



Ann Van Lopic
Nurse



Margaret Wilcox
Office Clerk



Mary Ann Kavell
Helping Teacher



E. J. Lederle
School Commissioner



Harriet Van Antwerp
Helping Teacher




Jane Franseth
Helping Teacher



Ethel O'Conner
Helping Teacher





County School Office

LIKE many other offices the County Commissioner of Schools' office has considerable of clerical routine work to perform. This is all fixed by statute and with the ever-increasing population of the county the amount of this work is naturally increasing. The 1925 legislation relative to census and accounting of all children of school age has enormously increased the clerical work of the office. Since state school aid is disbursed upon the basis of this census, absolute accuracy and detailed information are required.

Connected with this census are regular forms for the recording of data as to attendance, physical fitness, academic ability, and other useful knowledge regarding every child enrolled in school. This accumulative data is of great worth to the teacher, the parent or any agency having to do with the welfare of the child. As time goes on very complete information will be had on each child, but this entails a great amount of work.

The above clerical routine work of the office requires only help and time. It is all very definite, but the activity of this office as set forth in the following quotations from the law covering the duties of the Commissioner of Schools is the challenge.

"To counsel with the teachers and school boards as to the course of study to be adopted and pursued, and as to any improvement in the discipline, instruction and management of the school.


"To promote by such means as he may devise, the improvement of the schools in the county, and the elevation of the character and qualifications of the teachers and officers thereof."

The Oakland County School Office is endeavoring to meet this general and all inclusive responsibility. In its efforts it has had excellent cooperation and support from the Board of Supervisors, the school officers, the teachers, and the school patrons of the various districts. This cooperation and support have been freely given because it is realized that the work of the school is formative and to the extent that it does its work well there will be less need of corrective and reformatory work later on. That community which is giving serious concern to the proper training and development of its youth is making the greatest contribution to the welfare of the nation.

With regard to the improvement in teaching and the stimulation and achievements of the children the reader is referred to the following section entitled, "Four Years of Helping Teacher Service."

Schools were instituted for the training of the intellect, but a strong and well trained mind can be developed and function best only in a strong and physically fit body. Physical fitness rightly comes, therefore, before intellectual fitness. A conscious effort along this line has been made in the rural schools of this county as briefly stated in the article, "The Net Profits of a Year of Health Education."

In the matter of selection of sites and the erection of school buildings great progress has been made. Large sites of five acres or more, properly located, are now the rule and only fireproof buildings of the unit-type of construction are built. With the very rapid development of the county calling for new sites and buildings there is a very great need for a County Board of Control in these matters. With 185 small irregular districts, it is absolutely impossible in most instances to ideally meet the needs of any one district without being concerned with other districts. Power at least of realigning the boundaries of districts in keeping with the present-day development and needs should rest in



some central board. Our schools in this respect are still in the "Path-master stage of road construction."

With regard to assessed valuation, some districts are from two to six times as valuable as like districts adjoining them. One district in the northern part of the county had a valuation in 1927 of \$48,950. Another district in the county responsible for the schooling of the same number of children as the above district had a valuation of \$3,070,300. This means that to give the children like educational opportunity the people would have to tax themselves 62 times as much in the first district as in the second. While people are liberal in taxing themselves for schools, one could hardly expect them to pay \$62.00 for something in one place that they could get for \$1.00 elsewhere.

Notwithstanding the fact that the people of many poorer districts willingly tax themselves very heavily for schools, still their children do not have an equal chance with those of the richer districts. If we believe in democracy in educational opportunity, then a larger unit of taxation is necessary. Most states are looking upon the county as the logical unit. If Oakland County is to do as much for its schools as it has for its roads, its parks and its county buildings, then the county should be the unit of taxation. Considerable control should always be left to the local area, but for efficient management the larger area is absolutely necessary. In order to do this special legislation must be had. It is time that some of our more progressive counties were giving thought to this matter. Shall Oakland lead or follow?

E. J. LEDERLE,
Commissioner of Schools.

1 1

FOUR YEARS OF HELPING TEACHER SERVICE

1

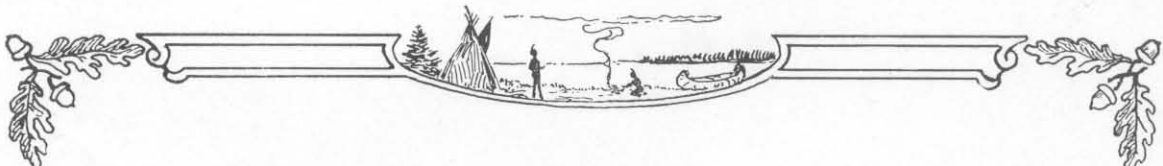
*Ob! Here's to Oakland County,
Your County, My County,
Ob! Here's to Oakland County,
The best in the state.*

*We're glad we live in it,
We'll work to our limit,
To better Oakland County,
The best in the State.*

EIGHT THOUSAND lusty children's voices joyously sing the above song in the Rural Schools of Oakland County. Peace, happiness, love of school, and its achievements blend into the harmony of the school song. Eight thousand eager minds work with pride during the busy days as they live true to their motto—"Every school, a better school."

