

Training for New Jobs Better Solution Than Short Work Week

St. Louis—(NC)—A shorter work week will "do very little" to help solve the mounting unemployment problems caused by automation, a priest-labor arbitrator said here.

Father Leo C. Brown, S.J., head of the Institute of Social Order at St. Louis University, said in an interview that a shorter work week could actually result in greater unemployment for some men.

"You shorten the work week, and many more women are available for employment," he explained. "Many women are very highly educated, and capable of holding down demanding jobs.

"They are women who cannot work 40 hours a week, but find it easy to work 30 hours, for example. And women like these can handle complex assembly work just as easily as the male."

Father Brown acknowledged there was a paradox of mounting unemployment occurring while the overall employment in the nation was at one of the highest peaks in history.

"It is true that there is more employment," he said, "but there is also more unemployment. The demands of industry for skills are outrunning the skills of a major part of the population.

"The result is that more and more people today cannot do the jobs that industry needs to have done.

"Take a job in a power plant, for example. Employment in a power plant 35 years ago meant shoveling coal and wheeling cinders. A large number of jobs like that were available.

"Go into a power plant today. Unless you are prepared to repair complicated instruments, and read the manuals, and make changes in complex telemetering devices, there is no job for you."

Father Brown said the problems caused by automation had developed rapidly in the last 10 years.

"And they're going to grow much worse in the next 10 years," he said. "The only solution, for the thousands of men thrown out of work, is to provide opportunities for retraining."

The first thing that must be done, he said, is to make some surveys of the problem, and the resources available to cope with it.

"We need the realization by people not yet affected that there is a problem," he said.

Nearly every American family is affected in some way or other by the demands brought about on the employment market by automation, he noted.

"Youngsters who graduate from school today have got to be trained," he said. "If the kids who graduate from schools can't even handle fractions, how in the world are they going to handle the intricate diagrams the jobs in industry require today?" he asked.

He scored the dating pattern prevalent in many high schools as contributing directly to serve unemployment problems of the future.

"Every time I get a chance to talk to parents or youngsters or teachers, I try to impress on them the problem of industrial requirements today," he said. "You can't waste those years in school. If you've got a kid in school who doesn't know how many sixteenths there is in an inch, what can you expect industry to do with him?"

Father Brown said one could predict what will happen to many of the youngsters who date steadily in high school.

"What will happen is that they will get married, and they won't finish high school," he said. "And without a high school education a kid hasn't got a chance today.

"Go into any automated factory—the problem is to keep

that factory running. That means it needs men who have to have the highest kinds of skills. Even the lowest of the jobs requires a certain facility in reading."

Father Brown said the national interest was involved in

the type of education youngsters get today.

"Economic survival is involved," he said. "Unless we have skilled people in this international competition with the communist world, I don't know whether we will hold our own."

Congress Again Faces Debate On Aid To Schools Issue

By JOHN J. DALY, JR.

Washington—(NC)—Federal aid for colleges and for additional training of selected grade and high school teachers appear as the major education proposals facing the 1962 Congress.

President Kennedy is expected to spell out his recommendations to Congress shortly. It is thought he will not make a serious effort for adoption of large-scale aid for public schools in view of last year's defeat.

The principal measure the administration is expected to support is a proposal to assist construction by U.S. colleges—public and private—now facing the wave of students which has been sweeping through grade and high schools for the past decade.

The chief executive proposed such aid last year, but it was bottled up by an 8 to 7 vote of the House Rules Committee which decides what measures go to the floor for debate.

A drive to force Rules Committee reconsideration has been launched by administration supporters.

Representative Adam Clayton Powell of New York, chairman of the House Education Committee, has appealed in a letter to the committee to send the bill to the House floor.

The measure calls for a \$1.8 billion, five-year program. A similar bill is pending before the Senate Labor and Public Welfare Committee.

