

remunerating them for the good results they were prepared to guarantee.

ART AND EDUCATION.

His Eminence Cardinal Moran presided over the afternoon session at St. Scholastica's, Glebe Point. The grounds of the institution were gaily decorated with bunting, and elaborate arrangements had been made by the Sisters of the Good Samaritan and their pupils for the reception and entertainment of the delegates and others.

Before the commencement of the session an address of welcome was presented to the Cardinal, and greetings were accorded the hierarchy and clergy in the form of a recitation by one of the pupils. Several excellent musical items were rendered by a pupils' choir of about 80 voices.

Father J. Egan read a paper on 'The Perfection Attained in Art in the Golden Age of Ireland's Piety' by the Dominican Nuns, Cabra, Ireland. The writer stated that Irish art expressed itself best in illuminated manuscripts, sculptured stonework, and metal work, and flourished most from the fifth to the twelfth century. Towards the end of the last-named century, marks of decline became distinctly noticeable, and this decline continued, so that the previous high plane was never regained. At its best, the art of Ireland, especially in the matter of illumination, was marked by remarkable refinement, extreme delicacy, and a marvellous minuteness of detail.

The Rev. A. J. Hogan read a paper on 'The Study of History in our Schools.' He said that Catholics were defending a great principle in building and conducting their own schools. They had built up a system of education equal in every particular to that raised under the wealthy patronage of the State. The severest part of the struggle was now over, and their chief care was to keep the schools abreast of the times. The change most needed at present was a series of well-graded text-books written on Catholic lines. This was especially so in regard to history. The books now in use, though they strove to be neutral, in many instances contained matter that was offensive to Catholic ears. The history taught should have a much wider view than events which concerned England only. The main object of history lessons in schools was to encourage a taste for historic reading, and two of the greatest factors of success in this branch of education were the foundation of a good library and the most diligent and specialising study on the part of the teachers.

Mr. James Nangle, F.I.A., read a practical paper on 'The Construction and Equipment of Schools,' in which he laid especial stress on the need for adequate space, lighting, and ventilation.

His Lordship Bishop Higgins said that if the system of history teaching outlined by Father Hogan could be carried out, and they could secure text-books written on Catholic lines, the results must be of the most satisfactory character. Referring to Mr. Nangle's paper, he said that he had always thought that the Victorian Health Board, to which he had had to submit many plans for schools, was unnecessarily harsh in its demands, but this paper had converted him to a more lenient view of their methods.

The Very Rev. Father Donohue (Hamilton) said that it was truly said that many of the wild schemes of education of to-day only showed the wisdom of the old ideas. There were too many fantastic ideas that endangered the sound teaching of reading, writing, and arithmetic.

His Eminence Cardinal Moran said that he would have liked to see Father Hogan lay more stress on the teaching of Irish history. They could have too much about the King Johns and King Stephens of England. His idea of history was to present to them the great achievements of the past, that they might be their ideals of the future, and he thought there were no higher ideals in all history than those embodied in the golden age of Ireland and afterwards in the severe days of her martyrdom. Father Egan's paper had shown to what a high plane Ireland had risen in the matter of art. He thought Australia was marked out in certain ways to attain the same ideals as Ireland. He wished to see Australia become a continent remarkable for such ideals of its own, and he would like to see people coming here from Japan, China, the Philippines, and even the farthest of the United States, to drink from the fountains of wisdom which their devoted Brothers and Sisters were making available.

SCIENTIFIC DISCOURSES.

The Lane Cove River steamers carried a large number of people up to St. Ignatius' College, Riverview, where one of the sessions of the afternoon was held, with Mr. John Hughes, M.L.C., as president. The papers presented were under the main heading of 'Science and Education.'

Professor David had pride of place with one entitled 'The Science of Scenery.' He made his application mostly local.

The Rev. A. L. Cortie, professor of science at the college, had for the subject of a technical reading 'Notes on Australian Seismology,' in which he dealt exhaustively with the history of earthquake shocks throughout the land.

His Grace Archbishop Redwood expressed his pleasure at hearing this interesting essay, and mentioned the precautions that were to be taken in the erection of a new Cathedral at Wellington.

