

# Well Balanced Program, Aim Of Diocesan Schools In Wartime

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The schools is second to none, and the record of Catholic school graduates in the present war is sufficient proof of that statement. For ours is a patriotism not founded on emotion or any self-seeking, but one rooted in God. Hence, the devotion of our students and teachers, and the valor of our soldiers.

Our schools stand ready to make adjustments, to revamp courses, and to change emphasis, if needs be, in order to contribute the maximum in the war against tyranny and oppression. We are learning, however, that Catholic schools have long since emphasized those values which count most in time of stress. The eagerness with which pupils of this diocese have purchased war stamps and bonds, is evidence of their spirit of sacrifice and of their awareness of the present crisis. Catholic pupils throughout the country have joined in the Crusade of Prayer, begun in Buffalo, for the boys in service, and only God can know what this Crusade has contributed and will contribute to the virtue and morale of soldiers, and ultimately to the cause of victory. Our children take their places with defense workers in being the soldiers behind the lines.

## Catholic Schools and Sacrifice

Religious schools, such as ours in which God has priority, are needed today as perhaps never before. They are needed in order to preserve the spirit of sacrifice

government it nothing else than the executive expression of Divine authority. The moment government ceases to be the practical enforcement of Divine Law, it is tyranny."

## Religion and Total Victory

Therefore, it should be evident, first, that the freedoms and liberties for which we are fighting have value and meaning only in the light of Christian principles; and, secondly, that religion is the chief source of the sacrifice, the courage and integrity needed in this struggle to the very death. Whatever, then, strengthens and promotes the religious and moral life of the people, hastens the day of victory over our enemies.

Thorough believers in God, people who really understand the primary purpose of education and the place of religion in that process, have always appreciated the contribution of Catholic education to the life and well-being of the country. The attitude of the founding fathers of the nation is well expressed in the Ordinance of 1787 when they spoke of "Religion, morality and knowledge being necessary to good government and the happiness of mankind."

In our own day hundreds of men of the stature of Theodore Roosevelt, Calvin Coolidge, Nicholas Murray Butler, Robert M. Hutchins, Mortimer J. Adler and J. Edgar Hoover have spoken frankly in praise and defense of education with a firm religious philosophy, such as is found in Catholic schools.

"Nor does the birthrate (except for a temporary spurt) in the United States speak well for the health, strength and welfare of our own country. With such tendencies who, except a fool, would talk of planning the future of a nation while allowing its people to become extinct?" If Christian principles should be blocked-out in the formulation of peace and in the process of reconstruction, then we shall not recover from our ill. This is why it is imperative to instill principles of Christian thought and Christian living through the school, and not leave it all, as some would, to the uplift.

In our determination to win this war, we must not forget God and His place in the great work of educating the young.

## II

The Superintendent's Office has aimed, during the past year, to assist schools in maintaining the proper balance between school activity and the war program without impairing seriously the educational standards of our schools. Seventy-three visitations were made by the Superintendent and his assistant, followed by teachers' conferences and written reports to the Reverend Pastor and Principal. Monthly bulletins were issued to the schools acquainting them with new school projects, war activities and matters of educational interest.

With the clear and forceful pronouncements of the Bishop's Pastoral on Catholic education last June, elementary school registration of October 1, 1942, shows a

## Enrollment Trend from 1933-1942

Year	Kdg.	Elementary Grades				High School				Total
		1	2	3	4	5	6	7	8	
1933-34	--	3404	3206	3500	3547	3888	3226	3165	3020	26,516
1934-35	--	3083	3014	3103	3216	3407	3247	2976	2692	24,724
1935-36	--	3181	3018	3085	3194	3311	3381	2976	2690	24,789
1936-37	--	3020	3013	3128	3086	3215	3220	3060	2702	24,511
1937-38	--	2964	2782	2822	2950	2923	3047	2980	2774	23,281
1938-39	--	2784	2820	2795	2900	2910	2895	2789	22,736	22,736
1939-40	85	2707	2836	2706	2001	2008	2894	2783	22,726	22,726
1940-41	291	2781	2826	2808	2856	2792	2703	2710	22,470	22,470
1941-42	359	2708	2828	2509	2907	2729	2246	2509	21,779	21,779
1942-43	703	2620	2526	2619	2784	2626	2626	2593	21,740	21,740

when sacrifice really means the giving of self. Up to now the citizens of this country (excepting those in service) have not made extraordinary sacrifices. But from now on they must do more. Victory has not yet been won, and we have a far-flung battle line.

In his Labor Day address the President told us "that we ('back home') are not doing enough." Mr. Roosevelt said, "Wars are not won by people who are concerned primarily with their own comfort,

their own convenience, their own pocketbooks." Should this conflict long continue, the bitter truth of the President's words that "wars are not won by selfish people, may come home with frightful force to millions of American citizens."

Surely, no one will doubt for a moment that great self-sacrifice will be required to win "the toughest war of all time." But where is to be found the ultimate motive for making the sacrifice? The ultimate motive and the greatest motive for sacrifice springs from religion. That is why the schools with the Cross and the flag are the greatest bulwark of this nation.

Self-sacrifice is a virtue; and virtue is instilled by religion, not by government. The late President Calvin Coolidge said (1925): "The government will be able to get out of the people only as much virtue as religion has placed there. . . . It is my understanding that government rests on religion."

