

CHIEF POINTS OF EVIDENCE.

The chief points of evidence submitted may be concisely set forth as follows:—

CONTROL AND ORGANISATION.—Questions 1 to 3.

There was considerable divergence of opinion, but the chief suggestions put forward may be placed under four categories:—

- (1) The continuance of the existing system.
- (2) The establishment of boards constituted on the basis of existing denominational control.
- (3) Public undenominational boards.
- (4) Co-operation of the churches in the establishment and management of inter-denominational schools, without, of necessity, the constitution of *ad hoc* boards.

The evidence was overwhelmingly in favour of the establishment of school committees.

TRAINING OF TEACHERS.—Questions 4 to 9.

The evidence was almost unanimous that training should go hand in hand with religious teaching. Church bodies and the joint committee of the European teachers' associations were not in favour of the control of training institutions by the State.

(1) *Supply of Teachers.*

There was no convincing evidence of a shortage of teachers for work up to Standard IV. The supply of teachers qualified for work in Standards V and VI has not, however, kept pace with the demand.

The low salaries paid have adversely affected the quality of the candidates coming forward to be trained as teachers.

(2) *Standard of Entrance to Training Courses.*

Many opinions were expressed that the standard of entrance should be raised, but the evidence on the immediate practicability of such a step was not convincing.

(3) *Age of Admission to Training Courses.*

The evidence submitted was not in favour of any age restriction.

(4) *Length of Training Course.*

The length of the course is satisfactory; but it was felt that the Department should take steps to secure a greater measure of uniformity in conducting the Standard VI examination and that candidates obviously unsuitable for teaching should be eliminated during the first year of training.

(5) *Syllabuses of Instruction in the Teachers' Courses.*

There was general agreement that the existing syllabuses of instruction were satisfactory. Witnesses who urged a more practical bias to the courses were unaware that there was due provision in the courses for such a bias. The prime necessity was felt to be the adequate equipment of the training institutions to give the necessary practical instruction.

(6) *Hostels.*

The feeling was general that the existing training institutions and secondary schools were greatly hampered in their work by the almost complete lack of suitable boarding facilities.

SCHOOL CURRICULA.—Questions 10 and 11.

(1) *Primary.*

There was no complaint against the syllabus in operation, except that the practical subjects of handwork, gardening and domestic science should be emphasised. Further, it was suggested that there should be a special syllabus for one- and two-teacher rural schools.

(2) *Secondary.*

No evidence was submitted to justify differentiation between the secondary syllabuses for European and coloured schools. The variety of available courses of instruction makes possible the introduction of sufficient practical subjects. On the other hand, there should be no barrier to entrance upon an academic course for pupils who desire it.