

Queensland



Parliamentary Debates  
[Hansard]

**Legislative Assembly**

**WEDNESDAY, 30 AUGUST 1967**

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Labour Premier of South Australia as saying, and I quote, "The Prices Commissioner doesn't make his decisions without an order from me," end of quote. The Honourable Member therefore should approach his Labour Premier colleague in that State."

DISALLOWANCE OF QUESTION—MOTION OF DISSENT

**Mr. HOUSTON** (Bulimba—Leader of the Opposition) (11.2 a.m.): Mr. Speaker, yesterday I gave notice of a question directed to the Premier. That question does not appear on the Business Paper this morning. Perhaps you can tell me why.

**Mr. SPEAKER:** Order! I sent a message to the Leader of the Opposition yesterday, and he knows full well why his question is not on the Business Paper. The question was not admissible under the Standing Orders. The Leader of the Opposition knows that I sent the notice of question back to him with the suggestion that if he amended it to conform to the Standing Orders it would be placed on the Business Paper. I do not know what happened in the meantime, but it did not come back to me in any amended form. As the question was out of order I could do nothing else but disallow it.

**Mr. HOUSTON:** I give notice of dissent from your ruling disallowing a question directed to the Premier, notice of which was given by me on 29 August, 1967.

**Mr. SPEAKER:** Order! The Leader of the Opposition should study the rules. It is not permissible to debate any subject pertaining to questions.

**Mr. Hanlon:** He can dissent from your ruling, surely.

**Mr. SPEAKER:** Order! The disallowance of a question cannot be made an order of debate. There can be no debate on the disallowance of a question, on any answer, or on any notice of a question.

**Mr. Hanlon:** This is a ruling.

**Mr. HOUSTON:** I asked you for a ruling, Mr. Speaker. An officer of this Parliament came to me and said that you would not allow the question. I said that as far as I was concerned the question was in order. Your next move was to suggest that if I were to alter a few words it would be acceptable. I told the officer of Parliament that in my opinion it was not out of order. I have asked you this morning for your opinion; I asked you for a ruling on the matter.

**Mr. SPEAKER:** Order! I sent the question back to the Leader of the Opposition, together with the statement that a Minister is not responsible for the accuracy of newspaper articles and cannot be questioned accordingly. The hon. member must hold himself responsible for the accuracy of such

WEDNESDAY, 30 AUGUST, 1967

**Mr. SPEAKER** (Hon. D. E. Nicholson, Murrumba) read prayers and took the chair at 11 a.m.

QUESTIONS

PETROL PRICES

**Mr. Houston**, pursuant to notice, asked The Minister for Labour and Tourism,—

In view of petrol price rises in April, May and August, following de-control of prices in January, 1967, will the Government instruct the Prices Branch to carry out a full investigation into the price of petrol and associated products in this State?

*Answer:—*

"It is well known that South Australia is taken as the yardstick for prices of petrol and associated products in Australia and decisions made by the South Australia Prices Commissioner in this regard flow through to all States. The Sydney *Sun-Herald* of August 27, 1967, reports the

a question. I refer the hon. member to page 353 of May's Parliamentary Practice. No. 15 states—

"Asking whether statements in the Press, or of private individuals, or unofficial bodies are accurate . . ."

That is under the order relating to questions that are inadmissible.

**Mr. Hanlon:** Are you giving a ruling or debating your ruling, Mr. Speaker? You said there was no ruling on this matter; are you giving a ruling or debating your ruling?

**Mr. SPEAKER:** I am quoting from "May", which is the guidebook for Parliament. I am not giving a ruling. I have said that the question is out of order because it is not in accordance with the Standing Rules and Orders and May's Parliamentary Practice.

**Mr. HOUSTON:** I am moving a motion under Standing Order 117 that I am dissenting from your ruling. The way I interpret Standing Order 117 is that I give formal notice and a time is set for the debate. One hour is allowed for the debate, and I present my case.

**Mr. SPEAKER:** Order! I wish the Leader of the Opposition could understand that I have disallowed the question. I have not ruled it out of order; I have disallowed it.

**Mr. Newton:** Tell us why.

**Mr. SPEAKER:** Because it is not in accordance with May's Parliamentary Practice.

**Mr. HOUSTON:** This is becoming ridiculous. On Tuesday, 29 August, you allowed a question directed by the hon. member for Chatsworth to the Minister for Health, which read—

"Has his attention been drawn to a report in 'The Courier-Mail' of August 17, headed 'Jail Suits—Last Word', which stated that prison officers complained that uniforms made by prisoners in the prison's tailor's shop were so bad . . .", etc.

**Mr. SPEAKER:** Order! Can the hon. member quote where the question asks if the Press statement is accurate?

**Mr. HOUSTON:** Yes, in part (2). I thought you would come to that. It says—

"Are these claims well founded and, if so, what steps are being taken to correct the situation?"

**Mr. SPEAKER:** Order! There is a decided difference between "well founded" and "accurate". I am maintaining May's ruling, namely, that neither the disallowance of a question nor the answer to a question can be debated. I do not wish to hear any further debate on the subject.

**Mr. HOUSTON:** Surely in this democracy, there must be some—

**Mr. SPEAKER:** Order! Apparently the Leader of the Opposition wants democracy to move only one way.

**Mr. Graham** interjected.

**Mr. SPEAKER:** Order! If the hon. member for Mackay interrupts once more I will deal with him under Standing Order 123A.

**Mr. Newton** interjected.

**Mr. SPEAKER:** Order! The hon. member for Belmont is interrupting while I am on my feet trying to address the House. Yesterday I gave the Leader of the Opposition every opportunity to amend his question. I said, "Amend the question in accordance with the Standing Rules and Orders governing questions." He refused to do this and sent the question back, saying that he was asking it in that form; that was the way he wanted it. The question is out of order so far as the rules of this House on questions are concerned, and so far as May's Parliamentary Practice is concerned. Consequently, I had no alternative but to disallow it.

**Mr. HOUSTON:** No-one is denying you your right.

**Honourable Members** interjected.

**Mr. HOUSTON:** It is my view that your opinion is wrong, and I am moving—

**Mr. SPEAKER:** Order! Will the messengers please not move around the Chamber while there is a discussion on such an important matter. And I ask other hon. members to please refrain from interjecting.

This is not my personal opinion; it is laid down in what we all recognise as the parliamentary Bible, namely, May's Parliamentary Practice. I know that the Leader of the Opposition would not hesitate to quote "May" on any other occasion. But this time he is pleased to ignore it.

**Mr. Hanlon:** That is offensive.

**Mr. SPEAKER:** Order! May's Parliamentary Practice lays it down that the question is out of order. That is the only reason I ruled it out of order.

**Mr. HOUSTON:** What is the proper action, Mr. Speaker, in your view, for a member to take when he considers, as I do, that your judgment is wrong? What action can a member of this Parliament take? I believe it is in the public interest, when notice of a Bill has been given to the House by the Minister for Local Government and Conservation, to ask a question of the Premier concerning the financial affairs of the City of Brisbane. I consider it is in the interests of the people of Brisbane to know the Premier's view on this matter.

**Honourable Members** interjected.

**Mr. SPEAKER:** Order! If one more hon. member interjects during this discourse I shall deal with him, and deal with him in no uncertain manner, regardless of whether he is an Opposition member or a Government member.

The Leader of the Opposition has asked me the correct procedure. The correct procedure is what every other member of Parliament does if a question is ruled out of order because it does not conform to the Standing Rules and Orders—he usually comes and talks to me and I put him on the right track.

**Mr. Hanlon:** You are the censor?

**Mr. SPEAKER:** Order! The hon. member for Baroona has made an insinuation. By "putting him on the right track" I mean that I assist the member, and I even go to the extent of using my time in assisting him to reframe the question.

**Mr. Hanlon:** But we can disagree with you. We have that right under the Standing Rules and Orders. You are refusing us that right.

**Mr. SPEAKER:** Order! All that the Leader of the Opposition had to do was to delete the last part of the question and insert other words. The question would then have been answered. He has denied the Premier the opportunity of answering the question and he has denied the public the opportunity of knowing what is behind it. If the Leader of the Opposition had approached me in my office I could have said, "But for a few words you would be able to ask that question. In its present form it is out of order."

**Mr. HOUSTON:** I am not denying you the right to that opinion. All I am saying is that I have a right under Standing Order 117 to disagree with your ruling.

**Mr. Chalk:** He has not given a ruling.

**Mr. HOUSTON:** He has given a ruling.

**Mr. Hanlon:** He used the word "ruling" four times.

**Mr. SPEAKER:** Order! I warn the hon. member for Baroona. I have warned all hon. members.

**Mr. Hanlon:** I might as well be thrown out if we cannot have our rights under the Standing Rules and Orders. I will stick by that. Throw me out. If you are not going to give us our rights under the Standing Rules and Orders, go right ahead as far as I am concerned.

