I do not know which is the greater job—building up tradition or maintaining it. In my opinion the greater job is building tradition, and I am satisfied that the high schools in Queensland are building traditions of which Queensland will be proud.

The hon. member for Toowong also made reference to the school paper. That is a question that has given considerable concern to the officers of the department for some time. In the days that have gone it was distributed free to the children of the State; but Queensland was the only State in which that was the practice. All the other States charged the children for their school papers. It must be borne in mind that I am not saying that because other States did it we should do it, but the department found it necessary because of the stringent circumstances financially to discontinue the school paper. The effect was felt throughout the schools, and there was a demand for the reintroduction of the school paper. There was a very decided demand for its reintroduction. The only way in which it could be done was by charging for it, as is done in the other States. The officers of the department believed that it would be a success, but they did not think it would be the success that it really is. The demand has exceeded all expectations. The paper is extremely popular. I find it difficult to believe that in certain schools the children cannot obtain the paper because they are unable to pay for it. There are school committees who are sufficiently interested in the welfare of the children to see that they are not deprived of it. These school committees are doing very fine work in this direction, and I commend them for doing it. It is not their job, but they are so interested in their schools that they are prepared to make the paper available to the children. The school paper is a great help to the school children, and anything that is

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a help to the school children should be encouraged by the department.

Mr. ROBERTS (*East Toowoomba*) [2.14 p.m.]: I understood that the Minister was anxious to have his Estimates passed by this Chamber, and I was prepared to help him, but evidently that is not so. Hence, I propose to discuss the operations of this department. For many years I have assumed that the report by the department was the report of the Director of Education, but I find that it is over the signature of Frank Arthur Cooper, the Secretary for Public Instruction. Of course, I know that he is the Minister in charge of the department, but for years I have read the report as being the report of the Director of Education without it ever occurring to me to look at the signature. There is really no definite report by the Director himself, unless it can be said that he has been associated with the compilation of the report over the signature of the Minister. Knowing Mr. McKenna as I do, I value his opinions on education, and I would very much appreciate a report direct from him. He attends various interstate conferences and on his return certain reports are given to the press. I expect to find in a document of this sort something of value from an educational point of view, but it contains nothing direct from the chief officer of the department. He is an individual who is well able to make very valuable comments upon the operations of his department. I hope that in the future we shall have a report from what I might term the practical head of the department. There is a considerable amount of value in the report, but it is not the report of the Director of Education. I have read the reports by the various school inspectors, including the chief inspector, and I want to pay a compliment to them for the very clear and concise way in which they have commented upon the work of the various schools. It is only from these reports that one is able to obtain an outline of what is taking place in the various schools, and I regard them as being very valuable. In submitting their reports the inspectors have considered first what is their duty to the department and have shown a considerable amount of tact and judgment in commenting upon the work in the various schools, particularly the smaller schools. I quite recognise that an inspector can make things very difficult for the teachers in the smaller schools. The inspectors point out that even in one-teacher schools the teachers are doing their very best in the interests of the department.

Another matter to which I wish to refer concerns the Queensland Teachers' Union. It is not very often that I compliment a union. I have said time and again that by and large the unions appear to be always out to benefit one class in the same way as the Government claim that they represent one class.

The PREMIER: We have never said that.

Mr. ROBERTS: The hon. gentleman has just returned from the South, and I have no desire to get into hols with him on this subject. I want to pay a compliment to the Teachers' Union. I recognise that it keeps a careful eye on the interests of its members, but time and again we have evidence that there is something higher in its motives. It is out to do the best it can for the department which its members serve.

The Darling Downs Teachers' Association incorporates the teachers in the very large district of which Toowoomba is the centre. I possess an agenda of one of the annual conferences convened by this association, and supported by the department. I commend not only the association for the syllabus which appears in that agenda, but also the Minister who made it possible for that conference to be held at Toowoomba. The Minister was present and I also took the opportunity to attend. I was considerably interested in the various subjects discussed and realise what they meant to the education of our young. If every union realised that activities could be undertaken that would be of benefit to the industry concerned, and considerable help in broadening the minds of its members, and assisting them in the work they were called upon to discharge, it would be doing invaluable service; and—not that it matters much—I would be rather inclined to encourage its activities more than I do to-day. The Queensland Teachers' Union wishes to enlarge the knowledge of its members. The members of the union who make a special study of certain subjects communicate their knowledge to those who have not had the opportunity of acquiring it, and they in turn impart it to the children under them. I very much appreciate their efforts.

I do not intend to go into the question of secondary schools which was raised by the hon. member for Enoggera other than to say that we on this side of the Committee are at all times prepared to vote such sums of money as the State can reasonably afford in the matter of education. As a matter of fact, Labour Governments have merely embarked on the broad basis of education instituted years and years ago. There are times when Parliament cannot afford to make increases in votes, and the Minister admits that no increase can be made on the present occasion. In that I agree with him. Secondary education is a very good thing, but—and I have said it in this Chamber before—there is such a thing as over-education. That may be a peculiar way of putting it. I recognise that there is room at the top of the ladder for the educated man and woman, but there is only room there for a few. We have a very fine system of education in this State, but I have seen the difficulty of the State having educated boys and girls and then finding it difficult to get them back to the occupation or stations in life in which they were reared. That is why I say that too much money can be spent on secondary education.

Mr. MAXWELL (*Toowoong*) [2.22 p.m.]: I desire to draw the attention of the Minister to page 22 of the report of the department, where we are told that fifty-three schools were closed during the year. It is a very serious matter. The Minister has given the Committee no reason why the department has been compelled to close those schools. The closure of a school is a serious matter to those people who have settled in the sparsely populated areas of the State.

I also desire to draw the attention of the Minister to his statement in connection with high schools and grammar schools. He cannot sidestep the issue. The position as I see it is that where grammar schools and other secondary schools are established and are functioning there is no reason at all why the Government should establish another

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secondary school and enter into competition with them. The hon. gentleman says he is prepared to consider a scheme of amalgamation. That may be very nice, but why wait until the high school is erected? Where a State school is established a challenge is practically thrown out to grammar or other schools in the area who have not the people's money behind them. Grammar schools are dependent upon subsidies from the Government of the day. My point is not that we should deteriorate the education of the children—rather should we give them every opportunity for acquiring education—but I say, "Do not build State high schools in opposition to grammar and denominational schools that in a particular area are prepared to carry out the work of secondary education." The report of the various inspectors give the statistics regarding enrolment at the various secondary schools. For example, we find the following statistics:—

School.	Enrolment.	Pupils per Teacher.
Mackay State High ..	105	17.5
Bowen Secondary Department ..	24	12
Rockhampton Boys' Grammar ..	92	18.4
Rockhampton Girls' Grammar ..	109	18.1
Rockhampton State High ..	255	28.3
Mount Morgan State High ..	134	16.7
St. Peter's ..	46	7.7

Of course, there is no grammar school in Mount Morgan. Perhaps my use of the words "private enterprise" was wrong. What I should have said was "private effort," but my point was that a body of ladies and gentlemen who had banded together to do the pioneering work of educating children were confronted with opposition from State high schools which had the resources of the State behind them, and could blot the other schools out of existence. Before he attempts to build more State high school buildings the Minister should consider that the buildings will have to be staffed by teachers, which adds to the cost, and that the effect may be to displace grammar school teachers or force them to accept lower rates of pay.

The various inspectors give interesting reports, and in common with other hon. members, I congratulate the department on the report of the chief inspector, which is a very fine document.

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

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [2.29 p.m.]: In reply to the hon. member for Toowoong, I would point out that schools are closed when the average attendance falls below a certain number, the number to-day being nine. When the school attendance falls below that number it is felt that the work could be done equally well by correspondence, and in any event with greater saving to the State. The correspondence school has 6,000 pupils, and I have heard no word of complaint as to its work. As a matter of fact, parents speak highly of the work, and in many instances the children

who have had no other teaching than correspondence teaching do very well in scholarship examinations and later at secondary schools, so that there is nothing against that kind of education.

In the matter of one-teacher schools, where the attendance is small, it may interest hon. members to know that the cost of these schools is between £19 and £20 per pupil, whereas the total cost of education throughout Queensland is, approximately, £8 to £9 per pupil. The hon. member for Toowoong quoted remarks concerning cost of education made by the Director of Education at a school function. People had been drawing attention to the fact that we were paying too much for education, and the director pointed out that the cost in Queensland was £9 per pupil, whereas in England, where population is more closely settled and possibly costs should be less, the same education cost £13 per pupil.

In the matter of the quality of education, we can say that in the primary schools, at any rate, we are giving an education equal to that of any part of the world. The Commonwealth Council for Scientific and Industrial Research, having investigated certain phases of education in Australia, states that in arithmetic Queensland stands above the rest of the States, and we believe the same thing will be said in the matter of English, so that we have nothing to complain of in Queensland as to the character of our primary education. Although it is very obvious, it is necessary to state on occasions that secondary schools in Queensland depend upon the primary schools. They get an excellent "kick-off"—if I might use the term—from the very fine grounding given by the primary schools of Queensland. Our education right throughout is sound, because the foundation is particularly good.

The hon. member for East Toowoomba has drawn attention to the fact that there is no report from the Director of Education. If he goes through the whole of the reports laid on the table of the House, he will find that there are no reports made by the Under Secretaries of any of the departments, and, of course, the Director of Education stands much in the same relation to the Department of Public Instruction as other Under Secretaries do to their respective departments; consequently, there is no report from the Director of Education.

Mr. ROBERTS: That does not say we should not have one.

The SECRETARY FOR PUBLIC INSTRUCTION: That may be so, but everything the Director wants to say is naturally included in the different reports.

The hon. member for East Toowoomba also made reference to the work being done by the teachers of the State schools, to whom I think he has paid a well-deserved compliment. The energy displayed by the teachers at the meetings and conferences held by them in various parts of the State for their improvement in the matter of teaching conditions is well known. They do a wonderful work, and devote an immense amount of time to it, and the benefit to teachers generally is very great indeed. Of all the people who labour in the community, it may be said that no section does its work better than the teaching section. With the teacher it is not a matter of "Into school at half-past nine and out of it at half-past three," for

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I believe that the great majority of teachers give practically the whole of their time to their job, to the improvement of methods, getting Letter results, and all round improvement. Anyone who has followed the work of the teachers will know that they are indeed devoted to their work, and it is a very fine thing that it is so. That is due to the very fine grounding they are receiving and have received in the past. It is not so much the cause but the effect of a cause that has gone before, and while that is so we need have no fear of the future of educational work in Queensland. While the teachers are entrusted with the education of the children, I believe they have their moral welfare at heart just as much, and we have in the teachers of Queensland a very fine body of people intent on getting the very best results, not from a selfish point of view, but entirely with the idea of helping Queensland to develop.

Mr. BARNES (*Warwick*) [2.33 p.m.]: I would like to know what special motive the department had in connection with the reduction of the amount for State Technical Colleges and Vocational Centres from £25,073 to £18,893. There is also in the last vote of the Estimates for this department an amount of £6,358 for the State Commercial High School and College. Evidently, there is some distinct idea in the minds of the officers of the department, seeing they have separated this from the general charge. There must be a reason for doing that.

The SECRETARY FOR PUBLIC INSTRUCTION: It is due to the fact that we have separated the State Commercial High School from the Central Technical College.

Mr. TOZER (*Gympie*) [2.34 p.m.]: No one any other part of the world, and the department of Public Instruction. Our educational system compares favourably with that in any other part of the world, and the department is doing its duty to the State and to the children. The only question which could crop up would be purely one of finance—for instance, whether it is good policy at the present time to spend the money we are spending on secondary education. Certainly we could not touch primary education at all, because it is absolutely necessary, but where there is provision for secondary education by the Christian Brothers and other denominational schools, it is a question of policy whether it is advisable if we have not sufficient funds to spend so much money on secondary education—that is, of course, if we have not sufficient funds. I understand the cost per head is higher for secondary education than for primary. That is natural because the teachers must be of a higher standard, and in most cases are paid a higher rate. In addition, the number of pupils attending secondary schools is not in the same proportion as in primary schools. Assuming that secondary schools are relying to a certain extent on the subsidies which are paid in connection with scholarships, then the question is: Which is the better policy? Of course, the department has to consider that. Is it advisable to increase the number of high schools while we have the denominational schools in existence? The Minister has said that no additional grammar schools have been established in recent years. Certainly there would not be any additional grammar schools when the State was building high schools in

various cities, towns, or districts. Nobody would think of starting a grammar school in such places. For instance, at Gympie we have an exceptionally good high school and a Christian Brothers' school, and nobody would consider commencing a grammar school at that centre to carry out the same duties.

The SECRETARY FOR PUBLIC INSTRUCTION: Are you suggesting the closure of the high school at Gympie and the establishment of a grammar school?

Mr. TOZER: We may be able to amalgamate the grammar school with the high school, but I do not think we shall ever amalgamate the Christian Brothers' schools with the high schools.

The SECRETARY FOR PUBLIC INSTRUCTION: I did not suggest that.

Mr. TOZER: The hon. gentleman did not suggest it, but it is the want of the suggestion that made me think of it. There is the question of the teaching of religion in certain schools, which I do not think he could overcome. Although he might amalgamate the grammar schools with the high schools, he would not get over the difficulty of religion at all, because he would still have the denominational schools. The latter are doing good work and relieve the Government of a certain amount of expenditure. Such schools do not call upon the Government to meet the whole of the expenditure as is the case of the State secondary schools, and consequently it would be a saving for the Government to continue them at a time when funds are tight. The Government has been able to obtain a certain amount of loan money, but it must not be forgotten that that is borrowed money and is not coming out of the revenue of the State. That money is being added to the accumulated public debt of Queensland, and is carrying interest which, with the principal, will have to be paid at some other time or other. These are all matters which have to be taken into consideration.

With regard to the home project clubs I notice that 1931 was the peak year for home project clubs. There was a certain amount of falling-off in 1932, and of course we have not the report for 1933. I hope that the peak year will not continue to be 1931, but that the clubs will go ahead, and that the membership will be increased. These clubs are doing exceptionally good work in the country districts. In many cases they are really teaching the children more than is beneficial to them—after they have had the preliminary foundation of primary education—than even their book learning. The success of these clubs depends a good deal on the teacher and on the parents. If you have a teacher and parents working together, then your club will be a success and good work will be done, but where you have, as in certain places, teachers who do not take any particular interest in the project clubs, then of course you do not have that success one looks for. In some districts, also, the parents act as a deterrent to their success. I trust that the clubs will go ahead and that the membership will be increased materially.

There is no doubt that the correspondence schools are doing good work—this cannot be gainsaid—but a good deal depends upon whether the parents of these children have themselves had the necessary amount of education to enable them to help. If they are lacking in this respect, then they cannot

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assist their offspring. If they have not a sufficient education they cannot assist their children, who thus are handicapped. Where either parent has been a school teacher the correspondence school is a very great benefit to the children. Parents have come to me and said, "What is the use of the correspondence school? Immediately the lessons arrive the children take them to their mother or father, and in many cases the parents are unable to help them, because they have not had a proper education. The correspondence school is not of much assistance to a family like that. The correspondence schools are doing very good work, and it is preferable to have them to cater for the children who require the education than to have nothing.

The vote has been increased, but no exception can be taken to that. No objection can be raised to an increased vote when the population is increasing and the children are getting the benefit of education.

Mr. W. T. KING (*Marce*) [2.44 p.m.]: I agree with the Minister that the present education system in Queensland is a very fine one indeed, and reflects great credit not only upon the administrative staff but also upon the school teachers. Queensland owes a debt of gratitude to the teachers who, by self sacrifice, are moulding the destiny of Queensland as an integral part of Australia. We recognise the very hard work that must be undertaken by the school teachers. At times, perhaps, some people do not recognise the great deal of study and attention that must be devoted by the teachers to giving the children an adequate training in life.

I quite agree with the hon. member for Gympie that when money is scarce the utmost facilities should be provided for the pupils of high schools and denominational schools—Christian Brothers' and others—as is provided for other pupils throughout the State. Before the Government construct any further high schools they should take advantage of the facilities that are offered in certain directions to-day. Certain schools have been built and are maintained at considerable expense, and before any extension is mooted due utilisation should be made of these schools. At the present time an injustice is being meted out to pupils attending certain schools. Pupils attending certain denominational schools such as the Christian Brothers' and others do not have the facilities of a free pass to travel to those schools. I hope that the day is not far distant when this facility which is extended to the pupils of State high schools will be extended also to the pupils attending denominational schools. I cannot see why there should be any differentiation. I commend the matter to the Minister for his earnest consideration.

The dental and medical inspection services carried out by the Department of Public Instruction are a credit to Queensland. The children in the outback parts of the State are now able to avail themselves of them. The children in the far-flung parts of the State are entitled to the benefits of scientific progress, and it is the duty of all Governments, whether Labour or otherwise, to provide such services for the children.

I wish to thank the Minister and the officers of his department for the kindly assistance that they have extended to me in connection with the schools in my electorate during my term as member for

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*Marce.* I cannot compliment them too highly for the assistance that they have always extended to me. I must give the department due credit for providing adequate playground facilities for the scholars in my electorate. I have only the best to say of the Minister and his department in so far as the extension of accommodation of the schools in my electorate is concerned. They have been courteous to me in my applications, and have co-operated in securing facilities. I am in the happy position of having three of the best primary schools in this State in my electorate—namely, Norman Park, East Brisbane, and Kangaroo Point. They are very fine schools, indeed, and are able to impart the very best primary training. The primary schools equip the children with the knowledge requisite to enable them to develop to the scholarship stage, and from that stage to the secondary stage. That is a solid foundation for a career. Queensland stands supreme of all States in the matter of education. The Minister has indicated that Queensland holds her own in the knowledge of English and arithmetic, possessed by her school children. That proves that in this sunny State we can develop a youth, both mentally and otherwise, equal to any other youth throughout the length and breadth of Australia. I give my benediction to the educational system in operation with the reservations I have mentioned—that there should not be any undue extension of high schools in the areas where they are not warranted, and that certain travelling facilities should be afforded in instances where they are not now granted.

Mr. GODFREY MORGAN (*Morilla*) [2.50 p.m.]: The children of Queensland are as fortunate educationally as those in other States in Australia, and, perhaps, anywhere in the world. We all feel proud of our system of education. Hon. members on both sides of the Committee agree that the department is not a party-political one. We can all agree, too, that all Governments, whether Labour or Nationalist, do their best to see that the children receive the best educational facilities. I have always contended that it is the bounden duty of the State to give every child every possible facility for a good primary education. Then, if money is available, and the taxpayers are not unduly burdened, the State can go further and give facilities for higher education. As I have always contended, it is the first duty of the Government to see that the children in all parts of the State are well founded in primary education, rather than that some children in favoured parts receive higher education whilst others in the remoter parts receive little or no education at all.

I have had a great deal of experience in the correspondence system of education, because a large number of children in my electorate are being educated by this means. It is a vast improvement on the itinerant teacher system. While the correspondence school is doing excellent work, the success of the system, as the hon. member for Gympie pointed out, depends to a great extent on the interest of the parents in the welfare of the children. The correspondence sub-department sets out the subjects for the children, and in such cases where the parents can afford their children assistance exceptional progress is made; but there

are cases where the parents have little or no education, and here a difficulty arises. Even under those circumstances children far removed from centres where primary education is imparted make greater progress than under the itinerant teaching system.

With regard to the closure of schools at which the attendance had fallen below the minimum laid down, the Minister stated that in some instances it cost up to £19 a head to educate children in country districts of the State. What we have to remember is that these children belong to parents who are living in what we might term the outposts of Queensland. Those parents have just as much love for their children as parents in the city, and they doubtless realise that in going out to do pioneering work in the outback portions of the State they are sacrificing their children to a great extent. Possibly they would much prefer to stay where adequate school facilities were available, but they are compelled by force of circumstances to go outback. The point is that it is the duty of the Government to see that their children have proper facilities for education. The Minister has referred to the adequacy of tuition by correspondence, but my point is that the association of one child with another in school is an advantage that must not be lost sight of. Children at school have their little fights and rows, and they also have their games and other pleasurable associations, so that the children who have to remain at home and are without the advantage of associating with other children miss much in life. As a matter of fact, some parents prefer to send their children long distances to the nearest school, not because they think the education is any better than that offered by correspondence, but because they want their children to have the association of other children—in short, they want their children to have the full joys of childhood days that most hon. members can recall. I know the position of many parents in my own electorate, and that is why I have always advocated that the Government should think seriously before closing a school. I always feel a tinge of regret when I receive a notification from the department that the average attendance at a certain school for a period of three months has not been such as to warrant its continuance. I do not like informing parents of that fact, because I know that the pioneering work on which they are engaged warrants the fullest consideration being extended to their children. The Minister has stated that it cost £19 a head to educate children in the country districts, but that £19 a head is much better spent than the £9 a head spent in Brisbane.

The SECRETARY FOR PUBLIC INSTRUCTION: The figure of £9 a head is the average for the State. It costs much less than £9 a head in the city.

Mr. GODFREY MORGAN: The fact that it costs £19 a head would not affect me if I were Minister. I should endeavour to ascertain what facilities the parents possessed to assist in imparting correspondence tuition to their children. The fact that some parents have not had an opportunity of getting an education themselves makes it all the more important that the Minister should carefully consider the whole position before closing any small schools. I hope the Minister will give consideration to the matter. I know the Director of Education is

sympathetic, because he is a country-bred man who in his school days had to milk cows before he went to school. He is what we call "dairy bred," and a fine specimen. It goes to show that notwithstanding the fact that youngsters have to milk cows before they go to school and after they come home from school they may rise to prominent positions in the State.

Mr. LEWELYN: It has had a bad effect on many children.

