

Queensland



Parliamentary Debates
[Hansard]

Legislative Assembly

THURSDAY, 7 NOVEMBER 1968

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(a) completed under Home Builders Accounts and (b) of existing homes purchased under Home Builders Accounts?

Answer:—

"The dwelling-units completed with finance from the Commonwealth-State Housing Trust Fund were:—1951-52, 1,102; 1956-57, 1,079; 1961-62, 1,244; 1966-67, 1,198. Houses were also provided with finance from the Home Builders Account as follows:—(a) Houses erected by contract on land owned by Society members—1951-52, nil; 1956-57, 1; 1961-62, 259; 1966-67, 320; (b) Newly constructed houses purchased by Society members—1951-52, nil; 1956-57, 115; 1961-62, 210; 1966-67, 207."

APPRENTICESHIP WELFARE OFFICERS

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

(1) At what places in Queensland have apprenticeship welfare officers been appointed?

(2) At which of the centres are official vehicles provided for use by the officers in the course of their duties?

(3) What arrangements are made for those without vehicles making official calls and when is it proposed to provide them with official vehicles?

Answers:—

(1) "There are five welfare officers in Brisbane, and one each at Rockhampton, Townsville, Toowoomba, and Cairns."

(2) "There are two departmental vehicles in Brisbane."

(3) "Welfare officers at Toowoomba, Rockhampton, Townsville and Cairns are recompensed, in accordance with the approved mileage allowance, when they use their private motor vehicles for official purposes. It is considered this is the more economical proposition, at the present time. However, the position is kept continually under review, having regard also to the necessity of ensuring that the welfare officers are not hampered in this work by the present arrangement."

THURSDAY, 7 NOVEMBER, 1968

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

QUESTIONS

HOUSING COMMISSION HOUSES AND FLATS

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

For each of the years 1951-52, 1956-57, 1961-62 and 1966-67, what was the total number of houses and flats completed under the Commonwealth/State Housing Agreement and, in addition, the number

ESTABLISHMENT OF NEW MAJOR POWER-STATION IN CENTRAL QUEENSLAND

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

Further to his Answer to my Question on November 1 concerning a major power-station for Central Queensland and following various newspaper reports of visits by overseas representatives of financial consortiums—

(1) Have representatives of French financial institutions interviewed him regarding the financing of this enterprise or has an appointment been made relative to it?

(2) Have representatives of other overseas consortiums asked for an interview concerning the establishment of the power-station?

(3) Has any approach been made by any Australian consortium or by an Australian representative of an overseas consortium in this regard?

(4) When does he expect to be furnished with a reply from the Right Honourable the Prime Minister concerning his most recent submission for Commonwealth assistance in the construction of the power-station?

Answers:—

(1) "Yes."

(2) "Yes."

(3) "Yes."

(4) "Shortly. Might I point out to the Honourable Member that it is the Government's firm intention to see a major power-station built in Central Queensland. The preferable means of finance for such a power-station would be the provision of funds by the Commonwealth Government pursuant to section 96 of the Constitution and this was the basis of the Government's application of September 4 last. If this application succeeds, public tenders will be called in Australia and overseas, as much of the plant and equipment is not available from Australian sources. This position has been made clear to all enquirers both in Australia and overseas."

SUPPLY OF MEAT TO BRISBANE BY SMALL COUNTRY ABATTOIRS

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

Further to his Answer to my Question on November 1 regarding an approved plan for small throughput killing facilities acceptable for home consumption, will such facilities be permitted to supply the metropolitan abattoir area?

Answer:—

"The objective of the Queensland Meat Industry Authority in developing the plan was to provide a blueprint for a small works which satisfies hygiene requirements, could be built at a reasonable cost and would be suitable for servicing the requirements of the centres of population in the range of 5,000 to 10,000. It was not envisaged that such a small works would be built to supply meat away from its own area. Nevertheless, no exception could be taken in principle to the supply of meat outside its immediate area, if properly transported. Consequently, a works of this nature would be eligible to seek approval under section 20 of "The Meat Industry Act of 1965" to supply meat into the metropolitan

public abattoir area. However, it would first be necessary for such a works, in common with all works approved under this section, to satisfy the criteria set forth therein and to meet the fees prescribed in relation to such approvals."

SUB-INTERMEDIATE WARDS IN PUBLIC HOSPITALS

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

In view of the notification in *Queensland Government Gazette* No. 30 of November 2 of an amendment of the Regulations under The Hospitals Act which set out the charge for sub-intermediate patients as \$2 per day, are there still sub-intermediate wards in Queensland public hospitals? If so, how many patients are in them and in which hospitals?

Answer:—

"Statistics furnished by hospitals boards indicate that for the two years ended June 30, 1968, there have not been any sub-intermediate patients."

POLICE RADAR TRAPS IN KELVIN GROVE HILL AREA

Mr. Melloy, pursuant to notice, asked The Premier,—

(1) How many radar traps were conducted by the police at the bottom of Kelvin Grove Hill between 7 p.m. and 9 p.m. from August 1, 1968, when breathalyser tests were introduced, until October 31, 1968?

(2) How many radar traps were conducted in the same area during the same time-period in the three months prior to August 1?

(3) How many serious accidents occurred in the vicinity of these radar traps between 7 p.m. and 9 p.m. over the six-months period to October 31, 1968?

Answers:—

(1) "Nil."

(2) "One."

(3) "Nil."

USE OF MODERN RAIL MOTORS IN IPSWICH AREA

Mrs. Jordan, pursuant to notice, asked The Minister for Transport,—

When the new, modern rail motors currently being acquired are put into use, will some of them be allotted to the Ipswich-Brisbane line and the Ipswich-Rosewood line in view of the usage of the S258 R.M. from Redbank and the M.I. daily from Rosewood and, if not, why not?

Answer:—

"The Honourable Member's request will be considered along with those of all other Honourable Members who have made similar requests on both sides of the House."

KARRALA HOUSE

Mrs. Jordan, pursuant to notice, asked The Minister for Health,—

(1) Are the 10 to 15-year-old girls in isolated seclusion in rooms 9 and 10 at Karrala provided with beds or do they sleep on thin mattresses on the floor?

(2) Are they provided with canvas sheets only?

(3) Are they provided with a chair?

(4) Are there wash basins or taps in the rooms?

(5) Are the girls provided with rubber chamber pots for toilet needs, how often are they emptied and do the girls themselves have to clean them with wet cloths?

(6) Are there windows which provide cross-ventilation and/or a view and at what height are the windows from the floor?

(7) Is lighting more dim than artificial light and of what strength is the artificial light?

(8) Are any persons other than staff allowed in the rooms?

(9) Are staff allowed to converse with the girls while attending to their elementary needs?

(10) What time is "lights out" at night and what time is breakfast served?

(11) Are books and magazines provided for the girls at any time?

(12) Is chalk supplied to the inmates?

(13) What other facilities and interests are provided in the rooms while girls are in isolated seclusion?

Answers:—

(1) "The age of girls at Karrala House is generally within the range of 14 to 16 years. The majority of girls have left school. There is no bed in room 9, but a 9-inch thick sponge rubber mattress is provided. A built-in wooden bed with a fibre mattress is provided in room 10."

(2) "Some girls on admission show signs of suicidal tendencies. Whilst these are frequently simulated, there is no early assurance that they are not genuine and precautions must therefore be taken against self-injury. Any but canvas sheets may be torn into strips and used for this purpose."

(3) "No, for reasons similar to those stated in (2)."

(4) "No. It would be necessary to lock the taps against misuse if they were provided."

(5) "Girls are escorted to the toilet on request during the hours from 6 a.m. to 10 p.m. Rubber receptacles with covers are provided. These are emptied as required by the girls who use them, and who are also expected to clean them. The receptacles are washed with a disinfectant solution."

(6) "Each room has one window, which has designed ventilation at the top and the bottom. When the shutters are closed, there is no view, but this does not exclude ventilation. The windows are 31 inches from the floor."

(7) "The natural lighting in some rooms is slightly less than the artificial lighting. All rooms have adequate fluorescent lighting."

(8) "Yes. The girls are visited by the visiting psychiatrist, medical officers, welfare officers, the visiting justice and padres."

(9) "Yes. They are encouraged to do so with a view to establishing something of a rapport with the girls."

(10) "'Lights out' is at 8 p.m., but lights are turned on during the day at any time at a girl's own request. Breakfast is served between 7 and 7.30 a.m."

(11) "Yes."

(12) "Yes."

(13) "Books, magazines, chalk, jig-saw puzzles and playing cards."

INSTALLATION OF TWO-WAY RADIO ON SEA-GOING LAUNCHES

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

(1) Was any report received by the relevant Department concerning the stranding of the launch "Diane" on a reef near Townsville and the quick rescue by the R.A.A.F. on July 28?

(2) Was this rescue effected as the result of a radio message?

(3) If so, will consideration be given to the obligatory installation of two-way radio equipment on all launches and boats travelling off-shore?

Answers:—

(1) "Yes."

(2) "Yes."

(3) "Sea-going commercial vessels and sea-going licensed fishing vessels over 30 feet are required by law to be equipped

with two-way radio. Sea-going licensed fishing vessels under 30 feet and private craft are not subject to survey or equipment standards but the introduction of these requirements to all sea-going licensed fishing vessels is under consideration. At this point of time it is not possible to extend the survey and equipment requirements to incorporate private vessels, although I believe that any private owner would be wise to voluntarily observe such requirements."

T.A.B. BRANCHES, TOWNSVILLE

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

(1) How many branches of the T.A.B. are now established in Townsville and where are they situated?

(2) Is the opening of further branches under consideration and, if so, in what suburb or suburbs?

Answers:—

(1) "The information is available in the seventh annual report, 1968, of the Totalisator Administration Board of Queensland, copy of which I tabled in this House on September 10 last."

(2) "I understand that, following representations from the Honourable Member for Townsville South, the Board is looking into Townsville as a whole to see whether another branch is warranted and also to ascertain in what area it should be positioned."

ADDITIONAL ACCOMMODATION, GEORGETOWN STATE SCHOOL

Mr. Wallis-Smith, pursuant to notice, asked The Minister for Education,—

Is he aware that a students' hostel will be established in Georgetown and that students will be in residence for the 1969 school year? If so, have plans been made for the extra accommodation needed at the Georgetown State School?

Answer:—

"I am aware that the Etheridge Shire Council has received approval to construct a students' hostel at Georgetown during the 1968-69 financial year. Inquiries will be made to ascertain the anticipated date of completion of the hostel and the likely increase in the school's enrolment. When this information is available consideration will be given to the need for providing additional classroom accommodation."

APPOINTMENT OF TEACHER, MITCHELL RIVER SCHOOL

Mr. Wallis-Smith, pursuant to notice, asked The Minister for Education,—

(1) Have any applications been received for the vacancy advertised in the *Education Office Gazette* for September, 1968, for a teacher at Mitchell River school? If so, has an appointment been made and when will the appointee take up his position?

(2) If no application has been received, what steps will be taken to ensure that a teacher will be available at the commencement of the 1969 school year?

Answer:—

(1 and 2) "Applications were received. The successful applicant is being seconded to take up duty at Mitchell River School as from the commencement of the 1969 school year."

ABORIGINAL COMMUNITY WELFARE FUNDS

Mr. Wallis-Smith, pursuant to notice, asked The Minister for Lands,—

In view of his statement that the net returns from cattle activities at Woora-binda have all been returned to the Aboriginal Welfare Fund—

(1) Has this procedure been followed in all other Government-controlled communities?

(2) What amounts have been credited to the fund from (a) Mitchell River and (b) Edward River communities?

(3) Has each community its own welfare fund and, if so, is this the fund into which the amounts are paid or are they paid into a general welfare fund?

(4) If it be a general welfare fund, are all details of deposits available showing the source of the deposit?

Answers:—

(1) "Yes."

(2) "During the current financial year—Mitchell River, \$22,858.60; Edward River, nil."

(3 and 4) "Aboriginal Welfare Fund is a general fund as provided by legislation under the regulations into which these receipts are paid. Income and expenditure is accounted in accordance with the established Government practice and complies with the requirements of the Auditor-General. This welfare fund should not be confused with the Social and Welfare Association Fund established at some of the Communities."

MARRIED WOMEN EMPLOYEES IN PUBLIC SERVICE

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

(1) Are there any married women employees in the Public Service retained on a permanent basis and, if so, what work do they do as compared with males?

(2) If there are married women employees in the Public Service, (a) are they all granted completely similar privileges and rights to permanent male employees or (b) do only certain ones enjoy the privileges?

(3) If the Answer to Question 2 (b) is in the affirmative, what work do these women perform and what is the reason for the discrimination?

Answer:—

"Married women are not at present employed permanently in the Public Service. In the past the policy has been to employ married women in temporary capacities where there were special domestic circumstances, or when it was not possible to make satisfactory staffing arrangements to carry out the public service concerned."

DISTRIBUTION OF T.A.B. PROFITS

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

(1) With regard to the figure of \$1,082,433 released by the T.A.B. General Manager as being the investment on three-State racing (on November 5), including the Melbourne Cup, what are the individual amounts received by (a) the Government and (b) the T.A.B.?

(2) What is the amount received by (a) the Government and (b) the T.A.B. out of each \$100 invested in the betting shops?

Answer:—

(1 and 2) "The basis of distribution is fully set out in the relevant statute."

SUBSIDIES FOR SCHOOL LIBRARIES

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

(1) Further to his Answer to my Question on October 22 regarding the Commonwealth grant for secondary-school libraries, is it anticipated that when these moneys become available in January, 1969, more money from State funds will be allocated for primary-school libraries?

(2) If so, will he consider increasing the subsidy to primary-school libraries in excess of the present 50 per centum?

(3) Will he further consider increasing the subsidy to 90 per centum for schools in areas where the community's financial resources are poor, e.g., Weipa South?

(4) On definite policy being formulated regarding expenditure and priorities for the Commonwealth library grant, will consideration be given to Opportunity Schools as claimants in respect of children of high-school age who are attending them?

Answers:—

(1 and 2) "No. A Commonwealth grant made for a specific purpose does not permit savings in the field of education assisted. The State is expected, as a condition of any such grant, to maintain the previous level of expenditure in the field concerned."

(3) "My Department has no evidence from primary schools generally that library purchases are inadequate because of lack of support in poorer communities. I do not propose, therefore, at this time, to vary the rate of subsidy. In the special case quoted departmental records show that the parents and citizens' association has provided funds for the purchase of library books. During my recent visit to this school no mention was made of difficulties in this matter."

(4) "Yes."

STUDY OF CROWN OF THORNS STARFISH

Mr. R. Jones, pursuant to notice, asked The Treasurer,—

(1) Has his attention been drawn to an article in *The Cairns Post* of November 5, headed "Barrier Reef studies of Crown of Thorns starfish"?

(2) Will the officers referred to therein be called upon to operate in waters outside the three-mile limit?

(3) Was permission sought to engage in activities outside territorial waters and, if so, from whom was the authority obtained?

Answers:—

(1) "Yes."

(2) "No."

(3) "See Answer to (2)."

WATER-SUPPLY SCHEME FOR COOKTOWN

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

Has the Administrator of the Cook Shire plans in hand for a water scheme for Cooktown? If so, when will work commence?

Answer:—

"Not to my knowledge. However, of recent times the Department of Local Government has revised a preliminary report on a water-supply scheme for Cooktown, which report was referred to local residents, who have advised that the matter is under consideration."

PAPERS

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

Report of the Department of Works for the year 1967-68.

The following papers were laid on the table:—

Orders in Council under—

The Explosives Acts, 1952 to 1963.

The Medical Acts, 1939 to 1966.

Regulations under the Children's Services Act of 1965.

FORM OF QUESTION

Mr. HOUSTON (Bulimba—Leader of the Opposition) proceeding to give notice of a question—

Mr. SPEAKER: Order! Is the hon. member asking a question or making a speech?

Mr. HOUSTON: I am pointing out certain things to the Minister and asking him to explain why there is a contradiction between what he said yesterday—

Mr. SPEAKER: Order! I think that the hon. member can do it in much shorter terms.

Mr. HOUSTON: I cannot. I am quoting what the Federal Minister said. He said it; I did not say it.

Mr. SPEAKER: Order! The hon. member is quoting a lengthy extract from a newspaper.

Mr. HOUSTON: No, it is not from a newspaper.

Mr. SPEAKER: I shall have a look at the question.

DUPLICATION OF QUESTIONS

Mr. PORTER (Toowong) having given notice of two questions—

Mr. SPEAKER: Order! There appears to have been quite a number of duplicated questions this morning. I shall have a close look at them.

RURAL FIRES ACT AMENDMENT BILL

THIRD READING

Bill, on motion of Mr. Chalk, read a third time.

SUPPLY

RESUMPTION OF COMMITTEE—ESTIMATES—
FIFTH AND SIXTH ALLOTTED DAYS

(The Chairman of Committees, Mr. Hooper, Greenslopes, in the chair)

ESTIMATES-IN-CHIEF, 1968-69

DEPARTMENT OF EDUCATION AND CULTURAL
ACTIVITIES

CHIEF OFFICE

Debate resumed from 5 November (see p. 1248) on Mr. Fletcher's Motion—

"That \$978,274 be granted for 'Department of Education and Cultural Activities—Chief Office'."

Mr. PILBEAM (Rockhampton South) (11.32 a.m.): During the Budget debate I took the opportunity to commiserate with the Minister for Education on the difficulty of his undertaking. Whatever opinions we may have about education, I am sure we all share one opinion, namely, that the challenges in this department are presenting themselves thicker and faster than ever before. With the tremendous growth in student population and with the standard of education reaching higher and higher levels comes the urgent necessity to allocate to education more money than this State has ever previously been called upon to provide.

It is appropriate that cultural activities should be combined with the education portfolio, as the Minister can use some of the urbanity and serenity that exists in the former activity to cope with the strains that go with the latter. Whilst talking about cultural activities, I join with the Minister in extending a welcome to the newly appointed Director of Cultural Activities, Mr. A. J. Creedy. I wish him a very profitable and rewarding term of office in this State, because this is a most important task. If the difficulties are great, the rewards are appropriate.

I thank the Minister for considering the necessity to make adequate financial contributions to the cultural bodies of this State. In particular, I repeat the necessity to make a substantial contribution to save the Queensland branch of the Arts Council of Australia, whose financial affairs are in a parlous state at the present time. In my opinion, this body is hovering on the brink of bankruptcy. In view of the extent of its task and its importance, I once again direct the Minister's attention to the real necessity to provide funds.

As an earnest of my own wish to see this body flourish, not only in Brisbane but throughout the provincial centres of the State, after a lapse of quite a few years, at the request of Dame Gertrude Langer I have undertaken the chairmanship of the Rockhampton branch. I assure the Minister that if he cares to give this body the necessary finance, it will function to his satisfaction and also to the satisfaction of this State. There are a few other bodies that need propping up financially, but this

is one of the most important of all—this one needs it the most—and that is why I am stressing this point.

In the field of education, I thank the Minister once again for providing support for schools other than State schools. Recently I had the opportunity to attend the speech nights at some very important schools in this category, namely, St. Brendan's school at Yeppoon and the Rockhampton Boys' Grammar School. I assure the Minister that the principals of those schools are most grateful and expressed their gratitude for the provision of this life-blood, without which these institutions would find it difficult to continue the wonderful service they are giving to this State.

I commend the Minister and his department for looking ahead in the requirements in my own city of Rockhampton by providing a site for a third high school, which will be necessary before many more years have passed. The hon. member for Rockhampton North knows the site, and I think he joins with me in thanking the department for looking ahead and providing it.

Mr. Aikens: He says that he would not agree with you on anything.

Mr. PILBEAM: He will in this regard.

Mr. Thackeray: That is dead right.

Mr. PILBEAM: I am particularly interested in the most recent expressions of tertiary education in this State. I refer to the institutes of technology at Brisbane, Toowoomba, and Rockhampton. I have taken a continuing interest in the Rockhampton institute because I am a foundation vice-president of the local body that has fought for many years to get some expression of tertiary education in the city to provide all students in Central Queensland with an opportunity to extend their education to the tertiary level. Without an institute like this in Rockhampton there would be a continuation of that destructive policy under which many children, because their parents were not sufficiently wealthy, could not get tertiary education at all; parents could not afford to send them to the capital cities. With adequate scholarships and the provision of an institute of technology in Rockhampton, even the poorest child has an opportunity to proceed to the top level of education. This is what we must have in this State. This body, of which, as I say, I am a foundation member, made many representations to Ministers for Education, particularly the late Honourable Jack Pizzey, who was always most sympathetic to our cause, to members of the university senate, such as Sir Fred Schonell and Professor Teakle, and to Mr. Cyril Connell, the Registrar of the University of Queensland. I am pleased to see the Minister in the Chamber, because I wish to make a particular plea for the provision of money to develop the Rockhampton Institute of Technology on the lines that it should be developed.

Although the Treasurer indicated that Queensland would spend a total of \$114,000,000 on education (a rise of almost 20 per cent.) and that the Queensland institutes of technology will receive approximately \$2,500,000 (an increase of 45 per cent.), I must point out that the amount allocated to the institutes of technology is not adequate in view of the programme envisaged.

It should be recalled that when the institutes of technology were first envisaged, the concept of colleges of advanced education which has been formulated by the Wark Committee was not then in existence. This concept has gone beyond regarding institutes of technology as merely glorified technical colleges, and it is envisaged that they will now provide tertiary education equal to the best provided in universities and other tertiary institutions throughout the State and the Commonwealth. This changed concept has been fully accepted by the Commonwealth Government, and the equipment and building facilities that have been provided are fully up to the specifications accepted by the universities.

I mentioned in my speech during the Budget debate, and I mention again today, the necessity for granting an adequate scale of salaries to the staff that must be set up in these institutes. In this connection, it is well known that the Commonwealth committee of inquiry is examining the salaries and conditions of appointment of staff at the new colleges of advanced education, and that the question of the naming of awards is again under consideration by a Commonwealth committee.

The naming of awards is not just some form of social snobbery. At present two courses are offered at the institutes—the certificate course and the diploma course. The diploma course is the top course, and it is classed as being equivalent to a university degree, but it is pretty hard to get the public to accept this unless the award is appropriately titled. It is confidently expected that the award that is finally defined will be a degree, possibly Bachelor of Technology, but both the conditions of employment and the naming of awards must be appropriate to the demands placed on the institution.

At the present time, the Queensland institutes of technology are finding the over-all conditions in relation to their objectives are not satisfactory. On the first count, serious under-estimates were made of the recurrent and capital financial expenditure which would be necessary to provide programmes of adequate levels of intellectual excellence. This is not surprising, since these financial predictions were in fact made some time ago and before it was possible to see exactly what kind of institution was being developed. We are starting to get some idea of this now. Although a 45 per cent. increase in

expenditure on the institutes has been provided by the Budget, it is nowhere near enough to provide the basic services necessary for the programmes that have been mapped out for the institutes of technology. Tertiary education cannot be bought "on the cheap", and, if the education provided in the institutes is to be other than second-rate, additional funds must be provided urgently to all three Queensland institutes of technology.

In the case of country institutes the position is particularly serious as, to all intents and purposes, they must be self-sufficient. They must stand on their own feet. In the country areas there are no adequate technological and scientific library facilities. They could be available in Brisbane, but they are certainly not available in the country centres. Electronic computers must be made available within the campus walls, and provision must be made for all staff to attend necessary professional conferences in other States and overseas. This is found necessary in the universities, and it must also be provided in the case of the institutes of technology. Conditions by and large must be quite comparable with those in the universities, for only in this way will staff of comparable and necessary quality be attracted for the educational programmes.

The amount of additional funds required is such that if only one country institute had to be established the amount of money would be just adequate. I have looked at this question closely, and that is my fixed opinion. With two country institutes, one at Toowoomba and the other at Rockhampton, the available funds fall far short of those that may reasonably be required. Bearing in mind the enormous value of the courses offered at these institutes, which are designed specifically to train professional people for life in industry and in society, thereby contributing greatly to Queensland's over-all wealth, the amount of additional money required to launch the institutes successfully is comparatively small. The amount might seem large; but when one compares it with what is sought to be achieved, it is not in fact large. On the contrary, it is comparatively small.

The Brisbane institute has been able to continue only because of the massive support of part-time lecturers, who, being available in Brisbane, can sustain some of the courses. In the case of a country institute, these additional staff members are not available—that is a disadvantage that country institutes suffer—and, in any case, the highly specialised nature of the instruction given demands that most staff members be engaged full-time. The response to recent advertisements for staff has been such that the number of possible appointees who have applied to all three institutes would not solve the staff difficulties at even one of the institutes. Thus,

in a number of fields—fields such as engineering and business studies—very serious staffing problems exist, and these conditions, it would appear, will persist for some time.

I quoted a case recently in which a second-year engineering student in Rockhampton was told that, because staff was not available, he would have to continue his studies at Toowoomba. That is the sort of thing against which I am fighting, and it is one of the main reasons why my contribution to the debate on these Estimates is directed in this way.

A further important factor in attracting staff is that the institutes themselves must be autonomous and constituted with self-governing councils who are the employers of the academics. Under the existing system, where both the Department of Education and the Public Service Commissioner have an important and controlling interest in many activities, the barriers to recruitment are greatly heightened. The view is widely held that unless autonomy is granted to all three institutes within the next year as a preparation for the forthcoming 1970-1972 triennium, then the institutes could be considered failures and there could be a mass migration of staff to other institutes throughout the Commonwealth that have normal conditions, or probably better conditions, of appointment and salaries.

To summarise the needs and future activities of the institutes of technology, it must be admitted that all institutes suffer under an inordinately complex staff recruitment system, governed in large part by the Public Service Commissioner. This is so ponderous that generally very long periods elapse between applications and appointments, periods of up to six to nine months being quite common for overseas applicants. In a world in which there is a great demand for competent, skilled people, a means must be found for the rapid advertisement for and interviewing and appointment of potential staff members. A serious loss has ensued because of delays in the past.

All three institutes have been urgently seeking the services of a senior librarian, but this normally accepted academic appointment has repeatedly been blocked by the Public Service Commissioner. The need for adequate library and information services in any tertiary educational institution is self-evident to the educational world, and it is a matter of grave concern that a member of the Public Service can block what is a legitimate educational requirement.

In the case of country institutes the administrative staff is far too slender. In Rockhampton we need the creation of a position of registrar. At the present time we have the principal and one senior clerk, with supporting junior clerk-typists. I know that Dr. Skertchley feels, as I do, that this is an inadequate administrative staff. I would say

it could be rectified by the appointment of a registrar with a position at head-of-department level. This is something we need.

Educational activities have been hampered at many institutes because of attempts that have been made to operate courses which have been designed for the markedly different conditions of the larger Brisbane institute. An urgent and pressing problem is to obtain the freedom which would enable the Darling Downs and Capricornia institutes to utilise their own staff and their own resources to provide the best possible educational programmes within the limitations of their individual campuses. That is not to say that the courses would in any way be less acceptable to professional institutions, industry and commerce, but that they would indeed be strengthened by providing a better quality of graduate. That is what we want.

Recent attempts by Capricornia to liaise closely with Brisbane and Toowoomba have led to very serious problems concerning the professional autonomy of the academic staff. It is widely felt—I feel it, too—that the only way to overcome these problems is to allow each institute to develop individually, as a soundly based tertiary learning institution.

A new concept of teacher-training colleges is developing at Toowoomba and Rockhampton, and, although I personally have some reservations in this matter, I inform the Minister that both the Darling Downs and Capricornia institutes hope that very early in the piece they may establish Departments of Education to service the needs of the teacher trainees in their areas. This establishment of a Department of Education within each institute has many advantages, not the least of which is that the teachers are prepared for their future careers in the company of other professional people, thereby benefiting greatly from cross-fertilisation of ideas—a system of education which is much to be preferred to that of education in isolated teacher-training colleges.

The advent of the new three-year teacher-training programmes, the ready availability of many facilities on the campus, common use of library and other services, would make for an economic solution to the teacher-training programme in the country areas. This is a new concept for Queensland and I ask the Minister to give it some consideration, as I am doing at the present time. This solution has already been adopted with great success in New South Wales. Let me say, with some reservation, that Dr. Skertchley and the Darling Downs people feel that, in the existing circumstances, there is no cause at all to be argued for the establishment of separate teacher-training colleges.

It should be emphasised that the colleges of advanced education of which the Queensland Institutes of Technology at Brisbane, Toowoomba and Rockhampton are examples, are all in their early days of establishment. The Commonwealth Minister for Education,

Mr. Malcolm Fraser, has reaffirmed the opinion of the then Prime Minister Menzies and the late Mr. Holt, that the institutions must be equivalent in educational excellence to universities, but provide the required educational orientation for the real needs of Australian society. That they are being developed—that is, the institutes quite apart from universities, is evidence that the universities themselves have not met these needs and, if they are to be implemented successfully—that is these aims and objects—then the institutes must have substantial support at these early stages of their foundation. At the moment, in all of them the staffing position is little short of desperate. The equipment is still well below that which is reasonably tolerated in a tertiary institution, and the colleges suffer to a considerable extent because of their recent origin and the fact that they are not yet socially acceptable. I think that this must be admitted. There is no doubt that on the Australian scene they should make a more massive and direct contribution to society than that made by the universities, which by and large are concerned with detached scholarship of international rather than national significance, and the training of research workers rather than the training of a massive body of students who will go out into the world to earn a living—this massive body of students whom we hope to train and make available to the world.

The Queensland institutes of technology have not yet secured sufficient recognition of their role and purposes from officers of the Government. I do not think that there can be any argument about that. Many outside academics who have joined the institutes are quite frankly appalled with the conditions that they find. These men, who are invaluable to Queensland and its future, must be retained at all costs. This Government and this Parliament will be letting down the electorate if we do not make the way clear to provide for massive support for the Queensland institutes of technology—and I am not being so parochial as to speak only for the Capricornia institute; I speak for the three, and I have spoken for the three. This is the real substance of my contribution to the debate on the Estimates for the Department of Education.

Mr. TUCKER (Townsville North) (11.57 a.m.): At the outset, I wish to thank the officers of the Department of Education, from the Director-General down, for the very courteous way in which they have always received me and for the consideration that they have given to my representations.

I must admit that I am very demanding about my electorate. I keep in close touch with the schools in my electorate—and I know that all hon. members do so in theirs—and I refuse to take anything that is only the second best. That is not good enough for the children in my electorate, or, for that matter, for the children in the whole of the Townsville area.

I pay a tribute to the magnificent band of teachers that we have in North Queensland, and I suppose the same could be said in truth about the teachers throughout the State.

I understand that the Director-General of Education can do only so much with the limited budget that is available to him. He is restricted to keeping within certain bounds. I think every one of us realises that the departmental officers are limited to this budget, and it is just not big enough.

I wish to refer to the fact that not so long ago the Minister and some of his officers went overseas to study educational methods in other countries. This is a very good thing, and I have no quarrel with it. I believe that we should send officers overseas to see what is happening in other parts of the world so that we may adopt what we regard as good methods. However, I am afraid that every new idea that is brought forward at the present time is inhibited by the lack of money, to which I have referred. On many occasions in this State new ideas are not put into effect because we just do not have the money to enable that to be done.

I suggest to the Minister that his first priority should be to persuade Cabinet and the Commonwealth Government—and perhaps I should place emphasis on the Commonwealth Government—to lift the aid that they provide to education in this State. The grants that they have given to education so far are not good enough. They are far below what is necessary to bring our educational system up to world standard.

The Minister's first priority should be to ensure that his Cabinet colleagues and the Commonwealth Government are prepared to "come to the party" and provide the aid that will enable him to bring to fruition the ideas that he picked up overseas. However, the Director-General of Education and his staff also have many ideas that they want to put into effect, but they are held back by the tremendous lack of money. I know that further moneys have been allocated for education in the Budget, and I welcome them, as must any thinking person in Queensland. Past allocations have certainly been insufficient.

As I have said, the Minister went overseas to get new ideas. Without detracting in any way from what he did while overseas, I point out that our school principals and teachers have many good ideas that they would like to see incorporated in teaching methods. Their ideas are in the bud, and all that is needed is the finance to enable them to burst into bloom.

I said a moment ago that the Minister's first step is to persuade his Commonwealth colleagues to give Queensland massive financial support for education. The Commonwealth Government must open the financial flood-gates so that we can proceed with the many ideas that we have to improve education. As a layman, I believe that the Minister's next step—if it is not his first

priority, it is very close to it—is the building of more classrooms in all schools as soon as possible. I emphasise the phrase, "all schools as soon as possible". There may be a few schools that do not need more classrooms, but the great majority do.

