

£5,000 a year instead of £4,000 in this direction.

The TREASURER: It had always been the arrangement that our Governors should be able to import goods for their own consumption free of duty, but the Commonwealth insisted on collecting customs duties on goods imported by State Governors, just as they collected duties on goods imported by the States.

Mr. Scaddan: The Governor gets his money here, and should get his goods here.

The TREASURER: We must allow His Excellency to import the goods if he wished to do so. The agreement having been made with the Governor that he should have his goods brought in free of duty for his own consumption, we had no right to criticise his actions in this respect.

Item, North-West Pearling Fleet Disaster, £300:

Mr. COLLIER: The sum of £198 was spent last year, and £300 was provided on these Estimates. To whom was the money to go?

The TREASURER: The money was to relieve the sufferers from the disaster. The resident magistrate distributed it. The sum provided this year included last year's expenditure.

The MINISTER FOR MINES: The Treasurer was absent at a conference in the East when the disaster occurred, but instructions were immediately telegraphed to the resident magistrate at Broome to use his own discretion in relieving suffering. A large sum was spent in patrolling the coast to pick up bodies and render assistance.

Vote put and passed.

Progress reported.

House adjourned at 11.20 p.m.

Legislative Assembly,

Thursday, 14th January, 1909.

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The SPEAKER took the Chair at 4.30 p.m., and read prayers.

QUESTION—IMMIGRATION, MR. LANE'S WORK.

Mr. TROY (for Mr. Bath) asked the Premier: 1, Is Mr. Lane, who is advertising for immigrants in England for Western Australia, acting on the instructions of the Government or the Agent General in London? 2, Does he receive any payment from the W.A. Government for his services? 3, Is the Premier aware that complaints have been made against Mr. Lane for misrepresentation and deluding immigrants? 4, Have these complaints been brought under the notice of the Government? 5, Is it a fact that the Government have repudiated responsibility for Mr. Lane's work in this regard?

The PREMIER replied: 1, The Government are not aware of any such instructions having been issued. 2, I understand this gentleman has received some fees from the Agent General in London for lecturing in January of last year. 3 and 4, No specific complaint has been brought before the Government. 5, Yes, except as set out in answer to question No. 2.

QUESTION—SEWERAGE FILTERS. BURSWOOD.

Mr. TROY (for Mr. Swan) asked the Minister for Works: 1, Has the necessary machinery for spreading the sewerage over the filters at Burswood been purchased? 2, If so, is this machinery satisfactory? 3, If not satisfactory, who is responsible for its purchase?

The MINISTER FOR WORKS replied: 1, Yes. 2, The system has been found satisfactory elsewhere, and there is no reason to doubt its efficiency when put into use here. 3, Answered by 2.

QUESTION—FREMANTLE WORKSHOPS, MANUFACTURES.

Mr. DAGLISH asked the Minister for Works: 1, When will the Fremantle Workshops balance-sheet and cost-sheet be laid upon the Table of the House? 2, Who authorised the manufacture of pipes in value over £7,000 for stock only? 3, What stocks of values and specials (apart from pipes) and other castings or machined goods required for Government use are on hand? 4, What is the value of same?

The MINISTER FOR WORKS replied: 1, The information promised to the hon. member will be available next week. 2, The Minister for Works. 3, Approximately 10 tons. 4, Approximately £200.

QUESTION—MACHINERY INSPECTION.

Mr. SCADDAN asked the Minister for Mines: 1, Have the Mines Department any record of the travelling expenses paid to the Chief Inspector of Machinery during the 12 months ended 31st December, 1908? 2, If so, what is the amount, and what is the nature of the duties necessitating travelling for which payment has been made? 3, Has the Chief Inspector of Machinery furnished reports of any inspections of boilers or machinery made by him? 4, If so, will the Minister furnish such report for the information of members? 5, In the absence of such reports will the Minister contradict or confirm a statement which has been made that the Chief Inspector of Machinery is incompetent and has not personally inspected and issued certificates for half a dozen boilers since he was appointed, almost 10 years ago?

The MINISTER FOR MINES replied: 1, Yes. 2, £31 12s. 9d. Visiting

machinery plants on the goldfields; in factories, sawmills, etc.; conferring with owners, managers, and engineers on matters in question with the department; and examinations of engine-drivers. 3, Unless specially desired the Chief Inspector of Machinery does not furnish me with reports on boilers and machinery, and I have not called for any. 4, Answered by 3. 5, I am of opinion that the Chief Inspector of Machinery is competent, and consider that his time is better occupied in supervision and administration than in personally inspecting boilers and machinery.

Mr. SCADDAN: I desire to draw attention to the fact that the Minister has declined to answer the question I put him. That question is very clear for it says, "Has the Chief Inspector of Machinery furnished reports of any inspections of boilers or machinery made by him?" The Minister has refrained from answering that question.

The SPEAKER: It is in the province of the Minister to answer the question as he thinks fit.

The MINISTER FOR MINES: The question is answered; probably the hon. member did not hear what I said, but he can read the reply in the Minutes.

RAILWAY INDUSTRIAL AGREEMENTS.

*Papers not complete.**

Mr. HOLMAN (Murchison): I desire again to draw attention to the fact that certain papers which were called for by the House with regard to railway industrial agreements have not yet been placed on the Table. I have drawn attention to this omission on other occasions, and on Thursday, the 7th January, I spoke of it. I regret to say the resolution of this Chamber has not yet been carried out, nor has the order Mr. Speaker gave, that all papers ordered by the House should be tabled, been obeyed. I would again ask Mr. Speaker to insist that all papers and reports of conferences in connection with disputes in the years I mentioned in my resolution, be tabled.

The MINISTER FOR MINES (Hon. H. Gregory): I have asked the department to supply me with all papers in their possession, and they have assured me they have sent on every one. I can do no more. I accept the statements of the officers of the department, and if the hon. member gives me particulars of certain papers which he believes to be in existence, I will have a special search made for them. I do not think any member would believe for one moment I would so stultify myself as to ask the officers of the department not to furnish certain papers called for, and I am satisfied the officers, when requested by the House to produce papers, would never for a moment think of withholding any of the documents asked for; they would carry out the resolution of Parliament in its entirety. So far as I know, every paper the department have in their possession, has been given to me and been placed by me on the Table.

Mr. HOLMAN: I will name some of the papers. They are the minutes of a conference that took place on the 21st of September, 1904, and conferences held on the 9th of November, and a week either before or after that date. I visited the railway union office to-day, and secured papers there which have not been placed on the Table. One consists of the minutes relative to the conference held, at which I was present, and which I referred to when moving the motion; another is a copy of a conference held on the 9th November, and minutes relating to a conference held on another day about that time. I regret to say that minutes which I wrote in connection with this matter do not appear on the file placed on the Table.

The SPEAKER: The papers mentioned should be placed on the Table, and the Minister has promised to produce them.

The Minister for Mines: If they are there.

QUESTION—SAVINGS BANK LOAN TO MR. P. STONE.

Mr. HOLMAN (Murchison): With the permission of the House, I would like

to ask the Treasurer whether he intends to place on the Table, papers in connection with the loan of £1,500 by the Savings Bank to Mr. P. Stone. I have given notice of motion for the production of these papers, and I would like to know whether there is any objection on the part of the Government to produce them.

The TREASURER: The motion can be put on the Notice Paper as a formal one.

PAPERS—RAILWAY SUPPLIES, NEWCASTLE.

On motion by Mr. Angwin ordered: That there be laid upon the Table of the House all papers relating to the calling for tenders and for letting of contracts for the supply of Newcastle coal for the Railway Department.

MOTION—RAILWAYS, INDUSTRIAL CONDITIONS.

Debate adjourned.

Order read for the resumption of the debate on the following motion by Mr. Johnson:—"That in the opinion of this House the Commissioner of Railways when arranging the next industrial conditions for the railway employees, should start at a minimum of 8s. per day, irrespective of privileges, for all adult male workers, and 48 hours to constitute the week's work; always reserving the right given in Section 89 of the Industrial Conciliation and Arbitration Act to pay a lower rate to any worker who is unable to earn the prescribed minimum."

The PREMIER (Hon. N. J. Moore): In connection with this motion I intend to move that the debate be adjourned. It is felt at the present stage that it would not be advisable to proceed with the debate on this matter, and I crave the indulgence of the House to give my reasons. In the first place let me say on behalf of myself, my colleagues, and the members sitting on this side of the House that I desire to place on record that we are as determined as any party in the House or

the country to use our utmost endeavours to secure fair remuneration for the employees of the State. More than that I, on the present occasion, do not wish to add when I am speaking with the indulgence of hon. members. It is not necessary for me to assure the House that we view with a considerable amount of regret the possibility of industrial trouble arising between the Commissioner of Railways and the employees of the Railway Department. Firmly believing as I do that the points of difference can be adjusted if a conference could be arranged, I have taken steps to bring about such a conference, and I would suggest that this should be arranged with the Minister for Railways and myself as representatives of the Government, the Commissioner of Railways, and the members of the executive of the Railway Association. Now, I am fully satisfied that such a conference could adjust the existing difficulties. I have had some experience of these matters and it is only two years ago that there was a difference with regard to Sunday time on the railways; and as a result of the deliberations which took place between the representatives of the men, the Government and the Commissioner, as well as the member for Ivanhoe, who took an active part in the deliberations, it was found possible to adjust matters in a way which proved to be in the interests of both the country and the employees of the Railway Department. I am satisfied that a proposition of this kind will commend itself to members, because I think we are all agreed it would be a great calamity should any industrial trouble arise between the employees of the Railway Department and the Commissioner of Railways. I am satisfied if the conference were held that success would attend our efforts, that is, if the conference were not prejudiced in any way. If a debate took place here in connection with this motion, there is a possibility that the matter might not be so easy of adjustment as it would be if the delegates to the conference were able to take the subject into consideration, all unbiassed, and with the determination to arrive at some conclusion which would be in the interests of all con-

cerned. Under these circumstances, I beg to move—

That the debate be adjourned.

Mr. Bath: Make the adjournment until to-morrow.

The PREMIER: I have been informed that the Commissioner of Railways has communicated with the executive and has suggested that the conference should take place on Monday or if necessary on Saturday. Personally I would be quite prepared to give up Saturday in order to attend that conference.

Mr. BATH (Brown Hill): I hope I may speak with the indulgence of members. Since I first approached the Premier at the beginning of the week, my desire has been to try and arrive at some *modus vivendi* or some method of settlement at the earliest possible moment, so as to avoid that delay which might lead to complications and make it more difficult to arrive at some adjustment of the trouble. At the request of the Premier the matter has been left over from day to day until it was decided that this motion should be taken in preference to a motion for the adjournment of the House and that it should be the first business on the Notice Paper for this afternoon. I have not had time to communicate with the Railway Association with regard to the conference, and I do not want to lose the chance of having the matter discussed in the House. At the same time I do not want to see any opportunity of conciliation or settlement by conference lost. The debate could be adjourned till to-morrow and if the conference is fixed up before then to take place even on a subsequent day, then there would be no need for the discussion to be resumed to-morrow. But if there is no prospect of getting the conference, with the view of arriving at a settlement I am desirous of taking the earliest opportunity of discussing the matter here. In asking that the debate be adjourned until to-morrow I am not anxious to interfere in any way with the possible settlement by debate. But I want to have the right, and members who are desirous of discussing the question, want to have the right of debating it here in

the event of the failure to bring about a conference.

Mr. JOHNSON (Guildford): Mr. Speaker—

Mr. SPEAKER: The hon. member cannot debate a motion for adjournment.

Mr. JOHNSON: I merely desire to say that I have never heard a word of this until just before the House met this afternoon. After all, Mr. Speaker, this is my motion.

Mr. SPEAKER: The hon. member may make a short explanation, but it is contrary to the rules of the House to allow any discussion on a motion to adjourn the debate.

Mr. JOHNSON: This motion has been on the Notice Paper for a considerable time. The Leader of the Opposition has met the Premier in connection with the matter. The suggestion that a conference should be held was made early in the week and here we are now at the end of the week and nothing transpires until to-day, when we, feeling that we are to have an opportunity of discussing the question and finally settling it in the House, at the eleventh hour a proposal for the adjournment is sprung upon us. It is not only this matter of the difference between the Commissioner and the association that I want to discuss; I want the House to definitely and distinctly decide the question of whether our workers shall be paid the minimum of 8s. a day and shall work 48 hours a week.

Mr. SPEAKER: I think the hon. member is exceeding the explanation.

Mr. JOHNSON: Very well, Mr. Speaker, I shall just enter my protest against the Premier gagging me from expressing my opinion.

Mr. BATH: As a matter of courtesy, Mr. Speaker, the Premier might say whether, failing the conference, he will give the House an opportunity to discuss the motion. All I want to point out is that if the conference is fixed up, then we will not ask the Premier to resume the debate to-morrow. I am only asking that the promise given me shall be carried out, that we shall be given an opportunity to discuss this motion. All I want is that the assurance will be observed.

Mr. Walker: The question is, will it be put on the Notice Paper to-morrow.

