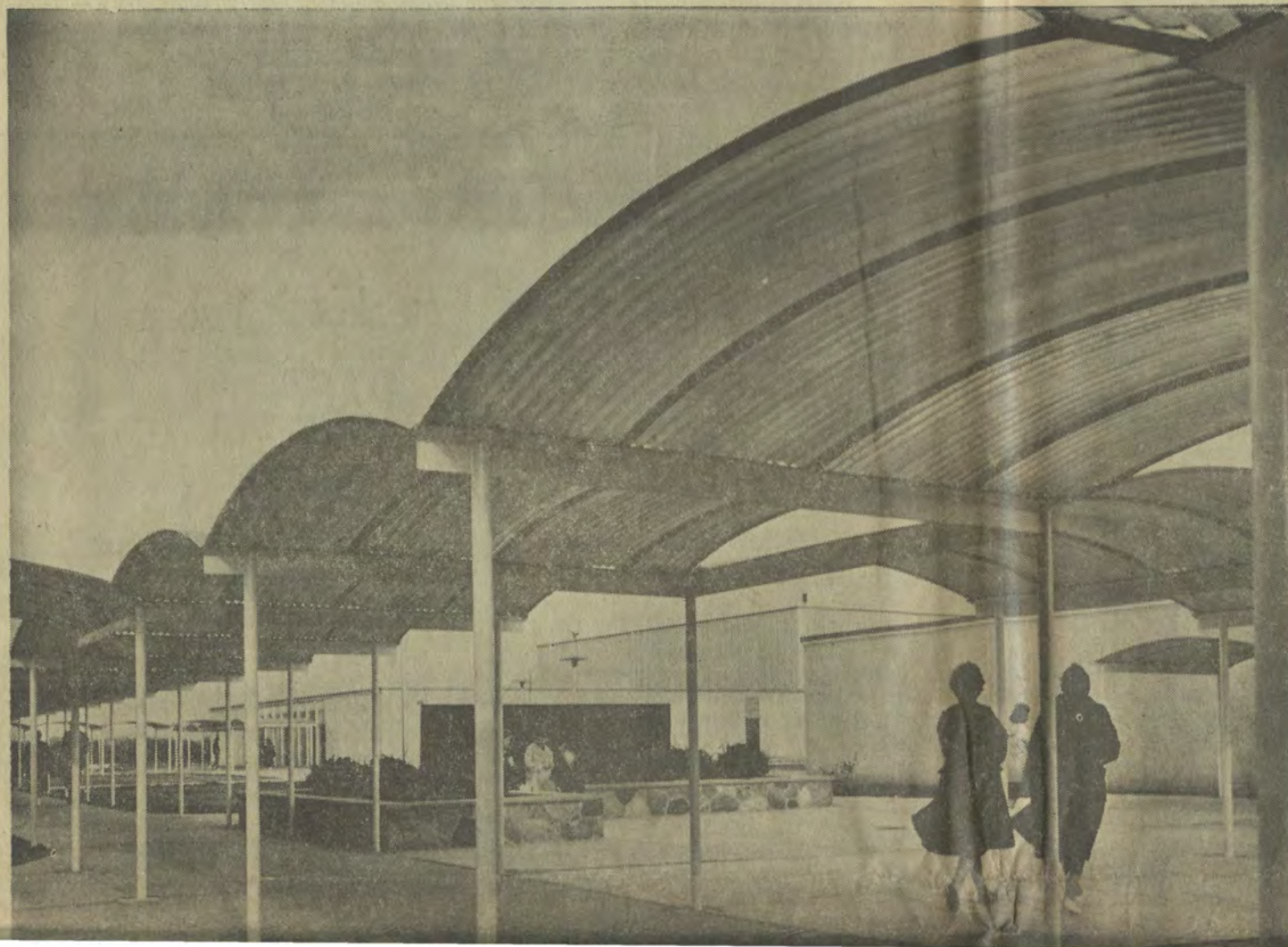


"Little" School Concept Designed For Student-Centered Curriculum



The concept of school-within-a-school, such as Okemos has, originated with educators who wanted a school plant that was designed around a student-centered rather than a subject-centered curriculum. Particularly was this true where large high schools were developing.

The little school is a part of the school-within-a-school program. It is as part of a larger high school with the advantages of a small high school in that attention can be paid to the individual student and his particular needs. Because it is part of a large high school, it has the advantage of a broad well-staffed program.

Students, usually about 300, representing all grades in the school, with their own teachers, work together in their own building group. Teachers in all the subject fields work together, with their small student group representing their common interest.

The program is developed around large blocks of time with one teacher who is then able to be a friend, counselor, and helper to each student in his group. Nonacademic subject content is mixed in with traditional fields of study, and all teaching stations take on a laboratory atmosphere where the problem-solving approach is emphasized for all teaching