Mr. GODFREY MORGAN: I have been amongst the country schools, and found that the children are the most healthy looking children you can find. Farmers are just as anxious that their children should have proper treatment as other people. There may be an odd case of a boy or girl being over-worked on a farm, but that is typical of the city, too. The majority of farmers desire that their children should not be over-worked, and do not overwork them. We find children more badly treated in the city than those in the farming districts. People in the country desire that their children should have every facility for education, and should not be overworked in earning a livelihood on the farm. The Minister has had an opportunity of travelling amongst the schools, and I think he will bear me out by saying that the farmers' children are amongst the most healthy and intelligent of youngsters.

Mr. MOORE (*Aubigny*) [3.3 p.m.]: I have read through the report of the department, and what I wish to mention particularly are the district inspectors' reports. Mr. Farrell, in his report, on page 44, states—

"The work of twenty-two teachers (nine classified and thirteen unclassified), or 9 per cent. of the total number inspected, was found to be unsatisfactory. The work of the remainder ranged from 'fairly satisfactory' to 'very satisfactory.' Generally, the teachers in the district are carrying out their duties faithfully and efficiently. In most cases failure was due to weak disciplinary power combined with poor personality. In three cases it was due to laziness and indifference, and one teacher in charge of a large mixed school showed that he was utterly unfit to have charge of the school, which has shown a steady deterioration in efficiency during the past four years."

Most of the reports have paragraphs of a similar nature. Mr. Moorhouse, in his report, on page 42, states—

"Proficiency.—There are ninety-seven one-teacher schools in the district, and ninety-one of these were inspected. In seven the general condition was 'unsatisfactory,' and in thirteen others only 'moderately satisfactory.' In one or two instances there were mitigating circumstances, and due allowances were made in appraising the work of the teachers; in others, however, the unsatisfactory condition of the schools was due to indifference on the part of the teachers or to inefficiency; three of these teachers tendered their resignations subsequent to the inspection."

Mr. Baker, in his report, on page 56, states—

"Of the total number of schools inspected, ninety-three out of one hundred and twelve, or approximately 83 per cent.,

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reached a standard varying from 'fairly' to 'very satisfactory.' On the other hand, nineteen, or approximately 17 per cent. of the total number, fell below 'fairly satisfactory,' one of these being 'indifferent.'

What I wish to bring out is that inspectors find teachers in the country schools who are below the qualification necessary or have not personality or disciplinary power to keep order in the schools. The reports may show them to be below "satisfactory," and even "indifferent," and in some cases it is stated that they have not the personality necessary in one who has charge of a school.

It seems to me that it is quite wrong to keep that class of teacher in a school in a country district. Such teachers should be brought down into the larger centres where they will be under the guidance of a head teacher with the necessary disciplinary and other knowledge which can be imparted to them. They then may become more efficient and proficient. It does not seem fair to keep such teachers as I have mentioned in the small country schools. No doubt there is a very small percentage of that class, but they should not be inflicted on the smaller country schools for all time. There must be in Queensland a number of teachers with requisite capacity to conduct schools so that they will be passed as from "satisfactory" to "good" by the inspectors. There are cases throughout the country districts of Queensland in which the teachers undoubtedly have not the capacity required for taking charge of schools. Such a district no doubt puts up with such a teacher for a couple of years and then makes such a noise about it that the department hunts round to find some other district on which it can inflict this particular teacher. That goes on indefinitely. That principle might be all right for the department, but it is rough on the children. The teachers I have mentioned may be quite competent and quite capable of teaching a class in a school which is in charge of a strict head teacher who would be able to show them where they were wrong, and eventually make good their deficiency. With the necessary instruction they would in all probability become capable of taking charge of small schools. The present method of disposing of these unsatisfactory teachers seems to me rather unfair and wrong. The inspector in his report did state that in three cases it was due to inefficiency and laziness, but when a person has taken up teaching as a profession and passed the necessary examinations I do not think it is necessary—unless it be due to laziness or absolute incompetence—that resignation should be forced upon him until he has had an opportunity of endeavouring to improve by seeing how a school ought to be conducted, by being placed under somebody competent to impart the necessary information to him. Mr. Bevington, in his report on opportunity schools, has this to say—

"Two grades of opportunity schools have been operating during the year. Grade A schools, established for the purpose of helping children backward from any cause—e.g., lack of opportunity, poor health, defective hearing or vision, feeble-mindedness (to a small extent), etc.—are seven in number, and Grade B schools to which boys of a lower mentality were sent numbered two

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until recently, when one (Leichhardt Street) was closed. Grade A schools are now in existence at South Brisbane (70 pupils), Petrie Terrace (70 pupils), Fortitude Valley (50 pupils), New Farm (25 pupils), Ipswich (70 pupils), Toowoomba (25 pupils), and Rockhampton (25 pupils). The only Grade B school is at Buranda (25 pupils). The total number of teachers employed in this work is fifteen.

"One cannot be associated with these schools for any length of time without realising very much the need for an institution to which our worst cases may eventually be sent. Doubtless when the financial position permits this matter will receive consideration by the Government. The following are, I think, the chief reasons why an institution is desirable:—

(1) Mental deficient placed in an institution are freed from the unfair competition to which they are subjected when forced to compete against persons of normal intelligence. People are not likely to employ deficient if they can obtain individuals of average mentality.

(2) Mental deficient when placed in an institution are shut away from temptations which their disabilities make them unable to resist. Thus crime is lessened and tragedy averted.

(3) Mental deficient, when segregated, are prevented from marrying, begetting children of like mentality, and bringing into the world those tragedies of society—illegitimate children.

(4) Many mental deficient, if placed in an institution, would be trained (especially if taken early) to do useful work.

(5) Mental deficient so cared for could be made very happy—games, music, etc.—far happier than if left to be the prey of unscrupulous persons in the cities.

(6) In a home mental deficient would have medical and dental attention. Possibly proper treatment might have beneficial effects on them mentally.

(7) Mental deficient, if placed in an institution, would cease to be a source of worry and anxiety to parents or guardians."

Mr. Bevington sets out seven very definite reasons why an institution should be established for the benefit of mental deficient or feeble-minded. We should consider the establishment, not only of a day school to which they can be sent, but also the establishment of an institution to which they can be sent during the latter part of their school life and upon its completion. At the present time there is no fit place to which adult mental deficient may be sent. It is wrong to send them to Goodna, or even to Dunwich. Mr. Bevington points out that the number of feeble-minded persons is comparatively small, but the risk to which society is subjected by the fact that they are uncontrolled is very grave indeed. Mr. Bevington points out the reasons why such an institution should be established. I quite realise that it is difficult for the Government to secure adequate funds for the purpose, but I feel that there is more need of an institution for mental deficient than there is for crippled

children. The crippled children have an opportunity to receive attention at the Children's Hospital. Extensions of hospitals are being made, and a women's hospital is to be constructed out of "Golden Casket" funds. The "Golden Casket" has returned an enormously increased revenue during the past twelve months, because of the adoption of the system of share tickets and the institution of the "Mammoth Casket." I think it is infinitely better that a certain sum of money should be set aside for the establishment of an institution for mental deficient than that it should be spent on some of the objects of which we are aware. It would provide an immense amount of good, and guard against quite a considerable amount of harm. Such an institution is more urgent than many other institutions that are being established to-day. The Home Secretary has received deputations, if not from the National Council of Women, then from the Country Women's Association, the members of which come in contact with mental deficient from time to time. Now the matter has prominence given to it in an official report by Mr. Bevington, a State school inspector. He has the opportunity to come in contact with the school children from time to time, and the problem has impressed him so forcibly that he has felt constrained to stress the urgency of such an institution. He qualifies his remarks by pointing out that it is difficult to establish such an institution during these times of financial stress, but he expresses the hope that the matter will receive the consideration of the Government when the financial position improves. I am merely pointing out that at the present time "Golden Casket" funds are being utilised in providing additions to hospitals and in the erection of other public buildings whilst this urgent matter is being overlooked. When we appreciate the fact that mental deficient may lapse into a career of crime, that they may beget mentally deficient children, and that our asylums are expanding, it seems that money expended in the protection of mental deficient would have a beneficial effect upon the community and would assist the feeble-minded to enjoy a much happier and easier life. I recognise the difficulties of the position. Some of the countries of the world have given consideration to the question of segregation or sterilisation. I believe that a Bill was passed in New Zealand to give effect to these ideas. At the present time Germany contemplates the introduction of drastic legislation to mitigate the evil. Several of the States in the United States of America have passed similar legislation, but how far it has been operative I have no means of knowing. I am not suggesting that drastic legislation should be introduced to provide for sterilisation, but I am suggesting a form of control which really amounts to segregation. As the inspector points out in his report, it is not the number of children who go to such classes that demands the establishment of such an institution; it is needed so that they may be shut away from temptations they are unable to resist, to give them proper training and attention, and to lessen the worry and anxiety of parents. The report shows that the number is comparatively few. I do not suppose it is the duty of the department to provide the institution, but the position happens to have come under the notice of a departmental inspector, who

has brought it under the notice of the Minister. It may be the duty of the Home Department; but whatever department is responsible, it is shown from the statement herein set out, and it is common knowledge, that there is a necessity for such an institution. The question of upkeep also exercises the mind, not only of Mr. Bevington, but also of many thousands of people all over Australia. This is a question, not of what has to be done with the mad, but with the feeble-minded. As the matter has been brought home to us in this way, it seems that an effort should be made to provide an institution, probably by the curtailment of some things quite necessary, but less necessary than this. It would probably save ten times the expenditure as years went on, and also place these unfortunate people in a position which will be infinitely better for themselves.

I again stress on the Minister the necessity for attention to the case of teachers who through no fault of their own, but who through lack of capacity or disciplinary powers, or power to control the school properly, or impart their knowledge, or insufficiency of training, do not understand what is required of them. They should be taught rather than that they should be inflicted on small schools throughout Queensland. If it is found later on that they are incapable of becoming efficient, even under the expert guidance of a competent teacher, it is the duty of the Government to place them in some other walk of life. We all know of individual cases, and cases are particularised by each school inspector. The school inspectors point out that the vast majority of schools are carrying out their work faithfully and well. A well-trained teacher is careful to see that the best results are obtained from the children, but each inspector points out that a small minority of teachers, about 13 per cent., are unfit to be in control of schools. They should have the opportunity of becoming proficient, and if after a reasonable time it is found they cannot be made proficient, they should not be inflicted on country districts. It is not right for the department to inflict a teacher on a district who, the inspector says, is incompetent to perform his duties.

Mr. CONROY (*Maranou*) [3.24 p.m.]: I compliment the Minister, the Director of Education, and the other officers of the department on the very instructive report just issued, a report that I note is the fifty-seventh annual report of the department. It would be interesting if we could peruse some of the earlier reports of this department, because I am sure we would have evidence there of the great advance that has been made in education in the years that have passed since the first report was issued.

I support the remarks of the Leader of the Opposition regarding mental deficient, which is a matter that I mentioned when the Home Secretary's Estimates were being discussed. I realise the necessity of some institution at which these unfortunate children could receive proper attention and education. The child who is unfortunate enough to be mentally deficient is to a great extent a neglected child. I also realise that this is not a matter solely for the Department of Public Instruction, but possibly some means could be devised whereby funds from the "Golden Casket" Art Union could be

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allocated to the Department of Public Instruction to assist in the establishment of a home for mental deficient. Whilst there are not a great number of cases, unfortunately they are numerous enough to warrant serious notice being taken of the matter and the utmost assistance given. Whilst I realise that the department, in common with other departments, has had to reduce expenditure as much as possible in the past few years, I nevertheless think that some arrangement could be made on the lines I have suggested. I am sure the Minister will take note of the remarks of the Leader of the Opposition, which I heartily support.

The Leader of the Opposition also referred to teachers who are not proficient. The percentage is fairly large, because in one district out of ninety-seven teachers of the one-teacher schools, seven were slack and thirteen not quite up to the mark. I take it that these teachers are in small country schools, where possibly no other teacher is stationed, so that the children attending the schools at which the teacher is not up to the standard will not make very much progress. I am quite sure that the Minister will take action to bring these teachers up to the required standard.

The report also mentions that forty-four schools have been closed. Although in the Maranoa electorate a number of schools have been closed down, I am not blaming the department, because I realise that circumstances possibly warrant their closing. I do know that the Director of Education has always met me in every reasonable way, and that when there was any possibility of doing so the school concerned was kept open.

Mention has been made of the correspondence system, in which I have great faith. Probably in some instances parents are not able to impart the knowledge—

Mr. SPARKES: They haven't the time in some instances.

Mr. CONROY: I do not know about that, because if a parent is very anxious he will be prepared to make sacrifices. I admit that some parents have not had the education to enable them to impart knowledge to their children, but there are many others who have had the education and are capable of assisting their children. Possibly, if the facilities that exist to-day had been available in their youth, many people who are not now educated would have been in a position to acquire an education. If these parents in their early life had had the same opportunity as the children have now they would not be in the position they are to-day.

Mr. KENNY: Could you spare two or three hours a day teaching your children?

Mr. CONROY: I do not know about two or three hours; I have never been in that position. If there had been no correspondence system, what position would the children in the country have been in? Hon. members opposite seem intent on raising bogeys. There is not one hon. member opposite who represents a country district who will not admit that the correspondence system is splendid. The system followed in the country is that, if there are sufficient children to attend a school, a school is opened; but not otherwise. There may be only two or three children in a locality, but they have the opportunity of being taught through the correspondence system. In 99 per cent. of cases, every parent will do everything pos-

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sible to assist the children under the correspondence system. I do not say that a parent will be able to give the same instruction to the children as a teacher would do, but he is a very bad parent who does not endeavour to give the children every possible chance to get an education.

It appears from the report that there are nineteen rural schools in existence, and I make a plea that the department should establish the twentieth rural school at Roma. The Maranoa district is a very important one, and a rural school is warranted there. There are many places where a rural school is established which do not appear to me to have as much need for one as the Roma district.

Mr. RUSSELL (*Hamilton*) [3.34 p.m.]: I think every hon. member will agree with me that the correspondence schools are worthy of support. Many difficulties have been pointed out by preceding speakers in regard to the aptitude of the parents to supervise the work. We require in the conduct of the correspondence system teachers who are well educated and who possess the happy knack of transmitting their learning to the children in the far distant centres. It requires a great deal of tact, and a very essential feature, to my mind, is that the teacher should be possessed of what I might call the sense of knowing the requirements of the children. They need to be in the position of talking, as it were, to the children so that they can properly impart the education needed. In Canada, where the conditions are similar to those obtaining in Queensland, a system of travelling schools has been brought into effect. I was reading an account a few days ago of one of the travelling schools in charge of teachers who proceed over the railway system of Canada and give education to children in sparsely populated centres. Such a system might to a slight extent get over some of the difficulties facing our correspondence system. Where there are only a few children to teach, we might be able to arrange visits by teachers from time to time, to see that the system was working satisfactorily and the interest of the children was maintained. That is where the parents are unable to give the supervision necessary to get the best results.

Mr. CONROY: You mean itinerant teachers?

Mr. RUSSELL: Yes. Itinerant teachers should visit these outlying centres and keep in touch with the children so that the interest in the correspondence lessons did not flag. It is very difficult to keep children up to the mark, and something is required to maintain interest in the knowledge imparted to them by means of the correspondence school. The travelling school system might be utilised where railways or roads enable the teachers to come in contact with the pupil. The experiment is worthy of trial, and while it might involve some expenditure I think it is our duty, as far as we possibly can, to impart the necessary instruction to the children of out-lying centres who have no opportunity of obtaining the same advantages as are possessed by the children in the populous centres of Queensland. We all agree that it is our duty to educate our children to the highest possible standard, and thereby fit them for their proper places in the State. I am sure that any such project as I have stated would be earnestly supported by both sides of this Committee. In other parts of the world

resort has been had to instructing the children orally by means of gramophones. That is another idea that might be looked into by the Department of Public Instruction. In some homes it would be found quite easy to install some such system. There is no doubt that oral teaching is more effective than teaching by correspondence. A combination of teaching by correspondence and oral teaching would give us the best results, and I am putting forward my suggestions in the hope that the Minister in charge of the department will utilise every means possible to see that the children in the outlying centres receive the best education that it is possible for us to give with the means at our disposal. I am sure there are on our educational staffs to-day men who are quite capable of taking charge of the systems which I have enunciated. By these means we would afford to our children in the far-distant centres as good an education as we could give.

Mr. GLEDSON (*Ipswich*) [3.39 p.m.]: While on this vote I wish to make some remarks in connection with aids to education and their assistance to those imparting knowledge. We should endeavour to keep in advance of the requirements of a modern education. I had the opportunity of being at one of the most up-to-date schools in the State—i.e., the Silkstone State school, when the first picture-projecting machine installed in a school in Queensland was inaugurated. I had the opportunity of seeing some of the educational pictures. This is what I refer to when I speak of aids to education. By this means the children are able to absorb their knowledge by means of their eyes as well as through their ears, and I understand from the teachers that the innovation has been very successful. They are quite satisfied with the work that has been done up to date. I understand that the Commonwealth Government are also doing something along these lines by assisting as far as possible those film producers who are helping on this educational work. A few weeks ago at a deputation to the Commonwealth Government the Minister in charge of the department concerned stated that the Government would render all the assistance in their power towards the production of educational films for the use of children in schools. That is a commencement, and I hope it will be continued throughout the schools in the State. It would be something towards helping the children to get that education necessary to their future.

I would also ask the Minister to give the Committee some idea as to what advantage the Department of Public Instruction is taking of wireless. If educational talks could be broadcast at regular times, both State schools and correspondence work would materially benefit.

Several hon. members have referred to the excellent service rendered by the correspondence schools. I have had an opportunity of judging the benefits provided by this service, because I have relatives of my own who have had to take advantage of this system, and I have also had the opportunity of visiting some of the outback portions of the State myself. I am satisfied that if the correspondence system had not been introduced many children who live from 10 miles to 60 miles from the nearest settlement would have received no education at all. There is no doubt that the

correspondence system has achieved excellent results, and I take this opportunity to offer my meed of praise of such a wonderful system.

Some hon. members are still of the opinion that the State should provide only a primary education—that is, that children should be educated by the State until they reach the age of thirteen or fourteen, and that then the duty of the State should cease. They seem to think that after that age the children should be allowed to fend for themselves for their educational requirements, but it is the duty of the State to provide educational facilities for children even beyond that age. The educational system of our State should continue until a man reaches the grave. Some of us were not able to avail ourselves of the advantages of a secondary education in the past, because we were compelled to go to work at the age of thirteen or fourteen years. Thanks to the educational system of this State, which provides technical colleges, secondary schools, and night classes, many people have been able to continue their education with benefit to themselves and the State. During the past three or four years the appropriation for technical instruction has been reduced, and in particular the endowment on scholars' fees has been reduced by 10 per cent. That makes no difference to those technical colleges, which are conducted by the Government, but the semi-government technical colleges have felt the blow rather severely. The semi-government colleges are conducted by committees which represent the Government—they do not represent anybody else. At one time there were subscribers' representatives, because there were subscribers to the colleges, and there were also representatives of the students in the colleges. For many years now there have been no subscribers' representatives. The colleges are maintained by Government funds, plus the fees received from the students attending the institution. That being the case, the colleges are unable to provide quite a number of classes. Of course, it will be said that the matter is entirely in the hands of the committee in each case, because it is at liberty to decide that a class that does not pay shall not be continued. That is just the point with which I wish to deal. I hope that the reduction of 10 per cent. in scholars' fees will be restored. The reduction in endowment affects most those classes which attract insufficient students to carry on profitably. In some cases those classes have had to be discontinued, and the students desirous of studying such subjects have been compelled to go away from their home towns or take up correspondence courses. It would be most helpful to restore the endowment on fees to enable colleges to carry on the work previously done by them in this respect.

A great work has been done by technical colleges, and by the department also in connection with the unemployed youths' classes. I take this opportunity of commending the department for its work. The report deals with what has been accomplished at the Central Technical College, Brisbane, but similar work has also been undertaken in the various colleges throughout the State. The youths attending these classes—and I speak particularly of the Ipswich Technical College—have accomplished splendid work. They have had a very sympathetic teacher

*Mr. Gledson.*]

in the carpentry and joinery classes, and the work turned out is a credit not only to the teacher but also to the students. That is one of the things for which I would like to commend the Moore Government. I have not very often commended them for doing anything, but they are to be commended for initiating that work. It has been continued by the present Government. It is a splendid work, and in addition to keeping some boys off the street it enables them to do something for themselves and improve their knowledge. It gives them a better outlook on life than they had previously. Some of the work, particularly in the joinery, carpentry, and tinsmithing classes, is a credit to teacher and student. It is almost unbelievable that the students can from kerosene tins make all sorts of useful articles comparing favourably with similar articles purchased in the warehouses.

Quite a lot of controversy has taken place concerning the Queensland Agricultural High School and College at Gatton. Sometimes it is suggested that the department should not supervise this work, that it ought to be under the supervision of the Department of Agriculture. The work of this college is something beyond ordinary farm work.

MR. SPARKES: It would need to be, especially when it costs £17,000 to educate sixty-two people.

MR. GLEDSON: The hon. member for Dalby has suggested that the work of the college is practically useless, and that it would be better if these students were apprenticed to practical farmers, as they would by that means secure practical knowledge of farming.

MR. SPARKES: Absolutely.

MR. GLEDSON: The man possessing a practical knowledge is an infinitely better man by the addition of the requisite theoretical and scientific knowledge. That is the aim and object of our system of education—the combining of practical knowledge with theory. By that means it is hoped to improve conditions in industry. That is the object for which this college was established. I know that some of my own relatives have benefited from instruction at the Gatton College. A nephew who took the opportunity of a twelve months' course there, and later returned to his farm, found that he was better equipped to carry on the practical work of his farm by reason of the knowledge that he had gained at Gatton College. A man may be a good practical farmer, but if his practical knowledge is supplemented by theoretical knowledge of the various phases of dairying and stock-raising he must be better able to make a success of his undertaking.

MR. SPARKES: Did he carry on on the same scale after he returned from Gatton?

