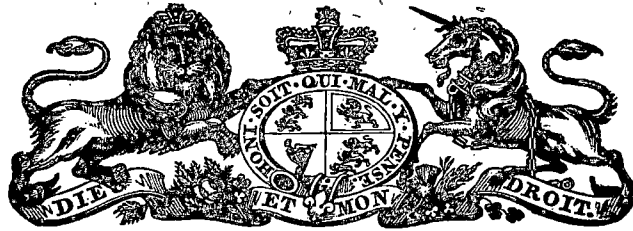


(No. 111.)



1876.

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T A S M A N I A.

H O U S E O F A S S E M B L Y.

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**TRAINING SCHOOL FOR TEACHERS.**

**REPORT OF SELECT COMMITTEE, WITH EVIDENCE.**

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Presented by Mr. Innes, and ordered by the House to be printed, November 8,  
1876.



*REPORT of Select Committee appointed on the 28th September, 1876, to take into consideration the Papers and Correspondence relating to the offer of Mr. P. T. SMITH of £1000 in aid of the establishment of a Training School for Teachers, and to report upon the practicability of carrying out the views of those who are desirous that such Training School should be established.*

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MEMBERS OF THE COMMITTEE.

DR. BUTLER.	MR. YOUNG.
MR. DOUGLAS.	MR. BROWN.
MR. INNES.	

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DAYS OF MEETING.

Tuesday, 10 October; Friday, 13 October; Wednesday, 18 October; Friday, 20 October; Friday, 27 October; Wednesday, 1 November; Thursday, 2 November; Friday, 3 November; Wednesday, 8 November.

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WITNESSES EXAMINED.

Mr. P. T. Smith.		Mr. T. Stephens.		Mr. Richardson.		Mr. M'Phee.
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R E P O R T.

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THE Committee desire to report the evidence taken and attached hereto.

FRED<sup>K</sup>. M. INNES, *Chairman.*

*Committee Room, 8 November, 1876.*

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## EVIDENCE.

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FRIDAY, OCTOBER 13, 1876.

MR. RICHARDSON, *Secretary of the Board of Education, examined.*

*By the Chairman.*—1. You are Secretary of the Board of Education? I am.

2. What are your duties as Secretary? My duties are to keep all records and accounts of the Department, to conduct all correspondence, and to act as Secretary to the Board, which meets at the Board-room, Public Buildings.

3. You have nothing to do in the way of visiting or inspecting Schools? Nothing whatever.

4. Have you any Infant School Teachers under the Board? One, in Launceston, the only Infant School proper under the Board.

5. Is there an Infant School at the Queen's Asylum? There is not.

6. How often does the Board of Education meet? The fixed meetings are upon the second and fourth Wednesdays in each month.

7. What constitutes a quorum at these meetings? Three.

8. Is it customary for the Chief Inspector to be present at the meetings? Yes.

*By Mr. Douglas.*—9. Who is the Chairman of the Board? Dr. Butler.

*By the Chairman.*—10. Does the Inspector advise upon all appointments made in the Public Schools? Not in all, but in the majority.

11. Is reference to him dependent upon the fact of his being present at the Board; or is he, in case of absence, referred to otherwise? If absent, he is nevertheless generally referred to. In almost every case the Inspector is consulted upon appointments.

12. In reference to the appointments to be made arising out of the appointment of Mr. Rule, of the Battery Point School, as an Inspector, has the Chief Inspector been consulted? No; but these appointments are not yet completed. Overtures were made to a Teacher under the Board, but he having declined the Board decided to invite applications.

*By Mr. Brown.*—13. Is there any system in operation at the present time for the purpose of training Teachers in the most efficient method of teaching and general management of Schools? Yes; the Pupil Teacher system in the Hobart Town and Launceston Schools only.

14. In what way is that system conducted? The number of scholars in the Town Schools warrants the employment of Pupil Teachers in the proportion of one to every 35 after the first 60. They have four years' apprenticeship or training. Their appointment as Pupil Teachers is decided, upon the Inspector's report, by the Board. The Board pays fees to the Teachers of the School for their instruction.

