

WAYS IN WHICH PARENTS CAN SUPPLEMENT WORK OF SCHOOL ARE RECITED

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(Written for NCWC SCHOOL SUPPLEMENT)

Recent changes in the social order of modern life have greatly affected the character both of the home and of the school in the task of education. There has been a progressive tendency on the part of parents to wash their hands of the grave obligations connected with child training and to relegate more and more of these responsibilities to the school. Even Catholic homes and Catholic parents have studied how to relieve themselves of these duties. Consequently, the child today is the recipient of an unbalanced, artificial sort of education in a school endeavoring to imitate the cultural

Home and school must work and-in-hand if the child is to be educated in the true sense of the word, for after all the function of education is something far deeper than the mere acquisition of actual knowledge. In the Christian sense of the term it is rather the transformation of a child of the flesh into a child of God. In order to attain this goal, educators must, in the words of the Rev. Dr. George Johnson, "provide the child with those experiences which are calculated to develop in him such knowledge, build up such habits, foster such attitudes, interests and ideals as will yield a Christian character living in an American democracy." No school, no institution outside the home can accomplish all this without the aid and cooperation of those God-given, heavenly-appointed, and natural forces in the work of education—the parents of our children.

Means of Cooperation
With the opening of the new scholastic year we wish to recall these facts both to parents and to teachers and to indicate some of the many ways in which home and school can work together for the benefit of the child.
To the young child of six years the approach to school is fraught with much joy and anticipation. The constant threatening of the "PARENTS" would do well to be fostered in the home previous to this time. Parents may, and frequently do, make or mar the child's first impressions of school life. The constant threatening of what the teacher will do or say, or what will happen if he misbehaves in the classroom has a most pernicious effect upon the child's ability to adjust himself during the first year. Parents would do well to build up in the small child more wholesome attitudes, making the beginning of this school career an anticipation of pleasure and an experience very worthwhile.

The first year at school is a great adventure, a voyage of discovery into the "land of beginning." No parent can afford to wrack the voyage before it is begun. In fact, no parent can afford to be left out of the exploring party. From the very first day when the child is brought forth into the world, the last which the anchor is cast, the child needs the sympathy, the encouragement, the help, and the guidance of both parents and teachers. Without this, he finds himself at sea in school and struggling with two different, sometimes, two opposed sets of attitudes, two codes of behavior, even two languages. What is proposed is a child who is not only a child, but a child who is also a child of God. The child alone says for such lack of cooperation between his adult world.

In the provision of educative experiences the home may play a very important part. Children from Catholic homes of course, come to school with a background of religious experiences deeply impressed upon their minds and hearts. The child who has witnessed in the household scenes of piety such as grace before and after meals, the recitation of the rosary and common prayer by all the members of the family. Small children who have participated in these experiences. They should have some knowledge of Our Lord, His Blessed Mother, and the Guardian Angel. They should be familiar with holy pictures, holy water, and various other sacramental common in the truly Catholic home. Should, however, these things have unfortunately been neglected until the time when the child enters school, certainly the home ought to do all in its power to promote the work of the teacher in this regard. True religious training does not consist in merely hearing the child recite the catechism each morning. Far more important is it for parents to see to it that the child lives his religion in the home. Says his daily prayers, practices little acts of virtue, and develops a personal love for Christ. The necessity and desirability of these things are taught the child in school for the teacher's task is indeed hopeless unless parents assume the responsibility of leading the child to practicalities.

Love for the Spiritual
Little children love the spiritual. Their young souls possess an innate craving for the good, and it is up to both teachers and parents alike to foster this natural tendency. There is no reason why small children can not, and should not, be made acquainted with the lives of the Saints and boys and girls who loved the good God. Bodine stories of Little Saint Elizabeth (1), Little Saint Therese (2), Guy de Forcalquier (3), Renette de Guine (4), Nellie of Holy God, The King of the Golden City (5), and many others of like nature now being written for small children, certainly make far more wholesome impressions upon the child's mind than do many of the modern realistic stories of the present day.

The great festivals of the Church are, or should be, occasions for rejoicing in every truly Catholic family. Children learn of these feasts and their significance in school, but now frequently it happens that they are disappointed in not hearing any mention of them at home. The Christmas crib, the May altar, special rosary devotions during the month of October, pious practices in the family circle during the holy season of Lent—all of these make life-long impressions upon the child and form one of the most essential elements in the development of a Christian character.

