

Legislative Assembly

Wednesday, the 10th November, 1965

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The SPEAKER (Mr. Hearman) took the Chair at 4.30 p.m., and read prayers.

BILLS (7) : ASSENT

Message from the Governor received and read notifying assent to the following Bills:—

1. Fisheries Act Amendment Bill.
2. Audit Act Amendment Bill.
3. State Housing Death Benefit Scheme Bill.
4. Jennacubbine Sports Council (Incorporated) Bill.
5. Government Railways Act Amendment Bill.
6. Taxi-cars (Co-ordination and Control) Act Amendment Bill.
7. Factories and Shops Act Amendment Bill.

BILLS (5) : INTRODUCTION AND FIRST READING

1. Decimal Currency Bill.
2. Superannuation and Family Benefits Act Amendment Bill.
3. Death Duties (Taxing) Act Amendment Bill.
4. Land Tax Act Amendment Bill.
Bills introduced, on motions by Mr. Nalder (Deputy Premier), and read a first time.
5. Traffic Act Amendment Bill (No. 4).
Bill introduced, on motion by Mr. Craig (Minister for Traffic), and read a first time.

QUESTIONS (21): ON NOTICE

1. This question was postponed until Tuesday, the 16th November.

ORD RIVER SCHEME*Siltation: Newspaper Article*

2. Mr. RHATIGAN asked the Premier:
- (1) As undoubtedly the Premier has read a letter in *The West Australian* newspaper of the 6th instant from Mr. S. A. Sibbick, of Wyndham, with the headlines, "Siltation Rates at the Ord," does he agree with the facts as stated?
 - (2) If the answer is "No," will he give in detail the reasons for his disagreement?

Mr. NALDER (for Mr. Brand) replied:

- (1) and (2) Recent aerial reconnaissance has confirmed that the area most likely to contribute to siltation of the reservoir is confined to some 1,450 square miles of susceptible soil type. This is the area where the regeneration work is being undertaken and an accelerated programme is being actively considered. Provision has been made in the main dam storage to contain the silt which will be deposited by the river.

MEATWORKS IN THE NORTH-WEST*Cattle Slaughtered and Number in Calf*

- 3A. Mr. RHATIGAN asked the Minister for Agriculture:

As the meatworks at Wyndham, Broome, and Glenroy do not keep figures of the number of cows in calf slaughtered, has his department any records as to the number or estimated number of cows in calf killed at the above meatworks during the seasons 1960 to 1965?

Mr. NALDER replied:

No.

CATTLE FROM THE KIMBERLEYS*Transport to the Northern Territory or Queensland*

- 3B. Mr. RHATIGAN asked the Minister for Agriculture:

What number of cattle (male and female) were transported by road or by hoof from the Kimberleys to the Northern Territory or Queensland during the years 1960 to 1965?

Mr. NALDER replied:

Figures obtained from the annual reports, Animal Industry Branch, Northern Territory Administration, are as follows:—

Year ending the 30th June,	
1960—	2,842
Year ending the 30th June,	
1961—	1,934
Year ending the 30th June,	
1962—	5,092
Year ending the 30th June,	
1963—	2,652
Year ending the 30th June,	
1964—	16,985
Year ending the 30th June,	
1965—	Not available.

DRIVER TRAINING CENTRES*Establishment and Sites*

4. Mr. GRAHAM asked the Minister for Police:

- (1) Has any land been set aside, or are there any proposals, for the purpose of establishing further driver training centres to be conducted by the National Safety Council or any other authority?
- (2) If so, where, and what stage has been reached?
- (3) What happened to an earlier proposal that there should be a site on land in Collier Pine Plantation?

Mr. CRAIG replied:

- (1) Yes.
- (2) (a) Police driver instructional school at the Maylands aerodrome.
(b) The proposed driver training centre at the Collier Pine Plantation.
(c) There have been proposals for driver training centres or courses by voluntary organisations in various districts.
- (3) The planning of the remaining area of the Collier Pine Plantation is under current investigation by a departmental committee, and a request for an allocation of land has been made by the National Safety Council.

RENTAL AND PURCHASE HOMES*Allocations: Waiting Period*

5. Mr. GRAHAM asked the Minister for Housing:

- (1) What is the present period between the date of lodging an application and the allocation of rental accommodation in the Perth metropolitan area for—
(a) three-sleeping-unit houses;

- (b) two-sleeping-unit houses;
- (c) two-bedroomed flats;
- (d) one-bedroomed flats;
- (e) pensioner cottage flats?

- (2) What were the corresponding waiting periods at the 1st November last year and the year before?
- (3) What were the respective waiting periods for purchase homes at the same dates?

Mr. O'NEIL replied:

- (1) to (3) The following table shows the waiting time in months for rental and purchase accommodation in the Perth metropolitan area on the 1st November for the years 1963, 1964, and 1965:—

	November, 1963	November, 1964	November, 1965
(a)	26	28	22
(b)	36	32	22
(c)	23	29	23
(d)	13	11	8
(e)	26	28	5
urchase..	13	15	16

PASTORAL LEASES: CHAINING

Acreege Affected and Authority

6. Mr. GRAYDEN asked the Minister for Lands:

- (1) How many acres have been chained on pastoral properties in the Lower Murchison and Eastern Goldfields?
- (2) Did the pastoral lessees concerned have ministerial permission to chain the areas referred to?

Effects

- (3) Is the department aware that such chaining—
- (a) results in a greatly increased fire hazard;
 - (b) could cause widespread erosion particularly if a dry year followed the accidental burning of such areas;
 - (c) creates huge new breeding grounds for grasshoppers which can then move in plague proportions into adjoining agricultural areas?

Mr. BOVELL replied:

- (1) to (3) An examination is being made of the matters referred to. The Department of Agriculture has been consulted in connection with the chaining of pastoral areas.

The honourable member will be advised when necessary information is available.

WUNDOWIE CHARCOAL IRON AND STEEL INDUSTRY

Part Disposal: Finalisation of Negotiations

7. Mr. HAWKE asked the Minister for Industrial Development:

- (1) What stage has now been reached in the negotiations currently proceeding for the State to take a private company into partnership in connection with the State-owned charcoal iron industry at Wundowie?
- (2) When are negotiations likely to be finalised?

Mr. O'CONNOR (for Mr. Court) replied:

- (1) Difficulty has been experienced in overcoming some of the problems related to the economics of the industry and the project under negotiation. Alternatives are being studied.
- (2) No definite date can be given at this juncture. The position should clarify itself in the next few days.

COLLIE COAL: RESEARCH ON COKING

Use of Commonwealth Grant

8. Mr. HAWKE asked the Minister representing the Minister for Mines:

- (1) Should the proposed preliminary laboratory-scale work at the laboratories of the Mines Department by way of research into the reduction of metallic oxides by Collie coal or char prove to be successful, would any of the monetary grant made by the Commonwealth Government for coal research in Western Australia be then expended at Collie for research work on the coking of Collie coal?
- (2) If not, why not?

Mr. BOVELL replied:

- (1) and (2) The present research into the reduction of metallic oxides by Collie coal or char is not related to coking of Collie coal and the monetary grant for the reduction research cannot be expended on any other project.

RAILWAY LINE AT TOODYAY

Brockman's Bank: Maximum Haulage Load

9. Mr. HAWKE asked the Minister for Railways:

What is the maximum train load which can be hauled up the railway line at Brockman's Bank into Toodyay?

Mr. O'CONNOR (for Mr. Court) replied:

555 tons, using one "X"-class locomotive.

This bank will not be involved when operations are commenced via dual gauge Avon Valley route.

CAUSEWAY ROAD SYSTEM SIGNS

Effect on Motor Vehicle Drivers

10. Mr. HAWKE asked the Minister for Police:

- (1) Is he aware that large signs have been erected periodically in the middle of the Causeway road system?
- (2) Does he agree such signs represent a source of distraction to motor vehicle drivers?

Mr. CRAIG replied:

- (1) Yes, with the permission of the Main Roads Department.
- (2) Any sign will attract passing attention, and signs on the Causeway are only permitted if the messages they intend to convey are of public benefit. Care is taken to ensure that the positioning and height will not greatly affect the vision of motorists.

TRANSPORT

Board Members

11. Mr. MITCHELL asked the Minister for Transport:

- (1) Who are the members of the Western Australian Transport Board?

Advisory Committee: Members and Duties

- (2) Is there such a body as the transport advisory committee?
- (3) If the answer to (2) is "Yes", who are the members of the committee and what are their duties?

Mr. O'CONNOR replied:

- (1) In accordance with amending Act, No. 59 of 1961, the W.A. Transport Board ceased to function as from the 19th February, 1962. From that date the powers previously exercised by the board have been invested in the Commissioner of Transport.

At the same time a board known as the Transport Advisory Board was appointed.

- (2) Answered by (1).

- (3) The Commissioner of Transport (Mr. W. H. Howard) is, *ex officio*, Chairman of the Transport Advisory Board. In addition, there are four members appointed by the Governor. They are—

Messrs. W. G. McDonald and J. Finch—representing rural industries; and

Messrs. W. Finkelstein and P. Young—representing city interests.

The duties of the Transport Advisory Board are to—

- (a) advise and assist the commissioner in or in connection with the general administration of this Act;
- (b) advise the commissioner on such matters as he may refer to the board for advice; and
- (c) subject to the direction in writing of the Minister, determine the policy of the commissioner in the administration of this Act in relation to any particular matter referred to it by the Minister.

MINES DEPARTMENT

Publication of Monthly Information Journal

12. Mr. EVANS asked the Minister representing the Minister for Mines:

- (1) Is he aware of the publication *Queensland Mining Journal* published monthly by the Queensland Department of Mines, of its high calibre and interesting contents?
- (2) Now that mining has again captured imagination in this State, will he give consideration to having our Mines Department emulate this effort on the part of its Queensland counterpart?

Mr. BOVELL replied:

- (1) Yes.
- (2) There is already a similar monthly journal—the *Commerce Industrial & Mining Review*—circulated in this State by a private printing firm, but consideration is being given to the W.A. Mines Department increasing its present publications with a view to further publicising the mineral resources of this State.

FACTORIES AND SHOPS ACT

Breaches, Prosecutions, and Convictions

13. Mr. TOMS asked the Minister for Labour:

- (1) How many breaches of the Factories and Shops Act have been reported by inspectors during each of the years 1963, 1964, and 1965?

- (2) What is the number of prosecutions launched by the department in each of the above years?
- (3) How many convictions were obtained in the periods mentioned above?

Mr. O'NEIL replied:

(1) (a) Year ended the 31st December, 1963	741
(b) Year ended the 31st December, 1964	676
(c) Nine months ended the 30th September, 1965	355
(2) (a) Year ended the 31st December, 1963	31
(b) Year ended the 31st December, 1964	34
(c) Nine months ended the 30th September, 1965	35
(3) (a) Year ended the 31st December, 1963	31
(b) Year ended the 31st December, 1964	33
(c) Nine months ended the 30th September, 1965	35

GOVERNMENT VEHICLES: W.A.G. LICENSE PLATES

Number and Fees

14. Mr. BICKERTON asked the Premier:

- (1) How many motor vehicles operating in Western Australia are equipped with W.A.G. license plates at the present time?
- (2) What was the number in 1960?
- (3) What fees are paid towards road maintenance and upkeep by the various departments and governmental bodies operating W.A.G. licensed vehicles?

Mr. NALDER (for Mr. Brand) replied:

- (1) 7,705.
- (2) No figures are available for 1960, but at the 1st July, 1961, the figures were 4,066.
- (3) No license fee is payable where the vehicle belongs to the Crown. Under the State Transport Co-ordination Act, railway road services pay the fee of 1s. 3d. per power load weight in respect of goods vehicles and 1 per cent. of gross earnings in respect of passenger vehicles operating for hire or reward.

WATER RATES

Pensioners: Applications for Suspension

15. Mr. HALL asked the Minister for Water Supplies:

- (1) How many applications were received by the department from pensioners for the suspension of water rate charges for the years 1961, 1962, 1963, 1964, and 1965?

- (2) How many of the applications received were agreed to, and how many were not agreed to, for the respective years?

Mr. BOVELL (for Mr. Ross Hutchinson) replied:

- (1) The number of applications under the Pensioners (Rates Exemption) Act received and agreed to are:—

Public Works Department for Country Water Supplies (excluding North-West.)	
1961	145
1962	115
1963	127
1964	92
1965 (to date)	107
Metropolitan Water Supply, Sewerage and Drainage Board.	
1960-1961	not available
1961-1962	698
1962-1963	785
1963-1964	802
1964-1965	797

- (2) No record is kept of applications made and not agreed to, as all eligible applicants were granted the deferment of the payment of rates.

Civilian Widows: Appeals against Increases

16. Mr. HALL asked the Minister for Water Supplies:

- (1) How many appeals were lodged by civilian widows against increased water rate charges for the years 1961, 1962, 1963, 1964, and 1965?
- (2) How many of the appeals were upheld and how many were rejected for the above years?

Mr. BOVELL (for Mr. Ross Hutchinson) replied:

- (1) and (2) This information is not available.

DENTAL CLINIC AT ALBANY

Allegations in Newspaper

17. Mr. HALL asked the Minister representing the Minister for Health:

- (1) Is he aware of the article appearing in the *Albany Advertiser* headed "Scandal Claim on Dental Clinic" (allegations against the Western Australian Medical Board) and accredited to Dr. Lyndon Johnston?

- (2) If the answer to (1) is "Yes," can he dispute these allegations?

Temporary Premises: Conversion Cost and Plans for Future

- (3) What was the actual cost to the department for conversion of temporary quarters as a dental clinic?

- (4) Has finality been reached as to quotes and plans for alterations to the dental clinic, Albany and, if so, what were the final quotes?
- (5) When is it expected that work will commence on the alterations and installation of a two-dentist surgery?

Pensioners: Inconvenience through Building Alterations

- (6) Has there been any inconvenience to pensioners as a result of the delay in alterations, and have persons eligible for treatment been attended to?

Mr. BOVELL replied:

- (1) Yes.
- (2) Yes.
- (3) £700.
- (4) and (5) No finality has yet been reached. As previous tenders were considered too high, thus making costs prohibitive and uneconomical, it was decided to revise the plans of the project. It is expected that tenders will be recalled by the 1st December, 1965, and work completed and the clinic occupied by the end of March, 1966.
- (6) There have been no complaints to the board of management of the Perth Dental Hospital or the department, and as far as I am aware persons eligible for treatment have been attended to. Any inconvenience regarding the temporary clinic arrangement is regretted.

SWAN RIVER RECLAMATION

Crawley-Nedlands Area: Redevelopment Proposals

18. Mr. TONKIN asked the Minister for Works:

- (1) Will he specify the redevelopment proposals which he informed Cabinet by minute dated the 8th September, 1965, had been agreed to by the Swan River Conservation Board, the National Parks Board, the Nedlands and Subiaco City Councils, and the University?
- (2) Did these proposals involve taking an area of approximately 1.5 acres from the Sunset Old Men's Home?
- (3) What is the particular use to which the land to be taken from Sunset is proposed to be put?
- (4) Will the assurance given by Cabinet on the 14th February, 1961, to proceed with the "proposed reclamation of at least 9.5 acres" be fulfilled by the reclamation of only 8.5 acres?

- (5) Seeing that he and his colleagues, the Ministers for Education and Lands "endorsed their concurrence for the proposals" contained in the report of the Town Planning Commissioner dated the 2nd July, 1963, is not he committed to the proposal for a road predominantly of a controlled access type along the river side and passing between the University campus and the National Park Board's reserve?

- (6) If "No," will he explain?