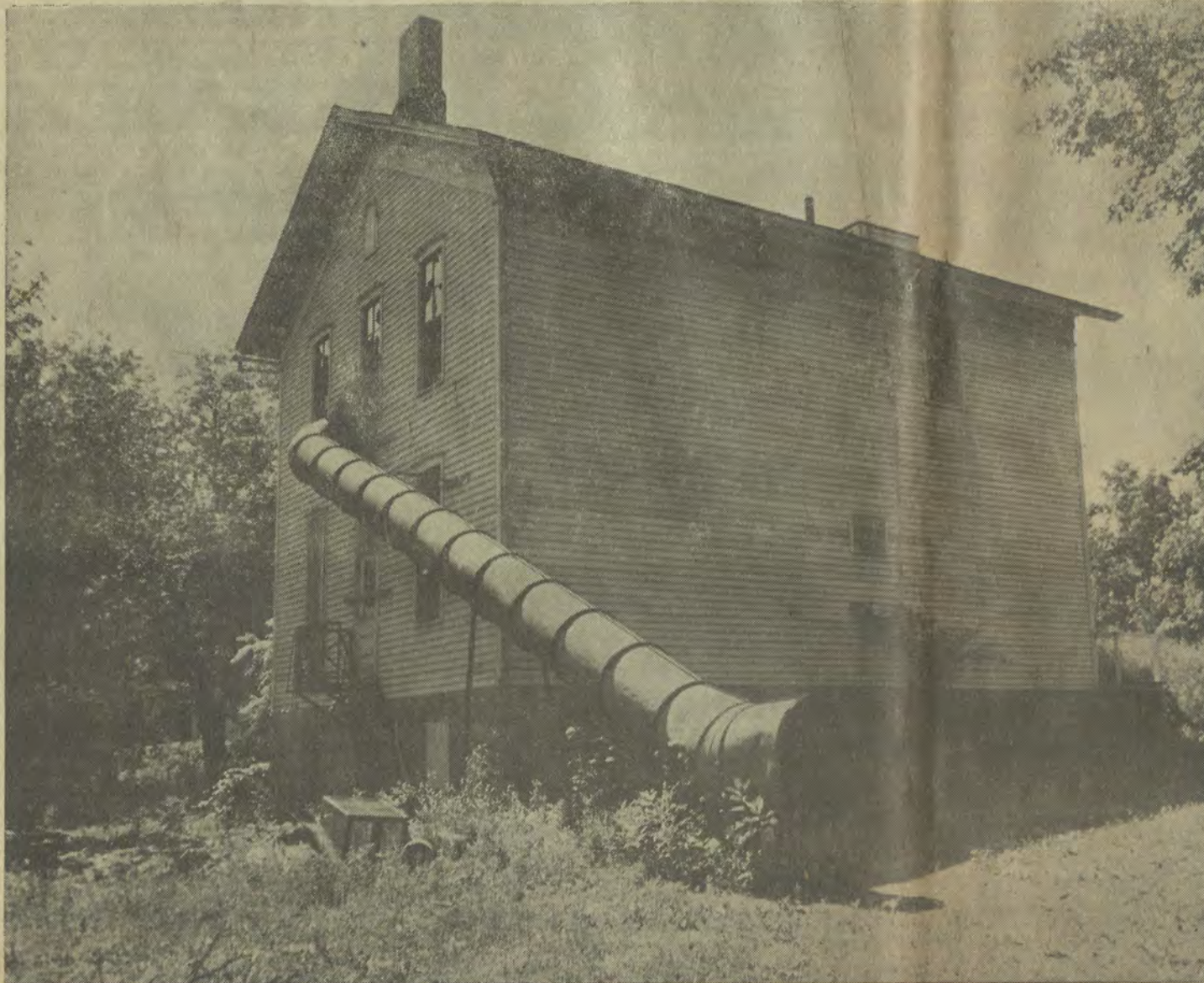
ing units instead of each subject field being housed in a separate building. The "school" units are related to one another and to the specialized units to form a functional and esthetically pleasing whole.

The housing implications of a school-within-a-school program are somewhat different from those of a subject-centered program. The philosophy of the school-within-a-school makes the individual student the focal point of interest and concern. The school plant itself must reflect this student accent if the program is to succeed.

If the total growth and development of the individual student is the center of interest, those responsible for guiding and instructing him must communicate about him as often as practical. Each teacher must learn to know each student he works with, not only from reactions he receives from his relationship with the student, but also in terms of other teachers' interpretations of his behavior and development. Teach-

THE NEW is represented by the ultra-modern high school, built at a cost of roughly \$1,250,000. Utilizing new and modern architectural design, the school is built as a structure-cluster,

often called a campus plan building, which provides maximum square footage and versatility while offering close, personalized surroundings for students and teachers.



THE OLD was embodied in this building, until 1923 the site of the entire Okemos School System. Torn down in 1952 or 1953, it stood on the present location of the Okemos fire sta-

tion. It was a three-room building, built in 1870 at a cost of \$3,400, and was used as a school until 1949.

emphasized for all teaching behavior and development. Teachers and students must have as

There may be three or four such schools-within-a-school on one campus. Although the major portion of the school day for each student is spent with his own small group, all-school activities are planned which give each student the feeling of belonging to the school as a whole.

A few highly specialized subject areas are handled just as they are in a typical departmentalized organization. Unnecessary duplication of courses and facilities is avoided by integrated scheduling of some courses for students from all "schools."

Physical education facilities are generally shared by all, but such services as administration, counseling, library, lunchroom, and student government usually are developed on a small-school basis.

Architecturally, the school-within-a-school has many of the characteristics of the campus-plan school. Classrooms housing science, mathematics, art, English, homemaking, social science, and languages are grouped together in integrated build-

much contact as possible in and out of the classroom, yet each must have his share of privacy.

All the teaching stations serving the program for each small school must be interrelated so that there is a physical sense of unity among them. Industrial arts shops, usually set apart from the main group of buildings in a campus plan, are brought into the family group of classrooms. Administration and guidance and library services are made available within each small school.

Class scheduling is often reorganized from time to time to permit total student participation in special events or occasions. The staff of such a school cannot be a group of rugged individualists, each promoting his own specialized subject field as if it were the one valid hope of civilization. A combination of personnel screening and a well-planned and executed in-service training program is necessary to develop the faculty for a successful school-within-a-school program. This cannot be a program that begins and ends; it must be continuous.

★ ★ ★

★ ★ ★

Okemos Makes Remarkable Progress In Education During 100-Year History

Slightly more than a hundred years of history marks the growth of Okemos from a sparsely populated settlement to the present 7,000 population. Okemos has grown from a lonely home erected on the bank of the Red Cedar, where the Okemos Road bridge spans the river, to an expanded community in many areas.

In terms of education, Okemos has progressed remarkably during the past hundred years. The first cabin, built in 1844 by Daniel Young to be

used for a copper shop, stands as the genesis of the present highly-expanded school system.

The first regular school house was erected in 1844 by George Mathews. The building, nothing elaborate, was 18 by 22 feet, made of oak and tamarack and sided up with whitewood. Here in this building the early teachers of Okemos school, such as Levi Avery, taught many of our children.

Two years later, in 1846, the first school house in Okemos, 1844 by Daniel Young to be

(Continued on Page 8)

The Honor Which Comes to Few

by George H. Richards, Superintendent
Okemos Public Schools

The school board is charged with adopting the policies, on which the schools of Okemos operate. School board service, calling for generous sacrifices sometimes seems a thankless task, because boards are more likely to receive complaints than compliments.



On the other hand, no service which the average citizen can be called upon to render to his community can compare in constructive results with that of being a school board member.

