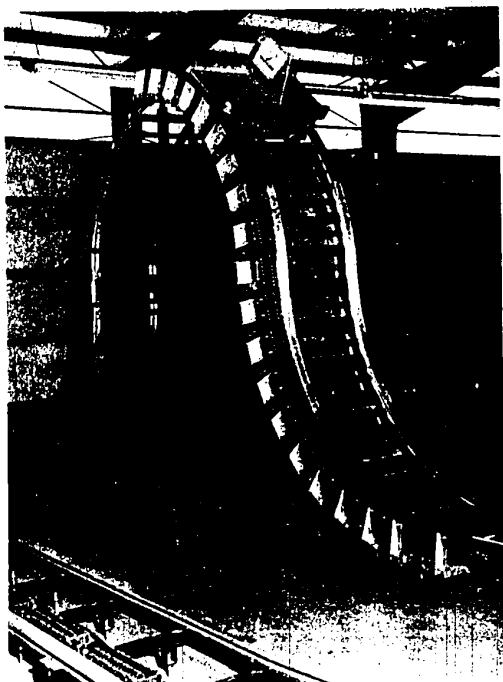


Local Firm's Product

Baggage To See A Revolution



BAGGAGE CARS are capable of climbing a 45 degree angle without any loss of speed. It is necessary for the cars to do this so that the track can be routed directly over any obstacle. This feature eliminates a long gradually-sloping track that would create too much unused dead space.

A revolutionary automated baggage handling system for today's jet set society is being perfected in Farmington Township.

The Teletrans Corporation, which just moved into the Township's fast-developing industrial park, has built a prototype system tentatively scheduled for installation within the year at one of the country's major international airports.

Chicago's O'Hare Field is reportedly considered as the front runner. O'Hare is the world's busiest international airport.

The system will be used by the airport in the main terminal as an interline connection when first installed.

Individual airlines will install their own interterminal connection linked to the airport's main line at a later date.

The system, when laid out, will form a series of concentric loops with stations or holding areas as "side tracks" from the main line or loop.

The telecar, which carries the baggage, is two feet long and three feet wide. It can carry up to 75 pounds of luggage at speeds between 15 and 20 miles an hour.

An electric linear induction motor powers the small telecars.

Each car will have its own directing device in the form of a punched card. Passengers insert the card along with the luggage and the car automatically finds its way.

When perfected the system will eliminate the luggage problems of the passenger. The system will transfer the luggage from flight to flight and from portal to portal of the airports.



THE PROTOTYPE system has been designed so that baggage cars can merge onto the main track without causing any tie-ups. This picture shows some cars about to be shunted onto the main line. (Bottom of photo). The "bugs" haven't been worked out of the prototype yet and these men are making sure that there are no accidents during the demonstration.

JAMES F. O'NEIL: THE SCHOOLS AND 'SOCIAL UNREST'

Jim O'Neil is the kind of guy who asks basic questions about education.

Not just how much more money, how many more teachers—but basic questions: Should we have school year-around? What's the relationship between delinquency and school attendance—or lack of attendance? Is education to some extent to blame for social unrest? Are kids being taught what they need to know to get a job?

As a member of the State Board of Education, O'Neil has asked the questions aloud and proposed some answers.

Not always has he been given an enthusiastic response, to put it mildly. So we asked him to take some time to explain his related proposals of more vocational-technical education, year-around schooling and the teaching of moral values.

James F. O'Neil, 43, of 16057 Alpine Drive, Livonia, is an executive at Ford Motor Co., in Dearborn. He was a member of the three-member State Board of Education under the old constitution, was defeated in 1964 but elected again in 1966 to the eight-man board set up under the new constitution. He is a Republican.

O'Neil is sometimes worried about the lack of parental interest in the educational system. He invites comments, questions and criticism of his own theories. Here are our questions and O'Neil's answers:



JAMES F. O'NEIL State Board Member

O'NEIL: "In addition to this vocational-technical training we generally have ignored the responsibility education has to help youngsters develop values and citizenship."

"In the inner-city, we've not done the job of teaching the youngster to get what he wants and needs without violating the rights of others. And it's just as true in suburbia: In the midst of affluence, the youngsters are actually rising faster than in the inner-city. "It's particularly evidenced in Michigan, where last year 75 per cent of the major crimes were committed by youths under 21. We obviously haven't gotten the message across. "I don't believe it's the responsibility alone of either the schools or the parents. It's the responsibility of both. "We've got to get parents more involved with the education of their youngsters, and the schools have to address themselves more to this problem."

Year-Around QUESTION: You've been talking recently about going to a year-around school system and picking up a bit of support... O'NEIL: "I have proposed this for a number of reasons. "Not only the savings and the facilities cost, but we relate this to dropouts. "The delinquency rate for dropouts is 1,000 per cent higher than for those who stay in school. "In the summertime, we'll literally shove 50 to 55 million kids out on the street and say 'now, keep yourselves properly occupied.' By going to a year-around school system, we would reduce that proportion. The teen-agers who want jobs

would have a better chance of getting them.

"Under a year-around quarterly plan, those who are slipping behind in their work would only get three months behind before they'd have an opportunity to make that up, and they'd be less likely to drop out."

