

Collegians Help Poor to Follow in Their Footsteps

By LOUISE DENEVE

College today is much more than the traditional institution devoted to intensive scholarly study. It is the ever-expanding site of community effort through which the student becomes involved in his society and the problems facing it.

With this view in mind, students of the Rochester Catholic colleges, Nazareth and Saint John Fisher, this past spring took several positive steps to alleviate two such problems—the lack of equal opportunity for higher education for all and racial barriers existing between neighbors.

By recruiting "disadvantaged" but intellectually capable students to their campuses, and by helping unqualified students meet college entrance requirements, it was hoped that a more realistic community, similar to the overall U.S. population which is 10 per cent Negro, will be created. Presently the Negro enrollment at predominantly white schools is about three per cent.

Students and faculty members of Nazareth and Fisher, as well

as of Roberts Wesleyan College, University of Rochester, Rochester Institute of Technology and Monroe Community College, are presently acting in conjunction with the Rochester Center for Cooperative Action in Urban Education to form a program which will combine these two aims.

"This project," Mr. Paul Pierce, assistant director of the Urban Center, explained, "will be an offspring of the Urban House for Student Assistance Program, a subdivision of Project Unique. It is a rare and unique plan to find ways to get more and more students into higher education."

Although still in the formative stages, the project hopes of moving certain college courses and instructors into the central-located urban environment where attendance would be more convenient to the inner-city student.

"Even more concrete," Mr. Pierce continued, "are our efforts to retrieve the spirit of those adults who have not yet lost their desire for higher education."

Recently it was discovered that certain inner-city residents working in various programs as teachers' aides or social workers' assistants have much greater potential than that necessary to fulfill their normal positions. They are natural leaders, familiarly known in their spheres of expertise and themselves.

With the understanding that everyone was to tell it like it is, Mr. Pierce arranged a meeting for these women with area college officials last April 10.

It was not until later that arrangements from both sides had completely evolved and plans were begun in order to bring a lecturer to the local urban center.

Pierce felt that Nazareth College revealed the greatest amount of enthusiasm for his proposition. Sister Helen Daniels, president of the college, promised that courses will be arranged to meet individual needs. She expressed the college's wish to "help all it could by accepting as many qualified applicants as it could possibly accommodate. Sisters of Saint Joseph community also

established a nucleus of Sisters who met with the ladies this summer to help them prepare both scholastically and psychologically, to return to the classroom.

Monroe Community College, in turn, has agreed to each of eight of its individuals. Roberts Wesleyan, to six and St. John Fisher, both offer three such openings. All will help launch this pilot program on all high school graduates capable of handling the rigorous work in addition to the scheduled classes in which to hold these classes.

A further step in this program may be seen in the need for a program. Right of the individual to Science and Education RISE represents the cooperative force of both city and college educators who disagree in which inner-city students who do not meet all the requirements may be admitted for the college experience. Emphasis here is placed on the publicity of the notion that it is reasonable to expect to get a college degree.

Hoping to reach the potential college candidate himself, Saint John Fisher College invited about ten underprivileged youths to visit their campus for a weekend in February, 1967. Judith Kreuzer, then a member of the city Personnel and Guidance Association, proposed the experiment, each boy would be given a "big brother,"

a taste of the new college experience, and an opportunity for a personal interview with the Admissions Director, Mr. Ronald Proud. As a result of this experiment two of those boys returned to the Fisher campus as full-time students to follow in September.

This year, it was successful. It was similar to the one held by St. John Fisher and RIT.

Single student initiated programs in this year's well. Shortly after the assumption of Martin Luther King Jr. the Resident Council and Computer Board of Nazareth College founded the

Martin Luther King Scholarship fund designed to provide a one-year scholarship to a needy inner-city student. Each year interested students will raise the Nazareth fund beyond all expectations.

different way. More than \$200 since the first meeting held in October, 1967. "Those of us in the first group," indicated one Nazareth tutor, "made friends among the high schoolers. We continued to go—others joined us."

Volunteering their services in another way, Nazareth and Fisher students met three nights a week at the Lincoln Branch of the Rochester Public Library to cooperate in a Tutoring Program designed to help Puerto Rican high school students earn a diploma. At the present time as many as 85 per cent of these students do not graduate because of language and heritage barriers.

Originated by Larry LaMazza, a Nazareth graduate, and Marty Keller, a Nazareth student, the program has

tutors, money has been appropriated by the city to this group (sometimes called Aspira) for supplies and extra equipment. Arrangements have been made for the program to extend 10 weeks into the summer, during which time facilities and teachers will be supplied by area organizations.

Because of the unusual interest on part of students and organizations,

the program has

grown beyond all expectations.



OH! To Be a Pupil in Peru

While school children in the U.S. begin their trek back to the classrooms, this little girl at a Catholic school in Lima is looking forward to a long summer vacation. Juanita attends the third grade at the Santa Rosa school, operated by the Maryknoll Fathers. Her summer vacation extends from Dec. 23-March 31. Since Lima is below the equator, the seasons there are just the opposite of U.S. (RNS Photo)

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Detroit Diocese Consolidates Its Teaching Agencies

Detroit — (RNS) — A new Department of Christian Formation has been established in the Archdiocese of Detroit with Msgr. Arthur L. Valade as its director.

All educational activities of the archdiocese — juvenile and adult, religious as well as academic — are encompassed by this department.

Divisions include the Archdiocesan School System, the Confraternity of Christian Doctrine, the Newman Apostolate, and the Institute of Continuing Education.

