

SCHOOL SUPERINTENDENT'S REPORT SHOWS NO SCHOOLS CLOSED IN 1933

(Continued from Page 1) schools exist for Catholic children "that Christ may dwell in their hearts; that being rooted and founded in charity they may be able to comprehend with all the saints, what is the breadth and length, and height, and depth; to know also the charity of Christ, which surpasseth all knowledge, that they may be filled unto all the fulness of God."

for what he must do here below, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not wholly directed to man's last end, and that in the present order of Providence, since God has revealed Himself to us in the Person of His Only Begotten Son, who alone is "the way, the truth and the life," there can be no ideally perfect education which is not Christian education.

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It is therefore as important to make no mistake in education, as it is to make no mistake in the pursuit of the last end, with which the whole work of education is intimately and necessarily connected. In fact, since education consists essentially in preparing man for what he must be and

It does as efficaciously as man is capable of doing it, namely by cooperating with God in the perfecting of individuals and of nations, inasmuch as education makes upon the soul the first, the most powerful and lasting impression for life, according to the well-known saying of the Wise Man, "A young man according to his way, even when he is old, he will not depart from it."

General Statistics There are in the diocese 72 parochial schools, 31 of which are in the City of Rochester, 10 outside of Rochester in the County of Monroe, and 31 in the other counties of the diocese. To these we may add 10 Private Schools and Institutions in Rochester, making a total of 82 elementary schools. In these schools are registered, October 1, 1933, 26,742 pupils, which represents a loss from last year.

Table with 2 columns: County, Pupils. Total 26,742. Registration, 1933, according to counties is as follows: Cayuga 1,063, Chemung 1,734, Livingston 734, Monroe 19,852, Ontario 1,759, Seneca 614, Steuben 1,756, Tompkins 602, Tioga 66, Wayne 273, Yates 165.

Table with 2 columns: City, Pupils. Total 25,345. Registration, 1933, according to cities is as follows: Auburn 1,963, Canandaigua 455, Corning 335, Elmira 1,784, Geneva 1,804, Hornell 924, Ithaca 502, Rochester 17,828.

Teacher Training Although the school is for the child, and although the teacher should not make himself or herself too conspicuous in the classroom, nevertheless, the teacher is by far the most important factor of the school. Textbooks, charts, sand-tables, equipment of every kind—all may be useful, all may be helpful; but the teacher is indispensable. In fact, the best Teacher of the world, if he were to be taken away, the school would be a mere shell.

The Sisters are interested in the work and want to insure its success. They are heard and soul with His Holiness of sacred memory, Pius XI, who would drive from the vaults of the sacred edifice the worldly strains of the dance and the orchestra. To this end they are doing their utmost to further prayerful singing in the Church of God.

teacher training since zeal for God's glory cannot compensate entirely for a lack of the fundamentals of pedagogic theory and practice.

Syllabus Revision Since the pupils of all our elementary schools are preparing themselves for Regents examinations in the upper grades and for high school work under the direction of the Board of Regents of the State Education Department, it is quite obvious that our courses of study should meet the requirements of the same Board of Regents. This is our purpose and, thank God, our realization. From time to time it becomes imperative to revise our courses of study in order to meet substantially the demands of a revised State syllabus and to make clearer, according to modern investigations, the presentation of the Catholic point of view and the Catholic concept of various subjects. As God may be found in all His creatures, Catholic truth must never be slighted by the teacher, lest any subject be secularized and left cold and barren. During the past year courses of study were revised in Christian Doctrine for the seventh grade, in Geography for the fifth and sixth grades, in History for the third, fourth, and fifth grades, and in Civics and Patriotism for all grades. In Geography an earnest effort was made to give a clear view of the religious aspect of the various countries, since a knowledge of the religious belief of a people is the key to a better understanding of their customs and activities. We wish to express here our sincere gratitude to the supervisors and teachers who labored so long and faithfully in the revision of these syllabi.

Music "Sing joyfully to God, all the Earth." Teachers and children in the parochial schools of the diocese of Rochester are keeping alive the words of the psalmist by their daily efforts to master the singing art. A twenty-minute period is set aside on the daily program to meet the requirements in singing put forth in the elementary school syllabus. The method in present use is the Justine Bayard Ward Method, a method planned to meet the child's needs in the developing of good tone quality and in giving the child the musical facts necessary for an understanding and appreciation of music in the singing and the instrumental fields. In addition, the Ward Method aims to give the child a knowledge and appreciation of good church music and of the tone quality desirable in church singing, particularly for Gregorian melodies.

