The Birmingham Eccentric

BIRMINGHAM, MICHIGAN

Thursday, August 24, 1961

SECTION D

You say that you often make mistakes . . . mistakes of many kinds. Some of them harm others, some because you did "not think", or perhaps you knew no better. If this condition seems to shove you into a feeling of self-pity, or of belief that you are destined to unhappiness . . . well, do like the person (child or adult) who wrongly adds figures erroneously; resolve to try again . . . in prayerful self-confidence.

. . . More Back to School News, Features . . .

Schools Use Several Means To Test Potential of Children

During your child's 12 years in elementary and secondary school, he will possibly take a dozen tests designed to measure his intelligence, achievement, aptitudes and interests. These standardized tests will be in addition to the hundreds of informal quizzes and examinations given by classroom teachers to evaluate his progress in the regular course of study, according to information released by the Michigan Education Association.

When do you do when confronted with such phrases as your child's "scholastic aptitude score," or his "intelligence quotient," or his "inventory of interests"? Many parents are confused by such terms; some worry a good deal about test scores and their meanings, the MEA reports and greater emphasis must be placed on informing the public about such tests.

THE BEST WAY for parents to clear up most of these questions and doubts is to talk with the school staff-teacher, counselor, or principal.

Remember—a standardized test is only one method by which the teacher seeks to know and to understand your child.

Teachers also use many other methods, and the results of tests and observations give them the background for better instruction.

School systems vary widely as to the number and types of standardized tests given to children throughout their school years. The Michigan Education Association cites several of the most frequently used tests.

READINESS TESTS: In kindergarten and at the beginning of first grade, your child may be given tests to determine whether he is mature enough for first-grade work.

If he is to be taught successfully, his teacher needs to know whether or not he is able to acquire the necessary skills for reading. Similar tests may be given to discover his readiness for learning about numbers.

INTELLIGENCE TESTS: Often, early in your child's education, tests are made of so-called "mental ability."

These tests measure his ability to learn by requiring him to perform certain selected mental activities involving his knowledge of vocabulary and his ability to reason.

These tests may be used by your child's teacher to place him in classroom groups with other youngsters of similar ability. In this way the program can be adjusted to his best rate of learning.

APTITUDE TESTS: Usually given at the junior or senior high school levels, aptitude tests help to estimate your childs special interests and abilities not revealed by achievement and intelligence tests.

Aptitude tests, such as those designed to measure mechanical, clerical, musical, writing, teaching or stenographic aptitudes, attempt to identify and evaluate abilities believed to be associated with success in these occupations.

ACHIEVEMENT TESTS: This type of test seeks to measure your childs knowledge and skill in a specific subject field as compared with the achievement of similar age groups. Tests are labeled for such subjects as reading, mathematics, social studies, and science.

A special type of achievement test is diagnostic in that it helps the child and teacher locate particular strengths and weaknesses in a specific subject.

INVENTORY TESTS: One type of inventory tests asks your child to indicate his likes and dislikes; the interests revealed may be compared with those of successful people in various occupations.

Other inventory tests explore your child's personality, especially his attitudes and biases. Inventories do not measure ability or skill in various areas.

They are most useful in senior high school where your child's interests and attitudes have become relatively definite and stable.

SEVERAL NATION-WIDE testing programs are available to high school students, in addition to the tests given by local school systems. These tests age given by non-governmental agencies for such purposes as measuring a student's ability to cope with college instruction or to select candidates for scholarships.

Junior Scholastic Aptitude Test: This test is given to pupils who have completed elementary school. It attempts to measure a child's ability to succeed in high school.

Scholastic Aptitude Test of the College Entrance Examination Board: This test, requiring a half-day, is given to high school seniors at designated test centers in every state.

