Catholic Schools Head Explains Views on Integration

Father Daniel Brent, diocesan superintendent of schools, has watched the confusion and disagreement among Rochester groups over the Goldberg Plan for the public schools. Responsible for the schooling of nearly 12,000 pupils in Catholic schools of the city, he stated his views on the topics of school reorganization and integration when the Courier-Journal put these question to him his week:

Q. Father Brent, you publicly approved the Goldberg plan in theory. Please explain how quality education may be achieved by the reorganization proposed for Rochester public

Fr. B. There are many advantages to closer age-grouping within a school. This permits more effective team-teaching, more efficient use of such materials as libraries and audiovisual aids. You can do more with organizing children to learn if they are of near-age groups.

Q, Why do you hold that integrated education is important? Do you fear it is dead and unachievable today?

Fr. B. There are intrinsic benefits to integration. Research proves that black pupils do better when the races are mixed and white students get a real chance to know the minority cultures. It's odd that we believe in the value of sending young people to Europe to experience foreign life, but are reluctant to expose them to strange cultures right in our own back yard. The Koerner Report should have told us that we must keep trying to bring the races to-

It's naive to think that America will have no troubles with integration. The cause needs planning, patience and good will. But I believe that it can work: for every place having problems achieving it, there is another place with at least some mod-

Q. Responsible for the Catholic schools only, what is your concern with the public education situation?

Fr. B. Our problems in the Catholic school system are quite inseparable from those in the public system because we are a community. We cannot run our system in a vacuum as though the public schoolers didn't exist. Whether we like it or not every Catholic school is a part of the larger community.

Many have expressed the fear that public money allotted to the non-public schools will encourage formation of a white school system. This certainly is not our purpose. As long



FATHER BRENT

as we and the public remember that our purpose is service, as part of a larger community, there is no danger

Q. How many black pupils in all the Catholic schools of the city of Rochester? How many of them are

Fr. B. There are probably no more than 1,000 blacks in the Catholic elementary and high schools of the city. I would guess that less than half of them, perhaps only one-third, are

Q. What about devising some plan for the integration of all Catholic

Fr. B. We're brainstorming now on several possible options. Since each parish finances its own school, the problems are legion. For any future integration we're going to have to build on the good will of the people of the parishes. Fortunately there is a great deal of that.

Q. Having comparatively few black pupils does the Catholic school system have any social obligation to try to reach a better ratio of blacks to whites in the schools?

Fr. B. There is no neat ratio formula. As we go along we have to provide integrated experiences within the system. We will also have to keep an eye on the total community prob-

lem and how our system might help it. Certainly closing the Catholic schools to help integration would only slightly improve the public school racial balance,

Q. What steps are going on to improve "quality" and "integration" in the Catholic schools?

Fr. B. School quality is something you always have to keep working for. You work on it in programs, curricula. staffs, facilities, resources. One of the genius-points of the Goldberg Plan was that it so effectively tied quality to integration. The integrated school experience is an important contribution to the quality of a

For us the easiest plan for improving integration might be a type of open-enrollment. Several of our schools have been participating in the exchange program in the metropolitan area of Rochester. We might also work out "twinning" plans involving pairs of schools, - an inner city school teamed with one from outercity, which would develop joint programs. We also need to think about regional Catholic schools, probably beginning on the junior high level, where integration might come rather naturally.

Q. Please describe the voluntary program of integration, with pupils bused from innercity to the suburbs, which is now going on.

Fr. B. Since 1967 we have been busing nearly 100 innercity pupils every day to 7 parochial schools in outercity. These pupils are chosen on a voluntary basis, - if their parents want the child to be bused. They come from three Catholic schools of innercity and a number of public schools. The busing charges are paid from Federal funds called Title III.

Q. What effects and reactions have you had from this busing program?

Fr. B. The people involved seem to feel that this voluntary busing program is very worth while. Very few parents have withdrawn their children. The most telling evaluation is that the parishes involved are anxious to continue it and even to expand it next Fall. In most cases the youngsters have been able to compete academically with their new suburban classmates and there have not been any serious discipline problems.

Q. What subjects or projects for "better understanding of minorities" are going on or being planned for the Catholic schools?

Fr. B. We have in preparation a curriculum guide on minority problems and cultures. This project has been worked over for about two years and is a superb piece of work aiming at teaching some of the really rich cultural heritage of the minority groups in America and the historical development of these peoples. It will go to our teachers within the next

Q. How many pupils in the parish schools of innercity Rochester and which ones get some diocesan sub-

Fr. B. We have 3140 pupils in the innercity schools where the black and Puerto Rican population is heavy. Anyone who applies is welcome even though they are not Catholic. Of these some diocesan help goes to the parishes of Holy Redeemer, Mt. Carmel, Immaculate Conception, St. Bridget's, St. Francis Xavier, St. Michael's and SS. Peter and Paul.

Q. If these parishes are floundering and require outside money what is the reason for continuing to hold on to these schools?

Fr. B. We are trying to serve the Catholic children in these areas they need the schools, - and more important perhaps we are contributing something to the whole social situation. The schools are giving witness to the Church's concern for the problems of the poor, — jobs, housing, education. We are best equipped to make a contribution in the field

All of these innercity parish schools are presently caught in the same financial squeeze that all Catholic education is in. Because of this we may have to see cuts there as we are suffering them in other Catholic schools around the diocese.