The PREMIER: I do not see why the conference should not be arranged.

Mr. Collier: You have had nine days to fix it up.

The PREMIER: We have not had much time to fix up anything during the last few days. I repeat I see no reason why the conference should not take place. The railway people themselves have stated that they are anxious that a conference should take place. Unless we have a conference we can only hear one side of the case. I have had experience of these troubles and I am satisfied it is not possible to adjust one like this by having a debate in the House, where it would not be possible to arrive at a proper conclusion. When we are met in conference there will be every opportunity of discussing the matter, interjecting, and acquiring all the information possible. I do not think that there will be any likelihood of objection to the conference. The Leader of the Opposition advised me yesterday that he proposed to move the adjournment of the House, and I agreed that I would be prepared to place this motion at the top of the Notice Paper to-day. I do not want to shelve discussion, but I am satisfied that a better result will come from a conference than from a debate in this House.

Mr. Walker: Then let it appear on the Notice Paper to-morrow and if necessary we can adjourn it again.

The Premier: Why not make it Tuesday?

Mr. Johnson: Many of us have made arrangements to go to Busselton on Tuesday.

The Premier: The show will not take place until Thursday.

Mr. Johnson: That is nothing. I have made arrangements to go on Tuesday. You do not mind inconveniencing anyone as long as you suit yourselves.

Motion put, and a division taken with the following result:—

Ayes	..	..	..	26
Noes	..	..	..	20
				—
Majority for ..	..	..	..	6

AYES.

Mr. Barnett
Mr. Brown
Mr. Carson
Mr. Cowcher
Mr. Daglish
Mr. Davies
Mr. Draper
Mr. Foulkes
Mr. Gregory
Mr. Hardwick
Mr. Hayward
Mr. Hopkins
Mr. Jacoby
Mr. Keenan

Mr. Layman
Mr. Male
Mr. Mitchell
Mr. Monger
Mr. N. J. Moore
Mr. S. F. Moore
Mr. Nanson
Mr. Osborn
Mr. Plesse
Mr. Price
Mr. F. Wilson
Mr. Gordon
(Teller).

NOES.

Mr. Angwin
Mr. Bath
Mr. Bolton
Mr. Collier
Mr. Gill
Mr. Gourley
Mr. Heilmann
Mr. Holman
Mr. Horan
Mr. Johnson
Mr. McDowall

Mr. O'Loghlen
Mr. Scaddan
Mr. Swan
Mr. Taylor
Mr. Underwood
Mr. Walker
Mr. Ware
Mr. A. A. Wilson
Mr. Troy
(Teller).

Motion thus passed.

ANNUAL ESTIMATES, 1908-9.

In Committee of Supply.

Resumed from the previous day, *Mr. Daglish* in the Chair.

Education Department (Hon. Frank Wilson, Minister).

Vote—Education, £175,687:

The TREASURER and MINISTER FOR EDUCATION (Hon. Frank Wilson): Any hon. member who has taken the time and trouble to peruse the Inspector General's report in connection with the working of this department during the past year will, I think, admit that good work has been done, and that as far as possible the requirements of the people of this State have been satisfied in regard to educational facilities. Of course the exigencies of the State's finances have necessitated every economy in this department, as in all others. It will be noticed by the Committee that the expenditure last year was some £4,800 below the vote on last year's Estimates; this saving, however, has been spread pretty generally over all the items contained in the Estimates and is

not confined in any special direction, thus showing that economy has been practised without impairing the efficiency of the department. It will be noted also that this year the expenditure is estimated to exceed that of last year by £1,465. But this does not represent the total excess in the estimated expenditure; because the sanitary services in connection with this immense department have been transferred, together with those of all other departments, to the Colonial Secretary's Department. These services alone mean an expenditure of £3,500, so that the increase this year in the expenditure so far as the Education Department is concerned represents £5,000 in round figures. It is rather interesting to compare the figures with regard to our schools with the figures of last year. For instance on the 30th June, 1907, we had 372 schools open and in use, and on the 30th June, 1908, 12 months later, we had 396 open and in use, representing an increase of 24 schools. During the first half of the present financial year the number has risen to 418, being an increase of 22 in the six months. We have more than double the number of schools open in Western Australia to-day that we had nine years ago; and when we consider that the education vote of that period amounted to £56,000, whereas to-day it stands at £175,000, it will be seen what immense strides have been made. Notwithstanding that this large increase is out of all proportion to the advance in our population, it will be proved by these figures that proportionately we have provided very much greater facilities for educational purposes than existed nine years ago. The number of our schools reached 300 for the first time in 1905, and reached 400 for the first time in 1908. Demands for schools have come in from all parts of the State, and although we have been unable to meet them all, still, as far as possible, these demands have been met and schools established. Of course care has to be exercised in establishing schools. We have numerous instances of schools having been demanded for sparsely populated districts; instances in which the

people have subsequently removed from the district, taking their children with them, so that in the course of a few short months it has been found that the demand for a school had not been a legitimate one. But wherever we have six or seven children of a school age in a given centre they can get assistance. Grants on a per capita basis of £4 10s. in the coastal districts and of £5 on the goldfields can be obtained towards their education, so no one needs be minus educational facilities for his children. Families can have assistance if too far away from the nearest school—assistance by the way of allowance for driving the children into school. And wherever two places are near enough to establish half-time schools these are established, even though there are only seven or eight scholars offering. In such cases where half-time schools are established, it is expected that those who require them will supply a suitable room for the purpose. But wherever 14 or 15 children of school age are permanently settled in any district an effort is made to provide them with a school building, and also with a teacher. Our system in Western Australia, which I have briefly explained, is very much more favourable towards the people than are the systems in the other States. I find on glancing through the records that in New South Wales provisional schools are only established for from 10 to 19 children, and then the grant in aid of buildings and furniture is limited to £45 for less than 15 children, and to £60 for less than 18. Payment is withheld until the building has been erected and passed by the department as being fitting for the purpose. In Victoria the minimum number of scholars is 15 for full-time schools and 11 for half-time schools; however, it must be admitted that these numbers are not rigidly adhered to. But wherever the number of scholars is less than 20 parents must provide buildings for school purposes. In exceptional cases the department pays a proportion of the cost of these buildings. In South Australia the minimum is 12 for provisional schools, special and half-time schools being the best available for any number

below 12. Half the cost only of the buildings for these provisional schools is granted in that State and then it must not exceed £75. Rent in some instances is paid for smaller schools. In Queensland the minimum number of scholars is 12, and one-fifth of the cost of school and quarters is contributed by the locality. The small schools there are subsidised on a capitation rate based on the cost per head in the nearest larger school. In Tasmania we have the very low minimum of eight scholars for a subsidy; but for over 12 a building is rented. No buildings are erected by the department for less than 20 scholars. So that at once it will readily be seen that, as far as our State is concerned, we are very far ahead of the Eastern States in the accommodation we grant for educational purposes. Of course the expenditure which I have referred to as having increased very largely has been increased considerably since 1899, due to the establishment of the Training College at Claremont, and of technical education in different parts of the State, including manual training and cookery classes in our primary schools. The expenditure has also been increased by an additional number of Government and University exhibitions, secondary scholarships and bursaries, which are open to all. Roughly these departments represent something like £20,000 of the total expenditure. Of course the beneficial results to our people are undoubted and require no emphasising by me. The technical school students, exclusive of the school of mines, have increased to 1,100, and in the city of Perth the number has doubled within the past four years; that is to say it has increased from 263 to over 500, a very satisfactory result indeed. Of course there are more demands for these technical schools throughout the State than the department can cope with, and although we have done our utmost to meet these demands where practicable and justifiable, yet I must say that I would be better pleased if I could find more money to extend the technical education of this department, an education which I think will be largely responsible for the pros-

perity of our country in the very near future. This year we have had an innovation in regard to technical schools, inasmuch as 17 students sat at the examination for the bachelor of science degree in the Adelaide University. They were successful in securing 30 passes in portions of the course. They were the only candidates from Western Australia, and, I may explain, it is only during the past two years that candidates have been permitted to pass the whole of the examinations for the bachelor of science degree without leaving the technical school and travelling to Adelaide for the purpose, so that is a distinct advance so far as our technical school students are concerned. The Training College has accommodation for 62 regular students, and about two-thirds of these are females. These students have, of course, had their usual training during the past twelve months, but in addition we have been able to give a three months' course to 28 teachers from some of the smaller schools. Central schools, as proclaimed, are being established in the metropolitan and Kalgoorlie-Boulder districts. These schools it is intended shall be an advance on our present system; not that we shall be able to economise so far as expenditure is concerned, but we shall certainly be able to economise in effort and have very much better results than under the present system which I need not dilate upon. Briefly, the seventh and ex-seventh pupils are taught at these central schools. In the past, as I explained pretty fully some two or three years ago, these pupils could claim tuition in any of our schools, and they have done so, with the result that where a school had perhaps a few children who could claim this exceptional education they had to be attended to to the detriment of the larger number who were being educated in primary subjects only; or, in other words, the larger number must be neglected, to some extent, while the teacher was engaged in the tuition of those advanced scholars. This has been recognised for some time as being a very unsatisfactory method, and now we hope, to a great extent, so far as the larger

centres of population are concerned, to do away with this system and get much better results from these declared central schools where, of course, the children who are so far advanced can be grouped together and specially qualified teachers appointed to instruct them without detracting from the tuition given to the primary scholars. Another matter I might briefly refer to is the fact that in connection with these central schools—of course, free travelling is permitted—an arrangement will be made with the Railway Department that free passes will be granted to the students although perhaps they may be beyond the regular distance for primary schools, so that students living within a measureable distance of these central schools can travel to and fro to attend the classes established therein. With regard to cost, of course this is increasing somewhat per head. The average cost per head on enrolment—and I do not think it is fair that we should compare it in any other way, by attendance, for instance; because, unfortunately, last year our attendance was rather reduced owing to an epidemic of diphtheria, and in another portion of the year owing to an outbreak of measles in the schools necessitating not only the closing down of a great number of schools for a short period, but in many instances the prohibition of certain pupils who were suspects from attending, and, of course, the average attendance suffered—the average cost per head on enrolment for 1906-7 was £4 9s. 4d.; for 1907-8 it rose to £4 10s. 1d. I must admit this is slightly higher than in any of the other States. New South Wales comes nearest to us, but as they base their cost on the average attendance I have perforce to show these figures in comparing our cost with that in the various Eastern States. Of these New South Wales is the highest, the cost being £5 6s. 10d., while our cost on average attendance is £5 15s. 2d. In Queensland it is £4 13s. 10d., in Tasmania £4 4s. 7d., in Victoria £4 10s. 5d., and in South Australia, the lowest of the lot, £3 19s. 3d. However, it will be readily realised that this increased expenditure is easily accounted for. No-

where have they such a country as we have in which to provide educational facilities, so large an area with such sparsely populated assemblages. This has all increased the cost of transit and living, and naturally the expense of education goes up accordingly. In addition to that, our salaries, as I have previously stated in this Chamber, are somewhat higher than are paid in the Eastern States—in many instances considerably higher. Last year we built 15 new schools and added 12 new residences for teachers; and, of course, there was a large number of additions and improvements found to be necessary to existing schools and quarters. This year we propose, strange to say, to put up exactly the same number, 15 new schools and 12 new quarters, provision for, which will be found on the Estimates; and in addition there will be the usual sum of £3,000 to provide for miscellaneous schools and quarters. I think this briefly gives a summary of what has been done during the financial year in connection with this department and of what we propose to do during the present year. Naturally we have, as I said at the outset, endeavoured to economise wherever possible, yet we realise that no one would wish to curtail unduly the educational facilities to the children of the State, and, therefore, the vote must of necessity go on increasing year by year as these additional facilities are granted. The question of land settlement which has taken the notice not only of the people of Western Australia but of other countries so largely for the past year or two, naturally affects this problem. As we get settlers on the land they immediately begin to cry out for school accommodation for their children. It has been a very difficult problem to satisfy all: indeed, I suppose we have not satisfied all in this respect; but I venture to say any complaints of neglect, if inquired into, will be found to be based on just and legitimate grounds, rather than on wilful neglect on the part of the department in regard to the demands of these settlers. I commend this vote to the acceptance of the Com-

mittee, and I trust that it will be passed without any reduction.

