

Queensland



Parliamentary Debates  
[Hansard]

**Legislative Assembly**

**FRIDAY, 22 OCTOBER 1948**

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SHORTAGE OF MATERIALS, STATE HOUSING  
COMMISSION.

**Mr. MAHER** (West Moreton), for **Mr. NICKLIN** (Murrumba—Leader of the Opposition), asked the Secretary for Public Works, Housing, and Local Government—

“In view of the recent statement by him regarding serious shortages of material, &c., occurring in certain projects of the Queensland Housing Commission—

“1. Does the normal audit made by the Auditor-General include a check of physical assets of the Commission or does he rely on a stocktaking by officers of the Commission itself?

“2. What steps have been taken to institute a system to prevent a recurrence of such a happening?”

**Hon. W. POWER** (Baroona) replied—

“1. For the purpose of the normal audit by the Auditor-General, the check of physical assets of the Commission is made by competent officers of the Commission who are independent of any employee who had handled or was responsible for the materials of a project. Such method of stocktake is acceptable to and approved by the Auditor-General. Due to the quantity of materials on hand at the close of a financial year and the number of officers necessary to take stock at the several projects, it would be impracticable for the audit staff to cope with such detail work. The special stocktake as at 16 December, 1947, of the building materials at Stafford project was made by independent officers of the Commission under the supervision of an inspector of the Auditor-General's Department.

“2. Dismissal of the officer in charge of the project. An officer with thorough knowledge of timber was placed in charge of the yard to supervise receipts and issues of building materials. Clerks of projects were brought under control of the accountant where previously they were under control of the officers in charge of the projects. Staff of Costing Section has now been increased to a number sufficient to meet the heavy volume of work involved in the adequate control and check of issues with quantity surveyors' quantity sheets.”

RESIGNATIONS FROM TEACHERS'  
TRAINING COLLEGE.

**Mr. LUCKINS** (Maree), for **Mr. HILEY** (Logan), asked the Secretary for Public Instruction—

“1. How many resignations were received from students at the Teachers' Training College during 1946, 1947, and 1948 to date respectively?

“2. What are the recorded reasons for such resignations, giving the number under each heading?”

**FRIDAY, 22 OCTOBER, 1948.**

**Mr. SPEAKER** (Hon. S. J. Brassington, Fortitude Valley) took the chair at 11 a.m.

AUDITOR-GENERAL'S REPORT.

LOANS SINKING FUNDS.

**Mr. SPEAKER** announced the receipt from the Auditor-General of his report on the operations of the various Loans Sinking Funds of the State for the financial year 1947-48.

Ordered to be printed.

QUESTIONS.

COSTS OF MATERNAL AND CHILD WELFARE  
HOSTELS.

**Mr. MORRIS** (Enoggera) asked the Secretary for Health and Home Affairs—

“What was the total cost of upkeep, including departmental supervision, medical attention, and all other incidental costs, of the Queensland State Maternal and Child Welfare Association's hostels at (a) Clayfield Home; (b) Sandgate Home; (c) St. Paul's Terrace; (d) Toowoomba Home?”

**Hon. A. JONES** (Charters Towers) replied—

“(a) £5,961; (b) £7,371; (c) £6,941; and (d) £4,489 for the year ended 30 June, 1948, in each case.”

**Hon. H. A. BRUCE** (The Tableland) replied—

“1 and 2. This information is being obtained, and the answer will be supplied next week.”

**TIMBER SHORTAGE, STAFFORD HOUSING PROJECT.**

**Mr. LUCKINS** (Maree), for **Mr. HILEY** (Logan), asked the Secretary for Public Works, Housing, and Local Government—

“With reference to his disclosures to the House on the 19th instant of a timber shortage at the Stafford housing project valued at £6,000, will he inform this House the rates per 100 super. feet paid by the Commission for the following categories of timber mentioned in his statement:—  
(a) 30,000 super. feet of chamfer boards;  
(b) 33,000 super. feet of cypress pine; and (c) 31,000 super. feet of cypress pine flooring?”

**Hon. W. POWER** (Baroona) replied—

“Due to the shortage of supplies which has operated, it has been necessary for the Housing Commission to obtain supplies from all sources as and when they become available, including other States, and it is considered unwise to disclose the prices paid by the Commission for these materials.”

**Mr. Pie:** They are going on the black-market.

**Mr. POWER:** I rise to a point of order. The hon. member for Windsor made a statement that the Housing Commission was going on the black market. As Minister in charge I say that remark is offensive and I ask that he withdraw it.

**Mr. SPEAKER:** I rule that the remark is very unparliamentary and I ask the hon. member for Windsor to withdraw it.

**Mr. Pie:** If it is offensive to the Minister I withdraw it.

**Mr. SPEAKER:** The hon. member will withdraw without any reservations.

**Mr. Pie:** If it is offensive—

**Mr. SPEAKER:** The hon. member will withdraw without any reservations.

**Mr. Pie:** In deference to this House I withdraw it if it is offensive to you.

**Mr. SPEAKER:** I ask the hon. member to withdraw that remark without any reservation about its being offensive or otherwise.

**Mr. Pie:** Oh, very well. I withdraw it.

**RESTORATION OF RAIL SERVICE,  
BRISBANE-GYMPIE.**

**Mr. LOW** (Cooroora) asked the Minister for Transport—

“With reference to his reply to my question of 15 September regarding the complete restoration of the passenger service on the North Coast between Brisbane

and Gympie, can he now state a definite date by which all such passenger services will be restored?”

**Mr. Speaker,** I notice that the following words have been excised from my question, “and in view of the great inconvenience to people of the North Coast caused by the curtailed service.”

I should like you to give me a reason for that.

**Mr. SPEAKER:** I have given many reasons for the excision of comment and irrelevant matter. The object of a question is to seek information. I submit to the hon. member that the question in its present form will obtain for the hon. member all the information he seeks.

There is also another point. The compiling of the business sheet is rather difficult for our officials and it involves printing and material. I have every desire to be fair, but I also endeavour to keep down the costs. I think hon. members will agree with me on that point.

**Hon. W. POWER** (Baroona—Secretary for Public Works, Housing and Local Government), for **Hon. J. E. DUGGAN** (Toowoomba), replied—

“From the date of operation of the November time table, with the exception of the 12.12 p.m. train on Saturdays from Yandina to Brisbane.”

**PROPOSED POLICE STATION, KENILWORTH.**

**Mr. LOW** (Cooroora) asked the Secretary for Health and Home Affairs—

“1. In view of the fact that the one-man police district of Imbil covers 1,800 square miles with a population of 2,800 people, has the proposal to create a new police district and establish a police station at Kenilworth been approved?”

“2. If so, have suitable premises been secured, or is it intended to resume land for such purpose?”

**Hon. A. JONES** (Charters Towers) replied—

“1. Yes.

“2. Enquiries are being made at the present time with a view to securing suitable premises.”

**DOLLAR CREDITS FOR TRACTORS.**

**Mr. BJELKE-PETERSEN** (Nanango) asked the Premier—

“As the shortage of tractors is seriously curtailing maximum food production in this State, will representations be made to the Federal Government to have dollars made available for the importation of tractors as has been done in New Zealand?”

**Hon. V. C. GAIR** (South Brisbane) replied—

“This State’s need of tractors and other agricultural machinery has been constantly brought to the attention of the Commonwealth Government by this Government and

by the Australian Agricultural Council, and the necessity for the allocation of adequate dollar funds for their importation has been stressed."

#### WHEAT PRICE STABILISATION SCHEME.

**Mr. EVANS** (Mirani), for **Mr. MADSEN** (Warwick), asked the Secretary for Agriculture and Stock—

"In view of the fact that in all other States action has been taken to ascertain the views of wheat growers on the proposed Commonwealth Wheat Stabilisation Scheme before the introduction of legislation in the Federal Parliament, what action, if any, does he propose taking to ascertain the views of growers in Queensland?"

**Hon. H. H. COLLINS** (Cook) replied—

"As Queensland is the only State that has a Wheat Board, the State Wheat Board was invited to discuss the scheme with me, and of the three members who attended, two were in favour of the Commonwealth scheme and the third was not in favour of any guaranteed price scheme. In view of this and the fact that wheat growers in all other wheat-growing States, representing 95 per cent. of the production, have declared themselves in favour of the scheme, it is not considered that any further action is warranted."

#### COMMONWEALTH AID TO UNIVERSITY SCHOLARS.

**Mr. PATERSON** (Bowen) asked the Secretary for Public Instruction—

"1. Are holders of open University scholarships entitled to assistance from the Commonwealth Government?"

"2. What other University students are entitled to this assistance?"

"3. What are the conditions entitling them to this assistance and what amount is granted?"

**Hon. H. A. BRUCE** (The Tableland) replied—

"1. Not unless they satisfy the means test and their scholastic merit is sufficiently high to bring them within the quota allowed to Queensland. If an Open Scholarship winner is granted Commonwealth assistance, the amount of his emolument as an Open Scholarship holder is deducted from the amount of the grant to which he is entitled under the Commonwealth scheme. The following figures indicate Queensland's quota for 1948 in the several faculties:—Medicine, 17; science, 17; engineering, 17; dentistry, veterinary science, agriculture, 15; architecture, arts, law, economics, social studies, music, 22; total, 88.

"2. Those who fulfil the eligibility conditions laid down by the Commonwealth Government and whose claims for assistance are approved in the light of a merit test and a means test. These conditions are set out in detail in answer to Question 3.

"3. The answer to this question is rather lengthy, and I table it for the information of the hon. member.

Conditions relating to the Commonwealth Financial Assistance Scheme for University Students.

(a) Conditions of eligibility.—

1. The applicant and his parents must, at the time of the application, be domiciled in Australia, or he must have resided in Australia with his parents continuously for a period of three years immediately preceding the date of the application. This condition is relaxed in favour of British migrants. Details of the special conditions offering in such cases can be obtained on application to a branch office of the Universities Commission.

2. The applicant must be qualified by matriculation for enrolment in the University at which he intends to study.

3. The applicant must be proceeding to the University to commence his course immediately after the completion of a normal secondary school course. Some provision is made for students commencing courses within one or two years after the completion of secondary school work.

4. The applicant must not be more than 21 years of age on the first day of the first term in the year in which he desires to commence his course.

5. Normally applications are only accepted from students who wish to begin a course, but limited provision has been made for students previously unassisted to receive assistance in the second or later years of their University studies. Further information concerning this limited provision may be obtained from a branch office of the Universities Commission.

6. A student who has been selected for assistance in the first year of his course will be eligible for assistance in succeeding years until he graduates providing he passes his yearly examinations and continues to qualify for assistance under the means test. He must, however, lodge a fresh application for assistance each year.

(b) The merit test.—

The merit test used is the result obtained by the student in the examination which qualifies him for entrance to the University, i.e., the Leaving or Senior or Matriculation examination.

Applicants for assistance in social studies must be recommended by the Board of Social Studies in their State, in addition to qualifying for selection under the merit test.

(c) The means test and assistance given.—

The means test is based on the adjusted family income for the preceding financial year.

The family income is the total of the taxable incomes of the applicant and his father and his mother.

The adjusted family income is the family income less £50 for each dependent child under 16 at the close of the financial year preceding the date of application.

An applicant whose adjusted family income is £250 or less may be granted the maximum amount of assistance. If the adjusted family income exceeds £250, the amount of assistance is decreased by £5 4s. for every £10 by which the adjusted family income exceeds £250.

The maximum amount of assistance is a living allowance of £117 per year in the case of a student living with his parents while attending the University, or a living allowance of £156 per year in the case of a student not living with his parents while attending the University; together with (a) payment of compulsory fees, and (b) payment of an instrument allowance of £10 in all in the case of students in technical faculties such as medicine and science.

The following examples will illustrate the operation of the means test:—

(i.) If a boy whose father earned £425 in the preceding financial year, and whose mother's income was £25, applies for assistance and there are three other dependent children in the family, the adjusted family income becomes £300. If he is selected, this applicant will be offered £91 for the year and all his fees if he lives at home; if he lives away from home, £130 for the year as living allowance and all his fees.

(ii.) If the father's salary was £550, and there are no other dependent children and no income of the mother, the adjusted income is £550, and exceeds £250 by £300. In this case, £156 will be taken from the full assistance. If the boy is living at home, he will get no living allowance, and will not be eligible for any assistance, unless his fees exceed £39. If he is living away from home, he will still get no living allowance, but all his fees will be paid.

(iii.) If the father's salary was £575, the mother had no income and there are no other dependent children, the adjusted income is £575, and exceeds £250 by £325. In this case, £169 will be taken from the full assistance. If the boy is living at home, he will get no living allowance, and will not be eligible for any assistance unless his fees exceed £52. If he is living away from home, he will still get no living allowance, and will have to pay the first £13 of his fees. The assistance will then be fees payable by him less £13; the fact that he is in a faculty in which fees are higher will not increase the cost to him.

Assistance under this scheme is supplementary to other assistance which a student may receive. Thus, a student who holds a bursary or scholarship may receive assistance. The value of his bursary or scholarship, will, however, be

deducted from his assistance, so that, including the bursary or scholarship, his total assistance will be the amount which he would have received if he had held no scholarship.

Vacation employment is permitted, but in general no allowance is paid for the period during which employment is undertaken.

(d) Obligations of assisted students.—

Students who apply for assistance are required to give the following undertakings if they are selected:—

1. To continue their studies without interruption and to the best of their ability until graduation;

2. To undertake national service, if required, for not more than three years immediately following graduation;

3. Not to undertake employment during terms; and

4. To inform the Universities Commission immediately of any material change in their circumstances, and in particular of:—

(i.) Any employment undertaken by them;

(ii.) Any other assistance obtained by them;

(iii.) Any change of address, including term addresses; and

(iv.) Any illness or other cause preventing regular attendance at the University.

The applicant's father (or mother or other guardian if the father is not available) undertakes to use his or her best endeavours to see that the applicant complies with all the conditions of assistance."

#### FREE GOVERNMENT KINDERGARTENS.

**Mr. ROBERTS** (Nundah), without notice, asked the Acting Premier—

"Is the statement made in Parliament on Wednesday by the hon. member for Enoggera that the Ithaca electorate represented in this Parliament by the Premier was the only district in Queensland where there were free kindergarten facilities true?"

"If not, what are the facts?"

**Hon. V. C. GAIR** (South Brisbane) replied—

"The statement by the hon. member for Enoggera is not true.

"The facts are that the Government makes an annual grant of £3,000 to the Creche and Kindergarten Association and has offered to increase this amount by £200 each in respect of centres established in specified country towns. In addition, in November, 1947, a special donation of £500 was made by the Government to the association on the occasion of the association's general appeal for funds.

"I take it that the hon. member for Enoggera was referring to the West Ashgrove Pre-School Centre, which was

controlled by a committee of parents from 1938 to 1943, when apparently the parents found that they were unable to provide the necessary funds. Rather than see this project lapse, the Department of Public Instruction acceded to the request of the committee that the department assume control. The land and buildings were vested in the Secretary for Public Instruction and the committee transferred to the department, free of cost, the whole of its furniture and equipment including a piano.

"Each child in attendance at this centre contributes 1s. 6d. per week. In addition, funds for the West Ashgrove Pre-School Centre are raised by a mothers' club, as is the case with other kindergartens.

"A similar position arose in Ipswich at the end of 1943. The Ipswich Kindergarten Association had conducted the kindergarten in a local church hall, but was unable to raise sufficient funds to meet the salaries of teachers. Departmental assistance was sought, and, as from the beginning of 1944 the department has accepted the responsibility of staffing the kindergarten.

"If the hon. member for Enoggera has any objection to the action taken by the Government to keep alive this very useful institution I shall be glad to have a statement to that effect in writing so that the matter can be investigated."

#### RESUMPTION OF LAND, JANDOWAE.

**Mr. SPARKES** (Aubigny), without notice, asked the Secretary for Public Lands—

"In reference to the proposed resumption of land from Mrs. Rohrdanz at Jandowae, and the statement by her that after her two married sons had been allotted the approved living area for a returned soldier in that district of 960 acres, she will have only 320 acres for herself whilst an adjoining area of 4,000 acres of country which is identical except that it has been allowed to become infested with tea-tree suckers is not being resumed, as being unsuitable for soldier-settlement for that reason, will the Minister take steps to resume an equivalent area of this land to that taken from Mrs. Rohrdanz and make it available to her so that she and her daughters may clean the tea-tree suckers off it, as they did on her own land, and thus make it productive?"

**Hon. T. A. FOLEY** (Normanby) replied—

"As a result of our discussion yesterday I have called for a report on the land in question."

#### PAPER.

The following paper was laid on the table:—

"Report of the Brisbane Milk Board and Report of the Auditor-General on the Books and Accounts of the Brisbane Milk Board for the year 1947-48."

#### STATE EDUCATION ACTS AMENDMENT BILL.

##### INITIATION IN COMMITTEE—RESUMPTION OF DEBATE.

(The Chairman of Committees, Mr. Mann, Brisbane, in the chair.)

Debate resumed from 20 October (see page 859) on Mr. Bruce's motion—

"That it is desirable that a Bill be introduced to amend the State Education Acts, 1875 to 1940, in certain particulars,"

on which Mr. Aikens moved the following amendment—

"Omit the words—  
'in certain particulars.'"

**Mr. MORRIS** (Enoggera) (11.18 a.m.): Before proceeding with the speech I intend to deliver this morning, I wish to say a word or two on the play of words obviously arranged by the hon. member for Nundah and the Acting Premier. I should expect such a thing from the hon. member for Nundah, but not from the Acting Premier, for whom I have a much greater regard than I have for the hon. member for Nundah. It was purely a play of words and I should say it is designed to mislead the people of Queensland.

