

A DESCRIPTIVE ANALYSIS OF THE GUIDANCE SERVICE PROGRAM
AT CENTRAL HIGH SCHOOL, TULSA, OKLAHOMA

by

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INTRODUCTION

Objectives and Problems

The intended purpose of this report was to analyze, from a descriptive viewpoint, the guidance services program of Tulsa Central High School, Tulsa, Oklahoma. The impetus or incentive for a report of this nature was stated in two major objectives.

The first objective was to enable the author of this paper to adjust to the guidance program at Tulsa Central High with the intention of becoming an effective teacher-counselor. Logical reasoning leads one to the conclusion that in order to excel in a professional position one must study and master the techniques and procedures of that particular position. The professional ambition of the writer was to excel in the field of counseling and guidance at the high school level. By mastering each phase of this profession step by step, it was assumed that he would eventually locate the particular area of counseling best suited to his education, personality, and personal interests.

The second objective was to make recommendations for the strengthening and improvement of the overall guidance program in the Tulsa Central High School. By looking at the program as a whole and not specializing in a particular area it was possible to detect those phases of the program that were being emphasized or minimized. Since the author did not identify himself with any particular phase of the program, such as vocational guidance, it was easier to determine which portions of the entire program were being concentrated on or neglected. The results of this type of approach are more fully discussed elsewhere in this report.

Keeping the major objectives of this report in mind, the problem itself came into clearer view. Investigate as thoroughly as possible every phase of the guidance program. Locate the major weaknesses as well as the strong parts of the program. This approach was to serve a two-fold purpose, first, to enable the regular members of the counseling staff to view their program through the "eyes" of someone else. In certain instances it is entirely possible for an individual to work so close to his job that he often cannot see the existing weaknesses. The work of the North Central Association of Colleges and Secondary Schools is an excellent example of this purpose. Frequently, they are asked to analyze certain aspects of a school program so that an objective, unbiased report may be obtained.

An additional objective was to help the writer locate the guidance area in which he was best suited and most needed.

Methods of Investigation

In attacking the above stated problems, three techniques were employed. First, a review of previous literature was attempted. Since the guidance program under investigation was created in 1956, no previous studies of the overall program had been made. However, isolated studies of drop-outs, holding power, and a survey of student population to determine socio-economic status with indicated curriculum changes to follow had been made and will be discussed elsewhere in this report.

The second technique employed was observation. This was made possible by Mr. M. M. Black, Principal of Tulsa Central High School. The writer of this report was granted a free period during the first semester of the 1957-58 school year to compile necessary data and to work with and observe the techniques and various duties of the members of the guidance staff.

By observing and partially participating in various phases of the guidance program it was possible to formulate a questionnaire intended to solve the problems as previously stated. A copy of the questionnaire appears in Appendix A. After the questionnaires had been completed a series of personal interviews with the staff members followed. This was necessary in order to clarify minute points of confusion so that the gathered data would be as accurate as possible.

Review of Related Literature

One of the most discussed aspects of the entire secondary school program is that of counseling and guidance. The departments of education and psychology in our colleges and universities throughout the nation offer special courses, clinics, and summer work shops to better fit teachers and counselors in the act of working with and helping to solve the problems of students.

The whole aspect may come under the general heading of personnel work. Germane and Germane¹, writing on this point, state:

Let us think of personnel work as having the following two-fold purpose: (1) helping youth to recognize and to understand more adequately their baffling problems, and (2) helping youth to discover their several aptitudes, interests and opportunities which, if properly developed, will assist them in the solution of their own problem.

In discussing the type of personnel needed for an effective guidance program, Brewer² has this to say:

Specially trained counselors are necessary for the work of educational and vocational guidance. The classroom teacher is not likely to be competent to advise either educationally or vocationally. Often the "home-room teacher"

¹Charles E. Germane and Edith G. Germane, Personnel Work in High School p. 28.

²John M. Brewer, Case Studies in Educational and Vocational Guidance p. 3.

is asked to give educational and vocational guidance. But just as we need specialists in mathematics, so must we have specialists in guidance.

Chisholm³, writing on the planning of guidance needs, states:

Instead of planning a guidance program in terms of potentialities of the members of the teaching staff of the given school at any particular time, the planning of the program should be based as nearly as possible on the guidance needs of the student body which the school serves. If and when, any items other than the basic needs of the student body enter the picture, they should be considered as temporary conditions which exist in the given school at the time the program is being planned.

In discussing the evaluating of a guidance program, Davis and Norris⁴, have this to say:

Guidance is probably the most discussed subject in the field of education. Hardly a professional meeting in that field is without its guidance section or division. A school system today without something called a "guidance program" is considered a definite anachronism. A grave danger for the future and a probable reason for the slow progress in guidance is the tendency to assume that when a guidance program has been set up its success has been ensured.

Dunsmoor and Miller⁵, in discussing this point further, state:

Once a program of guidance objectives and activities is formulated, means of implementation provided, personnel prepared and assigned, and the program launched under seemingly favorable conditions, the problem of evaluating its effectiveness begins to come to the fore. Evaluation is essentially a process whereby we attempt to determine the outcomes or values of an activity or project being undertaken.

The primary purposes of evaluation in modern education are very aptly described by Smith and Taylor⁶, as follows:

1. to make a periodic check on the effectiveness of the educational institution, and thus to indicate the points at which improvements in the program are necessary.

³Leslie L. Chisholm, Guiding Youth in the Secondary School. p. 361.

⁴Frank G. Davis and Pearle S. Norris, Guidance Handbook for Teachers p.322.

⁵Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers. p. 375.

⁶Eugene R. Smith and Ralph W. Taylor, Appraising and Recording Student Progress. pp. 7-10.

2. a very important purpose of evaluation which is frequently not recognized is to validate the hypotheses upon which the educational institution operates.
3. to provide information basic to effective guidance of individual students. Only as we appraise the student's achievement and as we get a comprehensive description of his growth and development are we in a position to give him sound guidance.

In discussing the difficulties in objective evaluation, the following problems were clearly pointed out in the Guidance Handbook for Secondary Schools⁷ prepared by the Division of Research and Guidance of the Los Angeles County Schools:

1. Determination of the effects of the guidance program as distinct from other aspects of the school program. . . .In reality, all school experiences affect the adjustment of pupils.
2. Results of guidance often delayed. . . .Some effects may not be apparent for several years after good counseling has occurred.
3. Quantity versus quality of guidance services. . . .The mere presence of guidance services in the school program does not assure that they are effective in meeting the needs of students.
4. Limited reliability and validity of some guidance instruments. . . . Although great improvements in tests and testing procedures have occurred during the past two decades, exact measurement of student adjustment has not been attained.

Erickson⁸, in discussing faculty orientation to guidance, states:

One of the best ways for a faculty to become orientated to guidance and to have a basis for improving guidance services is by evaluating present practices. This is true regardless of the adequacy of the program. Evaluation at this stage of development can serve the dual purpose of finding strengths and weaknesses, and of clarifying the functions and purposes of guidance for the entire faculty.

