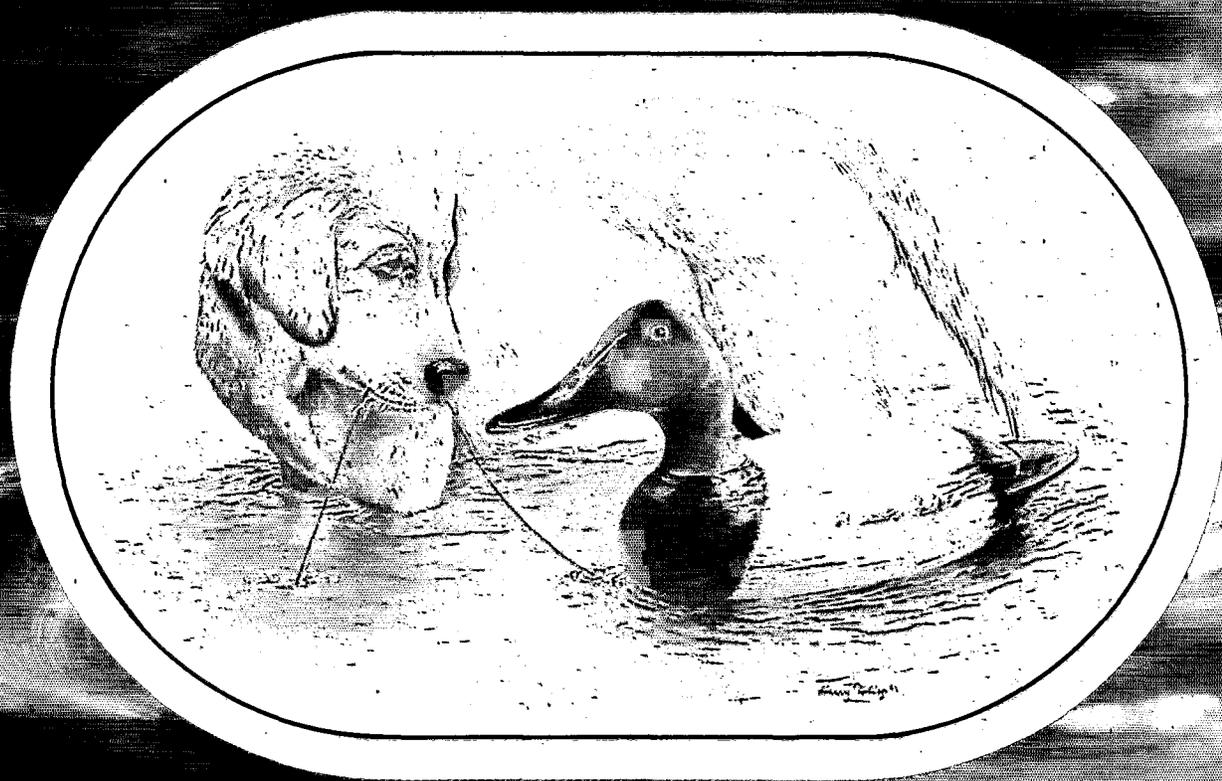


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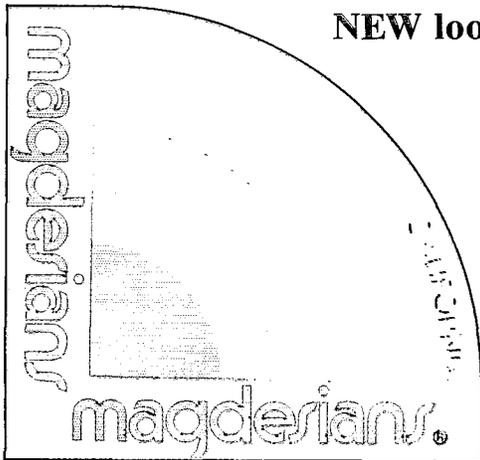
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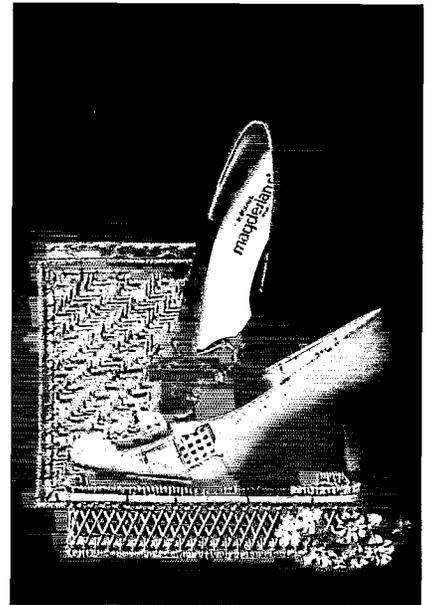
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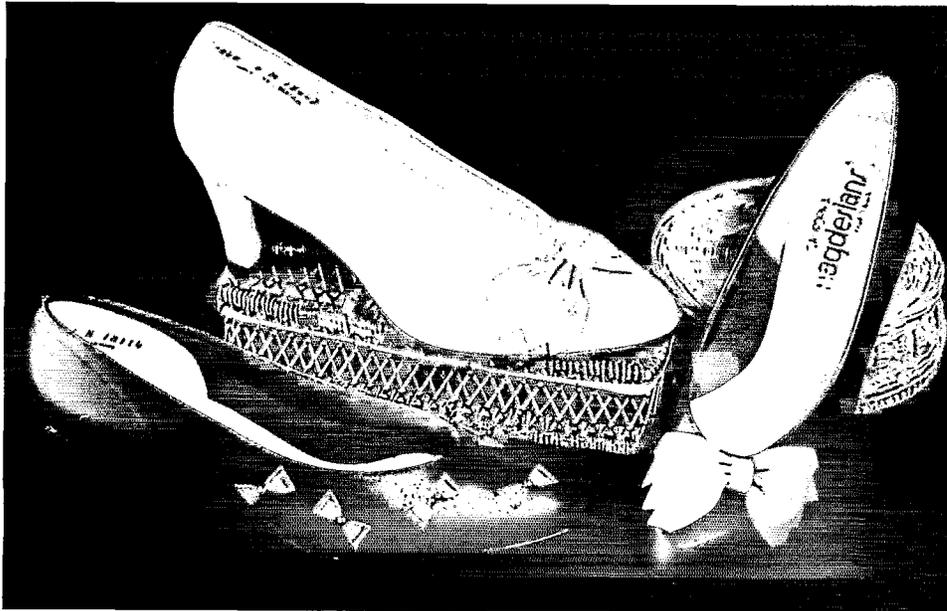
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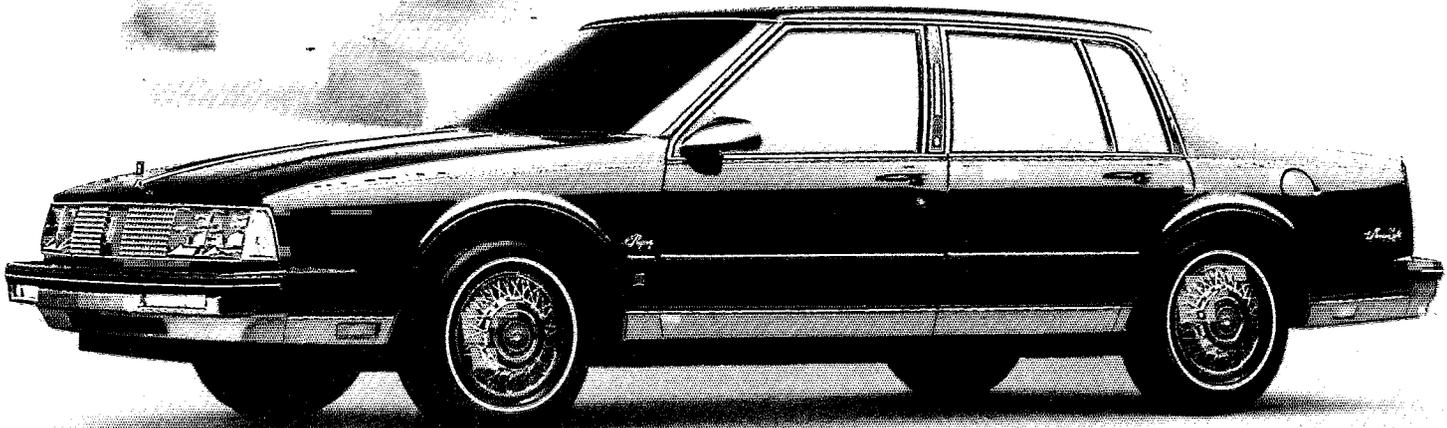
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Vol. 3, No. 1
February 1986



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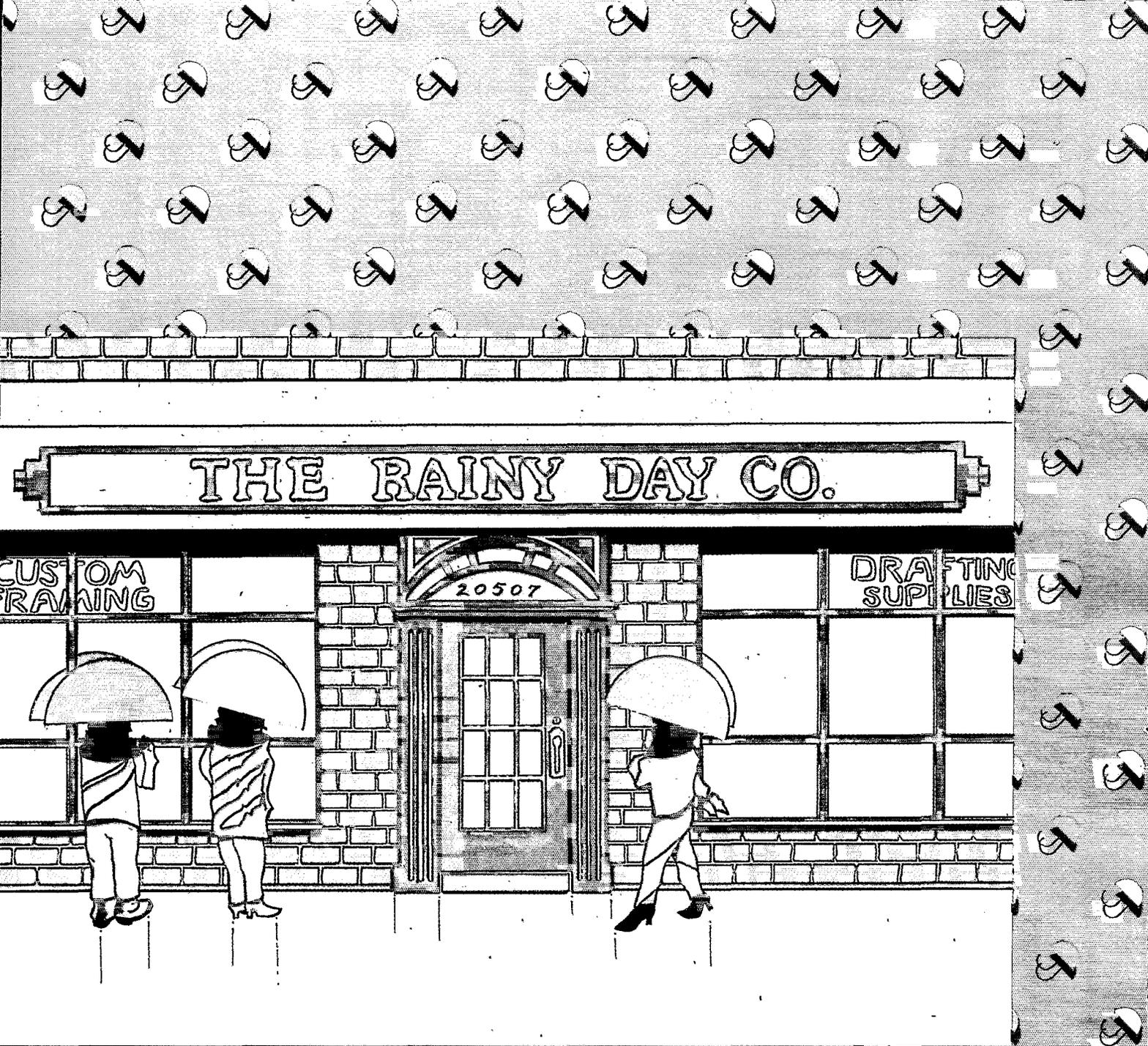
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We would like to hear about young Grosse Pointers who have moved away and found success in other regions of the nation or the world. We wish to include those men and women, perhaps now deceased, who contributed greatly to the growth of commerce, education, medical technology, science, the arts, law, and other fields diverse. We wish to document the value of individual effort.

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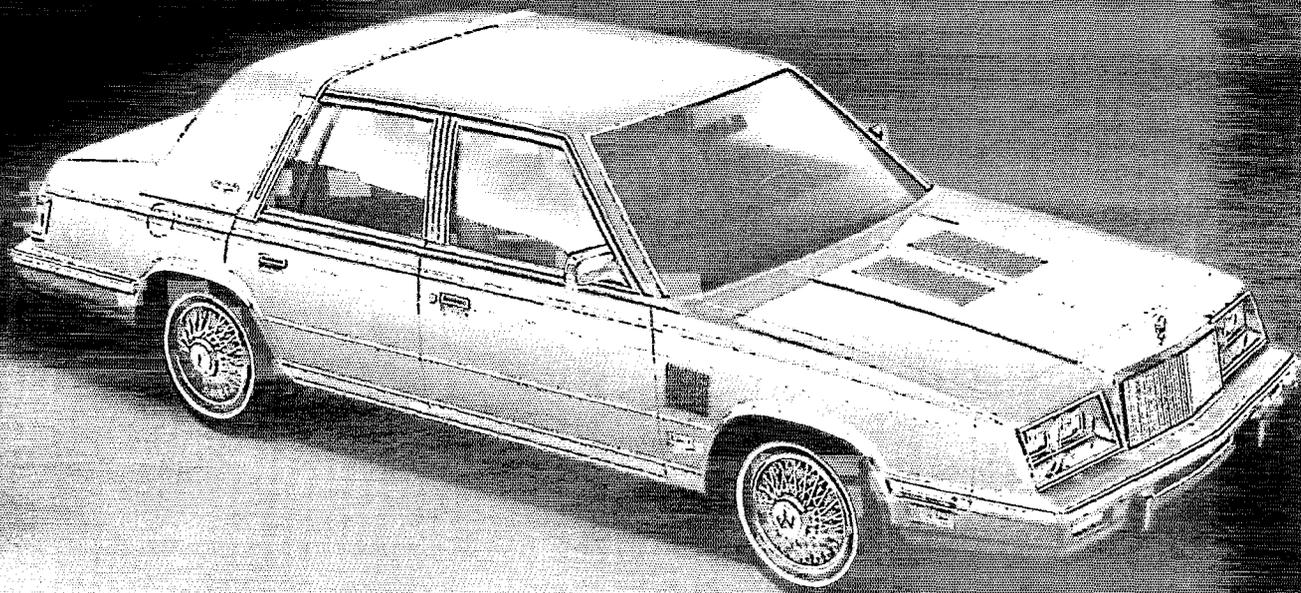
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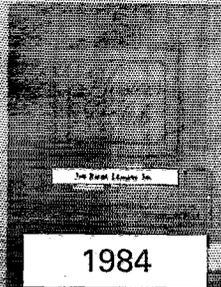
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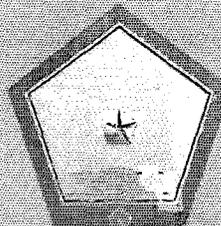
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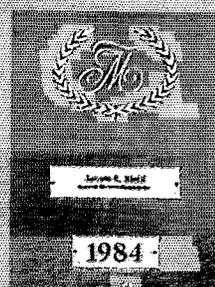
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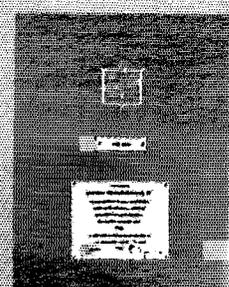
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Pointes and Counterpointes

Thank you for your excellent magazine which contains stories of war veterans. Most appropriate for the 40th anniversary of peace after WWII.

Frederic M. Sibley
Grosse Pointe

Your article in the recent issue of HERITAGE covering soldiers of World War II titled, "When Duty Called," was greatly appreciated. These men were my peers, some my classmates from high school and college. Two outstanding names were missing—Ben R. Marsh, Jr. and Edward P. Maliszewski.

Ensign Ben R. Marsh, Jr. was the first casualty from this area, having finished Annapolis only a short time before being assigned to the battleship *USS Arizona*, sunk at Pearl Harbor. Ben's brother, Richard R. Marsh, also served in the Navy. Ben's sister Frances (deceased wife of Kenneth Bergmann, former mayor of Grosse Pointe) worked as an instructor and foreman at Briggs Mfg. Co. in fighter plane construction.

The *USS Marsh*, a destroyer escort, was built at Defoe Shipbuilding in Bay City and christened by Ben's mother in September 1943. Ben's father, a Michigan Bell executive, presented a plaque which the ship carried throughout the war.

Lieutenant Edward P. Maliszewski was one of the most highly decorated men in the Air Force. He also graduated from Grosse Pointe High (South) and was a junior at Denison College when he enlisted in July 1941. He flew his famous flying fortress (*Wahoo*) against enemy targets long before they had fighter escorts.

Some of the awards won by him were the Distinguished Flying Cross, the Purple Heart, and the Air Medal, a decoration for "meritorious achievement while participating in an aerial flight." By May 1943, he had completed twenty-five raids over Europe. Upon completing one of these, the landing was observed by King George VI, who said, "it was a marvel that it could ever come back." One engine was gone, the controls half-frozen and its wingtip rolled up like a sardine can. He still lives in Grosse Pointe.

George O. Young
Grosse Pointe Woods

P.S. Grosse Pointe history is important to me, living in a world that seems to no longer look at or appreciate history, old buildings or types of architecture.

On behalf of the Grosse Pointe Historical Society, I would like to thank you for the interesting and informative articles you've written about Grosse Pointe's past, its present and its future. HERITAGE has done a great service to Grosse Pointe by constantly renewing pride in our community.

The articles have helped raise the level of awareness and underscore the importance of historic preservation. Grosse Pointers need to become involved in their community and save that from the past which is significant. Otherwise, our community will lose the qualities that make it unique. Grosse Pointe is special. To remain so, it needs the help of each of us.

Lisa Mower Gandelot
President
Grosse Pointe Historical Society

The magazine is great! Please accept our compliments, along with our renewal.

Special thanks for the nostalgia piece on Eastwood Gardens (HERITAGE, June/July 1985). What a special place that was to anyone growing up in the Forties.

Patricia Ortleib
Harper Woods

Received your magazine as a gift last year and have enjoyed it so much I'd like to renew my subscription for another year.

Having grown up in Grosse Pointe and attended school there all my life, I really enjoy all your articles. Your writers are the very best, but then they have the very best to write about.

Eileen B. Couvreur
St. Clair, Mi.

You have created a journalistic jewel. From the interesting variety of articles to graphics and special photography, HERITAGE is tops.

We have a keen interest in Grosse Pointe, with our families spanning three generations in this community. But we are sure newcomers find the same kind of enjoyment as we do in reading HERITAGE.

On the occasion of your first anniversary, congratulations and our best wishes for continued success in the new year.

Mr. & Mrs. W. Colburn Standish, Jr.
Grosse Pointe

Your first birthday publication of HERITAGE was delightful, and your Christmas greeting was elegant!

I look forward with great anticipation to your next issue.

I am wondering if you are considering coverage of the Neighborhood Club story? My sister and I were "Charter" members of the club, living nearby at the time. We spent many happy times enjoying the facilities provided — playgrounds, lessons in cooking and serving, etc. George Elworthy came to the club fresh from college, and his tenure there is pleasant history. The club printed a picture of him storytelling to a group of children, of which my sister and I were no doubt members. No doubt they have many pictures in their archives.

Luella Godfrey

I thoroughly enjoyed the article on bootlegging (HERITAGE, December 1985). Could its author do some research into the street names of this area? I have been curious about some of them for years.

Mary Kelly

If I may, I would like to set the record straight. My cousin spells his name J. Lamar Newberry II. He and his wife were very active in the Grosse Pointe Memorial Church, as was another relative of ours, Mrs. Henry B. Joy (Helen Newberry).

Barbara J. Schneider
Grosse Pointe

DON'T FORGET TO WRITE

The publishers of HERITAGE welcome your comments, suggestions, and general input to this journal. If HERITAGE is to be a true reflection of the community, then our material must come from the community. Please pass along your story ideas to us. If you are a writer, send us your resume and writing samples; if you are a photographer of the Grosse Pointe scene, drop by to show us your work. Our address is: HERITAGE, 20010 Nine Mile Road, St. Clair Shores, MI 48080; our phone number is 777-2350. We look forward to hearing from you.



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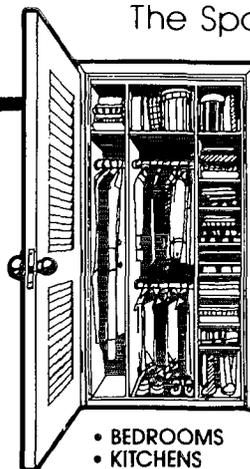
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Ups and downs of life in the Pointes

Keeping High and Dry

Like other shoreline residents along Lake St. Clair, Grosse Pointers have begun making preparations for possible lakeshore flooding in the months ahead. Ron Wilshaw of the U.S. Army Corps of Engineers reports the lake is currently three feet above its average level and may rise to four feet above average by June. If these record-high levels are aggravated by on-shore winds, major flooding may result.

Sandbags have been made available to residents along the shoreline in Grosse Pointe Park, along with instructions on effective placement. Some street right-of-ways are also being sandbagged, along with sections of Patterson Park along Grand Marais. Fox Creek, which runs along the Park's western border, is already at flood level; sandbags are also in place there, and city officials are monitoring the water level. If spring flooding occurs, the Park plans to close the manholes and catch basins in affected areas, allowing city sewers to drain residential basements.

In the City of Grosse Pointe, only limited flooding is anticipated. Lakefront residents have received letters advising them to take precautions. Sandbags have also been made available, but the high seawalls constructed since the flooding of '73-'74 are expected to prevent any major problems.

The Shores has sandbagged parts of its municipal park, but officials there don't feel flooding is going to be a problem.

In Grosse Pointe Farms, any flooding most likely will be along Lake Shore Road, which is under the jurisdiction of Wayne County. All shoreline residents have seawalls, and no sandbags have been issued.

Grosse Pointe Woods officials expect flooding at the municipal park, and the city engineer is preparing plans for utilizing dikes and sandbags.

All in all, residents in the five Grosse Pointes are keeping a wary eye on Lake St. Clair these days, hoping the spring thaw won't be as wet as is currently predicted.

Heading for the Slopes

Every Friday afternoon in winter, the War Memorial takes on the trappings of an alpine ski center as two hundred and twenty-five Grosse Pointe youngsters, juggling skis, poles and boots, board buses for the twilight trek to Pine Knob. The Ski Hi Club presently has five hundred members in its junior (grades 6-8) and senior (grades 9-12) divisions and makes a variety of ski trips available to local students.

By far, the most popular are the Friday excursions to Pine Knob, where students ski on the patch system. This program was designed to teach kids how to ski safely by providing them with lessons and limiting them to runs that they are qualified to handle. Students are accompanied by chaperones (two for every forty-five students), who also man the Ski Hi table in the Pine Knob lodge. This serves as a meeting place for youngsters who have lost belongings, sustained injuries, or need help in any other way.

Ski Hi also offers two day-long trips—to Mt. Holly and Alpine Valley—which are open only to senior club members or to juniors with E patches. Ninety skiers took to the slopes at Alpine Valley on January 24; the Mt. Holly trip is scheduled for February 17.

This year, skiing conditions have been excellent, with only one trip cancelled because of unfavourable weather conditions. In fact, last month saw a new record set when more than three hundred youngsters made the January 10th trip to Pine Knob—the largest group of skiers Ski Hi had ever had on a single trip. All of this is in sharp contrast to the Ski Hi season just a few years ago, when virtually every trip was cancelled due to lack of snow.

All's Quiet in the Farms—For Now

A check on the month-old Farms ordinance which imposes criminal sanctions on parents or other adults in charge of parties where minors consume alcoholic beverages shows that, to date, no one has been prosecuted under the new law.

The ordinance was proposed to help law enforcement officials maintain some degree of control over parties where teenagers drink and get out of hand. Judge Peter O'Rourke points out that the law came about as a result of a significant number of incidents in the Farms where teenage drinking at private parties had resulted in injuries and, in some tragic cases, death. The purpose of the ordinance, Judge O'Rourke explains, is "to help young people get through their teenage years with relative safety."

The Farms is the only Grosse Pointe community with such an ordinance, although a number of communities elsewhere have similar laws, which the courts have upheld.

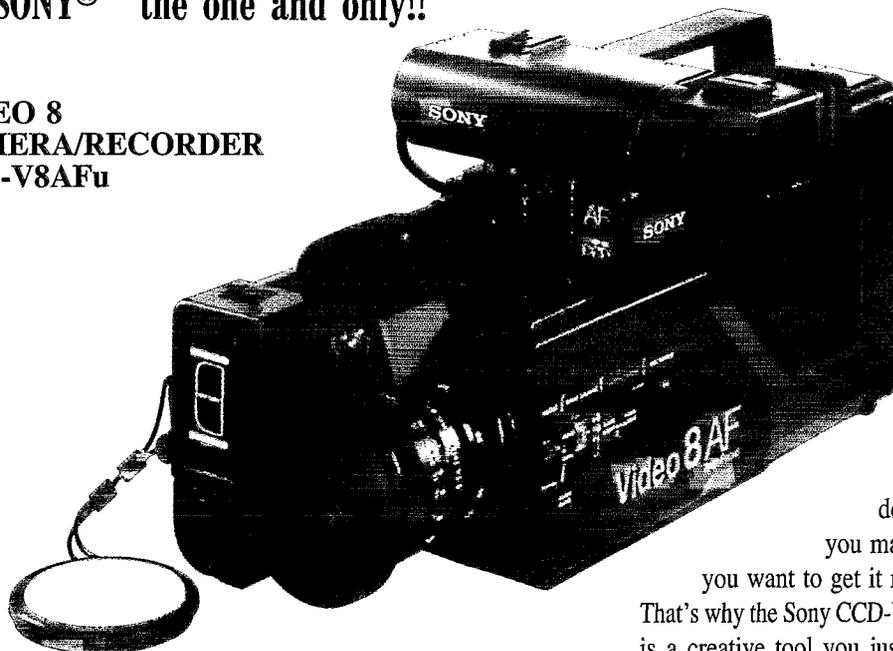
Farms Police Chief Robert Ferber expects that the new law will get its first real test with the onset of warm weather and graduation parties. Seniors! Consider yourselves forewarned.

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The Nature of Education

Fidgeting in the sweltering classroom, with cracked and yellowed shades drawn to subdue sunny September (and to minimize the distractions we so desperately sought), our navy wool uniforms stuck to our backs as new yellow pencils escaped our sweaty fingers. Sister Bernard Marie presided over her eighth-grade English class, cool and official in white habit and wire-rimmed specs. The only evidence of her personal discomfort was a fine bead of perspiration gracing her brow and upper lip.

We complained of the smothering heat, but Sister delivered no solace. "Offer it up," she snapped in her businesslike manner, and we did just that. Sister Bernard Marie had a singular goal in that classroom — to instill in her charges a respect for, and understanding of, the English language — and neither the weather nor our indifference would deter her from her task. We diagrammed, all day every day, on the board and at our desks, and twenty more sentences at home each night, until we suspected relationships between subject, verb and object. Sister relentlessly added modifiers, phrases and compounds throughout fall and winter; and early spring found our class able to mentally diagram spoken sentences.

I remember Sister Peter Marie, who taught me Latin for several years. When I was ill and bedridden, Sister would call me each evening to decline verbs over the phone. She would also lie in wait for me outside the girls' lavatory, knowing my skirt would be rolled up at the waist. Two demerits, levied with the hint of a smile. She had no heart for some rules, and we found her out quickly. Later in life, the report that she had fallen victim to leukemia came as a bitter blow.

The unbridled joy we felt when our football team took the state championship several years running provided a special focus to those years. Crisp autumn afternoons; tartan plaid bermudas, kneesocks and shetlands; pep rallies, float parties and homecoming; bright stadium lights and throats hoarse from cheering; the sweat and blood of young men striving to succeed. The crestfallen silence which marked

our struggle to accept inevitable defeat was balanced by the miraculous discovery that hope springs eternal; tomorrow is another day, certain to offer another challenge.

My transfer from the single-file silence of a parochial school to the incredibly noisy, seeming chaos of a public school taught me an even greater discipline. No authority-friend lurked around the corner to monitor my behavior; my skirt, my life, my morality depended upon me and no one else. Eventually I came to understand the ways of these teachers-without-habits: the good sisters compelled study, while these individuals offered knowledge. Even after great deliberation, it is impossible to decide whether one method is better than the other. Each offers unique lessons, if the student is curious enough to become involved with the questions. Ultimately, comparisons of different systems result in only one maxim: there are many, many roads which lead to Rome.

Education is more than a classroom, teacher and students; it transcends budgets and methods and popular theories. Becoming educated is a direct result of living and interacting with other people. Curiosity, discipline and perception colour the process.

This issue of HERITAGE takes a look at local education. What becomes obvious is that Grosse Pointe does an exceptional job of offering knowledge to its residents. We can only hope that each family in this community makes an attempt to instill a love for learning in their children; that our youth acquire that thirst for knowledge which is the beginning of all education; and that, as adults, we continue to nurture that wonderful curiosity which leads to self-discovery.



Patricia Louwers Serwach
Publisher

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Enjoying the Golden Years

Consider the benefits of an IRA for establishing financial security at retirement.

by PATRICK J. BRODERICK

Thanks to the publicity received by IRAs since their introduction in 1982, most investors are well aware of the obvious tax advantages of opening an Individual Retirement Account; namely, the tax deduction for each employed American and the tax-deferred growth of investment funds. However, serious misconceptions and many unanswered questions about IRAs still deter many investors from opening their Individual Retirement Accounts and thus participating in one of the largest tax breaks available to working individuals.

MISCONCEPTION #1

The entire allowable \$2,000 is needed to create an IRA.

You can initiate an IRA for as little as \$1, according to the government. Most financial institutions do require a minimum deposit, but the minimum is usually less than \$2,000. Financial advisors normally encourage taxpayers to establish an IRA with an affordable contribution. In later years, annual contributions can be increased as income grows or as one's economic situation allows.

Conversely, if you initially contribute \$2,000 to your IRA and find the next year that you cannot afford to contribute at that level, you have the flexibility to contribute a lesser amount or none at all.

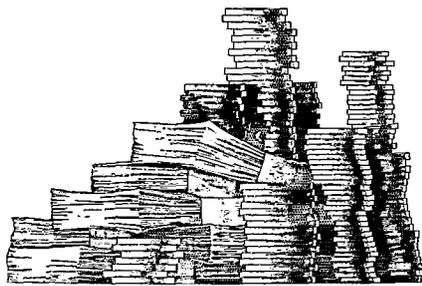
MISCONCEPTION #2

Opening up an IRA does not make sense because inflation will erode the worth of my account at retirement.

It is true that inflation will have an impact on your retirement funds. If you don't consider IRA income an adequate source of supplemental retire-

ment income, bear in mind that Social Security and other retirement income sources will also suffer from inflation.

Combining your IRA retirement dollars with other retirement funds may help immeasurably, regardless of inflation. In addition, many working individuals are not protected by a corporate pension or profit-sharing plan. This means that, in addition to Social Security, the IRA account will be an important source of retirement funds.



IRA

MISCONCEPTION #3

Once an IRA account is opened, it is "locked up."

Many individuals assume that they cannot remove their funds from an IRA prior to retirement; in addition, many people believe that once an IRA is established, they cannot change the initial financial institution or even the initial investment. Both worries are groundless. You may take distributions from your IRA at any time. However, distributions made before you attain age 59½ are subject to a ten percent non-deductible penalty tax. Secondly, if handled properly, you can transfer your IRA account from

one institution to another without any tax penalty or from one type of investment to another without penalty, unless it is a certificate of deposit, where a penalty is imposed for early cashouts.

MISCONCEPTION #4

Many investors believe that it does not make a difference whether an IRA account is opened in the beginning of the year (January 1), late in the year (December 31), or in the following year prior to the April 15 tax deadline.

While you still earn the tax deduction, it's important to remember that you also receive a tax break on the earnings within the IRA account. If you intend to make an IRA contribution this year, the sooner you do it, the longer your investment has the opportunity to accumulate tax-deferred earnings.

For example, compare two individuals making a \$2,000 contribution to their IRAs annually for twenty years. Assume for purposes of this illustration that the rate of return is ten percent. Gail contributes \$2,000 on January 1 every year; Tom waits until December 31 to contribute. Let's look at the difference timing will make in the value of the accounts over twenty years. Gail's account will be worth \$126,005, while Tom will have \$114,550 in his account. Waiting until year-end to make your annual IRA contribution could cost you tax-deferred earnings.

Don't allow misconceptions about IRAs to prevent you from taking advantage of this important tax break! While we may all anticipate those so-called "golden years," few of us actually do much, if anything, to ensure a financially secure retirement.

Why do so few of us take the time

to plan *now* for our retirement? The obvious answer is that we're too busy taking care of our day-to-day responsibilities — working, buying a home, paying the mortgage, raising children, putting them through college — to think so far ahead. In the hustle and bustle of everyday living, we simply neglect our future financial needs and goals. It seems that many of us believe that our retirement will somehow fall into place, and that sufficient funds will be available to maintain our current lifestyle. Reality, however, proves us wrong.

According to one study, ninety-five of every one hundred people in the United States who reach age sixty-five are left flat-broke. Only two are financially independent; twenty-three must continue to work; and seventy-five are dependent on someone else for an income. It is clear that retirement requires careful planning. The best way to ensure adequate income for retirement is to begin seriously planning now for your golden years.

Estimate the annual income you will need during retirement (usually a percentage of current expenses).

Add up all anticipated sources of income:

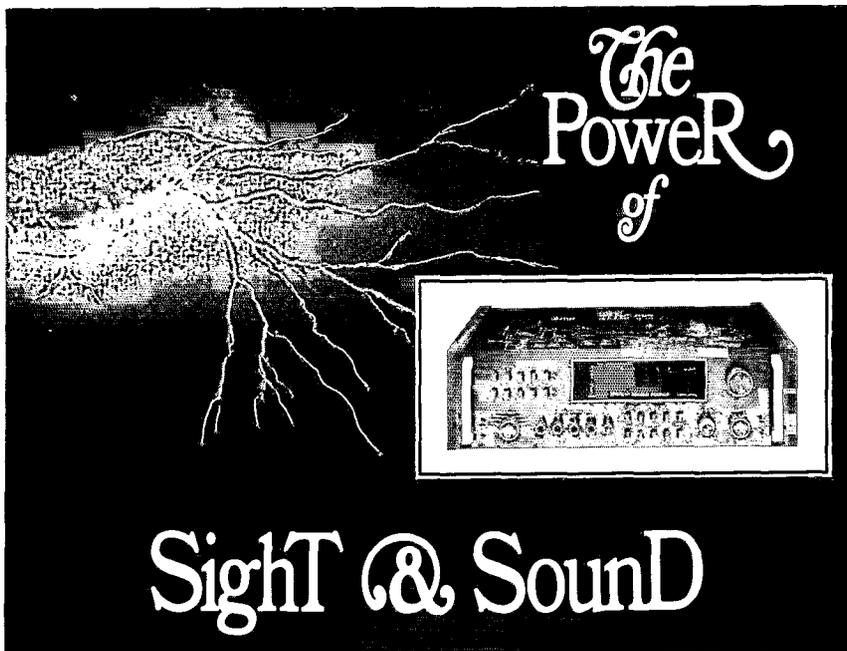
- * Social Security
- * Employer Retirement Plan
- * Annuities
- * Investment Income
- * IRA
- * Other Income

Now compare the two figures. Are they close enough for comfort, or are they far apart? Bear in mind that these are simple calculations and do not take into consideration inflation or taxes. If there is a significant shortfall, you should take immediate steps *now* to begin to close that gap. Some people know exactly where every dollar is, while some probably stared at the blank forms and said, "I don't know." Good financial and retirement planning begins with figuring out what you want, and then establishing what you need to do to achieve your desires.

If you're eligible (under age 70½ with earned income) and have not yet opened your Individual Retirement Account — open it. Not only is your IRA a source of future retirement funds, but it also provides you with several tax benefits as stipulated under current law. First, you earn a tax deduction of up to 100 percent of earned income or \$2,000 (\$2,250 for a couple with a non-working spouse; \$4,000 if both spouses work). And, secondly, all IRA investments accumulate on a tax-deferred basis. Depending upon your investments and their performance, tax deferral could increase the amount of assets at retirement.

For example, assume that you have \$2,000 to invest for your retirement each year, that you are in the forty percent tax bracket, and that you can earn twelve percent on your funds. Within an IRA, your \$2,000 annual contribution plus all investment earnings will grow tax-deferred to \$540,585 in thirty years. By not taking advantage of this important IRA tax benefit and investing your assets outside an IRA, the \$2,000 as well as its investment earnings will be subject to forty-percent income tax each year. After thirty years, you will have accumulated \$125,975. The bottom line of this comparison is that your Individual Retirement Account may provide you with that needed supplemental source of retirement income.

Your IRA's tax-deferred benefits
continued on page 134



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Teaching the Intangibles

Our favourite music teacher provides a resounding rationale for harmonious education.

by BEN WALKER

A question I hear on a somewhat regular basis is, "why do the schools teach music?" — usually implying that there are so many more important things to teach.

In this issue dedicated to education, I would enjoy sharing some thoughts with you on why music is important, perhaps even vital. True, in one sense, listening to music (or looking at a painting or seeing a play) is a rather aimless thing to do. It doesn't accomplish anything practical; it doesn't feed us, or give us shelter, or help us earn money. So, why is it important? Simply because it enhances the quality, the enjoyment, of life.

Humanity seeks far more than mere survival: we aspire to be more than animals fighting our way through existence. We're told that we were created "in God's image." I won't attempt to define just what that image is, but we all realize that there are extra dimensions which separate us from lower forms of life. Humans and animals both have many of the same biological needs. But, as far as can be determined, animals cannot enjoy symphonies, plays, or sculpture! Music and art are esoteric human creations, achievements of a higher spirit. They are among the things that mark the difference between living and simply existing.

In his fascinating book, physical scientist Lecomte du Noüy discusses the ultimate meaning of human evolution. In a section dealing with Cro-Magnon man, du Noüy says "the Cro-Magnon man was above all a great artist. The paintings which adorn his

caves are often admirable. His sculptures, his engravings on bone and ivory are wonderfully realistic, his tools and his weapons are superbly deco-

rated, his jewels and ornaments are remarkably ingenious and graceful. These *useless* manifestations (the word is taken in the sense of 'not absolutely

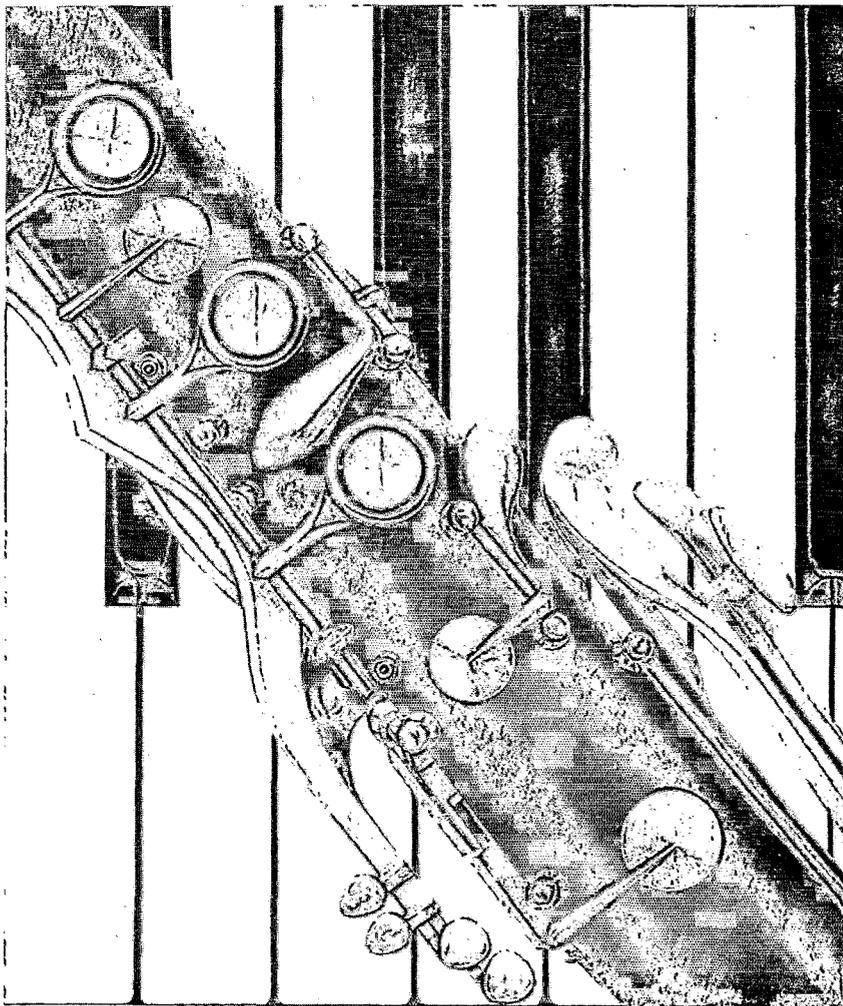


ILLUSTRATION BY DENISE ZEIDLER

necessary to maintain or defend life') mark the most important era in the history of humanity. They are proof of the progress of the human spirit. These primitive *useless* gestures are, in reality, the only ones that count!"

While not everyone would agree with du Noüy's point of view, almost all would support the view that art and music are necessary if we are to reach the highest levels of expression. But, among those who agree to the importance of the arts, there is a disagreement about *why* the arts are significant to the quality of life.

Some educators and philosophers contend that, through the arts, humanity experiences, in a symbolic way, the feelings associated with life itself, and that through music we gain insight into a greater but subjective reality. Schopenhauer, the nineteenth-century German philosopher, felt that music was "transfigured nature" which transcended the world and revealed the realm of God.

While these are valid intellectual arguments, we still return to the question of why music exists in the public schools. Here, I'll share several reasons and some of my experiences as a music instructor at Grosse Pointe North.

The word "aesthetic" has been a popular word in education now for some time. We often use it when speaking of music and the other fine arts. But what is it?

The answer is simple. An aesthetic experience should not, indeed cannot, be valued for any practical benefit. Rather, it should be valued for the insight, satisfaction, and plain enjoyment it provides. For example—would you normally hang a painting on a wall just to hide a crack in the plaster (a practical reason) or because the painting itself is interesting and a pleasure to view? Do you listen to music

just to mask your neighbors' voices? On occasion, perhaps. But the real purpose ought to be your enjoyment of the sounds of the music. So, an aesthetic experience is complete, an end unto itself.

An aesthetic experience should draw both upon the intellect and emotions. In music, we intellectually understand the musical line, the notes, the instrumental or vocal sound, the play of music and text. But, more importantly, we respond emotionally to what we hear.

In the Music Appreciation classes at North, we've recently listened to music as diverse as a rock opera (*Tommy* by the Who), the *1812 Overture*, Beethoven's *Pastoral Symphony*, Debussy's *Afternoon of a Faun* and Andrew Webber's new musical, *The Starlight Express*. While some discussion has been devoted to intellectual understanding of the music, far greater emphasis has been on emotional response to various types of sounds. This has proven very effective as many students, who first claimed to "hate" anything but rock 'n' roll, find that they can beautifully and easily relate to the emotional aspects of serious music.

Indeed, at an age when emotions run very high, I find that the best way to approach serious music is to encourage students to relate to the composer's feelings rather than attempting to force upon them the intellectual approach to a composition. These feelings are not always beautiful—for an aesthetic experience is not merely a contemplation of the beautiful. Some music is unpleasant or even deliberately ugly to prove certain points. *Tommy*, for instance, deals with a physically- and emotionally-abused child. However, words alone could not begin to convey the depth of emotion created by this combination of words and music.

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So we would not say that the opposite of aesthetic would be ugly or unpleasant but rather anesthetic—no feeling, no life, nothingness. People who are insensitive to aesthetic experiences are confined to a somewhat drab existence. It is fair to say that aesthetically sensitive people do get more enjoyment out of life.

The problem, then, lies in finding a way to teach the intangibles of aesthetics. You cannot accomplish your objective by telling a student to be "sensitive" any more than you can tell one effectively to "grow up." At North, we attempt to present music in such a way that its aesthetic qualities can be easily grasped. Those qualities emphasize the "feeling" nature of the melody, its rise and fall and the force of the rhythmical content—melody and rhythm being the two most important characteristics of music's aesthetic appeal.

Perhaps sharing some North students' responses to various pieces of music might help clarify these points:

"I loved *Afternoon of a Faun*; it helped me to feel peaceful and quiet inside. I felt as if I lived at another time and place, somewhere not quite real." *A sixteen-year-old girl.*

"During the folk song section of the *1812 Overture*, I could really relate to the harshness of the Russian peasant's life. The music helped me to feel something the words you gave us couldn't." *A freshman boy.*

"I didn't want to take this class. I thought it would be very boring. My dad insisted I take it. But I am so glad he did, for I have feelings for a lot of things I didn't before. Actually, I think I'd rather hear Beethoven now than rock music." *A senior girl.*

These few comments indicate how most of us enjoy sharing the emotional experiences of others. Music is a wonderful way to accomplish just that.

Perhaps the most famous music teaching system around today is the Shinichi Suzuki string method. According to Suzuki, his students may think they're learning music, but they're really learning life. Suzuki believes all children naturally desire to learn until misguided adults turn them off by forcing "education" on them in negative ways during their early, formative years. He objects to the strictly formal *this-is-education* attitude, believing it warps a child's desire to learn.

Learning must be fun, Suzuki says, or a child won't really get involved.

Even though Suzuki's method is preparing some of the finest young performing musicians in the world today, he never begins a child's musical education directly on an instrument. Rather, the teacher nurtures a love for music, and coaxes that response by playing music for the students for a rather lengthy period of time.

This slow beginning always pays off, however; there is a minimal drop-out rate for Suzuki students. In older

methods, the student faces difficult technical, mechanical, and physical challenges simultaneously. Suzuki's students learn to love music for its own sake, so they approach it with joy and interest rather than fear or strain.

Unfortunately, I've only shared one aspect (for most students, perhaps the most important) of why we teach music — responding to the emotional, aesthetic nature of music. There are many other non-musical reasons, of course. Plato felt music should be

continued on page 134

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A Solid Sort of Fellow

America Lit teacher Charles Stevens shares his subject matter with contagious enthusiasm.

by NANCY SOLAK

You are seventeen years old. You have just transferred to Grosse Pointe South High School where you have enrolled in an American Literature class. Timidly, you enter Room 195, down near the end of the hall, where the air feels cool. For some reason, the heat just doesn't make it that far.

Seated now, you peruse your surroundings. You can't believe the clutter. Thousands of paperback books are stacked up precariously on three rows of sagging boards

whose ends rest on bricks. All available wall and ceiling space is plastered with posters — of Charlie Chaplin, Farrah Fawcett, a skier at Squaw Valley, Bogart, Star Trek, Peanuts, and food — hamburgers and bananas. In one corner, you see a huge stack of file folders set beside an even larger pile of ditto sheets.

Before class begins, you're surprised to see one student go over to another and say, "Hi, Scapegoat. I'm having a crummy day today, and it's all your fault." The Scapegoat



appears unruffled.

As the week progresses, you learn that there are two Students In Charge of Keeping the Bulletin Board and Posters Fresh; two Roll Takers to help with attendance; two Ditto Masters who keep the stacks of paper in order; a Recorder who takes notes of everything done in class for students who missed the assignments or were absent.

There are two Librarians responsible for the checking-in and -out of the paperbacks; a Typist; a Teacher's Assistant; and a Critic who acts as class ombudsman and relays student complaints to the teacher. There's even a designated Teacher's Pet who runs errands and is allowed to leave school a few minutes early if a snowstorm is brewing.

At the beginning of each card-marking, students volunteer to fill the positions. In case more than one student wants the same position, an election is held.

At the end of each card-marking, in exchange for their volunteer work, students may trade their lowest grade on a paper or test for an "A."

In this room, it matters not what you look like nor how you dress. You are free to complain or question the room's master; you won't be scolded day after day. There are no surprise tests, no assignments given without reason.

Welcome to Room 195 — the home away from home of Charles Theodore (Ted) Stevens, 49, English teacher at Grosse Pointe South High School for the past twenty-three years. A self-proclaimed romantic, Stevens says he teaches the traditional old-time work ethic in a non-traditional setting.

He didn't always, though. When he was fresh out of college, he firmly believed that if he didn't talk forty-five minutes out of every fifty, if he didn't have a sore throat by the end of the day, he wasn't doing his job.

"If we put hardened criminals at a hard desk for five to seven hours per day," he says, "and talked to them about things that were only marginally interesting to them, the ACLU would have us up on charges of cruel and inhuman treatment. We do that to our children almost every day of their adolescent lives."

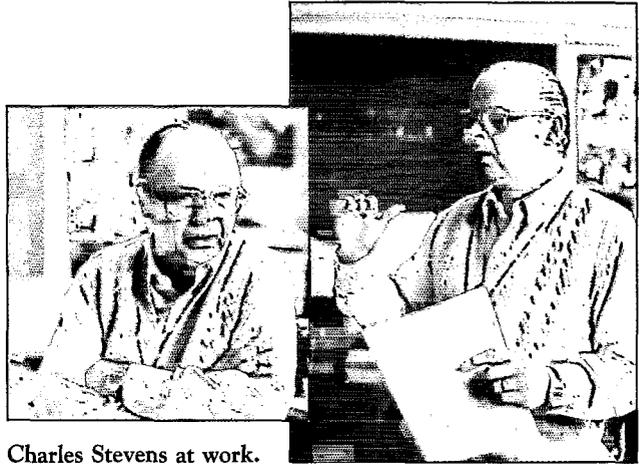
Today, Stevens only lectures ten to fifteen percent of the time. The remaining classroom time is student-oriented — but that wasn't always so. When he came from the University of Minnesota with two B.A. degrees, one B.S., and an M.A., he used to judge kids by the length of their hair. "I learned very early to avoid stereotyping students," he says. "In one class, a very unattractive human being, a 6'4" tall gorilla-like kid, sat in the back of my class. He was very quiet. Never said anything, never did anything.

"One day after class, he lumbered up to my desk with a violent look on his face, and I thought, 'Oh my God, he's going to hurt me.' He thrust some papers into my hands and asked, 'Would you read these?'

"Yes! Yes! Yes! I quickly agreed. His papers contained the most beautiful prose and poetry I had ever read. Today he has a Ph.D. and is a professor at a major university. Never again would I judge a kid by what he or she looked like."

To Stevens, teaching holds several distinct advantages as a career. "I've never been bored since the day I started," he says. "True, there've been days when I've been tired, but never bored.

"That's the one thing that puzzles me about kids today — their boredom. When I was seventeen, I couldn't get



Charles Stevens at work.

PHOTOS BY ELIZABETH CARPENTER

too much of anything. I was never bored. I didn't, and still don't, have time to be bored. Boredom is a luxury and a major vice."

Teaching also affords him the opportunity to be master of his own fate and keeps him young. He tells parents at Back to School Night, "I will never grow old like most of you will, because every day I have models in front of me. They won't let me get old."

The five thousand paperbacks that line the walls of Room 195 are all gifts...gifts by blackmail. Years ago Stevens had a class which was especially enthusiastic about eliminating the midterm exam; they complained that they were overworked. Stevens does not apologize for being a tough teacher.

"They kept badgering me about the midterm," Stevens recalls, "until finally I said, 'We are going to have the exam,

***"This is the best system in the state
...especially for the very bright
student. The system's flaw is that we
are not doing the job with lesser able
students that we should be doing."***

and that's that. The only way there will be no exam is if something disastrous happens, or a miracle...or my desk disappears or something. Now knock it off!"

On exam day, Stevens entered his classroom and couldn't see his desk. It was completely covered by a thousand paperback books.

When the first-hour class trotted in, one student calmly stood up and said, "Mr. Stevens, as I understood it, you said there wouldn't be an exam if your desk disappeared."

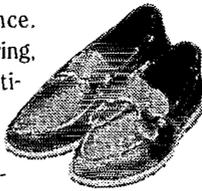
"Yes, smarty pants. I did say that," Stevens replied. "All right, in lieu of an exam, we're going to spend the hour getting pockets into these books."

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Third hour arrived, and a student said, "Hey, we understand that we can buy our way out of the midterm."

"Wait a minute! Now hold on," Stevens replied. Then he relented. "Well, all right. Five hundred books buys your way out of the exam. End of discussion!"

The next morning five hundred additional paperbacks, collected from students' home libraries, lay on his desk. Today, each of the five thousand books bears a book plate that acknowledges the gift-giver.

Stevens is quick to add that he's not easily bought off. "There was no academic loss in this instance," he says. "Having these books right here, easily accessible, not only promoted reading that year, but every year since."

When asked about the Grosse Pointe public schools, Stevens says, "This is the best system in the state. It's an especially good system for the very bright student. The system's flaw is that for others it's less than great. What I'm saying is, the learning disabled and average kids are not first priority here. We have programs for them, but not enough. We are not doing the job with the lesser able students that we should be doing."

With the recently-added seventh period, Stevens sees a lot more tired kids. He worries about them, and is not sure whether the additional period is helping students or harming them.

Since 1962, Stevens has taught thousands of Grosse Pointe students. Though he'll concede that the teacher/student ratio in the Pointes is one of the best, he would prefer yet smaller classes. Currently, he teaches approximately 120 students in his five classes. He spends forty hours each week at the school, and another twenty hours at home, grading the reams of work he's assigned and planning class time.

Teaching is more difficult today, he contends, than twenty years ago. "It's harder to get kids interested, to get them involved, because they're so inundated by stimuli. For example, by the time they graduate from high school, they will have spent more time in front of the television than in the classroom.

"You know, that's kind of scary," he reflects, "because someone is doing the educating that we don't have any part of. In many cases, their reaction to all this is that they're bored.

"There's no doubt that the kids today know more about almost everything than any other generation that's come down the pike, good and bad. But, they're still an oppressed minority...stereotyped...second-class citizens. They're torn apart in a million different directions, and by some miracle, in view of all they face, they turn out beautifully. I love them."

Stevens has never met a student who wasn't stimulating. "They are all interesting," he says, "though not necessarily all lovable. I have never found a kid I disliked where I didn't also dislike his parents."

His ideal student would be one who could think independently, one who would thoughtfully challenge new ideas. Stevens would like nothing better than to have his traditional values verified through challenge: his belief that you should always have pride in what you do; that you should do more than just get by; that you should be critical without being cynical; that curiosity is a gift.

"His ideal student would be one who could think independently, one who would thoughtfully challenge new ideas."

Stevens shares his home in Grosse Pointe Park with his wife, Barbara, and his five children who range in age from six to twenty. His house, built in 1927, and his hobbies — collecting antiques, gardening and working with his hands restoring his home — reflect his traditional beliefs. He appreciates being surrounded by beautiful, handcrafted items — items that were once loved and created by an individual artist as opposed to being molded artificially.

Ralph Miller, one of Stevens' former students, currently Instrumental Director at South, was an aspiring musician when he was a senior. To him, English was the least palatable subject of all. "Mr. Stevens got my attention, though," Miller says. "His sincerity and commitment to his students struck me. He never put anyone to sleep.

"Even today I see his commit-

ment. At every extracurricular event I attend, he's there — helping out, keeping score, taking tickets."

And, lest one harbour the suspicion that Stevens' lecturing days were for naught, another former student claims he thoroughly enjoyed the lectures, in great part because of Stevens' enthusiasm for his subject.

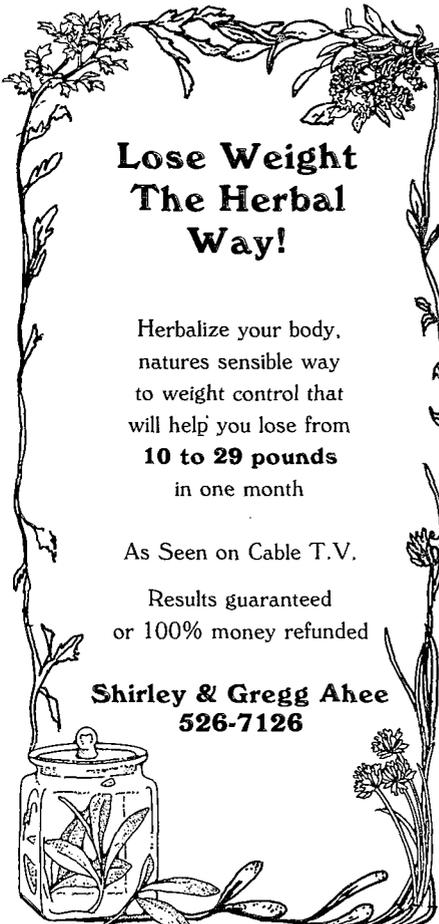
Jim Bologna, who owns Magnetic Sight and Sound in the Village, recalls that there were so many students back then (785 in his graduating class alone), that Stevens had to teach English in a small, sunlit room high up near the tower. "It didn't matter to Mr. Stevens, though," Bologna says. "He was happy anywhere, as long as he was teaching."