Mr. BATH: There were not many members who would have a desire to effect a reduction in the vote for educational purposes, so that the Treasurer need have no deep fears on that heading. Probably there would be found some members inclined to take the other course and protest against cutting down expenditure, or rather the denial of certain expenditure to which the teaching staff in our State considered themselves entitled. Each year certainly found the department from the permanent head, the Inspector General, down to the staff of teachers making great strides so far as educational work in Western Australia was concerned. Not only was there an extension of educational facilities, but in the instruction imparted we were improving every day and every year, and we were holding a worthy place in the Commonwealth so far as primary education was concerned. The *esprit de corps* among the officers of the Education Department was all the more remarkable because a large number of the teachers had a just grievance against the department, though not so much against the department as against the Government of the day. It was a characteristic of the Commonwealth of the whole, and was not confined to Western Australia, that while some public officers were treated well, Governments were not prepared to recognise the status to which teachers were entitled, or the really important part the teacher played in the economy of the nation. It was only necessary to turn up the education reports of the nations of the world, from the most civilised down to the South American Republics, or even to Japan for that matter, to see that to-day the greatest importance was attached to their educational work, because they realised that in it lay the foundation of their progress and that unless they improved their educational systems in a complete form they were going to lag behind in the march of nations. That being so, if we recognised the importance of education, we must also recognise the importance of the man who carried on our educational

work. The teacher was of more importance to the community than the doctor or the lawyer, or, could one say, a Cabinet Minister, and was entitled to a great deal more consideration and, one believed, more salary than was allotted to him, and more practical recognition of the part he played in the world to-day. As a matter of fact it was hard to realise what was the status of the teacher. He seemed to be a sort of half-way social product, and was not accorded the recognition to which he was entitled. That was even the case in regard to the buildings provided by the department for teachers to live in, because we found the Inspector General of Schools in his report saying it was difficult for a teacher to preserve the respect of his neighbours or even his own self-respect when he was miserably housed, and that a comparison between the comfortable quarters provided for the police constable, the post-master, or the station-master, and the poor rooms allotted to the teacher were not calculated to give a proper idea of the importance and dignity of the last-named. The Inspector General was, one realised, desirous of improving this matter as far as possible; but, of course, the Inspector General's desires were limited by the amount of money placed at his disposal. It was true that the argument advanced for the refusal of the increment to the school teachers for this year was based on the argument that our financial position was so bad that we could not afford to pay it. One heard a lot about what were vulgarly called the stinking-fish party, but no man libelled Western Australia more than the man who, be he politician or citizen, said that our resources were not capable of providing fair, and one might say, generous salaries for our teachers and for an up-to-date educational system. To use this argument of economy and lack of money as an argument for denying fair remuneration to those engaged in our Education Department, was worse than decriing our resources, for writing us down as a God-forsaken country. It might be a temporary depression, or the exigencies of the finances might justify us in using the pruning knife in luxurious

and useless expenditure, such for instance as that criticised the previous evening by members, State ceremonials, or even such channels as that in which money was spent for the entertainment of the American Fleet. But when this excuse was used as an argument in support of the contention that, although teachers had worked creditably, had prepared for their examinations, had received good reports from the inspector, and had justly earned the increments to which they were entitled under the regulations, surely it was not sufficient justification. The refusal of the increments worked very harshly in its effect on the teachers. We found for instance that of the £3,000 saved owing to the determination not to pay the increments, £2,000 would effect 200 teachers in receipt of a salary of £150 a year or less. That was that teachers receiving £150 a year or less would have to stand the brunt of £2,000 of this saving of £3,000. Those in receipt of £100 per year and who would have been entitled to an increase to £110, had suffered through the withholding of the increment, a percentage loss of 9 per cent.; those in receipt of £200 lost only 5 per cent., whilst those in receipt of £350 lost only 3 per cent. While he did not desire to say for one moment that it was the mere money aspect which appealed to the teachers, still naturally the loss of increments had an effect upon the teachers in their work when it was a question of their getting a living salary, one sufficient to keep them respectably and provide them with decent accommodation. It had a great effect on the *esprit de corps* of the teachers, and a great effect on the ambition of those seeking to rise in the department. It was not that there was no room for serious economies in the Education Department or for a reduction in the expenditure in some directions; for in Western Australia we had departed from the system adopted in the Eastern States, in that, instead of making the head-teachers in our big schools the heads of the schools, including all branches, we had constituted head-teachers over each department—over the girls' school, the infants' school and the boys' school—with

the result that high salaries were given to the heads, and a staff of highly-paid teachers was built up. In the other States the headmaster was the head of all the branches in the school; that was where the girls' or infants' schools were not separated from the boys' schools. In some places in the Eastern States there was specialisation in kindergarten work; but where girls', infants' and boys' schools were included in the one establishment there was but one head. The staff of such institutions, although well paid, received less salaries than head teachers placed in independent control of girls' and infants' branches such as in the schools in this State. If our financial position were such that we must go warily, it would be better to pay larger salaries to teachers in the agricultural and mining districts, where we were trying to build up an educational system for those pioneering the sparsely settled districts, even if it meant loss of status to the higher paid teachers in the City and chief towns. The present policy encouraged centralisation because it aroused ambition in the minds of all the teachers to secure appointments in the larger centres. It also indirectly acted upon the scholars taught in the agricultural and mining districts and encouraged the idea of centralisation, of getting into the towns to enjoy the greater advantages to be secured there. In Western Australia we were growing more and more to look to the agricultural industry for the future solid development of the State, and we had to give encouragement to the agricultural population to settle on the soil. Therefore it was necessary to build up the idea in the minds of the children attending such schools, that in the future they would be able to secure not only material advantages in the development of the agricultural industry, but also a fair measure of culture and education. To do that we must give the teachers in those districts good conditions and good salaries, arouse in them an interest in their work and a desire to work in such districts. In the Training College, Claremont, the Government had established a science room which cost a considerable sum. Seeing that we had a technical

school in Perth, that sum of money might have been saved by the students being given facilities to secure the necessary training in science and laboratory work in the Technical School rather than have a special establishment at Claremont in connection with that particular work.

The Treasurer: The Training College is to instruct in teaching, which is very different from technical work.

Mr. BATH: In connection with the work at the Training College something more had to be done than to make the students mere teachers. This was pointed out by the Principal of the Training College in his report, for he said:—

“Reflecting upon the work of the college in the past I am deeply sensible that, if the best is to be sought in the way of professional training, some changes are necessary. Last year I outlined the three-fold function of the college. Briefly the functions then outlined may be summarised—1. To give its students a good all-round education. 2. To train them in certain departments of skill closely associated with the teacher's calling. 3. To give them a professional training.”

There was a fourth function in connection with the training of teachers, and that was to make them good citizens, capable of inculcating the principle of good citizenship in the minds of the children under their control. There was too much of an inclination to look on teachers as a class of men apart from the other members of the community; to separate from them; to let them walk and work in grooves of their own. They should be regarded as citizens as much as anybody else, they should meet and work with the other members of the community; for if we were to make our children good citizens in the future it would be not only by imparting to them a good education, but also by inculcating in them a desire to be good citizens of the State. Unless the teachers were trained with this idea not only in their earlier stages, but also in the Training College, they would not be able to impart those lessons in good citizenship to the children under their control. In the establishment of the normal schools the

Education Department had made a departure for which they were to be complimented. As had been pointed out by the Principal, a good deal of initial work was done in the Training College now which could have been avoided had the normal school been established earlier. He had been informed that instruction imparted in the normal school was repeated in the Training College. That was wrong, for the two institutions should not travel over the same ground.

The Treasurer: I do not think that is so; although to a slight extent it may be the case.

Mr. BATH: The proper system to adopt was for the Training College to take up the instruction of the students from the place they left off at the normal school. In regard to technical education, good work had been done by the schools both in the City and on the fields, and also at those places where technical schools were established. This work, however, was not complementary of the instruction which youths were securing in whatever manufacturing industries we had in the State. It had frequently been urged by the Treasurer against trades unionism that the unions were opposed to apprenticeship; that they did not believe in it; but trades unions in the State were anxious for the institution of a practical system of apprenticeship. The carpenters' association, the engineers' Association and others had asked for it and had sought for the promulgation of regulations.

The Treasurer: Yes, but you limit the number.

Mr. BATH: When the president of the Arbitration Court initiated clauses in regard to apprenticeship in the tailoring and book-binding trades his work was hailed with great satisfaction by the trades unions of Western Australia, especially those unions which included men engaged in skilled work. At present there was no system of apprenticeship in those trades. A boy was taken on for one branch of the work, such as attending to a machine, and no further instructions were given to him. When he became a man and asked for a salary more commensurate with manhood than boy-

hood, he was promptly told he was not wanted, and another boy was taken on. The same thing applied to the dressmaking trade as far as girls were concerned. We wanted an Act such as was proposed by a conference representing the Chamber of Manufactures in Victoria and the Trades Hall Council. A Bill was promised in that State embodying their recommendations for a proper system of indentures under which the employer would be under an obligation to teach the trade thoroughly. If we had that, we would soon build up in Western Australia that class of artisan who would be able to hold his own with any in the civilised world. He had urged this before, and he hoped the Government would take the matter up, and if necessary, introduce such a Bill. He would again urge the Government to reconsider their decision to refuse increments to the teachers, especially those in receipt of under £200 a year. There was no class more deserving of generous consideration than the teaching profession in Western Australia.

Mr. JACOBY: As the previous speaker had stated, we had every reason to be proud of the general conduct of our Education Department, but he regretted that in this department, as well as in most of the other departments of the State we still had that centralising tendency. We had only to look at the last distribution of Government exhibitions. There were some 30 distributed of the value of £10 each, and out of the lot, only five went to scholars from schools outside the metropolitan area. That was evidence of the centralising tendency in the Education Department, because it showed that the standard of education within the metropolitan area was so much better than it was in the goldfields and agricultural districts.

The Treasurer: They all had the right to compete.

Mr. JACOBY: Certainly, and to give them the opportunity of competing one must give them the standard of education which was equal to that in the metropolitan area. He admitted there were some difficulties in the way of giving a high standard of education in the agricultural and goldfields districts, but these

difficulties were accentuated whenever an improvement was made in the education system, for it was so arranged that it would have greater effect in the metropolitan area. We should increase the standard throughout the country schools. Proposals had been made by the Inspector General in the direction of establishing a system of secondary education under State control. He did not object to that as a principle, but if we were going any further than we had already gone in that direction, we should go in the direction of assisting the country and the goldfields districts, and not in establishing further secondary schools in the metropolitan area which was already supplied. We had also such a high standard in the metropolitan schools as to make them in some respects secondary schools. That was so in the James Street school. The standard of education was infinitely superior in Perth than in any other part of the State. We were going too far in the centralising tendency. We found there was a greater proportion of non-producing population situated within the metropolitan area of this State than in any other capital of Australia, and already those capitals were held up as examples that should not be followed. Sydney and Melbourne had something like 40 per cent. of the population of their respective States living within the metropolitan area. The Western Australian figures were 32½ per cent. In Sydney and Melbourne there was a very large proportion of secondary producers situated within the metropolitan area, while in Western Australia, the proportion was comparatively small. He thought he was correct in saying that there was a bigger percentage of non-producing population in the Western Australian metropolitan area than in any other metropolitan area in Australia. This could only arise as the result of one circumstance, and that was, that the expenditure of the moneys of the State were unduly centred in the metropolitan area, a fact which applied to the Education as well as the other departments of the State. If we came to the question of extending our education facilities, we should do it in directions

other than in the already well favoured areas to which he had referred, and if we were going to undertake a State system of secondary education, to which on principle he did not object, it should be a system that was going to enable our boys and girls to take part in the special work that we had to do in Western Australia; it should teach them to become farmers, and to take part in our primary productions, farming, mining, and the timber industry. He would oppose giving any further facilities in the direction of secondary education in the State until some honest endeavour had been made to raise the standard in the country districts, somewhat approximating that obtainable by the children in the metropolitan area. He entered a protest against the decision of the Treasurer not to give to the teachers the increments which had become due this year. He had found himself in some difficulty in understanding what had been the principle that had guided the Government when it had come to the compilation of these Estimates. The Treasurer told the teachers who waited upon them, that for the sake of economy it was necessary that they should forego these increments, but did members find that economy had been applied throughout the Estimates? Did not members see instances where the Government had already proposed in connection with the Tender Board to give an extra pound a week to the most highly paid civil servants for doing work which was now part of their ordinary employment? There were also other instances. If it had been found necessary to make reductions, why did not the Government say to all the officers of the service what they said to the teachers? Then the teachers would have quietly acquiesced, and added, "We will take our share of the burden." Could anyone do otherwise than sympathise with these men who had been specially singled out for an injustice? In view of the fact that the principle followed in connection with this department had not been adopted in others, it was his intention to propose a small reduction in the vote so as to get some definite expression of opinion from members as to whether they

agreed with the attitude of the Government towards the teachers.

Mr. Bath: Do it later. If you do it at this stage you will stop further discussion on the general question.

Mr. JACOBY: That could hardly be. However it might be clearer if they had the ruling of the Chairman on the question.

The CHAIRMAN: If any amendment were moved on an item, necessarily the subsequent discussion would be on the amendment until it was disposed of. In the ordinary course of events the Committee would then proceed to consider the next subsequent item, or any item, any member wished to discuss.

Mr. JACOBY: In those circumstances he would take an opportunity later on of moving a reduction.

