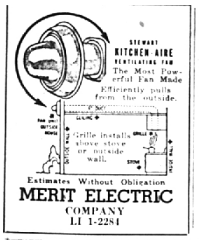


Estimates Without Obligation
MERIT ELECTRIC COMPANY
LI 1-2281

JANUARY

SHOE SALE

Broken and discontinued styles from our regular stocks-in 4 groups.

GROUP 1
CHILDREN'S AND MISSES
Broken lines and discontinued styles 8½—12, 12½—3 — $3.88
Oxfords and Dress shoes — $4.85

GROUP 2
BOYS' OXFORDS
In Black or Brown 12½—3, 3½—6 — $5.85

GROUP 3
FLATS AND LITTLE HEEL PUMPS
Black, Blue, Red 4 to 9 — $5.85

GROUP 4
HAYMAKERS
What's left of the old style only — $9.70

McSWEENEY'S
FINE FOOTWEAR
All children's shoes are correctly fitted by Mr. McSweeney
Orthopedic Shoes For Children
OPEN FRIDAY TILL NINE
277 Pierce St., Birmingham MI 6-4488

PICTURE YOUR HUSBAND DOING THIS?

Maybe once, but never again! It's a safe bet, that he would have an Automatic Gas Clothes Dryer before the next washday. Just think! No more weather worries . . . baskets of heavy, wet wash to carry . . . lines, props or pins. Just set the dial of an Automatic Gas Dryer—and relax! Your laundry will be dried quickly, silently and automatically the way you want it—soft and fluffy, wrinkle-free and lint-free. Your clothes will last longer, look better because clothes are dried where wind, rain, snow and soot cannot harm them. Next washday dry your clothes in comfort and enjoy new hours of freedom . . . with an amazing new *Automatic Gas Clothes Dryer.*

AN AUTOMATIC GAS DRYER SAVES TIME, WORK AND MONEY

PG-6851-20

CONSUMERS POWER COMPANY

FOR AND ABOUT TODAY'S YOUTH

MARTHA V. HURD, TODAY'S YOUTH EDITOR

Meeting Famed Educator

Spending a moment with the noted Dr. Robert Maynard Hutchins, Andree Gallaudet (left) and Gretchen Raeder enjoy their assignment to "write him up" for The Birmingham Eccentric youth pages. Both girls are Bloomfield Hills high school students.

Teen Panel Question:

Should boys and girls go 'Dutch'?

The panel feels that there is certainly nothing wrong at all in going "dutch," and often it can be a relationship very satisfactory to both the boy and the girl. However, we agreed that a boy should never assume a date will be "dutch" unless he has made a previous arrangement with the girl.

The situations in which going "dutch" would be most common, would be if the boy and girl knew each other very well and perhaps were even going steady—or dating steadily.

However, if an agreement is reached out, the panel felt that going "dutch" is a good answer to the financial problems common to most teen-agers.

How much responsibility should teenagers be expected to take for the behavior of younger brothers and sisters?

The panel agreed that teen-agers should definitely feel some responsibility for the behavior of younger members of the family. The relationship between brothers and sisters is a very special one, and whether or not he wants it, a teen-ager has a great deal of influence over his younger brother or sister.

The younger child is naturally inclined to look up to the older and to want to imitate his actions. However, we felt it is up to the teen-ager himself to decide just to how much influence he wants to exert and how much responsibility he wants to take on.

It was suggested, too, that parents try to realize and understand the situation and not expect too much of the teen-ager as far as being an example is concerned.

ONE OF THE most important things to remember is that naturally the young child will have rules and regulations applied to him which do not restrict his older brother and sister as well. The child cannot do everything the teen-ager does and he should be made to understand this.

The teen-ager should not be expected to be an example in every respect, but should certainly assume some responsibility.

I want to take a part-time job, but my parents feel there are no benefits to be derived from it. I am an average student and my parents feel the job will harm my schoolwork. What does your panel feel about this?

In the first place, the panel feels very strongly that a job benefits anyone and everyone.

A teen-ager with a job learns to accept responsibility, to meet and get along with people, and to understand the value of money. His outlook and experience are generally broadened.

We felt also that the outside job may stimulate you to do better work in school rather than worse. The panel thought you should at least have a chance to try the job.

If your schoolwork suffers, your parents would be justified in asking you to stop working at the job, but we felt the advantages of a job are so great that at least it deserves a trial.

Should matters concerning sex and marriage be discussed between a boy and a girl?

Thirty or forty years ago any mention by young people of matters concerning sex was considered shocking and utterly "taboo".

How far we have advanced with this theory is reflected in the numerous mature and informative books and high school sex-education classes to which teen-agers today are exposed.

