

**Blahet Explains**

# How To Afford College

Washington — (NC) — All of it goes begging, reports legs and shrouds experienced...  
 The article, which discusses the costs of schools, is the first in a series of articles...  
 The article, which will be next...  
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**Blahet Says**

# Faith Lost By 'Erosion'

Detroit — (RNS) — A former Newman Club chaplain declared here that the greatest danger to a religiously-oriented student at a state university was irreligious fellow students.

Mr. Francis J. McPhillips of St. Paul's church, Gross Pointe, Mich., said devout students need have little fear that professors or textbooks will destroy their faith.

In an address to Detroit's First Friday Club, he declared: "Professors are not tricked people who plot deliberately to destroy a student's faith. Unfortunately, some of them are unaware of the true end of their address."

"I BELIEVE most students learn to profess the same way that many people learn to read: by osmosis. It is the same with textbooks. Students do not discover them. If they did some of them could have serious effects."

"It is by a process of erosion that their faith is washed away."

Mr. McPhillips, who spent 12 years as director of the Newman Foundation at the University of Michigan campus, said it was regrettable that while professors of deep religious conviction are not permitted to teach religion, any faculty member may teach irreligion, or be anti-religious in his lecture.

*Name of the Most Catholic*

## \$5 Million For Pupils' Lunches

Washington — (RNS) — Private schools will receive \$5,463,777 during the current fiscal year, ending June 30, 1958, under the government's National School Lunch Act, it was announced here.

The Agricultural Marketing Service of the Department of Agriculture said that an additional but substantial amount will go to private schools through allocations from the various states.

In some states private schools receive the distribution of public money to provide lunches, the federal government will make a certain percentage of that state's allotment and administer the program directly with the school.

The total amount to be distributed through the School Lunch program will be \$20,000,000 of this amount, \$15,536,223 will be handled through state departments of education. The remainder is to be administered directly to private schools through the Agricultural Marketing Service.

## Salamander's Brain Waves

Cleveland — (NC) — Xavier University has received a grant of \$1500 for its "brain wave" research program from the Public Health Service, a division of the U.S. Department of Health, Education, and Welfare.

Jeannet Father Joseph Peters and Dr. Alphonse VanderAbe use a device which measures minute electrical discharges of the brain and nervous system to investigate the reactions of the salamander, a small lizard-like amphibian, under various induced either by drug or electrical shock. They have published articles on the results of their work in leading American and European journals of psychiatry.

66,814

OFFICE OF THE DIOCESAN SUPERINTENDENT OF SCHOOLS  
50 Chestnut Street • Rochester 4, N.Y.

**OFFICIAL SCHOOL CALENDAR 1958-1959**

**MOST REV. JAMES E. KEARNEY, D.D., LL.D.**  
Bishop of Rochester

Thursday and Friday, September 1-2, 1958  
Mandatory Lay Teachers' Orientation Conference

**First Semester**

Sept. Monday 24 Mandatory Lay Teachers' Orientation Conference  
Tuesday 25 Opening of Schools  
Wednesday 26 Diocesan Teachers' Conference  
Thursday 27 Diocesan Teachers' Conference

Oct. Monday 3-7 Group Intelligence Visit, Grades 2, 5, and 7  
Tuesday 12 Columbus Day—Holiday  
Wednesday 17 Community Teachers' Conference  
18-20 Duke House Week

Nov. Thursday 1 All Saints Day—Holiday  
Friday 11 Veterans' Day—Holiday  
Wednesday 23 Thanksgiving Recess Begins at Noon  
Monday 24 Schools Reopen

Dec. Thursday 8 Feast of the Immaculate Conception—Holiday  
Thursday 22 Christmas Recess Begins at 3 P.M.

Jan. Tuesday 3 Schools Reopen  
Thursday 19 Diocesan Examinations Begin  
Friday 27 Inter-Semester Holiday

**Second Semester**

Jan. Monday 30 Second Semester Begins  
Feb. Monday 13 Lincoln's Birthday—Holiday  
Mar. Wednesday 29 Easter Recess Begins at Noon

April Monday 10 Schools Reopen  
Tuesday 11 Diocesan-Wide Registration  
Wednesday 12 Diocesan-Wide Registration  
14-21 Open House Week

May Thursday 11 Ascension Thursday—Holiday  
Tuesday 30 Memorial Day—Holiday

June Wednesday 14 Diocesan Examinations Begin  
Friday 23 School Year Closes

## Music Without Conductor

# TV Criticism Said Unfair

Detroit — (NC) — Church leaders too often condemn television programming without offering positive contributions of their own, a priest-journalist declared here.