'The enemies of the Catholic Church are never weary of declaring that she is opposed to all progress in natural science, because her dogmas and theological system necessarily hamper the intellectual freedom and development of her children, and because the credentials on which she bases her claims to a reasoned assent as a preliminary to faith are founded on proofs which are unscientific, in that they lack the necessary foundations of scientific assent, observation, and experiment.' Thus commenced a paper prepared by the Rev. A. L. Cortie, which dealt with the attitude of the Church towards natural science. He affirmed that even in scientific matters progress would be better achieved if the teaching and guidance of the Church, as made known by her accredited agents, were obediently followed.

Some notes on the progress of modern astronomy, with special reference to conspicuous contributions by the Catholic priesthood, were to have been read from a paper by Mr. Baracchi, Government Astronomer of Victoria. The previous readings, however, had absorbed nearly all the time of the session, and the audience had to be content with a few extracts read by Dr. Kenny, of Melbourne.

HISTORY AND LITERATURE.

At the evening session held in St. Mary's Hall, the Bishop of Goulburn presided. Cardinal Moran presented a paper (read by Father Barry) entitled, 'Ireland, the Island of Saints. A Vindication.' The essay quoted numerous authorities to show that Erin was oft spoken and written about as *Insula Sanctorum* from the time the classic tradition, 'to all appearances dead in Europe,' burst out into full bloom in it, and the Renaissance began there—700 years before it was known in Italy. Protestant writers, he called upon to testify that, although ever ready to find fault with Irish sanctity, they felt themselves constrained to confess that all antiquity awarded Ireland the title.

Judge Heydon sent a paper on 'Francis Thompson, Catholic and Poet,' a bard who died in 1907. 'A Glimpse of Fiji,' by the Rev. Dr. Burke, closed the session.

Bishop Norton presided at a meeting of young men in the Chapter-house, when papers were read on the following subjects:—'Necessity for a Catholic Young Men's Association,' 'History of the Catholic Young Men's Societies' Federation,' and 'Catholic Clubs.'

A LESSON FROM HOLLAND.

During the sittings of the Congress on Monday Cardinal Moran announced that he proposed to bring under the notice of Congress suggestions for so amending the primary system of education in New South Wales as to harmonise the methods followed in the Public and Church schools. He thought that the system adopted by the Government of Holland to meet the requirements of Dutch Catholics might well be introduced into New South Wales and the other States of the Commonwealth.

At Tuesday morning's sitting of Congress Cardinal Moran made available details of his suggested alteration in the Public school system to meet the requirements of the Catholic community. They are as follow:—

1. In Holland there is a uniform and compulsory system for all the Dutch provinces, and the State system is practically secular.
2. The erection and maintenance of the Government schools devolve on the communes; that would be our municipalities and shires. Payment of teachers and expenses of administration devolve on the Government.
3. For the erection of schools the Government contributes one-fourth, the municipalities three-fourths.
4. The new arrangements to meet the Catholic requirements would be—(a) When 20 heads of families in any district agree to demand a denominational school their request must be acceded to, although other State or private schools may already exist in the locality. (b) Such denominational schools receive the same amount of Government aid for erection as the State schools, i.e., one-fourth of the outlay, but it is spread over a certain number of years, say five years. (c) Teachers in denominational schools are on the same footing as in the State schools as regards salary, pension, etc. (d) The salaries in all schools are fixed by law, the amount varying with the grade of the school and the number of students. (e) Government inspection fixes the grade of each school according to the standard attained by the children. (f) Teachers for any branches not fixed by the State must be paid from private sources. (g) The original applicants appoint a committee, of which the local pastor is always president. Should a vacancy in the committee occur, the existing members elect a successor. (h) The committee are the legal owners of the school, and on them devolves the presenting of teachers for appointment and dismissal. The president of the committee is the acting manager.

THIRD DAY

The third day's work in connection with the Catholic Congress (says the *Sydney Morning Herald*) was entered upon in St. Mary's Hall on Wednesday, September 29. His Grace Archbishop Redwood presided, and expressed his pleasure at seeing so many visitors present.

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