

To assume that women are incapable of possessing great thoughts is to deny them the God-given inheritance of ideas and idealism, of inspiration and aspiration. History is replete with the records of women who, in practically every field of culture, of science, have made superlative achievements. Also in another and most important field of human endeavor, women have done what few men can do—in the spirit of dedicated self-sacrifice daily guide children.

# The Birmingham Eccentric

BIRMINGHAM, MICHIGAN

Thursday, October 20, 1960

SECTION B

## Birmingham Schools to Observe American Education Week, Nov. 6-12

An open invitation was extended today by Superintendent Otis M. Dickey to all citizens of the Birmingham school district to visit their schools during American Education Week, Nov. 6-12.

"At a time when, more than ever before, we need informed judgments about the education of our children and youth, I would call upon all our citizens to con-

sider seriously the mutual responsibilities we share," Dickey requested. "To this end," he continued, "I would ask that we join together in a common cause, particularly during this annual nationwide observance, to become more familiar with the purposes, methods, achievements, needs, and problems of our schools. With this background we can carry out this year's theme—Strengthen Schools for the 60's."

"WE ARE MOST appreciative of the assistance with plans already pledged by many of our business and official, newspaper, organizations, citizens and professional staff. We feel the 1960 observance to be a most rewarding one for the entire community."

Named to head the American Education week planning committee was Rupert Wells, Pembroke school principal. He will be assisted by Malcolm Ferguson, Beverly school principal; Albert

Schumm, Walnut Lake principal; and Howard Malwitz, coordinator of art.

Headlining the list of plans will be the annual open house to be arranged at each school in cooperation with local PTA's. Downtown windows displays are being arranged by Philip Savaglio and John Schaefer, art instructors.

THE BIRMINGHAM Eccentric and citizens upon request have

combined efforts with the superintendent to highlight daily themes through a special newspaper series. Titles include: Serious Students, Interested Parents, Able Board Members, Quality Teachers, Ample Funds, Challenging Curriculums and Lifelong Learners.

Other plans include publication of a special edition of a school newspaper under the direction of Daniel Nesbitt, director of curriculum.



Harvey Kresge, Mgr.

## MANAGER SPECIALS

THURS., FRI., SAT.,  
OCTOBER 20, 21, 22



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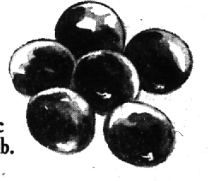
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## Curriculum Proves Foundation on which Education is Built

By KENNETH A. MEADE, Chairman  
PTA Citizens' Study Committee on  
Curriculum for the Birmingham Public Schools

The task of those responsible for elementary and secondary education has always been a big one and generally it has been pretty well done. In spite of the many criticisms that are said about our educational system, the products of education are basically good ones.

With American Education week coming up Nov. 6-12 this is a good time to take a close look at our educational system.

Over the years the graduates of our schools have turned in very creditable performances in meeting their responsibilities to themselves and to society. There is much that is right about education and that should be preserved and built upon. However, as we look forward apprehensively as well as expectantly to the future, the challenge facing our school system will be greater than that of the past.

THE CONDITIONS that the young people now in our schools will face as they go out into the world in the years ahead and much of the information with which they will have to deal are unknown today. Matters which once concerned only a few or which had little to do with everyday things have in our fast-changing society become important to nearly everyone.

The more complex our society becomes, the more urgent it is that the educational process be sound yet flexible enough to meet these new complexities. Progress is one of the foundation stones of our kind of democratic society.

The youth of our community deserve the best in education we can offer them. Among these young people are some who will assume leadership roles in the years ahead. Some of them may help shape the world of tomorrow. All called upon to discharge their individual responsibilities as intelligent citizens in a democratic society.

THEY ARE not perfect, their parents are not perfect, and the society in which they will take their places is not perfect. But I am sure with the aid of education that we will adequately handle the problems they meet.

A child is a product of his total environment, so the joint job of the school, the church, and the home is to develop in our youth competence consistent with individual ability coupled with a sense of values in order that they be prepared to assume responsibility for their useful lives in the years ahead of them.

The foundation on which any student's education is built is the school's curriculum. This is the body of courses available to him in the institution he attends.

BUT IN A broader sense, the curriculum is made up of individual subject courses—some of which he is required to take and others which he may elect to study.

Each of these to be effective depends on course outlines, textbooks, laboratory equipment, libraries, supplementary instructional aids, and teaching methods adapted to the individual competence and interests of a variety of students.

The content of the separate courses which make up the total curriculum should challenge the student to do his best, but not so far beyond his comprehension that he becomes discouraged and gives up.