Many men and women have served as members of the Okemos Board of Education. School board

membership is an honor and a distinction which comes to few qualified citizens in the course of a lifetime. It is a voluntary service of greatest responsibility.

School boards hold in their keeping one of the most important instruments of our representative democracy, the education of the children and youth. The quality and extent of that education will determine with inevitable certainty the character, prosperity, happiness, and leadership of our community and nation.

The great majority of us take our public schools for granted; in fact, we take them so much for granted that too often they suffer by reason of apathy and neglect. We learn with shocked surprise that some individuals and groups do not believe that all the children should be provided with equal educational advantages and opportunities.

Against such forces, and pledged to carry out the determined will of the majority of the people, stands the board of education. There is nothing to compare with them anywhere else in the world. In the truest sense they represent democracy at

OKEMOS BOARD MEMBERS

Mrs. Phyllis Hargrave

Mrs. Phyllis Hargrave, secretary, graduated from Okemos High School. She attended Acme Business College and for several years served as secretary to an Oldsmobile executive.

Mrs. Hargrave and her husband,

Clarence, with their children have lived in Okemos area since 1957.

Mrs. Hargrave is a member of the Okemos Community Council, the Lansing Child Study Club, a Girl Scout Leader and 4-H club leader.

Dr. Raymond N. Hatch

Lives at 1606 Forest Hills Drive, Okemos. Has a B.S. degree from Michigan State University and his Ph.D. degree from Oregon State College. At the present time he is assistant dean of education for off-campus affairs.

He is a member and former President of the Okemos Community Council and a member of the Okemos Community Church.

Mr. Clarence E. Prentice

President of the board and is secretary-manager of the Michigan Farm Bureau. Received his B. S. degree from Michigan State University and his M.S. from Kansas State University.

Was an agriculture teacher, county extension agent and director of the Agricultural Stabilization and Conservation program in Michigan for the U.S. Department of Agriculture.

Mr. Lyman J. Bratzler

Treasurer of the board and professor of food technology at Michigan State University. He is a graduate of the University of Illinois and Kansas State. He has been very active in various community organizations.

Mr. Jacweir Breslin

Trustee on the board and lives in Wardcliff Heights. He has an A.B. and M.A. from Michigan State University and is presently administrative assistant to the president of Michigan State University. He was formerly director of placement at Michigan State University.

Mr. Herbert C. DeJonge

Lives at 2198 Iroquois Road, Ottawa Hills, Okemos. Has a M.A. degree from the University of Michigan in Public Administration. He is employed in the budget division, department

Architects Live, Work In Okemos

Laitala and Nuechterlein Associates, Registered Architects, were retained by the Board of Education of Okemos School District in 1954 to design a Shop Building. Since then the firm has completed 6 projects for this community. The new High School is designed to meet the forward-looking educational specifications of a growing and changing community.

Walter M. Laitala and W. F. Nuechterlein, who both reside in the Okemos school district, organized the architectural firm which bears their name in 1948. George M. Curtis joined the firm as an educational associate in 1956, after having spent nine years as a public school superintendent.

Richard C. Frank, another Okemos resident, registered architect, and President of the Mid-Michigan Chapter of the American Institute of Architects, became an associate in 1959.

The firm is recipient of a number of awards for building design, including the Western Michigan - American Institute of Architects award for excellence in public and religious building design in 1958, and for public school design in 1959.

Among the area buildings designed by this firm are: Glencairn Elementary School at East Lansing; Edgewood Peoples Church at East Lansing; Ascension Lutheran Church at East Lansing; Midway elementary school addition at Holt;

ADVANTAGES of the CAMPUS PLAN

1. Less expensive because of reduction of circulation space by 20%. When expanded to its capacity of 1500 students the cost of the school will be \$375,000 less than a conventional school building with an equal amount of usable (educational) space and with equal quality of materials.
2. Can provide for separation of total school into "Little Schools" where the individual can retain his identity and can achieve comparatively as he does in a class "C" or "B" school system.
3. Provide maximum flexibility to meet changing space needs brought about by changing programs. The school of the future will demand different, and as yet indeterminate, kinds and sizes of spaces. Any building on this campus can be expanded in any direction to meet particular special space requirements.
4. Takes advantage of the out of doors for circulation space, eliminating crowded, noisy trouble spots — the corridors.

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In the truest sense they represent democracy at work.

The men and women listed below have experienced the satisfactions derived from faithful, efficient, and far-sighted service on the board of education of Okemos schools. May we all recognize the unique role that these people have played in our democratic way of life and ever seek to uphold its dignity and to maintain its quality.

Mr. William Niebling, Mr. Lawrence Guile, Mrs. Charles Wilson, Mr. Alvin Olin, Mr. Harman Harry, Mr. E. P. Kinney, Mr. George Beaumont, Mr. J. D. Collins, Mr. E. M. Moore, Mr. F. E. Fogle, Mr. G. W. Cline;

Mr. I. A. Wilkins, Mr. R. W. Stillman, Mr. C. M. Rix, Mr. R. W. Tenny, Mr. Frank Blackledge, Mr. O. J. Becker, Mr. P. H. Wheeler, Mr. C. L. Hulett, Mr. H. E. Wilson, Mrs. Agnes Cade, Mr. Walter Southworth, Mr. Richard H. Webb, Mr. Wayne Otis;

Mr. Henry Platz, Mr. A. E. Eberly, Mr. Charles Piper, Mr. Harlan Swab, Dr. Erwin J. Benne, Dr. Robert Gardner, Dr. H. H. Clark, Mr. Maynard Eberly, Mr. Walter Sheldon, Mr. Max Holloway, Mr. John F. Whitmyer;

Mr. Herman Jason, Mr. Rex O. Wilkins, Mr. Clare Gunn, Mr. Kirk Lawton, Mrs. Dorothy Warner, Mr. Clarence E. Prentice, Mr. Robert J. Daragh, Mr. Lyman J. Bratzler, Mrs. Phyllis Hargrave, Mr. Jack Breslin, Mr. Herbert De Jonge, Dr. Raymond Hatch, Mrs. Elizabeth Taylor.