On the material side, parents can likewise do much to further the cause and the facility with which the child learns by giving him ample experience with interesting features in his environment. The primary teacher should know that the child who is best equipped to learn to read and to begin other school activities is the one who has had rich and varied experiences. The young child sees many things and learns a great deal when accompanying adults on trips, shopping tours, and expeditions of one sort or another. Usually, however, on such occasions, he is required to conform to the plan of adults, to ask few or no questions, to maintain good behavior for several hours at a time, and not to linger for the purpose of investigating points of interest.

A certain amount of such restraint is, of course, legitimate, but children can not be expected to meet adult standards, especially under conditions which are novel and stimulating to them. Even the best parent can occasionally find time to take the child on a little trip of his very own when he may ask questions and take time to satisfy his curiosity. Visits to the woods, to a botanical garden, to the library, a zoo, a railroad term-

inal, a farm, a postoffice and so forth, are easily planned and enjoyed by parents and children alike. To be pleasurable and profitable, excursions of this type need not be an all-day affair. They are, nevertheless, the very basis of the average kindergarten-primary curriculum. To have had first-hand contact with many activities in the immediate community is a valuable means of developing school readiness. Experience is one of the fundamental conditions for learning; parents can do much to supplement the work of the school in this regard. Frequently they can do it much more effectively than can the school. Besides the educative value inherent in this type of activity, there is also developed a finer relationship between the child and his parent.

A majority of the modern parents are overly anxious to develop reading abilities in the young child. All apparently recognize the fact that unless the child master the mechanical means of instruction, the entire school career will suffer the consequences. Hence, parents everywhere are trying to teach their children to read at home and teachers everywhere are warning that they would not. Both have the same goal in mind, namely that of making beginning reading simple for the child, but both proceed in such different ways that the child suffers from the conflict. Methods of teaching have changed tremendously since the adults of the present generation attended the elementary school, consequently, in the attempt to read to the child, parents often unnecessarily of course) undo much that the teacher worked hard to build up. For the average child it is simpler to begin the reading process with his classmates under the direction of the teacher.

There are other ways in which parents may be helpful in regard to the development of reading ability. For example, one of the best means of stimulating reading interest and of developing proper reading attitudes is to build up in the child an appreciation for, and an enjoyment of, literature and good books. Small children love stories, poems and rhymes. They enjoy having their favorites repeated again and again. We have already spoken of the desirability of spiritual reading for the Catholic child, but apart from this we should say, along with this, the child ought also to be made acquainted with the folklore and fairy tales of the ages. Only the best of these should, however, be included in the repertory. Then, too, parents can begin early in the child's school days, even during his kindergarten days, to build up a library, marking each book with the owner's name. There are many good and at the same time inexpensive children's books on the market at the present time. Most primary teachers have lists of these at their disposal, and parents select books for the child's library. Wholesomeness of content in pictures and stories is, of course, of prime importance in book selection. The illustrations should be simple, colorful and accurate in site and form. Pictures which are unpleasantly grotesque or which might instill fears or misapprehensions in the timid child should be avoided. Often times pictures give misconceptions which last until they are exposed through chance discovery. Fanciful stories as well as factual stories should be included in the collection.

Generally, however, it is wise to postpone the instruction of the child until the child is able to discriminate between the real and the unreal. The sooner he is able to discriminate between truth and falsehood in his own statements. The mechanical features of a book should also receive due consideration. For example, glazed paper should be avoided. The size of the type, the spacing of the letters, the lines, and the length of the lines and paragraphs are highly important factors, especially during the child's first experience with reading.

Music also ought to be fostered in the home. The progressive school of today is doing so much to educate the child emotionally as well as spiritually, mentally, and physically. Modern educators are cognizant of the fact that man is a creature of the emotions as well as of the intellect and will and that the emotions play an eminent role in human life. They are the finest, the most delicate gifts of the Creator. Uncontrolled, they lead to unhappiness, instability and ruin. Properly guided they lend interest and color to an otherwise commonplace existence. There is perhaps no simpler way of educating the emotions early in life than through good music which is one of the finest types of emotional expression.

Most homes today have either a radio, a victrol, piano, or some other musical instrument, and can therefore, expose the child to the very best that the musical world has to offer. We can never give the child too much of the beautiful, for "Love of the beautiful" has been said, "does for the child what sweet sorrow does for the adult; it makes him thoughtful, mellow, and complete." The disturbingly many more practical ideas for home education, these the interested parent will discover through close contact with the school and its work. Just as no teacher can satisfactorily meet the child's individual problems unless she has the parent's confidence, so no home can function at its best if it disregards the efforts of the school. Each must share its knowledge and experience with the other in order to envision the whole child and to realize in him the aim and end of Catholic education—the formation of a Christian character. MacMillan Publishing Co. P. J. Kennedy & Sons.