The MINISTER FOR WORKS: The hon. member had been erroneous in his contention that the Education Department was the only department in which there had been a standing still in the matter of salaries. As a matter of fact officers in all the other branches of the service had been similarly treated. Here and there small increases had been given, but they were exceptional cases. Generally speaking salaries were at a stand-still for this year right throughout the service. Again it was wrong to suppose that the establishment of a secondary school in the metropolitan area meant that a centralising tendency was being followed by the department. Apparently the hon. member scarcely understood the object of establishing secondary schools. In other countries it was usual to have a link between the primary and the technical school—a link where the elements of the subjects dealt with in the technical schools were taught in order that the pupils at the secondary school might acquire knowledge which would be indispensable to him on entering a technical school. All over the world it was customary to provide such a link between the primary and the technical school. And with all due recognition of the work being done by the secondary schools in Western Australia, he ventured to think that the teaching there given was not altogether of the

class calculated to best fit a young fellow for active business or professional life in Australia. If the teaching in those existing secondary schools were directed to the fitting of a lad to continue his education at technical schools, there would be no necessity whatever for the Government to even consider this question of the establishment of a secondary school in Perth. He understood it was a fact that in only one secondary school in Western Australia was there a laboratory. If they would have men capable of intelligently dealing with land problems and mining propositions and the manufactures which it was hoped to establish, it was necessary that they should have a properly trained population. Such a school as that proposed should in his opinion—and he wanted to say that he was voicing his own opinion only; because the details of the scheme had not yet been determined—such a school should offer free bursaries to primary schools, and the State should be cut up into districts for this purpose. If this were done, boys and girls might be drawn from all over the State as students to this secondary school. No one then could urge that the establishment of such a secondary school in Perth was the outcome of a centralising tendency. He hoped that no false sense of economy would induce the Committee, when the opportunity should arise, to prevent the establishment of a secondary school.

Mr. Jacoby: The whole thing would be useless unless the standard of education in the country were improved.

The MINISTER FOR WORKS: The secondary school had not yet been established, and the hon. member had not the slightest idea as to the conditions on which the bursaries would be granted. That being so he might well hold his judgment in suspense.

Mr. Jacoby: Why not establish a secondary school in Kalgoorlie as well?

The MINISTER FOR WORKS: In all probability such a school would follow. However there was no room at the present time for any number of such schools. But assuming that the conditions of entry were fair, hon. members would

agree that for the first school Perth was the place.

Mr. HEITMANN: Putting it forward as a justification for the action of the Treasurer and of the Government in reducing the salaries of school teachers, the Minister for Works had declared that it was not alone in the Education Department that these reductions had been made, but that similar reductions would be found throughout the whole of the service, and that the civil servants generally had been forced to submit to a reduction of salary.

The Minister for Works: I did not say that.

Mr. HEITMANN: The Minister for Works would probably contend that it was not a reduction of salary. However, he (Mr. Heitmann) had statements from the school teachers themselves, who had told him that they had been in the service for a number of years with the clear understanding that when certain progress was made by the teachers they were to receive certain increments.

(Sitting suspended from 6.15 to 7.30 p.m.)

Mr. HEITMANN: The Minister for Works in speaking on the proposal of the Government to bring secondary schools into existence hoped that no sense of false economy would prevent members voting in this direction. Was it not a sense of false economy that induced the Government to bring about the reduction of the salaries of civil servants? Sooner or later the Minister for Works would have to give an account of his actions in this matter to his constituents. The people of the State, especially that deserving class, the school teachers, demanded some explanation from the Government as to the reasons for this reduction. The Treasurer claimed that it was not a reduction, but one could not see the difference between reducing salaries and refusing increments justly due. One would not mind if this reduction affected the whole of the public servants, but one objected to any Government, through financial stress, at once saying that the first party to help the State out of difficulties should

be the civil service. Why did the Government adopt that attitude? It simply meant taxing the individual who could least afford to pay. The Treasurer claimed this was not so, and said it was an action he would adopt in a commercial concern. It might do for a commercial concern, but we did not wish to run the Education Department of the State on commercial lines. So one must take exception to the Treasurer's commercial proposal in this respect. Instead of asking a man in the Education Department receiving £110 per annum, which was not a living salary, to accept a reduction of 10 per cent. in his salary, the Government should have reduced those who were receiving salaries that would enable them to stand it. During the discussion of the items under this vote he (Mr. Heitmann) intended to move for a reduction simply to get a vote to show which members were in favour of this taxation proposal of the Government's, and to know if this policy of sweating was to be carried out on future occasions. The moment the Treasurer found himself in a bit of a corner he told us that those who should help to square the finances were those who could not afford it. If the Treasurer called that fair and equitable he had no idea of what was really equitable. As a matter of fact one felt convinced the Ministry had no idea of the effect of this proposal to reduce salaries of the officers in the Education Department, of any civil servants for that matter. It was possible under the system proposed to tax these civil servants to the extent of £20 or £30; if a man receiving £110 had a maximum in his class of £150, and if the Government refused to pay his increment this year and did not make it up next year by paying £20 instead of £10 the officer was taxed to a considerable extent. If members declared that to be fair there was little support in the Committee for those on the lowest rung of the ladder. It was not the opinion of the public, and the proposal would receive the same treatment as the proposals to tax parents of children, brought forward by the Treasurer some time ago.

Mr. Monger: Give us something fresh.

Mr. HEITMANN: It was the truth. The Government were sweaters from start to finish. They were in conflict first with the Education Department, and then with the Railway Department, and in fact with almost every department. On one hand the Government declared that they desired to give some comfort to the people and tried to encourage the civil servants to put forward their best efforts, but in return for the civil servants doing this the Government said that men receiving £110 would have to be taxed to the extent of 10 per cent. in their salaries. It was all very well for the Treasurer to say that he was not taking away from their salaries. These officers were entitled to the increases, and if the Treasurer was earnest in his desire to do justice to all people, instead of taxing the lower grades he should increase the income tax to make it apply to all those who could afford to pay it. With regard to the interjection of the member for York, the proposals of the Treasurer to tax the parents of children were fresh enough at the last elections, and if there was one question before all others that meant success for the Labour party it was that question. It was good to have an excellent educational system, but according to Mr. Tate, of Victoria, one of the best authorities on educational matters in Australia, the Australian system was a long way behind many systems throughout the world, not only in the greater nations, but in the third-, fourth-, and fifth-class nations. Proposals that would be called socialistic here, and were so called in the recent controversy between the Inspector General and the owners of private schools in Perth, were in other parts of the world, not so politically progressive as Australia, adopted long ago, and were now looked upon as not of an extreme socialistic nature. While one agreed with the member for Swan that it was necessary for the Government to give all possible inducements to people to go into the out-back parts of the country, he (Mr. Heitmann) would not say that if Cue or some other outback district

could not get a secondary school he would oppose one for Perth; and he was pleased on this occasion to hear the remarks of the Minister for Works. It was high time the Government took upon themselves the work of establishing a secondary school in spite of opposition from proprietors of private secondary schools, and the proposal would meet with assistance and support from the majority of the people in Western Australia. A little while ago we heard a proposal from the Premier to reduce Ministers' salaries. We heard him saying in a very heroic style that economy was necessary, and that the Ministers were prepared to start at the top of the tree and intended in the near future—this was three years ago—to reduce their own salaries. Was there any idea of doing that now? No. The Government civil servants had supported in the past were content to take their full Ministerial salaries, while they reduced the salaries of civil servants not receiving sufficient to keep themselves in comfort. In discussing the question of the Education Department it was extremely regrettable we had no opportunity of dealing effectively with the subsidy paid to one of the private schools in Perth. There were certain parties in Perth opposed to the proposals of the Government in regard to secondary schools, yet strange to say one of these secondary schools was receiving assistance from the Government to the extent of £1,000 a year. In the near future he would solicit the assistance of members to try to have that money, instead of being given to private individuals for the secondary education of our children, devoted to the cost of a secondary school built for the State. It was unfair to certain other schools in the State that one should be singled out for a Government subsidy. If that particular school deserved the subsidy why should one be refused to the Scotch College or the Christian Brothers' College? He did not advocate the subsidy, but thought the whole of the educational system should be paid for by the people. As a protest against the unfair proposal of the Government to reduce the salaries of teachers he intended to move at a

later period for the reduction of one of the items.

Mr. TROY: It was particularly pleasing to listen to the speech made by the Minister for Works, and his references to the necessity for secondary education and to the possibility that the Government would be able to embark upon such a scheme within a very short time. This was very different from the attitude of the Government some time ago, when they made an effort to increase the school fees. First of all he desired to deal with the question of primary education, and particularly as it affected his own electorate. Despite the assurances of the Minister for Education that all children could secure primary education, he had been unable to get educational facilities for a number of children in his district. He had approached the Minister on two occasions with regard to the necessity for school facilities at Gullewa, which was situated 40 miles from the nearest school. Certainly there were only nine children there, which was not a sufficient number to fulfil the conditions necessary for the establishment of a school. There were a number of such localities in the mining and agricultural districts, where the children were not receiving even primary education. All those children received was that education which their parents were able to spare time to give them. There were half-time schools in existence, and it was to be hoped the Minister would extend that system to the localities he had mentioned. There were many families located along the railway line between Mt. Magnet and Yalgoo, a distance of some 70 miles, but the children there were unable to get any education. In the pastoral areas there were many children as old as 15 years who had received no education. A system of travelling schools should be instituted. This was in force in the more remote portions of one of the Eastern States. Recently he had discussed the matter with one of the inspectors of schools of New South Wales, and that gentleman assured him that the Government there were going to send travelling schools around the sparsely populated and distant areas, so that the child-

ren should get a few months' education in each year. The system might well be tried here. It was a most unprogressive policy to allow a large number of children to be brought up in absolute ignorance. He would gladly support any vote brought down for the provision of a secondary school. There was an absolute need for such an institution here, as many parents were unable to afford to give their children private secondary education. It was to be hoped the Government would not only establish a secondary school in Perth, but would have one at Kalgoorlie, and another at Geraldton or on the Murchison. The Inspector General, in his annual report, dwelt at some considerable length upon the necessity for a secondary school. He pointed out that the State educational system could not afford the advantages which should be given to the children until there was a State secondary system, and he showed that in all civilised countries—not only the wealthy but also the poor ones, such as Denmark and Sweden—a system of free secondary education was instituted. The Government might say there was no money for this work. He would point out, however, that frequently money was spent in much less advantageous channels than this; money was often absolutely wasted, and it was doubtful whether there was a single member who would raise his voice against the Government spending say £200,000 in providing a system for the better education of the children. We could well borrow a quarter of a million pounds to undertake this work, and the money would be well spent. It had frequently been said that no money should be borrowed except for reproductive works, but there was no more reproductive work than giving the children of the State the highest and best possible education. Such a service to the State as that was the very best Parliament could perform. The children of to-day would be the citizens of to-morrow, and the better they were educated the better would be the result to the State. We had been led to believe that the educational system here was better than that in the Eastern States. The primary system of education might be better, but our

children could never compete with those in the East unless there was a State secondary system. As to the salaries of the teachers. Members on both sides had raised their voices in protest against the refusal of the Government to grant the teachers their increments this year. It appeared that the teachers had been signalled out from all the service for this reduction. It was really a reduction, for by their work they were entitled to the increment. There was no special reduction in the civil servants' salaries generally, and it appeared that the only branch picked out to suffer in this direction was the Education Department. The school teachers were the most valuable servants of the State, for they possessed very great influence upon the future citizens of Western Australia. In discouraging teachers we were pursuing a very false policy, and if the teachers had justice meted out to them we would save more than we would gain by keeping back a few paltry pounds that should be paid in increments. While he desired that his vote should never be found opposing an educational grant, still, if the member for Swan (Mr. Jacoby) moved his motion for the reduction of the present vote by £1, as a protest against the Government refusing the increment to the teachers, he would support him. The teachers laboured under considerable difficulties, and they should have the sympathy of members. If this amendment was carried, as he hoped it would be, the Government should look upon it as an instruction to pay the increments to the teachers.

Mr. McDOWALL: All had listened with interest to the Minister for Education when he compared the Education Department here with those in the Eastern States, and pointed out the excellent position, so far as education was concerned, held by Western Australia. Every member must agree with the members for Mount Magnet and Cue, and others who had spoken, that it was a very wrong procedure indeed to keep back the teachers' increments. It was all very well for the Minister for Education to say it was only a reduction of £10, but all

knew that in a period of five years teachers would lose the sum of £50 a year. If receiving £50 less was not a reduction of income, he failed to understand the meaning of the word "reduction." We were well aware that this reduction affected those least able to bear it; that it fell on those who had not yet reached their maximum, those who were receiving the lowest salaries in the service. Then again it spoiled their incentive to work. The non-progressive members of the teaching staff in the Education Department who had reached their maximum and who were too lazy to study to make themselves efficient for another class did not suffer in the slightest degree. It was the same with the unclassified teachers, and so on, that practically all incentive for improving in the service was removed in consequence of doing away with the increments. That should not be the policy of this State; it should not be the policy of any State. The teachers of our young were the moulders of the nation, and therefore, they should be given every opportunity of living decently and respectably. He unhesitatingly declared that we gave them no incentive whatever. Another hardship which cropped up was that the top of the service, the people who had reached the maximum were not affected. It was again the unfortunate poor person who was not getting a living wage who was affected by doing away with the increments. We all agreed that education was of the utmost importance to any State, and we were all satisfied that there should not be niggardliness in educating the people of a country. That being so, he hoped the motion which it was proposed to move later on for the reduction of the first item would be carried, and that the Government would take that as an indication that Parliament and the people of the State had no desire to square the finances by impairing the efficiency of the Education Department. He trusted that the opinion of the House would be so emphatically given that the Government would see fit to remodel their education policy. He noticed on the Estimates that the director of the technical school at Coolgardie was provided for for three months last year, the amount

being £88. The vote in 1907-8 for "superintendent of technical school, Coolgardie," was £284. In the 1908-9 column, there was a blank, and in the decrease column, there appeared the figures £284. Did that mean that the Coolgardie Technical School was to be done away with? He sincerely hoped that that was not so. The Coolgardie School had done excellent work; it was closed, we knew, for the holidays, but there had not been any intimation that it was not intended to reopen it.