**Mr. GAIR:** I rise to a point of order. Is the hon. member in order in dealing with a matter that was dealt with earlier this morning? A question was asked of me without notice by the hon. member for Nundah, and I replied to it. I do not think the hon. member is in order in dealing with it at this stage.

**The CHAIRMAN:** I rule that the matter is irrelevant to the question before the Committee and I ask the hon. member for Enoggera to deal with that question, which is an amendment of the State Education Acts, 1875-1940.

**Mr. MORRIS:** Of course, I accept your ruling, as I always do. I should like to tell the Committee that I am very pleased to know that the Government have agreed in one instance, anyway, to help a kindergarten, as distinct from creche and kindergarten work, which is quite a different thing. I have no objection whatsoever to the Government's giving help to one kindergarten in Queensland, but if they are giving help to one kindergarten they are establishing a precedent and they should help the kindergarten movement throughout the rest of the State and supply staff to kindergartens throughout Queensland, instead of supplying only one or two kindergartens in the metropolitan area. And the further they go in that regard and the more they do in helping distinct kindergarten work, the better I shall be pleased, and the more, I am sure, the majority of parents in the State will be pleased.

It is indeed a sad thing to realise that we have hon. members in this Parliament who are so careless of facts that they completely mislead the Committee. I like to see

all hon. members of this Chamber taking an interest in organisations within their electorates; particularly do I like to see hon. members taking a keen interest in the schools in their electorates. But one would expect that if an hon. member speaks about a school in his electorate his statements will be reliable. I, at any rate, should expect such statements to be reliable and I do not think very much of an hon. member who makes statements that are not. We heard the hon. member for Nundah telling us that he has in his electorate one of the largest schools in the metropolitan area. So far, all right, but he told the Committee that the number of pupils attending that school was approximately 700—

**Mr. ROBERTS:** I rise to a point of order. The figure I used was 1,100 and not 700. As the hon. member was apparently not listening when I made the statement, I ask that he accept what I have said.

**The CHAIRMAN:** Order! I am sure the hon. member for Enoggera will accept the statement made by the hon. member for Nundah.

**Mr. MORRIS:** Very well. As the Standing Orders provide that I must accept it, I do so, of course, but, relying not only on my memory I referred to the "Hansard" proof and saw the figures "700" printed there. What does the hon. member say about that?

**The CHAIRMAN:** Order! I ask the hon. member for Enoggera to accept the statement made by the hon. member for Nundah. If "Hansard" has made a mistake that is "Hansard's" business. I again ask the hon. member to accept the hon. member for Nundah's figure of 1,100.

**Mr. MORRIS:** I shall wait until I hear what the general public think about the acceptance.

The suggestion was made that the Department of Public Instruction is prepared to pay £ for £ to school committees on moneys they raise. I know that it is the opinion of many people that this will be done and I know that the promise has been made that the Government will pay £ for £ up to £250. I was very interested in an organisation called the Queensland State Council of School Committees and I have followed its proceedings at its meetings. I discovered that in the Nundah electorate a school raised in the period from March, 1947, to March, 1948, approximately £500. This was a worthy effort and one for which the committee should be justly proud. The committee also put in a tennis court, costing approximately £150. It expects to receive money from the Department of Public Instruction, according to the promise made, but in that period, Mr. Mann, do you know how much it has received from the Government? A total of £19 19s. 10d. On the one hand we have the theoretical promise of £ for £ but actually the committee has received nothing of the sort. There are many other similar facts that I should like to bring before the Committee but time will

not permit. Let it be said too that the department received about £150 from this school committee to provide books for the library. It has provided quite a large number of books and the department has accepted the £150 offered by the committee. Let the Minister not introduce that fact to substantiate a claim that the committee received more than the £19-odd.

**Mr. Bruce:** The hon. member need not worry about the building of a barricade. I can get over it.

**Mr. MORRIS:** I have said repeatedly here that the greatest problem facing the department is the provision of teachers. I know it is a great one, and a hard one to overcome. For some time I have advocated the raising of the salaries of the school teachers, and they have now in fact been raised, because I see on the Estimates a sum of £300,000 more for this year than last year. I am pleased to see that, because years ago the status of school teachers was high and it was a profession that many young men and women were pleased and eager to enter. It was regarded in every way as a worthy profession, but that status did not continue, and I think that is why the department has had difficulty in obtaining the number of teachers that it requires. The trouble has been partly overcome, but not entirely. The work of teaching school children is as important as any work that could be undertaken, and I shall never complain if the status of the teacher is raised to a high level. It is worthy work and it should be regarded as such.

**Mr. Macdonald:** Do you know of any more important job?

**Mr. MORRIS:** I know of very few more important jobs. Indeed, I regard it as important as the medical profession. The work of moulding the mind of a child is just as important as the work of moulding the bodies of the sick, and the status of the teaching profession should be raised to the level of that of the medical profession.

**Mr. Bruce:** Then you believe that the medical profession should be nationalised, like the school-teaching profession.

**Mr. MORRIS:** I am not going to have my remarks here misconstrued even by such a worthy hon. gentleman as the Secretary for Public Instruction. I know that he would have liked me to say "Yes" to his inquiry. I should hate to see the medical profession nationalised, and I would remind the hon. gentleman that the nationalisation of a profession would not raise its status but would only lower it to the gutter.

**Mr. Aikens:** Then you think that the teaching profession is as low as the gutter?

**Mr. MORRIS:** I hope that the medical profession will never be nationalised. I do not mind these interjections, but my time is limited and so I cannot reply to them.

I have already had something to say about the amenities that are required in the schools. For instance, I do not think that any school

of any size should be without a first-aid kit. It is most important. Regular examinations are made by the teachers from time to time to ascertain the proficiency and progress of the children. These examination papers are prepared on a roneo machine and distributed among the children, but I do not think that many people know that even the stationery used for these examination papers has to be paid for by the committees and not by the department, as one has the right to expect. Even the repairs to the typewriter or the roneo machine that is used in the preparation of the examination papers are paid for, not by the department but by the school committees, and what a disgrace that is! Is the department so tragically short of money—I believe it is starved of sufficient funds by the Government—that school committees must be called upon to meet these payments?

The schools in my electorate have installed pianos and visual educational outfits. The very insurance on those things is paid by the school committees, not by the Government. That is a further example of the parsimonious attitude adopted by the Government.

Finally, the amendment is one to amend the State Education Acts. We have on our statute book Education Acts that are as good as those anywhere else in Australia. My quarrel is not with the Acts or their administration but with the failure of the Government to make the necessary provision for their full implementation. Therefore, while I can see that lots of things are wrong within the department, I do not favour the amendment moved by the hon. member for Mundingburra and when the occasion arises will vote against it.

**Mr. ROBERTS (Nundah) (11.31 a.m.):** I desire to say something on the amendment, seeing that we have now an opportunity which has been seized by hon. members opposite to discuss education in general.

At the outset, I want to make some reference to a report appearing in the "Courier-Mail" this morning concerning some remarks that I made in this Chamber yesterday with reference to kindergarten work. My attention was first drawn to the article this morning by a telephone ring, when an anonymous female voice greeted me with the question whether I was Mr. Roberts. I said, "Yes." Then the voice went on to say, "You better withdraw the statement you made yesterday concerning old maids," and the receiver was slammed down on the other end. I had a look at the report. I must admit that from memory, I think the report was a fair one. After reading that part of the report which deals with my statements concerning old maids conducting kindergartens I think I should enlarge somewhat on my attitude towards that aspect of the question. I am not withdrawing anything I said because of the anonymous telephone ring.

The point I was endeavouring to make yesterday—apparently it is necessary to dot every "i" and cross every "t" in this

Chamber, otherwise you are in danger of being misreported—was that there is insufficient control over these voluntary kindergartens. I have in mind quite a number of instances in which people without any qualifications or training whatsoever have opened kindergartens. I say without fear of contradiction that very often harm is done to young children who attend such kindergartens. I have in mind, too, the case of a lady who was working in the Public Service as a clerk for many years decided to relinquish that work in order to help her mother at home. After a while the monotony began to drag and in order to fill in time she decided to open a kindergarten for a few children, and did so. She had no training or qualifications whatsoever in the teaching profession or in the more important work of modelling the minds of children between the ages of three and five.

I have also very vividly in mind a call that was made on me by a friend of mine about 18 months ago. He said his daughter had unfortunately failed in her scholarship examination. I said to him, "Well, Dick, what are you going to do with her now?" He said, "I do not know. It is a bit of a handicap these days, not having a scholarship pass." A few weeks later I saw him again. He was very pleased. He said, "I managed to get Betty into a very congenial job." I said, "What is it?" He said, "She is helping Miss So-and-so in her kindergarten." I checked up on Miss So-and-so and found that she likewise had not even passed her scholarship examination. These two young people, who are quite nice ladies too, were educating—if you can use the term as hon. members opposite would apparently use the term in the circumstances—a number of young children between 3 and 5 years of age.

**Mr. H. B. Taylor:** That is no worse than having an unqualified person in charge of a library.

**Mr. ROBERTS:** I am not in favour of any person being in charge of anything of the nature of a school unless he is qualified for that work.

**Mr. Decker:** Do you want a university education to teach a kiddy of 3?

**Mr. ROBERTS:** The hon. member for Sandgate comes right in. I say definitely that greater care should be given to the tuition afforded to the children between 3 and 5 than perhaps is necessary for children between 5 and 14 or from 14 onwards.

I would sum up my argument on this very important question on the education of the under-fives by quoting one of the very favourable comments made to me concerning the report that appeared in the "Courier-Mail." This man said to me, "The wife and I were talking over the report in the paper and we are quite in accord with what you said. The point that struck us is this: before a person can teach the elements of education to a child of 5 or 6 or 7 or 8 years



of age that person has to go to a high school, has to go to the Teachers' Training College to receive his or her qualification for the job; but any Tom, Dick, or Harry can come along and open a kindergarten and teach the children between 3 and 5." I say that condition of affairs is criminal; and there is no justification whatever for the attitude adopted by hon. members opposite that because the children are between 3 and 5 there is no necessity to have any control over the institution and no necessity to see that the teachers have the necessary qualifications and no necessity to have some form of inspection to see that the accommodation provided for them is suitable for children of that age.

**Mr. Hiley:** Are you going to amplify your views on the unsuitability of spinsters?

**Mr. ROBERTS:** My point is that very often, as I pointed out, those ladies, who are getting on in years and want to fill in their time or something of that nature, open these kindergartens without having any qualifications whatever; and I say definitely, ordinarily speaking, that they are not qualified for that very important work.

**Mr. Hiley:** Do you think the teachers of children in the State schools should all be married women too?

**Mr. ROBERTS:** That is not the point. I am clarifying the issue, and if the hon. member for Logan wants to put his own interpretation on it I have no objection at all.

With regard to the State school, I was rather amused this morning to hear the hon. member for Enoggera raise the question of the Nundah State school and seize upon some misprint that apparently appears in the "Hansard" report. As a matter of fact, I have not had an opportunity of checking the proof myself yet—apparently the hon. member for Enoggera has—and I certainly will correct it. As the hon. member for Enoggera knows, for years I have been a member of the school committee of the very school he is speaking of. Three of my own children attend it and I take a great interest in it; and while others have done, perhaps, more work in raising that nice sum of money he referred to, the fact remains that I am conversant with the number of children who attend there and with the work done by the school committee. For the hon. member to get up and endeavour to ridicule my statement about that school is to me plainly humorous.

With regard to State schools, there is a matter I wish to place before the Minister and his officers. It is the concern being felt by a number of State school teachers about the possibility that the refresher or rehabilitation courses that have been conducted for ex-service personnel will be discontinued in the next few months. Service men and women who were in the teaching service prior to enlistment lost some years in that profession, but on their return have had the opportunity given to them of attending a rehabilitation course—a very excellent

thing. My suggestion is that even if all the ex-service personnel of the teaching profession have been through that refresher course, the course should not be discontinued. It is very desirable that teachers in general should have the opportunity, in fact, I make bold to say, should be compelled to attend refresher courses after being teachers for a number of years.

I know this will not be very agreeable to many of the very old teachers. They become self-complacent and satisfied with their own ability as teachers. We hear that experience is the best teacher, and all that sort of thing, but the fact remains that many of our teachers go to country centres, and even those who teach in the metropolitan area, after teaching for a number of years, may get into a groove. As in most other professions, methods of teaching are continually changing and developing, and it is, I submit, very desirable that such teachers should have the opportunity of attending refresher courses. A similar system applied in the Army. There it was necessary to keep the officers in particular abreast of development and new ideas, and for that purpose refresher courses were provided. I am submitting, in short, that the continuation of the refresher school established for the benefit of the ex-service personnel would be for the benefit of teachers in general.

Another matter of importance is adult education, and in this term I include education of the young men and women between 14 and 21 years of age who did not attend a secondary school. I think I am justified in drawing the attention of the hon. members to the fact that in 1947-48 £14,331 was expended on adult education, and for this financial year it is estimated £17,281 will be expended. There was no expenditure whatsoever on adult education in 1938-39. Everything I may say on this matter is subject to the commendation I make to the department and the Minister for having done quite a lot in the sphere of adult education since 1938-39.

Of course, we are not unmindful of the invaluable work being done by scouts and various other clubs throughout the State. It seems to me that the recreational and social aspects of youth work are not sufficient and that something more must be done to train our young people and those adults who care to receive any tuition at all, in order that they might keep abreast of modern trends; in other words, in order that they might be mentally alert. We might say that it is essential to the building of the type of democracy that we in this country want, that education should be a continuous process, that some provision should be made to enable the adult to keep himself well informed and mentally alert. I think most hon. members will appreciate the fact that self-education requires a discipline that very few people can develop. That being so, it is necessary for us to provide the requisite machinery whereby the adult can receive this education.

**Mr. H. B. Taylor:** Then I have your support for free municipal libraries?

**Mr. ROBERTS:** Wholeheartedly. On looking round us we see a certain amount of political apathy today—to bring politics into the question. I make bold to say that adult education would do a considerable amount of good in destroying the general apathy towards politics and society as such that is rampant in our midst today. It would contribute much to the enlightenment of public opinion. If we want to put it on a political basis, the fact that there are so many hon. members sitting on the opposite side of this Chamber clearly establishes the fact that we have not a completely enlightened community in this State at the present time.

**Mr. H. B. Taylor:** We have all read Karl Marx.

**Mr. ROBERTS:** Hon. members opposite cling to the material conception of education just as tenaciously as any Marxist ever cling to the material conception of history. Their remarks in this Chamber have established that time and time again.

I wish to pay a compliment to the branch of the department that has been established to promote adult education, and in particular to the Director of Adult Education, Mr. Carter. He has done everything in his power to stimulate interest in adult education and has worked very zealously indeed in this very important work, but with the increased leisure hours we have in Queensland today and the opportunities that now present themselves for adult education I submit that taking all things into consideration, if money cannot be found elsewhere perhaps it might be possible to take it from some other less important branch in order to make further and better provision for adult education in the State. It is a tragedy to see young people in particular on Saturday, or even on a working day, interested in the programme at some motion-picture theatre, or in what time the beer is off, or in what horse is most likely to win such-and-such a cup, or even in whether or not they will go and see—instead of playing—such-and-such a football match or such-and-such a cricket game. We should develop our adult education system in such a way as to give the necessary stimulus and encouragement to our young people to participate in things that are more worth while.

In conclusion, I desire to compliment the Department of Public Instruction on the wonderful work it has done, as disclosed in the report by the Director-General of Education, and, seeing that we shall not have or that we may not have an opportunity of discussing this matter any further during this session—

**Mr. Morris:** Is that an indication?

**Mr. Lew:** You have let the cat out of the bag now.

**Mr. ROBERTS:** There is continual interruption by hon. members on the other side of the Chamber, but as I am a very new member in this Assembly it seems obvious to

me, after such an amendment has been moved and all hon. members seize the opportunity it gives to discuss education in general, there will be insufficient time to discuss the Estimates. If I had anything to do with it I would not bring the Estimates for the Department of Public Instruction on this session.

I desire to place on record my appreciation, despite the limitations imposed upon them, of the wonderful work being done by the Minister and the officers of his department.

**Mr. EVANS (Mirani) (11.51 a.m.):** The hon. member for Nundah has stated that we shall not have an opportunity of discussing the Estimates relating to the Department of Public Instruction this session and it seems that this is the only opportunity of putting our various problems and difficulties as regards education before the Chamber.

**Mr. Roberts:** I am not the Minister.

**Mr. EVANS:** As a country representative I must say that I have submitted many problems to the Minister and in almost all cases I have found him co-operative and helpful, but I do feel that his department should give more consideration to the need for helping the country children. In outlying areas of the State, where children are forced to go by bus to schools, a transport charge is imposed, and I say that it is a lousy state of affairs when the Government have to put a transport charge on to country children, who have to travel miles and miles in an endeavour to get a primary education, let alone a secondary one. These children have to travel from early in the morning until late at night, and in many instances their parents are not in a position to pay the transport charge. I suggest that the Secretary for Public Instruction take up with the Minister for Transport the matter of having this charge abolished immediately.

Furthermore, when people take their children to school by their own means of conveyance, the Government subsidy is paid only if there are at least nine children. Why should the figure be set at nine? Why not provide for four, five, six or seven? Why should not the children of parents in the outlying parts of the State, where the parents are developing the land and where they are living under bad conditions without amenities, receive some consideration? Why should the children have to suffer as well as their parents? Let us cut out the limitation requiring nine children and let the Minister decide that the subsidy shall be given to the parents of the numbers I speak of, to enable them to take them to school so that they may receive a reasonable education.

Another matter I want to deal with is the provision of teachers' residences in country areas. One of the reasons why we are losing teachers is that they are not properly catered for. In my electorate, before the old school was condemned and a new one built, the teacher had to ride eight to nine miles to work every morning on a bike. He and his wife were living in iron barracks lent to them by a cane-farmer.