The test helps to establish the young person's scholastic ability as compared with others of similar age and experience. Test results

(See SCHOOLS, 2-D)

New Teachers Join Birmingham System

ADAMS:
Diane Sharples and Nell Wesch.
BALDWIN:
Nancy Hoofnagle, Margaret Martin, Suzanne Scharer and Margaret Peterson.
BEVERLY:
Margaret Berry, Janice Billen, Betty Chanik, Terrie Foresberg, Carol Freitag and Gerald Patton.
BLOOMFIELD VILLAGE:
Gwendolyn Hunter, Herbert Palmer and Sally Phinney.
FRANKLIN:
Dolores Kalif.
GREENFIELD:
Jane Colby, Armand Ferrand, Ann Harvey, Judy Scanlon, Madeleine Westrate, Christine Wobina and Irene Zickel.
HARLAN:
Annisjane Adams, Helen Campbell, Patricia Dahm, Felicia Jarrin, Harriett Masters, Delphine Patnales, Roy Stricker, Judith Turner and Sharon Zimmerman.
MIDVALE:
Patty Calomini, Linda Chambers, Jane Mohler, Gretchen Neiding, Sharyl Nelson and Pat Wells.
PEMBROKE:
Susan Hart, Sally Reynolds, Bette Snyder and Marjorie Wood.
PIERCE:
Helen Graebner, Barbara Hitt, Helen Nettle, Mary Plum and Marion Zacharias.
QUARTON:
Gwen Calkins, Marilyn Roach and Elizabeth Springston.
TORRY:
Geraldine Maynard, Janet Jones, Martha Miles, Linda Titus and Kay Winters.
VALLEY WOODS:
Sharon Bluhm, Janice Clark, Ann Cronander, Christina Minkler, Rose Van Tiffin, Arlene Vella, Joan Wrisley and Gail Burton.
WALNUT LAKE:
Billie Jean Davis, Georgiana Demoldt and Charlotte Skidmore.
BARNUM JR. HIGH:
William Bluhm, Math - Science; Geraldine Danielson, Language-Geography; Agnes Griffith, English-Geography; Patricia Hughes, Foods-Home Economics.
Kenneth Ish, Music; Clifford Kraemer, French - Social Studies; James McMahon, Social Studies; William Parker, Science; Elizabeth Smith, English - Spanish; Lucille Wilson, English; and Faye Rolley, English.
DERBY JR. HIGH:
Irene Chandler, Art; Carole Dagian, Spanish - English; Glenn Karesboom, Physical Education; Kenneth Kasmerek, French-English; Carolyn Mirek, Biology-Science; Thomas Nichols, Math; Carole Robbins, Math; Norma Sanderson, English - Geography; Dolores Shahinian, English - Radio Speech; and Sharrel Wyatt, Counselor.
SEAHOLM HIGH:
James Bedor, Physics-Physical Science; Edward Cavanary, Art; Clarence Gabel, Math; John Hackett, Biology; Virgil Harris, Chemistry - Physical Science; Rosemary Herman, Math; Joann Karnatz, French; Garry Kuehnle, Biology; Mildred Meyer, English; Carolyn Nearing, Spanish; John Rossmeisel, Math; Sandra Spencer, English; Marsha Thornton, English.
GROVES HIGH:
Sarah Albin, Latin; Kathryn Brandt, Math; Karen Bonhus, French; Eleanore Farinacci, French; Kenneth Cook, American History; Lois Hurst, English; Georgiana Jordan, English; Margaret Kelly, Home Economics; Nancy Link, German - Social Studies; Thomas Otto, Commercial; Marcella Patka, Commercial; Emilie Poelke, English; Alan Rockwell, Chemistry; Robert Kinnison, Driver Education.
Ruth Sanders, Spanish; John Schuerer, Art; Jean Sharard, Student Activities Director; Carolyn Shaw, English; Donald Sloan, English - Geometry; John Weber, Biology; Glenn Westin, Physics; James Westrope, Math; Gary Wilson, Science.
SPECIAL SERVICES:
Sarah Ball, Nurse; Jeanne Bryant, Speech Correctionist; Charles Economous, Elementary Librarian; Dr. William Forbes, Science Consultant; Carroll Lanning, Cataloger; Ruth Martin, Nurse; Marilyn Schmier, Speech Correctionist; Dorothy Smith, Visiting Teacher; Ann Stoddard, Speech Correctionist; Ashia Wald, Diagnostician.
Charles Lundy, Principal at Groves; Robert McBride, Principal at Harlan; Barbara Marx, Community Services; Pat Vilardo, (unassigned).
HELPING TEACHERS:
Art — Joan Lukey, Margaret Patton and Philip Wheeler.
Music — Max Ambs, Rodger Kramer, Robert Kutscher, Ralph Merritt and Edith Yoder.
Physical Education — Garland Hollins, Virginia Petrucha and Donald Thornton.

