

FORT ORD, Calif.—Army Pvt. Terry C. Laundry, son of Mr. and Mrs. LeRoy C. Laundry, 1469 Pierce, Birmingham, is scheduled to complete advanced individual light weapons training Sept. 18 at Fort Ord, Calif. Laundry entered the army in April, 1959.

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Educational Methods

(Continued from Page 1-A) fully Ford Foundation) have channeled other millions into experimental educational teaching methods; the Stoddard plan would have teachers become specialists, and to put much more emphasis on communication skills—reading, writing, spelling; and the Dedham plan stresses classroom student discussion and teamwork rather than teacher-led efforts which are based on repetition for learning. HE SAID MSU's objective is to turn out graduates who have a critical intellect. "Then they will be smart enough to pick up the tricks of any other professional school or in the job," Pope said. Here is the text of Pope's evaluation of the American educational picture today: For a discussion of views on education to mean graduates who have to have a setting. There has to be a problem or conflict to be resolved or a specific problem to be achieved—otherwise the discussion is in a nice heady vacuum. You know, well as I that most people are concerned about the public school system largely because they think that our most powerful competitor is doing a better job than we are. When the Russians put a satellite in orbit October 4, 1957, a lot of people suddenly began to concede that ideas and not armies are the most powerful and dangerous

Although the public health service got two hundred millions for research to keep you from being healthy and active, and the agriculture department for 50 years has had several millions for plant and animal research, the Federal Government had no basic research program concerned with the slightly more important part of your body—the mind and what you put in it—and how best to get it in there—until 1956. And it had to work for years to get the Congress to first authorize the program in 1954. This congressional action was symptomatic of a developing awareness that education needed attention. The studies in the early nineteen-fifties of U.S. manpower resources, and of Soviet production techniques and engineers, helped produce a new climate of interest in education.

Forces Collide Sputnik merely represented a point of conjunction, where the paths of forces already in motion collided. And if you're a Marxist or a metaphysician, it's not hard to figure that Michigan State University-Oakland is a child of destiny, being born at a time of change and entering the world in the image of an infant, in that it is free of the chains of tradition and bound to old patterns. It is in the dramatic point of time to become the instrument of change because it will be the logical legate of the forces of change and of evolutionary revolution now at work. Let me explain what I think these forces are and perhaps you will agree that you have in your side yard on the Meadowbrook Estate what is potentially the most important thing that has happened to your community, your family, and the State of Michigan in your lifetime.

5 Main Influences And I might interject here one point I think is relevant to what I have to say, and that is that I have had the unique experience among any of those writing about education of having covered education from Washington as a Washington correspondent, and from New York, and from around the country. In addition, have told in the P. T. A. vineyards and on school committees. The following estimate of forces at work in that conditioning is the fruit of that conditioning and experience. I list five main influences, not necessarily in the order of importance, but rather for ease of discussion. First, is the work of Dr. James B. Stoddard, president emeritus of Harvard University, with whose report, "The American High

Serves Wide Range The American comprehensive school which offers both vocational and academic programs intended to serve a wide range of abilities, has been the chief whipping boy in the attack on American education. It has been blamed as a waste of money for giving too many snap courses and not enough scientific courses, or for being too broad. Dr. Conant, on his return to this country after being ambassador to the Germanys, set out in a two-year study with the aid of a foundation grant, to learn whether the comprehensive high school could provide adequate stimulus and instruction both for the student for whom the educational line, as well as for the college-bound.

The critics contended the only solution was the European system of different, specialized schools for the intellectual and the artisan. As you know, Dr. Conant popped into 50 comprehensive high schools in 17 states and found that they could and often were doing the job, but that they needed tightening up in a few very important places. He prescribed tougher academic criteria, particularly for the sciences, able students, and more foreign language instruction. He also recommended a small offer of a comprehensive program and eighteen other suggestions. Dr. Conant's report is a conservative, who wants to keep the status quo. He thinks revolution would be less effective and more painful and costly.

Focuses Attention But, Dr. Conant's report and his indefatigable and grueling year of study, studies in the schools groups about it has served an essential purpose. He may be wrong when he predicts the status quo when others are crying for revolution, but he performed a service in directing attention to the need for improvement—for quality and discipline of effort, in the best Yankee tradition. In so doing, the prestige of his report, among the hands of high school principals and school superintendents everywhere—men like Dr. Whitner, whom I am sure had been urging most or all of these same things on deaf committees for years. In short, Dr. Conant helped make fashionable the need for DOING something.

