

431. Do you think that teachers who had charge of schools of from 300 to 400 should be placed generally on a fair basis for classification purposes?—Yes, I think so.

432. Do you think that there should be a distinction in salary on account of experience?—Yes, I do.

433. You think a system like that would be a fair one?—I think so.

434. *Mr. Stewart.*] Do you prefer, as in the suggested scale, the rise by units—that is, that there should be a capitation grant for every one above a given number—or that there should be bigger gaps between the rises?—I prefer it as set out in the suggested scale.

435. In that you differ from Mr. Howard?—Yes.

436. Do you really think it requires less organizing skill on the part of a teacher to organize a school of 300 than a school of 150?—Yes, I think so. In a school of 250 you have probably several rooms in which you can place your staff to advantage; while in the case of 150 there would only be two rooms, and consequently less space to work in.

437. Then, practically, the question comes down to suitability of buildings?—There is a great deal in that.

438. There would be more teachers in a school of 300 than in a school of 150?—Yes.

439. Would not the headmaster have to discriminate between the applicants?—Yes.

440. Then, in a school of 300 the responsibility of the head-teacher would be greater?—Yes.

441. As the number of pupils increase you consider that the responsibility of the head-teacher is increased?—Yes.

442. Do you think the responsibility and the need for organizing-power increase side by side? Would it not mean greater power of classification and organization? Would it not imply that there must be increased power on the part of the master dealing with numbers?—Yes, I think so.

443. Is it not a fact that a master may succeed in the conduct of teachers in schools of 200 and 250 but would break down in higher numbers?—Yes.

444. You think it advisable that he should pass through grades of schools?—Yes.

445. Then, if he should pass through grades of schools, how do you reconcile the statement that it is comparatively easy to organize a school of 250 compared with a school of 150?—In a school of 300, 400, or 500 the headmaster would not have so much work to do in teaching; his work would consist of supervising, principally.

446. *Mr. Gilfedder.*] You stated that in schools up to a certain limit a female was to be preferred to a male?—Yes, in small schools.

447. It would depend on the locality and the circumstances surrounding it, would it not?—Exactly; you cannot make a hard-and-fast rule upon it.

448. You have experienced considerable difficulty in the Marlborough District in obtaining male pupil-teachers?—We cannot get them.

449. For what reason?—The salaries paid are too small. A boy commencing in an office would get about £40, while as a pupil-teacher he would only receive £20.

450. How do you account for the fact that a large number of females offer themselves for positions in the teaching profession?—I suppose they consider it is a nice profession to belong to.

451. There are not so many avenues open to them?—No.

452. Do you think if the Boards increased the salaries males would then offer their services?—Yes.

453. Are you satisfied with the system of staffing as adopted by the Marlborough Education Board?—No, I am not.

454. Do you consider that a teacher has too much to do in comparison with the salary paid him?—Yes.

455. Have you had experience in a school in Marlborough ranging from 30 to 54?—No.

456. Can you inform me how these schools are worked with a headmaster and mistress?—I do not know.

457. Among your regulations there is one as to the responsibility of the headmaster: is that rule found rather irksome?—Yes.

458. Do the School Committees in Marlborough interfere with the organization and discipline of classes?—They try to.

459. On the whole, you consider that the proposed or suggested scale of staff and salaries would be more or less satisfactory?—It would be.

460. With certain slight alterations?—Yes.

461. Have you experienced any difficulty in this district with the teachers in regard to their examinations?—No.

462. Would it be better if the examinations were all conducted by the Education Department?—Yes, I think it would be.

463. Are you in favour of teachers obtaining Class D through the Matriculation Examination?—No.

464. *Mr. Luke.*] Your infant-schools are mixed schools?—Yes.

465. At what age do the children leave the infant-school?—At eight or nine years.

466. Then, your salary decreases?—Yes.

467. *Mr. Hogben.*] Would you put an assistant in a school first, or a pupil-teacher?—An assistant.

468. On what grounds?—If you put a pupil-teacher in a small school the chances are that the master or the mistress would not be thoroughly efficient to train the pupil-teachers; in a large school, of course, it would be different.

469. On that ground you object to having a pupil-teacher first?—Yes.

470. Approximately, what would be the average attendance when you think a master should have assistance?—Over 30.