

180. If you had all these schools below 15, and an application was sent to the department that there was an attendance of all such schools of so-many, the amount could be paid easily without reference to the capitation allowance, and would not be a disturbing factor, would it?—If the schools remained the same size always it would not be a disturbing factor.

181. You allow the same salary in schools of 15 to 19, where a male or female teacher may be employed with a minimum of £80?—The same salary up to a school of 20.

182. On page 5 you say that the proposed salary of a teacher in New Zealand for a school of 20 is £120: here you give it as £118?—There is a capitation of £2, so that it is £118 *plus* £2.

183. The Boards to have the appointment of teachers as now?—Yes; subject to the conditions in the Act.

184. They may appoint either a male or female, at discretion?—Yes.

185. I suppose when the Board appoints a male the salary will vary in a school over 19 and under 35 from £120 to £150, and in the case of a female from £104 to £134, or a difference of £16?—If the male be a single man he has not such a large salary.

186. You recognise that a school between 20 and 35 can be worked £16 cheaper on your own scale by a female than by a male?—Yes.

187. How many schools are there in the colony with an average attendance over 19, but not over 35?—Last year there were 483.

188. Who will have the difference of salary, assuming the Board appoints a female instead of a male? Will Boards or the Government?—The assumption in drawing up this estimate is that the proportion remains as it is at present.

189. Would you prefer to see in schools of from 20 to 35 a male or female teacher?—It depends on the physical strength of the female in a school above 20.

190. *Mr. Gylfedder.*] And I suppose upon the locality?—Yes.

191. *Mr. Hill.*] Do you consider a school understaffed at 35 with one teacher?—I think it is a very great strain upon a teacher if he has all classes, and I should certainly begin there with an assistant.

192. *Mr. Weston.*] How would a pupil-teacher or a monitor do at 30?—I have seen monitors both in England and here, but I do not think it is desirable to use monitors.

193. *Mr. Hill.*] How many do you consider an assistant master ought to be able to teach—say, pupils of the same standard?—It depends on the standard you adopt as to the amount of individual attention that should be given. There is individual attention even in class-tuition, and it is a question which must enter largely into the matter of staffing. Another factor is the standard of intelligence you expect to develop. The question is a difficult one, but I think the number of pupils per teacher should be somewhere between 30 and 40—that is, in one class of the same standard. In London the number per teacher is 34. The proposed scale is more liberal than the existing ones.

194. *Mr. Davidson.*] Would not the strain upon a teacher to secure attention in a class, to maintain order and discipline, be very much greater in the London schools than in the schools in New Zealand?—Yes; I think there is an element of truth in that, at all events. I will say, in some of the London schools. Of course, it depends on the class of schools. In the smaller schools in London, mostly situated in the suburbs, schools of 250 or so, it is quite as easy as in New Zealand schools. Children of tradesmen, artisans, &c., go to these schools, and they compare fairly well with the children we have in our schools.

195. *Mr. Hill.*] Do you think a woman could manage a school between 20 and 35 as efficiently as a man could manage it in regard to the matter of discipline and training?—The two things are quite distinct.

196. But would you put men and women on an equality? Do you think that a woman could manage a school below 35 equally with a man?—I think it would be a case in which the Board should have the choice as to whom it should appoint. The local circumstances differ. On the ground of discipline, take the average school in New Zealand: my experience, gained in England and New Zealand, is that the New Zealand child does not require so much strain on the part of the teacher in order to preserve order and discipline. Generally speaking, a woman would not have much trouble in regard to discipline.

197. Have you found from your own experience that there is less efficiency in schools below 35 controlled by mistresses than in schools controlled by masters?—The efficiency of teaching depends on the individual. You can get very good discipline and very fair teaching sometimes without reaching the highest point of efficiency. I think that, generally speaking, not only as regards the question of discipline, but as regards teaching, at about 30 it is better to start with a man. But I say, without reserve, a woman could manage a school up to 30, and with very few exceptions up to 35.

198. You say a woman must hold the same certificate, and you propose to penalise her in the same way for classification?—Yes.

199. Do you find that women obtain their certificates more easily than men?—That is a rather difficult question to answer. You can only judge on a large scale by the candidates presenting themselves, and by the number of failures. I say that women do not obtain their certificates so easily.

200. You recognise that women must work as hard as the men to obtain their certificates?—Yes.

201. You are equally satisfied they could manage a school up to 30?—Yes.

202. And, under special conditions, up to 35?—Yes.

203. If women have to toil like men, why do you propose to penalise them?—Because the average wage-earning woman has not so many depending on her, and you must take into account the number of people dependent on the wage-earner.