The legislation authorizes both matching grants and loans to help colleges finance construction of classrooms, laboratories, libraries and "related academic and service facilities."

It proposes \$180 million a year in grants and \$120 million a year in long-term loans.

Church-related colleges would be eligible to seek either loans or grants, although the bill demands they prove that the money will not be used for facilities for "sectarian instruction," nor for a "place of worship," nor "primarily in connection with any part of the program of a school or department of divinity."

In addition, the measure would provide 40,000 federal

scholarships for needy and talented college students each year.

Every institution at which a scholarship student enrolled would get a \$350 "cost of education" grant designed to make up the difference between what the student pays and the college's true costs in educating him.

The issue of whether tax funds can be used to assist church-related and other private institutions probably will arise during debate on the proposal.

But it is expected to be less of a controversy than last year's squabble on church-related grade and high schools because such colleges have long received federal aid of various types and form a large segment of U.S. higher education.

The U.S. Office of Education lists 805 of the 2,028 U.S. institutions of higher education as under religious auspices. Of these, 498 are operated by Protestants, 303 by Catholics and 6 by Jewish groups. In addition, there are 520 private, nondenominational institutions.

About 41 per cent of all college students attend church-related and other private institutions according to the U.S. office.

The second major education proposal is a new one. Its details were not immediately announced, but informed sources said it would aim at providing better trained teachers and strengthening programs for gifted and retarded children.

The extent—if any—of which church-related and other private schools would play in the proposal was not divulged.

It reportedly would be a \$110 million-a-year program of scholarship grants to teachers to pursue one year of additional study in their field; grants to colleges to strengthen teacher education programs; assistance of short-term institutes of advanced study by teachers; and grants to states for special projects to improve programs for gifted, retarded, underprivileged or difficult children.

The president's proposal for aid to medical and dental schools may also receive attention. Introduced early last year, it is still in the hands of education committees of both chambers.

It proposes a 10-year program of matching grants for construction, expansion and restoration to increase the school's student capacity. This provision is estimated to cost \$25 million the first year and \$74 million each year thereafter.

The bill also proposes federal scholarships for students, a "cost of education" grant of \$1,000 to the school for each scholarship student, and an immediate program of about \$500,000 grants to help medical and dental schools plan their future needs.

There are 92 U.S. medical schools, six of them run

Catholic Events Calendar, New Courier Service

To help parish and diocesan organizations avoid conflicting schedules with other Catholic groups, the Courier Journal will keep a calendar of events.

Events to be listed on the calendar should be submitted in typed (or hand printed) form to "Catholic Calendar" 35 Scio St., Rochester 4, N. Y.

To find out if a proposed date is "clear," have your program chairman call the Catholic Calendar, BA 5-6210.

existing NDEA until 1963 last year, consequently it is thought unlikely there will be major revamping this session.

But Bailey said he will propose extending the act's controversial forgiveness feature to teachers in nonpublic schools.

Presently, a college student who borrows federal money for his schooling, then becomes a full-time teacher in public schools, is forgiven 50 per cent of his debt by five years of teaching. Borrowers who become private school teachers are denied this.

Bailey said his proposal also will include extending the \$75 a week stipend given public school teachers who attend federal summer language institutes to any qualified teachers who register at such institutes.

He would also raise from \$250,000 to \$500,000 the amount of federal funds a college can be given annually to lend to needy students. Colleges must put up \$1 for every \$9 from the federal government.

Adolescents' Age of Apathy

The Age of Apathy is the description of the teenage stage for most American adolescents, and the title is all too accurate. To search into the reasons for this is the goal of a recent book on teenagers, "Strangers in the House," by the Rev. Andrew Greeley.

"Fascinating, a bit frightening—and very worth reading," was the opinion of reviewer Rev. David Finks, who analyzed the book in the Noonday Book Review at the Catholic Evidence Library Tuesday noon, Jan. 9.