Mr. Taylor: There is no provision here for reopening it.

The Treasurer: Yes, there is.

Mr. McDOWALL: He was very glad to hear that remark.

Mr. Taylor: Where is the vote?

Mr. McDOWALL: The Minister interjected that it was provided for. It certainly could not be seen on the Estimates, but he had no doubt the Minister would be able to explain. At any rate he hoped the Minister would, otherwise he was perfectly sure that the criticism he received from the Opposition side of the House on many occasions, would be nothing as compared to the criticism he would receive from the vigorous residents of Coolgardie.

The Treasurer: Their member does very well.

Mr. McDOWALL: The member was very modest and reasonable on all occasions.

Mr. WALKER: If everybody could not speak, and so lay what emphasis they could, against the action of the Government there should be a unanimous vote in condemnation of it. It had always been to him a marvel that we could have the fine class of teachers we had all through the State on the salaries that were being paid. Those who were doing a higher class of work in what were almost our secondary schools in Perth were not overpaid. They were only receiving a fair and humble salary for the responsible task they had to undertake, but when we came to the lower grade of teachers, when we remembered the salaries they were receiving, we were compelled to imagine that they were making every sacrifice possible for the good of

education itself. He had not the latest report of the Education Department—and in this respect it was a misfortune that whenever any important question came before the House, the papers dealing with the subject were generally one or two or three years old. The report of the Education Department that he had before him, was for 1907.

The Treasurer: That is the latest report.

Mr. WALKER: That was admitted, but he had not the 1908 report.

The Treasurer: That year only ended the other day.

Mr. WALKER: That was nothing; we should have the report. Again, Parliament had no Blue Book, and people were expected to legislate intelligently in the dark. For three years we had not a Blue Book issued, and members had to take very general, very meagre, and not up to date statements.

Mr. Heitmann: They had even reduced the diet of prisoners in out-back gaols.

Mr. WALKER: They were capable of doing anything. Turning to the report on page 7, under the heading "salaries," he found that the average salaries to head teachers received in 1906-7 was £166 2s. 7d., and for assistants, £132 5s. 9d. The corresponding figures for the previous year were £159 1s. 11d., and £122 12s. 10d. respectively. The average salary for all adult teachers was £149 3s. 3d., as against £140 4s. 6d. for the previous year. The salaries paid during the year to head teachers ranged from £70 to £400, and those paid to assistants from £60 to £250. Unless there was something to add to this paragraph, unless it was grossly misleading—

The Treasurer: There are many grades.

Mr. WALKER: Of that he was aware. The fact that they ranged from £70 to £400, and from £60 to £250 showed that there were grades between these two extremes. Was it not enough to make one marvel, even supposing they got £400, which was not always the case? Was this salary calculated to attract the best intellects of the State? It must reduce us to the very poorest class of intellectual ability ultimately, if those salaries were to be maintained. When he considered the

number of teachers he had met, the conversations he had had with them, and observations he had been fortunate enough to be able to make in regard to the work they were doing, he had simply been astonished that we could have such an army of teachers on the salaries that were paid, and he had been compelled to believe that only one thing could induce these people to keep to their work, and that was the love they had for their work. No other explanation could account for their continuing their services on the low salaries they were receiving. Even the Treasurer would not deny the importance of education. No one could be blind to the fact that the nations that were making headway in the world were those which had specially turned their attention in the direction of the education of the people. There were persons who believed that the class known as the working class could have too much education, and that by having too much and too free education they were being unfitted for their station in life. One would almost imagine from their conduct that the Government had come to the conclusion that it would be well to keep education back. It seemed that finding that education could not be directly kept back, the Government were seeking to do it by compelling teachers to work for poverty wages in order that the status and value of the positions might not serve to attract the brightest intellects. It was not so very long ago since education had been considered a blemish in certain stations of life; when the Sunday school was a boon in the educational as well as in the moral sense. The marked trend upwards in educational matters had been one of the most marvellous features of the reign of our late respected Queen. The spread of night-schools, the establishment of science classes, and the bringing of knowledge within the reach of the worker of Great Britain had materially contributed to the spread of the glory of the Empire. Not to be outdone, some of the nations of Europe had even more thoroughly established the routine of educational discipline. As a consequence of this Germany had stepped out of the rank of a comparatively subordinate power of

Europe into the forefront of the nations, and whatever might be the Kaiser's war-like tendencies, this thing at least stood to his credit: that he had gone heart and soul into the recognition of the value of education. As a result of this the German youth, from the time almost that he left his mother's lap to enter toddling into the world of experience was taken from the first form, form by form, until he was equipped to travel in any part of the civilized commercial world, and speak the language and understand the customs and the trade of the people he went among. Standing on the wharves of Fremantle to-day the descendants of Great Britain, watching the commerce of the world approaching the shore, and proud of the British sovereignty that had gained such eminence in sea traffic, could see, not their own nation in proud supremacy, but the greatest carrying ships coming from Germany. Only the other day the cabled news had been published in the local papers that British trade in the last year had depreciated some 100 millions. The interpretation of that was that those nations who were attending most to technical and commercial education were outstripping Great Britain. It was all due to this new educational awakening. And it was not alone in technique, in adroitness of finger and of tongue that education conferred a benefit upon the people. It aroused the whole of the latent capacities which might be generalised under the term of manhood. Nothing in the world made a man feel the dignity of existence more than did education. It was because England had led the way in education that the British people were the most democratic in the whole world. What a picture it was in the old country, as it was here, to see the public schools—the schools to which all sections of the community could go—killing at one blow every animosity that came from provincialism or sectarian ignorance. Here children, descended from parents of different shades of thought, sat at the same benches, learnt the same lessons and gathered friendship in their hearts towards each other. Here the son of the noble was no more than the son of the poorest peasant. Every distine-

tion disappeared before the blaze of knowledge, before the light that ennobled the mind. Nothing had so cemented the British race as the spread of education. Education had made people feel that they belonged, not to this particular family, to this particular village, to this particular county, or even to this particular land; education had lifted people up into a world atmosphere until they could almost say "All men are my brothers."

Mr. Nanson: Except the Chinaman.

Mr. WALKER: Here was an illustration he might have sought. What was it in the Chinaman that the white man objected to? It was not his peculiar appearance: it was not the language he spoke. It was because he had not been educated to those standards of refinement and comfort which were now the possession of the poorest man in Great Britain. It was because the Chinaman was content to live as a half animal and neglect the man in him.

Mr. Nanson: The Chinaman says the same of you.

Mr. WALKER: It was not at all certain that the educated Chinaman would say anything of the sort. The Britisher's objection to the Chinaman was that he ignored all social comforts, all those educational enjoyments possessed by the white races; that he was content to live in a state of almost abject depravity, ignoring all those elements that constituted social refinement and dignity. Two centuries ago there might have been found in Great Britain itself specimens that could be compared with the Chinaman to be found to-day in our midst. Go back to the time not long distant when we found masters, lords, the barons of the soil, passing laws prohibiting education in Great Britain itself, making it a penalty for the sons of the soil, the ordinary toiler, the workman, or peasant to go to school or acquire anything in the way of learning. We had broken down that state of affairs so far as our own people were concerned, that position when men slept in common barnhouses, servants to their masters in the manor, when men were held as slaves, and were confined to the spot they were born in, and dare not

strive to go beyond the boundaries geographically marked out for them, or seek new masters, or change their mode of employment. But how had we broken down those bonds, how lifted ourselves from that abject state of servitude? How was it that a son of the soil, an ordinary toiler at one time, like John Burns, could be a member of the British Cabinet? How was it possible for the ordinary worker to sit side by side with nobility itself in the time honoured venerable House of Commons? What had done it? Education, night schools, science classes, all the cheap means of distributing knowledge through pamphlets, newspapers, and special periodicals intended to reach the homes of working people. That it was that had lifted us above the ordinary Chinamen we saw about us; and it was that old condition we objected to in the Chinaman. Would the member for Greenough deny that the democracy of to-day was due to the education given us, deny that the enlargement of all our faculties was due to that one source? Then, if education be so valuable it was an asset we could not over-estimate. It was not only that we taught the child the first rudiments of his mother tongue, or the first steps towards mathematics, it was that in the process of so doing we enlarged his nature in every possible way and enabled him to bring his brains to bear on whatsoever he was doing. John Stuart Mill had said "that the educated shoemaker was a better shoemaker than an ignorant one." The gist of his argument was that by means of education men thought with the work they did, and that the chief asset of a nation was its thinking power. It was the thinking power that distinguished a civilised nation from the savage tribe. The savage tribe went on day by day as it had gone on in the past for hundreds of years. What the son was to-day the father had been before him, and that son's son would be after him—mere repetition, no change, no innovation, no expansion; but when a nation through its individual citizens obtained the power of thinking, immediately the conditions of life altered all round. It was

the kaleidoscope, new scenes were presented, new possibilities opened to the mind, new channels spread before the people, new vistas and new visions, till ultimately we attained the standard we now were proud of. That came about through education. What created all our wealth? What were Edison's inventions but the product of a mind, gifted in that direction, it was admitted, but educated step by step and stage by stage until that acumen was obtained that produced the results so world-wide in their benefit to mankind. That was what we wanted in Australia. We in many respects enjoyed privileges that no other land enjoyed; we started on a new basis, the wide ocean separating us from the old and enthralling conditions of the established old world; we came new to a fresh land with nothing to unlearn. The children of Australians commenced with a blank sheet with no records of the past blotted on it. The possibilities before a land like this were almost impossible to measure. The blessings of education to Australia were greater than they could possibly be to any of the kingdoms or nationalities of older settled portions of the world, because we were free to receive all the impulses they could give and all the expansions they were capable of bestowing; and the asset, therefore, of education was more valuable than their ponderous wealth. Wipe out all our wealth, destroy all our industries as far as they had gone, and put men capable of feeling and thinking in this land, and they would re-create it all to-morrow; but put stupid men there, men without knowledge, men of no capacity, men on the brute level, and they would keep it for ever what the aborigines kept it before the white man came. That was the distinction, the power of education; yet it was the one thing absolutely neglected by our Government, absolutely ignored. Miserable pittances were paid to the teachers who, as had been said, had to take charge of the young and fit them for citizenship of Australia in the days to come. Here too we must not forget that a teacher to be worth his salt must be one capable of imparting a moral as well as an intellec-

tual impulse to the young. It was a charge against our educational system that we did not give a moral training, and that the young Australian was growing up with no love of the great and beautiful, and that there was no veneration among them for anything; and some people were only too ready to point to our public schools and say, "That is where the children lose the reverence and respect that was the lot of their fathers; it is there where they become ordinary mortals grabbing for the gold without one ambition beyond it." It was not so. The teachers in the Commonwealth were full of respect. They had their ideals that they were daily impressing on the children. They shaped the young intellect to love the beautiful and true, as Plato of old would have said; their traditions were in the direction of knowledge; and if they destroyed, in this respect, some of the old fetishes, some of the old objects of worship, they had given grander sources of veneration in exchange. Even in the baby classes, the roof of the school had been opened and the mind of the infant child had been lifted to the high heavens, until the child had in part seen the moving of the stars in the silent spaces and learned that our world was only a brother star to them, and that the heavens were not just above his head, thus getting some knowledge of infinitude. The young mind was trained from the earliest moment to think in the very thoughts of Newton, to learn his own humility of character, and the grandeur of that great nature that encompassed it. So too, the moral virtues of all nations had been put into the language of literature, in the thoughts of the great sages of the past; and in our schoolrooms to-day the child could walk with the bare-footed Socrates in the streets of Athens whilst he discoursed on the philosophy of his master, Plato, or Aristotle. In our schools of to-day the child learned the brotherhood of humanity, and travelled in his lessons and illustrations from nation to nation; and that flat little spot of ours called earth with all its little family tribal wars had disappeared in the majesty of national and international conflicts and competitions. All this was