Education Act Is a 'Sleeper' The second great influence is the National Defense Education Act. This act, which is most underestimated and least-appreciated and poorly reported piece of major legislation in my experience. This law is a real sleeper. In the first place, contrary to what you've read about it this bill was NOT a product of Sputnik. It is a legacy of the Committee on Education of 1947, which was appointed by President Eisenhower in 1945. This committee expired in 1956 for want of a congressional appropriation after having spent nearly two years setting the ideas of laymen and distinguished citizens across the country on this country's standards in higher education. When the committee expired, Folsom called in three Office of Education officials and put the committee's mantle on their shoulders. In the process, he did something unusually important. He told them to draft an education bill according to their own instincts and lights. The three men spent nearly a year on the job and had about a dozen meetings with the National Defense Education Act when Sputnik sent everyone into a panic. Along with Little Rock, which cooked the goose for any school construction bill, made possible the passage of the bill. This bill is one of the three landmark bills in the history of American education. The others are the Northwest Ordinance of 1789, which assigned public lands to the states; the other was the Morrill Land Grant College Act of 1862, which set up the state universities and mass, higher education.

Dollar Trickle Although it squirts only a tiny trickle of 250 million dollars a year into U.S. educational budget of \$15 billion dollars, this law is something like David—on one of the songs from the musical, Porky and Beans says, "Little David was small, but oh my!" It establishes the principle of Federal responsibility for the quality of your local school program. It is designed to serve a much broader purpose than its well-advertised aim to science and math or its loans for college students. Its primary objective is to stop the loss of 200 thousand able students who drop out of school every year. Brain-power is the nation's most vital resource. In halting this loss, the measure is intended to strengthen the schools in their areas of greatest weakness. Matching grants will help provide testing and guidance and counseling programs across the land, and some office of education officials think this will be the measure's greatest contribution. Another powerful and unnoticed influence is a puny 15 million dollars to beef up state education departments so they can provide local leadership. For example, only two state education departments in the nation today have full-time supervisors in foreign languages and only six of them in math and science. But under the stimulus of a federal grant program, all of these departments have long since developed vocational supervisors in foreign languages and only six of them in math and science. The measure also sets up institutes for training teachers in rare languages, for improving their

abilities in the modern foreign languages and it provides for other institutes to train the scarce professional needed to fill the guidance and counseling jobs, and it provides for a major expansion of graduate schools that produce college teachers. It does nothing about school construction, nor about helping teachers, but it does give the office of education \$18 million dollars for research, and for the intellectual and the artisan. It gives the office of education \$18 million dollars for research, and for the intellectual and the artisan. It gives the office of education \$18 million dollars for research, and for the intellectual and the artisan.

Foundations Help A third major influence is represented by the philanthropic foundations, of which Ford Foundation is the largest. The statement of education is a major one. It has, I believe, about 80 million dollars in assets, and over 10 times what the Carnegie Corporation has. The Ford Foundation's principal preoccupations have been with devising ways and means of getting people into the schools, and with teaching resources and of building. It is, I believe, the largest of the foundations. They say that we can't continue to pour money into the same system at the same rate we have been pouring money into it. They say that we can't continue to pour money into the same system at the same rate we have been pouring money into it. They say that we can't continue to pour money into the same system at the same rate we have been pouring money into it.

Would Use More TV They also propose large-scale use of television and in combination with the class as a way of reaching more students with the best teachers. They have mapped out a class scheduling system which they contend would save enough in teachers' salaries to pay for installation of a closed circuit television system in any city of at least a quarter-million people. They are also supporting a trial run in public schools of Lexington, Mass., and in Massachusetts, and in Connecticut, of a plan known as team-teaching staff. This is a new teaching staff in set up in groups consisting of an apprentice, two or three young teachers, and a master teacher. Each team also has its own classroom. The teaching load can be divided by subjects or it can be portioned off in other ways. For example, different teachers might teach parts of the same course. Two teams might constitute a staff.