Q. What is the caliber of the personnel and facilities in Catholic innercity schools?

our personnell. These teachers are people who asked for their assignments, love the kids and understand them. Our facilities in these schools

Imagine the S-T-R-E-T-C-H Out Solid

Comfort of Sleeping on a Mattress that's

Over 6 Feet Wide . . . Almost 7 Feet Long!

The "Florentine" by Eclipse

are old and are in constant need of repair. The curriculum puts a good deal of emphasis on the skills subjects, particularly reading and language. We think we are doing a good job. The youngsters who have been going from these schools to high schools do pretty well there.

We could use more tutors, more small group instructors, more selfinstructional materials. I wish we could do a great deal for the preschoolers: we have not been able to contribute much for this age group.

O. What reaction do you get from the rest of the diocese which is contributing to this Rochester innercity

Fr. B. I have been quite edified in talking with various parish boards of education and with pastors, who even though they have severe financial problems of their own seem to recog. nize that they have responsibilities to the people of the poorer parishes.



Father Francis Vogt, pastor of St. Bridget's Church in Rochester's inner city, receives clothing for deprived children from members of Knights of Columbus Ladies Auxiliary. From left are Mrs. Albert Szembrot, Auxiliary vice president; Miss Anne Nary, mission committee chairman, and Mrs. Vincent Hannon, Auxiliary president.

K. of C. Auxiliary Sews

Nearly 200 members of the Ladies Auxiliary, Rochester Knights of Columbus Council 178, give many hours of thought and concern each year for little children in Rochester's inner city by sewing and assembling clothing for them.

Recipients of their labor are children in St. Bridget's and Immaculate Conception parishes. Several times each year the women deliver the clothing to the pastors of those inner city parishes.

been sewing baby gowns and jackets

which they sent to the Pope's Warehouse in New York. In 1967, according to Mrs. Vincent Hannon, Auxiliary president, they decided that there was a great need for such items in Rochester, and since then they have delivered the clothing to the two

Some of the women also donate TV and S&H stamps to the Auxiliary, which it redeems for blankets, diapers and other baby items. Among items most frequently donated are dresses, mittens, hats, shirts, pants, gowns, jackets, scarves, booties, underwear

Fr. B. We are very pleased with For several years the women had

and sweaters.

Regularly \$289.95

☆ KING-SIZE Mattress

☆ 2 Box Springs

Holy See retains its role tor of the conciliar refe naries. Among the poir portance is the wider seminary life and of th to contemporary situal seminary life.

of Bishop Hogan's anno

the reasons for closing

Just two years after

of our diocese in 1868

Bishop Bernard J. McQu

minor seminary. Buoyed of his people and their g

ventured upon a project

considered an impossible

an infant diocese by mos

temporaries in the hier

On Sept. 15, 1870,

Rome !

By NC News Se

Vatican City - The

reinforced priestly celiba

000-word guideline on s

document establishing r

ing norms that rank ame

important since seminar

The document entitled

damentalis," which me

plan, was issued March

Congregation for Chris

Its 101 articles encour tention in seminaries

about sex, atheism, Ch

The guideline leaves

gin for national bishops to make decisions in spe according to Cardinal (

rone, leaving the docum and open to various choi

The document sees boys enter about the ag

dinal Garrone defended

in 1970 by contradicting demands of a council of ly to disqualify onese start," he said.

The cardinal said th were drawn up with th

aim of flexibility. The

ment, he said, must "be

different circumstances room for traditions and c

The papal directive st

jor seminaries, which

and social justice.

plication."

Seminary began with

this June.

Guidelines are provi ituality based on pasto ary, liturgical and bib what it calls the "class the priesthood of Chr Eucharistic devotion, bacy, penance and pover breviary, confession, sp tion and spiritual confe

The use of psychological ascertain the suitability is welcomed, while th larger seminary comm divided into smaller gr ed worthy of considerati participation of the se their own formation as ganization of seminary

ON THE IN

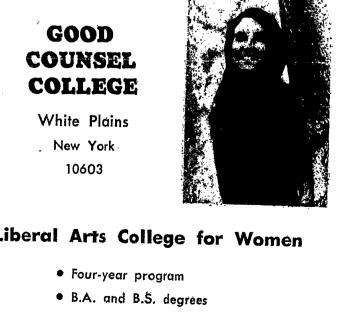
Diocesan Editorial Entertainment Sports

Social Notes Commentary News Review

let us know about i keep your Courier you on time. Phone notice of your cha dress. Include your and new address an of your parish. Courier-Journal, 35 Rochester, N.Y. 14 716-454-7050.

IF YOU MOVE ...

ansi Cola cold beats Cola cold! DIET PEPSI·COLA Bottled by Pepsi-Cola Companies of Elmira and Rochester under appointment from PepsiCo., Inc., New York, N.Y. **~~~~~~** GOOD



Liberal Arts College for Women

• Teacher preparation for secondary and elementary education

Conducted by the Sisters of the Divine Compassion

Fields of concentration: biology, chemistry, business, English, history, social sciences, mathematics, languages, psychology, journalism, communication arts



My Telephone Number Is