It is reflected, too, in the general feeling of the panel that such discussion is certainly not wrong, particularly between older teen-agers, provided the discussion is conducted on a mature level.

Do you have a question your Teen Panel can work on?

Write it down, sign your name and address, the school you attend, and send to: TODAY'S YOUTH EDITOR, c/o The Birmingham Eccentric, Birmingham, Mich.

The Teen Panel will deliberate the question, and the answer will appear shortly thereafter in these columns.

As Others See Us

These are the reactions to American life of the American Field Service exchange students in Birmingham area schools.

By LUCIANA COGNASSO
From Milan, Italy. A senior at Kingswood, Luciana is the houseguest of Mr. and Mrs. Brooks Marshall, Birmingham.

I keep thinking that in a few days we will have to be back to school, and, even if it is going to be fun to be with all my friends again, still the idea of going back to work and study really disturbs me.

By this I don't mean to be a sworn enemy of education and culture but, as most people and especially teen-agers do, I prefer to be on vacation.

Maybe the impression I have is wrong but here I think that teen-agers don't have so many cultural activities as we do at home. At this point I do not want to make a general statement because I realize that here there is always plenty of opportunities to go to see and listen to interesting things but, for what I know, I can say that kids do not take advantage of them as much as they could.

OF COURSE there is a big difference between living in a large city like Milano and in a small one like Birmingham; as a matter of fact the first can offer you so many more "comfortable chances" that it really becomes almost natural to

(See As Others See Us, Page 5-B)

Hutchins Defines Education Problem

Says More Serious Attitude Needed

By GRETCHEN RAEDER and ANDREE GALLAUDET

"The real basic problem in the structure of American education is not one of structure, but one of general attitude towards education itself."

This is the opinion of Dr. Robert Hutchins, president of the Ford Foundation, former president of the University of Chicago voiced, at the celebrity luncheon held at the Birmingham country club last Thursday. He said that the attitude could be improved by taking education more seriously.

According to this noted American, the aim of education is not to merely communicate facts alone but to develop continuity of related facts and ideas. To do this successfully a student must build a foundation of essential knowledge.

COURSES BASIC for the sound secondary education so necessary to take one's place in today's intellectual society include: mathematics, physics, chemistry, literature, history, and a foreign language.

Dr. Hutchins does not favor a centralized university. He states that it is not possible for a highly factorized institution to have proper departmental interest. He feels that a way to handle this problem would be to create a disparity between departments, thus molding separate departmental colleges.

Concerning the question of federal support to schools, Dr. Hutchins asserts that only through this medium can a well-balanced program of equalized education be administered throughout the nation.

HE PROPOSED the creation of a National Education Act, the function of which would be to guarantee the people of all states an equal opportunity for an equal education. Thus national standards of education would be possible throughout the country.

"Abandon restrictions on time spent in school," was Dr. Hutchin's statement concerning the gifted child. All students should be allowed to proceed at their own pace and grouped homogeniously, according to ability.

He recommended a de-emphasis of athletics so that every student might become more proficient in his studies.

A good summarization of Dr. Hutchin's ideas is that people must be educated to appreciate education.

Hi Life

by TOM MANHARD

"Now here, class, is a rather interesting plant . . ."

Acting Helps Development Of Individual

(EDITOR'S NOTE: Talented, sixteen-year-old Robin Odle lives at 30765 Adair Court, Franklin. In the past years he has been a member of the Barnum junior high school players, Derby dramatic club, Franklin Village junior players and Will-O-Way apprentice theater.

(Recently, Robin was the comic, sad-sack king in the Hardy-Gurdy Players production, "Simple Simon", both in the stage production and the television presentation.)

By ROBIN ODLE
Birmingham High School Student

"All the world's a stage", so here is why we should learn to use it. Dramatics is one of the most stimulating forms of activity because it offers a definite opportunity for personal development.

It gives you a better understanding of people and life, broadens your general outlook on everything, and stimulates your imagination. You will learn to observe the people you meet and the characters in literature more closely.

Dramatics is a group activity. In the case of young people's organizations, it brings you into contact with others generally of your own age and ability.

Your own character will develop because patience, sportsmanship, tact and good nature will at times be needed. You learn to accept criticism gracefully and to be prompt, dependable, and helpful.

YOU WILL LEARN to breathe correctly, speak correctly, walk gracefully, and express yourself more effectively from studying acting.

The student who is bored in school because he does not want to take part in class projects, has few friends because he does not know how to be one, takes little part in extra-curricular activities because he cannot work up any enthusiasms, soon looses his ability to enjoy life.

When you act a part or watch a play, the loss of yourself into a character serves to encourage the growth of healthy emotions and is one of the chief values of dramatic experience.

