

CATHOLIC SCHOOLS OF DIOCESE SAVE STATE \$3,717,700

Seneca Falls Daughters Elect Mrs. Farrell Head

Seneca Falls—Mrs. Agnes G. Farrell of 75 Bridge Street has been elected grand regent of Seneca Falls Court, 824, Catholic Daughters of America, succeeding Miss Mary Lacey.

Other newly elected officers who will be installed at the meeting November 14, include: Mrs. Catherine Coyne, vice-regent; Miss Katherine Souhan, prophetess; Miss Mary Sauti, monitor; Mrs. Marie Riley, lecturer; Miss Teresa McGrain, treasurer; Miss Alice Casey, financial secretary; Miss Alice Dowell, historian; Miss Catherine Hughes, sentinel; Miss Kathleen Martin, organist; Miss Lacey and Miss Mary McGuire, trustees.

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Annual School Report Just Issued By Father Duffy, Superintendent Gives Latest Figures on Costs

Attendance in Catholic Schools of Diocese, Value of Religious Training, Double Taxation, Music Course Given; Treated in Detailed Report

Approximately 28,276 children are attending Catholic Schools in the diocese of Rochester according to the annual School Report issued today by the Rev. John M. Duffy, Diocesan Superintendent of Catholic education. Father Duffy's complete report is as follows:

It is especially appropriate, as American Education Week draws near (November 4-11), that we should turn our attention to the aims, hopes, and achievements in the field of Catholic education. As we look back over the past school year, our first thought is one of gratitude to God without whose guidance and assistance the Catholic schools in this diocese or in any other could not continue, for we humbly acknowledge that "every best gift and every perfect gift is from above, coming down from the Father of Light." We are also heartily thankful for the co-operation of pastors, for the labors of devoted teachers, and for the support of generous lay people, whose united efforts have kept Catholic schools in operation during the past year. When one hears of the number of schools that have closed in other parts of the country on account of economic stress, he wonders how we have escaped a similar plight at home.

Although no schools have been forced to close, the October census (1934) shows that there has been a decrease of \$16 in registration in the elementary schools of the diocese. This decline may be due to a number of causes. The book problem may have had its influence; or families, whose children formerly attended city parochial schools, may have moved, on account of economic circumstances, to suburban or rural districts where the children can no longer attend a Catholic school.

Again, restricted immigration and a declining birth rate may be factors in the decreased registration. In December, 1931, the N.C.W.C. reported: "Although there were 17,000,000 more people in the country in 1930 than in 1920, there was a decrease of 128,840 children under five years of age. The year by year increase in first-year enrollments which has been faced in school administration, has ceased and an era of actually decreasing numbers has been reached." At any rate, a decreasing attendance in elementary schools is a problem which should be a matter of deep concern to all who are responsible for the welfare of Catholic schools.

SCHOOLS
Number of schools in diocese.....29
Number of elementary schools in diocese.....20
Number of secondary schools in diocese.....9
Number of parish schools in diocese.....72
Number of schools in Monroe County.....55

PUPILS
Number of pupils in diocese.....28,276
Number of elementary pupils in diocese.....25,486
Number of secondary pupils in diocese.....2,790
Number of pupils in Monroe County.....19,061
Number of elementary pupils in Monroe County.....16,933
Number of secondary pupils in Monroe County.....2,128

We are glad to note that there has been an increase in Catholic high school attendance. This is as it should be, although there is yet a long way to go when one realizes the number of Catholic pupils who for one reason or another are not in Catholic high schools. Yes; one thinks first of the economic reason, but too few think of the need of grace and guidance that exists for the adolescent, especially under influences that are anything but Christian. If there are any who imagine that Catholic high schools for Catholic youth is a recent policy of the Church, let them read the decrees of the Third Plenary Council of Baltimore, which stated fifty years ago: "We warn, therefore, and in Our Lord we beg our people, that by their united forces they hasten that happy state of affairs, when academic, colleges, Catholic universities, will be so numerous and excellent, that Catholic youth without any exception will be able to find in Catholic schools any course which their parents are anxious for them to take or which they themselves choose." If the Bishops of that Plenary Council saw fit to warn parents of the "danger to their children's faith and morals" then, what would they say today? If many Catholic children are not receiving a Catholic high school education merely because of unfair allocation of State funds for education, then that condition should forthwith be remedied.

"The proper and immediate end of Christian education," as set forth in the great encyclical of Pope Pius XI, "is to co-operate with divine grace in forming the true and perfect Christian." As paradoxical as it may sound, no youth is adequately prepared for the life who is not prepared for the next life. If the school does not prepare children for life, it is not fulfilling its purpose. Preparation of children for life—for complete and full life—is indeed the function of the school. So intimately is the purpose of the school bound up with the purpose of life, that it is difficult to discuss the function of the former without becoming involved in the end and aim of the latter. This is why educators, who have no Christian concept of a future life, cannot formulate a philosophy of education suitable to Catholics. An educator, who believes only in this life, will be guided very probably in his educational theories by the current philosophy of experimentalism which denies the existence of God, the immortality of the soul, the freedom of the will, and which places the end of the individual in serving society. The youth, who is exposed to such an educational environment, is at least in danger of having his faith weakened. But some may say, "Religion is not taught." The answer is, "They cannot leave it alone." It is as easy to think of a physician hurrying down the street without a destination, as to think of the educator developing his theories without having a philosophy of life.