MR. GLEDSON: He acquired knowledge as to the scientific feeding of purebred stock, etc., which was invaluable to him in his subsequent work. At Gatton College instruction is given in all phases of agriculture and dairying, and even the hon. member for Dalby will admit that the practical farmer who has a knowledge of stock diseases which enables him to diagnose immediately some ailment in his stock and obviate the necessity of sending probably many miles away for an expert, may be the means of saving

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his stock at a time of trouble. I have visited Gatton College on many occasions; in fact, I take the opportunity of visiting there as frequently as possible. The expense of conducting that institution is not wasted, because the training imparted to the pupils who are fortunate enough to receive it enables them to become better practical farmers than otherwise.

MR. GAIR (*South Brisbane*) [3.52 p.m.]: I think it is agreed that education is one of the most important phases of nation building, and makes for the progress of the nation and its people. Unquestionably we have an excellent system of education in Queensland—a system unequalled in any State of the Commonwealth. For that happy position much credit must go to Labour Governments who held office from 1915 to 1929, and to the valuable assistance of the officers of this department. I am sure that in the development of education no one would deny the value of the expenditure of the taxpayers' money, provided the money was expended on necessary educational work. At the present time in Queensland we have a splendid primary education system, and in addition we have other subsidiary or supplementary systems, as, for example, the correspondence system of tuition which has been discussed to-day and which everyone agrees is doing an immense amount of good for the children in the outback parts of the State. I learned only recently of the success of a former correspondence student at a secondary school in the metropolis. He was pointed out as an outstanding student in that college, and I was advised that he had received his primary education through the correspondence system. I mention that case to show the success of the system. It is patent to everyone that the system serves the purpose of conveying to the children who are situated in the outback portions of the State the education necessary to equip them for life. In addition to the correspondence system we have our opportunity school which has been referred to by the Leader of the Opposition and others, and in this direction the department is not only doing something for the education of children who are backward as the result of long illness and mental deficiency, but also giving them a training which will, I believe, have the effect of making them more responsible citizens of our community than they would otherwise be. They get a measure of education, but in addition the character of these children is being developed and they are made more responsible than they ordinarily would be, which is, after all, a great work to achieve. I, personally, subscribe to the opinion advanced by other hon. members that the Government would be well advised to establish some institution for the purpose of housing these children in which they would be cared for and obtain the education they are able to assimilate.

We also have the system of technical college instruction. The hon. member for Ipswich has dealt very capably with this matter, and his suggestions are well worth considering. We are faced to-day with the difficult problem of securing employment for our young men and women; to my mind this is one of the saddest features of the economic depression which now prevails. Nothing is more distressing than to see young men who are well educated, having passed their junior and senior examinations, unable to

find employment, and many of them forced to go on relief work. Education, however, cannot be blamed for that, and while these young people are unfortunately at present not able to find employment, they will when employment is available be better qualified and more ready to accept positions than those who are not so well educated. It would be a good idea to develop so far as possible the system of technical education in Queensland, so that in addition to providing scholastic instruction we might give the children an opportunity of taking up some vocation, trade, or calling. That would give them an added qualification which would improve their chances of securing employment.

There has been some discussion to-day regarding the State high schools. I am not definitely opposed to these schools in any way, but at a time like this, when the economic position calls for careful supervision of governmental expenditure, perhaps the Department of Public Instruction would be well advised to avoid any duplication in the dissemination of secondary knowledge. The establishment of State high schools in the towns where facilities for secondary education do not already exist is a very worthy act, but the duplication of secondary education institutions is, I think, all wrong, and is causing unnecessary expenditure. During the past fifty or sixty years, or even longer, we have had in Queensland private and grammar schools catering for the secondary education of the children of the State, and it can be said without fear of contradiction that they have done their work with credit to themselves and to the State. The great secondary schools of Queensland have produced men and women who have risen to the highest positions that the State has to offer, in the executive, the judiciary, and in the professional and commercial world. As the Minister stated this morning, that is a tradition enjoyed by such schools, but it is also one which no doubt the State high school will enjoy in years to come. I cannot understand why a Government, particularly at a time like the present, should enter this field of secondary education which is being well occupied by our grammar and private schools. It is all very well for the State to establish secondary schools where this form of education has not been undertaken by any other educational institution, and in such cases that activity is worthy of the support of every hon. member; but for the Government to duplicate education and burden the taxpayers of Queensland with unnecessary expenditure takes some justifying.

Queensland has a splendid primary school system, supplemented by a very liberal scholarship system, which has the effect of giving many children of the State—approximately 2,000 every year—an opportunity of completing a secondary education at the expense of the Government. In addition thereto we have our technical colleges, agricultural colleges, rural schools, and our correspondence system. These are sufficient for the fulfilment of the reasonable requirements of education.

There is not very much more that I wish to say, but I reiterate the statement that I made when speaking on these Estimates last year—that I cannot understand why the State should be required to educate the children of our wealthy people either in the State high school or by means of our scholarship system. The child of a wealthy parent in ordinary circumstances would be given

a secondary education either at a private school or State high school. If the former did not exist the child would be educated at the latter, but the parents should be required to pay for it. If the children of the wealthy obtain scholarship passes as they are entitled to do, and proceed to secondary schools, the State again has to bear the cost of their education. The children of the wealthy are at liberty to compete with other children for educational facilities, but I am at a loss to understand why the State should have to contribute towards the cost of their education.

I desire to refer to the School for the Blind and Deaf, which is situated in my electorate and which is a credit to the department. During the recess I invited a number of members of the Government Party to visit this school, and I was pleased to hear their favourable comment upon the efficiency of the institution. Mr. Holle, the principal, is a most suitable man for the position. He has an efficient staff, and excellent work is being done for the children. Last year I suggested to the Minister that the domestic quarters attached to this school should be improved, and I am now glad to relate that effect was given to my suggestion with considerable satisfaction to myself and to those more closely concerned. I intend this year to ask the Minister to give attention to another matter. At the present time the blind and the deaf children gather in the assembly room at night or during wet days, but, as their interests are not identical, the room is most unsuitable. The blind children may be engaged in learning music, whilst the sighted children romp around, much to the distraction of the former. I suggest that a hall similar to the Huxham hall constructed at the Diamantina Hospital some years ago should be constructed at the blind and deaf school, which would enable all children, blind and deaf, to enjoy themselves to the full, during out-of-school hours, under the supervision of a teacher. Most of the children are country children who spend ten months out of the year in the institution. The institution is really their home, and it would be a very fine gesture on the part of the Government if they were to construct a hall which would tend to make the institution a real home. I commend the matter to the Minister and his officers for their favourable consideration.

Before resuming my seat I propose to join with the hon. member for Marce in requesting the Minister to rectify a certain matter as early as possible. On page 165 of the railway time-table reference is made to the provision for the issue of a free monthly season ticket for a maximum distance, not exceeding 30 miles, to scholars who have completed the work of the seventh grade to enable them to attend the State high schools or denominational schools at Bundaberg, Cairns, Charters Towers, Gatton, Gympie, Mackay, Mount Morgan, Rockhampton, Roma, Toowoomba, Ipswich, Townsville, Warwick, and the Brisbane State High School at Brisbane. The point I wish to make is that children who attend a State or denominational high school in the towns that I have mentioned have the privilege of a free railway pass up to a distance of 30 miles. That concession, so far as Brisbane is concerned, is confined to children attending the State high school. That is a distinct anomaly, which the Minister should rectify at the earliest opportunity.

*Mr. Gair.]*

Mr. ROBERTS (*East Toowoomba*) [4.18 p.m.]: Speaking previously on this vote, I drew attention to the necessity of embodying in the report of the department the report of the Director of Education, but the Minister stated that in all departments the practice was not to issue reports made by the Under Secretary. That is not so, because I have before me the report of the Department of Mines, addressed to the "Honourable J. Stopford, Secretary for Mines," and signed by "A. A. Staines, Under Secretary." I understand the reason why the report of the Director of Education is not included in this departmental report is because it is for the information of the Minister.

The SECRETARY FOR PUBLIC INSTRUCTION: In accordance with the Act.

Mr. ROBERTS: I still emphasise my suggestion that I would like to see the report from the director embodied in this report.

I am of opinion that our children first of all go to school too young, and, secondly, sit for their scholarship examination at too early an age also. It is too much of a tax on a child of the age of five to attend the primary classes. A great deal of the nervous conditions noticed in young children to-day is largely attributable to the early stage at which the child goes to school. Mr. George, in the course of his report, states at page 35—

"During the year it was found necessary to draw attention to the fact that promotion of pupils was not receiving sufficient attention, and it was also found that pupils were often promoted into classes to do work for which they were by no means satisfactorily equipped. Although such action appeared to strike a blow against the bogeys of undue retardation of pupils and excessive average ages, yet the teachers who did resort to such action were thereby laying up much future trouble for themselves, and were placing a severe handicap upon the more intelligent members of their several classes."

The point I make is that children attending school after the June or September quarter are usually pushed along in order that they can be ready to join children of a similar age when the new school term commences the following year. That is wrong. I am told if that were not done criticism would be levelled at the school or teacher by the inspector or the department. I have made inquiries which have borne out this statement to a great extent. Young children ought to have some consideration and should not be hurried along in that manner. They are not at school very long, and for that reason I hope that this practice will be discontinued. They get away from school too soon. We read of high compliments being paid to children winning scholarships at the age of eleven years, but in my opinion such children are much too young to sit for such examinations.

Mr. LLEWELYN (*Toowoomba*) [4.22 p.m.]: Like other hon. members, I desire to add my meed of praise to the great work carried out by the department under our educational system. It endows our future citizens with the educational knowledge so necessary for the progress of this important State. One could be accused frequently during the consideration of Estimates of working the parish pump in order to bring

[*Mr. Roberts.*

matters pertaining to his electorate before the Committee. I take pride in the fact that Toowoomba is unquestionably the most important educational centre outside Brisbane. Having regard to its geographical position and very happy environment, it is peculiarly suitable as a site for our university. I make that suggestion in the hope that when considering educational matters in future the department may give consideration to it.

One matter that I desire particularly to mention to the Minister and to the officers of the department concerns a school in close proximity to a railway station in Toowoomba and in the very heart of the city—a school known as the North School. I have not ascertained when the school building at present housing the boys was constructed, but I know that there is frequent need for repairs to the school building. A few pounds may be spent one year, but next year it is again necessary to ask for further sums. During the present year the girls' school, which is close to the boys' school, was in such a bad state of disrepair that the departmental officers were very concerned as to the advisability of spending any money on repairs. Rather did they think that it would be money much better spent if both schools were pulled down and a new school erected in their stead. That must appeal to reason. At the present time they have called tenders for certain repair work, which I understand will cost approximately £230. If we capitalise the amounts spent on repairs we find that we have a fair amount of money with which to commence a new building; I commend that suggestion to the Minister. Further, there are head teachers at both the boys' school and the girls' school, both teachers of high capacity and receiving big emoluments. In these days when economy with no loss of efficiency is the watchword, a mixed school with one head teacher would make for economy.

One item in particular from the report of District Inspector Baker gives me a good deal of pleasure. It has reference to school grounds, which is a matter in which you, Mr. Hanson, have evinced a good deal of interest at the Buranda school in your own electorate. Mr. Baker states—

"In many of the schools, especially in and around Toowoomba, teachers, pupils, committees, and parents take a justifiable pride in the appearance of their school grounds. In practically every school in the district Arbor Day was observed, and many schools give evidence of the enthusiasm displayed and the practical work done. In some of the Toowoomba schools the grounds have been much improved by relief workers. It is recommended that, if at all possible, this good work be continued during the forthcoming year."

I do not subscribe to the parrot cry of these days that too much intermittent relief work is done in the way of chipping footpaths, for I gladly admit that the work done by the intermittent relief worker in various school grounds is money well spent. One point, however, requires elaboration: Where skilled work has to be done on school grounds, no school committee should ask the Government to permit that work to be done from the intermittent relief fund, as that

ret only exploits that fund but also contravenes a principle which I and other hon. members on this side hold in very high regard. I had a request from one of the schools in the Toowoomba electorate that certain skilled work should be done by intermittent relief workers, and I prevailed upon the committee not to press that request. I told the committee I would be hostile to asking the Government to do the work by intermittent relief labour, and I am glad the committee has withdrawn its request.

At 4.30 p.m.,

Mr. W. T. KING (*Maree*), one of the panel of Temporary Chairmen, relieved the Chairman in the chair.

Mr. LEWELYN: The hon. member for South Brisbane made reference to the school for the blind and deaf. I was one of the hon. members who accompanied him on his visit to that school. What we saw on that occasion whilst it was sad in some ways, was particularly gratifying in others. The officer in charge, Mr. Holle, has, I understand, travelled over the world, and ascertained the most up-to-date methods in Germany and the United States, and he is now giving effect to some of the things he learned overseas. Mr. Holle is keenly interested in the school, and if any hon. member who can spare the time will make an inspection of the school he will realise that the money required there is particularly well spent. One could not help being impressed by the keenness and alertness of the children under the superintendance of Mr. Holle, and the affection they have for him, and also by the interest the blind children manifested in their music. There is an orchestra, and it was delightful to listen to the children playing their different instruments. I pay my tribute to that institution, and I again reiterate the desirability of other hon. members paying it a visit.

The Leader of the Opposition referred to mental deficient and to the opportunity classes, which I believe are doing a great service to the State. I realise with the Director of Education and his officers the necessity of having the most capable persons to take charge of such classes. The teachers need to be imbued with all possible kindness and to realise their responsibilities in trying to inculcate in the minds of these children the ordinary school lessons. I am very gratified with the progress of these classes in the Toowoomba area.

The Leader of the Opposition made reference also to teachers who resigned consequent on the proof of certain shortcomings in their work. I submit that the qualifications of a teacher should be of a very high standard, and we as members of this Assembly must recognise the need for it. Considering that we have a tremendous number of our young folk applying for positions in the Department of Public Instruction, it must of necessity follow that we can have and should have the best available, and if teachers—I do not mind where they are from—are not qualified and show by the progress of their schools that they are incompetent, then in the interests of the department they should be asked to resign.

Mr. COSTELLO: You cannot do that.

Mr. LEWELYN: If we have not got the machinery at present to get them to

resign we should provide the necessary machinery so that we shall not have people teaching our children who are not competent to do so.

The hon. member for East Toowoomba referred to the need for a report by the Director of Education and its distribution amongst hon. members, and I subscribe to that opinion, because such a report would be of great value to every hon. member.

Mr. WILLIAMS (*Port Curtis*) [4.36 p.m.]: At this apparently late hour of the debate I wish to say a few words, mainly in congratulation of the Minister in charge of this department and the others responsible for the preparation of this very fine report. I desire also to congratulate the officers of the department on their activities during the year. The policy of the Government is one that we can heartily support. We are all justly proud of our educational policy. There is no need for me to enlarge upon the fact education is the foundation for success in all walks of life. Sir Matthew Nathan, in his capacity as Governor of this State, when opening a school once, exhorted parents to send their children to school because, as he told them—and rightly so—a nation was only as powerful as its people were educated.

At this stage, perhaps, Mr. Hanson, you will permit me to make a few remarks concerning the late hon. member for Stanley, Mr. Grimstone. As the late Mr. Grimstone was an ex-teacher, and as I am also an ex-teacher, it is right that I should make some reference to him in this Chamber. He, like myself and others, saw fit to leave the teaching profession. Unfortunately for him, he did not remain long in his new sphere. My tribute to him on behalf of the ex-teachers of Queensland is going to be simple, but none the less it is sincere. I happened to have been in a number of the districts in which the late Mr. Grimstone also laboured, and I found that he was held in the very highest esteem. To the children he was not only a teacher, but, in addition, a father and friend, and to the people among whom he laboured he was also something more than a teacher, he was a citizen and friend. No greater tribute can be paid to an ex-teacher than that.

HONOURABLE MEMBERS: Hear, hear!

Mr. WILLIAMS: An hon. member opposite has made a suggestion that there should be a combination of the correspondence system and a system of itinerant teachers. The correspondence system of teaching has very much to commend it, I admit, but I agree with hon. members opposite and several hon. members on this side that it is difficult at times for the parents to devote the necessary attention to assisting the children to enable them to master the lessons that are set. It is a very difficult matter for an itinerant teacher to pay more than one or two visits to the outback centres during the year.

The report issued by the Department of Public Instruction probably makes more interesting reading to an ex-teacher than other hon. members of this Chamber; nevertheless, these reports should be read by all hon. members, and, judging from the comments and remarks made by speakers on both sides of the Chamber, they have been studied carefully. Under the heading of

*Mr. Williams.]*

"methods," Mr. Bevington has this to say—

"As might be expected, methods vary considerably, and the best methods are not always found with the teachers of highest classification or longest experience. Some teachers are ever on the watch to improve and keep themselves up to date. They read widely, adopt or adapt new ideas, appear grateful for hints and suggestions, and show a zeal and enthusiasm for their work which at once entitles them to respect. On the other hand, a few appear to be totally opposed to change, listen impatiently to advice, keep to the same old groove, and give one a feeling akin to disgust."

It is my contention that those teachers who come under the latter category should be given their marching orders.

In another part of the report the inspector refers to the work of unclassified teachers. We have quite an army of these. Some years ago an inspector in the Burnett district referred to an unclassified teacher there as being the finest one-man teacher he had met in the State. I am not holding any brief for the unclassified teacher, and I agree with the remarks of the inspector when he says he encourages every teacher to go one step further each year. However, the work of the unclassified teachers is very, very fine. They have much to do, and every assistance possible should be given to them. It is gratifying to see that in the various reports the inspectors pay tribute to their excellent work.

The project work carried out at various centres has been favourably commented upon, and every encouragement should be given to it. One feature of the work which is being carried out at certain centres is grass-land management, and this is very commendable. I hope that every encouragement will be given to teachers who desire to continue this work.

I do not know whether any hon. member has referred to the work of the dental inspectors, but I should like to see this work extended if possible to additional centres throughout the State.

The hon. member for South Brisbane referred to an anomaly in connection with the issue of free railway passes. Free railway passes are issued to pupils who attend the Brisbane High School, but they are denied to pupils attending Brisbane denominational schools. Any assistance in this direction and in other directions that can be extended to denominational schools throughout the State will be welcomed by every member of this Chamber.

During the past year or so circumstances have brought about the closure of a number of high schools throughout the State, and that is to be regretted. I sincerely hope that these schools will be reopened as soon as possible. Unfortunately for me I have been unsuccessful so far in securing from the Minister or the Director of Education any hope for the establishment of a high or secondary school at Gladstone. I still hope that I shall be able to convince the authorities that such a school is required there. The inspector who at present controls this district has pointed out in his report that there is no rural, high, or secondary school throughout his territory. When

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discussing the Estimates of the Home Department a few weeks ago, I referred to an aboriginal school at Gayndah. There are twelve to fifteen pupils attending the school, but I think it could be closed and the children transferred to a settlement, the services of the teacher to be utilised elsewhere. That would mean a saving both to the Department of Public Instruction and the Home Secretary's Office.

Mr. WATERS (*Kelvin Grove*) [4.45 p.m.]: I wish to add my measure of praise of the manner in which the Department of Public Instruction is providing educational facilities throughout the State. The department and its teachers are carrying out a very fine work in the interests of the pupil under their control. They do a very useful work within the curriculum. When I discussed these Estimates last year I pointed out that there was a need for a widening of the curriculum, and I suggested that elementary economics and industrial history should be taught in primary schools to pupils from twelve years of age. I believe that these children could absorb this knowledge with advantage, and that it would assist them to be better fitted for after life. The present educational system requires remodeling to some extent. It is obvious that different methods are required to meet the change in conditions throughout the world. At the present time the common ambition seems to be to place successful children in public service positions, or in other clerical occupations. Obviously, the number of public service and other clerical occupations is extremely limited. Instead of urging a child to engage in a secondary education with a view to obtaining a clerical position, it would be better to train him along vocational lines. As members of Parliament we are in a position to become acquainted with the tragic plight of children at the present time. Fathers and mothers interview members of Parliament urging them to make representations on behalf of their children with a view to securing for them positions in the Government service. The position is that there are only a limited number of vacancies. On the last occasion that applications were called there were ten vacancies for males and ten vacancies for female candidates, in addition to a number of other vacancies due to dismissal and resignation. At least 500 secondary school pupils pass the Junior University Examination each year. If parents recognised these facts, it would lead to a recasting of our educational policy, and a divorcement from the idea of educating children to pass the Public Service Examination, when no hope exists of the realisation of the objective of employment. It is pitiable to come into contact with mothers and fathers seeking posts for their children. It is more pitiable when we realise the large sums of money—large from the point of view of the workers—that have been expended on the education of these children without any hope of the State or the individual securing an adequate return.

The development of the rural and intermediate schools is a step in the right direction. Whatever may be said about either of these classes of schools, the fact remains that vocational training of some kind is an essential factor under present-day civilisation. If we endeavour to train the young either in pursuits on the land or in industry, they will be better citizens and have more

chance of weathering the economic storm than if trained purely for a clerical occupation. The intermediate and rural schools are certainly vehicles by which these ideas can be put into practice. The great bulk of the successful scholars who pass scholarship examinations do not prosecute their studies beyond the second year, while in a number of cases, probably through economic pressure, many are compelled to retire from their studies at the end of the first year. It would be better if the parent, instead of endeavouring to get a child to a secondary school, was prepared to give some technical knowledge to the child through intermediate or technical college schools. The Secretary for Mines on his return from the North recently made the statement that there was a dearth of technical mining men in Australia. He attributed this fact, in so far as Queensland is concerned, partly to the closure of the School of Mines at Charters Towers, at one time the recognised school for the training of men for the mining industry. He also expressed the opinion that it would be a good idea if elementary knowledge of minerals and geology could be taught to the higher pupils in the primary schools, and to pupils generally in high schools and secondary institutions. The idea of the Secretary for Mines might well be adopted. It is tragic to contemplate that an enterprise like Mount Isa had to send overseas for most of its technicians, because they were unobtainable in Queensland. If the School of Mines could be re-established and if its cost were not excessive, this want could be supplied; but if the cost were excessive some other course could be adopted to impart technical knowledge to the practical miner who wanted to add to his knowledge, or to those children who wanted to acquire a rudimentary knowledge of the mining industry. These are matters which I feel the Minister and his officials should keep well in mind. The State is spending a considerable sum of money in exploring for mineral wealth generally, and if men with technical knowledge, the product of Queensland institutions, are available to do the work, the search for precious metals may be carried on more efficiently and may prove to be more successful.