Father Jeremy Harrington, O.P.M., spoke at a breakfast conference at the University of Detroit's great, radio and TV studios. The Mass was part of a three-week workshop held at the University of Detroit by the National Franciscan Institute of Radio and Television.

The 17 Franciscan priests participating in the institute are being furnished with the opportunities and techniques of up-to-date religious radio and television production.

"It is the duty of television to provide food for man's mind," Father Harrington said.

"All the weaknesses of the conductor," the Franciscan priest said, "are the crimes of the East added."

# Why Educate High School Boys and Girls Separately?

By FATHER JOHN L. THOMAS, S.J.,  
St. Louis University Sociology Professor

For some time now I've been trying to figure out the thinking behind directives from Rome on coeducation. At the moment, I'm agonizing over the question: Why does the Church suggest that boys and girls should be educated separately? It seems to me that this would provide a more rational education for the young, particularly during the crucial years right after puberty has been reached.

Many Americans are puzzled by the Church's attitude. We've come to take the education at all levels pretty much for granted in this country. Although we've always supported a considerable number of separate schools for boys and girls, the pressing need of educating large numbers has led us to establish a good number of coeducational institutions as well.

Recent Roman directives indicate a clear awareness of this situation and outline some general norms for operating under these conditions.

Perhaps the essence of these directives can be summed up as follows: Separate educational institutions for boys and girls are to be regarded as the ideal toward which we should strive.

What are the real reasons behind this directive? If, as they imply, a whole philosophy of education and moral training, in the first place, boys and girls develop differently.

They move toward maturity at a different tempo — girls tend to be a year or two ahead of boys throughout adolescence. They are not being prepared for identical functions and roles in life. All teachers are quite aware of these differences. Isn't it logical, therefore, to organize the school system in terms of these observed differences?

Likewise, the moral training of adolescent boys and girls involves distinct elements. Their personal problems are clearly not the same. Particularly during the crucial years of puberty, the social machinery of adjustment is not necessarily following in each sex is presented with a distinctive new area of personal experience which must be properly interpreted, gradually mastered, and eventually integrated into the total development of each one's personality.

This is a period of rapid growth in which the awareness of sex as a personal power and impulse is first encountered. Adolescent boys and girls soon discover that in this area, perhaps more clearly than in any other, they generally have the responsibility of acquiring maturity and control. This demands self-knowledge, self-discipline, and time. It is not

magical to increase their acquaintance with each other before they have had time to understand and assume their new responsibilities?

Since it is judged more prudent to keep the contacts between adolescent boys and girls at a reasonable minimum at any rate, it is not surprising that the purpose of the school to promote these contacts. This is a healthy function to be carried out under the supervision of parents.

At the same time, if boys and girls are together all day at school, parents may find it difficult to control their children and doing activities to their credit.

But you may object that the school should prepare people for life. The same is true of education with each other in school. Isn't it normal to learn such adjustment in school? This objection is answered by the fact that the social machinery of adjustment is not necessarily following in each sex is presented with a distinctive new area of personal experience which must be properly interpreted, gradually mastered, and eventually integrated into the total development of each one's personality.

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## Mission Of Father Marquette

Kansas City — (RNS) — Members of the Illinois delegation to the biennial convention of the National Catholic Daughters of Isabella, in Kansas City, Mo., re-enact an event of great significance in the development of the United States — the exploration of the Mississippi River by Father Jacques Marquette, S.J., and Louis Joliet, whom Father Marquette accompanied.

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open Tuesday and Thursday '59

**BACK TO SCHOOL**

**IN GOOD LOOKING FORMAN FASHIONS**

Little ladies have fashion favorites too and one of them this season is the color plum. From the left: An oxford-cloth plum-print tunic over pure plum broadcloth, 7 to 14, 8.95, also 3-6x, 7.95. Our little Princess Plum broadcloth dress with port white piping and buttons, 3 to 6x, 8.95, 7 to 14, 7.95. A blousy and plum print with petticoat sleeves, white detailing and even a matching dress, 7 to 14, 7.95. Young ladies' dress — also Forman's Culver-Ridge and Young World, Boston.