

still is not married. Believe me, her father is plenty worried. He has had to raise the dowry three times to try to get rid of her. He has finally decided to make one last effort to get her married by giving to the man who marries her a whole loaf of bread. Think of it! She will certainly be in demand now!

We had a big "Russia Wants Peace" rally last night, but I wasn't able to go as I had to work six hours overtime in the machine gun factory.

I have to close now as the paper is almost all used up. Besides Comrade Tiomlicin is coming over soon to tell us all about the good old days under the Czars.

Your Cousin,
PAUL DAVEY, Grade XI.

EDUCATION

It rarely happens that men well in the public eye come out with front-line statements on the need of religion in education. Nevertheless both Dean Luther Weigle of Yale and Canon Bell of Chicago jointly affirmed some years ago that education must concern itself with the problem of human destiny, else it is fragmentary and inadequate. They stated that it is useless to teach an ethical code without teaching the spiritual foundation of that code. Furthermore, Dr. M. E. Sadler, President of the Association of American Colleges in his presidential address at an educational conference last year dealt exclusively and impressively with the place of religion in education.

There is nothing new about this need of religion in education. The church said the last word on that subject a long while ago, and Pope Pius XI reaffirmed her unyielding stand in his masterly encyclical, *The Christian Education of Youth*. She has not changed in an age of change, and it is significant of the firmness and sureness of her position that other planned systems of education prove more or less successful according to the measure of their conforming to her way of doing.

Non-religious education is really a fraud that cheats boys and girls of the natural right every rational creature has to know his Creator and find in Him the perfection of his nature.

Religion is an essential part of education but it cannot pretend to be so in fact unless it be the quickening principle of the whole course of studies. Religion has something to say in every branch of knowledge. It does not neglect the natural arts and sciences, since these, too, when expounded as they should be, become a sacred part of religious education, for all true art and true science are a reflection of God's beauty and truth.

Take history, for instance. To teach it with religion left out or misunderstood is to present a very distorted and false view of it. Religion is the backbone of history without which the student will inevitably get the wrong slant on all major issues of the past, present and future. Only by chance will he at times reach a fair estimate of truth.

It is really impossible to detach Europe or America or any other continent from its religious background and expect to have knowledge corresponding to fact about these countries. Hillaire Belloc proved that in his **Europe and the Faith** and the same could be done for countries other than those of Europe.

Perhaps in no other subject except religion itself, can the truths and customs of religion be practically and interestingly used as in the teaching of modern languages.

Someone might ask, "How are you going to talk about religion when teaching grammar, without dragging it in by the ears?" It seems to me that the opportunities are numerous. For example, most up-to-date texts are filled with illustrations of the various cathedrals, famous personages, places and so forth, in France. What historical incidents could be related in connection with the cathedrals of Notre Dame, Rheims, Cologne! What an inspiring account could be given of Joan of Arc on seeing a picture of Rouen or of La Pucelle herself, and how interesting it would be to relate something of the great morality plays produced for the people before their churches.

The same holds true in the teaching of Spanish, Italian and German grammar. Religion permeates all these languages. A teacher who fails to bring it out is missing an opportunity to inform students of their great heritage.

An education without God is not fitted to turn out law

abiding citizens. Not every product of religious education will prove to be a model citizen, but every one of its products has the chance to become one.

If we care to compare nation with nation, we shall witness a general law at work in the lives of these nations: A God fearing people is a law abiding people.

What we need is not more but better education, education not only in Sunday School or as an extra in the course of studies, but with God as the heart and soul of it.

—A. '54.

VULTURES IN A MOGHUL FORT

O! such secrets could these your talon-tenants tell,
Above on steady air, intent and hungry-eyed!
They yet watch the environs of those who vied,
'calling carrion flesh of patriot and dispel.

The plane bows low 'neath you as sentinel—
But shameful too! that, facing alien side,
Moghul might on tiered-terraces fortified,
Met mastery from within. Must man e'er rebel?

Moat and bridge and stone not alone defy,
Nor stores nor light reason men content
When puppet-played, for pride of one they die.

Replaced from marble splendor next the sky,
—though secret ways and traps pure rock have rent—
Majesty fades next a British Canon's cry . . .

—J. G. S. '54.

"The function therefore of the civil authority residing in the state is twofold, to protect and to foster, but by no means to absorb, the family and the individual or to substitute itself for them.

—Pope Pius in "Christian Education of Youth."

"Every form of pedagogic naturalism which in any way excludes or weakens supernatural Christian formation in the teaching of youth, is false."

—Pope Pius XI in "Christian Education of Youth."