possible to our child; besides which, in our public schools we took the little child and taught him step by step to do the work which mankind found valuable in the sustenance of life. As far as we were prepared to take him now, we took him to the carpenter's bench and even to the farmer's plough and taught him how to utilise those muscles and faculties that nature had bestowed on him so that he might become a valuable citizen, not only to others but to himself, as life rolled by. We needed to improve in that direction, we wanted further technical education and to make it as they did in America, in the State of Maine, so that the child could step upward, learning all the way through until he had passed from the primary school and secondary school to the technical school and the university. These things would come, until the child of the poorest man in the land could find companionship with the greatest scientists, literateurs, poets and teachers of the whole wide world. That was the possibility of the grand companionship offered to the sons of Australia in days to come. We had not done it all yet, but we should take steps in that direction, move towards that end. But how were we doing it? By almost penalising those who took our youths in charge, by making them suffer all the hardships of life, more than those digging the soil, or hewing our wood, or carrying our water, so to speak. One could conceive nothing more heinous. Education of all things needed the free play of the mind, and the free play of the mind depended on the happiness of the heart. When the mind was depressed, the body starving, and pleasure after pleasure taken away, when one had to house in next to pigsties, one could not cultivate the grandest thoughts. Certainly mind was a power that could not be bound or circumscribed, and men in garrets and students in cellars had been the propounders of the greatest thoughts of the world, and boy philosophers had come from the lowest ranks and achieved to the highest eminence amongst mankind; but those were the exceptions, the propulsions of genius, the awakening of nature to show the possibilities of the human race; but ordinarily speaking, the

common run of humanity could not be so roused or developed, and must have conditions in which the mental atmosphere was free. Therefore, speaking without any feeling of animus or rancour, it could be claimed that the Government in their conduct towards our school-teachers were crippling the State and were injuring its future possibilities. They were robbing this State of wealth we could not possibly gauge, therefore the protest as coming not only from this side but also from the other side of the House, was made not because the teachers, but the future generations of this State, were being robbed. When our children had passed through the primary, the secondary and technical schools they possessed minds capable of thinking, and then there would be real advancement because of the mixing of thought with labour; but to rob them of those opportunities, to cripple the teachers, to humiliate them, to make them look small even in the eyes of the children by the poverty of their pay, was to bring up among us a niggardly rising generation, a generation not properly impressed with the majesty of education, and a generation that was dwarfed because of the dwarfed bodies and minds of the public teachers. Thankful was he that there were those who loved learning for learning's sake, who loved knowledge because of the inward joys which knowledge gave. A man with the best of knowledge in his mind was never companionless, never solitary, never a miserable hermit in life; with him were always the grand thoughts of the great men of the past and the sages of the present. These joys could not exist if teachers were not given proper pay for the work they did, and the necessary sustenance to make them feel pride in their work. The teachers loved their work now for itself, for the pleasure it gave them, for the joy of seeing the results of their work in their pupils. Because of the excellence of their character and their unselfish nature they continued in the task which daily became harder. Let us not break their spirits and penalise them, for if we did, they would despair, they would become irritated because of the wrongs they had suf-

ferred. Their minds would sink from the weight of their inward despair. That was what the Minister for Education was bringing them to. It was true this State might be entering upon a period of poverty and depression: we might be hard up, but should we not imitate families he had known in the old country, who could scarcely keep the table board well spread, who had foregone every luxury, who were ready to make every sacrifice in order that their children might receive education. There were homes where every joy of the parents would willingly be sacrificed in order to give their children the blessings of education. Could we not do something similar; were there not some luxuries we might cut off, so as to make the children our wise and fit successors? Surely there were expenses which could be spared in order that the schools might be attractive and efficient. There were plenty of these opportunities for economising. If we only had common business acumen in the Ministers, if only they would work their offices as they should be worked and curtail useless expenditure, we need not starve our teachers. If we had men of the spirit of Necker, at the time of the French Revolution, Ministers would sacrifice every penny of their salaries rather than rob the teachers of theirs. Say what one would about a progressive and liberal Ministry, one could not but realise that the present Ministry had no aspirations beyond the people's pockets. They stopped at the dull glitter of gold, and had no conception of heart or brain; they were willing to starve the mind so long as they could rake in the bawbees. That was the sordid element in which the Ministry worked. They would do anything in order to get in sums for these parliamentary picnics. That was the Ministry that talked about progress, that made the teacher in charge of many minds live and try and appear respectable on £70 a year. Talk about Goldsmith's preacher who "was passing rich on £40 a year;" he was well off in those times for he had a good home to live in, but there were teachers in some parts of this State who were compelled to house in shanties in the backblocks without one iota of com-

fort. However, that did not perturb the Ministers for one moment; it mattered not to them what a teacher might suffer. We should make it worth while for men to show their aptitude as teachers, encourage them in every possible way, to make prize after prize attainable for them as they ascended the ladder of knowledge. Give them ambition, put heart in them; but no, we crushed their hearts, and that was the real cause of the dark cloud upon the community now. This Ministry crushed the heart out of everything, out of every branch of the civil service. Let any individual think how he felt when his heart was crushed by clouds of hopelessness. Did vitality spring up in his nature, was his step light, his hand free and mobile? No. If one put life into the community, and stirred the hearts of the people with hope, then the whole State would go ahead in proportion. Had members never seen a good and pleasant company, a genial band, singing songs and telling good stories, and then in came a serious-faced long-jawed visage, and straightway every heart dropped? That was seen repeatedly in social life. This State had been happy, it had resounded with the songs of those who blazed a red track through the virgin country, singing as they went, joyous and merry, but then this Ministry stepped in and down went their spirits. There had not been one iota of joy ever since, and the only recovery the State could make would be by shifting the Ministry, and putting one in their place which had some respect for the education of the youth in the land.

Mr. NANSON: After the eloquent speech of the member for Kanowna, a speech in which he traversed the whole world of education from China to Peru, a speech in which he threw his political vision back into the dark ages, and then, with that mental agility which characterised him in so large a degree, again projected that political vision into the millenium, and ultimately arrived at that state of mind in which he almost confused the existing state of affairs with the millenium, until he was brought back to earth by the reflection that the

Moore Government happened to be in office in Western Australia—after a speech of that kind he did not intend even to attempt to emulate the hon. member, or make, he would not say inflict upon this Committee, a speech dealing with education in all its manifold aspects. The subject was a wide one, and if it were possible to exhaust it in a single speech he would think it had been exhausted in the very fine oration we had listened to from the member for Kanoona. His (Mr. Nanson's) task was a more humble one. While he was at one with other members, who had spoken, on the general subject of secondary education, yet he must admit he had a certain amount of doubt as to whether the present time was propitious for introducing a State system of secondary education into Western Australia. Let him not be mistaken as to what he meant. He fully realised that following the example of other countries more advanced educationally than a new one like this at our present stage could hope to be, we must ultimately have a State system of secondary education, just as it was found necessary to nationalise our system of primary education; but the doubt in his mind was as to whether the present financial year was the most suitable time for introducing a departure of that kind. Admirable as education rightly directed must be in every aspect, we still had to remember that like other mundane things, it had to be paid for, and in Western Australia it had to be paid for by the taxpayers. Therefore, the first question to which we must address ourselves in looking at this matter as practical men, and putting heroes entirely on one side, was what would the system cost and where was the money for it to come from? He could not forget that in looking at the general financial position of the State, the situation to-day was very much worse than it was twelve months ago. Going back twelve months he found that the transactions for the first half of the financial year 1907-8 showed a credit balance of £37,000. Looking at the position to-day instead of a credit balance of over £30,000 on the transactions

for the half year, the Treasurer had a debit balance of £115,000; therefore, leaving out of sight altogether the deficit that had accrued previously, we found that the position of the revenue to-day in Western Australia as compared with what it was twelve months ago, was £152,000 worse. He did not know that that in itself would be an argument for deferring the introduction of a system of secondary education, could we be assured that the Government in their financial proposals were so arranging the distribution of revenue at their disposal as to effect economies in directions where they could be effected without doing harm, and so making revenue available in those directions where it was most needed. That might or might not be possible. We found that the Government to-day (if he might be permitted to use a homely illustration) were very much in the position of the Irishman who finding the blanket that was covering him too short, cut off a piece from the foot, and sewed it to the top and then was surprised to find that his feet became cold. The Treasurer was much in the dilemma of that Irishman. The revenue at his disposal was like the Irishman's blanket—it was a strictly limited quantity, and therefore, in order to find the funds for these new avenues of expenditure, it was necessary for the Treasurer to curtail expenditure in other directions. The view he (Mr. Nanson) took was that until the financial equilibrium had been restored, we should endeavour as far as justifiable expenditure was concerned, to maintain the financial *status quo* instead of embarking on new enterprises which must absorb money which was required for purposes on which we had for years past been accustomed to expend our revenue. Furthermore before we entered upon a system of secondary education, we should be able to satisfy ourselves that everything was as it should be in regard to the system of primary education. One need not go far to discover that everything was not in that condition with regard to primary education that it should be. In

making that assertion he did not go outside this Chamber, nor did he mention conversations he might have had with teachers or with individuals who could be regarded more or less as educational experts, but he took as evidence the report of the Inspector General of Schools; the last report which was available. One found in regard to housing of teachers, that the Inspector General stated that the residences provided for teachers were still in many cases inadequate. There had been such a demand for school buildings during the last few years, that nearly all the available money had been expended upon them. The result was, that in many cases where so-called quarters were provided they consisted of two small rooms attached to the schoolroom; a most unsatisfactory arrangement. In another portion of that report, reference was made to the condition of the school grounds. Many of the grounds the Inspector General reported were in an unsatisfactory condition, being mere wastes of loose sand, with in some cases outcropping rocks which were a source of danger. In his own constituency, in one of the oldest established schools of the State, the Central Greenough School, there was a playground there which was nothing less than a rocky declivity, and for a long time past the Local Board of Education had been endeavouring to get that ground put into such a condition so that it would not be a positive danger to the children. When the Inspector General referred to some of the grounds being a source of danger he (Mr. Nanson) could not help thinking that the Inspector General must have had that particular ground in his mind's eye. To his (Mr. Nanson's) knowledge there was at least one lad who had been maimed, and who would be a cripple for life, because of an accident which befell him on that school ground, and yet we could not find a small amount of money in order to make the playgrounds what they should be. On the subject of the still more pressing difficulty of providing an adequate supply of teachers for primary schools, he quoted again the best evidence available, evidence that

could not be disputed, that of the Inspector General of Schools. This officer remarked that the difficulty of supplying teachers for the increasing numbers of small schools was still acutely felt. The salaries paid for these positions were insufficient to attract well qualified teachers for whom there was always room to be found in the larger schools. He went on to point out that the supply was quite insufficient to staff all the small schools, and the difficulty was not a decreasing but an increasing one. Surely considering the finances of the State, and secondly the position in regard to primary education before we embarked upon any further schemes we should try to cope with existing difficulties and deficiencies. That brought him to the question to which nearly every hon. member who had spoken had referred, the virtual reduction of the salaries of certain of the school teachers. He could not reconcile it with his own sense of what was right, that those teachers should not receive the increase of salary which was due to them, when at the same time the Government proposed to increase expenditure on education. Apart from any possible injustice to those teachers themselves, the reflex action of the policy of the Government with regard to these salaries would not be of a favourable character as far as primary education was concerned. We were told already there was a difficulty in obtaining these teachers. Did hon. members think that difficulty would be lessened by the experience of those teachers who were not this year getting the increase to which under ordinary circumstances they would be entitled? He fully recognised the necessity for economy in the Public Service, but at the same time where the mistake was made, was in effecting economy here and there, and leaving whole tracts of the Public Service untouched. If the question of bringing the expenditure within the bounds of the revenue had to be dealt with, it should be done, not in a haphazard fashion, but as part of a well thought out scheme in which the pruning knife should be applied with some amount

of equality in every direction of the Service. We were already expending in Western Australia more per child on education than in any other State. At the present time, unfortunately, our financial position, contrasting it with that of the other States, could scarcely be said even by the most optimistic observer to be quite as favourable; therefore, he asked whether it was wise to establish a system of secondary education which would involve the building of further schools and embarking upon an enterprise which, although it might not in its initial stage mean a large expenditure, yet, once embarked upon, must be continued and must grow, and should not be allowed to languish. He fully recognised the importance of secondary education, but he did not know that a great deal of harm would be done in deferring this matter for another twelve months, and if in the meanwhile the Treasurer found that he could spare some few hundred pounds to assist the cause of secondary education, he might devote the money to providing scholarships in the existing private enterprise secondary schools. The delay could not do much harm, and it might be of advantage in enabling this matter to be more fully considered, and in enabling the Treasurer to obtain some information from other countries, and so arrange our own system so as to induce our younger people to embark on those industries, limited in number, which provided a large amount of employment; he referred to the great primary industries, agriculture and mining. We had in the Locomotive Workshops at Midland Junction a large number of young men receiving, he believed, a really admirable training as mechanical engineers, but we found that when these young men had finished their course of training, there was not sufficient opening in this State for them all, and that it was absolutely necessary for a proportion of them to leave Western Australia and go to other parts of the world where they would be able to turn the admirable education they had received here to good account. Unless our system of primary education was carefully devised, we would find that we were turning out

large numbers of admirably educated young people for whom there was not within the State an adequate opening in the avenues upon which they wished to embark, and, therefore, we would be losing population instead of gaining it. He put it not only on the ground of financial consideration and of the unsatisfied claims of our existing system of primary education but also on the ground of obtaining fuller information that the Minister of Education might well be content in this matter of secondary education, to hasten slowly.