This road to happiness for the rural schools of Oakland County had its beginning in 1923. In that year the County School Office viewed the rich possibilities of the fourth richest County in the State, as a rare opportunity to bring something worthwhile to the boys and girls and communities whom it was to serve. There were placed at the disposal of the School Office, 900 square miles of territory, 165 school districts, 136 one-teacher schools, 28 two-teacher schools, and 10 three or more teacher schools, engaging the services of 230 teachers. This did not include the eighteen school systems with able superintendents at their head.

The County Office became much concerned with the 230 teachers, who with a limited amount of training, and practically no experience, were looking to it for helpful constructive criticism. How could one County School Commissioner, with his many



pressing administrative duties, apportion his time to give these teachers help in the improvement of teaching? At best, it could be done only in a very superficial and cursory fashion. Ineffective teaching is wasteful and therefore costly. What was the remedy to be?

After considerable thinking, planning, and talking with leaders in the field of Rural Education, it was decided to adopt the Zone Plan of Supervision with Helping Teacher Service. This plan originated with Dr. M. S. Pittman, head of the Rural Department of the Michigan State Normal College. Dr. Pittman, from the first initiation of the Oakland County Program, has been a constant source of inspiration and help to the Commissioner of Schools and his Helping Teachers.

This plan of supervision of instruction was placed before the Oakland County Board of Supervisors. Fortunately for the School Office and its cherished plans, this Board, composed of high minded, progressive men, favored the improvement and advancement of education in the rural schools. Consequently the Board authorized the Commissioner of Schools to hire one Helping Teacher, to look after the improvement of teaching the first year, three for the second year and four for the third year. Thus as specified by the Board of Supervisors, led by the Commissioner of Schools and one Helping Teacher, a program of Supervision for rural schools was established in September, 1924.

The plan of supervision as it exists at the time of this writing is as follows: The County is divided into four sections or zones for supervisory jurisdiction, of approximately 45 teachers each; each zone in turn is divided into 3 smaller units of about 15 schools each. Each Supervisor, therefore, has three groups of schools, 15 in each district or division. She visits three schools a day, fifteen a week, and on the Saturday following each week of visits, meets the teachers visited during the preceding week at some conveniently located school for discussion and conference. This gives every teacher a monthly visit by the Supervisor and one Zone Meeting a month.

A subject a month is stressed. The Supervisor sets up the program for the new month in the Zone Meeting. She also reviews, sums up, and checks work accomplished in the subjects of the preceding month. She teaches a demonstration lesson in the new subject to receive consideration and a class room teacher gives a demonstration lesson in the subject of the past month. After the lessons are taught the teachers, led by the Supervisor, discuss the technique and method of procedure used and return to their schools with renewed vigor and inspired efforts to improve their own teaching.

What are the qualifications of Helping Teachers? Mr. Lederle, Oakland County Commissioner of Schools, says, "They must be persons who by education, personality, and experience in rural teachings are capable of leadership in the rural field. They must be sympathetic, optimistic, forward looking individuals who enthusiastically give themselves to their job. They must be lovers of children, with understanding hearts. They must be mother, sister, counselor, inspirer, and friend of the teachers. They must be wholesome in mind and body, fearless in wind, mud, snow, and ice. Rain or shine, fog or sleet, they must be at the service of the community and schools which they serve."

What have been the results of five years of Supervision in Oakland County? One of the most noticeable results would be the acquisition of remarkable social poise on the part of the children.

Be a visitor and enter a one-room school located up in the hills in a sparsely peopled district in the northern portion of the County. A child hostess sweetly greets you. She takes your wraps, finds you a chair and introduces you to the children. You notice that your entrance has not interrupted the work of the children. They continue quietly with their school duties. Perhaps Mary approaches you with a language score sheet and explains the language goals for which she is striving. A tiny first grade child comes with a group of word cards and asks if you would like to hear him name the words. Yet a third child comes and says, "My teacher is busy. Perhaps you would help me with this Arithmetic problem?"



At noon, warm water, soap, and paper towels are laid out. Again a child comes to you. He says that you may prepare for dinner by washing your hands. When all have clean hands, you are surprised to see paper napkins placed on the desks and the school lunches arranged neatly. All seem to be waiting when the teacher says to an eighth grade boy, "Harry, you may lead the children this noon." Harry comes to the front of the room and the children follow him in a simple little prayer. There is as little commotion during the meal as in the average home dining room. Each child in turn asks his teacher if he may be excused before leaving for his noon play period.

Thus, everywhere are evidences of social poise and interest and effort in school activities as a result of the supervisory program.

From the standpoint of subject matter, an investigation carried on in 1926 by the Michigan Education Association under the direction of Mr. W. C. Hoppes, Director of Supervisory Training, Michigan State Normal College, gives some interesting figures. Do pupils learn more in supervised schools than they do in unsupervised schools? asked the investigators.