Reference has been made to the question of the opportunity schools, and the Leader of the Opposition drew attention to that part of Mr. Bevington's report stressing the need for an institution to cope with the worst cases that form the subjects of attention in such schools. Some time last year I had the privilege of being one of a party that visited a number of the "opportunity" schools in the Brisbane area, and I must say that the teachers engaged in that form of education are doing a wonderful service to the State in endeavouring to reclaim backward children. We know, of course, that in some cases there is no hope of getting mentally deficient children, who will not advance mentally beyond the age of ten or twelve years, to a point at which they will become useful citizens, but it can be said that these schools will better equip such children in the struggle for existence. On the other hand, there are certain children who, on account of some illness, may have had some educational setback. They may be perfectly normal children, but on account of the emotional strain of some illness may be backward in their school work. The opportunity school has certainly done

remarkable work in bringing such children back to normality and placing them on the road to further progress. The teachers engaged in this wonderful work deserve the highest commendation of this Parliament.

I am glad that the Minister has been good enough to recommend the erection of the first section of a school in the Ithaca Creek portion of my electorate. That is very desirable. I also notice that an intermediate school is to be built at Victoria Park. That school should relieve to a considerable extent the pressure on the Kelvin Grove girls' school, which at present is subject to definite overcrowding. I trust both projects will be commenced at the first opportunity.

Generally speaking, the officials and teachers of the Department of Public Instruction are doing their work well. It is a good sign to note that the metropolitan area, which for some time has been neglected in the matter of school buildings, is now receiving attention which will overtake that lack of development. That will prevent overcrowding to which school children have been subjected on past occasions. The department has carried out very useful work, and I hope it will continue to do so in the very fine manner that it has in the past.

**THE SECRETARY FOR PUBLIC INSTRUCTION** (Hon. F. A. Cooper, *Bremer*) [5 p.m.]: I wish to reply to the remarks made by various hon. members. The hon. member for Gympie referred to project clubs. I have to advise him that for this year the number of clubs has increased, and we have a greater enrolment of members than heretofore; as a matter of fact, the membership to-day constitutes a record.

The hon. member for Murilla mentioned the matter of the closing of schools. I can assure him that a school is not closed without much thought and effort on the part of the department to keep it open. Everything that can be done to keep a school open is done, as the department believes that a school is better for the child than the correspondence system, but although the school is closed where necessary, the child who was attending it will have the opportunity of education by correspondence.

The Leader of the Opposition made particular reference to inspectors' reports, especially to those parts of the reports dealing with the inefficient teacher. There are over 4,000 teachers in the State, and as has been indicated, it is quite possible that a number of them will be inefficient or not up to the average standard of teachers. It has been suggested that the department does not deal with these inefficient teachers, but I can assure hon. members that these teachers are severely dealt with by the department. First and foremost, every opportunity is given to the teacher to make good. He is advised of the inspector's report, then asked very earnestly to follow the advice given by the inspector, because no inspector finds a teacher inefficient without good reason. If, after all, it is found that the teacher is not efficient, he is asked to resign. When the department asks the teacher to resign generally he does resign. The Leader of the Opposition suggested that these teachers who were not quite up to the mark might be brought to schools where they would get the opportunity of seeing better methods. I can assure him that that is done, but he will readily understand that there are cases

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where it is difficult to do that. Take the case of a teacher who has served in the department between forty and fifty years, is getting towards the retiring age, and possibly becoming lax or losing his grip. How difficult it is to dismiss him willy-nilly! How difficult it is to bring that man who has had charge of schools for thirty years into another school to take up a subordinate position! That is a very difficult position, indeed, but the officers of the department handle all situations in a very tactful way, and always with an eye to the honour of the teaching staff.

The Leader of the Opposition read from page 42 of the reports of the inspectors, and quoted portion of the report of Mr. Fletcher. If he had read a little more he would have seen and understood what the department is doing in that regard. Mr. Fletcher states—

“Quite a number of the teachers displayed a greater degree of confidence than formerly, and this may be attributed to their regular attendance at group meetings.”

The department gives the teachers every opportunity of attending these group meetings, so that they may improve their methods and help each other, and undoubtedly teachers have gained more confidence than they had formerly, and to-day are making good. I quite recognise the difficulty in regard to inefficient teachers, and although it is a great hardship on a teacher to be dismissed or asked to resign, it is a greater hardship on the children to be asked to put up with the inefficient teacher. I agree with much that has been said in that matter, and I believe that the department should make every effort to see that all teachers are thoroughly efficient. We shall not overcome the difficulty by transferring an inefficient teacher from school to school.

Mr. MOORE: I am glad you recognise that.

The SECRETARY FOR PUBLIC INSTRUCTION: Some of the children in my electorate suffered for many years from what I believe to have been an inefficient teacher, and I would not like others to suffer likewise, but I believe we can best overcome the difficulty by leaving it to the officers of the department who have been dealing with this matter for years and years and are gradually getting out of the department those teachers who are not efficient. It is difficult adequately to sum up the matter with regard to efficiency, and it is recognised by many teachers that different standards of efficiency are adopted by different inspectors. A “very fair” report by one inspector is equal to “good” by another inspector. Long experience has given the officers of the Department of Public Instruction a knowledge of the value of each inspector’s report. More than that, I have known many cases where, rather than condemn the teacher upon the report of one inspector, the department has sent another inspector to verify the first report or to see whether there is any possibility of the teacher’s making good. Where it is found that there is no possibility of the teacher’s improving, the teacher is asked to resign, and if the hon. member will look at the tables on pages 13 and 14 of the report under the heading of “Left the service,” he will find that last year altogether some 270 left the service.

Mr. MOORE: They left to get married.

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The SECRETARY FOR PUBLIC INSTRUCTION: Thank goodness! That will help us to keep up the net average attendance in six or seven years to come! (Laughter.) Although that factor no doubt operated six, seven, or eight years ago more than it is operating to-day. Quite a number of other explanations are given, and it can be seen that, apart from those who left to marry, at least 100 resigned. Quite a number of the latter resigned at the request of the department, because it considered them to be inefficient.

The hon. the Leader of the Opposition also referred to the mental deficient and the opportunity classes held in the various schools for such, or for those who are backward for some particular reason. I congratulate the hon. member on having such a good memory. Consciously or unconsciously, he repeated to-day much of what was said by Mrs. Longman when she was a member of this Committee. I remember the good lady standing at the back benches of the Government and urging the very things that the hon. gentleman urged to-day. I remember the same lady introducing a deputation to the then Home Secretary, the hon. member for Fitzroy, and urging the establishment of a home for the housing of these mental deficient. I am not sure whether or not the hon. member for Fitzroy took the matter to Cabinet and whether the Cabinet turned it down or whether it was referred to the Treasurer, who said that there was no money. I do know however, from the advocacy of Mrs. Longman, and from the deputation that waited on the then Home Secretary, that this is by no means a new thing, but has been agitating the minds of people for some considerable time past. The Department of Public Instruction deals with those children who are educable, and if there is any possibility of educating such children in any way whatever, then the department feels that it is its duty so to do. What is to be done with the child that cannot be dealt with in that manner is for some other department to decide. I can assure hon. members that the Department of Public Instruction would very much like to be relieved of the attention it has to give to certain of these children, and thus be able to afford greater opportunities in other directions; but so long as no provision is made otherwise the department will continue to give them that attention which it has been giving in the past. In one school in respect of which I shall mention neither the name nor the district—so that it cannot be traced—certain assistance is given every year by a lady who is thankful for the work that was done for her son by the opportunity classes. By some misfortune she had to leave her child in a certain care for some considerable time, and the child was neglected educationally. So soon as it came back to her care it was placed in one of the opportunity classes in one of our schools at some distance from her home. The child made such excellent progress that by the time he reached the age of thirteen years he was on the same level as other boys of the same age and passed his scholarship particularly well.

HONOURABLE MEMBERS: Hear, hear!

The SECRETARY FOR PUBLIC INSTRUCTION: It was not mentally deficient, but it was backward, and the opportunity school gave the teachers the opportunity of

giving particular attention to that boy, and thus bring him forward. It can be easily understood that in the average class of forty children that boy could not have received the attention he got in the opportunity school. The opportunity schools do excellent work in that direction. In some cases the school can make very little impression on the child, but if it can it does it, and it does it particularly well.

I now come to certain remarks that were made in reference to the correspondence school. I have heard it stated over and over again that the correspondence system is useless in the home where the parents have had no education themselves. That has been disproved over and over again. In homes where there are parents who have had practically no education the correspondence system has been in use and the children have been brought along remarkably well. The department holds letters to-day from parents who say that the education that their children received from the correspondence school enables them to be educated up to a certain standard. Two parents in particular thanked the department for the education that they received from their little girl because she taught them, as she was taught through the correspondence school. There are other parents who keep themselves just a little ahead of the lessons from the correspondence school so that they may be able to help their children. Notwithstanding all that has been said about the system being useless where the parents have had no education the system is undoubtedly a success. In hundreds of homes it is readily admitted that the correspondence classes helped the children. The parents have helped the children, and the children in turn have helped the parents.

The hon. member for Hamilton referred to the itinerant teachers in Canada. We have passed through that phase in Queensland. We believe the itinerant teacher is not a success. I think one hon. member suggested that because of the very few visits that could be paid by the itinerant teacher to the outback homes the system was practically useless. The average number of visits of the itinerant teacher to the outback homes was 1.8 a year—it did not reach an average of two a year. We have forsaken that method, believing that the correspondence school is doing the work in a much better way and with greater advantage to the children generally.

The hon. member for Ipswich referred to the installation of a film projector at the Silkstone State school. I saw, and he saw, the educational films that were shown when that lantern was placed in position. The cinematograph is being used extensively in other parts of the world. In America, Germany, England, Italy, and France it is being used in public or State schools, and I have no doubt that it will be more extensively used in Queensland also. The other day I saw a catalogue of films for school purposes submitted by one manufacturing firm, and it contained over 1,000 films from which a choice could be made. This fact shows how extensively the cinematograph is being used in America. The latest magazines from America show that many schools are now using "talkie" films so that instruction is being given by the voice, too. That is something that is undoubtedly going to develop in the future.

Mr. MOORE: The American "talkies" will have to be better than those that are being exhibited now.

THE SECRETARY FOR PUBLIC INSTRUCTION: I have no doubt that they serve a very excellent educational service in America. The British film manufacturers are also making films for use in schools, and there will be no need for the Queensland schools to draw upon American houses for their films. The English houses will be able to supply all our requirements in that direction.

A little while ago the department, through the correspondence classes, asked every child taught by correspondence if there was a wireless instrument in the home. That was done for the purpose of knowing just how far the department could use wireless in teaching the children who are in receipt of correspondence lessons. That information will be very serviceable to the department in determining to what lengths it can utilise wireless to help the children in various districts. Wireless sets are not plentiful in the outback parts of the State. Most of the instruments were found within the range of the "B" class stations, but there is no doubt that use can be made of these instruments, and that the utilisation of wireless for educational purposes will be extended. The department is anxious to utilise wireless for educational purposes, and the broadcasting stations are not against the proposal. Naturally, a considerable amount of organisation will have to be carried out. The children in one district may be able to hear lessons at one particular hour whilst children in another district may not be able to hear the lessons at the same hour. Many obstacles will have to be overcome, but that will not prevent a start from being made. I believe the department will make an effort in that direction in the near future.

I can assure the hon. member for Ipswich that the question of endowment of technical colleges is one of anxiety to the Government as well as the technical college committee of which he is a member. Every consideration will be given to the matter, and his representations in the matter will not be overlooked.

Much has been said about high schools, and of the entry by the department into the field of secondary education. One would think, after listening to some of the speeches of hon. members, that the department had quite recently established a number of high schools. As a matter of fact, the department entered the arena of secondary school education in 1912—that is when the first high school was established. It would interest quite a number of hon. members, especially those who dealt with the matter, to know that the last high school was established as far back as 1925. It is true that the Moore Government established two high school "tops," one at Gayndah and another at Boonah. The high school "top" at Gayndah has been discontinued, while the high school "top" at Boonah is in such a precarious position that it may have to be discontinued, too. The point is that the department has not recently entered the field of high school training, and it has not established such an institution since 1923. All that high schools have been doing since 1923 is to hold their own.

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The hon. member for South Brisbane referred to children of wealthy people winning scholarships and attending secondary schools with their scholarships. In Queensland we pride ourselves on the fact that primary education is free. It matters not whether it be the child of a millionaire or the child of a working man—primary education is compulsory and free. I met a lady recently whose husband had come to Queensland to fill a high position. His salary was in excess of £1,500 a year. She was somewhat perturbed because she found it was necessary to send her child to a primary school. She could not find in Queensland the school which she thought would meet with her requirements. What astonished her more than anything was the fact that she could send her child to a primary school without having to pay anything whatever. After the child had been in attendance at the school for a month she told me that the child had made more progress in the primary school in that short time than when in attendance at a good private school in England. She was truly pleased at the progress of the child at the primary school, and believed that such a school would give her child all that was desired in the matter of education. Our educational system is free in the primary classes. The question whether education in secondary schools is to remain free is a matter for the people. Quite a number of people believe that men receiving salaries of £800 and £900 a year should not use the scholarship system for the education of their children. That is a matter entirely for the people concerned. Probably in the future that question will be dealt with, but while things are as they are no alteration will be made.

Mr. BRAND: The child has to be considered.

The SECRETARY FOR PUBLIC INSTRUCTION: I am very pleased to hear that remark.

I was very pleased to hear the remarks concerning the School for the Blind and Deaf, and the request of the hon. member for South Brisbane that a recreation hall be erected will receive serious attention in the near future. There is a shortage of money for these things. First and foremost our great need is to spread education over as great an area as possible, and provide teachers and buildings, particularly in out-back centres. Anything that can possibly be done in that direction is being done.

The hon. member for Toowoomba urged that the university be built at Toowoomba. I congratulate him on having that desire for the advancement of his district. I could tell him a way whereby he could get the university for Toowoomba. If he could induce a number of wealthy people in and about Toowoomba to give a sum of about £250,000 for the erection of the buildings the university would gladly establish itself in Toowoomba. Notwithstanding the special grant which has been made to the university, I think that if some district in Queensland had sufficient interest in education to offer a site and the money for the erection of a university building, that district would have a favourable opportunity of getting a university.

Mr. GODFREY MORGAN: Where are you going to find the people with the money?

The SECRETARY FOR PUBLIC INSTRUCTION: That is a problem for the

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district concerned. Although Queensland is a young State, I am sure it gives hon. members somewhat of a lump in the throat when they go to other States, particularly a State like South Australia, and see the wonderful endowments for art, science, and education that have been made by public spirited people.

Mr. MAXWELL: That is before they met such heavy taxation.

The SECRETARY FOR PUBLIC INSTRUCTION: Before and after; taxation does not stop the development of public spirit. The thing that is against public spirit is something that I would not like to mention to the Committee.

Mr. MAXWELL: Do you mean to suggest that the district with the most money can get the university?

The SECRETARY FOR PUBLIC INSTRUCTION: If a site and sufficient money for the erection of a university building were offered by a district, I think the university authorities would be foolish not to accept the offer, provided the district were suitable.

Mr. LLEWELYN: Toowoomba is the most suitable place in the State.

The SECRETARY FOR PUBLIC INSTRUCTION: There is something more than tying the whole of everything in the capital of the State. Is Brisbane to be the only centre in Queensland? Surely Toowoomba or Rockhampton has a right to have the opportunity of a university if it is prepared to do the right thing. What is likely to cause Brisbane to lose much of its present prestige will be its selfishness in this regard. We are not going to hold North Queensland as a part of Queensland unless North Queensland is treated properly. Undoubtedly we have to look at these things in a broad light. Much as I admire the advocacy of the hon. member for Toowoomba I advise him and all other people interested in Brisbane to see that Brisbane does the same.

Mr. KENNY: You need to act in a broad way as well as look in a broad way.

The SECRETARY FOR PUBLIC INSTRUCTION: I think we do. At any rate, the first thing to do is to look in the broad way, and the other will naturally follow. I advise the hon. member for Cook to make a beginning. He will never act in the broad way himself until he learns to look in the broad way.

Mr. KENNY: I have been trying to teach you for a long time.

The SECRETARY FOR PUBLIC INSTRUCTION: I can assure the hon. member it is not because I am a bad pupil. It is possibly because I have a bad teacher.

Item (Chief Office) agreed to.

#### INSPECTION.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [5.28 p.m.]: I move—

“That £14,828 be granted for ‘Inspection.’”

This vote provides for the salaries and travelling expenses, sustenance allowances, etc., of the inspectorial staff. The amount required is £731 less than the appropriation for the previous year, and this reduction is

primarily due to certain adjustments that will be effected in the staff during the current financial year on account of retirements of two inspectors.

In respect of contingencies, the amount asked for is the same as the appropriation for 1932-33, and this vote now stands at the minimum consistent with safety and the effective maintenance of this most important service. Of the amount of £4,000 for travelling expenses approximately £1,100 is paid to the Railway Department.

Item agreed to.

#### MEDICAL AND DENTAL INSPECTION.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremner*) [5.29 p.m.]: I move—

“That £16,735 be granted for ‘Medical and Dental Inspection.’”

This vote shows an increase of £1,294, of which £206 is attributable to salaries and £1,088 to contingencies.

The increase in the number of officers is primarily due to the re-transfer to the department of the nurses conducting the hookworm services. The retirement of the two medical officers was effected during the previous financial year, and whilst it has not been possible to appoint an ophthalmologist, necessary provision has been made in the contingencies. Estimates for special services to be conducted by Dr. Brown (Longreach) and Dr. Marks (Brisbane) and additional part-time medical officers, in connection with the eyes of the children in the remote portions of the State.

Mr. FOLEY (*Normanby*) [5.30 p.m.]: I cannot throw any bouquets at the department with regard to the method that has been adopted in restricting the operations of the dental clinic services in the country portions of the State. This is one of the most important votes in connection with this department, yet a rather skinflint attitude is being adopted with regard to country services. I had occasion a little while ago to make representations on behalf of the residents of Sapphire town and Rubyvale, who have had no dental inspection for over a period of twelve months, and to ask that the inspector should be allowed to visit those places.

At 5.31 p.m.,

The CHAIRMAN resumed the chair.

Mr. FOLEY: The department—miserably, in my opinion—advised that if transport could be arranged for a paltry distance of 13 or 14 miles from the railway station the dental inspector would call in at those places on his next visit to the district. It appears to me rather unreasonable that in the city areas we maintain a full staff, and give the finest dental services to the thickly populated areas, yet to save a few miserable pounds we are prejudicing the health of the children in the country portions of the State by not giving them regular visits from dental inspectors. What I say in respect to Sapphire town and Rubyvale would no doubt apply to many other isolated country towns throughout the western portions of the State.

Mr. GODFREY MORGAN: All over Queensland.

Mr. FOLEY: Probably in all parts of Queensland. It is up to the Minister to

recommend to Cabinet a greater vote, so that dental inspectors can carry out their operations in western and other outlying parts of Queensland as they did when the scheme was first instituted. The inspectors were then giving good and regular service, and there were no complaints from people in isolated districts. It is stretching things a little too far when residents who are already in a bad plight through unemployment and the falling off in the prices of their products are asked to raise the money to bring the dental inspector a few miles from the railway station. The little extra expense that might be incurred could no doubt be made up by carrying on with one inspector less in the densely populated portions of the State and transferring that officer to the country areas. I commend the matter to the Minister for consideration. These country children require all the attention we can give them. They are isolated, and their parents are doing their part towards the wealth production of the State. If we can give such good attention to the city children we can also give efficient service to the children in the isolated parts of the State.

Mr. GODFREY MORGAN (*Murilla*) [5.34 p.m.]: I support the hon. member for Normanby in his protest against the differential treatment being meted out to the bush parts of the State as compared with the cities. There are dentists in almost every centre in the cities, and it is not difficult for people to take their children to them.

Mr. KENNY: They have the dental college, too.

Mr. GODFREY MORGAN: Out in the country many of the children have to travel 100 miles or more to the nearest dentist, and the children are not getting the sympathetic treatment to which they are entitled. The Government should say: “We are going to see that these dentists give the children in the country the best attention.” The children in the country have not the same opportunity for getting treatment as those in the cities, and it would be right for the Government to say: “Although we cannot at present afford to employ more men to go round to the country children, we will see that the country children get preference, and we will leave the city children alone for a little while.” It will do them good to be neglected for a little while. They get all the privileges and plums, and the children in the bush get all the stones. The people in the city want spoon-feeding, and expect the Government to do everything for them. We sacrifice ourselves in the country for the upkeep of our hospitals, for instance.

Mr. G. C. TAYLOR: The price of wool has made a wonderful difference in the psychology of country representatives.

Mr. GODFREY MORGAN: The hon. member has had a little bit of bush experience.

The CHAIRMAN: Order!

Mr. GODFREY MORGAN: Although he has had more experience of the city he has knocked about a bit in Victoria, and knows perfectly well, like every true optimist, that we all like to congregate in the city where we have the comforts. None of us—not even school teachers—desire to remain too long in the bush. They think they have a right

*Mr. Morgan.]*

to get a turn of that little bit of luxury that is exemplified by the city.

The CHAIRMAN: Order!

