

236. Are you in favour still of continuing the present examination for Class D through the matriculation?—That is also based on a misconception; a pupil does not necessarily get D by passing the matriculation. It depends upon the paper; we only recognise subjects *quantum valent*—that is to say, they still have to pass the special subjects required for a teacher. Before the end of the year new regulations for teachers will be issued. Of course, it is not an easy question; we do not want to increase the cost of examinations in the colony.

237. *Mr. Luke.*] A teacher may get his A degree without being an M.A., and his B without being a B.A.?—Yes that is so.

238. *Mr. Gilfedder.*] Do you think it possible to secure unification of the educational system of the colony—to make the high school more accessible to the children from the primary school, and a stepping-stone into the university, so that pupils might more easily pass from the primary schools into the secondary schools, which in turn would be stepping-stones to the university?—I should like to say that greater facilities should be given to the children in the primary schools of getting instruction in the secondary schools, and thence into the university. They have at present the stumbling-block of high school-fees.

239. I see that where a sewing-mistress is employed the head-teacher loses £10?—In a school of 20 the mistress gets £104 and the master £120, and he has to give £10 to a sewing-mistress; if he be married, his wife, if she qualifies, can be appointed, so that it is hardly robbing him of £10.

240. You give the mistress the full £104?—Yes.

241. Would not the master be engaged for the whole week for his salary of £120 a year, as well as the mistress for her £104?—You see, it is this way: In about five hundred schools in New Zealand there is a mistress in charge, and she teaches sewing; they are mixed schools, and the boys do arithmetic and other work she may set them.

242. You admit that in the case of the head-teachers of some of the larger schools the scale of salaries will mean a reduction in the salaries they are getting at the present time—such as in Auckland and Otago?—No, not in Auckland.

243. Could you tell us the number of schools at which the average attendance is between 36 and 45?—I do not think I could just now.

244. *Mr. Stewart.*] In reference to your answer as to the passing for D certificate by matriculation, is not the real crux of the question the fact that it is the age of the candidate that has really the main effect on the examination—you would not allow a boy of fifteen or sixteen to score by a crammed-up paper for matriculation? Your idea is that in the new regulations the age-limit should be taken away?—Not the age-limit for the passing of the examination. One of the best sources of supply for male pupil-teachers would be the high schools, especially those who had come right through from the primary schools; but from one cause or another they are not encouraged to do so. The Boards have the right to appoint them as second- or third-year pupil-teachers, but I have seen a boy get a scholarship—first on the list—go right through the high school, up to four years, doing as well as he possibly could do, and then find there was very little hope of his being appointed as a second- or third-year pupil-teacher.

BLLENHEIM.

SATURDAY, 27TH APRIL, 1901.

Captain BAILLIE, Acting Chairman of the Marlborough Education Board.

Captain Baillie: Mr. Chairman and gentlemen,—I recognise the object is to equalise the teachers' salaries in proportion to the work they have to do. I recognise that the teachers throughout the colony, especially in very many of the smaller districts, are very inadequately paid considering their work, and also that they have little or no prospect of making any provision for their old age. The Board in Marlborough has been in existence twenty years—since the Act came into force—and it has been struggling on year by year, with its small schools in the Sounds, which are a very heavy tax, on a £3 15s. capitation grant. We started with a balance to our credit of about £800, but that balance has gradually dwindled down to a mere bagatelle. I have no doubt our secretary, Mr. Smith, will show you the annual report, which will furnish all the information you want. I have always looked upon it that a teacher in a small settlement, where there are about forty children, is comparatively underpaid and overworked, having to take all the standards, when compared with teachers in larger schools in other districts who perhaps have only two standards. Of course, we understand that to bring about the equality in the salaries is a question of money, and if the colony is prepared to put its hand into the purse and give a distribution equivalent to the work done it will be very desirable.

2. *Mr. Stewart.*] I gather from your evidence that you are distinctly in favour of a colonial scale of staff and salary?—Yes, most decidedly.

3. You are of opinion that it is absolutely necessary in the interests of the small Boards?—Yes.

4. You say, with the capitation grant of £3 15s., it has been a constant struggle with your Board from the commencement, and that your credit balance has gradually decreased?—Yes, that is the case.

5. You know it is proposed by the order of reference that the capitation shall be £4 instead of £3 15s.?—Yes, I gather that it is so.

3—E. 14.