

petent man, considering his certificate, would be reduced to the extent of £25 a year in salary. He is a man who has been in the service a very considerable time, and who is admitted to have done, and to be still doing, excellent work. In your opinion, can that school, with an attendance of 83, be efficiently worked by the present staff?—I should prefer to have a pupil-teacher at that grade as well. It is quite possible, by giving higher salaries, and by getting more experienced and skilful teachers, that the staffing would be sufficient.

310. Have you ever taught in such a school?—No.

311. Then, you speak of the difficulties from the point of view of an Inspector?—Yes.

312. If it can be shown that the staffing allowed in Otago is more liberal than that allowed in South Australia, and that the South Australian scale was drawn up by the late well-known Inspector of Schools, Mr. Hartley, would you consider that there was something to be said in favour of such a staff, seeing that in South Australia the staffing allowed in schools between 75 and 100 is the same as in Otago, and also bearing in mind that it was drawn up by the most admittedly competent man in Australasia?—Yes, provided the salaries are sufficient to secure efficient teachers.

313. In your opinion, do you think that medium-sized schools should have allotted to them such a salary as to induce men to go into the country to take charge of such schools, to be fairly satisfied, and to remain there for a considerable time?—Yes.

314. A good deal has been said about the prizes in the profession: would you make such schools carry a sufficiently large salary as to be looked upon as prizes by assistants in the city or suburban schools, or by the head teachers in similar schools?—Not exactly as prizes, but as schools they would be prepared to accept.

315. If a teacher was prepared to accept a school of that kind, and was satisfied to remain in it a considerable time, you think it would be in the interests of education?—Yes.

316. *Mr. Stewart.*] What do you think would be the effect of giving fairly large salaries at the top of the profession?—It would provide an inducement to men of the right class to join the profession and remain in it.

317. Do you think it would be wise to have a comparatively low maximum salary—say, £300?—No; I think that would be too low.

318. Do you think it would be wise to have salaries too much on one level throughout the scale?—No; you must pay salaries according to the importance of the work.

319. Do you think that differences in the gradation of the scale of payment has the effect of stimulating better work in the lower grades?—It might tend to have that effect.

320. And keep up the efficiency of the schools?—Yes.

321. Then, altogether, it would be in the public interest?—Yes.

322. *Mr. Gilfedder.*] Do you favour a colonial scale of staff and salaries?—Yes.

323. Do you consider teachers adequately remunerated on the whole?—No.

324. They would be better paid in other departments of the public service?—Yes.

325. How far do you consider this proposed scale will affect the Westland District?—With the exception of the assistants in the two large schools, it will mean an increase in the salaries.

326. With regard to staffing?—It will have very little effect, except in schools of from 36 to 50, where a mistress or junior assistant would be substituted for a pupil-teacher.

327. Do you consider a sole teacher can efficiently teach 36 pupils?—Yes.

328. Either a male or a female?—Yes.

329. Do you consider that there should be equal pay for equal work?—Up to a certain amount, yes.

330. Up to what number?—Up to the number a sole teacher would manage.

331. Do the School Committees and the Education Board in this district unduly favour the appointment of female applicants?—I would not like to say “unduly.” They do favour the applications of females in the small schools on account of the sewing.

332. Is the Inspector of Schools consulted by the Education Board in this district with regard to the transfer of teachers?—Yes.

333. His recommendation is generally acted upon?—Yes; due consideration is given to his recommendations.

334. Do you not consider that the Westland Education Board is rather liberal in the establishment of these small household schools?—No; I have already said I do not see how they could be reduced by amalgamation.

335. Do you consider the teachers in outlandish districts in which the cost of living is higher should receive in consequence higher remuneration?—It would be the ideal to do so, but I do not think it is practicable.

336. Do you consider that any of the teachers would be prejudicially affected by the introduction of this proposed colonial scale?—No, except the assistants I mentioned.

337. You consider that the increase should be by units?—Yes.

338. Should the salaries be based on the quarterly returns or the yearly returns?—On the average for the whole year.

339. What do you consider should be the highest minimum certificate for a male teacher?—A C1 certificate.

340. And in the case of a female teacher?—A D1.

341. How would you propose to get over the difficulty, seeing that there are not training-colleges?—Either by sending pupil-teachers to the large centres, or, as a very bad substitute for that, having junior assistantships in one or two of the large schools, so that pupil-teachers would gain experience in those schools.

342. Do you favour the uniformity of pupil-teachers' examinations throughout the whole colony?—Yes.

343. Do you consider that the proposed salaries of pupil-teachers are inadequate?—No.