STATISTICAL INFORMATION Okemos High School

75,420 square feet enclosed space

	Building	Grounds
General Construction —	\$ 765,235.00	\$146,000.00
Plumbing, Heating & Ventilating —		
United Piping & Erecting	353,066.00	
Electrical —		
Lansing Electric Motors	132,111.00	
Water Supply — Charles H. Kleinfelt & Sons		4,672.00
Total Building	\$1,250,412.00	
Total Grounds		\$150,672.00
Total Fees	84,928.21	
Total Equipment	235,000.00	
Square Foot Cost Building (Presently)	16.59	
Estimated Square Foot Costs Building Completed	13.50	

Holt; Maple Hill, Bingham, and Kendon Schools in Lansing; Zion Lutheran, Our Savior Lutheran, and St. Stephens Lutheran Churches of Lansing; new school buildings in Olivet, Stanton, Deerfield, Pinconning, and the Maple Grove school district.

Churches in Sparta, Ann Arbor, Big Rapids, Saginaw, Detroit, Farmington, and Southgate, Michigan are among the out-state projects completed.

The firm is currently commissioned to plan a new professional building in Okemos; St. Katherine's Church in Williamston; a new school for the Waverly school district; and facilities at Fort Michilmackinac for the Mackinac Island State Park Commission.

the budget division, department of Administration, State of Michigan.

Mrs. Elizabeth F. (Betty) Taylor

Lives at 4539 Nakoma Drive, Indian Hills, Okemos. Has an A.B. degree from Mt. Holyoke College, N.Y. and has previous teaching experience as an English and Drama teacher. Is secretary of the Okemos Community Council, Neighborhood Chairman of Girl Scouts, Treasurer of Michigan Capital Area Girl Scout Council.

Was president of the League of Women Voters from 1957 to 1959. Is active in the Okemos Community Church. She is affiliated with the Okemos Friends of the Library and a member of the Okemos Junior Child Study Club.

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MUSIC IS INTEGRAL PART OF SCHOOLING AT OKEMOS

CONGRATULATIONS TO THE CITIZENS OF OKEMOS

We take this opportunity to congratulate the people of Okemos on the completion of their new high school, and join with them in the Open House Celebration Sunday, January 22, 1961

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Okemos Branch — Okemos

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The music program in existence in the Okemos Public Schools includes both vocal and instrumental training.

Vocal music instruction begins in the kindergarten, where the classroom teacher introduces rote songs (demonstration and imitation) as well as record listening. This is continued by the classroom teachers with the aid of the vocal music specialist, Mrs. Cornelia Weller, throughout the primary grades.

At the fourth grade level, note reading becomes an important step in the child's musical experience. In fifth grade the youngsters are grouped together for their first experience in a chorus.

Throughout the elementary grades many of the instructors use 'fun songs' as tension breakers to relax the children periodically. Some of the classroom teachers also make a definite use of correlation songs wherein the children might sing a song typical of the music of a certain area being studied.

In sixth grade, all children study choral work. Those who elect chorus meet three times weekly, while those in band or orchestra continue to meet with the chorus once per week.

At the junior high school all students study some form of music by choosing either band, chorus, general music, or string orchestra. Choral work at this point takes the form of four-part singing and the groups now begin to develop a sense of proficiency. At present there are about 60 in both the seventh and eighth grade choruses.

The general music classes take on the aspect of music appreciation. Miss Lucile McCormick presents a thorough survey of music history to better acquaint the non-performing student with all phases of the program. At Okemos the staff works to inform the audience as well as the performer.

The senior high chorus is directed by Miss McCormick who also instructs the junior high vocal groups. In addition to study-

ing the classical and popular literature the chorus presents several concerts annually. Several of the chorus members have also formed smaller groups which are frequently heard before community groups.

An informal group known as the Okhicholiers meets as a club with the purpose of promoting happiness through singing. This group recently serenaded the Okemos area with Christmas carols.

The instrumental program at Okemos dates back to 1924 when the first band was organized. One of the earliest directors, Frank Perne, operates a drum shop on Logan Street. An orchestra was organized about 1929 but disappeared soon after. This group was reorganized again in 1958.

Some of the previous band directors at Okemos include Miss Viola Lewis (1928-31), Wallace Rand (1935-38), Nick Musselman (1939-43), J. S. Taylor (1944-46), Dorothy Collins (1947-48), Connie Strouf (1948-49), Phyllis Kar-

kau (1949-50), Henry Kulesa (1950-51), Clifford Claycomb (1951-53). The present director Don S. Mueller came to Okemos in 1953 and is in his eighth year on the staff.

Returning as an extra-curricular subject in 1958, the string program was added to the junior-senior high schedule in 1959. This group today includes about 20 string players from grades seventh, eighth, ninth and tenth and recently appeared at the high school Christmas concert. The fifth and sixth grade string classes meet under the supervision of the vocal instructors.

Actually the instrumental program begins in the primary grades with rhythm band work and is continued through song-flute classes in the fourth grade. Band and string instruction begins with classes in the fifth grades. These groups meet twice weekly. At present about 80 of the 135 Okemos fifth grade students are enrolled in either band or string classes.

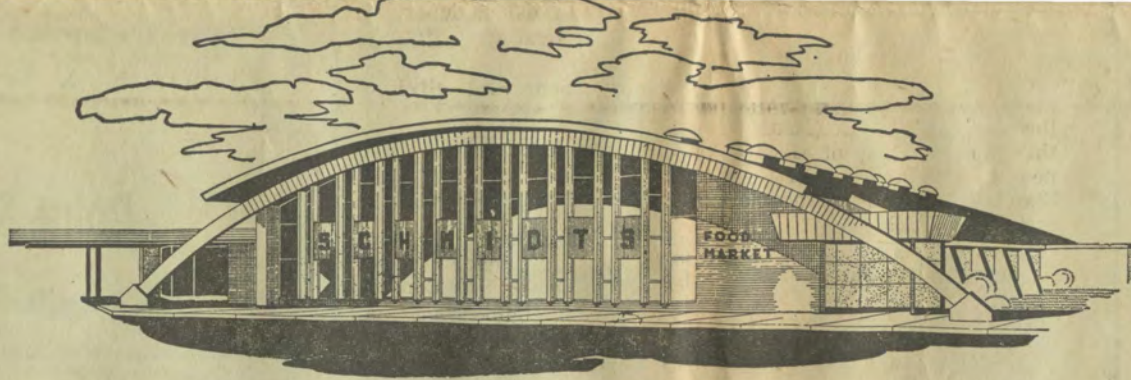
The sixth grade band and orchestra (housed at the junior high school) now meet twice weekly. These groups study an intermediate level of music and appeared recently at the December junior high instrumental concert. The junior high band presently includes 120 instrumentalists from grades seventh and eighth. At this point an effort is made to balance the number of different types of instruments and to add the less common instruments such as oboes, bassoons, French horns, etc. Thus a higher level of proficiency is achieved. This group marches at the homecoming football game and presents two major concerts. Many of these students have entered the district festival in small groups (ensembles) or as soloists with outstanding results.

