

Port Huron Bows to Maples in Court Play

By Tom Nalle
The Maple tennis team blanked Port Huron 5-0 in the league opener at Birmingham last Friday afternoon for the Maples first victory against two defeats. Keith McIntire, first singles player, defeated Glen Sutton 6-2, 6-2. Phil Swanson defeated Richard Currie 6-0, 6-0, and Roger Beebe defeated Warren Ledworth 6-4, 6-3. In doubles competition, Pete Hartsuff and Bill Wilkinson defeated J. Temple and J. Fauntain

Cleveland Defeats Cranbrook on Diamond

In a baseball game with the University School of Cleveland Saturday afternoon, Cranbrook lost 2-1. Tom Gets was the winning pitcher allowing four hits and Rufe Beardley pitched for Cranbrook, allowing seven hits.

The Contest with Berkeley last week. Cranbrook won 8-7.

The tennis team beat University School on Saturday, Cranbrook gaining four points and the University School, one. Score of the track meet with Birmingham and Hazel Park at Cranbrook—Cranbrook won the 100 yard first with 73 1/2 points, Cranbrook second with 41 1/2 and Hazel Park with 22 1/2.

The U. N. in Local Schools

Harmonious decisions made at the recent United Nations Paris session, by all 58 member countries, are beginning to have far reaching effect. One very important resolution passed unanimously—no veto, no abstention—means that the United Nations should be part of the curriculum of every school and college of the 58 member nations. Every student in Birmingham from kindergarten to college is learning the meaning of government on an international level. Some of the educators helping to bring about this greater understanding here in Birmingham speak for themselves on the subject in the accompanying articles.

Schools Build Vast Bridges of Understanding

By Paul D. Carter
Principal, Adams School
The school of America faces many grave challenges today. Foremost among them is the task of educating for international understanding. The United Nations, for example, is not just another topic to graft onto traditional subjects. Rather, real bridges of understanding must be built between the people of the world as foundations for world peace. At first thought it seems impossible to expect elementary school children, five to twelve years of age, to study about and comprehend world relations. The misapprehension causes one to wonder if building of such understanding is a waste of time in these stages of education.

Attitudes toward one's fellow men are formed very early in life. These basic attitudes derived from the earliest years tend to permeate the child's personality to a considerable extent how his family, his neighbors and his everyday associates. Until we learn to live harmoniously and cooperate in our daily living, there is little hope of living in peace on the international level.

World is smaller. Moreover, the world has been so reduced in size by modern methods of communication and travel that a child cannot understand his own daily experience in terms of his immediate environment alone. The foods he eats, the clothes he wears, the radio programs he hears, all connect him with far-flung regions of the world. If he is to become intelligent about his own life, he must grow in his understanding of the contributions of other people to his health, his comforts and his daily satisfactions of living.

Present elementary classroom procedures emphasize group living. Living happily with classmates, helping to make and carry out plans, sharing with others the use of materials are some of the experiences through which children learn directly the skills of working well with others. They begin to recognize, too, that differences in individuals, assets in that each can help the group in some special way. Learning how to live and work together begins in the kindergarten and continues throughout the elementary school period. By the end of the sixth grade children have accumulated countless experiences in working for the good of the group, the class, and the school, giving them a future understanding of cooperation.

The social studies program of the elementary school is designed to develop in children an ever-growing comprehension of the world, of their place in it, of their habits and of our relationships to help pupils discover that wherever they live people are essentially alike in regard to their basic needs and aspirations; that they face the same kinds of problems living together may vary in many details. Children learn likewise that people are dependent upon each other for many things. Children in each of the first six grades subscribe to a weekly publication called "My Weekly Reader" which brings current affairs into the classroom at their levels of comprehension. Class discussion of the contents of these weekly readers builds broader understanding of national and world affairs.

Promote Understanding Community carry on extra-curricular activities that promote understanding of other groups and people through special projects and class room group activities. In Birmingham, currently with a class that people are dependent upon each other for many things.

Public Schools Should Create Good Citizens

By Anne C. Leuth and Dorothy M. C. Perry
The great objective of the secondary schools is to create thinking citizens; to bring to the students the ever increasing necessity of knowing their own government and to foster recognition of the important place it has assumed in world affairs. The realization now appears that the present day citizen cannot be considered "well informed" unless he is able to understand the bewildering international puzzle. These "thinking citizens" are not created overnight, nor is "understanding" of grave international problems established by a casual word.