MEA Outlines Methods For PTA Conference

If your child is in school, your calendar of activities probably comes up, once or twice a year, with the reminder, "Conference with Greg's teacher." Meetings between parents and teachers supplement the report card in great numbers of the nation's schools.

These informal face-to-face conferences give both you and your child: teacher an opportunity to explore fully his progress, his behavior, and the reasons behind his successes and failures, the Michigan Education Association reports.

Parents usually look to the classroom teacher to guide these conferences, but it is not the teacher's responsibility entirely. Parents can make many contributions, according to the MEA.

THE MICHIGAN Education Association suggests the following practical ways in which parents can help make their next parent-teacher conference more effective and satisfactory.

1. Decide in advance what to ask the teacher. You will learn more about him and find conferences more satisfactory if you approach them with specific questions. For instance, you might ask, "Is Greg doing as well as he should in reading?" rather than, "How is Greg doing in school?"

2. Be prepared to tell the teacher what he wants to know. The more the child's teacher knows about his home background, hobbies, reading interests, health, and part-time jobs, the better equipped the teacher is to help the student with his learning in school.

3. FIND OUT why things are done a certain way. If you wonder why your child is taught manuscript print before cursive script, or whether he is memorizing the alphabet, don't ask neighbors. Ask his teacher.

4. Listen before you leap. If you've been storing up resentment about a tale your child brought home from school, or upset about town gossip of teenage misbehavior in your child's school, listen to the teacher's side of the story.

5. Leave small brothers and sisters at home.

6. Don't expect more than the teacher can give. Your child may need special help and his teacher may like to give him the help, but if her classroom is crowded she may lack time and energy. Rather than demanding special attention for your youngster, ask his teacher if you can help in any way.

7. BRING ALONG Dad, if possible.

8. Go home and do something about it. Don't let the parent-teacher conference fade into oblivion, with no specific action on your part. When you return home, jot down notes on the conference, on what you learned about your child, and on what you and the teacher agreed to do. For example, if the teacher has recommended books which might spark his interest in reading, look for them in your local library or book store.

American Teenagers Back U. S. Foreign Aid Program

More than half of 5,000 U. S. teenagers, polled by "Scholastic Magazines," favor the continuance of the present level of foreign aid. Only one in ten teenagers thinks the foreign aid program should be eliminated or substantially reduced. Nearly three in ten feel our economic and military aid to foreign countries should be "cut down somewhat."

THESE ARE among the findings of a nation-wide Socio-Economic survey conducted this spring.

The foreign aid question was:

"Since the end of World War II, the United States has spent $85 billion in economic and military air to foreign countries. What do you think about our foreign aid program?"

THE BREAKDOWN:

	Boys %	Girls %	Total %
Though there may be some waste in our foreign aid program, I believe the United States should continue its program of assisting other countries.	44.6	44.4	44.2
The United States has been spending too much money on foreign aid. I think the program should be continued, but cut down somewhat.	28.8	33.6	31.5
Our foreign aid program is an unquestionable necessity. We should "give till it hurts" for the sake of assisting nations in need.	7.5	8.7	8.2
The United States has been spending altogether too much money on foreign aid. The program should be substantially reduced.	8.3	5.9	7.2
Non of these (No opinion)	6.0	3.8	4.9
The United States should discontinue its foreign aid program	1.9	0.8	1.4
No answer	2.9	2.8	2.9

In other findings, seven out of ten teenagers think there should be more government regulation of labor. About half favor more government regulation for the chemical industry; and close to 40 per cent want more government regulation of the airlines.

IN THIS QUESTION, students were given a list of 12 businesses, industries and organizations, and asked if they thought there should be "more or less government regulation" of them.

Most students did not want less government regulation. With the exception of labor and chemicals, the majority voted for "no change" in the amount of government regulation of the industries listed.