BACKSTAGE work also is most

(See ACTING, Page 5-B)

Calender

For Today's Youth

Compiled by LYNN LOPATA

Thursday January 16
Bentley at Southfield. Wrestling 7 p.m.

Friday January 17
Birmingham at Port Huron. Basketball.
Bloomfield Hills at Clarenceville. Basketball. 7 p.m.
Hazel Park at Cranbrook. Wrestling. 7:30 p.m.
Fitzgerald at Southfield. Swimming. 4 p.m.
Southfield at Lincoln. Basketball. 7 p.m.
Cranbrook at Hamtramck. Basketball.

Friday January 24
Birmingham at Kimball. Swimming. 7:30 p.m.
Hazel Park at Birmingham. Basketball. 7 p.m.
West Bloomfield at Bloomfield. Basketball. 7 p.m.
Waterford at Southfield. Basketball. 7 p.m.

Smile-A-Minute

Lady—Why are you in prison, my poor man?

Convict—For driving a car too slow, lady.

Lady—You mean too fast.

Convict—I mean too slow. The owner jumped into another car and caught me.

Birmingham's Buying These Top Ten

Compiled Each Week from Sales of Birmingham's Three Leading Record Shops

Reported by Carl Reynolds
B'ham High School Senior

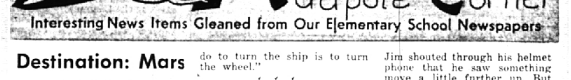
1. At the Hop — Danny and The Juniors
2. Oh Julie — The Crescendos
3. Lah De Dah — Lillie & Billie
4. Swinging Shepherd Blues — David Pate
5. The Stroll — The Diamonds
6. Sail Along Silvery Moon — Billy Vaughn
7. Jo Ann — The Playmates
8. Waitin' in School — Ricky Nelson
9. Get a Job — The Silhouettes
10. Oh Boy — The Crickets

Up and Coming Discs:

1. Dede Dinah — Frankie Avalon
2. Colonel Bogey March — Mitch Miller

Detroit Area's Top Ten

1. At The Hop — Danny And The Juniors
2. Waitin' in School — Ricky Nelson
3. Sail Along Silvery Moon — Billy Vaughn
4. The Stroll — The Diamonds
5. Oh Julie — Lillie & Billie
6. Tear Drops — Lee Andrews
7. Why Don't They Understand? — George Hamilton
8. Don't Let Go — Roy Hamilton
9. Great Ball Of Fire — Jerry Lee Lewis
10. Swinging Shepherd Blues — Pate Koffman



Interesting News Items Gleaned from Our Elementary School Newspapers

Destination: Mars

By DALE BOSLEY
Quarton School—6th Grade

Rand Corry was thinking about the trip to Mars he was about to take the next morning at 6:30. It was to be his third trip to outer space.

The year 1986 was a booming year of rockets, with five ships bound for outer space leaving the Earth each day. It was also the year that one of the most famous comets, Halley's Comet, was supposed to pass the Earth.

Rand thought of himself as one of the world's greatest heroes. But his heart sank as he remembered how he had failed four years ago in an attempt to reach Earth's nearest world, our moon.

The moon had suddenly been taken over in 1983 by Russia, and now that they had control of the moon, Russia could easily have control of our Earth, too. The reason for this was that they could fire missiles from Lunar to land anywhere on Earth.

Rand's flight to Mars was to try and find out two things, if there was life on Mars, and to see if we could fire missiles from that point.

THE DAY of January 21, 1986, dawned fair and warm. As the sun broke through the clouds to glisten on the white sands surrounding the New Mexico airbase, the radar tracking tower swung into action.

A roar was heard that equalled ten times the loudest thunder, and the clouds of smoke and fire spurted from the funnel in the tail of the three-stage rocket. Inside, Rand and the crew were undergoing a physical change from the pressure.

The clock next to Rand showed four times the gravity on Earth. Then the clock showed five g's, ten g's, and finally, thirteen g's. By now, their faces were completely distorted, showing what they were going through. The two-foot springs under their bunks were nearly breaking from the force. Suddenly it was all over.

RAND STUPIDLY unbuckled his safety belt to witness his first impression of weightlessness. As he set his feet down to touch the floor, his feet started rising. He let go of his bunk and rolled into a ball to avoid being hurt in the rousing bump against the ceiling. "Help me somebody, help me!" But no one could help him because most of them were having the same problems on the other side of the cabin.

Jim Boeing, however, was the only one smart enough to use the magnetic boots next to his bunk. Finally, he managed to get the other three grounded.

About a week later, when they were only about 270,000 miles from Mars, Rand yelled, "Hey, we're going to miss Mars by ninety-three miles!" "Nothing so horrible 'bout that," said Boeing, "So we're going to miss Mars. So what! If you'd just use your head a little, ya'd remember that all you have to do to turn the ship is to turn the wheel."

