## U. S. Bishops—'The Child; Citizen Of Two Worlds'

(Continued from Page 30) makes when he is left to himself to find out about sex.

We protest in the strongest possible terms against the iniroduction of sox instruction into the schools. To be of benefit such instruction must be far broader than the imparting of information, and must be given individually. Sex is more than a biological function. It is bound up with the sacredness and uniqueness of the human personality. It can be fully and properly appreciated only within a religious and moral context. If treated otherwise, the child will see it apart from the controlling purpose of his life. which is service to God.

Many unsalutary influences are at work in modern society which must not be allowed free play upon the personality of the growing child. Parents should carefully regulate the company and the hours which their child keeps. They should not treat him an an adult. He needs to be warned against, even forbidden, certain associa-tions. Particularly during adolescence, this is extremely important. A vigilant watch should be kept over the type of entertainment in which he indulges, the motion plotures he attends, the books he reads, the radio and television programs to which he is exposed in the

III. Sense of Responsibility. A common complaint regisered against the home an

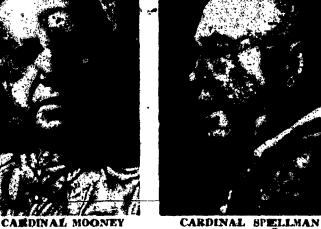


against the careless performance of any duty. The greater his talent, the more he will be conscious of his obligation to serve God by a rightful exercise of that talent.

IF THE CHILD is constantly aware that his time and his talents belong to God he will want to use illem properly and will avoid those harmful associations and pastimes which frequently lead to juvenile delinquency. This implies however that adequate recreational facilities and opportunities

for the development of his interest in hobbles, games and other ac

expression.



be turned to good account in the service of God. SINCE EVERYONE is not dom of children. called to serve God in the same way or in the same capacity, great care should be exercised

in the child's vocvational guidance. Otherwise, simiessness in his training will leave him without permanent direction for his talents and aptitudes. Parents and teachers must help him to choose and to fol low a calling for which he is fitted and in which he can best serve God. A deeper awareness



Speliman, Archbishop of New York; Francis P. Keough, Archbishop of Baltimore, Bobert E. Lucey, Archbishop of San Antonio; Elchard J Cushing, Archbishop of Boston, Joseph M. Ritter, Archbishop of St. Louis; Patrick A. O'Boyle, Archbishop of Washington. John M. Guanon, Bishop of Erie, John F. Noll, Bishop of Fort Wayne: Emanet M. Walab Coadjutor Bishop of Youngs dinal Stritch, Archbishop of town; Michael J. Ready, Bishop Chicago: Francia Cardinal of Columbus. God Bless St. And.ew's S\_minary Niagara University (Vincentian Fathers) **College** of Arts and Sciences **College of Business** Administration **College** of Nursing Pre-Professional Courses

## IN.C.W.O. News Serv

Washington, Nov. 11 following in the full text statement insued by the dinals, Archhinhops and ops of the United States close of their annual m here;

THE CHILD: CITEZES TWO WORLDS In the present grina in

tional struggie, the Am people have resolutely pioned the **cause of** h freedom. We have com ourselves to oppose rele ly the aggressions of who deny to man his Godrights and who aim to er all mankind under the r Godless materialism. Th sponsibilities which we thereby assumed are grave and continuing. The serve conscientious cons tion

It is of primary impo for our people to realize human freedom derives the spiritual nature of and can flourish only whe things of the spirit are in reverence. Our present cipies of action need to be uated in the light of that I But we must go even fui Small comfort to be succe today if tomorrow the v "Ands us unworthy of the reposed in us. We need, t fore to examine carefully spiritual direction we are ing to our children to pre them to fulfill their f moral responsibilities to and to their fellow man. IN RECENT decades, ing advances have been in meeting the child's phys emotional and social needs his moral and religious r have not been met with same solicitude and u standing. As a result, man our children today betray fusion and insecurity bec these un met needs are fu mental to the harmonious velopment of their whole ture

Four United States Cardinals Headed Signers of Hierarchy's Statement On Catholic Training Of Children world, but of that other world which lies beyond with God

Whose kingdom is the King-Signed by the members of the Administrative Board, National Catholic Welfare Confer ence, in the names of the Bish ons of the United States Den nis Cardinai Dougherty, Arch bishop of Philadelphia; Ed. ward Cardinal Moomey, Areabishop of Detroit; Samuel Car-

school today is that they do not sharpon the child's sense of responsibility. He is made conscious of his rights, to be sure; but he also has obligations which are correlates of those rights. His education and training are defective in the proportion that those obligations are not impressed on his young mind.