Justification for appraisal of a guidance program is aptly stated by Kefauver and Hand⁹, as follows:

⁷Guidance Handbook for Secondary Schools. pp. 193-94.

⁸Clifford E. Erickson, A Basic Text for Guidance Workers. p. 429.

⁹Grayson N. Kefauver and Harold C. Hand, Appraising Guidance in Secondary Schools. p. 308.

Those responsible for the guidance service in secondary schools continuously judge its adequacy. Old activities are dropped or revised and new ones are substituted or added, depending on a judgement of their efficacy. Informally, the staff, students, and parents make judgements as to whether or not the service is adequate.

Many of these evaluative judgements are based on informal observations. It is not always possible to secure all the facts which are needed to make wise judgements. However, more facts could be gathered than are used in most situations. Teachers, guidance workers, and school administrators should be encouraged to secure and examine pertinent evidence of the value of their work. Periodically there is need of a systematic analysis and appraisal of the guidance service. More data would be secured in such a stock-taking than is ordinarily possible in the normal operation of the program.

Froehlich¹⁰, further justifies guidance evaluation by stating the following:

For too long guidance workers in large as well as small schools have neglected research and evaluation. Frequently, they have excused themselves by pointing out that they were "so busy keeping the program going there was no time to do research." Every professional counselor should be interested in improving his services. Consequently, he should, from time to time, evaluate the worth of his services. In addition to the need for evaluation, the necessity for using research procedures to unearth data basic to the operation of the program must be recognized.

With the evaluation of the guidance program amply justified, the author selected the descriptive method of attack. Whitney¹¹, writing on this point, states:

The beginning research worker should first examine critically both the situation of his planned investigation and the procedures decided on. This will make possible a decision on which of them should be used in carrying through his project. For example, he may discover that the core of his need is to find out how something works over a specific period in a certain place. The first thing to be done will be to make a check on the initial status of all variables involved in terms of analytical and critical description. And he should, of course, know all about previous investigations in his field of endeavor, the past (historical) implications of the situation dealt with. Then, at the close of the experimental period, he will make a final check (description). Finally, he reports trends of fact or of relationship revealed

¹⁰Clifford P. Froehlich, Guidance Services in Smaller Schools. p. 308.

¹¹Frederick L. Whitney, The Elements of Research. pp. 158-59.

by historical check and description, and makes valuable prediction of future status and operation of variables studied.

FINDINGS

Philosophy of the Guidance Program in the Tulsa School System

In order to determine the position of Tulsa Central in the overall guidance program it was necessary to investigate the philosophy of guidance within the entire school system. According to research results by the author the following findings were ascertained. The school guidance program is concerned with the mental and physical health and personality development of each child. One of the ultimate goals of guidance is a well-integrated personality. The guidance program should concern itself with the problems of all youth, not just those who are disciplinary problems, failing in class work, or acute maladjustment cases. The purpose of the guidance program is to help each individual make the best possible adjustment between his own emotional needs and the demands of the society in which he lives. As a result, the immediate objective in guidance is to help each pupil meet and solve his problems as they arise, through self-guidance as much as possible.

The Tulsa schools also believe that each person who accepts responsibility for a share in the guidance program must aid in discovering the needs and problems of each child and then help the child in resolving his problems. The overall program includes both the helping of each child in adjusting to an established or required pattern, and the adjustments of the pattern to better meet the needs of the individual child.

In order to achieve the above mentioned objectives each school must fulfill certain obligations. Using Tulsa Central as an example, it is the responsibility of that school to abide by the following suggestions.

With regard to the individual child, it is the school's responsibility to provide conditions that will give each child a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, happy in the belief that his best achievements are worthy and acceptable. The school is also obligated to:

1. Develop those understandings and attitudes that foster sound physical and mental health.
2. Develop fundamental attitudes toward good social behavior.
3. Provide opportunities for each child to find success.
4. Develop poise, resourcefulness, and increasing self-direction.
5. Aid in the selection of a worthy, satisfying vocation which is compatible with the individual's interests and aptitudes.
6. Develop interests of intellectual, social, and recreational value.
7. Develop confidence in and respect for one's self.
8. Develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others—a sense of personal responsibility for group welfare.
9. Develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations, as well as those of other people.

In order to accomplish the above listed objectives with regard to the individual child it is also the responsibility of Tulsa Central High School to organize and operate the school with specific thoughts in mind. For example, the needs of individual personalities should be placed above most other considerations of school procedures. Also, it is necessary to provide a curriculum and working conditions where each child may work successfully

to full capacity. Other thoughts to be kept in mind are:

1. To provide specialized services for those individuals who cannot be adjusted through group procedure or through the individual effort of the classroom teacher.
2. To provide health services that will aid in detecting physical conditions that may be causing maladjustment.
3. To provide counseling with parents where it is needed in order to help in the adjustment of the pupil.
4. To provide testing materials and recording data necessary to understand the individual child's needs, aptitudes and interests.
5. To provide professional services to aid teachers in developing the attitudes, skills and techniques necessary for successful counseling in the classrooms.
6. To work with teachers so that the classrooms will have an atmosphere of good will and kindly understanding.

To bring about a further understanding of staff relationships it is the school's responsibility to help staff members understand some of the factors that may cause conflict between teacher and pupil, teacher and parent, teacher and teacher.

It is also necessary to provide an opportunity for an organized cooperative approach to the solution of faculty problems. Along with this, an attempt is made to provide an opportunity for staff planning so that a common point of view and goals may be developed.

In addition to the philosophical findings mentioned above, the concrete administrative organization was analyzed. It was found that the Assistant Superintendent for Pupil Personnel, Guidance and Special Services was directly responsible for the entire guidance program. His responsibilities were subdivided into the following categories:

1. Guidance Service
 - a. Classroom teachers
 - b. Principals

- c. Assistant Principals and Deans
- d. Class counselors and advisors
- e. Visiting counselors
- f. Special guidance services
 - (1) Testing
 - (2) Reading clinic
 - (3) Psychologists
 - (4) Psychiatrist
 - (5) Health

2. Pupil Accounting

- a. Attendance
- b. Progress reports
- c. Promotion and retention
- d. Placement and follow-up
- e. Records
 - (1) Instructional records
 - (2) Guidance records
 - (3) Permanent records

3. Special educational services for atypical children

- a. Slow learners
 - b. Gifted children
 - c. Physically handicapped children
 - (1) Classes for hard-of-hearing children
 - (2) Classes for pupils with impaired eyesight
 - (3) Classes for crippled children
 - d. Mentally retarded children
- ## 3. Reading clinic

4. Tests and measurements
5. Department of Health
6. Adult education
7. Summer school

Much of the above information and data was taken from two pamphlets issued to every member of the Tulsa school system. They are:

The Guidance Program of the Tulsa Public Schools---A Statement of Aims, Purposes, and Procedures Prepared for In-Service Education

Handbook for Administering Educational Services---Administration

Copies of the above mentioned pamphlets are included in the Appendix.