Bologna remembers Stevens enlisting the help of the class genius, rather than feeling threatened by him. He remembers how Stevens would speak privately with students who were creating problems, rather than embarrassing anyone in front of the entire class. And, he remembers that he liked English — a lot.

So, you're pleased you found Room 195. After all, it's nice getting papers back in less than forty-eight hours. Your heart swells with pride when your teacher calls your parents, not because you're failing, but because you've earned an "A." It's nice to enter an environment where you're free to criticize as long as you have the data to support your opinion. It's comforting

to know you can stare off into space and the teacher will realize that you're just pondering an idea he posed. It's terrific knowing that there are adults out there who see teenagers as they are...honest, clean, lovable.

By the second week in Room 195, you begin to loosen your collar. The room that felt so cool that first day is turning comfortably warm. ◇



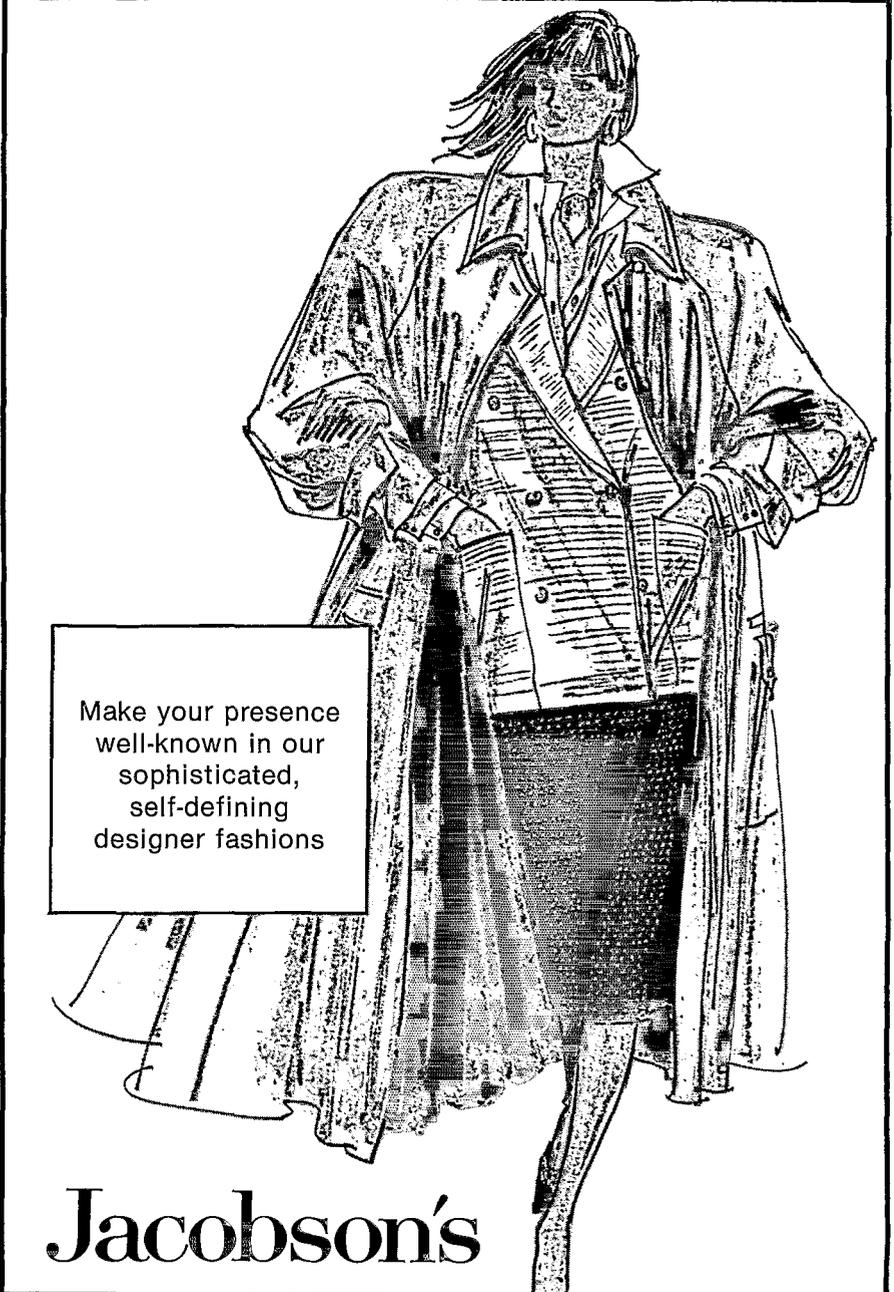
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KIDS

Valentines for Teacher



IN THE COURSE of compiling this special section on education, one writer asked students to name the teachers who had made the greatest overall impression on them. Herewith we reprint a sampling, but by no means the entire lot, of the input. HERITAGE received. Happy Valentine's Day to the teachers so remembered and to the students so cooperative. In our estimation, each and every one of you is a winner!

♥ **Alan Silverston, Parcels:** I never liked math until I met Mr. Silverston. He took time to explain everything I didn't understand, no matter how long it took. He came up with new ways to subtract, which made it very interesting.

—DeAnne Spurlock, GPN

♥ **John Blondin, Grosse Pointe South:** He is very popular with all South students because he treats you with respect. I learned European history, while having fun. He taught that "you only get out of class what you put into it."

—Jim Reynolds, GPS

♥ **Arthur Weinle, Grosse Pointe North:** Mr. Weinle is unique in that he thinks of his geology students as a big family, with himself as the father. I find that his excitement about geology is very contagious, because of his extensive knowledge of the subject and his willingness to share that knowledge with others.

—Al Lombardini, GPN

♥ **Carolyn Caste, Star of the Sea High School:** She knows everything about her job, relates extremely well to students, keeps students involved and interested in class, and brings new meaning to the teaching of English. She is reassuring and very caring.

—Michelle Calcaterra, OLSOS

♥ **Edward Jacamo, University Liggett:** He is one of the funniest, most knowledgeable and understanding art teachers you will ever find. His classes teach you a lot. And he shows you what he means. He doesn't just tell you; he does it.

—Lancelot Lie, UL

♥ **Sister Martha Goode, Star of the Sea High School:** A teacher who really cares about students as people. A good person to be a counselor for problems, she helps let our "real" selves emerge.

—Maricelle Casquejo, OLSOS

♥ **Carl Justice, Grosse Pointe South:** Mr. Justice is one of the most caring teachers at South. He likes students and is willing to help. He also sponsors a huge Christmas charity drive—giving food and clothes and toys to poor families each year.

—Kea McKinney, GPS

♥ **Barbara Gruenewald, Grosse Pointe South:** This woman is one of my favourite teachers. I have come to value the lessons she has taught me not only in graphic arts, but in life. She is someone I can talk to when I need help. She has made a big difference in my self-confidence and outlook on life, and I wouldn't trade my experiences in her class for anything.

—Missy Dinverno, GPS

♥ **Jack Coury, Grosse Pointe South:** This man is the greatest teacher I have ever come across. The information I learned in civics is very helpful. I now understand how government works—and that is important to everyone. I can go back and see Mr. Coury anytime, and he'll take the time and talk to me as a person, not as a former student.

—Amy Gentile, GPS

♥ **Thomas Neil, Grosse Pointe North:** Not only was Mr. Neil an excellent science teacher (at Brownell), who made class entertaining and easily understandable, but now he is a considerate, helpful counselor at North. Caring and sensitive, Mr. Neil is a friend I will trust and confide in even after high school.

—Dina Cholack, GPN

♥ **Eric Linder, University Liggett:** Very well-versed English teacher and conversation catalyst.

—Christopher McCabe, UL

♥ **Sister Cathey DeSantis, Star of the Sea High School:** I consider her one of my "true blue" friends. She is always there for me. She does favors for me, cheers me up, and just listens. She encourages me to go on.

—Gwen Bauer, OLSOS

♥ **Mary Jane Ward, Grosse Pointe Academy:** Mrs. Ward is one of the finest English teachers I know, and more. She is someone I can talk to, or go to for help, even now, after I have graduated from the Academy. She always has time to hear about what's happening in my life.

—Reba Uthappa, GPS

♥ **Ray Ritter, Grosse Pointe North:** As my instructor for ninth- and tenth-grade physical education, Mr. Ritter not only coached me physically but also gave me invaluable tips to help my mental game. He cares about what his students have done and are doing, both in and out of the world of sports.

—John Grierson, GPN

♥ **Larry Griffin, University Liggett:** Mr. Griffin is absolutely loved by the students in the middle school. What makes him stand out is his concern for adolescents. He has formed an eighth-grade outing club, which is very popular, as well as several committees on helping teenagers cope with growing up.

—Jeff Buhl, UL

♥ **Thomas Briskie, Star of the Sea High School:** Mr. Briskie stands out in my mind because of his supreme effort to make us understand and like history. He also stands out in sports. He always lets all the players play. He encourages us to do our best and makes sure that we understand that playing to win isn't everything. We play to have fun and to learn from our mistakes.

—Marie Guest, OLSOS

Grant's Castle, Grosse Pointe

*Little remains to speak for
the area's first prominent settler.*

by JOHN MONAGHAN

He was born in Invernesshire, Scotland in 1734, the son of a wealthy nobleman. His brilliant naval career took him to Pittsburgh, areas of Canada, Detroit and eventually to Grosse Pointe, where he settled and raised a family of thirteen. His home, built on 639 acres of Lake St. Clair property, was the first large permanent residence cleared in the wilderness known as Grosse Pointe. After establishing himself as the "ruler of the lakes" for over fifty years, his home literally became his castle.

The legend of Alexander Grant and "Grant's castle" remains today, important history of Detroit as well as Grosse Pointe. His father was Patrick Grant, the eighth *laird* of Glenmoriston, descended from a long line of English warriors and noblemen. According to legend, the third *laird*, John, was forced to fight a towering English champion no one else dared confront. It was customary to shake hands before a battle; and in so doing, Grant crushed the great man's hand, thus ending the match before it ever began. The family history abounds with such tales.

Alexander was Patrick's third son; since his eldest brother received control of the estate, fourteen-year-old Alexander joined the Royal Navy as a midshipman. Grant's only portrait was done at this time, depicting him as a very young sailor, typically adorned in heavy naval jacket, white puff wig, with a telescope tucked firmly under one arm.

After ten years of service, he enlisted as an ensign in Montgomery's Highland Regiment in 1757 and was shipped to the American Colonies. He

saw his first battle action against the French in present-day Pittsburgh. The army was comprised of 400 Highlanders and 500 Colonial Militiamen, who combined forces about fifty miles from the French outpost at Fort Duquesne. As related years later in the *Bay City Observer*: "When near the fort, Major James Grant (there were more than a dozen Grants in the army at the time) advanced with pipes playing and drums beating, as if he were entering a friendly town whereupon the enemy marched out and a warm contest took place. Major Grant ordered his men to throw off their coats and charge with sword in hand. The enemy fled on the first advance and dispersed among the woods. But being reinforced by a company of Indians, they rallied and surrounded the detachment."

**The structure was
reportedly 160-foot long,
made of huge oak
timbers, with a balcony
winding around all sides.**

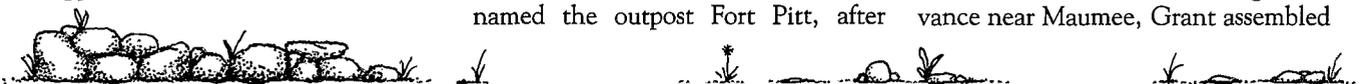
Alexander Grant was reportedly injured in the attempt and taken prisoner. Massive English reinforcements soon caused the French to evacuate the fort, allowing General Forbes to simply walk into the still-smouldering structure and claim it for Britain. He renamed the outpost Fort Pitt, after

statesman William Pitt. A Virginia militia officer named George Washington served in the battle, though it is entirely speculative whether he and Grant knew one another.

During the spring of 1759, the Highland Regiment joined forces with General Amherst, who was then attempting to clear the French from the Lake Champlain area. It was here that Grant met long-time friend John Askin, who would coincidentally marry from the same French family as Grant when they both travelled to Detroit years later. It was from their correspondence that light was shed on much of the Grant history.

Grant was soon put in charge of a sixteen-gun sloop and the entire upper lakes area, which consisted mostly of the Lake Ontario region. He oversaw shipbuilding first at Navy Island near Upper Canada (at the time, Canada was separated into two provinces — Upper and Lower Canada) and later in Detroit, where he was given unlimited assistance in the building and repairing of ships. He quickly earned the name "Commodore Grant" or simply "The Commodore," in charge of all naval operations on the Great Lakes.

During the Revolutionary War, the British saw the Great Lakes as an important outpost, and many ships were outfitted here for battle in the East. Though the local merchants were not pleased with the monopoly of the waterways, the British enjoyed enormous power. Grant always stood in the forefront of skirmishes, ready long before trouble could occur. When it was feared that the Americans might advance near Maumee, Grant assembled



a fortification that could be defended, he said, "by ten men against a hundred." By 1794, he was in charge of peacetime activities and remained in this capacity until real trouble again brewed in 1812, when he was replaced. In later years, he held administrative positions with Upper Canada and sat on various executive and legislative councils in that area.

Grant found his first permanent home in Detroit. He was forty years old when he married sixteen-year-old Therese Barthe in 1774, from a prominent French family. For his home, he chose Grosse Pointe and built an incredible structure on a beautiful stretch of Lake St. Clair.

The structure was reportedly 160-feet long, made of huge oak timbers, with a balcony winding around all sides. Indians and perhaps even a few British soldiers worked the land, which counted animals and luscious cherry orchards among its crops. Though the Indians essentially worked as slaves, they apparently got along well with Grant, and Chief Tecumseh was once an honoured guest. The Grant home was also the first private residence in Michigan to house a harpsichord.

Though Grant could speak no French, nor his wife English, when the couple married, they did communicate well enough to produce eleven daughters and one son, three of the girls dying at an early age. Grant was sixty-six when the last was born. They also raised an adopted son, spotted by Mrs. Grant in the midst of the Chippewa Indian tribe, which had captured the three-year-old boy during a raid on an Ohio settlement. Grant paid the Indians \$100 for the orphan and named him John, with the boy eventually inheriting a share of the estate equal to his other siblings. It appears he turned into a bit of a momma's boy, for in a letter to John Askin in 1803, Grant writes: "...even Johnny, who is much interesting and alert cannot do anything without first consulting Mrs. Grant, except kissing his wife."

The daughters were apparently beautiful, with the strong personality of their father and the gentle beauty of their mother, along with a playful spirit. Soldiers stationed in Detroit were often guests in "Grant's castle," and lavish parties were thrown regularly to introduce the daughters to so-

ciety. When Frederick Bates, a close friend of Thomas Jefferson, was in Detroit, he often made the long trek solely to visit the fair maidens of Grosse Pointe. "I make but little progress with the French girls," he wrote. "They are not very apt to think favourable of the Americans. They think them a rough, unpolished, brutal set of people...the Miss Grants, daughters of the British Squadron of the Upper Lakes, are the finest girls in the country. Their mother is a Canadian and they are Roman Catholic. Last Christmas, I went early to one midnight mass and seated myself in the pew. They came and with the most obliging good nature, requested me to make room. I rose, apologized for my intrusion and seated myself in the pew next to them. After mass, I remonstrated with them on their cruelty in taking such pleasure in my embarrassment."

When the time arrived for them to wed, most of Grant's daughters married Scotsmen like their father, though occasionally controversy arose over their choices. One daughter, for instance, was courted by William McCorsky, a general in Mad Anthony Wayne's troops. Anti-U.S. sentiments lingering from the Revolution often

made such relationships difficult. In a letter to the suitor, Grant wrote that he and his wife vowed "never to force the inclination of their children unless when the choice is very unproper... (but in due time) if we find our daughter's attachment still the same way you may come when you think fit and you will not find any opposition to the union you so much wish for." This proved unnecessary, however, as she married a Scotsman anyway.

Another daughter, Nancy, proved more strong-willed when she eloped with Simon Maillet. There is not much evidence of Grant's dealings with the neighboring Frenchmen, but obviously some animosity remained with them as well (despite the fact that Grant himself had married into a French family). Upon hearing of their marriage, he immediately disinherited Nancy but reinstated her in his will three months later.

Mrs. Grant became ill and died in the spring of 1811. Grant wrote to his brother: "Being older twenty-four years than my dear wife, I cultivated a very fine farm of excellent land with a good Mansion House and all other buildings, fine gardens and orchards, for my dear wife, thinking I should go

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first, but the Almighty has ordered it otherwise."

Grant's own death occurred on May 8, 1813, at the age of seventy-nine, at his home in Grosse Pointe. At the time, Detroit still functioned under English rule, and Grant had always retained his British loyalty. His

body was taken by canoe to the small St. John's Churchyard in Sandwich. His estate was divided equally among his offspring, the last of whom, Jane, died in April, 1875.

"Grant's castle" and the property on which it was situated, known as Private Claim 231, were purchased in

1825 by Louis Moran, Sr., who then deeded the property to his son George and his daughter, Monique Campau. Theodore Parsons Hall, who owned the castle in 1875, used an old walnut staircase, mantelpiece and doors from the original structure for his new mansion called "Tonancour."

Surprisingly, most signs of the Grant family have disappeared from the Grosse Pointe area. A majority of Grant's descendants moved to Canada, and not even a street name marking his important presence remains. However, in the rear of the Fink home in Grosse Pointe Farms sit the remains of a small cabin believed to have once belonged to the Grant estate. ♦



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Tender Charges

by THERESE BECKER

In 1836, The Ladies Orphan Association of Detroit was organized to care for homeless children who had survived the cholera epidemic. The following year, the first eleven children were admitted. This legacy of caring for children continues today in a modern setting at The Children's Home of Detroit, on Cook Road in Grosse Pointe Woods. The six live-in cottages serve as temporary homes for sixty children who will spend an average of two years in the CHD residential treatment program.

Children are referred to the home by psychiatrists, psychologists, and social workers from children's psychiatric hospitals, community mental health boards and juvenile courts. The Home's services are open to everyone; however, the vast majority of children come from the tri-county area. The program, designed to help children with emotional, educational and social problems, also accepts private referrals.

While the children, ranging in age from six to eighteen years, are not considered orphans, they are temporarily homeless until the necessary emotional or social correction can be made in their behavior, enabling them to return to a family setting. The ultimate goal of every staff member at CHD is to return the children as quickly as possible to their natural parents or place them in a caring foster home. Since June, only two of the CHD children released could not be returned to a home, according to Don DePalma, the Home's assistant director, noting that the percentages vary each year. For instance, in 1984, seventy-eight percent were returned to a home setting (sixty-four percent to the natural home, and fourteen percent to foster care).

"As the needs of children and families have changed, so has the Home. At one time, it was believed infants and children could be cared for in institutions; as time went on, it was

realized the best possible way was in a family setting," says DePalma. Lush tree-lined avenues, dotted with bright flower gardens planted by members of the Grosse Pointe Farm and Garden Club, grace the CHD's fifteen-acre setting — making it a far cry from institutional settings of the past.

The epidemic which threatens children of the Eighties is every bit as deadly as the cholera epidemic of the 1800s. They suffer from an epidemic of the spirit — a lack of trust in the adult world. Judy Vos, Director of Social Services at CHD, says, "Most children here view adults as a threat." As an example of the tough, and sometimes slow, job of altering a child's perception of the world, she cites the example of a young boy who recently came to her office hiding two big sticks under his shirt. "I told him he wouldn't need them to protect himself, and he should go out and throw them away. Well, he threw them away, but still had to keep just one small twig with him."

Vos oversees admissions and supervises the therapists on the staff. Admission to the Home and departure are strictly voluntary. Vos describes the typical child admitted to the Home as an impulsive child who has a hard time dealing with feelings. "They are either depressed and turning their anger inward, or they are children who act their feelings out by fighting with others. Usually, they have had years of treatment before coming to CHD. Often,

the hospital will stabilize a child before they come to us, so we are a step up from hospitalization, but we are a step down from outpatient care; we are in-between these two types of treatment."

Darlene Weyburne, a case worker at CHD, sees the epidemic as the result of a cycle of bad parenting: "I see the families as much as I see the individual children. The kids aren't going to make it if we can't involve the families. We do the work, and then we give the responsibility back to the family."

Weyburne believes problems tend to center on two extremes: either the parents repeat the abuse they encountered as children from their parents, or they tend to go too far in the other direction (overcompensating for their losses as children), creating another kind of imbalance in the home. Weyburne's job is to swing the pendulum of harmony and order to the center.

The most heartbreaking part of the job for Weyburne is when she has to take court action to remove a child from the parents for the child's protection. "Children always want to return to their natural parents — no matter how bad the situation is. I had one boy who just hated me for it. Years later, after his foster family had adopted him, he returned to the school to thank me for it. He said, 'You really did the right thing, and it wasn't your fault.'"

All of the children's needs, including medical, are addressed at CHD. "Some children have never had



adequate medical care before coming here," says Vos. That's one reason why treatment at CHD can be so effective. It's a team effort where every aspect of the child's environment is controlled, shared, and evaluated. The home's holistic approach includes viewing the children with their parents and other siblings, in educational and recreational settings, with peers and with a corrective adult figure. Thirty of the children at the Home attend an on-ground school, the Barnard Center; the rest attend local public schools.

The tremendous effect of environment on a child's mental health has really hit home with Kevin Kelly, the recreational supervisor at CHD. "Before working here, I used to see a kid acting up and think, 'What a brat.' Now I wonder what's happening at home." He is certain his eight years of CHD staff experience have improved his relationship with his own two children.

Kelly plans the school's recreational activities so there will be at least one thing each child can do well. A lot of non-competitive playground activities are planned, and arts and crafts are a favourite. Once a year, he plans a CHD Summer Olympics where every

child wins a ribbon for every event. "They don't have to participate if they don't want to. We have fifteen events that range from tossing a frisbee through a hoop to the fifty-yard dash. A picnic with the parents is also planned for the day," says Kelly, also the major planner for the Home's summer activities at Camp Tinega, near Columbiaville.

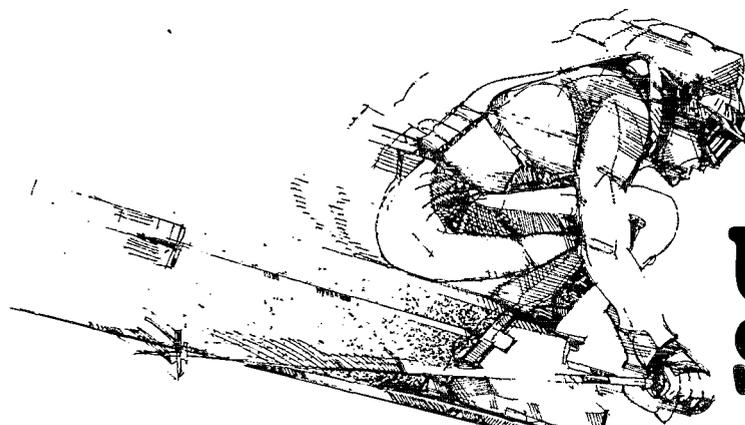
"Summer camp is a great and exhausting experience. It seems to bring out the best in the kids. They are more alive. A real personality inside comes out. A lot of the kids have never been out in the country. Why, Grosse Pointe Woods is country to many of them. It's amazing how they change in the camp atmosphere. Sometimes, the kids that have the staff pulling their hair out the rest of the year are the ones who are the best at camp," says Weyburne.

Lynne Wood, a child care worker at CHD, lives with seven of the girls in the adolescent program begun in 1983. The girls range in age from fourteen to sixteen, and Wood's primary job, other than supervision, is to teach them successful living skills such as personal hygiene, meal planning (meals

are eaten at the cottages, which are really two-story dwellings), budgeting, and maintaining a household. "What most of the girls have in common is not being able to get along with their mothers. They also have a very hard time discussing without arguing. Many of them have never had much attention in their lives, so they are constantly demanding that from you, and at times it can be very draining," says Wood.

The teens at the Home have formed a teen club and regularly work at fund-raising activities that enable them to plan monthly field trips to local shopping malls and a cider mill, among others. The girls also earn points (which earn them money) for performing their living skills well. With the money earned, they go to the local movie theatres or roller skating rinks.

Of all the girls who have passed through Wood's care, the most astounding example of survival is a girl who still maintains contact, letting Wood know from time to time how she is progressing. "Her mother didn't like girls for some reason, and three of her sisters had died of neglect before



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she came to the Home. Her father didn't believe in education for women and would make her leave her homework at the school when she went home on weekends. She would come back on Sunday nights and do all of her homework before she went to bed.

"She really pulled herself up by her bootstraps. She finished high school on her own and is now in college. We really try to stress the need for a good education to these girls, but it's very difficult as they come from families that have never placed any importance on it."

The staff has to learn how to keep a proper balance within themselves so they don't fall into the trap of becoming rescuers. Their job is a lot like being a good parent — they must be supportive and caring, yet realize the individual has a free will and is affected by many outside influences.

It's all part of a large, complex process. The children at CHD, however, are given a lot of support. During a child's waking hours, outside of school time, there is a one-to-five ratio of students to supervisors and child care workers. CHD employs seven case workers, fifty child care supervisors, seven health care professionals at the medical center, three campus supervisors, one recreational supervisor, three treatment supervisors, as well as administrative and educational staff.

Weyburne avows her job is never boring. What has become the most gratifying aspect for her is watching families' problems heal. "Change is possible, but it only comes from parents doing a lot of hard work," she says. There are many success stories, but one she remembers particularly is a recent case where "the mother was ready to dump her son and leave him for good. Now, she can see him as a very special, loving child."

If she could give one piece of advice to parents, it would be to give as much love as possible to children in their early years — this includes lots of hugging and cuddling. "If they don't get enough in their early years, it seems like they can never get enough. With some, you can never make up for those early losses."

Weyburne has enormous respect for the foster families who open their homes to these youngsters. "The staff can leave their responsibilities behind them after eight hours, but those families have it around the clock. You

have to be able to love without expecting anything in return." Single men and women are also used at CHD as big brothers and sisters, and many community volunteers help by teaching piano and music. Some families visit children throughout the year who otherwise would never get visitors. This aspect is particularly important at Christmas.

The community has been very responsive to the Home ever since it relocated in 1950 from the old building on Jefferson Avenue to the new setting on Cook Road. "The community has sort of grown up around us," says Vos.

"When the school moved to Cook Road, the only thing here besides our

tran, Grosse Pointe North principal, says, "The grade points tend to get better the longer they are here, and we are a school with high expectations."

Although the Home hasn't housed many children of Grosse Pointe families, at least a few of the Home's residents have gone on to live and work in the Grosse Pointe neighborhood. The old maxim, "There's no such thing as an accident," certainly applies to the story of a boy who ran away from the Home a few years ago. "He stopped at a local home and asked to use a phone, and it just happened the man in the house had been a resident of the Home himself at one time. Well, he talked the boy into returning," says DePalma.

Director Tammela says the backbone of the Home is the active board of directors. "Twenty-five percent of our funds are raised by the board each year through investments, individual and corporation fund-raising activities. Most of our board members are from Grosse Pointe and many are relatives or descendants of the original board members," he says. The balance of funds comes from the state.

The Home will celebrate its 150th anniversary in May when a historical marker will be placed on the grounds. Since the first group of civic-minded ladies decided to do something to help the children of their community, eight thousand children have been assisted toward a better future.

Defining the total success of the residential program is difficult, if not impossible, as the long-term effects are rarely seen by anyone connected with the school. They appear more by accident than as a result of a conscious search. An example is the twenty-year-old discovered by a supervisor one evening sitting outside the residence in his car. He said he used to be in the residential program and whenever he felt anxious, he would just come and park his car outside the school and sit there for awhile. "Just sitting here makes me feel better," he said.

The only other visible long-term results the staff see are the half-dozen or so ex-residents who come by the school each year (sometimes with their children), to visit the grounds and talk with the staff. But the high percentage of children returned to homes each year continues to keep spirits high at CHD for all the children, in years to come, who will find their way safely home again. ◇

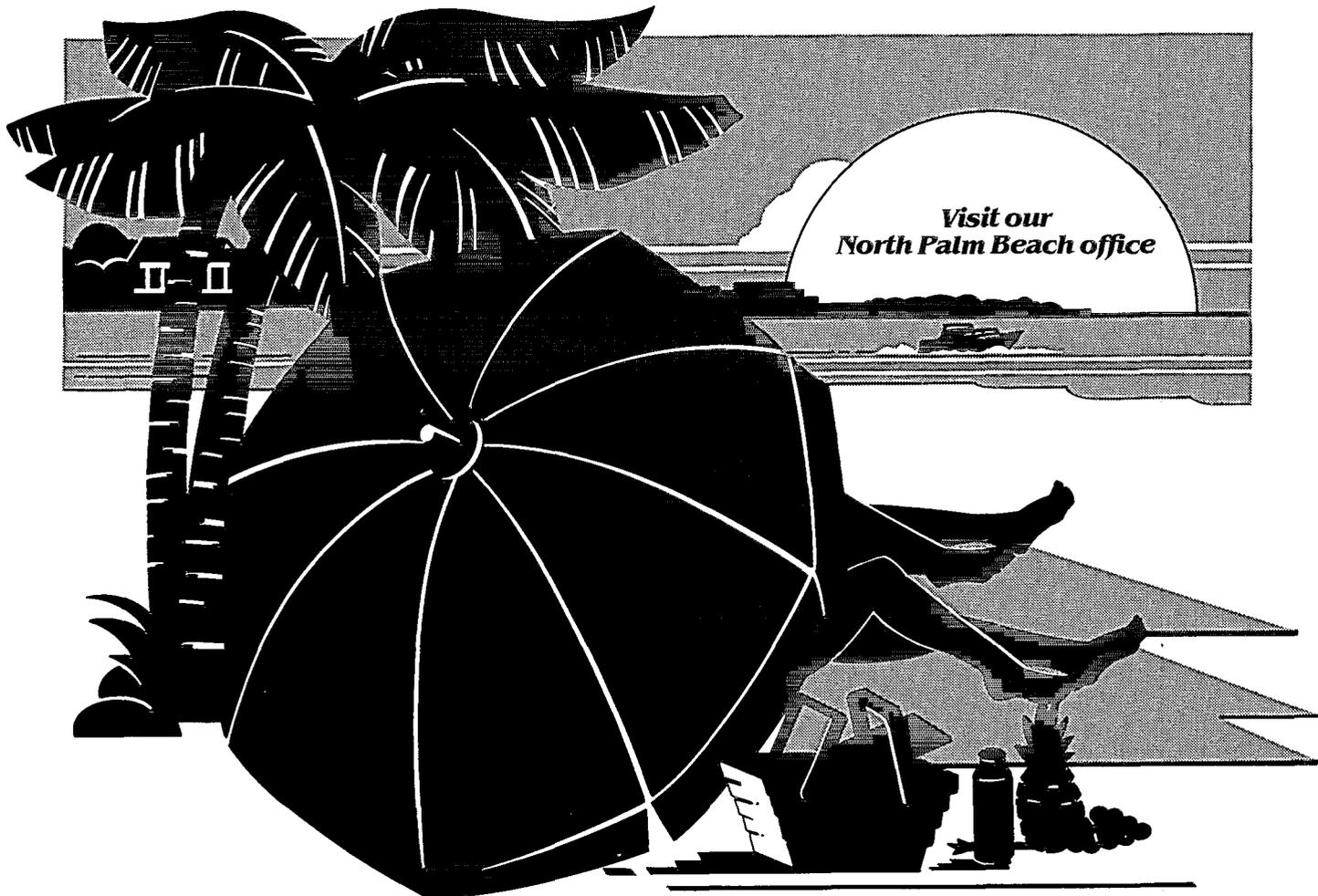
"If they don't get enough love in their early years, it seems like they can never get enough. With some, you can never make up for those early losses."

campus was fields. In fact, these grounds used to be riding trails for the Grosse Pointe Hunt Club. They are still our neighbors," says H.E. Tammela, executive director of CHD.

"Now the children really have the best of country and city. The University Liggett School and athletic field are next door to us. We are only about a mile from Lake St. Clair where the children can use the Grosse Pointe Woods city park for swimming, tennis and picnicking, and they can walk to a local mall to shop or attend a movie," he says.

The three local schools the students attend have only words of praise for the way the children adapt to the regular school curriculum. John Kas-

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Birds of a Feather

Grosse Pointe snowbirds wait out the fierce winds of Michigan winters in nests of southern persuasion.

by SANDI ADAMS SCAFFETTI

Sheer white curtains billow languidly at the edges of a large wall of open glass doors, framing tropical greenery outside. Beyond the screened veranda, plumbago bushes nestle in the St. Augustine grass. The faint, breeze-driven rustle of their delicate lilac blossoms and shiny foliage enhances the scene's tranquility. Farther on, palm trees sway gently under an azure sky.

From their winter home on the golf course of the Yacht and Country Club in Stuart, Florida, Grosse Pointers Charlie and Caggie Trapp gaze upon the well-tended fourth tee. Beckoning in the distance, beyond the quaint wooden footbridge, is the private clubhouse. The ambience here, like the temperature, is warm.

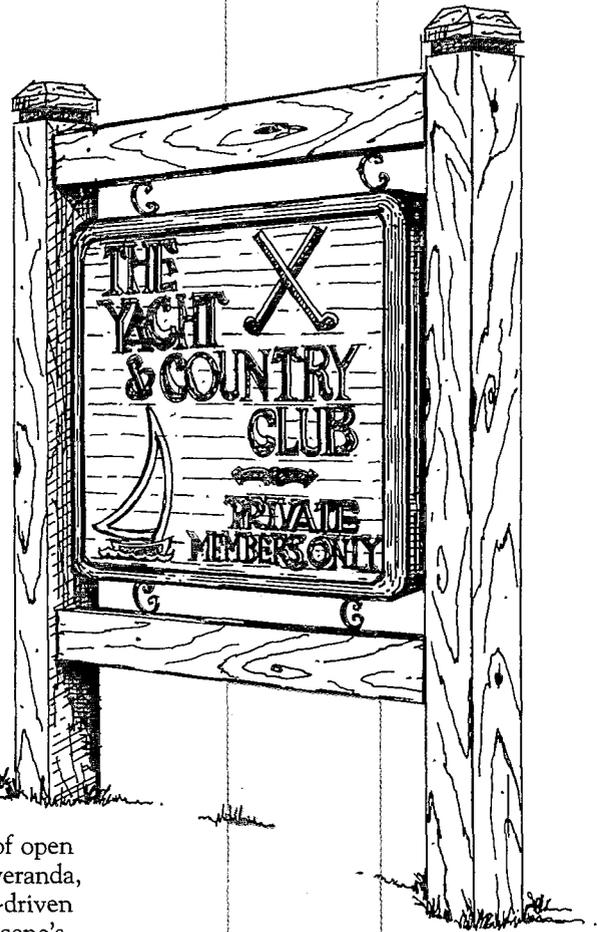
It's a typical day for the Trapps, whose custom-built home has served as their winter residence since 1981. More than one thousand miles from Michigan's ice and snow, they and many other long-time Grosse Pointers share a retirement lifestyle which capitalizes on South Florida's subtropical climate. These "snowbirds" pursue traditional Michigan leisure activities, such as golf and boating, during the winter months, returning north in summer.

Several of the Trapps' friends drop by on this particular Friday morning, their brief visits sandwiched between the day's other engagements. Insurance broker Chick Markley and his wife, Ruth, are looking forward to lunch at the clubhouse, followed by an 18-hole golf scramble. Dave Williams, former executive vice-president of the National Bank of Detroit, is fresh from a Yacht Club meeting and making final plans for a boatcade on Monday. Mary Bryant, whose late husband, Robert, was president of Bryant and Detwiler, takes time out from her granddaughter's visit to catch up on the latest news. Retired builder Al Thomas and his wife, Betty, stop to chat before Betty's afternoon golf game. For Caggie and Charlie, who is the former president of Formsprag Company and vice-president of Dana Corporation, seeing friends is a welcome interlude as they once again settle into their Florida routine.

"There's a different pace, a different life here entirely," muses Al. "As they say, you wake up in the morning with nothing to do, go to bed, and you've only got it half done."

The hub of much of their activity is the Yacht and Country Club, a private development situated on five hundred acres of Florida's east coast between Fort Pierce and Palm Beach. With the exception of the Markleys, all maintain homes in the Club. Chick and Ruth live in nearby Mariner Cay, while maintaining property and membership in the Club.

Homes in the Yacht and Country Club skirt the beautifully-landscaped 18-hole



pointes south



Al and Betty Thomas

golf course or sidle up to deep-water Crooked Creek, which winds lazily through the development. The course, a par 71, sports seven water holes. A well-staffed pro shop is run by PGA head professional Jack Seltzer. In the adjacent clubhouse are a dining room, bar, men's grill and locker room, ladies' lounge and card room. Tennis courts and a swimming pool round out the facilities.

Enjoying these amenities daily are an amazing number of Grosse Pointers. So many, in fact, that Stuart has earned the nickname "South Grosse Pointe."

"The Board got worried about so many Grosse Pointers living here," Mary says with a chuckle.

Other parts of the country, however, are well represented. The Club includes people from Connecticut, Ohio, Illinois, Wisconsin, and Missouri. At last count, there were also thirteen members from Grosse Isle.

Although, by Michigan standards, the Club is still in its infancy, it holds the distinction of being the first private club in the area and the

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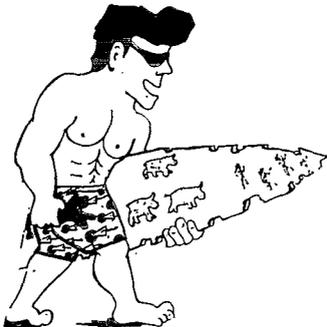
Charles and Caggie Trapp



Mary Bryant and her son Bill



David and Betty Williams



What is hot?

hot (hät) adj. hotter, hottest.

1. Full of intense feeling or activity.
2. [Colloq.] recent, fresh.
3. Very popular.

What is our cruisewear?

Cruisewear (krōoz'wer) n.

1. Hot.



Newest fashions, sizzling patterns and colors.



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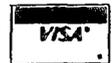
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Some Like It Hot

Palm trees and Caribbean-blue waters, clear skies and the heavy scent of brilliant tropical flowers. . . it seems downright surreal amidst iced noses and fur-lined galoshes.

While we Michigianians dream of spring's first green bud, there is an alternative. Shake off winter's chill, pack up your sunglasses, shorts and swimwear. . . It's Time to Fly South!

For many Grosse Pointers, a resort vacation is an annual family affair, a chance to spend quality time together without the pressures of everyday surroundings.

For those considering a midwinter getaway for the first time, consult a helpful travel agency. Your agent can help you select a destination to best suit your personal tastes.

Wardrobe selections may vary due to differences in climate and the formality of the resort. Several easy-to-follow guidelines are: choose lightweight clothing that will layer easily; color coordinate items to maximize the potential of each piece; choose clothing which will pack in minimal space with minimum wrinkling; and choose fabrics with natural fibre blends for optimum comfort in warm or humid climates.

Your travel agent can determine how "formally" you will need to dress for dinner. Even the most casual destination will require at least a sportcoat for men and a pretty dress for women.

Modelling for this issue of HERITAGE are four Pointers who love to travel. Gayl Lehman and her daughter, Nicole, show our choice of ladies' resortwear to its best advantage.

Gayl is interested in fitness and keeps busy with tennis, skiing and yoga. A member of the Fontbonne Society, Gayl models regularly for community and charity endeavors. Daughter Nicole is a very talented and pretty high school junior working on her eighth varsity letter; she has set twelve letters as her goal before graduation.

On the male side of the coin, Gayl's brother, Jimmie F. Bloink, Jr. and his son, Jimmie III (better known as "Trip") show that men have some great choices in resortwear, also. Trip is a freshman at Macomb Community College. He loves to ski, to swim, and to hunt with his father on biannual trips to wilderness areas. Trip's dad enjoys hunting and is an avid sport fisherman, frequenting Lake St. Clair in search of the elusive walleyed pike.

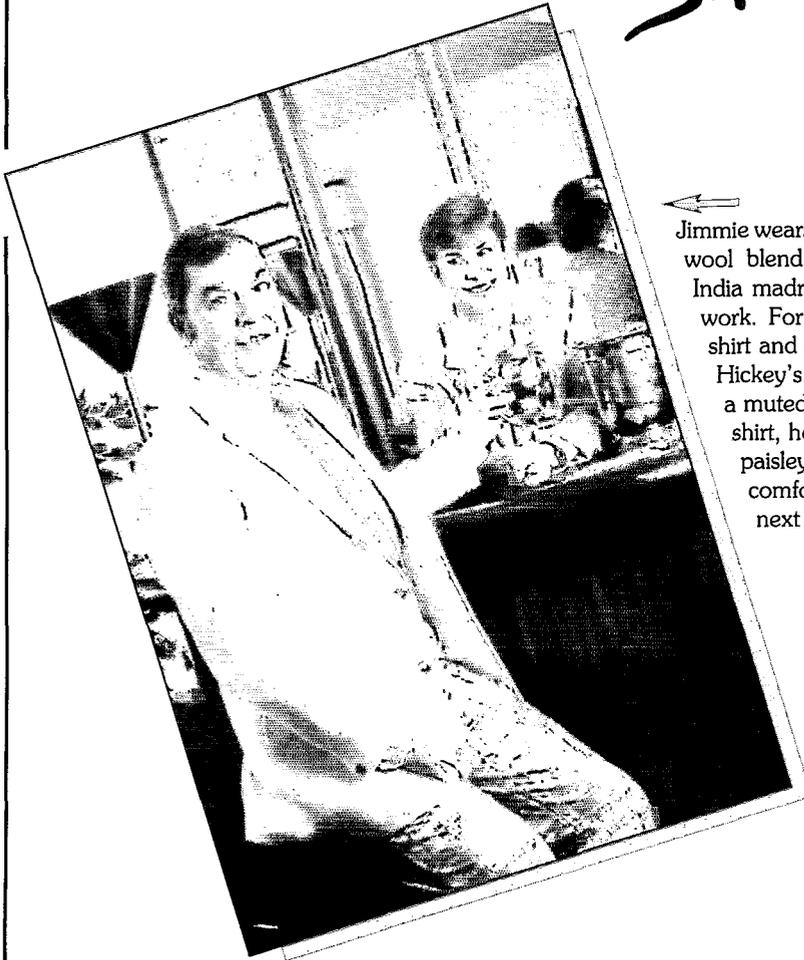
We thank this warm family for their generosity of time and enthusiasm, and a special "thank you" to the Lehmans for allowing us to photograph in and about their lovely home.

ILLUSTRATIONS BY DON MARTIN

STYLIST:
Deborah DiRezze

PHOTOGRAPHER:
Jean Lannen

Style

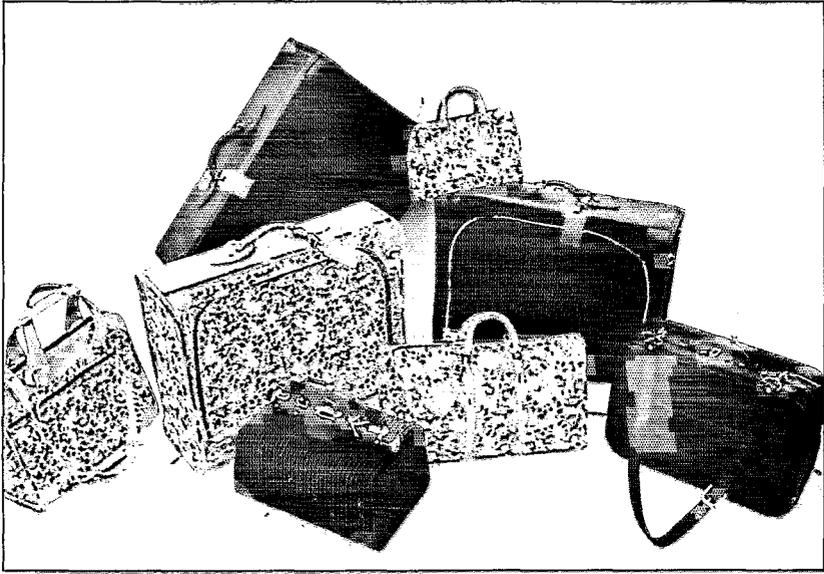


← Jimmie wears a yellow hopsack blazer in a crease-resistant wool blend for warm-weather wearing. His colourful India madras trousers are a handwoven cotton patchwork. For added classic appeal, a white oxfordcloth shirt and a pure wool knit tie in blue...all available at Hickey's. Trip wears a handsome silk-blend blazer in a muted blue. To brighten his basic blue oxfordcloth shirt, he wears a yellow silk tie with a print of navy paisley. These pieces from Jacobson's will be as comfortable at home in Grosse Pointe as on Trip's next vacation.



← Comfort, as well as style, is an important aspect of a wardrobe that travels well. Nicole models a navy-and-white cotton knit by Jones New York Sport from The Talbots. Style, comfort and versatility...all this, plus it packs like a dream.



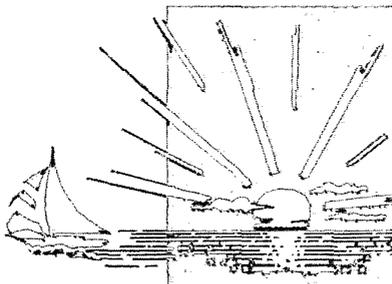
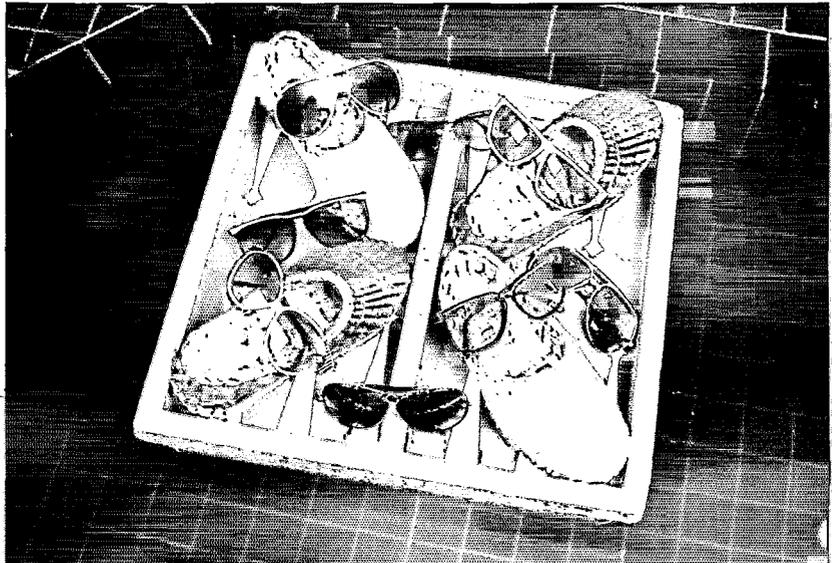


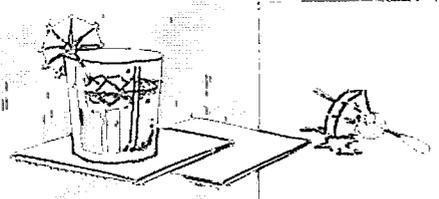
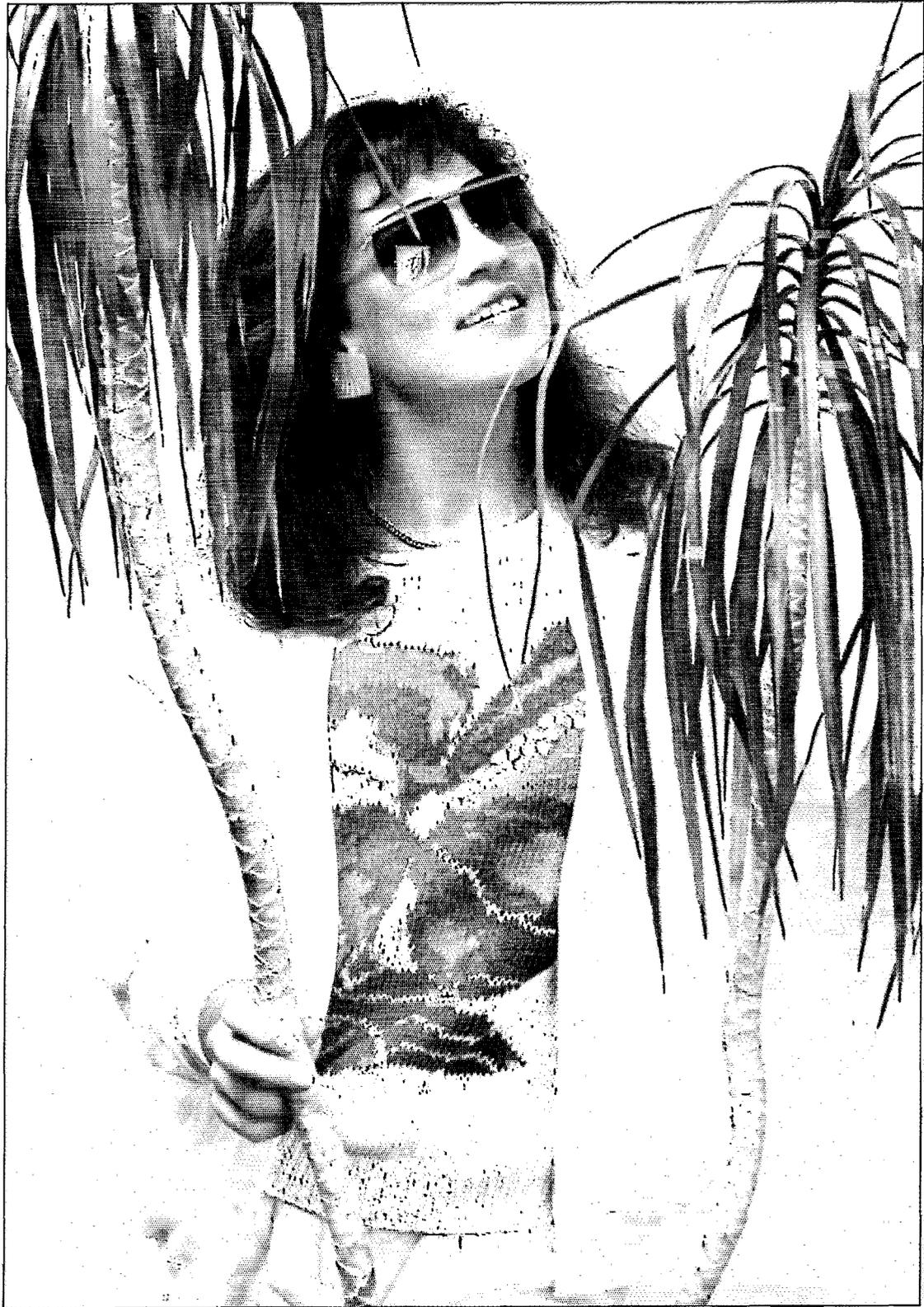
To travel well requires luggage of a certain distinction. This selection from Harvey's Compleat Traveler offers a view of the best. Tapestry by French is a softly-tailored group with a feminine touch. Noir, also by French, echoes masculinity in its black fabric stripe and black leather fittings. The black leather carry-on at right would be a nice addition to any man's luggage wardrobe.



A successful vacation includes a bit of whimsy and indulgence! The hand-painted Mufich Designs shoes can be found at Metro Ski & Sport. They're made of comfy canvas, and come in a range of sizes and styles for the entire family. The red espadrille and Stowaway oxford are by Hey! Sailor and come in a variety of nautical colors. The fabric is 100% polypropylene — a colorfast, quick drying textile that is impervious to saltwater. This floatable footwear is available at The Ship's Wheel.

Set adrift on an island of play is an assortment of sightseeing aids. The Shuffles! sandals are a surprisingly comfortable straw shoe for men and women. They are available in natural, blue, and brown at Metro Ski & Sport. The sunglasses from Angell Optical Company guarantee comfort and high fashion when facing a bright tropic sun.







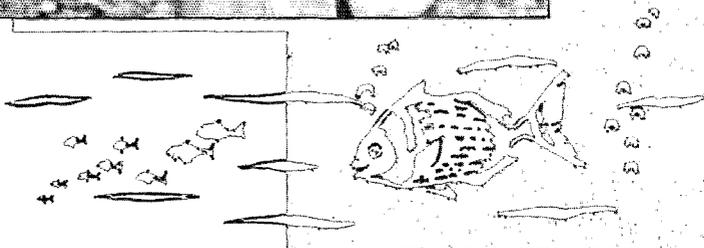
The Talbots makes it easy to travel in style and comfort. The white Talbot Signature cardigan is an easy-to-pack, easy-to-wear 100% cotton knit. It's layered over a hand-knit Jennifer Reed vest with a bright tropical print...perfect for sunny climes. The white cotton pant is waist pleated and cropped for contemporary appeal.

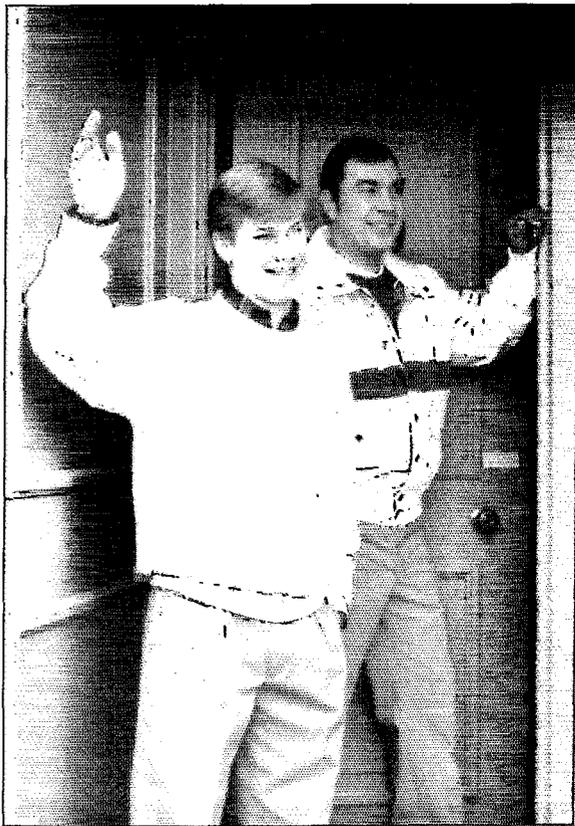


Gayl and Nicole relax with a game of pool. Gayl wears a wonderful oversized sweater from Maria Dinon. This white cotton Jabé sweater has a bateau' neck and an extended, padded shoulder. The generous cut skims the hips; the black geometric print doubles the impact. Gayl's sweater tops leg-flattering black cotton trousers by Jabé, also from Maria Dinon. Contemporary black-and-gold bead necklace courtesy of Miner's.



Into every vacation a little rain may fall, but who has room to pack a raincoat? Consider this pretty pair from Miner's. The coat weighs but a few ounces and folds into a very small space. Gayl poses in turquoise; Miner's also carries this Totes duo in eggplant for a less seasonal effect.

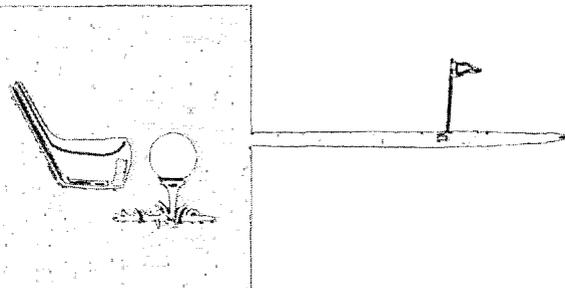




Trip wears easy-travel separates from Jacobson's. The white cotton crew by Florence has a mix of unique textures. Under the crew is a Charlie U.S.A. shirt in black with stripes to subtly brighten. The light gray McBee trousers are straight and pleated, in a youthful cut. Trip's dad is ready to travel, too, in on-the-go separates from Hickey's. Jimmie wears a white spring jacket by Nautica with a navy chest stripe. His red Kettle cloth trousers pick up the red twill accent on the jacket's snap opening. Under it all, the classic Izod shirt in white... and an easygoing popcorn knit crew.



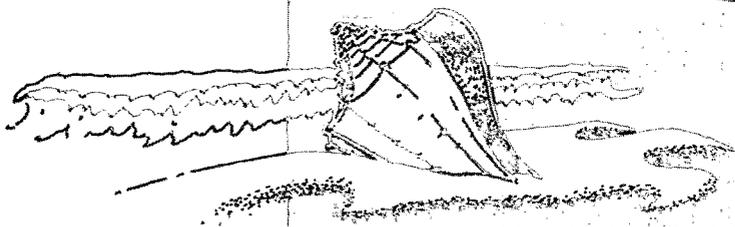
Certain resort destinations demand a wardrobe with a touch of elegance... This ensemble of separates from Maria Dinon offers a snappy solution. The classic black Jabé trouser is crisply cuffed and pleated at the waist. The cropped jacket has simple, effective detailing, and works equally well with a skirt or trousers. The black buttons and contemporary leaf print add a special punch to the bright mimosa linen background. A hat like this Lady Stetson creates a very polished image.