Mr. McDOWALL: An explanation seemed necessary as to the intention of the Minister in respect to the technical school at Coolgardie, for which no sum was provided among the items.

The TREASURER: There was no intention of closing the school. It was provided for under the general vote of Government schools.

Mr. JACOBY: In order to get an expression of opinion from the Committee upon the question of the withdrawal of the annual increments to school teachers, he moved—

That the total vote be reduced by £1.

The CHAIRMAN: When the amendment should have been disposed of it would be impossible for the Committee to go back to any item whatever, for the reason that all the items were precedent to the total. He had already ruled in respect to previous votes that it was impossible to reduce an item by a nominal amount. It was only the total that could be reduced by a nominal amount for the purpose of getting an expression of opinion from the Committee. As a matter of fact he was somewhat stretching the procedure to allow a motion to reduce the total amount by a nominal sum. However, after the amendment had been disposed of it would be impossible to again return to the items.

Mr. JACOBY: By leave of the Committee he would withdraw the amendment.

Amendment by leave withdrawn.

Salaries Generally, £136,144:

Item, Government Schools, £128,300:

Mr. HOLMAN: It was not at all certain that the teachers had been dealt

fairly by. More consideration should be given to out-back schools in respect both to the scholars and to the teachers. From time to time teachers were sent out to these isolated places where they had not the same facilities for making progress as had teachers in more favoured centres. Indeed the whole system in respect to teachers should be reviewed. As for facilities granted to children, in many places they were sadly lacking. He knew of schools where no shelter sheds or any other retreats were provided for the children during meal hours. Again, there were hundreds of children in remote districts who were allowed to grow up in ignorance and without any educational facilities at all.

Hon. F. H. Piesse: That is not right.

Mr. HOLMAN: It was right. He could point to a great many places in his electorate where although there were more than 10 children in the district not one of them had ever had a day's schooling in his life. Again, down at Flinder's Bay there were from 15 to 18 children who had no teacher.

The Treasurer: There is a school there.

Mr. HOLMAN: A few months ago there had been no teacher there. In his own electorate there were districts without schools. The father of a family working in such a place had no alternative to sending his children elsewhere, which of course meant the upkeep of two separate homes. Low-salaried teachers who had been anxiously looking forward to the receipt of their increments were not getting them, although others with higher salaries always got their due increases, if not more. It was a case of greasing the fat pig. He hoped to see the system of Government schools extended and better facilities provided for the out-back centres.

Item, Evening Schools, £400:

Mr. ANGWIN: This item showed a reduction on last year's vote, although as a matter of fact it appeared to be an increase on the expenditure of last year. Did the Minister intend to reduce these schools?

The TREASURER: There was no intention of reducing facilities in regard to evening schools. Only £325 had been ex-

pended last year and it was anticipated that £400 would be sufficient for this year.

Training College, £2,085:

Item, Visiting Staff, £95:

Mr. ANGWIN: What was this money being paid for?

The TREASURER: The visiting staff consisted of teachers who periodically went to the training college to instruct students in different subjects. Kindergarten, for instance, was one subject. During certain portions of the year special lectures were delivered on Saturdays by members of the visiting staff. One was an instructor in music, another an instructor in manual training. Each had a special subject.

Technical Education, £7,925:

Item, Director of Technical Education, £350:

Mr. HOLMAN: Was it the intention of the Minister to stop the expenditure of money for technical education at Coolgardie, or was the director to carry out the work at Coolgardie as well as at Kalgoorlie?

The TREASURER: While the hon. member had been out of the Chamber he (the Treasurer) had replied to the member for Coolgardie himself on this subject. There was no intention of making any alteration in the technical school at Coolgardie. The superintendent of that school had been dispensed with, but there was still a competent staff there and they would continue their work under the direction of the Director of Technical Education himself. The salaries were provided for in the general vote under Government Schools.

Item, Class instructors and extra assistance, £5,770:

Mr. SCADDAN: Were some of these instructors in Government employment?

The TREASURER: These were technical instructors at the schools throughout the State. Some Government servants in exceptional cases were empowered to give instruction at these schools, but very few of them. The bulk of the instructors were engaged from outside the service.

Item, Caretakers and cleaners, £450:

Mr. COLLIER: What were the salaries paid, especially on the goldfields? In one or two cases he was informed they were employed at sweating rates.

The TREASURER: If the hon. member would give particulars they would be inquired into. The Coolgardie caretakers were now included in a previous item thus accounting for the reduction in the item.

Contingencies Generally, £18,369:

Item, Secondary Scholarships, £1,434:

Mr. ANGWIN: Could not some of this money be used in the secondary education scheme which it was proposed to adopt? How was the money used now?

The TREASURER: We could hardly do away with these scholarships if we had a secondary school established, because the scholarships were given to children attending all primary schools, and were not confined to pupils of Government schools. The scholarships were £50 per annum for four years, awarded on a special examination set by the Education Department, and the winners of the scholarships must attend approved secondary schools, payments being made only on receipt of satisfactory reports.

[Mr. Taylor took the Chair.]

Mr. JACOBY moved—

That the total vote be reduced by £1.

If this amendment were carried it would be an expression of opinion he trusted the Government would carry into effect, that the usual increments to school teachers should be paid this year.

The Treasurer: Do you intend it to cover all civil servants?

Mr. JACOBY: Only this section.

The TREASURER: As explained when delivering the Budget Speech, the Government had not made any reduction in salaries, but had decided that it was fair in the circumstances to ask civil servants generally to refrain from demanding any increases this year. If members objected to this being carried out in regard to teachers, they must also do so in regard to other civil servants not receiving increases, and this would mean an expenditure of up to £13,000 for which the Government had not provided. He

would be only too pleased to give increments and increases of salaries to teachers. He recognised they were deserving of every praise, the bulk of them, and that they earned every penny they got: but we could not let our discretion be set aside by any sentiment or feeling of generosity towards any class of the civil servants. Our teachers were paid as well as, if not better than, teachers in any other part of the Commonwealth, and it was idle to say that the Government were treating their employees badly or sweating them, as some members said, unless the same term was applied to other Governments throughout the Commonwealth.

Mr. Heitmann: That is no excuse: two wrongs do not make a right.

The TREASURER: If the hon. member would keep quiet for a little time he would learn something.

Mr. Heitmann: With these excuses you make me tired.

The TREASURER: As long as the hon. member acted like a magpie, chattering away, he would never learn anything. Classified head male teachers of schools of over 400 pupils received a maximum of £450 plus house. In Queensland they received £454 with house if married; in New South Wales £400 plus £72 rental allowance: in Victoria £432 less rent: in South Australia £450 less rent, and in Tasmania £420 less rent. The minimum of this class was £370 per annum plus house, whereas in Queensland they paid £324 plus house if married; in New South Wales £312 plus £60 rental allowance: in South Australia £330 less rent. Members would see our teachers in that grade were much better off than teachers in the Eastern States. For teachers of schools of from 200 to 400 pupils the maximum in this State was £370 plus house: the next nearest was Queensland where they paid £322 plus house if married: in New South Wales they paid £280 and £60 rental allowance, which was £340, whereas we paid £370 plus house. He had not the figures of Tasmania or Victoria for this grade, but in South Australia they paid £360 less rent. The minimum of this grade in this State

was £270 plus house. The next nearest to that was Queensland where they paid £242 plus house if married. In New South Wales they paid £240 plus £60 rental allowance, and in South Australia they paid £270 less rent. There again Western Australia was much in advance of the Eastern States. In schools of from 50 to 200 pupils we paid teachers £270 plus house. South Australia, strange to say, came next. In that State they paid £300 less rent, so that they were practically on a par with Western Australia. New South Wales paid £240 plus £50 rental allowance, £290 altogether. Queensland dropped very much in this grade. They paid only £202 plus house if married. The minimum for this class in this State was £180 plus house. In New South Wales it was £204 and £50 rental allowance, rather in advance of ours. In Queensland it was £162 plus house if married, and in South Australia it was £160 less rent. So it would be seen again that we were much ahead of South Australia with £20 more in salary and a house in addition. Our maximum, for schools with 20 to 50 pupil was £180 plus house. In New South Wales it was better; they paid £186 plus £35 rental allowance. Queensland paid only £132 plus house if married, and South Australia only £140 less rent. There again we were much above Queensland and South Australia. The minimum of this class was £140 plus house in this State. The next nearest was New South Wales with £126 and £25 rental allowance. That was not as good as ours. Queensland paid only £102 plus house if married, and South Australia only £92 plus house. Now we reached the lowest unclassified teachers in small centres.

Mr. Collier: "Plus house" means tents in that case.

The TREASURER: In this class the great majority of the teachers were young men and women not qualified for higher grade schools. We paid the male teachers in charge of small schools from £80 to £110. New South Wales paid £84 to £108; Victoria £75 to £104; Queensland £90 to £110; South Australia £66 to £84; and Tasmania £65 to

£85. As to families, they received from £70 to £90, plus rooms or an allowance of £12; practically, therefore, they received from £82 to £102. This was the rate paid to female teachers in charge of unclassified small schools. In New South Wales the scale was from £84 to £108; Victoria, from £60 to £80, with rent charged if rooms were provided; Queensland, from £70 to £90, and no rooms or rent allowance; South Australia, from £66 to £84, plus rooms in many cases; and Tasmania, from £60 to £78, plus rooms in some cases. There again we compared very favourably with the other States. As to first-class assistants, the salaries were:—Western Australia, males from £110 to £250; New South Wales, from £108 to £280; Victoria, from £70 to £164; Queensland, from £102 to £262; South Australia, from £80 to £200; Tasmania from £100 to £200; females, Western Australia, from £90 to £215; New South Wales, from £96 to £192; Victoria, from £56 to £138 (payments on results not exceeding half salary); Queensland, from £72 to £216; South Australia, from £72 to £148; Tasmania, from £78 to £120. There again we were far in advance of the Eastern States. As to unclassified assistants the scale was:—Western Australia, from £80 to £110; New South Wales, from £60 to £90; Victoria, £90; Queensland, determined by the Minister with no specified rate: South Australia, from £72 to £96; Tasmania, from £65 to £80. In this case also we were miles in advance of the Eastern States. For females the rates were:—Western Australia, from £60 to £90; New South Wales, from £42 to £90; Victoria, £70; Queensland, no fixed rate; South Australia, from £60 to £78; and Tasmania, from £60 to £78. That was the scale paid to all teachers. The particulars were got out by the department by instructions.

Mr. Scaddan: What has that to do with the contract entered into?

The TREASURER: These figures were quoted in reply to the charge that we were treating teachers unfairly and were paying sweating wages. They conclusively proved that we were paying the teachers, in comparison with the Eastern States, a fair rate for

the work they were doing. Further than that, if the Government were to be condemned, then all the Governments in the Commonwealth must be condemned utterly on the same score. He would be only too happy not only to give the increments but also to increase the salaries, if it were possible.

Mr. Scaddan: I have heard you say that sort of thing in the Arbitration Court.

The CHAIRMAN: Order.

The TREASURER: It would be a good thing if the hon. member would go to the Arbitration Court and learn manners. The judge would call him to order there as had been done by the Chairman here. None would begrudge the increases to salaries for the work the teachers were doing, but one must consider the state of the finances. Increments could not be given to one section of the service and denied to the rest.

Mr. HEITMANN: The question was not whether the State could afford to pay a fair salary or not, but the chief objection was that instead of taxing all the servants of the State the same, the Minister had adopted the system of taxing most those who were least able to pay.

The Treasurer: We are doing nothing of the sort.

Mr. HEITMANN: The Minister had said members must not allow their feelings to run away with them. He had learned both from this debate and from other actions of the Minister in other directions that he had absolutely no feeling of sentiment towards the lower-paid public servants. He had said the incidence of his taxation was fair, but this could easily be proved to be incorrect. In the Education Department a man receiving £320 whose maximum was £340 would be reduced, if his increment were not paid, by three and a third per cent., but the man receiving £110 would be reduced to the extent of 10 per cent. It was no wonder there were accusations of sweating levelled against the Government; these accusations even applied to the Agricultural Department. He intended to vote for the amendment, not altogether for the reason given by the member who

brought it forward and who objected to centralisation, but because the Minister for Education was squaring his finances at the expense of the lower-paid officers of the service. If he desired to tax the people he should aim at those at the top of the tree and make them forego some of their salary. If he were asked for an opinion he would say to the School Teachers' Association that if they did not get justice and a fair deal they should do the same as the trade unions had done and go out on strike. He would hang the Government up and the whole of the department rather than be sweated and imposed upon as the Government were doing to the teachers at the present time.

