Commindation of the "Life of Reno Menard;" which appeared agrially in the CAPHOLIC COURLER, and is now out in book form has been received by the author, the Rev. Mr. Alexander McGion Stewart, of 80 Audubon St., Rochester, from the Supervisor General of the Society of esus in Rome.

olume shout Rene Menard and its on them who serve Him well. purteous inscription but also for the After all the years of careful in

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Is Catholic Education

BY REV. JOHN R. HAGAN, ID.D. (Editor's Note: The following is the text of the commencement address given by the Rev. John R. Hagan, Superintendent of Catholic Schools in Cleveland Diocese, Sunday, June 24, at Aquinas Institute. A learned and timely discourse on the subject of Catholic Education is provided. Potent reasons for the existence of our Catholic Schools and their training for future life are cited. Especially does the speaker discuss Catholic Education in view of present day events.) The letter says:

Or discuss Catholic Education in view of present clay events.)

"I was highly pleased to receive A graduation is always an occasion lessional firm and carrying on the

intes, and to a truer stilmate of those ers, words of sincere congratulations. moral or psychological snock at the Tet rine thank you therefore most and may there be yours also the ful-wordfally not only for your elegant ness of consolation which God bestows erican society it is not especially

does it seem necessary to convince the Respectfully and sincerely yours, parents and friends of these gradu-M. LEDOWCHOWSKI, ates of the value of an education Superior General of the Society of based on Christian principles. But narents and friends of these graduates of the value of an education there are certain questionings which lie deep in the minds of American Catholics and which seem to stir uneasily at such a time as this questionings which seem to revolve shout the whole idea of separate Catholic schools in America. I cannot pretend o maswer these questions authoritafively, nor even to formulate suc questions in a way which would be entirely satisfactory to all. Yet I believe that I can render some service by discussing one of the most funda- sond them out mental of these difficulties, that not Christian. namely, of the relation of the Catholic school in America to American socal life.

Aspects of Education Education may be viewed under many aspects. Primarily, it is a procoss whereby the individual is mided and guided in his development so as to grow into the fulness of all his powers, mental, moral, and physical. And again, it is a means whereby an existing civilization secures its continuity and strongth by communicating to the young the things that are best in that civilization so that each new generation may take its place public school. ably and willingly in the society which happens to exist. In the first case, education is an individual mattor; in the second, it is a social function, a civilization in miniature.

What of Social Value And straightway we have touched our problem. The value of the individual education which students recoive in Catholic schools stands unchallenged; but what is to be said of countries. the practical social value of that edu-Catholic school in America faithfully adjust its products to the thought the ideals, the philosophy of life of our current American civilization? American life as well as does the publie school?

This is a very serious matter. When we bid farewell to our graduates. it is customary to sirge them to be faithful to the principles which they have received, to warn them of the many false philosophies which they will encounter in life, to exhort them to make their influence felt as Christians upon their fellow-citizens. But in all this is there not the assumption that the world into which they are to step is quite different from the little school world which they are leaving? And are we not perhaps asking too much and expecting too much from these young peo-

A young graduate has sufficient ersonal difficulty in gaining a foothold in remunerative employment without being weighed down with the additional task of reforming soat once into a position of authority and influence. He must gain his livelihood by accepting a position with a business or commercial or pro-

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complimentary copy of your life fraught with deep joy and significantine which has already been estabof Rone Menard, and to read the carrie. To the students it marks the lished. And the routine of that firm, words of delication in which you ex- culmination of long years of preparties practices, its ethics, its aims, are plain to touchingly your inferest in ation. To the parents it brings a in no wise different from the routine this and other Jesuit messionaries of thrill of pride in the accomplishments and ethics of similar firms. They all New France and Western New York. of their children. To the teachers express in concrete form the ideals, am comfident that your delicate unthere comes the proud satisfaction of the conventions, the beliefs, the habhere man, and your successful en- growned with success.

leaver to give credit where credit is It has fallen to my lot to have the osophy of American-life?—And-does olic school reflect the prevailing philthe will contribute substantially to a honor and pleasure of expressing to it train its students to enter that life stee knowledge of those strenuous all, atudents and parents and teach so that there shall be no profound

characterized by the marks of Christionity. God is little in evidence. Re-100 You have done and are do-struction which these students have ligitude aims and ideals are not easily in a cause in which both history received, it is hardly necessary for discorned in the ordinary practices of ligious ains aixd ideals are not easily and religion are vitally interested me to add any words save those of commerce, industry, or the profes-Upon this work and upon yourself I exhortation to continue faithful in the sions. Without heightening the colm invoking abundant blessings from principles and habits which they ors, we may plainly assert that the have acquired at this school. Nor predominant tone of present day American civilization is not really

Christian. Religion im Catholic Schools Now if there is anything which particularly distinguishes the Catholic school, it is its attention to the rell-

public school. Whether we like to adpublic school every element of remit it or not, the public school systilization. tem of America is the creature of the A deep mistake made by those who State; it alone receives financial support from public funds; its administration was that the religious desirable was the r prepare students for Ameriacn social

the Mexicans and the Russians, has masqueracting under that nazne. banished religion as completely from its civilization as have those two