This teacher is a very fine man and highly respected by all the parents, but he is thinking of resigning.

**Mr. Bruce:** Because he has to ride eight miles to work?

**Mr. EVANS:** No. I had not finished my story. The old school was condemned as being unsuitable and the teacher lived in this old building, which is not fit for a black-fellow. He had to ride eight miles every morning to work.

**Mr. Bruce:** What is his age?

**Mr. EVANS:** He is a married man with a family.

**Mr. Bruce:** What the hell has that got to do with it?

**Mr. EVANS:** We must put ourselves in his position. How many men would ride that distance to work? How far would the Minister ride? The Minister did not listen to me, otherwise he would have heard me say that he was living in iron barracks and they are not suitable for women and children to live in.

**Mr. Bruce:** I rode 30 miles to work on a bike.

**Mr. EVANS:** The point is that it causes dissatisfaction. It is the duty of the department to see that teachers have good homes. You must consider the womenfolk and the children because if the womenfolk are not contented the teacher will not be contented either. I think that No. 1 priority in the building of homes should be given to the building of homes for teachers, particularly in country areas. If you do not do that you will lose their services and the children, especially in the outback, will suffer.

From what I have seen since I have been in Parliament it is a case of all for Brisbane and if there is anything left, it is Brisbane again. We talk about decentralisation. Let us have decentralisation and let us have amenities on a basis of equality as far as possible for the teachers in the country compared with the cities. We are not getting that today. I know that the Minister spent his early life in the country and that he knows its problems and its difficulties, that he knows how the children and people generally in the country have to suffer and with that knowledge and experience I expect him to give adequate consideration to the needs of country people. If the department expects a teacher to ride eight miles every morning and evening over bush roads to work it is not going to keep the teachers long. For three months of the year in North Queensland it is raining and on many occasions the teacher has to cross swollen creeks and gullies. Does the department expect him to swim them? I ask the Minister to give consideration to my request.

I have discussed with the Minister also a proposal to depart from the radius of three miles set down for the construction of a

new school. An application was made for a school in my electorate but because another school was within three miles of the area the request was refused. I know that the Minister is giving further consideration to the matter. The school where the children attend at the present time is on the southern side of the Pioneer River but 20 of the children who attend live on the north-eastern side. Many of them have to travel three miles to the school and some have to travel about two miles. Because eight of those children travel only two miles our request for the school has been refused. In the last four years four people have been drowned off the low-level bridge over the Pioneer River which these children have to pass over—a bridge with about 150 feet of waterway. The Pioneer is one of the most savage rivers in North Queensland. It is quite possible for it to be normal in the morning when the children cross over it but, because of heavy rains in its upper reaches, to submerge the bridge by the time the children are let out of school. The Minister, with his knowledge of North Queensland and monsoonal rains, and of how suddenly rivers in North Queensland can flood, should give favourable consideration to the request for a new school and thus relieve the parents from daily worry during the monsoonal period as to whether their children will attempt to cross this low-level bridge if the river is in flood.

I know one man, a good swimmer, who attempted to cross the bridge on horseback but was swept off it by the flood water. His head struck some rocks and he was drowned. The horse also was drowned. Two other persons were swept off the bridge, one of whom could swim, and the other could not. The latter was drowned. Our young lives are more valuable than the cost of building a school to avoid such tragedies in such a locality. Many people in this primary-producing area have sold out and many workers have left it because their children had to cross the Pioneer River on this low-level bridge. Recently I drove Mr. Kemp through the locality and he agreed to gazette a farmers' road for 15 miles in order to give the people there access. The distance to town, 15 miles, is too far for the children to go to school there. This is a special instance that is well known to me, but many similar instances must have come under the notice of the Minister.

I do not know whether I caught the Minister correctly in connection with one point in this Bill. We want more teachers and we should not introduce legislation that will deter our promising young scholars from entering the Teachers' Training College. I have the case of a girl who was recommended by the principal of a technical college as possessing qualifications for entry to the Teachers' Training College. She entered the college but unfortunately she did not measure up to the standard set and retired from it. Since then the department has worried this girl's mother, who is a widow, very much in connection with £50 costs which it asks her to pay. This woman cannot pay

and has approached the member concerned and asked him to help her. Will the £50 bond, or whatever bond is mentioned in the Bill, not prevent the children of poor parents from entering the Teachers' Training College?

**Mr. Aikens:** They will not take the risk.

**Mr. EVANS:** They have not the money to find a bond and they certainly will not take the risk. The result is that they will enter other professions. It seems that the country people are again hit worse than the city people. Student teachers who live in the cities can live with their parents but students of country people must pay board. Therefore the provision for the bond will affect student teachers in the country particularly.

**Mr. Morris:** Who decided that this girl did not measure up to the standard?

**Mr. EVANS:** Her pass decided it. I understand that the minimum pass is 57.8 per cent, whereas she obtained 44.6 per cent. It was decided that she was unsuitable and £50 was claimed from her. Is this case one of the reasons why this provision has been inserted in the Bill? This woman was very worried. The department has not summonsed the woman or taken any legal action, but it has worried her considerably.

Another important matter is the payment of the teacher. I know a lady who went out to work to get money to help educate her daughter, who has been teaching for two years. I have written a letter to the Minister about her. She is at Kandanga, in the Cooroora electorate, and she could not get board at the hotel. She is paying £2 6s. a week board and I think her wage is £3 10s. or £3 5s.

**Mr. Dunstan:** Why go into another member's electorate?

**Mr. Low:** I gave him permission.

**Mr. EVANS:** The lady who came to me was the girl's mother, who lives in my electorate. I have referred the matter to the member for Cooroora and I am quite in order in taking it up on behalf of the mother.

**Mr. Bruce:** You have a joint interest.

**Mr. EVANS:** Yes. This girl is resigning from the department because she cannot get enough to enable her to live. You cannot blame her. Is it not up to the department to see that it does not lose good teachers? Is it not up to the department to increase their salaries? Their salaries are too low. Other jobs are offering for girls at much higher wages for which no special knowledge or education is necessary. You cannot expect them to remain in the department unless they are better paid. The question arises in all Government departments, the Bureau of Sugar Experiment Stations and the Department of Mines included. Public servants are underpaid and they are leaving. Graduates will not come in from the University. There is no future for them. If they go there there

is nothing for them to look forward to. I strongly suggest to the Minister that he and his Government give consideration to reviewing the whole of the conditions in regard to our specialists as I term them.

I ask the hon. gentleman to give consideration to these suggestions, particularly in the country area. No. 1 is the payment of a subsidy to parents on the transport of children to school and No. 2 is the provision of decent homes in order to make the teachers contented. If the women-folk are not contented, the teacher is not contented. It is the State's duty to see that these people have decent living conditions. I want a decent home, and everybody else does too. Why should we not provide our teachers with decent homes and living conditions? In the outlying areas the people live under conditions that members in this Assembly would not like to live under. In the isolated areas there are no amenities such as electric light, and they have to carry out their own sanitary arrangements. There are no deliveries of meat or bread in many places.

I should like the Minister to give those matters consideration, and I refer particularly to the people in the country areas. If the Minister and the Government are sincere in endeavouring to stop the drift to the cities there is no better way than to look after the children of the people in the outback. You must do it, as I know from my own experience at Gordonvale in North Queensland. I suppose I had a couple of the best farms in that area, and I sold them because by children could not get education. In a State like Queensland it is the duty of any Government—and this is not political—to see that those children living out in those areas get the same amenities, as nearly as possible, in education and other things as the children in the cities.

**Mr. TURNER (Kelvin Grove) (12.10 p.m.):** On Wednesday last the hon. member for Isis attempted to force the Committee to believe that a bond was required of a person before he became a teacher. We have just heard a repetition of that statement made by the hon. member for Mirani. The Act makes no provision for a bond to be obtained from any person on entering the teaching service of the State. The conditions are these: the prospective teacher must first of all have passed his scholarship examination and the Junior university examination. Having passed the latter he can enter the Teachers' Training College, where the student is provided with free books and for the first year, if living at home, receives £52 a year and if living away from home £78 a year. In the first two years he receives instruction to enable him to pass his Senior university examination and is instructed in music, art, physical education, and school methods. To obtain the necessary instruction in school methods students are sent to certain schools selected by the department for that purpose and at these schools the students receive, each week, instruction from the head teacher and other teachers capable of giving the necessary instruction. I am

chairman of the committee at the Ithaca Creek State school, which is an approved school to which students are sent to acquire knowledge in school methods. On several occasions when I have been visiting that school I have seen 20 young students in attendance there receiving the necessary instruction.

In the second year the student continues to get free textbooks but if living at home he receives £78 a year and if away from home £104 a year.

After passing the Senior university examination at the end of the two years the student enters the Teachers' Training College and is paid £104 if living at home and £130 if living away from home. For the second year he receives £130 a year if living at home and £156 a year if living away from home.

If the student qualifies at the end of that period he or she is sent out to a school and the salaries then payable are—

Males £326 a year, approximately £6 10s. a week.

Females, £270 a year, approximately £5 3s. a week.

The hon. member for Mirani stated that such a teacher received only £3 a week. That is not true. For the following year a female teacher receives £316 a year and can rise to £600 a year.

This is the only method by which any person can enter the Teachers' Training College and there no bond whatsoever is required. I regret that any hon. member should attempt to mislead the Committee into believing that parents have to enter into a bond before their child can enter the Teachers' Training College.

**Mr. H. B. Taylor:** If a trainee-teacher resigns, are they expected to refund the allowance?

**Mr. TURNER:** Yes, and I am now about to deal with that matter. On the entrance of every student to the Teachers' Training College a prescribed form must be filled in and signed by the parents before a justice of the peace. But there are people whose honour is not as high as it might be and who wipe aside this undertaking.

At the completion of his training in the Teachers' Training College the department may assign the student, who now is about 18 years of age, to a school that would require him to live away from home. It may be that the parents do not want this young teacher to leave home and hold the gun at the department's head, demanding that he shall be allotted a school in the metropolitan area so that he can live at home.

If the department does not accede to the request the parents of the young teacher then threaten to resign on behalf of the teacher, and that has been done on one or two occasions. They resign for the teacher, because the teacher is still under 21 years

of age. The proposed amendment seeks to tighten up this position. It will now be provided that any person who qualifies at the college and who has received payment while qualifying, shall refund to the department the money received while at the college if he or she does not intend to continue in the teaching profession, and that is only reasonable.

We have provided scholarships in the Department of Health and Home Affairs on similar lines. There we have five scholarships for medicine and five for dentistry. The students who are selected attend the University and are paid while undergoing their courses, a condition of the payment being that when they qualify they must render to the department such service as is required of them by the department.

Statements that have been made by hon. members opposite would lead us to believe that the conservatives—the Country Party, the Liberal Party, and the Queensland People's Party—are responsible for what education we provide. The hon. member for Enoggera went so far as to say that we have not done anything to encourage teachers or to improve their standards. When I went to school the head teacher recommended certain pupils to the department as being suitable for appointment as O-class pupil teachers. When they were accepted these pupil teachers, up to 4th grade, had to attend school at half past 7 every morning to receive instruction from the head master until 9 or 9.15, when they were dismissed to correct exercises and homework given to the children the previous day. At 9.30 they worked as teachers and at the end of the day's work as teachers they went again to the head master's office to receive further instruction from him until just on 5 o'clock.

**Mr. H. B. Taylor:** That was in Brisbane schools?

**Mr. TURNER:** That applied in all Queensland schools. Towards the end of the year these O-class pupil teachers sat for an examination for qualification in the next grade as P.T.I. teachers. When they were accepted as O-class pupil teachers, they received the huge salary of £30 a year, and were paid quarterly.

**Mr. H. B. Taylor:** They do not get much more now.

**Mr. TURNER:** The hon. member is not very attentive. A few moments ago I stated that when a teacher went to a school he received £326 a year or approximately £6 10s. a week, while females received £270 a year or approximately £5 3s. a week. If he cannot see a great difference between those amounts and £30 a year then he must indeed be dense.

When this pupil teacher qualified as P.T.I., the salary of males was increased to £40 a year and that of females to £20 a year. When they attained fourth-grade classification they received the huge sum of £70 a year for males and £50 a year for females. Those were the good old days!

I have made a comparison between the rates of pay to young student-teachers and the wages paid to apprentices in industry. If hon. members opposite think that the Government should pay higher wages to teachers, why do not the people whom they represent set the example and pay higher rates to young apprentices, who produce something out of which they make profits? I have taken out a statement of the average rate paid to apprentices under the apprentice scheme, as follows:—

	£	s.	d.
1st year apprenticeship	1	9	5 a week
2nd year	2	10	5 "
3rd year	3	15	7 "
4th year	4	16	7 "

Compare the rate of £4 16s. 7d. a week with that of £5 3s. 0d. for a female teacher who has qualified at the end of the fourth year! It is important that these things should be pointed out.

A good deal of condemnation has been hurled at the department by the Press in recent days about the teaching of our children, and as one who has interested himself closely in the teaching of our young people I was very much interested indeed to hear the remarks made at the conclusion of an eisteddfod recently held in my district. The junior choir consisted of pupils from 17 schools in what is known in the Department of Public Instruction as the western-suburbs zone, which includes schools in Kelvin Grove, Ithaca, and Enoggera. The junior choir travelled to Sydney to compete in the Sydney Eisteddfod and at the conclusion the adjudicator, Dr. Baneroff, who is recognised as one of the highest musical instructors in the Commonwealth, in his adjudication not only eulogised the Queensland junior choir for their singing ability but said that their diction was unsurpassed. He said that he had examined choirs throughout different parts of the world but never in his life had he heard such perfect diction as the children displayed in their rendering of competition numbers. That is due principally to the wonderful instruction our pupil teachers are receiving at the Teachers' Training College. They are capable of imparting the art of speech to young people, so much so that their ability has been reflected in the success of the junior choir in this instance.

I should like to make a comparison between what this Government are doing in Queensland and what the Tory Government—the Liberal, Conservative, United Australia Party and everything-else party—of Victoria are doing.

The article I have before me reads—

“Thousands of Children Denied Education as Schools Limit Students.

“An alarming decline in the Victorian education standards was disclosed last week when a country newspaper revealed that students would be admitted to the district High School only after passing an entrance examination.”

“At the same time reports from all over the State indicated that many primary and high schools were refusing to enrol additional students.

“These reports were substantiated by evidence given this week before the Teachers' Tribunal, to which teachers were appealing for salary increases.”

**An Opposition Member:** What paper are you quoting from?

**Mr. TURNER:** From a Victorian paper published in Melbourne bearing date Friday, 30 July, 1948, containing reports published in Tory newspapers circulating in the State of Victoria. It goes on to say—

“These reports condemned the Government.

“Two recent reports which condemned the Hollway Government's neglect of education were—

“Victoria Teachers' Union President Trudinger to the Teachers' Tribunal.

“Children were turned away from schools on 1 July, in most cases because there was no-one to teach them.”

I thought that they had all the teachers they wanted in Victoria because of the generous treatment meted out to them by the Liberal-Conservative Government.

The paper further says—

“This shocking state was a serious indictment on our education system.

“Mountain District Free Press (Belgrave): Because of accommodation deficiencies at the Upwey High School only students passing an entrance examination will be admitted in 1949.”

It goes on to say—

“Today thousands of Victorian children are being denied what is the birthright of every Australian child—the right to the best possible education.”

It says further—

“In doing this the Hollway Government deliberately followed the policy of the anti-Labour forces throughout Australia.”

That is just what hon. members opposite are attempting to do in this State.

The paper continues—

“This aims at restricting the educational opportunities of the general mass of the people.

“Their attitude was expressed last year by Taxpayers' Association Secretary Pettigrove, who declared that the school leaving age should not be raised. Children should obtain employment and so aid Australia's production drive.”

He wanted the children for the factories. He did not want to have them educated.

The paper continues—

“Recently a select committee of the privileged Tasmanian Legislative Council

followed the same lines and recommended that the school leaving age be retained at its present limit.

"These anti-Labour forces fear a better educated working class with its greater ability to understand economic and national affairs."

That is what they are afraid of. They know that the high educational standards provided by Labour Governments everywhere in Australia will fit them with a better education and thus they will be better able anywhere and at any time to discuss world affairs, much to the dislike and the discomfort of the opponents of Labour. That is why our opponents would like to make it appear that this Government are not doing anything to increase the standard of our teachers. Even if their salaries were increased tenfold, the children could not get a better education than they get today. With few exceptions, the teaching staff is an excellent one and I make the few exceptions because I know that in every group, whether of teachers, lawyers, politicians, or others, there are always the few exceptions. I resent any reflection on the work of the teachers. I mingle with a number of them and I know the splendid service they give, frequently in their own time.

The people of Australia must be warned of this newly rejuvenated Liberal Party. They hate what they term socialistic government. That forces me to the opinion that if ever they become the Government of Australia they will do their utmost to sell our post office to private enterprise and to sell out our teaching service. If, as they say, they are opposed to socialisation and nationalisation, they must be consistent and throw those two social services overboard.

**Mr. CHALK** (East Toowoomba) (12.31 p.m.): During his remarks this morning the hon. member for Nundah said that when speaking in this Assembly it apparently was very necessary for an hon. member to cross every "t" and dot every "i." Perhaps he is quite correct, but as a barrister I should expect him to be much more careful in the use of the word "criminal." He said this morning that persons who conducted kindergartens were committing a criminal offence. That is something which must be deplored by every member of this Committee. He said it was his opinion and I am pleased to know it was only his opinion, but when he was speaking in this Committee he was speaking for his party. Therefore one must come to the conclusion that his views were the views of the party he represents.