Mr. BOVELL (for Mr. Ross Hutchinson) replied:

- (1) The redevelopment proposals set out in my minute to Cabinet of the 8th September, 1965, referred to the exchange of land between the Government and the University, the realignment of Hackett Drive, and reclamation in Melville Water.
- (2) No.
- (3) Answered by (2).
- (4) Yes.
- (5) By virtue of the prevailing land use contiguous to the proposed improved Hackett Drive and the limited number of access points that will be required, it will have some characteristics of a controlled access roadway. However, it will not be a controlled access road within the meaning of the Main Roads Act.
- (6) Answered by (5).

DRUNKEN DRIVING: BLOOD TESTS

Convictions and Acquittals on 0.15 per cent. Alcoholic Content

19. Mr. JAMIESON asked the Minister for Police:

- (1) Since the coming into operation of the Traffic Act, how many drivers have been convicted for drunken driving as a result of a blood test showing 0.15 per cent. or more of alcoholic content?
- (2) How many acquittals have been recorded where a blood test has shown 0.15 per cent. or more of alcoholic content?

Mr. CRAIG replied:

- (1) 864 from the 1st July, 1959 to the 31st October, 1965.
- (2) Three.

HARDIE TYRES

Use on Government Vehicles North of 26th Parallel

20. Mr. BICKERTON asked the Premier: With reference to my question 15 of the 9th November, 1965, dealing with Government use of Hardie tyres and his answers to (2) and

(3) of that question, which stated that "exact information is not available", will be made available the approximate figures by way of information?

Mr. NALDER (for Mr. Brand) replied: No records are kept of tyre mileage on Government vehicles and therefore there is no basis on which to estimate approximate figures. However, I will see if examples of the mileage usage can be obtained.

RAILWAY PERMANENT WAY GANGS *Understaffing, Resignations, and Appointments*

21. Mr. BRADY asked the Minister for Railways:

- (1) What number of permanent way gangs were understaffed in Western Australia at the 30th June, 1965?
- (2) What number of permanent way employees—
 - (a) resigned for the year ended the 30th June, 1965;
 - (b) were engaged?

Mr. O'CONNOR (for Mr. Court) replied:

- (1) and (2). This information is not readily available, but it will be extracted and the honourable member advised as early as possible.

LICENSING ACT AMENDMENT BILL (No. 3)

Second Reading

MR. GAYFER (Avon) [4.54 p.m.]: I move—

That the Bill be now read a second time.

This Bill, which seeks to amend the Licensing Act, 1911-1964, is a simple Bill and is primarily to keep children—that is, those under the age of 21 years—with their parents and not on the streets.

In a hotel, a parent may take a child or children into the hotel dining room and the party partake of a meal as a family unit. In sporting clubs (and it is only these with which the Bill deals and in this respect a "club" means "a registered club the primary purpose of which is the conducting of a sport or of two or more sports"), especially in the country areas, gala or open days are held on one, two or three days during the season. On these days, visitors usually partake of morning or afternoon tea, lunch, and occasionally an evening meal on the premises.

Unfortunately, whereas in a hotel parents may take their children into meals, in a registered and licensed club, such as I speak of, this is not permissible and,

consequently, children are confined to eating away from the club dining room and often in cars parked outside, or walking, or driving cars to the town in search of an eating house.

The case is also very apparent at golf and bowling clubs where the young player under 21 years of age can play golf or bowls with, and sometimes better than, a group of adult players—in fact, be a member of a team—but at meal time he has to pause on the threshold of the dining room and say, "I am not permitted to eat with you."

To rectify that position, this Bill allows a club to apply 21 days before such an event or 21 days before a series of these events, which may be held during three calendar months, for a permit to allow children in the company of a member (but not a junior member) to partake of a meal in a club dining room set aside as such, provided that permits are sanctioned for only 12 days in any one calendar year. The period of the permit is suggested to 8 o'clock in the evening of the day applied for.

It does not authorise the sale of liquor to such children, nor does it allow entry to such premises which have a bar within the dining room. Neither does it make it mandatory that such children are allowed into dining rooms unless the permit in question has been applied for.

It is for this reason that application must be made to the Licensing Court, which has detailed plans of all licensed clubs and is therefore aware of the facilities of these clubs. It is not the intention to allow, nor does the Bill allow, access to liquor any more than is permissible in a hotel dining room, but purely allows for a social barrier to be removed and help keep the children under the control of adults. I commend the Bill to the House.

Debate adjourned, on motion by Mr. Bovell (Minister for Lands).

FOREIGN JUDGMENTS (RECIPROCAL ENFORCEMENT) ACT AMENDMENT BILL

Second Reading

MR. BOVELL (Vasse—Minister for Lands) [4.58 p.m.]: I move—

That the Bill be now read a second time.

The single purpose of this Bill, which comes from another place, is to preserve existing arrangements for the reciprocal enforcement in the Supreme Court of Western Australia of judgments of countries that were the subject of an Order-in-Council under the Reciprocal Enforcement of Judgments Act, 1921.

Orders-in-Council made under the 1921 Act, which was repealed by part VIII of the Supreme Court Act of 1935, were preserved

by that Act through appropriate provisions.

However, the Foreign Judgments (Reciprocal Enforcement) Act of 1963 repealed part VIII of the Supreme Court Act and while preserving Orders-in-Council made under part VIII of that Act, did not further preserve the Orders-in-Council made under the 1921 Act.

It therefore seems that those Orders-in-Council could cease to have effect when the 1963 Act comes into operation. The amendment contained in the second clause of the Bill will rectify the matter. Were this amendment not made, new arrangements would have to be made with certain countries with which we share reciprocal benefits.

Certain new arrangements will, of necessity, have to be made on account of national circumstances in some parts of the world—the Malaya-Malaysia development could be cited as a case in point.

However, most existing arrangements require only continuity in our State legislation in order to maintain them intact. This measure attends to those which would otherwise be affected by the operation of the 1963 Act.

The amendment in clause 3 need not concern members in this regard. It merely corrects a printer's error in the title of the Scots Court which is not a court of session, but a court of sessions.

Debate adjourned, on motion by Mr. Evans.

ANNUAL ESTIMATES, 1965-66

In Committee of Supply

Resumed from the 9th November, the Chairman of Committees (Mr. W. A. Manning) in the Chair.

Vote: Education, £16,583,100; Native Welfare, £638,530—

The CHAIRMAN: Progress was reported after the votes had been partly considered.

MR. RUSHTON (Dale) [5.1 p.m.]: The schools in my area reflect great credit on the Government's efforts last year. The educational progress that I have been able to observe throughout the State makes me feel that the Government deserves great credit; it is to be congratulated on the progress made in many ways. The schools, generally, have a spirit of optimism; and, as I mentioned in an earlier discussion, they have the feeling that where they have particular needs these will be attended to within a reasonable time.

Yesterday evening the member for Victoria Park and the member for Wellington mentioned a number of school needs. I feel that, within reason, they will be met very readily. The items mentioned by the member for Victoria Park were ordinary domestic matters affecting the schools and the department, and such

matters have, from time to time, been dealt with without undue delay. That is what has happened with respect to the schools in my area; and I have been closely associated with them.

The point I have made, and it bears repeating, is that the teachers have a dedicated attitude towards their task. I feel they look towards the end product of their work, and that is how to turn out the children in the best way. The teachers give readily of their time and efforts; in fact, every facet of their lives seems to be bound up in ensuring that children will be ready to meet life as we would wish them to do. This fact must be one of the most satisfying for the Minister for Education and his department.

Naturally we need buildings in which to teach the children, but I think we will all agree that children turned out in the best possible way is what we look forward to; and I am sure the Minister will agree with me on that point.

I have a number of local problems, but I do not see any great challenge in them, because I feel they will be met within a reasonable time. I mention them, however, because they are of the utmost importance to the areas in which they arise. The first one on my list concerns the Karragullen School. This school is placed very awkwardly on the Brookton Highway, away from the centre of the district. The people of the area have made great progress towards encouraging the department to resite the school adjacent to a sporting field. This is to be done, and I am looking forward in this coming year to seeing tenders called for the transfer of the school. The Karragullen School will then be sited adjacent to the local hall, and also to the playing field, which is being provided by the shire. All in all, the effort there is a community one, and that is what we wish to see. By this time next year I trust we will have something concrete in the way of commencement of this worthy project.

The next item I wish to touch on is the provision of additional facilities in the Rockingham area. By and large the primary school situation there is well provided for. In fact, additions are being carried out, and toilet facilities and other things are being made available. I feel, however, that with forward planning we should make provision for at least a three-year high school working up to a five-year high school in that area. Because of the tremendous industrial development there we can see the need for providing higher education for the children going to the primary schools as a result of the many homes being built in the district. I will only suggest to the Education Department that it put this item—if it has not already done so—on its forward planning programme.

Another matter which seriously exercises my mind is the provision of an additional primary school in the Armadale-Kelmscott area. Here we have subdivisional projects taking place, and the present two schools which are situated very close to this area will reach capacity within a reasonable time.

Such a school as I suggest should be sited on the highest level. We must all agree that our schools should not be placed on sites that are impossible from the point of view of the recreation of children. We have seen schools built on the sides of hills; and I would commend the thinking of the Education Department for what I imagine is its present policy of obtaining, wherever possible, the best sites in the particular areas. I suggest that the site for the school I have mentioned, which will be necessary in the near future, should be such as I have just spoken about.

The siting of a school in this area is most important. Many places could be set aside at the moment, but if a decision is not made shortly we will find that suitable sites will not be available, and then there will be the necessity for resumption, or for taking a less suitable site. So I suggest to the Minister that serious thought be given to providing the very best site that can be obtained, because the future capacity of the adjacent schools is, in some ways, limited.

Mr. Lewis: Those in the Armadale-Kelmscott area?

Mr. RUSHTON: Yes, the two schools. Another matter that has exercised my attention, and that of the previous member for Dale, as well as the Minister and his department, is the provision of a little extra land at the Armadale High School. The department has met the wishes of the school to a large degree, but I stress the necessity, if this is at all possible, of obtaining another chain or two chains of land on the southern side of the school. I know that the present playing fields might be sufficient for today's requirements, but I look forward to the future in regard to high-school education and to extending the broadness and the scope of it; and that would entail additional sporting activities and the bringing of them more into line with what I have seen enjoyed by the private schools.

We should aim towards this level. At the same time I do recognise the difficulties in this matter, because we have children who have to travel many miles to school, and we have school bus schedules to maintain. But by and large we have all the necessary facilities, such as the manpower and womanpower of our teaching staffs, readily available to lift education to a higher level and to prepare boys and girls for a way of life such as we would like.

I wish to touch on a number of policy matters, remembering that whilst I am passing from the domestic problems of the schools in my area, I have already recorded that there is great activity taking place throughout the whole electorate of Dale in the educational field. The matters I have raised in the short time I have been here have received every consideration, and I feel that what has been occurring in my electorate must be indicative of what has been going on throughout the whole State. The Education Department's projects are engendering great confidence; and I would leave the local scene fully aware that I have not touched on a number of problems affecting many schools, but I am confident they will be dealt with in the years ahead.

I did mention at an earlier time the question of the appointment of an administrator for the very large schools. At the time, the member for Beeloo asked, by way of interjection, whether the opinion of the Teachers Union had been obtained. I have approached this question on what I feel is a commonsense basis; and I am sure the Teachers Union would back any genuine effort by the department to bring a better result to the schools and to the children. I look forward to the Teachers Union displaying this attitude, as I feel it would adopt a commonsense approach to a matter such as this. The points I have raised have personal problems attaching to them as far as individuals are concerned, and they have problems also as far as the department is concerned; but my goal is the bringing forth from these schools the best possible product of our educational system.

I recognise that we have only a limited sum of money to be used for educational purposes, but by making this suggestion, and the next one I shall put forward, I am only attempting to suggest that the more money we can devote to education, the better will be the result. I make my suggestions with respect, because I believe there are some very good brains dealing with this problem, and great consideration has been given to it.

In mentioning the appointment of administrators for our large schools, I would point out that I have discussed this matter with a number of teachers and they see credit in it inasmuch as it would allow a man who is dedicated to his profession to devote every minute of his day to giving personal attention to the children.

I am sure we have all at times seen headmasters bogged down with administration. In fact, it would appear to me that the major part of their day is occupied in administrative duties. I feel we must work towards the position where a headmaster can give 100 per cent. of his time to the education of the children. By education I mean the controlling of

the teachers under him, the checking of the standard of education, imbuing his teachers with a feeling of enthusiasm, and ensuring that they are obtaining the results that he desires. A headmaster may have 50 teachers under his control and it is a full-time job for him to look after the educational side.

As we know, the training colleges are turning out tremendous numbers and the older men who are in charge of the larger schools have a very important part to play in our educational system. In addition, it would be an economic proposition because an administrator, who would also be a trained man, would not attract the same salary as the headmaster; and although my proposal is not put forward purely for economic reasons, it is a consideration. However, I make the suggestion in the hope that if it is agreed to our headmasters will be able to devote more attention to the task to which they are dedicated and for which they have been trained.

The next matter which I propose to discuss may be a little advanced in thought, and may be objected to on those grounds, but I throw it into the ring in the hope that it may be possible to provide for it in the years ahead—I refer to a full usage being made of our school buildings and facilities. A tremendous expenditure is involved in the provision of our high schools. One can readily think in terms of £300,000, £500,000, or even £1,000,000, and there may come a time when it is possible for us, through negotiations with all interested bodies, to make a fuller use of these facilities by the provision of two shifts with two lots of children going through the school on the one day. This happens in other parts of the world.

I have no great knowledge on the point, and it may be difficult to implement in this country, but it is something to which the department could give consideration so that a better use could be made of the large sums of money tied up in school buildings; because at the moment school buildings and other facilities attract a tremendous part of the education vote. If the idea of two shifts were implemented it would mean we would have a surplus of funds which could be used for many other necessary items which, at the moment, because of a shortage of money, cannot be provided for.

In the same vein I would like to discuss high school facilities and their use. Most high schools have gymnasiums, tennis courts, playing ovals, and so on, and when our schools are being sited I think some attention should be paid to the possibility of the use of the schools' facilities by other sections of the community. It would be most beneficial if these school facilities could be used to the fullest extent possible. I have had an opportunity to observe various schools where this has

been done; and if a school has, say, 12 tennis courts that are used only once or twice a week, for a couple of hours at a time, it seems to me to be a waste of facilities and they could be used to advantage by the local people.

I know that even though these facilities may be used for only a short time it is not a waste of money to provide them, but it is extravagant to the degree that at the moment most local communities do not have these facilities available and they are not being used fully at the local schools. In my view the school sporting facilities could be made available for use by well-organised and responsible bodies in the district. This would be most beneficial to the youth and it would not be interfering with school activities. In my own area at the moment a body interested in the training of youth for leadership is making a move to obtain the use of the gymnasium at the local school. I think this is something with which we would all agree.

The facilities at some, or most, of our schools are first-class. I have seen very few old schools and the recreational facilities provided at schools today are something that we, when we were at school, would never have dreamed were possible. It gives one a feeling of satisfaction to know that the Government has been forward thinking enough to marshal its finances in such a way that it has been able to provide for our future citizens facilities of such a high standard.

As a final comment I would like to advise the Minister of my support of the department's intentions to stabilise the teaching staff in our various schools. I understand that at the moment a move is afoot to make the term of a headmaster at a primary school in the vicinity of three years. I think that is a good idea and it is very necessary. Most of us would know of teachers who, because of the tremendous demand, have been transferred frequently and there has been no continuity of school life. This has not been in the interests of the children or the teachers concerned.

