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HENRY YEEND, Proprietor.

OUR Agents and Subscribers are requested to bear in mind that the New Zealand Tablet Co. is regularly called upon to meet the liabilities of the paper, and that consequently it is necessary the amounts due to the company should be settled promptly and regularly. They will therefore confer a favor on the Directors if they will be good enough to forward to the Hon. Secretary the sums now due, with as little delay as possible.

BISHOP MORAN'S APPROVAL.

THE manner in which the NEW ZEALAND TABLET has been hitherto conducted is deserving of approval. I have no doubt the future management will be in accordance with the past, and that this journal will continue to be an excellent Catholic newspaper. Under these circumstances, I can have no hesitation in saying it deserves the generous support of all Catholics in this Colony. I beg to recommend it to them most earnestly.

Given at Dunedin, 15th July, 1873.

† P. MORAN,
Bishop of Dunedin.

TO ADVERTISERS.

Advertisements intended for insertion in The TABLET, should reach the Publishing Office, MILLS, DICK, and Co.'s, Stafford street, Dunedin, not later than 10 a.m., of each Thursday evening.

Subscription to The TABLET:—Single copies, 6d.; Half yearly, by post, 12s. 6d., in advance. Remittances to be made payable to the Secretary to the Company.

The TABLET is delivered in Dunedin on payment of 12s 6d per half-year, in advance, to the Secretary.

Mr Macedo, Bookseller, Princes street south, has been appointed an Advertising Agent for Dunedin to the TABLET.

SERVICES in St. Joseph's, Dunedin, are on Sundays and Holidays at 8 and 11 a.m., Catechism at 3 p.m., vespers at 6 30 p.m.

THE Very Rev. W. Coleman will say Mass in Port Chalmers on Sunday.

New Zealand Tablet.

FIAT JUSTITIA.

SATURDAY, JANUARY 10, 1874.

THE 'EVENING STAR'S' CHALLENGE.

IN our last issue we promised to return to the consideration of a leader in the 'Evening Star' of the 30th ult. The editor of this paper deserves scant courtesy from us; he charges us untruly with "distorting facts, asserting falsehoods, and substituting abuse for argument." Convinced that people capable of forming a correct judgment on the subject will acquit us of these grave misdemeanours, we shall abstain from any further comment on this part of his leader, and proceed at once to meet the challenge contained in the following sentences:—"In that article we referred to history to show that, judged by what they have done, neither of those churches has the slightest claim to be entrusted with the education of children."—"Had this assertion been false it would have been easy to have refuted it by citing the means proposed by these churches for the advancement of popular education."

Quod gratis asseritur gratis negatur. An assertion without proof may be denied without proof, is a principle of common sense as well as of dialectics. We have no recollection of any proof whatever being given by the 'Evening Star' of its broad assertions. In a general way history was invoked by our contemporary, but there never was any specific reference to an author, or age, or country. The writer in the 'Star' stated that such and such was the teaching of history, and there the matter was left. Under such circumstances is it fair, is it just, is it reasonable of the 'Evening Star' to demand of us a categorical enumeration of the means adopted by the Catholic Church for the promotion of popular education. Had this writer endeavoured to support his sweeping charge with even the semblance of proof,

we should and would have adduced arguments in detail to refute him; but as he did nothing of the kind, we contented ourselves with giving his assertion, gratuitous as it was, an unqualified denial. The onus of proof lay on him, as he made a charge which was *prima facie* against fact. For whatever popular education there is in the world is for the most part due to the Church; and that popular education is and has been widely spread no real student of history would dream of denying. When, therefore, the writer had the hardihood to make the sweeping assertions contained in the 'Star,' it was clearly incumbent on him to state his reasons; but having neglected to do this; having abstained from even the remotest attempt to advance an argument; having dealt in mere assertions, is not this writer carrying presumption too far to say that because we have not brought forward positive proofs of the untruthfulness of his unsupported assertion, we have not acted in a "straightforward way?"

An excuse, however, may probably be made in mitigation of the severe sentence which all real scholars must pass on the conduct and statements of the 'Evening Star.' It may be presumed that its conductors have never read any authorities on history, except those romances in the English language, which have usurped that name. Genuine historians, therefore, may be disposed to show them mercy, for they know not what they do.

But though the editor of the 'Evening Star' has not qualified himself logically to call on us to cite "the means proposed" by the Catholic Church for the promotion of popular education, we shall do so nevertheless. *ex abundantia.* We shall begin with the Roman States, where, up to a comparatively recent period, the Church has been free to educate the people. In the city of Rome there were in 1841, 27 institutions, and 387 schools for the instruction of the children of the poorer portion of the public. Of these, 180 were for infants of both sexes; 94 were exclusively devoted to males, and 113 to females. At that time 14,157 children attended the *Elementary Schools*; of these 7579 were educated gratuitously, the others paid a very small pension. Of these 387 schools 49 only belonged to religious communities, the rest were conducted by seculars. In addition, 2213 children received the rudiments of education in special conservatories and hospitals. It appears then that in the year 1841 there were 16,373 children out of a total population in Rome of 160,000, receiving an *elementary education*. To these must be added the students in the universities and higher colleges of the city. "Including these with the classes already mentioned," Macguire states that, "the student population of Rome as compared with the total population of the city was, in the year 1842, as *one in eight*."

But since then, up to the time of the usurpation of Victor Emmanuel, both schools and scholars had increased. And the Pope did everything in his power both by pecuniary aid, and impressing on the clergy the duty of urging parents to send their children to school, to promote the education of the people. "If then," concludes Macguire, "the educational standard were *one in eight* when Morichini wrote, it must have approximated to *one in six* in 1858." In Rome alone, he continues, 23,000 pupils or students of all ages and conditions, received public instruction in the year 1858; and with the exception of some trifling fees, the whole of the education, from that of the Roman University to that of the school for the ragged poor, was then *gratuitous*." To this we shall add the testimony of Mr. Kay, the travelling bachelor of Cambridge, who writing about this time,—1841—tells us there is a school in every street in Rome; and that Rome with a population of less than 200,000, had twice as many *elementary schools* as Berlin with 400,000; so that Rome, considering her population, had four times the *number of elementary schools* in Berlin, the model Protestant city in educational matters.

Before the Sarlinian invasion, there were in the Pope's dominions seven universities. In each was taught a course of theology, jurisprudence, philosophy, medicine, and surgery, besides other branches. The universities of Rome and Bologna were of the first-class, and in these was taught, in addition, a complete course of mathematics. All these universities were supplied with museums of a comprehensive character, illustrating the various sciences; and also large and well selected libraries, in which were to be found works of great antiquity and rare value. Four of these universities possessed each a chair of agriculture and a model farm. With respect to *elementary education* throughout the provinces, the amplest provision was made for it. In all towns