It should excite his interest to the point where he will want to continue his study beyond that prescribed in the course and should build on knowledge he has already acquired. It should prepare him to solve problems that he meets outside the classroom. It should develop his ability to work with others and at the same time lead him to appreciate the pressures and self-sacrifices as well as the fruits of competition life will hold for him.

ONCE THE student leaves the protective shells of his home and school, he will be judged both on his conduct as a citizen and his ability to get a job done in a society that is highly competitive. These are a few of the criteria for a challenging curriculum.

The building of such a challeng-

ing curriculum is primarily the job of professional educators and administrators well grounded in the subject matter of individual courses; conversant with the psychology of learning of students at different age levels and expert in teaching methods that apply to a variety of learning situations.

Interested citizens of the community as well as those who are present at the Birmingham PTA Curriculum Study committee also can make a valuable contribution based on their practical experience and observations.

THEY CAN constructively criticize the work of the schools and recommend changes in it. They can work with educators to define objectively the goals of the community in educating its young people. They can help school administrators give the public a clearer understanding of the true meaning of education and the work and accomplishments of the community's schools.

But in the final analysis, the curriculum is the responsibility of educational professionals.

To continue to be challenging the curriculum cannot remain static.

It must incorporate the best of what is new in text material and teaching methods as they become available so that it continues to meet more fully the needs of the students and the community which the schools serve.

NO MATTER how well a curriculum is designed, it will not challenge students unless implemented by competent teaching. The classroom teachers assisted by good supervisors and guided by competent administrators are the only ones who can make a curriculum achieve its objectives. Dedicated teachers give meaning and direction to an otherwise inanimate course of study.

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and interesting and his classes finish too soon." These are a few of the yardsticks by which superior teaching can be measured.

Finally, no school system can have a challenging curriculum without enlightened public support. Good physical facilities and adequate equipment cost money. To attract competent teachers in competition with other opportunities for employment, requires higher salaries than are generally being paid today.

TO HOLD outstanding teachers who have proven their competence to challenge the slow, the bright, and the gifted student, the public must recognize the important contribution these dedicated teachers are making to the future of the community and reward them accordingly.

In short, schools must have enough financial and moral support from the community to purchase the facilities, equipment and personnel to provide a quality education.

Our youth are our most important resource for the future. A continuing challenging curriculum with all that entails in the way of facilities, equipment and instructional staff is required for our schools to help them to develop their competence to the fullest.

As taxpayers interested in the future of our children, we must be willing to pay the dollar price for implementation of this curriculum. George Peabody, a noted educator, once said, "Education is a debt due from the present to future generations."

## Parental Participation Means Stronger Schools

By CATHY BENEDICT  
2205 Pembroke  
Birmingham

The 60's! Who can face the decade ahead with complete confidence and serenity when we are faced with problems such as chaos in the Congo, the menace of the Iron Curtain, and juvenile delinquency in our own country?

Sometimes we are tempted to retreat to a cabin in the north woods and leave the world behind us—but then they are days which require courage—days when we must prepare our children for meeting the years ahead.

Certainly an excellent education, both in the formal and non-formal sense, is one of the most enduring gifts we can give to our children in this uncertain and frightening world. For this reason we are not merely interested, but vitally concerned with making our schools as strong as possible.

How can parents best help our schools in the 60's?

FIRST of all, I think that our primary concern should be in strengthening our own children.

Each of us must be responsible for making them as receptive to learning as possible. What do our crusades and good works accomplish if our own children are not as well equipped to handle the challenges of a changing world as we are? We need more and better education from our public schools and (2), we're paying too much for what we have. While this conflict persists, progress toward stronger schools will be painfully slow and

shows and movies, read all the books, and go to all the parties he may want to.

Each of us must choose carefully or else find himself so overwhelmed with the pleasures of the moment that he is often guilty of contributing

to their children's confusion in our busy society.

If a child is going to be successful at his education, then the best possible education, then we shouldn't expect him to be a Scout, cheerleader, club player, swimmer, skater, dancer, and most popular member in his class all at the same time.

How can our children develop concentration and serenity when we are pushing them too hard in too many directions? Let's have the courage to say "No" to some of their activities if we feel our children are already busy enough.

ONE WAY in which we can (See SCHOOLS, 4-B)

THE BOARD OF education must recognize that there are frequently differences of opinion among professionals in many important areas and that it has the final responsibility, with its superintendent, to pilot the course of the teaching program to meet what it believes the community requires of its school system.

Finally, the board has a responsibility for submitting to the superintendent and his staff for professional evaluation and recommendation major ideas which the majority of the board believe to merit such review.

A LESS SPECIFIC but equally important responsibility of the board of education is elected by the community at large and is personally responsible to the electors. Once elected, however, the board member becomes part of a team. He must bring his ideas to other board members and he must participate with his fellow members in the discussion.

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