Eighty-first Year For Academy of Sacred Heart

It is eighty years since the Religious of the Sacred Heart opened a boarding and day school in Rochester at 17 North St. Paul Street, and thus established the first Catholic High School in the city. The Academy has occupied its present site at 8 Prince Street since 1863 and the intervening years have seen many improvements in the house and grounds.

Announcement is made at the Academy that Rev. Mother Nauly is the new Reverend Mother Superior and that Rev. Mother Brit is the new Mistress General of the Rochester Community, Religious of the Sacred Heart.

The beautiful Gothic Chapel dates from 1880, while 1931 saw the erection of a modern gymnasium where last year a series of plays, under the direction of Margaret Chaffee, Dr. Kent of the University of St. Brigid's School of New York, were given in which each child in the school appeared at one time or another.

The Girl Scout Troop and the Brower Pack which were inaugurated last October, had a very successful year and in May the Scouts with their Scout-Leader, Miss Emily Dean, motored to Albany where they were entertained by their sister scouts at the Academy of the Sacred Heart, Kenwood.

Hockey was added to the list of sports during the past year, though basket ball, indoors and out, still reigns supreme in the field of athletics.

The work for the Missions was carried on with earnestness and enthusiasm and at the final mission meeting of the year a dedication of the school's activities for the spread of Christ's Kingdom on earth, was submitted.

For the coming school year, which will open on Thursday, September 12, debating society and poetry circle are to be added to the list of extra-curricular activities.

At Rome, in May, the committee charged by Our Holy Father to examine the heroic life of the virtues of Venerable Philippine Duchesne returned a favorable verdict, so the beatification of the venerable servant of God is hoped for in the not too distant future. It was Mother Duchesne who brought the Society of the Sacred Heart to America in 1818 and founded the first house of the Order at St. Charles, Mo., whence it spread all over the United States, Canada, Mexico and New Zealand.

The plan of studies is uniform in all essentials in the Convents of the Sacred Heart throughout the world, but which is adapted according to local needs. The Academy is accredited by the Regents of the University of the State of New York, and those who wish are prepared for a Regents' College Entrance Diploma during the last two years of High School.

France Awards Prize To Mission Schools

Libreville, Gabon, French Equatorial Africa (NCWC Fides)—A prize of 5000 francs has been awarded by the French Academy to five Catholic schools in Gabon. Catholic missionaries in this territory maintain schools of all types, from elementary "bush" schools to a major seminary with a total enrollment of 10,000 students.

A school in Libreville, directed by the Brothers of St. Gabriel, is noted throughout French Equatorial Africa for the excellent preparation of its students for the "Certificate of Native Studies," which ordinarily a young man must have before securing a position. The school is noted because of the fact that many are employed in the Colonial Administration and in commercial companies of the region.

FIFTY YEARS

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and made eminent gains in proportion to the growth of the church. The major seminary enrollment in 1924 was 5,095 students, in 1932, 7,721 students and in 1934, 8,600 students.

It may be seen from the foregoing that Catholic schools have made rapid progress, especially during the fifty years that have passed since the Third Plenary Council of Baltimore. "There is danger, however," said Rev. Thomas B. O'Brien of Chicago at the recent Annual Meeting of the National Catholic Educational Association, "that many are spending too much time patting ourselves on the back, we will have little time for the regulation of things that are vital in our system." There is always the problem of financial support in order to maintain and add to our educational structure. Specifically, additional buildings are required. Many churches need modernizing. Curricula changes call for newer facilities for instruction. The Catholic school with its insistence on religion as the most important thing in life must be prepared to exert its influence constructively on the new social order that is in the process of making. Hence, to promote Catholic Action we must continue to further the cause of Catholic education.

'Anne Clarke Hanna' Scholarship Winner

San Francisco—(NCWC)—Miss Clothilde Brouhard of this city has been announced winner of the Anne Clarke Hanna scholarship to the National Catholic School for Social Service in Washington, D. C. Miss Brouhard, a graduate of St. Brigid's School here and the University of California, competed against 15 other young women for the award which is in memory of the mother of Archbishop Edward Hanna. The Service School is conducted under the auspices of the National Council of Catholic Women.

NIAGARA U. HERE RESUMES WORK SEPT. 26

(Continued from Page 9)
Decedents Estate Laws, Corporation Finance, Banking, Labor Problems, Organization and Management, Principles of Retailing, Mathematics of Finance, Sociology (an introductory course to a new department in Political Science), Philosophy and Business English.