Since the aim of teaching singing in the Catholic Church is not only to produce good singers but to produce "church singers," the Ward Method best meets the needs of the Catholic child in the singing field. As the course is outlined at present the child is taught the fundamentals of modern music in the 1st, 2nd, 3rd, 4th and 5th grades. In the 6th, 7th and 8th grades he studies both Gregorian and modern music. When the child leaves the grammar school under the present course of study he is a fit subject for any church choir, a need not met in previous music teaching in the schools.

To make the work of both teacher and pupil more intelligible and interesting, the supervisors of the various teaching communities in collaboration with the Music Committee for parochial schools have prepared a series of pamphlets for use in the 5th, 7th and 8th grades. One pamphlet gives the essentials to be taught in the respective grade courses in Gregorian music. A second pamphlet contains the Benedictine hymns, the English hymns, and the supplementary songs to be taught in the 5th, 6th, 7th and 8th grades. These hymns and songs are written in modern notation so as to keep the child in the 6th, 7th and 8th grades in touch with modern music reading while pursuing the study of Gregorian music.

The Sisters teachers are making every effort to meet the requirements for the teaching of the Ward Method in the elementary schools. To the roll of more than 200 Sisters, who have already taken the various courses offered, 44 added their names during the past summer. Courses in Music 1st Year and Music 4th Year were given during the summer session at Nazareth Normal. Every teacher who had not yet qualified for the teaching of the work of these two years was obliged to attend the respective courses.

from an article entitled "Effects of the Depression on Child Health," we read:

"Inadequate food and clothing, improper housing, unrest, and the curtailment of necessary health care have resulted in a very definite lowering of resistance and an alarming increase in malnutrition among children. Unfortunately, the criterion for determining malnutrition is by no means the same for all school systems. Nevertheless, the significant thing is that in all places, where the writer is familiar, malnutrition is very much on the increase. Reports from large cities in the country make a formidable showing. Undernourished children in St. Louis parochial schools have increased more than one-third during the past school year. Detroit, formerly with the lowest of 6 per cent of its school population undernourished, in the fall of 1932 reported that malnutrition had mounted to 18 per cent. New York City in a recent report states that malnutrition in the public schools of that city amounts to 25 per cent, as compared to 15 per cent a year ago at this time."

Now, while teachers, judging from the usual excellent attendance, may believe that the health of children during the past year has not been below normal, still it is quite possible that many children have a lower resistance now due to malnutrition which, in turn, is caused by (a) economic conditions, (b) incidence of physical defects, (c) lack of appreciation of proper health values. In dealing with the first two conditions the average teacher may not be able to do much except to co-operate with health authorities and relief-giving agencies; but every teacher can and should give proper attention to health education of the right kind needed at all times, and certainly much more so in such times as these.

Since the majority of the children of our schools will doubtless earn their living in later years by manual labor, it is important that their health be guarded watchfully during their school days. Physical culture, therefore, is given its proper place in the curriculum, while not being over-emphasized. It is worthy of note that the encyclical on "Christian Education of Youth" has a word to say on this subject. "Nor may even physical culture, as it is called, be considered outside the range of her (Church's) maternal supervision, for the reason that it also is a means which may help or harm Christian education."

Sincere gratitude is here given to the Health Department of Rochester for the helpful and effective services rendered by school nurses and doctors. Likewise, sincere gratitude is here expressed to the Health Department of other cities and towns for their co-operation with the health programs in the Catholic schools of their respective communities.

Practical Aspect We endeavor to make our Catholic schools not only practical in preparing children not only for Eternal Life but also for this life. Not long ago many thought—at least, they said—that religion had no place in a school. That should be taught at home and in church. Today people are beginning to think otherwise. At the first National Anti-Crime Conference held in Washington, October 12-14, under the auspices of the United States Flag Association, the following resolution was adopted: "Believing in the present crisis which confronts our national life, that morality is the only true safeguard for good citizenship, we urge that an emphasis be placed on the religious training of all our citizens, and whereas

"The true American tradition calls for the encouragement of religion and morality along with schools and means of education and... "Whereas religious education is an inseparable part of the general education of man, therefore be it resolved, that the work of religious education in churches and private schools be increased and intensified, and be it further

"Resolved, that the churches and public school authorities co-operate as far as legally possible, in correlating religious education with the regular work of the school, and be it further resolved