**Mr. Graham:** Me, too.

**Mr. SPEAKER:** Order! I am not giving a ruling. I have disallowed a question because it does not conform to the Standing Rules and Orders. No ruling has been made on it at all; I have disallowed a question.

**Mr. HANLON:** I rise to a point of order.

**Mr. SPEAKER:** Order!

**Mr. HANLON:** The Standing Rules and Orders specifically provide that a motion can be moved to dissent from your ruling. If

you have not given a ruling, why is the question that was asked by the Leader of the Opposition not on the Business Paper? If you have not given a ruling, on what authority has it been deleted?

**Mr. SPEAKER:** Order! I trust the hon. member can understand the difference between a ruling, an opinion given, and the disallowance of a question under the Standing Orders. This question was not admissible according to May's Parliamentary Practice.

**Mr. AIKENS:** I rise to a point of order. Is this a private fight or can anybody be in it? If I can be in it, I will tell Opposition members what they did to me when they were in power.

**Mr. SPEAKER:** Order! Again I say that under the Standing Orders there are Rules of Practice, and no debate whatever is allowed either on the disallowance of questions or on the answers given to them.

**Mr. HOUSTON:** I now give notice of my motion in writing. Whether or not you deal with it is a matter for you.

#### LEGAL AID

**Mr. Houston,** pursuant to notice, asked The Minister for Justice,—

(1) What classes of action are eligible for aid from the Legal Assistance Bureau?

(2) Is a person applying for such aid required to pay a deposit or spend any money of his own in the conduct of his case? If so, how much is spent and under what circumstances of assistance?

*Answers:—*

(1) "Section 19 of *The Legal Assistance Act of 1965*" provides for certain proceedings in connection with which legal aid is not given. Otherwise legal aid is available in any matters excepting criminal and quasi-criminal proceedings."

(2) "Generally an applicant for legal aid does not make any payment. Exceptions are set forth in Regulation 56 of *The Legal Assistance (General) Regulations, 1966*". Under this Regulation certain contributions are required where disposable income or disposable capital of the applicant exceeds the sums prescribed by that Regulation. Contributions are also required from applicants for legal aid in divorce matters. At present in that type of proceedings \$80 must be deposited prior to the institution of proceedings and a further \$20 prior to the trial if undefended. If hardship is shown on the part of the applicant, the committee may grant a certificate without requiring a contribution to the fund. If the action is defended, the committee may require greater contributions."

DANGEROUS DRIVING CHARGES

Mr. Aikens, pursuant to notice, asked The Minister for Justice,—

(1) For the year 1966, in total only, how many motorists were charged in the Magistrates Court, Townsville, with dangerous driving causing grievous bodily harm or death, or unlawfully killing?

(2) In how many of these cases did the Magistrate decline to commit the accused for trial in a superior court?

(3) In how many of the cases committed for trial in a superior court was a *nolle prosequi* entered on direction from the trial Judge?

(4) In how many cases where the jury was allowed to hear the evidence and returned a verdict of guilty was the accused sent to jail?

Answers:—

(1) "At Townsville eleven motorists were charged in the Magistrates Court with dangerous driving causing grievous bodily harm or death, or with unlawfully killing, and three motorists were charged with criminal negligence causing grievous bodily harm or bodily harm, for the year in question."

(2) "The Magistrate declined to commit two who were accused with dangerous driving, &c., and one accused of criminal negligence, &c."

(3) "For the year 1966 in the Supreme Court prosecutions did not proceed in two cases and in the District Court one case did not proceed."

(4) "One accused was committed to prison by the Supreme Court and one accused was committed in the District Court."

UNCLAIMED TOTALISATOR DIVIDENDS

Mr. Bromley, pursuant to notice, asked The Treasurer,—

What are the amounts of unclaimed totalisator betting dividends from Queensland race tracks for the years 1963-64, 1964-65, 1965-66 and 1966-67 and what portions of these amounts are from investments on the various totalisator media of betting on (a) Queensland, (b) New South Wales and (c) Victorian race meetings?

Answer:—

"1963-64, \$25,940; 1964-65, \$22,540; 1965-66, \$30,704; 1966-67, \$34,096. No statistical records are kept in regard to the amounts separately applicable to race meetings in the respective States."

TEACHERS IN SECONDARY SCHOOLS

Mr. Bromley, pursuant to notice, asked The Minister for Education,—

(1) How many teachers in State secondary schools are teaching subjects at the senior level who have not themselves studied that subject beyond senior level?

(2) What are the names of the high schools where these teachers are teaching?

Answer:—

(1 and 2) "This information is not readily available. It is not proposed to divert staff from their normal duties to undertake the considerable task involved in obtaining the information sought."

REVENUE UNDER ART UNION AND CHARITABLE COLLECTIONS ACT

Mr. Bromley, pursuant to notice, asked The Minister for Justice,—

Regarding the amendments to the Art Union and Charitable Collections Act whereby sporting bodies and other charitable organisations are required to pay a percentage of their gross sales to the Government,—

(1) How much money have sporting clubs paid in this form of taxation since the amendments became law and what amount has been paid each year?

(2) In the same period, how much have charitable organisations paid to the Government?

Answers:—

(1)—

" ———"	1965-66	1966-67	1967-68	Total
	\$	\$	\$	\$
Art Unions (including football doubles) conducted without permits by Approved Associations ..	3,780	25,728	512	30,020
Series of small art unions conducted under permits	21,910	26,692	133	48,735
Single Art Unions conducted under permits ..	2,070	2,178	13	4,261
Totals \$	27,760	54,598	658	83,016 "

(2) "Nil."

NEW COURT HOUSE BUILDINGS, CAIRNS

Mr. R. Jones, pursuant to notice, asked The Minister for Justice,—

(1) Have plans been prepared and estimates of costs completed for the provision of new Court House buildings, Cairns?

(2) If so, in view of the present limited accommodation, will he give the work a high priority?

Answers:—

(1) "I am informed that an amount of \$36,000 has been allocated in the final works programme for 1967-68 for alterations to the Cairns Court House building."

(2) "It is expected that the work will be started by the end of 1967 and completed by the end of this financial year."

#### APPOINTMENT OF RETIRED SCHOOL INSPECTORS AS TEACHERS

**Mr. Sherrington**, pursuant to notice, asked The Minister for Education,—

In an endeavour to overcome the teacher shortage, is the Department now re-engaging retired inspectors of schools for the purpose of teaching? If so, how many have been re-engaged and what duties have been allotted to them?

Answer:—

"One retired inspector who offered his services has been re-engaged for the purpose of teaching. He is a graduate who was formerly a secondary teacher and high school principal with a very good teaching record. He has been allotted teaching duties in English and mathematics in a secondary school."

#### BROCHURES ON WILDLIFE PRESERVATION

**Mr. Sherrington**, pursuant to notice, asked The Minister for Primary Industries,—

(1) Has his attention been drawn to the excellent coloured brochures dealing with protected wildlife that are periodically issued by the Fauna Protection Panel of New South Wales?

(2) With a view to awakening public interest in this subject in the people of this State, will he institute a similar policy so that brochures of this type may be issued to interested public bodies and displayed in school classrooms?

Answers:—

(1) "Officers of my Department are aware of the excellent coloured brochures dealing with protected wildlife that are periodically issued by the Fauna Protection Panel of New South Wales."

(2) "I am not prepared to institute a similar policy in this State where by legislation all native fauna, except certain declared pests, are protected. Finance available for fauna conservation publications is strictly limited and our approach has been along somewhat different lines. We do have available a considerable range of extension material on fauna conservation, including interesting and instructive 'photo reports'. These are widely disseminated and steps are currently being taken in conjunction with the Education Department to bring the subject of conservation more prominently to the notice of children of school age."

#### NEW POLICE STATION, ACACIA RIDGE; OPPORTUNITY SCHOOL, INALA.

**Mr. Sherrington**, pursuant to notice, asked The Minister for Education,—

(1) When will work commence on the building of the Acacia Ridge police station?

(2) What progress has been made in establishing an Opportunity School in the Inala area?

Answers:—

(1) "New police buildings at Acacia Ridge have been included in building projects for inclusion in the Police Department's 1967-68 Loan Works Programme, and plans and estimates of cost are being prepared by the Department of Works, with a view to the buildings being erected during the current financial year."

(2) "Plans are being prepared for an Opportunity School at Inala and it is anticipated that construction will commence during the current financial year."

#### GOVERNMENT LOANS AND GUARANTEES TO SECONDARY INDUSTRY

**Mr. Murray**, pursuant to notice, asked The Minister for Industrial Development,—

What are the total amounts of money (a) on loan and (b) guaranteed to secondary industry by the Government as authorised by his Department?