To my mind we, as the representatives of the people, the parents, the teachers, and indeed all those involved in the problems of education, look towards the end result of our schools; that is, the pupils that the schools are turning out. Therefore the settling of teachers into schools for a longer period—and I am suggesting at the moment the aim could be three years—is a forward step. In the high schools I think we could look to an even longer period, although I realise that the demands are tremendous, school numbers are increasing, and these difficulties have to be met in a flexible way. However, our aim should be to stabilise the teaching staff at our high schools and primary schools. The headmasters should be developing in

these schools what I would call a Mr. Chips attitude—where he makes the school his life and brings to that school, over a period of years, a great tradition.

I am happy to say that in the last few years in the schools with which I have been associated, including the high schools, that sense of tradition has been growing, and I am looking forward to seeing it become even more pronounced so that the children who attend our high schools will have a great pride in them.

The private schools are held in high esteem because of their past and the traditions they have. This brings out the very best in the children who attend those schools. Now and again one might meet a child who does not come up to the standards laid down, but by and large the boys and girls who attend such a school are imbued with the tradition of their school and make every effort to live up to it. I am sure it would be most advantageous and beneficial to all of our children if we were able to engender in our high schools the same sense of tradition.

I am looking forward to the day when the students of such and such a high school will speak with pride of their association with that school. This, I think, is essential, and it is worth working for.

In conclusion, I wish to congratulate the Minister and his department for what I think is a very progressive approach to the subject. As one who has been closely associated with schools for many years I realise the sense of dedication the Minister and his departmental officers have and I record my appreciation of it.

MR. HALL (Albany) [5.25 p.m.]: I wish to have a few words to say on the education vote of £16,583,100. I realise that the Minister has many drains on the financial resources available to him, but I would like to advance one or two points in the interests of the Albany electorate. I would refer the Minister to a question I asked on Thursday, the 5th August, 1965. The question was as follows:—

- (1) Has the Education Department made a final determination on the resiting of Albany Central Primary School?
- (2) If so, what is the determination as to location?

The Minister replied—

- (1) and (2) No. This matter is still under consideration.

I should now like to refer the Minister to a question I asked on the 15th August, 1963, as follows:—

- (1) Has consideration been given to the planning of a new site for the erection of a new primary school at Albany?

- (2) If not, will he give earnest consideration to such planning, with a view to the erection of a new modern primary school in a more suitable setting?

His reply was—

- (1) Yes, composite high and primary school site on reserves 936 and 937.
- (2) Answered by No. (1).

They were agreed to in 1963, but we find, on the 5th August, 1965, that they are not agreed to! The Minister has been approached by the primary school parents and citizens' association and the association wrote to me also about the department's attitude on the resiting of the central primary school. The central primary school is now located on very valuable land situated right in the centre of the town and it was proposed to resite the school at the old infants' school.

I also met a departmental officer in Albany, with the P. & C. association, and he elaborated on the question of perimeter schools, and how it was proposed to put this scheme into effect. The P. & C. association of the central primary school advised the Education Department that it did not consider the infants' school site a suitable one. There is considerable danger from passing traffic and it is right next door to a hotel. Certainly the grounds are very large but it is not a suitable site for a primary school because children need peace and quiet when they are trying to study. Therefore, in my view, the siting of the central primary school at the infants' school is a retrograde step.

We all realise that the central primary school will have to be shifted because of the progress in the centre of the town. However, one of the unfortunate things about it is that when this valuable land is released the money obtained from its sale will go back into general Government funds, and the Minister for Education will have no opportunity of getting the benefit from it so that he can provide the funds for the erection of new buildings elsewhere. That is one of the disadvantages of Government machinery. I understand the matter is also referred to the local authority for a direction as to the use of that land when it is sold. If the Education Department could obtain some revenue from the sale of the land—and obviously it will bring a very high price—it would overcome many problems.

Perhaps one of the sites suggested in 1963 would be quite suitable, but I believe there have been conferences with the director about the matter, and probably the Minister has some idea of what is going on. However, I ask him, in the interests of the primary school parents and citizens' association, to give the matter his earnest consideration because the infants'

school, which is situated on Albany Highway, is an unsuitable site and is dangerous for primary school children.

It is readily understandable why the department wants to retain the identity and character of the central primary school because, apart from the Catholic schools which were established in Albany, it was the only school in that area for many years. Therefore I ask the Minister to give the matter his earnest and urgent consideration. The *Albany Advertiser* substantiated the Minister's statement, because, in an article it mentioned that the Education Department proposes to develop the Albany Infants' School in Albany Highway into a primary school. The article added that the conversion would take place some time in the future. The conversion would be costly, and it would not be suitable. Apart from anything else, it could not be in keeping with the thoughts of the people in the community, or of the parents and citizens of the central primary school, who so much desire the establishment of a new central primary school. The perimeter method of building primary schools has always proved admirable and acceptable. We find buses coming into the terminus points, disgorging their passengers, and moving up to the other high schools in the perimeter area.

That brings me to my second point, which is the establishment of a second high school at Albany. Today the Albany High School has reached its maximum capacity, and I hope the Minister will not fall for the old trick of extending it by a few rooms, because that will mean it will lose its character.

Mr. Jamieson: How is the Albany university going?

Mr. HALL: I will get to that in a moment. This second high school to which I have referred will cater for the inflow of children from the areas that are developing so rapidly. If we consider the catchment area alone we will find that the population is in the region of 70,000, which, of course, must be catered for. This will all fit in with the regional development plan which is to take place in Albany and other portions of the State as well.

We have the spectacle of primary schools and high schools being established in other centres, even though there is an increasing need for the establishment of a five-year high school in Albany. There are several localities which could be selected. There is one on the Lower King Road, and there is another on the King Road catchment area. There is also provision for this on the south coast, when development takes place in that area according to the overall plan.

The most suitable of the adjacent sites, when one considers the overall picture,

would be the Lower King Road site, feeding out into the beautiful surrounding country, with vast acreages available for parking and so on. One of the great hazards we have today at the present high school is the amount of traffic flow in the front of the building, which means the students are naturally exposed to the attendant traffic hazards.

I believe there is a scheme mooted between the Education Department and the local authority for the construction of a bypass road which will cut off a section of this area, with a view to making it safer. That is most admirable, but I would like the Education Department to approach the local authority with a view to the construction of footpaths, because the students will still be exposed to the traffic dangers no matter how the bypass road is built. The loss of one child will, of course, be disastrous; it will have a most damaging effect on the school generally. There is no doubt that students will continue to wander aimlessly across the roads, but if we had footpaths constructed together with the bypass road the traffic danger would be eliminated to a great extent.

One way to ease the demand for five-year high schools is to establish three-year high schools which students could attend, after which they could go on for a period of two years to complete their education. That would ease the situation and reduce the cost factor. It would be far better than adding accommodation on to the existing high schools, thus making them gigantic machines with a complete loss of character, and resulting in a distinct lack of personal touch between the teachers and pupils.

Most children, when they leave the high schools, carry with them many tender memories and a great deal of respect for the establishment generally. The bigger we make these high schools the more they lack the personal touch. I hope, therefore, that the Minister will give consideration to the establishment of a second high school at Albany. I understand that some of these matters have been incorporated in the regional plan. I have mentioned this matter in other speeches; and I was amazed to find that the Minister for Lands did not know anything about the regional plan when he referred to the southern portion of the State. If we could get more co-operation from the department, and assure co-ordination between the departments, we would certainly get a better picture of the overall plan.

The member for Beeloo mentioned the university. There is no doubt that the University in Perth is fast becoming overcrowded. We are converting our University into a huge machine, and this is reflected

in articles written by professors who feel that we should diversify this type of education. There is no doubt at all that we could utilise one of the sites I have mentioned for this purpose.

I know that I have mentioned this matter before when speaking to the debate on the Address-in-Reply, but I would be failing in my duty if I did not mention it again. We could, perhaps, establish such university colleges in these decentralised areas with a view to permitting students to attend them for a three-year period, after which they could spend the final two years at the major university in the centre of the State.

I do not altogether hold with that view, but I believe this is one way that university colleges could overcome the problem that exists. Today we find there is a high percentage of students—both boys and girls—who have had to leave their homes in the country areas with a view to attending the University here. Some of them are not very well off and, as a result, the parents have found it necessary to come to the city to seek employment to keep their children at the University. That is the position that faces the fathers and mothers of the children in the country areas.

I do not think we need elaborate on the rights of one section of the State as against another. I would naturally claim that we have all the beauty and facilities necessary around Albany for the establishment of a university. The member for Bunbury would no doubt be able to put up an equally good case, as would the member for Northam, and the member for Geraldton. I do think, however, that this is one method by which we could diversify our educational system. We should not develop the idea that we can control everything from the centre. As a young State I think it would be well for us to pause a bit to see whether we are not rushing headlong into matters of this kind.

I have often heard the member for Balcatta suggest that we do something new, and I am inclined to agree with him. We should not slavishly follow world trends, or those that exist in the Eastern States. Let us create something new ourselves, and see what effect it has on our educational system. Today the need for education is very great indeed, particularly if we are to survive in countries where we are numerically weak. It is necessary for us to have the intellect to match the position that exists. So let us get this question of education diversified to the highest pitch possible.

Another field that is wide open for investigation is one that was referred to by the member for Kalgoorlie, when he asked what qualifications were required of a person who sets himself up as a public relations counsellor. I have endeavoured

to secure as much information as I can on this subject, and I do think it could quite easily be included in our technical courses.

Today public relations are the coming thing. We are confronted with it very much in our political life, and I think that it should be incorporated as a set subject. I am sure there would be no trouble whatever in securing students to take the course.

I sent away for some information on the subject to the International Correspondence Schools, and I would like to refer members to some of the information contained in this publication I have before me. Under the heading, "Your Career in Public Relations" it states—

The Institute of Public Relations, which was formed in 1948 is the representative body of public relations practitioners in the United Kingdom. It is the only body conducting comprehensive examinations in public relations.

It goes on to say that associated membership of the institute is open to those who have been engaged professionally in public relations for a minimum period of two years. It further states—

Basically a communications technique, Public Relations has taken its place with marketing, production scheduling, budgetary control, advertising and many other phases of commerce to help in the task of business administration.

It then goes on to say—

In the early days of public relations it was possible to gain a P.R. position because you were successful in obtaining publicity for an employer. Now the demand is for more precise measurement. Training and qualifications are as important for a position in public relations as for any other top management position.

Without reading the whole of this article, I will refer to a small section to show what is required by the Institute of Public Relations. Under the heading, "Principles and Practice of Public Relations" we find the following:—

Public Relations—definitions, purposes and methods. The distinction between public relations, advertising, propaganda and sales promotion. The 'publics' of public relations. The structure and organisation of public relations departments

Reference is also made to the question of Press relations and to the printing requirements of businesses, schools, industries, and so on. As a matter of fact there is an analogy between what is contained in this pamphlet and the ombudsman's appointment which the member for Melville has advocated from time to time.

Most members of Parliament, if they are doing their duty, may be considered as public relations officers in many respects; indeed they are almost ombudsmen. If it were possible for members of Parliament to take a course of this nature I feel sure it would improve their qualifications and their ability to meet the public. Such a course would also give our young people a far better approach and manner of speech, and they can all do with that.

One of the things that we have learnt from new Australians is how to exert ourselves a bit more than we have done in the past, particularly in our dealings with the public. A few years ago the Australian was considered to be reticent, but with the lifting of educational standards he is now able to hold his own and assert himself whether it be with new Australians, Americans, or anybody else. I hope, therefore, that the Minister will give some consideration to including a course of public relations in the school curriculum. These courses are rather expensive, and they would probably be out of the range of the man on the basic wage.

Mr. Lewis: Have you any idea of the cost?

Mr. HALL: I think it is about £34, but I could get the exact figure for the Minister. Again I would ask him to give consideration to this aspect.

MR. BRADY (Swan) [5.44 p.m.]: While we are dealing with the question of education I would like to say a few words on this subject in connection with natives rather than our own children, because I feel that natives must be given special consideration both by Parliament, and by members of Parliament in this State. As I proceed, members will see what I mean by that statement.

Only in yesterday morning's paper there was an article by Professor McDonald in connection with infant health. He referred to the necessity of having a second look at this matter. I do not wish to get on to that at this stage, but will speak about education and natives generally.

Earlier this year I was surprised and alarmed to see where a clergyman living in my electorate had drawn attention in the Press to the immoral goings-on of some of the native women in the heart of my electorate. Apparently this had been occurring for some years. However, even though I was member for the district I did not know of this activity. In fact, I think it ultimately came out that one street in the town to which I am referring was rather notorious in that men entered that street and picked up native women at all hours of the night.

Whilst I make that statement, I do not think by any stretch of imagination that all native women are immoral. In fact, I am confident that that is not so. There could be a percentage of them who are

immoral; but, in many cases, they have been led along these lines by so-called white friends. The activities about which I was speaking subsequently became quite dormant and the whole thing seemed to have blown over. I think the police took a special interest in the matter and the whole case lost public importance. But, lo and behold, about three or four months afterwards I had a ring from a rather irate business woman in the same town who complained about the natives fighting, abusing each other, and generally conducting themselves in a very unsociable manner.

I advised this woman that if she wanted action she should take up a petition which I would present to the Minister for Police or the Minister for Native Welfare, according to whatever she desired. However, I went out of the State for about three or four weeks in June, and I understand the whole matter blew up publicly in the Press and on TV.

The trouble seems to be that a lot of natives go to Guildford either to see their friends at Allawah Grove or because it is the closest spot they can get to the City of Perth where they are able to camp on the river and not be molested or interfered with by the police or the general public.

This evening I appealed to the Minister for Education, who is also the Minister for Native Welfare, to try to have some special educational provision set up in the Allawah Grove camp area. For some years now a public committee has been doing a magnificent job in trying to get the natives to appreciate their place in the community. They have about 15 or 16 huts and, in the main, the breadwinners go to work in the normal way and the children attend the adjacent school. However, after school hours and in the evening seems to be the time when the difficulties arise.

I would like to see the department create some additional activity in the Allawah Grove area, because the natives have their own hall; and, from time to time, they meet for church services and other activities such as boy scout groups, and I feel a great amount of education could be imparted to these people if someone in the Native Welfare Department or an officer of the Education Department were asked to take a special interest in this area.

I feel the group in the metropolitan area that is looking after these people should be given every encouragement. I know the Save the Children Fund has an officer out there on a more or less full-time basis giving the natives advice on matters that crop up from time to time. This officer also drives the children to the various schools and generally imparts information to the natives. However, I think they should be given the added privilege of knowledge in regard to other handicrafts

such as cement work, building construction, laundry work, dressmaking, and anything else that could be handy to them.

No doubt the Minister is interested in agriculture; and I feel that even some agricultural activities might be introduced into the area such as training natives how to handle machinery, and so on. I know that at times when I raise these matters somebody asks the question, "What did you do when you were Minister?" I personally set up a small business in the area and was trying to train a native woman to conduct the shop. Unfortunately she married a man who had no interest in running the shop. I think he may have interfered with the running of the shop and also helped himself to tobacco and small change around the place. Subsequently that shop was closed; but in the meantime a semblance of education was gained by two sections of natives—by those interested in seeing the shop venture succeed; and by those who came in and out of the shop and saw it being run by one of their own kind.

Afterwards, I tried to interest the Department of Agriculture in conducting some agricultural activities in the area with a view to training the natives in the growing of vegetables, and suchlike, but I was told by the department that such a scheme was not feasible as the soil did not lend itself to these activities. Nevertheless, I think it could have been done; and I still feel it could be done.

I know that natives generally are great lovers of poultry and I feel that maybe somebody could train these people in how to run a poultry farm. I called on a man earlier this year who had a number of poultry; and he was being encouraged in this activity as he was able to obtain some domestic advantage by doing so.

Mr. Hall: They are pretty good at cutting their heads off!

Mr. BRADY: The member for Albany just said that they are pretty good at cutting their heads off. That was one of the complaints of people in the vicinity of Allawah Grove. At one time they were losing their poultry to the natives. It may be that some of the children or teenagers could be encouraged to grow poultry for home consumption.