The senior high band of 110 members has a rich tradition of concerts, festivals, and marching performances. Many members have distinguished them-

Congratulations . . .

to the citizens of OKEMOS

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selves with solo and ensemble appearances at district and state festivals as well as before home audiences. The band meets daily in the new room and recently appeared at the high school Christmas concert.

The typical agenda of the band includes Christmas, winter, and spring concerts, district and state festivals, MSU band day each fall, appearances both pre-game and halftime at all home football games, one away football game, and the Holland Tulip Festival in May.

The bands and orchestras continue through part of the summer at the schools' summer music program, which begins one week after the close of school in June and continues for six weeks. It includes weekly meetings of all bands, orchestras, and music appreciation classes on a voluntary basis. A special beginning band & string class is also included which offers an opportunity for a student to begin an instrument who was unable to do so in the fifth grade.

At Okemos, music is taught as an integral part of the school program, basically for the sake of music itself. Music was a basic subject 2,000 years ago with Socrates. Music is a part of everyday life whether in the form of an actual presentation (performer or audience) or as a background to existence as in movies, T.V. plays, offices, and even commercial establishments. Adults participate musically through the church as well as social organizations. The number of local symphony orchestras is at an all time high in the US.

The side benefits of self discipline and correlation with reading and mathematics have been the subject of many discussions.

Approximately 72%, or over 1,300 of the Okemos schools' 1,800 students, study some form of music and appear at local programs and concerts before audiences which total over 6,000 annually.

OPEN HOUSE

You are INVITED to Visit Our



OKEMOS students avail themselves of tables in the cafeteria for studying at times when lunches are not being served. As with all other elements of the new building cluster, this room has high eye appeal stemming from use of a variety of colors in floor tile, wall panels, structural columns and translucent, corrugated glass. Each of the doors (like the one pictured in the background, for example) is a different color. The

structural columns too are painted in a separate but harmonizing color. At the left, a pleasing contrast is created by use of aluminum divider poles which support warm-hued cabinets made of high quality furniture woods. The cabinets and the multi-colored lounge chairs in front of them serve to divide the cafeteria from an area used as a lobby which leads to administrative offices.

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He who gives money he has not earned is generous with other people's labor. —George Bernard Shaw

Congratulations
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We're proud we were chosen to assist you in the building of your new High School

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Okemos...
CONGRATULATIONS

In Enrollment,
These 5 Years
Equal Past 25

In the early part of the 1920's the increase of enrollment caused the construction of the three-story central school. The enrollment of 166 in 1924 increased 1892 in 1930 and is projected 756 in 1950. The enrollment upsurge between 1950 to 1955 was equal to that of 1923 to 1950. enrollments in Okemos have ed 892 in 1960 and is projected to reach 2700 by 1965. What has happened in Okemos in last three decades and what will happen to school in next five years is graphically shown in the chart below.

As the chart indicates, pupil enrollments in Okemos have significantly increased since 1945. This unusual growth was due to the great demand for new homes and the development of subdivisions. More subdivisions will mean more homes; more homes will mean more families; more families means greater enrollments in our schools.

Another reason for growing enrollments is the boom in babies since 1945. For each of the past few years, the number of preschool children in the district has far exceeded the number enrolled in kindergarten through he first four lower ele-

mentary grades.

The annual rate of increase of enrollments at Okemos for the last few years has been over 12%.

Pupil Enrollment Projections					Total
Year	K-5	6-8	9-12	K-12*	
1960	947	432	513	1892	
1961	994	453	539	1986	
1962	1074	489	581	2144	
1963	1160	528	627	2315	
1964	1252	571	677	2500	
1965	1352	617	731	2700	

*Based on 8% annual increase except for 1961, which is figured at 5%.

Equal, Not Same
Education Plan
At Okemos School

The present program at Okemos High School concerns itself with equality of opportunity. This does not mean that it provides the 'same' education for all. Special talents and abilities of students are identified first. Then the students are guided into subject fields and activities according to their abilities, interests, and vocational goals. A standard class schedule has been set up with definite class hours and definite meeting places.

The present needs of our society are also considered when our boys and girls are given guidance in choosing their future vocations. The fact that there are shortages of trained personnel in certain areas and fields is pointed out to the students.

To meet the needs of the students in Okemos High School, the program offered to the students is rather comprehensive. It includes vocational courses for both boys and girls, English, social studies, mathematics, science, foreign languages, business, art and music.

To meet the needs of superior

This is Okemos:
6,783 Population,
30 Square Miles

Okemos Public School District is located six miles east of Lansing, the capital of Michigan, and two mles east of East Lansing and Michigan Sate University. Okemos is unincorporated, but the school district has a population of approximately 6,783 and an area of about 30 square miles. The community was established in the 1850's and has a rich Indian historical background.

The Grand Trunk and Chesapeake and Ohio Railroads, and the Red Cedar River pass through the district with the Michigan State University Farms being located in a corner of the district. Highway U.S. 16 and the new limited access highway between Detroit and Muskegon pass though the school district.

The valuation of the district is based upon homes, small industries, business establishments and farms. The Re-nite Plastic Company employs twenty people. Approximately 62% of the valuation of the district is derived from fine new residential homes, costing \$25,000 or more each. A few farms are in the area and raise corn, wheat, and beef for money crops. The property along U.S. 16 is rapidly developing into modern business places.

Okemos is a fine young community make up of young business and professional people whose work is in Lansing and East Lansing. Many of the new and younger staff members at Michigan State University are moving into the new subdivisions in the area. Some people who work in Lansing live on small acreages that make up the outlying areas of the school district.

