

Kaitaia (Victoria). You have the particulars of their offer, and engagement to carry out certain portions of the work. I need not, therefore, further enlarge upon this offer than to cordially recommend it to the acceptance of the Government. I must confess, sir, that I have never been a very sanguine believer in the support that the Natives themselves would give to this educational scheme, but the tour of inspection which we have together taken through this district has tended very much to strengthen my hopes. I am sure you will cordially agree with me that nothing could be more encouraging than the progress which has been made in this district, and this in spite of some rather disturbing elements. You will remember, on your last year's tour (I was at the North Cape at the time), arrangements were made relative to the Kukepoto School, established by the Provincial Government. The schoolhouse, a building lent by Timoti Puhipi, was far too small, and not fit for the purpose; it was therefore arranged that the Provincial Government should give £50, and the General Government £50, towards the erection of a new schoolhouse. Timoti Puhipi gave 12 acres of choice land, which has been conveyed to the Superintendent.

Now it appears that through the interference of Mr. Fenton—I cannot say whether authorized or not by the Provincial Government—the building of the schoolhouse has been delayed, and further that the estimated cost of the building will not cover the actual cost by £40. I do not think it is likely that the Provincial Government will consent to pay this extra £40, or continue to pay the school teacher £60 per annum, the half of the salary now paid him, the other portion being paid by the General Government. I would therefore suggest that as this school is of a purely exceptional character, that the General Government should take over the whole responsibility of the school, paying the teacher and the extra sum required for the building—assuming, of course, that the Superintendent will hand over the endowment of 12 acres to the school trustees, otherwise there is every probability that the school will lapse. The scholars have made so much progress, and the teacher is so zealous, that I should be very sorry to see any check to its advance.

A school was also started at Awanui. The people being poor, and it not being supposed that a full complement of children would be able to attend, an arrangement was entered into that the parents should pay £20 per annum, the Government paying the remainder of the teacher's salary. The school has progressed well under Mr. E. W. D. Mathew's teaching, and afforded a most gratifying sight on Tuesday last, the parents taking the greatest interest in the examination their children went through.

The Ahipara School has been established six months—Mr. J. Masters teacher. There has been a large attendance. This will in all probability be the largest school in the district, now that the vexed question of how the teacher's salary was to be paid has been settled—1s. per month for forty pupils, £24 per annum paid by the Natives, £56 by the Government. This arrangement has given great satisfaction. There is another pleasing element in this school, wanting in the others: the European settlers about Ahipara send their children, and is a practice which I should like to see more general. Of the schools generally, I was very much pleased at the progress the children had made, the apparent facility with which they master their lessons, their clean and tidy appearance, and the very intelligent part they took in the course of examination.

I have been looking forward for this opportunity to place before the Government a scheme by which a plain English education would be placed within the reach of the whole Native youth of this district at a very moderate cost. I cannot conceive that a Government can have a more noble end to achieve than the education of its people; but it appears to me that there is a moral obligation resting on the Government of this country, wanting in others. It is by the superiority of our knowledge or education that we are possessing ourselves of the uneducated man's birthright. But I need scarcely advance argument when I am sure there is every inclination to do all that can be done.

I have not had time yet to talk with all the people, but I would propose that the Kaitaia School be immediately established, and the following schools in their order:—

1. Kaitaia, or Lower Victoria.
2. Peria, near Oruru.
3. Kohumaru, near Mongonui.
4. Parapara, near Taipa.
5. Mangataeore, at Upper Victoria.
6. Taupo, on the Coast between Whangaroa and Mongonui.
7. Herekino, near Whangape.
8. Motukaka, on the Coast between Mongonui and Whangaroa.

In all these schools I quite expect the full number of forty children would attend, except Parapara, where perhaps not more than twenty-five or thirty would be available.

This would enable every Native child in the district to attend school at a comparatively moderate cost. The people of this district have no advantages. The European settlers are poor; and such a class are more likely to act as a check than to improve the position of the Natives. I should indeed be glad if at the termination of my career of active service in the Government, I could see such a benefit placed within the reach of a people I have lived amongst as Resident Magistrate for the last twenty-six years, and from whom I have always received the most respectful attention. You have to some extent witnessed the affectionate and respectful manners of the people towards me. But I will leave in your hands, if you approve, to further urge the subject on the attention of the Government.

I have, &c.,

The Hon. Colonel Russell,
Inspector of Native Schools.

H. B. WHITE,
Resident Magistrate.

Enclosure 3.

The RESIDENT MAGISTRATE, Hokianga, to the INSPECTOR of SCHOOLS.

SIR,—

Hokianga, 26th May, 1873.

I have the honor to report that on the 21st instant I inspected the Native School at Waima. I arrived at the schoolhouse about 11 a.m., and found the school in full operation, with an attendance