Yesterday the hon. member made use of the words that kindergartens were usually conducted by spinsters and he decried them for conducting kindergartens. In the electorate I have the honour to represent is a kindergarten conducted on very sound lines by people well-known throughout the whole of Queensland. I want to defend that kindergarten because it is doing something in Toowoomba that this Government have fallen down on, and which is reacting to the good

of the people. At present something like 100 children are attending that kindergarten. For any hon. member to stand up in this Chamber and decry what is being done by those ladies in Toowoomba in conducting a kindergarten school is something to which I take great exception, and it should be disavowed by every hon. member.

The hon. member for Mirani referred to the conditions under which one teacher in his area had to travel over eight miles to his school. I know those conditions apply in many cases throughout Queensland, but I do not think it was very fitting for the Minister to interject, "What the hell has that got to do with it?" Those were the words the Minister used by way of interjection when cross-questioning the hon. member for Mirani as to the conditions under which this teacher was at present living.

**Mr. Bruce:** I take your reprimand.

**Mr. CHALK:** I am pleased the Minister admits he did use those words because I was afraid they had not caught the ears of "Hansard," but they are now recorded. Such an interjection, coming from the Secretary for Public Instruction, shows a standard on which our system of education is based by this Government.

I made reference to the subject of education when I spoke on the Budget. Although certain members of the Government have sought to belittle my remarks I have already received letters from three different places in Queensland congratulating me on the stand I took. However, I do not intend to try to develop that argument this morning beyond saying to Mr. Daughtrey, of the Queensland Teachers' Union, that I have no grouse against the teachers of this State as a whole. I believe that generally they are a very fine body of men and women doing a very mighty service for the children of Queensland, but doing it under deplorable conditions.

I am pleased that the opportunity has arisen during this discussion for every member, if he so desires, to air his views on the education system and the conditions under which teachers are expected to operate within this State at the present time: I believe that, taken as a whole, the officials of the department and the teachers are doing all they can with the material provided for them; but it is up to this Government to see that a greater grant is made for education, and that conditions are improved so that we may attract to our department people who will take the teaching profession seriously and do all they possibly can to improve the educational standard of our young children. But today the conditions under which teachers are asked to operate, particularly in the country, are deplorable. We heard remarks made by members on the Opposition side of the Chamber as to the conditions under which teachers have to operate in the country. In many cases the conditions as outlined here by members of the Opposition apply throughout Queensland.

Already my colleague, the hon. member for Enoggera, has also raised in this Chamber the question of what he terms a tax on parents. I want to strongly support the hon. member for Enoggera's contention. It is all very well for Labour supporters to say that parents get a great kick out of being on school committees, that they get a great kick out of contributing to the provision of amenities for the children. I believe they do. I agree entirely that there is in many homes a sense of pride at being able to send along something to provide amenities for the children at a given school. But I want to raise the question a little higher, and take the case of a family of six or seven attending the one school. Perhaps the parents are on the basic wage or unable to contribute towards the amenities that are essential, not only for the education of our children but also for the building of their muscles—for building them up to be better men and women. In many cases children are asked to take along money once a month so that sporting material and other things can be provided. Where there are four or five or six children in a family, the parents sometimes cannot find the money to give the children to take to school and those children go to school feeling that they are not on a par with their little playmates whose parents are better situated. This is the case as I see it. I believe this Government, who pride themselves on free education, should do more and give greater help in the provision of the amenities that are essential to the development of our children.

We know that the cost of providing clothing, books and other things for children is quite a drain on the pockets of the parents, and to expect them to find the finance for amenities that I contend should be provided by the Government is placing a very heavy strain on them, particularly those in receipt of the basic wage or a little higher.

A member of the Harlaxton School Committee has brought to my notice the fact that some little time ago it was decided to provide a theatrette at that school, and the Government were asked what help or grant they would give for this work. I understand the department informed the committee that to enclose windows in one of the classrooms with blinds would make it suitable for a theatrette. The classroom measures 40 feet by 20 feet, and there are 80-odd windows, and as it is an old building the windows rise to about 8 feet, virtually to the ceiling, consequently the expenditure in the enclosing of that classroom would be very great.

Moreover, had the matter been fully investigated it would have been ascertained that there are only three classrooms in that school, all three being of the same size and fully occupied by at least two classes each day. This would mean that if it was desired to use one of these classrooms for the purpose of showing educational pictures, it would be necessary to turn out of that classroom

children to the number of about 60 periodically, and accommodate them either in another room or under the school. However, the Harlaxton School Committee was prepared to build the theatrette but received no assistance from the Government to do so. The committee went ahead with the work, and I was very pleased to have the honour of officially opening that theatrette three weeks ago. Since then the theatrette, which cost only £40, has been the subject of discussion between the department and the committee as to whether any subsidy at all would be given, and my information is that no subsidy will be advanced to the committee for the work it has done. The members of the committee went ahead, found the timber, for which they had to pay, and by their own labours built the theatrette, and now all they are asking the Government for is to give them some advance to help them meet their commitments in the way of timber and so on, but they are not to get that assistance, simply because the department wanted the theatrette to be conducted in one of the school classrooms.

This same school committee has been very active. It has levelled off the school grounds at its own expense and provided a playground for the children of the kindergarten section. This school, an eyesore, 12 months ago, by the work of an energetic school committee is being placed on a very good footing, and I appeal to the Minister to give every consideration to every application from that school for assistance by way of subsidy. The committee is to be commended on the work it is doing, which is not work done for the members of the committee themselves but in the interests of the approximately 300 children who are attending the school.

Let us also look at some of the amenities provided for teachers. Much has been said about the shortage of teachers, but if we provided greater amenities for them we should attract many more young men and women to the profession. Anyone who cares to visit schools today will see six or seven teachers huddled together in one small room eating their lunches and provided with no amenities such as separate conveniences for themselves. They are called upon to go to school and teach with no amenities whatsoever.

The teacher's work is not finished when the children go home at 3 or 3.30 o'clock in the afternoon. Many of them have to stay until 4, 5 and sometimes 5.30 o'clock doing work for the education of our children. They are entitled to many more amenities.

**The CHAIRMAN:** Order! Those are matters of administration. They do not come under the State Education Acts.

**Mr. CHALK:** I will refer now to school buildings. It appears to me as though the department held that it is sufficient for a school to consist of four walls and a few forms. A tour of country centres will disclose that in many places the school is nothing more than a building equipped with the bare necessities for the education of our



children. As a Government we should do everything possible to improve school buildings. That should be the first step towards encouraging young men and women to enter the teaching profession. If we provide the teachers with more amenities and better conditions than they have today, we shall overcome many of the problems associated with education and our children will be greatly advantaged by it.

**Mr. RUSSELL** (Dalby) (12.48 p.m.): I do not set myself up as an authority on education but there are one or two matters I wish to bring before the Committee. I am pleased to have the opportunity of speaking to the amendment moved by the hon. member for Mundingburra because it allows me to discuss matters of interest to country people in particular.

I am very appreciative of the work being done by the officers of the Department of Public Instruction, but it serves no useful purpose to eulogise anybody here and I therefore propose to offer a certain amount of criticism which I hope will be accepted as useful suggestions.

The problem of education in the country is very real to-day and it is becoming more serious than ever. Education in the country is not and never has been free. It is becoming more and more expensive as time goes on, because of the costs associated with it and because of the fact that greater and greater qualification is necessary to fit children for modern life.

The difficulties of obtaining education in the country are responsible more than any other single factor for the drift of population from the country to the cities. I know of an instance in which a man in my electorate, who had three children, and is well off, had to sell his property and take his wife and family to live in Toowoomba. The result has been that he is off the property and living a more or less retired life in the town of Toowoomba so that his children may be educated. He pointed out that when he was on the property he spent most of his time helping his wife look after the children. It was quite impossible to carry on. That illustration could be multiplied many times because one of the greatest difficulties—

**Mr. Devries:** Not too many times.

**Mr. RUSSELL:** It is quite common. One of the greatest problems we have to face in the country today is that of taxation.

**Mr. Power:** Belly-aching again.

**Mr. RUSSELL:** Let me develop the point. Take the case of a man earning £1,000 a year—

**The CHAIRMAN:** Order! I hope the hon. member will not discuss the subject of taxation. The matter before the Committee is an amendment to the State Education Act.

**Mr. RUSSELL:** I realise that and the only reason for making the point is that it has a general bearing on the problem of education that I am dealing with. The only way a man living in the country away from towns has of educating his children is to send them to boarding schools around Brisbane or in some of the provincial cities. If he is earning, say, £1,000 a year and has four children at school it takes a half of his income to keep those children at school. I would mention as an illustration that at the Southport school a man with four children has to pay in school fees alone £400 a year; at Trinity College, it costs him £537 a year, apart from fares and other incidentals he has to pay.

**Mr. Bruce:** He gets a deduction in his income tax.

**Mr. RUSSELL:** For that part of the fee applicable to tuition.

**The CHAIRMAN:** Order! I would remind the hon. member that Southport is a private school and not covered by the Act.

**Mr. RUSSELL:** I was replying to an interjection by the Minister and I was saying that this man was left with half of his income to clothe and feed the rest of his family. You can see his problem. He has to look for relief—

**Mr. Devries:** His problem is not so big as that of the fellow on the basic wage who has to educate his family.

**Mr. RUSSELL:** The fellow on the basic wage has to live in town and has a great problem. I am not battling for any particular section of the community but am saying that the country people generally must have some relief. I offer a suggestion to assist and that is that the Government help to a greater extent in the establishment of hostels to provide accommodation for children from outlying areas so that they can attend schools in the bigger centres. Some have been established by the local citizens, but finance is a great problem. The Government take no responsibility at all except that they give a subsidy which is greatly appreciated. The Federal Government will not grant as a deduction for taxation purposes, amounts given to such funds. It is very difficult to give anything out of a net income because most people have so very little left after taxation is paid. The Government could do a great deal to help in the matter. I believe that it is the only solution to this problem which affects country people so seriously.

Transport assistance where conditions are suitable, is good but it is applicable only where roads are good and where services can be maintained with regularity.

I do not want to depreciate the value of the correspondence system, because it has done a wonderful job for the people in the country.

I say quite emphatically it is not enough. The direction necessary under this system is not always available, and often the mothers of the children are not competent to give the

direction that is necessary. The qualification needed today is much higher than it has been in the past and any lowering of the standard of education is a handicap to the children.

The solution of the problem of retaining the teachers in the service obviously is along the lines of raising their status in the community, as to both their social positions and their pay. I think that can be done. I think the department makes a mistake in sending the younger teacher to the one-teacher schools. That seems to be the first position allotted to them after they leave the Teachers' Training College, and my idea is that they should be sent to the bigger schools under the direction of an experienced head-teacher or staff of teachers, instead of being sent to the smaller schools. The policy in this connection should be reversed. I think it would be much more workable than the present policy because the older teacher who goes to the one-teacher school is much more likely to marry and settle down, make a home, and make it a life's work. Married men at the single-teacher schools are far more desirable than single men, and there is this added advantage, that in many cases his wife is of considerable help in handling the children and a help in organising and joining in the community life generally. Under present conditions the young teacher who gets an appointment to a lonely part of the country often has to live with people whose home life may not be congenial and so gets sick of it and resigns from the service.

**Mr. Devries:** There is a great deal of truth in what you say.

**Mr. RUSSELL:** The Bill follows very much the principle of much of our legislation today in dealing with the effects of our system rather than dealing with the causes of it, and I suggest that the Minister should look into some of the causes.

There is another matter that I should like to mention before my time expires and that is the fact that the amount given to the junior trainees at the Teachers' Training College, which I think is £78 per annum, is not adequate; and in view of the fact that their costs are heavy we should pay them a greater amount. I suggest that not less than £120 per annum should be paid while they are attending the Teachers' Training College, and proportionately more to the seniors.

**Mr. LOW (Coorooora) (12.59 p.m.):** I wish to add my contribution to this very important debate. The Bill, which seeks to amend the State Education Acts, 1875 to 1940, provides for the recovery of teachers' scholarship allowances where students fail to follow that profession. There may be some justification for the measure, because in the past quite a number of students have left before they have taken on the duties of teaching. Although the provision may be necessary, I feel that it may have the effect of depriving the department of a number of excellent teachers.

I hope that the penalty clause in this measure will not act as a bar or deterrent

to the recruiting of young people to the teaching service. The department has every opportunity of recruiting these young people for the teaching service because it has them under its care from the time they are five years of age until they are 14. If teachers emphasised the benefits and concessions received in the profession it would go a long way toward the rebuilding of the strength of the service. Young people, particularly toddlers from five years to eight, when commencing school who are asked what they would like to be when they grow up invariably reply, "I should like to be a teacher." After that age they frequently change their minds and say they want to enter some other calling or profession. They probably find out for themselves the lack of sincerity in most of the things they are taught. The very surroundings of the school are not what they should be to attract them to its service. If there was a proper building-up of our educational facilities, and an explanation is given to the children of their benefits, I believe a great number would offer their services for the profession.

I was very pleased with the recent announcement of the Director-General of Education that the department had gazetted the Nambour Rural High School as an adjunct to the Teachers' Training College. This is a step in the right direction. I believe from that district alone we shall recruit many young people into the teaching service who would not enter the Teachers' Training College in Brisbane. Much has been said of the training of student teachers. In order to place the facts before the Committee I will quote the conditions that have just been announced to the head master of the Nambour Rural High School. If a student is able to live at home for the first year he will receive £52 per annum. If he is able to live at home for the second year the allowance will be £78 per annum. If he is obliged to live away from home the first year the allowance is fixed at £78, and for the second year £104. That is not a very big salary for a student teacher. It would look as if only the children of the wealthy are being encouraged to take up service with the department. The salary is not adequate as an inducement to our young people to enter a calling of such great importance. There is no calling today that is more important because the teachers are the guardians of the young life of this great nation and State. If the Service is to be carried on then better conditions and pay must be offered to our young people to enter our training colleges.

**The CHAIRMAN:** Order! I would remind the hon. member that the salaries of teachers has nothing to do with the Bill before the Committee. That is a matter for industrial agreement or award. It is also a matter of administration which does not come under this Bill.

**Mr. LOW:** I will accept your ruling, Mr. Mann, but I was just pointing out that if the conditions of the teaching service were improved a greater number of pupils would probably enter the teaching profession.

The building up of the Nambour school has always been in the eye of the department. I know the interest the department shows in that school, and I think it was one of the first to be made a rural and high school. The department extended its activities to the Department of Agriculture and Stock and now has gone one step further and made it a Junior Student Teachers' College. I feel that one of the greatest obstacles at that school is the lack of accommodation for the pupils and I hope that the Secretary for Public Instruction and the Secretary for Public Works, Housing and Local Government will collaborate closely in an endeavour to bring about the establishment of the Country Women's Hostel at Nambour. We have been waiting for its establishment for three years, and it appears as though the Government had been stalling to some extent in the matter. I hope it will be established next year, because if it is many country boys and girls who are today being denied the education the school can give will be able to come to that centre and receive the benefits of secondary and high-school education as well as agricultural and junior teachers' training, to which they are entitled.

Another provision in the Bill gives the head teacher of the local State school the power to decide the time for religious instruction, instead of the school committee. From my experience of school committees I do not think they have ever exercised that right; they have always looked to the head master of the school to decide such a matter. I think that provision in the Bill is right and just. I do not see anything wrong with it and it is only confirming something that has been taking place for a great number of years.

I think it is all the better for the local ministers of religion to come to the school and give religious instruction themselves if possible. They are being handicapped to a great extent through lack of petrol and other inconveniences in carrying out the work as they wish to do it. If a suitably prepared prayer was read by the head teacher before the commencement of school each morning I think it would be beneficial. We carry out that procedure in this Chamber, and I feel that the effect on the members is a beneficial one. If that practice could be carried out in our State schools, where religious training is not being given as it should be, it would have a beneficial effect on the kiddies as they grow up.

Another matter that I am concerned about, which I have advocated strongly for many years—and I know the hon. member for Murrumba also has been stressing it for a great number of years—is free bus travelling for pupils to rural and high schools if no rail facilities are available. We find that the children living in the outback places, away from the railhead, are forced to pay their bus fares when attending the State rural and high schools, whereas those who live near the rail get free rail passes. That is discrimination. This Government would be doing a wise and just thing if they agreed to the

request to grant free bus passes to children who have passed their scholarship and who wish to continue with a secondary education, and by doing so are forced to travel by bus. Then everybody would be put on the same footing.

Since taking over the administration of the Transport Department the new Commissioner has altered the heavy vehicle fees.

**The CHAIRMAN:** Order! The hon. member is getting away from the matter before the Committee. We are considering an amendment of the State Education Acts and not the administrative acts of any other department.

**Mr. LOW:** Thank you, Mr. Mann, but since the imposition of the new tax people are complaining of the increased fares being charged to children travelling by bus. The imposition of this direct tax imposed by the Commissioner for Transport has necessarily brought about an increase in bus fares. I hope the Minister will look into that.

**Mr. Nicklin:** Exempt school children.

**Mr. LOW:** Yes, school children should be exempted. The department will not make any subsidy available or grant any concession to those who live along the roadside of a regular bus service. The Minister might look into this case in point: a family including several school children lives on the roadside between Tewantin and Cooroy. A regular bus service passes the residence. The parents asked the department for a subsidy or to arrange for some concession in bus fares, although there were not the requisite number of children to ensure an average daily attendance of nine. The department rejected the application. In those instances, where an organised regular bus service passes the door the department should give some consideration to any application for subsidy or concession. I may not entirely agree with this principle in the case of the establishment of a new bus service for the convenience of the children.

