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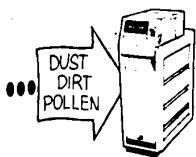
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**Human services agency helps thousands in area**

When you're poor and want to work but no one will give you a chance, when you're elderly and alone, or when your child is just starting school and he's already a step behind, where do you go?

The Oakland Livingston Human Service Agency (OLHSA), formerly Office of Economic Opportunity, provides information and technical assistance to institutions, organizations and units of government.

The agency's outreach centers are in Hazel Park, Ferrie, Walled Lake and Howell in Oakland and Livingston counties. They're staffed by persons who live in the immediate area and are familiar with its problems.

OLHSA is the administrative agency for the Head Start program in Oakland County. The agency contracts with various school systems who operate the programs. This year, 678 preschool children are catching up academically by attending Head Start classes. They also receive meals, health care and other support services.

"Head Start isn't just for children," explained Carol Anthony, field services coordinator at the Hazel Park office. "Under the program, parents are given health, child care and nutrition information which benefits entire families."

"Parents are also offered educational, job and job training opportunities to help

them toward productive, self-sufficient futures."

OLHSA'S SENIOR nutrition program serves hot meals to nearly 700 elderly persons every week day from sites in Oakland and Livingston counties. Seniors are provided with transportation to and from the site.

The agency also operates multi-purpose centers where senior citizens receive comprehensive health services, information and referral to services and help in applying for food stamps, Social Security benefits and tax relief.

Educational and recreational activities and a telephone reassurance program are offered from the centers to which free transportation is provided. Escort service is also available.

OLHSA'S MANPOWER office is concerned with health and job training. Students are taught vocational skills under various programs and encouraged to stay in school. Dropouts are urged to return and complete their education.

Programs offer counseling in jobseeking and work experience, and career counseling for adults as well as youths.

Community development is an important function of outreach centers, said Ms. Anthony.

"Outreach personnel work with local units of government, organizations and

agencies in an attempt to solve human problems of the area," she said. "Self-help and coalition groups, working to improve the life styles of local residents, are formed through the centers. These residents are given training, technical assistance and information on mobilizing resources and working with other groups and funding sources."

You can call 399-2880 for consumer complaints. If you're tired of high food prices you can join OLHSA's cooperative garden project by calling 338-9257 by May 15. Last year, the agency helped organize three food buying co-ops serving 740 persons.

Southfield's director of human resources Thomas Frommeyer, is a member of the agency's 21-member board of directors.

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**'School is no place for discipline,' says UM psychologist**

"The real crisis in our schools is not in reading or other academic skills," says a University of Michigan psychologist.

"The crisis is in attitudes, social relationships and our concern for each other."

According to Prof. William C. Morse, the schools' role has changed drastically.

"Traditionally, schools were seen as the source of all important learning, the gateway to a good future. These beliefs allowed schools to become alienated from the students and often arrogant in function."

Morse says the mass media teaches children as much, or more than school. The schools' new key function is to help youths become part of a productive society, contends Morse.

Morse's essay on school discipline is featured in a new book, "Student Behavior: Rights and Responsibilities and the Fair Administration of Discipline," available from the ILM Program for Educational Opportunity (PEO), 1044 School of Education Building, Ann Arbor 48109.

"There is no place for the term 'discipline' in schools in the traditional use of the word," contends Morse. "We interpret 'fair discipline' as a high quality process of socialization."

This function is now shared by the

school. Schools sometimes act as if they believe in the death penalty. They expel and punish. Exclusion is seldom an effective learning experience."

Morse says teachers are the only trained professionals with whom the child may interact, since no training is required for parenthood.

"We must be aware of conditions in each classroom and in each whole school," says Morse. "In general, 85 per cent of our children should move along with normal growth patterns. If per cent will have crises with various complications and three per cent will need intensive support," he said.

Morse said that the basic right of students and teachers is the right to refuse. Special services must be re-allocated to take care of both chronic problems and crises.

He recommended the explicit development of the affective aspects of the curriculum, especially to fortify the 85 per cent who are making normal progress.

"Beyond the legal question of rules and due process is the psychological question of how we can better learn to live together, no matter what our age," said Morse. "That is the real interpretation of the fair administration of discipline."

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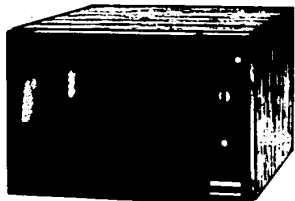
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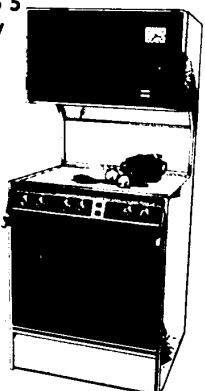


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