Mr. GODFREY MORGAN: I am pointing out that the hon. member who has just resumed his seat was on the right track when he stated the country children should get preference, owing to the fact that they have no opportunity of visiting a dentist, who perhaps is located miles and miles away. Unfortunately, whether the Government of the day be Labour or Nationalist, when there is a curtailment of expenditure in any department it is the people who live in the country who have to suffer. If we have to curtail our expenditure, let us make the people situated in the cities suffer first. In the cities there are dentists at almost every street corner, who are in need of remunerative work. Many people who obtain the free dental treatment provided by the Government are well able to afford the services of an independent dentist. Unfortunately, we are treating the children of parents who can well afford to pay a dentist without getting Government assistance. I hope and trust that the Minister will give consideration to the complaint lodged by the hon. member for Normanby, and after going into the matter thoroughly will arrange for the transfer of some of those dentists doing the work in the city to country districts, even if it is to be at a loss to the department. Parents in the city have every facility for getting dental treatment if they so desire.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [5.39 p.m.]: I have listened to what hon. members have said and wish to inform them that consideration will be given to it.

The increased cost necessitated by the visits of the dentists to the hundreds of schools off the railway line is altogether too heavy to be borne. One of the things to be considered in this respect is the principle of "the greatest good for the greatest number." For what it would cost to treat five children a considerable distance from the railway line we could treat 250 children at other centres.

Mr. GODFREY MORGAN: In the cities they have the dentists at their doorsteps and can themselves get treatment.

The SECRETARY FOR PUBLIC INSTRUCTION: I can assure hon. members that all these things will be considered, and if the vote can be increased, it will be.

Item (Medical and Dental Inspection) agreed to.

#### QUEENSLAND UNIVERSITY.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [5.40 p.m.]: I move—

"That £7,000 be granted for 'Queensland University.'"

This appropriation of £7,000 is, of course, in addition to the endowment of £16,000 provided under schedule C in pursuance of the "University of Queensland Act Amendment Act of 1922." Under this Act the annual endowment was prescribed at £20,000, but under the provisions of the "Financial Emergency Act of 1931" the prescribed amount was reduced by 20 per cent., which brings the amount down to £16,000 now referred to.

Item agreed to.

[*Mr. Morgan.*]

#### TRAINING COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [5.41 p.m.]: I move—

"That £17,594 be granted for 'Training College.'"

The vote shows a small reduction, primarily due to replacements in the instructional staff. Provision has been made also for the restoration of automatic increases as from the 1st October or from the due date. The salaries vote is, however, £229 less than for the previous year. In respect of scholarships to the training college, the same amount has been provided as in 1932-33. Of this amount approximately £7,750 is required to meet liabilities on account of existing senior and junior scholarship holders at the college. The balance of the vote is required to meet liabilities in connection with further scholarships, senior and junior, to be awarded as from 1st January next, and to provide railway fares in connection with such awards.

Item agreed to.

#### QUEENSLAND AGRICULTURAL HIGH SCHOOL AND COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [5.43 p.m.]: I move—

"That £17,845 be granted for 'Queensland Agricultural High School and College.'"

The vote shows the small increase of £217. Salaries have been increased by £870. It will be observed that provision has been made for the appointment of an instructor in agriculture. The position of assistant to plant breeder was provided during the previous year in the wages vote. In the contingency vote there is a reduction of £653, of which £250 has been brought about by the transfer of a wages hand to a salaried position, as stated. The remaining reduction has been effected by economy in working costs of the institution.

Mr. SPARKES (*Dalby*) [5.44 p.m.]: I should like to be able to congratulate the Minister either on abolishing the college altogether or reducing the number of men employed in the conduct of the institution. We are reduced to a pretty bad state of affairs when it takes sixty-two men to control less than 1,700 acres of ground—twenty-five men styled the principal, the horticulturist, the engineer, and other salaried officers, with no fewer than thirty-seven men on wages. The equipment and incidentals, together with wages, absorb £10,285.

The SECRETARY FOR AGRICULTURE: It is money well spent.

Mr. SPARKES: Thank God the hon. gentleman is not managing any land for me if those are the results he would show! I do not know how boys trained at this institution are going to fare later on in life. One hon. member opposite said that a relative of his had attended the institution and he was confident that he had gained a great deal of knowledge thereby. I cannot see anything favourable to the institution in the report by the principal, but I do notice this—

"Miss J. Trevethan resigned her position during the year, and it has been temporarily filled by Misses O'Connor and Mechan."

That is in keeping with the conduct of Government institutions—two are employed to replace one. That is the sort of thing that is going on. It is a disgrace to think that a college must be conducted in the way in which this one is conducted. I was hoping that the Minister, who has shown business acumen in other directions—

Mr. G. C. TAYLOR: Have you been able to sell him any bulls?

Mr. SPARKES: I have told the hon. member enough about bulls. (Laughter.) He would be a bull no longer if I had my way. (Laughter.) He is not even a suitable bull. He is one of the type that is bred at Gatton. I desire to enter my emphatic protest against the way in which this institution is being conducted, and I do it by moving the following amendment:—

“That the item ‘Queensland Agricultural High School and College, £17,845,’ be reduced by £1.”

Mr. KENNY (*Cook*) [5.51 p.m.]: I regret that the hon. member for Dalby has seen fit to move his amendment. I realise that there may be something in his contention that the number of men employed as labourers at the Queensland Agricultural High School and College gives cause for thought, but I do not desire the impression to go abroad that the college is not a good place for parents to send their children to. I had the pleasure when we were the Government of going through the college with a committee. I was very impressed. After inspecting the college I came to the conclusion that it was a very good institution to which to send young lads immediately after passing the scholarship examination in order to qualify for the junior university examination. I queried, as the hon. member for Dalby has done, the number of labourers employed at the college. After going through the institution, I recognised that changes could be made for the benefit of the people and the college itself. The committee I was associated with recommended to the Moore Government that the college be handed over to the Department of Agriculture. I still believe that would be a better course to adopt. This would put the operations of the college under the control of the Department of Agriculture, and the educational facilities could be carried on in conjunction with the Department of Public Instruction. On going through the college one is struck with the amount of practical work done; but I discovered a great amount of overlapping, especially in connection with agricultural experiments. That overlapping could be overcome if the agricultural side of the college were placed under the control of the Department of Agriculture.

Mr. G. C. TAYLOR: Would you like a school of tropical science established in the Cook electorate?

Mr. KENNY: I have always advocated one, and from what I have seen I am satisfied that such a school in North Queensland would be a great advantage, not merely to that part of the State, but the whole of it. In fairness to the Queensland Agricultural High School and College, I must say that if my boy reached an age when he was about to leave school I would permit him to take out his scholarship at the college, in order to qualify for the junior from there. If he never went any further than that stage, the practical agricultural

knowledge he would obtain during the period he was qualifying for his junior would fit him for after life.

I agree with the hon. member for Dalby up to the point that there are too many labourers for the number of pupils to be taught. There is, however, another side to that question. If you make the lads do all the practical work and in consequence they sacrifice their tuition, it may not be to their advantage. The only reason I disagree with the hon. member in moving the reduction of this vote is that people may get the impression that the college is not serving a good purpose, and, whilst I am advocating the extension of a scheme like that to North Queensland, I would not like to give that impression to people who are hoping will send their children to such a college. I agree with the hon. member for Dalby that some change could be made in regard to the number of workers at Gatton College in comparison with the number of pupils there. I referred to that matter when I was a member of the Government party of the day. Taking it all round, Gatton College is serving a good purpose in this State, and I urge the Minister, in conjunction with the Secretary for Agriculture, to start such a college in North Queensland.

Mr. SPARKES: Another baby to carry?

Mr. KENNY: No; at a later date I shall be able to show where money could be saved in other directions to compensate for that expenditure.

Mr. WIENHOLT (*Passifera*) [5.57 p.m.]: The hon. member for Dalby is quite right. It seems absurd to have not only the officers but also thirty-seven working farm hands on this small place. I cannot for the life of me see what the boys have left to do.

The SECRETARY FOR AGRICULTURE: Those are not thirty-seven farm hands; they are stewards, cooks, and so on.

Mr. WIENHOLT: All the same, it seems to be utterly ridiculous to have that number on a farm of about 1,700 acres. I do not know what the boys do; I do not know what they could do. They cannot do much practical work if as many employees as stated are at this College. I agree with what the hon. member for Dalby says, and I support the move for the reduction of the vote by £1 if by his motion he means that the expenditure is too heavy. When we come to think that approximately £18,000 is spent annually on this institution, we wonder whether the whole game is worth the candle.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremser*) [5.58 p.m.]: Let me reply to those who prefer the old methods to the new. Some time ago I was out at Camooweal, and the doctor there pointed with pride to a new maternity ward which had just been completed, and he said, “This is the finest thing of its kind outside Brisbane.” Then he pointed to a shack of two rooms with a narrow veranda of 4 feet—a shack that was just high enough off the ground to allow the goats to get under it. A dozen goats were camped on the veranda, and under the house, I suppose, about twenty; and the doctor said to me, “And in that shack is the first woman who should go into the new maternity ward, but she prefers to have her child in that shack in the company of all the goats and everything else surrounding the place.”

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There are still people who have the greatest possible admiration for Sarah Gamp and the dear old methods of the dear old times. "They were good enough for my mother and good enough for my grandmother," they say, "and why not good enough for us to-day? What do we need with all this expert attention in the matter of accouchement when it was done long ago by Sarah Gamp and is done to-day by the black gins without any let or hindrance? Good enough for them; good enough for us!" The hon. member for Dalby, so far as the Queensland Agricultural High School and College is concerned, is still in the Sarah Gamp stage. The hon. member can see nothing good in science or in progress; all that he wants is to give a man what a man had in the day of Adam—a sharpened stick and a little bit of ground so that he may get a harvest. The hon. member has no conception of advancement or the things that make for advancement. The hon. member has no idea of what education means.

Mr. EDWARDS: You are not fair. Look at the business he is working himself. He does not work it on those methods.

The SECRETARY FOR PUBLIC INSTRUCTION: No; for himself, the latest and the very best; and let everybody else hoe his own row. What a wonderful policy! The chief objection of the hon. member for Dalby seems to be to the number of labourers employed at Gatton College, and the inference, of course, is that the persons enumerated in the vote are all farm labourers, but that is not so. There are twelve or fourteen farm labourers, but there are a good many instructors and other skilled workmen necessary in connection with a college where there are over 204 students.

Mr. SPARKES: Do they do any work?

The SECRETARY FOR PUBLIC INSTRUCTION: Of course they do a lot of work. I would direct the hon. member's attention to the title, "Queensland Agricultural High School and College." It is something more than a farm; it is a high school and college and designed for a particular purpose. Of course, with regard to the matter of practical work the hon. member is correct, but the other activities are the main portion of the work on which the money is expended. If I remember rightly the hon. member for Dalby said that we are spending £18,000 on this item. I suppose he would be quite satisfied if we spent only £6,000 or £7,000; at any rate, he would not object so much.

Mr. SPARKES: I object to the whole thing.

The SECRETARY FOR PUBLIC INSTRUCTION: Somewhere about £10,000 or £11,000 is received for sales, fees, etc.

Mr. SPARKES: You do not work at a profit.

The SECRETARY FOR PUBLIC INSTRUCTION: We do not work our primary schools at a profit. Nobody intended the Agricultural High School and College to be worked at a profit in that sense. As I mentioned on a previous occasion in the Chamber, the hon. member's ideas are always wrapped up in profit—everything must show a profit! I suppose the most successful and acceptable undertaking that Queensland has is its educational system; consequently, the work done at Gatton is very profitable to the State. If we could show an expenditure of £18,000 and an

income of £20,000, we probably would satisfy the hon. member; we could get that by employing agricultural labourers—making agricultural labourers of them and nothing else—but this college is educating boys in a proper way, and is doing a most successful work for the State. If that were not so, why do people send their sons there? Why is there a greater demand from prospective students than we can accommodate? Why is it that the college is so popular and that we have boys there from every part of the State? Their fathers are in a position to send them to Gatton College for a period. The arguments used by the hon. member for Dalby are ridiculous, and, as I said, he can see no importance in agriculture. The hon. member's argument struck me that way during the afternoon—that he was not keen on anything being done in the way of agriculture. He desires to see the money spent with the idea of bringing in a profit. I can assure him that it is bringing in the greatest of profits in the way in which it is educating young men, and long may it continue to do that! I feel sure that the good sense of the Committee will prevail and that the vote will not be reduced.

Mr. EDWARDS (*Yanango*) [7.6 p.m.]: It is unfortunate that immediately a question of this sort arises the Minister goes to extremes and ridicules the suggestion that is made from every point of view. Through the moving of the amendment by the hon. member for Dalby we have certainly received information as to what the farm labourers are doing at the Agricultural College, how many there are, and what classes of work they are doing.

The hon. the Minister goes out of his way in an endeavour to show that the hon. member for Dalby does not stand for any class of education. He then goes on to quote an incident out West in which women would rather be confined in a house with the goats, as it were, than go to a modern maternity ward that had been established in the locality. Is that not a ridiculous illustration to put forward? It is unfortunate that immediately opposition is offered to anything the person who sponsors it is held up as being against education or science. Nothing of the sort has ever been mentioned by any hon. member on this side of the Chamber. Our only desire is to have the thing discussed, and we put forward illustrations to exemplify our arguments. At Gatton College they are educating the boys in theory. Of course, it is said that the practical side of the subject is also demonstrated to the lads. In order to prove the worth of the education given them at the college, I would like to see a lad graduating there given £1,000 and sent away to make good without receiving any further practical education than that he received at the college. In my opinion he would prove a failure in nine cases out of ten. The Minister cannot possibly criticise the hon. member for Dalby with success, for he illustrated his argument with instances from his own business. It is known that cattle bred by the hon. member for Dalby are well known throughout the length and breadth of Australia, and it must not be forgotten that the hon. member is conducting his own business. Would not a boy receiving practical instruction by the hon. member for Dalby in his own line of business be better equipped than one graduating from the Agricultural College? I have no doubt about the matter at all. After all, we should

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meet one another half way when debating these questions and endeavour to help each other without casting ridicule one on the other.

During the term of the Moore Government some of the country representatives decided that the administration of the Agricultural College would be better under the Department of Agriculture than under the Department of Public Instruction. A conference was called with a view to finding a solution, but immediately the representatives at that conference took sides. The educational portion of the conference and the professor in charge of the college definitely took up the stand that it would not be for the progress of the college, and that we were not capable of discussing the question. It is a pretty sad commentary on the men with practical knowledge if that is so. As a matter of fact, I do not believe it is. It is necessary in order to make the success of anything that a student should have practical as well as theoretical education. During the course of my life I have seen a man able to speak five or six languages and otherwise highly educated making a failure, while the so-called uneducated but otherwise practically educated man has made a great success. That is an extreme case, I admit; nevertheless, it is true. To my mind some form of security should be offered to those lads who go to the college to be educated that they will be able to make a success of their lives. If it came to a showdown I have no doubt that 100 boys who had practical experience with a practical farmer would make a greater success on the land than 100 lads taken from the Agricultural College. I have had much experience in connection with the land. I have watched the lads who have come through the college and have noticed the attitude taken up by them. Their first desire is to purchase every possible class of machinery. They cannot adapt a particular machine to meet their requirements of the moment. An enormous amount of money is required to purchase the machinery that they deem to be necessary. They want everything up to date. They even want buildings similar to those in use at the college. I do not say that applies in every case, but it is the general rule.

Gatton Agricultural High School and College should be administered by the Department of Agriculture. If the boys do not require agricultural training, then they can attend the high schools and other secondary schools. I do not think that there is any need for St. Lucia for the training of boys. They could be trained at Gatton College. Nor do I think that there is any need for the Animal Health Station at Yeerongpilly. That work, too, can be carried out at Gatton. The boys should be given an opportunity to obtain knowledge of this work. I am sure that the Secretary for Agriculture would agree with me on that point. Capable veterinary surgeons skilled in both the practical and theoretical side are difficult to obtain in Australia. The officers trained in veterinary science are stationed at the chief office. The poultry expert is stationed at the chief office. I suppose if he were required at the Agricultural College he would be borrowed. There are many people who would gladly welcome the assistance of scientific knowledge. Many people are engaging in the poultry industry, but here we have the poultry bred at the college whilst the expert is stationed in Brisbane.

The same applies to pigs. The pig expert is stationed at the Department of Agriculture, and the pigs are at the college. I am satisfied that if the Secretary for Agriculture and the Premier, who has had a vast experience in the administrative side of the Department of Agriculture, were to speak their minds, they would say that the college should be controlled by the Department of Agriculture.

There is also such a thing as cramming boys who propose to go on the land. A man who is to be a successful farmer cannot be a tinsmith, a saddler, a carpenter, and everything else. It is said that it is an advantage to be a handyman, and so it is. It is quite a good thing to be able to make your own gate, but if a farmer had to leave his farming to make a gate or to mend the buckets, the chances are that there would be no crop, the cows would have no feed, and there would be nothing to put in the buckets. That is why I contend that it is wrong to cram a farmer with too much academic education. I remember a gentleman coming to my district on one occasion inquiring of a farmer if he had sowed his paddock with wheat. The farmer said that he had. He said, "Did you treat the wheat?" and on being told that he had, he inquired as to who had showed him how to do it. He said, "Mr. Edwards showed me. I took the wheat over there and he did it for me." He said, "Well, he knows nothing about it. You should take so many grains to so many pints of wheat, and you should weigh out the material very carefully." That gentleman came to me and asked me if I had shown the farmer how to treat his wheat. I said that I had, and he said, "It is a pity that you did not see me before you did it." I inquired why, and he told me, according to his views. I said, "You have commenced farming operations. I will give you two years on the land if you carry out that procedure." He was off the land just after the first year. The man for whom I pickled the wheat is now living in Brisbane, and his boys are working the farm on shares.

I do not wish for a moment to discredit the benefit of education. I realise that science is invaluable in industry, but without practical knowledge industry would be ruined. The practical side is of prime importance, but scientific advice can be of material assistance to the practical agriculturist. The sensible section of the farming community acquire that knowledge as they proceed with their business and put it into practice. I hope the Minister and his Government will take this into consideration and come to realise that there is no necessity for this enormous expenditure on the different colleges and training schools for boys. If a boy desires technical education, then there are educational institutions where he can acquire it, and if he desires to secure an agricultural education, then he should be able to get it at an agricultural college.

Mr. G. C. TAYLOR (*Enoggera*) [7.19 p.m.]: I congratulate the Minister on the splendid work that is being performed at the Queensland Agricultural High School and College. After listening to the hon. members for Dalby and Nanango, one can come to no other conclusion than that they are suffering very much from an inferiority complex. They believe that no advancement

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should be made in the science of agriculture. According to the hon. member for Nanango, a linguist would starve on a farm, whereas a man who could only talk on his fingers would be one of the greatest successes of modern times. The hon. member for Dalby desires agricultural high schools abolished, because he does not believe that any good is accomplished by imparting to students a first-class technical and agricultural knowledge in order to equip them for a life on the land. There may be a difference between the work of agricultural high schools and the work of the Department of Agriculture. I believe there is. An agricultural high school is primarily an educational institution, whereas the Department of Agriculture is organised to assist and give advice to men working our land who need scientific advice in order to increase the productivity of the soil. The Agricultural High School receives youths a little beyond the school age and imparts knowledge that the man on the land really needs. The problem of education is one to which this State and every other State should give serious consideration. The expenditure of £18,000 on an institution such as the Queensland Agricultural High School and College is not large enough. More such institutions should be established around the country. After all, one has only to compare the wealth of this State thirty or forty years ago with its wealth production to-day to understand that that increased wealth was not won without the application of science. The hon. member for Dalby has come in on a big wave which will prove a "dumper" before it finishes.

Mr. SPARKES (*Dalby*) [7.22 p.m.]: The Minister commenced by telling this Committee how I should conduct my business. All I need say in reply is that had I conducted my business in the past according to the methods that he and his colleagues are conducting this State I would be in a very poor way indeed. Possibly he thinks that, like the State, so long as I can continue to borrow I shall be able to carry on, but fortunately the private individual does not get the same leniency as Governments, and is not allowed to go on borrowing without some brake being put upon him. I was rather amused to hear the hon. member who has just resumed his seat give utterance to the opinion that the expenditure on agricultural colleges should be considerably more than this Committee is asked to vote. Coming from the hon. member, such a remark is quite understandable, because, when speaking in this Chamber recently, he said that the sooner people recognised that they must conduct their business without any view to profit, and produced only sufficient for their own use, the better it would be for this world in general. How can we take seriously one who holds such views? The Minister laid stress on the value of education; but in all seriousness I ask the hon. gentleman: If it is possible to attain the same objective with less expense, would it not be better to do so? Would it not be better for the boy that all these things should be done in the most inexpensive way? Surely it is not in the best interests of any boy that he should grow up under the most elaborate and expensive conditions! I speak in all seriousness in this respect. There is no reason why a boy should not learn all he can, but this institution should be brought

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down to a business basis, and if properly run it should be self-contained. The Minister said the sixty-two men there were mainly all cooks. If that be so, I can only say that they are having a wonderful time.

The SECRETARY FOR PUBLIC INSTRUCTION: I said that there were cooks and others there.

Mr. SPARKES: There are cooks on many properties, but a man with one hundred odd shearers does not have sixty cooks! (Laughter.)

The SECRETARY FOR PUBLIC INSTRUCTION: You said there were sixty agricultural labourers.

Mr. SPARKES: Every farm is conducted on business lines. It does not overstaff.

The SECRETARY FOR PUBLIC INSTRUCTION: This is not a farm.

Mr. SPARKES: I know that, but portion of it is a farm. There are thirty-seven employees shown on wages, apart from the lecturer in animal husbandry and other officials, the whole staff numbering sixty-two. What are these thirty-seven men doing?

The hon. member for Nanango has suggested that this college would be much better under the Department of Agriculture. It could not be much worse, and if there is any chance of any betterment by retransferring it to the Department of Agriculture I would support that move. This much can be said for it: The Secretary for Agriculture believes in white pigs, but the Queensland Agricultural High School and College believes in black pigs, so that the Secretary for Public Instruction stands condemned by one of his own ministerial colleagues. Although the Secretary for Agriculture spoke in this Chamber about the merits of the white pig, the Secretary for Public Instruction turned round and sent to Melbourne for a black pig for which he paid eighteen guineas. Yet the Secretary for Public Instruction takes strong exception when I condemn any action of his. All I can say is that I have entered my protest, and apparently I am not greatly supported; but in all seriousness I say that if the Minister goes into the affairs of this institution—I believe he is sufficiently keen on his business to do this—he will find there is room for improvement.