"That religious groups use every effort in promoting the ideals of citizenship by fostering thorough moral teaching based on the sound principles of religion, . . . These resolutions are amazingly Catholic. They sound as though they emanated from the Vatican City rather than from Washington City. We are glad to hear that leading people believe that "religious education is an inseparable part of the general education of man," and that every effort should be made "in correlating religious education with the regular work of the school." Of course, this is what our schools and all Catholic schools have always been doing. In inviting members to this recent National Anti-Crime Conference the Hon. Patrick J. Hurley wrote, "The subject of the Conference, CRIME, is the greatest moral issue the Nation has ever faced and one of the greatest, if not the greatest, economic problem with which the American people had ever had to contend." Yes, that statement is true. Crime is a great economic problem not merely because the nation spends millions of dollars every year in preventing and punishing crime, but also because the present economic crisis may be traced in part to dishonesty, which is one of the great forms of crime. Any school system that, such as ours, which wars against crime by inculcating religious principles—the only sound basis of morality—is making

an enormous contribution to the economic life of the country. Support

We hope that the day is not far distant when religious schools will receive recognition, in the way of assistance, from the state for the invaluable service which they are rendering to it. Justice demands this. In this diocese alone some few millions of dollars are being saved by the Catholic schools. Fair-minded people appreciate this fact and would have compensation made to those schools. In the meantime Catholics will continue to support their own schools while paying their proportionate share in maintaining all public educational institutions.

Sacrifice has ever been the watchword of Catholic people in regard to their schools, and it will probably remain the same for some time to come. Nevertheless, it should be understood that the supporters of our schools are not called upon to bear unnecessary burdens. Everyone knows that rigid economy is exercised in the operation of parochial schools. Most of the teachers are religious who receive meager compensation for their services. Less than 10 per cent are lay teachers. Textbooks are not changed at random. Every effort has been made by those in charge to spare the cost of unnecessary books. Not one of our schools has closed and we are bold to say that none will be obliged to close provided Catholic people of means will be animated by the great law of Christian charity which binds us all.

During the past school year our greatly beloved Bishop O'Hern was called to his eternal reward. In his death the schools have suffered a great loss. His generous heart was wrapped up in the education of the young. He was a friend of every pupil and teacher. All of us will miss him. Let us pray that he is with God enjoying the rewards of his strenuous labors among us. During the year seven Religions also passed away. They were Sister M. Annacharia, Sister M. Bernardina, Sister M. Domitilla, Sister M. Leocadia, Sister M. Agnizka, and Sister M. Cyril, all Sisters of St. Joseph and Sister M. Carolina, a Sister of Notre Dame. May they rest in peace!

Conclusion We expect that our schools will maintain that high degree of efficiency which has ever characterized them in the past. Our teachers are hard workers, but they are working for a great cause: For God and Country! The good will, the hearty co-operation, and the generous support of the Catholic laity will give encouragement to the teachers. If they instruct many unto justice, shall shine as stars for all eternity." We do not hope that they, who support the instructors, will share in their glory? Respectfully submitted, JOHN M. DUFFY, October 25, 1933.

CONFERENCE ON INDUSTRY LAUDS N.R.A.

(Continued from Page 1) Industrial recovery program parallels certain principles enunciated in Pope Pius XI's Encyclical Quadragesimo Anno. Sessions were held on "Organization and Industrial Recovery," "Wages, Working Conditions and Industrial Recovery" and "Catholic Teaching and Industrial Recovery." Bishop Shell First Speaker The Most Rev. Bernard J. Shell, Auxiliary Bishop of Chicago, made the opening remarks at the Informal dinner which concluded the session and the conference extended congratulations to the Rt. Rev. Msgr. John A. Ryan, Director of the Department of Social Action, National Catholic Welfare Conference, whom the Holy Father recently named a domestic prelate. The National Catholic Alumni Federation gave its full support to the conference and members of the organization were present in large numbers.

Assistant Secretary of Labor Edward P. McGrady listed the results of the N.R.A. "Wages," he said, "have been steadily increasing at a rate that indicates that on a yearly basis they will amount to more than \$3,200,000,000. Approximately four million of our working men and women have been put back into industry. Hours of labor have been shortened and child labor abolished. At the end of the third quarter of the year the number of commercial failures was reduced by 47.2 per cent and the liabilities by 58.6 per cent from last year. Industrial sales in virtually all lines in the third quarter were substantially above those in the same period of the preceding year. Completion of commodity prices this month for 784 commodities exceeded March prices by 19 1/2 per cent. The index of industrial activity shows a gain of 36 per cent over last March."

Selfish Opposition scored Father Maguire denounced the efforts of individual manufacturers to make capital out of the failures here and there in the workings of the industrial program and declared they are worthy of nothing but condemnation on the part of the citizens. Noting points at which N.R.A. parallels the Pope's Encyclical, Father Maguire listed: 1—Industries should no longer exist for private individuals alone but

to secure the public welfare and to provide employment for those who need to work. 2—Everyone has a right to a job. 3—Recognition of the equal right of capital and labor to organize. 4—Recognition that man has a right to a living wage. Preparedness for meeting in the future just such disasters as were met in the past is assured by supporting the American Red Cross.

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