Mr. Fletcher: Is that not the same thing as saying that we need more money?

Mr. TUCKER: Perhaps it is; the two go together.

I think the Minister will agree that there is a tremendous demand for spare rooms in most schools. I do not mean rooms to cater for the overflow of students, but spare rooms, as such. If our teachers are to impart knowledge properly they need spare rooms. The present policy appears to be to wait until a school bulges at the seams. We appear to procrastinate and say, "We will not build there; we will wait until the need is urgent." We then rush to do something about it. We always seem to be rushing to repair holes in the dyke, engaging in feverish activity in one place and doing nothing in another.

That is how we are tackling the provision of classrooms in our schools. My colleagues, I am sure, will agree that this happens in their electorates. We have no really new, constructive thinking about building classrooms. A growing school either has no spare rooms available for the teachers and children, or its television room, music room or library, to use the vernacular, is eventually "pinched" as a stopgap measure to house additional classes. Suddenly, the rooms that were previously available and were being used properly are taken away because of this growth and because priorities cannot be allotted for the Department of Works to go ahead and build the necessary classrooms. We seem to have this same old vicious circle all the time. I suppose that the Minister is aware of this, but I am putting this forward in a decent and proper manner because it is something that every one of us has to look at and grapple with. In many schools in my area students have to get out of the room where the piano is located so that other students can use the room for their music lesson. This sort of thing is not desirable.

Our teachers have many new ideas. I am particularly proud of the teachers in North Queensland, because they are instituting new ideas very effectively under the most trying conditions. They lead in this field. I cast no reflection on teachers anywhere else in Queensland in saying that. Teachers in my area have got right into the business of introducing new ideas. They have not been afraid to tackle this. As a result, their students are benefiting.

Our children today are being taught to study and discover things for themselves. This is a very good and admirable line of approach. Many teachers, including those who are not so young, are adopting this method and are achieving good results. For too long children sat in classrooms having

facts shoved down their necks. Today many students are being taught and shown how to study for themselves. This prepares them for tertiary education.

I suppose that this, too, could apply all over Queensland, but, as I know North Queensland intimately, I know that teachers there have introduced a good deal of group work, such as reading laboratories, science projects, social studies and group reading. To do this effectively—I emphasise “effectively”—the teachers require room. All the matters that I have mentioned before require that children should be able to spread out. They should not be confined to one classroom, shoulder to shoulder, as they are in many cases at the moment. Because we do not have spare classrooms in our schools this type of work cannot be done. I believe that the efforts of the teachers are being restricted because they do not have this room. There is a definite lack of space in all our schools.

There are times when teachers want some of the students out of a classroom. They feel that this would be more effective. But they are unable to take them out of a classroom because there is nowhere else to put the minority while they attend to the majority. Students representing the top one-third of our classes are being taught better than ever and are advancing quickly; they are very lucky children. Then we have the middle one-third. It appears to me that they are remaining more or less stationary. They are neither losing nor gaining quickly. Nevertheless, they are not doing too badly, so that the status quo there has perhaps been maintained.

At the bottom of each class, those in the lower one-third are doing very poorly indeed under today's conditions in many schools. In fact, I would say that in many classes those students are doing worse now than comparable students ever did before. Teachers do not have time to spend with them, and there is no place for them to be taken and given specialised training. Today those in the bottom third, or perhaps even the bottom quarter, of each class are the victims of the present system, and they are the ones that I am very worried about.

There is still a lack of room in schools, and teachers have classes that are still too large. I believe that composite classes are still with us. I realise that there have to be such classes in one-teacher schools, but they should not be found in other schools. However, today they are still with us, which is one of the reasons why the Minister is able to claim that the number of classes has decreased. There are, however, still composite classes, which is not a good thing.

In my area in Townsville another retrograde step has been the appointment of relieving teachers to the full-time staff. Before this happened, relieving teachers were readily available to meet temporary staff

shortages throughout schools in the Townsville area. Now they have been appointed to school staffs and are no longer available in emergencies. This is an unusual action by the department, especially when it has been stated that there are now plenty of teachers in my area. I do not know whether this has happened throughout Queensland, but in my area it has placed undue burdens on head-teachers who are already frustrated by staffing problems.

I sum up this facet of my submissions by saying that if new ideas are to be successfully implemented the sizes of classes must be reduced, extra room must be provided, and there should be an adequate number of teachers. If those things can be achieved, we will be well on the way to tackling the real problems in schools today.

In the short time that I have left to speak, I wish to deal quickly with the fire that occurred yesterday at the Mitchelton State High School. There have been a number of fires in schools recently. This worries me, because it makes me think of the schools in my area and what is happening in them. Are they subject to the same fire hazard? It disturbs me to learn that the fire hydrant serving the Mitchelton State High School is about 1,000 feet from the school. That meant that firemen at yesterday's fire lost many valuable minutes connecting a very long length of hose to a hydrant almost a quarter of a mile from the fire that they were trying to bring under control.

Surely the Government has an obligation to ascertain the position of the nearest fire hydrants to not only schools but to all public buildings. Departmental officers should be instructed to find out the position of the hydrants closest to all public buildings, and, if they are some considerable distance away, action should be taken to provide others that are easier of access.

I have no doubt that previously there has not been any reason for this to come under notice, and it has never been highlighted. Now that a fire has occurred and it has become clear that hydrants are too far away, the lesson may have been learnt. I again suggest to the Minister that a survey should be made of schools and public buildings to ascertain where fire hydrants are. If they are not as close as they ought to be, representations should be made to the appropriate authorities to have them brought close to schools and public buildings, so that a delay similar to that which occurred at Mitchelton yesterday does not occur again.

I believe, too, that fire extinguishers should be made available throughout the schools in Queensland, particularly in science blocks, a number of which have been constructed in this State recently. If fire extinguishers were provided in those buildings, anyone who was close by could nip an outbreak of fire in the bud and ensure that it did not become a conflagration.

Mr. Ramsden: That is all right in theory.

Mr. TUCKER: If that is so, does the hon. member for Merthyr suggest that a motorist should not carry a fire extinguisher in his motor vehicle? Fire insurance companies say that they will charge a lower premium if a fire extinguisher is carried in a motor vehicle. What is wrong with having fire extinguishers readily available in schools? In theory, it seems to be a fairly good precaution, and I ask that action be taken to implement my suggestion. Precautions relative to public buildings generally, and schools particularly, should be taken over the length and breadth of Queensland.

In the five minutes left to me, I shall become completely parochial and refer to Magnetic Island, which is in my electorate.

On Magnetic Island, within 7 miles of the heart of the City of Townsville, there are three one-teacher schools. One would have to search very diligently indeed to find any similar schools within 20 or 30 miles of Townsville, but one of the schools on Magnetic Island is within 4 miles of the heart of Townsville. I have no argument against the way in which the schools are run—in fact, the teachers do a very good job under the trying conditions—but it must be acknowledged that the students could gain a great advantage by attending a central school on the island.

The advantage of having larger central schools has been amply demonstrated over the whole of Queensland, and I remind hon. members opposite that many of them have risen in this Chamber and pointed out that schools have been amalgamated, that so much has been spent on school bus services, and the distinct advantages that have been enjoyed by the scholars concerned. Government members cannot have it both ways. If it is an advantage for scholars in the remainder of Queensland to attend a central school, surely it also would be a distinct advantage for scholars on Magnetic Island.

In my opinion, the educational facilities on Magnetic Island are archaic. There should not be, within 7 miles of the heart of the City of Townsville, three one-teacher schools. Ever since 1960 I have been advocating the establishment of a central school on the island, and I have continually been fobbed off with the old cry, "Funds are not available". There has been a rapid growth of holiday and other accommodation on Magnetic Island, and attending the schools there, in addition to the local children, are a number of children who could, I suppose, be classified as transients, and one-teacher schools are quite often called upon to cope with a divergent group of young children. The teacher's task is very difficult, and I do not believe that he should be called upon to undertake it in this day and age.

As has been amply demonstrated on a number of occasions, there is a very good transport system on Magnetic Island. I am sure that the proprietor of the bus service

there would be only too happy to run a service, if necessary, from Horseshoe Bay and Picnic Bay to a central school at Nellie Bay or some other bay on the island.

It is an indictment of the Government that it continues to allow three one-teacher schools to exist on Magnetic Island. Many children, after completing their primary schooling on the island, have to use water transport to and from Townsville to attend secondary school. I know that, at this stage of the development of Magnetic Island, it is too early to say that we should be looking for the establishment of a secondary school there, but I do look for better services to and from the island each day for the young people who travel across to secondary school.

Mr. AHERN: How long does it take to travel to and from the island?

Mr. TUCKER: It is not a question of how long it takes. The actual journey takes about 40 minutes, but on many occasions, after getting out of school at 3.30, these youngsters have to wait around the city until 5 o'clock for the first boat to take them home. This is not good enough. I have previously made representations on this matter, and I think the services have been increased. However, I am now calling for remedial action in respect of these three one-teacher schools on Magnetic Island.

(Time expired.)

Mr. AHERN (Landsborough) (12.22 p.m.): I rise firstly to commend the Minister on the Estimates that he introduced in this Chamber on Tuesday. It is certainly true to say that education today is a subject which, in our society, is continually changing. It is significant that changes have been made from the traditional, force-feeding methods which were in operation a few years ago to the situation which exists today, where education places the accent on making opportunities available to individual children, where educational emphasis is on developing each child's individual characteristics.

I believe that the department is coping with these dramatic changes that are occurring and that this trend will continue in the future with greater emphasis on new methods of child education and teacher training. I believe that there will be an increased tendency towards higher standards in teacher training and a higher status for the teaching profession. I commend the department on its approach to these very complex problems. I doubt whether there would be any other department in the State that would have to cope with such changing situations in the matters it administers.

In introducing his Estimates the Minister referred to the operations of the University of Queensland, and said that facilities there had grown. Anyone who does not believe this should take a trip to the university at St. Lucia and the new university at Townsville and see the facilities provided. No-one

could help but be convinced that this is true. We know that the university Vote is continuing to grow. It is a strong feature of the Budget which was brought down in this Chamber only a few weeks ago. This is evidenced by the following figures showing expenditure by the State on the university over the last three years—

Year	Expenditure \$
1966	4,866,000
1967	5,667,000
1968	6,426,000

I know that the allocations from this State Government and the numbers attending the university will continue to grow in the future, but I am concerned at a trend that is now occurring at the university. Anyone who reads this year's statistical report produced by the Registrar of the Queensland University will find that student registrations in the various faculties were as follows:—

Faculty	Enrolments
Agriculture	331
Architecture	302
Arts	3,730
Commerce and Economics	1,976
Dentistry	252
Education	2,386
Engineering	775
Law	589
Medicine	1,255
Science	1,983
Veterinary Science	461

I suppose that this trend is not peculiar to the University of Queensland but is common throughout the world. Certainly it is true to observe that the number of students studying subjects that are collectively known at the university as the "humanities" is far outstripping the ability of the employers of the State to give those students adequate employment after completing the course.

Mr. Aikens: A Bachelor of Arts degree is, of itself, valueless.

Mr. AHERN: I will be discussing that matter later in my speech.

On the other hand the demand for scientists, doctors, engineers and technicians is increasing. In fact, there are many positions, both in the Government and in private industry, which cannot be filled now, and their number must increase in the future. At the present time there is a growing imbalance between the "sciences" and the "humanities" at our universities. We should do something about this problem. We should be pointing out very clearly to parents and high-school students—but bearing in mind that they have the right to make up their own minds in these matters—that just any old degree will not open all doors to satisfactory employment in this State. It may be fashionable, enjoyable and stimulating to take an Arts degree at the university, but the opportunities for Arts graduates in this State

are not great in number, and they are not likely to increase significantly in the future. On the other hand, the State is crying out for technicians. This fact should be clearly pointed out to high-school students to enable this imbalance to be corrected.

I am not suggesting that an Arts degree is worthless, but I am suggesting that students who attend the university with a view to graduating in Arts ought to take that degree with a clear knowledge of it and of the employment opportunities that will be available to them when they leave the university.

Of the allocation by the State to the university this year of \$6,426,000, a sum of \$340,000 has been provided for research purposes. I do not argue with the provision of that amount, for I think that it is right and proper for universities to carry out a great amount of research. I know that the university fathers will not like me for intruding into something that they consider to be entirely their own business, but I consider that the State's allocation of \$7,500 to the faculty of agriculture at the university for research purposes is clearly insufficient. I realise, of course, that rural industries contribute large sums of money to research conducted at the university, and that the university receives significant allocations from private companies that are interested in rural industries. I also realise that the allocation of \$7,500 to the Agriculture Department is only part of an over-all allocation to the university that indirectly helps to overcome problems that face rural industry. However, when all these matters are considered, in a State to which rural industries are so vitally important I think that this year's allocation to the faculty of agriculture should be four or five times that amount.

As a result of an increased need for staff and increased allocations from the State and Federal Governments towards the running of the university, it was decided this year to appoint 10 new academic staff to the university, but not one was appointed to the faculty of agriculture. At the present time that faculty has some 16 staff, who are well qualified to conduct a significant amount of research that will be of tremendous benefit to the rural industries of the State. However, with the \$7,500 that it gets from the university senate and whatever it can cadge from private sources, its resources are clearly insufficient to carry out any worth-while programme of research into the problems of the rural industries. I look forward to the day when the research activities of the faculty of agriculture at the University of Queensland can be substantially increased.

It has been accepted throughout Australia and in many advanced countries of the world that research and education can be ideally conducted together, particularly in the realm of agriculture, which is my prime interest. It is very significant that this concept has been widely accepted in other Australian States. For example, the University of New England is carrying out an excellent research

programme for rural industries. A farm management service centre has been established, and it is one of the best centres of its kind in Australia, or, for that matter, in the world. We need a similar centre in Queensland to conduct the farm-management affairs of our rural industries. I look forward to the day when we can do that. The Western Australian University at Nedlands has established a farm-management laboratory to process the statistical returns of primary producers who are interested. It provides a valuable service to the rural industries of Western Australia. Not only in the farm-management field is this so. Universities throughout the rest of Australia are often in the forefront in certain research programmes. Throughout the world, and in the United States of America in particular, universities are well to the front in research into crops, pastures, and stock-husbandry problems. I am not saying that the University of Queensland is not carrying out any worth-while agricultural research (that would not be true), but the main agency in basic plant-soil research in Queensland is the C.S.I.R.O., which is making an excellent contribution to this problem in Queensland.

Mr. Tucker: Is there any liaison between the C.S.I.R.O. and the university?

Mr. AHERN: I believe there is worth-while liaison through the Australian Institute of Agricultural Scientists on these matters, because the Cunningham Laboratory is very close to the university establishment. With the new university building under construction at the moment, the liaison will be even greater.

The other agency carrying on worth-while work in Queensland is the Department of Primary Industries, which is certainly making an excellent contribution. Private companies, such as seed companies, chemical companies and fertiliser companies, are entering this field. But the Queensland University could, and should, be making a bigger contribution to this research effort. It has a highly qualified staff and it has a farm at Redland Bay on which quite an amount of research work is carried out. Recently a farm was purchased at Mt. Cotton. The facilities are available for carrying out the work, and funds are the only problem. I repeat that the faculty of agriculture at the university is managing on \$7,500, which, from the university's over-all research contribution of \$346,000 a year, is a mere pittance in this research work. I suggest that in future we consider putting a tag on some of the increased State allocation for the research component of university work.

As the activities of the interested private companies increase they will have to play a greater part in finding funds for research than they have in the past. The new fertiliser complex at the mouth of the Brisbane River, Austral-Pacific Fertilizers Ltd., is already making a significant contribution, but as it

has a big stake in the future of Queensland, it, and many other interested chemical companies, will be forced to make bigger contributions to this research than they are making at present.

It is vitally important to the future of our rural industries that we have a growing Faculty of Agriculture at the university, one that is competent to teach and also to research the problems in our rural industries.

A problem that is not often realised is that we live in the subtropic region of the world. We live in a belt quite different from that in which the University of Sydney, the University of New England and other universities in the south and west of Australia are situated. There are few universities in the world that are situated in this environment. Perhaps the University of Hawaii is the only university of standing with a faculty of agriculture like the one at the University of Queensland.

As well as meeting a heavy demand for scientists from our rural industries in Queensland—and it will increase dramatically in the future—we could find ourselves supplying scientists to Asia, where the demand is growing and pay conditions are improving. We could find ourselves making a significant contribution to Asia. Many of our agricultural scientists and those trained in agricultural technology could leave Queensland and go to Asia. This is a serious problem. I hope that this position will improve in the future, and that we can look forward to the standing of the faculty of agriculture at the University of Queensland improving to meet the challenges of the State and of overseas countries.

To summarise the points that I have been making about the university, I say that at our university we ought to be looking to the provision of more incentive for students to study the whole of the sciences as opposed to the humanities, because there is a growing imbalance at the university, and that the faculty of agriculture must be afforded, in one way or another, more funds for research so that the standing of our university and its standard of education will improve, thus resulting in a greater number of students graduating from the faculty of agriculture.

I take this opportunity to commend the Minister and the Department of Education on the work that has been carried out throughout the State, particularly in my own electorate. While there may be some small inadequacies, the facilities are modern in character. I am sure that we can look forward, when funds become available, as they have in recent years, to these anomalies being ironed out. On behalf of those in my electorate, I thank the Minister for the contribution that he has made to educational facilities in my area.

Mr. AIKENS (Townsville South) (12.40 p.m.): We have reached in Queensland, and I understand that it has also been reached in other States, a most amazing position.

I think I can take as an example Townsville, where the Government is building palatial mansions for the university but cannot find money to provide classrooms that are badly needed at primary and secondary schools. In fact, in some schools in my electorate—and I feel sure that this is the case in other electorates, too—so many temporary classrooms have been shoved under schools that if the pupils at one school in my electorate wanted to shelter under it from the sun or the rain, unless they went into the temporary classrooms, they would have nine square inches of space each on which to stand.

I know that there is a shortage of money, and I am not going to argue the point with those who suggest that the Commonwealth Government or someone else should make more money available to us. I belong to the old school—I believe that a dollar saved is a dollar made—and I am going to show the Committee how at least some millions of dollars could be saved every year. When that money is saved from one avenue within the Department of Education, if I can call it such, it can be used in other avenues of the same department.

This is going to be a rather unusual speech for me, because I am not going to indulge in any general rhetorical phrases and I hope that certain members of the Liberal Party will not indulge in their usual irresponsible and infantile bursts of jocosity when this subject is mentioned. To give some idea of how millions of dollars of the taxpayers' money is going down the drain through our university system, I shall confine myself to a recital of incontrovertible facts and figures that should stun all who listen to them or read them. Anyone who wants to check my figures is at liberty to read the documents that I have here, or consult those that have already been supplied to him. At the University of Queensland, which includes the establishments at Brisbane and Townsville, there were this year 7,350 full-time students and 7,950 part-time students, some of the latter taking only one subject. I am going to be very generous and conservative and halve the number of part-time students, although I could make a much closer dissection of them, and say that, for general purposes, the university has 11,000 full-time students.

At the universities there are 870 full-time professors, lecturers, tutors and demonstrators. We are also going to pay for 2,500 hours of part-time lecturing and 12,000 hours of part-time tutoring. In fact—and this is the most shocking figure of all—for tutional purposes for 11,000 students at the university this year we are going to spend \$6,140,000 in salaries alone for full-time and part-time academic staff. On research, there are another 208 employed full-time or part-time. The cost of the universities to the taxpayer, which incidentally is roughly 82 per cent. of the University's total cost, is \$13,000,000, of which \$12,250,000 comes

within the Estimates of the Department of Education. I am assuming that the benevolent and munificent Commonwealth scholarships will make up the other \$750,000. That works out, completely disregarding any fees paid by university students, at a cost to the taxpayer of \$1,182 a student a year.

In case you might like to know, Mr. Hooper, where that money is going and why it is necessary to spend such a tremendous sum on tuition, I advise you that lecturers receive a salary of from \$5,400 to \$7,300, senior lecturers \$7,500 to \$8,750, readers \$9,420 to \$9,900, and professors \$12,000 per annum. Tutors and part-time tutors receive anything up to \$4,000 per annum, plus a lot of little additional lurks and perks. I suggest, too, Mr. Hooper, that if you want to find many of the professors, readers and lecturers, for goodness sake do not look for them at the university—do not go to the organisation that pays their salaries—because you will not find them there. You will find them anywhere but at the university.

These people—the lecturers, senior lecturers, readers, professors, tutors, part-time tutors, and so on—are known as the academics, and at the University of Queensland, believe it or not, there are 629 academics who are entitled to sabbatical leave. If I have time, I shall deal with that beautiful lurk and perk later. That means that in 1969 or 1970, sabbatical leave alone will cost the people of Queensland, or the taxpayers of Australia, \$1,000,000. That figure will increase, of course, as the years go by and as the number of academics increases.

Let us see just what has been achieved for the expenditure of that tremendously large sum of money. In 1967, to try to boost the pass rate, no fewer than 1,747 supplementary examinations were granted to students who failed their original examination. Despite that, 1,805 failed completely in their examinations, and, of course, many hundreds of others fell by the wayside and pulled out before completing their course. If 1,000 students enrol for a course and 500 of them complete it and graduate, that is a magnificent performance for the Queensland University, or, indeed, for any other university.

In case hon. members wish to know what work is involved for the lecturers, tutors, and others, I point out that five hours a week lecturing or tutoring is considered to be a full-time job. They do not lecture to big classes, as do teachers in primary and secondary schools. In fact, they do not teach at all, because many of them are incapable of teaching. They are appointed purely and simply on the degrees they hold; their capacity to teach is never tested and never questioned. They deliver lectures for five hours a week, and sometimes it is the same old lecture, delivered from a book the pages of which are yellow with age because the lecture has been delivered so often. If

they lecture for more than five hours a week, then the University Union will be down on them like a ton of bricks. It will brand them as scabs and demand that some action be taken against them.

The controlling body of the university, of course, is the senate. When one considers the old Doges of Venice, the Court of Star Chamber in the time of Charles I, and the various secret societies throughout the world, one realises that they were democratic bodies compared with the university senate, because the senate thumbs its nose at the Minister and, through him, at Parliament.

I was not told this—I have been in this Parliament long enough to know a "Dorothy Dixier" when I see it or hear it—but the deplorable position arose recently of the Minister for Education being forced to the extremity of using the hon. member for Merthyr as a "Dorothy Dixier" to ask him prepared questions in this Chamber so that he could go to the vice-chancellor of the university and say, "Please, Mr. Schonell, will you supply me with the information I require for Parliament about our university that the university itself will not supply me with?" What a monstrous state of affairs that is! The attitude of the university to Parliament is simply this: "All that you mugs have to do is dip your hands as far as you possibly can into the pockets of the taxpayers and give us all the money we want, and we will spend it where, when and how we like." No-one can dispute that hideous truth.

I admit, because this is to be a perfectly factual speech, that there are some among the academics at the university who are dedicated and sincere people, and they know that unless we face up to the problem of separating the sheep from the goats at the university it will not be long before the cost of maintaining the academic goats will bring the university's finances down in ruin to them all.

That, of course, will be a particularly difficult job, because, when it comes to a final analysis, even the vice-chancellor of the university has no authority and no power to order anybody to do anything. The warden of the Townsville University College is an excellent fellow and a very dedicated and sincere academic—I pay him that tribute—but he has no power. He cannot compel his professors, his lecturers, his tutors, his part-time tutors or anyone else, to work or do anything, because the policy of the university, the principle of the university, is complete freedom for everybody at the university.

I repeat that, unless we separate the academic goats from the academic sheep and turn the academic goats out onto the hillside to browse wherever they can pick up a feed—many of them will starve to death; some will finish up as garbage collectors or digging ditches because that is all they are really fit for, even though they may have a university degree—not only will the university come tumbling down in financial chaos and ruin

but it will ruin the Department of Education and the education set-up of this State. I believe that, although he is sitting there with a Solomonic look upon his face, the Minister agrees with every word I am saying.

Mr. Hinze: What does "Solomonic" mean?

Mr. AIKENS: Not "somnolent", anyway. The hon. member might know something about that. I did not say that seriously; that was just one of the jocosse things I hoped that the others would not say.

To return to the subject, we have at the university, many men who, to put it plainly, are insufferable, sickening snobs. We had an example of that the other day in the usual eruption from Dr. Goodman. I think that is his name. I shall not say anything about Dr. Goodman, but, he said, as many of the academics say, "How dare you! How dare you, you ignorant, uncouth and uncultivated oafs, say anything about the university when you haven't got a university degree! What do you know about the university?" I had a running Press controversy in Townsville quite recently on the same subject and some of these people "took me on" and wanted to know what qualifications a politician had, or what qualifications were necessary to get into Parliament and retain the seat. They also suggested that politicians should be made to take a course in elementary psychology at the university. I have here my reply, which appeared in "The Townsville Daily Bulletin". I am sorry I have not the time to read all of it, but it is here if anybody wants to read all of it. After certain preliminaries, I went on to say—

"No educational qualifications are required to become a member of Parliament, but other qualities, not taught at universities, such as common sense, ordinary intelligence, tolerance, humility, good manners, a sense of responsibility, cleanliness of mind, respect for the law and the rights of others, compassion for the down-trodden and underprivileged and an honourable record of public service, come in handy on polling day.

"The suggested psychology course is also not necessary, for, if the letter-signers would leave what most ordinary people regard as a citadel of intellectual snobbery, and go out into the highways and byways, to mingle with and talk to those ordinary people, as I do, they might learn much more about practical psychology and human behaviour than they will from books full of big words they probably do not understand anyway."

Mr. Hinze: Do you agree with the hon. member for Bundaberg?

Mr. AIKENS: I agree with the hon. member for Bundaberg as far as he went, but he did not go far enough. He should have viscerated Dr. Goodman—he should have scarified him—and he could have done it. Of course, being a fine old Queensland

gentleman, the hon. member for Bundaberg did not go as far as I thought he should and could go.

When you go out and meet these people as I do—I go out and consult them—it is amazing how many students and academics agree with you. Quite recently I accepted a challenge to have a debate at the Townsville University College with the principal of the John Flynn Memorial College, a very worthy gentleman named Wigney. When I attended at the college I found tiers of students and academics, some of whom were queer-looking creatures indeed, and that the debate was on the matter of academic and intellectual freedom. I started off the debate by telling them that they did not know the meaning of the words and phrases. They had no idea of what "freedom" meant. It means simply that one person's freedom ends where it transgresses on the freedom of another, and, while any man has the freedom to generate and express an opinion, the other man's most precious freedom is the right to walk away and not listen.

Although the students had arranged quite a lot of organised interruption and questions, I say, without blushing and without breaking a lance for myself, that by the time I had finished with them there were no interjections and interruptions but tumultuous applause.

When Mr. Wigney, or Professor Wigney, or Dr. Wigney—whatever his title is (and I have nothing to say against him because he is a very decent chap)—decided not to engage in the debate, he stood up and made some remarks about the university that showed the attitude of many academics towards the university. He said, "There is no need at all to have students at universities. Universities are not for students; universities should be for scholars, where people go to pursue learning just for learning's sake." It is the old fellowship system that was the bedrock of the English universities.

I know one man—he claims to be one of the most erudite scholars—who accepted a fellowship, and exercised it at Cambridge. He spent 22 years on a big, fat salary, with free board and lodging, writing tomes on the argot used by the whores of Babylon—in other words, the slang phrases used by the Babylonian whores. He had spent a lifetime on that subject, and it is for that sort of activity that many academics believe universities should be maintained.

When universities were maintained by the landed gentry and titled aristocracy, who were pouring money into them, those people had the right to use them as they wanted to. But when the taxpayers of Australia are pouring into universities 82 per cent. of the money that is used by them I think that we, as members of Parliament, have a duty to the taxpayers to see that that money is spent wisely.

These academics to whom I refer work for 30 weeks of the year—or, should I say, the university is open for only 30 weeks of the year, and many of them do not work for five weeks out of the 30. Of course, some do, and I do not want to break down my statement that some of them are dedicated and sincere men and women. They then have 20 weeks a year of what they call "free time", and every seventh year they have a full year's sabbatical leave—and I hope I have time to deal with that matter.

Let me give the Committee an analogy. I have completed 24 years as a politician, and if I had worked on the same basis as that upon which the academics at the university work, in those 24 years I would have had 440 weeks, or 8½ years, free time and also 3½ years' sabbatical leave on full pay and perks. To put it plainly, out of the 24 years that I have served in this Parliament, if I had been working on that basis I would have spent 12 years out of the 24 on a luxurious "lay-off" on full pay and perks at the taxpayers' expense.

There is another aspect of university life that very few people realise and that throws the door wide open to graft, nepotism, corruption and other dubious practices—and I say again that I believe that some academics at the university do not avail themselves of the opportunities. The university tutor or lecturer who delivers the lectures to his or her handful of students also sets the examination papers for them, and each student is required to write his or her full name on the top of each page of his examination answers, and the same lecturer or tutor marks the papers.

[Sitting suspended from 1 to 2.15 p.m.]

Mr. AIKENS: In the five minutes that I have left, I propose to produce and read perhaps the most staggering figures of all relative to the lurks and perks to which the academics at the university are entitled, or, should I say, that they receive. As I said, some academics can take six months' sabbatical leave after three years' service and others can take 12 months' sabbatical leave after six years' service. When they go on sabbatical leave they usually go overseas, and they still receive their full salary. In addition, the academic himself receives \$700 by way of allowance, plus \$500 for his wife and \$400 for each dependent child, irrespective of age.

An academic going overseas with what we call the standard family, that is, a wife and three children, would receive \$700 for himself, \$500 for his wife and \$1,200 for his three children, making a total of \$2,400 in allowances alone. If he is a professor, his salary of \$12,000 is added to that sum, making a total of \$14,400 that he receives from the taxpayers for his year's sabbatical leave. In addition, while he is overseas, without endangering his allowances, if he goes to the United States or Canada—where most of them go—he can earn \$5,000 for himself and

\$1,500 for his dependents. That is, if he has a wife and three children he can earn \$5,000 for himself and \$6,000 for his dependents, or a total of \$11,000 in the United States or Canada during the year he is overseas on sabbatical leave.

Mr. Lee: On top of his salary?

Mr. AIKENS: Yes. As I said, he would receive \$14,400 from us, making a total of \$25,400 received by him for the year.

Mr. Lee interjected.

Mr. AIKENS: This is all factual. It is all contained in the documents, which the hon. member can see if he wishes.

The big racket is that even if the academic picks up a job overseas at over \$11,000 a year, a slight reduction is made, not in the salary he receives here, but only in his allowances. One Australian dollar is deducted for every two United States or Canadian dollars that he might earn in excess of the \$11,000 that I have referred to.

Sabbatical leave is, shall I say, an anachronism—something that we have inherited with our university system from Great Britain; something that should have been wiped out years ago. If a professional man—a doctor, a dentist or an architect—or anyone else wants to go overseas to take an extra degree in order to get a better position and earn a higher salary (as some of them do), he has to do it at his own expense. On the other hand, if a professor, a lecturer or a reader at the university wants to go overseas, as happens, to get a higher degree so as to get a better job and earn a higher salary, he does so at the Australian taxpayer's expense. That is one of the biggest "rorts" and rackets in our educational system.

Mr. Smith: You would agree that it makes them better equipped.

Mr. AIKENS: It makes them better equipped, but they are under no obligation to come back here. If a man goes overseas for 12 months on sabbatical leave he is obligated to come back to work in the university from which he drew his munificent salary and allowances for only the period of his sabbatical leave—a lousy 12 months. When the hon. member for Windsor says that it makes him better equipped, it does not make him better equipped to work in the university he came from unless he wants to. It makes him better equipped to get a better job at a higher salary, but if the hon. member for Windsor went overseas to make himself better equipped—goodness knows, there is room for it—for a better job with a higher salary, he would have to do it at his own expense.

Let me now indicate to the Committee the type of men we have at our university. Recently I read something about this chap named O'Neill, who was a lecturer at the university. I have no doubt that it is true; it certainly has not been denied. He was going

"up the wall" and reduced himself to the grade of tutor, although he is still getting about \$5,000 a year, plus lurks and perks. This man made a statement to the Press that if there was a war between Australia and the Communist Viet Cong he would fight for the Viet Cong. He claimed that he had a right to say that because it was in accordance with the principles of university freedom. I do not know that there is a more dedicated lover of freedom in this Chamber than I am, but I do not regard a statement like that as freedom; I regard it as treason.