Mr. Lewis: You did say they liked poultry.

Mr. BRADY: I understand they do and I believe they do; and if it could be shown the natives could run their homes on a more economic basis by keeping poultry, this is something that might be worth while considering, particularly in view of an article I intend to read shortly dealing with infant mortality.

I know there is usually a lot of derision arising from comments made in this House because members do not always think in terms of the future when these matters

are raised. I have observed over many years that natives are very curious people; and I know they delight in reading the lighter literature that is made available to them. If one gives natives picture books or some comics they will sit around for hours reading them. Therefore I feel the Education Department could get over to the natives quite a lot of important matter on the basis of their being issued these facts in either pamphlet or pictorial form, in just the same way as the department passes these things on to white children *en masse*. The department can apparently see the value of illustrations.

As far as the natives are concerned I feel a lot of important matters could be passed on to them by way of pamphlets, articles in picture books, and so on. In fact, it is a strange thing that a very eminent authority on education in one of the private schools in this State was actually importing material from America about three years ago. Believe it or not, Mr. Minister, that person was so wrapped up in what the American fraternity was turning out for the education of the coloured folk in that country that he brought copies into Western Australia for distribution to the various missions in this State.

As a consequence of my mentioning this evening the concern of the Guildford people over the morals of natives and the conduct of natives, I am hoping the Minister will do something of a special kind for these people. I know the Minister is sympathetic, but I hope he will not expect the natives to respond to the same extent as the white people, because invariably in the white homes the value of education is emphasised to children from daylight to dark. However, that is not the case with natives; they could not care less; and they do not think in terms of the value of education. So if the response to the Minister's efforts in this regard is not immediate I hope he will be considerate enough to keep the matter going for a longer period than would normally be the case.

I know that sporting bodies have gone to Allawah Grove. I also know that a professional man who conducts a business in the heart of Perth went to Allawah Grove to endeavour to teach the natives something about debating. I have not heard of his activities lately, but I believe he may have been browned off by the fact that he did not receive an immediate response.

I have touched mostly on Allawah Grove and the Guildford area. I know that at Allawah Grove there is a committee of women who conduct a kindergarten, and have been doing so for some years. I think that ultimately great advantage will be gained by the native families in Allawah Grove who have had the advantage of coming under the influence of educated

people who take these young children at a very tender age and teach them the basic requirements of hygiene, social activities, and education generally.

I hope the Minister will further this kindergarten activity at Allawah Grove; and, in addition, do something about trying to get kindergartens into the various reserves and town areas where natives are congregated, because I believe the eventual solution to the problems experienced by natives lies largely in the running of successful kindergartens.

Mr. Hall: They are starting one at Albany.

Mr. BRADY: As the member for Albany has just said, they are starting one at Albany. I think there should be one at Albany, Mullewa, Mingenew, Esperance, and in all the various reserves throughout the State.

That brings me to the point that I recently read in the paper of the very successful training of natives in the Esperance area. A visitor to that area held the natives up as being exemplary, outstanding, and something to be proud of. I believe that in actual fact that is the case. It is mainly due to Mr. Schenk who, some years ago, started some native training activities in the Esperance district. The last time I was at Mr. Schenk's son's property, some miles from Esperance, I saw that man in the classroom where he was training the young natives in economics and agricultural science. I understand that the young Mr. Schenk is a bachelor of science, or has an agricultural degree.

In parts of Western Australia where extra time is taken to train natives and they are given a comprehensive and over-all training, it appears that results can be obtained. I believe that in Esperance many people are glad and willing to engage natives from Mr. Schenk's institution because they know the natives are well trained and quite capable of doing a job equal to that of a white man and, in some cases, superior to the white employees who can be picked up in the Esperance district.

I am going to conclude by reading part of an article which appeared in *The West Australian* on Tuesday, the 9th November. The article is as follows:—

Infant Death Rate Linked With Natives

Western Australia had an above-average infant mortality rate because of its relatively big native population, Professor W. B. Macdonald, head of the W.A. University's department of child health, said yesterday.

He said the natives lived in poor social conditions, but the high mortality rate applied only to rural areas.

I hope the Minister and the other members of the House will take a note of that. To continue—

"Mortality of infants of all social and ethnic groups is low in the metropolitan area, including Allawah Grove," he said.

"Infants who die at the Princess Margaret Hospital, where almost every seriously ill child in the State is brought, nearly always have a serious and irremediable congenital deformity, a malignancy or similar fatal illness.

"Deaths from malnutrition or infection are extremely rare and would certainly be less than ten a year.

"The problem is social, with all that this implies."

Professor MacDonald said the infant health and health education services in W.A. were not below those in other States.

Mr. Lewis: Did you see the reply from the Commissioner of Public Health?

Mr. BRADY: I have not seen the reply. In fact, I was only reminded about this article about one hour ago.

Mr. Lewis: I am sorry you did not see the reply.

Mr. BRADY: I did not see the reply; it could be effective. The point I want to make is that the natives are not educated along the right lines in regard to food values, and they are not educated along the right lines in regard to hygiene. Whilst the departments—and the Education Department in the schools—are doing all that they would do for white children, a special effort is required for natives. That is why I say there should be something in pictorially illustrated magazines, and things of that kind, which could be made available to the natives. The particular mission I mentioned imported some books from America. The organisers were educationalists and saw the value of such material.

The natives should be taught which is the right food to eat. I have felt for a long time—it might be because of my early training in a flourmill—that the food-stuffs which the natives eat which contain flour, such as bread, cakes, and that sort of thing, are not the best from the health point of view. I have often felt that they should be introduced to wholemeal foods, and foods of that kind. I do not want to get on to the technical side; I want to deal with the matter in general terms in the hope that my contribution to the debate will achieve some results from the department and its officers. I know that the officers, like yourself, Mr. Minister, are dedicated men; and I want to give them full marks.

However, sometimes a suggestion here or there might fall on fertile ground. I believe that the curiosity of the natives in regard to what appears in illustrated journals and comics, could be capitalised to advantage. I have drawn the attention of the Minister to this matter tonight because of the immediate concern in my own electorate at the plight of the adult natives and particularly the women.

When I was Minister I bought three acres of land at the back of Bassendean with a view to getting a housing project started. I went out there the other day and the only house which was on the area has been dismantled. Natives in my area are clamouring for better homes and the Minister could give consideration to trying to interest the Public Works Department or the State Housing Commission to start a housing project in the area and have the natives doing the work under supervision. Natives are doing the work for private contractors throughout the State, and it could be done in the metropolitan area.

I actually saw a native living at Allawah Grove who had been a leading-hand concrete worker in the Public Works Department. He could have been utilised to train natives in concrete work. I saw another man who was working at a cement factory and making flower pots and coloured vessels, which are used for planting shrubs. Those two men were actually living in Allawah Grove, and such men should be used to train the other natives.

I know that the Minister recently agreed to the appointment of an economics officer in Mr. Harman. I know Mr. Harman, and he is a dedicated man and will do his best. I would like to see that officer's attention drawn to my remarks in the hope that something can be done by the departments—including the Education Department—rather than the work being done by dedicated people from churches and other organisations. Those people are not necessarily being paid for their activities. I think the Native Welfare Department has not assumed the responsibility in regard to Allawah Grove which it could have done. The job being done at Allawah Grove is a pilot effort by a dedicated band of people from the metropolitan area, when it should be a major effort by the department itself.

When I was Minister, I did what little I could to try to start the natives on a basis of some economic training. I did hope to get some agricultural activities started, but I received no encouragement from the Agricultural Department officers. I hope the Minister for Lands will not take umbrage at my suggestion.

The people of Guildford and South Guildford are concerned with the problem of natives, and they want to see an overall improvement.

MR. GUTHRIE (Subiaco) (6.10 p.m.): I wish to speak for only a short while this evening, but I want to make some comment on the remarks of the Minister last night. I feel that the Minister, to some extent, misread what I had to say when speaking to the Legislative Council vote. I know that he was not present when I spoke.

The first comment the Minister made in his address last night was on my remarks on the subject of Commonwealth aid in education. I think that if the Minister re-reads my remarks he will see I was not making any reference at all specifically to Commonwealth aid for education when I talked about the dependency of the State generally on the Commonwealth. I was referring—and coupling my remarks to what I had said on the Loan Estimates—to the general dependency of the State increasingly on the Commonwealth for revenue generally. That is what I was deploring. I went on to add that consequently, when people presented petitions to me asking for more and more Commonwealth aid in a specific direction, I did not favour the petitions because I do believe the real solution lies in somehow or other solving the Commonwealth-State financial relations generally, and I was not specifically referring to any particular subject.

The second matter to which the Minister made reference was the research organisation which he said I referred to as the Victorian organisation. I think if he reads my speech carefully he will see that I said "a research organisation in Victoria." It happens to be situated in Victoria. I was not making any specific reference to a Victorian, New South Wales, or Western Australian organisation. I mentioned that it happened to be in Victoria. Later on in my remarks I did say that I understood it was a body which did not have a lot of experience in the practical side of conducting schools, which I believe to be true. I understand it is a research organisation; it is not a departmental organisation such as our Education Department, which understands the problem of actually administering schools. I may be wrong, but that is my understanding. I was not criticising the organisation to any extent other than the fact that it was geographically in Victoria, and also that it was not an organisation which had any practical experience in the actual conduct of schools.

I was a little disappointed not to hear the Minister make any reference to the remarks I made, which were a repetition of what had been said to me; not my own views as to whether this type of test is considered to be satisfactory or not. The criticism had been offered to me by a prominent educationist, that it was not a satisfactory test.

The CHAIRMAN (Mr. W. A. Manning): I have two matters to bring to the notice of members. Firstly, at 7 p.m. tonight Brigadier G. P. Hunt and Captain N. Truman will be addressing members in the recreation room on the Australian defence policy. Also, I would like to remind members that tomorrow evening at 6.50 p.m., there will be a conference of members to discuss the Parliament House road system.

Sitting suspended from 6.16 to 8.7 p.m.

Mr. GUTHRIE: Just prior to the suspension I was making some reference to the form of test which is being applied to these new scholarships. I have forgotten the stage I reached, but I know I was in the middle of a sentence.

Mr. Lewis: Not a life sentence?

Mr. GUTHRIE: No. I can now recall I was expressing some disappointment about the Minister in dealing with the criticism that has been conveyed to me by prominent educationists on whether this scheme of testing for the purpose of selecting the most suitable candidates, is as satisfactory as we are led to believe.

The next matter I wish to raise is that the Minister, in the course of his address, said—

I do not agree with the honourable member that a decision should be reached promptly and without delay.

He was referring to changes to be made by the Public Examinations Board, but if he reads my speech I think he will find that I was not referring to that board. When I made that remark I was referring to the delay occasioned by the professorial board at the University in bringing forward any proposed changes in the matriculation standards, and I mentioned that the Martin report had expressed some similar concern at the delay throughout Australia in introducing new matriculation standards for entry to universities.

The point I was making was that I felt this could not be delayed much longer; and, when it was introduced, sufficient notice should be given of the proposed changes. Very obviously, once a student had commenced his first year in high school it would be most unfair to him if the matriculation standards were to be altered within the next five years, because he would have then embarked on a course of study. Notice of up to five years or even more is required if there is to be a major change in the matriculation standards, otherwise students would find that they had embarked on a course of study of the wrong subjects. That, of course, would depend largely on the nature of the change. If the change were slight, not so much notice would be required.

Another point I was making at the time was that a prominent educationist had explained to me that because schools did

not know what the future matriculation standards were to be, it made it extremely difficult for them to plan ahead because they are forced to tie their curriculum to their course of studies required for matriculation. The Minister will appreciate I was not offering any criticism against the Public Examinations Board in that regard, but was merely making a plea that the professorial board at the University should make up its mind. The latest information I have is that the professorial board does not seem to be able to come to any agreement on this subject.

As to accrediting, the Minister made the statement that Dr. Petch's views on accrediting could not be taken as authoritative. I have not the Petch report with me at the moment, but my recollection of what it contains is that Dr. Petch made a more or less factual statement. He stated that in other parts of the world the accrediting system had been found wanting and had been discredited; and I went on to add that, again, a prominent educationist in this State had told me that, in his view—he having worked under it—the accrediting system in New South Wales had not been successful.

I draw the Minister's attention to the fact that in its 1963 report on State education, the departmental committee came down on the side of some form of accrediting. That is how I would interpret the report, even though the Minister may interpret it differently. The Minister saw fit to call it a cumulative certificate.

Mr. Lewis: Which is not accrediting, of course.

Mr. GUTHRIE: I will read an extract from the report, which is as follows:—

The members who advance these arguments believe that a cumulative certificate scheme could be used to record achievement. The level of success could be assessed internally by each approved school, but the certificate itself could be issued as a Departmental rather than as a school statement. Since the statement would be based on internal records, it would be possible to issue it whenever a child left school. In this event every child leaving school could take with him a record of what he had accomplished up to that point. His statement would show the last level passed in each subject.

The members of this Committee appreciated the educational advantages of such a system of assessment of pupils and, although they were aware of the practical problems associated with introducing such a scheme into schools, the majority of the members were in favour of abolishing the Junior Certificate altogether and replacing it with a certificate showing the student's cumulative record of achievement.

Obviously, whether we call it accrediting or not, it is a certificate issued by the school on the achievement of the student in that school as opposed to an external examination and, as I understand it, that is the real issue. Should the student leave school with some form of assessment—no matter what method is used—provided by the staff of the school he has attended, or should he be subject to an external examination? I have always understood when reference is made to the accrediting system that the people have in mind an internal system of evaluating the achievements of children. In any event, if I have used the wrong term in talking about the accrediting system I apologise.

The issue so far as I am concerned, and which I would like to see settled, is whether it is desirable to continue with external examinations, or to substitute some form of assessment by the schools themselves. Again I offer no views of my own on the subject. I merely repeat what people have said to me.

I do feel that we will have to face up, sooner or later, to a decision as to which is the proper and more satisfactory method of issuing a student with some sort of certificate as to his progress. I would far sooner reserve judgment on the merits and demerits of each scheme until I have before me the views of the people who take one side of the question, and of those who take the other side of the question. I would regard it as a responsibility of the Minister to put before this Committee at some appropriate stage those views, so that we can understand what is being done. I think most members will agree with me that the paragraph in the 1963 report which I have read out does not tell us very much about the merits or demerits of the particular proposition.

The Minister took umbrage at what I said in referring to the 1963 report. The particular point he was endeavouring to make was that this report of the educational officers was very largely on the State educational service. That is true, but it must be remembered that the State educational service does educate something of the order of 75 per cent. of the children of this State. It is also important to remember that we in this Parliament are mostly concerned with the education of that 75 per cent. It is not so much our concern as to what happens to the other 25 per cent. of the children who attend independent schools, because they attend those schools at the choice of their parents, and that is the responsibility of those parents. The Treasury of Western Australia does provide an educational service for the 75 per cent., but to some extent the remaining 25 per cent. are affected by the decisions of the department, because major changes that are introduced by the department naturally must have a bearing on the entire system of education in this State.

As I pointed out in my earlier speech, the whole subject has to be correlated with the requirements of other people, with the requirements of the University, with the requirements of industry, and with the requirements of the community at large. I cannot accept the proposition that we just have an educational system and leave out of the thinking the wishes and requirements of those people.

I would also point out that in this State we have a staff in the Education Department which is under the control of the Director-General, who is responsible, in the main, for making recommendations to the Minister on educational policy. At the same time the same staff is responsible for the actual running of the schools. Therefore we do not get an independent look at policy matters, as does appertain in certain other countries.

