



Immaculate Heart of Mary School

95 Fay Martin Road, Richmond, New Hampshire 03470
(603) 239-6495 Fax: (603) 239-4502 ihmsisters@catholicism.org ihm.catholicism.org

SUPPLEMENTAL QUOTES TO SISTER MARIA PHILOMENA'S TALK AT THE 2009 SBC CONFERENCE

TOWARD A DEEPER UNDERSTANDING OF THE POWERS OF LIFE AS THEY TRANSCEND THE MATERIAL:
THE ACQUISITION OF WISDOM AND THE TRANSMISSION OF CULTURE

The purpose of education is the acquisition of wisdom and the transmission of culture.

Culture is an environment that sustains life or an expression of that life.

"Wisdom is the science of salvation." – Brother Francis

"Wisdom is the most perfect knowledge of the most important truths in the right order of emphasis, accompanied by a total, permanent disposition to live accordingly."
--Brother Francis

"A kindergarten is a place where we bring very young children to be slightly educated and disciplined while playing." – Brother Francis

"The better the intellectual development, the better chance there is for happiness in marriage. The more Catholic is that intellectual development the more hope there is for holiness and happiness in marriage. Remember this when you come to make the choice of a mate!" – Father Charles Huge Doyle, *Cana Is Forever*, 1949.

"[N]ot to know something is far different from not wanting to know something, since not to know is a weakness, but to detest knowledge is a perversion of the will." – Hugh of St. Victor, *On Study and Teaching*, twelfth century (from *The Portable Medieval Reader*, 1949).

Brother Francis' thoughts on JOY (one of the Fruits of the Holy Ghost):

1) When you have joy, everyone wants your company. When you lose joy, men want to avoid you. 2) When you have joy, you cannot be mean. When you do not have joy, you are mean even to yourself. 3) When you have joy, you cannot commit sin. 4) When you have joy, you overcome even adversity. Without joy, even good fortune does us no good. 5) When you have joy, you even look beautiful. When you lose joy, you look ugly.

Not even the whole world can give joy to you, but you have it in your power at a smile, at a prayer, at an act of faith. You know the ones who have joy by their enthusiasm.

"It is part of wisdom and of virtue (especially humility) to know that we inherited a rebellious nature that must be restrained and disciplined. Hence the need for great vigilance." – Brother Francis

"Order is the proper disposition of means to the end. Peace is the tranquility of order."
– Brother Francis

"When the condition of the world is as bad as it is, it calls for great sanctity to meet its challenge. Mediocrity is not for our time." – Brother Francis

“Like everything of value, the home is protected by hedges. Satan, the hater of life, constantly assaults homes with the poisons of infidelity, impurity, and insubordination.” – Brother Francis

“The family, the home, provides a constant opportunity for practicing the works of mercy, corporal as well as spiritual. It is the nursery of all the virtues, especially Faith, Hope, and Charity.” – Brother Francis

“The end for a man who obeys and cooperates with grace is the attainment of the highest perfection of life, the attainment of life eternal. Life is God’s gift, and it must seek truth, beauty and goodness.” – Brother Francis

“Society is the stable moral union of a plurality of persons for the purpose of achieving common ends by the use of common means.” – Brother Francis

“Edification. Catholics who truly believe in heaven and hell, and therefore in after life, will do every thing that edifies their fellowmen. They will perform works of mercy, they will fight for justice, they will lead in patriotic efforts, they will be for law and order and against subversion. They will use their talent for the advancement of science and art, but are in the service of faith and piety. And, if their faith becomes strong enough and heroic, they would be apostles and martyrs in order to bring the benefits of the Gospel to all men.” – Brother Francis

From *The Problem of Change – A Mystery of the Natural Order* by Fakhri Maluf (Brother Francis):

“Philosophy begins with wonder,” says Aristotle; and indeed those who have no capacity for wonder, have no appetite for wisdom. But what is wonder? Wonder arises in the mind when, what started to be a problem, turns out to be a mystery. If you are working on a cross-word puzzle, you have a problem on your hands; but if you suddenly discovered that the cross-word puzzle is really a disguised message from the one you love, the problem becomes a mystery. In a problem there is nothing to be known besides a solution, but in a mystery there is no final solution, but a continual growth towards contemplation. You face a problem, but you plunge into a mystery. When a problem is once solved, you do not want to think about it any longer, but the more you think about a mystery, the more you want to think about it. Mysteries are visible leads to invisible realities; they are landmarks on the way to our destiny. Mysteries are undeciphered messages from our eternal lover and the supreme object of our love. Father Leonard Feeney said once that mysteries are not things about which we can know nothing but things about which we cannot know everything, precisely because there is so much to be know. Tides, for example, are a problem, but the sea is a mystery. Making a living is frequently a problem to man, but life itself is always a mystery.