All Religious Schools

the co-lonial period and durschools of America were all religious taught by Presbyterians, Baptists to attend schools taught by Methodists, and so on. This caused considerable ill-will, and there was gradually evolved, through the instrumentality of the Protestant churches and especially of the Protestant ministers, the idea of a school from which religion would not be be nned but from which ciety. He can not, in any case, step sectarianism would be climinated. The basic principles of Christianity as ac-

groups of the German lands. Public School System

Directs Schools



The Rev. John M. Duffy. M.A. Superintendent of Catholic Schools in the Diocese is guiding the activities of the Legion of Decency im the Catholic Schools, Under his direction pledges have been disdren. Father Duffy is also heading a movement for substituting for tel movies, other attractive, wholesome recreation for the children of tender years.

all likewise the leaders of their rewas at first the notion that some re- very minimum of Christian instrucligion could still be taught in the tion. gious element. The students are so But it was soon found that the least taught that they have ever before their eyes the great purpose of man in this world and the place of God in how can there be formulated a code can social life. Yet, it seems to me the control of the co in this world and the place of God in all creation. All elements of their instruction have been so oriented as to increase and strengthen these ideals of Christianity. Their view of the world and of their place in the world is the view of a Christian—and we is the view of a Christian—and we sond them out into a world which is not Christian.

From this standpoint, that of the social function of education, the Catholic school must yield place to the public school every element of respected to the public school covery element of respected to the public school whether we like to adpoint the catholic school every element of respected the everyone's religion is to be respected that a new day is dawning. During the past few years the concern of the whole country has been aroused to conditions in American society unterpretation of the years when our American people really believed in a God The sordid pursuit of wealth which has brought our people to the principle of the Public School that everyone's religion is to be respected that respected the problem of the government the everyone's public school every element of respected the properties

trators and teachers are public officlais; above all, its sole function is to ment in the formation of youth could be supplied outside of school hours. life and we have no hesitation in as. If religion were merely an isolated serting that the present American branch of learning, like arithmetic or civilization is so lacking in Christi- grammar, this plan might have sucanity because it was made so by the ceeded. But religion is a whole philosophy of life. It summarizes and sym-Let us look at the history which thesizes all one's konwledge of the shall tell us how this strange thing world, It is the collection of princihas been done how a nation which ples which one deduces from the national life, what have we Cathwas Christian in the beginning has, study of the world and its wonders, out of tenderness for Christianity, Religion being divorced from all other lost Christianity; how a people which er knowledge is not religion at allnever waged war on religion, as have it is merely a form or comvention

Existence of God Let us take in ilustration of this merely one dectrine of Christianity, counteracted the effects of a system namely the existence of God. This ing the first half century of our exthings to explain the ultimate reason schools in the same sense as are the of the existence of those things. Com-Does it prepare its students to enter Catholic schools of today. The ad sidering the world around us, studyministration, the control, and the ac ing the phenomena of science, we tive teaching, were in the hands of find that all things of the world and the several religious denominations, all activities of whatever kind simply The schools were variously supported remain inexplicable if there is not -partly by public taxation, partly by behind all these some Cause which tuition, partly by church subsidy, brings them into existence and some This was the situation throughout the Force which gives them motion and country until about 1830. Owing to life. This First Cause and Force is the excessive multiplication of Prot what the Christians call God Now estant sects in America, it became in if, in the study of nature, God may creasingly difficult for each denomin not be considered by the student, he ation to provide separate schools for naturally must conclude that nature the children of its faith. It became as such is sufficient to itself. God necessary for Episcopalian children to thus becomes merely a name menfrequent schools controlled and tioned on Sundays during the brief hour which the boy or girl spends in church, God has no place in the world of things as this world is presented and explained to the student God thus becomes a meaningless

Philosophy Formed on Facts If God is climinated from the ordinary studies, may not the student still learn the facts of nature without cepted by all Protestant groups might endeavoring to form an ultimate exstill be taught. It was thought post planation of these facts? Such a propossible to work out at least common cedure is impossible, for the humara denominator of religion which would mind is so constituted that it stops not with the acquisition of facts, but While this new thing in education tends to bind these facts together was being advocated and hailed with and to evolve principles which are the relief by Protestant leaders as the expression of these facts. The indione means of disposing of sectarian vidual dates, names, incidents, phestrife, the movement was powerfully nomena, are often enought forgotatrengthened by a doctrine preached ten; but the principles worked out.
by New England and Ohio school from these, the attitude toward life men that only by means of a nation which follows as a sequel from the ally controlled single school system principles, the ways of looking at the could there be achieved national un world, the habits, the ideals, the moity and strength. This feature was lives of conduct - these things reborrowed directly from Prussia which, main as the guiding elements in one's during the early years of the nine life. A philosophy of life we must teenth century, had used the schools all form; but this philosorphy is to weld together all the diverse formed from the facts which have been presented to us; and if God is The present public school system not contained amongst those facts, was thus form from the unions of them our philosophy of life must those two ideas, Political forces

were put into operation and appropriate legislation was passed by every state in the Union whereby all schools publicly supported were to be operated solely by the political government. It was thought, and not ult life if the school has forward its ninreasonably, that when deprived of students to conduct their lives and this tax support those church denom-inations which showed reluctance to Good, those students as they emerge give up their work of education into manhood will carry the same ica. Is it not brevitable that several Education, Thus, the public school system, as penerations trained in this granner. It exists today in America, is the result create a difficulties which is to-

minings: the fally allen to Cheristianity?