"It's not that teenagers are inactive, the author continues. They are very busy—about many unimportant things—in preparation for a life which threatens to be equally unimportant."

At the root of this teenage quandary is a "phony vision of life" put before them by our society. They are expected to enter some career which will be fiercely competitive and promises only one thing—material security.

The reaction of many idealistic youngsters is to avoid this unsatisfying "adult stage" and to take refuge in one of several escape-hatches—early drinking, irresponsible company-keeping, delinquency and a general policy of non-involvement, "playing it cool."

Parents who refuse to let their children grow up come under Father Greeley's sharp gaze, also. "Never before have parents been so permissive—but about small things. They tend to reserve all the big decisions their children should make, for themselves." Part of the author's solution to the aimlessness of the teenage group is the wise emancipation on parents'

part from the restrictions they place on their children.

Another part of the answer must be a spirituality for our specific time—this must stress daily mental prayer (to counter the frenzied over-activity of the day) and the spirit of poverty (to combat the materialism of our age).

Father Finks commended the book especially to parents who are trying to understand the contradictions of their teenage children.

His review was one of a series of noontime alternate Tuesdays' book reviews given at the Catholic Evidence Library in the Columbus Building, Chestnut St. near East Ave., Rochester. Next review will be Jan. 23 by Father Robert MacNamara. He will discuss Louis DeWolff's church history book "Founded on a Rock." The public is invited.

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Hazards Worse Than Fallout

Americans in large numbers have refused to dig fallout shelters for themselves or their neighbors despite an increasing pressure from the government.

Early this month, the U.S. Defense Department released twenty-five million free copies of a booklet advising shelter construction—the "free" copies cost the taxpayers nearly a million dollars.

Both the New York State government and the federal government are firmly on record in favor of shelter construction.

European commentators scoff at the idea—probably because a mere five or six hydrogen bombs would burn any country there to a crisp in a few seconds. But the British between their scoffs have worked out a program to provide safe milk for babies in case radioactive iodine-131 builds up to dangerous levels in normal milk supplies.

Scientists will keep careful count of fallout levels when it's time for the spring rains. That's when the debris of this past autumn's nuclear tests in Russia will begin to settle in greatest amounts back to earth.

What puzzles us is the welter of conflicting information thus far issued—first the Soviets were branded as irresponsible for contaminating the atmosphere; then we were soothed with the story that the tests speared only "permissible doses of radiation" into the air and finally we were alerted to expect our own country to do what earlier we condemned the Soviets for doing, testing nuclear devices in the atmosphere.

Much of the confusion is obviously due to the fact that we have no precedents to rely on. History can't help us. We are living in an era where for the first time in humanity's 600,000 year history we are manipulating forces of global dimensions.

And that is the factor which, despite our puzzlement, convinces us the world will survive its present hazards.

Our human heritage of more than half a million years accumulation is, to our way of thinking, a greater force than any so recently acquired as atomic fission or fusion. This heritage, so often ignored in these modern times, has given us a vast arsenal to survive the rigors of an ice age and to master brute animals the size of several houses.

The Chinese built their Great Wall two hundred years before Christ to shut out their enemies and nearly two centuries after Christ the British in 1839 outfitted citizens with masks as protection against Nazi gas warfare. Neither the Wall nor the masks ever actually served the purpose they were meant to serve—but both the Wall and the masks stirred the people who had them to preserve their homeland free of foreign invaders.

Maybe the fallout shelters we read about and some of us actually build will arouse us and our leaders to take the more courageous steps to end the suicidal weapons race in which our world is at present involved and which makes such shelters necessary. If we could direct the forces now used for destruction into channels of service to mankind, the next 600,000 years of human history can build a heritage as impossible to conceive now as our present era was certainly beyond the wildest dreams of Adam even in his Eden.

Most of us, with varying degrees of intensity in the conviction, are of the opinion that we mid-twentieth century Americans are at the apex of human achievement—that our science, our culture, our knowledge and even our religious faith are all superior to that of other people and far superior over previous centuries.