"THAT'S JUST the point," yelled Rand, "The steering gear's stuck, and if we don't turn it pretty soon, we'll go flying so far out into space that we'll never get back." "Huh," said Boeing, still calm, I check-ed it myself before take off. It can't be stuck, it just can't!" Now Jim was getting a little nervous, "Here, let me try it." But the steering gear was stuck.

Suddenly, Rand ambled over to the large metal wheel on the wall. As his gloved hand touched it, he looked out the porthole and saw three things. The first two were Deimos, and Phobos, Mar's two moons, and the third was a bright flash of light which he supposed to be Halley's Comet, but of which he wasn't sure. He also saw a dimmer streak of light which he didn't worry about. Then he put his hands to the Emergency Steering Wheel and tried to turn it, but it wouldn't budge an inch.

"HEY, JIM, come on over and help me with this thing, will you?"

"Okay, okay, hang on a second, chum." Jim came over and they tried to budge it, but it still wouldn't move. Suddenly, Rand's eyes gleamed as he looked out the porthole to see Phobos flying by to complete the turn that it made around Mars every seven and a half hours. Just then Rand started barking orders.

"Prepare for landing, buckle seat belts. Jim, radio Earth that we're landing, on Phobos since we can't land on Mars. This isn't going to be a rough landing, at least I hope not."

"Got tower," said Boeing.

"Good. Landing gear down and locked. Okay, boys, we're now going into the "loop-over." The loop-over happens when the rocket flips over to land on its tail. "Brake firing, one—two—three. We're landing in a small crater, and we have a good look at Mars." The rocket landed with a rumble that shook the cabin.

"Unbuckle seat belts, don space suits! Bellroy you stay in and plot our return course," ordered Corry.

"SURE THING, Sir," returned Bellroy.

"Okay, get that equipment and let's open the cabin hatch," said Rand. The cabin hatch creaked open. They climbed down the ladder into the Outer Hatch where the door was to get outside the ship.

Rand opened the door after turning the knob that equalled the pressure inside to the pressure outside, and, followed by Boeing and Doc Adams, climbed down the outside of the space ship.

Rand and Jim struck out for the mountains on the far side of the crater in which they landed. They each carried a telescope, a walkie-talkie, a flashlight, and a knapsack filled with provisions.

As they got to the foothills and started to climb upward, Jim shouted through his helmet phone that he saw something move a little further up. But they pushed the thought far back in their minds.

AS THEY neared the summit, about 18,000 fee up, Rand's eyes picked out a large object about 2,000 feet away, and as he watched, it appeared to be moving.

He called Jim's attention to it and after a long period of silence, Jim broke out, "Well, we're not going to see anything standing here. Let's go over and find out what it is."

So they plodded further up the side until Rand said, "Hey Jim, I must be seeing things cause I seem to see a monster with twelve legs, fifteen feet, a tremendous mouth set with a couple thousand razor-sharp teeth, and breathing fire out of his nostrils!"

"I see it," said Jim, "but I sure don't believe it!"

"I—I—I wonder what it could be," said Rand in a sort of croaky voice as the monster started moving towards them. "I don't know," cried Jim, "But I'm sure not waiting around to find out."

"Me neither," yelled Rand as they both started running by leaps and bounds down the mountain side. They leaped and every time they leaped into the air, they soared twenty-five feet.

JIM SUDDENLY yelled, "I thing he's gaining!" With that he fished around in the pouch that hung from his belt and drew out a small greenish object. This he held in one hand, and pulled the pin out with the other. Then he tossed the grenade back over his shoulder. But he had miscalculated. The grenade fell and exploded ten yards behind the monster. Now the monster was really riled up, and he opened his mouth to show his rows of gleaming white teeth. Rand and Jim suddenly put on a burst of extra speed for the rocket.

Running down the side of an 18,000 foot mountain isn't easy, and somebody nearly always has to trip. Well, Rand tripped all right, and he toppled right over a giant boulder, Jim couldn't stop, but went right on over, and down, down through space. Suddenly Jim hit something hard! Both he and Rand felt dizziness, but neither had any broken bones, thanks to their pressurized spacesuits.

NEITHER ONE could hear anything, But both looked up to see the monster snarling and roaring at them from over the edge of the precipice above. Rand fished around in his pouch and pulled out a grenade, jerked the pin out, and threw it. Jim uttered a cry as if warning him not to, but it was too late, the grenade already soared upward towards the monster. This time it didn't miss. With a shriek, the monster landed within thirty feet, on the same precipice.

He roared at them, but suddenly the rocks above gave way and fell on them, tearing the ledge away from the mountain.

(See TADpole Corner, Pg. 5-B)