Cachelly Bished, System.

If such his been actually the case

in America, why, we may ask, have the products of the Catholic schools not exerted a proportioniate influenc in the direction of maintaining Christianity as the dominant note of our divilization? Let us look at this matter frankly. When the Protestant denominations threw in their lot with

the advocates of the non-sectarian and consequently the non-religious school, the Catholics, though relatively few in number and poor, bold tures to petitions protesting against ly resolved to uphold the American the Ohio Board of Censors accepting lively few in number and poor, boldtradition of Christianity by building Pictures in which "licentiousness, and maintaining at their own ex- crime and debauchery is shown in atpense truly Christian schools. But tractive form, with little or no refonce they were cut off from the rest

of the country, they fell under the suspicion which always attachees it-

cation for every Catholic child, the actualities of the case have, been quite otherwise. Despite supreme efforts, and after the progress of one unclred year, we dathedies in America are unable to provide Catholic education for more than fifty per in our colleges. It is appaling to con. Mexican Chapel here. sider the numbers of Catholic youth spective church groups. There in America who have received the Weekly Caleridar

New Day Coming Under such circumstances there ment; the cynical exhibitions of publle indecency which sharne our stage and screen—these things have caused thoughtful men to wonder and to inquire whether America is after all

a Christian or pagan country. Nay, these things have finally led men to investigate and ponder whether such a civilization as that which actually exists can be changed unless there is brought back into our schools the principles of religion as practiced and taught by our forefathers. olics to offer and to do? I should say in the first place that we should

continue the solid work of education which we have carried on in this country since its beginning. Our Catholic schools have been the one of mon-religious schools. Our Cath olic graduates have done magnificent service in all walks of life by holding aloft the ideals of Christianity. lf American civilization today still retains some vestiges of Christianity, America can thank in the first place the graduates of Catholic schools.

But we should strive by every means in our power to place our Catholic schools in their rightful places in this nation, and hope that other religious schools will take their place beside them. Such schools should no longer be institutions supported by private means but institutions supported by public taxation. Only so can we remove the stigma of separatism from our Catholic propie and only so can we give to all Catholic children the Christian education to which they are entitled, Only so can the full inafluence of Christian people be exerted upon the American nation to make it, as t was once, a truly Christian nation.

New Deal In American Education This, to my mind, is our manifest duty—a duty to which our Holy Father called attention so strikingly in his last encyclical or education There should not be in our ranks those who would counsel the paths of cowardice, who would urge us to leave well enough alone and not to rritate our fellow-citizens, who would even have the effrontery to tell us that the mesage of the Sovereign Pontiff does not apply to American conditions, as though we Arnerican Catholics were not loyal to the See of Rome. For ninety years we Catholics in America have labored and suffered in silence; and largely because of that silence, emforced perhape as it was by the circumstances of the times, we have been unable to stem more effectually the rising tide of infidelity.

But times have changed and the opinions of men have changed. We desire with all our heart that education shall prosper in America, but we should be firmly determined that public education in this country should be a Christian education, that the false and shallow educational philosophy which founded the size ent mon-religious school system shall no longer triumph, that we return to the Christian principles of those who founded this country and who guided it in its first years of existence, That God be restored once more to His children at this be the motto for a New Tool In American

State Film Censors Called to Task By Protestants in Ohio

Ohio.-The crusade of the Catholic Legion of Decency received special mention in a letter which B. F. Lamb. Secretary of the Ohio Council of Churches, has directed to Protestant pastors, ruging there to obtain signaerence to the penalties that must inevitably follow evil."

"You are no doubt aware," Mr. self to the isolated group. This, in it of the Roman Catholic Church through self to the isolated group. The solated group to every the Legion of Decercy on behalf of Catholic man in business, in profescient pictures. The Motion Pictures. Secondly, while the first thought Committee of the Ohio Council of Churches has agreed that the best was that there could be thus main- method of co-operation is to focus tained a system of Catholic schools public sentiment on the Board of Cenwhich should provide Christian edu- sors demanding that bad pictures be completely rejected."

> Pledge in Spanish Is Distributed in El Paso

El. Paso, Tex - A specially preparcent of our Catholic children in ele- ed handbill, printed in Spanish and mentary schools, for more than containing the Legionu of Decency twenty-five per cent in our high pledge as well as comments on the schools or for more than ten per cent movement, was distributed at the

Of Feast Days

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Wednesday, July 4-St. Bertha. Thursday, July 5-St. Peter of Luxemburg. Friday, July 6-St. Goar. Saturday, July 7-St. Pantaenus.

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