Factory employment in Lan-

sing has little direct effect on the patrons of the school district as most of the patrons are business and professional people as well as employees in the state offices and Michigan State University.

The Greater Lansing area serves Okemos with church activities, recreational activities, service clubs, and a shopping district. There are two very active churches with memberships over 400, the Community Church, interdenominational, and the Baptist Church. A Kiwanis Club, Rotary Club and the Okemos Boosters Club make up the service clubs in the area.

The Meridian Township Planning Commission is at present studying the possibility of re-vamping the zoning plan so that

more area can be developed for commercial, industrial and residential areas are served by their individual water system. About 10% of the total residences are served by a township water system. The sewer treatment plant already started will serve the Okemos Community not later than 1962.

Okemos Students Have No School on Friday

Students will not attend school at any Okemos school on January 20. The day has been set aside for teachers to work on grading, marking report cards, and compiling pupil permanent records.

School will resume Monday morning, Jan. 23, at the usual time.



OUR SINCERE
CONGRATULATIONS

to the Okemos Board of Education on the completion of the new Okemos Senior High School.

We join with them in urging you to attend OPEN HOUSE this Sunday to inspect this fine new educational building.

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and **BEST WISHES**

**- - - Your new high school will
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students courses are offered in advanced subject areas. For those students who have difficulty in academic achievement, courses are designed and offered to meet their needs as well.

The principal purpose of the existing program is to get boys and girls ready for college or gainful employment. The students are organized to work on a group of specified subjects during fixed periods of time.

Extra curricular activities are scheduled during the lunch hours, after school, and during the evenings. There is no definite program scheduled for work experience.

How much pain evils have cost us that have never happened! —Thomas Jefferson

**Better Schools For OKEMOS - - - Makes better
citizens for the Nation - - -**

CONGRATULATIONS OKEMOS!

You Can be Proud of This Achievement . . .

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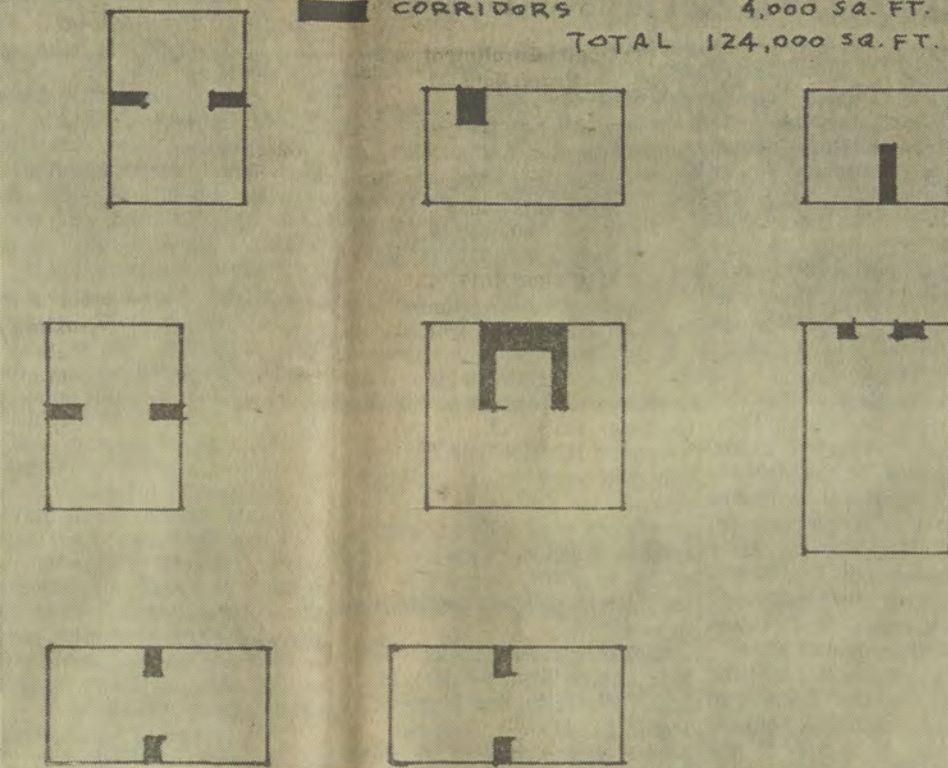
To The Citizens of

OKEMOS

We Are Proud
To Serve Such A

OKEMOS HIGH SCHOOL - CAMPUS PLAN - 1600 STUDENTS

USEABLE SPACE 120,000 SQ. FT.
CORRIDORS 4,000 SQ. FT.
TOTAL 124,000 SQ. FT.

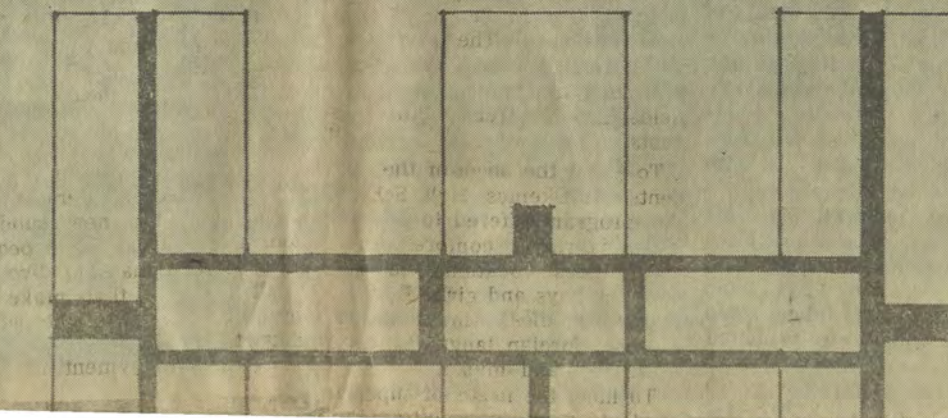


CAMPUS plan floorplan (above) indicates that corridor space within building is one thirtieth of total space, whereas conventional floorplan, utilizing same amount of non-corri-

dor space, indicates that 25 per cent of interior space must be provided for corridors. Campus plan thus saves cost of 26,000 square feet of interior construction.