Honourable Members: Hear, hear!

Mr. AIKENS: I am astonished that somebody did not do something about it.

(Time expired.)

Mr. CHINCHEN (Mt. Gravatt) (2.21 p.m.): I welcome this opportunity to speak on these important Estimates. At this stage may I congratulate the Minister on accepting this very important portfolio. We—not only hon. members but the people generally—are all conscious of the importance of education. The more we have, the more we want—this is proper—and it is good to see what is happening.

The Minister took a realistic view when he said that everything is not perfect. This is rightly so. I do not think that anybody knows what perfect education is. Every country one visits or cares to read about is beset with problems of education. In any action taken to change syllabuses or curricula, there are big problems facing all countries. By way of interjection this morning the Minister said, "Of course, what you are complaining about exists in other States". That is very true. Indeed, what we are complaining about exists in other countries as well as in other States.

As an example, it is interesting to look at the position in Great Britain. For a start, let us deal with buildings. I am quoting from a Penguin Education Special written by Arthur Razzell entitled "A Postscript to Plowden". If what I have to say stimulates only one or two hon. members in this Chamber and perhaps a few teachers to read this wonderful document, I shall be well repaid. This is "A Postscript to Plowden". The Plowden Report, perhaps known to many hon. members, was produced by a committee in Great Britain which sat from 1963 to 1966. The committee was headed by Lady Plowden. It produced what I think is a classic on primary education. The report is contained in two large volumes and it takes a good deal of reading to glean the information contained in it. I feel that it is invaluable, and must be of value to a large number of educationists in many countries.

Speaking about the dramatic period of new thinking experienced in secondary

schools—and Great Britain is very much at the stage we have reached in this regard—the author says—

“The primaries, continuing in the traditional path, have never experienced this sort of change, which is perhaps why over 12,500 of the present school buildings were in use before 1902, and over half of these before 1875.”

This is in England, where there have been no stresses and strains of developmental work such as we have had here. The authorities in England have not had our road problems, rail problems, or port and harbour problems. That is the situation existing in England. It is not due to any particular Government—I must say this—but is a build-up over many years which was faced up to only at the time that Lady Plowden and her committee did this wonderful work. That is the position in Great Britain in regard to buildings. We are not nearly in this position, of course. By comparison, we are in a most favourable position indeed.

Speaking of teachers, the report states—

“We write at a time when, despite all the efforts of the Colleges of Education, the primary schools are 20,000 teachers short of the number needed on present staffing standards.”

The report further states that over one-quarter of the teachers are completely unqualified, but that without them the whole system would have broken down. We are not in that position, either. So that, without a doubt, our problems are typical of the problems that have been experienced in all the Western countries and all the other States of Australia.

I am one who believes that greater emphasis should be placed on primary education. Although I know that a wonderful job has been done in the secondary and technical fields, which necessarily had to be done, I firmly believe that when major changes are introduced certain standards should be developed and maintained. This is what has happened. Although we have excellent secondary schools, colleges and technical institutes, the primary field of education must not be neglected. This, in my opinion, is the most important field, and it is also substantially the view of Mr. Razzell, who says that this field is the foundation of all education. If we build at the top of a system which is not all that we want it to be, what do we gain? I feel that greater emphasis has to be placed on the primary field, because it is at that stage that young minds are awakening, searching and finding out, and if children are helped then, they will become good students. The secondary field is just a lead-on, provided the awakening has been done in the right manner and at the right time. Surely the earlier that is done, the better.

Edward Thring says, “The highest teaching skill is needed in the education of younger children”. He says that, despite

the fact that he was head-master of Uppingham and founder of the Headmasters' Conference. I firmly believe that to be the case. I do not agree that the best teachers must go to higher areas of study. The Right Honourable Anthony Crosland, P.C., M.P., Secretary of State for Education and Science, the man who asked the Plowden Committee to go to work, says, “Primary education is the base on which all other education has to be built. Its importance cannot be over-estimated”.

It is for this reason that I feel that although we must not break down our standards at secondary level, education generally can be helped by the placing of greater emphasis on the primary field. The Plowden Report emphasises that view again, again and again. It states quite clearly and emphatically time and again that whatever is done at secondary level is not going to help the situation unless there is at primary level a system as near as it is possible to get to the perfect one.

I was very interested to hear the hon. member for Townsville North speaking this morning about new methods adopted in North Queensland. I must tell him, of course, that that position is not unique to that area. There has been an awakening in teaching methods in the primary field, and for that I feel that perhaps we can thank to a great extent the Director of Primary Education, Mr. Arch. Guymer, a very forward-thinking gentleman who is endeavouring to influence teachers in adopting new methods. These are of vital importance. The more one reads of them, the more important it becomes that the old authoritarian “sit still, say nothing, hear what I say and regurgitate the facts” method of teaching must go. And it is going, particularly where there are more enlightened head-teachers and teachers. I have been quite stimulated to see so many teachers now adopting this line of thinking.

Those who are interested in this subject could do no better than read Arthur Razzell's “A Postscript to Plowden”, which is a small book full of very valuable information, and possibly the most stimulating book on education that I have read. Mr. Razzell's experience, which I can relate in a moment or two, could be the experience of many teachers in Queensland. He says—

“Looking back on my own growth as a teacher, I can see now that so much of my early work consisted in passing on to children the end products of other people's learning. I gave them the facts, clearly and precisely, and I expected them to be able to regurgitate the facts back at me through the exercises I set at the end of the lesson. The best pupils were the best fact-rememberers. It was beyond my grasp at that time to realise that I was making learning difficult, that the children were dependent on me for each new step. They never became, to quote the Plowden Report, ‘agents in their own learning.’”

That is of vital importance. Teachers today should be trying to teach children to become agents in their own learning.

Mr. Razzell then says—

"Having taught them how to find the area of a rectangle, I had to go on and teach them how to find the area of a triangle. They would still be unable to use the information to find the area of a circle. I had to teach them that as well, for the separate facts were somehow not related. The best teaching teaches a child how to learn, and I believe it to be quite easy for children to go on discovering things for themselves. With a skilled teacher who is able at the right time to help them appreciate the significance of their discovery, the work tends not to be forgotten."

It is good to see that this sort of thinking is now being engendered in primary schools. It is wonderful and exhilarating to see it happening. It is true that it is not happening to any great extent at the moment, but I believe that all moves in the field of education must be evolutionary, not revolutionary. What is good for one teacher is not good for another, and it is necessary for teachers to find their own ways and means. This sort of teaching must be open to them, and I believe that moves are being made in this direction.

I have seen group teaching and individual teaching going on in a classroom. As was mentioned earlier today by the hon. member for Townsville North, there are problems associated with the introduction of teaching of this type to primary schools in Queensland. For example, the class sizes play a part. The movement is in the right direction, because class sizes are improving—the figures are there to prove that—although not as fast as we would like them to.

Furniture plays, perhaps, an even more important part. On this very day the Department of Works will be providing for use in classrooms strips of desks and seats that are screwed to the floor. Of course, with furniture of that type, no step can be taken towards introducing the new method of teaching. Seats such as those cannot be arranged for group teaching. On the occasions on which I have seen group teaching in my electorate, the old-type single desks have been found to be much preferable. They are simply moved in fours and a piece of ply is put over the hole in the middle. The four children work together, talk together, and help one another. They are being guided to discover. That cannot happen when children sit in long lines, looking at the backs of the children in front of them. That is the authoritarian method of teaching, and I point out that seating of that type is still being provided in the primary schools in this State.

When a new school, which is considered the ideal, has been designed for Petrie Terrace, one wonders why such seating is

still being used. I have seen the plans of the new Petrie Terrace school. It is a magnificent school, and I am sure that it will be the forerunner of many others. New furniture will be developed—moveable furniture and moveable blackboards—so the children can arrange themselves in different groups for different work—the work of discovery. As I said, the furniture now being provided is still the screw-down type of furniture, and I think that its construction should be stopped. In my opinion, thought should be given to converting such furniture. It could be done quite easily. Hon members who have seen school furniture will realise that one desk has the seat of the desk in front attached to the front of it. One would have to take the seat off the front of the desk, put legs on it, and attach it to the front part of the desk. That is not a big job; it could easily be done.

That is one of the reasons why this new form of education will not be introduced at the pace at which I should like to see it introduced. However, it is wonderful to think that Queensland is moving in the right direction in this field, and I was very pleased to hear that some steps are being taken in North Queensland. I thought that the few experiments in schools in my electorate might be only isolated ones, and I am very pleased to hear that they are not.

I repeat that in my opinion the primary field is the basis of education. The fact that a teacher becomes a good primary teacher is no reason for taking him into the secondary field. We want good teachers—the best—in the primary field. We need more help so that the modern thinking of teaching can be developed. In particular, we want furniture that can be used in this job of teaching.

Another subject about which I have spoken previously—I think it is worth mentioning again because it is part of the whole deal of education—is the part that inspectors play in schools. We must have inspectors, of course, but here again I think this authoritarian attitude has to go. An inspector should be a man who walks into a school as a friend, as someone with added information and new thinking. He should get the teachers together or talk to them singly or in groups about the new experiments in education; he should not go into a school to hear a studied talk given to the children. All schools know when the inspector is arriving. There is a great flurry and clean-up, and the teachers practise their lessons. Surely this should have gone out with red-flannel petticoats.

Mr. Tucker: The inspectors in Townsville are regarded as friends. None of the things that you mention happen in Townsville.

Mr. CHINCHEN: I am not saying that the inspectors are not friends, but they still go into every classroom and hear the teachers teach. In my opinion, this is the job of the head-teacher or principal. The position arises where the deputy principal of a high school

is occasionally asked to teach in front of an inspector. After all his experience, I think this is very foolish and somewhat degrading.

I think the inspector's whole attitude has to be changed to one of "Where and how can I help, guide and stimulate?" Let the head-teacher look after the individual teachers in regard to their gradings, and allow this other important work to be done by inspectors. This is the attitude, Razzell says, in Great Britain. Speaking about a certain teacher, he says—

"I met the teacher again that evening, for along with fifteen of her colleagues from surrounding areas, she had come into the neighbouring town to join the local County Inspector of Schools for a weekly discussion meeting on primary education."

This is the sort of thing we want: get around together and have a chat; throw problems about. I feel that this would be the greatest help in the world for our schools.

Mr. Kaus: Don't they have seminars now?

Mr. CHINCHEN: There are seminars, yes, and I think they are very important. Seminars are held at Tallebudgera and I think they are wonderful things. I saw one of the first, two or three years ago. I visited it with the late Mr. Pizzey. Seminars are wonderful, but the same thinking should be evident in the schools.

Another matter that I have been very pleased about is the question of supply teachers. This is very important and is a great help in a school where the head-teacher finds himself without one or two of his staff for a number of days. It is a great help to have on his list a number of people whom he can call into the school to pick up the lag. I think it is very necessary for these supply teachers, who may not have taught for 10 or 15 years, to undergo some course, because teaching instruction today is entirely different from what they knew. If these people are to look after classes—it could be for a week or two weeks, nobody knows—I think this will be happening. It is vitally important that these people be allowed to go into schools, spend two or three weeks there to get up-to-date knowledge, and preferably to have a very short course on the up-to-date thinking in our primary schools today.

On the question of libraries, it is a wonderful thought that the Commonwealth Government should supply these, but here is another instance of the Commonwealth giving money to the State with strings attached. Here again, we get the emphasis on secondary education. This grant is for secondary schools only. Children in primary schools have not adequate libraries. Of course, this has been a matter for the individual States. If children in primary schools do not get this reading habit, what is the good of spending all this money on secondary-school libraries? Greater emphasis must be laid on primary education. I am sure other hon. members think as I do.

If we can find a way of easing the burden on our teachers, we should do so. Under our present system, new school blocks are being finished while pupils are occupying them, and when alterations are made, the children sometimes are required to occupy the building that is being altered. That system places an enormous load upon the teachers, who, under perfect conditions, are performing a difficult task. It is pleasing to see new schools erected and alterations made to old buildings, but in most cases the work is carried out too late. Quite often the work is not completed until about June. That occurred with a school in my electorate. Every room at the school was occupied and with the building only partly completed there was a great amount of noise and the removal of children from one room to another. The Department of Works was extremely helpful in letting the children get in and out of the rooms. If the parents had not enclosed an area under the school to accommodate one class, the children in that class would have been out in the open all the time. It is a great pity that planning methods cannot be changed so that all building work can be done at an earlier stage.

To me it appears to be an anomaly that the Department of Education has to adjust its functions to fit in with those of the Department of Works. I know that the Department of Works employs a large workforce whose members have to work for 12 months of the year, but it is wrong for school-children and teaching staff to be placed in the position of a dog being wagged by its tail.

I raised this matter about three or four years ago, and I was interested to hear the previous Treasurer, Sir Thomas Hiley, in his last speech in this Chamber say that he had begun to think that perhaps education was not best served by having the Department of Works as the building authority for the Department of Education. In some other places the Department of Education has its own planning section. If the Department of Works is in a position to provide these buildings when the Department of Education wants them, good enough, but, if it is not, the Department of Education should be able to get somebody else to do the job. We must all adopt the attitude that education cannot be interfered with.

There should be in existence a system of school-building that is entirely different from the present one. We should have a static system of an administration block and six to eight classrooms, and going away from that should be provided the demountable type of building, which can be either high-set or low-set, and when the stage is reached when some wings of buildings are not required they can be moved to other areas. In Brisbane's inner suburbs there are schools with 10, 12 or 15 rooms for which there is no use. Today we are constructing classrooms for which we will have no use in 20 years'

time. I think further investigations should be carried out into this aspect of school-building. It is necessary not to be left with large numbers of rooms for which there is no use.

Finally, I thought that universities would have adjusted their courses to meet the needs of the public. I was rather surprised to hear that in the faculties of commerce and economics the university has decided this year to change the times of some of the classes for part-time students, which previously were from 6 p.m. to 8 p.m., to 4 p.m. to 6 p.m. The university says that next year many more courses will transfer to this system because the people at the university feel that employers should give students whom they employ time off to engage in their studies. The people at the university say that the students were consulted on this matter. The ones to whom I have spoken have not been consulted, and they are very disturbed about the change. There are many young men in jobs, such as bank clerks who have to strike a balance at the end of a day's trading, who cannot get off from work at half past three to attend the university. They are already doing well if they can get to the university by 6 p.m. and stay there till 8 p.m. The new system will mean that they will have to adjust their lives and will result in a lower attendance at the university because some employers cannot do without their employees during those afternoon hours. Some thought should be given to this matter, not in the interests of the university lecturers but in the interests of the students.

(Time expired.)

Mrs. JORDAN (Ipswich West) (2.45 p.m.): I welcome the opportunity to participate in this debate as in my opinion these Estimates are the most important to come before the Committee. I am sure all hon. members will agree with me that it is extremely important for the future of Queensland that our young people should be given the benefit of the highest possible standard of education, and that they should have an opportunity to pursue education to the extent of their various abilities.

We have many able and dedicated heads of the various departments within the education system in Queensland. I pay tribute to all of them in their respective spheres, to the staffs working under them, and to the many teachers throughout the State. In today's affluent society, more and more is required and demanded in educational standards. A much wider curriculum is necessary to meet the demands of this changing era than was the case when most of us went to school. Sometimes I think of the unnecessary things that I learnt when I went to school, such as Latin, Greek and French, in which I did quite well—but which were of no use to me after I left school other than to give me a knowledge of what certain words meant. I also think of some of the subjects I could have learnt that

would have been of use to me in my grown-up years. These thoughts apply to many people of the generation to which I belong, and to generations since then.

While thinking of these matters, I realise what a wonderful job vocational guidance can do today in sorting out the aptitudes, standards and possibilities of various students. In the years that lie ahead people will need a good education to get a job. Fewer jobs will be available to those who do not possess a good educational standard. The unskilled will find themselves almost unemployable. That is being realised more and more, and parents now have a greater appreciation of what a good education means to their children. Indeed, many students realise it, and consequently take more interest in the vocations that they think they will follow and the subjects pertaining to them.

There is a greater realisation today of the need to develop technical education, and to expand opportunities in that field. For many years, in the main, the emphasis was on academic education. Much time was spent in acquiring knowledge and in specialising which was not of great use to the community as a whole or to the students themselves in their later years. With the development in scientific and technological fields, there is now so much more variety in these fields that students can, according to their individual range of ability, select courses suitable to them. However, the courses have not yet been fully consolidated, and we are still passing through a period of change, particularly on the technological side of education.

At the annual spate of secondary-school speech nights at the present moment, we hear many comments from head-masters and principals on various aspects and results of the Queensland education system. Whether it is at a boys' school, a girls' school, a high school or an independent school, we hear of this constant change and how we should deal with it.

The day has gone when students were required to memorise a good deal of material on which they were subsequently examined on their memory and parrot-like answers and not on their understanding, observation, or initiative. Today there is less and less emphasis on this mechanical repetition of supposed facts, many of which, on examination, were found to be not true, and more attention is now given, and should be given, to promoting initiative and understanding. I hope that this will more and more become the attitude of our educationists, and that more and more encouragement will be given to these attitudes and to stimulating self-reliance, mental growth, and even rebellion in some of our young people against the old attitudes.

If we are to keep pace with the rest of the world we cannot afford to be complacent about the education of our young people, and we are still lagging behind many of the

advanced countries in our standards and in the percentage of our national income spent on education. It was pleasing to see in the Budget that an increased amount is to be spent this financial year on education in Queensland. But this extra money does not necessarily mean that our problems will be solved. It will not entice extra teachers into the profession. It may provide some extra classrooms.

While speaking of classrooms, may I say how concerned I am that temporary classrooms are being converted into permanent classrooms and that now many schools have insufficient space underneath them to allow children to get out of the hot sun in Queensland's summer or out of the rain prior to school or during the lunch period. The department should keep this in mind when building extra classrooms, and should consider the necessity for having room underneath schools for the use of children in times of not-so-favourable weather.

More young people would be encouraged to become teachers if the allowance paid to trainees was greater than it is at present. Parents and young people compare what can be earned in outside fields with what can be earned by trainee teachers. Some of these young people are 20 years old before they start to earn anything like reasonable money. It is understandable that, even though they may apply for teacher scholarships, many do not take them up because there are greater opportunities outside the teaching profession.

We must raise the level of the allowance to encourage young people to enter the teaching profession. In these days, with a shortage of teachers, this might be difficult, but we should look at teachers in terms of their aptitude for teaching. Far too many teachers should not be teachers. Even though they have academic qualifications, they have not the characteristics that befit good teachers.

The question of the attitude of teachers to pupils, and the effect on pupils of the attitude and personality of teachers, is a very big one, particularly in the case of smaller children. The attitude of teachers has a great influence on the formation of children's characters, and a very big effect on their attitude to life in the future. I think that that question should be taken into consideration as quickly as possible.

I think that all of us as parents or grandparents—I will admit that I am a grandparent—realise this when we hear young children after they return from school. We hear them say, "Teacher says this," or, "Teacher says that," or, "Teacher did this," or, "Teacher did that". Perhaps we hear, "Teacher praised me today". We hear this constantly day after day from young children, and I often wonder if teachers realise just what effect they have on young people in the way they guide them and mould their characters by

their own attitudes and characteristics. I feel that not enough attention is given to that point in this day and age.

I also feel that more and more encouragement should be given to married women teachers to return to the teaching profession as soon as they can after their families have reached school age. Teaching is a profession in which the hours and the work are very suitable for women as well as for the students under their care.

Mr. P. Wood: They should be provided with some sort of refresher course.

Mrs. JORDAN: I know that there are difficulties such as time lost through child-bearing, the places to which they are to be sent, and the need for short retraining courses. but I think that they are all surmountable. Retraining, for instance, would mean a matter of only a few weeks, which is very little compared with the time it takes to train a new teacher. I think that married women teachers should be encouraged to return to the profession not only because of the need to obtain more teachers but also because of their experience and knowledge of children and the attitude of most of them to young people. In spite of the difficulties involved, I think the return to teaching of married women would be to the over-all advantage of the teaching profession and the children. Teachers and their attitudes can put children on top of the world or right down in the depths.

I believe whole-heartedly in co-education, but I believe that boys and girls must have some different specialised training according to their individual needs. There has been a tendency to specialisation for boys and to consider their needs, but little interest has been taken in the preparation of girls for adult life. A girl tends to want to meet her Prince Charming, "go steady" and get married. The wedding day, and all the fuss and bother that that entails, is the be-all and end-all, and girls often do not look beyond that. That has been the general outlook, and I think it is wrong. Not thinking beyond getting married is full of pitfalls. Young people who take this attitude do not think ahead to the difficulties of being a parent. Consequently, they often end up in great difficulty, being frightened and not knowing how to cope.

I think that much of the blame for this is attributable to a lack of preparation for marriage and motherhood. There is almost a complete lack of preparation for womanhood and motherhood. I do not mean only the arts of cooking, sewing, and so on, but a broader preparation for and understanding of their subsequent role as a woman, firstly when they are adolescents and later in their eventual role as mothers. They should be given guidance and knowledge in preparing for the future.

Boys, too, need some education for their future role in a family unit. These basic, essential things for a full and happy life are neglected by Queensland's education system. There is no education for the most vital role ahead of the children of this State—parenthood. We educate them to become scientists, technologists, teachers, and many other things, but ignore the basic demands of the family unit in our society. It is time we faced up to this instead of being embarrassed about it, instead of pretending that the things that we hid away and did not talk about in grandma's day do not happen.

Young people need to be given factual information about normal physical, emotional, social and mental development; they need also a philosophy of life that recognises moral values and responsibilities. Children have a basic need for affection and for firm but friendly discipline. They long to feel secure, and they need guidance. Life today is not as secure, even for adults, as it was years ago. It is a fortunate family indeed that has security. Some have it more, some have it less, and far too many have it not at all.

Ideally, all the things to which I have referred should be found within the family unit; but the hard facts are that, all too often, they are not. Therefore, we have problem children, many of whom grow into problem adults. One sees constant examples of this end result in our courts, prisons, and hospitals, including mental hospitals. How often does one hear of people going to a doctor or a psychiatrist to try to get to the bottom of some problem and being told, when the problem has been looked into, that it is due to something that happened in their childhood? People such as those find it difficult to put such matters behind them. In fact, the older they get, the more their problems seem to worry them. I say that education can do something to help them. If we, as a society, fail them, we fail ourselves and our country, too.

All too often the experience of youngsters, particularly those who do not have the benefit of a good home life, is very unattractive. All too often one finds a picture of instability, unreliability, untrustworthiness, poor scholastic and sporting achievement, and even police records for theft and other delinquent acts. These people, in turn, are likely to breed delinquent children. Fortunately, this is not true of the majority of children in our community. Many well-balanced young people have made satisfactory adjustments leading to a full and satisfying life. However, there are far too many in the other category to which I have referred, and I believe that in educational curricula emphasis should be placed on preparation for life and for living, as well as for earning a living. In my opinion, high schools could play a very important role in this field.

There has been a great deal of research in scientific and technological areas, but research into human behaviour—the reason

for this or that reaction or behaviour in a human being; the reason for particular attitudes—lags behind. In the increasingly complex life of today, I believe that this should—indeed, must—be considered.

Some study has been instituted in this field in Australia by head-mistresses of independent schools—Protestant, Catholic, and non-sectarian. At the 1966 head-mistresses' conference, Dr. Grace Brown at the request of head-mistresses who are becoming increasingly aware of, and anxious about, problems facing students in an increasingly permissive society, spoke on the "Liberal Education of Girls in 1967". Statistics show a sad picture of more and more young people floundering in experiences that are beyond their age, floundering in adult experiences before they are mature enough for adult responsibilities. To so prepare our children in their young years may mean specialised medical teaching by doctors in our schools, but I believe it is something we must face up to. We just cannot ignore it or run away from it.

I do not think that our educational system has been responsible for breeding delinquents, but I do believe that we could fashion our system into an instrument that could do a great deal towards overcoming delinquency, and that it must more and more play its part in providing a full education for living. Too much faith is put in the innocence of sons and daughters. Closing our eyes will not solve the many social problems we now have. If we are to preserve our way of living, with the family unit as the basis of our society, then we must take steps to safeguard the things we hold dear. We must plan to overcome the lack of parental training and guidance, or faulty parental training and guidance, and assist those unfortunates who have suffered from it. This, I feel, is overdue. The machine era has overlooked the human being.

Following on this line of thought, I think of the schooling that is denied some of the less fortunate children who are put into detention in our delinquent homes. Although education is supposed to be compulsory, we find, at least in girls' homes—I refer particularly to Karrala House—that the inmates are not given this basic right of an education. These are the girls who, although they are few in number, desperately need education and guidance.

We have a very good correspondence section in the Department of Education, with very able teachers who take a personal interest in the students to whom they send papers. They put some very sympathetic comments on these papers, and I think they do a splendid job. And so I appeal to the Minister for Education and Cultural Activities to correct this very small sphere of our educational system and see that the ill-equipped and unfortunate girls, whom it

would seem both the Department of Education and the Department of Health reject as no longer human or worth bothering about, are given the education and guidance that they need. Harsh discipline and severity do not solve any problems.

I also wish to say a little on the need for uniformity in education throughout Australia. In my electorate I have two primary schools, the Amberley State School and the Leichhardt State School, at which the majority of pupils are children of Air Force officers. Perhaps the longest stay they have in the area would be 18 months to two years. They move from one place to another, and consequently become very upset by the different standards operating. The standards in mathematics and English are different here from what they are in another State and so, as the children move from State to State, through no fault of their own, they come up against this very great difficulty. It happens also at high-school level in the various high schools they have to attend when they move from one State to another. They may have to move half-way through a high-school year, and consequently the curriculum they have to study very often has to be changed. They cannot complete what they started in one State when they go to another State. Their parents are very concerned about this.

Both mothers and fathers have talked to me about this matter, and I feel that it is one of the problems that seriously affect people who have to move about. In addition, different textbooks are used from State to State, and in this matter the parents are put to a great deal of expense and the students are put to obtaining a new understanding of the different textbooks.

(Time expired.)

Mr. NEWBERRY (Mirani) (3.10 p.m.): I take this opportunity to offer my congratulations to the Minister on the presentation of his Estimates. It would be a remarkable thing if hon. members could not find something to complain about in the Estimates of the Department of Education. Of course, nothing is perfect. Even if the Estimates were perfect there would be complaints because they contained nothing to argue about. How drab the debate would be if hon. members found no cause for complaint.

I am not going to say that the Estimates of the Department of Education are perfect, but I do say that when we take into account the very rapid and real advancement in education in this State over the last 10 years we have little to complain about. To judge the present, one must review the past, be it in education, farming, industrial development or any other field. That does not mean that we should dwell on the past—that would be far too depressing—but we must take it into account when we judge what is happening at present.

There is no better way of judging the present than by examining what is happening in one's own electorate, and examining the things that one sees and not the things that one hears. I would rather see things for myself; then I can be reasonably certain about them. I do not think that my electorate is different from any other in that regard.

The rapid, worth-while development of educational facilities in the Mirani electorate over recent years is very gratifying and is appreciated by the electors. More than 800 students in my electorate are now provided with a secondary education near their homes, whereas 10 years ago we had not one high school. That sort of development cannot be achieved in a few days, but it has been achieved in a few years. The high schools in my electorate are of an excellent standard, and I have not heard one word of complaint about them. The same praise can be given to the primary schools. They are provided with splendid staff and ever-improving buildings and accommodation. Of course, the ultimate has not been reached, because in a developing State the ultimate is never reached. However, we are catching up quickly with modern developments.

The innovation of audio-visual education is a real step forward to progress, and Queensland leads the other States in this facet of education. Its introduction is not a pre-election gimmick but simply a result of 10 years of solid progress. The free issue of overhead projectors and tape recorders to high schools is an all-important part of progress. The free issue of tape recorders and microscopes to primary schools is again part of progress. The student subsidy paid to non-State primary schools and the increased subsidy paid to non-State secondary schools are part of this State's progressive pattern. The provision of free school-bus services, increased textbook allowances and higher remote-area living allowances are all part of a scheme to provide our children with a better education and their parents with the knowledge that the welfare of their children is made secure. Children who live in the country should be given the same opportunity to receive education as those who live in the cities. For far too many years country children were a forgotten race. This is no longer the case, and they are catching up with their city cousins. Of course, children in the country still have a long way to go to catch up with the education provided in the cities. I realise that the lag of previous years cannot be overtaken in a year. It will take some time.

In my electorate there are some urgent school needs. Adequate supplies of water for small country schools in places without a water supply is one of the most urgent needs. That should not be the responsibility of the parents and citizens' associations. Where a head-teacher's residence is provided, an adequate supply of water should also be provided for such necessities as a hot-water service to the kitchen, bathroom and laundry.

Most residences are supplied with a hot-water unit, but few, if any, are supplied with sufficient water, unless the parents and citizens' association pays half the cost. That is wrong. Fewer children ride on horseback to school these days, but water is required for drinking purposes and washing at country schools. Things have changed these days. For a variety of reasons, water is needed just as much in country schools as in town or city schools.

Parents and citizens' associations take a pride in their school surroundings, as do the staff members, and tanks are completely inadequate to supply sufficient water to keep plants, trees and lawns watered, and for use in septic systems. Beautifying of the school grounds is part of a child's education. The children are taught about this in their project clubs, but without water they are not in the race.

The provision of water in country school residences is a matter of urgency. Teachers in the country are entitled to the same comforts as those who live in the town areas, but they are not in the race without water. My electorate of Mirani is a wet area, but we have our droughts and dry spells, when tanks are of little use. The problem is not that water is unavailable, but simply that the parents and citizens' associations are financially crippled in meeting half the cost—in some instances all the cost—of providing water.

I cannot understand that attitude. At one of my schools the department spent \$700 in erecting three tanks on stands, but there was no rain for months. For half that cost, oceans of first-class water could have been tapped from underground supplies to keep the existing tanks full. The farmers in this area got the water—just how, of course, is their own business—and the drilling did not cost the Government a dollar. I understand that they got 1,000 gallons an hour. If the lawns and gardens were to be watered with hoses, about 3,000 gallons a day would have been required. I understand that each of the six tanks at this school holds 1,000 gallons. That is, 6,000 gallons have to last 12 months, if it does not rain. A few years ago water was carted for weeks, or months, on end to supply the school needs.

In another instance a parents and citizens' association was expected to raise \$400 to provide a good water supply at the school and residence. That is a ridiculous state of affairs. A parents and citizens' association in a town area would not have to do it.

I realise that we cannot get everything we need straight away and that there must be an order of priority, but in my opinion water should have first priority. We cannot manage without water, but the parents and citizens' associations should not be called upon to share in the cost of providing water at country schools. I know that the department will buy water to keep a school or a

residence supplied, but when the tanks supplying residences are half empty there is insufficient water pressure. In one case the hot-water service cannot be fed if the tank is half empty.

I am not happy about some of the teachers' residences in my area. Currently I am dealing with two interesting cases. The head-teacher at one primary school has five children living at home. The house is not an old one. It has a side veranda and a small veranda at the front. These verandas are open. I tried to have them closed in with louvres and casements. The verandas are useless, because they are open to the weather and the fall-out of industry. If there is a southerly, south-westerly, or westerly wind a good deal of bagasse from the sugar mill at Sarina gets onto the verandas, and in hot weather the doors have to be closed. This house is on the highway, and undesirable, including drunks, pass it, and the doors have to be kept open. The children cannot sleep in the rooms because of the heat. I asked that the veranda at this residence be closed in so that the children can leave their bedroom doors open in the hot weather and not have to close them because of the risk of being invaded by undesirables. There is not another house with an open veranda on the weather side within 500 yards of this residence, and there are plenty of houses within that distance. In the rejection of my requests I was told that it has not been the department's practice for a considerable time to enclose verandas on school residences unless they are urgently needed as additional bedroom accommodation, and that the original purpose for the provision of verandas seems to have been overlooked.

