

# 33 Buses, 82 Routes Serve B'ham Students

The Board of Education will be operating 33 school buses this year to transport some 4,000 students. Bus routes will remain basically the same as last year.

Changes are usually necessary later to equalize bus loads and to alleviate cases, according to Norman Wolfe, Assistant Superintendent.

SEAHOLM HIGH SCHOOL will be serviced by district-owned buses transporting students from the North Adams and the North Bloomfield Village areas.

Great Lakes Transport buses will be operating on Oak, Maple and Lincoln for those students desiring transportation within the corporate limits of the city.

Six buses that transported 12th graders into Seaholm High School last year will be used next year to take students to Groves School, thus providing transportation for the additional new 7th graders who will be entering the Groves School.

ALL GROVES HIGH SCHOOL routes will remain the same. The number of buses covering this area will be increased in order to accommodate the increased number of Groves students.

Due to the crowded condition at the Walnut Lake School, it was necessary to establish the attendance boundary line between Walnut Lake and the Valley Woods Schools at Maple Road, with the exception of the area west and including Knollwood Circle. Routes through this area will be the same as last year.

The buses, however, will go to Valley Woods School instead of Walnut Lake School. It is estimated that 123 students will be involved in this transfer.

The crowded condition at the Franklin School will make necessary the busing of 33 students out

of the area bounded by 13 Mile Road, Telegraph, Oakleaf and the southern boundary of the school district. These students will be transported to the Midvale School.

AGAIN THIS YEAR, as last, 55 students in the 6th grade will be bused from Bloomfield Village School to Midvale School.

Overcrowding at Pembroke School will cause all 6th grade children from the Pembroke attendance area to be bused to Adams School. Seventy-five children will be involved in this transfer.

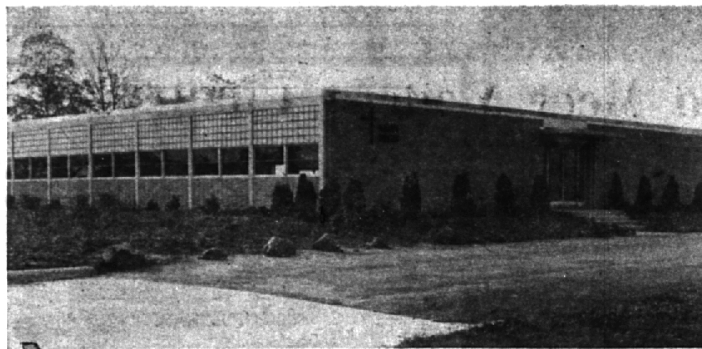
Wolfe suggested that new residents contact a neighbor to find out where the bus stop is located as publishing of all 82 routes can become very confusing. The local school principal or the bus supervisor, Mr. Harvey Vachon, can be of assistance.

According to Wolfe, the transportation of students in the Birmingham School District is a big operation, requiring 33 school buses, most of them making triple runs.

"IT IS OUR WISH to be as helpful to everyone as possible," stated Wolfe. "However, with over 4,000 students in the transportation program, the amount of assistance requested can become somewhat of a problem."

"We hope that parents be patient with us as we try to iron out any problems that may arise," he concluded.

Michigan is one of the leading States in highway construction. The new horizons include a great network of freeways to all corners of our State. The limited access, four-lane, divided highways have built-in safety features and safety on our streets and highways should be stressed constantly.



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## New Addition for St. Regis

Students at St. Regis Elementary School will note a new look about their school when they go back this fall. Earlier this summer, the chapel was converted into three classrooms. An addition was constructed to serve as a new chapel. At a future date the addi-

tion could be converted into six more classrooms. St. Regis is located in the Lincoln-Lahser grouping that includes Brother Rice High School for Boys and Marian High School for Girls.