As I understand the situation, in the United Kingdom and the U.S.A. the position is totally different. I am open to correction if I am wrong, but my understanding is that the Ministry of Education at Whitehall does not, as such, conduct any schools at all; these are conducted by the various county councils. Similarly in the U.S.A. there is a set-up under which various school boards conduct the schools. So we see there is a Ministry of Education in each case which looks into the needs independently—and shall I say critically—but we do not have that advantage in Western Australia.

For that reason I feel some thought should be given—and that is the reason why I made the remark, which was not made in an antagonistic sense—to this aspect. It is a pity the 1963 committee consisted entirely of departmental officers who were so closely associated with the educational system which they were looking into. This is simply a case of people being so closely connected as not to be able to see the matter objectively and in its correct perspective, as compared with people who are not tied up with the emotions and decisions.

I might add that I do feel we are asking far too much of the Director-General of Education in this State by requiring him to handle all the day-to-day problems of the school services, as well as determine the policy which is required as an educational policy of the Government of the day. Although it is true the Director-General does not have to decide all the mundane matters, in the final analysis he has to take the responsibility, and therefore he must concern himself with them.

The Director-General is concerned with teachers' salaries, with the building of schools, and with a multitude of other matters. At the same time he is supposed to be able to detach himself and give some thought to policy. I feel that is one of the reasons why so many people at so many different times have suggested

that maybe it would assist the Minister and the Director-General if an advisory committee on education were appointed. I would point out to the Minister and this Committee that the 1963 report contained just that suggestion. The only thing I criticised on that aspect was the members who that report suggested should be on that committee. I did not think it was a wisely based suggestion.

I would remind members that I did not take sides on whether or not such an advisory committee should be appointed, but I feel the first thing required is some form of a complete report on what is our policy on education, and where we are trying to go. The Minister answered that by saying that the Education Department's reports are tabled in Parliament each year. True they are, and true here and there we do find some reference to many of the matters I have discussed, but they are cluttered up with a great deal of other details which of necessity concern the educational system.

What I would like to see is a concise report of the objective in our educational system, the policy which the department is following, and the reason why it is following that policy, so that these matters can be understood, and if necessary debated. The task of going through the report and picking up bits from here and there would be tremendous. I have not had the time since it was tabled to study in full the 1964 report, and the parts of it that have some relevance to the matters I have raised.

I finish on this note: I again emphasise for the benefit of members that the views which have been expressed on matters of educational policy, as have been expressed by me, are not my own views. I merely repeated what had been said to me. I am not without knowledge of educational matters, because I have had quite a deal to do with them in the last 20 years. For the last 20 years I have sat continuously on committees concerning the education of Legacy wards in this State. I was for some 15 years the chairman of a scholarship trust which granted thousands of scholarships until the fund was spent; and at this moment—and for many years past—I do sit on the Legacy Education Committee which meets every three weeks. I have had the advantage of sitting on that committee with prominent educationists of this State. Therefore I do have some appreciation of educational problems, but I hesitate to give my own views at all.

My sole purpose in speaking previously and in speaking tonight is to indicate that there are people in this State—even if they are not known to the department—who have viewed with some concern just where we are going in education. I express no view myself, but I would like to be told in a clear report just what is the department's objective.

I would like to mention in conclusion that to me the purpose of any educational system is twofold. The first purpose is to send out into the community educated people, in the sense that they are cultured people who can enjoy life and leisure, and the second purpose is to train them and fit them for their chosen vocation in life. A system which does not fulfil both those functions must fail.

MR. BICKERTON (Pilbara) [8.27 p.m.]: I am afraid I cannot be so general in my remarks on the education vote as the speaker who has just resumed his seat, but there is a bread-and-butter issue which I would like to discuss with the Minister, and it concerns classroom facilities at Roebourne.

The Minister will recall that I did, by way of question, extract from him—I hope not too painfully—the information that an additional classroom would be erected at Roebourne in the financial year 1966-67. In a further question which I asked later I brought to the Minister's notice the necessity for not one classroom, but two. In his reply to me, which I need not read, he implied that enrolment figures at the school at this stage indicated that two classrooms were not warranted.

I have been in touch with the parents and citizens' association there. For the benefit of the Minister and for the purposes of the record, I would like to read the communication which I received from that association, and which I hope will result in the school finishing up with two additional classrooms, rather than one. The letter reads—

In answer to your request re the above I have appended hereunder the information requested. To arm you with all the facts to assist you in seeing the complete picture, I have endeavoured to give you a more detailed answer than requested, as this is, we feel, a case without parallel and should, therefore, be judged on its own merits.

Present Enrolment (as at 5th Nov., 1965).

Primary	203
Post Primary	20
			<hr/>
Total			222
			<hr/>

Accommodation at Derby Junior High for 1966 is limited to 12 children whilst 6 can be accommodated at St. Joseph's Convent. A total of 18 vacancies in all to be shared between the whole area between Onslow and the Kimberleys. As there are 18 post primary children alone from Roebourne requiring accommodation one must provide for them as further post

primary students in Roebourne next year as their chances of being housed elsewhere are remote.

Enrolment Estimates for 1966 will therefore be—

	Pupils
Primary	209
Post Primary	39
Total	248

Although present regulations show that staffing is adequate with the addition of another room there are certain extenuating circumstances which should be considered.

(1) This is predominantly a Native School (85% natives) which makes the teaching situation more difficult, with a consequent need for smaller classes. By virtue of numbers this year the two Infant classes both have 43 in each—a very difficult loading when children have no pre-school training of which to speak.

The difficult teaching situation is further aggravated by the fact that all of the existing classes are grouped classes with one exception.

(2) One of the rooms used at the moment in the annexe at the old school is situated one mile distant from the main building. Because of the close proximity of the Hostel—

That refers to the native hostel.

—to the new school it means that, for organisational purposes, it is better to have the hostel children attending the new school (for e.g. a hot meal is served in the middle of the day). To do this the senior part of the school must be split into two parts with two grouped classes with 4 classes in each group—8, 7, 8, and 9.

(3) Annexe children are forced to attend the new school three half days per week for Manual Training, Domestic Science, Activities and sport.

(4) The freeing of the old school building for Manual Training and Domestic Science pursuits, with the building of a new classroom, is only a stop gap measure. The time is fast approaching, as the growing enrolment shows on the Post Primary side (1964, 13 Post Primaries; 1965, 20 Post Primaries; 1966, estimated 39, with a further accentuation of the problem with the raising of the leaving age to 15 years next year) when we must provide for post primary needs, of a more permanent nature, at the main school site.

Iron ore developments at King Bay and the projected Cape Preston site will further substantiate the need for greater facilities, together with, it is hoped, more absorption of native children into the labour force.

I hope this more fuller treatment of the acute problem will enable you to push the argument further.

That is signed by the secretary of the Parents and Citizens' Association. Without emphasising it any further, I wish to bring that matter before the Minister because it would appear from the figures he has given that the latest situation has not at this stage become known to the department. Also, it is doubtful whether the department would have the same appreciation of the problem that the association has at this stage. Therefore I do no more on that matter than request the Minister to have another look at it.

There are a couple of matters on native welfare I would like to discuss whilst I am on my feet. The Minister mentioned in the introduction of his estimates certain procedures that have been put into operation to train these children in some worthwhile occupations when they leave school. I know this is a hardy perennial as far as I am concerned, but I do feel that with the education of our natives at present we are doing little more than turning out a poorly educated scholar. Once he leaves school he appears to be little other than someone with an average education, but no type of an occupation whatever.

It appears to me that we must ensure that when these children leave school they are, in actual fact, capable of carrying out some particular type of occupation, whether it be truck driving, welding, waitressing in a hotel, or working as shop assistants, etc. At the present time their future is not what we would desire it to be, and I am sure it is not what the Minister desires. In many cases they return to their natural surroundings, and that must be more difficult for them to endure than it would be had they not had that form of elementary education.

I was pleased to hear the remarks of the Minister in connection with this matter and I do sincerely hope that the Native Welfare Department will concentrate on educating these children within the capacity of their learning to a stage where they can in fact at least carry out some form of occupation when they leave school, instead of just being able to tell us that London is on the River Thames, and a few odd things which really probably to them do not matter a great deal. That is the case at the present time.

I would like to mention another small matter which is probably not of great import, but I have often wondered the reason for it. If there is an accident involving Tom Jones, who is a native or a part native, newspaper articles always refer to the fact that Tom Jones, part native, was killed or injured in the accident. I often wonder why, journalistically anyway, the information that the person involved was a native or part native is added to the fact that Tom Jones was in an accident.

If Mr. Schnickelhimer is involved in an accident we do not read that Mr. Schnickelhimer, German Jew—or something to that effect—was involved in an accident.

Mr. Lewis: He may have been a Russian Jew.

Mr. BICKERTON: I do not know why any reference is made to the fact that a person is a native or a part native. It seems to me to be added sometimes by way of a sort of slur and it could be well left out. They are, after all, people the same as ourselves and I do not think it is of any interest to anyone to know whether certain persons involved in a set of circumstances were native or part native. It is probably just one of those customs that has crept in, but I think these people should be referred to the same as the rest of us—as individuals in a community. All these small things I believe make it a little harder for our assimilation with these particular people.

I also doubt whether we give them sufficient responsibility as far as they themselves are concerned. I think the Minister will agree that there are very few native welfare officers who are natives or part natives. I wonder whether we are doing sufficient to ensure that these people carry some of their own responsibilities. The members of the nursing staff in native hospitals, in places where it is necessary for hospitals to be segregated, are invariably white people. That seems to be an avenue in which at least nursing aides from amongst their own people could be employed.

The sooner they start to accept the responsibility of looking after their own people, the sooner we will get to the stage when they feel part of the community rather than the poor relatives. It is certainly going to take time.

Our native problem, even though we have not a big native population, is a big problem, and I think it will grow bigger. We have lots of examples of people in various towns objecting when it is made known that houses for natives are to be built in the towns. No doubt we will get more, but I feel the sooner we can get them into a responsible position, the better for us all.

I feel that the Native Welfare Department itself would be an excellent field of employment for some of these people—and an increasing number of them. I also wonder whether the Minister has ever thought of establishing a Native Welfare Board, rather than have a commissioner.

Mr. Lewis: An advisory board?

Mr. BICKERTON: No. I have never been an advocate of boards because I consider the ideal committee, as I have mentioned many times, is one of three provided one fellow is sick and another cannot attend; and I am still of that opinion. Therefore to advocate a board in this case

may be a little foreign to previous remarks I made in this Chamber, but I do so on this occasion because I feel it could give an opportunity to the natives to do something themselves about running their own affairs.

A Native Welfare Board, if it consisted of seven members, three of whom were appointed by the Minister, plus the chairman to be appointed by the Minister, and three elected by the natives themselves, could be a method of enabling them to take an interest in their own affairs rather than be placed in the position where they wait around, as it were, for a handout.

A political party in this State at the last election endorsed a coloured person for a seat and it was said at the time that it was done to prove that the party believed everyone should have an equal opportunity. Provided the reason was genuine, that action is to be commended. I believe the same party in power has an excellent opportunity to give our coloured people training in the department. If the board which administered their welfare was, in fact, elected by them themselves, it would be a good start. I think it is quite within the bounds of possibility and it is a matter that could well be studied. Not only would they receive the training in administration, but it would be of great assistance to them on the political side in that they would get used to electing their representatives to the board.

If this were done they would receive training in politics to a certain extent, which is something they need because, as we all know, they are at present entitled to a vote once they enrol. As I say, here is an excellent opportunity for a training field where they could commence by electing their representatives to the very board that looks after their welfare.

I do not make this suggestion with the object of implying in any way that the present Department of Native Welfare is lacking in any way. In fact, I have the greatest of admiration for the native welfare officers, the senior ones particularly so, but also for all district officers and even down to the fellow trying to do a job in the small town. I have found them all most co-operative and I think the selection is much better than it was some years ago.

But surely if these people are to get off the ground—I think I have taken that expression from the Minister for the North-West, who is not here now; but everything has to get off the ground according to him—they can do so by electing representatives to their own native welfare board, and the proportion in the early stages could be decided by the Minister with a knowledge of the subject. I see no reason why their representation could not be increased as time went by to the stage where they would, in effect,

run the entire Native Welfare Department themselves; assuming that at that stage it is still necessary to have this department; and we hope it will not be. We hope that the Native Welfare Department will eventually, if it operates efficiently, work itself out of a job; because the sooner it is no longer necessary, the sooner we will have proven that through integration the coloured people have taken their normal place in the community.

I put the matter forward as a suggestion at this stage. I believe it could be beneficial to the native people; it would give them some feeling of being wanted in a position of importance. I conclude on that note and hope the Minister will consider the few matters I have mentioned.

MR. TONKIN (Melville—Deputy Leader of the Opposition) [8.47 p.m.]: Within recent days the Director of Education had published in *The West Australian* a statement in which he expressed his grave concern at the shortage of teachers, and he emphasised this by pointing to the lack of facilities for teacher training. I do not know whether the director's utterance was inspired at the time; because it coincided with a move I made in this Chamber which could result in temporarily holding up the construction of a teachers' training college on land belonging to the University.

Mr. Lewis: He expressed those views long before.

Mr. TONKIN: I know; he expressed them in his report last year. It could be a coincidence that in that particular week he felt constrained to make this statement.

Mr. Lewis: It has become more urgent, that is all.

Mr. TONKIN: If it is urgent, I am going to suggest to the Minister that if this training college has to be built on the corner of Stirling Highway and Broadway the Government does not have to wait until the University makes a site available; it can resume the land, the same as it resumes land from private individuals, and build the college on it. It could pay a fair price for the land so that the University could purchase other land elsewhere if it wanted to. But the argument that because it is concerned in a swap involving substantial reclamation of the Swan River and that such proposed reclamation will have to come to Parliament and will inevitably result in delaying the construction of the teachers' training college is without substance.

Mr. Lewis: I do not think that argument has been used.

Mr. TONKIN: I have heard some people use it.

Mr. Rushton: Can you resume endowment land?

Mr. TONKIN: The Government has power to resume land for public works. I do not think it would be an insurmountable obstacle for it to obtain that particular site from the University, without taking the step of resuming it. I hope that argument will not be used as an excuse for not proceeding with the erection of a teachers' training college.

I agree that this is an urgent necessity. The Director of Education has pointed out that unless further training facilities are made available there will be a grave shortage of teachers in 1970. We have had instances before in this State of grave shortages of teachers. Fortunately they were able to be overcome, just as this one can be overcome if the right policy is put into operation.

Western Australia has built only one teachers' training college since 1901. It is true we have two colleges. The one at Graylands, which comprises army huts, is quite unsuitable for the purpose. So there is a grave responsibility on the Government to take early steps to have a new training college for teachers erected. I hope the construction of another college will not be delayed because of the intrusion of another question which is of an entirely different nature.

Another matter with which I desire to deal is teacher-housing. Last year we passed legislation for the establishment of the Government Employees' Housing Authority. This authority was given £250,000 with which to build houses for Government employees; but it has not, as a separate entity, built one house with the money. It has carried on the construction of houses which were already in the course of construction at the time of the formation of the authority, and it has purchased other houses; but under its own name, as a separate entity, it has not during the period erected a single house. Unless it gets a move on it will have no hope whatever of making any substantial contribution to the teachers' housing requirements.

The allocation to teachers from houses constructed last year was 19. It appears it is contemplated that for 1965-66 the authority will make available for the accommodation of teachers some 21 houses. Surely the need is much greater than that. So we are not making any impression upon the backlog, which is substantial. I hope that some concerted effort will be made to improve these figures in order that some real benefit will be obtained from the setting up of this housing authority.