I was told what the original purpose of verandas was, and it goes something like this—

"Houses were built in years gone by with verandas to make living conditions inside the houses cooler by provision of shade to the walls. Many of these had no flooring at all. Their use as places of relaxation in the cool of the evening subsequently followed. As prosperity grew so flooring and blinds were added according to the personal preference of the owner. This type of development has now become so out of control that houses originally provided with verandas which had been fully enclosed are now fitted with awnings to provide shade to the veranda walls. The standard present day houses erected by the department are not provided with verandas at all. There is an extended roof overhang to give a shade effect and a small balcony—not enclosed—at the front entrance."

Note the use of the words, "their use as places of relaxation in the cool of the evening". This is real enough in some circumstances and no doubt many residences in the State have been built to the same plan as the one I refer to. And it is quite a good plan. There is the old saying that there are horses for courses, and naturally there are

houses for places. What suits Longreach does not suit Sarina, and what suits a street running north to south, does not suit a street running east to west, and so on. An open veranda in Sarina facing north-east is a place of relaxation in the cool of the evening, but it does not suit if it faces the south-west.

Present-day houses erected by the department are not provided with verandas at all. In the tropics a veranda that is closed in with casements or louvres makes for better living, because it can be opened up or totally closed as weather conditions demand. The cost of this additional comfort is small compared with the over-all cost of a new house.

The second case is also of interest, although it is of a nature different from the one I have just mentioned. This is a new home with no veranda. It was first occupied by a teacher and his wife with no children, and was quite comfortable. However, that teacher was transferred and it is now occupied by a teacher with six children. It has no closed-in verandas that can be used as urgently needed bedroom accommodation. In fact, it has no verandas at all. Here is the case of a teacher with six children, some of whom are living in a caravan at the back of the house. I made approaches to the department on this matter, but without avail.

I might mention that in both these cases the teachers have made no complaints to me. However, our parents and citizens' association members are observant, and they do not want to lose these two excellent teachers. They provide a splendid service both in school and out of school, and the people want them and their wives to have reasonable comforts and so stay with us for many years. Of course, it is a problem to build homes suitable for families with one child and make them suitable also for families with six children, but it is not a problem too big or too costly to overcome. Just a blunt "No!" is not good enough.

Before I resume my seat, I have a few more requests that I should like to bring forward. For many years, ever since a high-school top was established at the old Mirani State School, there has been the problem of insufficient oval space. I do not think I need remind the Minister of what has taken place there. However, I should like him to expedite the inquiries that are being made and to see what he can do for the school. Next to the school there is a cane farm and, although the farmer is not keen on selling any land, he fully appreciates that the school has to have more space and he is willing to co-operate in making it available. He has made a trip to Brisbane to discuss the matter with the department and to try to expedite the transfer of some of his land to the department. There is no other ground available close by, and it is to be hoped that the Minister will consider this matter and see if something can be done about it. We have "missed the bus" for the present because there is another crop of cane growing on the

land, but I think that if something could be done about it quickly the extra expense to the department would not be excessive.

Another matter that I should like to mention in passing, although it may come more within the field of works and housing, is the provision of septic systems at schools. Ours is a hot and humid area, and septic systems are necessities at schools. I know that quite a few systems have been installed, and investigations are now being made in another six cases. If possible, I should like the installation of septic systems at schools expedited.

My next item is something that has not been brought before the department, and it concerns a high-school top at Carmila. I have mentioned Eungella on many occasions since I entered this Parliament, and only recently, during the Budget debate, I devoted a fair amount of my time to the high-school top at Eungella. Carmila is about 42 miles south of Sarina, about 40 miles north of St. Lawrence, and 100-odd miles north of Marlborough. The area is too far from the school at Sarina, and also from those at Rockhampton. I feel that with the expansion proceeding in this area the time has arrived for taking a close look at the establishment of a high-school top at Carmila. At the moment children from Carmila travel 84 miles a day—if they come from Flaggy Rock they have to travel 94 miles a day—to attend the high-school top at Sarina. I feel that it is too much for a child to have to leave home for school at 6.30 a.m. and return at about 6 o'clock in the evening.

On the brighter side, only last week I had a letter from one of the parents and citizens' associations in my area in which the secretary asked me to convey to the department, on behalf of the head-teacher and his association, thanks for what is now being provided for primary schools free of charge.

That is only one of a number of letters of thanks that I have received for what is being done by the department. These people can now see very clearly the writing on the wall, the message of better times for school staffs and school committees. This is the progress of which I spoke previously—progress in education—which has begun and is being speeded up—better school buildings, better teaching aids, better trained teachers, and better facilities generally. I am sure it will continue, and all I ask is that a fresh look be taken at school residences and at providing, without cost to school committees, adequate supplies of water to schools and school residences.

Mr. WALLIS-SMITH (Tablelands) (3.31 p.m.): Other hon. members have mentioned the number of schools in their electorates. Although I am not going to claim a record, I point out to the Committee that there are 24 schools in the Tablelands electorate. Hon. members can gauge from that how important the education estimates are to me.

If a member has only a few large schools in his electorate and can achieve his objects for those schools, all the electors are satisfied. But with 24 schools, each of a different size, in vastly different areas, the position is entirely different. I am a glutton for punishment, because I am going to ask first for another school.

I ask the Minister to act speedily on the findings of the survey conducted recently relative to the establishment of an opportunity school on the Atherton Tableland. I first raised that question with the Minister on 7 November, 1967, and the answer that I was given on that occasion was that there were not sufficient children within a 20-mile radius to warrant its establishment. I accepted the assurance given by the then Minister that that was a fact. However, that survey must have been very haphazard, because since then I have asked for a more detailed survey and I now find, although not officially, that the number of children in the area is quite sufficient to warrant such a school and that the department is making an assessment of how it can get the children to one school.

In the Minister's report there is reference to two opportunity schools, one on the Gold Coast, which cost \$120,000, and one at Inala, which cost \$102,000. I agree that those schools are very important, but I ask that an opportunity school be established in a country area in which it could begin operating tomorrow without any expense other than the cost of equipment and the salaries of the teachers. The Minister and his departmental officers know full well that suitable accommodation is available for an opportunity school on the Atherton Tableland, which immediately eliminates part of the cost of its establishment, and I ask him to decide expeditiously when and where the school will begin operating.

Parents throughout the Tablelands electorate have several reasons for wanting to see such a school established. I have made representations on behalf of quite a number of parents whose children have gone to the opportunity school at Cairns. I was amazed when I found that no allowances were paid for those children. In my opinion, their case for an allowance is similar to, if not better than, that of parents whose children are at high school. It is a special type of education that their children cannot get in the country. An allowance is paid to country parents whose children are going to a town high school in order to receive special education that they cannot get in their area. Bearing that in mind, I ask the Minister and the Government to consider the case of a child in Chillagoe who has been tested and found backward, and granted the right to attend an opportunity school. At present, parents have to make their own arrangements for accommodation, and they cannot do that without a certain amount of financial difficulty.

If we had more opportunity schools, the probability is that attendances would be far greater than the present estimate. The Minister said that the Government has given full recognition to the special education needs of the slow learner. Giving recognition is one thing, but what we want are the classrooms, the teachers and the equipment. He went on to say it pursued a rigorous policy of extending the schools and classes throughout the State. I hope these are not just words; I hope the Minister really means it. He mentioned that classes are to be restricted to 20 and that each pupil is to be treated as an individual to prepare him for an independent and useful life in the community. Those are wonderful words and I really think the Minister would like to carry them out. I ask him to consider the Atherton school as a means of extending these services to an area from which, at the present time, it would be very costly for the parents to send their children away.

Leaving the opportunity school for the time being, I wish to mention a couple of other points that I think are pertinent inasmuch as they have been the subject of continual representations by many members from both sides of this Chamber. The first is a request to the Education Department for assistance with repairs, maintenance and additions to school houses and school buildings. Getting back again to Chillagoe, which I mentioned before, I ask the question: would any of us like his wife and family to live in a house where the door jambs have been completely eaten out by white-ants? This is not unusual, and it is not so much the fault of the Public Works Department.

I have drawn attention to a number of schools in my electorate where repairs are needed, but the Public Works Department has not the time to do the work or cannot make workmen available. I was toying with the idea of a gang to go out and do these jobs. At the present time one man by the name of Pat Haigh covers a large area there. He is a marvellous chap. Without him I should say that the condition of schools such as those at Georgetown, Forsayth and other places would be at a very low ebb. He goes around and does a multitude of jobs, enough to keep them going, but the work is beyond him and extends to jobs which would take a tradesman some considerable time to do, such as reblocking and relining a house. In one house I saw the lining eaten completely away. The hole was covered with boards to prevent a very young child from cutting her hand on the sharp edges of the portion eaten away. These things are facts and they make it much more difficult for the teacher and his family to live in these outside areas.

If the Minister can find ways of employing somebody, or letting contracts for certain work to private builders or carpenters or painters, whichever is required, this could be the answer to having this work done now instead of allowing it to remain undone for months or years.

Mr. Miller: If you employed local tradesmen, it would be even cheaper.

Mr. WALLIS-SMITH: I agree with that, but in many of these places there are no local tradesmen such as carpenters, plumbers, or painters, and that adds to the difficulty.

On the question of school buildings, I ask the Minister to give consideration to those places that are often highlighted in the weather news as the hottest places in Queensland. I refer particularly to Croydon and Normanton. On many occasions, in the daily weather news, Croydon and Normanton figure as the hottest places in Queensland and, although Normanton, to give it its due, has a natural method of ventilation, I think there is need for a type of air-conditioning in these areas. My remarks apply also to the residence of the head-master. It should be made attractive so that he will want to remain there and not merely use the town as a stepping stone to another town or city where the weather conditions are more favourable.

The school at Croydon goes right back to the early mining days, and in the school shed there is still a penny-farthing bike. The school and the school-house are the same now as they were when they were originally built. They are very hot, and the trying conditions for the children and the teacher could be alleviated by the provision of air-conditioning.

I should like to mention next the matter of school-bus payments. This is a very knotty problem, and, although many bus drivers have told me not to create the impression that there is an upsurge of indignant protest, I say to the Minister that he should have a conference with his officers with a view to providing a regular and uniform method of payment to bus operators. At the present time in country areas quite often bus operators are required to travel long distances to see the secretaries of the conveyance committees in order to receive their payments. I do not suggest that there is a simple way out of the problem, but many other organisations and departments send cheques direct to payees without worrying about the chance of a wrong person receiving payment. Under that system there is no need for the payee to chase around looking for his cheque and obtaining signatures.

I give school-bus operators credit for trying to improve their buses and the lot of their passengers. In order to improve their service they must at high cost continually replace their buses with better and sometimes larger ones. Gone are the days when trucks were provided to transport children to and from school. Hon. members can remember the days when trucks were used to transport children during school hours and farm produce during out-of-school hours. Nowadays buses are used exclusively for the transport of school-children. The bus operator's commitments are high and to

help him we should see that his payments are regular. Anyone who owns a large vehicle knows that repairs are required regularly and that their cost is high. I ask the Minister to bring this matter to the notice of his officers who are responsible for school-bus services in order to provide an uncomplicated method of payment.

Another matter I wish to mention is the enrolment of a greater number of children at Woodleigh Residential College at Herberton. It comprises the old St. Mary's school dormitory, which is used exclusively for girls, and the other building that the Methodist Hostel used for boys. The Rev. Gillingham is in charge of the college and performs excellent work. If he continues with his task and the enrolment at the college continues to grow, the Herberton State school could regain its old position in the North. At Woodleigh the present enrolment is something like 80 to 90 pupils, and I hope that the Minister can channel to it children who are under the care of the Aboriginal and Island Affairs Department and the Department of Children's Services. There are many children who need only a little regimentation such as that at Woodleigh College, which is more like a family affair. I have been there when the boys have come in and excused themselves before searching through the Rev. Gillingham's library to get books to do their homework. It was a wonderful experience, and their conduct at meal times was excellent. I think the Minister has met the Rev. Gillingham; if he has not, his officers have.

If the Minister could provide a similar facility, it would be wonderful for the country people who like their children to be not too far away. Herberton is centrally situated and has wonderful school facilities. A residential college lends itself to the management of children and supervision of their homework and general studies. If the Minister can find any way to assist I am sure that his efforts will be rewarded by the strength of enrolments at the Herberton State High School, and the benefit to children generally in the area.

I see in the Minister's Report a reference to the Rural Training Schools in which the Minister has shown a keen interest. The report refers to the Longreach Rural Training School which was opened in 1967, and it states that 43 students were enrolled in the first year.

Mr. Fletcher: There are double that number now.

Mr. WALLIS-SMITH: I do not think that is mentioned in the report. Enough sheep have been purchased to enable practical instruction to be undertaken at the school, which comprises approximately 400 acres. This is an excellent scheme and I hope it will be a pilot scheme for other areas in which there is a need for rural training in specific courses such as cattle breeding, dairying and the like.

People in the far north of Queensland have to send their children great distances to attend school at the Queensland Agricultural College at Lawes or the Longreach Rural Training School. There are also several private colleges such as the one at Abergowrie. We have the environment and the land in North Queensland, and, if another Government college could be established in the far north of Queensland, it would supply a much-needed want of the residents in the area; it would be a wonderful help to them.

I come now to national fitness which is covered by the Minister's portfolio. It is very important these days to provide the youth of our country with an alternative interest that they like and in which they can engage themselves. National fitness clubs are all-embracing and cover all activities of the young and the not-so-young. I am speaking as a very active president of a very thriving club at Ravenshoe. When Mr. Harris visited us recently I was impressed by his practical approach. I had lunch with him at Tinaroo Lake, and afterwards I went with him to inspect the buildings at Tinaroo. Mr. Elliot, the area officer, took us over the proposed site. I know that the National Fitness Committee intends to obtain these buildings. I hope that this campsite will become the "Tallebudgera" of the North.

Tallebudgera in the South is well known throughout Queensland and, indeed, Australia. The Tinaroo camp will become equally well known. It is right on Tinaroo Lake, has an ideal climate and is spacious. There is no possibility of any building going on around it because the area is controlled by the Irrigation and Water Supply Commission and the Department of Lands. I am certain that the picture is rosy for vast improvement and expansion of national fitness activities in the far-northern area. When the Minister receives any requests from this area he should remember that it is starting off from scratch and that it has not the numbers of the South. But the same enthusiasm and objects exist there as in the South, namely, to provide something for the young people in a proper, regulated and regimented manner.

Last but not least I quote another portion of the Minister's remarks. He said—

"I merely echo the policy of this Government in saying that there is no aim we consider of more importance than the aim of education which is to assist every individual, without taking issue on race, colour, or creed, to obtain his full potential."

Those are noble words and once again I think that the Minister means them. But I want his classical application of them. I have here a photostat copy of the Education Office Gazette. I have asked two questions in the past week, and other questions dating back to 7 December, 1967, about teachers at Mitchell River. In 1967 I was told that two

teachers had applied and were to commence at the beginning of the 1968 school year. The answer I received this morning, 7 November, 1968, is that the second teacher will commence duty in 1969.

Is this "without taking issue on race, colour, or creed."? Could it happen anywhere else? A school with 141 children has one teacher from the Education Department who said to me and the party that went up there, "Please try to get somebody to help me". Where does he start, at Grade 1, or 4? Where would any of us start? If he had another man there it would be so much easier for him. Yet the Minister in his replies said that, as there had been no applicants, a second teacher could not be sent. Is there any school in Queensland, other than Aboriginal schools, where this could happen? The answer is no! Somebody would be sent to that school tomorrow. The previous Minister for Education told me that no special training or qualifications are required.

For the information of hon. members, particularly the hon. member for Townsville South, I shall quote the conditions of this job. The hon. member for Townsville South downgraded a certain teacher who taught there for \$2 a day and said that I had not mentioned all the perks that this teacher received. So I shall tell hon. members what these teachers get. They get no less than Doug. Lloyd got; if anything, they get a lot more. The salary is \$157.20 to \$171.20 a fortnight, plus a sustenance allowance of \$7.30 a fortnight; furnished quarters are provided; and the applicants are to be single men. There is the difference.

Mr. Tucker: That is the job as advertised?

Mr. WALLIS-SMITH: Yes. Doug. Lloyd lived in the same sort of house and had to buy his food as do the appointees, but he did not get the sustenance allowance and he certainly did not get \$157.20 to \$171.20 a fortnight.

Mr. R. Jones: Yet there were no applicants for the job?

Mr. WALLIS-SMITH: That is right. And Doug. Lloyd received \$28 a fortnight. I mention that for the benefit of hon. members, particularly the hon. member for Townsville South.

I made a small investigation of the position. I found that in 1955 there were 36 schools for Aborigines under Government control, at which the pupils numbered 2,510. At that time there were 25 classified teachers and 103 unclassified teachers. The 1967 report shows that there are in such schools 1,730 children being taught by 19 classified teachers and 98 unclassified teachers. In spite of all the Minister's talk about the wonderful things being done for these people, in 1955, which was 13 years ago, there were 6 more classified teachers teaching Aborigines in Queensland than there are now. I do not think that that is good enough. It seems that we have been

led up the garden path by somebody. I will not say by whom; some may be able to look around and find out.

(Time expired.)

Mr. W. D. HEWITT (Chatsworth) (3.57 p.m.): The significant aspect of the debate on these Estimates to this point of time has been the lack of bitterness or recrimination. It is true that most hon. members have taken advantage of the situation to identify shortcomings in schools in their own electorates, but in the broad debate hon. members on both sides have demonstrated a responsibility which is to be commended. There has been a recognition that, to a great degree, education is beyond politics, as it should be. There has been an acknowledgement that the education of our children is the prime responsibility of each and every one of us, and there has also been an acknowledgement that there must be maximum expenditure in this field of political endeavour. Only the best will be good enough for our children in the challenges facing them in the 1970's.

I want to repeat a sentiment that I have voiced on many occasions in this Chamber; that is, that the age that we are fast approaching will see a situation in which people who are uneducated will be not only unemployed but unemployable. There is therefore upon us, the legislators of this day, the responsibility to make sure that every opportunity is provided for every child to pursue an academic career so that he will be well equipped to face the challenges in front of him.

One could range across a broad catalogue of subjects coming under the portfolio now being discussed, but most of them have been well canvassed already and I do not think that many of them need to be dealt with again. I say to the Minister that the basic fundamentals of his office are these: his department must have flexibility; it must have adaptability to new ideas; it must be receptive to suggestions; it must be constantly tuned to change; it must recognise that what was good enough yesterday is not necessarily good enough today, and indeed what is good enough today will not be good enough for tomorrow.

The Minister, philosophical as he is, will undoubtedly know that no matter how much he does or how many millions of dollars he is able to plough into his department, the State, the people and Parliament will never be satisfied. This is a rugged fact of life, and the hon. gentleman acknowledges it willingly. Indeed, it would be a sad state of affairs if this Parliament ever expressed total satisfaction with the education system, because if that day arrived we would in effect be admitting that we were no longer receptive to new ideas. This is a field in which there must be continuing turmoil, continuing challenge, continuing receptivity to new ideas. To summarise this argument, I would say that this department, above all others, must be flexible and attuned to change.

Before I dwell, very briefly, upon the few subjects that I wish to discuss in this debate, I acknowledge publicly to the Minister the thanks that I have voiced to him privately for participating in a public gathering in my electorate a few months ago.

Mr. Bennett: I thought you said that education should be free of politics?

Mr. W. D. HEWITT: Well, I have kept it free of politics so far.

Mr. Bennett: You are going to play politics about it in your electorate.

Mr. W. D. HEWITT: Mr. Hooper, I hope you will permit me to extend my sympathy to the hon. member for South Brisbane. The fact is that parents and citizens' associations in my electorate were interested in meeting the new Minister for Education and hearing from him his new approach and his new ideas. Accordingly, I took the initiative and convened a meeting and invited the Minister to come and meet these persons. I say to the Minister, to you, Mr. Hooper, and to the hon. member for South Brisbane, that the meeting was an unqualified success. Not once during the night was a political theme developed; discussion was free and uninhibited. Unlike the meetings held by some hon. members who cannot get away from politics, that meeting was completely without a political theme.

I wish to make brief reference to parents and citizens' associations. These have been mentioned frequently in recent days, both during this debate and in questions, and there seems to be some suggestion abroad that the activities of parents and citizens' associations should be curtailed or that some of their responsibilities should be lifted from them. I repudiate that suggestion in its entirety.

I think that it should first be acknowledged that parents and citizens' associations play a useful role. They help the school to get facilities and equipment more quickly than it would get them otherwise; they help very extensively in schoolground improvements. They are indeed real friends of the school. But, important though that is, I do not think it is the most important feature. The most important feature is that parents are participating in the activities of schools; they are understanding what the schools are doing and what they are trying to do for the students. Rather than suggesting any curtailment of the activities of parents and citizens' associations, I am looking forward to the day when there will be an enlargement of their activities. I hope that meetings of these bodies, instead of being devoted almost entirely to discussion of school improvements, ground improvements, and fund raising, will include discussions with the principals, the head-masters, and, indeed, the staff, of the curriculum, teaching activities, and teaching methods, so that there will be not only parent interest but also parent involvement. I, for one, applaud what parents and citizens'

associations are doing, and, as I say, I look forward to the day when there will be greater involvement on their part.

The Minister made extensive reference to opportunity schools in his introductory comments, and other hon. members have since referred to them. They are a very important feature of the scheme of education. Children who lack the necessary I.Q. to enable them to hold their own with children in standard State schools must be provided for, and they are provided for. Opportunity schools are doing a very fine job, and their activities are being enlarged and more schools are being built.

However, I wish to draw the Minister's attention to another group of children who, I suspect, frequently are not recognised and whose problems are not known. I refer to children whose I.Q. is not sufficient to enable them to be enrolled at an opportunity school. Indeed, to put them into an opportunity school would be to do them a disservice. Yet, at the same time, these children to whom I refer are not so subnormal that they must be "institutionalised". These are children who live in a home environment, whose parents care for them very well indeed and want to give them the best opportunity they can possibly get. They fall between two classes. They are not so subnormal that they must be "institutionalised" and they are not bright enough to be admitted to an opportunity school. What happens to them? Some of them are provided for by the Sub-Normal Children's Welfare Association, an organisation that does a wonderful job. But, year by year, as we shrug off the stigma associated with giving birth to subnormal children, as more and more people realise that these children are just unlucky and nothing more than that, more and more of these children are being recognised and are being brought out instead of hidden away. Consequently, their problems can be recognised more easily.

There must be more Government participation in looking after these children. At the moment, the Government's assistance is channelled to the Sub-Normal Children's Welfare Association, which, as I say, does a wonderful job; but there are literally dozens and dozens of these children who cannot be absorbed by the subnormal children's institution, who cannot, by virtue of their low I.Q., be admitted to an opportunity school, and who, at the same time, are not deserving of being "institutionalised". There is a problem here of increasing magnitude, and I hope that the Minister can discuss it with his colleague the Minister for Health, on whom, in all honesty, I feel the problem has greater bearing. I would hope that some sympathy can be brought to bear in these problems.

I now want to make some reference to teachers' training colleges. One of the problems of our educational system is to attract more young people into this profession. Our friends in the Opposition

constantly highlight the shortcomings and shortfalls in this direction. They remind us constantly that we do not get enough teachers, and that this is the root cause of many of our problems. But those who do make their way to the teachers' training colleges are entitled to certain facilities and certain instruction, and these, to some degree, have to be criticised. I do not want my comments to be taken out of proportion. From what I am told, in the main, instruction in teachers' training colleges is ample and is serving the purpose for which it is intended. But I am told that there are some lecturers in these colleges who seem to think that they still have children under their control, who castigate students if their pencils are blunt, who, indeed, send them to the principal to be castigated if pencils are blunt or if, in very minor matters, they have not measured up to strict requirements. I think we should remind ourselves that if these young people had chosen not the teaching profession but a university course, they would be enjoying, in this age group, the total academic freedom that we constantly laud.

These contrasts are too great to be real. On the one hand, at the university the students have total freedom; on the other hand, at the teachers' training college often there is pinpricking. I do not think this is in keeping with the age of these young people or their aspirations. I do not assert that this is a typical situation, but it does happen and the young people resent it. I hope that the Minister may take some notice of these comments.

What concerns me a little more is the militancy of some of the instructors in teachers' training colleges.

Mr. P. Wood: Do you mean lecturers?

Mr. W. D. HEWITT: Well, lecturers. Once again I do not want my comments to be taken out of a sense of proportion, but there are those who labour to the students what they consider to be the shortcomings of the educational system.

Let us look at the situation of a youngster who has passed his exams and gone into the teachers' training college because he genuinely wants to be a teacher. His aim is to do something useful. One could almost say that he still has stars in his eyes. With the course of time, as he gets older, the stars will become a little blurred and some of the facts of life will be revealed to him. That kind of person who ultimately goes into a school and starts teaching will, of his own volition, identify some of the shortcomings of our educational system, which we all acknowledge, and will become somewhat critical about them. But I rather resent a situation in which young people who are still under instruction, instead of being told that teaching is a noble profession and that its shortcomings should be set in their proper

perspective, have this bile fed into their systems by being constantly told to look for and expect the worst.

Some young people are told that sort of thing, and, although I believe that only a few lecturers indulge in that practice, it is unfortunate that at a time when young people are setting out on a very noble profession the worst should be highlighted. In the course of time they will find out for themselves the shortcomings of the system.

The lesson that we should learn is that a dialogue must be established between the department and the students, and this dialogue should continue until they retire from their profession at the end of their careers. I am a great believer in dialogue at all levels and between all people—between Government departments and those who work for them. If at an early stage departmental officers could establish some line of communication with students to get their early impressions and their criticisms and in return to explain some of these things, if they can be explained, a useful purpose would be served in all directions.

I turn finally to the matter of the Art Gallery. I believe that the time has come when we must do something about a new art gallery in Queensland. Indeed, the time has not come; the time is long overdue, and let us be quite frank about it.

I feel that the City of Melbourne has made it very hard for us all because it has erected such a fine art gallery that almost every other art gallery in Australia will pale into insignificance. The timid-hearted may be tempted to baulk at the job and do little. That would be a great tragedy. There must be planning for a new art gallery, and I hope that it will not be prolonged.

I remind the Committee that when it looked as if the Government would obtain a successful tenderer on the now abandoned Bligh Plan, reference was made in the maps then made public to a site for an art gallery. Fig. 21 on the plan for redevelopment of the Roma Street area, City of Brisbane, clearly outlines an area for an art centre and auditorium and another area for an art centre, gallery and school.

Mr. Porter: The Lord Mayor has obliterated that.

Mr. W. D. HEWITT: Well, it has certainly been obliterated.

Mr. Bennett: You try to pass its obliteration onto the city council now?

Mr. W. D. HEWITT: I am talking about an art gallery; I am not talking about the Lord Mayor or the city council.

Mr. Bennett: Traffic problems, education, transport—you put the lot onto the council.

Mr. W. D. HEWITT: If I may once again make a side observation, it is surprising that the hon. member for South Brisbane ever wins a case. He never seems to keep to one subject.

What I am trying to say, if the hon. member for South Brisbane will contain his natural impatience, is that we should be making moves to acquire land, to promulgate certain plans, to announce our intentions, and, if necessary, to establish a fund so that in the fullness of time this city will have an art gallery of which we may all be proud. The gathering of funds to implement such a plan may take five or 10 years. People will become increasingly impatient, but they will be less impatient if they know that some good intention has been spelt out and that some plan exists. At the moment it looks as if present facilities could well remain in use for many years, and, in all honesty, that is not good enough. I appeal to the Minister to place this matter on a No. 1 priority on the plate of the man recently appointed in this field of cultural endeavour in this State.

Mr. INCH (Burke) (4.16 p.m.): My main objective in speaking in this debate is to bring to the notice of the Committee, and particularly the Minister, several matters relating to the inadequacy of school facilities in my electorate. These things are causing a great deal of concern to parents and all others interested in the educational progress and welfare of the students.

One of the issues that I raise relates to the inadequacy of the building in the grounds of the Central State School at Mt. Isa, in which the opportunity classes are at present accommodated. When speaking in the Address-in-Reply debate last year, I drew the attention of the then Minister for Education to the deplorable condition of this building, in which teachers and pupils were forced to work and study. After a considerable delay a number of the alterations that I mentioned as necessary to improve the existing conditions were attended to.

However, whilst some improvements have been carried out, others still remain to be done, such as the complete fly-screening of the building. I understand that the building needs complete electrical re-wiring as the present wiring is unable to cope with the extra load occasioned by a refrigerator and a stove. These two items have been installed, in a confined area of the classroom, in an effort to provide extra tuition in domestic science for the girls, who at present receive tuition for only one hour a week instead of the usual one day a week.

The children are being denied the necessary tuition, and the parents and citizens' association, with other local bodies that are taking a keen interest in the welfare of the children, are providing a number of facilities in an endeavour to help with their tuition, but they are being frustrated in their efforts along these lines. The trouble is traceable to the total inadequacy of the present building and the accommodation that it offers. Because of the lack of facilities the children are being denied tuition in domestic science and manual training to which they are entitled, tuition

that is being received by children who attend well-equipped opportunity schools in other centres.

The Department of Education made a very weak attempt to provide some tuition in these subjects by having the children attend the State high school, where domestic-science and manual-training facilities are provided. However, as I have said, tuition for only one hour a week, instead of a full day, has been provided. The boys who should be receiving manual training have been unable to get it for a long time because the facilities at the high school are overtaxed by the demands of the high-school students.

My comments should give the Committee some idea of how these children are being penalised because of the department's disregard of the conditions prevailing at Mt. Isa, and because of its lack of foresight in the first place in not providing a fully equipped opportunity school to cater for present and future requirements.

During my speech last year, when dealing with the classroom accommodation provided, I pointed out that it would have been far better to construct a new opportunity school as the number of children requiring this type of schooling would soon overtax the present accommodation. I expressed the hope at the time that the necessary steps would be taken to plan and construct a new school as quickly as possible. To date, however, and to the best of my knowledge, no move has been made in this direction. On present indications it would seem that quite some time will elapse before an opportunity school, equipped with the necessary training facilities, will be established in Mt. Isa.

This dalliance, the obvious reluctance on the part of the former Minister for Education and his department, and the present Minister, to deal with the urgent need for this type of school to be established at Mt. Isa is in direct contrast to their actions in providing the new building for 40 children attending opportunity classes at Nambour and new classrooms for some 20 children attending similar classes at Caboolture. While I do not deny the right of the children in those centres to receive their education under the best possible conditions, I do contest the action of the department in giving preference to those centres. The purported policy of the department, so I understand, is to give priority to those areas whose needs are greatest. If this is so, I urge the Minister to instigate an immediate and comprehensive survey of all primary schools in Mt. Isa to ascertain the number of students requiring opportunity-school training. He will realise, from the results of such a survey, the necessity for giving urgent and preferential consideration to Mt. Isa's requirements for an opportunity school.

I understand that in 1966 the Regional Director of Education at Longreach recommended the establishment of such a school at this centre and estimated at the time that

there would be approximately 150 children in one school alone who needed either opportunity-school training or remedial teaching. As there are four other State primary schools in Mt. Isa with large enrolments, it is reasonable to assume that in them there would be a number of children at least equal to that estimated by the Regional Director who would require this special training. I believe that such a survey as I have urged the Minister to make will substantiate the claim for priority in the construction of an opportunity school at Mt. Isa.

A further matter that I wish to raise is the discriminatory and unfair policy of the department relative to schools located in different parts of the State. In this regard, I refer to the air-conditioning of the schools. If it is found necessary for the department to install, at its own expense, heating equipment in schools situated in colder portions of the State, surely there is no logical reason why similar assistance cannot be given, and is not given, to schools situated in the warmer districts of Queensland, such as those at Mt. Isa, Cloncurry, and other far-western towns, to install air-conditioning plant or some other effective cooling apparatus to relieve the uncomfortable conditions that prevail during the long, hot summer months.

Surely it is not asking too much to make conditions in all schools as comfortable as possible in the interests of our school children and those whose duty it is to teach and prepare them to take their places in society as educated and efficient citizens. I can assure you, Mr. Hooper, that being confined in a schoolroom where the temperature frequently exceeds 100° F. during the summer months is no help either to the teachers or to the pupils under their care. Therefore, I appeal to those in authority to do something positive to improve and make conditions more comfortable for those who have to teach and those who are being taught. If it is the policy of the department to warm schoolrooms in those areas of the State that are subject to extreme cold in the winter to give comfort to, and to obtain the best results from, the pupils and staff at those schools, it is equally necessary to cool the rooms in schools situated in areas where extremely hot temperatures prevent the students from giving of their best. The Minister and his department can do something positive to assist in this regard by subsidising the cost of air-conditioning of schools, the total cost of which at present is being borne by parents and citizens' associations.

