



Sculpture Wins Prize

"Jonah and the Whale," a bronze piece of sculpture by Berthold Schwitz of the Cranbrook Academy of Art, won the \$500 prize in sculpture in the National Religious Art exhibition at St. Regis church, Lahser road between 14 and 15 Mile.

Funds

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fully that no sane board or administration should countenance, but this is one of the expedients forced upon public schools by the general level of teachers' salaries.

We have relied too long upon the intangible value of a teaching career to attract dedicated people who would rather teach than do anything else in spite of the low level of material remuneration.

Until teaching is recognized and fully acknowledged as a high professional calling, and compensated accordingly, it will fail to attract in sufficient numbers the most talented of our young men and women.

The best technique of our teachers' colleges will produce no better teachers than the raw material which comes to entrail.

ASSURIDLY THE task of upgrading a profession seems too great to take on locally. Pending the achievement of this long range objective, what can we do here and now? We will strive as we have in the past to compete effectively with other school districts for the best talents that are available, and the measure of our ability to do this will be largely the amplitude of local funds.

In-service training is another prong in the attack on the problem of teaching quality. Teaching shares this common characteristic with most professions: that the traditional duration of basic training has become inadequate.

Growth in substantive content of most subject areas as well as growth in techniques and methodology have brought this about, and it will be necessary on an increasing scale to provide further training experiences on the job. If this activity were to be sacrificed to hasty expediency it would be a severe setback to the development of stronger schools.

2. FACILITIES — Effective workmanship demands effective tools, and stronger schools will be exacting in terms of buildings, laboratories, libraries and equipment. These are not to be regarded as ends in themselves but rather as extensions of the powers of teachers.

With regard to buildings, our local situation is one of good fortune. Most of our buildings are quite new, either wholly or in part, and extensive rehabilitation has maintained our older buildings as effective teaching instruments. New construction has been tailored to the requirements of the educational program carried on within, with due regard to flexibility to meet program changes.

This happy state imposes an obligation to anticipate future program requirements in planning new buildings and to maintain flexibility and adaptability to meet changes we cannot foresee.

BETTER SCIENCE teaching

will demand better laboratories, for it is only in the laboratory that science lives and grows and has significance both for the preparation of future scientists and of scientifically literate citizens who will follow other vocations. This year, for the first time, we have used federal funds, provided by the National Defense Education Act, for laboratory equipment. To continue to benefit from this source we must be in a position to match it with local funds.

Libraries provide the key to independent, self-directed study which is the only insurance against the obsolescence of learning. Provision of well-stocked libraries and encouragement for their use might well be the most precious heritage that our children could derive from their school experience.

To do so will require funds for the employment of qualified personnel as well as for the purchase of books and periodicals.

3. RESEARCH — Not commonly a function of public school systems in the past, research will play an increasingly important role if we are to meet the challenge of the future. It will span the difference between aimless innovation or orderly progression. In education as

Schools

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stimulate our children to learn is by showing them our own great respect for knowledge. Of course, we can tell them that education is important, but do we ourselves bother to learn anything new, keep informed on world events, or read stimulating books? Do we go with our children to the dictionary to look up a new word, to the encyclopedia for more information on a common interest, or do we study most "together"? If we act like "dead-heads" how can we expect our children to do otherwise. Inspiration such as this must be caught, not taught.

How, we have discussed a few of the ways to strengthen our own children and make them more receptive students let us turn to the schools themselves. How can we help our children make the most of their opportunities in school and achieve an excellent, not a mediocre education?

THE KEY to most learning is the relation between teacher and pupil and I think interested parents have many ways to strengthen that relationship. Fortunately in these days of PTA meetings, school open houses, and teacher conferences we can become acquainted with our children's teachers and schools.

However, parents and teachers must do more than just casually contact each other — they must help each other. A parent has a unique knowledge of his child — he has watched him grow and develop from an infant. Likewise a teacher has a unique knowledge of the child as she watches him at work in the classroom.

If they pool their knowledge in a spirit of cooperation, not competition, they can both gain new insight and help the child improve his weaknesses and develop more fully. Parents need to know what is going on in the classroom so that they can support and help the teacher.

OFTEN A little parental tutoring can assist a child over the rough spots before he is hopelessly bogged down. Let's have even more communication between parents and teachers so that our

children, new product development based upon research if it is to meet the test of future needs.

Hectic change can only limit the appearance of progress; well-aided experiments objectively evaluated, can make progress a reality.

children will benefit from their combined help and encouragement. Report cards should bring no surprises — alert and interested parents should already know how their children are progressing.

I hope that parents will always be welcome as classroom visitors because half an hour's observation will reveal more to us than hours of talk.

Curriculum is an area for parental concern too. I think that most presented. The Open Houses enable us to get a general idea of the activities in each classroom, and lectures about the teaching of specific subjects further increase our knowledge.

I BELIEVE that the more the parents know about the school's program, the stronger the school will be. Administrators and teachers should welcome parents' interest and questions, and do all they can to inform them about curriculum.

We realize that we are laymen in the educational field, but we do know a lot about our children, our aspirations for them, and the community in which they live. If we have some ideas about subject matter and teaching methods we would at least like a chance to express them.

Of course, parents must do everything possible to insure that the schools receive enough money for their needs. Like all good citizens, we must keep ourselves informed and then work hard to support proposals for sufficient funds.

IF THE TAX burden becomes too heavy in the future and the

Governing

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discussion and evaluation of the ideas of others. He must be adequately familiar with the problems under discussion to contribute intelligently to their resolution.

He must clearly express and defend his position until it is understood by his associates and yet be able to compromise when such action appears in the best interest of the school district.

In the final analysis, it is not the individual board member but the board as a unit which makes the

greatest contribution to better schools.

AN ABLE BOARD of education does not guarantee a good school system but it is certainly difficult to imagine a good school system without able board members.

Curator to Speak

James A. Fowler, curator of education at Cranbrook Institute of Science, will speak on "Nature Nearby" Oct. 29 at the Illinois State museum. It is the first of a list of nature lectures on his schedule this season.

Following Close, Right-of-Way Top Accident Cause List

Following too closely and right-of-way violations caused the majority of traffic accidents in Birmingham during August, according to Chief Ralph W. Mosley.

Of a total of 42 accidents in August, 33 were property damage and nine were personal injury. Sixteen persons were injured. There were no fatalities.

Accidents in August, 1960 showed a substantial reduction from July of this year and from August, 1959, Chief Mosley said.

Accidents this year total 483.

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