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OBITUARY

MR. PATRICK O'SULLIVAN, KILDIMO.

The death took place at St. John's Hospital, Limerick, on Tuesday, 29th June, of Mr. Patrick O'Sullivan (86), after a brief illness. His death has removed from the district a man respected for his honesty and fervent religious faith. His great devotion and attendance at daily Mass compelled not alone his own family but all who knew him to respect him as a model of One of his Christian goodness. sons is a priest in the Liverpool where he is Archdiocese, known for his association with Gaelic activities, and a daughter is a nun attached to the Presentation Solemn Re-Convent, Limerick. quiem Mass was offered by his son, Rev. Father G. O'Sullivan, at St. John's Cathedral on Wednesday. Rev. Father O'Regan, C.C., Patrick's, was deacon; Dr. Murphy, St. Munchin's College, sub-deacon; Rev. Father Brassil, Adm., St. John's, master of ceremonies. the choir were-Very Rev. Canon Wallace, P.P., Kildimo; Rev. Father McDonnell, C.C., do.; Rev. J. Moran, C.C., St. John's; Rev. Father Mc-Grath, C.C., do.; Fathers O'Brien, Breen and Purtill, St. Munchin's College; Rev. Father E. O'Dea, C.C.,

Donoghmore. The remains were removed to Mount St. Lawrence Cemetery and the large concourse which followed testified to the esteem enjoyed by the deceased and his family. The chief mourners were: - Patrick, Michael, Stephen, John, Christy and Father Gerard (sons); Mrs. Manahan, Kathleen O'Sullivan (daugh-O'Sullivan ters); Mrs. Michael (daughter-fh-law); Eily and Eithne

O'Sullivan (grand-children). Rev. Father G. O'Sullivan (son) officiated at the graveside and was by Very Rev. Canon Wallace, Fathers Brassil, McDonnell, O'Grady, Creed, Moran and McGrath.

DEATH OF LIMERICK LADY IN AMERICA

We regret to announce the death Doyle Bridget of Mrs. Mary (R.I.P.), which took place at her home, Bayside Hills, Long Island, New York, on the 5th May. The sad news came as a shock to relatives and friends in Limerick. The deceased lady was born and reared in St Mary's Parish and belonged

going down to fundamentals. We in this coun hold strongly to the view that the almost autor comprehensive purpose of educa- trance requir tion is to enable the individual to sities. react suitably to his environment. We use the word "environment" in tion in relat its widest sense, including the physical world, immediate and remote, with its many forms of and plant life; human animal " society ranging from the family circle to the farthest limits of space where human beings mould and are moulded by the all-embracing unity which we name "universe." Nor can we exclude the less tangible but no less real factors of the circumscribing moral and spheres, which factors spiritual bear so powerfully upon human ways of living and transcendental aspirations. The past, too, must be reckoned with, as a vital and uncentrollable determinant in the make-up of every individual and community. It has produced the whole of the conditions of existence into which the new-born person is projected, and under whose and pressure he must, whether he likes it or not, shape

his destiny. UNDERSTANDABLE PRO-PENSITY.

Conflicting views on education are mainly due to a very understandable propensity for people absorbed interests are mainly in a particular section of human environment to asses the value of any form of education by the extent to which it subserves those special interests.

Industry (including agriculture) is indeed a vital part of the struggle of man to gain the mastery over his environment. To wrest sustenance and utilities from the soil, to harness the forces of nature for production and transport, to extract, to transmute, to analyse and synthesise matter for the satisfaction of human needs—all this is part of the perennial warfare between man and the forces of nature. It is clearly a part of the function of education to collect and impart the knowledge and develop the skill that will fit the people for effective action in this sector of the environmental front.

But that does not mean that the whole educational system should be designed to provide a supply of power depe cheap and efficient human machines standard of for particular industrial enterprises, especially if their paramount purpose is to earn profits and dividends for the owners. Education must look to the general good, and VOCATIONA a proper sense of proportion must be observed in the relative strength and distribution of its forces over the whole field of human advance.

For example, a man or a woman is not merely a worker but a citizen with moral responsibilities. having the use of an instrument called a "vote," by which the fate of rulers and Governments can be tion of eve decided overnight—with incalcul-land of some

general scheme of life without education as The positio

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for leaders o not only in the professions, l dustry, comr There were former Royal least for agr but its absorp University exstence, and poses for w appear to h and direction in reorganisa sity or in th dependent hi batable ques generally agr prosperity of pend upon the get for their Just as th aim at an ev of quality ir people should national affai

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The work nical educat general adap special skill main function education chiefly by schools, and