← Trip thinks his Union Bay sweatshirt and OP boxers from Jacobson's are great. The oversize navy sweat has an exaggerated front placket and is a supersoft cotton blend just right for après swim! The OP boxers are a bright print on white (please note the absence of neon!) and have an adjustable drawstring waist. Taupe Sperry Dockside from Jacobson's; Graphic bright beach towels from Metro Ski & Sport.

→ Mistral knows how to take a highly functional warm-up and turn it into high-fashion, high-energy fun. These blazing yellow separates of 100% cotton are perfect for a fashion-conscious athlete like Nicole. Her Out-of-Time watch has a graphic face with a moving car for added fun... all from Metro Ski & Sport.

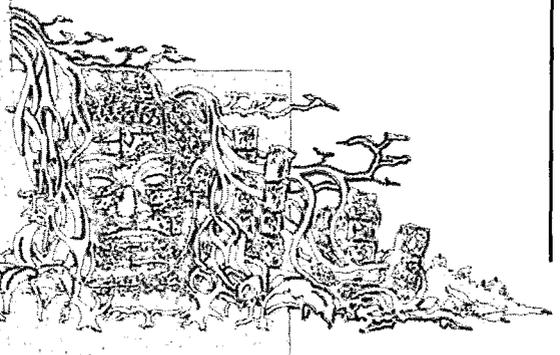


Style

⇒ Pastel, Pink & Pretty! Nicole's separates from Metro Ski & Sport are cool, comfortable cotton. The cropped Garron jeans are topped by a scooped tank in a bright graphic print. The Duster coat has roll-up sleeves and patch pockets, and offers great protection from the sun.



← Gayl's look is crisp, sophisticated, and guaranteed to work right through vacation on into summer. Her white cotton Skyr separates sport a sailboat print in bright primary colours. The camp shirt and drop-front dimdl skirt are from The Ship's Wheel. Balenciaga eyewear courtesy of Angell Optical Company.



Dear Readers:

There is no doubt that Grosse Pointe's school system reflects the values and expectations of the community it serves. With that in mind, Heritage asked writers to look at local educational programs from a variety of perspectives. On the following pages, you'll meet top students and special teachers, walk through the history of Grosse Pointe South High School, learn about continuing education and extracurricular activities, and discover where local scholars matriculate.

When you're finished, we think you'll be as proud of our educational system — and the people who comprise it — as we are.

Heritage:

A Journal of Grosse Pointe Life

A Dickens of a Time

A well-loved teacher describes his charges with insight and affection.

It is the best of times; it is the worst of times! Like Charles Dickens' vision of London and Paris preceding the French Revolution, high school years in Grosse Pointe in the 1980s may also represent the best and worst of times.

Generation after generation has cautioned its young people to maximize their youth because adolescent years are the best of their lives — and they do qualify as such in many ways.

High school can be a lot of fun.

There are countless athletic contests in every sport from football and basketball to racquetball and table tennis, most sponsored by the schools or the Neighborhood Club. Beyond that, the War Memorial, private clubs, city parks and community organizations offer programs in swimming, tennis, ice hockey, crew...

And that's only the beginning. Grosse Pointe jocks jog, ride bicycles, practice aerobics, work out in gyms, and play golf.

Beyond sports, a full range of other activities vies for young people's time. Music is a major influence in their lives, with many of them having taken lessons since elementary school. Their talent is obvious in school bands, orchestras and vocal groups, but they also rock in small bands and solo for all kinds of community events.

Young people who got their start in Children's Theatre, or in elementary school or church productions, take center stage with older beginners in high school productions. Others with something to say put together words and photographs in creative writing publications, school newspapers, and year-books. Outstanding artists employ a variety of media to express their inner feelings.

But the fun transcends organized school activities; there's the freedom provided by a driver's license, shopping trips to the Village, Hill or nearby malls. There's a whole world out there to explore: ethnic festivals

on the riverfront, shopping and eating in Greektown or Rivertown, sports events at Joe Louis, Tiger Stadium, and the Silverdome, and concerts — music at Ford Auditorium, Cobo, and Harpo's.

And parties — from carefully orchestrated affairs at private clubs to informal get-togethers to make pompons for high school homecoming to big blasts open to anyone with the price of admission. If all else fails, there's always the possibility of driving around on a Friday or Saturday, looking for the best action.

Young people work as hard as they play. In a community oriented toward success, grades sufficiently good to ensure college admission are essential for about eighty percent of the young people. Prone to procrastination, students will spend the night — and it may be all night — before a major project or big test, hitting the books.

Young people will argue forcefully over a point here or there if it means the difference between a B-plus and an A-minus, and they'll complain about a grading system that they claim puts them at a disadvantage with students from other schools which give better grades for poorer work.

In a drive toward success, those students who are capable will do whatever is necessary to qualify for the right college and hopefully ensure the right future, but the days when students wanted to know the "why" behind "what" and would challenge teachers to prove what they said are a distant memory.

Less talented students also pursue success and seek some level of balance between traditional academics and courses in life skills. They respond readily to teachers and others who show a genuine interest in them and offer individual attention.

Many young people work harder after school than they do from eight to three. They begin early seeking jobs to build a college fund, support their wheels, or provide the wherewithal for an active social life.

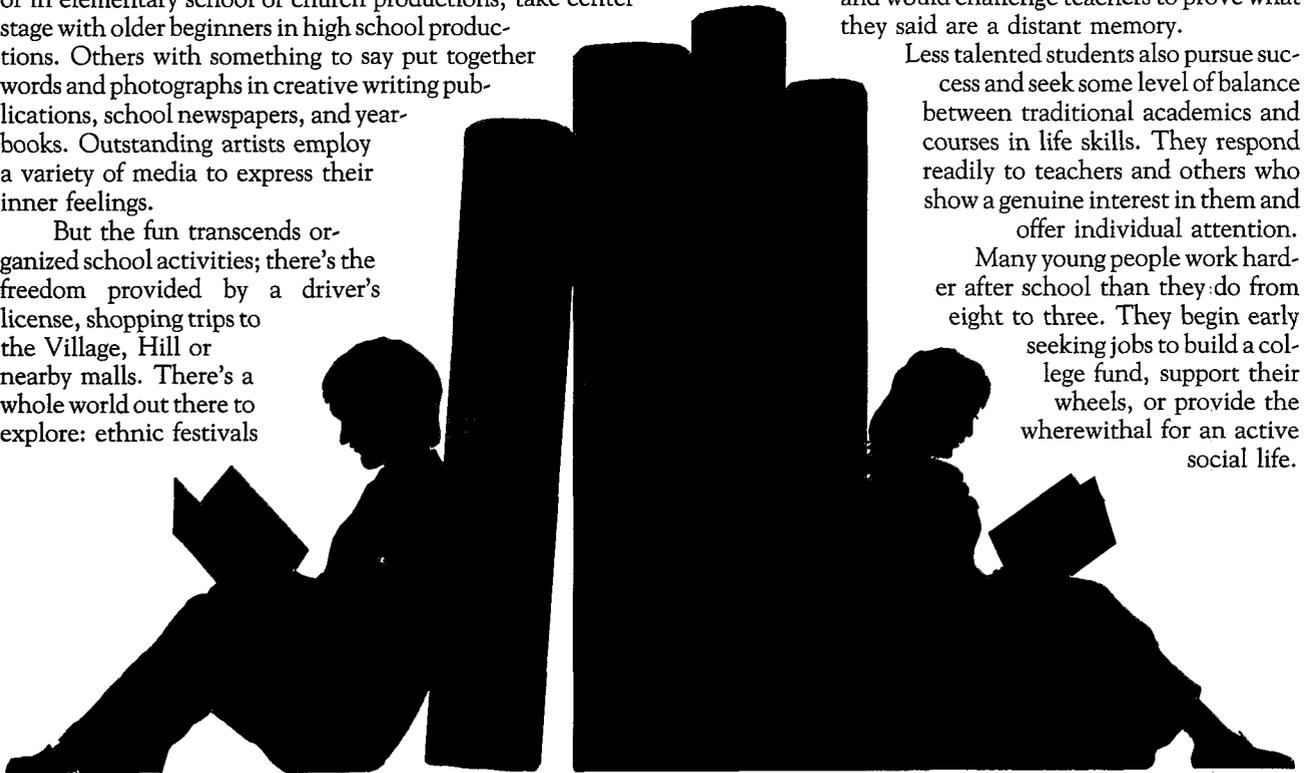


ILLUSTRATION BY ANNE MORRIS

by ROBERT BUTTON

Many of them have flexible hours and financial independence gained through babysitting or yard work. Others carry a thirty- to forty-hour work week, arriving home late at night before they can think about school work.

A lot of young people are generous with their time, talent, and energy, performing volunteer work at local hospitals and nursing homes, working with the handicapped, or helping those in need.

While these are often the best of times, they can also be the worst. Young people today face tremendous pressures.

Many of those pressures are the same as for young people of every generation. They are growing into adulthood, fighting the child within. They need to prove their maturity while enjoying the freedom to be irresponsible and foolhardy.

They face a world of double standards. They are told, on one hand, that sex should follow marriage; but the music and drama which flow from the popular media offer a different message. Issues such as birth control and abortion complicate the matter.

Ads tell them that normal human beings celebrate their successes, reward themselves for hard work, enjoy themselves at parties, and drown their sorrows with alcohol. The adults they see often find it difficult to enjoy a party or relax at home without a drink in their hand. Yet society tells its young people that drinking is the only adult right they can't have at age eighteen and assaults them with the dangers of drinking and driving. Then party stores and bars wink at the law as clerks sell without asking for identification or giving a passing glance to crude fakes.

Young people face pressures over which they have no control. They face a world where nuclear power offers the ability to blow up civilization with the push of a button or pollute it through faulty construction of reactors. Disagreements are settled through violence, as neighbors shoot neighbors and countries settle disputes within and without with guns and bombs. They are concerned about a national debt they will inherit.

Even their own futures are in doubt. Good grades and degrees from the right college guarantee absolutely nothing. Computers and technology are rapidly wiping out traditional careers. Being fair, honourable, and hardworking is not enough.

It is hard to visualize a very attractive future and easy to understand why many young people might opt to get what they can while the getting's good and live now — for themselves.

Perhaps dominating everything else — the fun, the work, the success and the fears — is the essential role of friends. Popularity is, perhaps, the chief concern.

Those who have it will protect it, even if it means sometimes doing things that hurt others. Those who are not popular struggle for acceptance.

Peer pressure can be intense as adolescents share in the experience of growing up. It is often positive as they encounter life's challenges in the company of others facing the same problems; but peer pressure also can force young people to do things that violate their own beliefs and consciences...cigarettes, alcohol, drugs or petty theft.

Even as they cry for independence and rebel against authority, many of them conform to the standards set by their peers.

Many young people cannot get dressed for school or a party, cannot try out for a team or school activity, cannot take a chance on life without sharing the experience. It is better to do nothing than to be different.

High school is a time for change. The only problem is that young people are all changing in different ways at different times.

Upperclassmen love to look down on freshmen as silly little nerds who exist primarily for the entertainment of seniors. Stories abound about freshmen wandering the building with maps so they won't get lost, and buying elevator passes to attain easy passage to the second floor. There was one report a few years ago that a group of seniors had convinced one freshman that he was not allowed to use the halls to get from class to class. He was required to exit the building through the door nearest his last class and re-enter only through the door nearest his next class. A teacher who saw him standing on the campus, studying a map, saved him from further embarrassment. Few freshmen are so gullible, and there is no evidence that upperclassmen are getting rich selling elevator passes. However, the freshman year is a transition.

No physical description is adequate. Some freshmen, particularly boys, look like wimps still in the late stages of childhood. They may sit next to a freshman guy who looks like the starting fullback on the varsity football team or a freshman girl who would have no trouble getting served in any bar. And the wimp may be anything but by the end of the year.

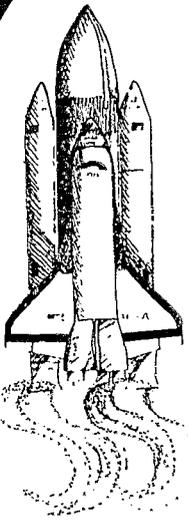
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The enthusiasm many freshmen showed for floods this year may have been a response to sudden growth spurts. Many freshmen, especially boys, showed up for school regularly wearing their pants rolled up to mid-shin, uncovering sockless ankles — certainly an easy way to cover up the fact that quick growth and long pants constitute a contradiction in terms.

Freshmen show just as much inconsistency in their mental development. Many of them are already mature and sophisticated in their ability to deal with logic, reason and creative expression. Others think and respond more like grade school kids.

There is a significant difference between freshmen in classes restricted to ninth graders and those in classes with sophomores, juniors and seniors. The ninth-grade classes are ideal for building class spirit and helping in the transition to high school, but freshmen together often have a safe base from which to reinforce the little kid who lives within them all. During classes shared with upperclassmen, however, freshmen emphasize the more mature elements of their personalities — prob-

ably to avoid detection and ridicule.

The sophomore class is, in many ways, the lost class. The special support systems designed to assist freshmen have been removed, and the excitement of a new level of education has been long forgotten.

**Seniors apparently have
the world by the tail.
After all, they know more
as seniors than they have
ever known before, and
because they do not yet
know how much they do
not know, they know
more than they will ever
again know.**

Good grades are increasingly important, but graduation is still a long way off and it seems like there is plenty of time to get serious — later.

For many young people, the sophomore year is a time to discover

who they are, to break old ties and friendships established in elementary school classrooms or neighborhood gangs, and to begin to establish new relationships with those with whom they have more in common. It is a time to gain some perspective on the future.

If sophomores are forgotten, juniors are jolted back to reality. Well integrated into the school socially, their developing talents are suddenly important to coaches and directors of other activities building their programs for the following year.

But the major issue for juniors is the knowledge that their futures are on the line. The junior year is the last to have full impact on college admission. Hitting the books is all-important; it is their last opportunity to prove their scholarly abilities and their personal development.

The future also pounds juniors with preparation for ACT and SAT exams, career counseling, College Night, and the sudden awareness that "I have to start seriously thinking about tomorrow."

After the juniors' confrontation

continued on page 134



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For further information contact
Mr. Doug Goodman, Office of Admissions,
1045 Cook Road, Grosse Pointe Woods
884-4444 — 884-6170

Coury's Common Code

*The sum of Jack Coury's codes
is greater than the subject he teaches.*

by KATIE ELSILA

The young man in the denim jacket looks slightly old to be a high school student. He hesitates outside the classroom; and then, with an embarrassed grin, steps in and catches the eye of his former teacher. The teacher's face lights up as he strides toward the door, extending his hand. "Hi!" he says, "it's really good to see you. Can you wait 'til this class is over? I'd love to hear what you've been doing."

A visit from a former student is, perhaps, the ultimate compliment to a teacher — it means that he or she has left a strong impression. In Grosse Pointe, this experience repeats itself with regularity.

One teacher thus complimented is Jack Coury, civics teacher and freshman advisor at South High School. In an informal survey of students and parents in the community, Coury's name was consistently mentioned as an example of a dedicated teacher.

"The man is fantastic," says Sgt. Randall Cain of the Grosse Pointe Park Police Department, who was in Coury's civics class more than twenty years ago. "He gave me a love of government and an understanding of how it functions and affects our lives. He was a teacher who honestly cared about his students. When I came back from college to visit him, he still remembered the career projects I had done. I feel he still cares today about

what's going on in my life." Cain regularly returns to Coury's classes to lecture on law enforcement. "I do have, and always will have, the utmost respect for the man."

Coury is an extremely popular teacher. It is not difficult to find other students, both past and present, who speak of him with respect and affection. The balding, trim, husky-voiced Coury, fifty-two years on this earth, has taught at South for one-third of his life, teaching civics to hundreds of ninth graders since 1968.

Coury's years of experience with ninth graders are reflected in his knowledge and understanding of fourteen-year-olds. He realizes that for some middle-school students, the transition to ninth grade and high school may be rough. "I want to help make the adjustment as smooth and comfortable as I can," he says.

Coury says he likes ninth graders because "they're young enough to be enthusiastic, but old enough to know what's going on in the world. They're not 'cool' yet. They're a bit flaky and antsy — but so am I," he admits with a smile.

As if in explanation, Coury continues: "I never had a student that gave me as much trouble as I gave to my teachers in the ninth grade. I was sort of a bad kid in high school. I didn't begin to straighten out until my second year of college."

Coury attended the University of Detroit (U of D) after graduating from



Jack Coury

PHOTOS BY ELIZABETH CARPENTER

Denby High School in Detroit, where he grew up. At U of D, he recalls, they required two years of theology courses. After studying theology, Coury "made some promises to myself and to God about what my priorities would be in life — to go to heaven; to have a good marriage and a good family life; and to have a job for the rest of my life that I'd really enjoy and feel good about."

Working on attaining heaven may be a lifetime process, but Coury has already found his happiness on this

earth. Blessed with a happy marriage, Coury leaves the indelible impression that he is a teacher who truly loves his job.

His teaching style relies heavily on his relationship with his students. He is extremely well-versed in his subject matter; but it is Coury himself, rather than the subject he teaches, who leaves the strongest impression.

As one parent states, "Jack Coury provides stability for the kids because he knows what he stands for. A lot of adults are intimidated by the kids, but he isn't and they know it."

Neither does Coury keep his values a secret from the students. "As people, I'd like the students to love themselves, love life and realize they're really good, worthwhile human beings. Some of them are more down on themselves than you would imagine. Even growing up in a community like Grosse Pointe where they have so much going for them, many of them don't realize it as much as we might wish."

Coury reinforces his students' self-worth by exhibiting great respect for them. "I don't see them as fourteen-year-olds," he says. "I see them as future thirty-year-olds. I can honestly say that, though I've come close at times, I've never had a student I really disliked. No matter who the student is, I like to think that he or she has something to teach me. These kids are walking reminders to me about qualities like sincerity, humility, and friendliness."

Although he deals with more than 135 different students in his classrooms throughout the day, Coury manages to make each one feel individually recognized and appreciated. Walking down the aisles checking homework assignments, he has a quip or a pat on the back for each. To one who hasn't fulfilled the day's assignment, Coury makes a face and shakes his head disparagingly: the student resignedly prepares to accept his fate. He has been disciplined, but recognizes the underlying current of Coury's affection for his students and, consequently, for humankind.

Coury is firm, and the students know it. At the beginning of the year, he distributes a mimeographed list of rules titled *Coury's Common Code*. He compiled these rules the night before his very first day of teaching. With few

revisions, they've remained the same over seventeen years.

"I've never kicked a student out of class, never sent one to the office," he says. "I think I'm in a better position to earn their respect if they see I can handle situations. Also, I don't want them to think they can get out of a situation by doing something wrong."

Coury's Common Code creates the kind of orderly classroom atmosphere in which learning can take place. With his master's degree in political science, Coury is clearly in command of his material; but here again, his sensitivity to his students' feelings predominates. Whenever possible, in classroom discussions, he avoids telling a student point-blank that an answer is "wrong." Instead, he builds on that reply by asking other students for additional opinions.

"I believe that I have something important to deliver in the way of a message; and to see new faces receiving that message really turns me on. I kind of live for the gleam in their eyes."

Despite his prodigious efforts, Coury still finds some students difficult to motivate. He attempts to reach these kids on the fringe of the educational experience by making private deals with them. "I tell them, 'If you will do such-and-such, I will do so-and-so.'" He has been able to reach some formerly unmanageable students using this type of negotiation.

Within the boundaries of *Coury's Common Code*, there is room for acceptance and humour. Coury conducts his classes with a light touch and a ready smile. He has a good sense of humour, and former students still recall funny classroom moments — such as the time everybody showed up in sunglasses to shield their eyes from the glare of his bald head. Coury loved it.

His interest in the students transcends classtime. Between classes, when he stands in the hall outside his room, he hurtles hearty comments at students passing by: "You were great in

the play last night!" Or, "You look familiar. Did I teach your sister? Oh yes, she's the one with the terrific voice." Often a student darts in to retrieve something from an area in the back of Coury's room, which he makes available to those who may lack room in their lockers for a bulky item.

Then Coury closes the door and begins yet another of the five civics classes he teaches during the day. Does he ever tire of the repetition? He would if he had five identical classes, he says. "But, my classes are all different — different kids, different abilities." Emphasizing that he does not mean to sound conceited, he says, "I believe that I have something important to deliver in the way of a message; and to see new faces receiving that message really turns me on. I kind of live for the gleam in their eyes."

In addition to his academic messages, Coury delivers sermons about life judiciously throughout the school year. He knows the lessons he wants to convey, but he waits until the time when students are most open to absorbing them. One such moment occurred tragically in the fall with the suicide of a fifteen-year-old student. In a voice shaking with emotion, Coury told his students that as a father and as a teacher he wanted them to know how valuable they really were and how much they meant to him and to their loved ones. Stopping several times to regain his composure, he stressed that if ever they had a problem, his door was always open to them. "Everybody needs somebody to dump their problems on," he told them. "If you ever need me, I'm here."

When the school day is over, Coury's door literally opens and the room becomes a kind of student hang-out with sophisticated upperclassmen dropping by to visit their old teacher, and current freshmen earnestly consulting with him about the latest frosh activity. Since the early Seventies, Coury has served as South's freshman advisor.

By this time in the school year, Coury has guided the freshmen through Seminar, their orientation program (which he played a major role in organizing), class elections, homecoming, the first frosh mixer and the all-school Christmas Dance. Throughout these activities, Coury's attitude remains "the more the

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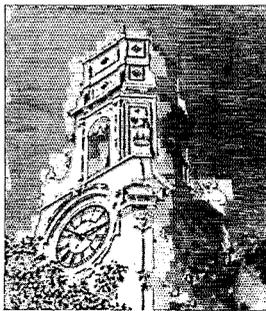
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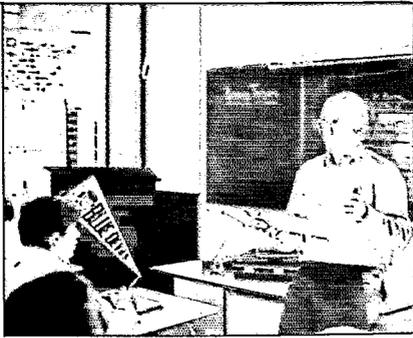
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Jack Coury works overtime attempting to motivate his students.

merrier," observes one parent who says, "Jack goes out of his way to involve as many kids as possible, even if it's slightly more complicated that way. He wants everyone to feel welcome and included. His enthusiasm is contagious."

At the fall frosh mixer, Coury was seen leading a group dance on the dance floor, dealing blackjack hands at the "casino" tables, serving refreshments and helping clean up. He was obviously enjoying the mixer as much as the teenagers, while he involved them continuously in the evening's fun.

"In both his role as freshman advisor and from an instructional standpoint, Jack plays an extremely significant role at South High School,"

says Bernie LeMieux, South's assistant principal.

Ten years ago, though, Coury's teaching career was dangerously threatened; his voice was deteriorating. Doctors discovered polyps and nodules on his vocal chords. Following surgery, to his consternation, his voice did not return. He and his wife flew to New York for an eight-day session with a specialist. During this time, a concerned friend offered him a job which would have more than doubled his teaching salary and included extras such as a car and an expense account.

Coury says he prayed hard for an answer. In the end, he acknowledged his options. "If my voice came back so that I could teach without a microphone, I would stay in teaching.



Otherwise, I would accept my friend's offer."

Coury's voice began to return. Even today, he blinks back tears of gratitude as he recounts the emotional phone call he made from New York to his sons back in Grosse Pointe. "That is the only time I ever came close to giving up teaching," he says.

As Jack Coury will quickly point out, he is just one of many dedicated teachers in the Grosse Pointe school system. "When I first began teaching here," he says, "I thought I had died and gone to heaven because I met so many dedicated, competent people who cared so much about the students. Working with them is like playing on a winning team. It makes you want to perform to your peak." ♦

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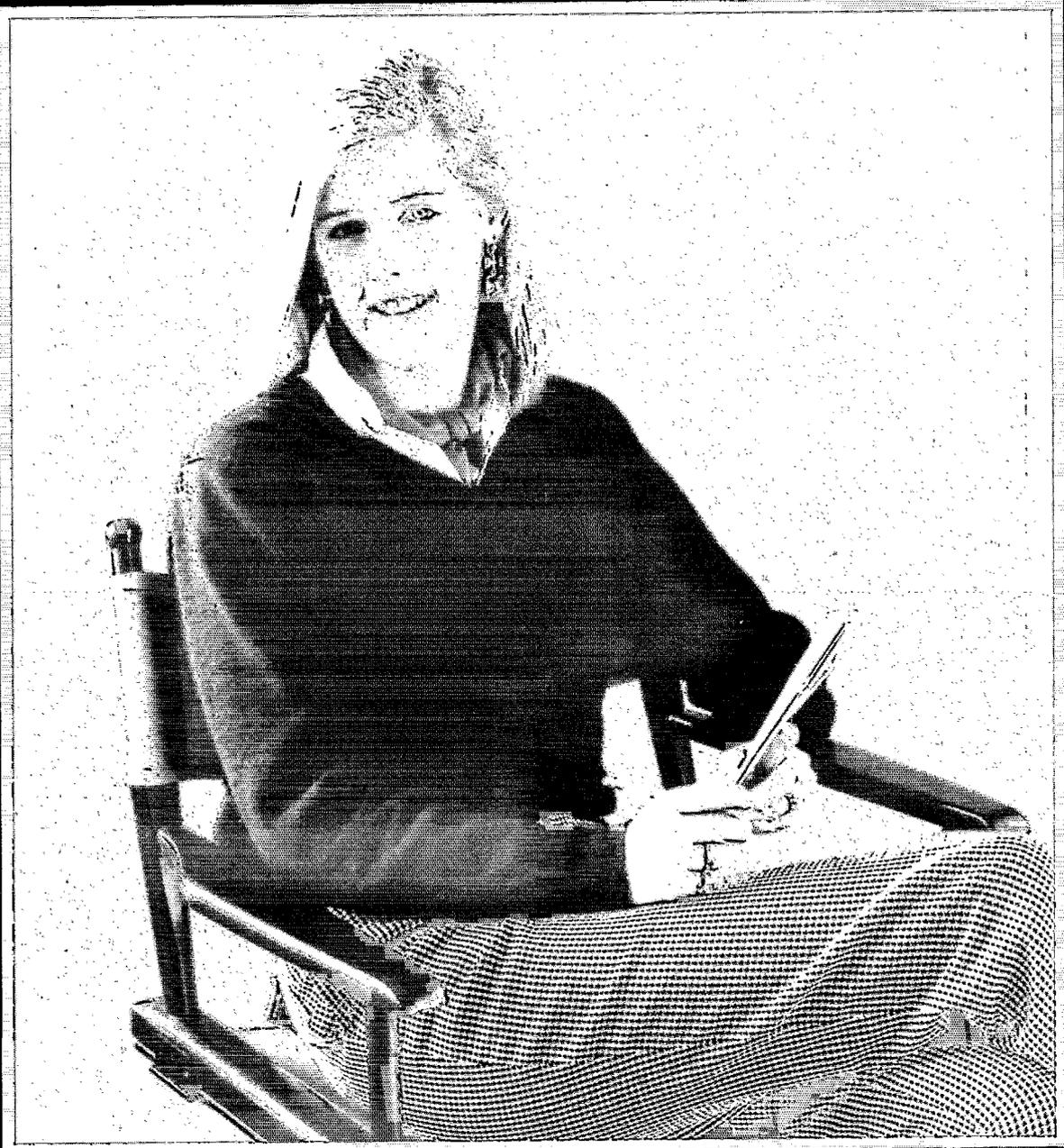
*In a field of stars, it's hard to choose the brightest
— but these ten are Pointers of whom we all may be proud.*

The idea of profiling ten outstanding Grosse Pointe high school students sounded like a good one. But our arithmetic certainly was off: perhaps one-hundred would have been a better number. Of the nearly 3,400 young people studying in Grosse Pointe schools, scores and scores have proven themselves to be deserving of recognition.

And, as in any group of talented people, all possess some trait, skill or special perception that renders them invaluable to the world. We bring you ten — from a field of many.

by DAN ACOSTA

PHOTOGRAPHS BY ELIZABETH CARPENTER



FAY HOWENSTEIN

With just a hint of a slouch (casual, not careless), Fay Howenstein sits as if chatting with Johnny Carson. Her long legs crossed, her elbows on the armrests, it is as if she's conducting the interview. On her sweater, an NBC peacock supplants the space generally reserved for alligators.

As hostess and sports commentator of *Sports Rap* (last season, and again this season) on Grosse Pointe Cable, Fay conducts countless on-camera interviews. She is responsible for the entire form and content of the weekly show — from selecting the theme music to contacting and interviewing the coaches and athletes of eight area high schools.

She admits it is a tremendous amount of work and she's still anxious at the start of each and every half-hour show. "The butterflies in your stomach [before going on camera] never go away — that's part of the business." But, says Fay, "I love it."

"OK, here's the game plan," asserts Fay. "Now I'm not saying I'm going to be a broadcaster for the rest of my life, but here's the plan. I'll go to college and see what I like. I'll be on the college station, and I'll get broadcasting internships, and I'll develop my other interests. Then I'll get into a small market and go from there." Note: Ms. Howenstein needed no teleprompter for this script.



BRYAN MISTELE

"He's my hero," says Bryan Mistele. "At seventeen years old, Steve Wozniak built the Apple computer. I strive, but I'm a long way from that."

That may be a modest assessment; Bryan's computer-related accomplishments to date could easily fill a floppy disc. Fluent in Cobalt, Basic and Pascal, Bryan has been writing programs during the last five years at home and at North High School.

He recently designed a program for a relative, a martial arts enthusiast who sought instructional material that would graphically depict moves on the mat. In his father's law office, he put a friendlier face on the computer system by making it

menu-driven. "Most lawyers don't know how to use computers," Bryan gently explains.

Bryan presently performs computer-aided design work for a firm which manufactures robotic control panels. He hopes to study both computer and aerospace engineering. ("I've always been fascinated with airplanes and how they work.")

Although Bryan spends three to four hours each day before a computer screen, he is always certain to make time for his other passions — downhill skiing and sailing. At six feet one inch, articulate and athletic, this computer whiz is responding with an ERROR message to the myth of the computer nerd.



COLLEEN MURPHY

"I took chemistry as a college preparatory class, not because I thought it would be interesting," says Colleen Murphy. Since then, Colleen's pursuit of the science of substances has grown more deliberate: she is now earning college credit studying advanced placement chemistry and is considering chemical engineering at the University of Michigan.

"It's exciting," says the National Merit Scholarship semi-finalist. "I'm interested in toxic wastes and what chemists can do about the problem."

Colleen credits her interest in science to the South High science faculty and a lecture she attended last year taught by the

founder of the Troy-based Energy Conversion Devices, Stanford Ovshinsky. "He said his goal was to help mankind by developing new sources of energy," remembers Colleen.

"I guess that's what I want to do — get out there and save the world with science." She laughs, suspecting the folly of such grandiose ambitions. But here is a young lady, a five-foot-three varsity soccer player, who says you don't have to be big to be good at the sport, "just quick." Perhaps that is a perspective she also harbours for one day applying her knowledge of science to global concerns.



DAVID DI PASQUALE

"It's a good way to learn about different countries, different people and cultures. It really puts things into perspective," says David DiPasquale of North High School.

David is referring to his favourite subject — foreign language. The senior is in his fourth year of German and first year of an independent study of Russian, perhaps a unique choice — because it "intrigued" him, and he wanted to take advantage of the opportunity. "How many people get to study Russian in high school?" muses David.

The red-headed student, who claims "100-percent Italian" blood, wonders if Americans aren't language-lazy. "Look at Africa

or Spain or France; they speak English even if it's poorly," says David. "Here, if you know English, it's all you have to do to get by. It's pretty sad. It shows ourselves, as a people, to have a lack of concern for world problems."

Studying Russian prompts David to say: "The Russian people are wholesome and as kind as any other. It's too bad their government is so screwed-up."

David takes a similar big-picture approach to his education. Although he excels in language, he is fascinated with physiology and chemistry. After a solid liberal arts education, he hopes to go on to medical school. We wish well this Renaissance man.



ANDY NEHRA

"A lot of kids see MTV and say, 'Yeah — let's go write some songs.'" A smile crosses Andy Nehra's eyes, a pair of laughing, dark brown rifts almost invisible under thick eyebrows and a moussed lock obscuring his forehead. And then the playful understatement: "It's not like that."

Andy, who admits spending summers in his basement recording studio, is a bass guitarist/songwriter for the popular new music group, Second Self. (The band was voted "Talent Deserving Wider Recognition" in a recent *Metro Times* music competition.) A January graduate of North, he took only a smattering of high school music classes — which is not to say he's casual about what he terms "my music."

His daily routine is to "sit at the piano" before dinner, fine-tune songs in progress and later meet Second Self members for a three-hour rehearsal. Weekends are spent recording original compositions. With a four-track recording setup, he provides his own vocals, keyboards, and guitars, and programs a computerized "drum machine."

As a Second Self band member, Andy has played numerous local clubs, such as Harpo's, The Ritz, Jagger's, and Paycheck's — a respectable accomplishment for any seventeen-year-old musician. He aspires to a college education either here or in New York, but his main priority is still to break into the recording industry to "make my music heard."



KARA VAN DELLEN

University Liggett senior Kara VanDellen is an outstanding and dedicated athlete in field hockey, volleyball and lacrosse; and that keeps her running throughout the autumn, winter and spring. (On her break last summer, she worked at Camp Roger near Grand Rapids. Although her job was cooking, she ended up teaching her colleagues lacrosse, her favourite sport.)

Kara is described by her field hockey coach as "a very strong offensive player, a leader on the athletic field." Although not the highest scorer, Kara is a "fine team player" who knows how to set up a play — an attribute that helped ULS capture the league title,

making it Michigan's best field hockey team.

Kara is also interested in physiology but is uncertain what she'll study in college. "I'm considering sports medicine," says she. And then, with blue eyes already signalling laughter, adds, "I know a little bit about it from being taped up."

Kara admits her easy laughter doesn't always referee her competitive spirit. "It can be a drawback. Sometimes, when I'm just playing football with some friends, I have to be reminded to calm down — it's just a game."



JOE PALUZZI

It's a cold, cold morning, below freezing; but Joe Paluzzi wears no socks. Only Italian leathers. Perhaps he wills his feet warm. Although engaging and casual, he walks with the air of a man who just sold the Brooklyn Bridge . . . again.

Joe is known for selling theatre audiences at North High School. He received the annual "Best Actor" award for his poetic rendition of Lysander, the young Athenian lover who pronounced, "The course of true love never did run smooth" in *A Midsummer Night's Dream*. In *Grease*, he pushed Travolta aside with his depiction of the romantic lead, Danny. Most recently, he portrayed two characters in North's *A Flea in Her Ear*.

Now a senior, Joe was introduced to the stage during his freshman year when, three weeks prior to a performance, he was

unexpectedly requested to stand in for a sick cast member. "I was scared," says Joe, "but I said, 'Sure, why not?'"

"Why not?" has since turned into a love affair with the stage. Two years ago, when asked if he'd study acting in college, his reply was "no way."

"Now I'm thinking about it," admits Joe. "Not really seriously, but, who knows? Maybe you'll see me on *General Hospital*."

Currently, Joe is uncertain of his college and career plans. Where and what will he be in ten years? Unhesitatingly, he replies, "A success. I've got to be successful; that's one thing I'm sure of. If it's on stage, great."



KEA MC KINNEY

As Kea McKinney speaks, she uses her hands, punctuating the air with her pencil. She never sets her pencil down; after all, she is a journalist. But the pencil also has a large slip-on eraser; Kea is also an editor.

For the last four years, Kea has written for South High School's *Tower*, the award-winning newspaper which she now edits. But her reportage stretches far beyond the school corridors and into the halls of power and politics. As a student correspondent for NBC's *Main Street*, she reported on the attempt to force mandatory rating labels regarding the content of record albums.

Her story, which aired last fall, involved flights to New York, Tennessee and Washington, D.C. as Kea interviewed South

Dakota Democratic Senator Larry Pressler, Tipper Gore (wife of Tennessee Senator Albert Gore, and spearhead of a campaign to rate music tapes and albums by their content), various record industry officials, and Detroit DJs, music experts and consumers.

"I love journalism. It's always something new," says Kea. "I like the running. I like getting the story. I like talking to the people."

According to Kea, her personal story for the future will probably involve broadcast journalism or business. "I want to be successful," says Kea. "I like setting goals for myself and meeting them. So far, I've been able to meet most of them."



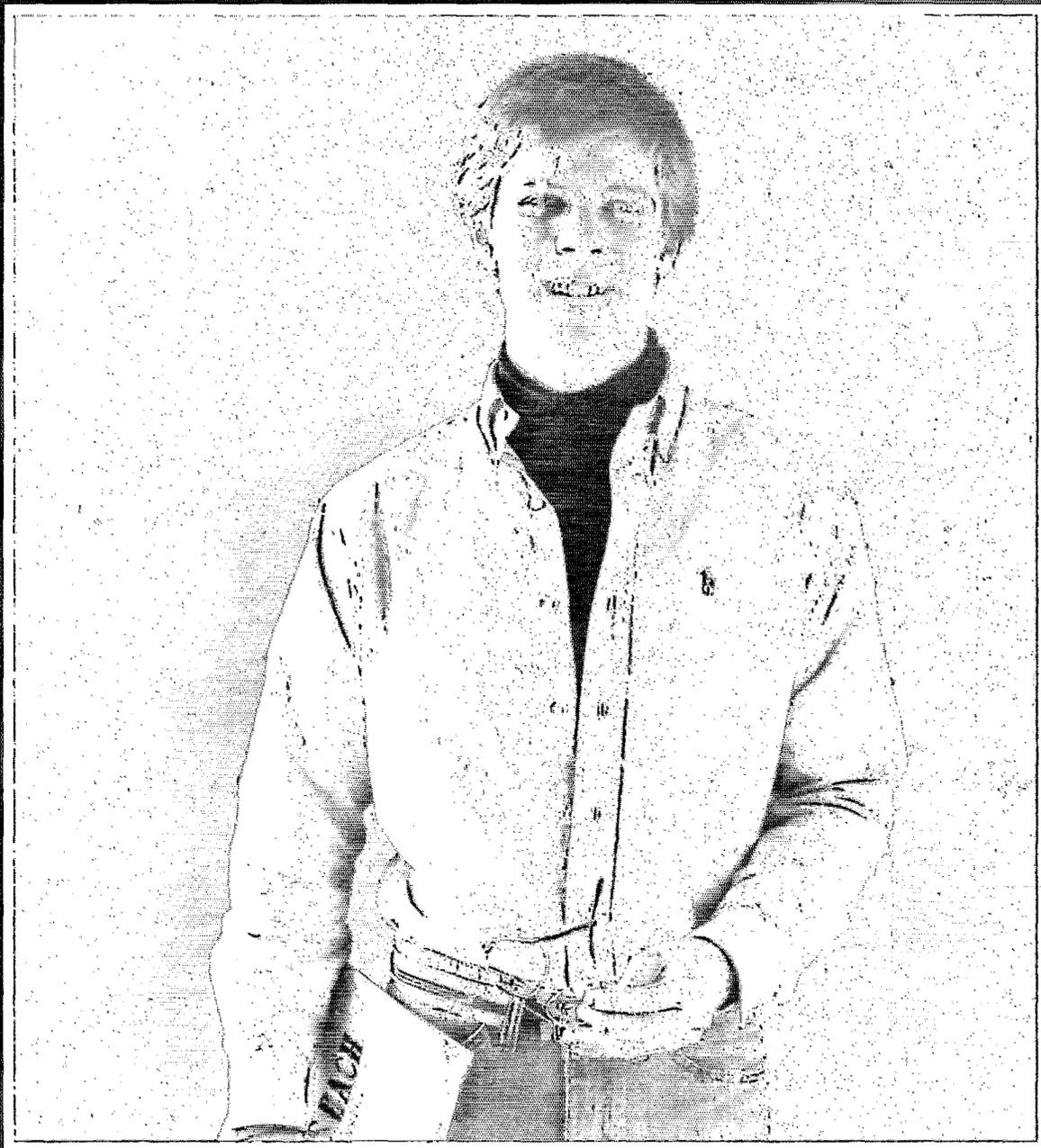
KATHLEEN JUDGE

Artist Kathleen Judge is not interested in painting “just a pretty picture.” Says Kathleen, “in the last year, I’ve realized I can’t paint or draw to please the people around me. I do it to please myself and to get people to respond to the art.”

So far, response has been favourable. Her work — watercolours, acrylics, pencil drawings, mixed media, and some sculpture — shows a conceptualization and vision that transcends mere illustration. And whenever she does illustrate, often in *The Tower* newspaper, she manages to communicate.

The South High student began drawing as a child, in front of the TV, and hopes to attend an art school in New York City. (“I feel very strongly about New York and all its resources.”) When asked to paint a picture of how her life will be in ten years, she predicts, “I’ll probably be out of work or getting odd jobs — I’m very restless — but I know the future will be a good time for me.

“I constantly want change, always want to try something new,” says Kathleen. “But I feel art is a constant in my life.”



PAUL RABBIDEAU

Paul Rabbideau plays the French horn in both the concert band and orchestra at South High School. He also plays piano, and two years ago began making music on electronic keyboards. How did he get there?

"The same way as most every little kid: my parents made me take piano lessons. I hated it," says Paul. After finally convincing his parents of the odious aspects of the ivories, he quit and studied the French horn.

"I found that I missed it," laughs Paul, "and went back to the piano for myself." He now practices approximately three hours a day.

Last summer, he studied contemporary music seven hours each day during an eight-week camp at the Berklee College of Music in Boston. (The summer before was a classical immersion at Interlochen.) The Boston experience piqued Paul's interest in jazz-rock fusion, and he's recently joined a quartet that performs music in the Spyro Gyra genre.

Paul knows his future, in some way, will be related to music. And he's keeping his options open, from producing records to being a lawyer who represents musicians. Says Paul, "For a while, I considered writing film scores. Now I think I might want to make the film itself."

The Case for Private Education

Nearly twenty percent of local children attend private schools. What's the attraction?

Even though Grosse Pointe holds claim to one of the top public school systems in the nation, almost one in every five area students attends a private school. It's true that private school enrollment is up all across the country, but Grosse Pointe is still well above the national average of 12.6 percent, with 19.12 percent of all Grosse Pointe students attending private schools. Translated into human terms, that means that 1,728 of the district's 9,037 students are being educated privately.

Regardless of whether parents choose a parochial school or an independent institution, the option doesn't come cheaply. Tuition costs generally begin at \$1,000 a year for an elementary student attending Catholic school in the family's own parish and escalate sharply from there. For a sixth-grader at the Grosse Pointe Academy, for instance, tuition runs \$5,100; for a senior at University-Liggett, it's a whopping \$6,550. Considering the fact that these same children could attend a top-notch Grosse Pointe public school for free, the question lingers — why? Why would parents spend tens of thousands of dollars — more than enough to cover college expenses — to send a child to a private lower school?

For some Grosse Pointers, private education constitutes a family tradition. Parents who have fond memories of their own school days at the Grosse Pointe Academy (founded in 1885 as the Academy of the Sacred Heart), for instance, frequently want their own children to attend that school. For others, particularly those who choose parochial institutions, private education is a way to ensure that spiritual

values will be emphasized. At the all-girl Star of the Sea High School, for example, the goal is to graduate what principal Donald Sloan calls "Christian young ladies who are leaders." But for most parents, the deciding factor in the choice of a private education is the outstanding academic training that each student receives.

"Parents choose this school because they want the best for their child," says Grosse Pointe Academy admissions director Molly McDermott. Even though the Academy stops at the

For most parents, the deciding factor in the choice of a private education is the outstanding academic training that each student receives.

eighth grade, the curriculum emphasizes college preparatory classes. Over at Liggett, with its pre-kindergarten through twelfth-grade curriculum, administrators boast that 100 percent of their graduates are college-bound. "Every child who's here is privileged," explains Liggett headmaster John T. Whatley — and he's not just talking about money. Like other private schools, University-Liggett is designed for the academic achiever. "We're highly competitive," says Whatley. "Not in a cutthroat way, but in the sense of wanting the very best, the highest quality performance from these kids."

Even in an area like Grosse Pointe — where eighty-five to ninety-five percent of public school students pursue some form of post-secondary education, and students rank in the top one percent of public school districts nationwide — many parents see advantages in a private school milieu. Classes are smaller, students receive more individual attention (the student-teacher ratio at Liggett is 10:1), and since administrators hand-pick the student body, there are fewer behaviour problems and almost no learning-disabled kids. "We are not equipped to handle the severely handicapped child," admits the Academy's McDermott. Over at Liggett, associate director of admissions Ethel Burwell reiterates that sentiment, noting, "If a child has a learning problem, Liggett is usually not the place for him or her."

To be accepted into any private institution — whether parochial or independent — students must typically undergo a rigorous admissions procedure involving tests and interviews. Even if there are openings in a classroom, most private schools will not accept a student who does not seem promising. "We work on an individual basis," notes Burwell, stressing Liggett's interest in above-average students.

At Star of the Sea, a Catholic school where the emphasis is on community service, Donald Sloan has been known to bend admission rules. "Occasionally, we'll get transfer students from the public schools who have had problems — maybe excessive absenteeism or poor achievement." If they're interested in bettering themselves,

by DONNA OLENDORF

Sloan sometimes accepts them on probation to give them a second chance. "We feel strongly that we need to help people," Sloan acknowledges, but he also notes that in a college preparatory curriculum such as that taught at Star of the Sea, such cases are the exception rather than the rule.

Once accepted, the private school student can look forward to a heavy load of classes and activities that increases annually. At the Grosse Pointe Academy, where the early school applies the Montessori approach to pre-school education, even the youngest students get a full complement of academics. Children between the ages of two and one-half and five "are exposed to math, science, social studies, and reading," McDermott explains.

At Star of the Sea, students are required to take service courses that send them out into the community in addition to their academic classes. And at Liggett, a graduating senior must have amassed nineteen credits, typically including four each in English, math, and laboratory science; and three each in social studies and foreign language. All Liggett students are required to take one term of public speaking or acting as well as one term of

creative and performing arts. Physical education is also a requirement. And while sports participation is no longer mandatory, it is so strongly encouraged that ninety-five percent of the student body participate. In fact, to promote involvement, the school has instituted a late bus for sports students for the first time this year.

For Burwell, whose children are Liggett alumni, it was the small school environment, where participation is expected from everyone, that attracted her to the school. "My children were good students; they were good kids. But they were going to fade into the crowd. This school took them by the hand and said, 'We need you.'"

Peggy Maycock, whose three children all transferred to Liggett in the sixth grade, professes a similar attraction. When the Maycocks first moved to the community, they looked into an independent school for their oldest child and decided against it. "We wanted our daughter to develop neighborhood friends," Maycock explains. But by the time their firstborn was in fifth grade, they began to have second thoughts: "She was very unsure of herself in math and was beginning to develop a real block. Her testing scores indicated she was capable. And she had very limited writing experience. We decided we wanted her to have the kind of individual attention available in an independent school."

Maycock admits that her perception of the area's public middle schools was a con-

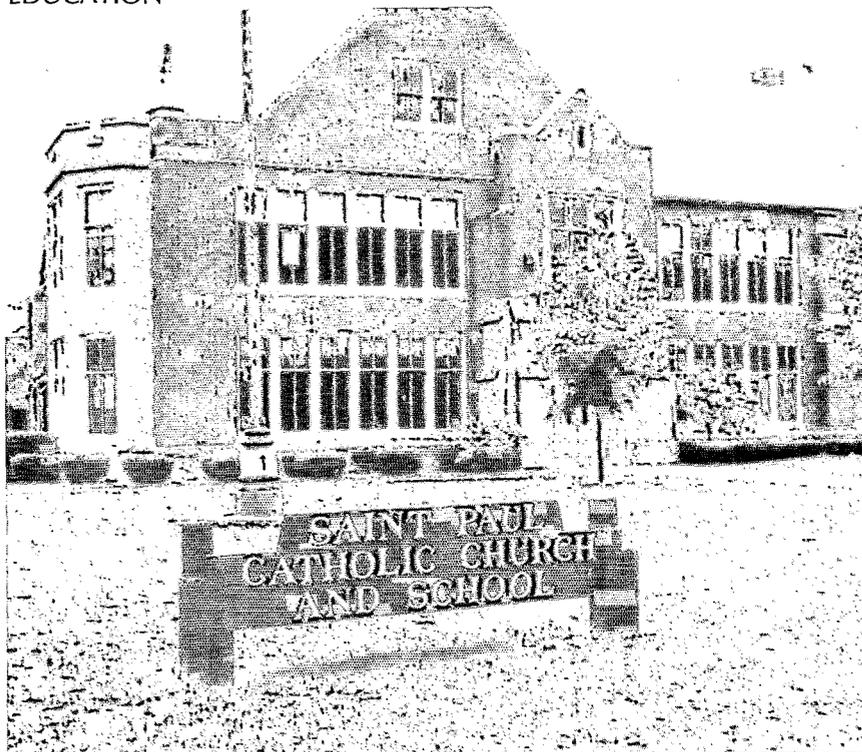
tributing factor. "At the time my daughter was going into sixth grade, public middle school was considerably different than it is today. It was very large, there were discipline problems, and it wasn't — and to some extent still isn't — cool to be a good student. At Liggett, everyone is going to college and academic achievement is in."

On the other hand, Maycock realizes that large public institutions can offer opportunities not available in a very small school. (Grosse Pointe South, for instance, has a student body of 1,700 in grades nine through twelve, while Liggett has an enrollment of 340 in its upper school.) For a strong, self-motivated student, such as the Maycock's second daughter, Molly, who is a budding swimmer, South offered the perfect alternative. "Molly was at Liggett from grades six through eight," says Maycock. "But she loves to swim and wanted to join a school team. There is no swim team at Liggett." This fall, her freshman year, Molly transferred to South.

"She's swimming on the varsity team. She's joined an organization that provides safe rides for students who've been drinking. She finds it very stimulating." More importantly, there's been no unacceptable behaviour on the part of students in Molly's classes. Involved as she is with a college preparatory curriculum, Molly is exposed to the more serious students. In fact, says her mother proudly, "her background at Liggett has allowed her to take three sophomore classes as a freshman."



ILLUSTRATION BY SUZANNE WALKER



St. PAUL SCHOOL
More than just a good education.

No one questions the academic excellence of private institutions, but people within the public school system feel that their schools are doing an equally good job. Roger McCaig, director of research and development for Grosse Pointe public schools, alludes to his district's high achievement on standardized tests, pointing out that "the typical student will attain a level around the 85th percentile. Sometimes they score in the 90th percentile, sometimes in the 80th. But it's always well above the national average."

Furthermore, since many private schools stop at grade eight, and public school attendance swells twenty to fifty percent in grade nine as students transfer in, McCaig is able to make informal comparisons of test performance between the two groups. "Our ninth graders from middle schools do not do less well than the ninth graders entering from private schools," McCaig stresses. Clearly, the implication is that public school students do better; but since he isn't dealing with carefully regulated control groups, McCaig stops short of this assertion.

Meanwhile, a voice from the classroom, Grosse Pointe South journalism teacher Bob Button, expresses a similar view: "There's a general perception that private schools stress skills more than their public school counterparts. But when I get students in my classroom, I can't distinguish between the two groups. Many fine students come from the private schools; many also come from the public schools. And not all who come from private schools are good students."

Perhaps the most radical difference between academic achievement in the private and public schools is what happens when a student begins to slip. At a big school like South or North, it's easy for a bad student to vanish into the crowd. Anyone who wants good grades is expected to have the self-motivation to earn them. But at Liggett, when grades falter, not only students and teachers, but often parents and administrators, get involved. "There's a lot of pressure to get your work done," according to Liggett junior Eric Wise. Wise acknowledges, "It's easier to get your work done when someone's sitting on you."

The people who work at Liggett are dedicated professionals, who are

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convinced that their intervention into students' lives is a positive thing. But not all students see it that way.

One lifelong Liggett student, who transferred to South for his senior year, came to dislike the school. "It's like a prison," says the Grosse Pointer, who asked that his name not be used. "The administration can single a student out and give him a hard time." He didn't start out with this feeling. "The lower school is great. Then, in the middle school, they start loading you with homework and rules. By the time you get to upper school, they have this ridiculous dress code. You're not allowed to leave campus or go home for lunch. You can't even cross the street to the parking lot. They're incredibly strict. As far as scholastics, the teaching is good, but every teacher thinks that they're the only one."

At South, this student has brought up his grades from C's to A's. He thinks he's learning more about life in the real world. "How can Liggett prepare you for college if at college there are no rules? South prepares you to be responsible. It's not as if you go to South, and it's an animal farm and things are being thrown around. It's a very positive learning environment."

Rob Glancy, a senior who not only began his education at Liggett but who will graduate from there, provides a different perspective: "A lot of the pressures here have to do with the other students. They want to perform: they want to do well. In class, the competition is intense. People participate a lot. Grades are important." Glancy sees the teachers' involvement with struggling students as a positive concern. "They want us to do well," he says. And the odious dress code doesn't bother him. "It's less distracting if you're appropriately dressed." In short, he feels "pretty positive about the school. The only problem I have as a senior is having worked with the same people all my life. It gets to be old hat. Not as stimulating as meeting new people."

Composed as they are of select students and administered by a hand-picked staff, private schools often draw fire for their snobbish atmosphere. But, in the Grosse Pointe area, this attitude seems to be more perceived than real. None of the people HERITAGE inter-

viewed — whether affiliated with the public or the private schools — thought status was a factor in the selection of a private education. In fact, several parents and teachers pointed out that because scholarships for the disadvantaged are available, there are more minority students enrolled in private than in local public institutions.

For the people involved in private schools, the stereotype is infuriating. Rob Glancy recalls a football match with a team from Livonia. "The team had a chip on their shoulder because we were a private school. They just assumed we'd all be wimps rather than judging us for what we were." When Liggett won the game 39-7, Glancy couldn't have been more pleased. "They expected to wipe us out," he says. Instead, the private school "wimps" taught their competitors a lesson in reality.

Misperceptions about the nature of private education are especially painful for Liggett headmaster Whatley. "The status question is an unfortunate one," he replied when asked to react to allegations in *Monthly Detroit* that private schools like Liggett "don't just prepare kids for college. They prepare kids for Mercedes and Oakland Hills." The real problem, Whatley believes, is that "American society is anti-intellectual. When people choose to go against this grain, they are misunderstood." Aware that he's in the minority, Whatley nonetheless feels proud. "When people who graduate from Liggett are at the age of forty, they're still reading books, they're still optimistic, and they still have the capacity to make adjustments to life." Those values, he believes, are what make private schools so special. ◇

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only one which is wholly-owned by its approximately four hundred members. The security and stability here echo Grosse Pointe tradition, and new members feel comfortable almost immediately.

"We have steady people who have grown together," says Charlie. "There's not much transience here."

"One of the nice things about living here is having all our friends around us," notes Caggie.

"In Grosse Pointe, doctors and lawyers are still practicing at 75," observes Dave. "Not too many people are looking for a golf game on Tuesday. Life here is diversified."

How did so many Grosse Pointers come to live at the Yacht and Country Club? Mary and her late husband, Robert, started the ball rolling about twelve years ago. At the time, they were living in a golf cottage on St. John's Island, a development in Vero Beach, north of Stuart. Since there was nowhere near their home to dock their boat, they kept it in the Manatee Pocket, a cozy harbour snuggled between

Stuart and Port Salerno.

"You really want to know why we moved?" Mary laughs. "It got 'billionairish.' We weren't quite comfortable."

The Bryants took to the air for a bird's-eye view of South Florida. From a plane, the advantages of Stuart, flanked by the St. Lucie River and its south fork, were obvious. "My husband, being an ardent sailor, liked the looks of all the water," Mary says.

When the Bryants moved into the Yacht and Country Club, the golf course consisted of only nine holes, and their home on Crooked Creek was surrounded by vacant lots. In 1977, when the Trapps stopped by on their way to Michigan from the Florida Keys, Robert suggested they take a look at a lot across the street from them. The suggestion was warmly received, Caggie recalls.

"There was a terrible ice storm in Michigan that year, and we'd caught bad colds," she says. "We were pale and pasty, wheezing and coughing, and here they were all beautiful and healthy."

The Thomases had already moved into their home on the 14th hole the previous year. Soon the Markleys and the Williamses joined their friends in Stuart. Al Thomas recalls Mary Bryant's gentle method of persuasion.

"All she did was smile," he says.

Adapting to a new lifestyle was easy for the group. All are avid golfers who take advantage of their proximity to the course by playing several times each week. Owning their own golf carts is a convenience, with cart trails provided along the fairways.