No point is urged with greater insistency by religion that the accountability of each indi-vidual before God. It is the duty of parents to see to it that their child develops a deep sense of personal responsibility; learning at the earliest possible period that he is accountable to God for his thoughts, his words and his actions. His home training must reinforce this teaching in every practical way. He should be held to strict account for the performance of chores and tasks which are given to him by his parents. He must be made to see that each member of the family has a part to play in the service of God by carrying out an assigned role, just as later in life he will see that each citizen serves God in serv-

PART OF THE boredom affecting our society today is due to the unsound separation which has developed between work and spiritual growth. The concept of work as a means of furthering sanctification has largely been lost. It remains for parents to recover that concept and apply it to the child's daily experience. From the consciousness that even the smallest household task when faithfully carried out draws him closer to God, the child will derive a continuing motivation for relating all that he does to God. And thus every task, no matter how trivial or menial, can take on a signifi-cance which will yield rich spiritual returns.

ing his community and coun-

In this way the child will have learned at home a great lesson which will make it easler for him to adjust to the de-mands of school life. As he-takes his place in that larger community, he will do so as a responsible individual. He will see his homework, his attention in class and his participation in school activities as part of the same divine plan learned in the home, whereby each action has its significance in God's eyes. This mindfulness throughout his daily life of the supernatural value of his actions will be a safeguard

that his abounding energy can find wholesome channels for The spiritual helps which the

child has for deepening his sense of responsibility must not be neglected Parents should encourage the practice of nightly examination of conscience and weekly confession. The child who goes over his thoughts, speech and actions at the end of each day, seeking out what has been displeasing to God, will gradually develop a sensitivity to God's claims upon his life. The practice of weekly confession will make him conscious of the manner in which he has misused his time and talents. It will height en in him that sense of accountability to God which is necessary if he is to show proper contrition for his fail ings and proper amendment of

IV. Sense of Mission.

In learning the valuable lesson that he is accountable to God for the use of his time and talents the child will acquire not only a sense of responsibility, but a sense of mission as well. For his religious training will remind him that his future happiness lies not in the indulgence of selfish desires, his whole personality to but in the complete dedication God's service. "I am come to do the will of him who sent me." This must be the keynote of the child's mission in this world. For him the Will of God must come to be more important than any personal consideration. Only when he masters this truth will he be given to see how all things, even disappointments and setbacks, can

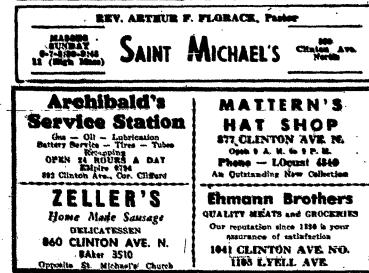
shocking waste of time and en ergy which in so many instances characterizes his formative years today, and later prevents him from taking his full place in civic life, Among the boyn and girls of our land, God has destined some to carry on the work of His Church for the salvation of souls. To these He has given a religious vocation. Here in deed is a challenge to the gen crosity of American parents. If in all sincerity they have impressed upon their child that he has a mission in life to do

in the child of his mission in

God's Will, they, in turn will want to cooperate with that Will and aid in its fulfillment God's claims are prior to every human consideration. If He calls the child to His special service, parents should not shrink from the sacrifice often entailed by such a call. The pain of severing home ties will be more than offset by the spiritual joy given to those who labor in the Vineyard of the Lord.

In emphasizing the supreme importance of religion in the spiritual development of the child, we are but applying to the circumstances of today the eternal principles which the Church received from her Divine Founder For nincteen centuries, the Church has lingered lovingly

over Christ's tribute to the child: "Suffer little children to come unto me and forbid them not; for of such is the kingdom of God." The implications of that tribute should be recog nized by all who have care of the child. Theirs is the great vocation to show him that he is a citizen, not only of this



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The child must be whole and entire. He man seen as a citizen of two w He belongs to this world ly, but his first and highes legiance is to the kingdon God. From his earliest he must be taught that chief significance comes the fact that he is created God and is destined for with God in Eternity.

The child's prospects for filling this great hope w God has reposed in him : be viewed realistically. He come to maturity in a so where social, moral, intelli al and spiritual values everywhere disintegrating such a society, he will urge need the integrating fore religion as taught by Cl Such a force will give hi complete and rational mean for his existence.

FIRST OF ALL, it will an in him a consciousness of and of eternity. His vision be opened out upon a su natural world revealed by f which differs from the of nature his senses rev Thus he will discover a high life than this daily one as brighter world - than - that sees. Secondly, it will give a continuing purpose in for it will teach him that was made to know, love serve God in this world as condition for meriting ète happiness.

Thirdly, it will induce in a deep sense of responsibility for those rights and obligati he possesses by reason of citizenship in heaven as as on earth. Finally, relig will challenge him to sar whatever walk of life chooses and to seek and acc the Will of God in whate way it may be manifes Thus, as a principle of inter tion, religion will help child to develop a sense of ( --- sense of direction, a sense

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