ANY HIGH SCHOOL - CONVENTIONAL PLAN - 1600 STUDENTS

USEABLE SPACE 120,000 SQ. FT.
CORRIDORS 30,000 SQ. FT.
TOTAL 150,000 SQ. FT.



MERIDIAN NEWS PAGE 7
WEDNESDAY, JAN. 18, 1961

You can never expect too much of yourself in the matter of giving yourself to others. — Theodore C. Speers.

It is fitting that a community as progressive as Okemos, would build a New High School with such functional beauty.

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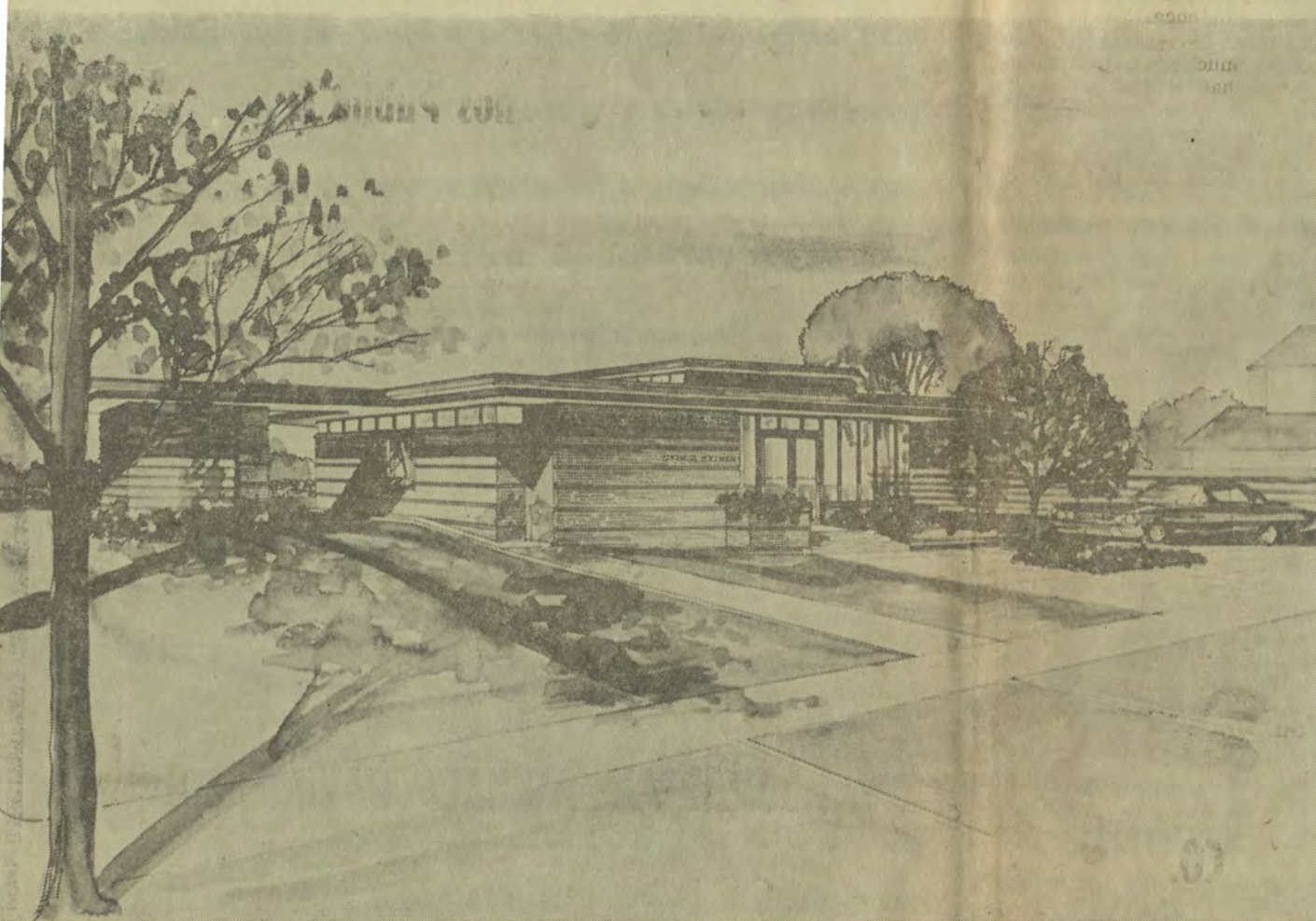
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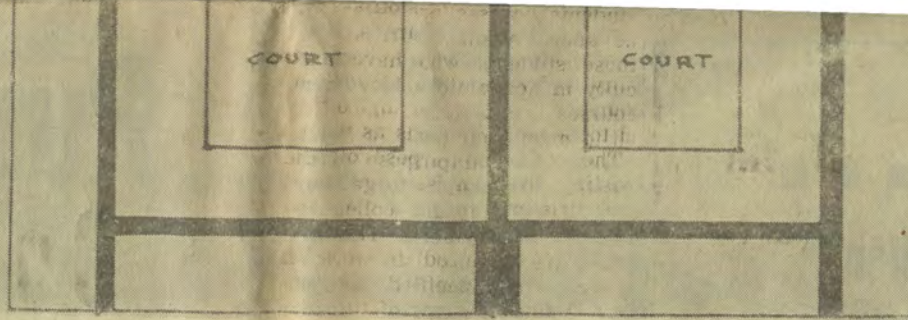
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PROGRESS - - - TOGETHER - -



We are proud to be joining your progressive community
CAPITOL SAVINGS & LOAN ASSOCIATION



BREAD

Congratulate

The Citizens
of

OKEMOS

On The Completion
Of Their School

Parents "ate up" a recent product of junior high home-making classes at Okemos. The sixth and seventh grade boys and girls planned a December 19th parents tea to conclude a unit they called "Healthful Snacks." Parents were served punch and cookies made by the classes.

Best Wishes and

CONGRATULATIONS

OKEMOS - - - For

Looking Into the Future, and setting the educational pace.

We are proud to have
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OKEMOS ADMINISTRATIVE STAFF GROWS

The unusual increase in pupil enrollment and demand for more diversified educational services left their impact on the size of the Okemos teaching and administrative staff.

The rapid growth of the community, the location next to a big institution of higher learning, the new ideas and concepts in school administration demanded more specialized competence and better coordination of the programs.