*By the Chairman.*—15. What is the minimum age of compulsory attendance at school? Seven years of age.

16. I notice that there are 2039 children of seven years and under on the rolls of the various schools in the year 1875: of these how many belong to the schools of the two chief towns? I can furnish the Committee with this information.

*By Mr. Douglas.*—17. Have you read the correspondence between Mr. Smith and the Executive respecting the establishment of a Training School? I have not.

18. Do you know what his offer was? His offer was, I believe, £1000 for a training school on certain conditions.

19. Do you think it desirable to have a training school here? I think it would be desirable; but I am not prepared to say whether it would be better than the present system.

20. Are not masters now appointed who have never had any system of training whatever? Yes; but, where practicable, they are sent to the better schools for instruction in the method of teaching before entering upon the charge of school.

21. Having read the last paragraph of Mr. Stephens' letter of 3rd July, 1872, are you aware that teachers have been appointed not having been qualified in the manner there recommended? There have been cases in which masters have been appointed since that letter was written without the qualifications there mentioned.

*By the Chairman.*—22. Practically speaking, is not the Board mainly determined in the appointments and promotions of teachers by its rule of taking the best they can get rather than leaving localities unprovided? Yes.

23. Is not the Inspector controlled by the same consideration in his recommendations to the Board? I believe he is.

*By Mr. Douglas.*—24. What is the general attendance at the meetings of the Board? The average is about five members.

WEDNESDAY, OCTOBER 18, 1876.

THOMAS STEPHENS, *Esq.*, *Chief Inspector of Schools*, examined.

*By the Chairman.*—25. You are Chief Inspector of Schools? I am.

26. For how many years have you been so? I have held the title of Chief Inspector since the end of 1868.

27. Prior to that, what office did you fill? Originally, Inspector and Secretary to the Northern Board of Education; afterwards, Inspector for the whole Island. Mr. Burgess was appointed about the year 1868 to the charge of the Northern District.

28. Do you certify to the qualifications of Teachers applying for employment under the Board? I have not to certify to their competency as a rule. Applicants are referred to me, in most cases, for examination, and I have to report the degree of proficiency which they have shown in passing an elementary examination. I have often had to recommend the employment of ill-qualified persons as the only means of keeping the Schools open.

29. Are original appointments ever made without reference to you? There have been a few such appointments made without any reference to me.

30. By what considerations are you governed in certifying in favour of a master being appointed? The question of the appointment of persons to the charge of Schools is not now referred to me, except in particular cases. In such cases I am requested to select from a list of two or more names the Teacher or Candidate whom I consider the most eligible for the particular appointment. Teachers more or less competent are recommended in the order of seniority and proved efficiency: those who have everything to learn are only named in their supposed order of merit as tested by examination and personal enquiry.

31. What are the qualifications of the Teachers of the Schools, generally speaking? It is difficult to answer such a question as this in general terms. A few, including some of the Teachers trained in the Mother Country, and some who have not had that assistance, are very well qualified. There are more very fairly qualified, though only a limited number, including some untrained Teachers and some who have served an apprenticeship in one or other of the Public Schools. There are a number of others who are nearly approaching the grade of competency; but there is a much larger number who have not yet reached a satisfactory stage of efficiency.

32. To what cause do you impute the deficiency of qualified Teachers? To the absence of adequate provision for training, and to the deficiency in inspection and professional supervision generally.

33. Does not the Pupil Teacher system supply the place of training? Only to a very limited extent.

34. What number of schools is there in which the standard of attainments of the head teacher, combined with the local convenience of the school, fit them for training teachers under the pupil teacher system? There are very few schools which are even suitable for the training of pupil teachers: I do not regard any pupil teacher system as a quite satisfactory equivalent for a system of training.