Many teachers of one-teacher schools are brokenhearted. In these schools one teacher may have the responsibility of teaching five classes and it is impossible for any teacher to teach five classes at one time. The work they are expected to do causes a breakdown in health and morale. I feel that this is a reason why many such teachers in the outback centres resign from the department and take other employment. A second teacher should be provided if there is an average attendance at the school of 35 instead of the requisite 43 as at present. Of course, that would necessitate the appointment of additional teachers but we must leave no stone unturned to see that teachers are recruited to the department and the children are in no way neglected.

I agree with the centralisation of schools but this policy will necessitate a somewhat large building programme and with the position as it is today it is virtually an impossibility to proceed with such a scheme to any great degree. Before I give my blessing to

the centralisation of schools I feel the department must be in a position to provide teacher-bus-drivers. The responsibility of the driver of a bus transporting children to and from school is very great and until the department is in a position to purchase buses for this purpose and provide teacher-drivers it should leave the scheme in abeyance. Today, when a transport service to and from a school is being arranged, the usual procedure is for the department to rely on some person with a truck to transport the children to and from school.

In many instances the scheme is subsidised on a scale ranging from 8½d. to 11d. and 1s. 2d. a mile, and the department knows that is not enough. Transport committees are formed and the subsidies are paid to them, to be passed on to the driver. This scheme cannot be successful. When private persons are transporting children to school under these conditions a driver who may be sober and reliable may sell his business to another who is not so reliable. Until the department is able to set up an educational system on a solid foundation we should proceed cautiously about these things, because life cannot be restored to a dead body. Parents think a good deal of their children and I think a good deal of those parents, and if they are prepared to bring children into the world in order to populate the country we should consider their wishes in these matters.

It is timely that we discuss the parent tax referred to by the hon. member for Enoggera. The Department expects too much of school committees. All it does is pay the teacher and provide a school building. The onus for the rest of the service is left with school committees and I must protest emphatically against that. The Government are evading their responsibilities in every way connected with educating our children and the sooner the department realises that it is its responsibility to provide these facilities the better it will be for all concerned. I know the department is doing all it can to overcome some of our problems, but the excuse that there is a shortage of man-power and materials cannot stand because these problems have not arisen only in the last two or three years; there has been a gradual deterioration in our educational system over the last 20 years. I should like to inspire in the Government the desire to do a better job than they are doing at the moment and I promise them all the co-operation of which I am capable in this direction.

I have been trying to revive many of the school committees in my electorate that became so discouraged as a result of the stonewalling tactics of the department and the Government that they ceased to function. I am happy to say that all committees are now working and the school teachers and committees are assured of my close co-operation at all times.

I hope that the Estimates for the Department of Public Instruction will be discussed this year, and the fact that there has been

no amendment to the State Education Acts since 1940 should bring shame upon the department and the Government.

I should like here to refer to the department's treatment of Miss L. Richards, who had to travel by road during the railway strike. She had a railway requisition in her possession but could not use it. This is one instance of pinpricking tactics on the part of the department and I suggest that it would be well to make a refund, not only to Miss Richards but to every other young girl who was caught in the same circumstances during the strike.

**The CHAIRMAN:** Order! I have given the hon. member a good deal of latitude. That is an administrative matter that has nothing whatever to do with the question before the Committee.

**Mr. LOW:** I again appeal to the Government to reduce the average daily attendance to seven instead of nine in the re-opening of country schools, because, as the hon. member for Mirani said, the three-mile limit is not a fair test. Each case should be judged on its merits, and where exceptional circumstances prevail more favourable consideration should be given to it.

The provisions of the Bill will be acceptable, but I hope the Minister will take into consideration the views expressed by various hon. members on this side who have all strongly condemned the Government for not going far enough in relation to education. I hope that there will be a marked improvement in the future.

**Mr. LUCKINS (Maree) (2.36 p.m.):** I welcome the opportunity afforded by the Bill to debate this important department, because from experience we have gained in the past we should be able to take forward steps in our education system. I welcome the opportunity of examining that system from many angles.

I spoke in this Chamber some years ago on the advisability of appointing women inspectors. We have had long experience in matters of this kind and I have brought the subject to the notice of the Director-General of Education, but so far no move has been made to elevate any of our very splendid women teachers to inspectorial rank. The hon. member for Nundah somewhat berated the efforts of our women teachers in kindergarten work. I appreciate the great services these women have rendered to the State, and I deplore very much that a new member to this Committee should air his views, having had no experience at all, except in a theoretical way, simply because somebody has opposed him politically. I think experience will enable him to get a wider and greater knowledge of the subject, and I am sure that he will give credit where credit is due.

I should like to say a word or two about the education of our girls in the more thickly populated industrial areas of the State. I have on occasions proposed that domestic

science, woodwork, and other industrial activities be brought into the educational system to a greater extent than they are today. From experience we know that there are many avenues open to girls who have passed the scholarship examination and who seek to become domestic-science teachers. When boys and girls reach the standard of the scholarship examination they are both set the same examination paper and both have to pass in English and mathematics and other subjects. What interest is it to the girls to pass the same subject as boys? Does it convey anything to the Minister when I tell him that the girl gets no credit for her pass in domestic science when she sits for the scholarship examination? I suggest to him that we substitute domestic science for mathematics as a compulsory subject for the girls and say to them that if they pass in English and domestic science they are entitled to a scholarship pass. I know that would meet with the wishes of hundreds of girls because mathematics is of no great concern to them, whereas domestic science is.

I come now to the subject of free education, and every child in the State is entitled to that. We spend about £2,000,000 per annum on our educational system. I have always advocated free education from the kindergarten to the University. If Western Australia can do it, why not we? We are building a grand University building and I am proud to know that it is being built in Brisbane but I want the department to go further and we can advocate nothing less than the best education for all our children. We have produced some wonderful scholars including a number of Rhodes scholars. They have left their mark in all spheres of life and in many parts of the world. We have produced brilliant men in science, medicine, banking, and commercial life generally. Unfortunately there are a number of parents who are unable financially to give their children, many of them brilliant scholars, a sound education because the cost of it is prohibitive. No child should be deprived of the opportunity of enjoying a secondary education and a University education as well, because it is only by means of education that they can be fitted to take their places in life.

I return to the subject of kindergartens, a matter raised by the hon. member for Nundah, but I want to pay tribute to the men, women, and girls who have devoted considerable time and trouble in the fostering of these institutions for the training of the tiny tots and the young children. Incidentally, the hon. member for Nundah expressed the opinion that the most critical time for imparting the fundamentals and laying the foundation of education is from the age of five years, but I am opposed to any suggestion that children of these tender years should be deprived of the homely and motherly care that is bestowed upon them in what may be regarded as the kindergarten age. It is something to be desired.

If the hon. member wants to instil ideas into the minds of the youth of our State as Hitler, Mussolini, and Stalin did, if he wants

to instil communistic doctrines into their young minds so that they will remember them for the rest of their lives, then I for one do not agree with it. If the hon. member wants to introduce something of the communistic or socialistic way of life into the teaching of our young, it is high time that the Director-General and others in charge of our educational system called attention to the fact that we are British people, imbued with British ideas, and that we want those ideas inculcated in our schools and we do not want taught there any foreign philosophy, whether it be from Russia, Germany, or anywhere else. If those in charge of education are not big enough to evolve some form of education within the British tradition, then we should hand the duty over *holus bolus* to those foreign agents in our community who are aided and abetted and encouraged in preaching a philosophy diametrically opposed to it. When these people get round the corner they meet secretly in houses as the agents of the Comintern and Communism, as the hon. member for Enoggera described. I am sorry to say that some of His Majesty's members of Parliament in Queensland are not big enough to come out into the open and denounce these communistic agents who stand for the foreign philosophy of Russia.

**The CHAIRMAN:** Order!

**Mr. LUCKINS:** I will get back to the subject. We have an educational system that is not free. I emphasise "not free" because we find that at every angle, as has been mentioned by the hon. members for Mirani, Cooroora, and others, heavy expenses are associated with the teaching of our children. Seeing that the Commonwealth Government take £30,000,000-odd out of Queensland, the Minister should take up the matter with the Prime Minister with a view to obtaining additional funds for our educational facilities.

• **The CHAIRMAN:** Order!

**Mr. LUCKINS:** The vote for education should be greatly increased by an allowance from the Commonwealth. I foresee the day when a Minister must augment the sum set aside in the Estimates for education. If we are to improve our educational facilities, more money must be found to build more schools, improve our present buildings, and to create more amenities. The department is in duty bound to give the children the best possible conditions under which to study. They will be able to carry on their studies then more contentedly, and their parents will recognise that they are receiving facilities and amenities for which they are taxed.

**Mr. PATERSON (Bowen) (2.48 p.m.):** I am very thankful to the hon. member for Mundingburra for moving the amendment, which has allowed hon. members to debate to a fairly wide extent the State Education Acts. As has already been pointed out by several hon. members, we are supposed to have a system of free education, at any rate in our primary schools, but it is obvious that the term "free education" is a misnomer. When other hon. members and I went to

school, the main apparatus used in teaching the children was a blackboard, chalk, maps, pictures and similar aids. Today, however, we are not living in the horse-and-buggy age. We are living in an age when modern science has placed at the disposal of the educational system more efficient methods of instruction than in the days when we were children.

In this connection I shall quote a passage from the latest annual report of the Director-General of Education under the heading, "Radio and the Film":

"Since my last report the developments forecast therein have begun to take place, and the schools are now receiving equipment for both radio reception and projection of films. Over the past six months 50 schools have been supplied with sound film projectors and 40 radiogram equipments have been installed. The supply of radio receivers has been delayed by the difficulty of obtaining the necessary plywood for the cabinets, but that position has improved, and it should now be possible to proceed with these installations at the rate of 10 each month. As far as possible the needs of the country schools receive attention first, for experience shows that the radio broadcast is appreciated more widely by those schools.

"The importance of visual methods in education has long been recognised. The urge to use these methods arose originally from a desire to make our ordinary education less academic and bookish and to give more attention to the training of the senses including the visual sense. This urge has been reinforced by the recognition of the value of using the techniques of a technical age the better to instruct its children in the necessary knowledge and skills. There can be no argument concerning the usefulness of visual aids in instruction. The difficulty is to determine when such aids should be employed, which aids are required, and how they should be used. It is certain that the use of the film is becoming more popular, although lack of electric power in country areas makes it difficult to bring the aid to the small country school. Battery-operated moving picture equipment is unprocurable and, if it were, the cost (about £200) would probably put it beyond the reach of a small school, even under the £1 for £1 subsidy paid by the department. Even the still-film (or film-strip) projector formerly used for battery-operation has not been available. However, the department has now placed an order for a quantity of Australian made still-film projectors which will be available to schools that are not served by electricity."

I draw attention to these words: "There can be no argument concerning the usefulness of visual aids in instruction."

This shows, Mr. Mann, that the Director-General quite correctly recognises the great importance which the film and the radio can play in modern education; and to me it is as unfair and as unjust to expect school committees or anybody else other than the Department of Public Instruction to provide

the money for radios and film projectors as it would have been in my day to expect the parents or school committees to pay for the cost of the blackboards, maps or any other of the apparatus used in those days.

Mr. Mann, it is not fair, first of all, to the school which is centred in a poor community. In the wealthy centres it is not so difficult for the parents to contribute. Thus, in the wealthy centres the school committees have a better chance of raising the funds for these excellent educational aids than the school committees of a school in the poorer centres. That means that the children in the wealthier centres have a better chance of enjoying the advantages of film projectors and radios. Is that fair to all the children of this State? It is obvious, as the member for Enoggera quite rightly pointed out on the first day of this debate, that it is a tax, a definite educational tax, on the parents of this State. It is an iniquitous tax and one that should not be tolerated by any people or by any Government.

I know it will be said that the Government cannot get the money. That may be so because the Government have had taken from them their taxing power; but the onus is still on the Government to put the utmost pressure on the Federal Government to see that we do receive sufficient money from them to give to our Department of Public Instruction a grant large enough to enable every school to purchase these modern appliances or apparatus for the schools.

But this is not the only defect. We find in some of our schools that the parents, through their school committees, have to provide sports equipment and in some places even the apparatus for the infant playground. Let me give an illustration from Bowen. The Bowen school is one of the oldest State schools in this State. It was built on a hill—quite a good position—but until four years ago there was no level playground. In many other towns the schools have level playgrounds already provided by nature.

The Bowen school was not so fortunate. The school committee had to get to work to provide a suitable playground. They succeeded; and I thank the Government for this because through the Director-General of Education they did pay over £250 to the school committee to enable them to have the ground levelled off. But the Government went no further. I understand there was a big row in Caucus over it because my electorate received the money.

**Mr. Morris:** It is hard to understand that.

**Mr. PATERSON:** Anyway, the committee got the money. But the school committee had to organise a working bee of citizens to bring in all the top dressing for the sports ground, to plant grass, to provide a concrete cricket pitch, and goal posts for football. I pay tribute to the Bowen school committee and I venture to say that no better school committee could be found anywhere else in this State. The committee then raised

funds to provide what might be best described as a children's playground. Now the committee is collecting money to provide a gymnasium. In other words the school committee has been compelled to raise the funds from the parents in Bowen to provide the facilities for the outdoor or sporting life of the children. Is that fair? Is the school supposed to exist simply as a place to which children go to learn arithmetic, English, geography and history? A proper school should be a school where the children not only receive instruction in ordinary school subjects but are also given every opportunity to develop sound healthy bodies by playing football, cricket and other suitable games. But how can they be expected to develop these, unless the Department of Public Instruction provides them with suitable playing fields? Nothing has ever struck me more forcibly than the difference between what I saw in the University of Oxford, which I was privileged to attend and many of our State school grounds. Oxford has some 25 colleges and each college has its own spacious sports ground with up-to-date, first-class sporting facilities for football, tennis, cricket, hockey and rowing. Every sporting facility is there for those who are fortunate enough to attend Oxford.

**Mr. Bruce:** What about the inside, the buildings?

**Mr. PATERSON:** The buildings are quite good at Oxford. As a matter of fact the buildings in Oxford are far better than many of our State schools.

**Mr. Bruce:** We would expect that.

**Mr. PATERSON:** Then why the interjection? The point I stress is that those who are fortunate enough to go to Oxford have all the sporting conveniences provided for them. It is the duty of the Department of Public Instruction and the Government to provide all the sporting conveniences for our young children because it is obvious that the best motto the department can have is that expressed in Latin, *mens sana in corpore sano*. Translated into plain Australian this means—“a sound and well-developed mind in a sound and healthy body.” Such an ideal can be realised only if the children are provided with all these sporting conveniences and at the same time are provided with the latest and most up-to-date equipment for their education whether it be given through the visual or the auditory sense. However, Mr. Mann, as things are today and as the hon. member for Enoggera quite correctly pointed out, many schools would have virtually none of these if it were not for the highly public-spirited members of school committees.

These are not the only difficulties because, as every parent knows, to send a child to school even to the primary State school means that the child must be clothed and has to have books. While it is true the department provides books for children to use in the school, no books are provided for the use of the children at home. The children are expected to do homework and I defy anyone

to tell me that we would have the high percentage of scholarship passes such as we have unless most of the children did homework. But, how can they be expected to do homework unless they have the books? The cost of the books is no small item. I realise the cost of books for the primary school is not nearly as high as the cost of books for a secondary school or university.

Nevertheless, to the working man the cost of primary school books is an appreciable item in the family budget. Free education should mean free books for use both at the school and at home. I apply the same reasoning in favour of those who attend the secondary schools and universities. In fact, there the price of books rises, for the higher our children rise in the educational scale, the higher the price of their books. There should be free books, free equipment for visual and auditory education, and free sporting equipment for our children.

We claim to provide a system of free education for children who are fortunate enough to be able to pass the State Scholarship examination. It is true that we do provide them with free tuition, but here again every parent realises, particularly if he or she comes from the ranks of the working classes, that the mere provision of free tuition is not sufficient, because often a child who passes the State Scholarship has reached the age where he can go out to work, not because the parents are anxious that the child should go to work, but because the family income is so small that the parents need to have it supplemented by the income this child can earn at work. Thus the parent is deprived not only of the supplementary income but also has to feed and clothe the child, and provide books for use at the secondary schools to enable it to take advantage of the higher education. I am one of these fortunate individuals who, though coming from a poor working-class family, was able to go right through to the highest university by winning scholarships, but I want to point out to hon. members that but for the fact that there was a bursary system in existence when I reached scholarship age, I should never have been able to go beyond the primary school. I was fortunate enough to win a bursary which gave me not only free education but £30 a year. That £30 a year would be worth about £70 or £80 a year now. Today if a child passes the Scholarship examination, he does not receive any monetary allowance unless he passes a means test; that is, a child does not get anything other than free tuition. This is set out clearly in the annual report of the Minister that allowances are paid to Scholarship holders the income of whose parents does not exceed the basic wage or £60 per annum per member of the family entirely dependent upon the parents or guardian. That means, in effect, that for the vast majority of families no monetary allowance is paid to a scholarship winner, if the parents' income exceeds the basic wage. That means that for about 90 per cent. of the workers' children in this State, there is no chance whatsoever of receiving a monetary allowance and that all the Scholarship gives is free tuition.

How many workers are able to send their children right through secondary schools under such conditions? I suggest that the Government should give serious consideration at least to making the terms of the means test more liberal, or, better still, to abolishing it altogether, so that all parents of children who pass the Scholarship can be given an adequate allowance to enable them to keep their children at secondary schools.

The hon. member for Cooroora pointed out that the children of parents who live away from secondary schools are at a disadvantage, because they have to board either at the school or at some other establishment. Whether the child boards at a boarding establishment connected with the secondary school or in some private boarding establishment, this is an expensive item. If the parent cannot meet this expense, the Scholarship is useless because, if the parent cannot afford to pay the board of the child at the school or boarding establishment, the free tuition is valueless. The Government should give serious consideration either to removing the means test altogether under the Scholarship system or to liberalising its provisions and to pay adequate allowances.