Position of Tulsa Central with Overall Guidance Program

Tulsa Central High School is an integral part of the overall guidance program, along with over eighty other schools within the system. Each school must adhere to the philosophical and administrative organization of the entire program in order to attain the maximum degree of effectiveness. Although the organized guidance program at Tulsa Central was not instigated until 1956, it has progressed quite well.

Staff Available at Tulsa Central and Their Duties

The guidance staff at the present time includes:

1. Principal.
2. Vice-Principal.
3. Dean of Boys.
4. Dean of Girls.
5. Class sponsors (3).

6. Class counselors (6).
7. School nurse.
8. School matron.
9. Classroom teachers.
10. Co-ordinator of Distributive Education.
11. Co-ordinator of Diversified Occupations.

Much of the following information was acquired through the use of a questionnaire formulated by the author and submitted to the guidance staff at Tulsa Central in an attempt to gain an accurate picture of the guidance program. A copy of this questionnaire is included in the Appendix. Sixteen questionnaires were sent out and fifteen were completed and returned. One member of the staff refused to fill out a questionnaire for fear of jeopardizing her position within the guidance program.

In addition to the counseling staff as previously mentioned the school has free access to various offices under the supervision of the Assistant Superintendent for Pupil Personnel and Special Education Services. As mentioned before, these include:

1. Visiting counselors
2. Health services
 - a. Community doctors and dentists
3. Reading clinic
4. Special education
 - a. Handicapped children (physical and mental)
 - b. Gifted children
 - c. Psychologists
 - d. Psychiatrist
5. Testing

For the most part, the counseling staff is selected from the regular teaching staff. These people must meet certain requirements in order to be selected for a counseling position. They must show an active interest and an expressed willingness to complete professional training in guidance service work required to meet minimum certification requirements. They must also show an active interest in guidance service work and have some professional training in guidance work. Lastly, they must have had successful experience as a classroom teacher.

In addition to the above minimum requirements, it was found that three types of work experience were considered of utmost importance when considering a person for a counseling position. Teaching experience was rated as most important, followed by previous counseling experience in educational institutions and experience in youth activities such as Boy Scouts, Girl Scouts, Y.M.C.A. groups and Y.W.C.A. groups. Types of work experience considered next in importance by the guidance staff were experience in skilled trades or crafts and experience in social service work.

With regard to the general functions and duties of the various members of the guidance staff, the following information was obtained. The data mentioned below, while being used in this report to apply to the Tulsa Central staff is also applicable to guidance personnel throughout the entire school system. This was in accordance with the policies presented in the previously mentioned pamphlet, "A Statement of Aims, Purposes and Procedures Prepared for In-Service Education."

The principal of Tulsa Central is responsible for providing leadership and coordinating the efforts of the entire school staff for the furtherance of the guidance program. He has the responsibility of carrying on an in-service program that will aid the classroom teacher and other personnel in

understanding their responsibilities for guidance. He supervises the activities of special service personnel who assist with problems that are too complicated and time consuming for the classroom teacher to assume. The principal also assumes the responsibility for making direct contact with the home and other agencies which need to be contacted in order to aid in the solution of specific problems.

The Vice-Principal at Tulsa Central is directly responsible for maintaining a smooth level of efficiency throughout the entire guidance program. The members of the guidance staff are directly responsible to the Vice-Principal.

The Dean of Boys has many duties to perform and in some instances works closely with the Vice-Principal. In general, these duties are:

1. Aiding in finding employment for boys who need assistance.
2. Approving and supervising the issuance of privilege passes.
3. Assisting with problems of delinquent students.
4. Assisting and advising in the organization and development of student service clubs.
5. Serving as consultant and adviser to students, parents, and teachers who come with problems of particular interest to them as individuals.
6. Reporting on record of drop-out and withdrawals from school.
7. Counseling with classroom teachers on problems of pupil personnel.
8. Counseling with boys concerning military service and vocational and educational plans.
9. Supervising at evening functions at the school.
10. Helping in developing and maintaining effective measures of safety and traffic control in and around school.
11. Supervising conduct of students in halls between classes, during fire or civil defense drills during school.

One of the primary functions of the Dean of Girls is the adjustment of problems that arise between students, student and teacher, teacher and parent, parent and student, and the community and the school. The Dean of Girls must recognize the educational needs of individual girls and help them in making plans to meet their needs. She must also assist classroom teachers in meeting and successfully solving adjustment problems of the girls in their classes. The Dean of Girls is also specifically responsible for the following areas of work:

1. Counseling with individual students regarding educational and vocational plans.
2. Counseling with teachers and others on individual cases of maladjusted girls.
3. Working with general disciplinary cases.
4. Assisting with problems of delinquent students.
5. Helping girls who need assistance in finding employment.
6. Sponsoring and helping plan special assemblies for girls.

The class sponsors have a variety of duties to perform and these duties change each year. A class sponsor starts with a sophomore class and remains with them until graduation. As a sophomore sponsor her major duties consist of assisting in orientation and adjustment problems. In addition, she is always available for personal interviews. Both the sophomore and junior class sponsors assist in planning the future educational plans of the class members. All of the sponsors are responsible for supervising and planning extra-class activities such as class picnics, class dances and parties, etc. In addition to the above mentioned functions, the senior class sponsor is also responsible for supervising the many details involved in graduating. These functions include such things as ordering class rings, planning the

senior breakfast, ordering caps and gown, planning Vespers, and in general supervising the activities of Senior week.

The six class counselors perform a wide variety of duties. In general, they must supervise the enrollment and orientation of junior high school students into the senior high school. Some of the counselors sponsor home-room mothers' organizations, plan class assemblies and social functions, as well as participating in various commencement activities. They also assist in planning and supervising many extra-curricular activities for their respective classes, such as class plays, and homeroom activities, vocational plans, future educational plans, and with individual cases of pupil maladjustment. The class counselors also work with teachers and parents on pupil personnel problems. They help in adjusting conflicts between teachers and pupils, and also assist in planning the improvement of the instructional program through improving the learning situation. The counselors also serve an important function in establishing good rapport with the parents. In addition all counselors teach one class a day. The teaching assignments are divided so that each class has at least one counselor available at all times. Classes taught by the counselors are, Senior English (2), Vocational English (1), and Biology (3).

Other duties of a more specific nature include:

1. Counseling the class groups on the activities of the local school program.
2. Coordinating the group counseling activities of each grade level.
3. Counseling with parents and students on matters of school attendance.
4. Conferring with pupils and parents concerning the testing program and interpreting test scores and information from the cumulative record.

5. Helping in placing each pupil in a situation where he will develop in the best possible way.

The school nurse and the school matron work together in accumulating and maintaining a complete set of health records for each student. These records are always available to every member of the staff. The school nurse cooperates each year with community doctors in giving each student a physical examination. In addition, both the nurse and the matron are often approached by students with a variety of personal problems. If these problems cannot be solved the student is immediately referred to the proper person. This may be a class counselor, the Dean of Boys, the school psychologist, etc.

