

The appliances used are those to be usually found in most well-ordered households.

Most of the pupils on leaving school return to their own homes. Some have been in domestic service and worked well. One is now a trained hospital nurse. Many of them have married and settled down in homes of their own. The style in which they live varies very much, some districts being more advanced in civilisation than others; but I believe there is an increasing tendency to prefer European houses.

Of course amongst the large number of young women who have passed through Hukarere there is sure to be a proportion of failures, but judging by what we hear of our old pupils from time to time I should say that in the majority of cases the instruction received is not by any means thrown away, and I am told by competent judges that there is a perceptible difference in manners and habits between those who have been in the school and those who have not.

J. B. Fielder, Esq.

Yours, &c.,

A. M. WILLIAMS.

DEAR SIR,—

Napier, 9th August, 1898.

In view of a meeting of my co-trustees being held, will you kindly inform me whether the pupils of the College under your charge are receiving any technical instruction in the following subjects: (1) Practical farming and general pastoral and agricultural pursuits; (2) working and manufacture of articles in timber, metals, or clays; (3) music, and voice-culture for either elocution or singing; (4) any other subject in art or science; and, if so, what has been and what are the results of such technical training, and also what practical result has such training had on the lads in after life. Kindly give the names of any persons who are now engaged in occupations resulting from such education.

Will you kindly state what course of life as a rule the pupils on leaving your College resort to, and whether any, and, if so, what percentage, of them return to the pas of their parents or friends and fall back into the general habits of the Natives.

It would materially assist the trustees if you would give me expression of opinion as to the value of technical instruction to the children of the Native race. From your practical knowledge of their capabilities to receive and benefit by such instruction, such opinion would be of great value.

Will you kindly state what appliances you have for imparting instruction under the several headings as given above.

No doubt any suggestions made by you as to improvements will receive the earnest consideration of the trustees.

An early reply will oblige.

Yours, &c.,

J. B. FIELDER,

One of the Trustees.

The Ven. Archdeacon Samuel Williams, Principal, Te Aute College, Te Aute.

NOTES ON TECHNICAL TRAINING AT TE AUTE COLLEGE.

5th November, 1898.

(1.) The question of technical training has received much attention for years past.

(2.) It has not been found practicable to give any systematic instruction in agricultural or pastoral pursuits. It is difficult to see how such a system could be successfully worked in connection with the present scholastic course. To attempt both would most probably result in neither being efficiently worked.

(3.) An attempt in this direction was actually made many years ago, but it did not prove a success. Moreover, the Maoris themselves raised objections to it on the just ground that they were quite able to instruct their young men in ploughing and agriculture. It is a well-known fact that in field operations Maoris can hold their own against trained English hands.

(4.) The object steadily kept in view by the management for many years past has been to provide for the Maoris a thoroughly efficient secondary school, where Maori youths of promise may receive an education on the same lines as those prevailing in the English secondary schools of the colony. It has been a work of much time and labour to bring the institution up to its present standard, and it is therefore most important that no experiment should be tried or step taken which would risk its efficiency or lower it in the estimation of the Maoris.

(5.) As regards English secondary schools of the same rank, no attempt has been made in any case to introduce an agricultural and pastoral section. To meet any demand in this respect, the Agricultural College at Lincoln has been established.

(6.) But while no attempt has been made to turn schoolboys and students into sheep-farmers and agriculturists, considerable time and attention has been devoted to teaching the elements of carpentering and gardening. A large workshop, a pavilion, a meat-house, and a boat-shed have all been built by Te Aute boys on the College premises, under the superintendence of the masters. In addition to these, regular carpentering classes are held, and numberless odd jobs have been done by the boys about the place for many years past.

(7.) The object aimed at has not been to turn finished tradesmen, but to give boys such a knowledge of the use of ordinary tools that when occasion arises they may be able to turn their hands to any plain work demanding the use of saw, plane, chisel, and square.

(8.) In addition to this regular instruction and practice in carpentering, a party of boys under the personal superintendence of the headmaster is engaged for an hour every morning in the gardens and grounds. This is regarded as an integral portion of the school course.

(9.) Singing receives due attention as part of the school course. The tonic-sol-fa system is employed, and results are tested annually by the Inspector.