The SECRETARY FOR AGRICULTURE (Hon. F. W. Bulcock, *Barcoo*) [7.28 p.m.]: I had not intended to offer any remarks in reference to the vote, but several hon. members opposite have discussed the operations of my own department in association with the affairs of Gatton College, and I think this debate assumes a complexion rather different from its superficial aspect. It is obvious that two schools of thought are operating—one, the school of thought that subscribes to the old, primitive methods of agriculture, and the newer school of thought that subscribes to the prudent fact that science is the handmaiden of agriculture.

Mr. SPARKES: That you can spend as much money as you like?

The SECRETARY FOR AGRICULTURE: The hon. member who moved for the reduction of this vote seems to be greatly exercised in his mind about the fact that we are prepared to spend a comparatively small sum of money on agricultural education. What does agricultural education mean to our State? Hon. members opposite are assuring us in

and out of season that our future as a people, as a Commonwealth, and as a nation depends upon agriculture—that the primary necessity is prosperity in agriculture; yet we find hon. members opposite representing important agricultural constituencies prepared to condemn the outstanding example of agricultural education that we have in our State.

Mr. SPARKES: Let us run it on business lines.

The SECRETARY FOR AGRICULTURE: We will accept that challenge and reply to the assumption—a mere vague assumption—that the Queensland Agricultural High School and College is not being conducted on business lines. I am in the position of being an observer in this regard. I am not in any way responsible, except as a member of the Cabinet, for the conduct of Gatton College, but I want to say that it is run on business lines and is making a contribution the value of which cannot be conceived by the hon. member who moved the reduction of this vote. Let me make some reference to the contribution that Gatton College is making to the wellbeing of agriculture in our State. A suggestion that Gatton College was not making any contribution was made by the hon. member for Nanango. Let me give one example in this direction that will convince him that it is making a very valuable contribution to his constituents, although he may not know it. One of the most successful varieties of maize that we have encountered for some considerable time has been evolved and is known as Durum. That is a most substantial contribution to the agricultural life of our State and also to the wellbeing of maizegrowers in the hon. member's electorate.

Mr. EDWARDS: You wouldn't know it.

The CHAIRMAN: Order!

The SECRETARY FOR AGRICULTURE: I do not think the hon. member would know Durum or any other variety, because he appears to have only profound contempt for anything that is beyond the mere mechanical routine of dairy production.

Mr. EDWARDS interjected.

The CHAIRMAN: If the hon. member for Nanango does not obey my call to order, I shall certainly take action to make him do so.

The SECRETARY FOR AGRICULTURE: The hon. member for Nanango is prepared to indulge in personalities rather than discuss the major issues involved in this particular question. I much prefer to address myself to the major issues rather than to the many things that frequently intrude into the debate. I was about to remark that the hon. member for Dalby made some suggestion about the return in value for investments. Education cannot be measured in terms of £ s. d. The hon. member used the illustration that the animal husbandman who is a veterinary surgeon, was associated with the staff of the college and therefore his salary should be a charge against the income of Gatton College. Let us analyse that statement. We have two hundred students in residence at Gatton, and the animal husbandman is charged with the duty of instructing those 200 young agriculturists—not children, but budding men—who are prepared to engage in the practice of agriculture, including matters associated with animal breeding and health. These students invariably succeed in obtaining some degree of efficiency under the tuition of the animal

husbandman and other individuals. They then go to their respective districts and the fact is that the majority of the students who graduate at Gatton engage in rural pursuits, and the capitalised value of those students to the community cannot be calculated and expressed in the vote we are discussing here to-night. These men leaving Gatton College proceed in every direction as ambassadors of the new knowledge of agriculture which cannot be dismissed by a shake of the head. We are only following the example of other agricultural countries which have attained to greatness by realising the necessity for agricultural education.

Mr. SPARKES: Do you think that any of them could tap a blown beast or spay a cow?

The SECRETARY FOR AGRICULTURE: I am quite convinced that nine-tenths, not one-tenth, of the senior students at Gatton could tap a blown beast or spay a cow equally as well as the hon. member, and I believe the hon. member can doubtless perform either of those simple operations.

There is another phase of this question—it is not a question whether we reduce the vote for Gatton College by £1, but the question of the value of agricultural education. If hon. members in this Chamber are prepared to disparage agricultural education they are willing to do a very grave disservice to the State, because they are disparaging the foundations on which the prosperity of the State rests. Agricultural education is being recognised in all countries of the world as being the main contributory factor to prosperity. While other Governments are increasing the amounts for agricultural education very materially Australia is not following suit, unfortunately. Personally I do not mind how much money is spent on agricultural education so long as we get value for the money. In England we find a very wide range of agricultural education being engaged in at the present time, and in America, the home of agricultural education, it is making valuable contributions to the wellbeing of the farmer.

There is another point that should not escape the attention of hon. members opposite. There are two ways in which an agricultural occupation may be followed. The one way is to follow it in the mere mechanical working way, which obviously certain hon. members opposite espouse. The other way is to approach it with a trained intelligence. Some reference has been made to the practical man, and there has been some suggestion that the practical man is not a trained man. A practical man is invariably a trained man, and the practical man who makes a success has been trained in the fields or on the farms, and, in addition, has brought his native intelligence to bear on his problems. However, something beyond that is necessary, and these are the factors that are associated with agricultural education.

The suggestion that this vote should be reduced may have the very serious effect on the prosperity of the State as a whole. It may have a very serious effect on the prosperity of Australia as a whole. (Opposition laughter.) Hon. members opposite may smile at the suggestion, when we are asked to reduce the vote by £1.

Mr. SPARKES: I wanted it reduced a whole lot more than that.

*Hon. F. W. Bulcock.]*

The SECRETARY FOR AGRICULTURE: The hon. gentleman requires to reduce the vote a good deal more than by £1. There is something more than the reduction of the vote associated with it, and that is whether we as a people, recognising the need of primary education, are prepared to invest some of the resources of the State in agricultural education, which will send agricultural ambassadors over the length and breadth of the State. In Queensland there is only one agricultural organisation of this description, whereas in New South Wales, Victoria, and South Australia a great deal more money is spent on this form of education. Those States have secondary possibilities, while we have only very limited possibilities in this direction. Is it not obvious that we owe a manifold duty to our agriculturists to do these things?

The last question raised is whether the Department of Agriculture and the Gatton Agricultural College should not be more intimately associated. Of course, it is a moot question. The Department of Public Instruction is responsible for the maintenance of an agricultural college that is a high school and a high school that is an agricultural college. If you are prepared to divorce the functions of the one from those of the other, then there might be reasonable argument for the Department of Agriculture assuming control of the Gatton College. But the theory—and it is a well accepted theory—is that an agricultural high school should impart academic knowledge and practice as well as agricultural knowledge and practice. The Department of Agriculture is not equipped to teach, and does not desire to meddle in the subjects of mathematics and English. It recognises its place, and considers that the college as run by it would have a very much more limited field than is possible when it is maintained in its present manner. There are two schools of thought so far as agriculture is concerned, and the old is rapidly giving place to the new. The former was that agriculture did not require a specific training, but the latter recognises that the requirements of agriculture necessitate intensive and extensive education. I say very definitely and very emphatically, and with due knowledge of my responsibility and with some knowledge of education, that every penny that the State invests in agricultural education is money exceedingly well invested. Any effort that could be made to discourage the agricultural education and agricultural systems of our State is to be deprecated in no uncertain terms.

Mr. KENNY (*Cook*) [7.41 p.m.]: The Secretary for Agriculture stated that the debate might do much harm to the State as a whole. The truth is that had the Minister not got on his feet the people of Queensland would have had a much better impression. He has attacked the hon. member for Nanango for making a few practical remarks which are the outcome of practical experience extending over a lifetime. He attacked the hon. member for Dalby. Why? Not on account of the argument he used. The Minister got away from the whole question under discussion. He joined the whole of the Opposition as being responsible for a move to cut down a vote for agriculture. That was not the argument at all. The

[*Hon. F. W. Bulcock.*

hon. member for Dalby referred to the number of employees at the Gatton Agricultural College in comparison with the number of students. His argument in a nutshell was: If you can get a certain amount of work done for 10s. instead of £1, get the work done for 10s. It was a saving that the hon. member was referring to, and not a matter of agricultural education. Anybody who has listened to this debate must admit that nothing has been said on this side of the Committee to show that we objected in any shape or form to education in agriculture.

The SECRETARY FOR AGRICULTURE: The hon. member who moved the vote moved a vote of censure on the college.

Mr. KENNY: The amendment was moved to draw the attention of the Government to the apparent over-staffing at the Agricultural College. I realise the importance of the college, and I realise the good work that it is doing. I admit that there is much in the argument of the hon. member for Dalby, who wishes to draw attention to the expenditure at the college in the hope that the same service can be rendered at a lesser expenditure. Hon. members opposite have twisted the arguments advanced from this side of the Chamber in an endeavour to lead the people to believe that we are opposed to agricultural education. Nothing is further from our thoughts. There are two phases of agricultural education, the practical side and the academic side. The lads at Gatton are receiving a very sound practical training. They can attend the high school the very moment that they leave the primary school. They can pass their Junior University Examination at the college. They must engage in a certain amount of academic training for this purpose, and they are receiving this training in a splendid form to-day. I believe that the two phases of agricultural training must go hand in hand, and I object to the Secretary for Agriculture or any other hon. member opposite endeavouring to charge this side of the Chamber with being opposed to agricultural education in this State. The agricultural welfare of this State depends to a very large extent upon the lads who are the future agriculturists of Queensland. Every hon. member on this side is awake to his responsibilities in that respect, and we have no intention of allowing the Secretary for Agriculture or any other hon. member opposite to mislead the people on this important question. The Minister has said that damage is being done to the institution. Why, his argument—

An OPPOSITION MEMBER: It is a lot of piffle!

Mr. KENNY: Yes, and a lot of tripe. The success of the college depends on its having a sufficient number of students. If there are not a sufficient number of students to warrant a reasonable amount of expenditure, it is just possible that certain phases of education will not be made available to the students. If hon. members opposite will consider the amendment as a move to ascertain whether the expenditure at this institution can be reduced, they will be proceeding on right lines. They should discuss the matter on the basis of whether the same efficiency will be secured by the expenditure of a lesser amount of money. That is the object of the amendment moved by the

hon. member for Dalby, but if hon. members opposite propose to mislead the people, then it is they who are really reflecting upon the administration of the college and doing a great disservice to the State. In the interests of the future students of the college, I ask hon. members opposite to deal with the amendment in the spirit in which it has been moved.

Mr. EDWARDS (*Nanango*) [7.45 p.m.]: I regret that the Secretary for Agriculture should have found it necessary to come to the assistance of the Secretary for Public Instruction. I also regret that he should have stooped to personalities in this debate, especially when there were many phases of the subject that might well have been discussed. He practically stated that every hon. member on this side was an adherent of the old idea of agriculture, and in referring particularly to myself suggested that I had not the necessary knowledge to discuss these matters. Is it not true that when the hon. member went to the western parts of Queensland many years ago and was asked his opinion about the artesian bores, he did not wish to show his ignorance, and replied to the question by saying, "I do not know what they are; but, really, I suppose they would improve the breed of pigs." (Laughter.)

The CHAIRMAN: Order! I ask the hon. member to address himself to the question before the Committee.

Mr. EDWARDS: I will show the Minister where he will end in his pride of advanced thought. They were followers of advanced thought who advised the Labour Government to buy State stations, and with advanced thought they were worked. What was the result? Again, it was advanced thought that conceived the Beerburrum scheme. The hon. gentleman is asking the men who went there to put advanced thought into practice, but the people of the old school are finding the money. The people of the old school have always found the money for people of advanced thought to experiment with, such as in State stations and other State enterprises, schemes like that at Beerburrum, the boys' training farm at St. Lucia, and the Queensland Agricultural High School and College, which is not the benefit to this State that it should be, notwithstanding the amount of money spent on it. It is not a question of education. Any hon. member who makes the statement that the hon. gentleman made to this Committee, that hon. members on this side of the Chamber are opposed to either agricultural or any other class of education, is a stranger to the truth. I reiterate: Has any hon. member opposite who has had the advantage of an agricultural training, possibly at an agricultural college, made a success of the practical side of farm life? No, not one. That is advanced thought in agriculture! On this side is the old thought, and every hon. member, practically to a man, has made a success in either agriculture, grazing, or some other class of business. Almost every hon. member on this side is working a business of some description, and in the great majority of cases successfully. Is the hon. gentleman right or am I? I defy him to go into the country with me and debate on any public platform the question of agriculture and take a vote of the people present on the merits or demerits of our respective cases. That is a fair challenge.

This is a serious question, and should be debated without any heat, and it is unfortunate that the Secretary for Agriculture should stoop to personalities. The Minister should carefully inquire of the ultimate destination of boys who pass through the college. I may be wrong, but I think he will probably find that a great number of them have qualified as stock inspectors, or inspectors of some other description. I do not suggest that they are not valuable to the State. They are, but is that what we educated them at this college for? The Minister must agree that the college was not established for that purpose. They are not, as the Secretary for Agriculture definitely stated to-night, going out into the country to get practical experience. That is not the purpose of the college. If it is, I hope that the college will be closed to-morrow. These students should set an example and show that their agricultural education enables them to make a success in the agricultural life of the State. If one student could be persuaded to go into my district, or on the Atherton Tableland, and show by practice what an absolute success can be achieved by agricultural education, a lead will be given to others. It cannot be done. That clinches the argument.

This is a very big question, and I cannot understand the audacity of the Secretary for Agriculture in stating that I am against agricultural education after my suggestions this morning in regard to the fertilization of grasses and soils, and on other subjects with which I dealt. I give the Minister credit for his agricultural knowledge and the keenness he is displaying in administering his department. He is working hard, but his theoretical knowledge of agricultural subjects is ruining his department. It is carrying him into deep water, and is not achieving the results that would be gained if he were to give more attention to the practical side of agriculture, and tell his officers that they also must do so at every turn.

The SECRETARY FOR AGRICULTURE: My officers are instructed that way all the time, and you know it.

Mr. EDWARDS: From the illustration I have shown of Beerburrum and other places it does not seem like it; but I hope the hon. gentleman will give proofs.

I hope the Minister in charge of this vote will not regard the motion moved by the hon. member for Dalby as an indication of feeling from this side of the Committee, because such feeling does not exist. Our desire is to improve the working of the college and the conditions of agricultural education in this State, recognising at all times that practical knowledge has to be obtained and that the lads who go to the Gatton College or any other agricultural college have to do the most important thing of all—make a success of their lives.

Mr. GODFREY MORGAN (*Murrilla*) [7.57 p.m.]: There is no reason why this motion should not be debated in an impartial way, because a considerable amount of money is being spent on this college, and the Minister should let the people know just what the college is costing. No information in that direction is given. We know, of course, that a certain sum of money is voted each year, but we do not know what the receipts of the college are. The college should be run as a business concern, and the Auditor-General should report on the balance-sheet, which should be presented to Parliament. From

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the limited knowledge at our disposal as to the cost of this institution to the State we have to consider whether the college is worth while. We do not object to agricultural education, the importance of which we appreciate, but on the other hand we are alive to the fact that the elements of success are practical knowledge, science, and a bent for agricultural life. The man who has scientific knowledge plus the other two attributes will naturally make a greater success than the man who lacks scientific knowledge. In other States these institutions are conducted on different lines. For example, the Longerenong Agricultural College, in Victoria, is self-supporting. It is not what we might call an experimental college, but rather a place where demonstrations are given that certain crops can be grown successfully with profit to the grower. That is what we ought to have at Gatton. The young lads there should be made to do manual work; otherwise they are not getting the practical knowledge. They should not be content with watching overseers or labourers doing the manual work. They should be compelled to do the manual work in and around the college as part of the training necessary to enable them to make a success later. After all, you cannot own a farm and send your men out working while you sit on the veranda smoking a big cigar and drinking cold water all day! (Laughter.)

Mr. GLEDSON: Is that what they do at Gatton College?

Mr. GODFREY MORGAN: I do not know, and that is what I want information about. The successful farmer must have experience. He cannot say to the men, "Go and do that." He must say, "Come and do this"; and to be successful he should not have to depend on some farm labourer to know what he has to do, because, if that is the case, what is the good of all his scientific knowledge? The Gatton college should be run to demonstrate that certain things will grow there and can be sold, and what profit or loss, as the case may be, which will result from the sale of those products. That is what we want. We are paying too much for our whistle. What we are complaining about is that the college is too expensively run—it is not being run on practical lines—and we want the Minister to go into the matter. The question is whether we are making a success financially of that farm. We want to train our boys so that they will make a success of their farms hereafter. We want them to have practical knowledge, and not to be afraid of hard work. What would be wrong with those boys trained at Gatton College being able to grub out a tree? There is a great deal of art in grubbing out a tree, and it needs a good deal of experience. Those boys will have to grub out trees when they go on their farms. What is wrong in their being able to sink post holes? Many boys will have to sink post holes when they go on farms. What is wrong with teaching them how to strain wire, and the hundred and one other things they will have to do when they go on their farms? What is wrong in training them to make gates and other things necessary on a farm? A boy may be highly educated, but that does not prove he will be a success on the land. I would ask the Minister to establish the college on a business basis. Let us know the amount of butter manufac-

tured every year and what becomes of the butter, the amount of feed grown, and the number of pigs reared and what becomes of them.

I am satisfied that the college is not on a sound business basis at present. The college used to breed draught horses. At one time it bred a number of fine colts, which were sold to the people in the country, and from which a certain amount of revenue was derived. I bought a fine colt from the college, for which, I think, I gave fifty guineas. It was a great success from my point of view.

The people in the country buy a large number of eggs from Gatton College for certain purposes, and roosters and pullets for breeding purposes. Why are we not informed what all this costs? We should know whether we are making a loss or showing a profit in respect of this poultry, and the same applies to dairying herds, pigs, and other things. If we put a man of business ability in Gatton College to inquire into the whole business the result would be staggering, and we should all come to the conclusion that we are wasting too much money at the college. The college at Longerenong shows a profit at the end of each year. A statement is made showing the amount of sales and also the profit on them, if any. The whole of the working and running expenses are met and the profit accrues to the Government. The point that concerns me most is not whether Gatton College is run at a profit or what it costs to run the college, but the fact that we should be in possession of this information. Unfortunately we know nothing about it. The information is hidden away and we are not aware whether the college is being run at a profit or whether it is not. Because of the absence of the necessary figures I am not in a position to say whether the college is run extravagantly, but it is obvious that any institution run on extravagant lines is no place for the training of boys. It is well known that a boy reared in a family with extravagant tastes acquires similar habits, whereas the son of a thrifty household knows the value of money. Something should be done in the direction of giving to this Committee information as to the actual cost of the running of the college each year.

The SECRETARY FOR MINES (Hon. J. Stopford, *Maryborough*) [8.8 p.m.]: I do not really know who is going to lose the pound in question, but I am willing to give it to stop the talking. (Laughter.) Quite sufficient apology has been made by the Opposition for the hon. member for Dalby, but I do not know what is wrong with him. He seems to have placed himself in such a position that every member of the Opposition is rising to apologise for him.

An OPPOSITION MEMBER: What is wrong that your Minister is not getting up and speaking?

The SECRETARY FOR MINES: I am speaking personally and seeing that such apologies have been made, I am satisfied. (Laughter.)

Mr. ROBERTS (*East Toowoomba*) [8.9 p.m.]: I am bound to say that I do not think we are fair to the college. In fact, we are doing an injury to what is a very useful institution. I have been through the college and have come in close contact with the officers and have seen the boys and I am

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satisfied that the information requested to-night can be secured at the college itself. I regret that it is not here, for it would be an advantage if it was supplied to us. We are asked to-night to pass a certain sum of money, i.e., £17,845. The hon. member for Dalby has moved a reduction of £1 and says the college is run too expensively. I say definitely that you cannot by putting revenue on one side and expenditure on the other arrive at the advantages to be derived from the college. The hon. member has also attacked what the students are doing. It must not be forgotten that the parents of these lads are paying for their education and they are the people who have to be satisfied. If the parents are satisfied, then we should be also, unless, of course, it is costing us too much. The number of students in attendance has actually doubled in recent years. On the occasion of my last visit to the institution there were about 200 students and I was told that owing to lack of accommodation they could not take any more, although they had applications from others.

While this Estimate has been under discussion I have done some research work and find that it is possible to get the information that has been asked for. In 1923 the following appeared in "Hansard":—

"QUESTIONS.

"REVENUE FROM GATTON AGRICULTURAL HIGH SCHOOL AND COLLEGE.

"Mr. LOGAN (*Lockyer*) asked the Secretary for Public Instruction—

'1. What amount was paid into consolidated revenue from the Agricultural High School and College at Gatton for the year ended 30th June, 1923?

'2. What were the respective amounts from the following sections:—(a) Poultry; (b) pigs; (c) cattle; (d) honey and bees; (e) butter and other dairy produce; (f) all other sales?

'3. What amount of students' fees were received for the year ended 30th June, 1923?

'4. In to what fund was the students' fees paid?

'5. What was the total amount received?

"THE SECRETARY FOR PUBLIC INSTRUCTION (Hon. T. Wilson, *Fortitude Valley*) replied—

'1. £1,358 15s. 7d.

	£	s.	d.
'2. Poultry, eggs, and bees	614	17	4
Pigs	1,211	7	6
Cattle, wool, hides	706	17	1
Butter, milk, cheese	5,992	0	0
Other sales	1,163	13	4

'3. £1,358 15s. 7d.

'4. Consolidated revenue.

'5. £11,070 10s. 10d. (Total of (1) and (2).) The balance of the amount received was paid into the special standing account of the college."