You may recall, Mr. Chairman, that during the session I asked some questions as to why a Government which had publicly announced on more than one occasion that it was not opposed to the principle of equal pay for work of equal value should instruct its advocate before the teachers'

tribunal to oppose the application of the teachers for equal pay. To that question I received what I regard as a most unsatisfactory answer, because it was that the Government was not opposed to the principle, but it had instructed its advocate to oppose the teachers' application because it did not think that a tribunal which dealt with only a section of Government employees should make a pronouncement on this principle, but that it should be made by the central arbitration authority.

Elsewhere one reads, especially in the debates of the Commonwealth Parliament, the argument that instead of the arbitration court making a pronouncement covering everybody, a better method would be to make the principle available to sections of the work force so that the economic impact of the granting of equal pay would not be so severe in the initial stages.

If this sort of argument carries on we will never see equal pay for equal work in Western Australia. If it is argued on the one hand that a tribunal that is dealing with only a section of the workers should not make a pronouncement on the principle but that the pronouncement should be made on behalf of everybody, and, on the other hand, that in order to bring it in it should be given sectionally, the result of all this is we are not getting anywhere at all.

I have endeavoured to analyse exactly what is meant when a person says he is not opposed to something but he is not in favour of it, and frankly I have not yet found an answer. I believe if a person is not opposed to something being done he would support its being done. I can hardly imagine that one can say he is in favour of a principle, but he takes steps to see that the principle is not put into operation; and that is precisely what happened with regard to the teachers. The Government announced that it was not opposed to the principle of equal pay for equal work, but it instructed its advocate before the teachers' tribunal to oppose it.

There may be minds in this Assembly which can explain that attitude, but I cannot grasp it myself. I have always felt that if I agreed with something in principle I was not entitled to oppose its operation. I might have some reservations as to the method by which it was to be brought in, but I would not consider myself entitled to take steps to prevent its being brought in; and that is what the Government did in regard to the teachers' application for equal pay for equal work.

I feel that if there is one branch of the Government service where this reform should be instituted it is in the teaching service, where, unmistakably, it is possible to demonstrate that the contribution made by the female teacher is equal to that made by the male teacher. This has already been acknowledged in Great Britain,

where there are far more teachers than we have in Western Australia; and I think it is high time something was done in this State to follow the example I have mentioned, in view of the fact that many countries have ratified the convention which provides for the adoption of this principle.

Speaking of education generally, I must express my appreciation for the consideration which has been given to requests I have made on behalf of schools in my electorate which required additional accommodation. Whilst there have been instances where I was informed it was regretted that money was not available this financial year for additional accommodation at certain schools, money was subsequently found from somewhere, because building proceeded. So, at the moment, I must say I am reasonably satisfied with the provision being made.

But I am wondering to what extent the requirements for State schools will be adversely affected by the decision of the Government to give substantial assistance to denominational schools. I know, from my own knowledge, that we have never at any time in the State's history had enough money to do all the things that we ought to be doing for the State schools. We have relied to a very large extent upon the generosity of parents and citizens' associations which have provided many things for schools which really were the obligation of the State, and these associations provided them because, if they did not, the children would have gone without as the State was not in a position to provide them. We do not do a fair thing with regard to the libraries, for example.

Mr. Lewis: Aren't you in favour of what the State has done for independent schools?

Mr. TONKIN: I will make this speech in my own way without any assistance from the Minister.

Mr. Lewis: The significance of the honourable member's statement is not lost on me.

Mr. TONKIN: When one fishes for proper one wants to use better bait than prawns! What I was about to say—

Mr. Lewis: You had better make it good.

Mr. TONKIN: It will be good all right!

Mr. Lewis: No; you had better make it good.

Mr. TONKIN: What I was about to say was that we do not adequately provide, and never have adequately provided for libraries for primary schools on the ground that we have had insufficient money to do it. Presumably we will do less in the future.

Mr. Lewis: That is your guess.

Mr. TONKIN: Well, if the amount of money available to the State has to be spread over more children, simple arithmetic will allow one to arrive at the conclusion that there will be less.

Mr. Lewis: Provided you only get the same amount of money.

Mr. TONKIN: That is so, and provided the number of children does not increase which, of course, will not be so. Having regard for the anticipated natural increase in the number of children, which will be at a far greater rate than the increase in the amount of money, the result is obvious.

Now I will answer the question posed by the Minister. I am not opposed to the assistance being granted to denominational schools provided the Commonwealth Government will make the money available for the purpose, and additional to the money already raised by the State's revenue and by assistance from the Grants Commission for educational purposes. But if it means the deprivation of the children attending State schools, in order to spread the money further, then I say it is a step which is not in the best interests of the State generally, and could be regarded as a vote-catching medium and nothing else.

I would consider there is a distinct obligation upon the Government to ensure that this extra money which the Minister for Education so glibly talks about will be available to provide these requisites for the State schools, and which the children attending those schools are entitled to have. Any plea of "no money" in the future should not be accepted by anybody who is claiming assistance which is so much required in the various schools.

The whole question of education is one which requires immediate attention on a Commonwealth basis. We are living in an age where, because of scientific improvement, more is demanded of the individual. Take the defence forces for example. A ridiculous situation exists here. The Commonwealth does little or nothing to ensure that there is available to it from the various State education systems sufficient well-educated young men to manipulate the arms which are available and which have to be used in defence, and to fly the type of aeroplane which is to be used. What is the good of providing X number of supersonic planes if one does not take the necessary steps to ensure that there will be sufficient trained pilots available to fly them?

But the Commonwealth has never given any attention to this situation. It has left it to the States, who have always been short of money, to do this task; and I can well remember the Leader of the Opposition, as Premier of the State, putting up a special plea to the Commonwealth for a grant for education for the States in order to enable the States to improve the level of education. If one

had regard to the percentage of the national product which Australians spend on education, compared with what is spent in other countries of the world, one would be shocked. Yet we regard ourselves as a first-class nation.

It is in that situation, where we are already undersupplied with funds, that we have decided to spread our resources without getting this extra money, or so much of it as is necessary for the task. I am very much afraid that this departure which has been followed in certain places will inevitably result in a reduction in standards in the State schools, and that is probably the reason why, in many places, the parents and citizens' associations have expressed their opposition to it. No doubt, having regard for what they do, and the money they raise, and the things which they provide, they take the view, "Well, if the Government has money to spend elsewhere why should we be doing these things which the Government itself ought to be doing?"

I think the whole education field should be examined, the needs of the department properly assessed, and steps taken to ensure that the funds are available to educate all children to the proper level, and that no section of the children, in whatever schools they might be, are getting a substandard education. That is something we cannot afford to allow to develop—that any section of the children should be undereducated in this age. However, I do not think the way the Government has gone about it is the way in which this objective ought to be achieved, and I am satisfied that the matter will not rest there. It will become apparent within a comparatively short time that there are inadequacies in this method, and I would think other steps will be taken to meet the situation.

Education is probably the most important of the portfolios which a Minister is called upon to handle because it can so vitally affect the future of so many people. I was very interested in the views expressed by the member for Subiaco; and, although he somewhat discounted his remarks, I thought, by saying—which, of course, was the truth, as he admitted—that they did not necessarily represent his own views in the matter, I found much with which I could agree in what he said; and I do not think it would be any shame for him to say they were his own views because they demonstrated a depth of thought on the subject which was worthy of the subject. This is a subject upon which we all have to think very deeply in order to justify ourselves as representatives of the people.

There are other subjects about which we talk from time to time, but none is more important in the lives of the people than education, and in view of the growth in automation it is necessary that we should take steps to educate our people for

the increased leisure which must inevitably follow, and also equip them properly to discharge these functions in whatever jobs they might find themselves in the years to come. We just cannot go on in the same old way, year after year, because the old methods are outdated and the present situation calls for an entirely new approach in many directions. I repeat: As a fundamental, in my view the first thing should be a proper inquiry into the education systems of the various States, the objectives which we set out to attain, and the steps necessary to attain them.

From time to time we have put before us proposals for matching money—we have to go after more money for roads, because if we do not get the matching money we will lose some money the Commonwealth is making available for roads. Then, with the University, we had to put the fees up on certain students in order to raise money and qualify for more money from the Commonwealth. But I have had figures produced to me which have indicated that that process has resulted in a number of students being forced out of the University.

That is a fine sort of policy! Increase the fees in order to qualify for matching money from the Commonwealth in order to improve the education system and, as a result of it, deny children who are mentally equipped the opportunity of getting a university education! Surely that requires to be looked at.

This matching-money idea has taken a new turn. I can remember when we were engaged in work in connection with the comprehensive water supply scheme there was a matching-money idea. The Commonwealth then gave us pound for pound, but when we were prepared to provide a large sum of money in order to expedite the work the Commonwealth put a governor on it. The Commonwealth said, "We will not match your money more than a certain amount in each 12 months." So the Commonwealth set the tune and we seem to be chasing after whatever it does on each occasion. That was partly the point made by the member for Subiaco, which indicated that the Commonwealth would be in control, and whatever policy it decided upon, whether it was the right policy or the wrong, would have its effect upon the State.

I think it is high time that we, as a nation, got down to considering this question of just where we are going, to see whether we can increase the proportion of the gross national product in the interests of education generally; to provide more diversified courses; and, instead of making shift with inadequate accommodation, to provide the necessary accommodation not only for teacher training but for the children as well.

I will say in conclusion that I have no complaint against the Minister. He does not lack enthusiasm for his job, and he addresses himself with sincerity to the work which he is called upon to perform. One cannot wish for more. But I think that, overall, the education policy of the various States has reached the stage where very drastic revision is absolutely essential.

MR. RUNCIMAN (Murray) [9.17 p.m.]: I would like to join with the member for Dale in his enthusiastic appreciation of the work of the Education Department. As the Deputy Leader of the Opposition said a few moments ago, education is vitally important; it has never been more important in the history of the State, or of the world, than it is today. More emphasis is being placed on education and on its very great importance. There is no doubt that greater skills and techniques are required. All of us want to study harder and learn more, and take all the advantages we can get from education; and, of course, this places a great demand on the Education Department and the work it is doing. I feel confident, however, that whatever the challenge the department will meet it.

As in so many other things, finance is, of course, of very great moment. It is necessary for more and more money to be channelled into education, and each year we find that the Education vote is increasing. This is very essential. When I came into Parliament nearly three years ago I strongly stressed the need for a high school at Pinjarra. On a number of occasions I introduced a deputation to the Minister and had several interviews with the Director of Education, and I am very happy to say that our request has now been acceded to; and the people of the district, and the children of this very large and flourishing area, are grateful to the Minister and to the department for upgrading the school.

I am quite sure the young people of the district will take full advantage of the facilities that have been provided for them. Education would be one of the greatest factors in the promotion of decentralisation and the keeping of families in country areas. The department is doing a very good job in this regard.

I would also like to thank the Minister for agreeing to a new school being established in the Dwellingup area. As members well know, Dwellingup was completely burnt out a few years ago. It is now a new and a model town, but up to date the only thing it lacked was a new school. Work is now in hand for the construction of a new school in the Dwellingup area.

There is, however, another school to which I would like to make reference, and which was promised during the time Mr.

Watts was Minister for Education. Mr. Watts promised the people at Yarloop that a new school would be built there in the very near future. That was some years ago. This matter has been on the Estimates and off the Estimates a number of times, and I would ask the Minister to give it some consideration, and see whether it is possible to make it a reality next year.

Mr. Jamieson called attention to the state of the Committee.

Bells rung and a quorum formed.

Mr. RUNCIMAN: The work of the department in connection with agricultural education has been outstanding. This is borne out by the large number of students who are waiting to be enrolled in the various agricultural schools throughout the State. The agricultural school at Harvey is doing a splendid job; and the one at Narrogin also has a wonderful reputation, as has the school at Muresk.

All our agricultural schools are doing splendid work in training young people for entry into the important industry of agriculture. There is a great demand for these young people, and the department is playing a very vital role in this matter.

There has been a great deal of talk about youth leadership. I am confident that training in youth leadership is something which the Education Department can do a great deal to assist. There are physical education teachers in the department, and I should think that a special course for youth leadership could also be considered. These trained young leaders could be appointed to various senior high schools, and other high schools throughout the State, and they would play a very important part in the different youth movements in the districts to which they are allocated.

There are any number of young people who are anxious to help in the matter of youth leadership, but unless they are trained and have the knowhow they are at a great disadvantage. If the department were to institute a course in youth leadership, and the young people who were trained were allocated to the various parts of the State, they would be most welcome, and would do a great deal to assist the youth organisations throughout Western Australia.

I would now like to pay a tribute to the Adult Education Board and the work it is doing. Whatever money can be given to this body will be well invested and well used. I have been most impressed by the number of adult education centres, and by the amount of work that is being done in adult education in different parts of the State. There are a number of art clubs and associations, and people who did not have the opportunity to take these courses when they were young are now provided

with this opportunity by the Adult Education Board, and they are taking advantage of it. There is also the question of training people in different avocations with a view to helping them in other ways.

The Adult Education Board is giving a great service to the State, and I hope more financial assistance can be made available to this very worth-while organisation. I feel there is a great gap in our education system if it does not train people and assist them in the use of their leisure time in a more productive and gainful manner, particularly when we are told from time to time that one of the causes of delinquency is the greater leisure time that people have at their disposal; quite apart from the fact that they also have more money. This refers not only to young people but also to adults. Some effort should be made to help them use their leisure time to the best advantage. If this were done it would provide a great service to the community, and I trust that greater time and thought will be given to studying this aspect of our education system.

I would now like to touch briefly on the question of natives, and to congratulate the Minister and his department on the progress that has been made in matters pertaining to native welfare. Progress has been made in the three main items; namely, housing, education, and employment. Progress has been slow, but I believe it has been necessarily slow. Some people are impatient at the progress that is made in regard to native development, but I feel that approach is quite wrong. People who understand natives and who come in daily contact with them realise that this is a slow process. There is no doubt, however, that progress is definitely being made.

Too often we only hear the bad side with regard to natives. We hear all about their drunkenness, about their prostitution, and about the fact that they live in hovels. Great play is made of these aspects. As the member for Pilbara mentioned, whenever a native gets drunk or does something wrong there are generally headlines in the paper. That is one side of the matter. There is, however, a much better side of which the public is not sufficiently informed. There is the question of the good work done by volunteers in connection with kindergartens. They are helping young native children at various kindergartens and are making a great deal of progress. Apart from this, they are ensuring much happiness among the children and the mothers. When these young native children go to school it is very pleasing to see most of them neatly dressed in school uniforms. This is quite contrary to the popular belief that they are slovenly.

I believe these people are an asset to the community. Before long we find them taking an active part in their sporting organisations. Young children meet at

interschool sports, and I have found them to be quite nice and lovable. It is possible that after that stage things get a little difficult.

There is more permanent employment today; and I feel the natives are taking advantage of this and we are not having the same trouble from them as we had previously. In addition, quite a number of natives from country districts are going to secondary schools in Perth and, after the first bout of home sickness—I think most of them are homesick at first—they have settled down and are a real credit to their sponsors. These are items about which I feel the public is not sufficiently informed. Many natives hold good positions. We know the contribution they have made in football and other sports; and many of them are employed in the railways and are doing quite well.

I feel we hear far too much of the bad side and not enough of the good side of natives. Perhaps the appointment of a public relations officer in the Native Welfare Department would be a good idea as he could enlighten people on many of these aspects and help in many other ways.

There is a native women's committee at Pinjarra; and the people on this committee come from the reserve. One or two wrote to me some time ago and asked me if they could come to Parliament House. They were conducted through this Chamber and entertained at afternoon tea and thoroughly enjoyed their visit here. Some time afterwards one of them wrote me a most appreciative letter. Only a couple of weeks ago the same committee was entertained by the captain and officers of the *Orsova* while it was in Fremantle. These are items which should be given more publicity.