Answer:—

"Assistance currently being provided by the Government to industry in terms of *The Labour and Industry Acts, 1946 to 1963*," and *The Industrial Development Acts, 1963 to 1964*," is as follows:— Advances on Loan Account, \$31,000; assistance by means of guarantee, \$3,280,537; total, \$3,311,537."

#### MOVEMENT OF PETROL TANKERS AND HEAVY TRANSPORTS THROUGH BRISBANE

**Mr. Dean**, pursuant to notice, asked The Minister for Mines,—

(1) Has his attention been drawn to the report in the *Telegraph* of August 28, "Traffic in Chaos—Brisbane Northside Traffic became chaotic today after an inter-State petrol tanker loaded with 4,700 gallons of high octane fuel roiled over on Breakfast Creek bridge at 6.25 a.m."?

(2) Was Brisbane's Civil Defence Organisation called to cope with this very serious situation? If not, why not?

(3) As traffic was disorganised from 6.25 a.m. to 12.15 p.m., thereby putting out of action the northern area of the city, will he consider prohibiting the movement of petrol tankers and all heavy transport through the city between the hours of 5 a.m. and 12 noon?

Answers:—

(1) "Yes."

(2) "No, because within a very short time of the accident occurring all necessary services required to deal with the situation were at the scene. These included uniform police, traffic police, a police launch, fire brigade vehicles, the fire-fighting tug 'Eagar', the Harbours and Marine launch 'Burigan' and towing vehicles equipped with heavy lifting gear. The situation was under control at all times."

(3) "Police diversions of traffic were such that never at any period from the time of the accident until traffic returned to normal at about 12.20 p.m. was the northern area of the city put out of action, as suggested. The matter of the movement of heavy vehicles in the city, particularly during peak hours, is a subject which has been considered from time to time over recent years, but it is not considered that traffic conditions at the present time warrant such a ban, either during peak hours or during the hours suggested in the Question."

ZEBRA CROSSING ACCIDENT, BRISBANE

Mr. Dean, pursuant to notice, asked The Minister for Education,—

(1) Has his attention been drawn to the report in *The Courier-Mail* of August 26, "City Shock—Lucky escape for Mrs. Ann Johnson of Coorparoo who was struck by a sports car and carried for ten yards on the bonnet while walking on a zebra crossing in Queen Street outside the Brisbane G.P.O. at 3.15 p.m."? Will he ascertain the name of the person involved in this incident and inform the House?

(2) What charge or charges have been preferred against the offender by the police?

(3) What injuries did Mrs. Johnson sustain and what treatment did she receive from the Royal North Brisbane Hospital or private medical practitioner?

Answers:—

(1 and 2) "As certain court action arising from the accident, the subject of the Question, is under consideration, I feel that it would be unjust to name the other party to the accident or disclose just what charge or charges may be preferred, and consequently I do not propose to name that party or give details of any proposed charge or charges."

(3) "Police information is to the effect that Mrs. Johnson suffered a fracture of the right knee, that she was admitted to the Royal Brisbane Hospital and that she is receiving treatment there from Doctors Watson and Weedon. Doctor Watson is a private medical practitioner and Doctor Weedon is a resident medical practitioner at the hospital."

USE OF "SANTOBRITE" AGAINST BORER INFESTATION IN TIMBER

Mr. Aikens, pursuant to notice, asked The Minister for Local Government,—

(1) Is Pentachlorophenate (trade name "Santobrite") being used by sawmillers in Townsville to immunise timber against borer infestation?

(2) If so, is this substance a potent and virulent poison, very dangerous to human beings by ingestion, inhalation and contact?

(3) If the Answer to Question (2) is in the affirmative, will he investigate the reason for its use and inform the House what steps are proposed to be taken to protect workers at sawmills where it is in use?

Answers:—

(1) "Pentachlorophenate is not used to immunise timber against borers. It is used, at very low concentrations, to prevent fungal attack."

(2) "In the concentrations used in treating timber, pentachlorophenate is not hazardous. Care must be exercised in its use by those mixing the concentrate with the treatment liquid."

(3) "It is used as a fungicide. The Department of Health has recommended the precautions to be observed in handling the concentrate. These precautions are clearly indicated on the containers used by the suppliers of the chemical."

"INTRODUCED MEAT" IN TOWNSVILLE DISTRICT ABATTOIR AREA

Mr. Tucker, pursuant to notice, asked The Minister for Primary Industries,—

What was the volume of "Introduced Meat" in the Townsville District Abattoir area during the months of July, 1961, and July, 1967, and what were the various categories and poundages?

Answer:—

"In July, 1961, the introduction into the Townsville District Abattoir area of carcasses of beef, quarter beef or cuts was not permitted, nor were carcasses of calves, sheep or lambs permitted entry. The only meat permitted to be introduced was— (a) a supplementary supply of offal meats; (b) processed meats (canned meats, hams, bacon, sausages, smallgoods, &c.); and (c) meats for manufacturing purposes (including pork fat). No records are available as to the quantities of such meats which were introduced. In July, 1967, the following quantity of meat was introduced into the area:—

Beef cuts (lb)	..	..	40,008
Beef trims (lb)	..	..	32,207
Beef head meat (lb.)	..	..	1,453
			<hr/>
			73,668
			<hr/>

Beef fancy meats (lb.)	34,541
Lamb	561 c'ss
Lamb (broken up) (lb)	316
Mutton	11 c'ss
Mutton (broken up) (lb)	17,282
Mutton trims (lb)	115
Pork (broken up) (lb)	214
Pork trims (lb)	2,924"

APPOINTMENT OF PSYCHIATRIST,  
TOWNSVILLE CHILD GUIDANCE  
CENTRE

**Mr. Tucker**, pursuant to notice, asked The Minister for Health,—

When will the psychiatrist appointed to the Townsville Child Guidance Centre take up duty and will the necessary assistants be available to enable the centre to operate efficiently from that date?

*Answer:—*

"Dr. W. S. Wright, who has been appointed Medical Director, Welfare and Guidance Clinics, Department of Health, Townsville, will be departing from the United Kingdom by sea on October 31, 1967. He is expected to take up duty in Townsville early in 1968. Provision has been made for the appointment of a psychologist, a speech therapist, a nurse, and a clerk-typist and these positions can now be advertised in time to enable the centre to open."

RELIEF PRIMARY TEACHERS

**Mr. P. Wood**, pursuant to notice, asked The Minister for Education,—

How many relief primary teachers have been appointed?

*Answer:—*

"Thirty-nine relief primary teachers have been appointed in addition to the normal district relieving staff."

ADDITIONAL LAND, MT. GRAVATT EAST  
STATE SCHOOL

**Mr. Newton**, pursuant to notice, asked The Minister for Education,—

Has the amount of compensation payable on the acquisition of land adjoining the Mt. Gravatt East State school been paid by his Department? If so, when will this land be added to the present school reserve?

*Answer:—*

"Although compensation for the land in question has not yet been paid, it is anticipated that the transaction will be finalised at an early date. The previous owner has been granted continued occupancy of the house on this land until November 30, 1967, pending completion of construction of a new dwelling by him."

GAS STOVES IN HOUSING COMMISSION  
RENTAL HOUSES

**Mr. Newton**, pursuant to notice, asked The Minister for Works,—

Is the Queensland Housing Commission installing gas stoves in State rental houses in which the gas is provided from porta-gas cylinders? If so, what is the basis of such installations and what costs are passed on to the tenants for such installations?

*Answer:—*

"When existing wood-burning stoves in houses built in post-war years come to the end of their effective life they are replaced by gas stoves if an acceptable gas service is available. Gas stoves are similarly provided in new group houses. Such gas service may be provided by conventional mains or by a cylinder at the house which is regularly refilled by a tanker service operated by the holder of the gas franchise which in the Honourable Member's electorate would be the South Brisbane Gas and Light Co. With either method the householder receives a regular account from the company for the gas actually consumed on the premises. The extra cost to a tenant for the amortisation of the additional capital expenditure involved in the provision of this modern amenity as compared with replacement of a wood-burning stove by another of the same outdated type does not exceed 30 cents. per week."

BREAD TENDERS, ROCKHAMPTON  
RAILWAY REFRESHMENT ROOMS

**Mr. Thackeray**, pursuant to notice, asked The Minister for Transport,—

(1) How many bakers tendered to supply bread to Rockhampton Railway Refreshment Rooms for the twelve months from July 1, 1967?

(2) Was the lowest tender accepted? If not, why not?

*Answer:—*

(1 and 2) "The tender of the Capricornia Baking Company was the only tender received as at the date of closing of tenders on May 14, 1967, and this tender was accepted. A tender dated May 24, 1967, from the United Baking Company was received on May 26, 1967, but as it was a late tender it was not considered."