They were equally divided over TV, with about 20 per cent wanting "less" and 20 per cent wanting "more" regulation of the industry.

ON THE QUESTION of government versus private operation of key industries, the teenagers were overwhelmingly (93.1 per cent) for government operation of atomic energy.

More than half—52 per cent—wanted banking to be run by the government.

For all other fields listed, the majority favored operation by private industry. Those receiving better than a 60 per cent vote were: automobile manufacturing, 92%; trucking, 90.5 per cent; coal, 76.7 per cent; airlines, 68.5 per cent; petroleum, 67 per cent; steel, 66.4 per cent; railroads, 60.4 per cent.

What All Parents Should Know About Homework

Homework — kind, amount and frequency—often produces worries and tensions for parents as well as children.

More and more parents are asking anxious questions about homework: Is their child getting too much (or not enough) homework? Should they (or shouldn't they) help him with his homework? Should they let him play the radio while he does his homework?

PARENTS HAVE widely varying ideas about homework. Some are so enthusiastic that they criticize teachers for not assigning more homework in order to prepare their children for difficult college study schedules. Others feel their children do enough studying during the school day and should have time for sports, hobbies, and family activities in the evening.

If you're like most parents, however, you favor homework, provided it's reasonable in amount, geared to your child's abilities, really teaches him something and is the type that doesn't upset the whole household.

THE RIGHT KIND of homework, according to the Michigan and National Education Associations, reinforces and extends your child's classroom activities. Homework benefits your child when it is based on a specific need—for example, his need to explore a subject more deeply or his need for additional practice in a certain area of learning.

Homework also should involve projects that give classroom learning new breadth—additional reading in textbooks or other books on the same subject, working math problems to impress on your child's mind principles he has learned in class, writing themes that require more time and concentration than the class period provides.

On the other hand, homework is bad when it is given as a punishment for infractions of discipline in the classroom, when the teacher does not have time to check it, or when all children are required to do the same assignment.

PARENTS SHOULD provide a quiet atmosphere for evening study. The achievement of a quiet situation in a small modern house is not easy. A radio or television set, even with volume lowered, can be a distraction to your child.

Younger brothers and sisters are often at their liveliest and noisiest during the early evening hours. Despite these difficulties, parents should make a serious effort to provide a quiet background for home study. Studying

(See HOMEWORK, 2-D)

Teachers Meet For Science, Math Conference at GM

The sixth annual General Motors Conference for High School Science and Mathematics Teachers began Monday at the General Motors Technical Center with 63 teachers from Michigan, Indiana, New York and Ohio.

Gary B. Kulkis of Derby Junior High School, Birmingham, is one of 14 teachers attending this summer at a GM division. The summer program was to give them technical information and work experience to help in their teaching.

AT THE CONFERENCE, the teachers will see various laboratory experiments and engineering demonstrations illustrating mathematic and basic science applications.

Their hosts will include Anthony G. De Lorenzo, vice president in charge of public relations staff; John M. Campbell, scientific director, research laboratories; Harry D. Hall, director, manufacturing development; Lyle A. Walsh, manager, engineering staff activities; G. T. Christiansen, manager, styling staff activities; Louis C. Lundstrom, director, GM proving grounds; and Dr. Harold P. Robes, president, GM Institute.

Later School Opening Asked By Tourist Group

The governors of Illinois, Indiana, and Ohio, and tourist promotion officials in Ontario, Minnesota and Wisconsin have been asked to support a Michigan Tourist Council proposal which recommends a school opening date the Monday following Labor Day.

Tourist Council Director, Robert J. Furlong, has presented the plan to Dr. Lynn M. Bartlett, Michigan Superintendent of Public Instruction, in the form of a resolution which was unanimously approved during the Council's recent Isle Royale meeting.

CITING HIGHWAY safety factors and generally favorable September vacation weather as motivation for the move, the Council resolution urges Dr. Bartlett to advocate establishment of the later school opening by local school districts.

Copies of the resolution were forwarded to Governors Otto Kerner of Illinois, Matthew Welsh of Indiana, and Michael DiSalle of Ohio with a letter which stressed the common interests shared by the governors and the makers of highway safety and promotion of tourist travel.

