



THE TEACHER seeks to encourage, to stimulate, to evoke the best effort the student is capable of performing. A good teacher often gives his student more by his example than by what he says. He is alert to the human response; nothing human is foreign to his interest. (NC Photos)

Enrollment High At College

Expansion of student enrollment, faculty, and physical plant is the picture at St. John Fisher College this fall.

For the first time in the 16-year history of the burgeoning East Avenue institution, September enrollment is expected to top the 1,200 mark. Officials of the college are planning for a student body of between 1,225 and 1,250 full-time scholars, more than 10% greater than last year's previous high of 1,110.

According to Admissions Director Ronald F. Proud, as of August 15 deposits had been received from 299 active freshman applicants and 87 advanced standing transfer students from other colleges. He anticipates that more than 400 new students will enroll along with 800-plus returning Fisher students during the regular September 11-12 registration period.

Approximately 1,150 applications for admission to the fall semester were received in Proud's office this year, about the same as last year. Freshman dormitory applicants outnumbered commuters about two to one, but fewer than half of the out-of-towners were accepted, whereas almost four out of five local high school graduates who

applied were accepted. Among the transfer students commuters exceed dormitory residents by a two-to-one margin. In spite of new construction, many qualified applicants were turned away because of insufficient dormitory space.

Campus housing at John Fisher will be increased by more than 200 beds this fall with the opening of Becket Hall, house of studies for diocesan seminarians who are regular full-time students at the college, and Dormitory "A", the first of five new campus housing units designed to accommodate 50 students each. Unlike Becket Hall, which was paid for by the Joint College Fund drive, Dormitory "A" and the future units in the new dormitory complex are to be financed by the Federal government, with the loans to be repaid out of student rental fees.

Also under construction on the campus is a new \$2 million Science Building, slated for occupancy next February. And officials at the college hope to begin construction of a new Library Building this fall. The library also will be a Joint College Fund project.

To match the increase in stu-

C.E.F. Hails Con-Con Move

New York — (RNS) — Citizens for Educational Freedom called the New York State Constitutional Convention's action to repeal the prohibition on aid to parochial schools "a vote for fairness for all children."

In a statement issued by Thomas A. Gibbons, executive director of the CEF New York State Federation, CEF said the convention action "reflected the delegates' awareness of the acute need for attaining educational excellence for all children in the Empire State. It shows their deep concern for maximum development of our precious human resources."

CEF, an interdenominational organization with a predominantly Roman Catholic membership, has been a consistent proponent of repeal of Article XI, Section 3, the so-called Blaine Amendment.

Gibbons said that the convention's action would provide the New York State legislators with a "flexible framework within which they may evolve a 20th Century education policy, one that will no longer disenfranchise one in every four children — the over one million youngsters now in Protestant, Catholic and Jewish schools in this state."

Public Schools Use Tests

Mexico City — (NC) — The federal department of education

plans to adopt for public schools the intelligence tests developed by the Christian Brothers and used in the private schools they serve here.

Government officials say the tests offer particular advantages

in vocational training and guidance.

Although the Mexican constitution prohibits Catholic and other denominational schools, neither the government nor anyone else has paid much attention to the law, and Catholic schools have continued to operate and are tolerated.

DICK STRAUB Says:



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Federal Legislation's Impact on Catholic Schools

By HARMON BURNS, JR.
(Mr. Burns is counsel and assistant for governmental affairs, National Catholic Educational Association.)

A milestone was reached in the history of American education when Congress passed the Elementary and Secondary Education Act of 1965. That Act put the Congress on record as saying that Federal assistance in education should be made available to all youngsters on an equal basis, no matter if they attend public, private or parochial schools.

To begin with, it should be understood there is no allocation of Federal funds to Catholic schools per se. Rather, provision is made for the participation of children in non-public schools and this makes it essential that participation be developed through close collaboration between Catholic school administrators and local school authorities.

Title I

Title I of the Act creates a program of grants to local school districts to broaden and strengthen elementary and secondary school programs. Its purpose is to provide financial assistance to local educational agencies serving areas with concentrations of children from low income families. However, participation by private school students is spelled out.

Title II

Title II affords more positive and direct assistance. It establishes a program for making grants for the acquisition of school library resources, textbooks and other printed and pictorial instructional materials for the use of children and teachers at all levels of public and private education. This was contemplated that private school children would be enabled to have the benefits of the availability of books and other such materials on a basis much like the public library principle. Title is vested in the public agency which must approve the materials to be used, but the children and teachers have the use of them. And where states have legal limitations to participation in the program by non-public school children, authority is granted for the U.S. Commissioner of Education to arrange for use by them, on an equitable basis, of the relevant educational materials and to pay the cost out of the state's allotment.

Title III

Title III is far-reaching. It authorizes grants to local educational agencies for supplementary educational centers and services. The service centers are designed to be community ventures for the development, establishment, and operation of enrichment programs and supplementary educational services and activities.

A force for educational change, Title III offers opportunity to close the gap between educational research and classroom practice. Known as PACE — Projects to Advance Creativity in Education — the program supports vitally needed supplementary services and encourages innovative and exemplary applications of new knowledge in the nation's schools. Toward this goal, school districts throughout the United States increasingly will implement a variety of creative projects in which Catholic school systems can eagerly join.

—The San Antonio Symphony

Orchestra is giving musical instruction to high school students in Texas.

— In Pontiac, Michigan, a four-year sequence of courses in mathematics designed for high school students not going to college is in process.

— A mobile museum brings original examples of collected works of art to the schools and communities of south-central Kansas.

— High school students in

Hayward, California, participate in three experimental courses in programming computers and solving problems with them.

Some Conclusions

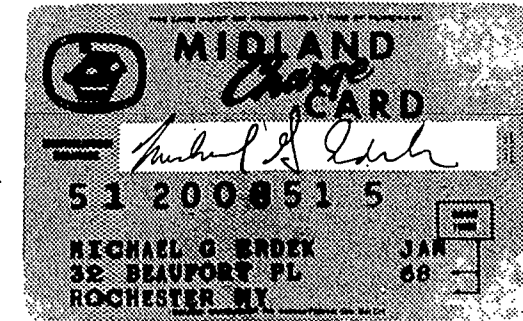
There are two things which all who are concerned with the future of education in America should keep in mind. First, private schools, church-related ones included, are now an accepted, recognized, integral part of the entire national education establishment. Secondly, these

schools serve a public purpose. Therefore, when we speak of national assistance to education, postulated in the general welfare power of our Federal government, instinctively we must think also of permissible assistance to the private schools.

U.S. Commissioner of Education Harold Howe said recently that the nation is now at a "watershed in Federal assistance to education." "The time has come when there must be more general assistance and a

distillation of categorical assistance." The general needs of education with special attention to the requirements of private institutions must be resolved.

Given this, fortified by the deep and vocal demand of the American people that their children receive the best education this nation can provide, I believe the future of all levels of Catholic education is auspicious, insofar as Federal assistance to general education is concerned.



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