These are the attitudes that, as teachers, endeavor to establish. It is so, in all instances, we must have a beginning. Our formation toward these objectives on the secondary level is made in World History. It's a great thing to make Egypt, Persia, Palestine, and Greece come to life. What could be more necessary to gain a deeper understanding of our present Near East than to delve into the history of these nations exciting to the Renaissance in the light of the U. N. "Declaration of Human Rights" or to discover that present Russian expansion is as old as Ivan the Terrible.

Vividly Portrayed The next step is to introduce the prospective voter to his own country. The study of the colonial period illustrates as no where else in our history the need for amendments to our constitution. The settlement of the American seaboard and the Zenger case. Revolution and so on through the period of Reconstruction. The event is fairly popping with the names and names from the Founding Fathers and the American Revolution. The U. S. has made its most difficult task in the past century; because it is these that propagandists dwell upon, never explaining that our government was established to correct those errors. The stand that the U. S. takes on present day questions before the world and as a separate unit, can be pointed up by a departure from an adherence to a historical view of American foreign policy.

Duty As A Voter The student now has a better "understanding" and is beginning to realize that he will have to act as a voter and world citizen. We are now up to the complicated business of the education of our democratic government, on three levels: local, state and national. The legislative chambers become more than just an isolated body of men passing laws, when it can be traced from the Great City State to New England town meetings and so to the present. They discuss before Congress, the State legislature and City Council and places their votes in every real way.

What are the aims? Just what are the aims of the Economic and Social Council, Trusteeship Council and Council on Human Rights? The current problems of the U. N. are carefully watched. Comparison to the League of Nations has to come in for discussion. Our own trip to the U. N., was both inspiring and educational. We were helped by member delegates and representatives from various countries who have a deeper insight into the problems and accomplishments of this world effort. We were able to report these things to our students, and to incorporate some of the spirit into our teaching. Our trip has been invaluable in explaining the functions of the U. N. In this manner the secondary schools work at the important and international, national and international, to bring to our students an awareness of the world as it has been for centuries and is to be for the future. We want that the world has been striving for democracy. We want that the world has been striving for democracy. We want that many peoples of the earth have found that democracy is a thing that can be shared and that the people of the earth make possible eventually a truly effective United Nations organization.

International Cooperation at Barnum School

By Samuel Bennett
Principal, Barnum Jr. High
The social studies program of the junior high grades offers an excellent opportunity to develop concepts of the interdependence of nations especially as the progress of the United Nations is affected. The seventh grade program is built around a study of Europe and Asia. In introducing the several units, it has been possible to start with problems which affect a certain nation and are under consideration by either the United Nations Security Council or General Assembly. For example, Palestine, Iraq, India, Korea, North Africa, Greece, Turkey, Yugoslavia, Spain, and Indonesia are all areas which have received attention from some phase of the United Nations in recent months. The study of each of the above nations can be much more effectively motivated from the current pressing problem which they present. As a result, world geography is presented in light of its present importance as well as the ample of the great need for international cooperation.

American Ideals The eighth grade program is concerned mainly with attitudes, ideals and background of American society. However, these ideas and background are carried one step further for these students to become aims for world citizenship and background of America's past offers an excellent opportunity to show how confident and free they gave way to a federal system. Many of the problems among nations were one of the most serious of several conflicting states in our country and as our history shows the constitution of the United States was able to weld together these areas into one strong organization. The application of this process to the world scene may be many years in the future. However, it seems advisable to develop the parallel so that students understand more clearly the present need for international cooperation through such a body as the United Nations.

Present Current Problems The ninth year affords an opportunity to present many current problems for group discussion as students draw upon the background of history and geography of earlier years. Running throughout the three year program are the main apportion of units of work through which the student should gain an understanding of the international problem which requires cooperation among nations for a peaceful solution and, secondly, the extension of the philosophy underlying our American society as a basis for world citizenship.