ELIMINATION of the need for a "back-to-school" rush by late summer vacationers is seen as a means of separating these travelers from the crowds returning after the Labor Day weekend holiday. Extension of the valuable summer tourist season will give a boost to the states' economies and, in Michigan, provide a windfall of sales tax revenues to the local school districts.

Minnesota, Ontario, and Wisconsin are fellow members with Michigan in the Northern Great Lakes Area Council of tourist organizations and are expected to look favorably on the proposal.

Practical Ways to Help Students To Develop Their Reading Skills

"Should I teach my child the alphabet before he starts to school?" "When my child doesn't know a word in his reading book, should I tell him what it is?" "I tell my child to 'sound out' words he doesn't know. Is that right?"

These are just a few of the questions parents ask teachers about their children's reading.

THE FIRST "R" is a subject about which parents are deeply concerned. They know that reading is a basic tool their child will need for success throughout his entire school and college career. They know that a youngster with reading disabilities is seriously handicapped in keeping up with class work, textbook study, and supplementary reading.

One of the questions most frequently asked by parents is "Should I help my child learn to read—and if so, how can I go about it?"

According to the Michigan and National Education Associations, parents can do many practical things to help their children develop reading skills:

Ways to help pre-schoolers:

1. IF YOUR CHILD is curious and is making comments about letters, there is no reason why he should not become familiar with the alphabet before he starts to school. Playing with alphabet blocks is a good way for him to become acquainted with letters. You need not drill him or otherwise "force" learning.

2. Make books an important part of his life. Read to him every day; let him talk about the stories and ask him questions about the pictures. Let him point out pictured objects that are alike and different in shape and color. This activity helps him to observe small differences in the shapes of letters and words when learning to read.

3. Avoid baby talk. Speak to your child in "adult" language now, so he will recognize words he sees and hears in the classroom.

4. Give him a variety of experiences. Take him to the zoo, the park, or the airport. Tell him the names of animals and flowers.

5. From time to time, give your child simple, consecutive instructions. For example: "Pick up the ball, then bounce it, then put it on the table." Make a game out of it. Such activities will help your child develop memory skills and follow directions accurately.

WAYS TO HELP in grades 1, 2 and 3:

1. Have your child's sight and hearing checked prior to entrance into the first grade and periodically after that.

2. If he wants to read aloud to you from his school book, listen attentively.

3. When he reads aloud to you, don't try to use teaching techniques, such as telling him "sound out" words. Instead, enjoy the story together, discuss the plot, praise him for reading well.

4. Give him extra opportities to read. Let him read the directions for a new game or for assembling model airplanes.

5. Introduce him to the public library. Get a library card for him. Let him choose the books he wants, rather than the books you feel he should read. Buy books for him, too.

6. Let your child see you reading frequently.

7. If your child has been in school two years and has difficulty reading his school books, or has a strong dislike for reading, ask his teacher whether he needs remedial reading help.

WAYS TO HELP in grades 4, 5 and 6:

1. Provide your child with a reliable home dictionary and encyclopedia. Encourage him to look up subjects that interest or puzzle him.

2. Encourage him to read more by subscribing to a children's magazine.

3. If he's not enthusiastic about reading, tempt him with books on subjects sure to interest him—books on his favorite sport or hobby.

4. If he's a television fan, see which programs he prefers and give him books on the same subject.

5. If he's an avid comic-book reader, don't make a big issue out of it. Also provide him with other, more worthwhile, books that offer

(See SKILLS, 2-D)

Summer School Reaches High In Birmingham

The now expanded summer school program of the Birmingham Public Schools has reached an all-time high enrollment of 1,367 students.

The 397 elementary students and the 970 junior and senior high students were able to cover a half-year of regular course work in six to eight weeks.

THE NEW PROGRAM in the summer gives the student an opportunity to have more time during the regular school year to elect additional subjects without overloading his winter schedule. Thus those who wish to take academic subjects or the non-academic subjects, such as typing, or reading and study skills, are able to do so in the summer. Students also have the opportunity to make up courses.

It is interesting to note that 60 per cent of the students in the high school program were taking new courses for the first time.