Consequently the complex educational programs from K through 12 grades led the school to a new pattern of administrative structure at all levels and formation of channels for group

thinking.

The present administrative council of the Okemos Schools consists of Superintendent George H. Richards, High School Principal Joseph Arasim, Junior High Principal Edward Kiley, Wardcliff Principal Peter Wallus, Cornell Principal Richard C. Way, Coordinator of Instruction Joel Burdin, Coordinator of Services Evelyn VanBuskirk and Administrative Assistant Mohammad Toussi.

The administrative council beside individual leadership activities in their respective fields, are instrumental in the deliberation of educational schemes and coordination of instructional programs. They bring their problems to focus in the administration council meetings, held once a week under the direction of the superintendent.

From the council meeting come many of the plans and measures successful in solution of education problems of the Okemos schools.

Joseph W. Arasim has been principal of Okemos High School since 1954. Arasim has taught at Monroe, the engineer's school at Fort Belvoir, Va.; Catholic University of Washington, D. C.; and Okemos High School.

His bachelor's degree was received at Northern Michigan and his MA degree from Wayne State University.

Edward C. Kiley is in his second year as principal of Central School, after serving as assistant high school principal, guidance counselor, social studies teacher, seventh grade teacher, director of athletics teacher, and football coach with the Okemos schools.

Kiley has received both his bachelor's and master's degrees from Michigan State University.

Richard C. Way has been principal of Cornell School since 1956 after serving as principal at Wardcliff and teaching fifth and sixth grades for four years in the Okemos schools. Way re-

ceived his BS degree from MSU and is presently working on his MA degree at MSU.

Peter Wallus came to Okemos Schools in the fall of 1960, as principal of Wardcliff Elementary School having previously teaching in Kalamazoo, Diamondale, and the teacher education department at MSU.

He received his bachelor's degree at Western Michigan University, and master's degree at the University of Michigan, and is currently working on his doctorate at MSU.

George H. Richards has been superintendent of the Okemos schools for 10 years. He was previously high school principal, science teacher, physical education teacher, director of athletics and coach at Okemos High School.

Richards received his bachelor's degree from Western Michigan University, and is presently working on his doctorate in school administration at Michigan State University.

Joel Burdin is coordinator of instruction within the Okemos school system and has the responsibility of coordinating all instructional programs of the elementary, junior and senior high schools.

Burdin formerly taught at Plainwell, and Okemos Central school, and was principal of Central school and Director of Elementary Education at Okemos.

He received his bachelor's degree from Western Michigan University and his master's degree from Michigan State University. Presently, he is doing graduate work in the area of curriculum.

Presently, he is doing graduate work in the area of curriculum.

Mrs. Evelyn Van Buskirk is coordinator of services and is responsible for the coordination of food services, building services, transportation and business services within the Okemos schools.

Okemos Makes Remarkable Progress

(Continued from Page 1)

known as Hamilton until 1857, was built on the location now occupied by the fire station. On this ground the Indians of Chief Okemos' band were accustomed to bury their corn. This small farm building, on to which additions were built from time to time, served the Okemos people until a new three-room was erected.

A frame school building was constructed in 1873, complete with furniture, for a cost of \$3,400. The building was about 30 by 50 feet in dimensions. At the time school was established on the basis of primary and intermediate, with a male teacher assigned to intermediate and a female teacher to primary.

Charles Hollister, Levi Sowle, Wesley Emery and wife, professor Ingersoll of Michigan State Agricultural College were the early teachers who served in Okemos School during that period. Anson Hardy was the first school principal.

The Okemos Consolidated School was established in 1923 as one of the first rural agricultural schools in Michigan. At this time the present three-story building was constructed to house some 166 students.

Development and expansion of school proceeded slowly up to the end of the second world war. The only addition before World War II was the building service building erected in 1937. The fairly stable rate of growth was changed after the war when the subdivision development began. In 1948 a three - room unit was built, and in the following year, the present Central Elementary school was completed at a cost of \$290,000.

In the fall of 1952 the four-room annex, now used by Junior high band and chorus, was built at a cost of \$36,000. The agricultural and shop building was added in 1954.

The rapidity of growth and expansion became discernible when two elementary schools, Wardcliff and Cornell, were built in 1955 at a cost of \$255,000.

Overcrowded conditions hit the schools again, causing additions to each, Wardcliff in 1956, and Cornell 1958. A change in the name of the school system to Okemos Public Schools was made in 1955.

The lack of adequate facilities for physical education and basketball necessitated the construction of a new, spacious gymnasium at Central School

which was completed in 1959. The building program of the Okemos Public Schools was highlighted by the construction of a new campus style high school erected on Okemos Road one mile south of Mt. Hope Okemos Road intersection. The construction of this one million, two hundred thousand dollar high school started in July 1959, and was completed in September, 1960.

A quick look at the progression of school building reveals how Okemos public schools have duly and effectively met the challenge of quality education for a quickly expanding and progressive community.

TO OKEMOS

CONGRATULATIONS

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been of service in

building your school - - -

May our warm and friendly relationship
continue . . . as you continue to grow . . .

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Usually . . .

**at the completion
of a task, comes
Fulfillment and
Reward - - -**

Our task

**was assisting you in building
your school**

Our reward

**is knowing we have contri-
buted to the brightness of
your educational Future - - -**

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schools.
She has been with the Okemos schools since 1955 as secretary to the superintendent and office manager.

Mohammad Toussi has been with the Okemos schools since January, 1960, as an administrative assistant, on an internship program in school administration.

He received his AB degree from Tehran University, Iran, in 1954. In 1958, he received his MA degree from Central Michigan University.

Presently he is completing work on his doctorate degree in school administration at Michigan State University. His plans call for his return to Iran during the summer of 1961 where he will work in an administrative capacity in the ministry of education.

Local Students Appear On Television Program

Local High School students appeared recently on the television program, "Saturday Society," a weekly one-hour live broadcast from the WMSB studios on the MSU campus. The program features two different high schools from the southern Michigan area each week. On December 17, Okemos and Haslett high schools were featured. Students from these two schools became part of the studio audience and participated in the actual production. They took part in contests, mixed dances, interviews, and many other activities during the program which is for and about teen-agers.

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