The Government should also give serious consideration to modifying the provisions of the Scholarship examination. In my opinion, the Scholarship examination is not the best test of determining whether a child is fit to go on to secondary education or not, particularly the provision that makes the two subjects of arithmetic and English compulsory. My experience has been that there are children who turn out to be brilliant linguists who go through the university and pass with first-class honours in a degree examination for a language and yet are hopeless in arithmetic or any other mathematical subject.

A child might be hopeless in arithmetic, yet, if he cannot pass the test in arithmetic he has no chance of passing the scholarship examination and thereby going through to a secondary school and a university. Similarly, there might be a child brilliant in science or mathematics but with no linguistic ability. I have met such students at universities. There are boys and girls who could go through secondary schools and the University and become brilliant scientists and mathematicians, but their brains are wasted because, at the time they sit for the scholarship examination, they cannot pass in both English and arithmetic.

Some hon. members might think that the passing in English is essential, because at least children should be expected to be able to speak and write correct English. I agree, but the passing of the scholarship examination in English is not a test of a child's ability to speak and write correct English. The examination in English contains questions on parsing and analysis, Latin and Greek roots, questions which determine whether a child can complete a sentence in which a word has been missed out which is derived from a particular Latin or Greek root. Many children might be able to speak

and write correct English and yet not always be able to answer such questions. I go further, for I believe that the system of the scholarship examination should be abolished, assuming that the Government—

**The CHAIRMAN:** Order! I think that is a matter of administration and has nothing to do with the Act.

**Mr. PATERSON:** I do not think there is anything to prevent the Act from being amended to provide for such a change. It is relevant to a debate on the Act, although it may be a matter of administration, because the Act contains numerous regulations dealing with administration. I submit that with all respect to your ruling. However, I had virtually said all I had to say except that the Government have promised that as soon as schools and teachers are available they will raise the school-leaving age from 14 years to 16 years. Immediately they do this, then obviously the need for the scholarship examination ceases to exist, because with education compulsory up to 16 years children will go to post-primary schools up to 16 years under compulsion. If that is so they will not have to pass the scholarship examination but merely pass the school's annual examination. As the Government think that the school leaving age should be raised to 16, they should abolish the scholarship examination and allow children to go to the High School at least to the age of 16, in the same way as they will do it when they actually introduce the scheme itself.

Something has been said in this Chamber about single and married teachers. The Department of Public Instruction has a regulation at the present time that compels a married woman to resign immediately she marries. One could understand that, if the department was of the opinion that a woman who has married should no longer teach, but the fact is that the department allows such a woman to rejoin and to teach again but when the department allows her to rejoin and begin teaching again, it pays her a lower rate than she would have received if she had continued teaching without the break. Such action is wrong, unjust, and unfair. In fact, it is an underhand method of paying teachers a lower rate than that to which they are entitled. If a married woman resigns from the service and rejoins the department, surely she should be entitled to the same rate of pay as she would have received had she not been compelled to resign.

As a matter of fact, I go further and say that the department should not compel the teacher to resign at all in the first place when it knows that she wants to continue teaching.

Let those women who wish to continue teaching be paid the appropriate rate. Those who do not wish to continue after marriage need not be called upon to resign, because they will resign on their own account.



My time is nearly up. And I should like to mention that a Royal Commission was appointed in 1875 and another in 1891 to inquire into our educational system. The Royal Commission of 1875 was appointed to inquire into the workings of the educational institutions of Australia, and the Royal Commission in 1891 was appointed to inquire into the best means to be adopted for the purpose of establishing and maintaining a university in Queensland. In 1875, there was no well organised or well developed Labour Party in this State and no well organised or well developed Labour Movement. In fact, if my memory serves me correctly, I think there was no Labour man in the Queensland Parliament in 1891. There was certainly no Labour man in the Queensland Parliament in 1875. The Royal Commission of 1891 issued a report in which its eighth recommendation was as follows:—

“That subject to the sub-joined practical recommendations as to the foundations of the university, its teaching be given at the most moderate rate of fees possible, and that students may, by the Senate, be exempted from such payment by reason of great excellence in their attainments, or on the ground of inability to pay.”

Educationalists, even in what might be called the Liberal circles in those days, had reached that stage, and some of the members of the commission went even further, as can be seen by reading the first rider signed by the late Charles Powers and the late Dr. W. F. Taylor. The late Charles Powers subsequently became a member of the High Court of Australia. It is interesting to read that rider, because it shows how advanced was the thought on the subject of free education in 1891, and how little advance we have made since then.

Rider No. 1 says—

“To the remarks in the general report on free education and a free university, we are of opinion that the education in the proposed university should be free because—

1. The university will be established by State assistance;

2. The lecturers at the university can lecture to one hundred students as easily as to twenty;

3. The fees, while deterring those who cannot afford to pay them from the benefits of a higher education, do not add to any great extent to the revenue of a university when first established. The fees received for the first year (1876) at the Adelaide University amounted to £198 11s. 6d. out of a total revenue of £5,563 13s.

“On the question of free education in all its branches in Queensland, we are in favour of such assistance.

“Free education is the right of every citizen. This has been admitted to a great extent by Parliament approving of and continuing the present State school system, and in our opinion all State education should be free.

(Sgd.) Chas. Powers (L.S.)

(Sgd.) W. F. Taylor, M.D. (L.S.)”

Mr. D. R. McConnel, another member of the Commission, while not prepared to go so far, said—

“The education in the proposed university should be free only so far as the Arts course is concerned.”

The late Sir Charles Lilley, who subsequently became Chief Justice of this State, said—

“I adhere to the rider to the Commissioners’ report of 1874 by Messrs. Douglas and Lilley, and to the opinion that all our public education should be free ultimately.”

In other words, there were three members of that commission, although in the minority, who recommended, even as far back as 1891, that education should be free right through to the university.

(Time expired.)

**Mr. H. B. TAYLOR** (Hamilton) (3.14 p.m.): The amendment by the hon. member for Mundingburra to provide for the omission of the three words “in certain particulars” obviously provides for a much wider discussion on the subject of education than would have been permitted on the motion itself, and many points have been brought forward that are far beyond the objects of the measure.

However, we shall be asked shortly whether we favour that amendment or not. I have been considering whether it has served a useful purpose and whether it can add anything beneficial to the Bill. The useful purpose it has served is it has given hon. members an opportunity to discuss the subject of extending the limits of education. That has been very useful.

Personally, I am just as interested in the educational activities of this State as any other hon. member. When listening to the hon. member for Kelvin Grove I made one or two interjections. As he was so generous as to admit in his speech on the Budget that my remarks had been constructive I do want to draw his attention to the fact that he misunderstood me this morning. I interjected in regard to salaries that the salary paid to first-year pupil teachers 40-odd years ago was much the same as is paid to the first-year trainee-teacher under our present system. If he reflects he will realise that I was not inattentive to his speech but had interpreted his remarks correctly.

My concern is that too many people feel that our education ceases on attaining the age of 14 years. Many of us who left school when we were 14 years of age and entered upon our first job in life earning money had that idea, and boys and girls growing up today believe that when they are finished with the primary school that is the end of their education. The point that I am endeavouring to emphasise is that our education goes on right through our lives. Therefore the department and the Minister should give even greater attention to after-school education than is given now to primary-school education.

I attended a school meeting in my electorate a few nights ago. I found that the school is extremely crowded. Rooms that were built to accommodate 40 children are now obliged to accommodate 60, and children are being taught in all sorts of places under the school. That in these westerly-wind days is not pleasant. Yet even if more teachers were available it would be better not to increase the number of classes, but cram them in as the accommodation is not there. That suggests that one of two lines of action should be followed. One is that the younger end of the school should be put into a separate school and the other that the elder children should pass out to a post-primary school. The post-primary school must come. I obviously will not advocate the extension of that particular school building, rather would I advocate taking the senior pupils from it and educating them in a post-primary school which would improve their education.

Most of us, those living in the northern suburbs at all events, realise that the Fortitude Valley school is diminishing in its enrolment as that centre is becoming more industrialised. That school could be gazetted as a post-primary school to absorb the senior pupils from the crowded northern suburbs schools and thus make room for the growing population. The intake of this school I refer to is twice its out-turn and will be so for the next three years. As the population is increasing the teaching staff are faced with a very serious problem.

There are one or two points I do want to mention. I stress the need for after-school education because it seems to me as important that the Government should give every consideration to it. Mr. Devries, you will probably recall that I have been so much interested in that subject that recently I conducted a questionnaire as to what people knew about the facilities available for after-school education; and my questionnaire received a certain amount of publicity in the "Courier-Mail" and as a response a gentleman from Victoria, who is visiting Brisbane, wrote me a letter from which I should like to read an extract. It was a comment on my efforts to ascertain what the people of Brisbane knew of the facilities for after-school education and where they were to be found. The extract reads—

"May I give you a personal experience as a visitor from Victoria? On arrival in Brisbane and being desirous of visiting the public library I sought the help of a traffic officer as to where the public library was located. To my surprise he informed me no such library existed in Brisbane, but advised that a library was attached to the Trades Hall which might suit my purpose."

**Mr. Bruce:** Was he a policeman or a tram traffic officer?

**Mr. H. B. TAYLOR:** The gentleman from Victoria was giving his experience, and I should imagine he would describe as a traffic officer a man who controls traffic in a public thoroughfare.

**Mr. Bruce:** Tramway officers do that as well as the police.

**Mr. H. B. TAYLOR:** He did not ask a school teacher. The Minister seems to be particularly concerned as to whether it was a police officer or a tramway officer. I honestly admit I am unable to tell him because that gentleman wrote me that letter and I received it through the post. I leave the Minister to form his own conclusions.

In New South Wales the education authorities are taking a greater interest in after-school education, with which I am concerning myself with so much just now. As my activities appear to have received a certain amount of publicity I am pleased to say that through the New South Wales authorities and the council of the city of Lismore I received an invitation to attend a regional library conference embracing all local governing areas of the Richmond and Tweed regions, to be held in Lismore on Thursday 11 November.

**The TEMPORARY CHAIRMAN** (Mr. Devries): Order! I must direct the hon. member's attention to the fact it is not competent for him to deal with libraries on the question before the Committee and I suggest that he connect his remarks with the amendment.

**Mr. H. B. TAYLOR:** I appreciate your ruling, and I will not digress. As I emphasised from the start of my contribution to this debate, the question whether the words "in certain particulars"—the amendment moved by the hon. member for Mundingburra—should be struck out or remain in determined my remarks on education as it applies not only to primary schools, with which this Bill is chiefly interested.

**The TEMPORARY CHAIRMAN:** If I allowed a discussion on libraries it would be widening the scope of debate too much.

**Mr. H. B. TAYLOR:** In deference to your ruling, Mr. Devries, I will not digress further into after-school education.

I should have liked to refer to what a very competent authority had to say about our University, but again in deference to your ruling I will refrain from doing so.

This Bill deals particularly with trainee-teachers and the hon. members for Kelvin Grove and Cooroola have already pointed out what salaries are paid to these trainees. I can see that the department or the Minister, by introducing this measure, is endeavouring to get some security of service. Usually the boot is on the other foot. Usually the employee, the trainee-teacher in this case, always seeks security of tenure in his job, but the department now seems to be putting it round the other way and wants security of continuous service from the trainee. Listening to the Minister on the introduction of the Bill I wondered what amount these trainees were paid and I went to the bother of obtaining that information, but particulars have been given to the Committee twice

today. I thought that obviously, as these young men and women grew up the amount they were paid was so small in comparison with what they could obtain outside that they naturally sought the best reward for their labour in some other avenue. Then I wanted to know what happened to those who went into it, believing that they would be capable of doing the job, but experience shows, as related by the hon. member for Mirani this morning, that they were not qualified to continue.

As far as I gathered, the department expects to recover the allowances it is paying. The hon. member for Kelvin Grove stated that they had to sign a form before a justice of the peace, and I venture to say that at the time that statement was signed by the potential trainee he or she was full of hope that he or she would pass the examination. The department proposes to get back that money and I wondered in how many instances the department pressed to get the money, or whether in some instances it was allowed to slide, and in others it was pressed for.

**Mr. Bruce:** Only when there is a case of hardship. Every case is considered and in a case of particular hardship the individual is not pressed.

**Mr. H. B. TAYLOR:** I am glad to have the Minister's assurance, because I thought the difference between cases where it was pressed for and those where it was forgotten might be much wider, for many reasons. I feel that in the department's endeavour to get such bonds so that it will have security of continuous service, there must be a certain degree of compensation both ways.

As to religious instruction, the other point raised in the Bill, I think that is purely a matter of mutual arrangement between the headmasters and the reverend gentlemen who attend to give religious instruction. It must be only one or two isolated instances that prompt the Minister to bring forward a Bill to stipulate just how the conditions of the law shall be complied with.

**Mr. PIE (Windsor) (3.29 p.m.):** I will not hold the Committee very long because the subject of the Bill has been covered very fully, but there are one or two important matters in relation to education that I should like to bring before the Minister. This Socialist Government in occupation of the Treasury benches in this Chamber have always prided themselves on the facilities for education given to the poorer people in the community. Under our educational system the poorer people are being neglected. In my electorate I have a variety of schools. I have the Windsor State School, the Woollooin State School, the Kedron State School and probably one of the poorest schools of all, the Breakfast Creek State School, at which I spend a good deal of time.

Under the Government's system of paying a subsidy up to £250 on contributions by the committee, poor schools are not in the race. At Breakfast Creek the Government took from the people of that school something for which they paid, something that rightly belonged to them, something for which the people are still charged rent. The committee of the Breakfast Creek State school is comprised of strong supporters of the Labour Party but when they are not getting a fair go they have every right to come to their member and ask that he put the matter before this Assembly. I gave the whole story in this Chamber in 1947 and clearly proved that this committee bought a house in order to be able to construct a swimming pool for the children of that poor community. This Government took over that house and eventually collected the rent and charged the school committee rates. The committee is willing to buy it back from the department so that it can give these amenities to the children.

Again, a canteen has been established down there to give the children better meals at lunch-time. That was paid for, not by the Government but by the people of a poor community who wanted to provide better conditions for their children. Who paid for building up the grounds of the school?

**Mr. Bruce** I will tell you.

**Mr. PIE:** I know the Minister will say that this work was paid for out of the charges made for parking cars in the school ground but I remind him that the committee of the Breakfast Creek State school went down there Saturday afternoon after Saturday afternoon to collect the fees and paid them into a fund in order to give the poor children of the community a chance that this Government refused them, and the committee charged nothing for this service.

Under the Government's system the poorer you are the less chance you have of getting amenities required in a school. For instance, at the Ascot State school they have a swimming pool and everything else. They have these things because the richer people live in the area. Compare that with the Breakfast Creek State school. They have no chance of getting anything in that area by contributions from the poorer people.

Take the Fortitude Valley State school. For years and years it has been a disgrace to the community, and the Government know it. The foundation stone for a new building was laid before the last election, and no plans were ever prepared. That has now been pulled down and they are building another school on a site that should have been condemned for this purpose. The trains pass by it, leaving smoke, dust and everything else, which does not breed healthy bodies. The school inspectors of the department have condemned it, yet poor people live in that electorate, so this socialistic Government, who pride themselves on looking after the poor, are building a school for the poor on a condemned site.

My friend the hon. member for Enoggera pointed this out very effectively in his Address in Reply speech on 20 August, 1946,

and he showed very clearly that the system by which the Government subsidise collections up to £250 and the school committee has to pay the rest, operated unfairly against the poorer people. That position still holds today under the present system, and so I say that a new system should be brought in whereby allowances for the creation of amenities should be made on the basis of the number of pupils attending a school. Let it be on a standard basis, and if committees get anything above a required sum let them use it. The Acting Premier has pointed out that I said something when I first came into this Parliament about the educational system of this State. I have always held that, up to the scholarship standard, our educational system has been quite good.

I am a victim of having to leave school at an early age. I had no parents to send me for any long period to secondary schools, to public schools, and to the university. I wanted to become a lawyer, but my parents could not afford to put me through, and I had to fight my way in the world, from the bottom up. Yet hon. members opposite, who have had the advantages of education—to listen to them you would not think they had it—lay down the law about us on this side of the Chamber and say we have had every advantage. I have earned my living since I was 15, and I know what it is to fight; they have been born with silver spoons in their mouths—

**Mr. ROBERTS:** I rise to a point of order. From the tone of the speech of the hon. member for Windsor and the direction in which he was looking I take it he was referring to me. For his information let me inform him that I started off to study at the University when on relief work, and I ask him to withdraw that statement.

**Mr. PIE:** There is no point of order. The hon. member has a swollen head if he thinks I would refer to him in that way—I would refer to him only in a derogatory way. I say very definitely that hon. members opposite have had more advantages in education than many on this side of the Committee. Look at the educational background of the Acting Premier! Take also the Secretary for Public Works, yet he and other members of his party refer to us as the great Tories who were reared with silver spoons in their mouths. Every one of us has had to fight his way in the world, and the hard way at that. Because we have achieved success in life they say that we are Tories. They are Socialists and we on this side are nearer true Labour than they will ever be. They are a Socialist Government from beginning to end.

I believe the Minister will agree with me that the poorer people in this community have no chance to get on. Take for instance veterinary science. This country at the present time is desperately in need of veterinary surgeons—

**The TEMPORARY CHAIRMAN (Mr. Devries):** Order! The hon. member will be out of order in dealing with that matter.

**Mr. PIE:** I was only referring to it in passing, to give an example of how impossible it is for anyone in this State to attend the University of Queensland to become a veterinary surgeon. If anyone wishes to become a veterinarian, he has to go to New South Wales. Can you, Mr. Devries, and other people send your sons to New South Wales to get that necessary education? Take also the training required for employment in the textile trade. We have to send our people outside the State to get the education to fit them to take jobs in this State. All those things will have to be altered. The Government are not providing in their educational programme for the average working person, but the quicker they do it the better.