Teaching Quality Not Uniform The revolutionary effect here would be to break down the walls that separate every elementary classroom in the U.S., one from the other. As it is today, there is no uniformity in quality of teaching. Elementary classrooms may be side by side but worlds apart in the scrap of the teacher's talent. The teaching staff is circulating through the whole school would upgrade and level quality. The teams would also constitute a hierarchy and for the time really offer a career pattern for the young. An intern might start at say \$3,000 and the master teacher get \$10,000 per year. But if the community's budget would be no larger than it is for the conventional school. Number Four is what is known as the dual progress plan. Its author is Dr. George D. Stoddard, dean of the school of education of New York University. Until I ran into the Dedham plan (which I'll tell you about in a second), I felt that this was going to be the school of the future. It still will, I'm convinced, help shape the school. This is being tried now in two of the best of today's school systems, one in Long Beach and the other in Oaxting, N. Y.

all smart school children wear... Simplex Flexies THE YOUNG FEET Teachers Would Be Specialists This plan will require elementary school teachers—like their high school and college counterparts—to be specialists. In science and math are less important than reading, writing and being able to speak to and with your fellowman. Dr. Stoddard's premise is that this is an increasingly complex and sophisticated world. It is also a changing world in which the white man is a rapidly diminishing and increasingly less-powerful minority, and his welfare and his survival depends on his being able to communicate with him. Under the dual progress plan, the pupils are divided into two groups. Each group spends half its day in language work and social studies—that is, reading, writing, spelling. Communication Is Important Everyone, regardless of ability, is compelled to achieve skills in communication. Each child is grouped by ability, and all proceed at the same pace and cover the same material. The other half of the day is spent in other subjects—science, music, social studies, art, etc. Here the students are grouped by ability and each may proceed at its own pace as far and as fast as

he is able to go. Dr. Stoddard's reasoning here is that, in such specialties as science, math, language, music, FEW can be leaders so many who are why everyone should proceed along the same road at the same rate, but the arts are entering makes it imperative that everyone be capable of being informed follows hence the enforced emphasis on language and social studies. This has enormous implications for the outlook of the students turned out by the elementary school (and the high school curriculum) because conceivably there will be youngsters of tomorrow going out into the world who will have finished the equivalent of a substantial high school course in chemistry, physics or biology and calculus in math. It is not hard to imagine what this is going to do to college curriculums and incidentally, we intend to stimulate some such changes in the college curriculum with the aid of Dr. Whitner.

Promotion (Continued from Page 1-A) the executive and administration committees. GOAD JOINED General Motors in 1922, serving as chief of the Detroit division, GM central office, and as general manager of the AC Spark Plug and the high school curriculum) because conceivably there will be youngsters of tomorrow going out into the world who will have finished the equivalent of a substantial high school course in chemistry, physics or biology and calculus in math. It is not hard to imagine what this is going to do to college curriculums and incidentally, we intend to stimulate some such changes in the college curriculum with the aid of Dr. Whitner.

After Various other overseas assignments he was named general manager of Adam Opel A. G. in Germany in 1937. He served in the central office assignment and as general manager of the Allison division before being named GM general manager of the general manager of the Electro-Motive division in 1943. He was named general manager of the organizing manager of GM Export division in 1942; and managing director of the general Motors Nordiska in Sweden in 1932.

This & That (Continued from Page 1-A) who long ago asserted that a chap named Bacon wrote that tragedy. So who am I to decide which whom of the two did it? I am, therefore, confused. Honestly, I don't know whether Shakespeare wrote Hamlet or whether Hamlet wrote Shakespeare. Guess I don't win your bargain..." Whereupon our local multi-millionaire put the receiver-talker gadget on, and turning to his wife, dolefully sighed: "There goes another opportunity. Some days my luck is all against me. Some days I can't lay up a single cent."

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Fairway Finalists Pine Lake Country club was the scene last week for a three-day Medal Play. Mrs. C. P. Mehas (left) of Hickory Grove road, Bloomfield Hills, received the championship title and Debbie Arnold of Franklin road, Bloomfield Hills, was runner up. Heading the first flight was Mrs. Glenn Mackellar and runner up was Mrs. E. Govan Hill. Mrs. Edward Wallich headed the second flight and Mrs. Harold T. Cregar came in second.

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