"We (the State Board of Education) had a meeting on dropouts with the superintendents of 15 major systems in the state. When we proposed utilizing the schools on a year-around basis, a number of superintendents objected, because they like the summer programs 'as is'—they find them more meaningful, can try more innovations and meet the needs of the student. "They objected, as they termed it, to the 'rigid, inflexible monolithic system,' and objected to carrying this through the summer. "But we've got to carry this one step farther. We have to take these meaningful summer programs and extend them through the rest of the system (the regular school year)."

Vacation Time?

QUESTION: The first argument most parents would raise would be: What does this do to our vacation with the children? And isn't this defeating your own desire to bring children more into contact with their parents?

O'NEIL: "We started the summer vacation—not much vacation as a break in the school year—when we were an agricultural society. The kids had to be out in the spring to plant the crops and stay out until fall to reap the crops. "We've gone from an agricultural society to an industrial society to now, we're a service society. "Then, too, more people are taking winter and spring vacations. This would in no way defeat that. "But the proponents of summer vacation and the parents must ask themselves: Would it be better from an overall standpoint to utilize our schools year-around and help our children have more meaningful programs and take some of their vacations at another time than just the summer?"

QUESTION: Can a year-around system be geared to a family with several children so that all the family can be out the same quarter and have their vacation together? O'NEIL: "Yes, it could be, very simply. "Say that spring is red, summer green, fall blue and winter white. All the children going to school could be indicated in advance. You either do this with computers, or you just do it that simply—put all the reds together, the greens and so on for the particular time the family wants to take its vacation."

QUESTION: How do you implement this kind of teaching, about values and respect? How do you get it into the school system? Is it a matter of the teacher talking? Or do you have a course? O'NEIL: "I think there are a number of methods.

Q. & A.

QUESTION: Most conversation about values—respect for authority—centers on inner-city children. Is this a problem in suburbia, where families are relatively affluent? O'NEIL: "It's as great a problem in suburbia as it is in the city. But it takes a different tack. "In the inner-city, it's teaching the youngsters how to get what they want and need without violating the rights of others. In suburbia, it's teaching the youngsters to be happy with what they have in the state of affluence. "Examples of this are in our own Livonia school system. "In talking with teachers and principals at the elementary level, they indicated the lack of a positive attitude of the kids (as their highest problem). They said the attitude was generally one of being self-centered. They find it difficult not only to get the respect of the children, but to get them to respect each other. "At the junior high level, it was expressed by the fact that children are so dominating the family life that the parents are afraid of them, and won't give them the direction they so much need and want. "At the high school level, it was related to the sit-ins we had for the extra day around Memorial Day. And the question is: What do you tell kids when they see teachers hitting the streets, so to speak, or civil rights marchers. "Well, as we know, the civil rights marchers hit the streets after a hundred years of injustice and as a last resort. The infrequent times teachers have gone on strike, it was a last resort after extended negotiations. "But our youngsters seem to take this as a first resort, and without responsibility. So what we have to do—both schools and parents—is teach our youngsters self-respect, and respect for each other and respect for authority. "This is as great a need in suburbia as in the inner-city."

Values Ignored

"One would be a good, sound program in citizenship—these are available—and not just hope that these will be inculcated in the general courses."

"We now need a follow-up study to develop programs to train these skills and meet these needs."

No Job Skills

QUESTION: Is there any way to measure the need for more vocational-technical education in our schools in Michigan? O'NEIL: "Let me say it's obvious by the high rate of dropouts that we're not providing meaningful education. "In fact, we've got this lopsided system that's college-oriented, when 80 per cent of the children will not get degrees and should develop some marketable skill. "Nationally, industry and private concerns are spending \$17 billion a year to educate for specialized jobs, and 95 per cent of specialized training is done by areas outside our school system. "Now, this is also proved by the Michigan Employment Security Commission and dramatically brought home to counselors in the school system who have worked there the last couple of years when they're confronted by high school students—sometimes their own students—and find out how inadequate they (the students) are as far as having ability for jobs. "As a result, the M.E.S.C., along with the state Department of Education, has done a study of the job skills we'll need 15 years hence."



O'NEIL TOOK his oath of office as a State Board of Education member Jan. 1. Wife Elaine and son David, 8, were at the ceremony.

'Upside-Down'

QUESTION: You've commented on "social unrest" as occurring not only in the inner-city but in suburbia. Do you think this is related to our educational system? If so, what can the already hard-working educational system do about it?

O'NEIL: "I think it's directly related to our educational system. "We're educating our children in a most uneducated manner. For example, only 20 per cent of the children who start in school end up getting a college degree. Yet our entire educational system is primarily related to college. "However, the 80 per cent who don't go on to get a degree are left by the wayside because we're not enabling them to develop marketable skills. "We have what some have termed an 'upside-down pyramid'—when the child gets into the graduate level of higher education, there's a 6 or 8 to 1 pupil-teacher ratio, whereas in the lower grades this is 30 or 40 to 1. Where a child needs the most individual help, he gets the least; where he needs the least, he gets the most."

QUESTION: What about the behavioral side? Does this fault you cite with the educational system really explain why some kids riot, steal cars or otherwise misbehave?

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