Although Mary no longer owns a boat, Dave and his wife, Betty, keep their 38-foot yacht, *Sea Melody II*, tied up at the dock in front of their home. Crooked Creek provides easy access to the Manatee Pocket, which leads to the ocean. Boats can also travel to the Okeechobee Waterway, which connects Stuart to Fort Myers on the west coast and provides a picturesque water route to Captiva and Sanibel Islands.

Boatacades are one of the Williamses' favourite activities. Their trip in late November took them and about

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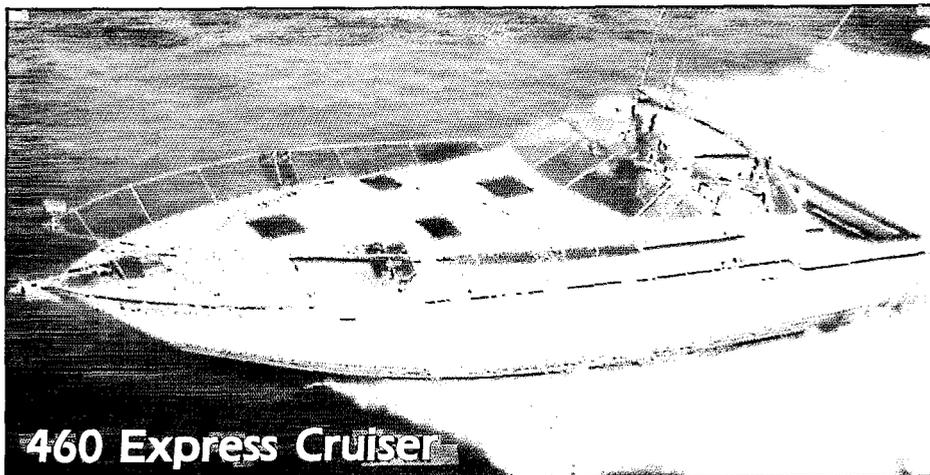
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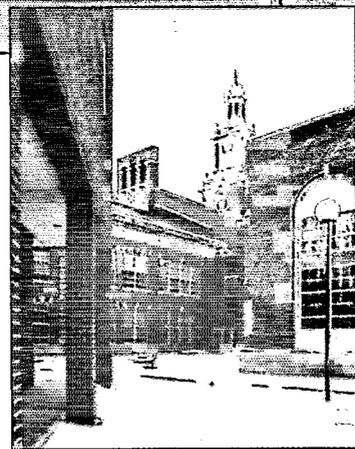
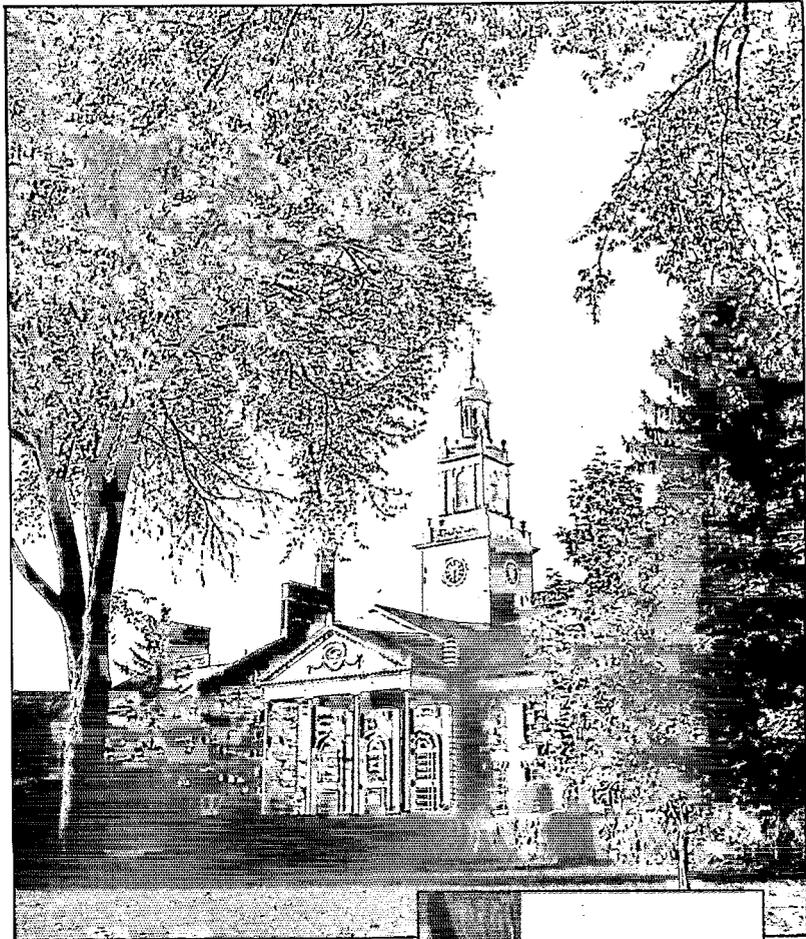


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First Hour Blues

Grosse Pointe South, long a bastion of hallowed tradition, is the school that almost wasn't.



by MAUREEN AITKEN

It was a charming, small town of the Twenties — a peaceful, calm community of austere houses and dirt roads, which captured a quaint hominess that could never be experienced in the city, never be felt amidst bright lights and downtown crowds. This was the Grosse Pointe that allowed residents to walk down the street and know every passerby personally.

But during the late Twenties, the rural-agricultural district felt the growing pains of a rapidly increasing population. Grosse Pointe was blossoming, and its children were growing in number and necessities. With the increasing population, Grosse Pointe residents had an obligation to provide for their youth: to nurture, guide and educate them within their own community.

There stood Cadieux School, overflowing with students who could no longer receive an adequate education amidst wooden, portable classrooms and cramped seating arrangements. Quick expansion had caught

the building off guard, as the kindergarten-through-eighth-grade school increased a grade every year until the completion of a high school program in 1925. The Grosse Pointe community understood that grade additions were merely patchwork, and that simpler times had to give way to a population needing a permanent educational facility for high school students.

Instead, Grosse Pointe's dedication gave birth to a building that almost drowned in quicksand, that would serve as catalyst for many of the area's trends and tragedies, and that would stand as a symbol of Grosse Pointe's investment in the future and commitment to the growth and education of its children. This building came to be known as Grosse Pointe High School.

During the Twenties, the people of Grosse Pointe were torn between preserving the virginal beauty of their town and meeting their desperate need for a community high school. Students were bursting out of the K-12 grade school on St. Clair, where the administrative offices now stand. So when

twenty-three acres of swampland were purchased from the Grosse Pointe Country Club at a price of \$247,830, a number of residents responded with something less than enthusiasm.

Edward Pongracz, Grosse Pointe resident since 1928 and former school board member, recalls in a tape on Grosse Pointe history, "It took five years because the people at that time fought both tooth and nail, and it finally took a Supreme Court decision to clear the way for the condemnation of the property."

architecture

On January 13, 1926, the Michigan Supreme Court upheld Wayne County Circuit Court's earlier decision allowing the School Board to purchase the property at Fisher Road. The way was finally cleared for George A. Haas' Georgian Colonial building. But the

building construction entailing 759 piles of concrete, 2,356,000 bricks, 124 tons of Indiana limestone and 30,000 square feet of marble proved to be more difficult than anticipated, when quicksand threatened to stop the construction.

"As they began to work, they began to notice that they had bad ground," Pongracz says. "So they had to separate all the work and redesign it . . . and put in floating foundations."

Modelled after eastern Ivy League schools, the building boasts spacious rooms and marble hallways. The structure represents an architectural philosophy popular in the Twenties, which held that a statuesque, impressive building was essential for learning and education. While the building includes countless architectural features, one of the most distinctive is its 133-foot tower, which stretched above any other building at that time. Primarily built as an architectural focus, the tower would later symbolize the school's pride and spirit, with fac-similes used as the high school logo and as a masthead for *The Tower*, the student newspaper.

"It's a famous symbol," says Russ Luttinen, assistant principal. "When you see a picture of the tower, you know it's South."

Former athletic director and basketball coach Forrest Geary recalls how the school was forced to scale down its building effort, because it was running out of money. The gymnasium did not meet official standards, and the auditorium had to be downsized.

Under Grosse Pointe High School Principal Jerome Burtt, the building opened on February 1, 1928. But the number of students fell approximately one thousand short of the building's seventeen-hundred person capacity, and some wondered if the freshly-designed classrooms would ever be filled. But to many, the 735 students who walked the pink Tennessee marble halls were living proof that a stately building inspired students to learn. Whether they studied Shakespeare in one of the four reference libraries, or listened attentively in one of the thirty-six classrooms, the building reflected a student body dedicated to learning. Students were assigned large amounts of memorization by rigid teachers; class discussion was restricted.

The school's placid image was indicative of the student body. There seemed little to worry about other than getting to homeroom by 8:30 a.m. and what to do after 3:20 p.m., when

The cafeteria

PHOTOS BY ELIZABETH CARPENTER



A Sense of Dignity

by ROSEMARY BOWDITCH

Once upon a time all schools looked like schools, and not like small factories or office buildings. It was easy to find the proper way in, even without the presence of students to lead the way. During that era it was expected that, by their mere appearance, certain kinds of buildings, such as schools, churches and banks, would command respect for themselves and for the activities they sheltered. Certainly Grosse Pointe High South hails from that era. Stately in form and confidently angled on its corner site, the structure ensures respect for itself and its functions by evoking memories of Independence Hall in Philadelphia, and, indirectly, of the nation's beginnings, when Great Men walked the land. Notwithstanding that association, the building owns a sense of dignity and purposefulness which cannot be denied, and which remains unaltered by additions to the original structure.

It should not be thought, however, that the form of this school was copied from that of Independence Hall, but rather that the one was possibly inspired by the other. A comparison shows their massings and general appearance to be similar, as each is built of red brick and has a symmetrical facade with central clock tower of greater height than the two-story wings to each side. Also common to each, these wings are comprised of sections with differing depths and roof heights, providing variety of form and visual interest. The school's wings, however, are more uniform than those of Independence Hall, which is actually a group of buildings tied together by low wings. Among other features common to school and Hall, and which increase their similarity to one another, are large rectangular windows of many small panes, a Palladian window or two, and roof railings.

While a clock tower is not essential for bestowing dignity on a building, in this case it is a useful architectural device for giving some monumentality to one which because of availability of land, did not require more than two stories in height. The goal was furthered by positioning the building at some distance from, and

at angles to, the streets which bound its site. Not only is the structure made to seem more important by the expanse of lawn before it, but the school is also provided a stage from which it can play to audiences approaching from different directions.

The angled siting also allowed a longer expanse of facade, the better to balance the clock tower height, but it was necessary to visually minimize the actual length of the wings. Thus the ends were turned forward in a gesture of protectiveness toward the grounds in front, creating a sort of open courtyard.

The height-giving clock tower also functions to direct the visitor's attention toward the main entrance. While all streetside entryways are given architectural attention, it is this central one which received preferential treatment. Located in a slightly projecting section, it is shielded by a deep and gracious two-story pedimented portico with four supporting columns of classical form. Pilaster echoes of these columns separate and frame the door and windows to each side. At a short distance from the central entrance, secondary front entrances are topped by broken segmental pediments and Palladian windows. Placed in slightly projecting wall sections whose corners are defined by stone quoins, these elements increase the sense of importance of the structure as a whole.

The remaining wall surfaces are less adorned but not ignored. Between groupings of windows are two-story pilasters which relieve the monotony of plain brick walls and rectangular windows, and impart an illusion of greater height than actually exists.

While it has been necessary to increase the size of this school since it was built, the original design, in an act of premeditated self-preservation, forced those additions to be located where they would not intrude visually. One must admire the architect's skill in handling building and site to ensure they would retain their integrity through subsequent periods of change.

Rosemary Bowditch is a historical architect who analyzes Grosse Pointe architecture for HERITAGE.

school finished for the day. Ruth Flom, retired dean of girls and English teacher, describes the neatly dressed students as extremely conscious of academics. "The district was smaller then, so you knew the parents better. There were no drugs and only some occasional drinking. It was a very peaceful school."

Part of this peace resulted from discipline in the home. The family unit demanded greater personal responsibility, and students were expected to maintain a certain level of respectable

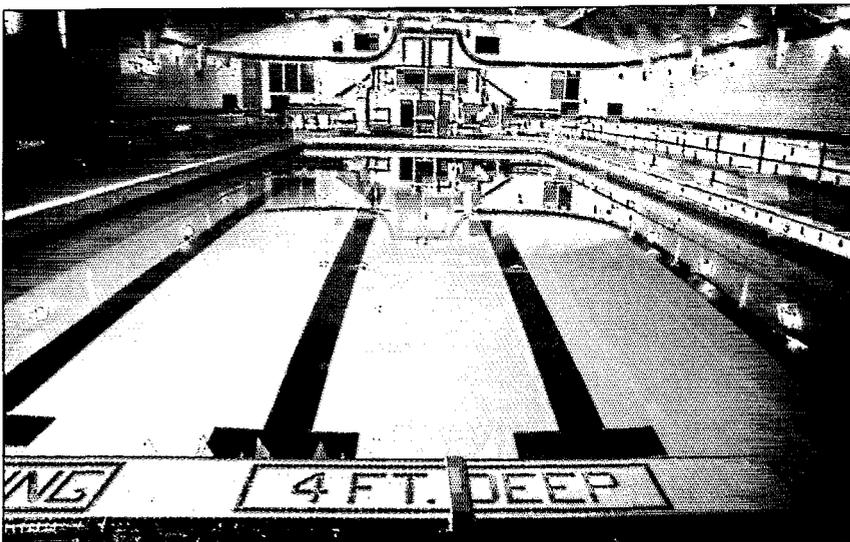
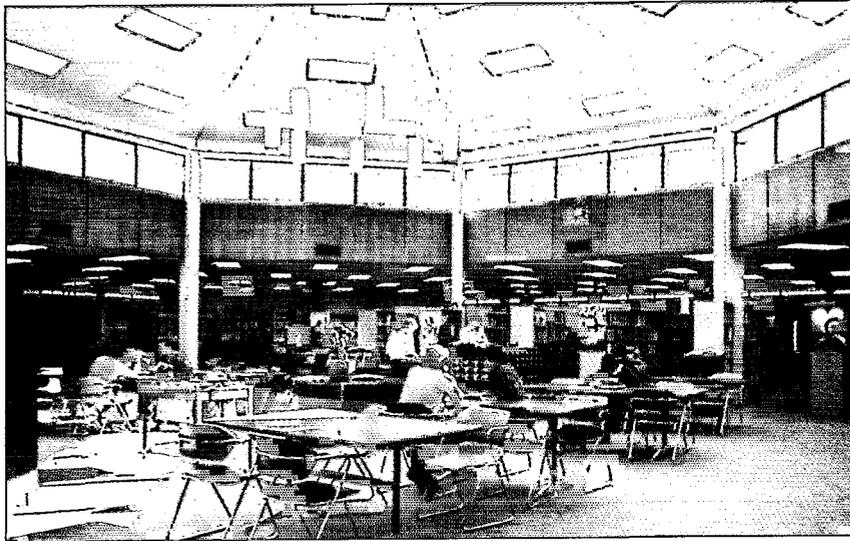
behaviour within and without the classroom.

The new school lacked its current wide range of functions, but the late Twenties spawned traditions that would continue uninterrupted. These included *The Tower*, an award-winning and highly respected student newspaper, and the Pointe Players, who showcase some of the high school's richest acting talent.

Athletics were only at the starting gate in the late Twenties, kicking off sports like football, baseball, tennis

and track for boys; while girls were limited to pool parties and other intramural sports. "Students were interested in sports back then," said Geary, "and back then girls wore bloomers."

All of the studying, however, could not predict the stock market crash of October 20, 1929 and the consequent financial whirl of uncertainty. Nationwide, stock market losses for 1929-'31 were estimated at \$150 billion, and twelve million Americans lost their jobs. The Depression had begun, and the streets of Grosse Pointe



Above:
The Library

Left:
Cleminson Hall

Below:
The pool

were not immune from the tragedy.

"We were a depressed class," said Roger VanDerKar, a '33 graduate. "We were very much concerned with dollars and cents. We were lucky to have such a beautiful new school, but for families, it was a rough time."

As a result of the Depression, the Grosse Pointe High School's budget was slashed, and teachers were paid in scrip. When the lunch bell rang, hungry kids without much money walked to the second floor, where ten-cent lunches were served in the modified Tudor Gothic cafeteria. The cafeteria could feed up to four hundred youngsters and was an innovation in public school facilities. Students felt at home in front of a large stone fireplace, and panelled walnut wainscots with ceilings of tapestry texture gave students a secure feeling; they would not go hungry here. "At Thanksgiving and Christmas, students got a turkey dinner for thirty-five cents with pumpkin pie," Flom says. "Some students were given free lunches and free bus tickets. Students didn't have cars then."

The high school's large football field would go unused by the varsity football team during the Depression. The team was cut for financial purposes.

"In the Depression, everyone pitched in and recognized that you had to do well, otherwise you let your family down," said Ed Chase, former Grosse Pointe High School letterman and '33 graduate. Chase noted that varsity baseball also had to be cut due to budget constraints.

One of his most vivid Depression memories, however, was the great concern about college tuition. For some, hope died in empty bank accounts. Some would try and work toward the future, if work was available. Chase considers himself one of the lucky ones who found a route to college. He was the sole recipient of the \$200 Mother's Club scholarship, which enabled him to attend the University of Michigan, where he acquired an additional \$50 scholarship after a successful first college term. Others were not as lucky.

Despite some misfortune, not even the Depression could hamper the school's social traditions. Dances were a favourite, with junior and senior proms and dances every lunch hour to the beat of a three-piece orchestra. "I enjoyed dancing," recalls VanDerKar, "all of the girls looked beautiful."

architecture

While he retains fond memories of sports and the student council, VanDerKar particularly remembers that students avoided trouble and joined together in the face of rough times. The school was still without drugs or alcohol, as a rule; and the students were concerned and dedicated. An occasional visit to blind pigs constituted adolescent rebellion; Chase remembers visiting one such establishment on Kercheval. After Prohibition was repealed, he frequented an eatery near the school that served sandwiches, beer and whiskey.

World War II hit Grosse Pointe hard. As the community saw many of its men go off to war, some situations were immutably altered, including those at the school.

World War II called the high school to duty, as it provided a two-story Industrial Arts building to meet the colossal expansion of America's industries. Inside the building, people were trained six days a week, sometimes into the night, to compensate for manpower shortages. Over at the school, young boys in classrooms contemplated life on the battlefield.

"Seniors were going into the service right after graduation," says Geary. "I had a class on getting them ready to go into the service from a physical standpoint. I don't think anyone ever wanted to go to war, but they did and some really went to the top." Geary remembers one of his students becoming one of the most famous fighter pilots in the war.

Thomas Candler, a '41 graduate, said going to war was expected and considered patriotic. The German threat, he said, had given men cause to fight. "We all knew that sooner or later we would be going."

WWII also put a damper on social functions, since most of the younger men were out on the battlefield. But the temporary loss of male companionship was nothing in comparison to the loss of lives. And memories of former students killed in action cannot be erased, not even forty years later.

Charlotte Jeakle, a '46 graduate, recalls in an issue of *The Tower* how the first student was killed. "I remember when the first boy from South was killed in action. The whole school went to pieces...that made it seem really close to home."

Flom remembers how one boy was killed at Pearl Harbor. "On December 7, I always think of him," she says. "There are a lot of stories we all remember about boys who didn't come back."

The end of the war freed the school from financial restrictions and allowed it to expand. The school purchased Country Day School in 1953; and, in April, 1955, students piled into a new, legal-size gym to see Hollywood newlyweds Debbie Reynolds and Eddie Fisher on the second day of their honeymoon. The gym would be the auditorium's main competitor for large events. Although the auditorium has special acoustic properties and an adaptable stage, the room's seating capacity of 620 could not match that of the extra-large gym.

The Fifties also brought young women in semi-formal dresses and young men in dark suits to the first homecoming. The modest, \$1 event featured plenty of dancing and a special homecoming queen selected by senior boys on the football team. The event evolved into tradition, in which a parade of students and floats travelled from the city park, up Jefferson to Cadieux to Kercheval, then down to the school parking lot. By 1968, the event attracted more than one thousand people. Although frequent dances inside the

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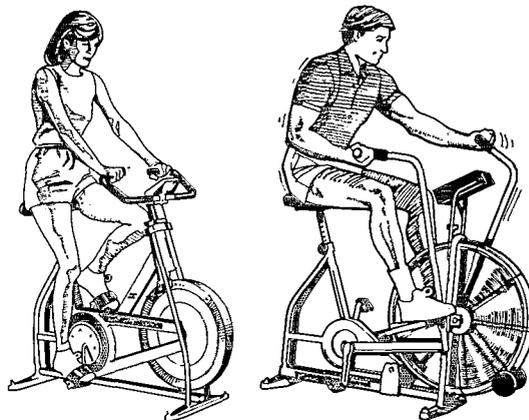


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school would lose their popularity, homecoming remains one of the most popular traditions in Grosse Pointe High School's history.

On any typical day in the Fifties, girls copying the style of actress Audrey Hepburn dressed in cashmere sweaters, full-length skirts and ballet shoes and talked to guys in crewcuts and tucked-in shirts. When classes began, ninth graders would hurry through the annex walkway to the former Country Day School building.

"Cherry Cokes, fries and smoking were what my friends and I did," says a '51 graduate in *The Tower*. "The doctor's office on the corner of Fisher and St. Paul is where Nick's Blue room was. That was where the hoods hung out. The P.N.E. eatery was also popular (where Pierson Interiors is now). We had dances, and also after school my friends and I played bridge."

A new addition in the Sixties caused kids to rush through the main school when the class bells rang, through the overpass, and into the new third floor of the Industrial Arts building, where math classes were held.

Student population continued to grow rapidly, and dedicated scholars had difficulty locating available study space in the main library. The room proved attractive to students, with its rich walnut wood, flooded by pools of natural light from grand windows. When daylight dwindled, brass lighting fixtures of colonial design illuminated long, eight-person tables. Scholars seeking the upper level of the Georgian-style room would climb its winding staircase, to be met by built-in bookshelves especially designed for the space.

But the grandeur did not prohibit practicality. Steel frames for a larger library sprang out of the ground in 1963. One year later, the octagonal Wicking Library opened for use, housing 3,000 volumes in a two-story structure which also provided science labs and social studies areas.

The Sixties gave birth to a new breed of student quite uncommon to the school. While many students still espoused the clean lifestyles of the past, the national pattern of turbulent drug use affected Grosse Pointe High.

"In the Sixties, many of the peaceful attitudes changed," says Flom. "The students became more rebellious, plus the school was much bigger then and it takes a lot more to handle 2,000 kids than 700."

Dress codes were established and enforced. Long-haired boys were checked by Principal Jerry Gerich at the school entrance. The principal would place two fingers at the eyebrow and the nape of the neck; if hair touched his fingers, the offender was immediately sent to the barber. Girls who hiked their hems too high suffered the embarrassment of crepe paper-lengthened skirts designed to hide their immodesty.

"Styles haven't really changed. There were no jeans; we wore Ivy League slacks, and shirts had to have a collar," says '67 graduate Bruce Kefgen. He also remembers the tobacco prohibition on campus grounds. Boys and girls alike would smoke in the bathrooms, only to scatter like mice when a teacher entered. A curious rule involving the school's tower also resulted in punishment. "If you were caught smoking in the sight of the high school tower, say, if the assistant principal saw you, he would go and call your parents."

Frequent smoking and swearing could result in expulsion, as would skipping class five times — two of the trouble-

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some problems of the earlier Sixties. In *The Tower* Keften is quoted as saying, "Pills made their big appearance when I was a senior at South. At that time there were no hall monitors, making it easy to sell drugs at the school. Pills started becoming popular since they were easily concealed, and who was to say that the pill wasn't medication for a cold?"

"I can remember kids being taken away in an ambulance from overdoses during school," says Virginia Vermeersh, in *The Tower*. Flom says she can remember how difficult children were in the classrooms, and how they would talk back to teachers.

But drugs were not the only issue of these rebellious years. Robert Button, advisor to *The Tower*, notes that, in the late Sixties, students began to show political concern for the Vietnam War and other civil rights issues. "There was increased interest in civil rights," he says. "Sometimes the school paper took stands that the community did not share."

Such stands included support of Dr. Martin Luther King, Jr., support of fair housing laws, and the desire for an integrated faculty.

By far one of the most heated controversies arose when Dr. Martin Luther King, Jr. addressed a public audience in Grosse Pointe High School.

King's speech, on March 14, 1968, dealt with the relationship between white and black Americans, "one of the most depressing and important problems of our day," according to the announcer. The speech was delivered amidst heckles and boos from some members of the audience, who were later escorted out by police.

"It was horrible to think that something like this could happen in Grosse Pointe," says Pongracz. "There were constant interruptions of Martin Luther King's speech. The place was surrounded by every policeman in Grosse Pointe, and you really thought we were on the verge of civil war."

King discussed the education of black and white youths and the need for an improved educational system by joining the two races together.

He ultimately received a standing ovation for his speech.

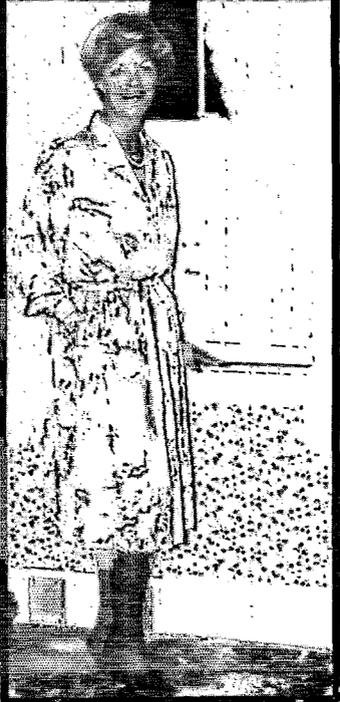
Forty years after Grosse Pointe High School opened its doors and was considered too big for the number of students, the school was straining with over 3,000 cramped kids. Grosse Pointe High School, after 1968, became Grosse Pointe South High School, when its North-ern counterpart opened at Vernier and Morningside in Grosse Pointe Woods.

Members of the Board of Education, who purchased the property at Vanderbush Farms, saw a need for a second school to ease student crowding and to provide for the needs of northern Grosse Pointers. William Hoover describes the two buildings as representations of different architectural philosophies. Grosse Pointe South was created on the premise that high quality and aesthetic grandeur foster learning, while North's architecture provides a simple, solid brick foundation for its students.

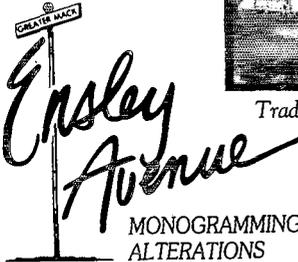
Competition from a new school, however, did not keep South from expanding once again; this time on behalf of students working diligently on car engines in the Industrial Arts building. While mechanics mastered motors, carbon monoxide gasses filled the room.

"There were no exhaust blowers in the shop," says

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The frescoes in Cleminson Hall.

PHOTOS BY ELIZABETH CARPENTER

Hoover. Amidst concern for students' health, new facilities were constructed. Students now work safely in automotive, metal and wood shops located in a vast underground expansion.

After the confusion of the Sixties and early Seventies, the school became progressively more lenient. By the mid-Seventies, drug problems toned down and the closed campus was opened for all students in 1975. Students were also allowed to smoke outside of the building.

Student apathy increased, as rising inflation caused teens to work part-time jobs. "It was amazing, the high number of seniors that had part-time work," says Stanley Cook, who taught English in the school from 1942 to 1974. "It competes for their time."

With the conservative trends of the Eighties, some student attitudes have changed once again. Irregardless of the changes, however, memories of Grosse Pointe High School still traverse its corridors and inhabit the minds of the people who worked and studied there.

As Ruth Flom says, sitting in front of a yearbook and some old newspaper clippings, "It will always be Grosse Pointe High School to me." ♦

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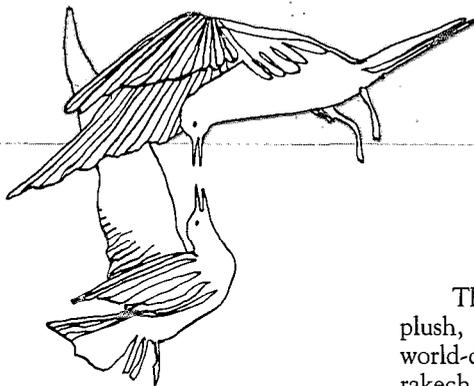
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continued from page 72

two dozen other Club residents to LaBelle, some one hundred miles inland. Docking their boats in the marina, participants sampled the amenities of the local inn while enjoying three days of golf.

Although Dave's yacht is a sportfishing model, designed specifically for angling in the Gulf of Mexico, he admits he never uses the boat for that purpose. "It's too professional," he says. "It takes too many people to haul in big fish."

Al Thomas doesn't worry about size when he goes fishing. The sport brings him hours of pleasure and, while he doesn't enjoy eating the catch, Betty looks forward to the red snapper and snook he brings home.

Among Chick Markley's regular pastimes is bridge, which he plays every Tuesday and Thursday morning. The Club offers lessons conducted by Bill Root, nationally-known bridge instructor. While sharing her husband's interest in bridge, Ruth also organizes art exhibits at the clubhouse and works on special events.

Days filled with activity at the Club mellow into evenings designed for quiet conversation. That is, unless dances or parties take precedence. Every Saturday, dinner at the clubhouse is followed by music; and, according to Charlie, people get very unhappy if they're seated away from the dance floor. Club and private parties flourish as well. The atmosphere is casual and relaxed.

"Most people here are low-key," says Charlie, who bought his first suit in five years last summer. "We don't like to get too fancy."

"Parties all start at six, and at eight everybody goes home," adds Caggie.

"Those are cocktail parties," adds Mary. "At dinner parties, they wait until nine."

Al, Betty, and Mary shared an unexpected adventure when they weath-

ered Hurricane David several years ago. The trio stayed at Mary's house for three days without electricity or water, while 90-mile-per-hour winds raged outside. In the safety and darkness of the storm-shuttered house, they say they discovered that hurricanes can be boring.

Far from boring was the Trapps' recent trip to Morocco, where they played in a pro-am golf tournament sponsored by the monarchy. Through long-time friend Bob Hannan, with whom Charlie golfed at the Grosse Pointe Country Club, he was invited to compete at Dar es Salaam, a course rated 57th in the world by *Golf* magazine. Caggie played in the women's tournament, the Cup of Princess Lalla Meriem.

While in Morocco, the Trapps were among those fêted at three black-tie dinners, as well as at cocktail parties given by the U.S. ambassador to Morocco and the consul general for the United States in Casablanca.

Despite the recent spate of hijackings and international terrorist incidents, the Trapps felt completely secure during their trip. Plainclothes guards provided by King Hassan II accompanied them everywhere. Learning that Morocco has the longest existing peace treaty with the United States also inspired their confidence.

During their visit, the Trapps observed a civilization which, in many ways, has changed little in the last two-thousand years. Mule-drawn carts, oxen, and camels straddled the roads they traveled in Marrakech. A family of baboons wandered the golf course where Caggie played in Rabat. At the tolling of a bell, the driver of their tour bus would stop, get out, and bow reverently toward Mecca.

Their own accommodations were plush, however, and included the world-class Mamounia Hotel in Marrakech. Among civilization's trappings in Rabat were television cameras, which taped the royal golf tournament for presentation on several major U.S. networks.

With temperatures in the 70's Morocco's climate made the Trapps feel right at home. For them, Michigan winters are just a memory. In Florida, every day is summer. ♦

SANDI ADAMS SCAFFETTI is a former Pointer currently residing in Florida. HERITAGE is pleased to publish Sandi's column on a regular basis.

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Civil War

Another war between the North and the South? Well, perhaps war is too strong a term, but there is definitely a contest that involves some of Grosse Pointe's most able and energetic young citizens—the student bodies of Grosse Pointe North and Grosse Pointe South High Schools.

How serious is the competition between the two schools? How deep are its roots? How much is imagined, and how much is real? Does it filter into other spheres of day-to-day life in Grosse Pointe? Does it spill into the college years?

In the tradition of war correspondents throughout history, HERITAGE went into the field to sample the feelings, impressions and opinions of students and administrators themselves.

"There is a definite rivalry, but it manifests itself the most in sports, especially during the hockey and football seasons," says Jeffrey Bogdanski, a senior at North High School who has received his acceptance from Michigan State University for fall, 1986 and awaits word from the University of Michigan.

"Academically, South is supposed to be a little better; I think that most parents say this," Jeffrey continues. "Both schools have a lot of AP (advanced placement) classes. I can't imagine that they would have more than we do," he says, his voice trailing off. (Both schools offer the same number of AP classes—ten.) Furthermore, Jeffrey observes that many of the parents in the South district have grown up in Grosse Pointe and have attended that school themselves. "It's stodgier over there," he says.

The question of academic rivalry is a difficult one to substantiate. No matter what parental perceptions might be, Grosse Pointe South won a very prestigious award in 1983, one of five Michigan high schools cited by the Secondary School Recognition Program, sponsored by the U.S. Department of Education. The award is given on the basis of nineteen criteria, including the number of students who pursue college after graduation, the SAT and ACT scores they obtain, the variety and quality of academic programs and social and athletic activities, and low dropout numbers. That might make a very convincing case for South High School—except that North won the very same award two years later, in 1985.

Shirin Ariani, another North senior, addresses her concerns to the athletic and social climates at the two high schools. As a junior, Shirin was co-captain of the North girls' tennis team. After playing varsity tennis for three years, she quit the team to work as a lab assistant at school and as a part-time sales clerk at Hudson's. The lab job will tie in nicely with her plans to study medical technology, either at MSU where she has been accepted, or at U of M where she has also applied.

"The tennis meet between our two schools was the most important one of the year," she says. "You just couldn't stand to listen to the PA the day after, hearing that you lost."

However, lose they did. South has traditionally outplayed the North girls' tennis team, and Shirin's year as co-captain proved no exception. "Tennis is really a Grosse Pointe sport. They (South students) are a little bit richer and have money for private lessons. Our school population is more of a melting pot."

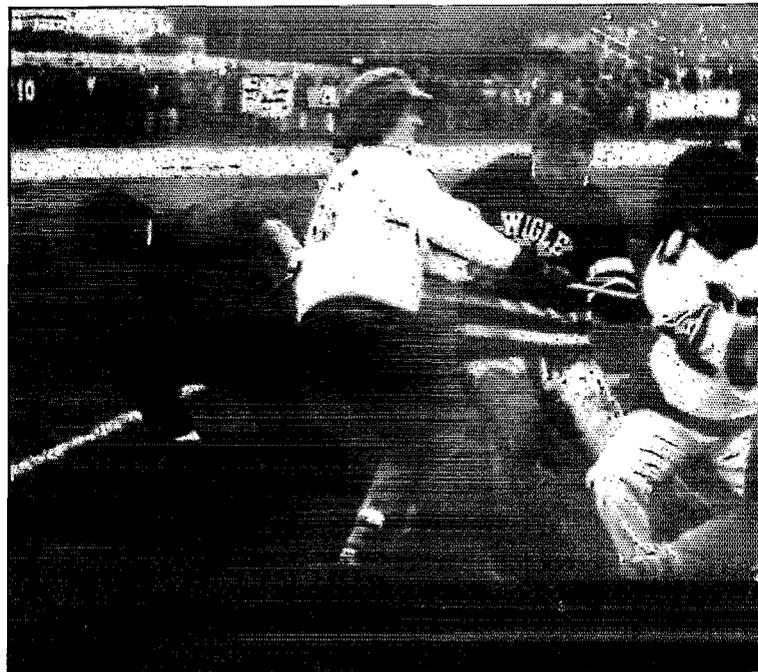
Shirin points out that the South girls' tennis team usually gets about twenty-five to thirty girls at tryouts. "You really only need ten or eleven for varsity. Most of the others stay on junior varsity and, because they have more courts at South than we do, the girls can get more practice. If you want fifteen girls to hit, you have to have more than four or five courts," she says.

"But we usually beat them in football, and we won the tug-of-war this year too," Shirin adds proudly, citing the half-time ritual at the North-South game where the two schools line up to pull upon South's ironically poignant symbol, a Confederate flag.

As for the issue of being a melting pot, Shirin uses herself as an example. "We have every race at our school: black, Asian, Middle Eastern like me, Chinese. Our population is much more of a mixed bag than theirs."

Certainly dress or clothing is a manifestation of social

NORTH PHOTO BY GEORGE NICHOLS



by LINDA BENSON



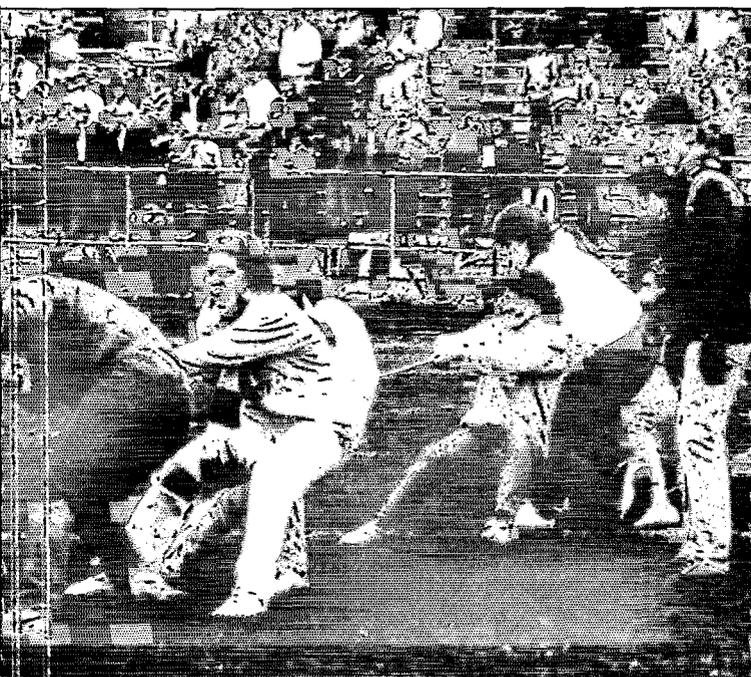
differences in teenage culture. Shirin notes that she hasn't observed anyone she knows at South dressing in chains, or entirely in black, which is more commonplace attire at North these days. "South has a certain image—you can just spot it anywhere, a kind of sloppy, preppy look. Usually the pants are too big, the shirts hang out of a too-big sweater with a hole in it. It's all good stuff, but they just don't wear it right."

Whether or not the greater concentration of affluence is in the Grosse Pointe environs included in South's territory, the traditional attitudes and values associated with affluence or "old money" seem to be rooted at the older of the two high schools.

Susan McDonald, who covered the Grosse Pointe schools for nine years for the *Grosse Pointe News*, did a story on how many students from each high school went on to college. "I found slightly more went out-of-state or to Eastern schools from South, and South had a slightly greater percentage overall that went on to college after graduation. Nothing astonishing, but the School Board raised a lot of flak about the story. They are very sensitive," she recalls.

The building of a second high school in the Grosse Pointes was a controversial and emotionally charged issue. Frank Parcels, M.D. served on the Grosse Pointe School Board that decided to build North. In a pattern both typical and unique to Grosse Pointe, his father had served on the School Board in 1927, when Grosse Pointe South was built.

"It was an issue that created tremendous turmoil, but the one high school was desperately overcrowded," Dr. Parcels recalls. Originally built for seventeen hundred students, by the 1960s South High School was straining at the seams with three thousand students.



SOUTH PHOTO BY ANNE NICHOLSON

"There were many social struggles going on within its confines," Dr. Parcels continues. "Drugs, drinking, length of hair—all of these were ripe battlegrounds. We had to make the school into a closed campus in order to maintain control, giving us a situation where third-graders could walk home from school for lunch, but high school students couldn't."

"It was a serious break with tradition to consider building another high school," he goes on. "It would mean carving up the community. Though each municipality has had its own fire, police, water department and its own municipal government, the five Pointes have always come together on the issue of schools and libraries, and the millage has always been the same.

"At the outset we worried about a disparity between old and new facilities, and I think that has been a real concern, to an extent," Dr. Parcels says. "There were feelings that South was the 'good ole school' and served more long-standing residents. This is really where the historical Grosse Pointe is. North was positioned nearer to the subdivisions, where the newer homes and newer residents are. However, I have never heard of a disparity between college board scores, merit scholarships or any other academic achievement. Even athletic rivalry tends to be very even," he adds emphatically. In fact, Dr. Parcels believes that the kind of rivalry that does exist between the schools prevails because the schools are so similar.

Sharing Dr. Parcels' conviction about the evenness of the two schools is Bernard LeMieux, assistant principal at South High School. However, he notes that any community that has more than one high school is going to have differences in character between them. "Birmingham's Seaholm and Groves have this kind of rivalry, too," he points out.

Competition does not really heat up in a social way until the high school level, LeMieux says. "But when high schools get rivalrous, it pervades the community and parents often get into the act as well."

About three years ago, administrators at both high schools started taking the rivalry more seriously and initiated some constructive activities to improve relations.

"At that time we asked the four class officers from each grade and the student associations at each school to list the activities that could be done to bring the schools closer together," Dr. LeMieux points out. Five activities were implemented: a teacher-student exchange day between the two schools; more school mixers; emphasis on the similarities of the two schools, particularly to Brownell Middle School students, who attend both high schools; an exchange of news between the *North Pointe* and the *Tower*, to ensure that the rival school was covered fairly; and a community hangout where students from both schools could meet on neutral ground.

In addition, interdepartmental meetings between teaching staffs at the two schools take place once a month, to hammer out curriculum issues and staff development programs.

Despite scrutiny from the parents and feelings of territorial possession within their own ranks, the teachers seem to have weathered the flak between the schools fairly well.

"There was some serious concern in the beginning," Sue McDonald recalls, for when North opened its doors, many younger teachers opted for the new school with its streamlined facilities. "I'd really have to flip a coin over which one I'd want to go to on the basis of teaching," she says. "The

labs and the theatre program at North are very strong, but then South has a fine art department and excellent scholarly teachers."

In a community where so many traditional values are perpetuated, what happens when all of this neighborhood rivalry moves on to college

and the world beyond the picturesque confines of the five Pointes? Do students choose certain colleges to reinforce and continue these special attitudes and values?

"I think U of M used to have the upper hand in recruiting from our high school kids, but I don't know if that is the case now," says former South English teacher Bruce Kefgen. He observes that more kids from both South and North are attending MSU these days. "MSU didn't have the traditional professions of medicine and law for many years, and U of M did. But kids are majoring in things like marketing and telecommunications, areas that they didn't major in twenty years ago, and MSU is strong in those subjects."

Statistics show that North and South graduates attend U of M and MSU in approximately equal numbers, with MSU receiving a slightly larger number of graduates from both schools.

Whatever the statistics, the rivalry does seem to reshape and reform as North and South students march on to life's next major passage.

Barbara Mezger, a graduate from North and a freshman at U of M, used to compete against South graduate Mary Jo Kalmar in girls' track. Now the two are good friends and live near each other in Markley Hall. "Once you get out of the high schools, the kids from the two places unite and you kind of defend it. After all, you're from a common background now," she says.

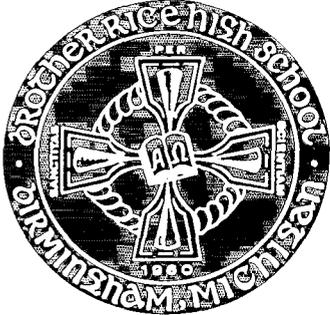
Martin Woodward, a sophomore at U of M planning a career in architecture, admits that leaving the comfortable, traditional insularity of South was a bit of a culture shock.

"My roommate teases me that I have a lot of pink and green in my closet," he says. "When you grow up in Grosse Pointe, it is almost like a private club. You've made it. When kids I meet at U of M hear that I come from Grosse Pointe, many feel compelled to tell me, 'oh, my family's successful, too.'"

Martin, who has lived in Grosse Pointe since age five, plans to return to Grosse Pointe to live after college. "I think that people who live there are generally very happy with things, and I guess the most important thing that I would want anyone I meet to know about Grosse Pointe is that it's a real nice place!"

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The Odyssey

Young voyageurs from Grosse Pointe experience the joys of travelling abroad.

Begin a discussion with any seasoned traveller, and one immediately becomes infected with their enthusiasm for the people and places visited; for the food, the water, the topographical majesty. Stories of all sorts, about everything encountered, abound. Then, combine education with travel; and one has concocted a recipe of limitless proportion. Only over the span of a lifetime can we appreciate the textures, and comprehend the immensity, of the benefits reaped from so rich and subtle a mosaic.

The foundation for one such mosaic has been established by Grosse Pointe schools, both public and private; by teachers, administrators and volunteers who work on behalf of students interested in international study and travel; and by the students themselves, who recognize doors of opportunity in the form of career, cultural and economic awareness and in friendships that survive a lifetime.

The avenues which lead from Grosse Pointe to the rest of the world are plentiful and varied. These range from programs which exist on an international level to official trips under the direction of our local schools. Students also travel via language class trips with supervision and instruction provided by the enterprising teacher who has coordinated the journey.

Finally, students in seemingly greater numbers are seeking out international travel whenever the opportunity arises with family and friends. While trips such as these may not be structured educationally, they are, inarguably, experiences of great adventure and discovery, two parts which contribute mightily to the sum of lifelong learning.

Three educational exchange groups of international esteem operate at the chapter level in the Pointes. A dedicated corps of volunteers coordinates efforts in the community to assist students interested in foreign exchange. Each of the three youth organizations — American Field Service (AFS), Youth For Understanding (YFU) and Rotary Youth

Exchange (RYE) — differs slightly in the type of program offered, though all agree on seeking students who possess one fundamental character trait: commitment.

Ann Nicholson, who heads the Grosse Pointe chapter of the American Field Service, says that her group "attracts a very special kind of student.

"The goal for these students is to see the world through the eyes of another culture. The primary function of groups like ours is the dedication to the ideal of pursuing international understanding through our youth."

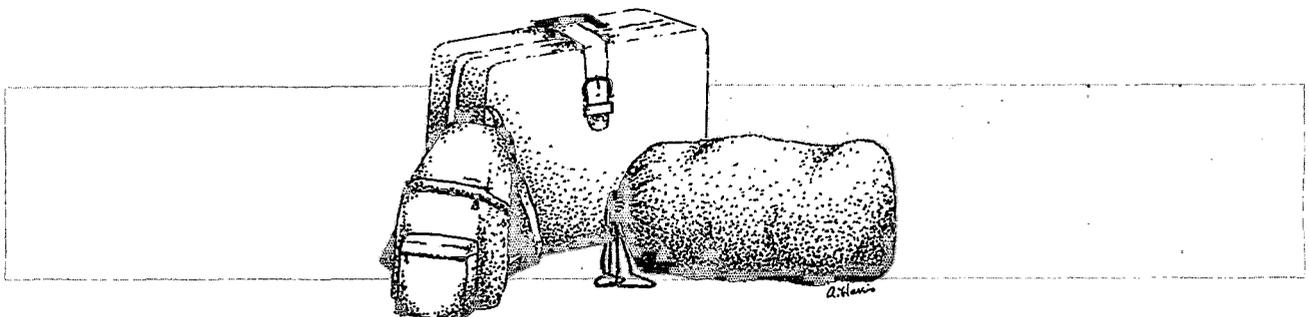
This was precisely the mission accomplished by Peter Ekland, a 1984 graduate of Grosse Pointe South, who traveled to Finland during the summer of 1984 through the Youth For Understanding U.S. Senate-Finland exchange program.

"The people there were very gracious, very warm," recalls Peter, now a freshman at the University of Michigan in Ann Arbor. "The stories I'd heard of foreigners not liking Americans just were not true—not in my experience in Finland."

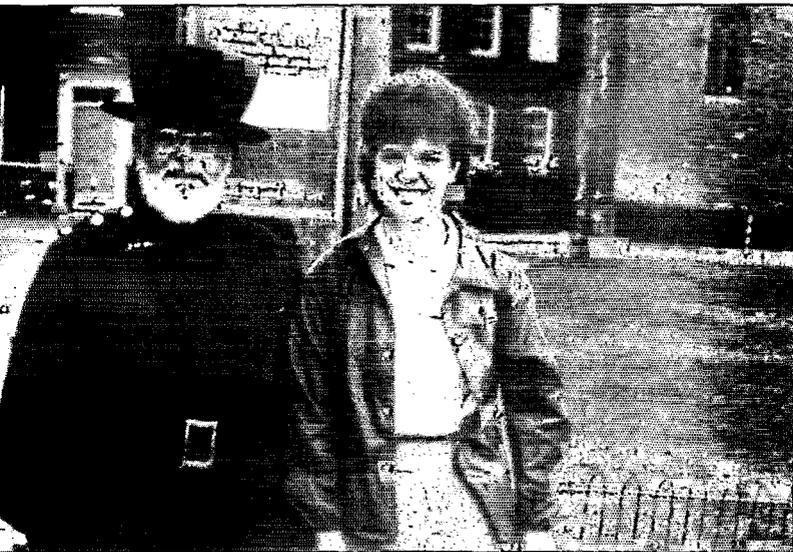
Peter wrote an essay while a junior at South after learning he'd been nominated by the school for the YFU scholarship program; was subsequently interviewed for the Finland exchange; and, much to his delight and surprise, was selected for the two-and-one-half-month placement.

Peter has extraordinary memories of the trip. "Everybody has their own sauna—a good portion of the population does—and indoor pools with ice-cold water. That was unbelievable," he enthusiastically recalls. "During the summer, because the city I was living in (Jyvaskyla) was relatively close to the Arctic Circle, each day had twenty hours of daylight. The summer there was just beautiful."

Peter also had the unusual opportunity to visit Lenin-grad in the Soviet Union, approximately a ten-hour bus ride around the Gulf of Finland from the capital, Helsinki.



by WALTER WASACZ



Margaret Gustafson, a member of Girl Scout Troop 327, poses with a beefeater at the Tower of London.

"It was a very dark city with little or no colour," recalls Peter. "The only colour I did see, in fact, were the huge red posters of Lenin everywhere. We were not allowed to take pictures of soldiers, police...One of the travellers in my group took an illegal picture and our guide immediately exposed his film and handed his camera back to him. It got to be too much. I was happy to leave Leningrad."

How has Peter's experience shaped his educational and career perspective? There is evidence that the experience will remain with him always. "I'm interested in political science right now," Peter says, "leading to the graduate study of law. Beyond that, someday I would like to work in the diplomatic corps in some capacity."

The Grosse Pointe chapter of Youth For Understanding is headed by Betsy Martin, who has been active in the program for ten years. This national organization was founded in Washington, D.C. in 1951 and includes a variety of foreign exchange programs in more than twenty-six countries, as well as Congressional scholarship programs funded by the U.S. Senate-Finland, U.S. Senate-Japan and Congress-West German Bundestag, respectively.

The American Field Service has had a Grosse Pointe chapter at South High School since 1968. The AFS youth exchange program was established in 1947, and today places more than 3,000 American students in over fifty-three countries.

The Rotary Youth Exchange is sponsored by the Rotary

International, a service organization with more than one million members in 157 countries. The Grosse Pointe chapter of the Rotary club is headed by Thomas Persing, who has served as its chairman for the past five years.

"The AFS and the RYE are remarkably similar programs," says Persing, "with one important difference: AFS students spend nine months with one family while Rotary students spend a little over three months with three different families. The student achieves perhaps a greater bond by living with one family, but acquires a greater diversity of experience with three families."

Opportunities for international travel are plentiful, often existing in the form of language class trips. This is common practice at all of the community's high schools, including North and South of the public school system and Our Lady Star of the Sea High and University Liggett Upper School.

When Brigette Rawler of Grosse Pointe North gathered together students who had travelled or will travel abroad this summer, so large a number showed up it was impossible to speak with all. The gathering represented an equally divided cross section of tenth-, eleventh-, and twelfth-grade students; a clear, if unofficial, indication that students in the Pointes are enjoying the opportunity for foreign study and travel in increasing numbers.

A blank sheet of paper was circulated among Rawler's student travellers, who were asked to record their memories, plans, and dreams. The following responses are illuminating.

"I've been to Greece four times, last summer through a trip funded by the Greek government. This summer I'm going to Italy with the Italian class. We're going to stay with Italian families."

—Maria Thomas, twelfth grade

"I'm a candidate for the Congress-Bundestag student exchange through Youth For Understanding. I was born in Stuttgart, West Germany.

—Kevin Meek, eleventh grade

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Alpine cow and American girl scout meet in a mountain meadow near Adelboden, Switzerland.

"I would like to have a career where I travel a lot. I have been moving and travelling all of my life and I love it very much. I was born in India and have lived in both Scotland and England before moving to Grosse Pointe. I will possibly go to France this summer with the French Club."

—Richa Railan, tenth grade

Rawler, who has been teaching German in Grosse Pointe for the past nineteen years, considers her student travellers "responsible young adults with whom I've never had a problem."

In July, the Grosse Pointe public schools and Our Lady Star of the Sea High School will embark on a joint group trip to Europe, which will include stops in England, France, Switzerland, Austria and West Germany.

Robert Welch, Director of Secondary Curriculum for the Grosse Pointe schools, and Patty Southlea Kearney of Star of the Sea, will lead the group. Both agree that, while the trip occurs during the summer holiday, it provides a perfect opportunity to mix educational business with pleasure.

"At the end of January, I began one-day lessons on the history and culture of each country we're to visit," says Kearney. "Each student will keep a daily journal while on the trip, a personal record of feelings and first impressions of the experience."

Welch, who has been escorting students abroad since 1977, suggests that the foreign experience is priceless. "Students have a great opportunity to make connections with people from another country. I know young people who are still writing back and forth after having made a friendship several years ago."

He recalls one particularly educational experience that he had personally encountered with a student. "I offered to show a student the Spanish Steps in Rome where the English poet John Keats had died. She said that she had no knowledge of who Keats was, though she was, as I recall, an excellent student in English. When I told her who he was, the sort of romantic verse he wrote and how tragically



he died, she began to cry. From that point on, she wanted to know everything there was to know about John Keats."

International travel through school groups and educational exchange is not the only way Grosse Pointe students travel, of course. Betsy Martin, Youth For Understanding volunteer for the Grosse Pointe chapter, doubles as Girl Scout leader for a troupe of approximately fifty girls, many of whom make a biannual trip to Europe with her.

"We have made six trips in eleven years and are preparing for our next one this summer," she says. "The girls, all senior scouts of high school age, will be travelling for a month. The cornerstone of the trip will be a rendezvous with girl scouts from other parts of the world at the Girl Scout International Center in Adelboden, Switzerland. This offers the girls the opportunity," states Martin, "to meet scouts from countries like Japan and Denmark, as we have on previous trips."

Less formal, though perhaps no less engaging, are those experiences afforded teenage children of business people who travel abroad for professional reasons. This may include trips for purposes of business or pleasure, or a combination of the two.

David Lawrence, president of Truck, Trailer and Transit of Detroit, took two of his teenaged children, along with two of their friends, on a business trip to Europe during the summer of 1985.

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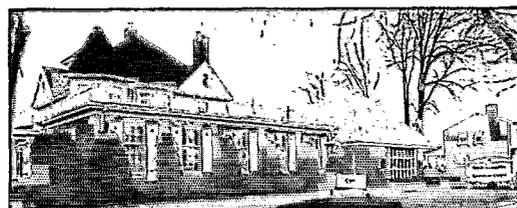


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Looking Back

by NANCY SOLAK

At a Grosse Pointe school board meeting April 4, 1928, a letter was read from someone complaining that the chimes in the high school's bell tower kept awakening her during the night. Today, the chimes still toll on the hour and half-hour twenty-four hours a day. In fact, whenever the chimes fail, nearby residents call to complain of being late for work because the chimes didn't ring.

How times change! The Grosse Pointe school board's duties and concerns are no exception.

In the beginning, December 23, 1921 to be exact, when Rural-Agricultural School District Number One was established, meetings often lasted well beyond midnight. Thousands of hours were spent on establishing the system, developing budgets, obtaining bids on tons of equipment, purchasing property, building playgrounds, and constructing buildings. In a nine-year span, the school's enrollment went from 947 students in 1921 to 3,291 students in 1930.

While the present board is concerned with scoliosis (curvature of the spine) screening, the boards of 1931 and 1944 delayed the school opening until late September due to the increase in the number of infantile paralysis (polio) cases, though the situation was "not at all alarming" in Grosse Pointe. And, in 1948, 9,678 chest X-rays were taken to help curb the spread of tuberculosis.

Adult education classes began in 1930 with 840 adults enrolled in courses in swimming, typing, shorthand, bookkeeping, French, Spanish, business English, economics, mechanical drawing, and Americanization classes for immigrants.

In 1940, the board voted against the use of the gymnasiums for mixed groups of men and women playing badminton and similar athletic sports. There was one exception, however: the events could continue if the mixed groups consisted of married couples.

That same year, the showers at Mason school could no longer be used since the locker rooms had to be converted into classrooms to accommodate the system's burgeoning population. By the end of 1940, the board opened discussions on the possibility of bringing in portable, prefabricated buildings.