*By Mr. Brown.*—35. What is the actual result of the pupil teacher system as regards the efficiency of teachers trained under that system? A limited number of those who have passed through the pupil teachers' course have qualified themselves for a highly respectable position as teachers; some others have given evidence of fair efficiency; but a large per-centage have not themselves profited much by the course they have passed through, nor have they given any satisfactory return for it. The system has been in full operation for nearly twenty years, and the average number of Pupil Teachers is about 20. There are now in charge of schools, I think, 16 who have been pupil teachers, and 9 of these have obtained certificates of competency.

*By the Chairman.*—36. In respect of young and neglected children, are the qualifications of teachers of much moment? Certainly they are; children of such a description require more special aptitude in the teacher, more of what may be called personal qualifications,—qualifications which cannot be tested by a mere literary examination.

37. Have you many teachers under the Board possessed of this special aptitude for teaching the classes of children referred to in the preceding question? The qualification is a rare one in all countries, and in Tasmania, where there have been such small opportunities for developing qualifications of this kind, they are necessarily seldom met with; but there would be no great difficulty in promoting the requisite degree of competency to a reasonable extent, if only the means were available for selection and preparation of candidates.

*By Mr. Brown.*—38. Referring to your report for 1875, I find reference made to a scheme for training teachers which has been in operation in New South Wales since 1872; have you any knowledge of the result of that experiment since 1873? I know that the scheme to which you refer is still working satisfactorily, and although not regarded by the Council of Education as in any respect an adequate substitute for systematic training, it is still found to be of great use in enabling them to keep pace with the educational requirements of outlying districts.

39. Do I understand that, as subsidiary to any scheme for training Teachers which may be adopted, you would approve of the scheme above referred to being also adopted? I have already recommended, as far back as 1872, the adoption of a similar scheme which would not in any way detract from the necessity of a Training School. The advantages of such a scheme would not only assist future Candidates, but might be extended to Teachers who have already entered the service of the Board without any such preparation.

40. Referring to your letter of July, 1872, in which you suggest that Candidates for employment as Teachers should be sent to some Public School in which more or less of the essentials of School management may be advantageously studied, has that suggestion been uniformly carried out? I cannot give the Committee any definite information on this point. I am aware that some Candidates and some Teachers

have been directed to attend certain Schools, but I know nothing of the instructions under which such attendance has been given, and their preparation, whatever it may have been, has not been conducted under an Inspector's supervision.

*By Mr. Douglas.*—41. Are you aware that Mr. Smith has offered £1000 for a Training School, and could you suggest any means by which that offer could be made available in accordance with his supposed views? Not having seen the correspondence I do not know that I am acquainted with the precise terms of Mr. Smith's offer; but I have, in a letter to the Board of Education, briefly sketched out a plan for the establishment of a Training School in a simple but yet efficient form.

42. Do you know if that letter has been forwarded to Mr. Smith? I am not aware whether he has seen it. I believe he is generally acquainted with my views on the subject.

43. As Chief Inspector of Schools is it part of your duty to attend the meetings of the Board? I do not know that there is any definite understanding on the point. I always attend if I have not other business on hand, but such occasions are rare.

44. Is it not part of your duty to certify to all original appointments of Teachers? I have nothing to do with the appointments of Teachers except in cases specially referred to me by the Board. In most cases I have had to examine Candidates, and to report whether they possessed the requisite literary competency, or to what extent they fell short of the prescribed standard.

45. Have you to certify beyond their literary qualifications? I have not been required of late years to certify to other qualifications, and I have seldom had opportunities of testing them.

46. I see in Launceston there are two teachers who have been pupil teachers. How do parties get into the position of pupil teachers? The ordinary course is to advertise for candidates.

47. Are there any special masters in Launceston appointed to instruct pupil teachers? There is at present only one, Mr. Kidd.

48. How many pupil teachers has he under him at the present time? There are four at present.

49. Would you recommend any alterations in the present system of pupil teaching? There are some alterations required in any case. If a training school should be established it would be necessary to revise the pupil teacher system, with the view of making that a preparatory system, as well as the scheme recommended in my report for 1875, so as to utilise them as subsidiary agencies to a complete system of training.

