

**A N E W V O L U M E**

**"LAYS OF THE LAND OF THE MAORI AND MOA."**

By Thomas Bracken.

With an introduction by the Rev. Rutherford Waddell, M.A.

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**DEATH.**

McCLUSKEY.—On Thursday, 8th November, at Naseby, George McCluskey, fifth son of the late Patrick McCluskey, County Tyrone, Ireland, aged 39 years; deeply regretted.—*Requiescat in Pace.*

**The New Zealand Tablet.**

FIAT JUSTITIA.

FRIDAY, NOVEMBER 9, 1883.

**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.

£531,973.



THE amount spent by Government on education during the financial year 1882-83 was no less than £531,973. How many pupils were taught for this sum? We have purposely abstained from using the word educated—for, although we have what is officially called education, not even one pupil has been really educated under our system of public education. A second interesting enquiry would be, what are the conditions under which children can share in this enormous expenditure of public money.

In all schools—primary, secondary, and collegiate; native and European; ordinary, industrial, and Reformatory—there were in the course of last year 93,300 pupils. A paternal Government has therefore spent nearly six pounds sterling per head in giving instruction to children whose parents find themselves able in conscience to avail themselves of an intensely sectarian system of education at the public expense. For it must be borne in mind that over and above these 93,000 pupils there were 10,002 pupils whose parents refused to send them to public schools, and whose education was provided for at the sole expense of their parents and friends without the least aid from public funds.

Now, how comes it such a large number is compelled to forego the pecuniary advantages afforded by public schools; and, after having contributed its share to the public burdens, feels itself under the necessity of undertaking the additional burden of private schools. This arises from the conditions under which public education is carried on. All sections of the community are compelled to pay the expense of public education, or rather instruction, whereas the system of instruction provided is intended and arranged to meet the requirements of one sect alone—the secular sect, and to exclude all others.

It is true indeed that some others besides secularists avail themselves of it; and this accounts for the large numbers to be found in public schools. But large numbers of persons do this unwillingly, and under protest. These, no doubt, think that although they suffer a hardship, they may, under the circumstances, permit their children to frequent public schools without any very serious violation of conscience.

There are others, however, amongst whom the overwhelming majority of the parents of these 10,000 children, who are to be found in private schools, are to be numbered, whose consciences compel them to make very great sacrifices to provide schools in which such an education is provided as meets their views.

Considering these points, what is the inevitable conclusion? First, every dispassionate man will concede that it is manifestly unjust and tyrannical to compel people, who, at their own sole expense, provide an excellent education for their own children, to pay for the free and godless education of the children of the secular sect and others who avail themselves of it. It is plain, in the second place, that the secular sect has, through a combination of circumstances, been enabled to trample on the community and levy black-mail on their fellow-citizens. In the midst of a community, then, which boasts of its freedom, we find a veritable tyranny and a despotic and most odious exercise of power on the part of a chance majority.

There is another consideration which must also strike every man who seriously reflects on this state of things. It appears that there are in the Colony about 60,000 families likely to have children (see *Hansard* p. 606, No. 26; 1883), and it follows that to educate the children of 120,000 men and women of the country, all the other men and women are heavily taxed. Now no one will deny that the education of children and the expense of it belong to their parents. Parents are the persons who are obliged to see that their children are properly educated and they are also the persons who should bear the expense of such education. It is only in cases of inability to do so that the community at large can be justly called upon to contribute towards the maintenance of schools.

If, then, the overwhelming majority of parents in this country are able to pay for the entire education of their children, it is both unjust and impolitic for the Legislature to compel all to provide a free education for the children of well-to-do people. It is impossible to gainsay this position. Nothing but ruin can come of perseverance in this insane attempt to