EMPLOYEES, ROCKHAMPTON RAILWAY  
WORKSHOPS

**Mr. Thackeray**, pursuant to notice, asked The Minister for Transport,—

How many employees were engaged at the Rockhampton Railway Workshops as at July 1, 1965, 1966 and 1967?



Answer:—

July 1	No. of staff
1965 . . . . .	918
1966 . . . . .	918
1967 . . . . .	801"

ADDITIONAL HOUSING COMMISSION  
HOUSES, ROCKHAMPTON

**Mr. Thackeray**, pursuant to notice, asked The Minister for Works,—

Will tenders be called for the construction of any Housing Commission houses at Rockhampton? If so, when and for how many houses, and what will be the construction area?

Answer:—

"Tenders will be called shortly for five houses to be constructed on the Commission's recently developed estate off Western Street, Rockhampton. I would advise the Honourable Member that in the 13 months since July 1, 1966, the Commission has completed 51 houses at Rockhampton and at July 31, 1967, building contracts were current for a further 14 houses. During my recent visit to Rockhampton, my colleague, the Honourable Member for Rockhampton South, raised this matter of further houses with me. As the Honourable Member is aware, the Housing Commission has acquired land off Thozet Road, North Rockhampton, for future development and I am also considering the acquisition of further land on that side of the river."

INVESTIGATION INTO RAILWAY  
CLERICAL PROCEDURES

**Mr. R. Jones**, pursuant to notice, asked The Minister for Transport,—

Further to his Answer to my Question on August 10 that the Clerical Advisory Board's recommendations will be heeded with respect to streamlining procedures and improving efficiency in the Railways, is it intended on completion of the Board's investigations in the country areas of the State to employ it similarly in the South-Eastern Division and the metropolitan area? If not, why not?

Answer:—

"The investigation being made by the panel of officers examining clerical procedures in the Railway Department will be conducted in all divisions."

CONSTRUCTION OF FLAGGY CREEK  
DAM

**Mr. Wallis-Smith**, pursuant to notice, asked The Minister for Industrial Development,—

In view of the published deficit of the Northern Electric Authority, a major contributing factor of which was the

drought which was responsible for a cut-back of hydro-power and an increase in power from coal-fired powerhouses, will he have the Flaggy Creek scheme examined with a view to preventing similar losses in future?

Answer:—

"The decision to utilise surplus water from Tinaroo Falls Dam for generation of electricity at the Barron Gorge Power Station has enabled the construction of Flaggy Creek Dam to be deferred for several years at least, with a saving in capital expenditure of \$10 million and consequent savings in annual interest and redemption charges. These savings overall far outweigh the additional costs incurred in generation at Townsville Power Station last year. Forward planning of generation facilities in North Queensland beyond the Collinsville Power Station will include a reassessment of the economics of Flaggy Creek Dam."

INCREASES IN TOBACCO QUOTAS,  
MAREEBA-DIMBULAH AREA

**Mr. Wallis-Smith**, pursuant to notice, asked The Minister for Primary Industries,—

(1) Did two tobacco farmers in the Mareeba-Dimbulah area receive an increased quota of 4,000 lbs? If so, who are the farmers and how was the increase assessed?

(2) Is there any possibility of further increases to farmers on low quotas?

Answers:—

(1) "I am advised by the chairman of the Tobacco Quota Committee that that Committee has not recently granted increases of 4,000 lb. in growers' basic quotas to any tobacco farmers in the Mareeba-Dimbula area. However, the Tobacco Quota Appeals Tribunal recently granted increases of 4,000 lb. to each of two tobacco growers in that area upon appeal from earlier decisions by the Tobacco Quota Committee. The farmers were J. F. Nelson and F. and M. Piagno. The grounds for appeal to the Tobacco Quota Appeals Tribunal against decisions by the Tobacco Quota Committee are set out in the Tobacco Industry Stabilisation Act and comprise—(i) that the decision of the Committee was not in accordance with the Act; (ii) that the decision of the Committee was manifestly unfair; and (iii) that the decision of the Committee would cause severe personal hardship. The decision by the Tribunal must have been made on one or more of the above grounds after hearing evidence on the cases concerned."

(2) "There is no possibility of increases in growers' basic quotas being granted to tobacco farmers on low quotas at present."

Since the State's annual marketing quota of 14,000,000 lb. has been fully allocated, any increases could only be at the expense of other growers. Any future increase in tobacco quotas will be dependent upon an increase being obtained in the Australian marketing quota and consequently in the Queensland marketing quota. This will be basically a matter for decision by the Commonwealth Government but it is unlikely that any increase can be obtained before the 1968-69 season. The Australian marketing quota for the 1968-69 season is to be the subject of consideration by the Australian Tobacco Board, which is to report to the Federal Minister for Primary Industry by December 31, 1967."

ESTABLISHMENT OF NATIONAL PARK,  
GULF OF CARPENTARIA AREA

**Mr. Wallis-Smith**, pursuant to notice, asked The Minister for Local Government,—

Will he consider the establishment of a suitable area for a national park along the eastern shores of the Gulf of Carpentaria, south of Holroyd River?

*Answer:—*

"There is no forestry staff in this area but an inspection will be made when opportunity offers. The area forms part of an existing reserve for the benefit of the Aboriginal inhabitants of the State."

QUEENSLAND'S ALLOCATION UNDER  
COMMONWEALTH HOUSING  
AGREEMENT

**Mr. Kaus**, pursuant to notice, asked The Minister for Works,—

Why was Queensland allocated only \$9,060,000 for the year 1967-68 from the sum of \$122,840,000 made available to the States by the Commonwealth Government under the Commonwealth Housing Agreement Act of 1966, as compared with South Australia, which received \$21,000,000?

*Answer:—*

"The reason lies in the fact that Queensland's total works and housing allocation for 1967-68 approved by the Australian Loan Council is \$50.26 per capita while that of South Australia is \$83.02 per capita."

PAPERS

The following papers were laid on the table:—

Regulations under the Forestry Acts, 1959 to 1964.

FORM OF QUESTION

**Mr. SHERRINGTON** (Salisbury) having given notice of a question—

**Mr. SPEAKER:** Order! The hon. member's second question is out of order as there is already a notice on the Business Paper relative to that matter.

TRUSTEES (HOUSING LOANS) BILL

INITIATION

**Hon. P. R. DELAMOTHE** (Bowen—Minister for Justice): I move—

"That the House will, at its present sitting, resolve itself into a Committee of the Whole to consider introducing a Bill to make provision with respect to the making by trustees of loans in respect of which contracts of insurance against loss are entered into pursuant to the Housing Loans Insurance Act 1965-1966 of the Commonwealth."

Motion agreed to.

QUEENSLAND LAW SOCIETY ACTS  
AMENDMENT BILL

INITIATION

**Hon. P. R. DELAMOTHE** (Bowen—Minister for Justice): I move—

"That the House will, at its present sitting, resolve itself into a Committee of the Whole to consider introducing a Bill to amend the Queensland Law Society Acts, 1952 to 1967, in certain particulars."

Motion agreed to.

LOCAL GOVERNMENT ACTS  
AMENDMENT BILL

INITIATION

**Hon. H. RICHTER** (Somerset—Minister for Local Government and Conservation): I move—

"That the House will, at its present sitting, resolve itself into a Committee of the Whole to consider introducing a Bill to amend the Local Government Acts, 1936 to 1966, in certain particulars."

Motion agreed to.

ADDRESS IN REPLY

RESUMPTION OF DEBATE

Debate resumed from 29 August (see p. 266) on Mr. Armstrong's motion for the adoption of the Address in Reply.

**Mr. P. WOOD** (Toowoomba East) (11.54 a.m.): I am happy to take this opportunity to reaffirm my loyalty to Her Majesty, and I also reaffirm the loyalty of those whom I have the privilege of representing in this Parliament. I offer my thanks to His

Excellency the Governor, Sir Alan Mansfield, and to Lady Mansfield for the work they are doing as Her Majesty's representatives in Queensland.

I listened with interest to the Governor's Opening Speech, but I was disappointed to note that any references to the education situation in Queensland were altogether too brief. None of the few references to the education situation in Queensland that it contained dealt with future provisions for education, other than to point out that a committee had been formed to inquire into teacher training. All hon. members on this side of the House were disappointed, I am sure, with the lack of direction in the field of education indicated in His Excellency's Opening Speech.

I am disappointed that hon. members opposite, in the main, seem to be largely unaware of many of the problems facing education in Queensland today. Yesterday, the Independent member for Redcliffe told us—

**Mr. Houghton:** You are lost; you are groping around in the woods.

**Mr. P. WOOD:** I do not know to what party the hon. member belongs. If he thought he could get anywhere by joining the Labour Party, and was able to do so, I am sure he would join it. If he thought he could get anywhere by joining the Communist Party he would try that, too. He is a classic example of opportunism. Yesterday he indicated his abysmal ignorance of many matters concerning education. He said he was going to tell us something, but when I tried to follow his remarks I was unable to find any logic at all in them.