To give hon. members some idea of just how much expense is being borne by these associations in their efforts to improve conditions in this respect, I mention the fact that the Barkly Highway State School Parents and Citizens' Association has already spent over \$4,000 on the partial air-conditioning of that school, and there are still four rooms, as well as the library, head-teacher's office and a staff room, not yet

serviced by this amenity. Not one cent of this expenditure is subsidised by the department, consequently a great deal of the association's time is being spent on fund-raising activities to complete this project. As I have said before, if the department can see fit to install heating apparatus in some schools, it should at least assist others by subsidising the cost of air-conditioning.

No doubt the department will attempt to sidestep the issue by claiming that subsidy is available on expenditure on the installation of ceiling fans in these schools. That is correct, but anyone who has experienced the extremely hot, dry weather of the western areas will agree that the installation of facilities such as fans would entail an expenditure which would not produce the desired result, as they would merely circulate air already laden with heat. These subsidies would be of far better use if applied to expenditure on air-conditioning units.

Before concluding, I should like to submit to the Minister one or two matters that are of importance to the Mt. Isa State High School. Having regard to the prevalent dust nuisance and fly menace in this area, it is essential, from the point of view of hygiene and general cleanliness, that fly screens be provided for the domestic science block at the school. Under the present conditions it is virtually impossible to prevent the dust and flies from entering this section of the school, and the position can be improved only by the provision of screening. It is most desirable that this improvement be carried out as soon as possible, and I trust that the necessary steps will be taken to see that this is done.

With regard to the manual training block, this building is inadequate now in that it is already taxed beyond its capacity, and the additional classes which it will be called upon to accommodate next year will add further to the congestion of students. It will be recalled that earlier in my speech I mentioned the fact that children from the opportunity classes were unable to receive training in this field because of the existing conditions.

The training facilities in the manual training block at the Mt. Isa State High School are placed too close together and constitute a danger to students working in close proximity to one another. The whole position in relation to these matters needs to be investigated with a view to enlarging this block and providing much safer conditions for the students undergoing this type of training.

Finally, I suggest to the Minister that, in view of the rapidly expanding population of Mt. Isa and the consequent effect it will have on the enrolment of the school, the time is now opportune to carry out a survey of the future requirements of the district and the need for additional high-school facilities in appropriate localities.

I trust that the Minister will recognise the merits of the case that I have submitted.

Mr. R. JONES (Cairns) (4.29 p.m.): I have at all times endeavoured to give to the office held by a person the respect that it deserves. A very well known and early tutor of mine used to refer to it as "respect for the chair". I have a great deal of respect for you, Mr. Smith, and I trust that your elevation to Cabinet will coincide with the appointment of the hon. member for Mackenzie to a ministerial portfolio in the near future.

As a citizen, a father, a son, an employee, and a sub-branch secretary of the Australian Railways Union, as I was before I entered this Parliament, I have always given an office the respect to which it is entitled. That will be confirmed by my opponents as well as my supporters. I am also deeply aware of my responsibilities as a member of this Assembly. If I am required to exercise a privilege bestowed upon me by Parliament, I at all times endeavour to do so with respect for that privilege and the degree of responsibility it should encourage.

During the recess for lunch I received some very disturbing news confirming something that has been pending since my return from the Torres Strait islands. It was brought to my notice initially during the official visit to Cairns of the former Minister for Education and Premier, the late Honourable J. C. A. Pizzey, in June last. I simply give notice that if it is my duty to make public within the next few days the advice that I have received, I shall carry out that onerous duty with the utmost respect for my public position as a member of this Assembly and full knowledge of the gravity of the situation.

The Minister for Education can relax. I do not intend to precipitate an attack on him or upon his departmental officers. However, I had to say what I have said because of events that may follow in the next few days; no other opportunity may present itself for me to do so.

Although my opening remarks may not necessarily require the Minister's attention, I assure him that the comments that I am about to make will require his attention. Soon after I became a member of this Assembly, I directed to the Minister for Education of the day a question relative to fire extinguishers in State schools, particularly in manual training blocks. His reply, on 25 November, 1965, which appears in Volume 242 of "Hansard", at page 1823, was—

"Yes, this has received careful consideration. During the last 50 years, to my knowledge, there has been no outbreak of fire in a manual training block. The fire hazard is so remote that it was decided not to install fire extinguishers."

Earlier this year I accompanied the Chief Fire Officer in Cairns on his annual inspection of schools. As far as he was concerned, there was some need for fire precautions in the schools in the Cairns electorate. Where tuck-shops were built under the school a good

deal of hazard was created, and we agreed that the installation of fire extinguishers in such places was necessary.

Of course, fire drill is practised regularly in schools, and the Chief Fire Officer and I found that that was carried out very efficiently by the teaching staff. However, the alarm systems used were very diverse. At one school a triangle was banged; at another a bell was rung; at another a whistle was blown; at another an electric buzzer was used. There was no uniform alarm system. I believe that a uniform alarm system that does not rely on electricity could be provided for use throughout the State.

Mr. Carey: Would you suggest a bullock bell and get back to the days when the Labour Party was in Government?

Mr. R. JONES: The old sand farmer from Southport wants to know whether we should use a bullock bell. Irrespective of what sort of alarm it is and whatever individual school has the alarm system, it is efficient to a degree, but an electric bell may not be able to operate. I saw some schools and was told that some others could evacuate the whole of the children in 45 seconds, but that was in the new-type of Cairns Central State School, where a new building has just been completed. The older buildings present other problems where additions have been added and the stairways do not come quite up to the extra classrooms. For instance, at the North Cairns State School a wing has been added on the western side and the stairways have been left. The tuck-shop is underneath and there are two classrooms above. In certain respects this presents a fire hazard, and I think that these things should be looked at in the light of the situation as it exists today. Some of these schools were built 50 years ago; they are getting older and more susceptible to fire.

I am trying to be constructive in this matter, and I feel that these things should be looked at. The children are very well disciplined as a result of fire drill, but I think a uniform alarm system should be instituted. If the hon. member for Albert wants something different, what about the gas-alarm rattler or something of that kind, which is distinctive. If a hand siren, such as the surf life-savers use, was installed in schools that are on a main road, such as Mulgrave Road or Pease Street or Sheridan Street, where fire engines and ambulances pass every day and use their sirens, it would only confuse the children. I repeat that the children are well disciplined, particularly in the primary schools, and I feel that, in the older schools, situations conducive to fire hazard exist. I would include in this category the adult education centre in Cairns, which has only one stairway. That building presents a fire hazard, and it is under the control of the Minister's department. I

understand that new premises are being sought, and I feel that this centre should be directed to new premises.

Mr. Houghton: Doesn't the fire chief go round the city and inspect these places?

Mr. R. JONES: If the hon. member had been in the Chamber earlier he would have heard me say that I accompanied the fire chief around, and it was pointed out to us that 7-lb. CO₂ extinguishers, as well as 2-gallon sodium acid extinguishers, were needed in such places as manual training blocks. In tuck-shops, 7-lb. CO₂ extinguishers would perhaps be adequate.

I have drawn this matter to the attention of the Committee and suggest it is something that should be adequately catered for in the future, particularly at this time when school fires are such a topical subject.

I am also perturbed to find that the regulations prescribing the standards, management, control and supervision of day-care centres and kindergartens in Queensland are the prerogative of the local authority. I feel that this is something that the Department of Education could well encompass. I have correspondence here, and I have no doubt that every other hon. member in this Chamber received a circular from the Creche and Kindergarten Association of Queensland, showing the expenditure per capita on pre-school education in 1966-67 in all States of Australia. These are the figures—

State	Expenditure per capita
	\$
New South Wales06
Queensland08
Western Australia21
South Australia45
Victoria57
Australian Capital Territory	1.82

This is a very important preliminary form of education. In other States kindergarten teachers are required to train for three years, whereas our teachers were previously required to train for only two years and for three years at present. Education of pre-school children is important.

Instead of this matter devolving upon local authorities, it is something that we should look at very closely. In other countries this phase of education is looked upon as being one of the most important. I heard another hon. member say that primary education is very important and is imparted at the age of discovery and enlightenment, when a child first learns to study. He said that not enough emphasis is given to primary education. How much more so can that be said of the kindergarten stage, when we first teach the child to discover?

This morning, in reply to a question that I asked the Minister on this matter, I was very surprised to hear him say that the Commonwealth grants made to this State for

libraries in secondary schools would not release any more money for libraries in primary schools. I was very pleased to learn that some decision was made relative to claimants among children of high-school age who attend opportunity schools.

Mr. P. Wood: I understand that you have a very good head at the opportunity school in Cairns.

Mr. R. JONES: Indeed! He is very bright and dedicated. I understand that he is the twin brother of the hon. member for Toowoomba East. He is the Labour candidate for the Cook electorate, and I am sure that he will not be at the school for very long. The school will be sorry to lose him to this Assembly next year.

The point I am making is that if primary-school education is so important, with its new concept of the school curriculum circulating and centring on the library aspect, how much more important is it to teach children to read and do their own research and to go to the library for reference books and make notes from them? The children should be taught this, and the books that are made available to them at the primary-school level should indeed be the best.

I wish to point out the importance to Cairns of the Commonwealth school grant. Two delegates from Cairns were sent to attend the National Library Conference, which was held in Canberra. The parents and citizens' association provided the cost of sending the delegates to Canberra because of its live interest in libraries. I hope that when the subsidies and priorities are allocated, due recognition will be given to the secondary schools in my electorate.

On the attraction of subsidies to moneys raised, particularly by parents and citizens' associations, I feel that inequities arise in the payment of those subsidies. In a question that I asked this morning I referred to this matter and its application to the Weipa South State School. Sometimes the subsidies penalise the poorer areas. In richer and more affluent sections of the community the people can afford to contribute to the parent and citizens' association's activities and thus the schools get a bigger subsidy. Generally speaking, schools in the poorer areas, where money is difficult to raise, are those who need more funds.

Another matter that I wish to raise was referred to by the previous speaker, who, no doubt, is in the same predicament. It relates to cooling facilities at schools. With summer approaching, there is always an awareness of this need by parents and citizens' associations. The associations in remote areas are rather perturbed to realise that a subsidy is paid for heating systems in schools in the colder southern areas, whereas in the northern areas the installation of air-conditioning systems and fans, and even their maintenance, are the full responsibility of the associations. Hon. members can well

understand the frustration of the associations when we try to explain the position to them. I have heard several bitter comments from people who are very concerned about providing cooling systems in North Queensland Schools.

I advocate a very early rectification of the temporary classroom situation in my area, particularly at the Edge Hill and Balaclava State Schools. I know that a proposal is in the melting pot so far as the Minister for Works is concerned. Recently I led a deputation to him about the two classrooms at Edge Hill. I am hoping that the Minister for Education will support the Minister for Works and give favourable consideration to constructing a new wing rather than providing additions to the Edge Hill State School.

This school has three temporary classrooms. With the two additional classrooms and the expected increase in the number of pupils in the next few years, I fully expect Edge Hill to have seven new classrooms. The addition of two classrooms to the existing wing will put the new building up against the head-teacher's residence, and next to a main road, which is a retrograde step. When I consider the lines of the old building, which was designed some 6 or 8 years ago, I do not think this move would be in keeping with the class or standard of the buildings now being constructed. I have not been able to pin down the Minister for Works or the Minister for Education in the last few days and get a final decision, but I am sure that the Minister for Works is sympathetic.

Another matter referred to me recently concerns the forms to be completed by students wishing to enter the Queensland Public Service as clerks, cadets and clerk-typists. They have a bearing on every child leaving school. On the back of the form, certificates of character are referred to. Peculiarly enough, on the certificate of character the place of residence is certified to by the principal of the school, whereas the applicant's character has to be certified to by a clergyman or a justice of the peace.

I ask the Minister to exert some influence so that the principal of the school can sign the character reference on these forms. Who would know the child better than the principal of the school that he has attended for four or five years? The principal would know the character of all the boys and would be able to grade them. The principal would be competent to give not only a certificate of residence but also a certificate of character. I am sure that this would be an improvement. In reality, many justices of the peace do not know the children who go to them for a character reference. Who better than the principal of the school can make an honest assessment of the character of school-children?

There are many mundane matters that I could raise, but time will not permit of that. For instance, there is the filling of the West Cairns State School grounds, which are

15 ins. to 18 ins. below road level. I am sure that a subsidy will be granted for this work.

On 16 August, 1967, the Federal Treasurer said, in regard to education—

“At the last Premiers’ Conference and meeting of the Australian Loan Council the States were treated with generosity. Queensland gets its share in the same way as every other State.”

This statement was repeated in another place by the then Federal Minister for Education (Senator Gorton), who is now Prime Minister. The State Minister for Education refuted this in a Press statement by saying—

“Because of the Commonwealth’s attitude, Queensland spends less per capita on education than any other State. The reason for this is that the Commonwealth denies Queensland the same amount of money by way of loans and grants as it provides to other States.”

Through the co-operation of the Cairns Jaycees, I have here some figures that were taken out by them on this matter. The net per-pupil expenditure on education in 1965-66, according to the Commonwealth Year Book, was as follows:—

	\$
New South Wales	224.50
Tasmania	214.83
West Australia	213.67
Victoria	197.72
South Australia	195.65
Queensland	161.54

The net expenditure per head of population in 1965-66, according to the Commonwealth Year Book, was as follows:—

	\$
Tasmania	41.90
South Australia	37.49
West Australia	37.28
New South Wales	35.41
Victoria	31.84
Queensland	26.10

The Jaycees then compare those figures with other figures relative to Government spending on education as a percentage of the Gross National Product in 1957-58, 1960-61, 1963-64, and 1965-66. They take into consideration statistics received from UNESCO and other sources covering up to 100 countries. By employing that criterion, they reduced the list by comparing the following: U.S.A., U.S.S.R., United Kingdom, France, Japan, Canada, South Africa, New Zealand, Sweden, Holland, Yugoslavia, Argentina, Brazil, Malaysia, Nigeria and Ghana. Their conclusion, after listing all the Gross National Products in those years, was that, “From the above list, Australia’s position is clearly seen.” While one reason for a somewhat smaller Government rate of spending than that in similar countries might well be Australia’s system of church schools, nonetheless our rate of increase of spending on education

has not kept pace with the Gross National Product of Commonwealth and other countries.

(Time expired.)

Mr. CAREY (Albert) (4.56 p.m.): Education is a very important facet of our modern way of life, and it is also a facet that should be taken very seriously. I am certain the majority of people living in Queensland, and for that matter throughout the world, realise how important education is today. Although education in the past may have been helpful, today it is absolutely essential, and it behoves each one of us to do the best we can for education, particularly for our young people, although later in my speech I shall develop the thought that education is not only a matter for the young. I want to suggest to the Committee that it is a serious phase of living, and consequently must be taken seriously.

I am not being flippant when I say that I was somewhat astounded to hear the hon. member for Cairns, who has just resumed his seat, suggest that in the provision of fire alarms at schools we should ignore the most modern facility we have, namely, electricity, which is created sometimes by the use of coal, sometimes by hydro power, and sometimes even by nuclear power, and revert to the cowbell or bull-bell. I say that very seriously, not flippantly. I realise that members on the Opposition side are still basking in the glory of the old bullock-wagon days and have the same approach to education now that they had 40 years ago, so it does not really astound me to find the hon. member for Cairns wanting to install in school buildings the same old-fashioned method of fire alarm in case by any chance fire started in a building.

Mr. R. Jones: I want a manual rather than an automatic alarm, because fire could make an automatic system inoperative.

Mr. CAREY: The hon. member for Cairns is still living in the good old days of the bullock dray. He suggests that manually operated fire alarms should be placed in modern buildings. Today, as soon as a set temperature is reached, even if it is only in the atmosphere or on the ground, an automatic alarm is triggered off. The hon. member wants to return to the time when a person had to see the blaze and ring a bell before notice was given that a fire had started.

Mr. R. Jones: What is all that going to cost?

Mr. CAREY: I do not think the cost matters very much. I am sure all hon. members agree that money is only a very secondary consideration. To me, monetary values are of little importance; it is the heart and ability of men that is the important thing in our modern way of life.

I say to the hon. member for Cairns, seeing that I am giving him a little advice which I am sure he can do with, that my friend the hon. member for Merthyr, who was for many years chairman of the Metropolitan Fire Brigades Board, has told me authoritatively that it is the considered opinion of the State Fire Services Council that teachers in schools should not be asked to be firemen. They should not be asked to put out fires. Their job is to get the children safely out of the school and into the playground, away from danger. Naturally, any good Australian would make every effort to save the building if he had time, but the first duty of a teacher is to ensure that all children are safely out of the burning school building.

Mr. Wallis-Smith: When do you tell them to get up and go? You haven't told us that yet.

Mr. CAREY: I am speaking about after the children have been brought out of the school. The children's lives are worth much more than the building. I am sure the hon. member for Tablelands would agree and not try to discount my comment on that point. He knows very well that it is better to save one human life than to save a \$100,000 building.

Mr. Ramsden: That is the most sensible statement that has been made in this Chamber for a long time.

Mr. CAREY: I hope that "Hansard" records the hon. member's interjection. I am making many sensible statements, but I am glad to hear the hon. member for Merthyr recognise that statement as being the most sensible made in this Chamber for a long time.

And now let me deal with the Minister's report to 31 December, 1967. It is a shame that, in the 25 minutes allotted to them in this debate, hon. members have not time to go through the report fully and record much of the information contained in it in "Hansard". However, the hon. members for Clayfield and South Coast will be speaking later in the debate, and I have no doubt that they will give the Committee more information.

The Government has come in for a considerable amount of criticism in the last three years. As a member of the Government, I should like to say that we have absolutely no objection to constructive criticism, because through such criticism the Government learns what the people of Queensland desire. It is then able to get its specialists to consider requests made to it by parents and citizens' associations and implement suggestions made by them.

What a record of tremendous improvement is contained in the report, especially when we think of the position as it was 10 years ago. I remember speaking in this Chamber about four or five years ago

and informing hon. members that I had been educated under a camphor laurel tree and in a shelter shed, and that I got splinters in my seat. The wooden seats on which we sat were so old-fashioned that any child who happened to slide along to let someone else in got splinters in his seat.

Mr. Hanson: Where was that?

Mr. CAREY: It was at Southport. I am very proud to say that it is a wonderful school and has produced some of the State's best citizens.

I congratulate the Minister, the Director-General, the Deputy Directors and all the officers of the department upon the very good work they are doing on behalf of the people of Queensland. They are not doing it for themselves; they are doing it for the people. It is their duty to do it, but it is also their pride and privilege to work for this State.

Hon. members opposite have picked little snippets out of the report and said, "You ought to do this and that. You have too many temporary classrooms." The Government is not pleased about having temporary classrooms, but it is much better to have them than to have children out under camphor laurel trees, as I was during the reign of a Labour Premier and Minister for Education, Honourable F. A. Cooper.

Mr. Newton: It didn't do you any harm.

Mr. CAREY: I appreciate the comment of the hon. member for Belmont. Later on I will quote from a book that I have here, and I know the hon. member will support what I say.

Recently it was my very great privilege to take the Minister on a tour of inspection of the schools in Southport, and I am sure the Minister supports me wholeheartedly when I say the complaints from head-masters and teachers were negligible. We had one or two small requests such as, "Mr. Minister, when money and funds are available would you kindly shift these temporary rooms and give us two permanent rooms? This is a very fast-growing area. Our school has increased in numbers from 700 to 1,150.", or, "Would you kindly ceil this temporary room", or, "Will you help us with the erosion problem in our playgrounds?" All these things were asked of the Minister, and the requests received a very sympathetic hearing.

Only this morning I received three letters from the Minister informing me of what he intended to have submitted, first of all to the Minister for Works and Housing, and then through him, to me, to get this work undertaken. In some cases, of course, he said, "This is beyond the bounds of both my department and the Department of Works". Therefore, we will have to get the parents and citizens' association to do this work, with the help of a subsidy from the Government.

Mr. Wallis-Smith: Who is picking out the little complaints now?

Mr. CAREY: I am not giving complaints. We, as a Government, are never satisfied, and I hope hon. members opposite are never satisfied. We are an improving Government; we go on to prosperity and progress. Hon. members opposite were prepared to sit down and let the rest of the world go by. This County-Liberal Government will never be satisfied with the facilities we are giving the people in the education of their children, whether it be primary, secondary or tertiary. We want the very best, and we are going to have it. We will continue to work for it. We will not sit down and say, "That is good enough for the State of Queensland". We will be the leading State within a matter of years.

My time is running out and there are many things I want to say. I am very proud of the parents and citizens' association in my area, as every other hon. member in this Chamber is of his. We all respect the work these people are doing, and it was a very wonderful thing for me to take the Minister to one of our schools and introduce him to the president of the parents and citizens' association. The Minister said, "I should like to compliment you, sir, on the condition of your grounds and the amenities you have supplied for your children in such a young school." The president said, "Mr. Minister, thank you for that remark. I will pass it on to the members of my parents and citizens' association."

These people are working with the Government in giving the best to the children and, while we have parents and citizens' associations prepared to work with the Government, mountains can be shifted, hollows can be filled, and we will get on together as partners in the field of education.

"Education", in my opinion, is an over-worked word. In the minds of the majority of people today it is, "What is the Government doing for us?", "What is the Government doing for the kindergartens?", "What is the Government doing for libraries?", "What is the Government doing in primary, secondary and tertiary education?" Everyone here must agree that the education of a human being starts on the day of birth and ends on the day of burial. Even a new-born child has to be educated to take nourishment. Those of us who have been fortunate enough to retain our balance and our thinking ability will go on endeavouring to educate themselves until the day the lid of the coffin is placed on something that will be just a burnt-out piece of material. So why in the name of goodness must everybody be out to criticise one small portion of a man's life when he is under the jurisdiction of the Government? I believe that more is learned by the individual, whether that individual be man, woman or youth, when he or she goes out into the open world, which is so full of opportunity. People can learn more outside school than inside it.

Let me quote to hon. members a verse that was brought to my notice by the Parliamentary Librarian, Mr. Gunthorpe. I know that the hon. member for Belmont will be pleased to hear this as it will give him the opportunity of reading it to students when he next attends a school speech night.

The verse is entitled "Success", and reads—
 "A certain school in days gone by
 Contained two pupils, X and Y.
 Young X was what you'd call a swot,
 Whilst Y most certainly was not.

Young X spent all his time of leisure
 In reading classics, just for pleasure,
 While Y frequented football grounds
 And helped the butcher on his rounds.

All this was forty years ago;
 Success may seem a trifle slow,
 But it will come, if we await
 With patience the decrees of Fate.

Young X is Head of that same school,
 And Y, whom teachers thought a fool,
 Is owner of a chain of stores
 And Chairman of the Governors."

I am sure that many hon. members agree with what the hon. member for Bundaberg said and would oppose the expressions that were attributed in the Press to Dr. Goodman that it should be necessary to be a university student to become a member of Parliament. We are all university students; we are students of the university of hard knocks. We have been out in the world, where we had to plough and dig, where we had to eat bread and dripping, where we had to plough a wheat field with a four-in-hand. Do not let anyone say that it is what a person learns at school that counts. It is the ability to concentrate, to use one's will to work and to use common sense that achieves the results that everyone desires.

The hon. member for Ipswich West said we were living in a land and world of changes and that we had to be prepared for these changes. This is exactly what doctors are doing today. They are well-educated people, but they undergo refresher courses supplied by the Government so that they can continue to provide the best possible service to the people of this State.

It was recently said by the UNESCO Council that education is a continuing process. That backs up my statement that education starts at birth and finishes at burial.

I would like to congratulate Mr. Wood for his Guidance and Special Education Branch. It is something of which the Government can be justly proud. I heard the hon. member for Cairns talk about the opportunity school system. It is most important for us to allow that system to grow in size so that it will be able to cope with all those who require its special services. Why is it that only 41 children in the Gold Coast area and my area can avail themselves of this special education, simply because the school is not

big enough? In this type of specialist education it is not possible to have more than 21 pupils per teacher. We have our 42 pupils at Southport, and we have 28 on the waiting list. Thank goodness, through the good graces of good government, I see in the Budget—as hon. members will have noticed if they have had time to read it, although I know that many do not like to read about anything that is going to the Gold Coast—that a new opportunity school is to be built at Musgrave Hill. I understand that the first sod is to be turned in the early part of next year, and the foundations should be poured about February.

While we wish we had no slow-learning children, we hope we will be able to provide accommodation for the many more children who may require this special education. The authorities consider that 50 children on the Gold Coast could require this special treatment.

Mr. Newton: What is the number on the waiting-list?

Mr. CAREY: There are 28.

I am very pleased to be able to inform the Committee that after a complete survey was made of the Beaudesert and Tamborine Mountain areas, two opportunity classrooms will be opened at the Beaudesert State School at the beginning of 1969. This survey was sought by the Beaudesert Rotary Club. I am very pleased that I will be able to report to the Rotarians, who are all honourable gentlemen, that this innovation will come to Beaudesert in 1969.

I should like to make a forecast—I think each of us has the right to try to foresee what might happen in the years to come—

Mr. Tucker: I have never seen you right yet.

Mr. CAREY: I assure the hon. member for Townsville North that I am not “left”, so I might be right.

It is well known that audio-visual teaching aids have been established in our schools. Yesterday evening, a matter of a few seconds after the event, we were able to see the results of the American elections on our television screens by way of satellite communication. I am sure hon. members realise—and teachers must eventually understand—that in time to come (I hope it is not for some time) teaching will be undertaken by specialists. The cream of the Commonwealth will be asked to do this work on television, and it will be conveyed to pupils in the various States of the Commonwealth. I know that at present many places are not served by television, but we are growing up. Queensland is growing, and Australia is becoming more important in world affairs. In a few years, television will be available to everyone. I am confident these new teaching methods will come into operation.

I am very pleased to note that the Government recognises that school-bus transport operators are entitled to an increase in mileage allowance. This scheme was introduced about nine years ago, and it was not considered then to be a money-making scheme. But surely after nine years the bus-transport operators are entitled to an increase in the allowance. If I read the Budget correctly, this allowance has been increased by 1c per mile. This is certainly necessary, because increased costs have been experienced in road tax, comprehensive insurance, repairs, and so on. Without a doubt the Government is doing a good job educating the people.

(Time expired.)

Mr. MURRAY (Clayfield) (5.20 p.m.): This is the first opportunity I have had to wish the Minister well in his new portfolio. There is no more responsible assignment than the Minister for Education has. If he can clear a broad track through what is left of the maze of resistance through tradition, bound by the old status quo, in the same way as he cleared a track through all the attitudes of our hidebound past when he took over as Minister for Lands and opened up the brigalow and the coast—in other words, opened the State up—we are in for exciting times in education. I believe that he will. He is certainly advised by some very dedicated experts.

Mr. P. Wood: Are you going to move an amendment now?

Mr. MURRAY: This facetious little fellow over on my right, Mr. Hooper, is very annoying.

The whole machinery of education is moving very well indeed. It is ticking over well. We have found a few new parts and many good expert operators wanting to get on with whatever course is steered for the future. A considerable burden that the Minister must carry is to make the decision on what exactly is the course that must be steered for the future. These are changing times, and once decisions are made they cannot be altered within a matter of a few months or even a few years. We have tremendous responsibilities in this regard and children must be kept going steadily and progressively along the path to the goals that are set. So a heavy burden is placed on the Minister in the making of final decisions.

If anything can be found on the credit side for discussing the Estimates of departments once every two years it is that we see more clearly the advances made in all facets, in this case, of education, and the contrasts are naturally more clear. And significant advances have been made. We all freely admit this.

I agree with my friend the hon. member for Toowoong that we could safely challenge anyone, including the Opposition, to make education an election issue. The people know

what has been done. After all, with about 40 per cent. of the population of Queensland under 19, we are very close to education indeed. The effects of it go into every home. The last decade has brought about dramatic changes and exciting events in education. We all admit this. One might better describe them as dramatic changes, which they are.

I think it was Dr. Rupert Goodman, Deputy Director of External Studies at the University of Queensland, whose misquoted and misunderstood statements and motives seem to raise blood pressure in this Chamber, who observed that a tremendously beneficial coincidence occurred when the former Premier, the late Honourable Jack Pizzey, and Sir Herbert Watkin were brought together as Minister and Director-General of Education. I think that is correct. Here was a compatibility that was extraordinarily beneficial. I sincerely hope, and I am sure the State sincerely hopes, that the present team of Minister and Director-General produces the same source of tremendously important and significant changes. I am sure we all wish them well in that regard, because we are proud of the stage we have reached in education and the course that was set in the past.

The Minister freely admits, as indeed we all do on this side of the Chamber, that there is much more to be done. No-one would hide his head in the sand to such an extent as to say there is not much more to be done. I add my plea to that of the hon. member for Toowong, who sincerely suggests that our responsibility is to help construct and not destroy.

I believe that few of us are really qualified to argue in detail the complex problems of education as they exist today, but we can, and should, and do, offer suggestions—constructive, I hope—where we consider they may help. Two years ago in this Chamber I addressed myself to this subject and touched on the need for internal rather than external examinations at secondary level. I shall quote briefly what I said then, because, generally speaking, I stand by it today. I said—

“I think, as others have advocated over the years, that at least the Junior examination should be conducted by the school—internally and inconspicuously—on the school's own syllabus. The inspector could then inspect the curriculum and the pupil, not the teachers, so that the standard on which the certificate is awarded does not vary unnecessarily between schools. The certificate would be awarded on more than the base examination; the pupil's school record would also be taken into account. The school could therefore undertake the responsibility of examining and the Department of Education the responsibility of issuing a certificate.

“By this means the examination would become part of the ordinary school procedure and would not be attended by all the fear that affects timid pupils under our

present system. The examination held by the school would be so much part of the inner life of the school that the issue of a certificate would not call for public advertisement of results. I wonder what sort of a public outcry we would receive if our children at school were submitted to a detailed physical examination and the results published in the Press?”

The form in which results are published has, of course, changed since then.

I went on to say—

“Under the present system, if the candidate reaches a prescribed and purely arbitrary level of mediocrity in the prescribed number of subjects he is given a certificate. It is issued, it seems, on the assumption that it is better to know six subjects badly than three subjects very well. Bill Smith can be a dull plodder and pass, whereas Bob Brown may be a gifted mathematician and fail. The effect of this on employment opportunity for Bob Brown may well be disastrous.”

I think that we, and educationists generally, recognise that.

With some humility, I now want to enter for a few moments the company of two really great educationists in this State, one being Mr. Lockie, the Principal of Brisbane State High School, and the other being Mr. Roberts, the Head-master of Church of England Grammar School. I have here copies of their speech-night addresses which they kindly sent to me. These could have been addresses delivered by head-masters or principals of secondary schools, private or State, throughout Queensland, because they are all concerned with expressing opinions on the urgent need for changes in curricula.

I believe that the part of Mr. Lockie's address which I shall quote will be of great interest to members of the Committee. It is very important, and I shall not quote it out of context. Mr. Lockie said—

“For several years I have reported to you my concern at the inability of many students to cope with the present Senior course. At the end of their secondary schooling all that a significant proportion have to show is a record of failure. Please do not misunderstand me. I am not for one moment suggesting that these students should not do post-Junior study. I think this is the most valuable part of their schooling. In these two years educationally they broaden and mature tremendously in many ways; but on paper nothing but failure in a particular course. Statistics back this fact. In the State last year, in Senior 50.6 per cent. of students who sat gained matriculation. If we add in the Sub-Senior ‘drop-outs’, approximately 55 in every one hundred who began the courses failed to matriculate. At State High our matriculation figure was 64.5 per cent., so approximately one-third of our Seniors failed.”

Mr. Bennett: That was because a quota system was applied.

Mr. MURRAY: This is an observation by Mr. Lockie. I ask the hon. member to allow me to proceed.

Mr. Lockie then said—

"Therefore it is quite evident that the present Senior courses are too academic in spirit for half of all grade 12 students. The Board of Senior Studies recognises this, and is moving to remedy it. But this movement is necessarily slow for many, many factors have to be taken into consideration. I fear that it will be several years before any alternative courses are provided and in each of these years some fifty per cent. will continue to fail to matriculate. State High has the largest Senior numbers in this State; next year I expect to have about 800 in sub-Senior and Senior classes. Statistically 400 of these are failures before they sit for the examination—any wonder that I am concerned about this matter? And I suggest that many parents here tonight also should be concerned. What can you or I do about it? I am prepared to try to do something although Mr. Roberts, who directs Departmental Policy in this matter, will see many difficulties in the implementation. But I can do little unless parents are willing to co-operate and in this particular matter they will be faced with the making of a difficult decision.