Registration of master's degree, M.B.A., has been obtained from the University of the State of New York. This will permit individuals holding degrees of A.B., B.S., and the like, to complete requirements for the C. P. A. examinations or admittance to similar professions. It will enable those individuals to complete as foretold on a graduate basis, as was necessary in the past.

Work is already in progress to enlarge the quarters of the University on the fifth floor of the Columbus Civic Center Building.

Niagara's Rochester Division already maintains the nucleus of a library suitable for the needs of a professional school of business, and it is planned to increase this department by additions to the reading room and the number of volumes already on the shelves.

A school paper is to be inaugurated during the coming year. A program of intra-mural and intercollegiate athletics on a larger scale than formerly is being worked out.

Rochester Division of Niagara University authorities announced that the Rochester Division Unit of Lambda Chapter of Delta Mu Delta, national honorary accounting fraternity, which will be formed in February of 1935, will include students credited with 64 continuous hours of work at a general average of 85 per cent or better.

Record Enrollment Prepared for At Mercy High School

Registration of incoming freshmen at Our Lady of Mercy High School, Blossom Road, opening Tuesday, September 3, promises to be the largest thus far recorded, according to figures of the Registrar, this week.

This June's graduating class numbered 80, the largest in the history of the school conducted by the Sisters of Mercy. Several of the 1935 graduates are bound for Nazareth College, this fall, and two; both scholarship winners, will go to Mercyhurst College, Erie, Pa.

Mercy High School is especially proud of its work in journalism. It gained 1935 First Class honors of Columbia Press Association, and 1935 All American Honors of the National Scholastic Press Association, for its semi-annual publication, the Mercies. 1935 awards of the Catholic Press Assn., of which Mercy is also a member, are not yet known. The Quill is the name of the bi-weekly newspaper published by the Journalism Class.

The Cold Frame, an anthology of verse in book form, is published annually by the senior class.

Three courses of study are taught at Mercy High; they are those leading to a State High School Diploma, College Entrance Diploma, and High School Diploma in Art, Music and Business. Scholarships to Mercyhurst College this year were won by Frances Hauser and Virginia Dooly, a Rochester Business Institute scholarship was won by Rita Mayer.

The four-year scholarship awarded to a pupil of parochial schools by Mercy High was won this year by Marie Mayer of Holy Rosary School, sister of the winner of the B.S.A. scholarship.

Important among the extra-curricular activities conducted by Mercy High School are the Sodality of the Blessed Virgin, Dramatic and orchestra work.

Catholic University Decided Upon in 1884

(By NCWC News Service)
The Bishops of the United States decided to establish the Catholic University of America in the 1880's. Plenary Council of Baltimore, in November, 1846, Pope Leo XIII gave his formal approval to the project on April 15, 1887. The first unit of the University was opened November 13, 1889.

ACCUSED OF CHURCH THEFTS

New York—(NCWC)—Charged with grand larceny and accused of stealing about \$4,000 from paw and collection boxes of the Church of the Immaculate Conception in Elizabeth, Staten Island, Clarence E. Sniffen, 22 years old, is being held by the police.

Holy Family High In Auburn Ready For Fall Term

Auburn—Preparations are being made here for the opening of Holy Family High School for the fall term. Holy Family High, a parochial high school for Holy Family parish with a few tuition students admitted from other parishes in the city, is under the direction of the Rev. William M. Davis, principal.

The school will have to the faculty, this fall, one priest and five Sisters of Mercy.

Two courses are offered, College Entrance and Regents Academy. Courses and the course of studies has the full approval of the Board of Regents of the State of New York.

General Science and the Instruction to Business will be added to the curriculum for next year. In addition to the well organized course of studies, the students are able to participate in several extra-curricular activities, namely: Athletics (for both boys and girls); school orchestra; glee club; dramatic society; French circle; Hilarious Club; School Paper; Albertus Magnus Club (Scholarship society); Annual Retreat; and supervised social affairs such as the Junior Prom.

The high school has had two graduating classes. The graduating class for 1935 consisted of 14 members, all of whom obtained Regents College Entrance or Regents Academic Diplomas.

Sam Diego Expedition To Have K. of C. Day

San Diego—(NCWC)—Katholics of Columbus Day will be celebrated at the Pacific International Exposition next month with religious exercises, according to announcement by Grand Master Charles Mott of San Diego Council, K. of C., following a meeting with State Deputy D. J. A. Rebecques of Los Angeles and other State and district officers.

The French government's main aim is to be "Not as France" in the Pacific.

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