*By Dr. Butler.*—50. What experience have you had in the management of training schools? My colonial experience has been chiefly gained by visiting the Training Schools in Melbourne and Sydney. At an earlier period I had some personal knowledge of the working of the Battersea and St. Mark's, Chelsea, Training Colleges, in England, as well as an acquaintance with large schools partaking of the nature of such an institution as I have referred to as being required for Tasmania,—Model Schools, rather than Training Colleges.

51. What is the minimum number of pupils who would be attached to a training school of the nature referred to for the purpose of training? Such a school as I have contemplated should accommodate not less than 300 children. The number of students in regular training would be proportioned to the number of children actually attending, much in the same way as under the pupil teacher system.

*By Dr. Butler.*—52. Will you indicate the staff required for such a training school? The permanent staff should consist of a head master, a competent male assistant, a trained and certificated mistress, a trained and certificated infant teacher, and such a number of students in training as might be required for the efficient working of the school. In addition to the above staff there would be a limited number of supernumerary teachers working under the immediate direction of the head master. The period of service of these last would vary in each case, and the place of those who from time to time proved themselves competent to be entrusted with the charge of separate schools would be supplied by fresh admissions.

53. Is it necessary to provide any boarding accommodation for the pupils at such a school? It is not in my opinion necessary to provide any such accommodation directly in connection with the institution.

*By Mr. Brown.*—54. I notice that you estimate roughly the annual cost of the Training Establishment at £600 or thereabouts. To what extent do you suppose it would be self-supporting? In the Board's Report for last year the amount of fees received at two of the Hobart Town Schools, with an average daily attendance of 190 and 224 respectively, is returned as £265 for the year in the one case, and £270 in the other. The fees, at such a school as I have contemplated, would amount to about £400 a year at present rates; and this, by slightly increasing the rate of school fees, which would be highly desirable, might be easily increased to £600 a year. There would thus be, with the £600 which I have roughly estimated as the annual cost to the Board, from £1000 to £1200 a year available for the maintenance of the institution, which is quite sufficient for the objects which I have had in view if properly laid out. The cost of the Battery Point School for 1875 is stated to have been £420 16s. 9d., including £51 14s. expended on rent and repairs.

*By Chairman.*—55. How many certified teachers remain in the service of the Board as teachers? I have no data from which to supply perfectly accurate information on this head; but, speaking from personal knowledge of the teachers in the Board's service, I believe I am right in stating that there are now eight trained and certificated teachers from the mother country in charge of Public Schools.

56. Among the teachers trained under the pupil teacher system have you men equal to the certified teachers to take their places? None of the teachers trained here under the pupil teacher system have had nearly equal advantages to those of teachers regularly trained under a good system at home. Of the 9 who have obtained certificates of competency, all are more or less well qualified for the charge of ordinary country schools, and they may be expected to improve with each year's experience. Whether a teacher, who has once been certificated here or elsewhere, continues to deserve a reputation for efficiency is a matter which depends mainly upon his personal character, but partly also upon the discipline of the department under which he works.

TUESDAY, OCTOBER 10, 1876.

MR. P. T. SMITH *examined.*

*By the Chairman.*—57. You made a proposal to the Government, which is to contribute £1000 towards the establishment of a Training School for Teachers? I did.

58. What are the conditions you attach to that offer? I stated them in my petitions to Parliament in 1874 and 1875, and again in my correspondence with Government which has just been printed. I want a Training School, and paid responsible management of the Education Department. Both, I believe, are absolutely necessary; and I should have no faith in a Training School without responsible superintendence. The present system of honorary management is considered to be a failure, and the common feeling is in favour of paid management. I am in favour of sweeping away the Board altogether, and placing the entire management in the hands of one man responsible to Government; or, if there must be a Board, I would have a consultation Board, of three members only, paid for each attendance; and I would make the manager Chief Inspector, with two Inspectors under him, thus securing intimate knowledge of all School business and prompt attention to the minutest detail.

