

NOTICE TO SUBSCRIBERS.

Mr. J. D. Pope, our canvasser and collector, is now visiting the towns on the West Coast. We hope our subscribers will make it a point to settle their accounts with him when he calls.

Subscribers removing from one part of the Colony to another, and wishing their paper continued, should state their former address when writing to this office, as it will prevent confusion of names.

We have again a tender little word to speak to our subscribers. We are convinced that they are one and all of them as genuinely honest and generous people as any to be found in the whole wide world—and all they need is a gentle reminder now and then of the lapse of time, and the running up of accounts. There is nothing that does us so much good as to see their post office orders and cheques coming in with the mails, and we are sure they are anxious to please and benefit us. We trust then, that they will take the hint, and make no further delay about meeting our accounts. Prompt payments, and plenty of them, are what we most require.

DRAWING POSTPONED TILL 17TH MARCH, 1887.

By Permission of the Hon. the Colonial Secretary.

G R A N D A R T - U N I O N .

In Aid of
PORT CHALMERS PRESBYTERY FUND.
(Under the Patronage of Most Rev. DR. MORAN, Bishop of Dunedin.)

PRIZE LIST.

1. Oil Painting, "Port Chalmers," value £10 10s
2. Beautiful Tea and Coffee Set, value £8 8s
3. Oil Painting "Rural Scenery," value £5 5s
4. "National History of England"; three large vols, 4to; richly gilt, and bound in red Morocco; illustrated with about 40 Engravings and upwards of 400 illustrations
5. Set of Table Flower Stands, value £3
6. Pair of rare Vases, value £4
7. Patch Work Counterpane; gift of Nuns; value £5
8. An Artistically-painted Fireplace Screen; gift of same; value £5
9. "The Imperial Cyclopaedia of Biblical Knowledge"; 2 large vols, 4to; pages, 792-797; with an entirely original series of Plates and Engravings by the most eminent artists of the age, and with hundreds of page Illustrations.
10. Oil Painting, value £4 4s
11. The Poet Hood's Works, six vols.
12. Ladies' Work Box and Writing Desk
13. Banner Screen, in Crewel work
14. Coffin's "Explanations of the Epistles and Gospels"; illus.
15. Moore's Melodies; with Symphonies and Accompaniments by Sir J. Stevenson and Prof. Glover; edition de luxe
16. Oleograph, "St. Joseph's"; gift of Bishop
17. Brownson's "American Republic"
18. Hand-painted Teria Cotta Plaque
19. Antique Silver Bracelet
20. Illustrated Dictionary of the Physical Sciences
21. Clarke's Shakespear
22. Gold Opal Ring

And about 100 more Prizes of value and utility.
TICKETS 2s EACH

Blocks and Remittances to be sent to REV. WM. BURKE, Port Chalmers; or to Mr. N. SMITH, Hon. Sec., Port Chalmers.

SUBSCRIPTIONS TO THE N.Z. TABLET.

In this list subscriptions received by Post Only are acknowledged.

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TEACHER Wanted for the Roman Catholic School, Naseby.

Applications are invited for FEMALE TEACHER for the above School. Must be competent to play Harmonium in Church.

Salary, £80 per annum, with furnished residence.

ANDREW MCG. BROWN,
Secretary School Committee.

D E A T H .

McMONAGLE.—At Milton, on 13th inst, Mary Teresa, beloved wife of W. McMonagle, Catholic teacher, fortified by the rites of Holy Church.—R.I.P.

The New Zealand Tablet.

FIAT JUSTITIA.

FRIDAY, FEBRUARY 18, 1887.

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. Yet 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.

FINANCIAL DIFFICULTIES.

ALL the Australian Colonies, with perhaps one exception, if indeed there is even one exception, are suffering from financial difficulties; and these difficulties date their origin from the day on which a system of free and godless education was introduced amongst them. Even mediocre politicians were able to foresee that such would be the result. Natural and economic laws cannot be opposed with impunity; and to provide free education for the children of well-to-do people is a contravention of economic principles, whilst the policy of the State in bringing up children in godlessness is contrary to the natural law, whose first precept imposes on all the obligation of recognising and serving the Creator and Lord of all. The present state of impecuniosity prevailing throughout the Australasian Colonies is not surprising. On the contrary, were it otherwise, we should be surprised indeed. Few of the colonies are suffering more acutely than New Zealand; and here, on account of the rapid increase of the school population, the pinch will be more severely felt than elsewhere. The average attendance at public schools in New Zealand last year was 110,644; in 1881 it was 87,811; five years previously, in 1876, it was 62,866—from which it appears that for some time to come an increase of from 25,000 to 30,000 school children may be looked for every five years. This means an increase in our expenditure of at least £24,000 a year; so that in 1891 the expenditure of this Colony on education will considerably exceed £600,000 a year. With a falling revenue and a continuance of dull times, which must be anticipated if we are to be guided in our judgment by the last eight years, thoughtful men must ask themselves: Where is the required money to come from? And, in addition to this, last year there were 14,948 children receiving education in private schools, and 7,567 receiving tuition at home. That is 22,515 children, or more than one-fifth of the children of the country of school age have no share whatever in the Government expenditure on education. The country is burthened heavily for education, and yet one-fifth of the children are beyond the reach of the system for which this heavy burden is imposed. This manifests neither economy nor statesmanship. Nor is this all. People were told when the public were first asked to take upon themselves the burden of public education, that the new system was principally