"The standard of the present Junior examination is low. The failure rate has declined some 10-15 per cent. over what it was some ten years ago. This decline in failure rate is probably educationally sound, for the Scholarship examination has disappeared and for many students the Junior is a terminal examination. But I do know that if State High issued its own Junior certificates there would be many more failures. We know that a student who gains 30 per cent. in our examinations will almost invariably pass in Junior. On the other hand, the standard required for matriculation has risen greatly and so there is a very, very wide gap between the two standards. Junior success encourages parents to send back students to undertake Senior studies, but many students soon find that, even though they work conscientiously, they cannot cope with Senior work, particularly with maths and science subjects.

"At the beginning of the year I spend a week with new sub-senior students to help in the planning of their Senior courses. I practically beg many not to take certain subjects because I know full well that they are beyond their capabilities; but to no end. In one of my sub-Senior classes in the last term examination 34 students out of 36 failed to pass in Maths I: the class average was 33.1 per cent.

"I think that parents must accept a deal of the blame for the selection of courses. It is only natural for them to want the best for their children; but to try to make doctors, dentists, chemists, vets., engineers, architects out of weak material is asking for failure."

He went on to say—

"I told you earlier that parents would have to co-operate and the decision to co-operate would not be an easy one to make."

He then made this proposal—

"Students who after the sub-Senior year show to themselves and to their parents that they are unable to cope with present Senior subjects, a fact confirmed by my guidance officers, should undertake a special course pitched at an acceptable Senior level. I am prepared to offer such a course and at its termination to certify that the relevant students have attained a satisfactory Senior standard of education. I am sure that the academic standard of Brisbane State High School is such that my certificate would be accepted by any employer who did not require a specified number of points for entry to employment. There are many of these."

Mr. Hanlon: What type of employer would accept such a certificate?

Mr. MURRAY: Many employers. This is a common problem in the community, I know, but such a certificate would be accepted.

Mr. Hanlon: It is worth a try.

Mr. MURRAY: It is certainly worth a try, because something must be done.

Mr. Lockie went on to say—

"At the end of two years a significant number of these students would have a certificate of success to show for their efforts. I wish to stress—firstly, that this is only an attempt to bridge the gap until the Board of Senior Studies produces a Leaving Certificate Examination or its equivalent. Secondly, it will not be economic, and Mr. Roberts will certainly insist on this, unless a significant number of students are willing to undertake the course. Thirdly, that all is based on an irrational element—parents—for the most difficult thing will be for parents to be realistic enough to acknowledge that their child is one who should undertake such a course. Time will tell."

Mr. Lockie goes on and demonstrates quite clearly that, by the number of scholarships it obtains and the number of outstanding prizes and qualifications it receives, including a Rhodes Scholarship this year, his school has lost nothing of its high academic standards. The school is an outstanding one.

Mr. Bennett interjected.

Mr. MURRAY: After all, this is the system we inherited, but something is being done about it.

I think it is important to briefly report Mr. Roberts, head-master of Church of England Grammar School, who, addressing himself to the same type of problems, says—

“As I see it, the time has come for Internal Examinations at the lower levels. The sheer weight of numbers will force this upon the Authorities soon. Why not while there is still time, pay the School-master the great compliment of accepting his judgment? We trust the University, as indeed we should—why not the Schools? Society, and its Employers in particular, do that in the non-Examination years. Why not in the Junior year? The Tests could be more comprehensive and far more leisurely—in short better Examinations. Moreover they could carry personal judgments too—on Industry, persistence, reliability and so forth. In all, the scripts would be much more valuable. The Junior Examiners were far kinder to our Candidates than we had been. Thirty-one gained 7 or more A’s.”

He goes on to say—

“Far too complimentary!”

Further on, he continues—

“Exciting things are happening in Education. A Committee has been enquiring into the need for a Leaving Certificate for those not contemplating Tertiary Education: another is seeking Registration for all Teachers in Independent Schools and next year all Sub Senior Forms in Queensland will embark on English Courses of their own choosing. There will be a little advice from the Professor of English but no direction. This is wonderful. There is freedom for Master and for boy and the challenge to Masters to use it imaginatively. Such a break from tradition always causes heart-burnings and eruptive echoes: but tomorrow and its freshness are inevitable as is the passing of today’s Jeremiahs. Oh that desirable change could come easily and find ready acceptance! Why is it that we need at all levels external proof of competence in Scholarship? And why too must there be Premierships in Games to stir our best endeavours? It seems that the Prize, not the Game is the thing. The Prize is not a bad thing: the means of victory however can be very stultifying.”

He goes on to say—

“There should be a less restrictive Matriculation. This is a desperate need in Queensland.”

His observations on the need for curricula revision, freedom for the internal examination and so on, follow much the same lines as Mr. Lockie’s remarks—two great educationists addressing themselves to this problem.

I suggest to the Minister that here and now is an ideal time to introduce reforms which will, I think, liberate the curriculum. They are simple to implement and they certainly would not cost us a cent. In fact, I suggest it would save money. It would certainly eliminate public abuse of the certificate and relieve a pressure on the teachers, allowing them to teach for something other than the certificate, which, unfortunately, teachers orientate themselves towards doing. They tend to teach for the needs of the pupil at that level, because they are bound by external examinations. This, I believe, has been a very restrictive factor in our education.

The first of two principal moves in this direction is, I believe, that we should abolish the Junior certificate altogether. It does not really correspond to any particular stage of progress; it simply interrupts the steady flow of secondary education.

Mr. Bennett: Do you think cutting out the Scholarship examination proved to be wise?

Mr. MURRAY: Frankly, I do; I do not think there was any point in that examination. I suggest that the Junior examination is without doubt the most unreliable of all the examinations. Here is an example from New South Wales in the last few years. Two schools in different suburbs of Sydney, which drew their pupils from the same level of society, submitted 85 and 80 candidates respectively for a certain subject in the Intermediate examination. In the first school 80 passed, and in the second school 21 passed.

Surely that situation does not reveal a difference in the quality of the pupils but merely, I would suggest, evidence of the use of pupils to examine the teachers. That sort of thing can be related to cases in Queensland and can happen here. Therefore, I believe that the Junior examination should be abolished. Most education authorities detest it, and I believe that some independent schools have endeavoured to drop it.

I hope that the Committee noted the remarks by both Mr. Lockie and Mr. Roberts about our present Junior certificate standards that were externally set. If a child is leaving school at that age, I believe that the school should issue a certificate, authorised by the department, perhaps, setting out a full record of the child’s attainments in the fields of school activity. The main point is that every child should receive the certificate rather than only those who reach an arbitrary standard sitting for an external examination. That is an evil system.

The second point that was touched upon by both Mr. Lockie and Mr. Roberts is that we must have a Leaving certificate course, and it should be within the school to cater for those children who, by desire, advice or direction, do not want to proceed to matriculation; that is, do not want to go on to the tertiary

standard and do not intend to proceed to university. This course should be conducted inconspicuously and internally within the school. I suggest that a child who reaches that year of study should be granted a Leaving certificate on which should be entered everything that any prospective employer would require. If the holder of a certain certificate applies for a job, for instance, in an engineering office, then his qualities and shortcomings are open for inspection. Failure in some subjects may not matter at all. Surely a boy's mechanical qualifications or attainments should not be concealed purely because he is not able to write a French composition or satisfy the history examiner.

Mr. Bennett: Do you think his Leaving certificate should be recognised in other States?

Mr. MURRAY: I believe that some of them are, but I am not sure of the system.

Remarks by several teachers, the principal and perhaps the departmental inspector could be entered on the certificate. The inspector would have inspected the class and not the teacher. To all critics who murmur that this opens the way to favouritism, I say that if five or six teachers, a principal or a departmental inspector know that a boy is bright and favour him, then certainly that fact should be entered on his record, because such a boy will go a long way. These reforms are of vital importance, but in a sense they are negative reforms in that they remove obstacles to good teaching but do not necessarily improve bad teaching.

Mr. Lockie, the principal of the Brisbane State High School, has made a commitment, and I think it is an exciting one. He will offer a new course at the school if parents and children will co-operate. **Mr. Roberts,** of the Church of England Grammar School, pleads that head-masters and principals be allowed flexibility and trust to carry out curriculum reform. We should allow these outstanding men, who bear the very heavy responsibility of secondary education, to make their own commitments. After all, trees are known by the fruit they bear.

Mr. Porter: Both of them are actually seeking an in-school assessment rather than a rigid external examination.

Mr. MURRAY: This is right. I believe that we are working towards this, and I suggest that we should hasten it.

Men like those are the authorities on Smith and Jones, the pupils, whereas the university professor is interested naturally in the subject itself. I know that he is very willing to help, but, as the school is teaching Smith and Jones, the pupil, and not necessarily maths and French, the syllabus should be designed by men who are authorities on Smith and Jones. In most cases, the professor is not.

(Time expired.)

Mr. DONALD (Ipswich East) (5.45 p.m.): There can be no doubt whatever that education has become of major political importance. That is true not only in Queensland and in the other States of the Commonwealth of Australia, but in all advanced countries where similar forces are at work. In the English-speaking nations of the British Commonwealth, in Western Europe, and in the United States of America, all existing systems of education took their present form in the latter half of the 19th century, emerging as part of the social and economic order based on the machine industry. In each case, the main concern of public policy was to establish universal secular elementary education that would provide the literate working class without which an industrial society could not function.

England and France, for instance, took this step within a few years of each other. Free, compulsory, and secular elementary schools were introduced in France after a series of bitter political-religious struggles between 1879 and 1886. In Britain, the first Education Act was passed in 1870, and elementary education was made compulsory in 1881. Australian development followed the same pattern. In Britain and Australia the responsibility for secondary, or continuation, schooling did not become established until after the end of the 19th century. For a long time it remained a relatively minor part of governmental activity in the field of education.

Until the Second World War, secondary education was largely a middle-class privilege and continuation to university was governed principally by the length of the parent's purse. University students were drawn from the upper tenth of the population and they had attended public schools rather than State schools. At this period, State policy towards secondary education seems to have rested on two premises: one was the need to give eight or nine years of schooling to all children; the other was to provide some financial assistance to the brightest working-class children to enable them to reach a standard where they could be recruited into some State Government agencies, especially education itself and, to a lesser extent, public works and agriculture. This link between the needs of the State and the structure of the education system is, of course, a familiar historical phenomenon.

Education in Imperial China was geared almost entirely to the production of a corps of classical scholars from whom were drawn the members of the famous Mandarin bureaucracy. Prussia was the first modern State to accept free, compulsory elementary education, and established it largely to inculcate the spirit of disciplined obedience.

In France, Napoleon deliberately set out to train a governing elite by establishing the system of State secondary schools and such world-renowned institutions as *Ecole Normale Supérieure* and *Ecole Polytechnique*.

In England, the reform of the public schools and the universities in the 19th century was closely linked with the reform of administration in Britain itself and in India.

In Australia, however, the notion of an educated elite has never been socially acceptable and the universities have played no such role as in the countries just mentioned, except in providing technically trained experts. While the system has stood still, the social context in which it operates is rapidly changing. For one thing, the expansion in numbers is shifting the emphasis within the educational structure and enhancing the comparative importance of secondary and higher education.

The tremendous increase in the number of pupils attending State schools would alone have increased the relative burden on the State system, because the population of the State has not increased proportionally. This numerical explosion is occurring at a time when the States have neither the financial resources nor the political and administrative flexibility to reshape their educational systems accordingly. At the same time, the community's demand for education is changing in quality as well as in sheer volume. When the State systems took their present shape, Australia's prosperity depended overwhelmingly on the rural industries; its technology was backward and its national Government was small and had few responsibilities.

Each of these characters has been transformed. In these circumstances as the Murray Report on Australian universities declared, the task of education is to produce a fairly large number of very highly educated men and women. Nothing short of this will do.

The policies required to deal with the situation can be formulated and executed only at a national level, that is, by the Commonwealth Government. It is essential that the Commonwealth Government should not merely use its financial powers to plug the holes in the State system, but should take the opportunity to develop national policies. This can happen only when political parties recognise the need for such policies.

Education reform has been bound up, through its history, with the idea of equality, but more particularly and especially with that variety of it which emphasises careers open to talent with individual self-improvement—in other words, rather than collective improvement through social means.

It is very easy to outline ideal educational objectives—anyone can do it, and many have—but they all tend to sound much the same. In the end, most of them are defeated by the pressures at work in modern society and by the inertia of a system that economically has almost run its course and that is firmly set against fundamental change. This is the central conflict for educational

reform. Education is an institution of society and its role has always been to train citizens to fulfil their stations and their duties.

A stagnant society needs neither the full skills of its citizens—it would not know what to do with them anyway—nor their development as self-determining, independent citizens capable of possessing and controlling their environment. But a developing society, simply by reversal of economic priorities, would release a reservoir of capacities. The motives of education, the pace, the tone and the values, are set by society. No amount of improvement in educational resources or teaching techniques can be a substitute. The stagnant society will not say to the younger generations, "Equip yourselves to the full, we need you". Nor will it set forward the aim of developing the whole man, the citizen of the world.

Educational reformers themselves retreat shamefacedly from their own formulation, apologise that reform will not cost much anyway, and defend it on the safe ground that it may lead to individual advancement. To this prospect of passively inheriting the world, as it is, must be opposed the positive incentive of equipping oneself to influence, shape, and ultimately transform it. It is here that much educational thinking has led into the morass. A society in which adults are in retreat from responsibility is happy to believe that if the schools would only provide better human beings, the world itself would become much better.

Hitler, in the famous Low cartoon, told his audience of docile sheep, "I simply cannot control your warlike instincts." The United Nations Educational, Scientific and Cultural Organisation puts forward the ambiguous motto that peace is made in the mind of men, implying that our warlike instincts will be modified if we learn to be tolerant of our next-door neighbours and invite Colombo Plan students to our homes for the week-end. Others say that democracy should be learnt in the classroom. Still others contend that the schools are overburdened with tasks that society has shelved.

The adult world must reassume its proper responsibility. The schools cannot be looked to as the source of social change in this sense. They are specialised institutions with a specialised function which they must be free and assisted to perform.

This function is both conservative and progressive. It is conservative in that it is the school's job to transmit the best knowledge, skills and values of current society, and it is progressive in that this means that it must carry out a relentless and unending search to discover what are the best things in a changing world, and even in advance of it.

Human beings capable of effecting social change must be intellectually curious, critical and resilient. They must be enthusiastic about the prospect before them. They must also be equipped to function at their highest level in order to be competent masters of

their environment as it is. It is the task of the progressive teacher not to indoctrinate a generation but to equip it to find its own way.

That which has become useless to society, unreal in its new conditions, passes away, but very gradually. This is a fruitful, long-term view of social change, if a passive and complacent one. The schools are ceaselessly aware of the tension of social change, and never more so than at the present. The new is constantly straining at the seams of the old. There must always be questioning of what has become useless to society and what is unreal in its new conditions. What is useless does not pass away of its own accord; it is pushed away by the emergence of the new.

Should education be tailored to suit a child, or is it possible to define a common minimum body of knowledge without which no future citizen should be projected into the world? Society has always defined such a common body of knowledge—in primitive society, the traditional skills of livelihood; in early industrial society, bare literacy. In Australia today we assume that all children must master the primary curriculum.

All that is happening is that the increasing complexity of modern life is pushing the common minimum higher, into the secondary school. The right educational age for specialisation is being forced upward. Education, being a function of society, will always contain the new and the old, expressed in one set of terms or another, and, like society itself, will develop by the process of their contending. In Australian conditions here and now, what is the useful new, and what is the useless old? What must be done, and where can a start be made? I humbly make the following assertions about what progressives in all spheres of life must work for in education.

National resources of money and manpower must be invested in education on a scale that will enable the fullest development, under modern conditions, of the capacities of the whole school population. The aim must be full equality of educational opportunity and the elimination of all financial and social barriers to it. This implies the common school at all levels and a common-core curriculum to a much higher standard than the present primary stage, combined with abundant opportunities for specialisation at the age when that is educationally desirable.

A frontal attack must be made on educational wastage. Its main sources are the division of children into hopefuls and "no-hopers"; discrimination in educational opportunities; conditions that inhibit good teaching and make the process of learning an elimination contest; lack of confidence on the part of parents and teachers in the school's educational purpose and values; and serious under-estimation of pupils' capacities, going hand in hand with failure to cultivate intellectual disciplines.

The contents of education must be thoroughly and constantly reviewed in relation, on the one hand, to the needs of the world of atomic energy, automation, mass communications, and closer international relationships, and, on the other, to the development of a sense of the continuity of humane experience. The central role of public education in Australian society must be reinforced and defended. Its character must be secular, and it must hold fast to the spirit of scientific inquiry. Education is a profession, and its practice an art and a skill. Those practising it have an obligation to examine, criticise and improve teaching content, methods and techniques, and must be encouraged and helped to do so.

[Sitting suspended from 6 to 7.15 p.m.]

Mr. DONALD: Before the dinner recess I said that education was an art. The community also has an obligation to those engaged in the profession. It must not only throw its weight into raising the status of education but also participate more and more in shaping educational aims and helping the schools realise them.

There is widespread public concern about education; there is also widespread goodwill towards it and a readiness to make it work better. It is not possible for Queensland or Australian society, as it is today, to have a single, explicit educational aim in the sense that a totalitarian State can. However, the time and the conditions have given the majority of Australians certain common expectations of their schools, and these can roughly be described as democratic and progressive. If Governments can find ways of putting a finer edge on this definition and on its application to detailed problems, they can help to convert dissatisfaction into action, and it is very necessary for them to do that.

A child is born into a physical and social environment created by human action and decision. It is a world of bewildering complexity, to which he brings no ready-made set of physical, social and mental competences. These are constructed with laborious care during long years of tutelage as child and adolescent. Knowledge and skills are handed on to him by the adults in his life.

It must be remembered that the child is utterly at the mercy of, and completely dependent on, the adults in his environment. The two main groups of these are his parents and his teachers. He can get no more than they provide. The family creates language in the child; it provides him with his day-to-day vocabulary and the stimulus to thought. The school takes over this informal training and transforms it into literacy. The quality of the informal training within the family is of decisive importance to the reception of the formal training.

The logical basis of all schooling is the inculcation of skills in literacy and mathematics. This function, which cannot be

carried out by any other institution or agency in society, must comprise the base of any education system and, therefore, is free of class bias, although there may be ideological control. Irrespective of class or creed, c-a-t spells "cat".

Since formal learning can take place only under authority, the school must establish certain patterns of behaviour as a condition of the effective discharge of its function. These patterns—submission to discipline, acceptance of tasks designed by superiors, punctuality and regularity of attendance, physical and social skills necessary for adaptation to a large group of peers—are also essential for work in a highly ordered society. The school also shares the responsibility with other institutions and agencies—the family, the church, mass media, youth organisations—of contributing to the formation of common traditions, sentiments and ideals.

The child in process of assimilation to a difficult and complex world expects and accepts that the adults in his life will make decisions about his welfare. His educational goals are set and decisions about his future made long before the need for choice becomes operative. As a member of any society, the child has a natural and inalienable right to the cultural inheritance of his ancestors. For him, the possibility of freedom in its basic aspect of mastery over his environment and the full development of his faculties can come only through the acquisition of the core skills of literacy and numeracy.

An ideal society would see the full education of its citizens as a precondition of its forward progress. Existing societies, however, for reasons of domination or expediency, or for the maintenance of privilege, or perhaps through fear of the implications of corrective criticism, offer only partial education for the majority. In this way, the majority of children are deprived of their birthright.

In the Ipswich East electorate there are eight primary schools, a high school and two convents, ranging from a two-teacher school to the largest primary school in Queensland. Each of these schools is staffed by a very efficient, hard-working staff under the direction of a very conscientious and capable head-master, and, at Bremer High School, a conscientious and capable principal.

The highest praise must be extended to the parents and citizens' association at each of these schools. The ladies and gentlemen who work on these committees render a very valuable service, in a voluntary capacity, to the Department of Education and to the community in general. They not only give freely of their time but also assist liberally with finance. Their interest in, and devotion to, the schools and the educational requirements of their particular

localities is a wonderful display of genuine citizenship. Their worth to the department is invaluable and worthy of greater recognition.

The Goodna State School is unique in its enrolment of 754 pupils, as a very large proportion of these come from non-English-speaking countries. In fact, there are pupils from no fewer than 38 nations, a greater number of them speaking different languages. In the next few weeks an additional 150 children will be enrolled at the school, and none of them can speak a word of the English language. Mr. Heber and his staff work wonders with these children, and in three weeks they will have them speaking reasonably good English. This has been the case in the past, and there is no reason why it should not happen in the future. So impressed are the parents of these children that they are prepared to wait until they can obtain a house at Goodna, Redbank, Wacol or Gailes so that their children can continue to be educated at this school.

Another unusual but very pleasant practice adopted at this school is the annual get-together of former pupils. This has been going on for a number of years, and we are all looking forward to celebrating the school's centenary in a few years' time. I may be wrong, but I think the Goodna State School is the only primary school that has an annual function at which former pupils of the school get together at least once a year and have a jolly good time.

Naturally, this school, like other schools throughout the State, needs additional classrooms. We trust that the Department of Education will be able to provide the necessary classrooms, not only to meet the present shortage but also to meet the influx of pupils in the coming year.

The Silkstone State School has one of the largest, if not the largest, enrolments in the State. Here 37 teachers have to cater for the educational requirements of 1,449 pupils, so they are kept very busy. However, they obtain excellent results from all pupils under their care.

The Bremer High School, with an enrolment of 1,447 pupils, one of the largest high-school enrolments in Queensland, has a teaching staff of 61. This school is adjacent to the Silkstone State School—only a road separates them—and it has achieved very satisfactory results during its comparatively short existence.

The Mother Superior and sisters at the Booval and Goodna Convents have every reason to be proud of their work, and this is reflected in the success achieved by their pupils, year after year. One has only to attend their annual concert and dance to be very favourably impressed. The children, like those at State Schools, are very well behaved and tutored. They are not only a tribute to those who have had the care

of their education but also to the Department of Education and the people who control the two convents I spoke of. They have demonstrated, again and again, not only their scholastic qualities, but their qualities on the sporting field and elsewhere in life.

(Time expired.)

Mr. HINZE (South Coast) (7.25 p.m.): My main reason for entering the debate is to join with other Government members in commending the Minister on the comprehensive report that he presented to this Chamber. Some hon. members have complained that the Minister took an hour and a half to present his report, but, on such an important subject that embraces all aspects of education in this great State, obviously the time was well spent. It was a comprehensive report, and the Minister deserves the commendation of every hon. member. He had vast training in the portfolio of Lands, and we were very pleased when the late Mr. Pizzev was elevated to the office of Premier and the Honourable Alan Fletcher became Minister for Education and Cultural Activities. I extend my congratulations to him for the way that he has measured up so far to the difficulties of the portfolio, and I know that he will do a very good job in the future.

I thank the Minister for accepting the invitation extended to him by you, Mr. Carey, and myself to visit the Gold Coast immediately after he returned from overseas, and as soon as he got over his bout of 'Flu, to see the accommodation problems that face the Gold Coast.

Mr. Newton: Did you get him down there to help you knock over your Liberal opponents?

Mr. HINZE: I would not need the Minister to come into my electorate to knock over the Liberals; I can do that quite capably on my own.

The Minister referred in his Estimates to the fact—and I should like to repeat it because it deserves repetition—that in this year's Budget the allocation to education is \$22,000,000 higher than last year's. That is a fantastic increase. Every hon. member must agree with that. The appropriation this year is almost 20 per cent. higher than last year's, which was 11 per cent. higher than that of the preceding year. Top marks to the department! Top marks to the Government! In these two years the education Vote has been raised by nearly one-third to reach the present record of nearly \$85,000,000.

A Government Member: Hear, hear!

Mr. HINZE: My colleague says, "Hear, hear!" I think that all hon. members should be saying, "Hear, hear!" They would not see these figures in any other State Government in Australia.

Mr. Houston: They spend it over three years not just over the election year.

Mr. HINZE: The hon. gentleman has said that before in this Chamber. He and his colleagues have said that this is just an election bait, but they will find that the same thing will apply next year, and that there will be further increases. We will be governing; there is no doubt about that. Hon. members can rest assured that, while these are excellent figures, there is a strong possibility that next year's will be even better.

Government Members: Hear, hear!

Mr. HINZE: In addition, some \$29,000,000 has been allocated this year for educational buildings and equipment, which is an unprecedented increase of almost 39 per cent. I would say that that was fantastic. From one year to the next, that is proof indeed of a policy of progress that is being implemented as hard and as fast as is humanly possible.

Mr. Wallis-Smith: You are reading what the Minister said.

Mr. HINZE: All right, but I think that it deserves repetition.

Mr. Wallis-Smith: Yes, it does.

Mr. HINZE: You agree with me that the Minister deserves commendation for it?

Mr. Wallis-Smith: Yes.

Mr. HINZE: Well, thank you very much.

The TEMPORARY CHAIRMAN (Mr. Carey): Order! I ask the hon. member to address the Chair.

Mr. HINZE: That is all right, Mr. Carey; let him go. We can use his support.

The Minister has also referred to the decision by the Department of Education to provide an opportunity school on the Gold Coast. I shall not read from the Minister's address because it appears in "Hansard". My colleague the hon. member for Albert and I greatly appreciate the establishment of an opportunity school on the Gold Coast. The only point I wish to make is that the electorates on the South Coast cover some 20 miles. I hope that the people who have children attending this school receive the benefit of free transport.

I am in a very fortunate position in that I have many dedicated teachers in my area. I have a very satisfactory arrangement with them by which I meet them now and again and have discussions with them. I am very proud of them. From time to time they criticise me and the Government, but that is the prerogative of everyone. At times I criticise a department, or different facets of Government activities when I think criticism is warranted. I believe that teachers voice criticism only because they believe they see

weaknesses here and there. They are closer to school children than anyone, and if we are prepared to sit down and talk about these matters with them, the problems can be overcome.

My relations with the Gold Coast branch of the teachers' union are good. I give the teachers the highest marks and the highest commendation. They are a dedicated group.

Mr. Wallis-Smith: They will be impressed by this.

Mr. HINZE: Yes, because they know that I always tell the truth.

The Minister made parents and teachers in the Gold Coast area very happy when he indicated that the department's policy, while he is the Minister, will be to allocate funds to the most deserving cases. We believe that our quickly developing area of the Gold Coast, where the population is increasing at a faster rate than anywhere else in Queensland, will get just treatment. The population in my electorate has increased by 50 per cent. in the last four years; obviously we require more teachers, more funds, more accommodation, more schoolrooms, more grounds and all things necessary to develop education.

Mr. Houston: Aren't they all to receive the same from now on?

Mr. HINZE: Provided they are entitled to it; provided the population warrants it. There are some areas in Queensland where the population is not increasing—in fact it is decreasing. The hon. member could not expect the same amount to be spent in all areas.

It is important to provide ample land for future school purposes. I recently approached the department to look for a site between the Burleigh Heads and Currumbin schools. These two schools are only about 4 miles apart, but in this quickly developing area it is essential to acquire more land for future needs. When I say that we should acquire more land, I think we must get around to the idea of acquiring fairly large parcels of land. Everyone in the Chamber will agree that it is not good enough to have small concreted or bare soil playgrounds. The hon. member for Ithaca has just handed me photographs of landscaping at schools in South Australia and Western Australia which I hold up so that hon. members can see how beautiful they are. Our Department of Education must realise how essential it is to provide much more land for our schools than it does at present. I should like to see many more trees and areas of lawn planted around our schools to add to the atmosphere. At present we have schools where 300 to 600 pupils play on very small areas of land. There are so many youngsters in the school-grounds that the grass does not get a chance to grow. I ask the Minister to consider acquiring much more land in the Gold Coast area for future educational purposes.

The Minister visited Miami State High School. He knows that the enrolment there will rise to about 1,500 next year, and even higher the following year, and is aware of the accommodation problem there. I would greatly appreciate an indication from the Minister that, in our planning programme, a second high school will be provided in the Currumbin area as quickly as possible.

In an area that is developing as quickly as this one, the lag in accommodation is never overtaken. The department could be thinking that in time population growth will flatten out and stabilise. The increase in population in the past 20 years and the projected increase for the next 20 years indicate that we will have approximately 200,000 people in the area. Therefore it is necessary to acquire land and provide adequate accommodation.

Most hon. members have spoken about temporary classrooms which we all agree are obnoxious. The argument that they are better than sitting under a tree or somewhere else is not good enough for Queensland in 1968. On the one hand we boast that we have the greatest potential for development in Australia and that practically every mineral is found in this State and on the other hand allow an increase in the number of temporary classrooms. We must form a policy to provide, in their place, something of a more permanent nature.

I commend the hon. member for Toowong for the statement that I believe to be perfectly true, namely, that we are gradually having our sovereign rights whittled away by the Commonwealth. He said that to obtain funds for education, we are allowing some of our sovereign rights to be taken away. I could not agree more. As a Queenslander to the backbone I hate the idea of remote control. We have to ask the Commonwealth for funds, under present financial and taxation arrangements, but I am strongly opposed to allowing our sovereign rights to be taken by the Commonwealth Government.

A Government Member: That is A.L.P. policy.

Mr. HINZE: I do not know whether it is or not. I have said that the Commonwealth Government can be accused of conducting and carrying out a war "on the cheap", which has the effect of starving the States of funds for education, roads, and other purposes. It is time that the Commonwealth Government realised that the fairest and squarest way of raising funds for necessary works is to impose a slight increase in income taxation, and there has never been a better time to do it than now. In that way, it can return to the States the amount that we are entitled to for these most important facets of the development of our State of which education is a prime one.

I indicate my appreciation of the great work done by parents and citizens' associations throughout Australia, particularly in

Queensland, and more particularly in my area. I saw the programme "Four Corners" recently and gained the impression that some people believe that these associations are not getting sufficient assistance from the States. I believe all members will agree that under this system parents and citizens get a chance to join in the work of providing things needed for the schools, things that they would be taxed to provide, anyway, if they did not provide them themselves. These associations bring parents in the various school areas together and I think that those who work in them obtain a lot of satisfaction from their efforts. I commend them and give them a pat on the back for the work that they do.

Next year a technical college will open at Southport. I was not too happy with the site selected but, of course, it is no use crying over spilt milk. The college will be built in Southport and will service the Gold Coast, and I am indeed pleased that it will no longer be necessary for young people, particularly those in the carpentry trade, to travel to Brisbane for technical education.

The Minister mentioned the reduction in class numbers. That is highly commendable, and is a step in the right direction. I know that that is the policy of the Government, although there are some classes in my area which have, because of the very great population growth on the Gold Coast, numbers in the forties. I have no doubt that the Minister and his officers will do everything possible to have those class numbers reduced as quickly as possible.

I should like to refer to the fact that every member has the right to bring to Parliament 400 school children.

Mr. R. Jones: I would have some trouble getting mine down from my area.

Mr. HINZE: My point is that members whose electorates are in and around Brisbane can get children to Parliament easily and cheaply. My suggestion is that some assistance, perhaps by way of transport subsidy, should be given to allow members from other areas to bring school children to Parliament. At about 40 children to a bus, it would take 10 buses to bring my 400 children up on one day, and members can well imagine what that would cost. If it is reasonable for members in the vicinity of Brisbane to bring youngsters here, I think that I should have the opportunity to bring children from my area here, too. I suggest that the Department give consideration to subsidising bus transport for these young people.

Mr. P. Wood: It would be cheaper if they could come by train.

Mr. HINZE: The hon. member for Toowoomba East is pointing out that there is no railway line to the Gold Coast. He knows my attitude to that, as I have spoken on it many times. He knows that I want

to see a railway line constructed from Murwillumbah to Brisbane. However, that does not come under these Estimates.

Mr. R. Jones: How would you be getting them down from Darnley Island?