“When literary, social and domestic education do not go hand in hand, man is unhappy and helpless.” – Pius XI, *Divine Illius*.

“In its history, Christendom had many crises, many destructive developments to endure. We speak of invasions by the barbarians and later by the Muslims, long periods of war, diseases (like the pestilence), famines, heresies, and so on. But never did Christendom give up its institutions. As soon as possible, they would be re-built after destruction.” – Maike Hickson, *Talk to Parents at IHM*, 8/26/2007

Two quotes from Christopher Dawson gathered by Brother Francis:

Definition of culture: “A common social way of life -- a way of life with a tradition behind it, which has embodied itself in institutions and which involves moral standards and principles.”

“Every historical society has such a culture. And every society can lose its culture either completely or partially, if it is exposed to violent or far-reaching changes.”

No one of importance has said: “Away with culture. Technology is enough for us. Away with wisdom. We want only facts.” The enemy has followed rather the military tactics made famous by the Macedonian cavalry. Like fleet horsemen they have relied on an enveloping movement . . . – Robert I. Gannon, S.J., *The Poor Old Liberal Arts*, 1961.

“Aimless action self-destructs.” (pg. 11)

“[T]he Catholic life is not just staying out of Hell--though that is, to say exactly the least, essential.” (pg. 16)

“The semi-conscious, ordinary actions which come under the category of manners are the cultural seed-bed of morals, as morals in their turn are of the spiritual life.” (pg. 222) – John Senior, *The Restoration of Christian Culture*, 1983.

“If you child tells you that $6 \times 4 = 12$, how far will his understanding of multiplication advance if you just tell him that his answer is wrong? Error must not only be refuted, but truth must be taught in its place.” – Catholic Heritage Curriculum (Q&A)

From Pope Pius XII, *Duties and Rights of Catholic Teachers*:

The child is the hope of the future: a future that is threatening or full of promise. When the carefree child plays in the streets, he carries with him, without knowing it, every virtue and every vice in germ. Passers-by will ask the question, “*Quis putas iste puer erit?*” (Luke 1:66) “What do you suppose this child might become?”

You [teachers] too have had the opportunity of asking yourselves similar questions revealing great anxiety of heart: “What will be his future and how will it influence society and the Church?” This question causes you excruciating anguish. And this child, these children, all children, find a place in the warm embrace of your heart. You have taken a firm resolution and you have promised God to make them builders of the social restoration in Jesus Christ.

Reviridicentia litterarum -- “The growing green again of letters.” – Lupus, Abbot of Ferrières, c.850
(referring to the revival of education in the wave-like movement that is consistent throughout history)

From a sermon by Jozsef Cardinal Mindszenty given in the late 1940's:

“What his heart is to a man, the church is to a town. The church is ‘the house of God and gate of Heaven’ (Gn 28:17). The church is a place where we offer the Holy Sacrifice of the Mass. It is the fortress of souls and the visible expression of a community’s faith. . . .

“The twin sister of the Catholic parish church is the Catholic school. At the very foot of the altar, our Mother the Church began to rock the cradle of the Catholic school. When our holy King [St.] Stephen ordered a church to be built for every ten villages in Hungary [his first command as king – AD 1000], he also commanded the building of schools. . . .

“The threshold of the family home should lead straight into the threshold of the church and the Catholic school; for only then will the family serve as a strong fortress. These three institutions form a protective circle around us. We must all live and struggle inside this charmed circle, until the day we leave to enter the churchyard. . . .

“Whatever new plague may come to destroy the world, remember that the church, the Catholic school, and the family will always be sacred. Guard your fortresses bravely!”

“The young intellect may be made or marred forever, according as its first operations are well or ill directed. The boy is the father of the man. The results of child training reach out into youth, manhood, old age, and life eternal. Hence the greatest importance is to be attached to the education of children. Thus it is that educationists are realizing ever more and more the rich content of the principle, “Train up a child in the way he should go and he will not depart from it.”