59. Do you not think that a head in constant communication with a Board is more under check from sectarian partialities, or better protected from imputations on that score? I think that the advantages of a Board in that respect may perhaps be of some value, but think they may be overrated, as a Board is irresponsible and often nothing but a blind, and the responsibility attaching to a single authority is check enough to secure impartiality. I believe the principle of individual responsibility works well at Home and in some of the other Colonies.

*Mr. Brown.*—60. Do you make it an absolute condition of this proposed gift that either the Board of Education should be abolished and that a Minister or Head should be appointed, or that a paid Chairman should be appointed by and responsible to Government? I do make one of these alternatives an absolute condition to my offer; and I do so, because from my own knowledge of a great number of schools, and of the working of the department generally as at present constituted, I feel justified in considering it most ineffective; and I am borne out by the annual reports of the Chief Inspector, which all more or less go to show the defects of the present system and the necessity of a Training School. Beginning from his Report in 1862, recommending a Training School, down to his Report of 1874 in which he classifies the teachers, and states out of 127 teachers, 38 only are effective and 89 are very inferior or quite incompetent; and I will add, that nothing is more remarkable than that this Department should be placed under the absolute control of a set of amateurs, without one professional man amongst them, while every other department has a paid responsible head and is supposed to be doing its work properly.

*By the Chairman.*—61. Would your objections not be answered by contracting the functions of the Board and increasing the discretion vested in a responsible head, preserving the control of the Board and the direct responsibility of the chief to it? I think such an arrangement might be made to work very much better than the present; but I can conceive it would be difficult exactly to define the limits of the authority of the paid officer and the honorary Board, so as to prevent clashing; but upon the principle of the executive duties being lodged exclusively in the Manager, and the Board being a consultation body only, I don't see much objection to the plan.

*By Mr. Young.*—62. You are of opinion that under the system by which the education of the Colony is at present carried on, the Training School you wish to aid in establishing cannot be efficiently carried on? I am of that opinion; and in speaking of a Training School I do not mean the temporary affair which I hoped might be established out of hand two years ago by means of my proposed gift, but a training school suitable to the wants of the Colony, which I hoped would grow out of that small beginning.

*By Mr. Brown.*—63. Have you read the Report of the Chief Inspector of Schools, dated May, 1875, upon the practicability of establishing a Training School in Hobart Town? I have.

64. Would the plan proposed in that Report meet your views? Yes; all that I am anxious for is that a beginning should be made at once towards rectifying the inadequacy of the present teaching power of the Colony, instead of waiting for the establishment of a regular training school; and I hoped my offer would have been accepted long ago on some such plan as the Chief Inspector's.

*By Chairman.*—65. You are of opinion that the system as at present in operation is gravely defective, and that its defects are principally in teaching power; to what causes do you impute the defects in teaching power? To the absence of all proper instruction in the method of teaching mainly.

66. Do you not think that it also lies in the poverty of remuneration to teachers in the lower grades? I do, but in a less degree, as a considerable amount of skill is quite consistent with moderate wages if the means exist to impart skill; but the present pupil teacher system affords very little good training, hence the bad quality of most of our teachers.

67. You are understood to have intimated a decided opinion as to the selection of a Chairman of the Board or Manager, and any such condition has been an impediment to your offer being accepted. Have you any explanation to offer? I have never entertained a thought on the subject beyond wishing for the best man that can be got, and at the same time contending for the superior claims of the Chief Inspector over everybody else in the Colony in point of capacity, standing, and experience; but if a better man can be got out of the Colony the cost ought to be no hindrance, this department being so much before every other in importance, and the only one gratuitously managed.

FRIDAY, OCTOBER 20, 1876.

MR. M'PHEE, *examined.*

*By the Chairman.*—68. You are a Teacher under the Board of Education at Battery Point School? I am.

69. For how many years have you been engaged under the Board? For sixteen years.

70. You are a Trained Master from Home? I served as a Pupil Teacher and attended Glasgow Established Church Normal Training College for one year as a Queen's Scholar.