Some hon. members opposite have little knowledge of the unrest among Queensland teachers today or of the problems that face Queensland education. It is a pity that some of them did not move around their electorates more to find out the exact situation, and then come into this House and make a few constructive suggestions on the problems facing us, instead of telling us time and time again that there are no problems to face.

Last year the hon. member for Condamine told us how assiduously he moved around his electorate finding out the problems and discussing them with teachers and assuring us that we were not up against any real problems at all. On that occasion I told him that I had been at the largest school in his electorate and had never seen him. Members of the Government are attempting to convince the Opposition and the public that there is no such thing as a crisis in education.

Last year the hon. member for Fassifern, a former Minister whom we would expect to have some knowledge of all affairs concerning this State, said—

"From my observations, I find that generally teachers are a contented and happy body of public servants."

The present Minister for Industrial Development, who was then only a back-bench member, said—

"I claim to be in very close contact with teachers in my electorate, and I have not been able to detect any evidence of dissatisfaction amongst them."

I do not know what sort of close contact he had been able to establish with teachers, but it should be unnecessary for me to say that there is dissatisfaction and unrest among teachers.

For political-propaganda purposes hon. members opposite, in the main, tell us that there is no such unrest. That is wrong from this point of view: surely it is in the interests of education for us to face up to the problem that there is dissatisfaction and unrest and to try to do something about it instead of denying that dissatisfaction and unrest exist at all. If the Government could indicate to teachers and the public generally, who are interested in this, that there is absolutely no cause for the dissatisfaction that exists at present, it would be doing a service to education. However, very little has been done by this Government to indicate that it is attempting any sort of inquiry at all, or to demonstrate to Queenslanders who are interested in education—and teachers—that there is no crisis.

It is not in the best interests of education to allow the present situation to continue. There is an exodus of teachers from Queensland at a rate greatly in excess of that in previous years, and the loss of teachers generally is also greatly in excess of that in previous years. Among the teachers remaining here there is dissatisfaction on a scale unprecedented in previous years. If the Government can prove to the public and the teachers that there is absolutely no cause for the present disturbed situation, then it will be advancing the cause of education in Queensland.

**Mr. Pizzey:** Why did you leave for overseas?

**Mr. P. WOOD:** I went overseas to look at the 1964 British general election. I taught for a short time while I was there. When I went overseas I had every intention of coming back to the Department of Education. Many teachers who are going to Canada are leaving with the intention of staying there. They will not come back, which means that we are losing these experienced teachers. I admit that some of them will come back, and they will be better teachers because of the experience they have gained.

The Government has refused to hold an inquiry into education; it dismisses the complaints that have been made as unjustified. Government members deny the existence of any sort of problem. I saw a cartoon recently that depicted the Minister for Education as an ostrich in dealing with the educational problem. His back-benchers are the ostriches.

Whatever hon. members opposite might say for political purposes, there does exist a very serious position with education in Queensland.

**Mr. Aikens:** How much did your trip to England cost you?

**Mr. Pizzey:** How did you save up for it?

**Mr. P. WOOD:** If the Minister wants to find out these personal details about my trip overseas he can see me in private, when I will tell him exactly how I did it. If he is genuinely interested in these things he can see me outside the Chamber later on. I will then see whether he is genuinely interested.

**Mr. Camm:** Are you afraid the public will know about it?

**Mr. P. WOOD:** I have said I have been overseas. I think more teachers should have the opportunity to go overseas. The teachers who are going to Canada are not planning on coming back. I have a personal knowledge of what is happening in the restricted area of Toowoomba. Some of these teachers are family men, and the fact that they are going to Canada means that they will be faced with considerable personal expense in taking their families with them. They are not planning on coming back. They are teachers whom we cannot afford to lose. I have said before that I see nothing wrong with teachers going overseas, acquiring teaching experience, and then returning to Queensland.

I wish to make some comments about the directive to public servants that they must not engage in a public debate on any matter impinging on their official duties without obtaining the approval of the Minister. I believe that teachers have a responsibility of loyalty to the Department of Education, which in the main they accept. Teachers who engage in public debates on education, who appear on television on education programmes, who speak on panels, or who address various clubs, almost invariably do so in a mature and responsible way; they reflect credit on the Department of Education. Yet these same teachers and their colleagues were disturbed by the sudden re-enforcement of this Cabinet directive.

Queensland education, as I have said, has been faced with mounting criticism in the past two years, and most of this criticism has not come from teachers. This is a point that was made by the hon. member for Salisbury last night.

**Mr. Tooth:** Much of it was inspired by teachers?

**Mr. P. WOOD:** I will come to some statements by the Minister for Health later.

**Mr. Tooth:** That was not a statement but a question.

**Mr. P. WOOD:** Criticism of Queensland's education has come from the university, from responsible papers and journals, from

parents and citizens' associations, from parents, and also from teachers. The point we ought to emphasise is that most of this criticism is not coming from teachers who are actively teaching.

The Queensland Teachers' Union has had much to say and, despite the allegation made by the hon. member for Gregory last week, it is a responsible organisation. He said on that occasion that the Queensland Teachers' Union is not a responsible organisation. I deny that statement, and I am disappointed that the hon. member for Gregory should have made it.

**Mr. Pizzey:** The people you are supporting and the other fellows are critics of the Teachers' Union.

**Mr. P. WOOD:** I am supporting the Teachers' Union.

**Mr. Pizzey:** No, you are not.

**Mr. P. WOOD:** I made my position quite clear. I resent the suggestion by the hon. member for Gregory that the Queensland Teachers' Union is not a responsible organisation. It is a very responsible organisation and has voiced its criticism in a very responsible fashion. I do not think anyone but the hon. member for Gregory would suggest other than that.

Some of the criticism levelled at the Minister for Education recently has come from teachers. In the midst of all this criticism, Cabinet suddenly issued a directive about public discussion. We cannot blame teachers, or anybody else, for believing that Cabinet was badly rattled and wanted to put the gag on. From the Government's point of view it was a political blunder; it only added to the public impression that the Government was trying to hide the imperfections in Queensland education. From the teachers' point of view it was unfortunate, because they felt that the Minister was waving a big stick to enforce loyalty. That is not the way to win loyalty; loyalty is not a one-way flow. If the Minister wants his department to be loyal to him, he must be loyal to his department. He must set the example. If he fails to do so, the responsibility for any breakdown in loyalty is his.

**Mr. Pizzey:** That is a very broad statement.

**Mr. P. WOOD:** I will give particular examples. On Thursday, 9 March, I asked the Minister the following question—

"In view of his Answer to my Question on February 22 in which he stated that there is no need at present for an additional high school in Toowoomba, will he give details of any plans he has to relieve overcrowding at the Toowoomba High School?"

That was a question seeking information. There were any number of ways in which the Minister could have dealt with it, had he not wanted to answer it directly, or if

for any reason it embarrassed him. If a Minister does not wish to answer a question there are many ways in which he can throw a smoke-screen around it. He can avoid a question, or answer another question of his own choosing, if he does not want to answer it directly.

However, the Minister answered my question and this was the answer, to which I take strong exception—

“Reliable reports indicate there is no serious overcrowding at the Toowoomba State High School. As indicated previously, some of the rooms in use are makeshift, but their use would not be necessary if the Principal arranged that the rooms vacated by classes going to typewriting, homecraft, manual training, science and physical education were used by other classes instead of being left vacant. This is common practice throughout the State and in other States.”

I take exception to that answer, especially to the part that says—

“ . . . their use would not be necessary if the Principal arranged that the rooms vacated by classes going to typewriting, homecraft, manual training, science and physical education were used by other classes instead of being left vacant. This is common practice throughout the State and in other States.”

I make it clear that I am not speaking on behalf of the principal concerned, nor am I coming to his defence. He requires no defence and, even supposing that he did, he is more than capable of looking after himself. He has not sought my intervention, and he does not need it.

A much wider principle is involved here than overcrowding at the high school. I will not speak about overcrowding. Whether it exists or not is a matter that can be debated in the future. I am raising another important principle, because, as indicated by the Minister's reply, the answer to my question was a criticism of an officer of the Department of Education. It was an allegation of administrative failure by an officer, and, as such, I believe that it was unprecedented and inexcusable.

I should not need to remind the Minister and his supporters of the importance of the principle of ministerial responsibility. It is one of the fundamental principles of parliamentary government. A Minister is responsible to the Parliament for the administration of his department. If there is any administrative weakness or error in his department—it is not admitted in this instance—then it is the Minister who must accept the responsibility; he cannot “pass the buck” onto anybody else in his department. In this case he has failed to accept the responsibility for an alleged administrative weakness.

