

encourage us, that if it succeeds it carries a course of education—difficult as it may be—into the whole mass of the Native population, and, it appears to me, such an education as is suited to the emergencies of the present time and circumstances. But if it only partially succeeds, and paves the way to something better, as no doubt it will, is it not worth a trial? And nothing will tend more to improve their moral and social condition than schools. I repeat here what I have before expressed in former letters to the late Colonial Secretary, Mr. Fox, and to Mr. Taylor, that it is my belief that “schools will give the Government an immense moral influence in the country, such as is not to be attained in any other way.” The present proposed organisation has above all this to recommend it, that it carries with it the sympathy, approbation, and co-operation of the Natives in every part of this District. They think it practicable, and are persuaded it will be beneficial to their children, and they are eager for its adoption without delay. I have not so much as heard an objection raised against the scheme by any Native in the District. The plan obviates every objection and difficulty we have had to contend with in the Native mind, namely, being obliged to send their children when young from home to be educated, it may be, amongst strangers or once hostile tribes. Their jealousies, prejudices, and apprehensions are in a measure removed in the prospect of a home education, and they seem to feel that they are met by the Government with an appreciation and sympathetic spirit which they know how to estimate.

In addition to what has already been advanced, the school organisation now proposed runs no risk of alienation or distrust towards the Government, but will, I think, do more to establish confidence than anything else. Should it prove a failure (which I cannot admit) the attempt cannot fail of being appreciated, and after all it would only be the loss of a few pounds, without endangering the influence and confidence of the Government, as I think the whole blame of failure would be attributed to the Natives themselves.

It would not have been difficult to have sketched out a more elaborate plan of Education, which might on paper have had more to recommend it than the present, but I can suggest nothing so simple, practical, and inexpensive than that I am now imposing upon the attention of the Government.

I have just returned from Hokianga; my object was to lay the plan of Education before the Natives, and it will be gratifying to the Government to learn that it met with universal approbation—with a willing and hearty consent to the conditions. Thus encouraged by the concurrence of the Natives, and with the assurance (in a minute from the Honorable the Native Minister) that the schools should have the support of the Government, I left instructions with Mr. Clendon to make an immediate commencement, wherever a suitable building for school-houses could be obtained. Mr. Williams has also been instructed to bring the subject of Education under the consideration of the Natives of his hundred, which he is doing with the promise of success; so that should the plan meet with the full approbation of the Government, I hope in a few months to have a number of Village Schools established in this District. It is highly gratifying to me, as I am sure it will be to the Government, to know that every gentleman in the Department, and every other gentleman of the District interested in the welfare of the Natives to whom I have mentioned the proposed plan of Education, takes a lively interest in the matter, and they have given me a cheerful co-operation in all that is being done to establish the Schools.

If we succeed with our Village Schools, I should still consider the whole scheme incomplete until higher schools were established, which I would designate “District Central Boarding Schools,” such as are at present in existence at Tauranga, Turanga, and other places. In these schools the aim should be that of giving an English education in its most important branches. There should be at least one such school in every District, which should be supplied with pupils of the most promising boys and girls of the Village Schools, whose general good conduct, with a fair amount of ability, should make them eligible for these higher schools, and from these schools I should hope to see pupils of a higher order trained to supply more efficient Teachers for the Village Day School, and other Native Offices of the District.

As soon as I can learn from the Government (which I hope will be at an early convenience) their final decision, and I hope approbation of the proposed scheme, I will forward a requisition for books, slates, &c., to carry out their wishes, also the probable number of Schools we may be able to establish in the District.

I have, &c.,

GEORGE CLARKE,
Civil Commissioner.

To the Honorable the Native Minister.

EXPENDITURE OF GRANTS UNDER “NATIVE SCHOOLS ACT, 1858.”

ST. ANN'S GIRLS' SCHOOL, FREEMAN'S BAY, 30TH JUNE, 1861, TO 30TH JUNE, 1862.

Average number of the pupils 14.	£140 0 0	Expenditure	£195 15 0
Expenditure for same time . .	195 15 0	Receipts	140 0 0
		Due to expenditure . .	£55 15 0

MARY CECILIA,
Superioress of the Sisters of Mercy.