Let us consider ourselves ahead of our time in fingerprinting our youngsters, in 1935 Grosse Pointe City provided voluntary fingerprinting of school children whose parents desired the service.

The board was just as concerned about quality education back in 1944 as they are today. Enclosed with each household's tax statement (15,000 altogether) was this question: "In the face of inflationary rise of costs of services and materials for operating schools, would it be more advisable for the community to consider lowering standards of personnel selection...or of increasing operating levies?"

There were twelve responses. Disappointed, the board could not arrive at an accurate conclusion about the nature of public opinion. They did decide, though, to acknowledge each of the writers, and later, they opted to increase taxes in order to maintain high personnel standards.

Today's American Civil Liberties Union would have been up in arms over two decisions made in the Forties. In 1941, St. Joan of Arc's Father Doherty requested the use of public school buildings for religious education classes after school hours. The church, he assured the board, was willing to pay rent. His request was granted, sans rent, provided the buildings would only be used temporarily.

In 1946, Roy C. Gamble of Gideon's International offered a free Bible for every teacher's desk. The board accepted the gift with the understanding "that the reading or non-reading of the Bibles to students should be optional with each teacher... and all reading (was to be) without comment."

Local merchants received a holiday bonus in December of 1944. Students sixteen years and over "who had satisfactory grades" could spend half of the school day assisting retailers with the holiday rush the week before Christmas.

Grosse Pointe was not excluded from the Red Scare of 1947. Paul L. Essert, retiring superintendent of schools, warned the community that "We are living in times that are perilous in terms of spreading ideas of propaganda, of infiltration of programs and ideologies that tend to enslave people rather than free them...It is imperative that the adult population of the community know what the elements of totalitarianism are and are able to recognize them not only in so-called 'communist' groups, but in commercial groups who would sell their product to exploit the children of the nation..."

In 1948, the board members and residents desperately desired to build a main library. When the Alger House, presently the Grosse Pointe War Memorial, was offered as a library site, the board had to reject it due to lack of funds. Their decision touched off a plethora of community controversy. In Superintendent John R. Barnes' annual report, he expressed great disappointment over the decision. In 1951, gifts from Dexter M. Ferry, Jr. and Murray W. Sales allowed the school system to begin plans for what is now known as Central Library. The board members breathed a collective sigh of relief.

In 1954, the nation's number one educational problem was an acute shortage of teachers. The decade was also characterized by detailed curriculum reports.

Speakers of national prominence, while a common occurrence in Grosse Pointe today, thanks to SAC's (Substance Abuse Community Council) importation of celebrities such as Tom and Betty Ford to the community, were

continued on page 134

Rough Water Ahead

Potential Coast Guard station closings amplify the need for boater education.

by EDITH DUNBAR

Sea lore is replete with tales of sailors lured to watery graves by Sirens, of ships sunk in gales or broken in two by the furies of wind and water. In truth, however, most tragedies on the water have less romantic causes. Many boaters who become lost can blame only themselves; the same is true of those involved in collisions or explosions. Inexperience and carelessness are today's culprits.

To render a boater a captain among captains is a challenge accepted by both the United States Coast Guard Auxiliary and the Grosse Pointe Power Squadron (part of the United States Power Squadrons). In an effort to educate boaters, both conduct courses in basic seamanship for the public without charge.

"Most boating accidents are the result of lack of knowledge on the part of the boatman." These blunt words conjuring up images of boats capsizing, colliding or exploding appear on page one of the Auxiliary's textbook, *Boating Skills and Seamanship*.

Beryl Warren, education officer of the Auxiliary's Twelfth Division which includes the Lake St. Clair area, muses, "The more I learn, the more I am frightened about what people on the water haven't learned."

Overseeing the educational programs of the Grosse Pointe Power Squadron, Dr. Robert Michels is certain that "boaters in general don't know what they should know." It worries him that men and women with little hands-on experience and no classroom study are responsible for a powerful craft. Dr. Michels, a dentist who insists he's retired although he practices dentistry three days a week, is a lieutenant commander in the Squadron.



Expressing the same fears as Dr. Michels is Dr. George Warren, Beryl's husband, a retired chiropractor, who says with feeling, "It's a scary thing to know that because adults do not have to have an operator's license, anyone can get into a power boat, turn the key and drive it like a car, without knowing any safety rules."

The Warrens are proof that, with concentration, the basics of proper boat handling can be mastered in a short period and that the middle years of life offer wonderful opportunities to yield to the sea's call. Their attraction to Lake St. Clair, an entranceway to the largest freshwater system in the world (a fact we often overlook), proved irresistible to them five years ago; they purchased a Catalina sloop.

"We took a Coast Guard Auxiliary course after we bought our sailboat," explains Mrs. Warren, "and we got so much out of it that we decided to join the Auxiliary and help others to learn."

Dr. Warren, who has taught every subject in the basic course, is now studying celestial navigation with the Coast Guard Institute.

Although the Auxiliary and Power Squadrons across the United States have taught boating courses to millions through the decades, mariners as well as landlubbers often confuse the

two groups. Both are composed of worthy salts (men and women) and both conduct advanced classes for their members, but the two are structured differently.

The Coast Guard Auxiliary, with some 40,000 members (more than in the Coast Guard itself), is a national organization administered by the United States Coast Guard. Membership is open to United States citizens who have at least twenty-five percent interest in a boat or have some expertise — such as weather forecasting — of value to a boater. In addition to teaching courses, members pledge their boats to assist the Coast Guard in search-and-rescue operations, regatta patrol and flood and hurricane relief. The Auxiliary also offers a safety program known as Courtesy Motorboat Examination. On the request of a boat owner, a specially-trained Auxiliary member will inspect the vessel. If the boat's equipment meets Coast Guard requirements, an Auxiliary decal is awarded to the inspected boat for prominent display.

The Grosse Pointe Power Squadron is affiliated with a private, international organization of some 70,000 boaters, with squadrons in Canada and Mexico as well as the United States. The local squadron, with 410 members and John Dyle as its commander, is the largest in District Nine, which sweeps out to Saginaw Bay, Alpena, and the Irish Hills and parts of Indiana. Membership is by invitation only; the camaraderie that grows out of enthusiasm for the same activity is important to squadron skippers. They highlight their summer with rendezvous and turn out to watch or participate in Tuesday evening sailboat races. But they never forget their primary con-

boating

cern: safety on the waterways. Incidentally, many squadron skippers like Tony Ban and Gardner Martin are also members of the Coast Guard Auxiliary.

The St. Clair Shores Coast Guard Station reported 304 boating accidents last year; 235 in 1984; 322 in 1983; and 425 in 1982. The number of incidents last year may reflect an increase in craft on the lake. The Coast Guard estimates that, in boating weather, ten thousand vessels are docked at the marinas between Nine and Ten Mile Roads; that's not counting boats in marinas in Harrison Township and in slips at private homes and along the Clinton River.

Nationwide, collisions are the major cause of personal injuries in pleasure boating. Fire and explosions rank first place in property damage accidents, second only to collisions in the personal injury category.

There are no statistics available that relate the number of accidents on Lake St. Clair to the number of boaters who have not passed a basic boating course. Mrs. Warren, however, does not hesitate to say, "It's certainly hard for me to believe that some of the boat-

ers I've seen in trouble have taken classes. Their equipment is often in poor operating condition. They often don't use their flotation devices or bother to check their gas tanks before leaving the marina."

Dr. Michels, skipper of a 43-foot Mathews double cabin cruiser, along with his wife, Marie, reports that inexperienced boaters often get lost. It was Marie Michels who promoted a successful Save-A-Skipper program to teach spouses how to get a boat back to shore in case the skipper becomes incapacitated.

In discussing accidents, Skipper Michels is always quick to emphasize that even an old-timer can run into trouble. "That's because anything can happen to anything mechanical," he laments.

Insurance companies are big boosters of boating classes. "Check around in buying insurance," advises Dr. Michels. "Many give a ten-percent reduction in rates if you've taken a basic course."

In the basic course offered twice yearly, numerous subjects are covered by various instructors volunteering

time and talent. The Auxiliary conducts two courses: Boating Skills and Seamanship plus Sailing and Seamanship; the Squadron's course for the public is simply called Basic Boating (Sail and Power Boating). Although the Auxiliary and Squadron textbooks differ, in general, they cover the same subjects:

- * seafaring language (the words carrying centuries of history)
- * boat handling (how and why a boat behaves as it does)
- * trailering (knowing how to use a trailer)
- * legal requirements
- * rules of the road (which exist, even though there are no traffic lights or cement)
- * aids to navigation (devices range from steel and concrete structures to invisible electronic beacons)
- * piloting (getting from here to there)
- * charting
- * maintenance of marine engines (cleanliness is the watchword)
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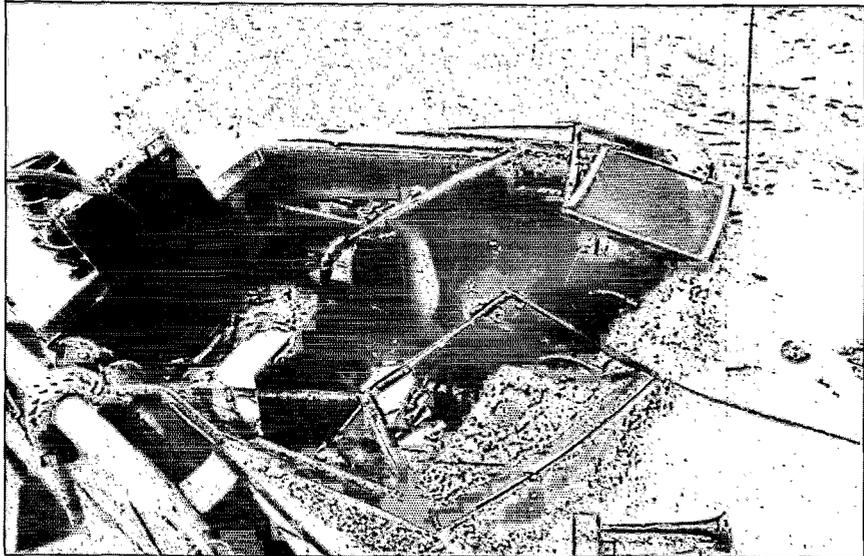
boating

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Last year, 402 students were enrolled in the Auxiliary's various thirteen week Boating Skills and Seamanship classes in the Grosse Pointe-St. Clair Shores area; fifty-one attended the Auxiliary's Sailing and Seamanship classes.

The number of boaters turning out for Auxiliary classes fluctuates over the years. During gas shortages, the sailing class becomes most popular. Reduction in federal funds for the Coast Guard is not expected to affect the number or quality of basic Auxiliary courses because of the fact that volunteers conduct the teaching program.

About two hundred turned out last year for the Grosse Pointe Power



A powerboat damaged by an explosion is towed amidships by the Coast Guard vessel that came to its aid. A buildup of fumes in the bow, coupled with improper ventilation and a spark from the battery or a cigarette, resulted in an explosion that injured three people, two seriously.

PHOTO BY THE U.S. COAST GUARD STATION, BELLE ISLE.

BASIC BOATING CLASSES

Coast Guard Auxiliary 13-week course

Boating Skills and Seamanship

Tuesday, February 4

Grosse Pointe War Memorial Building

7:30-9:30 p.m.

(For more details, call Del Younglove, 293-3430)

Grosse Pointe Power Squadron

12-week course

Boating Skills and Seamanship

Sailing and Seamanship

Thursday, February 6

Lakeview High School, St. Clair Shores

7:30-9:30 p.m.

(For more details, call Lyn Haesel 776-8058)

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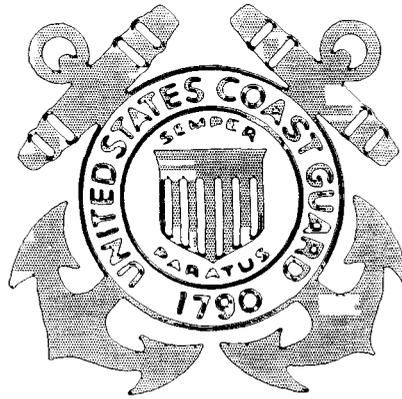
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Squadron's twelve-week Boating Course, supervised for years by architect Fred Brauning. Dr. Michels, responsible for the Squadron's eleven courses, says that the total number of students attending each year has varied surprisingly little during the three years he has been education officer and the six years he served as assistant education officer.

Children as young as twelve have passed the Auxiliary's basic course to receive limited licensing from the Michigan Department of Natural Resources (DNR). Nor are younger children neglected. The Auxiliary, the Squadron and the yacht clubs all have creative programs to promote fun and safety on the water.

Recently, the attempts to close several area Coast Guard stations, notably the St. Clair Shores and Harsen's Island stations, were fended off through a successful petition drive spearheaded by local Congressman Dennis M. Hertel, D-Harper Woods, whose fourteenth district takes in Lake St. Clair shoreline along the northern Grosse Pointes.

According to Hertel, "Our state has touted itself as a Water Wonderland. Eliminating or reducing the Coast Guard facilities would be detrimental to the thousands of recreational



boaters and lakefront community residents who rely on the Coast Guard for many types of assistance. Without the proximity and expedient, professional capability of the Coast Guard, there would be a far greater possibility of se-

vere and permanent environmental damage to our water, our shoreline and our beaches."

The Coast Guard is truly a matter of life and death. In 1984, two stations on Lake St. Clair went on 530 search and rescue missions, assisted 1,505 persons, rescued \$9,252,000 in property, and saved 28 lives.

The two stations on Lake St. Clair are on Harsen's Island in the northern end of the lake and off the shore of St. Clair Shores near Ten Mile and Jefferson in the southern end of the lake. Without the Harsen's Island and St. Clair Shores stations, boaters and people on the shore of Lake St. Clair would have to rely on the next closest stations at Port Huron and on Detroit's Belle Isle.

Port Huron is obviously distant. Belle Isle seems close, but is it? First of all, a boat going to Lake St. Clair from Belle Isle would have to go upstream on the powerfully moving Detroit River. Secondly, there are plans to renovate the Belle Isle station with a temporary one-year closing and transfer of its boats and personnel further down the river to the Coast Guard facility at the foot of Mt. Elliot in Detroit.

As a result, response time to an emergency on Lake St. Clair would increase forty-five minutes.

"A few minutes in many cases may be a matter of life and death," Vice-Chairman Dick Schehr of the Lake St. Clair Advisory Committee holds. "We can't take a chance with human lives."

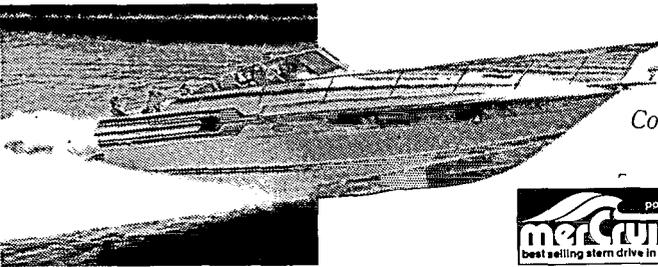
The St. Clair Shores station is right in the heart of the "Nautical Mile" where countless boats moor. People come from all of the metropolitan Detroit area to go boating here.

Although the Coast Guard stations have been granted a reprieve, the Gramm-Rudmann bill calling for a balanced budget within three years may bring the stations under fire once again, making safety programs all the more important.

Accompanying this article is a listing of current classes in the area. You may discover boating safety classes anywhere in the United States by dialing 1-800-336-2628. The number belongs to the Foundation for Boating Safety, a non-profit organization which, with the aid of computers, disseminates information sent in by Power Squadrons and the Auxiliary.

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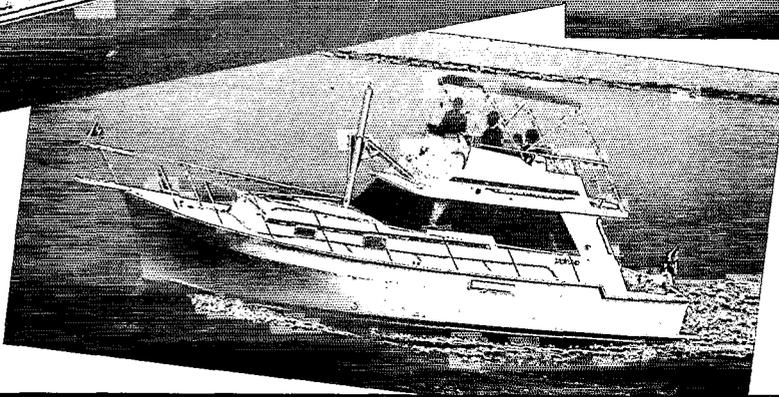
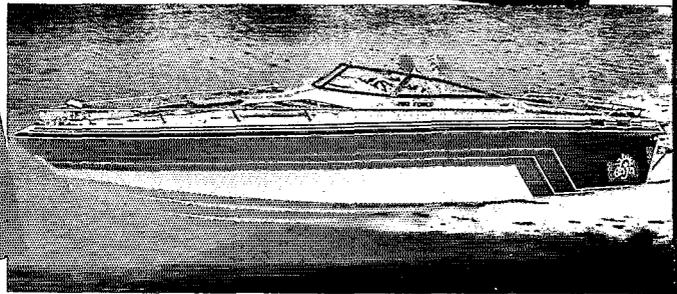
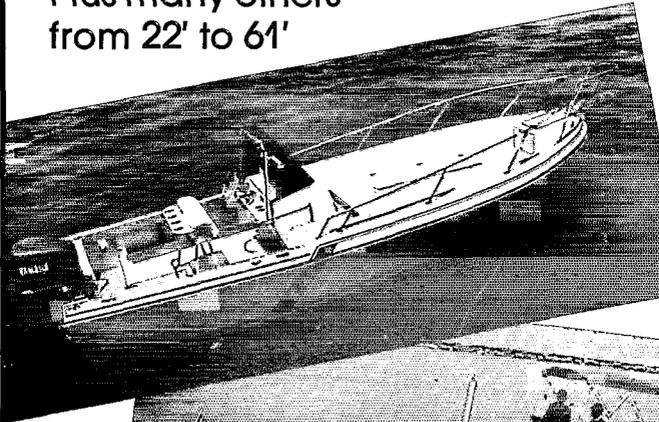
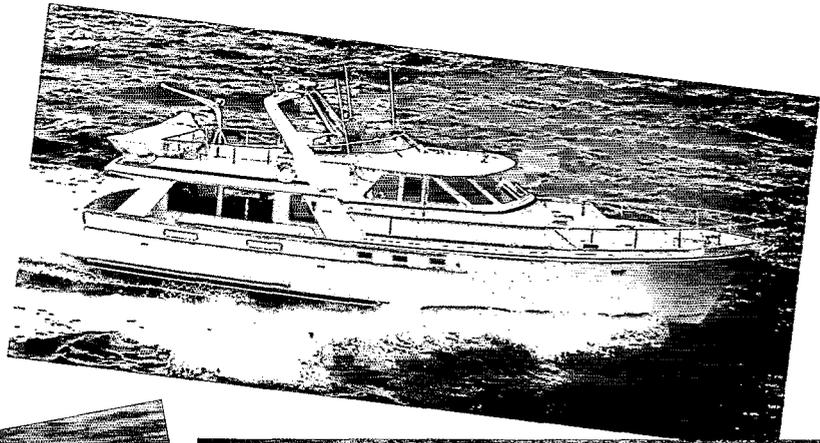
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Dr. David W. Friedrichs, President

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A Grosse Pointe High School yearbook from 1928, the year the first class graduated from the new building on Fisher Road, took the HERITAGE staff on a trip somewhere in time. On ivory pages bordered with charming graphics, the 1928 graduates have left a marvelous record. Dedicated to Ethel Kinkead, "who, by her sincere friendship and patient guidance, has rendered immeasurable assistance to the students," the book also contains a message from George Haas, the school's architect, expressing "the hope that the building I have designed will serve both alumni and future classes in a manner that will leave many pleasant recollections."

Pictures of the building — both inside and out — reveal that little has changed over the years. What has changed are the students who inhabit the place.

There are names here we do not hear anymore — Hesper, Violet, Herman, Onnellee, Alvena, Ethelene — serious names, for what appear to be serious students. Ranged in stately rows, page after page, it is hard to find a smiling face.

The annual operetta that year was "Once in a Blue Moon," the girls played intramural basketball at Defer, and two members of the orchestra were selected for the Michigan All State Orchestra. The football team played on Defer field, and Forrest Geary told his basketball players that a well-drilled team of men "who play as a unit, will decisively defeat a team of brilliant stars."

Jean Buter and Russel Herbst were voted most popular, Katherine Stark was the class giggler, and Howard Messenger, the class dub.

Our thanks to Frederick and Margaret (Van Vyncht) Renaud for sharing their treasure with us.

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The Big Decision

Is there life after high school?

Some things never change. Annually, seniors at Grosse Pointe North and South High Schools fill out the proper forms as they prepare to move on to higher education. Did you ever wonder how the choices stack up? HERITAGE commissioned Pointer Gary Freeman to identify those institutions of higher learning, preferred by Grosse Pointe.

Last year, approximately eighty-four percent of the 779 graduating public school seniors were college-bound — most to Michigan State University, the University of Michigan, Central Michigan University and various other colleges and universities in Michigan.

Besides possessing the standards of accreditation set by

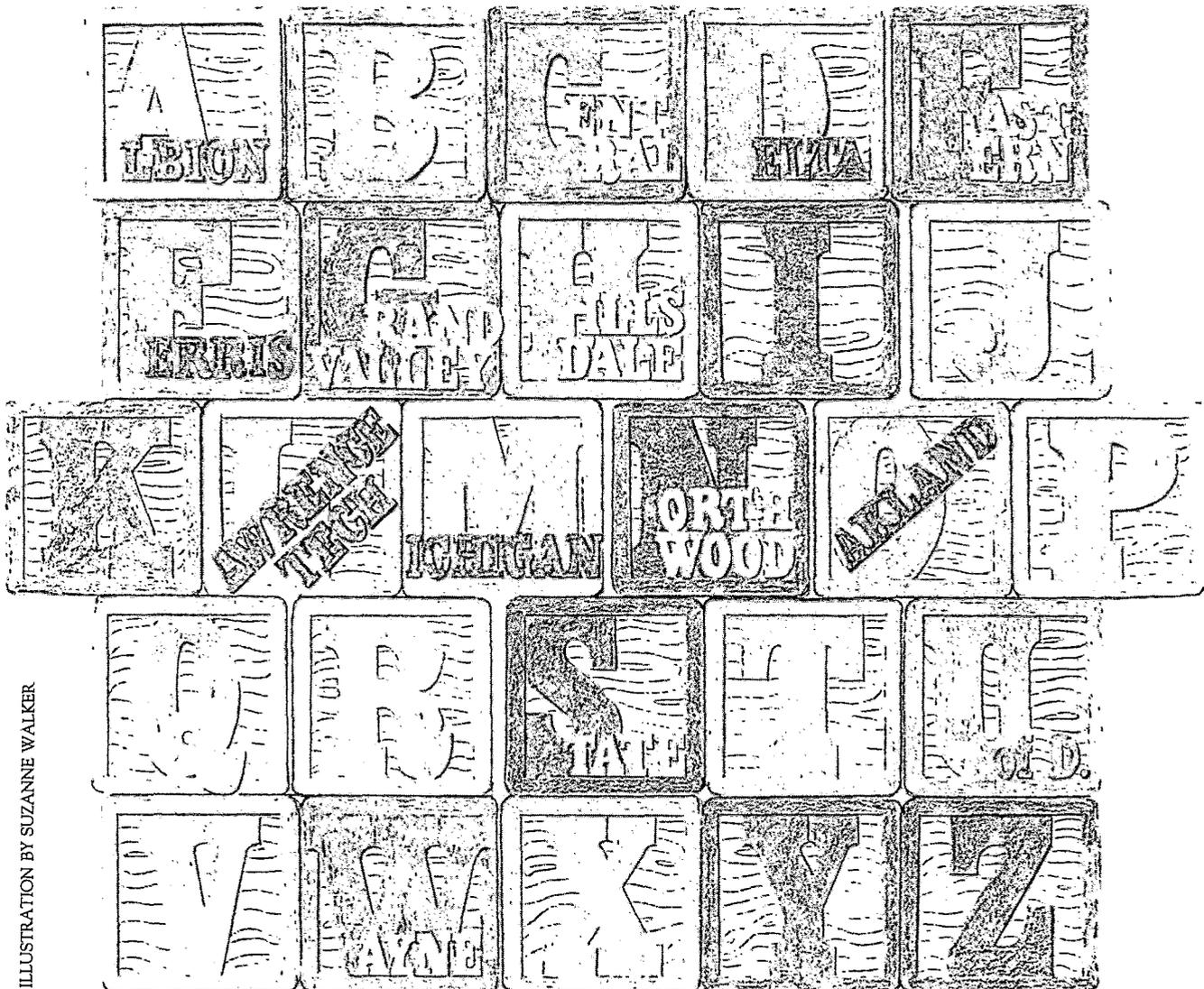


ILLUSTRATION BY SUZANNE WALKER

by GARY FREEMAN

the North Central Association, both North and South have recently been proclaimed "exemplary" by the U.S. Department of Education. The above-average education last year's grads received prepared them well for continuation of their studies, whether in Michigan or Maine.

The school system's excellence places Grosse Pointe graduates among the most sought-after by college recruiters. The well-rounded curriculum ensures that our public schools don't churn out automatons unversed in the finer aspects of life. Recruiters note that an intangible factor which works to the long-term advantage of Grosse Pointe students is the orientation of their community. Generally, there exists a higher level of education and community concern in Grosse Pointe parents, which manifests itself in the students' ability to converse widely. It also imbues them with a greater willingness to embrace the validity of differing viewpoints. In short, Grosse Pointe graduates are made of the stuff colleges prefer to claim as their own.

From across the country, college recruiters woo Grosse Pointe seniors. Seventy-two percent of last year's graduates planned to attend college in Michigan, with those going out-of-state heading most notably to Massachusetts and California.

East-bound graduates can be found in many Ivy League schools, from Harvard to MIT. Many local parents who hail from the East wish to send their progeny back to their adolescent stomping grounds, both for the prestigious education available there and to uphold sometimes formidable family traditions.

Grosse Pointe grads are known to frequent Notre Dame (Indiana); have been spotted further west at the University

of Southern California; and matriculate nearly everywhere in between. Although last year no Grosse Pointers attended school in Hawaii, Nevada, or Missouri, only the naive would conclude that our students don't appreciate grass skirts, the desert, or corn pone. Tuition differences and the abundance of fine Michigan colleges keep most college-bound graduates closer to home.

At University Liggett School, every one of last year's 74 graduates went on to higher education. In contrast to their cousins at North and South, a majority matriculated out of state. Of the one-third who remained in Michigan, most attended either U of M or MSU, with Albion and Kalamazoo colleges ranking high among those choosing a smaller institution.

Graduates bound out of state from Liggett dispersed nationwide, with Princeton, Georgetown, MIT, and Carnegie-Mellon attracting a predominant share. Duke University has been attracting a greater number of Liggettians in recent years by virtue of its picturesque campus, broad curriculum, and fine training in pre-med and pre-law studies. As with North and South, computers are down and business is up.

At Our Lady Star of the Sea High School, which celebrates its twenty-fifth anniversary this year, the curriculum is solid college preparatory. For example, four years of foreign language is mandatory! Most of the approximately 60 girls in each graduating class remain in Michigan for higher education. The University of Michigan, Macomb County Community College, and Michigan State University are the prime benefactors, with Wayne State, Western Michigan, Siena Heights, U of D and Northwood Institute on their heels.

Star of the Sea graduates heading out of state attend St. Mary of Notre Dame, Boston College, John Carroll University and a host of others.

Many S.O.S. girls head straight for pre-professional studies with a majority of the remainder pursuing liberal arts. One trend developed over the past few years has been the growing number of Star graduates going into engineering.

The most important factor in deciding which school to attend hinges on the student's proposed field of study. The trend among recent graduates veers toward pragmatic lines of study. Fewer students today are choosing to enlighten mankind by becoming poetry majors, for instance. Following on the heels of the economic difficulties of the Seventies, today's students concentrate on fields which more readily translate into stable jobs and a predictably certain future. The peace protests of the Seventies have passed us by, and with them our strong aversion to the military academies.

Patriotism has returned with a bang; more students express an interest in applying for military "appointments" — miltpeak for scholarships. The military, after all, has designed some very palatable recruitment packages.

One immutable constant in the college experience is the ethereal nature of declared majors. Despite the chance of young college students switching majors at every meal, today they generally remain within pragmatic bounds. Business and commerce fields are favourite choices and encompass a wide range of readily marketable skills. The health professions also rank highly and quickly absorb many



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graduates, from medical doctors to nurses and pharmacists.

A glance at the want ads, even on a slow day, will reveal a great demand for engineers. Students have picked up on this trend, and despite the grueling nature of the program, it is a popular area of study. The social sciences are another strong field these days. One surprise is that not as many Grosse Pointe graduates are opting for computers as might be expected in light of the industry's growth and the excellent computer training facilities at the two high schools. At any rate, most Grosse Pointe graduates can be considered computer literate — a skill swiftly becoming a prerequisite for any business position.

All colleges stress the importance of visiting prospective campuses, since the tone of campus life affects how the student will be expected to live for the next few years. If a student prefers the bright lights and hustle of the big city, a small institution nestled in a rural area might be the least conducive to his or her learning experience. An uncongenial atmosphere can make it difficult for students to concentrate on their studies.

A campus visit should also include sitting in on a lecture and chatting with a counselor or academic advisor. Most schools also offer some sort of guided tour conducted by an actual university student. These college students, close in age to prospective students, can give the straight dope on pros and cons, and are generally very reliable sources of information.

By far, the most popular destinations for college-bound Grosse Pointe graduates are the University of Michigan and Michigan State University. The next two most popular choices, Wayne State University and Macomb County Community College, indicate a large number of students who continue living in Grosse Pointe while commuting to school, a cost-effective way to attend college.

Also among the most frequent alternatives to U of M and MSU are schools which have, over the years, earned a bad rep as "party schools." However, enjoying a good time with occasional lapses into ribald behaviour has been one aspect of higher education on any campus. For all the cavalier adolescent conversation, very few students actually choose any given college on the basis of alleged hyperactive social life. That factor ranked least important among seven factors in a recent ACT survey.

Admission criteria differs from school to school. At Michigan State, "Grades are more important than ACT or SAT scores. This is based on the feeling that good grade performance predicts good grade performance," says one State recruiter. At MSU, if a student's grades are borderline, then the ACT or SAT scores could be a deciding factor. If a borderline applicant applies sometime during the senior year, the school will grant admission conditional upon a good showing in the stretch. Students in this situation must be on their best behaviour and guard against "senioritis."

Overall, though, less than three percent of State's freshmen flunk out after their first year. The admissions board seems to know its stuff.

At the University of Michigan, the other top destination for Grosse Pointe collegiates, Pointe students perform very well, and that prestigious university considers them well-prepared for higher education. Successful applicants usually score in the top fifth of their high school class and maintain a B+ average in tough courses. ACT and SAT scores are weighed similarly to the MSU system.

One U of M recruiter stated that extracurricular activities in high school are not weighed heavily, but that most U of M students seem to become involved in something once on campus. Because almost half of Ann Arbor's population is comprised of university students, the community offers a unique atmosphere containing a spectrum of liberal and conservative causes, with occasional forays into the outright bizarre — would you believe a hairy 200-pound fella with green hair, dressed in a pink tutu, roller skating in and out of downtown traffic?

Central Michigan University remains a popular school among those not attending the Big Two (MSU and U of M). Central has grown tremendously in size and stature in recent years. Once considered a teachers' college, it now offers greater diversity and is the burgeoning product of a calculated growth program.

Western Michigan is yet another of the state's fine universities. Western's emphasis in recent years involves its accounting program, boding well for the majority of Grosse Pointe students, who are preparing for careers in the business world. Western's is now considered one of the top accounting programs nationwide.

By far, the most popular destinations for college-bound Grosse Pointe graduates are U of M and MSU.

Northwood Institute, in Midland, is one of the more popular destinations for Pointe grads seeking a smaller college. Northwood specializes in business, and Grosse Pointe qualifies as one of the institute's prime feeder areas. Although the football team missed out on yet another bowl bid last season, Northwood's name gets around. Advice from counselors, teachers, parents, and business associates of parents all figure in when business-oriented students begin to consider college. Because of its strong commerce orientation, it's business right from the start at Northwood — no waiting around for a couple of years before students get into the solid, meaty courses that can move them to the top of their field.

The University of Detroit also earns a share of Grosse Pointe students. Their percentage is not as great as might be expected from the university's proximity and convenience for commuters. U of D is currently undergoing an immense facelift to make the school and its neighborhood a nicer place to live, work, and study.

Because it is a private university, U of D is necessarily a little pricey, but still considered a bargain by many knowledgeable sources. Three-quarters of U of D's students receive some type of financial assistance. U of D recruiters stress to Grosse Pointe parents not to automatically count themselves out of the running for financial aid packages.

Choosing a college can be an intimidating experience for students and parents alike. Look for a college with much to offer in the field of study you wish to pursue; one which meets your economic situation; one whose campus and philosophy appeal to you.

Good luck to the Class of 1986, whichever college wins your heart. ◇

Directory of Schools

Grosse Pointers are blessed with an abundance of educational choices for their children, from an excellent public school system to a variety of private and parochial institutions offering a diversity of educational philosophies and learning environments. Farther afield, boarding schools offer still another alternative—one which many Grosse Pointers have traditionally chosen over the years.

We offer here a catalogue of educational choices both in and out of the state. The list is not exhaustive, nor is the information about the schools herein. Use this instead as a general guide to help acquaint you with the different options available to students. One small caveat: student/teacher ratios are not the same as average class size. In most cases—but not all—classes are larger.

That said, read on—and delight in the impressive number of fine choices.

Preschools

DETROIT COUNTRY DAY PRE-KINDERGARTEN

22305 West Thirteen Mile Road, Birmingham, MI 48010
(313) 646-7717

Year Founded: 1975

Description: Nonsectarian, coeducational

Entrance Criteria: Selective, based on evaluation of applicant and his or her parents.

Age levels: 3-4 year olds

No. of students: 22

Student/Teacher ratio: 10:1 (3-year-olds); 12:1 (4-year-olds)

Tuition: \$4,050-\$4,625 per year

School philosophy/orientation: Belief in the education of the whole person - mind, body, personality and character. Help the child grow in confidence, express individualism, open the worlds of the mind, and prepare for the release and development of talent.

Curriculum: Indoor and outdoor play, storytelling, music, creative activities, reading and arithmetic readiness programs, field trips, art, science and cooking projects.

Schedule: M-F, 7:45 a.m.-2:15 p.m.

DETROIT WALDORF SCHOOL CHILDREN'S CENTER

2555 Burns Avenue, Detroit, MI 48214
(313) 822-0300

Year Founded: 1965

Description: Independent, nonprofit, nonsectarian, based on the educational principles of Rudolf Steiner, and affiliated with the Waldorf Schools Association of North America

Entrance Criteria: Selective, based on interview with parent and child and three-day observation period.

Age levels: 3½-6 years old

No. of students: 38

Student/Teacher ratio: 13:1

Registration fee: \$10

Observation fee for admission: \$30

Tuition: \$1,875 (half-day); \$2,700 (full day)

School philosophy/orientation: To develop social awareness, trust in and sharing with others, self-confidence, and the individual skills necessary for first grade.

Curriculum: Structured and unstructured activities, including storytelling, eurythmy, creative drama, painting, gardening and puppetry, in a warm, homelike environment.

Schedule: M-F, 8:30 a.m.-11:30 a.m. or 8:30 a.m.-3 p.m.

FRIENDS SCHOOL IN DETROIT - PRE-KINDERGARTEN

1100 St. Aubin, Detroit, MI 48207
(313) 259-6722

Year Founded: 1965

Description: Independent, nondenominational, coeducational

Entrance Criteria: Selective, based on visit to school and Gesell Developmental Assessment Test. Entering students must be four by September.

Age levels: 4-5 years old

No. of students: 20

Student/Teacher ratio: 10:1

Tuition: \$3,200

Financial aid: Yes, based on ability and financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Quaker philosophy of education, whose guiding principles are equality, community, harmony, excellence, simplicity, and silence.

Curriculum: Individualized instruction, learning by doing, science, music, movement, and art.

Schedule: M-F, 8:30 a.m.-3:30 p.m.

Other: Extended day care available.

GROSSE POINTE ACADEMY EARLY SCHOOL

171 Lake Shore Road, Grosse Pointe Farms, MI 48236
(313) 886-1221

Year Founded: 1962

Description: Independent, coeducational

Entrance Criteria: Selective, based on skill placement test, family and student interview, classroom visit, and previous school record, when applicable.

Age levels: 2½-5 years old

No. of students: 114

Student/Teacher ratio: 9:1

Tuition: \$2,700-\$3,800

School philosophy/orientation: Montessori, with emphasis on allowing a child to naturally develop to his or her full potential, competing only with himself or herself.

Curriculum: Practical life, sensorial, reading, mathematics, social studies, science.

Schedule: M-F, 8:15-11:15 a.m., 12:30-3:30 p.m., or 8:15 a.m.-3:15 p.m.

Other: Extended day care available.

GROSSE POINTE BAPTIST COMMUNITY NURSERY SCHOOL

21336 Mack Avenue, Grosse Pointe Woods, MI 48236

(313) 881-1210

Year Founded: 1982

Description: Owned and operated by the Grosse Pointe Baptist Church; coeducational

Entrance Criteria: Age 2½ at time of entrance.

Age levels: 2½-5 years old

No. of students: 24

Student/Teacher ratio: 10:1

Tuition: \$6 per day per session; \$5 per day per session when more than one child from the same family is enrolled.

School philosophy/orientation: Children are taught to think creatively and independently; to respect authority and the rights of others; to get along with other children; to develop coordination and self-confidence; to express their own ideas in an acceptable manner; and to develop a foundation for later formal education in a setting of loving Christian care and discipline.

Curriculum: Pre-math and pre-reading skills, small and large muscle skills, social skills, abstract thinking, spiritual development, musical development, science and health awareness.

Schedule: M-Th, 9-11:30 a.m.

GROSSE POINTE COOPERATIVE NURSERY SCHOOL

211 Moross Road (in the Grosse Pointe United Methodist Church), Grosse Pointe Farms 48236

886-3728, 886-2363

Year Founded: 1954

Description: Cooperative; coeducational. Parents are required to assist in class between five and eight times a semester, serve on a committee, attend meetings, and attend and participate in one major fundraising activity.

Accreditation:

Entrance Criteria: Must be age 3 by December of the year they enter.

Age levels: 3-4 years old

No. of students: 38

Student/Teacher ratio: 6:1

Tuition: 3-year-olds, \$113.75 per semester, 4-year-olds: \$166.25 per semester

School philosophy/orientation: To provide shared experiences for parent and child, develop large and small muscle motor coordination, develop listening skills and intellectual growth, develop self-control and cooperation with others, and develop self-confidence and self-esteem.

Curriculum: Organized crafts, song, dance, exercise, free play, adult-directed activities, field trips.

Schedule: 3-year-olds: T-Th, 9-11 a.m. 4-year-olds: M, W, F, 9-11 a.m.

GROSSE POINTE NURSERY SCHOOL

821 Vernier, Grosse Pointe Woods, MI 48236

(313) 881-3460

Year Founded: 1945

Description: Coeducational

Entrance Criteria: Age 2½ at time of entrance; toilet trained.

Age levels: 2½-6 years old

No. of students: 150

Student/Teacher ratio: 10:1 (2½-3-year-olds), 12:1 (4-6-year-olds)

Tuition: \$16-\$60 per week, depending on program chosen

School philosophy/orientation: Enhance the child's growth and development in social, emotional, physical and cognitive areas.

Curriculum: Supervised play, arts and crafts, group activities, music appreciation, vocabulary development, science awareness, educational activities, small and large muscle development.

Schedule: M-F, 9 a.m.-12:30 p.m.

Other: State licensed for certified kindergarten, 9-11:30 a.m.

Extended day care available.

GROSSE POINTE PRE-KINDERGARTEN

17150 Maumee (Unitarian Church)

Grosse Pointe, MI 48230

20090 Morningside (Barnes School)

Grosse Pointe Woods, MI 48236

(313) 886-4747

Year Founded: 1969

Description: No religious affiliation; no affiliation with the Grosse Pointe Public Schools; coeducational

Entrance Criteria: Age 2½ at time of entrance.

Age levels: 2½-5 years old

No. of students: 60 (Unitarian Church), 55 (Barnes School)

Student/Teacher ratio: 7:1

Tuition: \$265 per semester for two days, \$370 per semester for three days.

School philosophy/orientation: Help each child have a happy, well-adjusted preschool experience and provide an enriched program with activities that meet his or her present needs and lay a foundation for future school experience.

Curriculum: Active and vigorous play, creative art, individual and group activities, field trips, movies, drama, language arts, cooking, science experiences, creative rhythms and dance, readiness materials.

Schedule: M-F, 8:45-11:15 a.m. or 12:30-3 p.m. Children may attend 2, 3, or 5 sessions per week.

JACK AND JILL NURSERY SCHOOL

1175 Lakepointe (annex of Grace United Church of Christ), Grosse Pointe Park, MI 48230

(313) 881-3011

Year Founded: 1963

Description: No religious affiliation; coeducational.

Entrance Criteria: Prefer that students be age 3 at time of entrance.

Age levels: 2½-5 years old

No. of students: 18

Student/Teacher ratio: 9:1

Tuition: \$40 per month two days a week; \$60 per month three days a week

School philosophy/orientation: Strives to meet the needs of the preschool child in social, emotional, intellectual and physical areas.

Aids in developing the "whole" child.

Curriculum: Children are free to choose from a variety of experiences. Choices are important and should end in success. Exposure to various forms of art material. Child-oriented flexible schedule, with teacher direction.

Schedule: M-F, 9-11 a.m. or M, T, Th, 1-3 p.m.

NEIGHBORHOOD CLUB SMALL SET NURSERY SCHOOL

17150 Waterloo, Grosse Pointe, MI 48230

(313) 885-4600

Year Founded: 1924

Description: Coeducational

Entrance Criteria: Must be age 3 by December of the year they enter.

Parents are advised to place their children on the waiting list far in advance of their entrance eligibility.

Age levels: 3-5 years old

No. of students: 23

Student/Teacher ratio: 6:1

Tuition: \$175 per semester (15 wks) two days a week; \$265 per semester three days a week.

School philosophy/orientation: Endeavor to widen the child's world by working with each individual according to his or her own level of development; establish an eagerness for learning; develop a healthy self-concept.

Curriculum: Art, music, physical movement, drama, science, poetry, stories, games.

Schedule: T-Th, 9:15-11:15 a.m. or 1-3 p.m. M-W-F, 9:15-11:15 a.m. or 1-3 p.m.

ST. PAUL LUTHERAN NURSERY SCHOOL

Chalfonte and Lothrop, Grosse Pointe Farms, MI 48236

(313) 881-9790

Year Founded: 1963

Description: Cooperative; coeducational. Parents are required to assist in class approximately once every ten sessions, attend meetings, accept committee responsibility, and participate in work days.

Entrance Criteria: Must be age 3 by December of the year they enter.

Age levels: 3-5 years old

No. of students: 41

Student/Teacher ratio: 5:1

Tuition: 3-year-olds, \$205; 4-year-olds, \$290

School philosophy/orientation: A developmental school meeting the needs of the child socially, emotionally, physically, and intellectually.

Children are encouraged to be creative, independent, and self-aware.

Curriculum: Large and small muscle development, art, music, dramatic play, cooking, stretching and aerobic exercise, field trips.

Schedule: 3-year-olds: T-Th, 9-11 a.m. 4-year-olds: M-W, 9-11 a.m.; F, 9:30 a.m.-12:30 p.m. (In fall 1986, 4-year-olds will meet M-W, 9-11:15 a.m. and F, 9:30 a.m.-12 noon.)

UNIVERSITY LIGGETT PRE-KINDERGARTEN

1045 Cook Road, Grosse Pointe Woods, MI 48236

(313) 884-4444

Year Founded: 1915

Description: Coeducational.

Entrance Criteria: Selective, based on Gesell Developmental Assessment Test and teacher evaluations

Age levels: 3-4 years old

No. of students: 61

Student/Teacher ratio: 9:1

Tuition: \$2,450 (half-day); \$3,900 (full day)

School philosophy/orientation: To help children build healthy self-images and channel their natural curiosities about the world around them.

Curriculum: Pre-reading and pre-mathematics activities, sensory activities, artistic activities, science, social and emotional development, field trips.

Schedule: M-F, 8:30-11:30 a.m. or 8:30 a.m.-2:45 p.m.



Elementary & Middle Schools

ACADEMY OF THE SACRED HEART JUNIOR SCHOOL

1250 Kensington Road, Bloomfield Hills, MI 48303

(313) 646-8900

Year Founded: 1851

Description: Independent, Roman Catholic, coeducational, operated by the Religious of the Sacred Heart

Entrance Criteria: Selective, based on results of Gesell Developmental Assessment Test, previous school records, when applicable, and visit to school.

Age levels: Pre-K-4

No. of students: 182

Student/Teacher ratio: 10:1

Tuition: \$3,635-\$4,285

Financial aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Seeks to educate students in faith, intellectual and Christian values, social awareness, and personal growth.

Curriculum: Broad-based, rich in opportunities for success and attentive to basic skills. Includes religion and French.

Dress Code: Uniforms

ACADEMY OF THE SACRED HEART MIDDLE SCHOOL

1250 Kensington Road, Bloomfield Hills, MI 48303

(313) 646-8900

Year Founded: 1851

Description: Independent, Roman Catholic school for girls, operated by the Religious of the Sacred Heart

Entrance Criteria: Selective, based on personal interview and visit to school, previous school records, and SRA placement test.

Grade levels: 5-8

No. of students: 94

Student/Teacher ratio: 10:1

Tuition: \$4,615-\$4,915; books, materials, activities fees: \$160.

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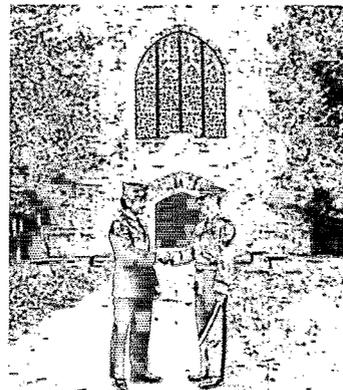
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Traditionally outstanding.

EDUCATION

Financial aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.
School philosophy/orientation: Focuses on the needs of girls while remaining sensitive to their varying stages of growth. Balances freedom and guidance which is necessary to the development of social and intellectual maturity.
Curriculum: Skill development and preparation for college preparatory program in high school. Includes public speaking, Great Books, and classes in Christian formation.
Dress Code: Uniforms.

BROOKSIDE (CRANBROOK SCHOOLS)

550 Cranbrook Road, Bloomfield Hills, MI 48013
 (313) 645-3510

Year Founded: 1922

Description: Independent, coeducational day school

Entrance Criteria: Competitive, based on testing, current school records, classroom visit, and parent interview.

Grade levels: Pre-K-5

No. of students: 290

Student/Teacher ratio: 8:1

Tuition: \$2,575-\$5,175; books and materials included.

Financial aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Committed to providing students with excellence in education and the excitement of growing intellectual curiosity, self-discipline, and the development of diverse interests and talents.

Curriculum: Traditional elementary school curriculum in a nurturing environment.

CRANBROOK (CRANBROOK SCHOOLS)

1060 Vaughn Road, Bloomfield Hills, MI 48013
 (313) 645-3010

Year Founded: 1927

Description: Independent day school for boys

Entrance Criteria: Competitive, based on testing, interviews, and previous academic achievement.

Grade levels: 6-8

No. of students: 180

Student/Teacher ratio: 8:1

Tuition: \$5,950-\$6,200

Financial aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Focuses on meeting the unique needs and interests of the early adolescent boy, while providing an academic program of the highest caliber, a strong athletic program, and valuable extracurricular activities.

Curriculum: Development of skills in English, mathematics, science and social science.

DETROIT COUNTRY DAY

Lower School: 3600 South Bradway Boulevard
 (313) 647-2522

Kindergarten & Middle School: 22305 West Thirteen Mile Road
 Birmingham, MI 48010

(313) 646-7717

Year Founded: 1914

Description: Independent, nonsectarian, coeducational day school

Entrance Criteria: Competitive, based on testing, interviews, and previous academic record, when applicable.

Grade levels: Lower School (Jr. K-4); Middle School (5-8)

No. of students: Lower School-335; Middle School-373

Student/Teacher ratio: 11:1

Tuition: \$5,225-\$6,525

School philosophy/orientation: The Lower School is committed to the joy of academic excellence, self-discovery, and social adaptability. The Middle School is committed to the education of the whole person - mind, body, personality and character.

Curriculum: College preparatory. French beginning in first grade, dance program in second, third, and fourth grades. Latin is available in Middle School.

Dress Code: Uniforms.

DETROIT WALDORF SCHOOL

2555 Burns Avenue, Detroit, MI 48214
 (313) 822-0300

Year Founded: 1965

Description: Independent, coeducational day school, part of the International Waldorf School movement

Entrance Criteria: Entering first graders must be six by September 1 and developmentally ready for first grade. Based on interview, previous school records when applicable, writing and drawing sample, and three-day observation period.

Grade levels: 1-8

No. of students: 144

Student/Teacher ratio: 10:1

Tuition: \$3,100-\$3,510 (20% reduction for each additional student from the same family); Registration fee, \$10; observation fee for admission, \$40.

School philosophy/orientation: Based on a new psychology of the human being as conceived and guided by Rudolf Steiner, the Austrian philosopher and educator.

Curriculum: Presents students with a knowledge of historical foundations and cultural origins, as well as an observational and experiential approach to science and math. Beginning in grade one, French and German are taught to all students. All students learn a musical instrument from first grade onward.

FRIENDS SCHOOL IN DETROIT, LOWER AND MIDDLE

1100 St. Aubin, Detroit, MI 48207
 (313) 259-6722

Year Founded: 1965

Description: Independent, coeducational day school

Accreditation: ISACS; U of M

Entrance Criteria: Selective, based on testing, school reports, recommendations, and interviews.

Grade levels: K-6

No. of students: 104

Student/Teacher ratio: 10:1

Tuition: \$3,200-\$3,800

Financial Aid: Yes, based on ability and financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Quaker philosophy of education, whose guiding principles are equality, community, harmony, excellence, simplicity, and silence.

Curriculum: College preparatory, with special attention to individual needs and abilities in a caring environment. Includes weekly Meeting for Worship and study skills program.

GROSSE POINTE ACADEMY

171 Lake Shore Road, Grosse Pointe Farms, MI 48236
 (313) 886-1221

Year Founded: 1885, as Academy of the Sacred Heart. Incorporated as the Grosse Pointe Academy in 1969.

Description: Independent, coeducational day school.

Entrance Criteria: Selective, based on interview, academic record, and testing.

Grade levels: 1-8

No. of students: 262

Student/Teacher ratio: 10:1

Tuition: \$3,800-\$5,300

Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Seeks to provide an education which is Christian in value orientation, sound in moral formation, and of high quality in academic and aesthetic development.

Curriculum: Individualized approach to learning, emphasizing basic skills along with music, art, drama, movement and dance, and computers. French is taught beginning in kindergarten.

Dress Code: Uniforms

GROSSE POINTE CHRISTIAN DAY SCHOOL

1444 Maryland, Grosse Pointe Park, MI 48230
 (313) 821-6159

Year Founded: 1929

Description: Non-denominational, coeducational; member of Christian Schools International.

Entrance Criteria: Selective through testing, interview, statement of Christian faith, and understanding of financial obligation.

Grade levels: K-8

No. of students: 81

Student/Teacher ratio: 16:1

Tuition: \$1,500 for one child; \$2,200 for two children.

School philosophy/orientation: Based on God's word, and the teachings of that word permeate all of the subjects taught.

Curriculum: Academic, with religious commitment integrated. Includes Bible study, daily prayer and chapel services.

GROSSE POINTE PUBLIC ELEMENTARY SCHOOLS

Nine schools: Defer, Ferry, Kerby, Maire, Mason, Monteith, Poupard, Richard and Trombly

(313) 343-2022

Description: Coeducational, nonselective

Entrance Criteria: Children must be five years of age by December 1 of the year in which they enroll and must be residents of the Grosse Pointe Public School District.

Grade levels: K-5

No. of students: 2,795

Student/Teacher ratio: 15:1

Tuition: Parents who choose the all-day kindergarten program pay \$1,300 per year.

Financial aid: NA

School philosophy/orientation: Emphasizes total development of the child - cognitive, affective, social and physical. Believes that each child has the right to achieve his or her learning potential in an environment that nurtures self-worth.

Curriculum: Intended to provide a solid basic learning foundation for students to use to achieve increasingly advanced levels of learning. Basic academic program, with art and instrumental and vocal music. Special programs and services available to the learning disabled, the gifted, and the handicapped.

Other: An optional all-day kindergarten is available at Defer and Ferry Schools. A developmental preschool and preschool speech and language program is available to designated students after screening and testing, prior to school entrance. Extended care is offered at many of the elementary schools at moderate cost.

GROSSE POINTE PUBLIC MIDDLE SCHOOLS

Three schools: Brownell, Parcels and Pierce
 (313) 343-2024

Description: Coeducational, nonselective

Entrance Criteria: Students must be residents of the Grosse Pointe Public School District; new students from out of state must submit proof of immunization, birth certificate, and most recent report card.

Grade levels: 6-8

No. of students: 1,479

Student/Teacher ratio: 15:1

Tuition: NA

Financial aid: NA

School philosophy/orientation: Emphasizes the special needs of the changing adolescent child in a humane and caring atmosphere. Individual needs are respected, differences tolerated, and academic development stressed.

Curriculum: Designed to meet the social, emotional, and academic needs that are characteristic of the adolescent period. Allows students to explore interests and test skills in a low-risk climate. Includes foreign language, art, music and computer programming. Special programs and services are available to the gifted, the learning disabled, and the handicapped.

KENSINGTON ACADEMY

1020 E. Square Lake Road, Bloomfield Hills, MI 48013
 (313) 647-8060

Year Founded: 1968

Description: Independent, Roman Catholic, day school for boys. (Coeducational in pre-k and kindergarten.)

Entrance Criteria: Selective, based on testing, previous school records, and visit to school

Grade levels: Pre-K-8

No. of students: 150

Student/Teacher ratio: 8:1

Tuition: \$2,175-\$4,925; fees, \$196.50-\$294.

Financial aid: Yes, based on need, determined in part by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Dedicated to addressing the special needs of boys - building self-confidence and developing strong study habits.

Curriculum: College preparatory, with religion classes three times a week. Includes study skills program.

Dress Code: Uniforms

KINGSWOOD (CRANBROOK SCHOOLS)

885 Cranbrook Road, Bloomfield Hills, MI 48013
 (313) 645-3410

Year Founded: 1931

Description: Independent day school for girls

Entrance Criteria: Competitive, based on testing, interviews, and previous academic achievement.

Grade levels: 6-8

No. of students: 135

Student/Teacher ratio: 8:1

Tuition: \$5,950-\$6,200

Financial aid: Yes, based on financial need as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Focuses on meeting the unique needs and interests of the early adolescent girl, while providing an academic program of the highest caliber.

Curriculum: Acquisition of fundamental skills in English, mathematics, science and social science. Math Discovery required of sixth-grade girls to help them develop confidence regarding mathematics.

OUR LADY STAR OF THE SEA ELEMENTARY SCHOOL

467 Fairford, Grosse Pointe Woods, MI 48236
 (313) 884-1070

Year Founded: 1955

Description: Coeducational, Roman Catholic parish school

Entrance Criteria: Preference given to children of parishioners; then to children of non-parishioners as space is available. There is a waiting list for some grades.
Grade levels: K-8
No. of students: 420
Student/Teacher ratio: 22:1
Tuition: In parish: \$475 (kindergarten), \$950 (1 child), \$1,100 (2 children), \$1,250 (3 or more). Out of parish: \$600 (kindergarten), \$1,200 (1 child), \$1,575 (2 or more).
School philosophy/orientation: Dedicated to the pursuit of academic excellence in a Christian atmosphere where Catholic doctrine is taught and the faith of the student is deepened through the practice of the liturgy.
Curriculum: Complete academic curriculum, taught with consideration for the individual differences of children.

ROEPER CITY AND COUNTRY SCHOOL

Lower School: 2140 North Woodward Ave., Bloomfield Hills, MI 48013
Middle School: 1051 Oakland Ave., Birmingham, MI 48008
(313) 642-1500
Year founded: 1941
Description: Independent, coeducational day school for gifted children
Entrance Criteria: Selective, based on testing, interview, classroom visit, previous school records, and recommendation.
Grade levels: Lower School (Pre-K-5); Middle School (6-8)
No. of students: 448
Student/Teacher ratio: 9:1
Tuition: \$4,375-\$5,925; application fee, \$35; books, supplies, and other fees included
Financial aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.
School philosophy/orientation: To help gifted children realize their full intellectual, emotional, and social potential.
Curriculum: Traditional college preparatory courses and electives. Emphasis on conceptual learning and experiential education.
Other: After-school care program available.