I have said what I believe about the fundamental principle of ministerial responsibility.

Let me reinforce my views with some authorities. From Keith's “British Cabinet System”—

“The functions of Ministers: It is the duty of the Minister to accept responsibility for the work done by his department, and by any departments subject thereto.”

From a book by Morrison entitled “Government and Parliament”—

“The Minister is, of course, responsible for all the actions of his Department whether he has specifically ordered them or not.”

From the same author—

“Somebody must be held responsible to Parliament and the public. It has to be the Minister, for it is he, and neither Parliament nor the public, who has official control over his civil servants.”

One of the fundamentals of our system of government is that some Minister of the Crown is responsible to Parliament and, through Parliament, to the public for any act of the Executive.

**Mr. Pizzey:** You are giving me a lesson in things I already know.

**Mr. P. WOOD:** I assumed the Minister knew these things, and that is why I was surprised at his failure to observe them.

**Mr. Houghton:** You should have been reading that when Labour was in power.

**Mr. P. WOOD:** I am surprised to hear the hon. member for Redcliffe interjecting again. He should be out chasing his Cabinet vacancy. He has been chasing a Cabinet vacancy so hard, and so frantically, and so intently—

**Mr. SPEAKER:** Order! Perhaps the hon. member for Toowoomba East will get on with the business of the House.

**Mr. P. WOOD:** Not only has the Minister failed to accept his responsibility as a Minister, but he has also injured the confidence of the Public Service by criticising in this House a public servant for some alleged administrative weakness. It has long been traditional that public servants shall not be the subject of attack in this House. A public servant has of course no right of reply and no way of defending himself against such an attack. If a Minister believes that a departmental officer has acted in error, then he has recourse to the usual departmental channels. Parliament is not the place to administer a rebuke, intended or unintended. Again I know I do not have to tell the Minister this, and I am surprised that the necessity has arisen.

The Minister has abandoned two of the most important traditions and principles of this House. He is well aware of the importance of many of our parliamentary traditions. I can remember the Minister speaking in this Chamber on the importance of tradition when the House first assembled last year. He was speaking to the election of Mr. Speaker, and said that from early centuries till today the traditions and practices of the House have

been developing, Parliament by Parliament, as of course they have, and that two of the fundamental principles have been the rights and duties of ministerial responsibility and loyalty to the Public Service. On that occasion we saw perhaps an interesting tradition when Mr. Speaker was conducted to his chair, supposedly reluctantly.

With all deference, that is not a particularly important tradition, and the work of this House would not be affected one jot if that tradition was abandoned tomorrow. But the workings of this Parliament would be affected seriously if all Ministers abandoned tomorrow the principles of ministerial responsibility. Without them, our parliamentary system would break down.

In answering my question in the way he did, in my opinion the Minister committed a serious breach of ministerial responsibility. I do not believe such a breach to be a minor matter, and, if Cabinet as a body followed this example, parliamentary government would collapse. I find it difficult to understand why the Minister answered the question as he did. Its immediate result was to embarrass me, because neither I nor any other hon. member on this side of the House wants to use Parliament as a vehicle for the criticism of any public servant. I now also feel inhibited in the asking of further questions concerning high-school accommodation problems in Toowoomba. Whether that was the Minister's intention, I do not know.

**Mr. Wallis-Smith:** He achieved that result.

**Mr. P. WOOD:** He certainly did, because I now feel restricted in asking questions on this subject. Whatever the reason for the answer, it was a breach of ministerial responsibility and a failure by the Minister to set an example of loyalty to departmental officers. I see that as a serious matter, and I believe the Minister should apologise to the Premier for his neglect of ministerial responsibility. I see that the Minister is smiling. I think this is a serious matter. I am concerned not so much with individuals as I am with the "principle" of the thing—not the "principal" of the high school. The Minister should apologise to Parliament for his breach of ministerial responsibility and lack of loyalty to the Public Service.

I close my remarks on this subject by referring to "Parliament and the Civil Service", by H. E. Dale, in which this passage appears—

"A Minister is constitutionally bound to defend his subordinates, and will discharge his obligation with complete loyalty, even though he never before heard of the official who has caused the trouble, knew nothing of his action, and personally thinks it ill-advised and stupid."

As in this case there has been no error or trouble, the Minister's lack of loyalty is more serious.

**Mr. Pizzey:** What is the breach? I haven't found out yet.

**Mr. P. WOOD:** I am sorry that the Minister has missed the point. I am not referring to the specific case at the high school at Toowoomba but to the principle of ministerial responsibility, which was abandoned in that instance.

I now wish to speak about the problems facing the department in attracting qualified teachers. I am sure the Minister is familiar with them. In reply to a question that I asked earlier this session the Minister said that 2,116 teachers had been either admitted or readmitted to the department this year. Of that number, 409, or approximately one-fifth, were males. Some of those—I do not know how many—would have been readmissions, but by far the greater number would have been students graduating from teachers' colleges.

The Department of Education is experiencing great difficulty in obtaining sufficient teachers. Whilst the Government continues to fail to attract young men to the teaching service, the imbalance between the number of young women and young men training as teachers will increase. In the main, what we are doing is training temporary teachers. We are training predominantly young women who will eventually be lost to the department. Many of them will return later, but only for a short time. It is not expected that young women who are being trained as teachers today will give a lifetime of service to teaching; their years of service will be few compared with those given by men. Yet it is women who, in the main, are being attracted to teaching, which means that in fact we are training temporary teachers. How can the problem of teacher numbers be overcome when only temporary teachers are being trained?

This year 409 men were admitted or readmitted to the Department of Education. Coming out of the teachers' colleges next year there will be 324 young men, and they will be joined by a small number who are re-admitted. So the number of young men being attracted to the department is declining, not increasing. Although the total number of teacher trainees has increased, the number of men being attracted to the teaching profession is declining. Taking the number of young men in the teachers' colleges at the moment, 248 male teachers will be admitted to the Department of Education in 1969, and they will be joined by some who are re-admitted—a small number.

I shall repeat those figures because they are important. In fairness, I must point out that they do not include trainees with university fellowships; they show only the trainees at the college. As I said, 409 were admitted or re-admitted this year; 324 will be admitted in 1968, to be joined by a few who are re-admitted; and 248 will be admitted in 1969, to be joined by a few who are re-admitted. We are going backwards, not forwards.

The Minister has made the proud boast that the size of classes in Queensland has been reduced. It has; hon. members on this side of the Chamber agree with that. But I wish to have a closer look at the reduction in class sizes on the basis of the pupil-teacher ratio. It is rather different from class sizes, admittedly, but it gives a fair indication of class sizes.

At the beginning of 1965 Queensland had a pupil-teacher ratio of 22 to 1. For the information of hon. members, I mention that I am quoting from research done by the Queensland Teachers' Union, a responsible body. The ratio has improved, as I am sure all hon. members will be pleased to know, from 22.4 pupils to 1 teacher in 1962 to 22 pupils to 1 teacher in 1965—an improvement of .4. Therefore, the Government can truthfully claim that the ratio has improved. But it was a miserable improvement.

But let us have a look at what has happened in other States during the same period. The improvement there has been—

New South Wales	2.2
Victoria	1.2
South Australia	1.2
Western Australia	3.8
Tasmania	2.4

The Australian average has improved by 1.8. Although the pupil-teacher ratio in Queensland has improved, the improvement has been far lower than that in any other Australian State, and it is still the worst ratio in the Commonwealth at the moment. The situation will not be improved unless more young men are attracted into the teaching profession.

As I said earlier, the pupil-teacher ratio gives some indication of class sizes, with which I now wish to deal for a moment or two. The Minister has said that he does not wish to see any class with more than 35 pupils in it (I am speaking now of primary schools); yet nearly 55 per cent. of classes in Queensland have more than 35 pupils in them, and 20 per cent. have over 40 pupils in them—both well in excess of the figure that is accepted as being desirable.

The proportion of over-large classes has declined. For example, in 1964 the proportion of classes containing over 40 and up to 45 pupils was 21 per cent. They are very large classes. Up to 1967 the figure declined by 4 per cent. There were 4 per cent. fewer large classes in the over-40 bracket, which is a considerable improvement for which we are thankful, but that improvement was matched by a corresponding increase in the number of classes between 36 and 40—still over-large by the department's estimates. In that class size, in 1964 29 per cent. of classes were over-large, and in 1967 it had increased to 34 per cent. A decrease in the number of classes over 40 was matched by a corresponding increase in classes between 36 and 40, and that has been done by the use of composite classes and a juggling of the figures.

I have no objection to composite classes—they are desirable and necessary in many schools—but I object to their use so that the figures relating to the size of classes can be juggled. That is what is happening. These composite classes are being used as a means of making statistics look good so that hon. members opposite can say, "We do not have very many classes of over 40."