According to the philosophy of Tulsa Central, the classroom teacher—more properly called a teacher-counselor—is the key to the entire guidance program. Without their cooperation and sincere dedication the program could not operate efficiently. The teacher must carry a major responsibility in creating a wholesome emotional climate in the classroom so that satisfactory learning experiences may be had. The teacher should know each child, both as an individual and as a member of the group, so that each child may be helped to make as much growth as possible within the limitations of his capacity for development. The classroom teacher must realize he is in a position to help detect those individuals who may need assistance from persons with specialized training and the necessary time to work with individual pupils. As previously mentioned it is the duty of each teacher to know as much about his students as possible. To do this, new concepts and practices must be developed. First, the teacher must develop a sympathetic understanding which involves an appreciation of the social organizations within the community. Second, an interest in the nature of students must be

developed. A teacher should make every attempt to understand youth from an intellectual, physical, emotional and social viewpoint. Finally, a teacher must realize that the students out-of-school lives are very often more significant controls of behavior and attitudes than is the school.

The last members of the guidance staff at Tulsa Central to be mentioned in this report are the Coordinators of the Distributive Education and Diversified Occupations programs. The Distributive Education program is concerned with sales, personnel, bookkeepers, and merchandising personnel. Qualified students interested in this type of work are permitted to work in various establishments within the community. This enables them to gain practical experience while completing their graduation requirements. Qualified students in the Diversified Occupations program may be employed in such trades as printing, mechanics, and drafting. It is the responsibility of the coordinators to correlate job experience and academic achievement. It is also the responsibility of the coordinators to, whenever possible, solve any problems that might arise from student, employer, or teacher. Finally, it is the responsibility of the coordinators to maintain a high degree of rapport between the school and the community.

Questionnaire Results

The writer of this report was concerned with many problems in addition to the duties of the guidance personnel. Because of this curiosity and a desire to obtain a complete descriptive analysis of the guidance program the questionnaire previously mentioned was carefully checked through a series of private interviews with the involved staff members. The results of this questionnaire appear below with no attempt made toward drawing specific

conclusions. What follows then is findings according to answers submitted by the guidance staff. Conclusions are presented elsewhere in the report.

Several questions that appeared on the questionnaire have been previously discussed, so repetition at this time is not necessary.

In asking the question, "Does your school make provisions for any of the following in-service training activities by direct financial aid to participating faculty members and/or by arranging for planned programs in or near school?", the following results appeared.

1. There is access to professional reading materials on guidance services.
2. Some provisions are made for staff members to take advantage of experimentation and demonstration in guidance service elsewhere, for example, conferences at Oklahoma University, two workshops every two years, in-service courses at the Child Guidance Clinic, Tulsa, Oklahoma in 1956-57.
3. Various cooperating teacher training institutions have, in the past, sent counselor trainers to the school to participate in an in-service training program for the guidance staff.
4. In some instances part of the tuition fee of an enrolling member in an in-service training program at a teacher training institution, was subsidized by the Board of Education.

With regard to facilities and equipment, the questionnaire indicated that the majority of the staff felt there was adequate facilities for privacy during counseling interviews. The staff also felt that there was an adequate number of desks, filing cabinets, typewriters, and other equipment available to meet their needs as members of the guidance staff. Eleven members of the staff also agreed that adequate clerical services were available to expedite various administrative duties.

Another question presented to the staff was, "Are guidance service expenditures considered as part of the regular school budget?" The finding was unanimous in that all agreed this was true.

While all members of the staff agreed that counseling services were available to all students, only five members stated that the students were required to have one or more interviews during the year. It was found that probable discipline cases and students dropping from school were required to have interviews. A related finding was the fact that at least one counselor is available at all times. This is made possible by staggering classes taught by the counselors.

In order to determine services other than the primary services of counseling that might be the responsibility of the counselor, a question was formulated to determine the various other services provided. It was discovered that the following was offered:

1. Occupational information library.
2. Placement service.
3. Standardized testing.
4. Additional tests for counseling purposes.

Thirteen members of the staff agreed that the occupational information library was the responsibility of the counselor. Each counselor plus the librarian receives new occupational information monthly. The questionnaire also indicated that the librarian was not considered the person in charge of the information library.

The placement service at Tulsa Central, while the responsibility of the counselor, is handled also by the Dean of Boys, Dean of Girls, Business Education Supervisor, and the Director of Placement. The various above mentioned offices continually work together quite closely for maximum efficiency.

The standardized testing program is under the supervision of the counselors. However, the Director of Testing, Dr. Amanda Herring, is directly responsible for the testing program throughout the school system. Once a standard test has been selected the counselors and the office manager work together quite closely to carry out the actual testing program. Additional testing for counseling purposes is a joint responsibility of the members of the guidance staff. Whenever, a member of the staff feels the necessity for a special test it is discussed with other staff members and an appropriate decision is then reached.

A good many activities related to the guidance program, but not necessarily an integral part of it, were discovered. In many instances, because of training and experience, counselors were asked to take an active, but secondary role, in planning and operating these activities. According to the questionnaire, these secondary activities included:

1. Orientation program.
2. Homeroom program.
3. Attendance program.
4. Co-curricular activities.
5. Promotion and ability grouping.
6. Enrollment and scheduling activities.
7. Remedial instructional program.
8. Visiting teacher.

There seemed to be some confusion as to who was responsible for the orientation program. Six members of the staff felt it was the responsibility of the counselors. Six members thought the counselors were not directly responsible, and one member felt it was the principal's responsibility.

About one-half of the staff felt direct responsibility lay with the Student Council, homeroom teachers, or the class sponsors.

With regard to the homeroom program, ten members considered it a secondary responsibility for counselors, while one member thought it was a direct responsibility. In general it was found that the majority of the staff agreed that direct responsibility rested with the homeroom teacher.

It was further found that the attendance program was not a direct responsibility of the counselors. Six staff members thought this was the responsibility of the Attendance Clerk; four members felt that it was the responsibility of the Dean of Boys. Other members of the staff were not sure.

With regard to the co-curricular activities, not one person thought this was a direct responsibility of the counselors. Four members stated it was the teachers job, while four others believed it was the responsibility of the class sponsors. Two thought it was the Vice-Principal's direct responsibility. The remaining five were not sure.

The questionnaire indicated a degree of confusion over who was directly responsible for the promotion and ability grouping phase of the program. Five believed it the counselors' primary responsibility. Seven members thought otherwise. Three did not state their views. Out of the seven, five thought the principal and entire staff must share a direct responsibility for this part of the program. One member thought it was the Vice-Principal's responsibility. The remaining member was not sure.

Seven staff members agreed that enrollment and scheduling activities were a direct responsibility of the counselors. Three members thought it was a task to be performed jointly by the Principal and staff. One believed

it was the Registrar's responsibility. Still another thought it was the office manager's job. Another staff member considered it a joint effort between the counselors and the Registrar. Two members had no comment.