Yet our advanced world is plagued with fear and poverty and a moral life which bears scant similarity to the Sermon on the Mount.

Our survival, it would seem, is dependent not just on fallout shelters but on a spiritual renewal which will take hold of the forces in our grasp and transform them from the frightening thing they are to a tool for yet greater progress. To achieve this we will need much prayer and self-discipline, far more than most of us now possess.

Reapings at Random

Teachers' Plaint — 'Let Us Teach the Children'

By GERARD E. SHERRY
Editor, Central California Register

More than a quarter of a century ago a venerable Sister in one of our schools was asked for a few words of advice by a very young and inexperienced Diocesan Superintendent of Schools.

She was somewhat surprised that he should seek counsel from one in the "lowly ranks" and did not seem to think that the advice would be heeded. However, she volunteered her admonition in three words, "Leave Us Alone," and she was voicing the feelings of a vast army of professional people in public and private schools who are the most harassed and at the same time the most dedicated group in modern society.

This story brings home some reflections made by Msgr. James G. Dowling, my own Diocesan Superintendent of Schools, at a panel he moderated recently. Your Reaper and a member of the California State Board of Education were discussing such problems before an audience of parents and parochial school teachers. The Monsignor's remarks were so

pertinent to the problem that I hope I have done justice to him in giving the following gist of his comments.

It is estimated that the life of the average student can be broken down as follows:

900 hours a year in the classroom
3,285 hours a year in sleep
4,575 hours a year "left over."

In other words, the teacher has the child for about ten per cent of his life each year, or at least should have, and during that 900 hours the same teacher is expected to produce a well-rounded, fully adjusted individual who will be able to read, write, subtract, divide, behave, and in all things be a credit to his family, Church and community. In spite of ever increasing demands and constant interruptions our teachers perform wonders.

Teachers must be qualified, credentialized, approved, screened, immunized, loyalty tested, investigated. Schools must be accredited, evaluated, affiliated, coordinated, centralized, decentralized, supervised, inspected. Pupils must be tested for ability, reading readiness, for sight, hearing, TB, bad teeth. They must be immunized, indoctrinated

against Communism, warned of the dangers of narcotics, taught the art of safe driving, and everything else which the parents cannot or will not do.

The teacher must attend institutes, seminars, demonstrations, faculty meetings, night classes, lectures, enrichment courses. During class hours they will be requested to collect lunch monies, donations to worthy causes. In our Catholic schools they must promote the sale of Christmas Seals and "pagan babies." Which reminds us of the puzzled neo-pagan father who asked his pastor to please explain what was a "pagan baby."

"Leave Us Alone" is the justifiable plaint of our muchy badgered teachers but they are resigned to the fact that things are going to get worse before they get better, and all of the time they are going to be blamed not only for Johnny's illiteracy but also for his criminal ways and alarming delinquency.

A few months ago a group was beating the drums to stop Christmas caroling in our schools and to help keep Christ and Christmas as far away as measles, polio and smallpox. Now we read that a group of ministers in Fresno want the City School Board to meet

with them so that they can explain how our teachers can teach "about religion" without necessarily teaching religion. A good trick if it works but does not this remind you of the man who refused to go into the water until he knew how to swim.

So to the growing army of educationalists who profess to know so much about education and so little about the problems of educators we say, leave them alone, which might be another way of saying mind your own business.

Naturally, we are not telling the parents to mind their own business. After all, the education of their children is their primary responsibility. They need to cooperate with the good Sisters and lay teachers in both our parochial and public schools. They can make a vast contribution to the heavy work load on the teacher through a direct interest and a disciplined concern for their offspring. This, in turn, would make the concluding remark not so obvious.

"And now, class, as I was saying before the last interruption . . . excuse me, but there goes the fire alarm. Time for fire drill or is it nuclear survival this time!"