Any educational system, which does not take religion into account, is inimical to the best interests of the State and society. We still believe with the Father of our country that, "Of all the dispositions and habits, which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the

Leper Criminal Starts Series of Conversations Among Family in China

Canton, China, (N.C.W.C.-Fides)—In Tai Wan, a leper condemned to death for abominable crimes was chained to the fence of the Catholic mission on the eve of his execution. The Chinese priest was kind to him, gave him food, and talked to him about God. The man long ago had attended a catechism class and after a summary instruction was baptized the next morning by an Irish Jesuit, Father Donnelly studying Chinese nearby.

Father Donnelly then made it a point to go to the leper's village to console the man's mother by telling her of the beautiful dispositions of her son at death. The woman was profoundly impressed by this interest of the priests in such an unfortunate creature as her boy. She, the leper's daughter, and an adopted child of the family are now receiving instructions for baptism.

And let us with caution indulge the supposition, that morality can be maintained without religion." This firm conviction of Catholics accounts for their willingness to make untold sacrifices to maintain schools where religion is not barred. In Catholic schools, patriotism, respect for law, authority, and all moral virtues find in the doctrines of Faith the only firm sanction needed so much in these days of exaggerated individualism.

It has always been a principle of Catholic education that children should be taught cultural subjects as far as possible before beginning specialization. Cultured subjects, which give people broad and varied interests, help them usually to lead better, happier, and more fruitful lives. It is quite obvious that there is a vast difference between "living a good life" and "making a good living." With this thought in mind it is interesting to read in the October issue of the Journal of the National Education Association the following statement: "Changes just as significant will follow from the inability of industry to absorb anything like the full time of adults. People may for a time spend their new and perhaps unwelcome leisure in sleep, at the movies, or in driving back and forth on the crowded highways, catching glimpses of the countryside between the billboards. It is inevitable, however, that these forms of entertainment will soon satisfy our population. They will demand and are demanding some kind of occupation which will assist them to a more varied, stimulating, and important brand of activity. They will demand education. And they will demand it of us."

"If current experience gives us any inkling of the future, we can be reasonably confident that what they will insist on is not vocational instruction—how to be a better bookkeeper, for instance—but what we call general cultural education, education which will fill in the gaps left by formal schooling, or develops artistic and literary leanings which were submerged by formal schooling and the necessity of earning a living."

After religion the subject which is most important and which has the greatest influence upon the child is reading. It has been said that, "He who gives the child power to get the thought from the printed page has put into his possession a means which, if it is properly used, may educate him; but he who has done this, and in addition has induced the love for good literature, has educated him." It is for this reason that we encourage the use of public libraries, and it is for this reason that we encourage further development of school libraries. We who did not have the present-day library advantages can appreciate their value for the children of school-age now.

Because of the importance of the study of music from a religious, social and cultural point of view, it has received careful and concentrated attention in our school program. While there is still much to be desired in the way of co-operation and co-ordination, encouraging progress has been made in many schools, especially where a special music teacher has been given charge of the work. By a process of teacher training, a regular and well planned course is given in all grades. By insisting that the full amount of time be devoted to this study, we are simply complying with the wishes of our Holy Father and our Bishop.

An early foundation for the study of music, sacred and secular is well laid when it is given in accordance with the pedagogically and psychologically correct principles of the Ward Method. Our children are being equipped with a musical training that enables them to partake in all civic, social, and patriotic functions of the community. Besides being endowed with a due appreciation of good music, the child is given a musical education which will give him a better understanding of the sacred meaning of the liturgy of the Church. Equipped with this training he is able and ready to take an active part in the Holy Sacrifice of the Mass and other liturgical services. Since music, and especially our Church music, is so closely bound up with our religion, we suggest that we earnestly hope that the opportunity be given the children to use

(Continued on page 2)

Catholic Courier

Official Newspaper of the Rochester Diocese

VOL. VI. ROCHESTER, N. Y., THURSDAY, NOVEMBER 1, 1934

Niagara U. Students Make High Averages

One girl and eighteen men had coveted places on the Dean's list of the Rochester Division, Niagara University today as a result of obtaining an average of more than 85 per cent in all their studies during the past semester.

The girl, Miss Bernice Frank, No. 10 Acherhold Street, is one of twelve registered at the school and is working for the degree of Bachelor of Business Administration by attending the evening sessions of the university. She was third on the list after obtaining an average of 91.83 and was preceded by Edwin J. MacNamara, No. 55 Curtis Street, who headed the list with an average of 92.96 and William Jolanski, No. 41 Shaffer Street, who had an average of 92.8.

The list as released today by Dean of Students John E. Wilkinson reads as follows:

Edwin J. MacNamara, 92.96; William J. Jolanski, 92.8; Bernice Frank, 91.83; Earl E. Knapp, 91.6; Herbert W. Casper, 90.9; William G. Knapp, 90.2; Charles J. Koss, 89.85; Albert H. Fitch, 87.66; Thomas T. Kinn, 87.64; Francis J. Casper, 87.44; Joseph E. O'Brien, 87.14; Francis L. Claus, 87; William J. Rahn, 86.6; Frederick Gruber, 86.45; Elmer J. Wood, 86.4; William D. Casper, 85.96; John J. Dwyer, 85.94; Lewis E. Dietz, 85.8; Richard J. Dwyer, 85.83.

Officers of the student council are appointed from this group.

Keep your pledge in the Legion of Decency.

La Crosse, Wis.—The Rt. Rev. Magr. Philip Kramer, Vicar General of the Diocese of La Crosse and pastor of St. Carlo Borromeo's Church, La Crosse, has just died here at the age of 64.

New York—The Rev. Fr. John J. McLaughlin, pastor of St. John's Church, New York, has just died here at the age of 64.

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