

16. Do you know the requirements of the department?—No.
17. Then, if you do not know the requirements you cannot say as to whether they are insisted upon?—Practically, I know of no special requirement that is insisted upon.
18. A sewing-mistress is only required to teach sewing, is she not?—Yes.
19. Are there any difficulties connected with this? Do you know of any difficulty in any part of New Zealand in getting sewing-mistresses?—No. I have not looked into the question.
20. What is the staffing allowed in Nelson in a school of from 50 to 100?—A school of 51 is allowed a teacher and a probationer, remaining at that until the school reaches 66, then one teacher and two probationers, or one assistant; at 96, one teacher, one assistant, and one probationer.
21. *Mr. Mackenzie.*] It is proposed to ask the parents to make up any difference over what the capitation grant comes to: do you think it is within the ability of parents to do so?—Yes, if the board and lodging were assessed at so-much per annum.
22. How much would you say?—It would vary very considerably, as the schools differ very much. Roughly speaking, I should say it would be worth about £30; but, on the other hand, in many of these schools the teachers practically earn their board and lodging by the work they do in assisting in domestic duties outside of school-hours.
23. Do you think it is better to fix this scale for them, or to treat such localities as special districts?—I should endeavour to prevent "sweating," by not allowing them to receive such low salaries, even if they were willing to take them.
24. *Mr. Stewart.*] In the interest of education, what is your opinion as to the establishment of a colonial scale?—I think it is very desirable.
25. Have you any house allowance?—No.
26. None whatever?—No.
27. Are there any schools in the country districts of Nelson where there are no houses attached—I mean the ordinary established schools?—I cannot be quite certain.
- Mr. Hogben:* Twenty-two altogether, reckoning only schools over 20.
29. *Mr. Stewart.*] Would it be possible to establish anything like a just and equitable scale unless we take the question of house allowance into consideration?—No, it would not.
30. In this educational district in some places there is not only a residence, but a very large piece of ground, sometimes 10 acres in extent, attached, and a considerable income is made off that ground: is that not so?—Yes, that is so.
31. Does that weigh with teachers in connection with appointments?—Yes, it does.
32. You stated that in these aided schools many of the teachers performed household duties?—Yes.
33. Are they satisfied with that state of affairs?—No; they often complain greatly of it.
34. It was given in evidence that the teachers in that class of schools only perform these household duties if they like: is that so?—In some cases.
35. Do you not think it would be better if the Board were to say that no such duties were to be performed?—Yes.
36. Do you think that would be a reliable protection?—Yes.
37. Is it a fact that in the present state of affairs the teacher would be placed in a very invidious position if she refused to perform these duties?—Yes.
38. You consider your teachers in the household schools in a serious difficulty in regard to this matter?—Yes.
39. With regard to the difference in duties of town and country schools, supposing in a country school of 37 or 38 you had a headmaster and an assistant, and on the other hand in a town school you had an assistant with a class of 50 to teach, would the work of the latter be more arduous than that of the assistant in a country school with all the standards?—That is a question I am not able to answer, seeing that I have not had experience in a country school. I could simply go by what I have been told by other teachers.
40. Have you had a teacher who had been in a country school such as I describe, and afterwards been an assistant of your own?—Yes.
41. What was his opinion?—That the country-school teacher has the easier position.
42. Have you had more than one case of that nature?—Yes.
43. Is there any considerable nervous strain in managing large classes in town schools?—Yes.
44. Which children do you think are the hardest to manage, town or country children?—I should say town children.
45. With regard to the subdivision of the schools, you think that subdivision should not exist?—Yes.
46. You think there would be a gain in efficiency if amalgamation took place?—Yes.
47. Do you attach any value to the actual work of practical science in your schools?—Yes.
48. Do you think it has a great educational effect?—Yes.
49. Do you believe such work possible in small schools?—No.
50. *Mr. Hill.*] What is the present average attendance of your school?—283.
51. You could manage more pupils without any difficulty?—Yes.
52. Do you think there is an advantage in having separate departments for boys and girls?—No; I am not able to see any advantage.
53. You are not in favour of separation?—No.
54. Would you find it difficult to organize a school where the boys and girls are merged?—Of course, there would be a certain amount of difficulty at first, but it could be overcome.
55. Would you expect a larger salary in such a case?—I should be perfectly prepared to continue with my present salary.