

rally speaking, that a master is in many respects to be preferred, principally on account of the control he exercises.

595. He has more influence, you think?—Yes; a stronger hand, and more moral influence and force over children.

596. If the boys and girls occupied a combined school, similar to the infant-schools you have, do you think it would be a disadvantage?—I rather prefer the present arrangement for the girls as they grow up from the Third Standard and upwards.

597. I ask those questions as I see the number of boys receiving education in the Central School is about the same as the number of girls in the Toitoti School, is it not?—I think there are rather more girls than boys.

598. On the other hand, the cost of staffing in the Central School is about double. I assume that is owing to the smaller salaries paid to the female teachers?—Yes. The headmaster of the Boys' Central School receives £330 a year, and the headmistress of the Toitoti School £175, and the others in proportion.

599. And yet you say the efficiency is equal?—Yes. I think our returns show that, as far as one can judge from examinations.

600. Are you acquainted with the aided schools?—I do not know much about them.

601. If the assistance that is now rendered to the household schools, or aided schools, was withheld, are you of the opinion that the children would not be educated?—I am afraid so.

602. Do you think the settlers would be unable to find governesses or tutors, or to send their children to places where they would receive education?—A proportion of them would not be educated at all.

603. Then, you think that at least some of them would be unable to send their children to other schools, or provide means for their education?—Yes.

604. *Mr. Gilfedder.*] You approve of a colonial scale of staff and salaries?—Yes.

605. You consider that it would be a marked improvement in an educational district such as this?—Yes.

606. You think that without a colonial scale of staff and salaries the extra capitation of 5s. would not make any material improvement in the salaries of the teachers in the Nelson District, seeing that with a £3 15s. capitation grant now you receive £17,500 odd, and a £4 capitation grant would mean only £1,100 more: it would not make any material difference, you think?—I think it would, some difference at all events.

607. Would it not make a considerable difference under a colonial scale, where instead of getting an extra 5s. you might get £1 5s., seeing that some of the Boards would not get 5s. as they do not require it?—Yes, of course it would.

608. With regard to the appointment of teachers, are the names of certificated applicants sent to your Committee?—Yes.

609. And does the Board usually act on the recommendations of the Committee?—Yes.

610. Your Committee would be in favour of the removal or transfer of teachers if it was practicable, and for the benefit of the Committee and teachers alike?—Yes.

611. I suppose your Committee has had no experience with regard to the exchange of teachers?—I do not think so.

612. As to the cost of living, is it not a fact that the cost of living will vary in every educational district as well as Nelson, between town and country?—Yes.

613. Do you consider it possible that we could have a dual scale for districts where the cost of living varies?—Yes.

614. Did the Nelson Board ever try that?—I cannot say.

615. With regard to house allowance and buildings: I hear that in the majority of cases residences are provided for the teachers?—Not in town.

616. You give them an increased salary in the town on that account, do you?—I do not know; I do not think so.

617. Do you give them house allowance?—No.

618. I understand the Committee get a very liberal allowance from the Education Board for the purpose of repairing buildings?—Not so very liberal, so far as I am aware.

619. Not as liberal as you would like?—No, though we manage to make both ends meet. For anything we require we apply to the Board if the cost is over £5.

620. When teachers from other districts apply for situations, do you place them on the same footing as your own teachers: for example, you do not boycott them?—No; on the same footing.

621. Are there many from other districts who get appointments here?—Yes.

622. Do you know of any teachers from this district who applied for positions in other districts and were refused on account of their being outsiders?—No.

623. Do you consider a male teacher should have preference to a female in the larger schools?—I was speaking more of headmasters than subordinate teachers.

624. Do you consider a female teacher equally efficient to a male teacher in a small country school where the circumstances are not such as would necessitate the appointment of a male teacher: would not the female be quite as efficient to take a number up to, say, 30 or 40?—I think, all things being equal, a male teacher is to be preferred to the female.

625. Is it not the case that your Committee discourages the appointment of male teachers?—No.

626. I find that your teachers in the town schools are for the most part females, is that not so?—Yes; in the four young schools—the side-schools—that is so. In the case of these schools—infant-schools—perhaps a female may be better to look after the little ones.

627. With regard to pupil-teachers, does your Committee favour or discourage the appointment of male pupil-teachers, or are they indifferent?—We encourage male pupil-teachers when we get any applicants.