SAINT CLARE OF MONTEFALCO SCHOOL

16231 Charlevoix, Grosse Pointe Park, MI 48230
(313) 886-1440
Description: Coeducational, Roman Catholic parish school
Entrance Criteria: Preference given to parishioners with children already in the school, next to all other parishioners, to Catholic non-parishioners who have previously enrolled children in the school, to Catholic non-parishioners, and to non-Catholics.
Grade levels: K-8
No. of students: 560
Student/Teacher ratio: Unavailable
Tuition: Unavailable
Financial aid: Unavailable
School philosophy/orientation: Unavailable
Curriculum: Self-pacing math program, daily religion classes in all grades, Spanish, and Great Books.

SAINT PAUL CATHOLIC SCHOOL

170 Grosse Pointe Boulevard, Grosse Pointe Farms, MI 48236
(313) 885-3430
Year founded: 1927
Description: Coeducational, Roman Catholic parish school
Entrance Criteria: Preference is given to children of parishioners, then to non-parishioners, then to non-Catholics.
Grade levels: K-8
No. of students: 450
Student/Teacher ratio: 17:1
Tuition: In parish: \$850 for one child; \$1,350 for two children. Out of parish: \$1,165 for one child; \$1,780 for two children; books, \$60 per child.
Financial aid: Yes, based on financial need
School philosophy/orientation: To generate joy and enthusiasm in learning; to promote academic excellence; and to teach personal responsibility through self-discipline, respect for one another, and commitment and skill in serving others.
Curriculum: Wide range of academic programs, including religious instruction in all grades and weekly Mass. Spanish taught in all grades.

SAINT PETER CATHOLIC SCHOOL

19800 Anita, Harper Woods, MI 48225
(313) 885-8062
Year Founded: 1965
Description: Coeducational, Roman Catholic parish school
Entrance Criteria: St. Peter school admits students of any race, national or ethnic origin to all rights, privileges, programs, activities accorded students at this school. There is a waiting list for some grades.
Grade levels: Pre-K-K-8

No. of students: 435
Student/Teacher ratio: 19:1
Tuition: \$1,085-\$1,560 (reduced tuition); \$1,335-\$1,950 (full tuition); registration fee, \$50-\$100
Financial aid: No.
School philosophy/orientation: Committed to providing children with experiences that promote spiritual, academic, physical, personal and social growth. Experiences are designed to help students develop positive self-images; prepare for participation in the life of the church; realize their responsibility to society; and control their own destinies.
Curriculum: Students are encouraged to develop their full potential and to make learning a lifelong process. The preschool program is based on the Montessori method of education.
Dress Code: Uniforms

UNIVERSITY LIGGETT SCHOOL

Lower School: 1045 Cook Road
Middle School: 850 Briarcliff Drive
Grosse Pointe Woods, MI 48236
(313) 886-4220
Year founded: 1878
Description: Independent, coeducational day school
Entrance Criteria: Selective, based on interview, student questionnaire, transcript, recommendations, and testing
Grade levels: K-8
No. of students: 550
Student/Teacher ratio: 10:1
Tuition: \$2,775-\$6,400; books, supplies, athletic equipment, \$175
Financial aid: Yes, based on financial need
School philosophy/orientation: Insistence on individual responsibility, openness to diversity, and concern for others.
Curriculum: College preparatory, with emphasis on sound study habits, ability to think analytically and communicate effectively, and development of individual talents.
Dress Code: Uniforms



Secondary Schools

ACADEMY OF THE SACRED HEART

1250 Kensington Road, Bloomfield Hills, MI 48303
(313) 646-8900
Description: Independent, Roman Catholic day school for girls, operated by the Religious of the Sacred Heart.
Accreditation: U of M; ISACS
Entrance Criteria: Selective, based on personal interview and visit to school, former school records, and testing.
Grade levels: 9-12
No of students: 134
Student/Teacher ratio: 11:1
Tuition: \$5,235; books, materials, activities/lab: \$340
Financial aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J. A small number of merit scholarships available to incoming freshmen, based on results of entrance exam.
Curriculum: College preparatory, with religion and weekly community service required.
School philosophy/orientation: To promote social awareness which leads to action, to develop community and leadership potential, and to provide learning by doing.
Dress Code: Uniform required on Fridays and special occasions.
Other: Student exchange program with other Sacred Heart Schools.

BISHOP GALLAGHER HIGH SCHOOL

19360 Harper, Harper Woods, MI 48225
(313) 886-0855
Year founded: 1963
Description: Comprehensive, coeducational high school, administered by the Christian Brothers.
Accreditation: U of M
Entrance Criteria: Selective, based on testing, teacher recommendations, and previous academic record.
Grade levels: 9-12
No. of students: 1,050
Student/Teacher ratio: 16:1
Tuition: \$1,880 (Family plan is available); General student fee: \$30
Financial aid: Yes. Limited number of academic scholarships
Curriculum: College preparatory, with non-college-bound program also available. Religion required at least three and one-half years. Business education offered.

BROTHER RICE HIGH SCHOOL

7101 Lahser Road, Birmingham, MI 48010
(313) 647-2526
Year Founded: 1960
Description: Independent, Roman Catholic day school for young men, operated by the Christian Brothers.
Accreditation: U of M
Entrance Criteria: Selective, based on testing.
Grade Levels: 9-12
No. of students: 1,050
Student/Teacher ratio: 17:1
Tuition: \$2,200 per year; Registration fee: \$50
Financial Aid: Yes, based on financial need.
% of students who go to college: 96%
School philosophy/orientation: Dedicated to students' academic excellence and spiritual development within a Christian atmosphere of respect and friendship.
Curriculum: College preparatory, with theology required all four years.
Dress Code: Sport coat, sweater or vest, dress shirt and tie or turtleneck, dress slacks, dress shoes and socks.

CRANBROOK KINGSWOOD

On two campuses: Cranbrook Campus: 520 Lone Pine Road
 Kingswood Campus: 885 Cranbrook Road
 Bloomfield Hills, MI 48013
(313) 645-3410
Year Founded: 1984, after merging Cranbrook School for boys (1926) and Kingswood School for girls (1930)
Description: Independent, coeducational boarding and day school
Accreditation: U of M; ISACS
Entrance Criteria: Competitive, based on testing, interviews, writing sample, and past academic performance.
Grade levels: 9-12
No. of students: 795
Student/Teacher ratio: 8:1
Tuition: \$6,700 (\$10,500 for boarding students); application fee, \$25; Books and fees: extra
Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.
% of students who go to college: 100%
School philosophy/orientation: Preparation for college and adult life in an environment which emphasizes intellectual development and personal growth.
Curriculum: College preparatory, with major emphasis on language acquisition and mathematic skills necessary for lifelong learning.

DE LA SALLE COLLEGIATE HIGH SCHOOL

14600 Common Road, Warren, MI 48093
(313) 778-2207
Year Founded: 1926
Description: Private, Roman Catholic day school for boys, operated by the Christian Brothers.
Accreditation: U of M
Entrance Criteria: Selective, based on testing, previous school record, and past relationship to the school.
Grade levels: 9-12
No. of students: 780
Student/Teacher ratio: 16:1
Tuition: \$1,850 (\$150 discount for families with two sons attending; \$600 discount for three sons); registration fee, \$35; fees, \$60; books, extra.
Financial Aid: Yes. Scholarships awarded on the basis of academic achievement.
School philosophy/orientation: To educate the whole student - academically, spiritually, and physically.
Curriculum: College preparatory, with religion required.

DETROIT COUNTRY DAY UPPER SCHOOL

22305 West Thirteen Mile Road, Birmingham, MI 48010
(313) 646-7717
Year Founded: 1914
Description: Independent, nonsectarian, coeducational day and boarding school.
Accreditation: ISACS; U of M
Entrance Criteria: Competitive, based on interview, testing, and previous school records.
Grade levels: 9-12
No. of students: 447
Student/Teacher ratio: 11:1
Tuition: \$6,925; application fee, \$35.
Financial Aid: Yes. Scholarships based on academic achievement, extracurricular accomplishments, and financial need. There are no full scholarship grants.
School philosophy/orientation: Believes in the education of the whole person - mind, body, personality and character - so that students



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EDUCATION

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productive, and fulfilled members of society.
Curriculum: College preparatory, with economics, Latin, and study skills courses offered.
Dress Code: Uniforms required on Thursdays.

FRIENDS SCHOOL IN DETROIT - UPPER SCHOOL

1100 St. Aubin, Detroit, MI 48207
(313) 259-6722

Year Founded: 1965

Description: Independent, coeducational day school.

Accreditation: ISACS; U of M

Entrance Criteria: Competitive, based on testing, school reports, recommendations, and interviews.

Grade levels: 7-12

No. of students: 76

Student-Teacher ratio: 10:1

Tuition: \$3,800

Financial Aid: Yes, based on ability and financial need, as determined by the School Scholarship Service, Princeton, N.J.

% of students who go to college: 100%

School philosophy/orientation: A Quaker philosophy of education, whose guiding principles are equality, community, harmony, excellence, simplicity, and silence.

Curriculum: College preparatory, with special attention to individual needs and abilities in a caring environment.

GROSSE POINTE PUBLIC HIGH SCHOOLS

Two schools: North and South

South: (313) 343-2130

North: (313) 343-2187

Description: Public, nonselective, coeducational

Accreditation: NCA

Entrance Criteria: Students must be residents of the Grosse Pointe Public School District.

Grade levels: 9-12

No. of Students: 3,076

Student/Teacher ratio: 15:1

Tuition: NA

Financial Aid: NA

% of students who go to college: 84%

School philosophy/orientation: To promote and foster basic skills, self-discipline, intelligent citizenship, and academic cultural development.

Curriculum: College preparatory and comprehensive vocational education program. Special education and high ability courses are offered, as well as a wide variety of computer classes.

MARIAN HIGH SCHOOL

7225 Lahser Road, Birmingham, MI 48010
(313) 644-1750

Year Founded: 1959

Description: Comprehensive, Roman Catholic day school for young women, founded by the Sister's Servants of the Immaculate Heart of Mary.

Accreditation: U of M

Entrance Criteria: Selective, based on testing.

Grade levels: 9-12

No. of students: 900

Student/Teacher ratio: 14:1

Tuition: \$2,075; general fee, \$50

Financial aid: Yes. Student work program. Scholarships based on scholastic achievement and financial need.

School philosophy/orientation: To provide women with the opportunity to develop a Christian faith community while they are involved in the educational process.

Curriculum: College preparatory, with religion required for three years. Vocational training available. Consortium classes with Brother Rice High School available in art, music, and industrial arts.

MERCY HIGH SCHOOL

29300 Eleven Mile Road, Farmington Hills, MI 48018
(313) 476-8020

Year Founded: 1945

Description: Roman Catholic day school for young women.

Accreditation: U of M; NCA

Entrance Criteria: Selective, based on testing.

Grade levels: 9-12

No. of students: 1,100

Student/Teacher ratio: 18:1

Tuition: \$2,640

Financial Aid: Yes. Scholarships based on varying criteria.

School philosophy/orientation: Committed to the full development of young women - intellectual, cultural, spiritual, psychological and physical.

Curriculum: College preparatory, with religious studies required. Business education courses offered.

Dress Code: Uniforms

NOTRE DAME HIGH SCHOOL

20254 Kelly Road, Harper Woods, MI 48225
(313) 371-8965

Year Founded: 1954

Description: Independent Roman Catholic day school for boys, administered by the Marist Fathers.

Accreditation: U of M

Entrance Criteria: Competitive, based on testing and recommendations.

Grade levels: 9-12

No. of students: 875-900
 Student/Teacher ratio: 20:1
 Tuition: \$1,960 for the first student; \$1,640 for the second.
 Financial Aid: Yes. Scholarships based on academic excellence and financial need; student work program.
 % of students who go to college: 90%
 School philosophy/orientation: To educate young men to become well-adjusted, Christian gentlemen who contribute to modern society.
 Curriculum: College preparatory, with four years of religion required.
 Dress Code: Dress shirts, jackets or sweaters, dress pants, dress shoes or clean sneakers, gym or running shoes.

OUR LADY STAR OF THE SEA HIGH SCHOOL

467 Fairford, Grosse Pointe Woods, MI 48236
 (313) 881-5110
 Year Founded: 1959
 Description: Roman Catholic day school for young women.
 Accreditation: U of M
 Entrance Criteria: Selective, based on testing.
 Grade levels: 9-12
 No. of students: 233
 Student/Teacher ratio: 14:1
 Tuition: In parish: \$1,270 for one student; \$1,730 for two students. Out of parish: \$1,570 for one student; \$2,230 for two students.
 Financial Aid: No
 % of students who go to college: 95%
 School philosophy/orientation: Prepares young women intellectually, spiritually, and physically to take their places as Christian leaders in the world of tomorrow.
 Curriculum: College preparatory, with four years of religion required.
 Dress Code: Uniforms

REGINA HIGH SCHOOL

20200 Kelly Road, Harper Woods, MI 48225
 (313) 526-0220
 Year Founded: 1956
 Description: Comprehensive, private Roman Catholic day school for girls, under the sponsorship of the Sisters of St. Joseph of the Third Order of St. Francis.
 Accreditation: NCA; U of M
 Entrance Criteria: Competitive, based on testing, previous achievements, and desire to succeed.
 Grade levels: 9-12
 No. of students: 1,060
 Student/Teacher ratio: 23:1
 Tuition: \$1,600 per year; \$1,400 for second child; \$1,200 for third child. Registration fee, \$35; books, \$120
 Financial Aid: Yes. Work scholarships based on financial need; scholarships based on placement test results awarded to incoming freshmen only.
 % of students who go to college: 90%
 School philosophy/orientation: A traditional Catholic approach to education, emphasizing moral-spiritual growth, intellectual and emotional development, social responsibility, physical fitness, and an appreciation of the aesthetic.
 Curriculum: College preparatory, with full business education program offered. Four years of religious studies required.
 Dress Code: Uniforms

ROEPER CITY AND COUNTRY SCHOOL

1051 Oakland Avenue, Birmingham, MI 48008
 (313) 642-1500
 Year Founded: 1965
 Description: Independent, coeducational day school for gifted children.
 Accreditation: ISACS; U of M
 Entrance Criteria: Selective, based on testing, interview, classroom visit, previous school records, and recommendation.
 Grade levels: 9-12
 No. of students: 167
 Student/Teacher ratio: 9:1
 Tuition: \$6,400; application fee, \$35; graduation fee, \$100-\$200

Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
 School philosophy/orientation: To help gifted children realize their full intellectual, emotional and social potential.
 Curriculum: Strong balanced academic program that allows students to gain the strengths necessary to be successful in college.

ST. MARY'S PREPARATORY SCHOOL

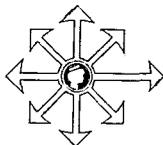
Indian Trail, Orchard Lake, MI 48033
 (313) 963-8075; 682-1885
 Year Founded: 1885
 Description: Roman Catholic day and boarding school
 Accreditation: Unavailable
 Entrance Criteria: Selective, based on testing, previous school records, and recommendations.
 Grade levels: 9-12
 No. of students: 185
 Student/Teacher ratio: 15:1
 Tuition: \$3,500 (\$4,500 for boarding students); registration fee, \$15; books and supplies, \$175
 Financial Aid: Yes
 % of students who go to college: 100%

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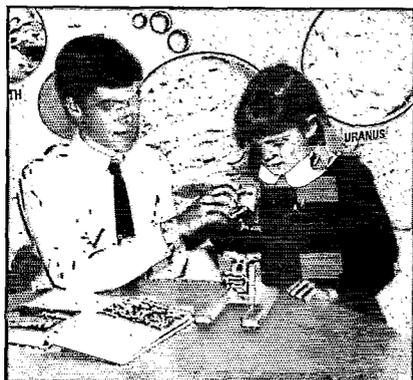
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School philosophy/orientation: To help students better understand and accept themselves, to develop self-responsibility, academic excellence and Christian values.
Curriculum: College preparatory, with four years of religion required.
Dress Code: Jackets, sweaters, dress shirts and ties, dress pants, dress shoes and socks. Special dress is required at certain school functions.

UNIVERSITY OF DETROIT JESUIT HIGH SCHOOL AND ACADEMY

8400 South Cambridge, Detroit, MI 48221
(313) 862-5400
Year Founded: 1877
Description: Independent, Roman Catholic day school for boys, conducted by the Society of Jesus. Michigan's only Jesuit high school.
Accreditation: U of M
Entrance Criteria: Selective, based on testing and application.
Grade levels: 7-12
No. of students: 627
Student/Teacher ratio: 15:1
Tuition: \$1,825-\$2,225 (10% reduction for each additional student from same family); registration, \$50; activity fee, \$95; books, additional
Financial Aid: Yes. Scholarships based on academic achievement; grants-in-aid based on demonstrated financial need.
% of students who go to college: 99%
School philosophy/orientation: To prepare young men for a successful college career and a life of service for others in their chosen field.
Curriculum: College preparatory, with four years of religion required. Seniors required to spend one morning per week in community service.
Dress Code: Dress shirt, turtleneck, dress shoes and socks, dress pants or corduroy jeans.

UNIVERSITY LIGGETT

1045 Cook Road, Grosse Pointe Woods, MI 48236
(313) 884-4444
Year Founded: 1878
Description: Private, coeducational day school.
Accreditation: ISACS; U of M
Entrance Criteria: Competitive, based on a personal interview, testing, academic record, and references.
Grade levels: 9-12
No. of students: 340
Student/Teacher ratio: 10:1
Tuition: \$6,400-\$6,550; books, supplies, athletic equipment, \$175
Financial Aid: Yes. Based on financial need and on promise of above-average academic performance and special contributions to the life of the school.
% of students who go to college: 100%
School philosophy/orientation: Committed to educating the total child and helping him or her to become humane adults with intense, deep, and abiding interests and concerns.
Curriculum: College preparatory in the liberal arts and sciences.
Dress Code: Clothing appropriate for school environment.

WALDORF HIGH SCHOOL

2555 Burns Avenue, Detroit, MI 48214
(313) 822-0300
Year Founded: 1975
Description: Independent, coeducational day school, part of the International Waldorf School movement.
Accreditation: Waldorf Schools Association of North America
Entrance Criteria: Based on interview, previous school records, teacher recommendations, and three-day observation period. Entering students must be working at grade level.
Grade levels: 9-12
No. of students: 32
Student/Teacher ratio: 8:1
Tuition: \$3,510
% of students who go to college: 80%
School philosophy/orientation: To help adolescents develop independent thinking and a sense of responsibility both for college and the challenges of life.
Curriculum: College preparatory

Boarding Schools

BROOKS SCHOOL

North Andover, MA 01845
(617) 686-6101
Year Founded: 1927
Description: Private, coeducational day and boarding school
Accreditation: NEASC
Entrance Criteria: Selective, based on testing, previous school record, recommendation from the applicant's present school, three teacher recommendations, an essay and questionnaire, personal interview, and visit to the school.
Grade levels: 9-12
No. of students: 300
Student/Teacher ratio: Between 11 and 7:1
Tuition: \$8,000 (day students), \$11,435 (boarding students). Application fee, \$35; additional charges, \$855-\$1,095

Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: High priority on competence, accountability and leadership.
Curriculum: College preparatory, with emphasis on establishing a firm grasp of fundamental principles, sound study habits, and a fluent and sensitive command of the English language. Greek is offered. Each student is required to participate in the work program and to attend chapel four times a week.

THE CHESHIRE ACADEMY
 10 Main Street, Cheshire, CT 06410
 (203) 272-5396

Year Founded: 1794
Description: Private, coeducational day and boarding school
Accreditation: NEASC
Entrance Criteria: Selective, based on previous school record, recommendations of teachers and friends, and resting.

Grade levels: Lower school: 6-8; Upper school: 9-12, postgraduate year
No. of students: Lower school: 92; Upper school: 211
Student/Teacher ratio: 7:1
Tuition: \$5,600 (day students), \$9,950 (boarding students); other fees, \$500-\$800
Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
Financial awards are accompanied by job assignments.

% of students who go to college: 96%
School philosophy/orientation: Offers each student a thorough academic, social, physical and moral development so that he or she may achieve his or her highest potential.
Curriculum: College preparatory, with a mandatory reading program for grades six through nine.

DANA HALL SCHOOL
 45 Dana Road, Wellesley, MA 02181
 (617) 235-3010

Year Founded: 1881
Description: Private day and boarding school for girls.
Accreditation: NEASC
Entrance Criteria: Selective, based on testing, previous school records, teacher recommendations, school reference, and essay sheet. An interview is strongly encouraged.

Grade levels: 6-12 (grades 6-8 for day students only)
Tuition: \$7,775 (day students); \$11,125 boarding students; other fees, \$500-\$1,500
Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
School philosophy/orientation: Committed to each girl's personal and intellectual growth. Balances structure with freedom, which allows girls to explore their identities, accept limits, and take risks.
Curriculum: College preparatory, with Latin required of all students.

DEERFIELD ACADEMY
 Deerfield, MA 01342
 (413) 772-0241

Year Founded: 1797
Description: Private day and boarding school for boys
Entrance Criteria: Selective, based on testing, previous academic record, personal interview, three teacher recommendations, school recommendation, as well as on areas of contribution and personal promise.
Accreditation: NEASC

Grade levels: 9-12
No. of students: 550
Student/Teacher ratio: 7:1
Tuition: \$6,900 (day students), \$10,600 (boarding students)
Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
% of students who go to college: 99%
School philosophy/orientation: Believes that an individual should become sensitive to his world and the things in it. Emphasizes individualism and the opportunity for each student to feel that he is personally significant.
Curriculum: College preparatory, with all students required to take five courses in computer competency.

EAGLEBROOK SCHOOL
 Deerfield, MA 01342
 (413) 774-7411

Year Founded: 1922
Description: Private day and boarding school for younger boys
Accreditation: NAIS; Massachusetts Department of Education
Entrance Criteria: Selective, based on testing (Wechsler Intelligence Scale for Children) and previous school records. Candidates for grades 8 and 9 should take the SSAT.

Grade levels: 6-9
No. of students: 235
Student/Teacher ratio: 5:1
Tuition: \$6,450 (day students); \$12,750 (boarding students). Application fee, \$25; other fees, \$800
Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.

School philosophy/orientation: Optimal learning in the crucial middle school grades, where lifelong study habits are formed and quality standards are set, depends on a sound structure that guides and channels the actual energy and enthusiasm of this age group.
Curriculum: Designed to prepare boys for the most demanding secondary schools and institutions of higher learning.

THE ETHEL WALKER SCHOOL
 Simsbury, CT 06070
 (203) 658-4467

Year Founded: 1911
Description: Independent boarding school for young women
Accreditation: NEASC
Entrance Criteria: Selective, based on previous school record, teacher recommendations, writing sample, testing, and interview.



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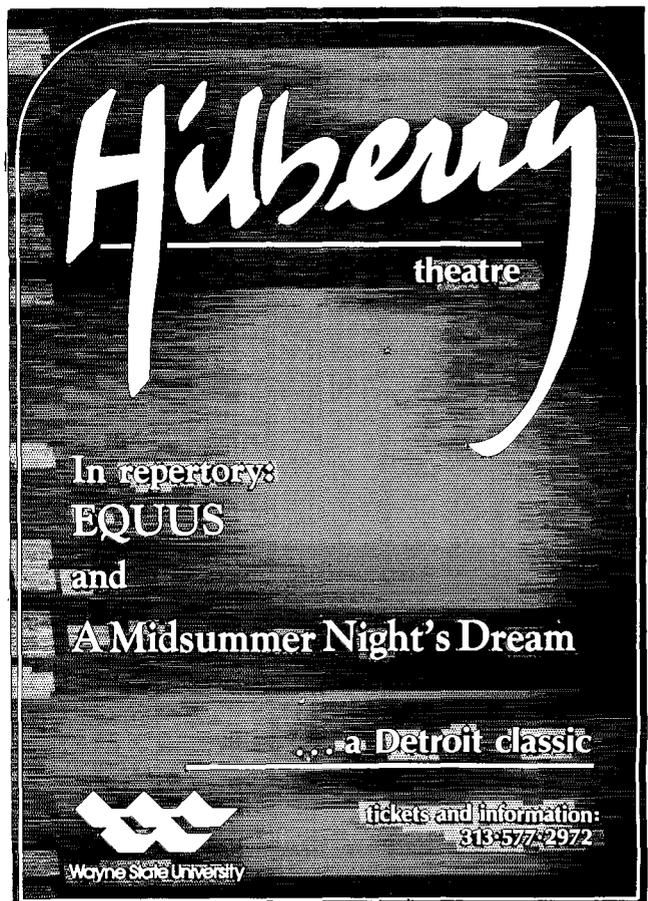
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continued on page 132

Something Extra for Every Child

After school activities are no longer the exception, but the rule.

by MADELEINE MC LAUGHLIN

Extracurricular activities are just that—the icing on the educational cake. Every day after school, and on Saturdays, children scatter to play sports, draw, sculpt, cook, dance and ride in a variety of organized programs. Pickup ball games and freewheeling activities have gone by the boards; most kids today choose to spend at least part of their free time in lessons that are not only educational but fun. Here is a sampling.

Tennis Anyone?

“There isn’t anyone that I couldn’t teach to play tennis, as long as the motivation is there,” says Isabelle Owens with confidence. The former tournament player turned club pro has had fifteen years of teaching experience to back her theory, the past five of which have been spent on the courts of the Grosse Pointe Hunt Club.

The Hunt Club offers lessons to accommodate players of every level, from five-year-old beginners to varsity team players and accomplished adults. Non-members may also take lessons at the Hunt Club, although their class fees and court time cost more than that paid by a regular member.

“With the juniors we have five- to nine-year-olds,” says Owens. “This is the beginning level. The class is only one hour long and we try to keep it very small and only the half court, usually. We do ground strokes and volleys and those types of shots, but it’s really simple. The kids love the games and they know them all by name, Big Shot Little Shot, You Snooze You Lose. They really do enjoy the fun part of it. I think you have to incorporate both.”

“From beginners we move on to

intermediate,” Owens continues. “This is where they start to play games. They are unable to serve and keep track of the points relatively well. They are still not familiar with all the rules of doubles play because we stress singles more. Those classes run about 1½ hours long, twice a week.

“Now we are up to the advanced group, and these kids are pretty good. They range from ten to sixteen, and some of them are playing for their school teams. Once they get to the varsity level we extend the class to two hours. It is really a pleasure to see them get on a team. It’s great to share their enthusiasm.”

“There is no such thing as a child who can’t learn. Jean Hoxey told me that,” recalls Owens. “It is a matter of motivation; but the worst thing is to have a child here, and the parents are very motivated, but the child is not at all. There was one child I had, a really cute little guy, and his mother brought him in and he was in tears. Of course, the tears dried a bit when we got out on the court, but before we began he was not at all happy to be there. By the time we were finished, though, he had signed up for two lessons per week. He just loved it. Sometimes it is a good idea to give a kid the exposure, but they should never be forced. They should be pushed only if they are motivated.”

“Tennis is not an easy game to learn,” notes Owens. “You see those people on TV and you say, ‘Oh my goodness, how beautiful that is.’ But once you get out there, it is a real challenge; it is very hard to learn to do well and you have to be willing and able to

put a lot of money and effort into it.”

Perhaps best of all, tennis is a game with which one can never get bored, because no matter how good you are, there is always plenty of room for improvement. “To be honest,” Owens confesses, “sometimes the better you get, the less happy you are, because you become more and more aware of your handicaps. Naiveté is the best thing, because the better you get, the more you realize you have to learn.”

On Your Toes!

Angela Kennedy just loves keeping Grosse Pointe on its toes! In the past eight years she and her daughters have introduced over two hundred limber learners to the joys and discipline of jazz, tap and ballet dance.

Like most great instructors, Mrs. Kennedy and her daughters began their careers as good students in the same Mack Avenue studio they now own.

“I used to sit and watch my daughters’ ballet class,” says Kennedy, “and I would think, ‘Oh God, this is the most beautiful thing I have ever seen in my life,’ so I started taking classes there with my daughters from Ruth Carney.

Carney, who owned the studio for over twenty years, took Mrs. Kennedy and her girls through their training and their teachers’ exams. When Carney decided to retire, Kennedy bought the studio from her and has made it her “home away from home” ever since.

From the very beginning Mrs. Kennedy demonstrates careful concern for the development of her students as people. “We teach ages four through the professional levels, but I don’t do anything serious until age eight,” states

Kennedy firmly. "I get calls from mothers who say, 'I have a three-year-old who just jumps around to music all day; she loves it, and she is just so talented, and she should take lessons.' Well, I understand what they are talking about; but I just don't take them that young because ballet is a great stress on the knees and the feet, and those little bones have not solidified yet."

Kennedy is also a firm believer in not over-structuring children, allowing them the time to "just sit home and do nothing once in a while," until they are old enough to decide what they want to do and do well. If dance is what they decide to pursue, certain qualities beyond talent are required.

"Especially for ballet, you really have to be disciplined. You have to be willing to listen in order to understand. It is hard because it involves learning another language (the French names for movements and positions). You are not going to go anywhere in the system we teach if you are not disciplined, because moving from one level to the next in ballet involves passing national exams. You must know verbally what you are doing and be able to illustrate it. For tap and jazz there aren't national exams, but we do have studio exams, so you have to be willing to really study dance, just like studying in school. It's mental, physical and a matter of maturity whether you pass from one level to the next."

Discipline is a necessity in learning to dance, but natural-born talent and a "dancer's tall anorexic body" is not.

"Sometimes you have a child who is totally hopeless but just loves it," admits Kennedy. "I think to myself, 'what is this child doing here; this child cannot walk and chew gum at the same time.' But it's okay, as long as she is having a wonderful time. I realize that, mentally, this child is on stage with Baryshnikov, so if for that hour the child is there and loves it and is willing to work, and never a discipline problem, then it's well worth it to the parents to pay the tuition."

Tuition at the Kennedy Studio is relatively modest. Classes begin at \$20 a month for one half-hour class weekly to \$40 per month for one 1½-hour class per week. Extra preparatory classes for exams are free, as are the rehearsal sessions for the annual show held every spring at North High School.

"I find that even families who can't afford lessons are willing to make sacrifices so that their children can be exposed to it," notes Kennedy.

For the majority of students, who will never make it to Broadway, or even to Kennedy's ten-member "Professional Line," there are still great benefits to be reaped.

"I'm not saying that all of my students are going to come out dancers, because I realize that the majority of them will not," says Kennedy. "I get kids in here who don't know their right from their left. Dance teaches them coordination, and it also develops their sense of rhythm. It gives them an appreciation of music; they become a more discerning audience. They have a greater appreciation of how to carry their bodies, good health and good posture."

Perhaps the most important and lasting gift that dance training instills, especially in children, is a sense of self-confidence. "It helps them in school," says Kennedy. "It helps them to recite and raise their hands and participate in class. After all, if you can get up in front of eight hundred people at Grosse Pointe North and dance, you can get up in front of twenty or thirty classmates. I've seen a lot of these kids come out of their shells."

Riding the Ring

"If you don't like the animal, then stay away," advises Thomas Smith, the second-generation stable manager and riding instructor for the Grosse Pointe Hunt Club. "That is the first and foremost thing in learning to ride. The person that gets along well with animals can overcome an awful lot of inadequacies in their other abilities."

According to Smith, learning to ride requires surprisingly fewer "special abilities" than other common athletic endeavours. "A person does not have to be extremely coordinated, nor do they need any eye-hand coordination to speak of. It's more getting along with the animal. Balance is also very important, but that can be learned; after all, everyone learns to ride a bike. It just comes down to a willingness to learn and practice a lot."

Riders at the Hunt Club begin practicing young, and many of them stay in the saddle for the rest of their lives.

"We teach strictly hunt seat equitation," said Smith, "forward seat riding geared toward jumping, no western

riding or dressage as an end in itself. We teach all ages. I have students starting at age five or six on ponies and quiet old horses. It usually takes them until they're eight or nine to have enough strength to do anything demanding.

"I have a group of kids who are showing actively, between ages ten and seventeen. We had one girl who won just about every horse show last year and two others who had a leg up on the National Equitation finals at Madison Square Garden," boasts Smith.

"Most of the kids don't own really expensive horses," continues Smith, "so they show mostly in the equitation division where only the rider is being judged, rather than the horse."

Even "inexpensive" horses are expensive, costing approximately \$5,000 per year to keep. Tack onto that another \$14 for a half-hour private lesson, suggested twice weekly for beginners, and it is easy to see why Smith calls riding "the most expensive sport aside from ocean racing yachts."

To minimize costs and offer the learning experience to children whose families do not belong to the Hunt Club, there is a "Youth Equitation Membership." This membership allows juniors to ride and take lessons at the Club for \$25 per month, plus their lesson fee and a \$2 horse fee for the use of one of the Club's ten school horses.

One way to defer some of the expenses while enhancing the relationship between horse and rider is to encourage students to care for the animals whenever possible. "Not many of these kids are too familiar with a pitch fork," admits Smith, "but at horse shows they have to do everything just to keep costs down. As long as they have the time, even the kids on school horses, I always encourage them to work with the horses. After all, horses have moods and they do not always come out of the barn the same way." Just like people, Smith notes, they can get up on the wrong side of their stalls.

Smith insists that what keeps a rider motivated is a love of horses, and over the years he has observed that most horse lovers at the Hunt Club are female.

"All little girls love horses," explains Smith; "then they go through a stage where they love boys; then, once they get married, they get tired of boys...and they love horses again."

continued on page 131



Jerry Crowley produces magnificent feasts under the sharp eye of her students.

Smart Cookies!

Grosse Pointe's gourmet cooks are engaged in a constant dialogue.

by BETTY STANSBURY YOUNG

Culinary education — “how to cook” on the gourmet level — has been available in the Pointes for many years. Charity Suczek has introduced cooks to the enjoyment of preparing beautifully presented dishes since the 1950s; but it wasn't until the 1970s that the Pointes benefitted from a proliferation of teachers with a vast disparity of philosophy and style.

In the fall of 1974, a tennis player from Grosse Pointe read in the *Wall Street Journal* that the gourmet cook shop would be the up-and-coming store of the decade. She and four of her tennis associates pooled their resources, talents and enthusiasm, giving life to the Pointe Pedlar.

The entrepreneurs installed a kitchen at the rear of the store on Fisher Road so that customers could learn how to handle the gadgetry and equipment used in gourmet and specialty cooking.

Charity Suczek was hired as one of the initial instructors, and over the years the staff of teachers has been expanded to include such notables as Grosse Pointe's own Jerry Crowley, Helen Huber, Vince McCallum, and Marge Harwood. Classes now range from microwave, food processor, wok and gourmet to specialty cooking.

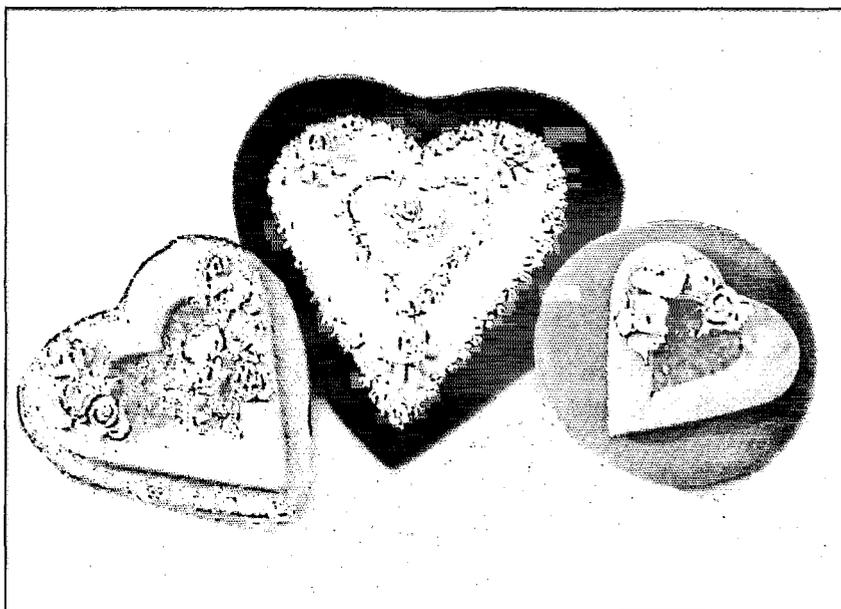
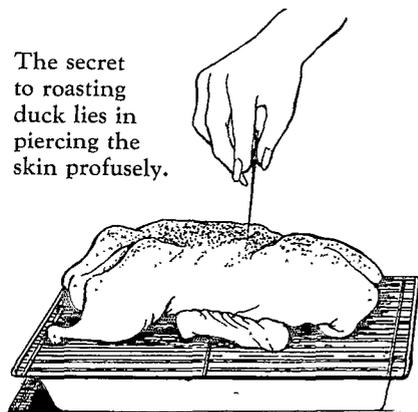
The newest offering for Saturday shoppers at the Pointe Pedlar's current location on Kercheval on-the-Hill is the opportunity to watch renowned gourmets Julia Child or Craig Claiborne on videotapes. Kitchen aficionados who feel comfortable sharing their countertops with stellar cooks may purchase the videotapes.

After teaching at the Pedlar for five years, Jerry Crowley has a regular Monday following. Her “groupies” follow her everywhere, and with good reason. Jerry is noted for her magnificent feasts. During classtime, students enjoy a bowl of soup and glass of wine while watching Jerry create a multitude of recipes.

Seated around tables, their eyes fixed on the mirror overhead, students watch attentively as Jerry creates two lemon pies in one. One-half is lemon cream, the other lemon meringue.

Jerry prefers to teach basic principles and ideas, encouraging students to attempt variations. Before filling the pie shell, she coats it with a thin layer of meringue to keep it from becoming soggy. As she spreads the meringue over the top, she explains the necessity of sealing to the edges so the meringue won't weep and the filling become watery. To illustrate her point, Jerry leaves a small corner unsealed; the meringue will pull away and weeping will occur. Sugar must be added very gradually, or brown beads will appear on the meringue. Egg whites should be used when at room temperature, and both beater and bowl need to be absolutely free of grease and yolk to produce the greatest volume and most magnificent peaks. The presence of so much as a trace of either will prevent whites from whipping properly. A mound of snowy meringue swirled artfully over the

The secret to roasting duck lies in piercing the skin profusely.



Inge Calloway's students decorate gingerbread hearts meant to be kept as remembrances.

PHOTOGRAPHY BY DAVID FRANKLIN

lemon filling now goes into the oven.

As students learn the finer points, shoppers stroll by and gaze at the action. Tom Clark, another instructor, interrupts the class to say hello to his associate. Jerry's students rave about the Twenty Minute Hearty Italian Soup they're enjoying, and ask about variations on the ingredients. Jerry encourages such questions, and the students respond with ideas. Says Helen Keys, a dedicated student for five years, "Her recipes always work. Jerry stirs up my tastebuds." Helen was bored cooking for just herself — a lamb chop one night, a pork chop the next. Now she is inspired to cook a variety of nutritious dishes, whether for company or for herself. "It's refreshing to cook foods not served in restaurants."

Student Helen McGraw feels that "Jerry is creative fun; she has given me more confidence." Students discuss their successes and ask about their occasional failures. Colleen Keyes plans all her trips so that she leaves on Tuesdays, returning on Sundays, so never to miss a class.

Jerry stresses presentation of food. A duck dinner, for instance, might be served all on one large platter — meat,

vegetable and fruit, garnished with fresh flowers. Back to basics: the key to the golden brown skin on a cooked duck is to pierce the skin profusely and cook the duck on a rack to catch drippings for frequent basting.

As a child, Jerry was inspired to cook by both grandmothers — one Swiss, the other English. She contributed to family meals from the age of three. Jerry recalls standing on a stool to make spaghetti, chili and chipped beef in those early years. Later she studied foods at Northwestern University; cooked for her family of thirteen children, now all grown; prepared food for her church and for friends' parties for all of forty-five years; and did plenty of her own entertaining. She began teaching after her husband's death, considering it her therapeutic hobby. "What do you need after a bad weekend but a good Monday?" she asks. Without a doubt, Jerry looks forward to her Monday classes at the Pedlar with as much enthusiasm as her students.

Community education had its roots deeply entrenched in Grosse Pointe through the public school system. When Dr. George Eddington be-

came its director in 1978, he was aware of the interest among Pointers to learn more about cooking. Responding to that interest, he has more than tripled the offerings, to twenty-seven for this winter's term. Dr. Eddington has found that short-term classes are most popular, especially single lessons: from Charity Suczek's "Highlights of French Classical Cuisine" and the "Secrets of Sauces" to "Wok Cooking" with Dick Kay; from Donna Reynolds' "Make Bread in Your Food Processor" to "Real Soups" and various "Vegetarian Cuisines" with natural foods instructor Pat Pompei; from "Valentine Gifts from the Kitchen" to "Panorama Sugar Eggs" with Inge Calloway.

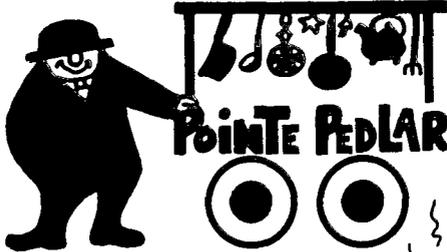
Ms. Calloway learned to cook in her native Germany at the Academy for Handel und Gewerbe in Giessen. Decorating foods, whether gingerbread houses, cakes, cookies, candies, Easter eggs, or hors d'oeuvres, is her specialty, and for many years she treated her gift as a hobby. Cream rises to the top, however; and Inge's gingerbread houses have garnered her fame and a demand to share her craft. She has been teaching her culinary crafts in Grosse Pointe since 1979.

Valentine cookies made from lebkuchen dough and decorated Victorian-style will be demonstrated in her class on February 10. Crystal centers are made by inserting hard candies which melt during baking.

Inge teaches how to make double-wrap parchment bags for decorating, using both snipped ends and metal tips for varying effects. Royal icing used to decorate the cookies will last as long as the cookies, making the sweet hearts keepsake items. Inge will demonstrate techniques for making several types of delicate, elegant little flowers and leaves as cookie decorations, and illustrate attractive packaging.

A class in Panorama Sugar Eggs will be held on Monday, March 10. This, again, is an old-fashioned craft revived by the popularity of the Fabergé eggs. A sugar mixture is formed into molds for the egg; some have an end or side removed and miniature scenes set in. Others are decorated on the outside and are often used as place cards for Easter dinner.

Inge Calloway has authored manuals on food artistry, is a Michigan State Fair judge, a member of the British Sugar Craft Guild, the International Cake Exploration Society, a rep-

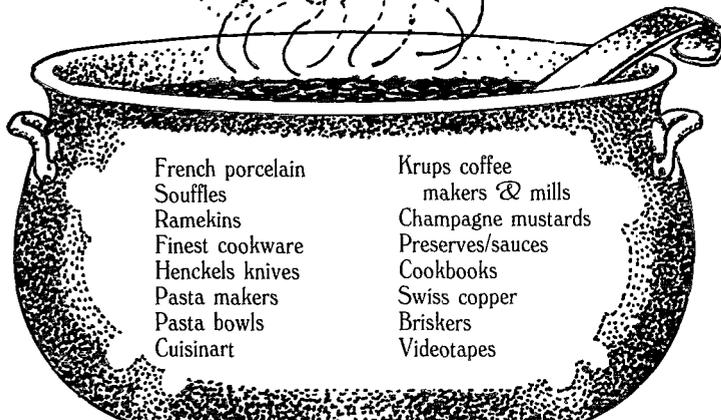


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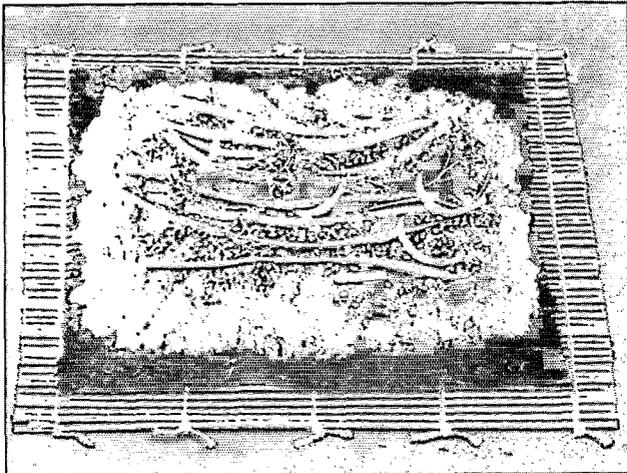
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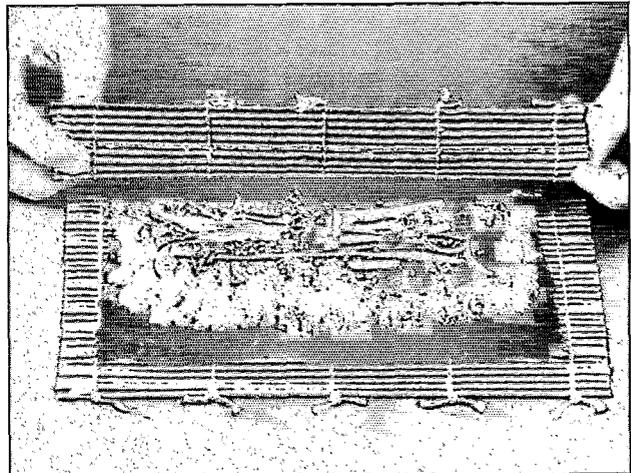
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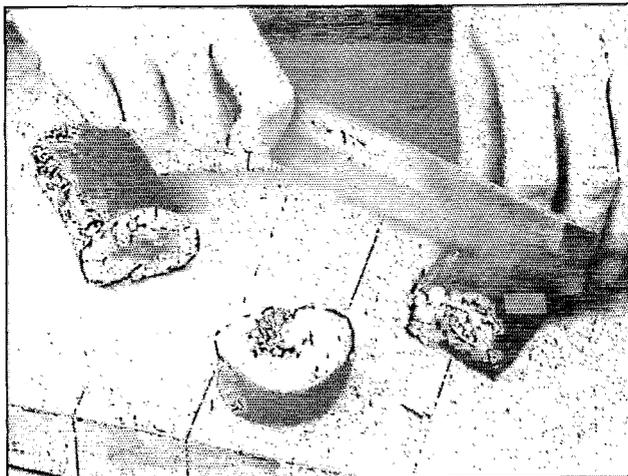
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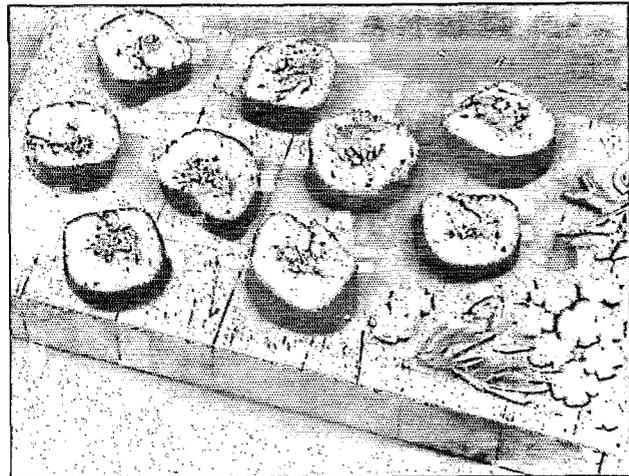
1 On forming sushi rolls: the nori sheets are heated two minutes at 250 until they turn green, and then are placed on bamboo sushi mats. Moisten hands. Spread 1/3 cup sticky cooked rice on lower half of nori, packing down tightly and making sure it reaches the edges of nori. Spread with pickled plum paste or Dijon mustard. Arrange carrot and onion strips and snipped parsley over top.



2 Remoisten hands and lift sushi mat with fingers on top and thumbs beneath. Roll mat forward as tightly as you can, pushing with fingers and guiding with thumbs. As you roll sushi forward, roll mat backward so it does not become part of sushi! Moisten edge of nori and roll to seal. Squeeze gently; allow to stand a few minutes.



3 With sharp moistened cleaver, carefully slice roll.



4 A beautiful appetizer or snack while traveling, sushi keeps several days unrefrigerated if uncut. Serve with miso-tahini spread or any dipping sauce.

representative for Maid of Scandinavia and a graduate of the Snyder School of Cake Decoration.

Bonnie Breidenbach taught natural foods for Grosse Pointe's Community Education Program for six years until one of her students, Muriel Crisara, convinced her that they should open a natural foods shop in Grosse Pointe; up popped the Sprout House, 15233 Kercheval in the Park, during the fall of 1980. Their shop stocks natural foods, cookbooks, and equipment used in macrobiotic cooking.

Upon receiving a clean bill of health after a complete physical exam at the age of eighteen, Bonnie still wondered about a number of chronic complaints she suffered. She began to consider alternatives to her lifestyle in hopes of reducing or eliminating her minor ailments. While studying in Europe, she found a macrobiotic restaurant in France;



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the concept made sense. Bonnie pursued the theory for fifteen years and is currently Michigan's sole resident macrobiotic teacher/counselor certified by the Kushi Institute, located in Boston, Amsterdam, London, and Florence.

One macrobiotic principle is to eat food indigenous to your local environment, which aids in adaptation to your climate. Bonnie explains that a person who eats a lot of tropical fruit in Michigan in the winter will probably be cold; whereas, if the same person chose a diet concentrating on buckwheat, oatmeal and tuberous vegetables, he or she would be able to keep warmer without turning up the heat or wearing excessive clothing.

A macrobiotic diet consists of natural grains and vegetables, minimally processed. These are complex carbohydrates high in nutrients, fibre, enzymes and water, low in sugar, salt, fat, additives and chemicals.

Macrobiotics classes are held in the back room of the Sprout House. Most students arrive early to watch preparation and to compare notes about what they cooked during the previous week. Some students have converted their families to a macrobiotic diet, while others cook macrobiotic for themselves, preparing more traditional meals for their families.

Much of the language is foreign to newcomers, but students and teacher are enthusiastic enough to overcome the barrier. The foods are quite tasty: brown rice mochi (pressed rice squares) served with apple butter; vegetarian sushi with pickled daikon (white radishes) and pickled ginger; tofu (soybean curd) with tempeh dipping sauce (made of a fermented soybean pattie high in B¹² and protein) and miso tahini dressing (a mixture of soybean paste and sesame seed butter) as a spread on seven-grain bread or rice crackers.

Bonnie explains yin/yang, terms continuously referred to throughout the class. They are Oriental terms in the theory of opposites to obtain balance, utilizing the energetic effect of foods. Yang is light, motion, heat, expansion; yin connotes darkness, stillness, cold, contraction. Both expansive (carbohydrate) and contractive (protein) foods are necessary. Grains and beans contain both protein and carbohydrates and thus are the main-

continued on page 134



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THE COMPLETE FOOD MARKET

Going to Sunset

Chase away the winter blues in the Florida keys, where sunset is the main attraction.

by IRIS SANDERSON JONES

ISLAND HOPPING

The Indians called it *Bischayano* — “the favourite path of the rising moon.” Our name is Key Biscayne. Couples there gather in beach bars to watch the moon rise over Miami.

Moonrise and sunset are special on any island, but more so on the offshore islands of Florida. Beach lovers on Marco Island daily await the Green Flash, that elusive streak of color said to accompany the sun into the sea. On Sanibel, they take their sunset cocktails to the wildlife refuge when the roseate spoonbills are in. On Amelia, southernmost of the Golden Isles, islanders watch the sun set from a boardwalk on a lonely marsh or from the shrimp boat docks in historic Fernandina Beach. Key Westers “go to sunset” on Mallory Square Pier, with the jugglers, the tightrope walkers and the Cookie Lady.

Fantasy islands, each a kingdom of its own. Florida has the longest tidal coast in the continental United States, with most of its near-nine thousand miles shaped into islands. From above, you see them embroidered on an emerald sea, textured with tropical trees. These little kingdoms provide an ideal vacation setting as long as one chooses an island with an appropriate lifestyle.

The secret to choosing the right island is knowing what you pleasure most — whether it's lying face-down on a sand beach or snorkel-down in



PHOTOS BY MICKY JONES.

the sea over a coral reef. Do you prefer a high-rise hotel in a busy resort, a restored bed-and-breakfast inn on an uncombed beach or a pool-side villa with a totally private view of a lonely marsh? The choice is here.

THE GULF ISLANDS

Beach lovers frequent many islands along this warm-water coast, but of special note are Marco Island near Naples, and Sanibel Island near Fort Meyers. Each island has its own geography, history and lifestyle, so even here you must make a choice.

Marco, at the northern edge of the Ten Thousand Islands which ring the Everglades, is a high-rise condominium-and-hotel resort with little nightlife. The resort community has blossomed along the beach during the last ten to twenty years. Sanibel, the southern end of the barrier islands that line the gulf coast from Texas to Florida, is a residential island of low-rise condominiums, motels and shops that developed slowly over the decades into a summer retreat. One local bar offers about as much wild nightlife as you're likely to find on all of Sanibel.

Nonetheless, all of these islands are seductive. I drove across the causeway from Fort Meyers to Sanibel Island at three o'clock one afternoon to visit a friend for an hour and didn't see the mainland again for days. From atop the causeway, the area resembles a boat show in action: sailboats bent against the wind, motor boats knifing white

through the water, a water skier swimming back to the boat after a fall. Couples and families picnic and fish along the sand beach that edges the land bridge, fishing poles leaning over beach chairs and poking out of van doors.

Sanibel daily achieves its reputation as the best shelling beach in America, third best in the world. If you turn left at the traffic light on the island end of the causeway, you might shell on the public beaches around historic Sanibel Lighthouse. If you continue straight ahead at the traffic light, you will perform the Sanibel Stoop in front of two-story motels and condominiums which line the sea. If you turn right through a few blocks of boutiques and shopping centers, you can play on this lovely island's second public beach, near the bridge where Sanibel joins its sister island, Captiva.

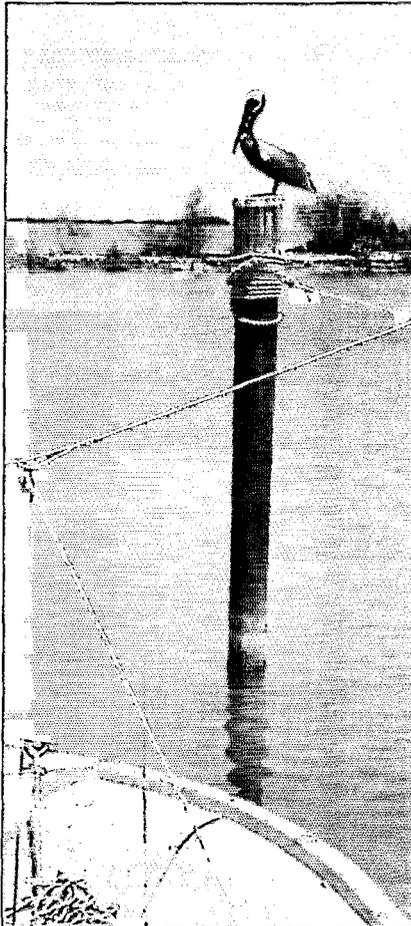
These are low-rise islands, with buildings no higher than the osprey platforms built to keep the birds from nesting on roofs. You can stay in motels or condos, or head across Captiva to South Seas Plantation, a grand resort that dominates one end of the island. South Seas reserves its golf courses, tennis courts and marinas for guests.

It is less than an hour's drive down the gulf coast to Naples and the toll bridge to Marco, but the vacation scenario is quite different there. This is the tropical island for those who like miles of sand beaches stitched to the skyline with high-rise hotels and condominiums. The big decision here is whether you will stay in one of the few hotels or rent a condo by the night or the week.

Either way, enjoy an early morning walk past the swimming pools and flowered patios to the sea, where the seagulls and the joggers are already at work. There is another important decision to be made: should you take off your shoes and risk cutting your feet on the shells, or should you leave them on and risk getting your shoes wet? Halfway down the beach on the first morning, you walk your tennis shoes into the sea without a second's hesitation while you do the shellgatherer's stoop: head down, hand outstretched, in search of the perfect shell. Take a second pair of jogging shoes for touring.

There isn't a lot of touring to do on Marco — that's why you go to an island: to get away from it all — but you can shop, eat and visit the

museums just across the bridge in Naples, or drive south an hour down the Tamiami Trail to Everglade City. Insiders loll over Sunday brunch at Marco Lodge, in the little fishing village of Goodland at the very edge of Marco Island, and vie for the best seats at the famous Sunday afternoon jazz



concerts. They also visit the shopping center and restaurants in Old Marco, site of the original island settlement.

Wherever they may be during the day, tourists soon learn that Quinn's, a beach bar at Marriott's Marco Beach Resort, is the *in* place for watching the sun sink into the sea.

THE ATLANTIC ISLANDS

This preoccupation with sunset is just as great on the Atlantic coast of Florida, where you can play on many of the well-developed resort islands from the Georgia border to the Florida Keys. Two of special interest to travelers include Amelia Island, a place of marsh grass and shrimp boats, separated from the rest of the Golden Isles by the Georgia/Florida border; and Key Biscayne, a high-rise resort fifteen minutes' drive from downtown Miami.

