

Will School Closing Effect Plymouth Of Future?

EDITOR:

Oh, how the mighty have fallen! The famed Plymouth school system, in one swoop, has attained a parity with other exemplary school systems such as Hamtramck, Summerfield and Coleman. It is numbered among the four school districts out of 92 in which the teachers remain on strike.

The other 88 are in session while negotiations continue.

The population growth in this area has, of late, been little short of fantastic. A large number of newcomers selected this area for a residence because of the quality reputation of the school system. The townspeople recently voted 6.5 mills to preserve this hitherto excellent system, but no sooner was this done than the teachers refused to teach.

The taxpaying citizen, voting for the millage in good faith, has received a slap in the face. The good faith is one-sided. When you pay someone what they ask for to do a job and then they won't do it -- the letdown, the disappointment, is terrific; the confidence, faith and reputation is shattered.

How many of us newcomers are beginning to believe that we made a mistake about our decision to locate in this area?

W. F. MAYBURY,

Proud Of Stevenson Scholastic Record

EDITOR:

I am a counselor at Stevenson High School and have been in the field of Education for over 16 years. May I say that I am proud to be a teacher in Livonia, and the reasons for this pride are several:

Having lived in Livonia for more than 11 years I have been acquainted with the development of what in my opinion is a quality educational program. True, "quality" means many things to many people.

But when one who teaches in a different school district, which offers less, spearheads a drive to curtail quality, I am concerned about the potential and far-reaching results of such attack. We have had condemnation of modular scheduling, with its initiation being blamed for the school system's financial ills. I would be the last to claim modular scheduling is perfect, or that it comes without cost -- dollar cost, that is.

There are some pupils (not students) who cannot take the academic freedom of learning opportunity that modular scheduling offers. These should have traditional classes available to them. But to blindly assert that a tight financing is due to this program, and will be cured by its termination, is evidence of a woeful lack of either understanding, or a willingness to remain unaware of the value of the program.

Is there to be no thought given to the fact that additional cost arises from additional pupils, or must a previous year's budget, increased by 10 percent, be expected to handle 15 per cent more enrollees?

It was my privilege to attend the meeting at Franklin High School, Wednesday, Sept. 17. It bothered me to hear figures quoted giving only half-truths. But I'm glad to be in this "depressed" school district when young people such as Mort Abramowitz stand up to refute these biased presentations.

Here was a young man who is an outstanding student, a debater on one of the State of Michigan's top debate teams (Stevenson) who is one of nine -- NINE, mark you -- National merit semifinalists from -- Livonia? NO! from Stevenson High School in Livonia -- that school which suffers from modular scheduling.

The moderator of that meeting had the temerity to indicate

that his employing school district had seven, in the whole district! and they are fully tutorial.

Do you wonder why I'm proud to live and work in this School District? We have good, intelligent, challenging young people for whom I feel professional and personal warmth. Since I am a tax-paying neighbor of these youth and their parents, I consider them as friends, -- now, and hopefully in the future. If we're going to sit-pick at the few additional dollars that it will cost (property tax or income tax, regardless which) then it would indicate our values are not oriented toward investment in tomorrow's future but rather toward tomorrow's decay. Is this all we, as parents and adults, think of our youth, -- youth who give evidence of such promise and potential?

We elected to a school board persons who are concerned and who are willing at personal sacrifice to plan a sound educational program. When financial pressures provide parents with the opportunity to "come through" they stood up and said "No!" and accused these, their representatives, of betrayal.

If it is betrayal to encourage employment of the better teachers, who have invested heavily in college training, by offering income almost as high as tradesmen who have no such investment, then perhaps this could be so termed.

But if this is our feeling, then let us be willing to accept the natural departure of the better type teacher Livonia has hitherto been able to attract.

EARL H. SEAMAN

Corrects Data On School Board

EDITOR:

At the Sept. 18 public meeting in Stevenson High School sponsored by the Livonia Parents for Education, the statement was made that five of the seven Livonia Board of Education members have been in office for nine years or more. According to our information, this is incorrect. Listed below are the number of years of service by each board member:

- Erwin Brown -- 7 years
- William Craft -- 6 years
- A. Edward Katz -- 5 years
- Geraldine Joyner -- 4 years
- Donald March -- 1 year
- William Brown -- less than one year
- John Szymelecki -- less than one year

At each June's school election, there have always been several candidates for each available position. The present board members have never run unopposed as incumbents do in some of our neighboring school districts. They have been elected by choice, not by default.

MRS. F. J. THOMAS, League of Women Voters of Livonia

Feels Half-Days Aren't Half Bad

EDITOR:

Livonia has a high per cent of working mothers and half days have caused these families problems. Babysitters cost money. What is really bothering the Livonia Parents for Education is that the schools are no longer babysitting for them.

If parents would only stop to consider and compare the actual teaching time that their child is getting compared to last year's full (?) day, I did. The difference in teaching time about two hours per day.

This loss in time should now be supplemented at home with homework, reading and good guidance such as discussions and trips. Many teachers can tell you that by time late afternoon rolls by, after a full day in school, most kids are tired

and have stopped learning. Some teachers give their students a free study time at the end of the day.

The half-day sessions going on now are being done with much smaller class sizes, enabling the teacher to give more attention to each child. The recess break, which supposedly lasts 15 minutes but by the time class dresses and undresses and settles down is usually 20 minutes each morning and af-

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ternoon has been eliminated.

The noisy lunch room mess (some parents even add this lunch hour to the school day) and self themselves into thinking their child is benefiting from eating lunch in school) does not have to be endured.

In short, the children are better off on half days if their parent is home when they are to make their home time constructive and worthwhile. But if the children are thrown

together for whole days -- meaning larger classes, more cuts in the budget -- eliminating cultural and hobby-inclined classes that our children need to de-

velop in our close society -- then children will lose, not gain from whole days.

MOTHER OF TWO HALF-DAYERS Livonia

EMU Receives Three Grants

YPSILANTI The Board of Regents at Eastern Michigan University has accepted three educational grants totaling \$89,438. Two of

the grants are from the Department of Health, Education, and Welfare, and the third is a supplement to the State Technical Services Contract.

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