Another story, which I believe to be true, is told of an overseas visitor who arrived at Fremantle from one of the iron curtain countries about a year or two ago. This person got into a taxi and went to the native reserve at Pinjarra. She called at one of the homes there and said to the woman who came to the door that she was looking for the poor natives. This person replied, "I am one of the poor natives." The overseas visitor seemed very surprised, got back into the taxi, and returned straight to Perth.

These homes are well cared for. Seven or eight of them have been a big success; and I feel the public might well be told of the good manner in which they have been kept. These things are on the good side; and I am of the opinion that we do not talk enough about this side. I realise the uplifting of the natives is a slow business, but steady progress is being made and I must congratulate the Minister and his department on the manner in which they are carrying out their duties in this regard.

Housing, of course, is still No. 1 priority; and the children who attend school are not able to show the interest they should in their school work if they come back to a poor type of dwelling. They are badly handicapped. However, the department has made a good deal of progress in this matter. Homes are going up continually and I hope that more money can be channelled into this avenue so more homes can be built. I am not pessimistic about the native question as we are making good progress; and I congratulate the Minister and his department.

MR. JAMIESON (Beeloo) [9.35 p.m.]: I wish to make a few comments on the Minister's department. I would like to comment again on the suggestion of the member for Dale in regard to administrators of schools and point out to him that in my opinion this would be the last thing we would want, because there would be an everlasting fight between the headmaster and the administrator. It would not work and could not work because the administrator would have to be trained in regard to the duties of a teacher so that he would have firsthand knowledge of the requirements of teachers. If he were not so trained there would be an argument all the time.

If the honourable member wants to advocate something to overcome the problem that exists in the administration of the larger schools, he should suggest that, as with high schools—of which he has several in his electorate and would know—administrative assistants could assist the headmasters. At high schools they do a lot of the tabulation and clerical work associated with the running of the school. To appoint a person with the title "administrator" would obviously be asking for a considerable amount of trouble; and I think the Minister has enough trouble in running his department with the present demands that are on it. There would be too many arguments, and I do not think it would be a good thing at all.

Mr. Rushton: Quite often two people can work together without being in constant conflict.

Mr. JAMIESON: Quite often they cannot. To put a clerical man in as administrator would be about as good as putting the shareholder of a bank in charge of a bank.

Mr. Rushton: A good relationship.

Mr. JAMIESON: Yes; I should imagine that after the first week he would sell his shares; that would be the relationship established on that basis.

Mr. Rushton: I do not think you are seeing the particular issue.

Mr. JAMIESON: I would like the Minister to give consideration to making far greater use of school buildings. I realise there are limitations in regard to bodies

to which school buildings can be let. Some years ago school buildings were much used for meeting purposes. I feel that school buildings could be let to various societies, so long as responsible persons were at the helm. An organised group should, wherever possible, be allowed to use school buildings at the lowest fee possible.

Not many halls are equipped with a meeting room; and a schoolroom is most suitable. Schoolrooms are used by parents and citizens' associations, so other groups should have access to them. A schoolroom is ideal for this purpose; and we would then have the optimum use of the school buildings. These buildings should have a greater use than from 8.30 a.m. or 9 a.m. until after they are cleaned at about 5 p.m.; and these facilities should be made available to associations that may require them from time to time, just as was suggested by the member for Dale in regard to other facilities. The facilities within the precincts of the schools should be used effectively by public bodies or for the encouragement of sporting groups to function.

I realise that in high schools where there are extensive sporting facilities it is difficult to let other organisations use the grassed areas because of the amount of wear they receive during the week. However, there is a lot of room to encourage the full use of facilities that might be available. I know to some extent girls' basketball teams have been allowed to use the basketball facilities on departmental land on a weekend. This should be so, so long as the body concerned uses the facilities with care. This would encourage young people to indulge in sporting club activities, which is very essential from a community point of view.

I do not think this Government or any other Government has done enough in this regard, but I will deal with this further at a later stage when dealing with another branch of the Estimates as I think some activity on the part of the Government in the establishment of a certain fund would assist many sporting bodies.

I know the Minister is concerned, not only from a native welfare point of view, but also from the point of view of their general education and well-being that young people should disperse their youthful activities in organised groups rather than roam around so that idle hands can make mischief. To that extent I think we should lend assistance wherever possible and pay attention to ideas that might come from any person who is prepared to do some work and thinking in regard to these subjects.

The other matter I would like to briefly mention is in connection with the native section of the Minister's portfolio. I

noticed of late that in resumed areas the Public Works Department has been allowing native families to occupy homes of doubtful standard. These homes have been resumed; and I instance the Welshpool area where resumptions have taken place. Rather than pull the houses down, because the areas are not immediately wanted, natives families are allowed to use them.

My worry is about what is going to become of these people. Is there a concrete policy on the part of the Public Works Department, the Housing Commission, and the Native Welfare Department, in seeing that the people in this accommodation are effectively transferred when the time comes for these houses to be used for the purpose for which they were resumed? If there is not, these people will have to accommodate themselves in some sort of an ironclad whirly that is not of a fit standard for them.

Mr. Lewis: Would you know if these people are employed at the Railways Department?

Mr. JAMIESON: I think they are casual employees of the Public Works Department. They seem to gravitate to these areas. There are several families living in proximity to the Kewdale High School where there have been a lot of resumptions for school purposes, but the houses have not been removed.

It is rather interesting to note that on the 2nd August, 1965, under the heading, "Warning on Rise Wages for Natives", Chris Griffith had this to say in *The West Australian*—

A cautious approach to higher wages for native station hands in the pastoral areas of northern Australia was urged here today by Australian Meat Board chairman J. L. Shute.

He goes on to say—

We know the native is entitled to a reasonable and generous consideration, but in trying to achieve this, I hope it will not become economically impossible for station owners to employ natives as at present," he said.

One thing that occurred to me was that while Mr. Shute was concerned about giving the natives a few pounds to spend, he did not tell us his reaction to the proposal of the shipowners to increase freights on his products. Of course, Mr. Shute was very silent on that issue. While he was prepared on the one hand to want to economise with labour by making sure that we did not overpay natives, he was not prepared to advocate, on the other hand, that products should have a reasonable chance of reaching world markets at a reasonable cost, rather than be heavily loaded with this additional freight charge. Until a person is able to see justice on both sides, I

feel he should not take the attitude in respect to one section having to economise and making statements that natives should not be overpaid.

I feel it should be the object of the Native Welfare Department and of citizens generally in this State to quickly raise the standard and wages of the natives in an endeavour to give them a chance to have the things which are available to other people in the community.

I admit we will never be able to release the natives to a form of reserve, the same as the American Indians have been released. They maintain their own reserves in America, but I think it is out of the question in Australia. This is probably due to the fact that our aborigines are more nomadic. The indigenous people of other countries have been associated with specific areas and no doubt a lot of the reserves are served by large rivers. Our people have always been forced to wander from one area to another as the seasons warranted and as the requirement for food demanded.

So I say that we will probably have to cultivate the natives to our way of living whether we like it or whether they like it, or not. It is a situation which has developed particularly since the spread of the Caucasian native races through the Australian continent. We have to endeavour, within a few short generations, to make something of the indigenous aborigines who are quite unassociated with our tempo of life. Otherwise they will always be outcasts and downtrodden people. I think we have to instil into them a degree of pride. Unfortunately, that does not seem to be something the average Australian aboriginal has in his own makeup. He is not as flamboyant as the negroid who always sets himself up as being much better than the white man.

The negroid is quite prepared to tell the white man that he is better, and he does it in no uncertain terms which, of course, is not a bad trait. Fortunately they have not got to the stage in the world yet where there is any degree of dominance, but I should imagine that if they did get to that stage, it would be rather unbearable for the European type of people to put up with.

I feel it is time we had a levelling off with that style of attitude, and indeed we should try to set an example in this country by trying to get all of our people on one level. Until we educate our white brothers to do this we will find an attitude of disregard because the aborigines or darkies or blacks are something which is considered obnoxious. Even now there is evidence of this, and it is most unfortunate that it should occur in this country.

The problem is being tackled financially throughout the Commonwealth. I suppose more social service is being paid out

in trying to improve the natives' lot per head of population than to any other section. It is reported that there are only some 80,000-odd indigenous people in Australia and possibly we would have one-quarter of them in this State, particularly the full-bloods. It would appear to me that a lot of money is spent, and we should try to do something about it.

I would suggest that, to encourage them to take a clear view of their own development, there should be changes in the Native Welfare Department and it should be run by a board. The commissioner could still have his job as chief administrative officer. We should put on the board several representatives of the native community and allow them to be elected, say one from the south-west, one from the central districts, and one from the north. The natives would have to be capable of representing their people, and they would have a say in the running of their own affairs, and the native people have the feeling that they were being represented by their own people.

In my knowledge, we have never had any of our natives on boards or in representative positions, unless it has been some very obscure board, which has not made the grade. If the natives are encouraged to take part in their own administration and welfare, I think it would be part of the answer and it would help if Billy Black-jack were on the native welfare board along with Mr. Smith. He would feel that he was just as good as Mr. Smith. I think it would help to give the natives a pride which most of them do not seem to possess at the present time.

I do not know why they have developed the down-trodden outlook. I feel uncomfortable when talking to a native, particularly one from the metropolitan area. As soon as one talks to a native he drops his head and will not look at one. I think it is only because he has been forced into this position by losing his pride that he has this attitude to life. The sooner we can overcome that, the better it will be for all concerned.

I hope we will continue to try to give the children a more complete education than they have received in the past. I realise that the Education Department has opened up schools at many of the missions and those schools are teaching almost entirely black classes. The experience of the masters and mistresses in those areas generally, which have not been over-trammelled by white men, is that there is a degree of pride and appreciation among the people. It seems that the children in the classes are on a par with white children. Some would be extra brilliant, and others very dull, and the rest of the group runs about the middle of the line.

I would suggest that if we can provide more and more money for education, those people will get to the stage where we can

live with them and appreciate them, and they can appreciate us rather than one in fact, despising the other. I feel quite sure there are a number of natives who despise white men. I have the idea it is because they feel that we are above them and they are crestfallen because of it.

Sometimes one wonders how far one can go with this line of thought. Some of our anthropologists are inclined to go too far afield with their ideas. I think they would like to give the country back to the natives and move out to somewhere else. If we examine the fate of the original aborigines who inhabited Australia, we find that none of them are left. Nor has there been any of them in Australia for some 1,000 or 1,300 years, when the present aborigines came to this continent. The reason that none of the earlier aborigines are left is that the later aborigines ate them. They got rid of them in that way.

I am not suggesting that we should eat the aborigines. I am suggesting we should be able to live with them. Since those days, the degree of civilisation—I hope, at any rate—has improved somewhat and we should be at a standard to educate people where they can appreciate one another.

I will finish with those remarks, and I hope the Minister will be able to give some thought to whether we could not give the natives some say in their own administration. They are starting to become educated in all sections of the State. If they had a say in their own affairs it would be a gigantic step towards lifting them to the stage where they would consider they were, in effect, equal to the white men.

MR. J. HEGNEY (Belmont) [9.57 p.m.]: I desire to say a few words on the Education estimates. They will be, for the most part, of a practical nature. I notice on the first page of the estimates a section dealing with salaries of the Director-General of Education and also the Deputy Director-General of Education. There seems to be a discrepancy because the Director-General will receive an increase in salary of £92. However, the Deputy Director will suffer a reduction of £166. I would like to know what the reason is. Surely if the Director-General of Education is going to receive an increase, the Deputy Director should also be given an increase.

Further down the list the directors of education have received an increase; that is, in the total amount to be paid. I would like the Minister to explain the reason for that also.

I would like to congratulate the Minister on his speech when he introduced his estimates. It was informative, and he had been fully primed by the department to give the information to the Assembly. He gave that information at considerable length and I think that the Assembly appreciated what he said.

Recently, on behalf of a parents and citizens' association in my territory, I had occasion to make representations to the Minister in connection with the school called Belmay. It is a State school in East Belmont. That association wanted to submit a petition through me to the Minister urging that when additions were made to the school, they should be made in brick. At present, both at the Belmay Infants School and the Belmay Primary School the classrooms are known as Bristol prefabs. It is considered that if additions are made to the infants section in the future then they should be made in brick.

It has been emphasised to me that brick classrooms are being built all around the metropolitan area, and therefore some consideration should be shown by the Education Department to the Belmay School in this regard. The Minister indicated to me that when loan funds were made available consideration would be given to this request, but only recently the members of the Belmay Parents and Citizens' Association complained to me that when the additions were being made, second-class and other low-grade type of material was on the ground for the purpose of constructing the additions to the school on the same lines as the Bristol prefab buildings had been constructed.

Naturally, the members of the Belmay Parents and Citizens' Association are very concerned about the position; and as they often provide many needs for the school which the Education Department is unable to provide, I think they are deserving of some consideration. In other parts of my electorate the increase in population has been considerable, following which the State Housing Commission has been actively engaged in building houses; and also, many homes are being built by private contractors. The school population has naturally increased and the department has been called upon to provide additional classrooms, most of which have been built in brick.

Originally the Belmay School was situated in what was regarded as a flat area, but that concept has now been changed by the activities of the State Housing Commission, and it is now a reasonably good residential area. The original intention was that flats were to be constructed to provide emergency accommodation. I mention that aspect in passing, but I hope the Minister will review this matter I have raised, because he knows the concern felt by members of the Belmay Parents and Citizens' Association.

The other matter in which I was interested was the formation of a youth council which was proposed by Mr. Watts, who was the Minister for Education for some years. He was appointed chairman of a committee to inquire into ways and means of assisting youth after they left school.

That committee submitted comprehensive recommendations to the Minister for Education for consideration and implementation; but, as far as I know, little has been done up to date.

I know there is plenty of scope for these recommendations to be put into effect in my electorate, because there are so many young people who leave school and are unable to obtain employment, and there are no organisations to assist them to expend their energies in the proper direction. It would be of great benefit to these young people, and to the district as a whole, if the recommendations of this committee were put in train to ensure that when many of these boys and girls leave school they are directed into sporting organisations such as football clubs, or cricket clubs, instead of being left to drift aimlessly around the streets in groups.

Undoubtedly there is a great deal of truth in the saying, "The devil will find work for idle hands." That is the trouble with the youth of today; there are not sufficient organisations to attend to their welfare and direct their energies into proper channels. If the recommendations of this committee were put into effect it would assist greatly in reducing juvenile delinquency which is so common at present.

The Minister referred to the progress of what is known as the Kewdale State High School. Because of the tremendous growth, many of the children residing in the Belmont district, Lathlain Park, and surrounding areas have had to be conveyed to the West Midland High School. That is a considerable distance for students to travel in buses to obtain their education.

The other evening the Minister stated that eventually the Kewdale School would be raised to a five-year high school, but I would point out that the Belmont High School has been in existence for some years, and I thought an attempt would have been made to raise that school to a five-year high school. Apparently the Education Department has other views, but I hope the new building which is being constructed in the Kewdale district will be ready for occupation at the commencement of the 1966 school year.

I want to make an observation on another item. I recall that Mr. Wise, who is now a member in another place, when Minister for Education instituted a scheme for the conveyance of children to central schools in country areas, particularly. At the commencement of the scheme only a small vote was required, but last year the vote had risen to the sum of £1,134,000. The expenditure on this item was £1,176,000, so there was approximately an excess of £42,000 expenditure over the estimate. This year the Minister has budgeted for nearly £1,250,000.

The total education vote is £16,500,000. With an increasing population, the demands made on the Education Department are much greater than they were when I first became a member of Parliament. This is exemplified in this particular vote. The cost of conveying children to central schools in country districts is now one-fourteenth of the total annual education vote of £16,500,000. This illustrates how these votes are steadily increasing year by year.