It was found that only one person thought the Remedial Instructional Program was a direct responsibility of the counselors. Three thought it was a joint responsibility of the classroom teacher and the school reading clinic. Two members agreed that it was the responsibility of the Special Education Service. Two other members thought this was the responsibility of the Assistant Superintendent. One member believed that direct responsibility for this program rested with the University of Tulsa. The remaining members had no comment.

With regard to the visiting teacher or home counselor, only one staff member thought it was the counselors direct responsibility to send these people into the home. Four believed it was the task of the Dean of Boys or the Dean of Girls. Three thought it was a job for the Director of Special Education. One member believed direct responsibility rested with the Assistant Principal. Six staff members had no comment.

To clarify any confusion that might have existed, the writer explained to members of the staff that the function of the Home Counselor was to work with the home and the school in an attempt to better home conditions and school adjustment. In most cases, this position was, among other things, a combination of traunt officer and social worker.

As to what provisions were made for obtaining information about students, the writer delved into this question in considerable detail in an attempt to find out methods used, and which of these methods were used most and least.

Below is listed the methods as stated in the questionnaire with the number of staff members who thought this particular technique was utilized.

1. Personal data blanks or questionnaires.	15
2. Official permanent school records	15
3. Appropriate tests given near time of admission and/or periodically thereafter.	15
4. Autobiographies	15
5. Interviews with parents, other family members, and interested friends of pupils	15
6. Results of physical examinations.	15
7. Individual interviews with students	14
8. Conferences with pupils' teachers	14
9. Hobbies and co-curricular activities.	14
10. Anecdotal records	13
11. Rating scales	11
12. Evaluation of past and present work experience.	9
13. Sociometric studies	5
14. Others, specify	0

According to the questionnaire it was found that official permanent school records were utilized to the greatest extent, while anecdotal records were least used. Through personal oral interviews it was further discovered that personal data blanks and autobiographies were frequently used. It was further found, through the above mentioned oral interviews, that sociometric studies and hobbies and co-curricular studies were seldom used.

In connection with the above stated question, the author was also interested in finding out if a dual record system was used. Frequently a counselor develops a confidential case record on each counsellee which is

a manila folder of accumulated data, including scholarship summary, test results, notes from interviews, personal data sheets, and other information. Out of the fifteen returned questionnaires, nine indicated use of a dual record system, while five stated they did not use such a system. One person had no comment.

Several questions were formulated with regard to an occupational library, besides the one question previously discussed. With regard to money already invested in the library, four people stated that three-hundred dollars was invested. One member quoted fifty dollars, and one member said none. Two people said the present investment amounted to six-hundred dollars. Seven members made no comment on this question. When asked how much money they planned to invest in occupational information yearly, the members of the guidance staff came up with a wide variety of answers. This variance could be accounted for by the fact that no set amount of money is allotted to each individual staff member. A requisition of materials needed is turned in to the principal's office in accordance with needs as ascertained by each staff member. Below is a list of monetary amounts and the number requesting each amount for the year.

None.	1
\$25.00.	1
\$50.00.	0
\$75.00.	1
\$100.00	1
\$150.00	2
\$200.00	1
\$250.00	0
\$300.00	1

Eight staff members made no comment on this question.

The writer then asked how extensively the available information was used by pupils, the guidance staff, and homeroom teachers. Seven members stated

that the occupational information was only slightly used. Two said it was frequently used and one stated it was used very extensively. Five staff members made no comment.

In order to ascertain the most used techniques for dissemination of the available occupational information a check list type question was asked. The following methods were checked as to whether or not they existed within the school.

1. The counseling process.	13
2. Visual aids such as films, excursions, demonstrations, etc.	13
3. Assembly program.	13
4. Information given in units of regular subject matter courses.	12
5. Occupational information obtained as a result of work experience on part-time or full-time basis.	12
6. Free reading in the occupational information library	9
7. Subject matter and shop courses used on a try-out basis by students	9
8. Career days	5
9. Courses in occupational information	4
10. Student participation in follow-up.	1
11. Other, specify. ;	0

The method used most often by the staff was the counseling process. Next to be used frequently was visual aids, followed by information given in units of regular subject matter courses. Techniques least used were career days, courses in occupational information and student participation in follow-up surveys.

A series of questions related to drop-out studies and their uses, if any. It was found that a study was made each year through the joint efforts of the Dean of Boys and Dean of Girls. The results of these studies help to determine if certain subjects are too difficult, causing students to become discouraged, and also to help locate any weaknesses in the guidance program, if any. With regard to other questions related to drop-out studies the following information was obtained. Seven members of the guidance staff stated that information was obtained from drop-outs concerning their reactions to the curriculum and school organization. Five members said this information was just incidently sought. One member said no attempt was made. Two members had no comment.

Eleven staff members stated that information was obtained from graduates concerning their reactions to the curriculum and school organization. Their decisions were based on the fact that each year a freshman conference is held at Oklahoma University and Oklahoma State University. At that time, counselors and graduates get together and high school curriculums and organization are discussed. One staff member said no information was obtained. Three staff members had no comment.

When asked if both graduates and drop-outs were questioned concerning their reactions toward the guidance program, six members said yes, and four said no. One said just incidently, and four had no comment.

The last question concerning follow-up studies asked if follow-up study results were used for the improvement of the guidance service program. Four said yes, and six said no. Five made no comment. Further investigation of this particular question through oral interviews revealed the following information. It was found that study results are frequently discussed in

weekly meetings held by the Principal and Vice-Principal with the guidance staff in an attempt to determine weaknesses and strong points of the overall program. At various times group meetings were held by various members of the guidance staff in an attempt to improve the curriculum and the overall school program. Mr. Black, the Principal, also made the statement that the information gathered by the counselors at the freshman conferences was used quite often in guidance staff meetings. The information given by graduates was considered of importance in determining weaknesses in the program.

Two questions were asked the staff pertaining to a job placement program. In an attempt to determine which groups were served the following were listed. The numbers represent the staff members agreeing that the particular group was being served:

1. Students seeking part-time employment and summer jobs. 13
2. Graduating students. 7
3. Drop-out students. 6
4. Former students. 3
5. Other youth; Physically handicapped—Names are submitted to the Vocational Rehabilitation Agency. 1

The entire guidance staff agreed unanimously that the school cooperated with community placement agencies. These agencies included the Oklahoma State Employment Service and the Sertoma Club.

With regard to special problems of individual students, the staff members were asked to check the following specialists they used for referring these special cases:

1. Home counselor.	15
2. School nurse.	14
3. Physician	13
4. Psychiatrist.	13
5. Teacher of physically handicapped	13
6. Teacher of exceptional children	7
7. Social worker	3
8. Others, specify:	
a. Child Guidance Clinic	3
b. Psychologist.	2
c. Reading Clinic.	2
d. Juvenile Authorities.	1

According to the questionnaire findings and as a result of follow-up oral interviews, the visiting teacher or home counselor, the school nurse, and the reading clinic were utilized the most. On the other hand, the staff considered that the social worker, teacher of the physically handicapped, and psychiatrist were the least used. Those staff members stating that they used the school nurse specified that in many cases the nurse would in turn refer the child to the school physician or to whatever specialist was needed.