There are two vacation styles on Amelia Island, both of them fairly low-profile. If you stay in a motel, seaside apartment or tiny bed-and-breakfast inn near the historic town of Fernandina Beach, you fish, sun or swim on the beautiful uncombed public beach or around the great fishing dock at Fort Clinch State Park, with side trips into the thirty-square-block historic district with its colourful little restaurants and shrimp docks. If you stay in one of the condominiums or villas at Amelia Island Plantation, a resort that dominates the other end of this small island, you will also gain access to the golf courses, tennis courts and other facilities.

The secret to enjoying any island, but especially this one, is: know what you desire and go for it. Choose a beautifully restored little suite in the two-story white clapboard inn called The 1735 House, one of several types of overnight accommodations available through inn owners David and Susan Caples and their Amelia Island Lodging Systems. They rent accommodations in private homes, townhouses and other places. Or consider a new definition of luxury by renting a pool villa at Amelia Island Plantation, where you may skinny-dip privately in a full-sized pool at the foot of your bed; from the pool through a screened wall, you can view the birds skimming across a green marsh and the boats going by a mile away on the intracoastal waterway. The plantation has full resort facilities and offers various vacation accommodations.

Either way, you may enjoy fresh shrimp from the docks, and join the island sundowners at the golden moment. In town, the orange sky backlights the shrimp boats docked for the night. At the plantation, you travel the long wooden walkways that cross the marsh and watch the night sky turn to fire behind a flurry of birds.

In Key Biscayne, 350 miles due south of Amelia Island, you watch the sun set behind the city of Miami. No matter how many times you cross the Rickenbacker Causeway from the city past signs that point to the Planetarium, the Seaquarium and Planet Ocean, you are always amazed to find this resort island within a few minutes of downtown. City folk travel regularly to the restaurants and bars at the mainland end of the island, and to the swim-

golf-theater-marina activities of Crandon Park. Tourists make an occasional side trip to Bill Baggs Cape Florida State Recreation Area at the southern end of the island.

Key Biscayne's resort life is a riot of colour — parachute sails passing your high-rise window, windsurfers creating triangular patches of colour upon the sea, beach umbrellas spreading to the near horizon. Here on "the strip," the beach is shared by the Sheraton Royal Biscayne Beach Resort and Racquet Club, a low-rise pink stucco hotel built in the old Caribbean style; the Sonesta Beach Hotel and Tennis Club, a high-rise contemporary hotel; and the Silver Sands, a moderately-priced spread of villas and motel rooms.

Young people gather around the barbecue, bar and volleyball courts of Pier 555 at the Sheraton. The little stretch of beach is also open to the public for five dollars a day, although no picnic baskets are allowed.

During your stay on Key Biscayne, bike or drive to the Bill Baggs Cape Florida State Recreation Area at the south end of the island, where Miami families overflow the public beach and picnic grounds around Cape Florida Lighthouse. All of these islands boast tales of Indian skirmishes, explorers planting flags along the shore and Civil War confrontations; you'll hear them from the keeper of the lighthouse as he spins a story to pass the time of day.

THE FLORIDA KEYS

The Keys are comprised of a curve of coral reefs extending like a bony tail into the emerald green waters of the Caribbean. You don't cross a border when you drive the longest overseas highway in the world: nonetheless, it is another country — a mystical land of Oz, where island time prevails. The Keys extend roughly from Mile Marker 100 at Key Largo to Mile Marker 0 at Key West. There you'll see the mime in white face stroll down Duvall Street every night to Mallory Square Pier. Like other Key Westers, he's "going to sunset."

The Overseas Highway, U.S. 1, is a ribbon of concrete that ties these earthy little islands together and seems to stop them from floating away into never-never land. You enter through Key Largo amidst a burst of billboards, the most important of which says "John Pennekamp Coral Reef State Park." The Park provides access to the only

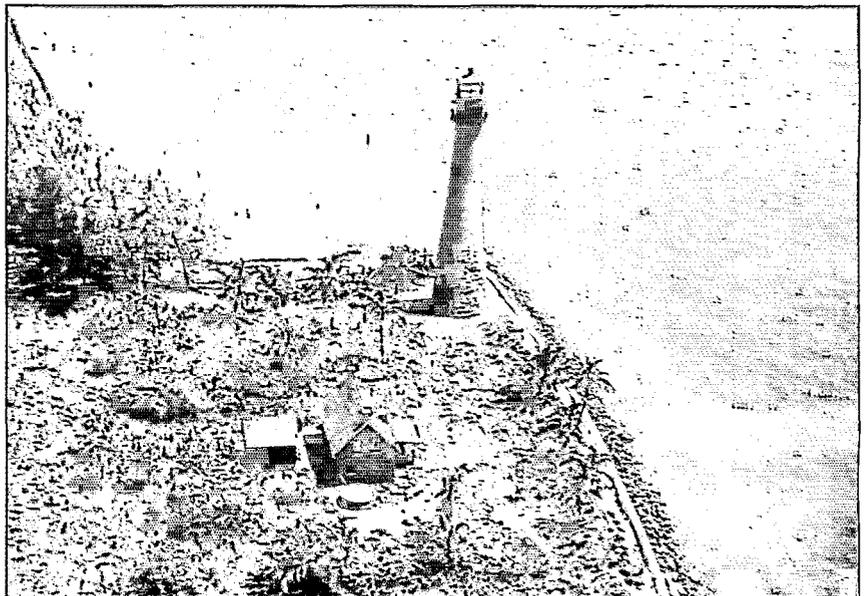


living coral reef in the continental United States, which can be seen by glass-bottom boat, dive boat, or with snorkeling gear.

There are one or two good sand beaches in the Keys, notably at Bahia State Recreation Area, but the Keys aren't known for their beaches. What pleases young travellers here is often found afloat or beneath the sea. The ocean supports scores of tiny coastal resorts, restaurants, bars, marinas and other facilities found within a few hundred yards of the Overseas Highway. Beyond that, on either side, you find the sea.

Rent dive boats anywhere along the whiplash of islands or in Key West

proper. Key Westers have been living from the sea for centuries, since pirates first lured Spanish galleons to watery graves on the reefs. Piracy became legal in the early Nineteenth Century, when any sea captain who owned a house in Key West became a licensed salvager — a "wrecker," eligible to claim shipwrecked goods as his own. There were three shipwrecks per week in those days; many caused by a wrecker with a wandering lamp, so it was a profitable business for Conchs (pronounced *konks*. Key Westers are called after the famous conch shell.) The Conchs built a New England-style town with Bahamian architecture and an island life-style that makes this unique town more



like a Caribbean island than a part of the American mainland.

Tour Key West on either the Conch Tour Train or the Old Town Trolley to visit the restored Conch houses of Old Town, now the highlight of this two-by-four-mile island. Key West was the largest city in Florida, totally independent of the mainland, when Henry Flagler built his famous east coast railroad down the Keys in 1912, allowing passengers to make a ninety-mile voyage by sea to Havana, Cuba, for twenty-four dollars round-trip. He built the Grand Hotel, now the glamorous Casa Marina Resort, which prospered until a hurricane virtually destroyed the railroad in 1935. The government built the Overseas Highway to replace it.

If you take the trolley, disembark to visit the Casa Marina, or island tourist attractions such as the Ernest Hemingway House and Museum, or the Audubon House and Gardens. You can take the next trolley back into town.

At day's end, when touring is done, people begin to drift down



Duvall Street. They are going to sunset. A popular first stop is the open air bar atop the Pier House, but everyone eventually gathers around the street theatre which occurs each night at Mallory Square Pier. Crowds of tourists and Key Westers are there, milling about, sitting on the edge of the pier anticipating sunset; buying brownies and Key lime pies from the Cookie Lady; watching the contortionist, the fire-eater, the mime, the jugglers and the tightrope walker silhouetted every night against the deepening sunset. The greatest applause is saved for the sun itself, when its rays blend into magnificent hues.

Go to sunset. It will feel quite normal after a few days on the islands of Florida. If you choose the right island — a beach lover's island, a marsh lover's island, one with just the right blend of beach bars and high-rise hotels — you may begin to appreciate why the Indians bestowed such romantic titles upon small rocky kingdoms set in an emerald sea. Names like *Bischayano* — "the favourite path of the rising moon." ◇

HERITAGE: A JOURNAL OF GROSSE POINTE LIFE is accepting nominations for a Special Issue to be published in November of this year, honouring

OUTSTANDING GROSSE POINTERS

If you have knowledge of a current or native Grosse Pointe individual who has achieved success in their field of endeavour, we would be pleased to receive your nomination. Nominations should include: The nominee's name, career field, and their outstanding contribution to that field or to society generally through volunteer and/or philanthropic efforts. Please include your own name and telephone number for verification. Nominations will be accepted through April 15, 1986.

Nominations should be forwarded to:
HERITAGE: A JOURNAL OF GROSSE POINTE LIFE
20010 Nine Mile Road
St. Clair Shores, MI 48080

Improving with Age

*Even when life is good, it can be better;
local classes to lure you away from the tube.*

The "University of Grosse Pointe" is a cheerful bit of whimsy; but area residents, many of whom already enjoy a high educational level, continue their schooling for fun, profit, pursuit of a hobby, companionship, or exercise — intellectual as well as physical.

Accordingly, as supply rises to meet demand, this prosperous community is rich in opportunities for adult education. You will find a variety of classes offered by schools, libraries, hospitals, clubs, churches, community centers and individuals in and around the Grosse Pointe area.

This list is not complete, nor can it be. As it came together, one contact led to another, with many excellent suggestions to follow. Some led back in a circle. Grosse Pointe, unlike many cities, has no Department of Recreation, so separate organizations have grown to fill the void, and they often cooperate and coordinate with each other so as to make the best use of facilities and resources and to avoid redundancy.

School, library and community center spokespersons all made one point: if you don't see what you want, ask for it. They aim to please.

The Department of Community Education, directed by Dr. George Edgington, serves some 13,000 registrants in the course of a year. The winter 1986 term lists 252 classes available in adult education, 79 of them new; plus fifteen in adult swimming, instructional, recreational and competitive. Classes range from single session lectures or workshops to courses that run up to thirteen weeks.

Most of the classes are held at Barnes School, 20090 Morningside, Grosse Pointe Woods, now headquarters for Community Education. Swimmers splash in pools at Pierce, Parcels, Brownell and North High schools. Aerobics dances into every school gym, art appreciation has sometimes gone off-campus to the Eleanor and Edsel Ford House, pottery classes are held at and in conjunction with the Pewabic Pottery, and cardiopulmonary resuscitation (CPR) at and with Saint John Hospital. CPR, stress management and various "life skills" turn up in the curriculum, as they do in classes offered by the hospitals, churches and other institutions. According to course descriptions, "life skills" are those everyday interpersonal relations that enable us to live together as one big happy family without killing each other.

Some classes have already started, with many more to come; arts and crafts, academics and athletics. Most popular right now are computer courses: 13 are offered, some with several sections. Non-residents may attend by paying two dollars additional registration fee. For the complete listing and full information, stop by Barnes School or phone 343-2178.

WAR MEMORIAL, 32 Lake Shore Road, Grosse Pointe Farms

In 1949, the Alger family donated their lakeside mansion to serve as a community center. Since then, its magnificent site and expanding facilities have grown in function so that it now handles between three and four thousand events a year, according to Jan Arndt, program director. These in-

clude War Memorial-supported activities such as trips and classes, plus rentals for family celebrations and non-profit organizations — art fairs, exhibitions, meetings, fundraisers, concerts and theatrical performances.

Arndt emphasizes that the War Memorial has always served as a focus of quality, auxiliary education. After all, John Lake, its first executive director, had his background in education, as do present executive director Dr. Mark Weber and Arndt.

Whether day trips or long tours, travel organized through the War Memorial is designed to teach as well as to delight. Trips and classes regularly fill up.

"This is a very highly educated community," says Arndt, "and people are eager to continue learning." Residents of Grosse Pointe should receive every other month the War Memorial's handsome calendar of events. Non-residents can receive it by contributing \$10 a year to cover costs, or stop by and pick it up free, usually by the third week of the month: December for January-February, and so on. If you are a resident and don't receive a calendar, let the War Memorial staff know.

The Council of Sponsors, which consists of volunteers out in the community, welcomes suggestions for programs to meet community needs. Call for particulars on the programs: changes, times and fees. The number: 881-7511.

Coming — or going — a trip to Spain March 29-April 5; to Switzerland April 28-May 8; cruise to Alaska July 5-15; Mosaic of Europe (grand European tour) July 24-August 9; cruise

EDUCATION

to Bermuda on the Queen Elizabeth II, September 15-20. No, it's not too early to seek reservations; you may have to get on a waiting list.

The Council of Sponsors has also scheduled a variety of stimulating talks by established experts.

Dr. Ken Angyal offers up popular paperbacks for discussion, while W. Dorsey Hammond, educator, presents different approaches to beginning reading. You can enjoy a follow-up to last year's hugely successful Celebrity Panel, with some of your famous neighbors, in "The Pluses and Minuses of Being in the Public Eye II," with Hal Youngblood as moderator. See our *Engagements* section, or call the War Memorial, for dates and times. Getting married? At 7 p.m. Tuesday, February 25, you can attend A "Bridal Seminar."

Most War Memorial craft workshops and art classes began in January. They may be single-session or run 8-10 weeks. But ask — other terms will follow. You can still learn to make a dried flower Victorian bouquet, and another series of dance and physical exercise classes is coming.

Financial: Sandra Yelensky, advisor, discusses IRAs, 7-8:30 p.m., Tuesday, February 4.

Nautical: the U.S. Coast Guard offers to teach boating skills and seamanship, 7:30-9:30 p.m. Tuesdays, February 4-April 29. If you plan to get out on the lake, this is a must.

Bridge (cards, not boats) classes just started, and run through mid-March.

The War Memorial also sponsors a number of clubs and special interest groups. Call to ask about the Chess Club, Garden Club Center, Ski Club, Senior Men's and Women's Clubs, and their classes, lectures and outings.

NEIGHBORHOOD CLUB, 17150 Waterloo, Grosse Pointe

Founded in 1911, this oldest community center has a string of area firsts to its credit: first public gymnasium and tennis courts, first domestic science and manual training classes, first nursing and health facility (which became Cottage Hospital during the influenza epidemic of 1919), co-sponsorship of the first circulating library.

The club occupied different buildings, at first on Rivard, then on Oak Street (now Muir Road), then for years across the street from its present premises. In 1968, it built the facility it occupies today, with an addition later. The building is barrier-free, designed

to accommodate all age groups for classes and meetings. However, club leadership decided not to duplicate existing facilities, but rather to rent them from the school system, as needed; so classes are held at different locations.

The club serves Grosse Pointe and the surrounding community. You need not live in the Pointes to join up, although team sports require that 80 percent of participants be residents, because they use the public schools. Annual club membership costs \$12.50 for an individual, \$25 for a family, with additional charges per activity.

"Our programs tend to be more recreation-oriented," says Janet Hooper, development director. Classes include aerobics, ballet, exercise, fencing and karate on the premises; volleyball and basketball at Grosse Pointe North High School; and cross-country skiing at area state parks. Together with Youth Enrichment Services (YES), the Neighborhood Club co-sponsors a highly popular computer education program, the second section of which will begin this year on February 25.

The club offers a whole raft of classes and programs especially for senior citizens, from bridge to crafts to humanities to square dancing, from day trips to barbershop quartets.

Some programs may be entered any time there is an opening. A brochure describing spring classes will be available in mid-March. For details, call 885-4600.

GROSSE POINTE PUBLIC LIBRARY

The central library, at Ten Kercheval in Grosse Pointe Farms (corner of Fisher), offers adult programs on the average of once per month. These are not really courses, as Dr. Charles Hanson, director of public and school libraries, states: "We have little or no budget for this kind of thing, chiefly because we don't want to be in competition with the other institutions." The non-credit events follow no formal, set pattern, and are primarily literary and cultural. Jacqueline Michaels, reference librarian, is in charge; phone 343-2087 for current information.

Helen Leonard, outreach librarian, sets up programs outside the library for senior citizens at the Neighborhood Club and at Services for Older Citizens (SOC) at Ferry School. The library has just received a mini-grant from the Michigan Council of the

Humanities, administered through the State Library of Michigan, for a series of five adult programs called "Let's Talk About It." The series to be used in Grosse Pointe is called "Individual Rights and Community in America," and takes selected readings from five great works for discussion: *Democracy in America*, by de Tocqueville; *Plato's Republic*; Shakespeare's *Coriolanus*; *The Social Contract*, by Rousseau; and *The Scarlet Letter*, by Hawthorne.

For the same two senior citizen groups, Leonard conducts classes known as the "Humanities Discussion Program." These can involve films or tapes as well as books. A recent series for the Food and Friendship group (under SOC at Ferry School) used films concerning immigration. Another series discussed ethnic groups; still another, the western movement. Lately, the Neighborhood Club has been enjoying Alistair Cooke's *Civilization*. Several book series are available. Leonard says that both senior groups studied Orwell's *1984*; one group loved it; the other hated it.

Also available through the library are large-print books, books and newspapers on records and tapes, hospital and shut-in outreach services.

For the current program schedule, phone Helen Leonard at 343-2316.

UNIVERSITY OF DETROIT

The U of D has no eastside facilities right now, but offers a full academic menu at its main campus on West McNichols at Livernois, along with the law and dental schools at its "renaissance campus" downtown. The Department of Adult Continuing Education will gladly supply information on its intensive language training courses which start in January, May and September and meet twice a week for three hours per session. Languages currently offered include Arabic, French, German, Japanese, Russian and Spanish. There is also a wide range of computer training courses at the McNichols campus.

MACOMB COMMUNITY COLLEGE

MCC has its Center Campus at 44575 Garfield at Hall Road, Mt. Clemens. For general information, phone 286-2000; admissions, 286-2212. Its Fraser Campus is at 32101 Caroline in Fraser. The South Campus is at 14500 Twelve Mile Road in Warren; general information, 445-7000; admissions, 445-7224. MCC offers regular college

courses as well as special and vocational subjects, with occasional seminars, one day or longer, sometimes in conjunction with Wayne State University. The Adult and Professional Continuing Education Department is at South Campus; phone 445-7346.

WAYNE COUNTY COMMUNITY COLLEGE

WCCC has its main campus at 801 W. Fort Street in downtown Detroit, with its eastern campus at 5901 Conner between Shoemaker and Harper. The Benjamin Davis Center

at 10200 Erwin, Detroit, behind City Airport, offers vocational training in automotive and aerospace subjects, among others. Call Central Admissions at 496-2655 and ask for Mrs. Brooks. The winter term started in January; call in April or May for information on summer classes.

WAYNE STATE UNIVERSITY

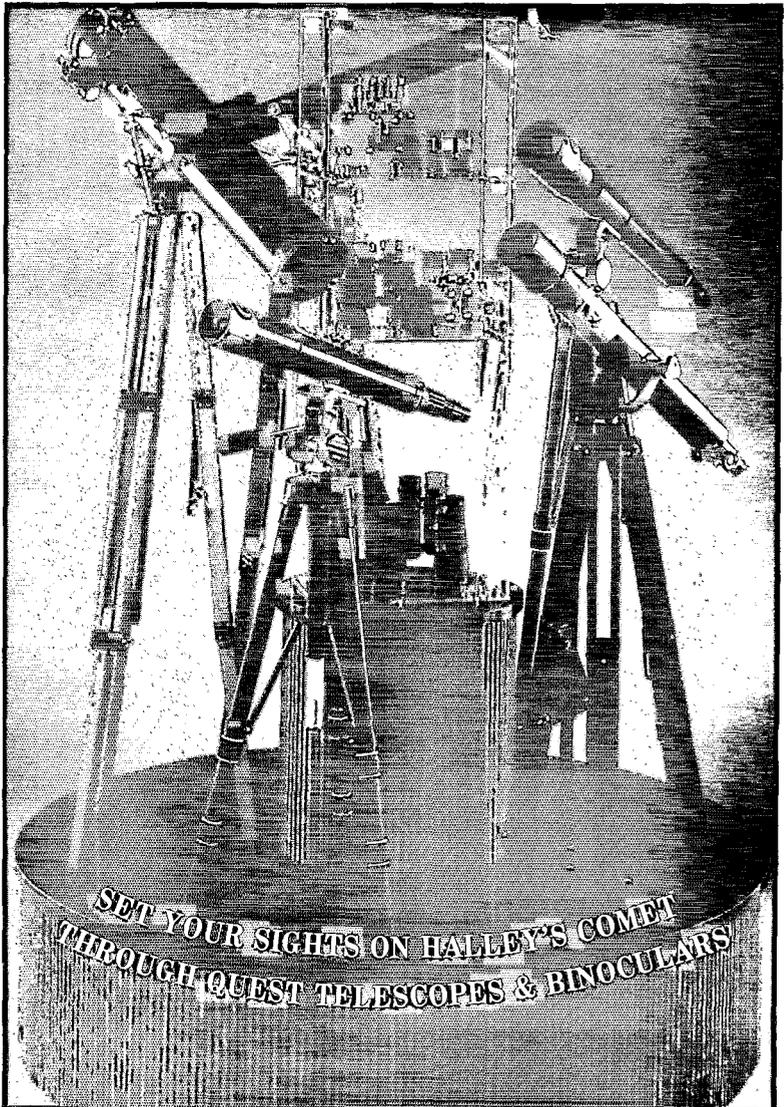
In addition to the full catalogue offered at its central campus in midtown Detroit, WSU has its Northeast Center at 22860 Schroeder near Nine Mile Road in East Detroit (771-3730),

as well as the Sterling Center at 37400 Dodge Park in Sterling Heights (978-7881). For current information on classes, both credit and non-credit, call Joann Condino, marketing director in the public relations office of the College of Lifelong Learning, 577-4597, and ask to be put on the mailing list.

PRIVATE SCHOOLS

You can study art, business, cosmetology, dance, law, music, photography, you name it. Check the Yellow Pages of your telephone directory, and ask a lot of questions. ◇

*Come on out and take a course;
 Legal aspects of divorce;
 Paralegal education;
 Non-verbal communication;
 Work computers, work in wood;
 Lose weight and stay thin for good.
 Manage stress, remain serene;
 Vegetarian cuisine;
 Yoga, judo, tae kwon do;
 Mind and body: friend or foe?
 Scientific travelogue;
 Meditation; train your dog.
 Swim for fitness, swim for fun,
 Swim from rise to set of sun.
 Chase the comet, fix your car;
 Choral singing; CPR.
 How to save on income tax;
 How to ease your aching back;
 Magic, art appreciation;
 Birding; boiler operation;
 Stained glass art; how to invest;
 Plot your roadmap for success.
 Home brewing, and home repair;
 Ice fishing in Lake St. Clair;
 Bridge; interior design;
 Pottery; the bottom line;
 Bead embroidery; needlepoint;
 Basic history of Grosse Pointe;
 German, French or Esperanto;
 Do it if you really want to.
 Architecture, rapid reading;
 Making boxes, stopping bleeding;
 Book collecting, crafts to please,
 Problem-solving strategies;
 Learn hypnosis, learn to sew,
 Learn to work ham radio.
 Tatting, typing, tennis, golf;
 Restore antiques, assert yourself.
 How to organize your stuff;
 That should really be enough.
 Still can't find enough to do?
 The trouble, friend, must lie with you.*

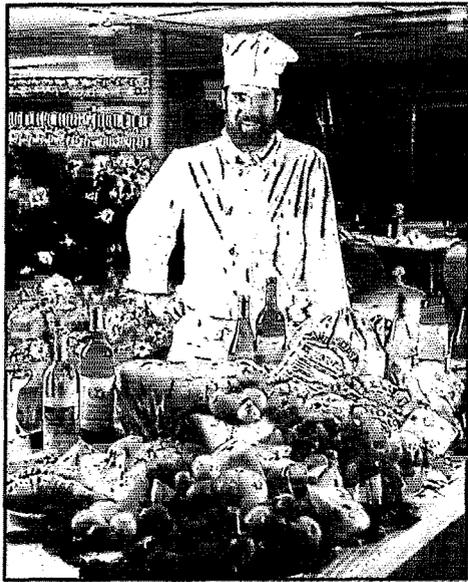


**Rainbow
 Optical
 Studio**

Metropolitan Eye Center
 774-9320
 21711 Greater Mack
 (between 8 & 9 Mile)

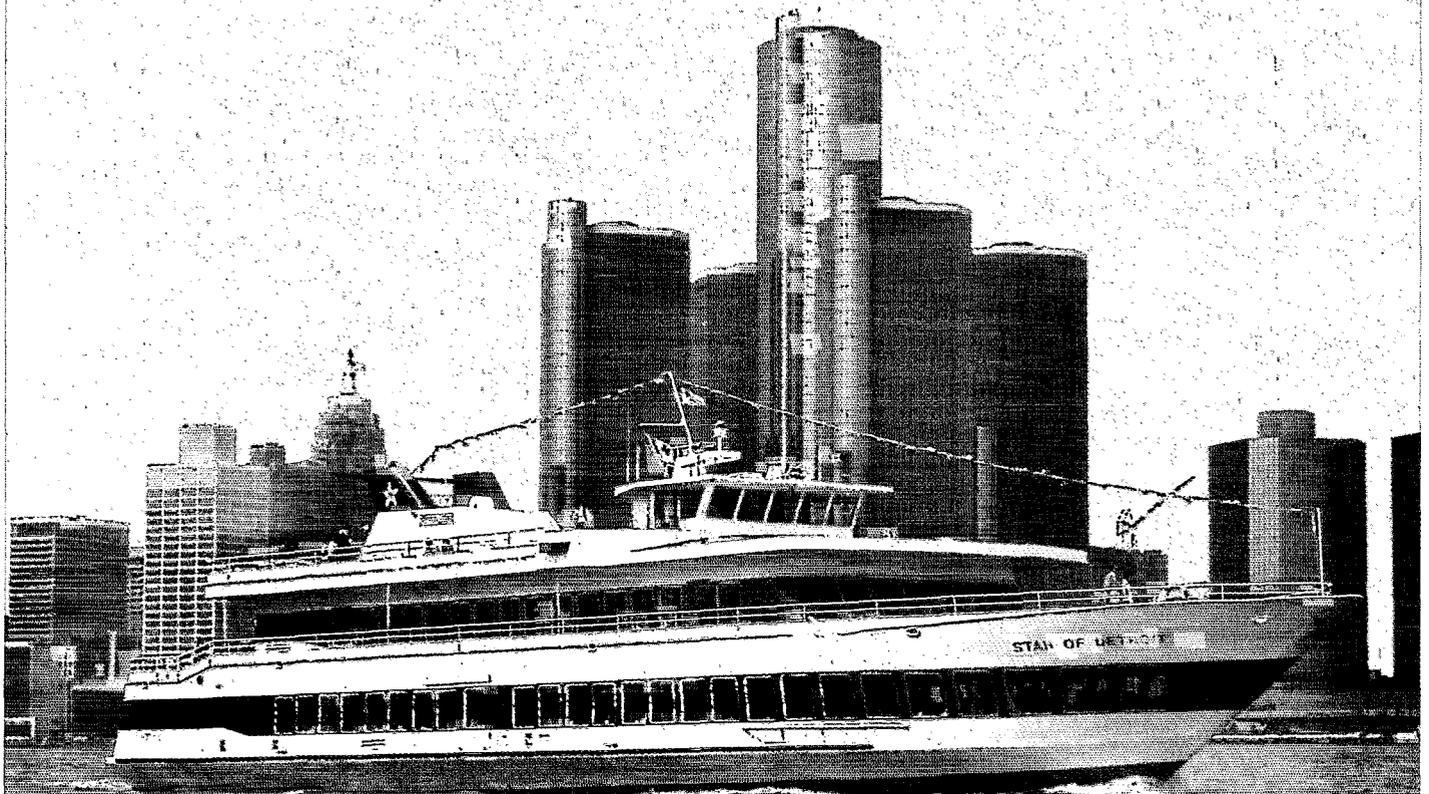
STAR OF DETROIT

Cruise/Dining



Celebrate
Entertain
Discover

—Season Opens—
May 8, 1986



For Group Information And Reservations
313-259-9160

RESTAURANTS

Got the Mid-Winter Blues? Shake them off during an evening of dining with HERITAGE Restaurant Critic Charlotte Russe, who knows how to satisfy the most eclectic taste. Ms. Russe ventures into dining establishments near and far, seeking out delectable dishes for HERITAGE readers. This month, back to nature; a trip to the Mallard Pub, where duck reigns supreme!

Charlotte keeps us updated on restaurant information. Prices indicated are based on the estimated cost of a typical dinner for two with one drink each, but excluding tax and tip. All establishments have a full bar unless indicated. Note days and hours they're open, and Bon Appetit!

Credit Cards: AE—American Express; CB—Carte Blanche; DC—Diners Club; MC—MasterCard; MTE—Metro Trade Exchange; V—Visa.

Alliette's, 3459 Porter, Detroit, 554-0907. This is the place to go when a trip to France is out of the question. The food, not the decor, is center stage—hearty French cuisine and ethereal desserts. Alliette no longer presides, but not to worry; other family members carry on the formidable tradition. Lunch and Dinner Tuesday-Saturday. \$35. No credit cards.

Amigos, 18310 Mack in the Farms, 886-9625. The sombreros and typical south-of-the-border decor were omitted when this little eatery was decorated, but the menu is definitely Mexican. The large grilled burritos are memorable. Also on the menu are enchiladas and soft tacos, plus a few vegetarian meals. Everything is made from natural ingredients. No bar. Monday-Thursday 11:30 a.m.-9 p.m.; Friday-Saturday 11:30 a.m.-11 p.m.; Sunday 4 p.m.-8 p.m. \$12. No credit cards.

Assembly Line Sandwich Shop, 19341 Mack in the Woods, 885-5122. Though half of their business is carry-out, they do have a casual dining area for about forty. Delivery between 10 a.m. and 3 p.m. has become legendary. Try their huge party subs. Monday-Saturday 10:30 a.m.-10 p.m.; Sunday noon-9 p.m. \$8. No credit cards.

Blue Pointe, 17131 E. Warren, Detroit, 882-3653. One of the few east side Italian restaurants makes you feel comfortable with its oak furniture with brass and forest green highlights. Tuesday-Thursday 11 a.m.-10 p.m.; Friday 11 a.m.-12 p.m. Sunday brunch from 10 a.m. to 2:30 p.m.; 4 p.m.-12 p.m. \$20. AE, CB, DC, MC, V.

Cadieux Cafe, 4300 Cadieux, Detroit, 882-8560. Belgian feather bowling, occasional archery and Belgian beer provide atmosphere; mussels, steak and fresh fish round out the fare. Monday-Friday 11 a.m.-2 a.m.; Saturday 4 p.m.-2 a.m.; Sunday 5 p.m.-2 a.m. \$16. MC, V.

Cafe Le Chat, 17001 Kercheval in the City, 884-9077. A charming, cozy cafe featuring gourmet meals with a French flair. Soups, salads, pasta and sandwiches are available, along with a full dinner menu. The cheese tray changes daily, as does the selection of decadent desserts, all made on the premises. High tea is also served. Lunch Monday-Saturday 11 a.m.-2 p.m. High tea Monday-Saturday 2 p.m.-5 p.m. Dinner Wednesday-Saturday 6:30 p.m.-9:30 p.m. \$12-\$30. MC, V.

Callaghan's in the Park, 15412 Mack, 881-6550. The sandwich menu features ground rounds, clubs and coney islands. Onion rings and homemade soup round out the fare at this casual neighborhood eatery. Monday-Saturday 10 a.m.-2 a.m.; Sunday noon-2 a.m. \$10. No credit cards.

Clairpointe, 630 St. Clair in the City, 884-6810. A full menu of Italian and American dishes are served in this newly-remodelled restaurant. Try the chicken piccata, Boston scrod or stuffed pizza. For dessert, there are many homemade treats, including a variety of tortes. No bar. Monday-Saturday 7 a.m.-9 p.m.; Sunday 8 a.m.-3 p.m. \$12. No credit cards.

Da Edoardo, 19767 Mack in the Woods, 881-8540. Northern Italian continental cuisine served in a beautiful, dimly-lit English countryside setting. Rich wood panelling and mirrored arches enhance the three intimate dining rooms. Veal medallions with prosciutto and cheese sauteed in wine sauce or the spinach pasta filled with crab are the more popular specialties. Over coffee and dessert, study the magnificent ceiling in the Cappuccino Room. Monday-Thursday 5 p.m.-10 p.m.; Friday-Saturday 5 p.m.-midnight. \$40. MC, V.

Diamond Lil's, 18774 Mack in the Farms, 881-3717. Homemade soups, sandwiches, salads and, of course, "Lil's Famous Ground Round." Daily specials and a heavy oak setting help make Lil's one of Grosse Pointe's friendliest eateries. Monday-Friday 11:30 a.m.-2 a.m. Saturday noon-2 a.m. Entertainment Thursday-Saturday. \$15. MC, V.

Farina's Granary, 18431 Mack in Detroit, 881-3086. Comfy in a rustic way, with daily specials for both lunch and dinner, and fresh-baked bread; the Granary also offers entertainment on Friday and Saturday with no cover. Monday-Friday 11 a.m.-2 a.m.; Saturday 5 p.m.-2 a.m. \$15. MC, V.

Galligan's, 519 E. Jefferson, Detroit, 963-2093. An old-style, well-appointed bar in the midst of downtown's hubbub. Usual pub fare includes hamburgers, sandwiches, mussels, chili and fish. The black bean soup is a standout—hearty and delicious. The rooftop restaurant opens in warm weather to afford diners a spectacular view of the booming Detroit scene. Monday-Saturday 11 a.m.-2 a.m. \$12. AE, DC, MC, V.

Irish Coffee, 18666 Mack in the Farms, 881-5675. A famed ground round headlines at this spot, especially since it goes for a mere ninety-six cents Sunday through Thursday. Lined with lots of wood, the interior resembles a library. But a friendly crowd of all ages keeps things far from hushed. Monday-Saturday 11 a.m.-2:30 a.m.; Sunday 5 p.m.-2:30 a.m. \$7. MC, V.

Jacobson's, St. Clair Room, 17000 Kercheval in the City, 882-7000. Take a break from shopping duties in this cheerful colonial room. Among the chef's specialties are the crepes, sandwiches, and soups. Salads include pasta, tuna, taco and a great Maurice. Open Monday-Wednesday 9 a.m.-5:30 p.m.; Thursday-Friday 9 a.m.-8 p.m.; Saturday 9 a.m.-5:30 p.m. \$14. AE, Jacobson's.

Jefferson Colonnade, 22423 Jefferson Avenue, St. Clair Shores, 779-4720. Long a tradition in the area for German and American cuisine, specializing in broiled fish and daily specials. The colonial motif extends to the interior with a polished but friendly atmosphere. Open Monday-Friday 8:30 a.m.-10 p.m. Saturday 8:30 a.m.-midnight. \$25. AE, V.

Julio's, 20930 Mack in the Woods, 885-7979. Now you don't have to go all the way to Greektown to hear your waiter shout "Opal!" John Kefallinos has brought Greek food to the Pointes in his newly-opened restaurant. Along with the ubiquitous saganaki, the menu features dolmathakia (stuffed grape leaves), octopus, horiatiki (blend of tomatoes, cucumbers, green peppers, onions, Greek olives, feta cheese and pepperoncini), spinach cheese pie, gyros, souviaki and pastitsio (Greek lasagna). Lots of Greek bread comes with everything. Seven days, 11 a.m.-2 a.m. \$14. AE, MC, V.



Grosse Pointers, who have always displayed an inordinate affection for ducks, are flocking to the newly-opened Mallard Pub, a cozy nest on East Warren across from Maple Lanes. Here, in two dimly-lit panelled rooms with wood-beamed ceilings and walls covered with prints from the St. Clair Flats Art Gallery, diners are seated at tables covered with beige and hunter green duck-print cloths. Tiny ceramic ducks sporting arrangements of silk flowers and cattails sit at each table's center, and Tiffany-style lamps emblazoned with still more ducks light the scene. The bread arrives in a duck-shaped basket. Sit back and relax—this meal is going to be fun!

Start with Mallard Pub paté (\$3.95), two thick slices of duck liver paté speckled with wild mushrooms and fines herbes and served with chopped onions, sliced mushrooms, hard-cooked eggs, sweet pickles and jalapeños. A plate of water biscuits accompanies the overly-generous serving, which can easily satisfy four as an appetizer. The same is true of the mussels, steamed in white wine and fresh herbs (\$3.95). This bucket of mussels rivals the best in town.

What's a Mallard Pub without duck soup? This one doesn't disappoint, with generous chunks of duck in savoury broth. The beautifully-presented Mallard Salad also proves a winner. Strips of rare duck breast rest on leaves of Boston Bibb, surrounded by mandarin orange sections, raspber-

FEBRUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 Collaborations Great European Organs	3 North-South Volleyball South Gymnastics	4 South Basketball	5 North-South Hockey North Volleyball UL Music Recital	6 Substance Abuse Program DSO-Shlomo Mintz	7 North Basketball Ireland Rediscovered UL Arts Evening	8 Collaborations South Hockey North-South Swimming DSO-Shlomo Mintz
9 Ford House Concert	10 South Gymnastics North Volleyball	11 South Basketball	12 South Hockey South Gymnastics	13 AAUW Coffee	14 South Hockey South Basketball	15 Dinner at Elizabeth's North Hockey North Swimming
18 "Valentines from Mozart"	17 North Gymnastics Trip to Plymouth	18 South Volleyball North Basketball "In the Public Eye"	19 North Volleyball Afternoon of Art	20 Early Grosse Pointe N. Theatre "Oliver" Antiques Lecture	21 N. Theatre "Oliver" South Volleyball Lionel Hampton	22 N. Theatre "Oliver" South Hockey
23 Incomparable New Zealand	24	25 The King and I South Gymnastics	26	27 Antiques Lecture	28 South Basketball North Basketball	

MARCH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2 Grosse Pointe Symphony	3	4 The Rovers DSO-Isaac Stern	5 The Rovers Turandot	6 Salt Mines Tour Pirates of Penzance DSO-Jean-Pierre Rampal	7 Pirates of Penzance Turandot DSO-Jean-Pierre Rampal	8 Pirates of Penzance Turandot DSO-Jean-Pierre Rampal
9	10	11 UL Instrumental Concert	12 North Fashion Show/ Luncheon The Mousetrapp	13 The Mousetrapp	14 The Mousetrapp	15 The Mousetrapp
16 The Mousetrapp Memorial Church Concert Ford House Concert	17	18	19 The Mousetrapp The Miser	20 The Mousetrapp Detroit Church Tour	21 The Mousetrapp	22 The Mousetrapp
23	24	25	26	27	28	29
30	31	Why We Tell Jokes				



B. M. M. M.

◆ charlotte russe

Lansdowne, 201 Atwater, Detroit, 259-6801. This old railroad-car ferry has been transformed into a floating restaurant, glittering with tiny white lights, brass appointments, and antique lighting fixtures. Luncheon features soups, fresh salads, sandwiches, and entrees such as lemon sole and fettuccine pacifica. Dinner specialties include steak, roast prime rib, scallops of veal and a variety of seafood selections. Indulge yourself with hot apple walnut upside-down pie and cinnamon ice cream and triangles of chocolate. Lunch Monday-Saturday 11 a.m.-2:45 p.m. Dinner Monday-Thursday 5 p.m.-11 p.m., Friday-Saturday 5 p.m.-12 a.m.; Sunday 4 p.m.-10 p.m. Brunch Sunday 10:30 a.m.-2 p.m. Reservations suggested. \$38. AE, DC, MC, V.



ries and walnuts, dressed with a choice of creamy honey-poppseed or raspberry vinaigrette.

The entrees continue the pub's theme, with Long Island roast duck or sautéed breast of duck served with seasonal vegetables and raspberry champagne sauce. Venison in black currant sauce is also available, as is a sweet-and-sour stirfry of boar; moose sautéed in Marsala and parmesan cheese with fresh mushrooms; and pheasant with fresh vegetables and apples in a creamy white wine sauce. Less adventurous diners may select roast prime rib of beef, stuffed filet mignon, tarragon or pub-stuffed chicken, perch, pickerel or special pub veal stuffed with wild rice in a roasted red pepper sauce.

The pub's own pastry chef creates a variety of delicious temptations for meal's end.

In true pub fashion, the Mallard offers a stimulating variety of beers, including Coors from Colorado, New Castle Brown Ale from England, Grizzly from Canada, and Nordic Wolf from Sweden. Round Hill Chenin Blanc or Chardonnay is available by the glass.

All in all, we think the Mallard Pub is just ducky!

MALLARD PUB, 18000 E. Warren, Detroit, 884-9100. Open Mon.-Thurs., 11:30 a.m.-10 p.m.; Fri., 11:30-2 a.m.; Sat., 4 p.m.-2 a.m. Entrees range from \$7.95 to \$12.95. AE, MC, V.

Le Cafe Francais, 20311 Mack, in the Kimberly Korner Mall in the Woods, 343-0610. A courtyard with a running fountain, plants and statues sets the romantic scene for the prix fixe dinner. Wine and beer. Lunch Tuesday-Saturday 11 a.m.-2:30 p.m. Dinner Wednesday-Saturday at 6 p.m. by reservations only. Sunday brunch 10 a.m.-2 p.m. Courtyard dining. \$60. AE, CB, DC.

Little Tony's Lounge in the Woods, 20513 Mack, 885-8522. Taste Carol's homemade chili or some outstanding GP burgers in the rustic comfort of high-backed wooden booths. While dining, pause to study the cartoons and other artwork on the walls—many are by local artists. Monday-Saturday 11 a.m.-2 a.m. \$12. No credit cards.

National Coney Island, 19019 Mack in Detroit, 881-5509. You won't recognize the place: after an expansion which seems to have tripled the floor space and a renovation which produced a lovely wood-and-plants atmosphere, you can savour your coney dog in style. A great breakfast menu and their famous Greek salad round out the fare. Beer and wine; parking in the rear. Monday-Thursday 7 a.m.-11 p.m.; Friday and Saturday 7 a.m.-12 a.m.; Sunday 8 a.m.-10 p.m. \$10. No credit cards.

The Old Place, 15301 E. Jefferson at Beaconsfield in the Park, 882-4118. This formal dining room is filled with gorgeous antiques to occupy wandering eyes between courses. China dolls, wall hangings and old farm implements create a backdrop for tables beautifully set with white linen, pewter and crystal. The primarily American menu includes an occasional nod to the French. Chateaubriand, many veal dishes, rack of lamb, and prime rib on weekends. Open Monday-Thursday 11 a.m.-10 p.m.; Friday 11 a.m.-midnight; Saturday 4 p.m.-midnight. Bar open Monday-Saturday until 2 a.m. \$40. AE, DC, MC, V.

The Original Pancake House, 20273 Mack, west of Lochmoor, in the Woods, 884-4144. People come from miles around to eat breakfast here; it might be because their pancakes, crepes, omelettes and everything else on the menu are made from the freshest ingredients. The custard-filled apple pancakes topped with cinnamon glaze reign supreme. No bar. Daily 7 a.m.-9 p.m. \$10. No credit cards.

Park Place Cafe, 15402 Mack at Nottingham in the Park, 881-0550. A comfortable contemporary spot for a healthy meal. Park Place is known for its fresh fish—flounder, trout, orange roughy—and generous salads. Tuesday-Thursday 11 a.m.-10 p.m.; Friday-Saturday 11 a.m.-midnight. \$30. AE, MC, V.

The Rhinoceros, 265 Riopelle, Warehouse District in Detroit, 259-2208. A dimly-lit, sophisticated bistro restored to nineteenth-century charm. Exposed brick walls and an amusing array of mismatched furnishings. Continental fare served up in one of Detroit's premier piano bars. Tuesday-Friday and Sunday 11:30 a.m.-2 a.m.; Saturday and Sunday 4:30 p.m.-2 a.m. \$40. AE, MC, V.

St. Clair Inn Restaurant, 500 N. Riverside in St. Clair, 329-2222. The linen and china-set tables add to the elegance of this traditional English dining room. Gaze over the St. Clair River while savouring entrees on the American menu, including fresh seafood and steaks. Breakfast Monday-Saturday 7 a.m.-10:30 a.m.; Lunch 11:30 a.m.-4 p.m.; Dinner Monday-Thursday 5 p.m.-10 p.m.; Friday-Saturday 5 p.m.-midnight. Dinner only Sunday 1 p.m.-9 p.m. \$35. AE, CB, DC, MC, V.

Shannon's Steakhouse, 29370 S. River Road, Mount Clemens, 469-7111. Cravin' a bit of old Eire, are ya? Shannon's has a green-and-tan decor littered with shamrocks in which to enjoy a multitude of Irish dishes—and steak, of course. Daily 11 a.m.-2 a.m. \$30. AE, CB, DC, MC, V.

Sierra Station Cantina, 15110 Mack in the Park, 381-3906. Grosse Pointe's Mexican connection: all of the food, including nachos grande, burritos, and the fiesta plate are cooked up by Mexican husband-wife team Fabian and Aurora. The cantina is awash with interesting south-of-the-border artifacts. Tuesday-Friday 11:30 a.m.-2 a.m.; Saturday 5 p.m.-2 a.m.; Sunday 5 p.m.-11 p.m. \$13. MC, V.

Sparky Herberts, 15117 Kercheval in the Park, 822-0266. Stylish decor and a cream-of-the-crop crowd give this local favourite its flair. Everyone comes in to talk, laugh and eat salads, pasta, rack of lamb, pheasant, fresh fish, beef tenderloin, and daily changing specials. A commendable wine list. Monday-Saturday 11:30 a.m.-2 a.m.; Sunday noon-midnight, with brunch from noon-3 p.m. \$25. AE, DC, MC, V.

Summer Palaca, 1211 Beaconsfield in the Park, 331-8440. Finally! A Chinese restaurant in the Pointes—and one that serves authentic Cantonese and spicy Szechuan food in a comfortable, relaxed atmosphere. Tuesday-Thursday and Sunday 11 a.m.-9 p.m. Friday and Saturday 11 a.m.-10 p.m. \$14. No credit cards.

Tally's Place, 20791 Mack in the Woods, 881-3985. The menu is stuffed with a variety of croissant sandwiches which, in turn, are stuffed with crabmeat, turkey, tuna, ham . . . Relax and dine in church pew booths. Monday-Saturday 11:30 a.m.-2 a.m.; Sunday 5:30 p.m.-midnight. \$11. MC, V.

Tidewater Grill, 18000 Vernier in Eastland Mall, Harper Woods, 527-1050. Seafood and fresh fish are the specialties, with the added delight of a mesquite grill. Dine cozily amidst an Art Deco decor. Monday-Thursday 11 a.m.-11 p.m.; Friday and Saturday 11 a.m.-12 p.m.; Sunday 12 noon-10 p.m. \$25. AE, CB, DC, MC, V.

Tom's Oyster Bar, 15016 Mack in the Park, 822-8664. Fresh seafood in the Pointes! Oysters, crabcakes, softshell crabs—all prepared with finesse in this casual restaurant which resembles a New England saloon. Wood dominates the decor, from floor to walls to the old-fashioned bar. Checkered tablecloths complete the image. Daily 6 p.m. \$15. AE, MC, MTE, V.

Wimpy's, 16543 E. Warren, Detroit, 881-5857. A casual and cozy little pub, where Pete and Diana Corio serve casual fare amidst friendly surroundings. Hamburgers, salads, chili, sandwiches, and a wide assortment of noshes. Wednesday and Friday feature fish-and-chips specials. Monday-Saturday 11 a.m.-2 a.m. \$12. No credit cards.

Wong's, 1463 University W. in Windsor, 519-252-6814. A tried-and-true favourite, this Chinese eatery remains firmly entrenched in first place. A dazzling variety of dishes, generously portioned and beautifully presented. Restrained decor and friendly, helpful service complete the picture. Lunch and dinner daily. \$30. AE, MC, V.

Woodbridge Tavern, 289 St. Aubin, Warehouse District in Detroit, 259-0578. Enjoy a honky-tonk piano and the boisterous sing-alongs beneath the watchful eye of the moose head in the main floor bar. A family tradition since 1905, offering better-than-average bar fare, substantial sandwiches and beer from around the world. Open daily 11 a.m.-2 a.m. \$28. AE, CB, DC, MC, V.

Wooden Nickel, 18584 Mack in the Farms, 886-7510. You'll feel right at home in this casual setting; then, enjoy a hearty, full bowl of meaty chili. The waitresses dish up thick pickles to go with your burgers. Choose from twelve tempting sandwiches. No bar. Open Monday-Wednesday 11 a.m.-9 p.m.; Thursday-Saturday 11 a.m.-10 p.m.; Sunday 11 a.m.-8 p.m. \$11. No credit cards.

Za Paul's, 18450 Mack in the Farms, 881-3062. Generous portions of fresh pastas are standouts in this casual, contemporary two-story Tudor building. A fourth reincarnation of the old Manor bar, they serve up ribs, chicken and beef in a setting conducive to table-hopping. Monday-Thursday 11 a.m.-11 p.m.; Friday and Saturday 11 a.m.-midnight, with entertainment; Lounge until 2 a.m. \$12. AE, MC, V.

engagements

February snows may fall and March winds may blow, but you can still enjoy the wealth of cultural offerings and entertainment that mid-winter brings. Come on, pull yourself away from that fireplace, and head for one of the two longest-running theatre productions in history — *The Fantasticks* at the Actors Alliance Theatre and *The Mousetrap* at the Grosse Pointe Theatre. *Oliver* comes to life at Theatre North, and Pointe Players launch their student one-acts.

Then head for the War Memorial and commiserate with celebrities in the public eye, find out why you laugh at jokes, and learn how to spot an antique at a flea market.

Sooth winter-ravaged spirits at concerts at the Edsel and Eleanor Ford House, sway with local and national dance companies, or cheer the kids at any number of sports contests.

There now, don't you feel better? And while you were gone, spring moved just a little closer.

Ongoing

Enjoy a world of culture at the **Detroit Institute of Arts**. A variety of entertaining and educational events are offered here. Free docent tours are offered Tuesday through Sunday. Free gallery talks feature a "Masterwork of the Week," 1:30 p.m., Wednesdays and Fridays. Sunday mornings feature live performances in the "Brunch with Bach" series in Kresge Court. The Detroit Film Theatre runs exceptional films, often by popular foreign artists, Friday, Saturday and Sunday evenings. More films on unusual topics run daily in the Afternoon Film Theatre. "Sunday Afternoon in the Crystal Gallery" provides entertainment by versatile pianist Bess Bonnier, with cocktails, coffee and light refreshments. 5200 Woodward Avenue, Detroit. Ticket office, 832-2730. Information, 833-7900.

Ongoing

The **Premier Center** continues its winter session with a wide array of talent:

February 1	Robert Klein	\$16.75
February 8	Richard Beltzer	10.75
March 7	Johnny Cash/June Carter	19.75
March 11-12	Liberace	25.75
March 13	Liberace (3 p.m.)	25.75
March 13	Liberace (7 p.m.)	28.75
March 18-20	Tom Jones	25.75
March 27	Angela Bofill	12.75

All shows are 7:30 p.m. and 10:30 p.m. unless otherwise indicated. Reserved seating. To order tickets by phone with Visa or Mastercard, call 264-1111. 33970 Van Dyke Avenue, Sterling Heights. 978-8700.

Through February 9

The Attic Theatre continues its season with **Greater Tuna**, which explores the personalities of twenty inhabitants of Tuna, the third smallest town in Texas. This show promises to be entertaining, with all twenty characters portrayed by just two actors. Thursday and Friday at 8 p.m., Saturday at 5:30 p.m. and 9 p.m., and Sunday at 2:30 p.m. and 6:30 p.m. Tickets range from \$9 to \$12. Third Avenue and West Grand Boulevard, next to the Fisher Building. 875-8284.

Through February 23

As part of their Season of Miracles, the Actors Alliance Theatre Company presents **The Fantasticks**, by Tom Jones and Harvey Schmidt, a charming story of Matt and Luisa, who are tricked into romance by their fathers, separate, venture into the world, and discover the maturity and wisdom to bring them back together again. This play is the world's longest-running musical. Friday at 8:30 p.m., \$9. Saturday at 5:30 p.m., \$8, and 9 p.m., \$10. Sunday at 6:30 p.m., \$8. 30800 Evergreen Road at Thirteen Mile Road, Southfield. 642-1326.

Through February 23

Based on author Neil Simon's adolescent years, **Brighton Beach Memoirs** comes to the Birmingham Theatre. Showtimes are Tuesday through Saturday at 8 p.m., Sunday at 7 p.m., with matinees Wednesday and Sunday at 2 p.m. Ticket prices range from \$13 to \$21. 211 Woodward Avenue, Birmingham. 644-9225.

Through March 2

Don't miss the Midwest premier of **Souvenirs** at the Detroit Repertory Theatre. This production, by Sheldon Rosen, about the plight of the black aborigines of Australia, splices together sixty-one scenes to produce a photographic essay laden with power and drama. 8:30 p.m. Thursday through Saturday and 7:30 p.m. Sunday. \$7. 13103 Woodward Wilson, one block west of the John Lodge Freeway. 868-1347.

Through March

Fly through space in the Detroit Science Center's Space Theater, where Omnimax films are projected on a sixty-seven-foot domed screen with sight and sound enveloping you. **The Dream Is Alive**, a film about the space shuttle, will be shown through March.

Narrated by Walter Cronkite, the film includes footage shot by the astronauts on three separate missions.

While you're at the Science Center, you can push buttons and flip switches on forty demonstration exhibits designed to make scientific principles understandable through hands-on participation. Open Tuesday through Sunday. Admission \$4 adults, \$3 children 6-12, \$.75 children 4-5, \$2 senior citizens. 5020 John R, Detroit. 577-8400.

February

February 1 and 2

See avant-garde performance art at Detroit's only loft theatre. **Collaborations** combines the work of Detroit visual artists, musicians, writers and composers with original choreography, featuring Detroit-area dancers. This production contains five original works to be performed at the Paradigm Dance Theatre in Harmonie Park. 8 p.m. Saturday, 3 p.m. Sunday. \$7 at the door, \$5 in advance. 1437 Randolph, 3rd floor, Detroit. 965-5437.

February 2

Crawl inside a giant European organ and see up close the pipes inside the cases, the mechanisms, and the keyboards as they have been captured through state-of-the-art equipment by Lowell Riley. **The Great Organs of Europe** is a slide collage projected onto a giant screen, accompanied by a tape of sound and narration using sophisticated electronic equipment. 7:30 p.m., Grosse Pointe Memorial Church, 16 Lake Shore Drive, Grosse Pointe Farms. 882-5330.

February 3

G.P. North volleyball teams meet G.P. South at home. 7 p.m. \$2.
G.P. South gymnastics team meets Dearborn at home. 7 p.m. \$2.

February 4

G.P. South boys' basketball teams meet Port Huron at home. Junior varsity, 6 p.m. Varsity, 7:45 p.m. \$2.

View a new exhibit organized by Cranbrook Academy of Art President Roy Slade with Curator Susan Waller. **Update: Detroit Artists** will feature contemporary works by local artists. Cranbrook Academy of Art Museum, 500 Lone Pine Road, Bloomfield Hills. 645-3311.

February 5

The Grosse Pointe War Memorial's Council of Sponsors will present **Beyond Dick and Jane: Approach to Beginning Reading** from 7:30 to 9 p.m. Dorsey Hammond, Professor of Education at Oakland University, will discuss the variety of reading programs used in schools, trends in contemporary reading and more. A question-and-answer session will be included in the program. Admission is \$4; members, \$3. Call 881-7511 for additional details.

University Liggett School presents the **Upper School Music Recital** at 7 p.m. in the Arts Wing Studio, 1045 Cook Road, Grosse Pointe Woods. 884-4444.

Visit the **Campbell Soup Factory and Portside** in Toledo, Ohio. This trip is sponsored by the Grosse Pointe War Memorial and will leave the Center at 8 a.m., returning by 5:30 p.m. Shop and lunch at the unique offerings of Portside after an unusual tour of the Campbell Soup factory. Tickets are \$22. 32 Lake Shore Drive, Grosse Pointe Farms. Call 881-7511 for reservations.

G.P. North ice hockey team meets G.P. South in the traditional "Big Game." 7:30 p.m. Grosse Pointe Community Rink. \$2.

G.P. South gymnastics team meets Rochester at home. 7 p.m. \$2.

G.P. North volleyball teams meet South Lake at home. 7 p.m. \$2.

February 5 - 6

G.P. South's **Pointe Players** presents an evening of one acts. The student-directed productions begin at 7:30 p.m. Admission is \$2. Grosse Pointe South Auditorium, 11 Grosse Pointe Blvd., Grosse Pointe Farms. 343-2130.

Free Blood Pressure Screening from 5:30-7:30 p.m. at Cottage Hospital in Board Room B. 159 Kercheval Avenue, Grosse Pointe Farms, 884-8600.

February 6

The Grosse Pointe War Memorial will hold an information night from 7-9 p.m. to outline the details of two upcoming cruises: **QEII to Bermuda** from September 15-20, and the **Royal Princess to Alaska**, from July 5-15. Those who would like to learn more about the cruises are invited to attend the meeting at 32 Lake Shore Drive, Grosse Pointe Farms, or call 881-7511.

G.P. South wrestling team meets East Detroit at home. 6 p.m. \$2.