It was found after testing children of sixty supervised schools in Oakland County and an equal number of unsupervised schools in another County, matched in qualification of teachers as to age, training, experience, tenure and salary, that the pupils in the supervised schools of Oakland County in nine phases of the subjects tested accomplished 170.8 per cent of normal year of school work while the pupils in the unsupervised schools of the other County accomplished 97 per cent of a normal year of school work. The difference between these is 73.8 or 76 per cent; that is the achievement of the supervised pupils was 76 per cent greater than the achievements of the unsupervised pupils.

The results in the spirit of the teachers toward supervision is best demonstrated perhaps by the following record of their attendance at Zone Meetings. The attendance improves as the years go by.

MEETINGS	PER CENT
1924-1925 . . .	87.3
1925-1926 . . .	90.01
1926-1927 . . .	92.62
1927-1928 . . .	94.3

It is not uncommon for teachers to walk several miles in mud and snow that they may not miss a Zone Meeting. Many have a record of perfect attendance for a period of four years.

In general the results of the Supervisory program are many. The County has better qualified teachers with higher salaries. Pupils have a greater interest in school with supervision. The attendance is higher. School houses, furniture, play-ground equipment, teaching equipment, such as maps, library books, texts, seat work, etc., have been improved as a direct result of the supervisory program.

In conclusion then, the County School Office believes in Helping Teacher Service because it has developed, improved, and stimulated the individual teacher; because it has strengthened the potentialities of the growing boy and girl, because it has been a tremendous agency for encouragement to greater interest on the part of school boards and communities throughout Oakland County; and best of all, because its goals are higher, brigher, and worthier each year of its existence.





NET PROFITS OF A YEAR OF HEALTH EDUCATION

EDUCATORS, everywhere, have been charged with woeful negligence of the child's physical needs in the school, in their endeavor to have him acquire the knowledge of the text books. The child has been given inadequate seating, which has induced poor posture; bad lighting that has caused eye strain and defects; poor heating and ventilating equipment which has caused unnecessary colds and sickness. They have also neglected teaching the child ideals of cleanliness, proper habits of eating, sleeping and living, with little attention to the correction of physical defects.

However, educators are beginning now to be cognizant of the necessity of Health Education as a part of the school curriculum. It is realized that an unhealthy child has as poor a chance running in life's race and competing with others for success and happiness, as has a car with a defective engine racing with a perfect car. Both may hobble along for a short distance but eventually will be forced to drop out.

In the fall of 1927 a Health Teacher was added to the County School Office and a Health Education program instituted as a part of the Supervisory school program. During the first year the County Office has endeavored to instill a Health Consciousness, to arouse a Health Spirit, to bring about the practice of the simple rules of the Health Game with the children in the schools and to encourage parents to consult their own family physician, thus bringing about the correction of common physical defects so prevalent among a large percentage of our children.

To make the above objectives a realization, it has been necessary to obtain the cooperation of teachers, parents and children with the County Office.

The County Office has:

1. Stimulated a Health Program through teachers.
2. Noted sanitary conditions of school buildings.
3. Installed Health Habit Instruction.
4. Endeavored to show need and value of Health instruction to parents.

The Teachers have:

1. Radiated examples of Health.
2. Taught Health Habits to the children.
3. Kept the class rooms in a sanitary condition.
4. Cooperated with pupils, doctors, parents and the County Office.

The Parents have:

1. Helped train the children in Health Habits.
2. Responded quickly to all medical notices.
3. Cooperated with the Health Teacher and County Office.

A Health Survey of approximately 5,000 rural children made in the fall by the Health Teacher and nurse revealed these astonishing figures:

1806 had defective tonsils.
1889 had defective teeth.
669 had defective eyes.
233 had thyroid trouble.
128 had defective cervical glands.

The beneficial results of the Survey began to come a few months later and were wonderfully happy ones. At the close of the school year it was found that parents had



been sufficiently interested in the Health program to bring about a large correction of defects as follows:

DEFECTS	CASES CORRECTED
Dental	892
Glasses fitted	82
Tonsils and Adenoids removed	51

Thus there is no doubt that the Health Program has carried into the home, no doubt but that parents are consulting physicians for correction of physical defects as a result of the Health efforts of the County Office. During the summer undoubtedly hundreds of other corrections have been made.

Every school child has been taught the simple rules of the Health Game. A daily teaching of good health habits has resulted in a surprising interest in the weight and diet of each child. Every child has acquired at least one and some, many good health habits.

Every child in the rural schools has given attention to his weight this year and endeavored to be within the Health Safety Zone. The standard for the Health Safety Zone is from 10 per cent below his average weight to 20 per cent above his average weight. Each child has been weighed every month by his Helping Teacher and the result of the weighing placed on a Class room Weight Record. Each child is measured twice a year. The regular weighing and measuring stimulates the children to practice health improvement.

We are very happy over last year's work and anticipate even greater results in the coming year. We are all working together to make every school a healthy school, every child a healthy child, and every teacher a living example of the standards we wish for our children. As someone has said:

"An American can be anything, do anything, or become anything he wishes. All things are possible to an American."