Baldwin Again Wins High Rating From National Association

Ross A. Wagner, Baldwin principal, announced Monday that his school has again been accredited by the National Association of Secondary Schools. Credits earned by students at secondary schools are received at this rating are accepted at the colleges and transfer value at the schools. This rating is approved by the NCA re-rate the highest rating that a secondary school can receive. Baldwin High School has been continuously accredited since 1912 by the association. This approval act was taken at the annual business meeting March 28 through April 1 in Chicago. E. A. Hubbard represented the school at the annual meeting.

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Around The Cracker Barrel . . .

If you haven't read "Cheaper by the Dozen", then go right over to La Belle's and get a copy. You should read it before Mother's Day—which is next Sunday—and your Mother should read it as soon as you can get it away from your husband. If you just chuckle at the book, I think you ought to have some sort of an examination. If you laugh out loud, then it strikes me that you're normal.

The reason that we suggest you father read it before Mother's Day is because we think it is a wonderful portrayal of a mother. That may seem a bit strange, as the book is definitely written about a father. Empathically about a father. Twelve children makes any man emphatically a father.

But it is the Mother, in this book, who keeps things more or less normal. She smiles at the foibles of her husband, even encourages him. When he decides, in the interest of efficiency, that because he has two hands he should use two shaving brushes, she is the one who is ready to hold the stop watch. When he, for the same reason, decides he should also use two razors, she simply gets the antiseptic ready. She knows better than to try to argue him out of it.

Mother's are most understanding. It seems to me that one of life's greatest tragedies is the fact that we so soon grow away from the influence of our mothers. As young men or women we seem to feel it is a mark of growth to try to break away from such influence. We feel that Mother is a bit old fashioned in her ways, and positively archaic in her thinking. We tug at the traces, and as the pulling gets harder she gently lets go of the reins. It is a way of life, but it's a tragedy all the same.

I wonder just how the course of history would be changed if we listened to our mothers a little longer. I wonder how the injustices of our world would be dealt with if we continued listening to our mothers.

Did you ever hear of Attila the Hun, of Napoleon, of Hitler, of Stalin being counseled and advised by a mother? Can you picture the mother of one of these men advising her son to start in on a crusade of bloodshed, of carnage, of terror? Rather, can't you see such a mother shuddering at the acts of her offspring, and wondering why she should be cursed with such a son?

Mother's have a way of understanding what justice is, all without an explanation. Mothers don't have to be told that some act is wrong; they sense it with an intuition which seems lacking in a man. No mother ever wanted war. It's likely that no mother ever contributed to bringing about a war. Yet we have them at too frequent intervals.

Mothers seem to simplify the most complicated problems. If the family income is reduced, Mother knows that spending will have to be curtailed. She knows that her household can't live on borrowed money. She not only knows the solution in such a case, but she does something about it. She can't understand why government can't be run on the same basis. She doesn't understand the logic of borrowing yourself into prosperity, and she seems to sense that such a course requires another war to bring back "prosperity".

If Mothers had a bigger voice in all governments, we wouldn't find ourselves in such a constant mess. We long ago would have reduced expenses. Our government would have been required to keep its word. If taxes were put on travel during a war, in order to cut down travel, Mothers would have seen that such a "temporary" tax would be eliminated when suppression of travel was no longer necessary. And Mothers would also have seen that all other "temporary" taxes were eliminated, because that elimination was promised by the government.

If men were longer under the influence of their mothers, we wouldn't have such a dangerous labor condition as we now face. Mothers would understand, without being told, that both labor and capital have their rights, and that each must honestly cooperate with the other. She doesn't quite understand why men have to make such a disagreement into a drawn battle, to prolong endlessly a feud which leads only to a more intense hatred.

It's one of the great paradoxes of our enlightened age that we all struggle so to get away from the influence of our mothers. It's been a huge mistake. And it's been costly in dollars and lives.

On this Mother's Day in 1949, let's resolve to do what we can to increase the continuing influence of Mothers in our lives, and in the lives of our children. We've tried just about everything else, and we don't seem to be doing too well. Let's make this May 8th the day when we change our ways a bit, when we listen to the voice of Mother—no matter what our age. I have a feeling that if we all did this, most of our complicated problems would fade away like a morning mist before the sun. Mother could always help us when as little tots we ran to her for help; she can help us, too, now that we have grown.

Ross S. Campbell, Proprietor

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