Substance Abuse and Family Problems will be presented by Sis Wenger, hosted by the Provisionals of the Junior League of Detroit. Everyone is welcome to attend this informative evening at Grosse Pointe North High School, Room 312, 7:30 p.m. Admission is free.

February 7

The Grosse Pointe Adventure Series will explore **Ireland Rediscovered** with Willis Butler. An optional regional dinner will precede the travelogue at 6:30 p.m. The film will be shown at 8 p.m. Tickets for the complete evening are \$16.75; for the film only, \$4.15. Reservations must arrive at least three days prior to the event. For additional information, call 881-7511. Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms.

Cranbrook **Kingswood Jazz Bands** perform. 8 p.m. Performing Arts Center, Cranbrook. Bloomfield Hills. Adults \$3, students \$2, senior citizens \$1. 645-3440.

G.P. South volleyball teams meet Mount Clemens at home. 4 p.m. \$2.

G.P. North boys' basketball teams meet Lake Shore at home. Junior varsity, 6 p.m. Varsity, 7:30 p.m. \$2.

The **New World String Quartet** will perform a free concert at 8 p.m. Community Arts Auditorium, Wayne State University, Detroit. 577-1795.

University Liggett School offers **An Evening of Poetry and the Arts** from the Elizabethan period. 8 p.m. in the Arts Wing Studio, 1045 Cook Road, Grosse Pointe Woods. 884-4444.

Visit the Prohibition era speakeasies of Manhattan, Tin Pan Alley, and the dazzling floor-shows of Harlem in the Roaring Twenties in **Ain't Misbehavin'**. This touring production is a musical extravaganza based on the songs of jazz pianist and composer "Fats" Waller and can be seen at the Macomb Center for the Performing Arts. 8 p.m. Adults \$12, students and senior citizens \$10. Macomb Community College Center Campus. 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

February 7 - March 22

Share the trials of a city family that moves into a wreck of a Colonial home, with the idea of "fixing it up," in **George Washington Slept Here** at the Henry Ford Museum Theatre. In Kaufman and Hart's 1940 comedy, the family is tormented by lack of water, boundary disputes and seven-year locusts. Every Friday and Saturday at 8:30 p.m. Optional cocktail reception at 6:30 p.m. Dinner at 7 p.m. \$6 for show only, \$19.25 for dinner theatre package. 20900 Oakwood, Dearborn. 271-1620.

February 8

Ars Musica soloists perform humorous portrayals of the sentiments of musicians favoring either the French or Italian styles of music. 8 p.m. Tickets are \$7.50 and \$5. Guild Hall, Christ Church Cranbrook, 470 Church Road, Bloomfield Hills. 644-5210.

Bring the whole family for an entertaining evening with **The Flying Karamazov Brothers**, a vaudevillian slapstick act at the Macomb Center for the Performing Arts. Adults \$10, students and senior citizens \$8.

Macomb Community College Center Campus. 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

G.P. South ice hockey team meets Lakeview, 7:20 p.m. Grosse Pointe Community Rink. \$2.

G.P. North boys' swimming team meets G.P. South at home. 2 p.m. \$2.

February 8 and 11

Hear Amadeus in person as the **Renaissance City Chamber Players** perform works by Mozart and Stravinsky. 8 p.m. February 8, Orchestra Hall. February 11, Varner Hall at Oakland University. \$12, \$9, \$6. For ticket information, call 626-8742.

February 9

Enjoy the Great Gallery of the Edsel and Eleanor Ford House as the **Renaissance City Chamber Players** perform with guest pianist **Mario Dell'i Ponti**. The program will include works by Arriaga, Shostakovich, and Franck. 3 p.m. \$9. 1100 Lake Shore Drive, Grosse Pointe Shores. 626-8742.

February 10

G.P. South gymnastics team meets Troy Athens at home. 7 p.m. \$2.

G.P. North volleyball teams meet Clintondale at home. 7 p.m. \$2.

February 10 - April 14

Teens may enroll in Doris Pagel's **Teenage Voice Class**. Classes are on Mondays from 4:30 to 6:30 p.m. The class will cost \$65 for ten weeks. Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

Beginning Adult Voice with Doris Pagel is a ten-week workout. Students should bring three pieces of sheet music to class to study breath control, presentation, projection and sight reading. Classes are on Mondays from 7 to 9 p.m. \$65. Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

February 11

Hear the principal players in the Grand Rapids Symphony Orchestra string section who make up the **Devos String Quartet**. Presented by the Cranbrook Music Guild. The performance is at 8:30 p.m. in the Cranbrook House Library. Tickets are \$7. 380 Lone Pine Road, Bloomfield Hills. 645-7037.

G.P. North boys' basketball teams meet Carl Brabec at home. Junior varsity, 6 p.m. Varsity, 7:30 p.m. \$2.

G.P. South boys' basketball teams meet Anchor Bay at home. Junior varsity, 6 p.m. Varsity, 7:45 p.m. \$2.

February 12

Learn how to create a fragrant nosegay of **dried flowers**, similar to those carried by ladies in the Elizabethan and Victorian ages. Carol Czechowski will conduct the workshop at the Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms, from 10 a.m.-noon. Clippers are needed. \$10 plus a \$10 material fee payable to the instructor. 881-7511.

Learn lifesaving techniques in a **CPR class** at Cottage Hospital. 7-10 p.m., Board Rooms A and B. Reservations required. 159 Kercheval, Grosse Pointe Farms, 884-8600 ext. 2390.

G.P. South ice hockey teams meet Fraser at home. 7:20 p.m. Grosse Pointe Community Rink. \$2.

G.P. South gymnastics team meets Edsel Ford at home. 7 p.m. \$2.

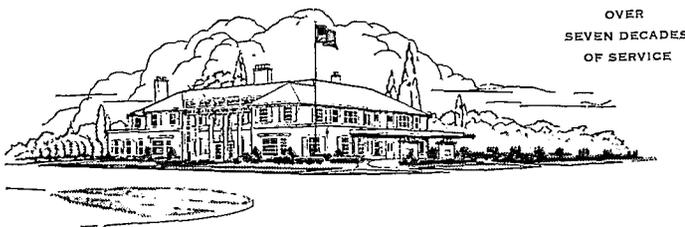
February 12 - April 16

Opera Workshop, a voice class, will be presented Wednesdays at the Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms, from 7-9 p.m. Registration by interview with instructor Doris Pagel. \$65 for ten weeks. 881-7511.

February 12 - April 20

If you enjoy **Diego Rivera's** "Detroit Industry" murals in the DIA, see a whole exhibit celebrating the centennial of this controversial artist. This exhibit will feature 115 paintings, 130 works on paper, 112 vintage photographs and a half-hour film. Tuesday through Sunday, 9:30 a.m.-5:30 p.m. 5200 Woodward, Detroit. 833-7900.

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February 13

Experience Australia, from cosmopolitan Sydney to the rugged Outback, with scores of intriguing stops along the way, as the Macomb Center for the Performing Arts presents Kenneth Richter and his new color film, **Australian Adventure**. 8 p.m. Adults \$4, students and seniors \$3. Macomb Community College Center Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

A coffee meeting is presented by the **American Association of University Women — Grosse Pointe Branch**. Guest speaker is Beth Konrad, Vice-President, Channel 56. 9:30 a.m. Grosse Pointe Memorial Church, 16 Lake Shore Drive, Grosse Pointe Farms. 885-3173.

February 14

Bring your sweetheart to Music in Motion, chamber music with a new twist. This is **An Affair of the Art**, with the Detroit City Dance Collective performing their modern style of dance to the music of the Lyric Chamber Ensemble. Composers Bach, Milhaud, Porter, Gershwin and Schubert are featured. 8 p.m. \$8 adults, \$6 children and senior citizens. Lila Jones Theatre, Oakland Community College. 739 S. Washington at Lincoln, Royal Oak. 357-1111.

Hear the music of Bach, Bozza, Grieg and others when Christ Church Cranbrook presents the **Detroit Chamber Winds** in concert. 8 p.m. 470 Church Road, Bloomfield Hills. 644-5210.

Warm your hearts at a free **Collegium Musicum Concert** sponsored by Wayne State University. This Valentine's Day Concert and English Madrigal Sing-along will be directed by Linda Speck. 11:45 a.m. Community Arts Gallery Area, Wayne State University, Detroit. 544-1795.

G.P. South ice hockey team meets Ann Arbor Pioneer, 7:20 p.m., Grosse Pointe Community Rink. \$2.

G.P. South boys' basketball teams meet Port Huron Northern at home. Junior varsity, 6 p.m. Varsity, 7:45 p.m. \$2.

February 15

Treat yourself or someone special to a unique Valentine. The Grosse Pointe War Memorial has reserved the popular **Elizabeth's** restaurant for an elegant Valentine's dinner. Elizabeth's is known for its excellent French cuisine served in a leisurely fashion. Ladies will receive a flower for their lapels. Please bring your own wine if you care to toast the holiday of love. Afterwards, bundle up for a tour of Plymouth's Ice Sculpture Display. Tickets are \$60. Reservations, 861-7511.

G.P. North ice hockey team meets Port Huron, 7:30 p.m. Grosse Pointe Community Rink. \$2.

G.P. North boys' swimming team meets Ann Arbor Pioneer at home. 3 p.m. \$2.

February 15 - 19

A **Children's Voice Class** will be offered at the Grosse Pointe War Memorial. Classes will be taught by Doris Pagel from 9 to 11 a.m. on Saturdays. The class is designed for children up to twelve years of age and will cost \$65 for ten weeks. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

February 17

Enjoy lunch at the **Country Epicure** restaurant and a visit to the **Plymouth Ice Sculptures** at Kellogg Park in Plymouth. This trip is sponsored by the Grosse Pointe War Memorial; participants will leave at 11 a.m. and return at 5 p.m. \$25. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

G.P. North gymnastics team meets Troy/Farmington at home. 7 p.m. \$2.

February 18

The **Pluses and Minuses of Being in the Public Eye II** will be presented at the Grosse Pointe War Memorial. Back by popular demand, the Council will host a panel of local celebrities, including Keith Crain, Crain Communications; William Cahalan, Racing Commissioner; Nettie Duffield, *Detroit Free Press* Staff Writer; Draper Hill, *Detroit News* Editorial Cartoonist; David Lawrence, Publisher and Chairman of the *Detroit Free Press*; Barbara Nichols, comedienne; and *Detroit News* columnist Pete Waldmeir. Moderator Hal Youngblood from WJR radio leads the discussion as panelists tell the humorous

and not-so-humorous aspects of celebrity status. \$5. 8 p.m. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

G.P. South volleyball teams meet Roseville at home. 5 p.m. \$2.

G.P. North boys' basketball teams meet Lakeview at home. Junior varsity, 6 p.m. Varsity, 7:30 p.m. \$2.

February 19

Hear traditional Sousa-style music as Leonard Smith conducts the **Detroit Concert Band**. This fifty-five-piece concert band will perform a pops concert, including sing-alongs, in a cabaret-type setting. Refreshments available. 8 p.m. \$14, \$12 and \$10. Light Guard Armory, Eight Mile Road. 886-0394.

Join Grosse Pointe War Memorial day-trippers for an **Afternoon of Art: Celebrating the Centennial**, at the Detroit Institute of Arts. Lunch in a private dining room will precede a docent tour of a selection of masterworks. \$12. 32 Lake Shore Drive. 881-7511.

February 20

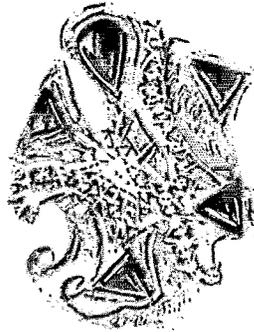
G.P. North boys' swimming team meets Lakeview at home. 7 p.m. \$2.

Learn about the voyageurs and habitant farmers of Grosse Pointe by attending Jean Dodenhoff's lecture on **Grosse Pointe: Its Earliest Days**. Cosponsored by the Grosse Pointe Historical Society and the Grosse Pointe Public Schools' Community Education Program. 7:30-9:30 p.m. \$4. Room 103, Barnes School, 20090 Morningside, Grosse Pointe Woods. Register in advance through the Community Education Program. 343-2178.

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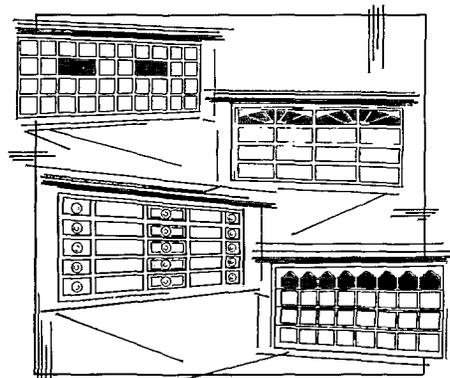
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February 20, 21 and 22

Theatre North and the Grosse Pointe North Choir present their winter musical, **Oliver**, in North Auditorium. 8 p.m., Thursday and Friday. 2 p.m. and 8 p.m., Saturday and Sunday. Tickets are \$4. 343-2187.

February 20 and 27

The Grosse Pointe War Memorial presents **Antiques: The Fakes versus the Real Thing** for two sessions. Lecturer Barbara Seichter will discuss the similarities and differences in British and American furniture and the subtle, but often overlooked, details that can alert buyers to fakes. 10 a.m. \$12 for both sessions, \$6.50 for one session. Reservations, 881-7511.

February 21

The **Detroit Contemporary Chamber Ensemble**, a Wayne State Ensemble in Residence, performs in cooperation with the Michigan Council for the Arts. 8 p.m. \$7 general admission, \$4 students and senior citizens, \$1 for Wayne State students with I.D. Community Arts Auditorium, Detroit. 577-1795.

Macomb Center for the Performing Arts presents jazz great **Lionel Hampton** in his forty-fifth year as a performer. After working with giants like Duke Ellington, Louis Armstrong and Benny Goodman, Hampton formed his own band and has been traveling with it for thirty-six years. 8 p.m. Adults \$12, students and senior citizens \$10. Macomb Community College Center Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

February 21 and 25

The **Renaissance City Chamber Players** perform works by Bach, Tschalkin, Lundquist and Bartok. 8 p.m. \$12, \$9, \$6. February 21 at Orchestra Hall. February 25 at Varner Hall, Oakland University. For ticket information, call 626-8742.

February 22

In honor of J.S. Bach's 300th birthday, Michigan Opera Theatre presents **Let's Play Bach**, a revue based on the musical life of the father of the baroque era. This revue is part of the Macomb Center for the Performing Arts children's series. 10 a.m. Adults \$3, students and seniors \$2. Macomb Community College Center Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

University Liggett School hosts the **Michigan School Vocal Association and Ensemble Festival**. 8 a.m. to 6 p.m. 1045 Cook Road, Grosse Pointe Woods. 884-4444.

G.P. South ice hockey team meets Gabriel Richard. 7:20 p.m. Grosse Pointe Community Rink. \$2.

February 22 and 23

Why not treat the whole family to Henry Ford Museum's **1920s Great Escape Weekend**? Step back in time to discover Houdini's illusions, Chaplin's films, Lindbergh's flights and Prohibition. Museum hours are 9 a.m. to 5 p.m. daily. Admission \$8, children \$4. No extra charge beyond regular museum admission. 20900 Oakwood, Dearborn. 271-1620.

February 24

Ken Armstrong will discuss **Incomparable New Zealand** when the Grosse Pointe Adventure Series continues its travelogues. An optional, regional dinner will precede the film. \$4.15 for film only, \$16.75 for the complete evening. Reservations required. Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

February 26

See **The King and I** and enjoy a buffet lunch at Westgate Dinner Theatre in Toledo, Ohio. A bus leaves the Grosse Pointe War Memorial at 10:30 a.m. and returns at 6 p.m. \$34. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

G.P. South gymnastics team meets G.P. North at home. 7 p.m. \$2.

February 26 and 27

Learn how to be a better marketing manager in a two-day seminar offered by Michigan State University. Gilbert D. Harrell, professor of marketing and director of the Ph.D. program in marketing at Michigan State University, will cover topics including utilizing marketing research, developing the marketing plan, positioning your product against competitors and the difference between

marketing new products and mature products. This seminar will be held in Troy. The cost is \$454 per person. For information call 1-800-428-4384.

February 26 - March 2

Alvin Ailey American Dance Theater travels from New York to appear at the Music Hall Center for the Performing Arts. Ailey's unusual style combines ballet with a modern, African-influenced style of dance for a show sure to dazzle. 8 p.m. Wednesday, Thursday, Friday and Saturday. 2 p.m. Sunday. Ticket prices range from \$8 to \$16. 350 Madison Avenue, Detroit. 963-7680.

February 28

G.P. South boys' basketball teams meet East Detroit at home. Junior varsity, 6 p.m. Varsity, 7:45 p.m. \$2.

G.P. North boys' basketball teams meet South Lake at home. Junior varsity, 6 p.m. Varsity, 7:30 p.m. \$2.

February 28 - March 30

John Steinbeck's classic, **Of Mice and Men**, is brought to life again on the stage of the Attic Theatre. This powerful drama portrays the suffering and the struggle for survival of unemployed farm workers and ranch hands during the Depression years. **Thursday and Friday** at 8 p.m. Saturday at 5:30 p.m. and 9 p.m. Sunday at 2:30 p.m. and 6:30 p.m. Third Avenue and West Grand Boulevard, next to the Fisher Building. 875-8284.

March 1

Scandinavian Symphony Orchestra Concert, featuring the Taylor Ballet Company. 8 p.m. Southfield High School, Southfield. \$5 adults, \$2.50 children. 354-4717.

The **Motor City Theatre Organ Society** presents internationally acclaimed organists **Lyn Larson** and **Carlo Curley** in concert. This blockbuster show received standing ovations at the Royal Albert Hall in London. Tickets are \$10, \$8.50 and \$7. 8 p.m. Redford Theatre, 17360 Lahser Rd., Detroit. 537-2560.

March 1 and 2

Treat yourself to a luxurious weekend at the **Amway Grand Plaza Hotel** in Grand Rapids. Sponsored by the Grosse Pointe War Memorial, the weekend will include a tour of the Gerald Ford Museum, tickets to "My Fair Lady" at the Civic Theatre and breakfast at this elegant hotel. Reservations are \$100 per person based on double occupancy. Motorcoaches leave the Center Saturday at 8 a.m. and return Sunday at 11 p.m. Reservations, 881-7511.

March 2

Harry Langford conducts the **Wayne State University Men's Glee Club**. 5 p.m. St. Hugo of the Hills, Bloomfield Hills. 577-2618.

March 3

Moa to Mozart, a film featuring guest artist Isaac Stern, will be shown at 8 p.m. in the Community Arts Auditorium. Wayne State University, Detroit. 577-1795.

March 4 - 5

Back for the fourth season by popular demand, **The Rovers**, a band of Irish singers, will appear for two nights at the Macomb Center for the Performing Arts. 8 p.m. Adults \$13, students and seniors \$11. Macomb Community College Center Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

March 4 - 30

Larry Shue's comedy, **The Foreigner**, comes to the Birmingham Theatre. Tuesday through Saturday at 8 p.m., Sunday at 7 p.m. and matinees Wednesday and Sunday at 2 p.m. 211 Woodward Avenue, Birmingham. 644-9225.

March 5, 7 and 8

The Michigan Opera Theatre presents world-renowned Bulgarian soprano Ghena Dimitrova in her North-American debut as **Turandot**, March 5 and 8. Metropolitan Opera soprano Martina Arroyo sings the role of Turandot on March 7. 8 p.m. Ticket prices range from \$10 to \$40. Masonic Temple, 500 Temple, Detroit. 874-SING.

March 6

Explore the underground city of salt which exists directly beneath the streets of Detroit, Melvindale and Allen Park. Sponsored by the Grosse Pointe War Memorial, the tour includes lunch at Giovanni's Italian restaurant. \$23 includes transportation, lunch and tour. Bus leaves at 10 a.m. and returns at 4 p.m. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

March 6 - 8

Gilbert and Sullivan's **Pirates of Penzance** is presented by the University Liggett School Players. 8 p.m. Main Auditorium, University Liggett School, 1045 Cook Road, Grosse Pointe Woods. 884-4444.

March 7

Immortalization, an art show featuring alumni of the Center for Creative Studies — College of Art and Design opens at the Detroit Historical Museum. Preview party, 7-10 p.m. For ticket information, call 872-3118, ext. 216.

March 7 - April 13

Actors Alliance Theatre will feature Henrik Ibsen's classic, **Ghosts**. This mystery studies the darker side of human nature where ghosts from the past determine the destiny of the young and innocent. Friday at 8:30 p.m., \$9. Saturday at 5:30 p.m., \$8, and 9 p.m., \$10. Sunday at 6:30 p.m., \$8. 30800 Evergreen at Thirteen Mile Road, Southfield. 642-1326.

March 9

"Concerts-in-the-Garden" features jazz and classical flutist, **Alexander Zonjic**. The purchase of a \$5.50 ticket includes brunch—or just come to watch the show for \$3.50. 10:30 a.m. Tel-Twelve Mall, Southfield. 354-4717.

Second annual "Cuisine Extraordinaire," sponsored by the Children's Hospital of Michigan Auxiliary, features the gourmet specialties of many of the Detroit area's most prominent chefs. Dancing to the music of the Mark Phillips Band at the Roostertail. 5-8 p.m. Tickets are \$50, \$75 and \$100. 494-5373.

Rose Marie Floyd's **Contemporary Civic Ballet Company** will perform with the **Southfield Symphony Orchestra**. 7:30 p.m. Lathrup High School, Southfield. \$8. 354-4717.

The Grosse Pointe Symphony Orchestra presents a **Classic to Contemporary** concert, featuring Stacey Woolley on violin and Vincent Lioni on viola. The Symphony will be conducted by Felix Resnick, with a meet-the-artist reception following. \$6 adults, \$3 students. 3:30 p.m. Parcels School Auditorium. Mack at Vernier, Grosse Pointe Woods. 886-6244.

March 11

Young Artist Concert features saxophonist **Timothy Miller** in concert at the Cranbrook House Library at 8:30 p.m. \$7. 380 Lone Pine Road, Bloomfield Hills. 645-2037.

University Liggett School presents an **All School Instrumental Concert**. 7 p.m. 1045 Cook Road, Grosse Pointe Woods. 884-4444.

March 11 and 15

Hear the music of Vivaldi, Peck, Schubert and Dvorak performed by the **Renaissance City Chamber Players**. 8 p.m. \$12, \$9, \$6. March 11 at Varner Hall, Oakland University. March 15 at Orchestra Hall. For information, call 626-8742.

March 12

Grosse Pointe North Parent Club **Spring Benefit Fashion Show and Luncheon**. Fashions by Jacobson's. 11:30 a.m. \$15 per person. Free babysitting. Assumption Cultural Center, 21800 Marter Road, St. Clair Shores. 343-2187.

March 12-16, 19-22

Enjoy Agatha Christie's melodramatic mystery as the Grosse Pointe Theatre presents **The Mousetrap**. This is the longest-running play in history. "The Mousetrap" is the story of a group of people closeted in a country manor with a psychotic murderer. For play times and ticket prices, contact the Grosse Pointe Theatre, 32 Lake Shore Drive, Grosse Pointe Farms. 881-4004.

March 13

As part of its travel series, Macomb Center for the Performing Arts presents Stan Midgley with his film, **My California**. Midgley, known for his humor, has been hailed as "the Mark Twain of the Camera." In his film he takes the audience from Hollywood Boulevard to Yosemite on his tour of the Golden State. 8 p.m. Adults \$4, students and senior citizens \$3. Macomb Community College Central Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

March 13 - May 14

The Adventures of Stanley Tomorrow, by Alan Foster Friedman, is a play about the adventures of an eleven-year-old boy. Stanley Lark 3 (not pronounced the III), as told by a grown-up Stanley Lark 3, who in turn has his own eleven-year-old boy, Stanley Lark 4. Three generations of Stanley Larks, all on stage at the same time, learn the lessons of life. 8:30 p.m. Thursday through Saturday; 7:30 p.m. Sunday. \$7. Detroit Repertory Theatre, 13103 Woodrow Wilson, one block west of the John Lodge Freeway. 868-1347.

March 15

Hear the harmonies of these national recording artists well known for their radio and TV jingles. **The P.M. Singers**, directed by pianist-arranger Phil Mattson, will appear at Macomb Center for the Performing Arts as part of its jazz series. 8 p.m. Adults \$8, students and senior citizens \$6. Macomb Community College Central Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

March 16

William De Turk conducts the **Grosse Pointe Memorial Church Festival Choir and Orchestra** in a Lenten concert. 7:30 p.m. Grosse Pointe Memorial Church. 16 Lake Shore Drive, Grosse Pointe Farms. 882-5330.



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Follow the erratic journey of Don Quixote as he roams the countryside to battle evil, to right all wrongs and to advance the cause of chivalry in **Man of La Mancha**. This nationally-touring musical stops at the Macomb Community College Central Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

View the main floor of the magnificent Edsel and Eleanor Ford House before and after the performance by the **Renaissance City Chamber Players**, with guest artist Thomas M. Kuras on harpsichord. Works by baroque composers - Bach, Vivaldi, Pachelbel and others will be featured. A post-concert wine reception with the featured artist will be held in the formal dining room. 3 p.m. \$9. 1100 Lake Shore Drive, Grosse Pointe Shores. 626-8742.

As part of their Sunday night classical series, the **Birmingham Bloomfield Symphony Orchestra** plays Brahms' "Piano Concerto #2" and Franck's "Symphony in D minor," with featured pianist, David Syme. 7:30 p.m. West Bloomfield High School, Long Lake Road, between Walnut Lake Road and Lone Pine Road. \$8 adults, \$5 children. 643-7288.

March 19

The **Detroit Concert Band** performs at 8 p.m. \$14, \$12 and \$10. Light Guard Armory, Eight Mile Road. 886-0394.

See **The Miser** at Meadowbrook Theatre. Lunch at the Paint Creek Restaurant before seeing Molière's funny satire about Just for money. Buses leave the Grosse Pointe War Memorial at 10:30 a.m. and return by 6:30 p.m. \$33. 32 Lake Shore Drive, Grosse Pointe Farms. 881-7511.

March 19 - 23

Harbinger Dance Company, founded in 1970 by Artistic Director Lisa Nowak, performs with a dynamic style ranging from modern to neoclassical. 8 p.m. Wednesday, Friday and Saturday. 2 p.m. Sunday. Prices range from \$8 to \$16. 350 Madison Avenue, Detroit. 963-7680.

March 20

Take a **tour of Detroit's historic churches**. Detroit Upbeat will guide you through three noted churches, the first being Fort Street Presbyterian, which was constructed in 1855 and refurbished twice due to fire. Mariner's Church, first built as a log building and then modified in stone, is Detroit's oldest stone church building. Also see St. Joseph's Roman Catholic Church, one of Detroit's ethnic parishes which still holds a monthly Mass in the German language. 9:30 a.m. through 3 p.m. \$36. Reservations at Detroit Upbeat, 341-6808.

March 20 - April 20

The Detroit Institute of the Arts holds its **Forty-ninth Annual Detroit Public Schools Exhibition**. Tuesday through Sunday, 9:30 a.m. to 5:30 p.m. 5200 Woodward Avenue, Detroit. 833-7900.

March 22 and 23

Listen to the music, watch the movies, learn the dances and meet the personalities that made the 1940s so memorable, at Henry Ford Museum's **1940s Great Escape Weekend**. 9 a.m. to 5 p.m. \$8 for adults, \$4 for children. 20900 Oakwood, Dearborn. 271-1620.

March 23

Bop to music with the Basie beat and the Ellington touch as the **Jimmy Wilkins Orchestra**, hailed as Detroit's "resident big band," plays the Macomb Center for the Performing Arts. 7 p.m. Adults \$6, students and seniors \$4. Macomb Community College Central Campus. 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

Relax to the sounds of the Lyric Chamber Ensemble at the Edsel and Eleanor Ford House. **An Afternoon with Claude Bolling** features "Suites" for jazz piano with guitar, flute, cello and violin. 3:30 p.m. \$8 adults, \$6 children and senior citizens. 1100 Lake Shore Drive, Grosse Pointe Shores. 357-1111.

March 25

Eric S. Rabkin will present a humorous and insightful lecture on the psychology of the joke, entitled **You've Got To Be Kidding: Why We Tell Jokes (Rated X)**. Learn why we tell jokes, what they are, and how they meet differing social and psychological needs. A member of the Department of English, University of Michigan, Dr. Rabkin has lectured throughout this country and in Europe. 8-10 p.m. \$6 general admission, \$5 COS members, \$3 students under 21. Grosse Pointe War Memorial, 32 Lake Shore Drive, Grosse Pointe Farms. Call 881-7511 for additional information.

March 29

The children's series at Macomb Center for the Performing Arts presents **Cinderella**, featuring Kathy Piper, president of the Puppeteers of America, who is widely applauded for her use of large-scale marionettes and "live" voices. 10 a.m. Adults \$4, children \$2. Macomb Community College Central Campus, 44575 Garfield Road at Hall Road, Clinton Township. 286-2222.

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continued from page 107

Mind Your Ps and Qs

The social amenities are alive and well at Jacobson's in the Village.

"We teach a manners class for boys and girls between the ages of six and eleven," says Barbara Denler, sales promotion manager. "These young ladies and gentlemen learn manners and the rights and wrongs of opening doors, as well as how to introduce themselves and others, and safety tips for answering the phone."

There are two sections of the manners class, one for six- to eight-year-olds and another for nine- to eleven-year-olds. Classes are held in the training room and run for three consecutive Saturdays, with each session lasting about one half-hour.

Jacobson's has sponsored the manners course with a very simple strategy. "My mother once said to me, 'Raise your children so that other people like them, because you are going to love them no matter what.' That is what we try to do here," says Denler.

Not all participants are immediately receptive to an education in the basics of etiquette. "The parents sign their children up in the department. You always have a couple of boys who absolutely don't want to be there, especially the older ones. I try to bring them into the class and make them my assistants. I might say, 'Joe, you're the oldest one; now, how would you handle this?'"

If a child is already well-versed in his please and thank yous and how do you dos, Denler has no qualms about levelling with the parents. "If the child is that mature, I tell the parents to take him or her out, because there is no sense in teaching a child who already knows all these things. Sometimes you will have all six-year-olds and one nine-year-old who is in the class because of a little brother or sister. It's not fair to make the older child sit through the class, because it isn't a punishment; it should be fun.

"I think the people who send their children want them to hear from somebody else what they have heard at home. If they hear it from somebody else, they just might say, 'oh yeah, mom was right.' We are really just reinforcing what the parents believe and teach at home."

While the manners class instills young children with confidence in their dealings with others, the new dimensions course instills young women with a sense of self-confidence in dealing with their changing world.

"These classes for teens have been around for a long time," says Denler. "They were started in the 1960s by Mrs. Jacobson, who was then the manager in the teen department. I have girls now who come in with their mothers, who took the course when they were young."

The course is offered twice a year and consists of four forty-five minute classes held on consecutive Saturdays. The program builds up to a fashion show finale, but the girls learn a lot about good grooming, smart shopping, fashion and personal style along the way.

According to Colette Bradley, manager of the teen department, "The first class focuses on visual poise, how to present yourself and how to act. We also do a little bit of work with figure types, what to wear and what colours are good for your skin type."

"The second Saturday we go into makeup. Our makeup consultant does a makeover of one of the girls. We are not



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suggesting that the girls wear makeup," Bradley adds; "we are just trying to impress upon them that if they do wear it, they should wear it lightly."

"The third Saturday, we cut one of the girl's hair; then we talk about proper hair care and types of hair styles.

"The fourth session is graduation day! Each class, we always choose three of the girls to model, so they can practice in front of the group," says Bradley. "Every Saturday we bring out a runway where they can practice walking back and forth and turning. Everyone is very stiff the first time; then the second time we have some upbeat music on and they loosen up; by the third time they are dancing up there and really having fun. They each pick out an outfit and model it at a reception for their parents. We describe the outfit and present each one with a rose, then take their pictures. The girls are thrilled.

Pictures are put into an album that stays on the counter in the teen department to encourage other girls to sign up. "I get so many girls," sighs Bradley. "I just take the top thirty or so names from the list. It is never too early to sign up, because the wait can be as long as two years." Denler notes that some girls have been on the list so long that by the time they are called they have outgrown the clothes in the teen department.

"What girl wouldn't love to be a model," says Denler, explaining the consistently high turnout for the free program. "I don't know anyone who wouldn't; even the shy girls, when they put on pretty clothes and makeup, enjoy themselves." ♦

CATALOG OF SCHOOLS

continued from page 105

Grade levels: 9-12
No. of students: 230
Student/Teacher ratio: 4:1
Tuition: \$6,900 (day students); \$11,200 (boarding students). Application fee, \$30
Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.
School philosophy/orientation: To prepare young women for admission to fine colleges and to instill in students a high regard for personal excellence.
Curriculum: College preparatory, with all students required to participate in the school's work program.
Attendance at weekly chapel services is required.

THE FESSENDEN SCHOOL
West Newton, MA 02165
(617) 964-5350
Year Founded: 1903
Description: Private junior day and boarding school for boys.
Accreditation: ISAM
Entrance Criteria: Selective, based on testing, teacher recommendations, previous school record, and interview. Applicants for the Upper School must also submit an essay.
Grade levels: Lower school: 1-4; Upper school: 5-9
No. of students: Lower school: 60; Upper school: 270
Student/Teacher ratio: 5:1
Tuition: \$5,200-\$7,700 (day students); \$12,650, + \$1,000 misc. (boarding students)
Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J.
School philosophy/orientation: Helps boys flourish, grow and learn through high academic standards, challenging and diverse athletic options, and the warmth and caring of a dedicated faculty.
Curriculum: Carefully structured classroom activities while maintaining the flexibility and individual attention necessary to provide the best possible learning environment for each boy.

GROTON SCHOOL
Groton, MA 01450
(617) 448-3367
Year Founded: 1884
Description: Private, coeducational day and boarding school.
Accreditation: NEASC
Entrance Criteria: Selective, based on testing; teacher recommendations, outside recommendations, and interview.
Grade levels: 8-12

No. of students: 315
 Student/Teacher ratio: 5:1
 Tuition: \$7,100 (day students); \$11,000 (boarding students); Application fee, \$30
 Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
 School philosophy/orientation: Committed to providing students with the highest standards of academic achievement, intellectual growth, ethical awareness and behavior, athletic endeavor and sportsmanship, and service to others.
 Curriculum: College preparatory, with emphasis on language, mathematics, science, history, and the arts. Greek is offered and a course in biblical studies is required.

HOTCHKISS

Lakeville, CT 06039
 Year Founded: 1891
 Description: Private, coeducational boarding school
 Accreditation: NEASC
 Entrance Criteria: Selective, based on previous school record, testing, three teacher recommendations, interview, essay, and guidance counselor's, principal's or headmaster's personal evaluation.
 Grade levels: 9-12, postgraduate year
 No. of students: 525
 Student/Teacher ratio: 6:1
 Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
 Parent loan plan available.
 School philosophy/orientation: Strives to prepare students for further education and responsible citizenship. Pursues excellence with the realization that it comes only with hard work and administers in the best interest of trustworthy students.
 Curriculum: College preparatory, with all students required to participate in school service each year and weekly worship service.

INTERLOCHEN ARTS ACADEMY

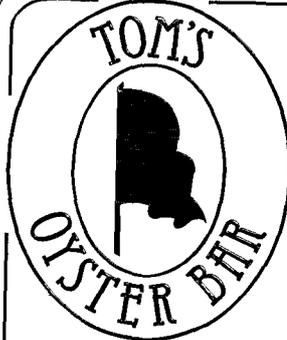
Interlochen, MI 49643
 (616) 276-9221
 Year Founded: 1962
 Description: Private, coeducational boarding school
 Accreditation: ISACS; U of M
 Entrance Criteria: Selective, based on previous academic, record and personal recommendations. An audition or portfolio in fine arts is also required.
 Grade levels: 9-12
 No. of students: 400
 Student/Teacher ratio: 6:1
 Tuition: \$9,500
 Financial Aid: Yes, based on need. Artistic talent and potential weigh heavily.
 % of students who go to college: 98%
 School philosophy/orientation: A lifetime commitment to the arts and to the cultural life of the world.
 Curriculum: College preparatory, with a full and balanced combination of academic training with the creative and performing arts.

LAKE FOREST ACADEMY - FERRY HALL

1500 W. Kennedy Road, Lake Forest, Ill. 60045
 (312) 234-3210
 Year Founded: 1857, 1869; merged: 1974
 Description: Independent, coeducational day and boarding school
 Accreditation: NCA
 Entrance Criteria: Selective, based on previous academic record, teacher and school recommendations, interview, and testing.
 Grade levels: 9-12
 No. of students: 300
 Student/Teacher ratio: 13:1
 Tuition: \$6,350 (day students), \$10,900 (boarding students). Application fee: \$35; books and fees: extra
 Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.
 Recipients of aid must participate in work-study program.
 % of students who go to college: 100%
 School philosophy/orientation: Committed to developing the student's individual potential through rigorous training in the spiritual, intellectual, and physical disciplines leading to maturity.
 Curriculum: College preparatory.

THE LEELANAU SCHOOL

Glen Arbor, MI 49636
 (616) 334-3072
 Year Founded: 1929
 Description: Private, coeducational boarding school
 Accreditation: ISACS
 Entrance Criteria: Selective, based on testing and personal interviews
 Grade levels: 9-12
 No. of students: 100
 Student/Teacher ratio: 10:1
 Tuition: \$9,250 per year
 Financial Aid: Yes.
 % of students who go to college: 100%
 School philosophy/orientation: To provide an academically sound education, which emphasizes moral leadership, academic excellence, social responsibility, cultural and environmental awareness, and physical fitness.
 Curriculum: College preparatory



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continued on page 136

MUSIC

continued from page 25

taught because it developed citizenship, character and team spirit, and promoted body health. This is the old *give a kid a horn to blow and he'll never blow a safe attitude*. Many schools still use this rationale for teaching music.

Other schools teach music with avocational goals; preparing students to sing in church choirs, to play in community orchestras and, for most, learning to become more sophisticated listeners.

Too many schools still pursue music for all the wrong reasons—for public relations or to have a good band to back up the football team. I have no quarrel with public relations or marching bands, but they should be outgrowths of a program, not the sole reason for its existence.

Music will always be recognized as one of the supreme achievements of human endeavour. Through music, people are able to create for themselves another "world" — one of sublime

beauty, a world endowed with the power of mystical communication.

People and music constitute a great cycle of creative pleasure. Music grows out of life. Music, in turn, can enrich life, awakening emotions which imbue our daily existence with richer meanings and deeper satisfaction. Music can create in those who hear it a "clean heart" and a "right spirit." For just as music is made by people, so people are made by music. ◇

FINANCE

continued from page 22

do not stop when you begin making withdrawals. Assets that remain in your IRA continue to enjoy tax deferral. When you reach age 70½, you must base your withdrawals on your life expectancy or the joint life expectancy of yourself and your IRA's beneficiary. Also, you may make withdrawals from your IRA at any time; prior to age 59½,

you will be assessed a penalty as described in Misconception Number Three.

In addition, if you are covered by your employer's retirement plan, check out the voluntary contributory feature of the plan. Many corporate plans allow you to make voluntary after-tax contributions. Also, check to see if your employer offers a thrift plan, a stock option plan, or a stock purchase

plan. These options may provide you with another built-in way to save for your retirement.

If you are self-employed and do not have a retirement plan, setting up a qualified employer plan or an IRA-SEP could mean not only retirement security in the future, but also significant tax savings now.

Don't wait to let retirement take care of itself — because it won't. ◇

DICKENS OF A TIME

continued from page 52

with reality, seniors often become phonies. They put on a fantastic show of "cool."

Seniors apparently have the world by the tail. After all, they know more as seniors than they have ever known before, and because they do not yet know how much they do not know, they know more than they will ever again know.

School spirit, for seniors, is "cool" if the team's winning — or everyone else is going — but leave all that juvenile rah, rah stuff to underclassmen. But if seniors could somehow upset the juniors and sophomores by helping the

freshmen, well...

Seniors seem to live by Eddie Murphy's musical advice, "party all the time." But often, it's all a cover-up. If juniors suddenly find that they have to think about the future, seniors have to confront it. They face a world without the protective support of mom and dad. A job translates into more than money for partying — it defines what they can, and cannot, do. They have to test their college goals with the reality of applications — and the chance that they may be turned down. It's a scary world out there!

But for many young people, high school life continues beyond high

school. Even as they tackle jobs or college, they maintain old ties. Many of them select a school based on where their friends are going, and they often room with them when they get there. If nothing else, vacations are a time for reunion, and at homecoming or during Christmas or spring vacations the school corridors are filled with graduates coming home to renew old ties. These young people are building new lives, with a full appreciation for the past.

It is the best of times; it is the worst of times. Only in later life can the poignancy of these years become pure pleasure. ◇

LOOKING BACK

continued from page 88

non-existent then, for the most part.

The most obvious exception was March 14, 1968 when the now-defunct Human Relations Council brought Martin Luther King, Jr. to Grosse Pointe to speak at Grosse Pointe South High School's gymnasium. His visit sparked controversy on the board when

two members tried to find a way to block his visit.

While 200 picketers from the ultra-right-wing organization, Breakthrough, quietly demonstrated outside, and while extra police and firemen were called to duty for the evening at the expense of the Human Relations Council, 2,700 people packed inside to give King repeated standing ovations

throughout his address.

The boards of yesterday, as today, included an especially dedicated group of people. Pointe residents should only be grateful to them: for their willingness to go forth even in the face of major obstacles and controversies such as that sparked by the King speech — lest we forget. ◇

THE ODYSSEY

continued from page 87

"It was a spur of the moment thing," recalls Lawrence. "What started as a business trip turned into an adventure through four countries packed into sixteen days."

Indeed, only a week before departure, Lawrence approached his son Jeff, a 1985 South graduate, with the offer to join him on his trip. When daughter Jenny and two friends of both teenagers expressed an interest in the trip, an expeditious, eleventh-hour pursuit of passports proved successful, and the green light for the European jaunt began to flash.

Stops in London, Paris, Geneva, Florence, and Rome, particularly, were highlights of the tour.

"Rome was fantastic; and, I believe, more worthwhile for the kids because they had prior knowledge of what they'd see there," says Lawrence. "They were fairly awed by the Colosseum and St. Peter's Basilica through their exposure to them through history courses, major art works and movies."

When asked if he would do it again, Lawrence readily replies that he would, "only with more preparation and study of the places we were to visit. The young people enjoyed it more when they knew what they were going to see."

The stories are seemingly endless. Talk about what one has learned while travelling rolls easily off the tongue. The story of student travel in the Pointes is one forever in motion. Someone is going, another has just returned, more are planning, others work with diligence behind the scenes. It is a workshop full of energy, enthusiasm, ideas, dedication.

It is a community treasure, nothing less. Grosse Pointe's dedication to the total education of its youth, its greatest resource, is where the mosaic of a lifetime begins. ♦

FOOD

continued from page 112

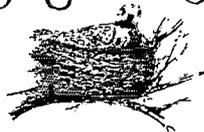
stays of the macrobiotic diet, calming metabolic swings and helping one to become centered and balanced.

Many students attend classes at the Sprout House because of some health problem or concern; some seek an alternative to pills and surgery and find macrobiotics to be effective, stating how much better they feel since changing to this style of eating. ♦

If learning about foods appeals to you — eating, preparing, or presenting — there are more than forty offerings from which to choose in Grosse Pointe this winter: low-cal, high-cal, healthful, sinful, each fun and informative. Call for details. ♦

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The Sprout House: 331-3200 or
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EDUCATION

MIDDLESEX

1400 Lowell Road, Concord, MA 01742
(617) 369-2550

Year Founded: 1901

Description: Nonsectarian, coeducational day and boarding school
Accreditation: ISAM

Entrance Criteria: Competitive, based on testing, previous academic record, three teacher recommendations, a personal recommendation, and interview. A graded writing sample is also required.

Grade levels: 9-12

No. of students: 296

Student/Teacher ratio: 6:1

Tuition: \$8,250 (day students), \$11,000 (boarding students). Other fees: \$500-\$700.

Financial Aid: Yes, based on proven need and availability of funds.

% of students who go to college: 100%

School philosophy/orientation: To encourage growth in mind, body, and spirit; to help students find friends; to gain self-understanding, self-esteem, and intellectual depth; to acquire self-control; to evolve a system of high values and standards; to learn to cope with uncertainty and ambiguity; to discriminate between what is of value and what is not; and to practice good citizenship.

Curriculum: College preparatory, with emphasis on developing the skills of learning essential to continuing education in the liberal arts and sciences. Greek is offered. Students are required to attend weekly chapel services.

MISS PORTER'S SCHOOL

60 Main Street, Farmington, Ct. 06032
(203) 677-1321

Year Founded: 1843

Description: Private day and boarding school for girls

Accreditation: NEASC

Entrance Criteria: Selective, based on previous school records, recommendations, personal essay, testing, and interview.

Grade levels: 9-12

No. of students: 307

Student/Teacher ratio: 9:1

Tuition: \$7,200 (day students), \$11,150 (boarding students).

Application fee: \$25; other fees: additional.

Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.

% of students who go to college: 99%

School philosophy/orientation: Committed to studies that clear the mind, challenge the spirit, and perpetuate high individual standards.
Curriculum: College preparatory, providing thorough, sequential instruction in reading, writing, speaking, computing and symbolic reasoning.

PHILLIPS ACADEMY (ANDOVER)

Andover, MA 01810
(617) 475-3400

Year Founded: 1778; merged with Abbot Academy, 1973

Description: Independent, coeducational day and boarding school.
Accreditation: NEASC

Entrance Criteria: Selective, based on personal interview, testing, personal interview and teacher recommendations.

Grade levels: 9-12, postgraduate year

No. of students: 1,200

Student/Teacher ratio: 6:1

Tuition: \$7,350 (day students), \$9,700 (boarding students).

Application fee: \$20; books and supplies: \$575

Financial Aid: Yes, based on financial need, as determined by the School Scholarship Service, Princeton, N.J. A parent loan program is available.

% of students who go to college: 100%

School philosophy/orientation: Committed to providing a rigorous academic education for qualified youth from every quarter and to helping students develop the skills and values necessary for personal fulfillment and a significant contribution to society.

Curriculum: Required core of studies fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student.

PORTSMOUTH ABBEY

Portsmouth, RI 02871
(401) 683-2005

Year Founded: 1926

Description: Roman Catholic, day and boarding school for boys, belonging to the English Benedictine Congregation.

Accreditation: NEASC

Entrance Criteria: Selective, based on testing, teacher recommendation, previous school record, and personal interview. Candidates for admission are advised to file a preliminary application at least a year in advance of the proposed enrollment date.

Grade levels: 9-12

No. of students: 260

Student/Teacher ratio: 6:1

Tuition: Application fee: \$25, \$6,200 (day students), \$11,200 (boarding students); books and other fees: \$500.

Financial Aid: Yes, based on financial need as determined by the School Scholarship Service, Princeton, N.J.

% of students who go to college: 100%

School philosophy/orientation: To prepare students intellectually and morally for the demands of future academic pursuits and promote individual responsibility in society.

Curriculum: College preparatory, with courses in Christian doctrine required for three and one-half years. Greek is offered.

ST. JOHN'S MILITARY ACADEMY

1101 N. Genesee Street, Delafield, WIS 53018
(414) 646-3311

Year Founded: 1884

Description: Independent boarding school for boys

Accreditation: ISACS

Entrance Criteria: Selective, based on previous academic work, testing, prior citizenship and conduct, motivation, and ability to complete the curriculum.

Grade levels: 7-12

No. of students: 294

Student/Teacher ratio: 11:1

Tuition: \$8,850; Uniforms and fees: additional. Application fee: \$50

Financial Aid: Yes, based on need, leadership, scholarship and athletic potential.

% of students who go to college: 100%

School philosophy/orientation: To develop young men sound of mind, spirit and body, who are prepared for higher education and for the ever-changing world beyond school.

Curriculum: College preparatory, with attendance at chapel services required twice weekly. Courses in military science and military drill required of all Upper School students.

WESTOVER

Middlebury, Ct. 06762
(203) 758-2423

Year Founded: 1909

Description: Private day and boarding school for girls

Accreditation: NEASC

Entrance Criteria: Selective, based on testing, previous school records, and recommendations from teacher and guidance counselor or school head.

Grade levels: 9-12

No. of students: 180

Student/Teacher ratio: 6:1

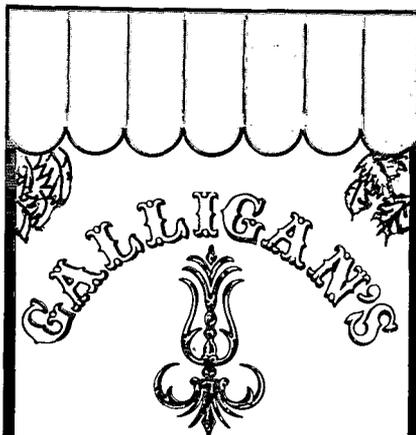
Tuition: \$6,800 (day students), \$11,200 (boarding students). Other fees: \$500

Financial Aid: Yes, based on need, as determined by the School Scholarship Service, Princeton, N.J.

% of students who go to college: 100%

School philosophy/orientation: Offers girls the opportunity to discover who they are, to have the confidence and strength to shape their own lives, and to become the best that they can be.

Curriculum: College preparatory, with commitment to creative innovation and growth. Attendance at weekly chapel service is required. ♦



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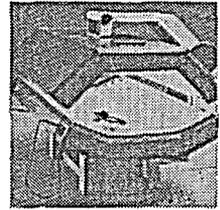
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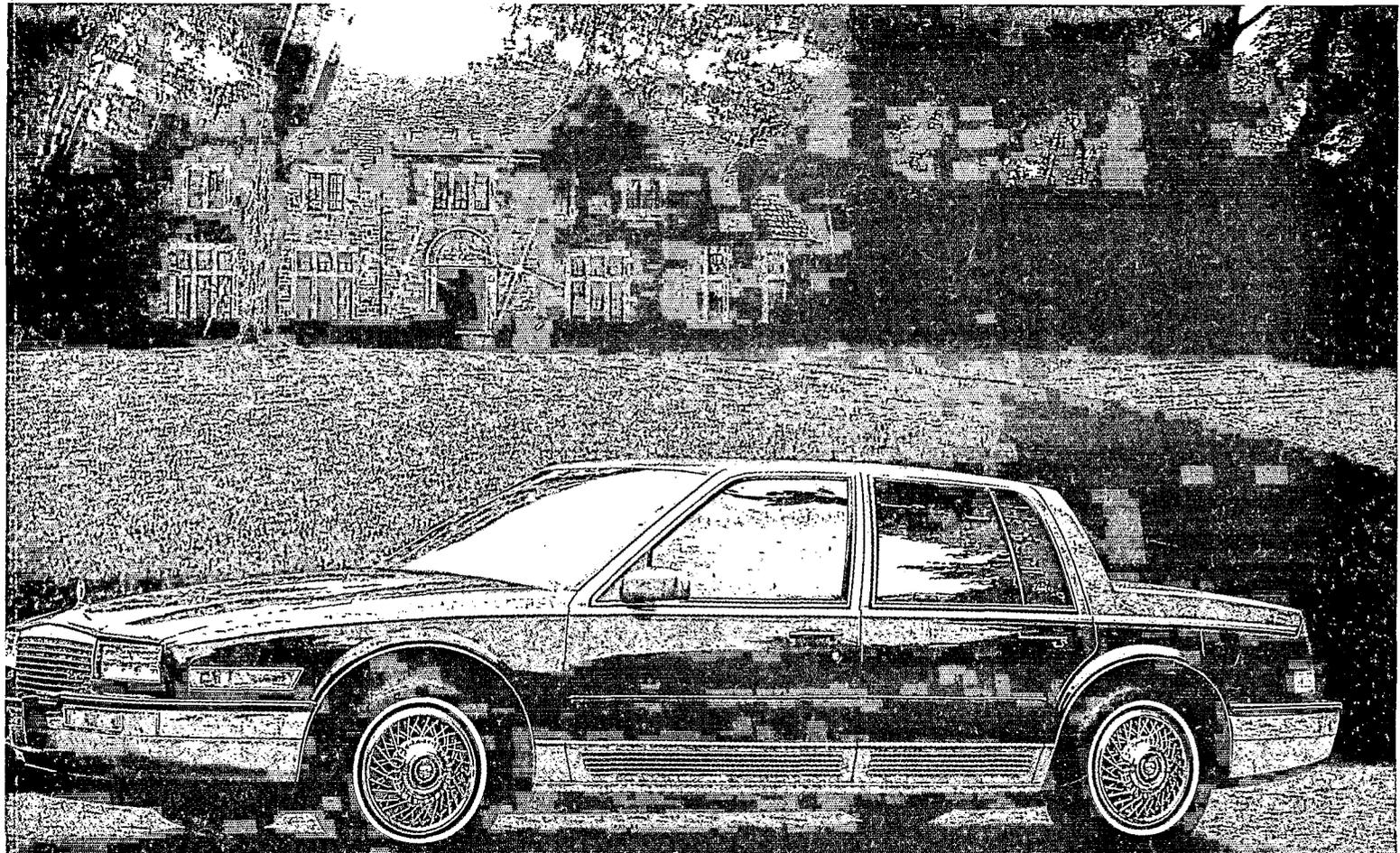

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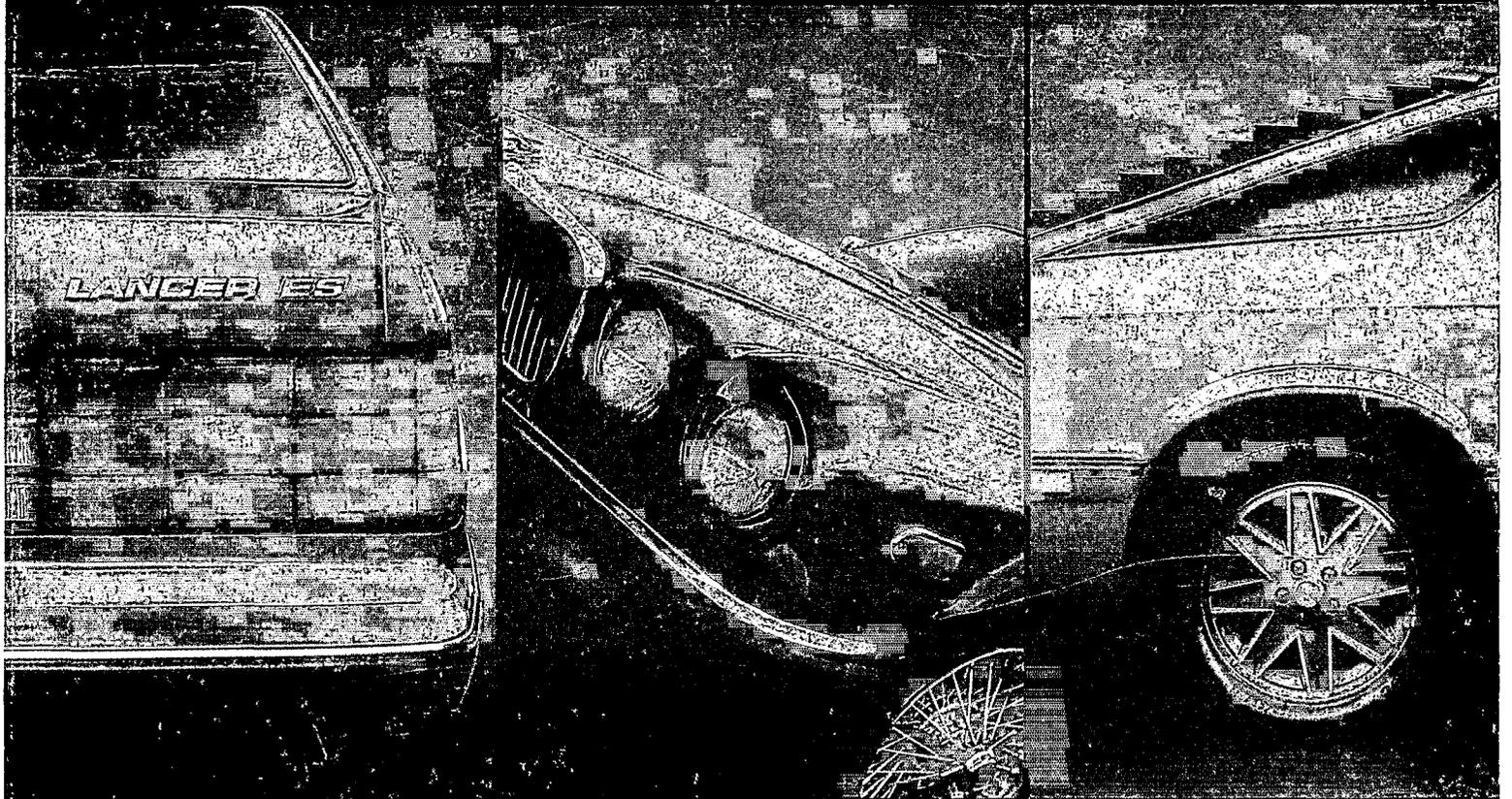
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