I do not know whether to-night we can get similar information with respect to last year, but we should have the information from year to year. I find that we have to dig very deeply to ascertain not only what money is expended by the Government but also what revenue is received. The Commissioner of Taxes sets out his revenue in

properly prepared tables, and I see no reason why the revenue received by other departments should not also be clearly set out.

I made inquiries about certain machinery, particularly windmills, in use at the college, and I ascertained that most of these implements were donated to the college. I noticed that there was no windmill from the Teowoomba Foundry Company, and upon inquiry I ascertained that the people engaged in the manufacture of windmills were only too willing to donate a windmill to the college. After a close study of the institution I am satisfied that whilst its profits cannot be reckoned in pounds, shillings, and pence, the day will come when we will appreciate its value.

Mr. GLEDSON (*Ipswich*) [8.15 p.m.]: I am glad that the hon. member for East Teowoomba has dissociated himself from the amendment that has been moved by the hon. member for Dalby. It shows that there are some members of the Opposition who are not opposed to agricultural education for our boys. The hon. member for Dalby, who has moved the amendment on behalf of the Opposition, is reverting to the old times when the people who controlled Parliament and everything else to the disadvantage of the workers were determined to keep the latter in ignorance. That seems to be the desire of hon. members opposite.

Mr. KENNY: Get on with the debate.

Mr. GLEDSON: The hon. member for Cook thinks that he should be the only hon. member to speak in this Chamber; he does not like to hear anybody else speaking.

The hon. member for Murilla gave the impression that the students of the college merely sat on the veranda and watched other people work. It is evident that he has not read the report by the principal of the college, otherwise he would have become aware of the work that is carried out by the students. This appears in the report—

"Single Testing Pens.—Twenty were constructed during the year by Mr. Holmes and students."

This also appears:—

"Fences, Gates, etc.—These have probably never been in better order; Mr. Henrickson, of the farm staff, and the students have done the work."

This also appears:—

"Iron Work.—The blacksmith reports that during the year the following iron work has been performed:—

Repairing of agricultural implements: Ploughs, cultivators, mowing machines, binders, planters, rakes; repairs to drays and wagons, and general blacksmithing. Several sulks, together with mail coach and covered wagon were repaired and completely retired. Iron steps were made and placed in the dairy factory. Students shared in the above work."

This also appears:—

"Wood Work.—The carpenter reports that the work used for the instruction of students during the year was as follows:—

Making of swingle bars and implement poles, overhauling vehicles."

Mr. MOORE: Anybody could make a swingle-bar with three eyebolts and a sapling. There is no need to go to college to learn that.

Mr. Gledson.]

Mr. GLEDSON: How would the Leader of the Opposition get on if he were given a piece of wood and a tomahawk and asked to make a swingle-bar? It is easier for him to go down to the carpenter and get the work done, but others are not in the fortunate position of being able to do so. The Leader of the Opposition, if he were living in a district that was not closely settled, would appreciate the value of the knowledge that is being imparted in these subjects. The students were also engaged on the erection of a tobacco-curing barn, single testing pens, fences, gates, etc., and dressing sheds. The students have been taught to do this work as well as the scientific side of farming operations. I hope the Committee will not accept the advice of the Opposition and reduce this vote, because that would mean the curtailment of the educational advantages now being offered to our boys who desire to make a living in the future from the land.

Mr. RUSSELL (*Hamilton*) [8.20 p.m.]: Without attempting to throw any ridicule on the efforts of the college, I consider there is a good deal of truth in the allegations made by hon. members possessing practical experience in regard to the Queensland Agricultural High School and College. Some years ago I had an opportunity of acting as one member of a committee appointed by the Moore Administration to investigate conditions at the college. For some years past there had been a controversy between the Department of Agriculture and the Department of Public Instruction as to who should control the college.

The SECRETARY FOR AGRICULTURE: No, not between the departments.

Mr. RUSSELL: The Secretary for Agriculture has shown exactly where the trouble lies. Here is a college which was devised for imparting instruction in agriculture and kindred subjects; yet to-day it is under the control of the Department of Public Instruction. The only two classes held at the college which come under the purview of the Secretary for Public Instruction are those relating to English and mathematics. All the other classes are under the control of the instructors in agricultural topics. The committee took the view that the college was wrongly managed, and attempted to reconcile the diverse interests of both departments by recommending that the college be controlled by a joint committee representing them. We were struck with one thing at the college. There is a staff of sixty-two, and the expenditure for this year is £17,845 in order to instruct pupils ranging in number from 170 to 200. If we take the number of 200, it would mean one member of the staff to every three pupils. That is absolutely extravagant. I admit we must give a good deal of attention to the educational side of agriculture and to other subjects akin to agriculture, but do the Committee not think we are paying too much by having a staff of sixty-two men imparting this education to 170 to 200 pupils? It will be said that it is necessary to have experts in different departments. That is why we have a lecturer in animal husbandry, an instructor in plant breeding, two instructors in English and mathematics, an instructor in dairying, an instructor in agriculture, a science master, and so on. These experts could impart their knowledge to twice the number of pupils. Could we not devise

some scheme whereby the experts in the Department of Agriculture could be employed to impart this instruction? If we analyse the staff employed by the Department of Agriculture, we will find that we have most expensive experts engaged in similar pursuits to these instructors. How is it we cannot employ their services to impart instruction at the college, which is being given to-day by the members of the staff I have enumerated? One has only to look at the personnel of the Department of Agriculture to find that we have those instructors drawing large salaries. We have instructors in agriculture, instructors in pig raising, a poultry expert, a poultry inspector, a seed storeman, a supervisor of dairying, an analyst, two instructors in cheesemaking, a director of fruit culture, a senior instructor in fruit culture, an officer in charge of the pure seeds branch, a Government botanist, an assistant botanist, a chief entomologist, three other entomologists, four assistant entomologists, two assistants to entomologists, a plant pathologist, two assistant pathologists, an illustrator, and so on—a huge army of experts who, to my way of thinking, ought to be employed in giving instruction at this college. Without any interference with their regular duties, the experts employed by the Department of Agriculture could be utilised in imparting instruction to the students at Gatton College. We are paying far too much for the instruction at Gatton College. We are paying out £17,000 odd, and I understand the revenue runs to about £9,000, which means a loss of £8,000 per annum on the college. Apart from that rough estimate, we have an enormous amount of capital invested in expensive plant and buildings, and I dare say the interest on that expenditure would assume very large proportions. That should be added to the net loss on the working of the college. I am only anxious to bring about a state of affairs whereby we can impart useful education to the students and at the same time prevent a good deal of the overhead expense which occurs to-day.

I am strongly of opinion that the Gatton College should be controlled by the Department of Agriculture because the main instruction imparted there is instruction that could be imparted by the officials of the Department of Agriculture.

The Minister himself must confess that this college is entirely different from any of the other colleges in Queensland under the control of the Government. It exists for the purpose of imparting instruction to students in agricultural subjects and other matters akin to agriculture. No one denies the utility of a college of that nature, but we should have a keen eye for expense, and if we can effect saving we should do so. After giving the matter very careful consideration, I honestly consider that some scheme of co-ordination between the Department of Agriculture and the Department of Public Instruction should have been evolved many years ago. There is no reason why expensive experts in the Department of Agriculture should not be utilised to instruct the students at Gatton in the various subjects in which they are interested. By way of example: In the Department of Agriculture we have a poultry expert and a poultry instructor, and at Gatton we have an instructor in poultry and beekeeping. I do not wish to say one word in derogation

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of those gentlemen, because I think they are doing their work admirably; but what is the necessity for having instructors in poultry in the Department of Agriculture and also one at Gatton? Cannot the instructor of poultry who is under the control of the Department of Agriculture have his services transferred to Gatton when required? That is one of the matters in the report drawn up by the committee some years ago—a committee on which I acted and which came to the conclusion that many savings could be effected by having a closer co-ordination between the two departments. That co-ordination does not exist to-day, and it is the duty of the Government to see that all departments act in unison, and that the services of officers surplus in one department are utilised in other departments. Despite many of the remarks that have been made about the instruction received being of a theoretical nature, the boys who have an inclination to go on the land must, if they are made of the right material, derive great advantage from an agricultural education over those boys who have not received such training as offers at Gatton. All Governments in Australia accept the position that we should have these agricultural colleges in order to encourage boys to engage in primary production. Unfortunately, there is a disinclination on the part of boys in the city to go in for farm life. We quite admit that there has been a great deal of disappointment in the past with the efforts that have been made by Governments and other bodies to encourage the boys of this country to be more landminded than they are. We know that failures are apparent in many of the experiments which have been tried. If we can encourage boys to go to Gatton and become acquainted with farm life, we shall be prepared to vote a sufficient sum to give us a system which will enable us to turn out boys year after year who may become successful settlers, but we will not allow the Government to waste money in the way they are doing. There is room there for greater co-ordination between the two departments concerned by using the services of the experts in the Department of Agriculture for work at Gatton when necessary. By that means we shall not only get greater efficiency amongst our students but shall be able to reduce the expense of education very considerably.

Mr. NIMMO (*Oxley*) [3.31 p.m.]: While I do not know very much about agriculture, there are a number of parents in my area who have boys going to the Gatton College. I hope that the Minister will see to it that the college is doing its job of giving these boys a training in agriculture. The parents are trusting to him to see that the college is run efficiently. It seems tragic that a number of the boys who have gone through the college come to the city and take up office life.

At 3.33 p.m.,

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

Mr. NIMMO: I take it that the main thing is to give the boys in the college a thorough grounding in agriculture. Their parents are looking forward to their getting that grounding, and if the boys are simply taught ordinary educational subjects, and do a little bit of carpentering, blacksmithing, and other trades, and come home totally

unfit to go on the land, the time they have spent at the college will be merely wasted.

The hon. member for Ipswich read from the report to show that the boys were taught to swing an axe, mend harness, and do a bit of blacksmithing, and so on. I remember a man who lived not far from my home in Ipswich who had one of the finest farms in the district. He could do all kinds of handy work, but he never made a success of his farm. After being there for many years he had a wonderful selection of walking sticks and other fancy work. He even had a sawmill on the farm and cut his own timber. Nobody from outside had any chance of getting anything to do on his farm, but unfortunately it turned out a failure.

I notice in the vote an item for two sorters. There was one previously, but now provision is made for two, one at £160 a year, who sorts on probation.

I notice in the report that they even teach boys jam making. The report states—

“Jam making.—The possibilities are confined to the citrus season, and Miss Robinson avails herself of the opportunity for her cooking classes. Installation of a boiler would make it possible to put up larger quantities for dining hall use, and would lessen purchases.”

There is a big scope for the Minister to go right into the working of the college and see that these boys are being trained along right lines. I recognise that this is a very necessary institution for Queensland. I am not one of those who are prepared to say that we should not have an agricultural college. I think we should, and should even extend our operations, but let us see that the boys sent from the city are getting a thorough training in agricultural education. If the boys are allowed to go there and fritter away their time and do not fit themselves for their job when they finish at the college, somebody is responsible. I know of one young man from the country who went to the college for two years, and on his return home his father told me that he had put him in another class of business altogether. I said, “Why don't you employ him on your own farm?” He said, “If I had let him stop on my own farm he would have been dictating to the men who were doing the job. He had just sufficient knowledge to make him a dangerous individual on our own farm.”

I hope that the Minister will go very carefully into this activity, of which he is the head, and try to get a perfect agricultural college in Queensland.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremser*) [3.36 p.m.]: I did not make a note of the words which the hon. member for Dalby used when he moved the amendment, but he said something to the effect that he would like to see the whole thing wiped out. Then later on, of course, he moved his amendment in order that there might be an inquiry into the expenditure—

Mr. SPARKES: I did no such thing.

The SECRETARY FOR PUBLIC INSTRUCTION: To see whether the expenditure was not excessive? There is always room for inquiry, and in these days of financial stress the Treasurer of this State loses no opportunity of inquiring into all departments to see whether there is excessive expenditure or not. I can assure hon.

*Hon. F. A. Cooper.]*



members that the accounts of Gatton College are subjected to inspection. The hon. member was somewhat concerned about the cost of the college and the returns from the college. Roughly, the returns to the college vary according to the season. That stands to reason—there cannot be a uniform return. The cash receipts for the college have been—

	£
1929-30 ... ..	11,971
1930-31 ... ..	10,266
1931-32 ... ..	8,371

An OPPOSITION MEMBER: A loss of about £8,000?

The SECRETARY FOR PUBLIC INSTRUCTION: It is not a loss. For the last financial year the income is about the same as for the previous year. There is thus a difference between income and expenditure of about £7,200. When that amount is divided by 200 it means that 200 boys are boarded at the Gatton College for the greater period of the year and plus the cost of the instruction at £36 per head. That is a very, very cheap rate, indeed.

Mr. COSTELLO: What about the land value, the capital assets.

The SECRETARY FOR PUBLIC INSTRUCTION: We always have the land value, the capital assets. It has been argued that there are sixty-two people employed at the college. It is very necessary in the compilation of the Estimates to show every person who has been employed, and actually it shows two sorters. Had the hon. member who raised the question looked into the matter, he would have seen that no typist is provided for this year, whereas there was one last year. The position of typist has been altered to that of sorter, and there are now two sorters, whereas previously there was one typist and one sorter. A "sorter" is a civil service term which covers a multiplicity of duties—i.e., typing, records, and various things of that description. The term can be noticed in all sections of the public service.

The statement has also been made that the boys who go through the college do not go out in agricultural pursuits. Since the Department of Public Instruction took over the college, and these are the only records we have, we find 87 per cent. of the boys that have gone through the college are either on the land or engaged in work in connection with the land. That percentage shows that they do not go into other avenues of employment at all. The hon. member for Dalby is very much concerned, because he says the college is not showing a profit. I am sure the hon. member for Dalby has not traced all the lads that have gone through the college.

Mr. SPARKES: I have had a few, and they messed up a couple of bulls of mine.

The SECRETARY FOR PUBLIC INSTRUCTION: The hon. member has been unfortunate, but why judge the work of the whole college over a number of years by the action of one man? That is entirely unjust, and is quite unworthy of a gentleman with a wide experience such as the hon. member has had.

Mr. SPARKES: If you came home and found something of yours stuck with a butcher's knife, would you employ that sort of man?

{Hon. F. A. Cooper.

The SECRETARY FOR PUBLIC INSTRUCTION: It all depends. If even the hon. member for Dalby had never made a mistake I would quite understand his being so particularly rough on this particular boy, but we all know that the man who never makes a mistake never makes anything else. I do not see why the hon. member should condemn the whole college for that particular incident. That gives an idea of the nature of the criticism made by the hon. member for Dalby. As regards the other criticisms in regard to the number of instructors and so on, I desire to know if hon. members really consider that the men already engaged as experts in the Department of Agriculture from 9 o'clock in the morning till 5 o'clock in the afternoon—and longer hours generally—should also be expected to have the time to teach at Gatton College. The idea, of course, is preposterous. The number of instructors at Gatton College is about ten—one instructor to twenty boys. That is not a very bad average.

In answer to the remarks about the acquiring of information, I would draw attention to the fact that hon. members are always being invited to, and are always welcome, at the college, and I am satisfied that had the hon. member for Dalby paid more visits to Gatton and made a closer inspection of the college he would come to the opinion—which is the opinion of many members—that it is a very fine institution, very well run, and very well conducted.

Amendment (*Mr. Sparkes*) negatived.

Item (Queensland Agricultural High School and College) agreed to.

#### THE WOMEN'S COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [8.42 p.m.]: I move—

"That £250 be granted for 'The Women's College.'"

This is a grant in aid that was not made last year, but is being given this year.

Item agreed to.

#### ENDOWMENT, FEES AND ALLOWANCES (SECONDARY EDUCATION).

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [8.43 p.m.]: I move—

"That £53,650 be granted for 'Endowment, Fees and Allowances (Secondary Education).'"

The endowment of £5,800 provided under this vote is additional to that provided under Schedule C. The endowment under Schedule C was originally £1,000 per annum for each of the ten schools, but, in pursuance of the provision of section 24 (ii.) of "The Financial Emergency Act of 1931" this annual grant was reduced by 20 per cent. to £800 per annum for each school. A similar amount has been appropriated under Schedule C for each school for the current financial year.

Item agreed to.

#### STATE SCHOOLS.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [8.44 p.m.]: I move—

"That £1,122,499 be granted for 'State Schools.'"

This vote is the main vote of the department, and is required to meet all expenditure on account of salaries and contingencies in connection with the State primary, intermediate, and high schools in respect of the many services which are enumerated in the vote. The total vote is £22,513 greater than the amount asked for last year, and the salaries vote shows a net increase of £23,772, primarily due to the restoration of automatic increases as from 1st October, 1933, or due date, and to the granting of basic wage increases to those officers who will attain the age of twenty-one years during 1933-34.

Mr. FOLEY (*Normanby*) [8.45 p.m.]: The department has treated my district and other country districts very generously in the provision of State schools, but there is just one matter that I should like to bring under the notice of the Minister. A rather conservative attitude is adopted in some country districts by the officers of the department in connection with recommendations of the establishment of new schools. I have in mind the suggestion that a new school should be established on the Cracow goldmining field. I admit that the mining area is a new one. A considerable number of children were running wild on the goldfields and were denied the privilege of a primary education merely because of some nervousness as to whether the field would eventually become a permanent field, as mining fields go. A considerable time elapsed before a recommendation was made. After the recommendation was made the school was built, not upon the school site originally surveyed, but upon a low-lying flat which in wet weather such as was experienced recently is a boghole. A temporary structure to accommodate eighty children was erected on this site, and at the first roll call 101 children attended. The school was overcrowded. This resulted in further recommendations for extensions and additional furniture as well as increased staff assistance. The latest proposal is to remove the school to the school reserve which was surveyed when the original township was laid out, and erect a larger school to meet the requirements of the town. That will mean considerable additional expense when the whole job could have been carried out in the first place had the officers whose duty it was to advise the Minister not exhibited such nervousness in the matter. I ask the Minister to go carefully into the matter and see to it that the school which is to be built will accommodate the children available, and that it is equipped with sufficient furniture so that additional expenditure will not be necessary again. One mistake after another seems to have been made, and I hope that the Minister will see that a similar thing does not occur in other districts. If so, it is only a matter of time when the department will be held up to ridicule all over the country.

Mr. ROBERTS (*East Toowoomba*) [8.51 p.m.]: I have a small matter I desire to bring under the notice of the Committee because I have approached the department without success in connection with it. I have not been successful because I am told the regulations will not admit of my request being granted. It is in connection with an allowance for cleaning a small school in my electorate. The average attendance fell below 51—I believe it was 50.5. Immediately afterwards it increased considerably above 51. There is no means by which a vote

could be obtained for the cleaning of the school. The unfairness of the position is stated in a letter written by the department, which states that—

“Action to make the required change cannot be taken until the next year, 1933.”

The teachers have been practically told to make provision for the cleaning of the schools themselves or find someone to do it. In view of the fact that within a few days of the matter being decided there was an attendance greater than the average which warrants a vote for school cleaning purposes, some favourable consideration should be given by the department to the request immediately, instead of deferring decision for twelve months. That attitude is not reasonable.

I desire to put in a plea for two new school teachers' residences in my electorate. One is situated at Blanchview. That request is now under consideration, but I desire to emphasise it because the parents are anxious that a teacher's residence be built. The teacher, who is a married man, travels to and from Toowoomba every day. The road is in good order, but it is not reasonable for him to travel five miles morning and night when he could be better employed in residence at the school looking after the property and giving some time to the children in the morning and afternoon. Then there is the Helidon school. I have visited Helidon twice in connection with the matter. Property has been stolen from the school. There is plenty of room for the erection of the school residence in the school ground. There is a very old residence in the township, but my contention is that a residence should be erected in the school ground. The present building can be sold for a price, but not for the ridiculous price which the Department of Public Works is asking. This school residence was in Helidon fifty years ago, and at that time belonged, not to the Department of Public Instruction, but to the parents of the district. So far as values go the department could afford to give it away. An offer has been made for it. I made an estimate myself and also made inquiries from two builders in the district who estimated the value at, I think, £100. The land could have been sold but for the fact that it is leasehold land; but for that matter the land might be passed over to the Police Department, which is paying rent for a residence for its officer there, and some arrangement might then be made whereby a school residence would be erected on the school site.

Mr. EDWARDS (*Nanango*) [8.54 p.m.]: In dealing with this important vote I want to express my appreciation of the courteous manner in which the officials of the department have at all times attended to any matters that I have brought before them. With the money at its disposal the department is doing all it can to educate the children. At the same time I would like to impress upon the Minister the advisability of attending promptly to all requests for repairs. Many of these matters may appear to be of small importance, but in reality closely affect the comfort of the teachers and pupils, as, for example, the ceiling of roofs, or the lining of walls of country schools. The Minister would be well advised to give attention to these comparatively small matters, which mean so much for the comfort of country teachers and pupils.

*Mr. Edwards.]*

At 8.55 p.m.,

The CHAIRMAN resumed the chair.

Mr. EDWARDS: Probably one of the most effective ways of imparting practical knowledge to children is by means of the home project clubs, and the project club days that are held at country schools from time to time. Such activities do much to lay a sound foundation in the agricultural education of boys and girls. I do not say that they help materially to carry out the work, but the children are encouraged to bring along calves and pigs, which form the subject of inspection and judging by expert officials. The children may be called upon to act as judges, and then be shown the important points by the experts who are assembled. One often sees magnificent farm exhibits on these project club days. No doubt the parents play an important part in these affairs, because generally the best exhibit will be from children whose parents are considered to have the best farm in the district. Nevertheless, much valuable information is imparted to the boys and girls, and I have frequently seen exhibits that, from the point of view of quality, at least are worthy of an agricultural show. Some illustrations are given of the boys learning how to patch their pants and so on; perhaps that is not important, and a farmer could always find a way of doing it, but the point is that the method of instructing the children and letting them understand where they should start is valuable. When they go home naturally the judge may be criticised and the cattle exhibited may be compared with the cattle they have at home. I believe that that has done a great deal of good in getting children interested in the land. We often hear it said, "Go on the land, young man." It is very easy to say that, but quite a different thing to attain success on the land. We have to put something before our young people to-day that will induce them to stay on the land. I congratulate the department on having begun these project classes, which are doing an immense amount of good for the children.