The subject of the school-leaving age has been raised on many occasions but what chance have the Government of increasing the school-leaving age? Today the average number in a class in the metropolitan area and the big cities is 35 and if the Government wanted to extend the school leaving age they would require another 500 teachers. How are they going to face this problem? They know that they cannot extend the school-leaving age for many years. This is a vital part in our education. There are some people who have had advantages and who, as I said before, talk a great deal and say little. I will say now that the hon. member for Nundah is one of them.

Going back into the dim dark ages, when I first came into this Parliament as an independent, I was quite open and I had certain thoughts. For instance, I thought that Labour had an ideal, but it was not very long before I realised that the party that called itself the Labour Party was only prostituting those ideals to the socialistic programme. Every member of the party is bound hand and foot to the socialistic plank of the socialisation of the means of production, distribution and exchange. They would like to see that taught in the schools because they know that is what they are bound to.

I say now what I said when I first came into this Parliament, that the standard of education up to the scholarship stage from the teaching viewpoint had no equal in Australia but that was nearly nine years ago and over that period there has been a rapid deterioration, not only in the standard of the school but also in the standard of government in this State. They have both gone down and down; with the decline in the proper government of the State has gone the decline in education as well. No-one who goes round the schools of Queensland today can say that the conditions under which the children are taught are ideal. Go into the classrooms in the schools of the State and see how the teachers have to work. How they handle those numbers of pupils I do not know. I have told the Minister again and again that the Woolloowin State School will have to be extended to give more room to the 1,200 children there. It will be necessary to acquire property at the back. It is needed today but nothing is done. We shall have to face up to these problems if we are to educate our

children and our youth so as to give them the opportunity to face the future in this State.

I have always said that education is something that no-one can ever take from you. No enemy can take it from you. The children of this nation will have to be given that opportunity. We shall need an educated youth to face the problems that lie ahead in this State and Commonwealth if we ever hope to compete with the other nations of the world. Let us develop our after-school education too. If you have to leave school because of economic circumstances at the age of 15 years, then you must get the balance of your education after you leave the school.

Let us develop that side of it, not from a political viewpoint or from any other viewpoint, but from the viewpoint of giving those who want to learn the right to acquire that knowledge. We are not all alike. Some hon. members can acquire academic knowledge with facility, that is, in a repetitive fashion. They can repeat the doctrines of Karl Marx and other doctrines, but there are others, probably like you and me, Mr. Mann, who have not the retentive mind that enables them to acquire that knowledge.

I have in mind my own two sons. The headmaster said of one, "This lad has a good brain, he can get somewhere academically; he can do a great deal in the University. This other chap has not many brains but, my word, he will make a good businessman." That is the difference. (Government laughter.) That is what I say—that there are different kinds of brain. Any person who has studied, mixed, and lived with children, and analysed their minds, knows the difference in their viewpoints, and knows that what appeals to one does not appeal to another, and what is right with one is not right with another. They see and think differently.

That is important in our educational system to-day. You have to handle different people differently. That is why I do not believe in scholarships. I could never pass an examination. Others are like me. They have not the advantage of a brain that is retentive. There are others again who mature late in life and do not worry about learning until they are 16 or 17 years of age, when they are leaving school. This State should provide educational facilities for them, not merely for those who are able to study all day and every day and do not want to go out and play the hard game of life. The Minister himself is an example of the kind of man who has come up in the hard way educationally. He knows what I am saying is true, that it is not always the man with the brains that is the best man from the point of view of the development of a State or country.

We have to face up to these problems. I appeal to the Minister to look into the poorer schools in the poorer electorates. Under the system operating today, where a subsidy up to £250 is paid for amenities, people who have not got the necessary money are in a

very unfavourable position. As pointed out by one of my hon. friends, if there is a call for 3d. or 6d. in the poorer schools and some parent has five or six children going to that school, that means a call of 2s. 6d. for those five or six children. You know how you feel when you go to school and find everyone else but yourself putting in 6d. or 1s. I have had that experience and others too have had it. When we were younger we would not ask our parents for more than our pocket money. The Government should examine right now the problems of the schools in the poor electorates. I could name them, in the Brisbane area and particularly in the North, and say very definitely that those schools should be exempted from the restriction under which only a £1 for £1 subsidy is paid for amenities.

The whole of the other subjects have been covered effectively. I appreciated the hon. member for Nundah's telling us that we might not have an opportunity of debating the departmental estimates on education, so this amendment has given us the opportunity to bring all these matters before the Chamber, which we would not otherwise have been able to do. If for nothing else, we are grateful to the hon. member for Mundingburra for moving this amendment, because otherwise we should not be able to talk on the issues we have mentioned.

I do ask the Minister to analyse this file from the Breakfast Creek State school. He will see there the case put up—not from any political viewpoint. I think every one of the members of the committee is a member of the A.L.P. It is a case they have put up showing that they need these amenities more than anyone else. I ask the Minister to consider their case and this file is available to him in order that he may see the wrong done and have it rectified.

**Mr. MARRIOTT** (Bulimba) (3.51 p.m.): I think the Parliament of Queensland and the people should be grateful to the hon. member for Mundingburra for moving this amendment, and allowing the Committee to discuss the subject in the broad way it has and to analyse the education system and point out to the Minister and the Government various matters with a view to the improvement of the educational facilities of Queensland. One point that struck me particularly during the debate was the continued reference to the inability to get sufficient teachers. The department is always lamenting the shortage of teachers. As one member of the Opposition put it a few moments ago: what is the use of getting the extra teachers if you have not the accommodation for the classes? We need the extra accommodation and we need it right now. What is to become of the pupils when the additional children reaching the school age of five years enrol at every school after the coming vacation? In my electorate there is an attendance of 1,000 at one school and it expects to lose 44 at Christmas time but will have an intake of 200. Where are they to be put? Already you have the scholars and their teachers underneath

the existing school buildings on concrete or asphalt floors, with electric light all day; in the beautiful sunny Queensland climate we have children taught under electric light. That condition apparently is to continue because the department says it cannot get material or labour to provide the proper facilities. The position is going to be aggravated, and the department must do something to provide the additional accommodation.

But assuming we do secure that additional accommodation, we must have the additional teaching staff. What is being done to increase the teaching staff? I am going to suggest that reliance on the Teachers' Training College as the method of augmenting the staff and providing skilled teachers is not sufficient: there is not sufficient intake there and there are not sufficient facilities. I suggest that we should revert to the old system of enrolling pupil teachers. In many of the smaller schools in country and urban areas it is possible to train pupil teachers, in the same way as they were trained under the old system. They would be apprenticed, the same as apprentices to other trades. They could go to the colleges at night-time, the same as apprentices to other trades. It is no use saying that that system did not produce good teachers. There are still teaching in Queensland many skilful, high-class teachers who served their apprenticeship as pupil teachers under other high-skilled men. I think the department should take advantage of the opportunity when it presents itself of again employing pupil teachers as they were employed under the system in operation before the Teachers' Training College became such a big thing.

Another matter that was raised during the debate—and I am sorry that I was temporarily absent from the Chamber attending to kindergarten matters—was the matter of kindergartens, which were referred to at times in rather scathing terms.

I understand that an hon member suggested that kindergartens should be registered. I agree with him but apparently that point was raised because the hon. member had an idea that many kindergartens had been opened and were being conducted by persons who were either unskilled or were not thoroughly trained in kindergarten methods. There may be odd kindergartens where some such person is in control. If the hon. member's suggestion is adopted it follows logically that the Government should provide facilities for kindergarten training, and kindergarten schools. Having found ways and means to provide buildings and facilities for kindergartens it should then provide the kindergarten teachers.

I have played a very active part in the establishment of more than one pre-school kindergarten but have found that in the past Ministers, and particularly those in charge of the Department of Public Instruction, have been somewhat hostile to the principle of pre-school kindergartens, evidently under the impression that they were not necessary. In fact, one Minister pointed out that the proper place to train the child was at its

mother's knee and in its own backyard, suggesting that he himself had been trained at his mother's knee and before attending school ran about the Australian bush. I must admit that I, of necessity, had a good deal of such training myself, but that would not apply in city and suburban areas. In fact it does not apply at any place at all now days, for the reason that we are living in a different age. The days of my boyhood and those of other hon. members were the days of the larger families and the days when the older children of the family had to bring up the smaller ones, if you like "drag them up." Certainly the older ones were responsible for the younger ones but many of us certainly would have made better citizens had we had the advantage of training at a pre-school kindergarten.

The Government are beginning to recognise the necessity of pre-school training services and are granting assistance for training at a kindergarten training college, which I understand is under the control of the Queensland Creche and Kindergarten Association, a body that has advocated the establishment of kindergartens and has established kindergartens over the past 30 years. However, that body finds it very difficult to raise sufficient money to extend its activities. It receives, shall I say, a small grant from the Queensland Government to help its activities, which include the provision of the kindergarten training college. The Government through the Department of Public Instruction, provide for a certain number of trainees at that college on a system similar to scholarship-holders attending secondary schools. Kindergarten trainees, having studied three years at the kindergarten college, are obliged to continue in the service of the Queensland Government. That is one of the purposes of the original motion before the Committee: to provide that trainees at the Teachers' Training College should be required to continue in the service of the Department of Public Instruction until the Government have been reimbursed to the extent of the money they have expended on these trainees. These trainees are obliged to go just where the Department of Public Instruction sends them.

The committee of which I happen to be the chairman, dealing with a pre-school kindergarten, was informed that the object of the Government in putting these trainees into the college and then sending them into the State schools was to introduce modern kindergarten methods into State schools. But how does it operate? A girl of 21 years of age, having served three years in the Kindergarten Training College, is allotted by the Department of Public Instruction to a State school where a head master of probably 60 or 65 years of age is in charge. He is the czar of that place. What chance has that 21-year old girl, who has trained for three years in kindergarten methods at a training college, of impressing that head master with her ideas and prevailing upon him to allow her to introduce modern kindergarten methods? She has no chance at all

Her time has been wasted, money has been wasted, and her training is wasted because in the majority of cases, as far as I can ascertain, those trained kindergartners are simply put to teaching what we call the Prep. I. class to spell "cat" and "dog" and following the ordinary State school methods of training infant classes.

The opportunity presents itself here for the Minister to withdraw the Bill, redraft it, reprint it, and resubmit it to the Assembly with a provision for the establishment of kindergarten schools attached to State schools. The Government are beginning to admit—public opinion is forcing it home to them—the necessity for pre-school education. Present-day educational experts and scientists point it out. It is an established fact overseas. It is operating in Victoria and New Zealand. Surely our Government can see far enough ahead to establish that system in Queensland? I can take the Minister or any hon. member who is interested to some kindergartens operating under disadvantageous conditions that are supplying a public need in a way that is admitted by the State schools to be of benefit. They realise this benefit when they are admitting graduates from the pre-school kindergartens into State school classes. The Government should make provision in this Bill for the establishment of pre-school kindergartens attached to every State school, and not continue in the very limited way in which they have.

Mention has been made by other speakers of the difficulties experienced by State school committees in providing amenities at schools. Some go to the extent of providing canteens, and who can say that canteens are not necessary? It is recognised now that canteens are necessary wherever there is a large number of employees in industrial establishments, so why not have them at the schools? Some school committees have recognised the need for them and established them. Others are content to carry on supplying a necessity—and it is a necessity—lunches by means of what the Minister, perhaps jokingly, referred to as one of those foreign-term lunches, the Oslo lunch.

Let me say that if the Minister would take the opportunity of going round the tuck shops adjacent to schools, which change hands at £1,000 or more and whose turnover is £300 or £400 a week, he would see kiddies buying ice-cream and he would see the pie-man selling pies. He would see the fellow with his horse and cart selling ice-cream to the children and I am sure that the condition of the pies and the ice-cream would not be up to the required standard of hygiene. If the Minister went round to see what was going on, he would be impressed with the necessity of providing canteens for the children or helping school committees to get canteens to improve conditions.

It is a mystery to me how some of the children get the money they spend on these things. Many, instead of buying pies and ice-creams, buy transfers to disfigure their

school books. They do not get many vitamins out of licking these transfers with their tongues.

**Mr. Bruce:** We did it years ago ourselves.

**Mr. MARRIOTT:** We did not do it with the money provided for lunches. How do they get the money to spend in these tuck shops? I introduced the question into this Chamber myself of the failure of the women-folk of Brisbane to provide a decent cut-lunch for their children because of the standard of bread supplied them. I know that that matter does not come within the scope of the Bill but that is a reason why the housewife is unable to provide a decent lunch for her children. She is supplied with faulty bread, bread that the children are unable to eat. Why, I took cut-lunches to work for I suppose 40 years and housewives were then unable to provide a decent lunch owing to the mouldy bread supplied. In my school days I used to throw the bread and dripping away, although my stomach cried out for food.

**Mr. Smith:** They get better dampers in the West.

**Mr. MARRIOTT:** Yes, and I used to make a good damper myself.

As a result of public agitation school committees are beginning to realise the necessity for providing facilities for teaching children to swim. In the Press from time to time we see photographs of children being taught the art of swimming; even in this morning's issue of the "Courier-Mail" such a photograph appeared. I have in mind a school in my electorate, situated in a poor centre, where the school committee raised sufficient money to build a concrete swimming pool over twenty years ago. I remember going to the official opening of the pool and that pool today serves the needs of five schools, although one of them is outside my electorate. It is said, "Go down to Cannon Hill and be taught to swim there." What chance have other schools of getting swimming pools?

**Mr. Bruce:** Don't you think the Brisbane City Council should do something?

**Mr. MARRIOTT:** And we have stirred it up about it. The Queensland Government refuse to help school committees in this regard, as the following case illustrates. The pipeline emptying the pool I refer to was in the course of years covered with some 16 or 18 feet of material. The outlet pipe became choked up and to remove the obstruction in the existing pipe it was found to be cheaper to put a new pipe in than sink down through the 16 or 18 feet of rocky spoil deposited there.

The matter was put before the Department of Public Instruction but the department said, "No, you do it yourself; we will not help you in that. We have no subsidy for those things." A sum of £40 was required by the committee to put in the new

pipe at the school's swimming pool, which is used by five schools. The department was so niggardly as to refuse to subsidise the school committee's efforts.

Sufficient has been said today to warrant the Minister in withdrawing the Bill, redrafting it, and reprinting it, bearing in mind all the suggestions that have been made in this debate.

**Hon. H. A. BRUCE** (The Tableland—Secretary for Public Instruction) (4.11 p.m.): While I do not intend to accept the amendment I am pleased that the hon. member for Mundingburra has moved it. Recently, because certain people criticised me through the Press I was forced into the rarefied air of culture and also to deal with the more prosaic and very important question of food, and so the amendment gives me the chance to deal with matters in the range between them both. I appreciate the opportunity very much indeed.

The hon. member for Windsor has now departed. When he first came into this Parliament as an Independent he had certain things to say about the Department of Public Instruction. For instance, he said—

“I am not in any way blowing a trumpet unnecessarily when I say Queensland has the best educational system in Australia. I know the system of education in Queensland because I know what my own boys are doing and have learned at the State schools.”

There is an admission from him as an Independent. Later on they flattered his vanity and made him Deputy Leader of the Queensland People's Party and now he has changed his attitude altogether.

The hon. member waxed very eloquent about the Breakfast Creek school and about what the committee supplied, suggesting that they put their hands into their pockets to supply all the amenities at the Breakfast Creek school. The actual position is that there is a very fine area of ground at the Breakfast Creek school and the department has helped the committee by allowing it to use the area as a parking place when race meetings are held at Albion Park. Therefore, without putting their hands into their pockets and without taking out even a single shilling the members of the committee were able to get a regular revenue year in and year out from the use of this Crown land as a parking area.

**Mr. H. B. Taylor:** They gave their services voluntarily.

**Mr. BRUCE:** They give their services voluntarily! A couple of men at the most, and I do not know whether there were even a couple, collecting money as the cars came in, covering probably an hour's time, and then walking away. They gave their services!

**Mr. Marriott:** Who paid for the cottage?

**Mr. BRUCE:** It does not matter. I have told the hon. member how the money was raised.

The hon. member for East Toowoomba said that in his electorate they were badly accommodated in the matter of schools.

He failed to say a single word about the beautiful brick school building that had been erected in his electorate at a cost of £17,600. That is direct misrepresentation. He picked out one or two little schools but said nothing of what the department had done in erecting this very fine building.

Another hon. member raised the subject of adult education. The Queensland Board of Adult Education is subject to the Secretary for Public Instruction. It was appointed to provide and plan adult education throughout the State. The chairman is the Director-General. The present staff consists of an organiser of adult education and five assistant organisers stationed at Cairns, Townsville, Rockhampton, Maryborough and Toowoomba, a librarian and office staff. In addition, six regional adult-education centres have been established. These are situated in Brisbane and each of the five towns previously mentioned. Advisory committees have been formed in all the large country towns and organisers have been appointed to survey the needs and possibilities of their respective areas. At present 18 classes are provided weekly at Brisbane, with an effective enrolment of 1,000 students.

Classes are also provided in some centres in an attempt to reach a different section of the community. In country towns classes now in progress total 70. Classes are provided in subjects that meet local demand and range from navigation, handicraft, botany, biology and home-planning, to English literature, appreciation of art and music.

The State String Quartet comes within the ambit of Adult Education and visits the various country schools. Its recitals are appreciated. It provides free public concerts under the board's auspices in all towns visited.

Free lending libraries have been established in all adult education centres. The number of students who use the Brisbane library is 650.

The cost of providing adult education in 1947-48 was £14,330. We expect that the cost next year will be £17,281. That information should satisfy those hon. members who appeared agitated about the subject of adult education.