“If this is true of education in general, it is eminently true of Catholic education in particular. The future of the Catholic Church in any country depends on the Catholic education of the children. “Give me the children of England and I will make England Catholic.” That was one of the favorite sentiments of the late Cardinal Manning. And as so much concerning Catholic education pertains to family life, all Catholic parents ought to know the leading principles. In the field of politics the education of the people plays a very important role. And in scarcely any country of the world does the Church have its full desire in the matter. It nevertheless continues to work for its ideal, a completely Catholic education for every Catholic child.

“Education, in the best sense of the word, is the formation of habits. The formation of good habits is good education. The formation of bad habits is bad education. . . .

“Further, since man is destined to an eternal life and must attain that eternal life through a life of the spirit in this world, all his natural powers must be made ministrant to this spiritual life. His bodily health,

his habits of memory, feeling, taste, intellect, and will must be so trained and directed as to bring forth the best possible fruits in the spiritual life. The supernatural is that which is built on the natural, not that which is built up in mid-air above – separated from the natural. The two merge, one into the other, in such a way that the natural becomes supernaturalized . . .” – Rev. Tholmas J. Gerrard, *Marriage and Parenthood – The Catholic Ideal*, 1911.

“Many parents have the wrong expectation of the profit to be derived from schooling. They think that the only purpose of schools is to prepare their children to earn a living. While that certainly is an objective to be served, it is, in terms of human values, less important than preparation for citizenship and for leading a richly rewarding, good human life. Even with regard to earning a living, most parents do not understand that in our high-tech economy, preparation for earning a good living is more readily secured by those who can read, write, speak, and figure well and who have learned how to think critically and reflectively, rather than by those given specialized job training in vocational training courses.” – Mortimer Adler

“Real education is a process of guiding a human being from a state of imperfection to a state of perfection. It is the development of man according to the highest attainable standards, the discipline of soul and body into the best that can be had. Such a process concerns itself . . . with the the body and the senses, with the soul and all its powers . . . all must be developed harmoniously. If the intellect is trained at the cost of the will, the outcome is a rascal. If the imagination be fostered to the neglect of the other faculties, the product is a mild lunatic. If memory alone be strengthened, we have a machine. If the will receive all attention, behold a fanatic or a pious dolt . . .

“No one should doubt the importance of this faculty [of the memory]. It is a real handmaid, on whose action most of the higher powers of the soul depend in a marked degree. . . . Hardly less important than the memory is the imagination. By it man can live with angels and saints or wallow with the animal. . . . All the efforts of a school in mind-training should be exerted to give pupils a love of learning, a desire to be learned, and a knowledge of how to become so.

“The will . . . remains for discussion. To our mind there is no objective reason for any difference of opinion about the training of this faculty. It needs education and should get it.” – Fr. Tierney, *Teacher and Teaching*.

“It is necessary to possess [art, science, philosophy, etc.] before pretending to put it at the service of God. We are told that it is faith which constructed the cathedrals of the middle ages. Without doubt, but faith would have constructed nothing at all if there had not also been architects; and if it is true that the façade of Notre Dame of Paris is a yearning of the soul toward God, that does not prevent its being also a geometrical work. It is necessary to know geometry in order to construct a façade which may be an act of love. . . .

“By making St. Albert the Great the patron of Catholic schools, [the Church] reminds us permanently that these schools ought never be afraid of placing the level of their teaching and of their scientific exigencies too high. Everything is worth the trouble of being well done that is worth the trouble of being done for God. . . .

“One of the gravest evils from which Catholicism suffers today is that Catholics are no longer proud enough of their faith. This lack of pride is unfortunately compatible with a certain satisfaction in what Catholics do or say, and with an optimistic air more proper to a party than a Church. What I regret is that instead of confessing in all simplicity what we owe to our Church and to our faith (and instead of showing what they bring to us and what we would not have without them), we believe it good politics or good tactics, in the interests of the Church itself, to act as if, after all, we distinguish ourselves in no way from others. What is the greatest praise that many among us may hope for? The greatest that the world can give them: he is a Catholic, but he is really very nice, and you would never think he was one.

“Should not the very contrary be desired? [We do not want] Catholics who would wear their faith as a feather in their hat, but Catholics who would make Catholicism so enter into their everyday lives and work that the unbelieving would come to wonder what secret force animated that work and life, and that, having discovered it, they would say to themselves, on the contrary: he is a very good man, and now I know why: it is because he is a Catholic.” – Etienne Gilson, *Intelligence in Service of Christ*.

For more quotes and discussion of education, visit our Web site: ihm.catholicism.org