As I say, that has been achieved by the use of composite classes and the juggling of figures. It is true that there are not as many classes over 40 as there used to be, but there are more between 36 and 40, and many of these are composite classes. A composite class can be a good class, but it should not be a large class and I resent the use of composite classes so that figures presented by hon. members opposite can be made to look a little better than they really are.

**Mr. Miller:** How many composite classes are there in Brisbane?

**Mr. P. WOOD:** I do not have those figures. The hon. member can go round the schools in his own area.

**Mr. Miller:** I have none.

**Mr. P. WOOD:** Then the hon. member is indeed fortunate.

Now I want to speak of another important problem in education that has received publicity during this session. I refer to hygiene in schools, about which all hon. members—and I am sure the Minister for Health also—are concerned. The Minister must be concerned about the facilities for hygiene that are available in schools and about reports of the rising incidence of hepatitis. I, as I am sure the Minister for Health and other members have, have seen the hygiene facilities available in many of our primary schools, and I do not think I am exaggerating when I say that in the main they are quite disgraceful and completely inadequate. In fact, they are so inadequate that the Minister for Health has told parents that they should get their kiddies to take to school with them a towel or face washer and some soap in a plastic container.

**Mr. Tooth:** That was not the reason I said that at all. You read my answer again. There is a very good reason for it and the Director-General of Health stated it very clearly.

**Mr. P. WOOD:** I do not think it should be necessary for children to take to school a plastic container with some soap in it and a hand towel or face washer.

**Mr. Tooth:** The reason given by the Director-General of Health is that it is good to carry into the school situation the good habits taught at home. You are misrepresenting.

**Mr. P. WOOD:** The Minister is on very weak ground when he says that kiddies should take these things to school.

**Mr. Hanlon:** If the kiddies brought their teachers with them, it would help, too.

**Mr. P. WOOD:** That is a very good point. The hon. member for Baroona says, "Do you want the children to bring their teachers along as well?"

**Mr. Tooth:** In matters of health and hygiene, parents are the best teachers.

**Mr. P. WOOD:** The Minister can listen to me; I am making my speech.

The Minister for Health also said this, and, knowing that he is a former teacher, I am surprised—

"Children could then carry over into the school situation the good habits of hygiene and personal cleanliness they have learned at home . . .".

We can endorse that assertion.

He continued—

" . . . and would use items with which they are familiar. This would be superior to the use of unfamiliar paper towels and liquid-soap dispensers."

Is the Minister suggesting that we cannot teach our children to use unfamiliar paper towels and unfamiliar liquid-soap dispensers?

**Mr. Tooth:** No. I do not think you should place the burden on the teachers.

**Mr. P. WOOD:** The clear implication of this is that the Minister does not think our children are capable of learning how to use a simple paper towel or a simple liquid-soap dispenser. That is a remarkable statement from a former teacher.

**Mr. Tooth:** I do not think the teacher should be burdened with that extra duty.

**Mr. P. WOOD:** It is not an extra duty.

**Mr. Tooth:** You will not be very popular with the teachers.

**Mr. P. WOOD:** It is not an extra duty upon teachers. I believe it to be the department's responsibility to provide these facilities. Surely the Minister does not think a teacher would have to stand beside a child to see him pour a little soap over his hands and tear off a paper towel. If he does, he has a very poor opinion of the ability of the child. This is only a very weak and poor excuse offered by the Minister.

I want to make only one more comment on the attitude of this Government towards education in Queensland. I shall quote a statement by a prominent member of the

Country Party, a supporter of this Government. Speaking of a high school in Toowoomba, he said—

"What is the position now with the proposed new Southtown High School? Land has been acquired, but no definite statement has been made as to what year it will be built. Occasionally we hear comments on the necessity of building this school from our local State parliamentary representatives. I believe we are all to be realistic about the situation and console ourselves with the fact that whatever Government is in power, they are not likely to do much to assist the city that rejects its policy. I know this will be denied by some people, and I would like to believe that this will not be the case, as it's contrary to our democracy."

**Mr. Aikens:** Who made that statement?

**Mr. P. WOOD:** I will tell the hon. member in a minute. I know it is a little incoherent, but that is not my fault; it is the fault of the person who made the statement. He said—

"I know this will be denied by some people, and I would like to believe that this will not be the case, as it's contrary to our democracy; but let's not kid ourselves. This has happened before, and it will happen again with any Government in power. The way I see it is that it is quite logical to expect any Government to look after the requirements of their own representatives, in preference to the Opposition, and this could be the situation in Toowoomba."

That was said publicly in Toowoomba by a responsible member of the Country Party—a prominent member of the Country Party.

**Mr. Aikens:** Name him.

**Mr. P. WOOD:** It was the former Mayor of Toowoomba.

**Mr. Aikens:** Name him.

**Mr. P. WOOD:** I have.

**Mr. Aikens:** There would be half a dozen former mayors of Toowoomba.

**Mr. P. WOOD:** The most recent former mayor of Toowoomba.

I do not propose to comment on whether that statement is right or wrong; that is a matter for the Country Party. I simply want to stress that that attitude, as expressed by a member of the Country Party, is not the attitude of the Australian Labour Party. No Labour Government would administer education or any other Government activity in the fashion that this Country Party member suggested the Country Party is doing in Queensland today.

**Dr. Delamothe:** When did things change in the Labour Party?



**Mr. P. WOOD:** The A.L.P. has always had a fine record in education, despite the mutterings of hon. members opposite. When the hon. member for Toowoomba West was speaking yesterday I saw some members of the Cabinet skulk into the Cabinet room, and at the end of his speech they returned to the Chamber.

(Time expired.)

**Mr. CHINCHEN** (Mt. Gravatt) (12.35 p.m.): I was extremely sorry that I was in hospital when His Excellency the Governor delivered his Opening Speech at the opening of the Second Session of this, the Thirty-eighth Parliament. Of course, I have since read his speech, in which he referred to the development and progress of this State over the last 12 months.

I take this opportunity to commend His Excellency for the excellent manner in which he discharges his duties, and I include in my remarks Lady Mansfield, who renders great assistance to the Governor in his work.

I had occasion to read the speeches of the mover of this motion, the hon. member for Mulgrave, and the seconder, the hon. member for Chatsworth. Both hon. members made excellent contributions. The contribution of the hon. member for Chatsworth was particularly good: he raised some very important matters. I offer my congratulations to both hon. members.

Immediately I met the new hon. member for Roma I was impressed by him. I feel that, without doubt, he will make a valuable contribution to this House and will adequately represent the people of Roma, as did the previous hon. member, the late Bill Ewan.

I join with the mover and the seconder of the motion in expressing loyalty to Her Majesty Queen Elizabeth II. I do so wholeheartedly, and not in the manner of some hon. members on the opposite side of the House.

I found yesterday's debate extremely interesting because of a couple of speeches, to which I wish to refer. In the first instance, I refer to the speech made by the hon. member for Toowoomba West; it was extremely good, and very well delivered. Of course, we are accustomed to this hon. member making extremely good speeches. They are verbose, but beautifully phrased, with never-ending sentences. However, on this occasion his speech was different. He had some facts; he had done his homework. Naturally, the facts that he produced were produced for a particular purpose. The question crossed my mind as to just why he made this speech—this obviously well-rehearsed and well-researched speech—at this time. I am inclined to think that maybe he is missing his former glory. Perhaps he intends to challenge for the leadership again, although I do not think that is the case. It may have been designed

to embarrass his Leader, whose performance this session has been terribly weak. Perhaps he was setting an example for the other back-benchers, for his was a forthright speech, framed as he wished to make it—forthright and well delivered—the type of speech we have not heard from the other side for some time. I compliment the hon. member on it.

**Mr. Aikens:** Letting them know how much they have lost.

**Mr. CHINCHEN:** That is so. It is very obvious that the hon. member is a man of ability, which no-one on the other side of the house has. His speech was quite striking.

In considering what the hon. member said, I think it could be described in this way: first, he emphasised that the present Government has had so much more money to spend than previous Governments. He emphasised that point, and quoted figures showing that there was so much more money and therefore this Government must have done more. A little later he pointed out that we have not done any more than Labour did. Obviously the money has been spent, and I can well imagine the Treasurer would be happy to prove to the hon. member for Toowoomba West that it has all been spent. The hon. member then pointed out that we had not spent as much as Labour had, or as much as any other State had. He made a very clever speech.

Only two or three days ago my son, who attends the university, referred me to a book titled, "How to lie with figures". It is an amazing book, and I recommend it to all hon. members. My son said that this book is recommended for reading in his course at the university. I read it for some hours and it reminded me of the various techniques used by the hon. member for Toowoomba West. By the use of various techniques it can be proved that black is white, and that white is black. It is extremely clever. One of the techniques shown in it was used by the hon. member for Toowoomba West. He used his comparisons well, and made them suit his purpose. He compared certain figures with those of the previous Government, and used other figures in comparison with those in other States. In that way he could get figures to satisfy his purpose right along the line. It was extremely well done, well prepared, and well delivered, and as I say, I compliment him. But the facts are not there. He did not tell the whole story in any one direction. However, he gained his point and it was an education to members on the other side of the House on how to prepare and deliver their material.