Mr. BOLTON: On previous occasions he had found it necessary to dispute the correctness of returns submitted to the House, and in the present instance he would not swallow the return of the rates paid in the various States as being absolutely correct. The point raised by members was that an agreement which had been entered into between the Government and the teachers had not been fulfilled. There was a contract for yearly increments. If an engagement were entered into with the teachers whereby they were to receive annual increments until their maximum was reached, it was a breach of contract on the part of the Government to refuse to grant them.

The Treasurer: There is no agreement.

Mr. Bath: It is an honourable understanding.

Mr. BOLTON: There was certainly an honourable understanding, and the teachers having received one or two of the increments agreed upon, were treated unfairly by the Government in having further increments stopped. There was one phase of the question the Minister particularly dodged. The full amount of the increments stopped amounted to £3,000, and the amount kept from the lower paid teachers would only total about £800.

Mr. Bath: It is £2,000.

Mr. Heitmann: The sum is £2,000 for teachers receiving £150 and under.

Mr. BOLTON: Those in receipt of the higher rate were prepared to forego their increment if the department would agree to pay increments to the lower-salaried

teachers. Would the Minister for Education assure the Committee that if the increments were not paid this year owing to the state of the finances, next year, instead of getting an increase for the one year, there should be a double increment so as to make up for the year lost? It had been suggested that by the withdrawal of the increment an incentive to work was taken away from the teachers, but there would be some little hope for them if they knew that the amount would be made up to them next year. This State was peculiarly situated with regard to educational matters, for a number of teachers were required to go into the back country where the population was but small, and if the Government persisted in the stoppage of the increment the result would be that young people would refuse to join the department. That was only natural. The effect of such a course would be to cause great harm to the educational movement generally.

Mr. ANGWIN: It was a matter for regret that the Minister for Education had joined the body of croakers of whom so much had been heard in the past. The speech the Minister had just made was far from the optimistic character shown by him when introducing his Budget. It was a matter of pleasure at that time to hear that the Minister had such high views of the prospects of the State, but now he had gone back, and was one of the most pessimistic individuals in Western Australia. The Treasurer had pointed out that the lowest paid teachers received from £110 to £250, but if members referred to the report of the department, they would find either the Treasurer's statement or the statement in the report was in error. The report stated there were 744 teachers, 368 of whom were head teachers, and 376 assistants. It was stated there also that the head teachers were paid salaries ranging from £70 to £400, and the salaries paid to assistants ranged from £60 to £250. There was a great difference between the £60 mentioned in the report and £110 mentioned by the Treasurer. The Inspector General drew attention in his report to the fact that the department had experienced difficulty in securing teachers

for provisional schools where the salaries were higher. These salaries were from £80 to £140 for men, and from £70 to £120 for women, and he was unable to assist settlers by securing teachers for them. There must be a large number of teachers in the State earning scarcely sufficient to provide them with clothing. The higher class teachers would be those who came under class A, but there were only from eight to twelve in that class out of the 744 who were in receipt of the highest salary. There was no necessity for even the Treasurer to almost proclaim that because the finances were in a bad condition that we could not afford to pay an honest and a liberal salary to those employed in the Education Department, particularly to the teachers in the out-back country. He was sure that people did not desire that any man or woman should be employed to teach their children at a salary of £60, and if they knew that there were teachers drawing such a small salary, they would not only condemn the Government, but every member of Parliament for allowing such a thing to exist for 24 hours. It was unfortunate that the teachers were debarred by the vote of another place from coming under the Public Service Act. They were now placed in the unfortunate position, that while it was found that in the Estimates increases were given by the dozen to those officers recommended for increases by the Public Service Commissioner, they were debarred from getting that which they were entitled to.

The Treasurer: There were no increases.

Mr. ANGWIN: Attention had already been drawn to several.

The Treasurer: I have explained that they belonged to last year; they were amounts fixed by the Public Service Commissioner, and were granted last year.

Mr. ANGWIN: Was the stores manager granted last year?

The Treasurer: That is a new position.

Mr. ANGWIN: Whether they were recommended last year or not they had been granted through the Public Service Commissioner, and the right of the school teachers who were entitled to certain increments should have been recognised.

He regretted that the necessity had arisen to draw attention to a matter such as that.

Mr. BATH: Judging by the adamant attitude taken by the Treasurer, it seemed hopeless to expect that considerate treatment would be meted out to this branch of the public service. He found throughout the discussion on the Estimates, and especially on those Estimates of the Treasurer, that the Minister who had told the House of the necessity for economy, had effected economy only so far as the other fellow was concerned. He remembered when the Colonial Secretary was contesting his election, his one plank at that time was Constitutional reform, reduction of the franchise for the Legislative Council, and the reduction of Ministerial salaries. He said it became necessary in the interests of the finances of the State to cut down the salaries of the Public Service, and then the Colonial Secretary expanded his chest. Ministers themselves would set a good example, he added, and would cut down their own salaries to the extent of £200 in order that the £300, £200 or even £100 men in the Service might accept reductions as gracefully and as kindly as possible. All sorts of material progress was predicted for Western Australia when such a self-sacrificing Government had marked its advent into power. Some of the reductions had materialised, but only so far as the teachers were concerned. The Treasurer claimed that it was not a reduction, but if the Government had carried out this good example of reducing their own salaries there would have been £1,300 available to meet the £3,000 which the teachers had been deprived of. The Government while professing need for economy had right throughout the Estimates made no offer to cut down those items which could have been reduced to carry out their own promises, but had sought to reduce those whom they thought would be able to offer no resistance and make no complaints when the deed was accomplished. The Treasurer had quoted the salaries paid in the other States, but there had been no attempt to show that in Western Australia we were doing better. Members were aware how the salaries of the higher paid teachers in this State compared with

those of the Eastern States. He had been informed that at the time Western Australia needed teachers, and in the effort to secure them from the Eastern States inducements in the shape of good salaries were offered to induce teachers of good calibre and holding good qualifications to come here. We must always remember this fact that in the Eastern States, except in isolated instances, the conditions of life were much more favourable, and the cost of living was much lower than in Western Australia. It was certainly a disgrace that we should pay the teachers less than was earned by the navy or the unskilled labourer in Western Australia. That was the comparison, and a comparison which was not creditable to the Education Department of Western Australia.

Amendment put and a division taken with the following result:—

Ayes	..	..	..	22
Noes	..	..	..	22
A tie				0

AYES.

Mr. Angwin	Mr. Johnson
Mr. Bath	Mr. McDowall
Mr. Bolton	Mr. O'Loughlen
Mr. Carson	Mr. Scaddan
Mr. Collier	Mr. Swan
Mr. Gill	Mr. Underwood
Mr. Gourley	Mr. Walker
Mr. Heitmann	Mr. Ware
Mr. Hoiman	Mr. A. A. Wilson
Mr. Horan	Mr. Troy
Mr. Hudson	(Teller).
Mr. Jacoby	

NOES.

Mr. Barnett	Mr. Manger
Mr. Cowcher	Mr. N. J. Moore
Mr. Davies	Mr. F. F. Moore
Mr. Draper	Mr. Nanson
Mr. Gordon	Mr. Osborn
Mr. Gregory	Mr. Plesse
Mr. Hardwick	Mr. Price
Mr. Hayward	Mr. Quinlan
Mr. Hopkins	Mr. F. Wilson
Mr. Keenan	Mr. Layman
Mr. Male	(Teller).
Mr. Mitchell	

The Chairman gave his casting vote with the Noes.

Amendment thus negatived.

[Mr. Daglish resumed the Chair.]

Mr. HOLMAN: In all probability if another vote were to be taken on the question, now that the member for Mt. Margaret was free to vote according to his inclinations, the decision would be reversed. With a view to proving that the Committee were opposed to the principle of the Government in their treatment of the teachers, he moved—

That the item be reduced by 13n shillings.

The CHAIRMAN: The amendment could not be taken. He desired to express his regret that a message which he had sent to the Deputy Chairman had not been delivered to him until after the division was taken. He (the Chairman) had asked the Opposition Whip, as soon as the division bell rang, to inform the Deputy Chairman that he would come in and take the Chair if he (the Deputy Chairman) desired him to do so. Unfortunately the message was not delivered until after the division. If he (the Chairman) had thought the Deputy Chairman desired to be relieved, he certainly would have come in when the bells rang. He had done the next best thing by sending a message by the Opposition Whip.

Mr. TROY: What the Chairman had said with respect to the message was perfectly correct. Unfortunately he (Mr. Troy), not catching the import of the message had omitted to deliver it until too late.

Mr. BATH: In the discussion as to the message to the Deputy Chairman the Committee were losing sight of the question of the amendment. Did the Chairman mean that the amendment could not be taken?

The CHAIRMAN: The object of allowing an amendment to reduce a vote by a nominal sum was to afford an opportunity of discussing a certain principle that the mover submitted to the Committee. When that principle had once been discussed on the amendment, it was impossible to move a subsequent amendment for the purpose of discussing the same principle again.

Mr. Horan: Where did you get that authority?

The CHAIRMAN: The authority would be found in *May*, 10th Edition, page 583. It read as follows:—

“The reduction of a grant or item must be of a substantial and not of a trifling amount; nor may a series of motions be made on the same grant, raising substantially the same issue.”

Mr. HOLMAN: The position now was altogether different from what it had been a few moments ago. The Committee had sustained a series of circumstances which very seldom happened in any Parliament. The explanation given by the Opposition Whip had entirely cleared the Chairman and relieved him from the position in which he (Mr. Holman) had thought he was placed. Seeing that the position in the Committee was now entirely different, the vote really ought to be taken again. It was an amendment with some merit behind it, and the Committee ought not to be robbed of a legitimate opportunity of expressing their real opinion upon it.

Mr. BATH: The ruling given by the Chairman was borne out by Blackmore. Would it not be possible, however, to have a motion for reducing the total vote?

The Treasurer: The last amendment was on the total vote.

The CHAIRMAN: In reply to the member for Murchison he might say that he would be very glad indeed to accept the proposed amendment if he were legally in a position to do so. However, he was sorry to say that under the authority quoted it could not be accepted.

Mr. HOLMAN: Then it would mean that very many teachers would be unjustly treated. What position, for instance, would those be in who had entered into certain transactions involving their anticipated increments? Under the system adopted by the Government such men would not be able to meet their due liabilities. It was a disgrace that these teachers should be robbed of their just rights. When it was sought to reduce other votes the point was raised in the direction he had just stated. It was regrettable the ruling would not allow something to be done to prevent this grave injustice being inflicted. It was not a true

majority vote of the Committee that defeated the amendment.

Vote put and passed.

Progress reported.

House adjourned at 10.32 p.m.

Legislative Assembly,

Friday, 15th January, 1909.

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The SPEAKER took the Chair at 4.30 p.m., and read prayers.

QUESTION—MORTUARY CARE-TAKER, BOULDER.

Mr. GILL asked the Premier: 1, Did the district officer give his reasons for recommending Constable Fortescue in preference to Constable Gallagher for the position of caretaker of the Boulder mortuary? 2, Did the district officer make the recommendation on the grounds of seniority? 3, Was seniority the grounds for the appointment, if so, why was a departure made in the subsequent appointment of Constable Gallagher? 4, Constable Gallagher having been stationed at Boulder for seven years, with fixed hours of duty, why has he been exempt from day and night duty the same as other constables have to perform? 5, Do Constables Spalding and Hunt, the rejected applicants, reside closer to the mortuary than Constable Gallagher? 6, What is the length of service of the three persons. Constables Spalding, Hunt,

and Gallagher? 7, What, if anything, disqualifies Constable Spalding for the position of caretaker of the Boulder mortuary? 8, Has Constable Gallagher any special qualification for the position, if so, what is it? 9, Is not Constable Spalding responsible for the removal to the morgue of all persons killed on the mines; also for the care and disposition of the property of same, and generally for procuring all necessary information in connection with such accidents? If so, is he not on these grounds, together with seniority of service, more eligible than Constable Gallagher for the position of caretaker of the mortuary?

The PREMIER replied: 1, Constable Gallagher was first recommended for the position by the district officer, but on inquiry by the Commissioner of Police as to whether any senior constable would be willing to take the appointment, Constables Fortescue and Chilcott's names were submitted by the district officer and the former selected. 2, Yes; see 1. 3, Seniority and suitability, but not necessarily seniority. There were special reasons for the appointment of Constable Gallagher, viz., previous applications and recommendations for the position, and having temporarily performed the duties of caretaker satisfactorily on two previous occasions. Moreover, the morgue is attached to the Boulder station, not Fimiston, and the position has previously been held by a Boulder constable. 4, As senior reserve constable he necessarily performs day duty only, and would be exempt from night duty whilst in that position. 5, Constable Spalding is living nearer to the mortuary than Constable Gallagher; Constable Hunt is living on the block adjoining P.C. Gallagher's residence. 6, Constable Spalding joined 15th September, 1896 (12 years). Constable Hunt joined 3rd November, 1899 (9 years). Constable Gallagher joined 1st November, 1900 (8 years). 7, Constable Spalding being in charge of Fimiston station (the morgue is attached to Boulder station) the work debars him from carrying out the duties of caretaker of the morgue. 8, No special qualifications are needed. 9, (1) Yes; (2) No.