One might almost use the same argument in regard to the rural schools, which furnish a very good education so long as the teachers let the boys and girls understand that it is for the purpose of assisting them to be handy that they have these practical lessons on the farm, and do not let them run away with the idea that the boys can be tinsmiths, saddlers, and carpenters, and do all the farm work as well. From my knowledge of farming, I would say that if a man attempted to do all those things without giving attention to the real business of farming, his farm would become a muddle. So long as they are educated on these lines the lessons will be a wonderful help to the children in our rural districts.

The men and women teachers throughout Queensland are a fine body of people. They work not merely for the payment they receive—and this applies to the heads of the departments, too—but for love of the work they are doing. We know that the teachers in the primary schools prepare children for scholarships, taking them early in the morning and also after the other scholars have gone home at night. This alone shows that their minds are concentrated on the education of the children.

[Mr. Edwards.]

Mr. NIMMO (*Oxley*) [9.5 p.m.]: This is a very big vote. Of course, the population of the State is increasing. The Minister when in Opposition delivered a tirade against the Moore Government for reducing salaries during the crisis, yet he now comes along with fewer teachers than were provided for last year. I notice there are twenty-six fewer. There is a little rise in the amount of the vote—namely, £22,513—which he explains is due to automatic increases and providing certain employees with the basic wage. Apparently, no increases have been made during the improved economic conditions of the State.

The Moore Government were hammered very severely by the present Minister for making a reduction, but he has taken advantage of every one of those reductions. I would like to quote now what was said by the hon. member for Capricornia, Mr. F. M. Forde, in the Federal House of Representatives with regard to the improvement in economic conditions. He said, referring to the Lyons Government—

"The Government is fortunate that it was not in office at the height of the depression, and also fortunate in that its tenure of office is coincident with some improvement in our economic life."

I merely point this out to show that the Minister is still taking advantage of all the economies practised by the Moore Government, and now that conditions are improving through increased prices for wool and lower interest rates, no effort is made to restore some of the reductions which were forced upon the Moore Administration owing to the economic stress. What hypocrisy has been practised by hon. members opposite in this regard! I also notice that the hon. member for Oxley in the Commonwealth Parliament said—

"The Forgan Smith Government is making a restitution of wages to public servants in Queensland and recommending the automatic increases of salary which were suspended by the Moore Government."

I contend that no restitution is being made in Queensland to the public servants.

Queensland is deeply indebted to our educational system. In Queensland we have one of the finest educational systems that it is possible to have, and the department in charge of education is doing wonderful work so far as can be judged from what I have seen in the schools in my area. I wish to congratulate the officers and teachers who are responsible.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Brcmer*) [9.7 p.m.]: I can assure the hon. member for Normanby that other people are nervous as regards gold fields, and that being so it is quite permissible for the Department of Public Instruction to be somewhat nervous. The mistakes that have been made at Cracow in reference to the erection of a school are being put right, and I sincerely hope that we shall have to double the school accommodation inside twelve months, and have to double it again twelve months after that. That would prove indeed that Cracow was a very fine field. There have been gold fields before which have not come up to expectation, and naturally the department

will not spend money on elaborate schools until the field is proved.

The hon. member for East Toowoomba must recognise that an average must be taken over a certain period, and I have no doubt that any mistakes that may have been made in the direction he mentions will be corrected. We must have a certain period over which to take an average.

The hon. member for Oxley made reference to what we termed the advantage being taken by the department of certain reductions made by the Moore Government. Any reduction in the vote is due to the fact that teachers on high salaries are being retired and the younger teachers who are filling the vacancies are filling them possibly at lower salaries; the saving is not due to a further reduction in wages. I would remind the hon. member for Oxley that no statement was ever made by the Labour Party that when it got into power it would re-establish the wages of public servants or any other section. All the party said was that it would admit them to the Industrial Court. Teachers and all the other sections of the community may apply to the court for the adjustment of their wages. I have reminded hon. gentlemen before of this statement, and I think they ought now to understand the position thoroughly.

Item (State Schools) agreed to.

#### SCHOOL FOR THE BLIND AND DEAF.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [9.11 p.m.]: I move—

“That £4,777 be granted for ‘School for the Blind and Deaf.’”

This institution (previously under the control of the Home Department jointly with the industrial side of the Queensland Blind, Deaf, and Dumb Institute) was assigned to the administrative control of this department in January, 1931. The appropriation required is for the purposes of the school only, now under the control of the Department of Public Instruction. The vote provides for the salaries and wages of the instructional and domestic staffs respectively, and for the net cost of the general maintenance of the institution.

Item agreed to.

#### TECHNICAL EDUCATION AND APPRENTICESHIP COMMITTEES.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [9.12 p.m.]: I move—

“That £78,118 be granted for ‘Technical Education and Apprenticeship Committees.’”

In respect of salaries, the total amount asked for under this vote is £59,961. This amount is a reduction of £4,085 in comparison with that of 1932-33, but during that year the salaries of the administrative and instructional staffs at the State Commercial High School and College were provided for under the appropriation for the Central Technical College. The State Commercial High School and College, however, became a separate institution as from the 1st January, 1933, and provision is now made for it in the next vote.

Under this vote provision has been made for restoration of automatic increases as from the 1st October, 1933, or from due

date, and for the payment of basic wage rates to those junior officers who will attain the age of twenty-one years during 1933-34.

In respect of the various contingencies votes, a total of £18,157 is asked for as against £20,386 appropriated for 1932-33—a reduction of £2,229. This reduction has been possible by careful review of all services, and by the effecting of economy wherever possible, consistent with the maintenance of existing services. A proportion of the amount of the saving represents the transfer of expenditure on account of wages and contingencies at the State Commercial High School and College to the new vote.

Item agreed to.

#### STATE COMMERCIAL HIGH SCHOOL AND COLLEGE.

The SECRETARY FOR PUBLIC INSTRUCTION (Hon. F. A. Cooper, *Bremer*) [9.14 p.m.]: I move—

“That £6,358 be granted for ‘State Commercial High School and College.’”

As stated in my remarks in respect of the previous vote, this college was established as a separate institution as from the 1st January, 1933. It will be noted (as a result of the reductions in the previous vote under salaries and contingencies on account of the Central Technical College) that provision for the requirements of this institution was included under the appropriations for the Central Technical College for 1932-33.

In respect to the amount of £5,915 asked for on account of salaries of administrative and instructional staffs at the college, provision has been included for the restoration of automatic increases as from the 1st October, 1933, or due date, and for the granting of the basic wage to those junior teachers who will attain the age of twenty-one years during 1933-34.

Item agreed to.

#### DEPARTMENT OF MINES.

##### CHIEF OFFICE.

The SECRETARY FOR MINES (Hon. J. Stopford, *Maryborough*): I move—

“That £17,336 be granted for ‘Department of Mines—Chief Office.’”

Mr. TOZER (*Gympie*) [9.15 p.m.]: These figures show the appropriation from the respective votes—

	Appropriation for 1932-33.	Required for 1933-34.
	£	£
Consolidated Revenue	57,531	59,988
Trust & Special Funds	339,100	425,017
Loan Fund Account..	26,500	33,050
	£422,931	£518,055

The appropriations this year therefore have been increased by £95,124. Of course it must be remembered that Queensland is a very large State. We have very large mineral areas within the State. The surface of these areas has as yet only been scratched. There are still very large areas to be prospected. There is not the slightest doubt that in a big State like ours, and with certain portions of our Northern districts still in their virgin state, there is a likelihood of the discovery of very large deposits. The discoveries in the early days at Charters Towers, Ravenswood, Mount Morgan, Croynod, and

*Mr. Tozer.]*

Gympie were very far apart from each other. It was the casual prospector who discovered and proved those fields. Even in these old mining fields there still remains a certain amount of mineral wealth. The value of gold is practically double what it was a few years ago and there is a greater inducement now to reopen those fields. These fields were closed down because they were not paying propositions, but the increased price of gold has made them a payable proposition again. We must remember that it was in a time of depression in 1851 that gold was discovered in Victoria. That discovery created a considerable rush from all over Australia and from overseas. Later on in 1867, when labour conditions were depressed in Queensland, the Gympie field was discovered. The result was a considerable rush of both unemployed and employed men. The latter threw up their billets and went to the goldfields. In 1892, when business was dull in other parts of Australia, gold was discovered in Western Australia. People flocked to that State, and that discovery saved the situation. We also find that the discovery of gold in California and South Africa was the means of developing and bringing those countries to the fore, and putting them in the position in which we find them to-day. What has happened in the past can happen again. It is when conditions are depressed that people go out in the hope of discovering new goldfields. If we could discover a new goldfield in Queensland, or more than one—there is room for considerably more than one goldfield—we should to a certain extent solve the unemployment problem. The people would flock to it. If the field were an alluvial one, people who had no knowledge of mining would find employment and some return would accrue to the State. Therefore, it is good policy for the Government to spend a certain amount of money in the development of mining.

A certain sum is appropriated to aid prospecting. Even if these prospectors are paid on the basis of £1 per week for single men, and £2 per week for married men, they will, with their earnings from the ground, receive a wage greater than they would receive if they remained in their home town. One never knows what the returns from our prospectors are. Nearly all prospectors have a small bottle of gold. Very often these returns are not shown in the monthly mining returns, because they may be sold to a bank or a jeweller, or posted direct to the Mint in Victoria. We really do not know what wealth is recovered by our prospectors. Quite a number of places are being prospected at the present time by people who are not being assisted by the Government. The returns in that respect all help in the development of the State. At the present time 6,873 men are employed in connection with metalliferous mining, but if a field, such as Gympie or Charters Towers, developed, it would not be unreasonable to expect that number to increase to 30,000.

I am pleased to see that there has been an increase in the value of gold won during the last year, as the following figures of the gold production of Queensland will show—

	£
1932 ... ..	98,815
1931 ... ..	55,842
1930 ... ..	33,224

I am satisfied that the year 1933 will show an increase on the previous year.

[Mr. Tozer.]

The following are the figures of the value of silver-lead mining in the years shown:—

	£
1932 ... ..	573,813
1931 ... ..	230,740
1930 ... ..	4,169

But for the unfortunate occurrence that has meant a cessation of certain silver-lead mining activities in the State, those figures would probably have been considerably increased during the current year.

Legislation has been introduced to try to stabilise the coal industry, the production of which in Queensland was as follows in the years shown:—

	£
1932 ... ..	684,555
1931 ... ..	699,926
1930 ... ..	952,856

Those figures show a decline, which is probably accounted for by the general slump in mining, because when mining was in full swing the mining fields were large customers of coal. At one time Gympie procured coal from the Burrum, from Ipswich, and even from North Queensland. Coal could be obtained at 19s. a ton, but the price rose until it was costing £2 a ton, and as there was no corresponding increase in the value of gold, which was of a standard value, it meant that the high price of coal, which was brought about by frequent wage increases granted by arbitration courts, made other production unprofitable. At any rate, the coalminers practically killed themselves by making the price of coal so high.

Up to 1932 the Gympie goldfield alone turned out wealth to the value of £3,394,177. Up to 1932 the gold produced in Queensland was valued at £85,680,350, all other mining was valued at £68,922,933, so that the total wealth from mining in Queensland reached the fabulous sum of £154,603,283. That wealth can be obtained again, and there is not the slightest doubt that those who come after us will live to prove it. In addition to that, the discovery of oil in Queensland, for instance, would be of tremendous assistance and absorb a big army of unemployed. At the present time the ten bores put down all prove that a certain amount of petroleum or petroleum gas is available. We only need to tap the right source, as there is not the slightest doubt that we have oil in Queensland. We cannot get it at once—if we could, fortunes would be made quite easily—but some day someone will develop the right place, and Queensland will then get the benefit.

The Gympie field has turned out over 3,000,000 oz. of gold in its time, and it is within 100 miles of Brisbane. If we could unwater the mines and get into the old workings abandoned twenty years ago we could in many places get on to stone which owing to the increased value of gold would be payable. The big reefs there spread right from the Monkland end to the northern end of the field, where there was gold just on the paying level when gold was at a low price. At the present increased price that would be a payable proposition. It would return a considerable amount of money and employ a good many of the unemployed. That is a big proposition, but it can be done. There are places in New Zealand, for instance, Whahi, where they are bailing at the rate of 1,000,000 gallons a day. We were bailing at Gympie with wooden, and in some cases

iron, buckets or tanks. We could not bail by that means to the same extent, as if we had pumped by electric power.

There is a revival of mining in the Gympie field. We have at the northern end of the field north of the Two-mile Crosscourse something like 500 or 600 acres taken up and on the southern end of the field, between the Inglewood and Sovereign Crosscourse there is a big stretch of gold-bearing country which has never been picked up south of Inglewood. That is a mining proposition which will require the best brains for its development. I do not say that the best brains will find the gold. Whether the Inglewood has had the effect of throwing the gold-bearing country down immediately south of Inglewood or throwing it to the west altogether has to be proved. Most certainly it was tried before, and so far it has not been proved.

Then we have to the west of the field what is called the Dawn, an undeveloped area. We were working the Dawn for a considerable time, and it worked out at 18 dwt. to the ton. That did not pay us when we were working it, but at the present price of gold it would pay handsomely. There are large reefs in the country taken up, and it will be proved to a certain extent now.

Then we have the eastern side of Gympie. Two areas of 50 acres have been taken up there to try what we call the Oriental. Extended ground—there is a chance there, too. There are big chances on the north, south, east, and west of the old part of the Gympie field. The reason why we have to test these localities is that owing to the water that is in the old part of the field we cannot get down; the water would beat us; unless we bail the water down to 100 feet and keep it bailed. Then you might work to that depth, then go to 200 feet, and so on. If we can, then the Gympie field will be a payable proposition. Developments may occur on the northern end of the field. We have one shaft there, certainly only 49 feet, and we have erected machinery, concreted the surface, and erected poppet legs. We expect to get developments within 300 or 400 feet. If we get those developments I understand that Gold Mines of Australia Limited will take an interest in the northern end, and are prepared to sink two diamond rock drills in that country. There must be considerable revival of mining on the field if they develop anything at all. The shaft that is going down for the new Gympie Gold Mines, No Liability, is so situated that gold has been actually got on the north, the east, and the south, and the only reason why we cannot say that it will not be got on the west is because the river runs right along the western side and practically no mining has been done in that area. Where you get gold north, east, and south and you sink in a locality where there are known reefs, and you know the slate country is there, you are pretty well assured of getting some development. Some years ago the Department of Mines sank with a rock drill to the extent of about 900 feet in the northern area and cut slate at about 700 feet, but owing to the fact that the country was all locked up by that department nobody could take it up for mining purposes. That country has now been thrown open, and the whole of it has been taken up and is being worked. Of course, I would point out in connection with mining that we have to face the numerous troubles such as strikes. We have the experience of

Mount Morgan. At one of the meetings of the Mount Morgan Company, Mr. J. M. Niall, the chairman, said—

“But for the decrees of the Queensland Arbitration Court, affecting not only wages but also the conditions of working, it was more than probable the great undertaking would have continued on an extensive scale and produced large quantities of gold and copper at a time when the country was urgently in need of exports, particularly gold.”

Mount Morgan has been started again.

A GOVERNMENT MEMBER: Thanks to the Labour Party.

Mr. KENNY: Thanks to the Moore Administration.

Mr. TOZER: The Moore Government started and the Labour Government continued it—let us put it that way. It does not matter now that the mine is again workable. I hope that the men, when it does get thoroughly going, will not go out on strike. We have had an unfortunate experience in the North, and we do not want another in the South. It appears that so soon as a mining company gets on to a payable proposition the employees think it is time to put on the acid test. It is unfortunate that this kind of thing happens, but it does happen.

We also have the tremendous burden of taxation. There was a chance of selling a mine in which I was interested, and we were going to sell in the first instance at £35,000, but we found we would have to pay practically £10,000 in taxation. The taxation was—

	In the	£1
	s.	d.
State Income Tax	5	3
Super Tax	1	2 2/5
Unemployed Relief Tax	0	11 1/2
Federal Income Tax	1	4 4/5
Federal Property Tax	2	0

Although we were selling to a larger company in order to develop the mine, we found that we were in for taxation to the extent of 10s. 8 2/5d. in the £1—practically half of the sale price. We took opinion from experts, but we found we could only get certain exemptions, and even with those we would be in for considerable taxation. If the Secretary for Mines could relieve mining of the taxation in some way, I think he would be doing a considerable benefit to the community.

Mr. BRAND (*Isis*) [9.41 p.m.]: During the last few years considerable attention has been given to mining in Queensland. Both the previous Government and the present Administration have been very active in encouraging all forms of prospecting our mineral resources. It was felt by both parties, when in Government, that if we could only make a valuable discovery of gold in Queensland we should be able to tide over the difficult times through which we were passing. The mining industry has come to the aid of the State during depressed periods in the past. It has provided employment for quite a large number of people during trying times. The appropriation this year is in excess of the appropriation last year, but it is quite consistent with the appropriation during past years. I am hopeful that the Minister will give even greater assistance towards the development of mining activities in this State. Queensland, with

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her large areas, offers many opportunities for successful mining operations if only the price of base metals would increase. One of the greatest difficulties that have confronted the people engaged in mining during the past twelve months has been the low prices of base metals on the markets of the world, and with the exception of gold almost all mining is at a low ebb to-day. It is to be regretted that a field that promised so well has not developed in accordance with anticipations. I refer to Cracow, which a few months ago promised to become a vigorous goldmining field. There does not seem to be any hope that Cracow will develop into another Gympie, another Charter Towers, or another Mount Morgan, but it is to be hoped that whatever gold is hidden in the bowels of the earth at Cracow will soon be unearthed by the companies operating on the field. Quite a considerable number of our unemployed could be utilised in useful work on this field.

It is to be regretted that one of our largest mining undertakings in Queensland, that of the Mount Isa Company, has ceased operations indefinitely. I sympathise with the Minister in the difficulties which attach to his office. I know that he is anxious that this splendid undertaking should be reopened. It is to be deplored that one of the factors that militate against the reopening of the works is the present low price for metal. It is to be hoped that the market prices for metal will increase, and that at no far distant future the Mount Isa Company will recommence operations, and that a large number of people will once more be engaged in useful employment.

There has been considerable activity in gold production throughout Queensland. The price of gold has encouraged prospectors to go out into the country in search of the precious metal. During the past year, as well as during years of the Moore Government, considerable activity has taken place on the goldmining fields, and the Moore Government are to be congratulated for encouraging prospectors to go in search of gold. Up until about three years ago prospecting for gold had almost disappeared in Queensland. It was very rare that one came across a genuine prospector for gold. Even the old fossicker seemed to have disappeared, but with the financial assistance extended to them by the Moore Government prospectors have been instrumental in winning a considerable quantity of gold for this country. The ex-Secretary for Mines devoted a considerable amount of time to the development of schemes which he hoped would lead to the discovery of a very valuable goldmining field in Queensland. Like the hon. member who has just resumed his seat, I am pleased to note the progress of Mount Morgan. Considerable quantities of ore are known to exist at Mount Morgan. I understand that a survey revealed mineral ores valued at £16,000,000. The Moore Government, recognising the enormous value the development of these ores would be to the State, very wisely, as events have proved, gave encouragement to a company to renew operations there. No doubt those operations will result in continued activity not only in the Mount Morgan district but in Central Queensland in general.

The hon. member for Gympie referred to the coalmining industry, and instanced its decline in production during the past three

[*Mr. Brand.*

years. It is regrettable that this decline has taken place. I am very pleased to notice that the Minister realises the difficulty of the coalmining companies, and has brought down a Bill which Parliament will have an opportunity of discussing again shortly. There are many reasons why the department should give particular attention to the encouragement of coalmining operations. It is the only class of mining which pays tribute to the Crown. Royalty is paid on every ton of coal mined. Consequently, it is our duty to conserve that industry and see that it is safeguarded, because the State has a direct interest in its operation.

Undoubtedly the Minister has a very anxious time before him, but I hope he will continue the policy which was pursued by his predecessors. He has given indications that he is prepared to do so, and I hope that these manifestations will continue, and that in the coming year encouragement will be continued to men to work mining fields in the hope that something will be discovered, not only of value to Queensland but also of much importance to Australia. I am sure this Committee will support the various votes for the department, because we all realise that we have mineral ores capable of giving employment to thousands of people. In this respect we have in my electorate the old mineral fields of Mount Shamrock and Mount Perry. Operations have been very active there during the past twelve months. Prospectors and miners are searching for metals. Considerable money and employment have been devoted to that work. In the past those fields proved very valuable factors in mining development in Queensland. Mount Shamrock provided considerable work many years ago and produced a large amount of gold. It is believed that with the increased price of gold to-day a large field will open up there. Only recently a company commenced operations on that field, spending a large amount of money on machinery for the purpose of providing it as a large goldmining show, and I believe this activity will result in a large number of people making their homes in the locality. Mount Perry, which at one time had a population of several thousands of people, has in recent years declined. Mining operations, however, have been renewed in that mineral field, and give promise of success. All these activities must help in the development of this great industry. Ample scope exists in Queensland for an active Minister to give work in prospecting to many thousands of people.

Mr. MOORE: And if we can get another Commonwealth grant the Minister will spend it.

Mr. BRAND: I hope the Treasurer will be able to secure that measure of assistance which will enable us to spend many thousands of pounds in the search for mineral wealth.

At 9.55 p.m.,

The CHAIRMAN: Under the provisions of the Sessional Orders agreed to by the House on 16th August and 18th October last, I shall now leave the chair, and make my report to the House.

The House resumed.

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

Resumption of Committee made an Order of the Day for to-morrow.

The House adjourned at 9.56 p.m.