## High School Dropouts Face, Create Problems

Nearly one million boys and girls 16 and 17 years of age, who should be in high school, are not, the Michigan and National Education Associations report. These young people have left their books behind and hang out in gangs on street corners or work casually from time to time at low-paid jobs. Few are equipped for regular employment. Many are habitués of the juvenile contraband.

These are the high school dropouts.

THEY ARE A big problem now, and in a few years will be an even bigger problem. The U.S. Labor Department has estimated that within the next 10 years, seven and one-half million youths will quit school before finishing high school.

Why are large numbers of young people leaving high school before graduation, and why is this problem considered so serious by educators and other civic leaders? Will your child be a high school dropout?

SURVEYS SHOW that young people who drop out of high school have many characteristics in common. If your child is unsuccessful in his school work, if he does not take part in the school's extracurricular activities and has no friends in school, if he doesn't think education is important in his future, or if his family does not place a high value on education he may decide to leave school as soon as the law allows.

The dropout is usually a boy (55-65 per cent of dropouts are boys), according to the MEA and NEA. Intelligence is not a primary factor; however, the majority are either average or below in ability. The dropout frequently comes from a family with a modest income and the desire for his own spending money is a strong inducement to leave school.

IF THE DROPOUT is a girl, her reason for leaving school is probably to get married. A higher proportion of bright girls give marriage as a reason for leaving school than do their less intelligent colleagues.

The reason more and more young people drop out of high school each year is that the big bulge in school population is now moving from the elementary schools into the high schools. The MEA and NEA report that by 1970 there will be 15.9 million in the 14-17 age group; by that same year there will be 14.6 million in the 18-21 age group.

THE HIGH SCHOOL dropout ultimately becomes a problem to himself and to society. Employers report that youngsters who quit school do not make very good workers. They usually have no skills, are too young, and cannot command a wage that will support an acceptable standard of living.

Among those youths failing to finish high school, the unemployment rate is almost double that of

those who do finish and more than three times that of those who have had some college education. This means that the high school dropout is likely to join the most disgruntled, disillusioned and dissatisfied group of workers in America.

How you can help your community reduce its number of high school dropouts:

1. Find out all you can about the school dropouts in your community. Work with your local educators to make a survey of those who leave school before graduation. The facts obtained will give you clues as to the major reasons for dropouts from the local schools.

2. Back up your school system in its request for more guidance counselors. Insufficient guidance for high school students is one major reason for increasing numbers of high school dropouts.

3. Work with your PTA group or other civic organizations to inform parents about the dangers of insufficient education in today's world.

4. Help your local educators in their efforts to introduce remedial reading programs, starting in elementary schools. Many dropouts who have reading problems could have been helped by a remedial reading program during their elementary school years.

5. Help your schools in their efforts to develop a diversified curriculum. The programs offered for study need to have appeal for the varied needs and interests of the young people in your community.

6. Help your schools start an adult education program which will enable the high school dropouts in your community to complete their education.

## Study Completed On Materials Used in Schools

Costs of materials used in the construction of public schools amount to \$555 for each \$1,000 of construction contract, according to a study made by the U.S. Department of Labor's Bureau of Labor Statistics.

At the current rate of construction, industries making and distributing construction materials receive about \$1.4 billion a year from money spent on public schools.

AMONG THE MAJOR materials used, the general grouping "metal products" accounted for \$161 of each \$1,000 of school construction contract.

Within this group, about one-third of the value was comprised of structural and reinforcing steel. Fabricated sheet-metal products and metal windows and doors were other important items within this group.

STONE, CLAY and glass products accounted for \$138 of each \$1,000 of contract. More than half of this was spent on cement, concrete and concrete products. In recent years, ready-mixed concrete has become a major item (approaching four percent of the total contract).

Its growing importance along with other concrete products has been reflected in reduced use of brick and other clay products which account for only \$23.

Electrical products totaled \$58, one-third being for fixtures. Heating and ventilating equipment, including air conditioning equipment, amounted to \$51 and plumbing items to \$34 of each \$1,000 of contract.

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