

the subject, and we took it that the Department had conceded the point that we had remonstrated upon. But it appears the Department has gone from it.

241. Just tell us the position now with regard to technical education. I understand that you were willing that technical education should be introduced into the College?—Yes, decidedly.

242. And you have had correspondence with the Government on the subject, and you understood you had come to a compromise?—We understood so.

243. Will you tell us what were the terms you came to?—That we would give two hours and a half per week instruction. At one date that was conceded, but I suppose they have overlooked it. There is no reason why it should not be carried out. We say it is easy enough to increase the time to be devoted to technical education afterwards if we find it can be done. But the Department wishes us to give every scholar four hours per week instruction. We thought that was too much, and also that they should allow us discretionary power in the selection of the boys to whom we should give still more time to technical education. Our work has caused an immense deal of labour and anxiety, and I for one did not like the idea of jeopardizing the work of the school. I began keeping school at Otaki, and I had my boys doing a certain amount of work every day. Then we only gave half the day to school. Apparently the Maori parents got tired of it. They said, "We do not send our boys to you to teach them work; we can teach them at home. We send them to you to learn what we cannot teach them." I know it was distasteful to them. The boys at Te Aute are kept hard at work one way or another. They do a great deal in assisting the housework and in keeping the place tidy, and so forth. You will go at certain times and see these boys with aprons on, working away like any cook or servant, and they do it cheerfully. It is taken out of their time. You never see the boys idling about. If they get out of school away they go to the play-ground. If the Department will allow us to try technical education at the reduced amount of time it would be easy enough to increase it afterwards, and if we saw we could do it judiciously we would be only too glad to do it. But, certainly, we are very jealous about risking the school.

244. May I put it in this way as regards technical education: that you would prefer to see the present system carried on, but if the Education Department presses for the introduction of technical education you will do all you can to meet them?—Certainly. We were in hopes a few years ago that the Government were going to have technical schools pure and simple. I would be glad to see the Maoris taught properly to work at carpentering and blacksmithing, or anything else, but not at the sacrifice of their education.

245. What is the system of admission of boys into the College?—Those who wish to come send in an application. Then we send them a printed form to fill in. I produce a copy of it [Exhibit No. 21]. We like to give boys of parents interested in the estate the first chance, and they are admitted according to circumstances. Those who apply early we take early; we give them preference. Each case is carefully weighed by Mr. Thornton and myself.

246. You confer with Mr. Thornton?—Yes.

247. What is the carrying-capacity of the College?—We would like to keep it down to seventy-five pupils if possible, but it is a difficult matter. We have been up to eighty-five, and then we had complaints about the sanitary condition of affairs. I said at that time that I must leave to the Department the responsibility of sending some of the boys home, and they did not like to accept such a responsibility.

248. How many boys have you now?—Seventy-two or seventy-three. There is one boy from Te Hauke who is away ill.

249. Is the College advertised in any way?—No. It advertises itself, I think. If it was we might get crushed out. The people understand generally to send their applications in. We try all we can to stimulate the Government schools, and I think we have done a great deal in that way.

250. Will you kindly give us shortly the history of the Hukarere School?—As I said before, we were able to draw out of the family funds used for buildings at Te Aute, and we started this school at Hukarere, and, as they were funds that we could exercise more control over, being private funds, we devoted them to this object. The first building we erected out of these funds, and carried it on as a distinct school—more or less a private school—until it was affiliated with Te Aute.

251. The property on which the school is built has been transferred to the Te Aute trust?—Yes.

252. It is an accretion to the trust, and Hukarere School was built by private moneys, and has been handed over as a free gift to the Te Aute trust?—Yes.

253. Does any of the income of the Te Aute Estate go to maintain that school?—Yes.

254. About how much?—It varies very much. It is all shown in the accounts.

255. Do any of the funds of the Te Aute Estate go to support any other school?—No.

256. I see in 1892 an Act was passed called the "Hukarere Native Girls' School Act," under which the trustees were authorised to expend a portion of the income of the Te Aute trust in maintaining the Hukarere School?—Yes.

257. Who keeps the accounts in connection with the Hukarere School?—Miss Williams has control over them, and she is assisted by others.

258. And these accounts are sent to the Diocese of Waiapu and to the Synod in the same way as the other accounts?—Yes.

259. They are audited and so forth?—Yes.

260. Who has the appointment of teachers in that school?—Miss Williams has the principal control. She confers with others. She often consults me upon the conduct of the school and the appointment of teachers.

261. You and Miss Williams are responsible for the teaching in that school?—Yes.

262. The trustees simply hold the property and leave you to manage it as in the past?—Yes. They have shown every confidence in me so far.