A specific question has been asked of the Acting Premier with respect to creche and kindergartens and associated bodies. Some hon. member later on said it was a pity we did not help other kindergartens as well as the Ashgrove kindergarten, which has been the subject of questions in this Chamber. The Government make an annual grant of £3,000 to the Creche and Kindergarten Association and £200 to kindred associations in country towns. In addition, in November, 1947, a



special donation of £500 was made by the Government to the association on the occasion of its general appeal for funds.

Quite a number of questions have been raised in this debate and I have taken notes of them. The Teachers' Training College has been mentioned. The Leader of the Opposition said that commerce had attracted some of the student teachers. One of the junior members of the Opposition flatly contradicted that statement. Nevertheless, that is so. The idea of making provision in this Bill that trainees on entering the college shall undertake to follow the calling of teacher is that we do not believe that these trainees should receive their training at the expense of the department and then be at liberty to take a job in some commercial undertaking or other activity that they could not have filled but for this specialised education. I believe that we have the finest body of people in our department. Their standards are remarkably high. We find, as in all big groups of people, a few who do not measure up to the desired standard, but on the whole they are a very fine class of people indeed.

There are many reasons that affect transfers. I know from my own knowledge a number of men who have been in one place for a considerable time and do not wish to leave it. There is another angle, too: some of them own farms and businesses and do not want to leave them. There are some who have sick parents or children. There are many angles of the transfer question. While some cases are sound you find it pretty difficult to get over the human element, the motive that causes people to want to remain where they are or to move to some particular place. There are such things as a young female teacher wanting to get to a place where her boy friend is or of a young male teacher wanting to be transferred to where his girl friend is. I do not blame them. But it is a very difficult question.

When I came to the Department of Public Instruction on this occasion I said to Mr. Fletcher that if people had been in the metropolitan area over a number of years they must go out in the first group of transfers and if people had been in the country for a long number of years they must come into the bigger cities and to Brisbane. The main reason why a teacher, as he gets older, wants to come into the bigger centres is the education of his children. I would suggest to young teachers that they do their country service right away, so that when they become older and as their youngsters reach the standard at which they need education they will have a better chance of transfer to the metropolitan area and the bigger towns.

**Mr. Marriott:** You admit that there are no facilities at all for training in the country areas and they must come to the city?

**Mr. BRUCE:** I do not admit anything of the kind; but I do admit that the centres where they can get their higher education are comparatively few. They can get primary education in any part of Queensland, but they have to go to towns like Cairns, Townsville,

Rockhampton, Charters Towers, Toowoomba, Brisbane, Herberton, and Ipswich to go on to the higher forms of training.

**Mr. Marriott:** So the facilities are very restricted?

**Mr. BRUCE:** The facilities are not very restricted compared with the area we have in Queensland and the scattered nature of our industries.

On the question of the delay of the Estimates of the department or the suggestion that they might not come on, I am pleased that the hon. member for Mundingburra moved this amendment because it allowed us to deal with the whole thing. The reason why Estimates do not come on is that all sorts of people get up and say all sorts of things and talk all the time, and if we sat here for 12 months without any limit as to time, you would not get the Estimates through, owing to the doddering speeches and the spending of all the available time on the Estimates of one or two departments.

**Mr. Aikens:** There is such a thing as organised stonewalling.

**Mr. BRUCE:** Yes, and the hon. member is an expert at it; there is no doubt about that. On the question of sending young teachers into the country, somebody said in a trembling voice that these young girls had to stay at hotels. I do want members to get it out of their heads that young females of today belong to the Victorian age when they did no more than faint at the sight of a mouse or something of that sort. Our young females can look after themselves as well as the young males, and can very often equal or beat young males at sport and in other activities.

Hon. members should forget the idea that it is a female of the shrinking maid and shrinking-violet type who now goes out into the country and has to live at a hotel. We do not have that type of girl today. The modern Australian girl can hold her own anywhere, and while I admit that a certain amount of economy must be practised I am sure that these girls can look after themselves. Hon. members opposite need not lose any sleep or drop any tears because these girls have to reside in a hotel.

The hon. member for Mundingburra almost shed tears because children had to go from Ayr to Townsville to receive their higher education, but he conveniently forgot to mention that these students got free railway passes. And, after all, Ayr is not so very distant from Townsville.

The hon. member spoke also of dust in the school grounds. He was a member of the Townsville City Council for a long time.

**Mr. Aikens:** I am still on it.

**Mr. BRUCE:** The hon. member was deputy mayor of the Townsville City Council for a number of years, and he must admit that after these youngsters have walked on some of the roads there—and I have seen them a foot deep in dust—the few specks of

dust they might get from the school grounds would not be noticed. As a matter of fact, the school grounds are as oases in the desert compared with some of the roads the children have to walk on to get to school in the Townsville area.

On the other hand, another hon. member said that we should clear the school grounds of grass, because the grass would harbour snakes and the children might be bitten.

**Mr. Marriott:** We still say it too.

**Mr. BRUCE:** All right, I will reply to you, buffhead.

**Mr. MARRIOTT:** I rise to a point of order. I object to that term applied to me by the Minister.

**The CHAIRMAN:** Order! I ask the hon. gentleman to refer to hon. members in the proper manner.

**Mr. BRUCE:** Very well, Mr. Mann. The question was snakes. One hon. member wants the grass in the school grounds mown down because the grass might harbour snakes and the children might be bitten by them. I know the country he speaks of, and in that district the children frequently have to travel two or three miles to get to the school, and there would be 10 snakes on the route to one that might by chance be in the school grounds.

**Mr. Aikens:** Two wrongs do not make one right.

**Mr. BRUCE:** Ten snakes make a difference to one. Moreover, their mothers usually see to it that when attending school the pupils wear boots or shoes, but most of them live on farms and on Saturday they go out hunting birds and animals and they do not wear boots or shoes then. They go about the bush in their bare feet and the hon. member's fear as to snakes is very far-fetched. An hon. member made the very pertinent interjection that the antidote for snake-bite could be kept at the school. You will see, Mr. Mann, that these matters are exaggerated and over-stretched.

Much was said about the housing of school teachers. I would remind the committee that there was once a very well-educated gentleman who lived in a barrel, Diogenes, but I would not suggest that school teachers should live in a barrel. Diogenes is the man too who walked round with a light trying to find a honest man. For the moment I do not recollect whether he ever found one.

**Mr. Aikens:** He was looking for an honest man with a shirt, and when he found the honest man he did not have a shirt.

**Mr. BRUCE:** He certainly would not have found one among my critics of this afternoon and yesterday.

The hon. member for Enoggera compared the salary received by doctors with that paid to school teachers. I asked him whether he

suggested that the doctors should be nationalised and he said, "No, if they were they would be dragged down to the level of the gutter." Does the hon. member mean to suggest that the standard of the Department of Public Instruction is that of the gutter? If he does, then he must believe also that the standard of the Postal Department, or the Railway Department, indeed of any governmental activity, is that of the gutter. He and other hon. members should be more careful in their remarks.

The hon. member for Mundingburra remind me of a broadcasting station that I shall call F.P.C. with considerable wave length and an uncertain number of kilocycles. I shall refer to that later.

One thing hon. members did forget to mention was the fact that the Government pay a subsidy £ for £ up to £250 a year on any moneys spent by school committees on football grounds, cricket pitches or tennis courts. It is dishonest to say that these committees do this, that and the other thing unless hon. members point out that we pay a subsidy of up to £250 a year on a £ for £ basis for any of this work done by committees, and this can be obtained every year. I do not mind fair criticism, but it does not strengthen an hon. member's case to ignore facts. I think the hon. member for Windsor was the first to mention the subsidy up to £250.

Travelling allowances also were mentioned. I am pleased to be able to state that I am having an investigation made into that now and the Minister for Transport is investigating the matter of the tax paid by drivers who transport children to school. Let me point out that in 1941 the department spent £1,800 in travelling allowances, whereas for the year just ended the amount spent in this direction was £20,000, which shows that there has certainly been no lack of progress.

I come now to school committees. I have the greatest respect for them. They are doing excellent work, but hon. member after hon. member has got up and said that the department should take over certain things.

They said that it should not allow committees to carry out this work and the department should take these things over. That is one of the most dangerous policies I have ever heard enunciated. The danger was emphasised when the hon. member for Bowen spoke, because it was he who said that the committees should not do this and that, and that the State must do these things, and he said it in a very passionate manner, showing that his heart was behind it.

**Mr. Marriott:** He is indeed sincere in his remarks.

**Mr. BRUCE:** He was quite different when he spoke of other matters. Obviously he did not study the question or he spoke about it untruthfully when he said that married teachers had to leave school-teaching when they married and that when they came back they came back on lower rates of pay. I took the trouble to look at the facts. When

a teacher marries she has to leave the department. Prior to the war this was a very good thing because it made openings for other teachers. Since the war we have been pleased to get these married ladies back. If they had been away for three years they had to serve a probationary term of six months but if they were away a year and less than three years they came back on the same classification as they went out on. He either did not know what he was talking about or desired to be untruthful.

I should like to thank personally all the members of school committees and parents' associations associated with providing amenities in various localities. I have found no hesitation amongst parents in helping in this direction. Hon. members opposite have exercised their imaginations to a considerable extent in linking Socialism with Communism and I say the attitude of deprecating the help of school committees in providing amenities for their children and others would be most dangerous to our political and social well-being. It is Communism pure and simple.

The Soviet Government do all in their power to separate the parent from the child; their objective is that the association between parent and child shall be broken. By breaking up family ties, they can get greater control over the people they desire to control and they can work a system of dictatorship better when they can break up the family tie than they could otherwise. That was the very thing the hon. member for Bowen was speaking about. He was down to the Communistic doctrine and carrying out the policy of the Soviet Union—make no mistake about it.

Here in Queensland we have a democracy whereby we endeavour to maintain family ties. Parents have the care of their children in their youth; they have them in their homes during their later years; and when the children become adults there persists that friendly family relationship that is the very basic foundation of our democracy. If you carry out the policy of saying, "Let the State take control of this and that" and say that school committees should not take an interest in the welfare of the children, you are practising the Communistic doctrine. Australian people are different from Russian people and take keen interest in their children. The committees have done fine work, and by their efforts they have discouraged those people who always argue that the State should exercise the whole control over the youngsters. That is the greatest danger to our democracy.

I have met the members of numerous committees. We have been told about what they do. The hon. member for Bulimba referred to a swimming pool. Why, I have seen the day when they not only cut the timber but also put up a school fence, so long as the department supplied the wire. That has happened in the outback, and they did not think they were doing anything out of the way, because they knew they were helping their children with their education.

**Mr. Marriott:** And they have repeatedly provided the buildings, too.

**Mr. BRUCE:** That is quite true, but that spirit is being killed today by people who are depreciating their efforts. They will not allow the committees to do these things. They say that the State should take over these things. The hon. member for Bulimba complained that the department would not do anything about the swimming pool. I live in the same electorate as the hon. member, and I know that the people provided the money and did the work, and were quite happy to do it.

**Mr. Aikens:** In some cases the department has refused to allow school committees to be formed.

**Mr. BRUCE:** The hon. member is the mouthpiece of the hon. member for Bowen. He is the broadcasting station, F.P.C.—Fred Paterson, Communist, a station with a long wavelength and an uncertain number of kilocycles. The hon. member for Mundingburra is the direct mouthpiece of the hon. member for Bowen, and whenever the hon. member for Bowen makes an insinuation it is repeated by the hon. member for Mundingburra.

**Mr. AIKENS:** I rise to a point of order. I do not mind the Minister's raving all over the place, but it does not follow that because he takes orders from Clarry Fallon that I take orders from Fred Paterson. I do not take orders from anybody in this Chamber, but I do take advice from time to time from the organisation that I represent here, and that is the Hermit Park A.L.P.

**Mr. BRUCE:** The hon. member for Mundingburra has a magnificent voice and splendid powers of oratory, but he must take his lead from the hon. member for Bowen, because we have the material from him supplied direct from F.P.C.

**Mr. Aikens:** Pure bunk!

**Mr. PATERSON:** I rise to a point of order. I must say in justice to the hon. member for Mundingburra that the statement by the Minister is untrue and I asked that it be withdrawn.

**A Government Member:** What statement?

**Mr. PATERSON:** The statement that the hon. member for Mundingburra takes orders from me.

**The CHAIRMAN (Mr. Mann):** I ask the Minister to accept the denial of the hon. member for Bowen.

**Mr. BRUCE:** I accept his denial, but of course I still have my own opinion.

**The CHAIRMAN:** Order!

**Mr. BRUCE:** I cannot change my opinion, but I can accept the denial.

**Mr. Aikens:** You were giving it as a fact. We cannot object to your having an opinion and expressing it.

**Mr. BRUCE:** If we were to continue to spend money in directions other than on the actual education of the children, what would be the result? If we had to pay for all the things that have been asked for today there would be either no money for any other activities or we should be spending a great deal of money on things that had no direct bearing on education.

The expenditure on education in Britain has been mentioned in previous debates. That affords an excellent comparison, because we in this State are more closely associated with Britain than any other country. Hon. members need only revert to the Estimates to see the amount of money that has been provided by the Government for education in this State, which has a population of approximately 1,000,000. That amount is £3,609,293 and will compare more than favourably with the expenditure on education in Great Britain, which has a population of approximately 50,000,000.

**Mr. Low:** Britain is more closely settled than this State.

**Mr. BRUCE:** That is so. That would make the task much cheaper.

**Mr. Low:** It should.

**Mr. BRUCE:** The amount expended in Great Britain should represent an amount per capita about 25 per cent. more than we actually expend because of our sparse population.

One hon. member quoted the salary classification of teachers, and stressed the salaries of junior teachers. In my time the junior teachers could not pay their board. They had to work on farms in their spare time in order that they might stay in a particular centre. I have seen them working on sugar farms and dairy farms, and I have no doubt that they worked on station properties in the outback places. My point is that they had to engage in some extraneous work to keep body and soul together in order to carry on their work.

The hon. member for Windsor said something about giving our young people opportunities. Today the department gives every youngster an opportunity, if that youngster has the will and intelligence and the parent has the right spirit. I had a personal experience where I was boarding with a young man whose people were farmers. They were not very well-to-do farmers but they had pooled their resources so that he could remain in the city and go to the University. One night I asked him to go to a show and he admitted that he did not have the money, that he only had sufficient money to pay for his board. He said, "If I qualify as a barrister the idea is that I shall put into the pool to help my next eldest brother to come to the city to complete his education." As a result of this arrangement in the family five brothers in this family are today barristers and solicitors,

and some hold the highest positions in Australia. That is how they started and they just had enough money to educate each boy as his turn came.

**Mr. Maher:** They are all the better men for that.

**Mr. BRUCE:** I do not believe in a man's working in poverty if it can be avoided, but I do emphasise that our educational facilities today give the opportunity to the youngster with the necessary brains and intelligence, provided he has the co-operation of his parents, to achieve any position he desires.

I have dealt with most of the other matters that have been raised. I merely wish to repeat that I cannot accept the amendment.

Amendment (Mr. Aikens) negatived.

**Mr. MARRIOTT (Bulimba) (4.50 p.m.):** While we are considering an amendment of the State Education Acts, 1875 to 1940, we should take stock of its various provisions.

We should consider the way in which the Act should be amended. We heard the Minister refer in quite an airy fashion to some of the points raised during the debate. I think now is an opportune time to have the Act amended. You may tell me that it is a question of administration and not necessarily one for a provision in the Act. I think we should have in the Act a provision that school grounds shall be kept clean and free from weeds, rubbish, and bushes. Some of the children are allergic to these bushes, and they have to be treated by a skin specialist.

**The CHAIRMAN:** Order! I point out that the Bill is one to amend the State Education Acts in certain particulars, those particulars being in reference to the allowances for scholarships at the Teachers' Training College, and religious instruction in schools. I ask him to confine himself to those matters.

**Mr. MARRIOTT:** I move the following amendment:—

"Add to the question the words—  
'and for other purposes.'"

I have already, while speaking to a previous amendment, indicated angles from which the Act should be amended. The Minister, in replying to the various speakers, quite airily disposed, as he thought, of some of the points raised. He tells us that it is not fitting that the department should spend money on matters other than for educational purposes, matters that he says are entirely away from the subject of education. I contend that the points raised here have reference to education and to the conditions under which the education of children is carried out or is endeavoured to be carried out.

While the Minister was speaking I interjected about the dirty, filthy school grounds that exist in the metropolitan area. I raised the point before and the Secretary for Public Works desired to know what school ground I had in mind, and I told him. I asked him

to have a look at it himself. I have seen rats as big as cats at the Bulimba school ground. I dealt at that time with the danger that existed to residents whose property adjoined the school grounds as a result of the overgrowth of lantana and bushes in the school ground. Something was done to remove the immediate fire risk, but nothing was done to clear that ground. That disgusting state of affairs exists where the children have to go through lantana to go to the school.

**The CHAIRMAN:** Order! I point out to the hon. member that we spent the whole day today discussing an amendment, which has been negatived. The amendment suggested by the hon. member, in my opinion, would lead to a debate covering the same ground as that already covered by the amendment moved by the hon. member for Mundingburra, therefore it can be considered to be governed by or dependent upon the amend-

ment already negatived. As such I rule that it is inadmissible. On page 396 of "May" the Committee will find this statement—

"An amendment is also out of order if it is inconsistent with words in the motion which have been already agreed upon, or with an amendment already agreed to, or if it is substantially the same as an amendment to the same motion which has already been negatived."

I rule that the amendment moved by the hon. member is the same as the one already negatived; therefore, it is out of order.

Motion (Mr. Bruce) agreed to.

Resolution reported.

FIRST READING.

Bill presented and, on motion of Mr. Bruce, read a first time.

The House adjourned at 4.58 p.m.