Mr. HINZE: The hon. member's reference to Darnley Island reminds me of Torres Strait. I commend those teachers who accepted the invitation to teach on islands in Torres Strait. Some of us not long ago accepted the invitation of the then Minister for Works and Housing, who is now the Premier, to visit the islands of Torres Strait, and there we saw the work that teachers are doing in that area. I hope that more teachers will make themselves available for this great work. We saw immediately the benefits that accrue from having European teachers from the south assisting native teachers and training them in the methods used in schools in the southern areas. I commend the teachers who have gone there. I understand that they go for a couple of years. They are doing great work, and I hope that other teachers make themselves available for these appointments.

In conclusion, I congratulate the Minister and the Treasurer on the wonderful grants of \$25 a child in non-State schools, and \$15 a child in secondary schools. As the Minister knows, that was something very near and dear to the hearts of the hon. member for Albert and myself. We have attended many meetings of parents whose children attend non-State schools in our electorates. Although the Government is outlaying quite a lot of money, the funds allocated for this purpose will assist greatly the non-State schools in the Albert and South Coast electorates, and we thank the Treasurer and the Minister for Education for making such an allocation.

Mr. NEWTON (Belmont) (7.46 p.m.): In introducing these Estimates, the Minister endeavoured to cover the activities of all the departments that come under his control as Minister for Education and Cultural Activities. He endeavoured, too, to keep the debate on a reasonable level. Although the Opposition might have expected the Minister to take the opportunity to disseminate political propaganda, as next year is an election year, he did not choose to do so.

However, other hon. members opposite like to come into the Chamber and talk about what the Australian Labour Party did when it was in Government in this State. When members of the Opposition challenge them to quote facts and figures to show what took place in the field of education during that period, they fail to bring any forward. It is quite easy to get up and blast away without presenting facts and figures, but I, on behalf of the Opposition, have carried out some research into the last term of office of an Australian Labour Party Government in this State, that is, between 1953 and 1956.

Most hon. members opposite who have endeavoured to throw mud at former Labour Governments have directed their attack at high schools. In 1956 there were 35 high schools operating in Queensland, and 10 of those were opened between 1953 and 1956. They were built at Salisbury, Banyo, Indooroopilly, Dalby, Harristown, Innisfail, Southport, Mitchelton, Kedron, and North Rockhampton, which again proves the incorrectness of the claims of hon. members opposite. Those schools were built not only in the metropolitan area but also in other parts of the State.

The figures relative to enrolments refute even more completely the arguments of Government members. Total enrolments in State secondary schools in the year 1955-56 were 11,369. If hon. members opposite divide that figure by the 35 high schools in Queensland, they will get the average number of students attending each high school.

It was estimated at that time—this is in print—that the number would double during the next five years, that is, between 1956 and 1961. Unfortunately, it trebled, not doubled. If one likes to be honest about it, one must admit that that increase would be in keeping with the number of children who were born after the cessation of hostilities in 1945. The Labour Government indicated also, before it left office in 1957, that it would continue to increase the recruiting of secondary teachers so that there would be few large classes when enrolments rose rapidly in 1958. If we analyse the figures, again the Labour Government will be found to have been correct.

But what has happened under the present Government? If hon. members opposite are honest and face up to the facts, what did they do about the position that existed at State high schools in this State? Among the greatest mistakes they made as a Government was, first of all, that they changed the syllabus, and, secondly, that they raised the school leaving age to 15. They did all this without first of all having the necessary accommodation available at the high schools. It is no wonder the Minister is faced with a problem as a result of the policy of this Government in changing the syllabus and raising the school leaving age without first of all making sure that the accommodation was available for the extra children.

Take, for instance, what is happening in my own area. At the Cavendish Road High School there is an enrolment of 1,662 children. Figures we have heard relative to the Brisbane State High School show that its enrolment is well over 2,000. Yet the present Government, while having to provide new classroom accommodation, a new administration block and a new science block, has also had to provide temporary accommodation in addition to what was there when we were the Government. Yet hon. members opposite say they have overcome the shortage of classroom accommodation. We take the blame for

what happened when we were the Government, but this Government cannot be let off the hook for the time it has been in office, because it has taken every available space at the Cavendish Road High School. It has put in either two units, four units or whatever can be held in the sheltered area under the school to overcome the position created by bringing 8th-grade children to these schools without first of all providing accommodation for them.

Recently the parents and citizens' association approached the Government for a subsidy for an assembly hall block. The parents and citizens' association does a very good job. The first stage was to cost \$71,000, so hon. members can imagine how much the parents and citizens' association raised towards Stage I. Stage II, the area under the assembly hall, was to cost \$9,000, and because of the shortage of classroom accommodation the Minister was asked if he would help with it. If the department did help with Stage II, the area underneath the assembly hall could be used for extra classrooms. For some unknown reason, the technical officers advised against this. We cannot understand why. I think the reason is that after the parents and citizens' association has spent all its money on the assembly hall it becomes the property of the Department of Education anyway.

Mr. Lee: You were just complaining about temporary classrooms. You want the lot.

Mr. NEWTON: I only want what everybody else wants; let us get that quite clear. The hon. member is all right in his area; he has one of the new, modern high schools. He should take over one that has been in existence for some time.

Mr. Lee: Yours was rebuilt.

Mr. NEWTON: Rebuilt! So help me goodness, if they went about rebuilding it they would have quite an amount of it to rebuild and we would be without accommodation for about 800 of the children, which is the normal average attendance at any other high school in the metropolitan area.

The Department of Education has indicated that a further two classrooms will be provided for this school, although it cannot say when. I have letters from parents in the area complaining that the sub-Senior students have no classrooms of their own. This again is something that will have to be corrected. If a parent has done the right thing and sent his children through Junior and on to Senior, in a school of that size, it is not right that sub-Senior students should not have their own classroom. The pupils are moving from one room to another. That problem must be overcome.

I turn now to the matter of staff at high schools. I have raised it on many occasions in this Chamber, and it is about time that the Government had a look at it if it believes in what it claims on each occasion that it presents these Estimates.

When we have a look at the staffing position we see that the present enrolment is 1,600 pupils, and no extra staff in the top bracket is provided. Certainly no extra staff is provided to schools with an enrolment of 800 pupils or fewer. Of course, a principal is necessary for a high school, but the Government should also consider appointing a deputy principal for every 500 pupils at a school. Under the present set-up, where a school is provided with a principal, a deputy principal and a principal mistress, if a number of teachers stay away the remainder of the staff become completely bogged down in their teaching and office duties. The Government should look at that matter and appoint a deputy principal in the circumstances that I have mentioned. If it cannot do that, then it should at least appoint a deputy principal to look after the number of grade 8 pupils who have come from the primary schools.

The hon. member for Mt. Gravatt will know that in his electorate there are plenty of feeder schools to the Mt. Gravatt High School and Cavendish Road High School, and because of the enrolment at those schools he has already obtained another high school for his electorate. I have tried to obtain another high school for my electorate, and the reserve is available, but unfortunately the hon. member for Mt. Gravatt got first preference and succeeded in obtaining another one for his electorate. It is to be hoped that the Government will do something to relieve the present high enrolment at the Cavendish Road High School. We thought that the provision of the Mt. Gravatt High School would relieve the problem, but it did not, and the enrolment at the Cavendish Road High School has remained at its previous figure. It might have dropped for a time, but it has regained its earlier level.

If the department feels that it cannot provide a deputy principal for every 500 pupils, it might consider employing the services of subject masters in such a way that they can supervise the particular subjects in which they hold qualifications. The implementation of that system would relieve the principals and deputy principals of high schools of many of their burdens.

Turning to temporary accommodation, let me say that what has been provided by the present Government is, of course, much more modern than the accommodation provided during my Government's term of office. This Government has been in office for 11 years, and I have made extensive and strong representations about one of the schools in my electorate. If the Government cannot see its way clear to provide a new wing of classrooms, then it should at least remove the concrete posts that are inside the school-rooms. They can be removed and replaced with steel girders by modern techniques employed in the building industry. In addition, both the ventilation and the lighting in these temporary classrooms are very bad. The rooms were established as a temporary measure, but, like everything else that is

supplied as a temporary measure, either by my Government or by this Government, they have become temporary-permanent. Their exterior walls have not even been lined. In 1968 we should be providing better accommodation for our students and teachers than is provided in these classrooms.

Another matter that I wish to deal with concerns the Mt. Gravatt State School. In this fast-developing area the Government has been flat out providing permanent classroom accommodation. People in the area, in which there are \$30,000 brick homes, are complaining that, for four years, on the main school driveway, on the corner of Colwyn Street and Morella Street, there have been two prefabricated units. Because of the development in the area they have had to remain there. Temporary classrooms have been put everywhere possible under the school, leaving only passageways for the children to use.

Six new classrooms have been approved and are under construction. It is to be hoped that, with them in operation, we will be able to get rid of the two fabricated rooms about which the residents are complaining. Unfortunately they were not put in an out-of-the-way place, but were stuck right in front of the school grounds. I hope that the two most recent temporary rooms put under the school will be removed when the new wing is completed so that the children will have a sheltered area in wet weather. The Government's policy clearly indicates that, in future, classrooms will be provided below all buildings. If a wing of six classrooms is built, there will be three on the first floor and three on the ground floor, without any sheltered area provided.

Mr. Campbell: That is not right.

Mr. NEWTON: The former Minister said that to a deputation which I led. I am repeating only what he said. The Minister for Industrial Development may deny it, and so may the present Minister, but I am a builder by trade and I know what the former Minister meant. He said that whenever a two-storey building was constructed, 3-ft. awnings would be provided between the ground floor and the first floor. That would be the sheltered area for the children. I admit that will be all right while the weather is good, as children may be able to get some shade from the 3-ft. overhang, but what will happen in wet weather? The Minister said that they will be able to use the verandas, or that the teachers will be able to see that the verandas are used. It will be found that, whichever way the rain is coming, some of the verandas will be unusable.

The Minister's officers are fully aware of the representations made by me in the past three years about the problems in the fast-developing Mt. Gravatt East area. A new primary school is required, but so far everyone has been ducking and dodging the issue. There are two reserves, one in the middle

of Ham Road and the other opposite Camlet Street in Cavendish Road, on which a school could be built, but so far no action has been taken to provide one in this area. The Government has done exactly as it did with the high schools. We now have accommodation for 1,200 children at Mt. Gravatt East State School, but who will decide what should be the enrolment for high schools and primary schools? It seems that the Government is supplying accommodation willy-nilly, hoping that in this way its problems will be overcome. Of course, I admit that it is better to have some accommodation than to have nothing, but in my opinion the last two wings that were built at this school could have been put on one of the reserves that I mentioned to form the nucleus of a new primary school.

Whether the Government dodges the problem for the time being or not, eventually it will have to face up to it. The hon. member for Mt. Gravatt passes through this area and he is equally as aware as I am that the area is developing very quickly. Eventually development will extend to the Mt. Petrie State School. The problem will have to be faced up to, just as it had to be in the hon. member's area, and a new school provided.

I appeal to the Minister to provide an opportunity school in Mt. Gravatt. The ground has been resumed and is now an education reserve for the specific purpose of providing an opportunity school in this area. Our experience as members of Parliament is that this needs to be a progressive move by any Government, irrespective of the party in power. I would say the same to my own party if it were in power. As was indicated by the hon. member for Albert today, although the opportunity school in his area is accommodating a certain number there is a waiting list of 28. On the south side of Brisbane the position is worse than that. The department admits that there is a large waiting list of children waiting to get into opportunity schools, and that a child is somewhere around 9 or 10 years old before he is admitted. My opinion—and it is probably the opinion of all hon. members—is that at that age it is too late to try to educate these children. It has been proved that the younger they are, the better the chance there is of educating them.

Mr. Chinchin: It is either that, or perhaps the provision of a remedial teacher in large schools to handle them.

Mr. NEWTON: That is a good point. In a class of 35, or even 30, a teacher cannot give the extra tuition required. The provision of a "floating" teacher might overcome the problem. That is a good point.

Representations have been made for the provision of head-teachers' residences at the Mt. Petrie and Belmont State schools. If a teacher is transferred from a place like Mt. Isa, or anywhere else in the Far North,

the Central West, or the South West, where a residence is provided, he has nothing at all when he comes here. The provision of residences at these schools would help to overcome a good deal of the vandalism at these schools.

I compliment the parents and citizens' associations in my area. Several new schools have been opened in my area in recent years and it is at new schools that the work done by these associations can be appreciated. In a short space of time they are able to put new schools onto an equal footing with established schools. They do an excellent job in this regard.

The co-operation and assistance received from departmental officers is appreciated.

Mr. Lee: You have just been "rubbishing" them. Don't scratch their backs now.

Mr. NEWTON: I do not scratch anybody's back. The department knows me and the representations I make. It knows what I have done to improve the schools in my area. I visit the schools at least three times a year to see what is going on. I have a fast-developing electorate. There are 19,000 people on the roll.

A Government Member interjected.

Mr. NEWTON: Of course he has. So has the hon. member for Salisbury. Our electorates are not like inner-city electorates, where there is no development and everything is nice and rosy. We have problems, and we have every right to say these things.

The party that recently toured the Aboriginal and Torres Strait Island reserves found that a number of schools on the mainland have been taken over by the department. The opinion of all members of the party was that this was a step in the right direction.

(Time expired.)

Mr. BENNETT (South Brisbane) (8.10 p.m.): We have heard a lot about education during the discussion of these Estimates.

Mr. Campbell: Have you been educated?

Mr. BENNETT: I am asked if I have been educated. Leaving out the academic side, because I will not embarrass the Minister for Industrial Development by comparing myself with him on that, in the hard school of experience, where we are educated properly to know the minds of the average man and the citizens that count, I would leave him for dead. Unfortunately, most of the intellectuals in Parliament are sitting on this side of the Chamber and, because of lack of numbers, we have to have some of those ignoramuses, as they have been referred to by a certain doctor at the university, sitting on the Cabinet benches.

A lot of back-scratching has been going on, particularly by the alumni, if I may so describe them, sitting in the "ginger

group" on the rear Government benches, about what the Government has done for education. While something has been done—obviously it had to be done—the Government is sadly slipping behind not only other countries but the rest of Australia in meeting its obligations in the field of education. Statistics prove that.

Mr. Campbell: Would you be a reliable judge?

Mr. BENNETT: In the eyes of those who understand and those who know my record, my observations would be accepted without equivocation. However, although I do not want to insult some people in the community, to be a good judge in the eyes of this Cabinet one has to be more or less a member of the Liberal Party. However, I shall not carry that aspect of the matter much further.

I can prove my contention in relation to the Government's lack of application to education by comparing its record with what has been done in other countries in primary, secondary and tertiary education. On any item, the Government fails in comparison with what has been done in all other States.

Mr. Campbell: What about the Fourth Estate?

Mr. BENNETT: I know that the Minister's mind dwells on real estate. Most members of the Liberal Party deal in real estate. That is how they find their way into Parliament, and they cannot deal with primary, secondary or tertiary education without thinking in terms of buying or selling land and fleecing the people. Now the Minister has to make an interjection about the Fourth Estate.

I have pointed out that all the other States are far superior to Queensland in what has been done in the field of advanced education. Certainly in the last decade there has been an education explosion in all parts of the world, not only the Western world but other countries and places as well. It can be truthfully argued that every country has done a lot to advance its standard of education, and, in comparison, Queensland has done the least.

There are five fully-autonomous universities in New South Wales, three in Melbourne, and two in South Australia. There is only one in Queensland. No doubt, after the representations that have been made by the Deputy Leader of the Opposition, the university college at Townsville will eventually become an autonomous university in 1970. Western Australia, Tasmania and the Australian Capital Territory, like Queensland, have only one university each. However, in all these universities there are 100,000 students, and in Queensland there are 7,000 full-time students, over 5,000 part-time students, and about 2,700 external students,

with a staff of 2,600. The University of Queensland, as it now stands, is not big enough to cope with the demands.

Mr. Chinchin: All the other States have quotas in all faculties.

Mr. BENNETT: The hon. member for Mt. Gravatt should not talk about quotas. The quota system in Queensland is the most dishonest system that I have ever seen applied. It was applied at its worst last year at the level of the Senior examination, when the Government, through the then Minister for Education, introduced a specious system of classes called, on the one side, matriculation standard and, on the other side, Senior pass standard, designed solely and entirely to keep a percentage of students out of the university.

Mr. Campbell: Who was the lecturer who failed your daughter?

Mr. BENNETT: The Minister can get as "lousy" as he likes. Incidentally, his remark is completely untrue. I would not want to incur your wrath, Mr. Hooper, but I would call that a filthy lie if I had the opportunity.

My daughter is a Bachelor of Arts who qualified with a high standard of passes. Since receiving her degree she has passed a number of law subjects towards her LL.B. Incidentally, she got her B.A. in law subjects, majoring in English. She did English I, II and III, and achieved a high standard of passes. For the record, my daughter holds a high position in the Repatriation Department and has recently been appointed to a higher position in Canberra which she will take up on 2 January next.

I deprecate the Minister's "lousy", snide remark about my daughter's failing in her examination. It is completely untrue. I do not go round skiting about my children, but what my daughter has done would bring credit on the shoulders of any father. So much for the Minister's cheap interjection.

I was endeavouring to develop the argument that the Queensland University is too small to cater for the demands of education in this State. It is unfortunate and disappointing that the Government made the decision to postpone until 1970 the opening of the new university at Mt. Gravatt, which is to be known as the Griffith University. Actually, the opening of that university is long overdue. It should at least be under construction now, and to delay its opening till 1970 is shockingly unpardonable when education is playing such an important role in this State.

One hon. member opposite who took part in the debate earlier today—he is a member of the Liberal Party—claimed that, in order to obtain employment, a youth of today has to be highly educated, and that he will be unemployable in the near future if he is not. I think that claim is somewhat exaggerated, but there is a certain amount of truth in it.

Mr. W. D. Hewitt: I said that I think we are getting to that stage.

Mr. BENNETT: Yes, and I think there is a lot of substance in the hon. member's argument. If the Government shares the opinion of the hon. member, its action in delaying the construction of the new university is unconscionable. Under the present quota system, it is making it impossible for the youth of today, not the youth of tomorrow, to receive an adequate education and be equipped to go out into the world and earn the requisite income for himself and his future family. So the hon. member's argument, in which, as I said, I think there is a good deal of substance, shows clearly that the Government is not shouldering its responsibility.

True it is that the Government can point to a certain number of newly constructed buildings, some of which may be regarded as edifices. True it is that it can say there are more children at school than there were 10 years ago. Equally true it is that we can say that the Government is not measuring up to its obligations in this field. The demand is much greater than it was 10 years ago, and the necessity for a higher education is also much greater today than it was 10 years ago. A decade of years is almost a generation. A decade is a long time in any field, and when the fields of science, skills, technology, law and medicine have been improved to the extent that they have been over that period of 10 years, then any Government must improve the opportunities and facilities to go with them. This Government is not doing that.

Hon. members opposite have been arguing that the A.L.P. in Government did nothing. The A.L.P. pioneered education in this State in the first place, and it is idle to compare today's standards with those that applied 10 years ago. We have documentary proof of what was done, and the A.L.P.'s consciousness of what was required, by their deeds at the time.

The latest report of Sir Fred Schonell, the Emeritus Professor and Vice-Chancellor of the university, for this year, recently published, paid a glowing tribute to one of Queensland's former Premiers, the late Honourable William Forgan Smith, a former Premier of Queensland and also a Chancellor of the university. He was an erudite man and, for the benefit of the Minister who has been interjecting so readily tonight, he was a self-educated man. If I may say so without embarrassing people, one does not need to have a university degree to claim to be educated and genteel. I can point not only to a man like the late Forgan Smith, who was a very respected Chancellor at the university, but, in our present time in this Parliament, there is no more skilled and educated orator in this Chamber than Jack Duggan, the former Leader of the Opposition.

Mr. Campbell: I will agree with that.

Honourable Members: Hear, hear!

Mr. BENNETT: So let us not get our facts out of correct perspective. One can educate oneself even in these days, but perhaps it is more difficult unless one has the assistance of proper equipment.

This year a gift was made to the university of the papers of the late Honourable William Forgan Smith, and the Vice-Chancellor and the university authorities were particularly proud and pleased to receive them. They will not only be historical, but they will also preserve the connection with the university of a person who was the great originator of the university, as we know it on the campus at St. Lucia today. It was the late Forgan Smith, an A.L.P. Premier. That cannot be taken away from the A.L.P. Government.

Mr. Hanson: It was back in 1936 that that was done.

Mr. BENNETT: Exactly. As my colleague the hon. member for Port Curtis points out—he also is a very skilled and learned man—it was way back in 1936 that the late Forgan Smith conceived the plans and ideas for the university. He did not need to have education forced upon him; he was sufficiently skilled even in those early years to be aware of the importance of education, and he made the necessary pre-arrangements for it.

It was during the time that the late Ned Hanlon was Premier that medical facilities for the education of young doctors were properly provided and greatly added to. Labour Governments were very conscious of what was required in the field of education and, in comparison with the facilities at the time, Queensland in those days outstripped every other State. It is easy to compare what is going on now with what went on 10 or 20 years ago, but the fair comparison is between the standards of the day in this State with the standards of the day in other States. In those days we could hold our heads high in pride. We can compare our record with pride when we take into consideration what was then going on in other States. Today we have to bow our heads in shame when we compare ourselves with other States.

Mr. Campbell: You are a first-class "knocker" of Queensland.

Mr. BENNETT: When somebody makes constructive observations, the non-intelligent, ill-educated and blase Ministers, who have no original thoughts, have to come out with this old expression, "knocker". It seems to them to be appropriate. Unless a person is a back-scratching sycophant, prepared to lick their boots and crawl around their toes, he is a "knocker". That is the attitude of the Minister.

Let us see what the Government's great champion, the senior lecturer in education at the Queensland University, says. Whilst he does make some constructive suggestions, I do not always agree with his observations.

Dr. Desmond J. Drinkwater writes in the Press from time to time, and I had the courage, because I believe in the truth of the statement that I gave to the Press, to come out in support of one of the State's best educators, as he was referred to by the hon. member for Clayfield this afternoon, Mr. George Lockie, who is the principal at the Brisbane State High School. No doubt it is the prestige high school of Queensland—incidentally, it is in my electorate—and from its results in the academic and sporting fields it is able to hold its place among the best schools in Australia for its high quality and high standards.

Mr. Campbell: Do you know that I am an old boy of the Brisbane State High School?

Mr. BENNETT: Well, I do not know whether the school is very proud of the Minister. On all the occasions that I have been present at the school's functions his name has never been mentioned.

I consider that what Mr. George Lockie did relative to the recent controversial distribution of literature at the school was in keeping with what one would expect from a man in his position. He is a strong man who likes his students, and he is respected and liked by the majority of them. He is quite a name in the education world.

But Dr. Drinkwater, instead of getting onto the subject that he undertook to write about, that is, examination techniques, in which no doubt he is a skilled man, decided to take Mr. George Lockie to task, although he subsequently denied that in the Press. In his article he said some outrageous things, and I expected, in vain, the Minister to take Dr. Drinkwater to task for intruding into a field of education that is not strictly his.

Mr. Ramsden: You must not touch an academic.

Mr. BENNETT: Well, that may be so. The academics might think that, and a lot of them do, but they live in a world divorced from reality, and I can assure the hon. member that many of them make grave mistakes. That has been proved in recent times.

Mr. Campbell: They are a bit like lawyers.

Mr. BENNETT: Lawyers cannot always be right.

Dr. Drinkwater, referring to the controversy that was raging at the time, said—

“And, when I say secondary school, I mean the whole of it, from eighth grade upward. Some critics of the recent student actions seem to think there is something wrong with telling the truth to 12-year-olds.”

Dr. Drinkwater is presupposing that men like Mr. George Lockie and other teachers of integrity, who are well-known in the educational world, are telling these children untruths.

He said—

“I would suggest that it is such restrictive thinking that constitutes a danger to Australian democracy; bright 12-year-olds can think better than the average adult, and dull 12-year-olds think nearly as well as they're ever going to think.”

In effect, he was claiming that this subversive and, at times, pornographic literature should be distributed to 12-year-olds. I do not blame Mr. George Lockie for preventing that. It is a shocking thing for the senior lecturer in education at the Queensland University to make such a claim.

Dr. Drinkwater continued by saying—

“It's not only immoral, it's downright silly to tell them lies at school. . .”

Again, that was presupposing that men like Mr. Lockie are telling students lies. It is a shocking, damnable article, written by Dr. Drinkwater about education.

Mr. Campbell: I could not agree more.

Mr. BENNETT: He then said—

“... when one of the aims of our educational system is to give them an open mind and the power of critical judgment.”

The Minister said that he could not agree more. I know that fundamentally, deep down in his own heart, he agrees with all I say.

Dr. Drinkwater later laid a shocking indictment against the education system when he said—

“Teaching aids are always in short supply in Queensland.”

These are the exact words in his article and, incidentally, the “Telegraph” continually builds up his image as the chief high priest of education in Queensland; whatever he says is supposed to be authentic.

He said—

“It's a godsend to have co-operative people not only preparing them but actually delivering them (that is the pamphlet) to the school campus for you.”

He says that it is a godsend to have these long-haired, bearded fellows going onto the campus and distributing this pernicious literature to 12-year-olds. I expected that the Minister would say something about his senior lecturer in education at the university.

Because of the time factor, I have to skip a lot of what this man said, but he is reported later as saying—

“It adds up to a much better business than writing what you think the teacher wants in school exams and spouting your parents' illogical opinions in the playground, which is what most secondary school pupils do at present.”

He is presupposing that all parents' opinions are illogical. He is derogating and denigrating the children for following the opinions of their parents. It would be a scandalous education system that would encourage a child to disrespect the opinion of his parents, yet that is what the senior lecturer in

education at the university recommended. He encouraged the students to disregard and despise their parents.

Mr. Campbell: He was also derogating my Alma Mater.

Mr. BENNETT: Quite so.

He also said—

“And assess my outlined scheme as a democratic procedure against what happens all too often now in some schools, when a militaristic right wing headmaster. . .”

Again, by innuendo, he is referring to Mr. Lockie.

“. . . who tries to run his school as though it were an army rather than a miniature democratic society, calls special parades. . .”

As if that were not necessary at schools.

“. . . at which he lays down as official school policy his own biased opinions on these delicate and socially divisive issues.”

He has referred to the head-master's opinions as being biased. Quite frankly, it is a shocking scandal that the “Telegraph” should print this article to condition the minds of young students.

He went on to say—

“It is no wonder that some of the brightest of them rebel a little extravagantly when they leave school and at last are allowed to think all sides of the matters out for themselves.”

He then tried to “square off” because he knew that he could possibly be saddled with a writ of defamation if he put his finger on any particular head-master or school in his allegations against the honesty, integrity and standards of head-masters. He shilly-shallied and side-stepped by saying—

“Having said that, I must make sure now that no bizzare imaginations are exploited into thinking that I refer in any particular way to the Brisbane State High sending-home incident—or ‘teach out,’ as I’ve heard it labelled. This was a much more complicated affair in which, it strikes me, the principal, Mr. G. Lockie acted very wisely.”

In that paragraph he was “squaring off” after doing all the damage at the beginning of his article.

Mr. George Lockie, quite properly in my opinion, decided that he would not have any guest speakers at the annual presentation of prizes this year. While I might have been one who expected to be invited, I share entirely in his opinion that such procedures should not be availed of.

(Time expired.)

Hon. A. R. FLETCHER (Cunningham—Minister for Education and Cultural Activities) (8.35 p.m.): I think I should say, in spite of some slight falling off from the very high standard maintained all day, that this has been a very helpful, good-mannered and good-humoured debate. The hon. member

for Rockhampton South, Mr. Pilbeam, set the standard by making such a good speech and that standard has been maintained for two days; technically speaking, we have been here for two days and that is what it feels like.

I was a little short of time on Tuesday evening to answer fully all of the matters raised, although I did get through most of them. One matter I intended to elaborate on a little as soon as I got the chance, and this is, as I see it, the chance, concerned the Queensland Art Gallery. I should like to make my position quite clear on this because it is an important subject and the art gallery is very important to all of us in Queensland. One thing I want to eliminate immediately is any impression that I am happy with the over-all position of the Queensland Art Gallery and the possibility of getting a suitable building because, in my opinion, we have not a suitable art gallery building.

In replying to the hon. member for Norman on Tuesday night, I was not referring, as the newspaper suggested I was, to the art gallery generally; I was dismissing his allegations about the appointment of Mr. Wieneke as director of the art gallery. The hon. members who were here will remember his suggestions about the unsatisfactory nature of the temporary appointment and final appointment of Mr. Wieneke. I want to straighten the record in this regard, particularly in view of the misconception voiced in a sub-leader in “The Courier-Mail” today which, among other things, said—

“The Government appointed a new Gallery Director last year conditional upon certain rules. When the rules were not met it simply changed them.”

The fact is that Mr. Wieneke was appointed director of the Queensland Art Gallery last year on the condition that he give a written undertaking to the trustees of the gallery that he would use his best endeavours to dispose of his gallery to a stranger at a reasonable price and on reasonable terms. “Reasonable” was actually in the terms. In the event of his being unable to do so within 12 months, his appointment would be reviewed by the trustees and a report submitted through me to Cabinet.

There was no condition that should he be unable to dispose of his gallery on these terms, Mr. Wieneke's services at the Queensland Art Gallery should cease. The condition was that his appointment would be reviewed by the trustees and a report submitted to Cabinet.

This is not playing with words; these are the actual facts. The intention was that his appointment would be looked at again in the light of the fact that he would then have been serving as Queensland Art Gallery director for 12 months and that he could still be a principal in a privately operated art gallery.

The conditions of his appointment were carried out to the letter.

Mr. Wieneke was unable to dispose of his art gallery at a reasonable price and on reasonable terms and, despite the claims of the hon. member for Norman, I am assured that he used every endeavour to do so. The chairman of the trustees assisted the director in trying to dispose of his gallery. He assures me of this personally. Mr. Wieneke was unable to do so and the trustees reviewed his appointment and submitted a report to me, which I passed on to Cabinet. The trustees pointed out that he was not actively involved in any way with the conduct of the Moreton Galleries and that the Moreton Galleries had in no way interfered with his duties as director of the Queensland Art Gallery.

He had agreed to disclose any financial interest he had in any work of art to be bought by the trustees.

The trustees expressed great satisfaction with Mr. Wieneke as director. In fact, that is understating the position. Their words were that he had achieved remarkable results in the administration of the Queensland Art Gallery. Lacking an assistant director for most of the time, he worked extremely hard to operate the gallery, and in fact did not spare himself during the year.

Under the original terms of his appointment, Mr. Wieneke's position was reviewed and Cabinet decided to accept the trustees' recommendation that his services be retained. I have met Mr. Wieneke on a number of occasions, and I am convinced that he is an efficient and sincere director of the gallery—perhaps one of the best we have had at the Queensland Art Gallery. I do not think that he should be the target of attack or innuendo in this Chamber which most certainly he was the other night.

Having said that, let me add that I am probably the least satisfied person in Australia with the art gallery as it is presently situated, looking at it in terms of space and general physical characteristics. I believe that we need a new modern gallery to do justice to the works of art that we possess. Hon. members may not realise that we have some pretty good stuff worth a lot of money.

A considerable amount of money has been spent in my time on renovating the gallery, in view of the fact that the prospect of funds becoming available for the construction of a new gallery seems to be remote at this stage. Renovation of the gallery was urgently needed. The roof was leaking and the conditions governing storage of paintings were unsatisfactory. We have managed to correct these things, but by no means should this indicate that I have shrugged my shoulders and abandoned any thought of a new gallery. I have not—but any move to build a new gallery is not a thing that will come to fruition in a few weeks. I persuaded Cabinet to invest quite

a lot of money in re-roofing and reconditioning the gallery to make it a reasonably safe place for housing the sort of artistic works that we want the people to see. If the roof leaks, anything can happen.

Mr. Duggan: Don't you think that if the Government gave some positive lead there might be a great public response to an appeal for funds for a new art gallery?

Mr. FLETCHER: That could be so. I have been trying to persuade somebody to allow me to make a positive move in this direction, and this may happen. At one time or other we were told that some members of the Queensland community were on the point of giving what would be, as the hon. member for Toowoomba West suggested, a positive lead, but that has not come about. My own feeling is that if we can find a first-class situation and dedicate it as an area on which an art gallery is to be built, this would be the foundation of such a move and the building of a new gallery would virtually start, even if it was only at present in the minds of the public. As hon. members know, previous efforts to raise funds for a new gallery have not been successful, but I hope that this can be looked at again and, in fact, I have been giving it some thought myself. As recently as this morning I discussed it with certain members of the community who still claim that they are enthusiastic in the matter and, when the time comes, they will be helpful.