Msgr. Valade said his unit will also coordinate archdiocesan relations with Catholic institutes of higher learning, will

be in charge of the archdiocesan educational television network, and will oversee various special educational projects.

St. Anne Sisters At Lourdes Convent

The four St. Joseph Sisters who teach at St. Anne's parish school have moved to the convent at Our Lady of Lourdes, where, in the words of their mother general, "they will have the 'family support' of community living."

"In convents where there are many hands, there is light work," Mother general Agnes Cecilia commented.

The convent at St. Anne's was built to accommodate 14, each with a separate bedroom. It will be sold.

Bishop Reinstated

Bonn—(NC)—Auxiliary Bishop Kajetan Matousek of Prague has been permitted by the Czechoslovakian government to exercise his ministry after taking an oath of loyalty to the country.

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FIRST SEMESTER

| | |
|---------------------|--------------------------------------------|
| September (19 days) | Faculty Orientation Day |
| Tuesday 3 | Opening of Schools |
| Wednesday 4 | |
| October (23 days) | Fall Standardized Tests |
| Mon.-Fri. 14-18 | |
| November (17 days) | Feast of All Saints — Holiday |
| Friday 1 | Veterans Day — Holiday |
| Monday 11 | Thanksgiving Holiday begins* |
| Wednesday 27 | |
| December (15 days) | Schools Reopen |
| Monday 2 | Christmas Holiday begins (3:00 P.M.) |
| Friday 20 | |
| January (21 days) | Schools Reopen |
| Thursday 2 | Diocesan Examinations begin |
| Thursday 23 | Inter-semester Holiday |
| Friday 31 | |
| February (19 days) | Second Semester begins |
| Monday 3 | High School Entrance Exam |
| Saturday 8 | Educational Conference Day |
| Monday 10 | Washington's Birthday observance — Holiday |
| Friday 21 | |
| March (21 days) | Elementary School Registration |
| Monday 3 | High School Acceptances Mailed |
| Saturday 15 | |
| April (15 days) | Easter Holiday begins at 3:00 P.M. |
| Wednesday 2 | Schools Reopen |
| Monday 14 | Spring Standardized Tests |
| Mon.-Fri. 21-25 | |
| May (19 days) | Feast of the Ascension — Holiday |
| Thursday 15 | Spring Holiday |
| Friday 16 | Memorial Day — Holiday |
| Friday 30 | |
| June (15 days) | School Year Closes |
| Friday 20 | |

* Noon or 3:00 P.M. — at discretion of Pastor and Principal

No additional school holidays may be given by Pastor or Principal.

CLIP AND SAVE FOR READY REFERENCE THROUGHOUT THE 1968-1969 SCHOOL YEAR

Sex Education

This statement was issued last month by the Interfaith Commission on Marriage and Family Life, composed of representatives of Protestant, Catholic and Jewish organizations. Catholic members of the commission include Father James McHugh, director, Family Life Bureau, U.S. Catholic Conference; Msgr. William McManus, New York archdiocesan Family Life Bureau; and Dr. Margaret Bedard, Dr. Ann Lucas and William Maughan.

Human sexuality is a gift of God, to be accepted with reverence and joy. It is more than a mechanical instinct. Its many dimensions are intertwined with the total personality and character of the individual. Sex is dynamic and powerful, arising from one's basic maleness or femaleness, and having complex physical, psychological and social dimensions. These dimensions, we affirm, must be shaped and guided by spiritual and moral considerations which derive from our Judeo-Christian heritage.

This heritage teaches us that the source of values to guide human behavior is in God.

The sexual attitudes of children develop as part of the

'Folkshop' New Liturgy

A "folkshop" for young singers and soloists will be the feature of the diocesan music commission's fall conference.

All parishes and Catholic high schools have been invited to send their folk musicians for an afternoon of instruction and demonstrations Friday, Sept. 1 at Catherine McAuley College, 1438 Blossom Road. The session will begin at 2 p.m.

Sister Josephine Morgan, R.S.C.J., of Manhattanville College of the Sacred Heart, will present the conference theme, "New Music for the New Liturgy," in an address at 8 p.m. Friday.

Sister Morgan has been director since 1952 of Manhattanville's Pius X School of Music. She helped launch the Liturgical Conference National Choir and has served several terms on its board of directors. She has served also on the board of the Church Music Association.

Saturday's program, for organists, choir directors and singers, will deal with wedding an

McQuaid Constantly

This September, McQuaid Jesuit High School will open wide its doors once again to young men who seek more in an education than a diploma. From the outside, McQuaid might resemble any high school, but it is the superior quality and spirit of the personalities found within the walls of McQuaid that have made it the unique and respected institution it is today.

"Every young man has dreams of greatness," states Rev. Albert P. Bartlett, S.J., "and it is the goal of McQuaid to encourage each student's aspirations and to aid in making his dreams realities."

The close relationship between faculty and students at McQuaid ensures that the potential of each young man is tapped and that his interests are developed. With the ever present concern of McQuaid teachers for current situation, as well as for modern educational techniques, the McQuaid student is constantly exposed to vast, diversified knowledge.

Emerson once stated that "the test of a civilization is not the size of its cities nor in the wealth of its corporations, but in the kind of men it turns out." Such is the belief of McQuaid.

Thus, the McQuaid student learns to explore life as well as himself — scientifically, spiritually, and esthetically — and to define his interests and his needs. He learns to adapt himself to his surroundings and he is motivated and compelled to seek knowledge through comparison, criticism and free thinking.

Guided by faculty who are always striving to advance themselves academically, (this summer some McQuaid teachers are studying in England, India and Spain) the McQuaid student soon realizes that education is not just instruction, but discovery.