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PIVERTON ART-UNION.

(Postponed to November 3.) (Continued.)

THE Rev. M. Walsh desires to acknowledge with many thanks, the receipt of blocks of tickets with accompanying amounts

			£. s. d,
Mr. J. O'Leary, Otakia		•••	$2 \ 0 \ 0$
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(To be continued.)
J. M. HALL, Hon. Sec.

NOTICE TO OUR SOUTHLAND SUBSCRIBERS.

MR. EDWARD PIGOTT, our Canvasser and Collector, has started on his journey, and intends visiting all the towns in Southland.

We would respectfully urge Subscribers in arrears to be prepared

with their payments when he calls.

ANSWER TO CORRESPONDENT

"SOGGARTH ABOON."—The verses are very fair indeed, but the poem is too famous a one to admit of any addition. It is complete in itself, and anything placed in comparison with it must suffer.

The New Zealand Cablet.

FRIDAY, AUGUST 24, 1888.

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.

THE BATTLE OF THE BOOKS.



T is an extraordinary thing that ever since the establishment of the present education system, now more than ten years ago, the authority that established it never made any arrangement as to uniformity in reference to class books. Under the arrangement prevailing all this time the head master of each school could compel the child en

to provide whatever books he approved of, irrespective of consideration arising from the selection made, not orly in the different provinces, but even in neighbouring schools. consequence has been general diversity and consequent inconvenience and expense to pupils and their parents. Owing to wide-spread dissatisfaction, the School Board of Otago has drawn up a list of school books, which are to be used for the next three years. This is not much in the way of amendment, but, little as it is, it has not given satisfaction, nor do we think anything that can be done will give general satisfaction till Government p.ovides free books as well as free teaching for the rising generation. Many people are very fond of education so long as it is free, provided by the public, but these are not easily pleased if they have to pay for it as parents. Some approve of the selection made by the Board, others are dissatisfied, but we are unable, from anything that has appeared in public, to ascertain the real grounds either of the satisfaction or dissatisfaction of non-Catholics; all we know for certain is that Catholics are dissatisfied, for very good reasons. Catholics object to have children taught as they are in "Outlines of English History" by GARDINER, p. 148, that the cause of the thing miscalled the Reformation arose from "the idle lives" of the monks and nuns; "that most of them were living idle, useless lives, and cared very little about more than the form of religion, and that both they and the priests were extremely ignorant" (p. 142.) In page 147 of this "Outline," which the Board has appointed to be learrt by pupils in the high standards, we find the following precious piece of historical travesty: "Far more important than anything else that HENRY did was the translation of the Bible which he ordered. He had little idea how great a change he was preparing when he gave orders that the Bible should be printed in English. He thought that people would learn from it to resist the Pope, and he did not suspect that they were likely to find in it very different things from those which he himself believed. He little thought that from that book to which he appealed, his subjects would learn a higher faith and a purer virtue than his, and that they would gain a confidence which would make them as determined to resist Kings as they were to resist Popes." This is rather too strong under a system which Catholics are compelled to pay But, bad as this is, it is mild compared to what children are taught in the High School, Dunedin. Here are a couple of specimens of what the godless system can do: The class-book of English history, page 205, in this school, teaches its pupils, and the unfortunate Catholics who are