The pressures on me are such that I have not been able to sit down and think up a coherent plan myself, nor have I been able to discuss it at any depth with those responsible for the gallery, but it has been discussed and thought about. I for one would like to see this project revived so that Queensland could have a gallery to be proud of. I have no doubt that this will come to something if those interested in it remain interested in a practical way.

When the new Victorian gallery was opened recently I stated to the Press that I was envious of Victoria. That was how I felt about our position, and surely that does not indicate that I am completely happy with our situation in Queensland.

However, as far as the administration of the gallery by Mr. Wieneke is concerned, I accept the trustees' submission that he is a highly efficient director.

The hon. member for Rockhampton South did a very good service by setting a standard. He began with a graceful observation that, as Minister for Cultural Activities, I had already derived the degree of poise and serenity necessary to cope with the strains of being Minister for Education.

Mr. R. Jones: He might have been buttering you up.

Mr. FLETCHER: No, not a bit!

The hon. member for Rockhampton South devoted quite a large part of his speech to the three institutes of technology, and I think he was rather over enthusiastic in respect of these. I listened with a great deal of interest to his remarks, particularly those relative to the Capricornia Institute of Technology, which is in his home town.

The development of colleges of advanced education and the provision to be made for them in the 1970-72 triennium has occupied a great deal of my attention. To me, it is a matter of importance. Hon. members will recall that the Capricornia Institute and the Darling Downs Institute were established from the beginning of 1967, and the Queensland Institute of Technology in Brisbane was built out of the complex that was formerly the Central Technical College, not very far from here.

The provision of tertiary educational facilities at the technological level, particularly in areas of limited population, is an extremely expensive undertaking. I point out to the hon. member for Rockhampton South—I do not think he quite realises this—that the running costs per equivalent full-time tertiary student at the Capricornia Institute (and the costs would be approximately the same at Toowoomba) are estimated at about \$2,400, compared with only about \$700 in Brisbane. I am attempting to point out to him how very difficult and expensive it is to go into a comparatively small area and set up an institute such as this.

Mr. P. Wood: Have you considered autonomy for these institutes?

Mr. FLETCHER: I have. That is a proposal that is not simple. One does not simply say, "All right, we will give you autonomy". There are various methods of doing that, various tiers of responsibility that can be set up. I will go on record to this extent: that I think that, in essence, autonomy is a very good and healthy thing when an institute reaches a size at which the effort can be sustained. Indeed, perhaps one should not wait till it is a very large institution. If one wishes to harness the local enthusiasm and support that comes from the feeling, "This is our college, our institution", perhaps one should do it earlier. I have not yet been persuaded as to the best way to do it, but I assure the hon. member for Toowoomba East that the question is in the minds of myself and my officers.

I was dealing with the point that it is expensive to provide a wide range of courses where enrolments are limited, because there is then a very low staff-student ratio, and the hon. member for Toowoomba East will understand this better than will most hon. members. In the Capricornia Institute there is one equivalent full-time staff member to three equivalent full-time students; in Brisbane the corresponding ratio is one staff

member to 14 students. That is a big difference, and that is where the expense comes in.

It is neither possible nor desirable that all courses at all levels should be offered at each of the institutes. The Commonwealth Advisory Committee on Advanced Education—that is Dr. Wark's committee—has always made it clear that the Commonwealth will not support unnecessary repetition of courses and has always argued very strongly for the rationalisation of courses. When student numbers are small and specialist lecturers are in short supply, it is necessary that the later years of certain courses be centred in one rather than both country institutes. That is a very sound reason why, as the hon. member for Rockhampton South said, Capricornia students have to go to Toowoomba to undergo the third year of their civil engineering course. It is quite logical for that to happen, for the economic reason that it is too expensive to have a full course at a small college.

There will always be some problems when new institutes similar in size to those now being developed in Queensland are in their early stages. There will always be a difficulty with staffing. And staffing is a matter that has to be taken seriously. We cannot staff these colleges by merely putting an advertisement in the Press. We cannot expect in that way to get suitable and highly qualified staff flocking into the institutions, because they are just not here in Australia. Other places are experiencing the same sort of difficulty.

Mr. P. Wood: We have been very fortunate.

Mr. FLETCHER: I think we have been tremendously fortunate, and what worries me is the possibility that we may not, by some falling off of enthusiasm, hold some of the very fine men we have. I am sure the hon. member is as much impressed as I am with the quality of the will to win there, the tremendous verve and enthusiasm about the college and what it stands for. I have tremendous respect for the institutes at both Rockhampton and Toowoomba. Of course, I am more familiar with the Toowoomba one and I know more of the staff members.

The hon. member for Rockhampton South made some complaint that the provisions in the first triennium, 1967-69, were inadequate. Of course, most financial provisions are inadequate in respect of any aspect of education. He admitted the difficulty in predicting a number of years ahead the development of a completely new type of educational institution. I point out, however, that in general the provisions for 1967 to 1969 for colleges of advanced education in Queensland have been quite adequate and, in fact, were above the amount required in most of the colleges. Expenditure by the Capricornia Institute this year will be slightly above the estimate for 1967 but

this has been caused by the inability of the institute to attract the estimated number of students in sub-tertiary courses. In all the other colleges of advanced education the pattern predicted has, in fact, been very close to what has actually happened.

The concept of the institutes has not, as the hon. member suggested, changed. From their inception, the concept has always been that the institute at tertiary level would provide courses equal to but different in emphasis from courses in similar disciplines at the university. I would point out that several university professors have acknowledged the extent to which this has been successfully achieved.

The suggestion that the Department of Education should be established within the framework of the institutes of technology at both the places mentioned is not a new thought at all; it is one which, in the long-term planning of my department, has already been given quite a lot of serious thought. The statement that such a concept is already a great success in New South Wales is not quite true. A department of education is to be established at the Bathurst College of Advanced Education but it has not yet been done, and accordingly, its success or otherwise is not yet proven.

No-one would argue that colleges of advanced education should not eventually attain a high degree of autonomy. I am quite confident that this will in fact occur in the future; it will if I can do anything about it. The timing of its granting, however, and the machinery under which these colleges will operate when they become autonomous has yet to be argued out and brought to finality. I just do not accept the hon. member's suggestion that they are socially not acceptable. I have never found this to be so, and I do not think that this is anything that I would take very seriously. The men and women from the institutes that I know most about are socially acceptable in every degree.

I should like to thank the hon. member for Townsville North, for his tribute to my officers and our teachers in Queensland. This was no more than was merited. I have come to have a very high regard for many of the teachers that I meet.

The hon. member for Ipswich West suggested that there are some teachers who should not be teachers. I suppose in some 10,000 or 12,000 teachers, there are sure to be some in this category. However, I am bound to say that I do not meet many of them. I think we do a good deal of work in weeding out the possible misfits before they get to the stage of being teachers. That is a very hard thing to do and sometimes a very unseemingly and unkind thing to do. Before students come to our teachers' colleges they have to be attested to by certain people who know them.

This weeding-out does not occur very often, but sometimes it is more kind to do it beforehand.

The hon. member for Townsville North said that we need new ideas, and he accepted the fact that we would always be short of money. I could not say "Hear, hear!" to that more enthusiastically than I do. Of course, there will never be enough money. However, I cannot see the logic of his statement that when we are building schools we should always provide some spare rooms. I know enough about the problems of teaching to realise that the provision of spare rooms is a wonderful thing. It is logical to provide them if they can be provided. But we are short of rooms, and the idea of erecting a building with a spare room when other people have no room at all does not seem to be right. The department is faced with a problem in the matter, but priorities demand that first things be done first. The idea of providing a spare room because it may be needed next year or the year after, or because it is a good thing, would be desirable if we could catch up with the requirements of those who have not enough rooms. I am sure that the hon. member for Townsville North would have seen this point.

I am not quite sure what he meant when he said that the top third of our secondary students were doing very well, that the middle third were doing all right, and that the bottom third never did worse than they are doing at present. I could not follow his reasoning, and indeed I have not got that impression at all. Perhaps the top pupils are doing better, but I could not see the hon. member's point. My impression is that even our bottom third are doing better than they used to do.

Mr. Tucker: I said primary students.

Mr. FLETCHER: Well, primary students. I would be prepared to discuss the matter with him.

Of course we have relieving teachers, and near the end of the year when many resignations are handed in the relieving teachers are appointed to the staff. Nobody regrets that fact more than I do, and it is one of the problems of life that I am honestly trying to overcome. If we have not got enough teachers we cannot pluck others out of the air. We are employing all the married women we can get, and all I can hope for is that within a few years, with a few more recruitments, in spite of this three-year-training hump that we have to get over, we may be able to solve the problem of lack of staff.

I turn now to fire hazards. No doubt yesterday's fire is in everybody's mind. I was worried that fire hydrants could not be reached. It is not my responsibility, I suppose, but it is someone's to see that that sort of situation does not arise too often. It is a coincidence that we talked at length about fire extinguishers a month ago, and we even had evidence from the Department

of Works and Metropolitan Fire Brigade on the matter of whether the great expenditure that is required to install fire extinguishers and replenish them every year is worth while. Today one hon. member expressed the opinion that in a school a fire extinguisher can represent something of a hazard in that it suggests fighting a fire instead of getting the children out of the school. To relieve my mind of any really grave doubts on the matter, I made inquiries and was told that of all the serious fires we have had, so far as is known, not one of them was amenable to the use of a fire extinguisher at the time it was found to be alight.

Mr. Bennett: Couldn't you provide those hoses that are rolled up?

Mr. FLETCHER: Even they might be a very doubtful proposition at the stage when most of these fires are found to be raging. It is not easy in a big school to have fire hoses rolled up all over the place ready to fight fires. Again I say that it is the responsibility of the school-masters to get the children out, and by the time that is done the fires are past the stage where they can be put out with fire extinguishers.

With regard to the Mitchelton fire, I got in touch with the head-master through one of my officers. Someone said on the radio that a fire extinguisher could have put it out. It may have been the Teachers' Union president. The head-master however, said that when he found the fire—he was the man who found it—the heat was altogether too great, and the fire too firmly entrenched, for an extinguisher to have been of any use. I must take his word for that.

Mr. Bennett: They put in new hoses in the Magistrates Court building. I suppose that was done for appearance.

Mr. FLETCHER: I think the Magistrates Court has a slightly different environment from that of a school. A school involves a responsibility to a large number of juveniles, with a responsibility to get them out, whereas the Magistrates Court has a slightly more rarified atmosphere, with not so many juveniles and more adults. I think it is quite different.

Mr. Hanson: You have to put in two or three fire extinguishers in a hotel. The Licensing Commission requisitions them.

Mr. FLETCHER: A very good thing, too.

Naturally the hon. member for Landsborough was interested in the university, his Alma Mater. I was interested to hear his remarks about the need for more science students. That has been drummed into me ever since I became Minister for Education. Not only does industry need more science men, but the teaching profession also needs more. I do not know how we can get them. He suggested that we should influence the students to take science courses. For what it is worth, I always tell students to go into

the sciences because we need them from five or six different angles. I suppose that, in the long run, we will get them, because it is fairly obvious, as the hon. member suggested, that, if most students go in for the humanities, employers with jobs available in that field will be swamped with applicants. It is pretty obvious to everyone concerned that in education a science course is a better investment. Because I am an agriculturist, too, I share his feelings about the somewhat meagre provision for agricultural research. We need research not only into agricultural matters, but into farm management as well. That research would handsomely repay the effort put into it. I think we should note his remarks about our responsibilities in the Asian sphere to train agricultural scientists because, sooner or later, we will be expected to contribute to the needs of the rising nations in the East in agricultural science. That will certainly come.

The hon. member for Townsville South, with his usual serious, contemplative, philosophical approach to matters—

Mr. Bennett: He is not here; he is never here at night-time.

Mr. FLETCHER: What a pity.

I detected a somewhat critical note in one or two of his remarks about universities. It would be idle to deny some of the things he said about the community supporting the efforts of the university, and the students owing a very great debt to the community which, to a great extent, pays their way through the university, as well as providing it. But I think he would be accused, by a completely impartial observer, of a certain amount of bias in his views on certain university professors. I appreciate, as no doubt all hon. members do, the restrained style adopted by the hon. member, but I should like to remind him that the university is not just spending willy-nilly the money that is given to it. With the post-war expansion of universities in Great Britain it was found necessary to establish the Universities Grants Commission to determine the Government grants that were justified for particular universities. We followed that pattern. We have in this country the Australian Universities Commission which considers submissions from the universities themselves regarding the financial needs for each triennial period. The commission submits its analyses of the submissions, after visiting all Australian universities and examining at first hand the stated needs for staff, for equipment, for buildings, and all of the other things that go to make a university. It does that before making its recommendations to the Commonwealth Government. The day has long passed when universities could claim and receive without question the funds that they consider they need.

I should like at this stage to pay a tribute to the members of the university staff, who are more numerous than suggested by the

hon. member for Townsville South, on the very dedicated and outstanding job they are doing in preparing our academically gifted youth to be leaders in this rather uncertain land of ours today.

Mr. Tucker: Why is it uncertain?

Mr. FLETCHER: Everything is uncertain in this day and age. Even the next election is a bit uncertain. I do not want to make anyone nervous and I am sorry if I have said something that makes someone nervous.

I am sure that hon. members recognised, in that moving recital of the letter of the hon. member for Townsville South—it was a very fine letter—an autobiographical detailing of the things that are necessary when one goes before the electors, either next time or any time. I am sure that all hon. members made a mental reserve to conform to the standards he laid down. Any hon. member who does not remember what I am referring to should read his speech, because it is pretty good stuff.

I do not often agree with the hon. member for Townsville South—not very enthusiastically anyway—but I do agree with one of the things he said. He was talking about intellectual freedom or personal freedom. In his debate at the university he claimed that he said, “Freedom—what is it? Freedom ends where it begins to interfere with the freedom and rights of other people.” That is not a bad proposition to start with. It is no wonder that he won the debate. He claims he won it, and I suppose he did.

I agree absolutely with his remarks about the man who, having come out of our university, and having taken advantage of every single free thing given to him, claimed, or was reported to have said, that, if he had to choose between fighting for the Viet Cong and for Australia, he would fight for the Viet Cong. This to me is the most depressing sort of exhibition of an absolute failure on the part of our institutions, one way or another. Perhaps it is not our educational institutions that have failed dismally, but somebody has. That is a dreadful thing to hear and contemplate.

The hon. member for Mt. Gravatt took the common-sense view that of course we have plenty still to do. But he said that we were not nearly as badly off as an hon. member opposite claimed, because in other countries of the world there are still big problems. The hon. member for Mt. Gravatt referred to a number of old buildings in England that were built before 1902 and before 1875 and the shortage of teachers, which I found myself when I was in England. If hon. members feel that our Department of Education is falling flat on its face, I can tell them that Glasgow is 13,000 teachers short of the establishment. This is in a very old country that has a high tradition of efficiency in things educational. That is how bad things are over there.

I should like to say to the hon. member for Mt. Gravatt that one of the problems of introducing new methods is the provision of more room for teaching. New methods require more space. That cannot be obtained in old brick buildings, so finding sufficient space is going to be a problem till it is possible to build new buildings. If we take seriously the new system of teaching, more room will be needed for the broader, group type of instruction. I do believe, however, that that is the way in which children should be taught, and I am miserably conscious of the fact that from now on I will have to advocate slightly larger teaching spaces and bigger rooms. They will cost more, but perhaps in the long run some method can be found of reducing the cost of buildings. I hope so, anyway. This has been done in England. The authorities have got together on a consortium basis and reduced the cost of building per 100 square feet without, so far as I can see, reducing the efficiency of the building.

The matter of using demountables is not as far removed from the realms of possibility as some members may think. I think that the use of demountables of a type different from, and better than, the ones now in use is perhaps something to which we can set our hand without feeling that substandard buildings are being provided. This system provides elasticity in that if enrolments decrease in one place and an accommodation crisis arises somewhere else, buildings can be provided where they are most needed.

The hon. member for Ipswich West made some thoughtful comments. She said something about stimulation of the young mind, and even said that we should stimulate rebellion. I do hope that she is not going to stir up the youth in her area to rebel. I suppose her suggestion was that the rebellion should be in a mild way against the acceptance of old standards, and I am sure she will not be misunderstood on that point. I am just as sad as she is about temporary classrooms under school buildings. We are just as loath as she is to contemplate the need to continue with them, but the Government is going as fast and as far as it can. This year we had an unprecedented amount of money to spend, and I thought we would get further along the road to replacing these rooms than is in fact going to be possible. However, if the effort of this year can be sustained, in a few more years I hope the position will be much better. I can only say that I am terribly grateful to those teachers and students who put up with what are at times pretty awful conditions, knowing, as most reasonable people know, that this situation is brought about by the fact that first things have to be done first and that some children do not even have schools to attend.

The department welcomes married women teachers and uses them to the greatest possible extent. Towards the end of the year especially, every married woman teacher that we can get is employed, particularly in secondary schools, and we are very grateful to have them because they are some of our best and most effective teachers.

I do not think it is possible to do much to improve our relationship with the Department of Health in the teaching of delinquent girls and boys. There is a school, and a very effective one, at Westbrook, but some boys and girls are particularly difficult to teach at a certain stage of their disturbed existence. We are just doing what we can to meet the situation in a way that will not do too much damage to either of our services.

With regard to comparing standards of one State with those of another, that is already under discussion. There is a certain amount of difficulty in doing this. It is not an easy matter of wiping it all off with a ruler and saying, "Everything will be on this line". There is a certain amount of virtue in having diversified ideas between schools even within one State, and certainly between States.

The hon. member for Mirani was worried about the fact that the department sometimes erects tanks at schools instead of putting down bores in the school grounds. I shall be glad to investigate his suggestion. If he can prove to me that it is a good thing to do, I think it will be worth doing. However, one cannot take one instance as proving the remainder. There could be a case in which that should have been done; it may be easy to demonstrate that it is a pity that it was not done. But usually a common-sense attitude is adopted in matters such as that, and the department usually gets down to something that is in the best interests of the boys and girls. The parents and citizens' association is a receptacle into which a great deal of wisdom is poured, and its advice usually is to the department's benefit in such an instance.

The department is not happy about some of its houses, but that is tied up with the matter of its not having enough money to go round.

I do not know of my own knowledge what happened about Carmila high top or Eungella, but that again is tied up with the need to conserve funds and do only the things that we can afford to do in the interests of everybody. Sometimes it is necessary for boys and girls to travel what seem to be fairly long distances or to go to hostels for the sake of their education. We make it as easy as possible for them, and in certain circumstances we provide them with a living-away-from-home allowance.

The hon. member for Tablelands is interested, I know, in the 24 schools that he has in his electorate. I might mention that when I first became a member of this Assembly I had 61 schools in my electorate, one of which was more unusual than any that the hon. member has in his electorate. It was a little school at Fontlea, with 15 children on the roll. When I asked their names, every single one was named O'Leary. I think that is a record that no-one else has equalled—only 15 boys and girls, every one an O'Leary, every one a brother, a sister, or a cousin.

I am sorry about the opportunity school at Atherton. While the hon. member for Tablelands was speaking, I had an idea that I had signed a letter this morning and I inquired about it at lunch-time. It seems that I signed an authority to open an opportunity school there next year. As the hon. member said, accommodation was available. I do not know why the matter was not mentioned to me before I came to the Chamber this morning.

The hon. member referred also to repairs and maintenance being carried out by local men. By all means, that should be done; it is the practical thing to do. I do not know how easy it is to organise, but I have always advocated that myself. As I have been in this portfolio only a short time, I do not know how well the system is operating; but if one can get it done by local men, that is the way it should be done.

The hon. member's tribute to the white-ants in North Queensland is well deserved. They are really very efficient destroyers of property.

I sympathise with the hon. member on the question of air-conditioning. He knows that air-conditioning is expensive, and if the department air-conditions the Dimbulah school it will be asked to air-condition schools at Charleville, Cunnamulla and many other places. It would be wonderful if it could be done, but at the moment it would mean foregoing something else that has a higher priority. I think it will be done eventually.

I do not know anything about Woodleigh College or the Reverend Gillingham, but I am sure that the cause is a worthy one and the department probably will do something about it when the time comes. I am glad to know, too, that the hon. member approves the principle of the establishment of a rural training school at Longreach.

The hon. member for Tablelands also mentioned Mitchell River. I do not think he was quite fair about that. I obtained some details, and it appears that in 1955 there were 36 schools under the control of the Department of Aboriginal and Island Affairs. These were staffed by 25 classified teachers and 103 Aboriginal teachers. They are the ones to which the hon. member referred?

Mr. Wallis-Smith: Yes.

Mr. FLETCHER: Since that time the Department of Education had assumed responsibility for several of these schools. Consequently, there are now only 23 schools under the control of the Department of Aboriginal and Island Affairs, at which there are 19 classified teachers and 98 Aboriginal teachers. The hon. member neglected to tell the Committee of the changed situation there. He invited the Committee to infer that there are now some 19 classified teachers doing the job that 25 did in 1955. That is as I understood it.

Mr. Wallis-Smith: No. I gave the numbers.

Mr. FLETCHER: The fact is that 19 such teachers are today doing, in two-thirds the number of schools and for one-half the number of pupils, the job that was done by 25 teachers in 1955. I point out to the Committee that these schools, together with the Mitchell River school which was referred to, are not in fact Department of Education schools at all; they are Department of Aboriginal and Island Affairs schools, with which the Education Department assists in the matter of supplying classified staff.

Mr. Wallis-Smith interjected.

Mr. FLETCHER: Those are the facts. Some of them have now changed their designation and are no longer to be counted.

Mr. Wallis-Smith: I said they waited for 12 months for the replacement of a teacher, and that this would not happen in any other school.

Mr. FLETCHER: In that case, it is the one case of the Mitchell River.

Mr. Wallis-Smith: One is enough.

Mr. FLETCHER: I am sorry if there was some sort of a muck-up in the situation there. I will certainly find out what the facts are. If they are as far off the beam as the other one was, we will probably find it is not quite the same as it was given to us.

The hon. member for Chatsworth, with me, noted the objective and helpful attitude of the Committee. I noted that immediately. He commended us on our flexible, acceptable and adaptable attitude, or at least he suggested that we were being flexible and adaptable in our approach. He also echoed my own sentiments when he said that we have to face the rugged fact that there will never be enough money to keep up with the educational needs for this community.

I was delighted to hear the hon. member's remarks about parents and citizens' associations. This is something very near to my heart. I have met so many of these fine folk who are doing such a tremendous job, not only in raising money but, as he said,

by being about the place in providing that background of community interest without which no school is ever a real school.

Mr. Tucker: It is peculiar that you should frustrate them on occasions in the applications made to you.

Mr. FLETCHER: I should hate to think that this is fair comment. If it is, will the hon. member please let me know where people who have a decent and legitimate claim can say that they are frustrated by lack of action on our part? I should hate to think that this was a fact. I have so much respect for these people and so highly do I value their part in the educational scheme that I would not have this happen for anything.

Now, if there is militancy on the part of some of the lecturers at the teachers' colleges, I do not know about it. It would be a serious thing and it would be a very great pity, because this is the impressionable time in the youthful life of our trainees and it could easily be that the cynical type of lecturer could produce an effect in the psychology of these teachers that would not be good. It would rub off onto the next generation.

As to the remarks of the hon. member for Burke, I will have some conversation with those who know about Mt. Isa and the opportunity school, which is of an unsatisfactory kind and is over-taxed. This, unfortunately, is so familiar to me. Most of our schools have buildings that are overtaxed and I would remind the hon. member that there are places that would like to have even an overtaxed opportunity school. This is one of the things that many communities are hoping to get as soon as possible.

Air-conditioning is one of the things that someone else mentioned, and I would be very happy to think that I would be able to do something about that in the long run.

The hon. member for Cairns raised the matter of fire hazards. I appeal to him to tell me if he knows where we have overlooked anything in this regard. I do not think we have. This is something that we take fairly seriously. We have fire drills. All the ends are generally tied up. If we have overlooked something, I ask the hon. member to draw our attention to it. The matter is too serious to be neglected.

Mr. R. Jones: I wrote you a letter the other day about the adult education centre.

Mr. FLETCHER: I have not yet received it. If I have, it has been put in amongst a lot of others. I should not like to think that I had overlooked it.

I agree with the hon. member that kindergartens, pre-school centres and primary schools are very important. This is something that I am learning to respect more every day. A child's early educational period is very important. Children are at a very

impressionable age when they attend kindergarten, and I agree with the hon. member that if libraries containing suitable reading matter can be provided for children in their early years, that goes a long way towards setting the standard generally in the schools.

I know that the hon. member is concerned about Weipa. I am, too. I was rather touched by the fact that the school and its parents and citizens' association, whose chairman is a splendid type of Aboriginal lady named Mrs. Cooktown, I think, were doing their meagre and modest best. The hon. member can depend upon the Government to help in any way it can. I am not in a position to say to the parents and citizens' association that if it cannot do something we will do it for free. If the Government did say that, nobody would do anything. That is the difficulty about saying that the poorer areas do not get as much as the richer areas. My experience has taught me that it is not always the poorer areas that raise the least money; rather is it the less-enthusiastic areas. Some of the poorer areas, if they can be called that, have an enthusiastic and admirable method of raising money. I have a very special and sympathetic concern for Weipa.

As to Edge Hill, the Department of Works has told me that it has already undertaken to look at the possibility of rearranging the layout of the school building there.

I can see the point in the hon. member's reference to the possibility of getting character references from a principal instead of from a justice of the peace or a clergyman. This, too, appeals to my common sense. As yet, I do not know very much about that aspect of the matter, and I may have to catch up with it, as I will on other aspects.

The hon. member for Albert said something that caught my attention and admiration to some extent. He said something in which I believe most sincerely, that is, that education is not only for the young. That is a pretty wise sort of observation to make, because all of us know that the people who stop learning when they leave school will never be educated. My own observations in this Chamber led me long ago to the conclusion that a formal education is not the be-all and end-all of anyone's existence; the people who continue to learn are the worth-while people. One of the most educated and cultured gentlemen I have known was my old Scottish grandfather, who left school when he was about 10 years of age. He could "mix it" with anybody. He was an erudite, well-read gentleman, who was well versed in world affairs and knew his stuff. He had very little formal education.

The hon. member for Townsville South has said, as he is quite capable of saying, that the most uneducated man he knows is the educated "drongo". I think he used that term here once. He talked about the "highly educated drongo". Of course, I would not like to use that term. The most worth-while

people in this Chamber are the men who keep on learning from the time they leave school. It does not matter at what stage a person leaves school, he can catch up in the university of hard knocks and take a refresher course, as I do, every week-end by going home and talking to the men on the farm.

Mr. Tucker: The hon. member for Albert would be more of a teacher than a learner. He taught the Liberals a lot at the last election.

Mr. FLETCHER: That is an observation that is thrown in lightly by the hon. member without any intention on his part to make any constructive contribution to the debate. With regard to the opportunity school in his area, I tell him that boys and girls will be taken from other areas to it. The transport costs will be paid by the department.

The hon. member for Clayfield wished me well and said that he hopes I do as well in this portfolio as I did in the Lands portfolio. I hope he helps me as much as he did when I was Minister for Lands. The hon. member said that education involved a very heavy burden that I would be called upon to carry. It is a burden, but it is not a job in which I have to bear the added burden of knowing that things are being done unfairly, or without respect to everyone's fair claims for justice within this infant community—the non-adult community—of Queensland. We are as fair and impartial as I can insist on, although I do not have to insist on it, because this department is a very fair one.

With regard to examinations and the implementation of a better method of assessing students' ability than the one we are now using, this matter has been canvassed by a great many people and I suppose that, some day, we will be able to provide an answer to the problem. At the moment, because there is no simple solution, and because it is a lot easier and more reliable to conduct examinations so that people will know where they are—we have gone so far—we still have examinations. Some day we may be able to abolish them and have a Leaving certificate attested by the head-master, which may possibly be a good idea.

Hon. members who would like to read a good speech tomorrow are recommended by me to read what was said by the hon. member for Ipswich East, who gave a most thoughtful and very worth-while address. I do not know how long he took to prepare it. He gave his ideas on the early introduction of education generally, and its aims, namely, to create a literate working class that would provide the necessary men for industry. That was an intelligent sort of thing to do, but of course it did more than that. We extend that principle, but we do a great deal more than merely provide men for industry. Not only do we give men a utilitarian adjunct to their knowledge, which will make them

useful in industry, but we also give them the things that will make them men of character, with some breadth of knowledge. In short, we hope that it will allow them to fulfil their stations and duties, as the hon. member said. We also hope that it will influence the shape and form of their environment in their own time, make them better human beings in a better world, and bring about peace and prosperity and all those other desirables that are made up, as he said, in the minds of people. That is a very thoughtful way of saying what we all think of instinctively as the end of education generally. He said, in his closing remarks, that massive resources, manpower and money must be committed to this important matter of education.

I visited the area of the hon. member for South Coast not very long ago. In a way, he is fortunate that his area is growing so fast that nearly all his schools are new. They are all short of space but they are nearly all new because the population has burgeoned so quickly that new schools have had to be constructed. The high school at Currumbin will eventually come about.

The hon. member for Belmont in effect paid something of a tribute to us. He said that schools were built all over the country. This is what I have said. They are built where they are needed, impartially. They are built where the need is greatest.

I was put to it to follow some of his charges that we had raised the leaving age, and changed the 8th grade into secondary school, before we had the accommodation available. Of course, this could be said. Literally, sometimes there was no accommodation available, but, in spite of all the difficulties that have ensued out of the changes in education, I think it was the best thing to do under the circumstances at the time. If we went back I do not think we would do any different.

He spoke of temporary classrooms in his area. The position there is so different from that at the South Coast, where the schools are nearly all new. His schools are unfortunate. We will do the best we can, as soon as we can, with regard to these temporary classrooms.

The hon. member spoke about opportunity schools. Many people are crying out for them, and I do not blame them. It is one of the very good things that are being done in all lands these days, and the work of these dedicated men and women who teach in opportunity schools has to be seen to be believed.

The hon. member for South Brisbane, in his usually generous and charitable manner, paid us a tribute. He said we could be said to have done something. According to his standards, that is one of the greatest tributes I have ever heard him pay to anybody in this Chamber. I think it is the first one. I thank him very much. I think this was splendid.

I do not know what the hon. member was talking about when he suggested that we had designed for Senior something that was in effect a quota system to keep people out of the university. This is not true. This is one of his wilder statements; no, it is about one of his standard wild statements.

We did not delay the opening of the Mt. Gravatt university. That is not our decision. The decision to establish or not to establish rests with the Universities Commission, and has always rested with it. I made this quite clear in my introductory remarks. There was no excuse for this.

I wholeheartedly approve of his sentiments on Mr. Lockie's attitude towards the rubbishy literature that was thrown around at his high school. One of our finest head-masters reacted as he could have been expected to react. I think he has received a great deal of public support and approval for what he did. The whole matter has opened the eyes of the public to the seedy and altogether reprehensible attitude of certain elements who indulge in these worst-of-all public exhibitions of bad taste and social behaviour.

That is all I wish to say, except to again thank hon. members for their helpful remarks in this debate.

Mr. Tucker: I raised the matter of one-teacher schools at Magnetic Island.

Mr. FLETCHER: I made a note of that. There are three schools on Magnetic Island, where I understand there are certain physical difficulties. I have no doubt that in the long run there will be one central school there. This is caught in the ebb and flow of what gets attention and what does not. Taking into account all the circumstances at all the places, up to now this has not been considered a pressing matter. I have no doubt that it will eventually come about. At the moment there are three pretty good schools, with three pretty good head-masters doing a good job. I look forward to the hon. member's helpful co-operation in this matter.

The TEMPORARY CHAIRMAN (Mr. Carey): Order! By agreement, under the provisions of the Sessional Order agreed to by the House on 22 October, I shall now put the questions for the Vote under consideration and the balance remaining unvoted for the Department of Education and Cultural Activities.

The questions for the following Votes were put, and agreed to—

Department of Education and Cultural Activities—	\$
Chief Office	978,274
Balance of Department, Consolidated Revenue, and Trust and Special Funds	96,652,371

Progress reported.

The House adjourned at 9.42 p.m.