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MORNING NEWS...
MAY, a states man and EDWARD WERNER...
The City of Detroit, County of Washtenaw...

STUDENT CHATTER

For the sake of variety we are using something different for this week's column...
The following article was written by an 11-B student as a required English essay...

WHAT'S THE MATTER WITH OUR SCHOOLS?

Perhaps by the title of this paper the reader will have surmised that we are referring to that ever present financial problem of the school spirit in our building...
But what we intend to deal with in this paper is the general way in which teachers are trying to get across their subjects to the students...

In connection with the mark is the test, our second point. The average teacher gives a test to determine the mark that a student shall get instead of finding out just what a student knows on the subject...
The teachers fail to take into consideration that if a number of students fail to receive a good mark on the test it is their fault and not the students'...

And in connection with the test, the questions that are asked, our third point. On a test a teacher usually asks a certain number of fact questions. These facts have been presented to the student. How can a student be expected to cram a bunch of unrelated facts that are uninteresting and that he earns only a passing grade because he might be asked them on a test in the future? Granted that each student is of a different type and that no two would have the same reactions to the same subjects...
But at the same time we are to enter many classes and listen to the talk and you would wonder how the student ever would be able to answer test questions over the material being discussed...
In nine cases out of ten the teacher reads a paper that she is teaching boys and girls that what she has some interest in a thing before they can learn it.

Is school for the teacher or the student? Are students be-

ing taught how to study and how to prepare themselves for future work? Or are they just being work just for extra credit? In life one doesn't get any "extra" credit for the extra work that he does...

In school a student is told just what is right and what is wrong. He is told what books may be considered authoritative and what ones may not. He is told just what facts may be taken for the truth and which ones should be taken with a little salt. What is the poor student to do when he receives his diploma? Will he then tell his friends what is right and what books to read? In a way, instead of teaching the student to do his own thinking, the teacher is teaching him to be passive and let others do the thinking for him...

It is plain to us that school is killing the student instead of making him. Five students told me that Venus was the Goddess of Love. What does that mean? If this question was asked in a test, probably several members of the class would answer it correctly. This, in other words, means that the student is getting an "education." But does it? Fact and memory without the application to something real and visual is but learning without understanding and education without knowledge...

Sherwood Eddy, for many years an executive officer of the Y. M. C. A., was once in attendance at a big university where he was scheduled to give a few lectures to the student body. One morning the president of the school called him to his office. He was sorry, but you will have to address the senior class this morning and they are rather dull and passivity. But this afternoon you will speak to the freshmen who are just coming from the college life, they too, will be like the senior class. I'm sure that from the college president! But it's true, and not only in our colleges but our high schools...

If the student isn't being taught to do his own thinking and planning, then we don't think he is getting an education. If the teachers are hindering the student, it is because of their internal fact drilling, outlines, marks and tests, they have killed his initiative...

Now of course the writer realizes that his criticism may be entirely without foundation. He also knows that the criticism is entirely destructive. But the student has his real views on the matter.

WAR'S GLAMOR ENTICES YOUTH

(Continued from Page 1, Part 2) pinned upon him for the first time. Some one that gesture stirred me deeply. It seemed to say to me that decorations so eagerly won could be proudly worn no longer, in a world which had not kept faith. We do indeed have a faith to keep with the dead, that they may not have died in vain, but what indignation, what solemn sentence, shall be passed upon us if we, the voters of today, are not able to procure for the living these girls and boys of ours, the few years' reprieve they ask for...

But I want to return to certain other characteristic attitudes for a moment. The chief thing that history teaches us is that it can teach us nothing as well as the remark of a cynic, but it is coming dangerously near to being proved in these latter days. Even though all history is the wrong side of war and we know that in its real sense war cannot be won—we tried it and we lost money, honor and friendships—no nation desires to be anything but the winner, no matter how empty the victory. To that end all effort is directed. "I was must be fought," they say. "We must be prepared."

The next preparations must be so huge that the rest of the world can be blasted from the face of the earth if necessary. No one has any idea but that "Adequate preparedness," "arming for defense," "loyalty to my country" are the answers I get from dozens whose opinion I am asking these days. "But what would you do," said a woman to me the other day. "Keep the fleet in the Gulf of Mexico or up the Mississippi and let Japan get clear here before you fight her!"

Birmingham Business Leaders

No. 5



LEFT HIS HOME IN SYRIA WHEN 16 YRS. OLD TO JOIN HIS BROTHER IN THIS COUNTRY. YOUNG MAN SAID PEACHES DON'T PEARS. GOSH WHAT A SEAT! LIKES THE MOVIES. LEARNED HIS A B C'S IN THE GROCERY BUSINESS AND THEN BECAME U.S. CITIZEN IN 1926.

Thirteen years ago, a 16-year-old boy and his slightly older brother overcame the handicaps of a total lack of knowledge in the English language and a memorable attack of sea sickness to make their way successfully from their birthplace in Mount Lebanon, Syria, Asia Minor, to Detroit, where they had preceded them there a few years before...

likely to be a menace. That will make all the rest weaker, but them at my mercy though I refuse to be at theirs. In any question of the rights (their security) against mine, they will have to trust to my good will, although I refuse to trust to theirs. They will be deprived of their defense by the fact of my defense.

Now this statement of principle is just as true whether the units are speaking of are persons, families, clans, tribes, or nations. As Norman Angell says, "The multiplication table is just as valid whether you apply it to stars or to cabbage." When a cabinet member says that the surest way to get peace is to be stronger than your prospective enemy, he is asking that the other side be twice as strong as the other. Is the suggestion that such a method must end in conflict borne out by the event? Look around you!

This cabinet member believes in going to conferences to agree on a limitation of arms, which, in order to have all satisfied, must make everybody stronger than anybody else. "I don't care what happens to the rest of the world so long as I am my country are the real response of the honest ones give."

Why are our impulses so often socially destructive? We seem to prefer being masters to being partners. Why do we reject co-operation and attempt to impose our will by coercion? Usually we deceive ourselves by saying we as a nation have always been willing to go farther than anyone else. As a senator wrote me last week: "The fault is not American at any turn of the road, the fault is the Old World's relentless rivalries and the greed and covetousness know of nothing the U. S. is omitting to do which would have a practical peace value. Hence you must not overlook the possibility that the new naval plans may become the greatest and the most efficient means of forcing the balance of the earth to understand that we consent to our disarmament proposals."

Probably nine-tenths of the people who read these articles will mine (if readers there be) agree with the senator. To me that reasoning begs the point and leads to the conclusion that the only sure protection is force. "In a world as warlike as this one," says my friend, "what else is there to turn to?" No nation I have known of has achieved security in the family of nations by physical force. (Continued Next Week) FIRST STATE BANK DEPOSITORS

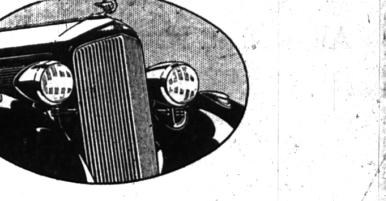
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"Why doesn't everybody buy the new Pontiac?"

The other day an owner said to us—"Why doesn't everybody buy the new Pontiac?" This owner has simply learned what we have known since we built this car, namely— that if everybody were completely familiar with the advantages of owning the new Pontiac, almost everybody would want it. Suppose, briefly, that everybody knew— that Pontiac is really a big car, with a wheelbase of 117 inches, and a Fisher body that is most generously roomy— that Pontiac has a big, smooth, powerful, straight engine—really the equal in every way, of the very finest power plants— that Pontiac has "Knee-Action" wheels as developed by General Motors—

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