71. You have had an opportunity of observing the general qualifications of Teachers in the Colony? Yes; I have come into contact with a great many.

72. What is your opinion of the teaching power of the Colony under the Board of Education? With reference to School management and to the art of communicating knowledge, I think the standard is low. Perfect candour requires me to add that my opportunities of observing Teachers at work have not been extensive. I found my opinion chiefly upon conversations with Teachers, and upon questions which have been put to me by them.

73. Have you considered the causes of its being so, or the remedy for it? The causes are easily seen; the profession is taken up without previous training. So far as my experience goes, an improvement has taken place in the last few years. There are more young men and women who take up the profession as a profession.

74. Do you think that subsisting arrangements under the Board of Education are sufficient to bring the Pupil Teachers up to the standard of efficiency? The subject of training must be considered from two points: there is the literary training, and training in the art of teaching. As regards the first, I think the present arrangements sufficient to give a young person a start; but respecting the other I think an alteration is wanted. Under existing arrangements the Head Teacher is precluded by the pressure of other duties from giving that amount of supervision to his Pupil Teachers which is necessary to prevent the formation of bad habits. From the same cause he is unable, so frequently and regularly as is desirable, to give them opportunities of observing his own method of teaching.

75. How would you find a corrective for what you point out? The corrective might be applied in several ways: the question would be simply one of expense. A very obvious and, I believe, effective remedy would be the appointment of assistant teachers, qualified by their character and attainments to take charge of the senior classes, while the head teacher was otherwise employed.

76. In what way could a Training School in Hobart Town and one in Launceston be made a means of correction? Supposing provision to have been made for the better training of pupil teachers during apprenticeship, the functions of a special Training School would be chiefly of a supplementary character; viz.—to give to passed pupil teachers and others about to be appointed to the charge of village and bush schools an opportunity of learning by observation and practice a system of management suitable for those schools. The circumstances of these schools differ so widely in many important particulars from those of large town schools, (*e.g.*, in the number of classes per teacher, the supply of school furniture and apparatus) that a young teacher will, on taking charge of a village or bush school, even after a thorough training in a large town school, find himself in a novel and difficult position. Instead of having one or, at most, two classes to teach, he may have four, or even more; instead of having a plentiful supply of maps, black-boards, &c., he is supplied with one black-board and a map of the world; all other things on a similar scale. The problem he has to solve is,—how, with these aids, to teach the subjects prescribed by the programme of instruction to the various classes, giving a due amount of attention to each class and to each subject. It seems to me that, for some time to come, the most beneficial work of a Training School would be to furnish to young Teachers a practical solution of this problem. At the present time I am entirely ignorant of the scheme proposed by the Chief Inspector of Schools, on which I am invited to make remarks; and therefore I may find it necessary to change or modify my own opinion when I have an opportunity of becoming acquainted with his. But at present I can imagine no better plan than to attach to an existing School in Hobart Town, and also in Launceston, a (real, as regards furniture and apparatus) Model Village or Bush School, in which Teachers to be employed in such Schools might undergo preliminary training.

77. Are you of opinion that the inducements under the Board of Education are likely to bring efficient Teachers from abroad, and thus obviate the necessity of local provision for training Pupil Teachers to the profession? No.

*By Mr. Douglas.*—78. In this Colony a Pupil Teacher is in no way bound to the Board of Education to the Teacher under whom he is placed? No; I believe not.

79. Would you recommend that the Pupil Teachers should be in some way bound as apprentices? Yes, because it is but fair that the Board of Education, which has paid them, and the Teacher who has taught them when their services were of little value, should have the benefit of the improvement which tuition and experience have produced.

80. When these Pupil Teachers are under training do they receive any assistance from the Government? The males receive £15, £20, £30, and £40 per annum. The females receive £15, £20, £25, and £30 per annum. The increase of salary is contingent upon passing an examination in certain prescribed subjects. The Master is also paid for teaching them out of school hours. This payment is subject to the above-mentioned contingency. The sum is for one, £3; for two, £12; for three, £15 per annum.