THE ACCELERATED, 160-hour programs were held at Pierce and Walnut Lake Elementary Schools, and Groves and Seaholm High Schools. All courses were taught by members of the regular school staffs.

Jim Liddle, Pembroke School sixth grade teacher, served as director of the elementary program in which twenty teachers participated. In the program 139 students studied reading; 193, arithmetic; and 62, typing.

Typing is new for elementary school children this year, and proved a worthwhile and popular addition.

HOWARD CLAYTON, Seaholm High School counselor, was the director of the junior and senior high program in which thirty-four teachers participated. The breakdown of the special courses and the number of enrolled students were as follows:

Biology, 58; chemistry, 43; general science, 5; math (7th & 8th grades, 54; general math, 12; algebra I, 79; algebra II, 32; geometry I, 61; English; (7th & 8th grades), 33; English, 17; French I, 26; Latin I, 19; Spanish I, 20; World History, 22; U.S. History, 47; Civics, 44; International Relations, 24; Typing I, 113; Typing (7th & 8th grades), 34; Reading and study skills, 81; Remedial Reading, 11; Driver Training, 200.

THE BIRMINGHAM School system has recognized that by offering students an opportunity to take academic subjects in an accelerated summer program, as well as other elective subjects, the student is better able to expand his field of knowledge than is possible within the regular school year. Thus, he is able to take more advanced work in specific fields. He is able to include more elective subjects broadening his educational background.

Civil Service OK's Refunds

Approval of a partial tuition refund program and referral of a political activity code for state workers to state agencies for their review, as well as assurance of success in a group life insurance program for state employes, highlighted the August meeting of the Michigan Civil Service Commission.

The partial tuition refund program, designed to encourage self development by state employes through special extension or night school courses outside their jobs, was voted along with a $5,000 allocation to finance the project. Applicants must be full time employes with two years of satisfactory employment, obtain approval from their agency as well as Civil Service, pay part of their own costs, and receive a passing grade in order to obtain refunds.

The refunds will be limited to between $10 and $20 for each course per semester and will not total more than $60 in any one academic year per applicant.

THE COMMISSION reviewed recommendation of a citizens' advisory committee on political activity regulations for merit workers. The recommendations approved present restrictions on political activity spelled out in Commission

(See REFUNDS, 2-D)

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J. Kowalski Criticizes State Education Budget

Joseph J. Kowalski, Democratic floor leader, Michigan House of Representatives made the following speech on the state education budget recently:

"Each year about three per cent more young people reach college age than the year before. With the World War I babies coming of age, this will be accelerated for awhile. This year requests for college admissions increased about 10 per cent over last year, reflecting not only the additional people of college age but also that more young people than before are aware of the need for a more extensive education.

"Once schools were a place where only the few kids of the very rich went to study the classics and prepare for one of the limited number of professions at that time—law, medicine, or the clergy.

"Schools still are only a source of learning, but our society is so much more complex and demanding that the subject matter has indeed become cosmic to meet these needs. Indeed, colleges are also engaged in basic research to help us learn more.

OF COURSE this is quite different from the applied research of the business world whose chief interest in research is a better product. Schools have a responsibility to the whole community, so often faculty also leave the campus to bring us the benefit of their knowledge and schools sponsor other means of doing this, such as radio and TV programs.

"Traditionally, Michigan is famous for one of the best public school systems in the country and

(See BUDGET, 2-D)

Goodwill Industries Need Contributions

"Retail stores of Goodwill Industries of Greater Detroit are currently outfitting hundreds of children in Detroit and surrounding areas for their return to school in September," said John E. Hoskins, executive director.

"In order for us to meet the requirements of low-income families, whose number has increased tremendously as a result of the economic decline this past year, Goodwill Industries urges you to examine your children's clothes today.

"If there are any articles of clothing that your children have outgrown or that are in need of repair, your contribution of these materials to Goodwill would make it possible for us to fill the needs of families less fortunate than yours and, at the same time, keep the handicapped employes at Goodwill Industries working on a full-time basis," Hoskins concluded.

For a truck pick-up at your home, consult your local telephone directory.