The other speech which amazed me was that of the hon. member for Salisbury. I think he protested too much. He kept saying, "But this is not a political approach to education so far as we are concerned." If

he checks "Hansard" he will find he said that six or seven times. It is fairly obvious that there is a designed attempt to attack education because it has been the strongest point of this Government. Everybody knows that, and has accepted it. This attack was not designed by those on the other side of the House because they have not the intelligence to do it. It would have been designed by the Trades Hall men—for instance, Macdonald, a brilliant man—who would have said, "That is where we are going to hit." And that is where they are trying to hit. I cannot be convinced that there is nothing political in it when people like Evans, who recently resigned so that he could be an A.L.P. candidate, are involved. Another is Baldwin, whose politics I would not care to name. If one of the most violent Left-wingers on that side of the House stood up, Baldwin would be head and shoulders above him. I cannot be convinced that Baldwin did this all on his own. If the attack is designed that way, it is political.

There is every reason for people to be interested in this question of education. In Queensland we are experiencing the same sort of problems as are being experienced in every other State of the Commonwealth; in fact, in every Western country in the world.

On Thursday of last week I was sitting in the waiting-room of Mr. Rupert Dingle, in the C.M.L. Building, where I was reading a New Zealand newspaper. The editorial claimed that the teacher position in New Zealand is drastic. It is also drastic in Canada, and that is why Canada is taking teachers from here. Our problems are not peculiar to Queensland, and anybody with a spark of interest will agree with that. The attack by the hon. member for Salisbury was launched for a particular purpose, and it was political.

Everybody should be concerned about education. It is not static; it is a moving thing. Once anybody contends he is satisfied, we are going downhill. I know that neither the Government nor the Minister is satisfied. Nobody is satisfied. It is impossible to be satisfied with the standard of education.

It must be realised that there was little or no teacher-training during the war years and that there was an enormous post-war bulge in population growth. These young people had to be handled. This problem confronted other professions but they had other ways of getting around it. In architecture and engineering more assistance and more aids were used to get the work through. Those professions had no yardstick tying them to a certain number of children. Teachers are tied to so many children. That cannot be escaped. Because of that, other means of assistance cannot be applied. In the teaching profession the problem has been aggravated because of the enormous population growth during the post-war years allied with the fact that there was very little training of teachers during that period. Every country in the

world, including West Germany, America, Great Britain, and New Zealand, is confronted with this problem. It is not peculiar to Queensland.

All that hon. members opposite do is endeavour to say that everything is wrong here but nowhere else. I think the whole matter must be approached realistically. Recently we read that children in New South Wales are being educated in shire halls. That has not happened here. We know that in some instances accommodation may be cramped, which is unsatisfactory, but let us consider the base from which we started when the Scholarship examination was the be-all and end-all of education. In 1957 fewer than 14,000 children were attending high school. That was a privilege for only a few.

**Mr. Coburn:** What a wonderful thing the abolition of the Scholarship was.

**Mr. CHINCHEN:** Yes, magnificent, so that every child who wished could go to a secondary school.

We also tackled the question of the school-leaving age. There has been a complete change in the curricula for primary, secondary and technical education. Arguing that the test is how much is spent on education is ridiculous. If we had an extravagant Department of Education that wasted money—threw it away in bucket-loads—could it be said that our children were receiving a better education? The test is this: are our children leaving school as well educated as those in other States? I say they are, and I have reasons for such an assertion.

There are many reasons why Queensland is not spending as much as other States on education. In the first place, it is impossible to compare costs as between States. In some, museums, libraries and art galleries are financed from funds allotted to education. That is not done in this State. No two States adopt the same accounting system. I came from Victoria, where all the schools that I attended were of cavity-brick construction, with a heating system in every room. That type of building construction is expensive, and is unnecessary here.

To say that children are better educated in a State in which more money is spent on education than in Queensland is a lot of nonsense, and I shall tell the House why. Recently I met an old Air Force friend who is now a wing commander on the board that interviews applicants for admission to the Royal Australian Air Force. I said to him, "How long have you been in this position?" He said, "Seven years." I said, "What do you think of it?" He said, "It's most interesting." I said, "How do you find young Queensland men and women line up against those from other States?" He said, "Geoff, they're excellent at all levels—Junior, Senior and tradesman. They are first class and compare with any in the Commonwealth. We want

all of them we can get. And I will tell you another thing: this is not confined to the Air Force. We meet our counterparts in the Navy and the Army, and they are of the same opinion."

That is the test. There was a man who goes round all the States interviewing people at various levels of education and who says that there are none better than the young people of Queensland. Hon. members opposite hop up and down because not as much money is being spent on education here as in other States. They should commend the Government for that, not criticise it. That is their attitude all the way—find something and hang on to it and push it.

The hon. member for Salisbury made a lot of noise yesterday. Indeed, I was reminded of a Labour man prominent in mining unions in Britain in the 1950's, Sir William Lawther, whose name is probably well known to those on the other side of the House. He once said in a similar situation, "If wisdom was consistent with noise, the hon. member would be a wise man." That is the way I feel about the hon. member for Salisbury. He made a lot of noise, protesting all the time that there was nothing political behind the present agitation on education, and did little else. Noise, noise, noise! It is typical, of course, of that sort of person.

The interesting question of class sizes was raised. I should like to see classes as small as possible. In 1957, the average in primary schools was 35.9; in 1966, the last year for which I have figures, it was down to 31.3. That is not to say, of course, that every class is 31.3. There are problems with odd classes—I have them in schools in my electorate—but that is the trend. Over all schools, the average was 32.1 in 1957 and 28 in 1966.

The point is this: everybody agrees that more money is needed for education; but where does it come from? Do we take it from the police or from main roads? In 1957 the former Labour Government was spending on education 10 per cent. of the funds that it had available; today the Government is spending 17 per cent. of the larger amount that the hon. member for Toowoomba West spoke about. Does the hon. member for Toowoomba East complain about that? If he wants a break-down of the figures, I will tell him that the amount provided for education as a percentage of the total expenditure from Consolidated Revenue was 13.78 in 1956-57 and 19.14 in 1965-66. Expenditure on education from Consolidated Revenue as a percentage of tax reimbursement was 42.99 in 1956-57 and 50.17 in 1965-66.

**Mr. Bennett:** I thought you said figures were of no value?

**Mr. CHINCHEN:** I said figures can be used in the way one wishes to use them. This is the way I wish to use them at the moment. I am not removing them and making comparisons with something altogether different.

**Mr. Porter:** You are comparing like with like, which makes all the difference.

**Mr. CHINCHEN:** I am comparing like with like, which is the true test. These figures are available to all hon. members, but hon. members opposite are not quoting them. They do not suit their case. They take the figures from States that suit their purposes. Good luck to them, if they wish to do that. But I am making the only true comparison by comparing what has been spent on education in the past with what the present Government is spending, and I ask hon. members to remember that Queensland is now receiving much more money than previously.

**Mr. Houston:** What does your Young Liberals branch say about it?

**Mr. CHINCHEN:** My Young Liberals branch is not worried about this problem. The Leader of the Opposition is speaking of a branch that is not in my electorate.

The figures that I shall now place before hon. members are for three-year periods. They show expenditure on education from Loan Funds as a percentage of total Loan Funds, and they are—

	Per cent.
1954-55 to 1956-57 .. .. .	8.9
1957-58 to 1959-60 .. .. .	12.8
1960-61 to 1962-63 .. .. .	16
1963-64 to 1965-66 .. .. .	16.1

Those are actual figures; they show that the Government is putting a much greater percentage of a larger amount of money into education.

Hon. members all know that everyone has to budget in his own home. If one wants new carpets, a new car, or something else, one can do only so much. As I move round the State, I am amazed by what the Government has done in the field of education. As I said earlier, no-one is completely happy with the position, but—

**Mr. Houston:** Your Premier said in 1966 that it was wonderful.

**Mr. CHINCHEN:** It is wonderful compared with what former Labour Governments did.

**Mr. Houston:** The Premier did not say that.

**Mr. CHINCHEN:** The point I am making is that the Government has done a magnificent job. If hon. members opposite are honest, they will say the same thing. Queensland was in the doldrums when the Country-Liberal Government took office—no technical education; the Scholarship the be-all and end-all; run-down schools—and our achievements in the field of education have been magnificent.

(Leave to continue speech tomorrow granted.)

The House adjourned at 12.56 p.m.