Of course, as I have said, the population of the State is increasing rapidly and there is no doubt the Education Department has a tremendous task in educating all the children who are attending our schools to become suitable citizens.

MR. LEWIS (Moore—Minister for Education) (10.9 p.m.): I wish to express by great appreciation for the contributions to the debate on the Education vote that have been made by so many members of this Committee. I am not sure, but I think 14 or 15 members have spoken. It was evident that they delivered their speeches following great depth of thinking on this important subject of education; and, in making this comment, I would like to refer to the concluding remarks of the Deputy Leader of the Opposition.

I cannot say that I agree with all he said, but I certainly agree with his sentiments on education, even if I cannot recall his exact words. Education is probably the most important aspect of our society with which we deal. I have said previously that the future of our Australian society will largely depend upon the standard of education that is being imparted to our younger generation. This standard depends a great deal on the quality and the standard of training set for our teachers, also the quality of our schools and the environment in which our children are taught. Therefore I entirely agree that this subject is most important, and it is reassuring to me to know that so many members have shown a great interest in it.

Not the least of them has been the member for Subiaco; and despite the fact that my earlier remarks were critical of what he had said previously, I assure him that I appreciate the thought that he has given to this subject. I can also assure all members who have spoken that their remarks will be carefully studied; and, where it is considered necessary and practicable, their suggestions will be implemented. Sometimes there may be many reasons why such suggestions cannot be put into effect.

At this late hour I do not intend to reply to all the points raised by members, nor do I think the Committee would appreciate it if I did. I made a long speech

yesterday evening, and if I made another one this evening I would probably be referred to as the night-watchman, so I do not propose to speak at length.

It is incumbent upon me, I think, to refer to a few points that were raised, but this is not to say that I regard these as being the most important and that the others are of no account; that is far from the truth. First of all, the member for Murchison expressed regret that there is no junior high school in his electorate, and no-one regrets this more than I do. If I may refer to it as such, there is a great wilderness in that portion of the State as far as secondary education is concerned. The member for Murchison, therefore, put forward the suggestion that the department could solve the problem by adopting half-way measures.

It would be a simple matter to re-classify overnight a primary school of the status of that at Meekatharra and classify it a junior high school; but unless the standard of education taught at that school was also raised at the same time, the upgrading of that school merely by calling it by some other name would be a delusion and would amount to a misrepresentation of the status of the school to the people who send their children to it.

I have been informed that there are 100 primary children, and 12 post-primary children attending the Meekatharra School. For any school to qualify as a junior high school it must have a minimum of 150 children in all, which means an enrolment of about 170. This figure should also include an average attendance of 25 post-primary children. Therefore it can be seen that the Meekatharra School falls far short of the qualifications necessary for it to be classified as a junior high school.

As the member for Murchison remarked, it may be many years before it reaches this qualification. However, at present the post-primary children who attend that school—that is, those who are in grades above the seventh grade—are taught by correspondence under the supervision of the headmaster. I am informed that study papers for all subjects are supplied to these pupils, and the officers of the correspondence school mark the students' work in maths B; health education—first and second years; physiology and hygiene—third year; general science—first year; science A—second year; physics—second year; bookkeeping, and commercial subjects. Specialist staff could not be provided in such a school where the number of students is so small. I sympathise with the honourable member, and I realise the disability which the people in that area suffer. I assure him that I shall continue to investigate the problem to see if it can be surmounted.

Mr. Burt: If the department provided a secondary teacher and necessary accommodation, the number of children would increase immediately.

Mr. LEWIS: That is a moot point, but I shall examine the position. It will be appreciated that the department does not put staff into schools or build schools in anticipation of a result being achieved.

The member for Wellington referred to the difficulty experienced by children who have to travel to the Bunbury High School by bus. He asked the reason why they cannot be set down at the school gate. I understand the problem is that the new road has not yet been completed, and buses are not allowed to use it. The sanction of the Bunbury Town Council must be obtained before a bus can use the road. The district superintendent will be asked to examine the possible re-routing of the bus service along the new road. A number of the bus children attend St. Joseph's Convent. If the bus used the new road these convent children would have to be taken by bus down Boulter's Heights, which could be as hazardous as taking the bus up Boulter's Heights from the town area.

I now pass to the remarks which have been made by the member for Victoria Park. I intend to reply to only one of the points which he made, and that deals with the occupational centre at South Kensington. I have visited this centre on more than one occasion, and was impressed by the dedicated work of the teachers employed there. They are doing a great job. I shall see whether home science facilities can be installed as early as possible, because I agree these facilities are urgently required. I am informed they were listed in the 1965-66 building programme, but due to a shortage of loan funds the work has had to be deferred. I hope that this work will be included in next year's programme, and that priority will be given to it.

The member for Dale said there was a need to consider sites for a high school at Rockingham and also sites for a primary school. I appreciate that the population there is increasing very rapidly. This matter will be examined. It is too early at the present to acquire the necessary sites, and this also applies to Armadale and other centres.

The honourable member also referred to the appointment of administrators in high schools, and said this would allow the principals—who have a wealth of experience, and who have been trained as teachers—to be relieved of the administrative work, and thus they would be available to give their services in the classrooms. The member for Beeloo warned this would not be possible, but I am not too sure of that. This is a matter which should be examined very closely. It might be disclosed after investigation that such a proposition cannot be put into effect, but at least I intend to look into the matter.

The member for Albany urged that university colleges should be established in the decentralised areas, where a trainee teacher could be provided with the facilities for the first year of study. The question of establishing university colleges and additional universities—where, when, and whether they are needed—is a matter for the tertiary education committee, which is being set up by the Premier. I understand he has made a good deal of progress in the appointment of this committee. It is not a question of deciding that this and that person shall be appointed to the committee; the Premier has to approach the prospective members and seek their acceptance. I know the Premier has made good progress and he hopes to make an announcement in the near future.

I would point out to the member for Albany that in the course of training a teacher attends practice schools, and a large number of these are needed in order to broaden the experience of these trainees. In two years of training a trainee teacher spends the equivalent of one full term, or one-sixth of that training period, in practice schools. I think the longest time they serve in any one school is three weeks. They move around, and they do not practise in the same school more than once. Whether this situation can be improved, without too much cost and inconvenience, in decentralised university colleges, I do not know. The member for Albany also urged that a public relations course be incorporated in the curriculum of the technical school. I shall have this matter examined.

The member for Swan made reference to the infant mortality in Western Australia, and to a statement which appeared in the Press a few days ago. It mentioned the high rate of infant mortality in this State, compared to the other States, and it was said this high mortality rate was attributed to the mortality in native infants.

The next day the Commissioner of Public Health replied to that statement, and mentioned that the figures quoted referred only to a quarter of the year, considered to be the worse quarter as far as Western Australia was concerned. He then gave the figures for all the States, and they showed that Western Australia had a better rate than most of the other States, and certainly much better than the rate in Tasmania where there are no natives. I do not think that infant mortality can be fairly attributed to the mortality among native children. However, we should not be complacent about this matter. Everything possible should be done to reduce the infant mortality rate, irrespective of the colour of the children.

I shall not refer to the comments made by the member for Subiaco, other than to say that his more recent remarks will be

carefully examined. Some thought will be given to his suggestion that an advisory committee be set up. Personally, I am not keen about the setting up of administrative boards, where the Minister will be advised by such boards on the policy he should follow. The whole matter will be examined to determine whether this is in the best interests of the State, of native welfare, and of education, because this matter has also been advocated in respect of native welfare.

It is not easy to get unanimity of thought among board members. Perhaps the method could be changed a little, and a decision be arrived at after some deliberation has taken place. This might be an advantage, compared with the position where the Minister takes advice from one man.

I emphasise that the Director-General of Education is the senior officer of the department, and under him are the directors of the several divisions. These officers confer together regularly, and furthermore each director has consultations with his opposite number in the other States and other parts of the world.

The member for Pilbara referred to the Roebourne School and to the need for an extra classroom. On the figures of enrolment quoted by him, it looks as if there is every prospect of that school being upgraded to a junior high school in the not too distant future. The honourable member also referred to the employment of natives. He said they should be trained to take on more responsible jobs.

The annual report of the Department of Native Welfare for 1964 deals with the occupations of 5,500 natives employed in the State. It shows there were one male and 36 females employed professionally, either as nurses or teachers. This is not a small number, although it could be increased greatly. Others were employed in clerical and commercial work, as tradesmen, as rural workers, as industrial workers, and in the mining and pearling and fishing industries, and some were self employed. In the last category there were 151 males. From this we can see that a great number of them are employed on levels above the level of labourer.

The Deputy Leader of the Opposition raised the question of housing for teachers. This matter has now been handed over to the Government Employees' Housing Authority, and is not my direct responsibility. I suppose it is my job to ensure that as much money as possible is made available to that authority to get on with the job of providing houses for the teachers.

He also referred to the provision of school laboratories, and said that the spending of money on education in independent schools would necessarily restrict the standard now provided at the State

schools. No doubt more is being done to equip all schools, both State and independent, and to subsidise other bodies, such as the parents and citizens, and the parents and friends, to provide these facilities. I am confident that the amount of assistance will be increased, rather than decreased, as the years go by.

The member for Murray referred to the training of youth leaders and said he considered the Education Department should do more in this respect. I want to point out that the National Fitness Council has made the training of youth leaders its responsibility for some years. It has trained now over 50 leaders a year. Mostly these have been nominated by church groups and existing youth clubs and so on, and after training they go back to the clubs which nominated them. However, henceforth this will become the responsibility of the Youth Council and some of the limited funds which have been placed in the hands of the council this year will be used for the purpose of training youth leaders. The council is making that a very high priority.

Finally the member for Belmont drew my attention to the discrepancy in the salary of the deputy director general for 1964-65 and 1965-66. It is a shortage of £166, and he asked me to explain it. I have to confess that I was not aware of the discrepancy but will make inquiries immediately and advise the honourable member.

He also said the Youth Council has not done very much. I would remind him that although the legislation was passed late last session, it was not until early this year that I was able to constitute the Youth Council. It has for this current financial year been granted a sum of money. It is not as much as members would have liked, but nevertheless it is a start and will enable the council, in addition to providing further training of youth leaders, to further assess the needs of youth clubs, and, indeed, to commence a pilot project at some centre to be decided upon by the council. I understand that arrangements have already been concluded with the Treasury whereby as from next year the council will take over the responsibility of recommending, and after the recommendations have been dealt with by the Treasury, then of actually subsidising certain youth clubs which will be expected to place their requests before the Youth Council by a given time early in the year.

As to the Belmay School, I admit these are Bristle prefabs or demountable, but it is the intention of the department as soon as funds allow to replace this school with a brick building.

I again thank the members for their close attention to this subject and may I conclude with a quotation or part of a quotation. I will not read it all, for which

you will thank me, Mr. Chairman. The following is an extract from *News Review* of September, 1965, from an article dealing with education:—

Education does not consist in memorising facts. The mark of a truly educated person is not his ability to win top place in a "quiz contest."

A professional diploma does not, of itself, mean that one is educated. Indeed, if a man's attention is focused too fixedly on one department of human affairs, he will be left ignorant of all the others

Further on the article reads—

Ability to talk is not always a sign of intelligence.

That is why I am going to close very shortly—

It is often a smoke screen thrown up to conceal the intellectual defects of the speaker.

More cleverness is not the goal of education; honesty of thought, the capacity to distinguish between the worthwhile and the superficial, a right sense of values, and the attainment of wisdom are the true aims of education.

I think most members will agree with those sentiments.

Votes (Education and Native Welfare) put and passed.

Votes: Mines, £801,757; Crown Law, £992,467; Electoral, £46,066; Licensing, £16,453; Lands and Surveys, £1,160,348; Forests, £672,469; Bush Fires Board, £50,131—

MR. BOVELL (Vasse—Minister for Lands, Forests, and Immigration) [10.35 p.m.]: As representing the Minister for Mines I would like to make some information available to the Committee; and my own estimates follow.

The State's gold and mineral production for the calendar year 1964 was—

Gold—712,847 fine oz. valued at £11,149,943.

Minerals—valued at £13,601,465.

Production of gold for the seven months ended the 31st July, 1965, was 372,017 fine oz. valued at £5,855,006, a decrease of 25,777 fine oz. on last year's production over this period. Labour shortages on the major goldmines have contributed to this decrease in production.

The goldmining industry is also still labouring under the burden of rising costs of production against a fixed price for its product. Despite this, however, two major companies—Western Mining Corporation and New Consolidated Gold Fields (Australia)—are actively seeking concealed ore bodies in the eastern and north-eastern goldfields by geophysical and geochemical means. In addition, Newmont Mining and Consolidated Mines Selection have joined

Accelerated development in the north-west has attracted attention to the need for townsites, and the north-west has been given special attention. This includes surveys of roads and rail routes. Further areas for pastoral land are being surveyed and these include the Kimberley division and the Hamersley Ranges. It is expected that this programme of investigation will continue for some years and it could be some time before areas may be released for this purpose.

As regards expansion in the north-west, this has meant the need for additional personnel, and immigration is playing a part in providing much needed skilled and semi-skilled workers in the north-west and in Western Australia generally. The demand for labour, both skilled and semi-skilled, for the projects in the north, has been met mainly by labour being drawn from the Eastern States and from within Western Australia. This has left the problem of finding replacement workers, and the only source available is from the United Kingdom under the assisted passage scheme for migrants.

The State has embarked on a special group nomination scheme to obtain from England an unspecified number of skilled and semi-skilled workers in order to meet the deficiency in the manufacturing and the factory work force. Because of keen competition on the United Kingdom labour market, the State created a liaison branch in London staffed by its own officers. Publicity directed to the attractions of Western Australia have had the effect of attracting increasing numbers of migrants to the State. By the end of 1965 the State, by its own efforts in London, will have received 460 tradesmen for a total of 1860 migrants. A further 1,500 tradesmen will be accepted for transport during 1966.

As regards the Forests Department, approximately 354 miles of new tracks and firelines are listed for construction this year. Some financial aid for this work will be provided by general grants from the Main Roads Department, which recognises the value of this road network not only to the forestry and the sawmilling industries, but also to the general public and the local farming communities.

The department's telephone system will be extended by the construction of seven miles of telephone line. The increasing coverage of the departmental radio network, which is integrated with the telephone system and the centralisation of settlements, is to some extent reducing the length of telephone lines required.

As approved last year, the construction of the research building at Como is progressing and will be occupied in this financial year. A general improvement will be made to the Hamel nursery, which has been in

existence for some 67 years, and a new office, potting sheds, garages, and out-buildings, will be erected to replace the existing outmoded accommodation and provide a more attractive setting to this centre which is open for public inspection.

As regards fire control, controlled burning operations, including advance burning prior to logging, are expected to cover 950,000 areas this year. With reforestation, tree marking and pot disposal operations will be undertaken over an area of some 92,000 acres; and with afforestation an endeavour is being made to maintain an annual planting rate of 3,500 acres.

Those are a few of the comments on the Forests Department but I did hear some mention by the Deputy Leader of the Opposition about the Justice portfolio. The Minister for Industrial Development, who represents the Minister for Justice in this Chamber, is away from the State at present, and the only comment I make is that in the opinion of the Government the scales of justice in Western Australia have been held with equal poise during its term of office.

Mr. Tonkin: There is room for a difference of opinion on that.

Progress reported and leave given to sit again, on motion by Mr. I. W. Manning.

MARRIED PERSONS AND CHILDREN (SUMMARY RELIEF) BILL

Receipt and First Reading

Bill received from the Council; and, on motion by Mr. Bovell (Minister for Lands), read a first time.

CLACKLINE-BOLGART AND BELLEVUE-EAST NORTHAM RAILWAY DISCONTINUANCE AND LAND REVESTMENT BILL

Returned

Bill returned from the Council without amendment.

House adjourned at 10.54 p.m.