

10. Your evidence goes to show an entire want of consideration for local needs on the part of the Board?—Yes.

11. You have expressed somewhat sweeping views in regard to education, and made comparison with the Old Country: do you mind telling us what your qualifications are to express these opinions?—I had a public elementary education in the Old Country, and also a private-college boarding education, and then I went to King's College, in London. I do not think I was anything exceptional, but when I was fourteen I left the public elementary school, and before that I had taken six sciences at South Kensington. I do not know of any here who would do that. They do not start so well here, and the system is not so thorough. I think the children are more like phonographic records than educated children.

12. Mr. Milnes gave it as his opinion this morning that our primary system compared more than favourably with the Home system, and that we are also getting good value for our money?—If Mr. Milnes said that we are getting a better system than that of the London County Council, I cannot understand it.

13. *Mr. Kirk.*] You say, in addition to the other matters referred to, that an assistant teacher was sent to you for twelve months without your Committee being consulted?—We were not only not consulted, but our recommendation was deliberately ignored.

14. Before the appointment was made, did the Board in any way consult you?—No. We simply wrote saying that Miss So-and-so had been granted twelve months' leave of absence, and that we recommended the next female assistant be appointed in her place, and that a supply be sent to take the place of the one who had been moved up. They replied that in the Inspector's opinion she was not suitable, and they sent a teacher who had never had an infant class in her life.

15. Was this appointment for more than three months?—She was appointed to a position that was vacant for twelve months.

16. We may take it that your experience has been that the Boards do not exercise their functions in a sympathetic manner?—I do not say that altogether. I say their functions are practically useless ones, which could be cut right off the education system. I think they do their best according to their lights.

17. *Mr. Poland.*] You have been a candidate for Education Boards?—Yes, merely with the idea of stirring things up.

18. You do not approve of the election of Education Boards by School Committees?—No. I would like to see them, if possible, elected on the same franchise as any other local body. I think that would bring them more into contact with the public.

19. Do you think if you had Boards elected in that way you could dispense with the functions of the School Committees?—I think both could be wiped out without any loss to the system—I think that honestly and sincerely. All we want is a local manager to run round occasionally.

20. *Mr. Kirk.*] Do you know of any schools which systematically fumigate their buildings?—Not a fumigation. We have had a dozen epidemics since we started, and there has been a fumigation after each. Our practice is to have a strong carbolic disinfectant spread over the floor overnight after the school is closed. That is swept up in the morning, and that keeps the place pretty clean.

21. You know the Kai-iti School in the Gisborne district?—Yes.

22. You do not know of any epidemic in connection with the school?—I have heard of none arising out of any defect in the school itself.

23. Do you know, as a matter of fact, that the School Committee has the building itself fumigated with sulphur every term while the children are away?—I do not know that; but I think something of that sort would be necessary in some of the older schools.

24. *Mr. Davidson.*] Do you think that the teaching service is less popular than other branches of the public service?—Naturally; it is the worst paid.

25. Is there any other reason?—For instance, I would not be a teacher under the present system, to be pulled about by Boards, and Committees, and Inspectors at the salary they pay.

26. You think the multiplicity of masters is really largely responsible for the unpopularity of the service?—Very often, no doubt. I have known of teachers appointed to a district practically against the public wish there. The consequence is a change of Committee makes it very interesting for that teacher.

27. Would you place the Inspectors of the Dominion under the Central Department?—Certainly, and I would keep them wandering round the Dominion—not circulating round one small district all the time.

28. Do you know that in the Australian States that is the system adopted?—I understand they have State Inspectors only.

29. You understand the State is divided into inspectorial districts?—I do not know much about the districts on the other side. I will take the London County Council, for instance; they have Inspectors, but they merely go round on what are called "surprise visits," seeing that the rolls are properly kept, and that the schools are clean; but His Majesty's Inspectors are employed by the Education Department. They would not trust any Board Inspector, and they would not give any capitation on an examination by a Board Inspector. He is only the servant of the particular Council he is working for.

30. If School Committees were abolished, and their duties were performed by the head teacher, who would be allowed to spend the maintenance grant in attending to the sanitary arrangements and so on; do you think that would be better than the present School Committee system?—If you are going to wipe out Boards and Committees and start afresh, I would say Yes.

31. Do you think that would make the teaching service more popular in New Zealand?—It would certainly mean putting the teacher in a position of some self-respect and independence. At the present time some of the Committees seem to think they own the teacher, body and soul, in school and out of school.