

42. Was it not in the power of the Boards to give the third salary to women?—Yes.

43. And is it not the third salary that has been raised in every case?—Yes, but it has been raised in Otago and Auckland only. In the other districts it has been raised £10, but why should the minority rule? Why should not the will of the majority of the Education Boards be taken?

44. Has not the Bill provided that the will of the majority shall rule?—Yes, but it says that the second assistant's salary—

45. It has put the two salaries equal in order that the men might not suffer?—Did men suffer in the other districts?

46. Might not they suffer anywhere?—Did they ever suffer in regard to the duties exacted of them? A woman in the position has a tremendous amount of responsibility thrown on her in comparison to the assistant, who is only in that position for a few years.

47. Do you notice the salary of the highest assistant in a separate girls' school?—Yes.

48. What is the highest salary of the woman assistant there?—It is £150 to £180. It depends on the size of the school.

49. The highest grade is £450 to £500?—Are there any schools of that kind in the Dominion?

50. Last year the Nelson Girls' School was in that position?—But it happened to be a man at the head. No woman could hope to gain that salary. The one woman there will get from £220 to £250.

51. Do you not think £220 to £250 ought to secure a woman with good qualifications, and that she could keep herself on that salary?—I suppose she could do it on less. It depends on the duties she has, and it is a question of what she is worth to the Department.

52. *Mr. Poland.*] You are not complaining of the rise of £70 that a third assistant receives in a large school?—No, we are not complaining of that.

53. You are here representing the Institute?—Yes.

54. You are complaining on behalf of the teachers in the schools in the grade £180 to £200 that they are getting only a rise of £10 while others are getting a £70 increase?—Yes.

55. Are you aware that no member of this Committee and no member of the House could make any increase in the salaries of teachers, and that it can only be done by the Minister?—No, I was not aware of that.

56. *Mr. Malcolm.*] I understand you recommend a Dominion system of grading or classification of teachers, and that their pay should be in proportion to their grading or classification?—Yes, that is so.

57. In regard to your contention that equal pay should be given for equal work, are women entering the service in a greater proportion than men?—Yes.

58. How would you meet the argument that your proposition would drive men out of the service?—I think it is a very simple thing when you look at it. All over the world education or teaching is to a certain extent distasteful to men, and you cannot expect anything like the same proportion of men to enter the service as women. In any case, in our large schools we can always do with three-quarters of the staff being women. Men are only required for the Fourth, Fifth, and Sixth Standards. The men are not so necessary as the women.

59. *Mr. Guthrie.*] Are the opinions you have expressed here the opinions of your Institute?—The Institute I represent met a week ago to discuss this Bill, and every suggestion I have made, with the exception of my views on the question of separate schools, was agreed to unanimously by the teachers present.

60. You have asked for a Dominion scale and classification?—Yes.

61. With regard to separate schools, you are a straightout advocate of separation of the sexes in schools?—I have been converted to it since I saw the schools in other lands. I have always been a teacher in a mixed school, and I have seen the evils of allowing many of our inexperienced boys to teach the higher standards for girls. I do not think it makes for refinement or higher influences.

62. Has your Institute discussed the matter?—No, not in any way.

63. The opinions you have expressed could only apply to the larger schools?—Yes, it would be impossible in the smaller ones.

64. *Mr. McCallum.*] Do the teachers of Southland desire amalgamation with Otago?—I am afraid not.

65. *Mr. Malcolm.*] You urged that the Board's sole power of appointment should be explicit: were you referring then to page 29 of the Bill, which provides that application should be first sent to the School Committee?—Yes.

66. You are afraid that such a provision as that might leave room for the School Committees to still exert its authority?—Our Institute thought so.

JOHN DUNCAN examined (No. 14.)

1. *The Chairman.*] What are you?—A settler in Marlborough and an ex-member of the Marlborough Education Board. I am here at the instance of the Marlborough Education Board, the members of which are very much concerned about the proposal to wipe their Board out, and more especially to include the district in the Nelson Education District. It has come upon them as a very great surprise indeed, and it seems to me difficult to understand the reasons for the proposed alteration. From the Minister's remarks I gathered that the reductions were necessary in the interests of economy and in the interests of the teachers. So far as we are concerned in Marlborough, we fail to see how those reasons bear at all upon the proposed change—that is, to take away our local administration and join us with the Nelson District. So far as the question