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19th January.

Application for Boarders and Day Pupils to be made at the Monastery, before or after the 19th January, between 2 and 5 p.m.

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t are to acknowledge the receipt of the following subscriptions towards the Cathedral Fund :—

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† P. MORAN.

# Lealand Cablet.

FRIDAY, FEBRUARY 13, 1885.

PROGRESS AND JUSTICE IN THE NINETEENTH CENTURY.

THE Catholics of New Zealand provide, at their own sole expense, an excellent education for their own children. such is the sense of justice and policy in the New Zealand Legislature that it compels these Catholics, after having manfully provided for their own children, to contribute largely towards the free and godless education of other people's children!!! This is tyranny, oppression, and plunder.

## THE EVENING STAR CAUGHT AGAIN.



, N his leader of Tuesday, our contemporary is in a species of ecstacy about Bishop Moran's Pastoral. And his elation is really very amusing. In this Pastoral the Bishop has said nothing that he and all other bishops and all parish priests have not said often and often. Nothing is more common in

the Catholic Church than for bishops and priests to explain to parents their duties towards their children, and Bishop Moran has done nothing more than reiterate the often-repeated instruction with which Catholic parents are familiar, but of which they may be usefully reminded from time to time in a more than ordinarily formal and solemn The Star thinks, however, that somehow a point has been gained favourable to godless education by the Bishop's instruction. The argument of the Star appears to be this. Bishop Moran teaches that nothing can excuse parents from the discharge of the duties which devolve upon them to instruct, guard, and correct their children, and, above all, to lead them upon the right path by their own good example. Therefore, according to the argument of the Star, as we appreapprehend it, the State may tax all to give a godless and free education to some. This is the argument of the Evening Star, and we make its editor a present of it. Caught again, then, is our contemporary. Nor is this all. The editor of this paper said last week he had not been caught, in publishing something highly creditable to a Catholic State. He did so, he would have us believe, with his eyes wide open, and not ignorant in the least that Lucerne was and is almost exclusively What he did, he did, he assures us, with the single Catholic. view of letting the public know whatever conduces to correct information on the subject of education. Very well, a most laudable object, no doubt, this must be admitted to be. how, then, has it happened that our contemporary has entirely ignored the leading position taken by the Brothers of the Christian Schools at the recent exhibition in London? It must be through design, and an intolerance of Catholic schools. All the Home papers contained accounts of the great superiority of the methods and works of these schools, and we ourselves again and again called attention as well to the laudatory notices in the English papers as to the prizes and medals awarded to the Brothers. And yet the newspaper that pretends to be so anxious to spread information on the subject of education, irrespective of class or creed, has hitherto been unable to find space for the least notice of the Brothers and their work. Our contemporary, however, could find space for three or four columns of poorly-translated rhodomontade from the greatest charlatan and most shallow fellow of the age, VICTOR HUGO, for no other assignable reason than his rabid hatred of Christian education. This is strange conduct for a dispassionate distributor of information in reference to schools! We have noticed for a long time that our contemporary and his companions in the Press claim great merit for the efforts made by secularists for the spread of education. But we have also noticed that neither he nor any other secularist has made any effort for its promotion by self-sacrifice or generosity. Whatever these have done has been done at the public expense, and by exertions that have not involved any expense or labour on their part. The history of the world contains innumerable examples of the sacrifice and generosity of Catholics in the cause of education, but hardly, if ever, one