The following question was also asked the guidance staff. Have you established definite procedures for referring students with special problems to appropriate private or public agencies? Ten staff members said yes, while one answered no. Four had no comment. Those agencies listed by the staff in order of frequency of use are as follows:

1. Child Guidance Clinic (Tulsa University).	8
2. Juvenile Court.	3
3. Child and family welfare services	3
4. Childrens Medical Center.	3

5. Vocational Rehabilitation Center.	2
6. Oklahoma Employment Agency.	2
7. Psychiatrist.	2
8. City-County Health Department	1
9. Testing Department.	1
10. Community Chest	1
11. School Employment Service	1
12. Tulsa Crippled Childrens Home	1
13. Sunnyside Home for Retarded Children (Private).	1

The author next attempted to determine if provisions for counseling on an individual basis had been made. Fourteen staff members agreed that adequate provisions had been made. One member said no provisions for individual counseling had been allowed for. Out of the fourteen staff members, four stated that interviews were scheduled for each student at least once a year. Two members felt that only cases that were directly referred were taken care of.

Another question asked was, "How extensively do teachers and members of the guidance staff cooperate in carrying out the various phases of the guidance program?" Four members felt that cooperation was very good. Four felt that cooperation was good. Two staff members felt there was cooperation to a limited degree. The school nurse stated that the health records were used to a very limited degree by the staff.

The remainder of the questionnaire was devoted to questions related to the overall guidance program. The staff members were asked to list the outstanding strengths of the guidance program. They are as follows, in order of frequency mentioned by the staff:

1. Each child always has someone to go to regardless of the problem involved.	3
2. Availability of test data	3
3. Division of labor affords more individual time between counselor and student.	2
4. Continued attempts by guidance staff to identify the classroom teacher as the most important person in the counseling program.	2
5. Parents have someone to discuss child's problems with	2
6. Extent of special service	1
7. College advisement.	1
8. Good group guidance meetings.	1
9. Experienced counselors.	1
10. Some excellent homeroom teachers.	1
11. Each teacher has someone to talk to regardless of his problem	1
12. Discipline and attendance are not mixed with the personal phase of the guidance program	1
13. Individual files and records accumulated by class counselors	1
14. A man and woman counselor for each class (when possible)	1
15. Counselors work with one group (class) for three years	1

The staff members were also asked to list, in their opinions, the chief weaknesses or limitations of the guidance program. They were as follows, in order of frequency stated:

1. Not enough trained personnel (counselor ratio 500-1).	5
2. Lack of interest in guidance program by some classroom teachers	3

3. Lack of systematic follow-up program. 2
4. Clerical burden--Too much time required
in filling out and changing office cards
in scedule changes. 2
5. Not enough time for interviewing all students 2
6. Vocational guidance 1
7. Aptitude testing. 1
8. Some inexperienced counselors 1
9. Lack of ability to interpret test material. 1
10. Use of permanent and personal records 1
11. Some records are too far from counselor's
office. 1
12. Counselors have little extra-curricular
contact with students and as a result
don't meet them in informal situations. 1
13. Occupational information not adequately
disseminated. 1
14. Need of more professional assistance
(psychologists, sociologists, etc.) 1
15. Too many extra duties assigned to counselors. 1
16. Teachers too busy to do counseling 1

The staff members were also asked what chief obstacles had to be overcome in order to achieve the outcomes desired. The obstacles were as follows:

1. Lack of money. 7
2. Counselors overloaded. 5
3. Not enough trained personnel 4
4. Not enough time to perform all duties. 4
5. Age of school plant hinders expansion
or adjustments 2

6. Inexperienced teachers. 2
7. Inadequate conference space for group work. 1
8. Lack of proper in-service training program. 1

With regard to the future, it was asked what improvements in the guidance service program were planned for the immediate future. The following comments were made by the staff members. First, evaluate, through informal group meetings, what has been accomplished the past year. This is to be done in an attempt to locate the strengths and weaknesses of the existing program. Second, an attempt will be made to place more emphasis on in-service training in counseling techniques for teachers. Third, to make better use of existing vocational guidance material. Fourth, attempt to improve techniques of personal counseling. Fifth, to make wider use of available test data. This would include utilization of standard test data, accumulated during the student's school career. Test data and grade level administered are listed below:

7th grade	Otis Mental Ability (Beta).
7th grade	Stanford Achievement Test (Advanced Form).
8th grade	Stanford Achievement Test (Advanced Form).
9th grade	Iowa Silent Reading.
10th grade	Iowa Tests of Educational Development.
11th grade	Otis Intelligence Test (Gamma).
12th grade	American Psychological Test.

Sixth, utilize teachers to a greater extent in an attempt to make them feel they are an integral part of the overall guidance program. Seventh, help in whatever way possible to bring about earlier decisions on the part of the student on matters pertaining to college or vocational choice. Eighth, seek

to increase the number of college bulletins so that college bound students may accumulate accurate and detailed information before making definite decisions. Ninth, bring about more parent visitation and participation in the guidance program. Tenth, improve the homeroom program. This would include scheduling more homeroom time for the teacher, and less club activity for the student during homeroom. Finally, an attempt will be made to get more equipment and clerical help in order to ease the administrative and clerical burdens performed by the staff members.

The final question on the questionnaire asked if any studies had been made during the past two years concerning problems of the guidance program. It was found that a study had been made by the North Central Association of Colleges and Secondary Schools evaluating the existing activities program. The entire faculty participated in this study. A survey of the student population was also made in an attempt to determine the socio-economic status of students with indicated curriculum changes to follow.

SUMMARY AND CONCLUSIONS

Merely presenting conclusions based on the findings of the questionnaire involved would not present an entirely just picture of the overall guidance program at Tulsa Central High School. Throughout the findings, the author encountered conflicting statements made by the various members of the guidance staff. This apparent confusion concerning individual functions and responsibilities was not necessarily due to inefficiency or lack of knowledge on the part of any member of the staff. Instead, it could be traced back to the very newness of the guidance program. As previously mentioned, this program was instigated in 1956. Because the program is still in the neophyte stage

there must occur, at times, some overlapping into other members spheres of responsibility. This problem is being rapidly corrected. Any confusion that showed up in the questionnaire was not then a result of inefficiency. Rather it was the result of a growing and continually expanding guidance program.

By making an analytical study of the findings of this report it was possible to group numerous related questions together and arrive at a number of general conclusions. These are discussed below.

In general, the overall guidance program in the Tulsa school system is quite well organized. This becomes apparent when one checks the administrative organization of the entire school system. There is a definite philosophy of guidance within the system which is adhered to closely by the individual schools¹².

With regard to Tulsa Central High School, the staff apparently was quite capable from an educational and experience standpoint. There appeared to be a rather large ratio of students to counselors (500-1). This should, as soon as possible, be reduced to at least a 300-1 ratio.¹³

The minimum requirements needed to qualify as a counselor appear to be adequate at the present time¹⁴. This is in accordance with state requirements which include the following¹⁵:

¹²The Guidance Program of the Tulsa Central Schools. Pp. 1-9.