81. Will you give us your views on the scheme proposed by Mr. Stephens for the establishment of a Training School? As the time I have for consideration is brief, it will, I think, be advisable for me not to attempt to discuss the scheme as a whole, but rather to take the paragraphs of the Chief Inspector's letter *seriatim*.

I. Calls for no remark.

II. The amounts would certainly not be less than those stated.

III. I have already said that, in my opinion, an ordinary (town) elementary school does not, and cannot, in many points of vital importance serve as a model for a bush or village school. The greater does not always include the less. A man whose experience had been entirely gained in square-rigged ships would still be a tyro in a fore-and-aft schooner. Mr. Stephens's plan may, however, include what I think necessary. At all events it may very easily be made to do so.

IV. V. VI. Admitting that the plan here proposed is capable of accomplishing the special object in view, I cannot but feel that in another direction its operation would not only be injurious, but moreover unjust. That the teaching staff of a training school should be the best procurable is necessary; that people living in the vicinity of the training school, and able to pay the required fee, should secure for their children a first-class elementary education is certainly not a matter for regret: but that these advantages should be gained at the cost of children in Hobart Town and Launceston, who, from distance and other causes, might be unable to attend that particular school, must be regarded as unfair. If I rightly understand the proposal, it is intended that in existing schools in these places the assistants shall be mainly, if not entirely, paid monitors who shall be on probation, and liable so soon as they have proved themselves capable teachers to be removed to the training school. The result is obvious and unavoidable.

VII. Calls for no remark.

VIII. IX. Most men who have given any thought to the question of education in Tasmania will heartily agree with Mr. Stephens's conclusions.

*By Chairman.*—82. In your view is it of much or little importance what the character of the teacher's power may be in respect to young children or children whose education has been postponed? The younger or less advanced in proportion to age of the children, the higher should be the qualifications of the teachers.

*By Mr. Young.*—83. Do you consider that the present system under the Board might be amended so as to secure a better provision of Teachers? The present system might be improved.

*By Mr. Douglas.*—84. Would there be, in your opinion, in Hobart Town or Launceston a sufficient number of pupils to justify the appointment of a special master to superintend the training of pupil teachers? I think not.

85. You would recommend that pupil teachers should be employed in country schools in which the number of scholars would justify it? I would recommend that pupil teachers should be employed in those country schools in which the qualifications of the master and the size of the school would justify it.

FRIDAY, NOVEMBER 3, 1876.

MR. P. T. SMITH, *re-examined.*

*By the Chairman.*—86. Can you add to the evidence you have given to the Committee with respect to the conditions which you attach to your offer to contribute £1000 towards a Training School? Is it a condition that the Board of Education should be swept away? It is not a condition that the Board should be swept away.

87. Is it an indispensable condition that the Board should consist of 3 members only, and that they should be paid? No.

88. Is it indispensable that the Manager should be Chief Inspector? No.

89. Or that there should be three Inspectors? No.

90. Do you insist upon a paid Head or Manager specially and exclusively devoted to the Department? Yes, that is an absolute condition.

*By Dr. Butler.*—91. What do you suppose that officer's salary should be? The officer should give his whole time to the performance of the duties of the Department, and his salary, in my opinion, need not be more than £100 per annum beyond the salary of the present Chief Inspector.

92. Would he be subordinate to the Board? No: he should be co-ordinate with the Board; and the Board should be as much as possible a consultation body only.

93. Unless the Government accede to there being this paid officer, you do not consider your offer binding? I would say that I have no special plan of management, but that I think it advisable to require paid responsible management of some sort. But I believe the suggestion I have made of a Board of three members, paid for each attendance, acting co-ordinately with the paid manager, would be a practicable scheme, and an immense improvement on the present unbusinesslike and costly plan of gratuitous service; but I am ready to entertain any proposition if my conditions are considered unreasonable or premature.