The wealth of this country its vast natural resources, and the ingotive genius of its people are powerful factors in our favor in this struggle to preserve freedom in the world. But all this is not enough. "Wars are not won by people who are concerned primarily with their own comfort." In the final analysis the moral strength of the people is the security of the nation. But again its moral strength depends on religion.

Without religion there can be no morality. Without faith in God the distinction between right and wrong becomes vague, and a mere convention without force or authority. Remove the fixed standards set up by religion and you destroy the very basis of our democracy. The very roots of our government are embedded in the religious principles enunciated in the Declaration of Independence. John Ruskin, the noted English author, made bold to say that "all human

Yet despite all this, we must recognize that there is another attitude toward Catholic schools which is one of mere tolerance rather than one of encouragement and helpfulness. It is the attitude of the unbeliever, who would break with tradition, who has no place in his philosophy for God, or human rights or liberty. It is the attitude of him who believes that all authority and rights derive from the State.

These false principles manifest themselves at times in an unsympathetic attitude toward non-State controlled institutions and agencies. When national and state debts are large and rapidly growing larger, it is recommended here and there to tax religious, educational and charitable institutions. Such a step would mean of course, the end of many of them. Such action would be manifestly unjust. It would place the unbearable burden of a triple tax on the shoulders of Catholic parents who would give their children a Christian education.

During the past year an English committee completed the revision

of the course of study undertaken the previous year for grades 4-8. The revised form will be an excellent tool for the grade teachers in their instruction in the mother tongue. The new course of study places greater emphasis on library instruction and literature especially the field of Catholic literature which on children's level is now making important strides.

We were privileged to have a discussion on English methods given by Mrs. Emogene Simons, a specialist in English of the State Education Department in Albany. Mrs. Simons addressed teachers of the seventh and eighth grades and high school teachers of the city

through the efforts of the Genesee Conservation League and the generosity of businessmen in Rochester, sufficient sets of conservation booklets were distributed to our schools for all classes. These booklets are being used as supplementary readers and are proving a valuable asset in conservation education.

Manuscript writing was introduced in our schools two years ago. To assist the teachers in the technique of manuscript and cursive writing, Miss Elizabeth O'Brien of the A. N. Palmer Company gave a series of conferences for first and second grade teachers last fall in Rochester and five other centers of the diocese.

smaller decline than was evidenced in the past few years. In total registration there is a slight increase over last year's figures, but this is due to increased freshman classes in the high schools, and to kindergarten registration which shows a gain of 282 children registered in 10 such classes opening for the first time this fall. It is interesting to note that an expected increase in the city schools of the diocese because of defense work, was not felt, although the suburban schools show a consistency in gains.

Accordingly as in past years, high school registration continues to increase setting an all time high in this diocese. There are 132 more registered this year than last, which indicates that there is a very small percent of loss in upper classes because of the war.

We call your attention to the registration chart at the end of this report.

## Improvement in Instruction

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# REGISTRATION REPORT OF CATHOLIC SCHOOLS

## DIOCSE OF ROCHESTER

1942-1943

SCHOOL	Community	Teachers	Enrollment			
			Sec. 1	Sec. 2	Total	
Sacred Heart	SSJ	18	1	1	20	
Blessed Sacrament	SSJ	17	1	1	19	
Corpus Christi	SSJ	17	1	1	19	
Good Counsel	O.S.F.	9	1	1	11	
Holy Apostles	SSJ	11	2	2	15	
Holy Cross	RSM	9	1	1	11	
Holy Family	S.S.N.D.	18	1	1	20	
Holy Redeemer	S.S.N.D.	13	1	1	15	
Holy Rosary	SSJ	16	1	1	18	
Immaculate Conception	SSJ	18	1	1	20	
Mt. Carmel	RSM	11	1	1	12	
O.L. of Perpetual Help	SSJ	8	1	1	10	
O.L. of Victory	SSJ	4	1	1	6	
St. Ambrose	SSJ	17	1	1	19	
St. Andrew's	RSM	14	2	2	18	
St. Anthony's	SSJ	8	1	1	10	
St. Augustine	S.S.N.D.	11	1	1	13	
St. Boniface	S.S.N.D.	14	1	1	16	
St. Bridget	SSJ	5	1	1	7	
St. Francis Xavier	SSJ	10	1	1	12	
St. George	O.S.F.	7	1	1	8	
St. John's	RSM	12	1	1	14	
St. Joseph's	S.S.N.D.	8	1	1	12	
St. Lucy's	SSJ	4	1	1	6	
St. Mary's	RSM	4	1	1	6	
St. Michael's	S.S.N.D.	14	1	1	15	
St. Peter & Paul's	S.S.N.D.	11	1	1	13	
St. Monica's	SSJ	19	1	1	21	
St. Stanislaus	SSJ	11	1	1	13	
St. Theresa's	F.S.S.J.	4	1	1	7	
TOTALS		436	8	8	436	210
SUBURBAN						286
St. Charles Borromeo	RSM	8	1	1	10	
St. Margaret Mary's	O.S.F.	242	2	2	244	
St. Thomas	RSM	5	1	1	8	
TOTALS					257	40
PRIVATE SCHOOLS						
Academy Sacred Heart	R.S.C.J.	8	2	2	10	
Holy Angels	O.L.C.	2	1	1	3	
Nazareth Academy	SSJ	1	1	1	3	
Nazareth Hall	SSJ	9	1	1	1	