¹³Froehlich, op. cit. p. 50.

James B. Conant, The American High School Today. Pp. 44-5.

¹⁴J. Anthony Humphreys and Arthur E. Traxler, Guidance Services. Pp. 403-11.

¹⁵Teacher Education and Certification Handbook, "Regulations and Standards Governing the Preparation and Certification of Teachers and Administrators."

Robert C. Woellner and M. Aurilla Wood, Requirements for Certification.
P. 101.

1. Requirements for the Standard Certificate:

- a. An Oklahoma standard or life teaching certificate.
- b. A minimum of two years satisfactory teaching experience.
- c. Not less than 12 months work experience to be cumulative.
- d. A Master's degree from an approved college or university and completion of a program approved by the State Board of Education for the preparation of school counselors such program to include a minimum of 18 hours of graduate work distributed as follows:

	<u>Minimum</u> <u>hours</u>
1. Basic guidance courses.	8
2. Educational measurements.	3
3. Growth, development and learning.	5
4. Curriculum construction	2

2. Requirements for a Provisional Certificate:

- a. An Oklahoma standard life teaching certificate.
- b. A minimum of two years satisfactory teaching experience.
- c. A minimum of 16 hours of graduate credit which will count toward satisfying requirements for the standard certificate including basic guidance courses and educational measurements.

As previously mentioned in the findings a prospective counselor should at least have teaching experience, some counseling experience, and experience in youth activities. A willingness must also be shown toward completing professional training in guidance work. This would indicate that only sincere, dedicated educators are considered for guidance work.

In general, the author concluded that the majority of the staff felt that the physical equipment and clerical help available were satisfactory. However, some staff members did state that they could operate more efficiently and have more time for personal counseling if they could be relieved of some

administrative and clerical duties. In particular, it was mentioned that considerable time was lost in filling out and changing office cards involving schedule changes.

Although counseling services were available to all students, there was obvious confusion among the staff as to whether one or more interviews a year were required. There was also confusion as to whether particular groups of students were required to have interviews. This would indicate a breakdown in dissemination of information to the staff members. It appeared that when the program was originally created this problem was not thoroughly discussed. However, the author is confident that this particular problem will be solved as the counselors gain experience and the program becomes better established.

With regard to the primary services performed by the counseling staff, one is led to the conclusion that the five basic phases of an ideal program are taken into consideration¹⁶. As the findings indicated, individual analysis and counseling is a part of the overall program. However, as previously mentioned, there is some confusion as to how often this should be required. There is a school policy that is enforced which allows at least one counselor to be available at all times. This is taken care of by staggering the various classes taught by the individual counselors.

The placement phase of the guidance program operates quite efficiently. As previously mentioned, there is a close liaison between the Dean of Boys, Dean of Girls, Business Education Supervisor, Director of Placement, Oklahoma Employment Service, and the Sertoma Club. The combined efforts of the above mentioned offices tend to bring about maximum efficiency in the placement of

¹⁶Erickson, op. cit. Pp. 1-8.

Charles M. Smith and Mary M. Roos, A Guide to Guidance. Pp. 313-24.

students seeking part-time employment and summer jobs, drop-out students, graduating students, former students, and physically handicapped students.

With regard to the follow-up phase of the guidance program, the newness of the program itself prevented extensive follow-up studies. However, as indicated elsewhere in this report an annual drop-out study is made in an effort to determine reasons for dropping out. Along with this study is the yearly freshman conference held at Oklahoma University and Oklahoma State University. The purpose of the above mentioned studies is two-fold: (1) to improve the curriculum and (2) to improve the guidance program.

The basic services of a good guidance program are for the most part taken into consideration¹⁷. By this the author means, services to pupils in groups, services to pupils as individuals, services to the instructional staff, services to the administration, and research activities. The latter service being the major one needing improvement. In general, since the task of a guidance program is to facilitate the adjustment of the school to the pupil and the adjustment of the pupil to the school and to life, the author must conclude that the guidance staff is fulfilling these requirements. Improvements and strengthening of certain phases is needed, but the author is certain this will come about in the near future.

One of the greatest areas of confusion found by the author was in the field of activities related to but not necessarily an integral part of the guidance program. These activities were previously mentioned on page 21 of this report. It was the conclusion of the author that the confusion mentioned was traceable to the newness of the program. As the members of the staff gain

¹⁷Froehlich, op. cit. Pp. 10-21.

experience there should be less overlapping in the various spheres of responsibility. This problem could be further corrected by utilizing the weekly meetings of the entire guidance staff for discussion of fields of responsibility. Any doubt as to job responsibility on the part of a staff member should be brought out at this time and thoroughly discussed by the entire guidance staff.

A further conclusion, was related to provisions for obtaining information about students. The findings indicated that a wide variety of methods were utilized in obtaining this information, as shown on page 24 of this report. This was one of the stronger phases of the overall program found by the author. Along with this was the question concerning dual records. Although the questionnaires indicated a division of opinions on this matter, personal interviews indicated that the six counselors and two Deans did use a dual record system. Those people not using such a system included the school nurse, office manager, class sponsors, etc. As a result, the author concluded that not only was a wide variety of techniques utilized in obtaining student information but that this information was condensed into the personal records of the counselors and deans. The purpose was to utilize all available information and yet not waste considerable time in locating usable information in various offices when needed.

As mentioned previously, several questions in the author's questionnaire referred to an occupational library. This was one of the phases of the overall guidance program, that was obviously confusing to certain staff members. The author concluded from the returned questionnaires that the existing occupational information was only slightly used by the pupils, the guidance staff and homeroom teachers. There was considerable variance in the answers

concerning the amount of money already invested in an occupational library and the amount of money each individual planned for future investment. This would seem to indicate that some members of the staff were not certain what functions an occupational library played in a guidance program. Lack of experience with a library of this type could account for this situation. The problem could possibly be rectified through a series of staff meetings that would serve to educate the staff toward realizing the importance of an occupational library. A related question dealt with means for dissemination of occupational information. The various techniques utilized at Tulsa Central are listed on page 26 of this report. It was concluded that existing information was usually distributed adequately on an individual basis. Methods for dissemination of this information on a group basis were improved during the past school year (1958-59). This was handled through the already mentioned junior class vocational assemblies.

One of the positive conclusions formulated by the author was the fact that definite procedures had been established for referral of students with special problems. The guidance staff had access to a variety of specialists, as previously mentioned. In addition to these specialists, there was also a large number of public and private agencies that served to contribute to the overall efficiency of the guidance program. These agencies are listed in order of frequency used on pages 29-30 of this report. It was therefore concluded that this part of the program was quite strong and often utilized.

