

Stevenson Student Senate, Others Hit Critics

EDITOR:
In regard to recent letters which have appeared in the Livonia Observer concerning conditions at Stevenson High, the Stevenson Student Senate would like to take this opportunity to present its point of view.

First, the comment that "with the existing modular system at Stevenson, students have too much free time and too little supervision," is only a matter of opinion. About one-third of the Stevenson students now are carrying six subjects. The so-called "problem" that exists is caused by a minority of the student body. These few are as incapable of handling the responsibility placed upon them by modular scheduling as they were of handling the responsibilities placed upon them under the traditional schedules of previous years.

The majority of Stevenson students are well aware of the increased responsibilities, as well as the increased opportunities, offered them under the modular system. Faculty and administration have provided well-equipped, supervised, study-oriented resource facilities in each of the academic areas to supplement materials offered by the library. Every opportunity is provided for the individual to learn and it is his responsibility to take advantage of them.

As most people know, Franklin High School is also on modular scheduling. Bentley is not. There is no significant difference in the dropout rate among the three high schools. In fact, Livonia's dropout rate is less than three per cent, while the national norm is six per cent. Statistics verify that Stevenson does not have the highest dropout rate in Livonia.

Secondly, we would like to discuss the quotation from the Senate's Flash Bulletin, which stated, "Our biggest problem this semester has been communication. A major change in communications will come shortly."

It was taken out of context. The quote referred to communications between the Student Senate and the student body at Stevenson in regard to keeping the students informed on Senate business. It in no way referred to communication problems between the Senate and the administration or faculty.

To our knowledge, opportunities for communication between the administration and parents has been more than adequate. Mr. Formosa, principal of Stevenson High School, has frequently attended informal coffee hours at which there has been more than willing to discuss both modular scheduling and the situation at Stevenson in general. Information has been communicated to the parents through the school newsletter many times during the year. One issue provided space for parents to return questions or comments. A special phone number also was listed and parents were urged to call and communicate their feelings.

As far as personal visits to the school, the administration has scheduled groups of parents, students or other educators for tours and explanations of the Stevenson Plan.

A reference was made to "a handful of students" who "tried hard to take the job upon themselves that would normally belong to the administration and staff, but it was more than they could accomplish."

The explanation behind the problem the above quotation alludes to concerns vandalism and destruction in the lavatories, a problem which also exists at Bentley and Franklin.

Students established a voluntary Lavatory-Monitoring system to put a halt to destruction and smoking. The problem was caused by the usual minority of students who have no respect for school property, rules or administration. Surprisingly enough, within a week, a significant change had been made in the problem. The students causing the problems were a little more hesitant to smoke or cause damage while friends or fellow students were monitoring the lavatories.

On the whole, destruction and smoking have been greatly reduced.

The faculty and administration do not "laugh or look the other way." Disciplinary action has been taken in all cases. It should also be noted at this point that many student visitors and educators from other areas have commented that the conditions at Stevenson are much better than at their respective schools.

The students at Stevenson are well aware of the school's reputation in the community, but we feel that exaggeration, rumor and misunderstanding constitute the major part of the problem. If returns to the same old cliché: "All suffer

for the wrongs of a few". Stevenson students are proud of their school and we resent the false accusations concerning it. We are proud of the accomplishments that have been made at Stevenson, and we will continue to be in the years to come.

The Stevenson High School Student Senate would like to take this opportunity to extend to members of the community an invitation to observe our educational program. We feel it is excellent and will stand up to any in the state. By calling the main office (261-1350) a personal visit can be arranged, and one of the Senate members would be happy to be your escort.

A Student Answers
EDITOR:
I have just finished reading the letter published in your paper on February 21 about vandalism at Stevenson High School.

I am a student of that school and very concerned with the

problems that do exist there such as vandalism, skipping, etc.; but I would hardly say that we are "first in problems of delinquency."

I am sure that if one would take a look at the other schools around here they would find just as much destruction going on there also. The writer of the article seems to be blaming this vandalism on the modular scheduling that we are now using.

I OBJECT to anyone not directly involved with this system

to say that it is ineffective and unsatisfactory. The writer of this article must have taken the opinions of a few as fact. Modular scheduling is a very useful method of education because it brings us into closer association with the teachers, gives us an opportunity to experience large lectures before we have them in college, and also teaches us how to use our free time effectively.

It puts more of the responsibility of learning on us. Most students at Stevenson are mature enough to accept this responsibility and use their free time as best as they can. It is the immature person who will say "I was bored" when asked why he dropped out of school. During your free time you can take advantage of the Math, English, or History Resource Center, which are well supervised and have materials in them to help us in their particular subject.

You can also go into the Library, Language lab., or one of the two study halls. You must be in one of these places and not wandering around the

halls during your free time. If caught out, you can be given a referral and be sent to one of the Assistant Principals' offices. Vandalism does occur during this time.

I WOULD LIKE to know where the writer of that article got the information that a "boy with a long police record" was the "hero" of the school because the students admire him for what he can get away with. The writer only made it obvious who it was he was referring to.

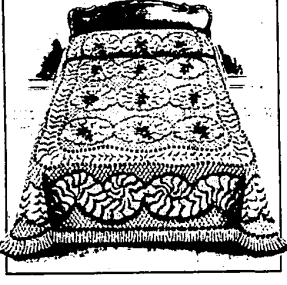
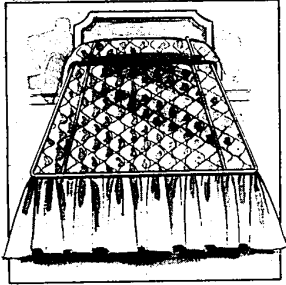
You have to agree that this

was used in extremely poor taste on the part of the writer. The writer seems astonished that the school let this boy back into school. He suggested that the boy be put into a school full of strangers so he can't be in close association with "his group." (If the writer knew anything at all about Stevenson or this boy, he would know that he has no "group.")

It is too bad that the writer of the published article was not better informed before he wrote it.

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