An apparent weakness of the guidance program was the cooperation between teachers and members of the guidance staff with regard to the overall functioning of the program. Only four members of the staff felt there was very good cooperation between teachers and guidance staff members. It was

concluded that some members of the staff had not accepted the guidance program as an important part of the overall school program. It was also recognized that although some members of the faculty might possibly never be convinced of the importance of guidance, the guidance staff faces a challenge of educating and familiarizing the faculty with the guidance program. According to the school philosophy, the classroom teachers is the most important member of the guidance program¹⁸. Therefore, one of the most urgent tasks of the guidance staff, would appear to be an intensified effort to convince the faculty of the extreme importance of guidance. This is a problem that should be discussed in staff meetings so that a well organized program might be instigated.

The author ended his questionnaire with a series of general questions concerning the overall program. It was found to be rather difficult to summarize questions of this type, due to the wide variety of opinions expressed. However, one general conclusion was forthcoming. With regard to strengths, weaknesses, and obstacles to be overcome, the diversity of opinions indicated extreme interest on the part of the staff toward improving the guidance program. This can be further established by the fact that many improvements are planned for the immediate future. This would indicate that the many problems that arise in a new program are being continually discussed in staff meetings.

In an attempt to establish another conclusion that related to the overall guidance program, the author made a comparison between the incidental provisions for guidance and a well organized guidance program. This was

¹⁸The Guidance Program of the Tulsa Central Schools, op. cit. p. 3.

accomplished in accordance with the teachings of Dr. H. Leigh Baker, Professor of Education and Consultant in Guidance Services, Kansas State University. The following conclusions were found:

1. All members of the staff perform appropriate guidance duties.
2. A planned effort is made to provide guidance services for all pupils, when they need it.
3. Time and facilities are made available as needed, within the limits of available resources.
4. All of the guidance services are provided. This would include individual analysis, counseling, occupational information, placement, follow-up, etc.
5. A particular staff member is assigned responsibility for the development of the guidance program, (Vice-Principal).
6. Planned provision is made for evaluation of guidance services.
7. Community resources available for guidance purposes are used on a planned basis.

Finally, the author concluded that the guidance program at Tulsa Central High School, while it has some minor weaknesses, is well on its way toward becoming a very efficient, well-organized program. The staff is apparently a well qualified and dedicated group with a sincere desire to continually strengthen every phase of the program. Under the excellent leadership of the Principal and Vice-Principal this goal should be achieved in the very near future.

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APPENDIX A

Appendix A

A QUESTIONNAIRE AND CHECK LIST CONCERNING THE GUIDANCE SERVICE PROGRAM AT TULSA CENTRAL HIGH

Guidance, as applied to Tulsa Central High School, should be thought of as a service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet--personal, educational, vocational, health, moral, social, and civic. Guidance activities should be organized into a definite program in which each staff member is a responsible participant. Such a program in a secondary school will usually have a dual function.

The primary function should be to provide services to individual students not provided for elsewhere in our educational system, but generally accepted as the responsibility of education. Examples of such services are:

1. Aid in helping students analyze themselves in terms of life expectations.
2. Aid in reevaluation of the situation and necessary adjustment of plans in terms of students' successes and failures in connection with progress toward tentatively selected goals.
3. Aid to students in making the transition from the current educational program to the next form of organized activity whether it be to another educational institution, a full-time job or a combination of work and education.

The secondary function is to provide services to teachers, administrators, and the community, generally of a research nature which in most cases can be developed logically as a by-product of the action necessary for the fulfillment of the primary function. Examples of such services are:

1. Be able to provide sources of information on interests and aptitudes of students in each teacher's classes to be used by teachers in helping them learn to know and understand their students better.
2. Be able to provide a source of reference for teachers to use when students contact them for help in making long time plans and the teacher either does not have sufficient time or sufficient training or experience in the areas involved to give all the aid necessary.
3. Be able to provide the curriculum division of the administrative organization with graphic information on general interests and aptitudes of the entire student body and/or specific groups for use in curriculum planning and study.
4. Be able to provide many types of information on student needs that may serve as a basis for faculty in-service training programs.
5. Be able to provide leadership in the development of co-operation among the various community agencies interested in the welfare of youth.
6. Be able to provide leadership in the development and administration of occupational research.

The questions listed below should be answered as carefully as possible. The results of this questionnaire will be used by the author of this report in the development of a descriptive analysis of the Guidance Service Program at Tulsa Central High School.

QUESTIONNAIRE

1. Counseling services at Tulsa Central High are provided by: (Double check the title of the person in charge, single check others who function as counselors.)

- | | |
|---|-----------------------------|
| <u>6</u> Director of Guidance | <u>14</u> Dean of Girls |
| <u>4</u> Counselor (full-time) | <u>12</u> Class Sponsors |
| <u>11</u> Teacher-Counselor (part-time counselor) | <u>12</u> Principal |
| <u>11</u> Co-ordinator (D.E. and/or D.O.) | <u>14</u> Vice-Principal |
| <u>14</u> Dean of Boys | <u>13</u> Classroom Teacher |

Other, specify: H.R. Teacher - 1 School Nurse - 1

2. Counselors and/or teacher-counselors are selected from: (Check source Ordinarily used.)

- 14 The regular teaching staff
- Persons recommended by teacher training institutions
- Other reputable sources, specify: TRANSFER FROM ANOTHER TULSA SCHOOL - 1

3. Counselors and/or teacher-counselors (part-time counselors) are selected on the basis of: (Check the appropriate items.)

- 7 Successful experience as a classroom teacher without considering amount of professional training in guidance service work.
- Expressed interest in guidance service work without considering either training or successful teaching experience.

7 Active interest in guidance service work and some professional training in guidance work.

10 Active interest and an expressed willingness to complete professional training in guidance service work required to meet minimum certification requirements.

Other, specify: By PRINCIPAL IN COMBINATION OF ALL OF ABOVE - 1

4. Check the three types of work experience which you believe to be most important when considering an applicant for a counseling position:

15 Teaching experience

4 School administration experience

11 Previous counseling experience in educational institutions

3 Previous counseling experience in industries or agencies other than educational institutions.

2 Experience in skilled trades or crafts

1 Experience in social service work

8 Experience in youth activities, such as Boy Scouts, Girl Scouts, Y.M.C.A. Groups, and Y.W.C.A. Groups.

Other, specify: TRAINING FOR COUNSELING - 1

5. Does your school make provision for any of the following in-service training activities by direct financial aid to participating faculty members and/or by arranging for planned programs in or near the local high school building? (Check the items that apply.)

4 Additional graduate study for specialized guidance service staff

5 In-service training program for the guidance service staff by a counselor trainer provided by a teacher training institution.

6 In-service training program for the guidance service staff and/or a counselor trainer from a cooperating teacher training institution

9 Provisions for guidance service staff to take advantage of experimentation and demonstration in guidance service elsewhere

13 Access to professional reading materials on guidance services

Others, specify: Two workshops every two years - 1
CHILD GUIDANCE CLINIC HAS HAD TWO IN-SERVICE COURSES (1956-57) - 1

6. Do you have proper facilities for privacy during counseling interviews?

Yes 13 No 2

7. Is there a sufficient number of desks, filing cabinets, typewriters, and other equipment available to meet your needs as a member of the guidance service staff?

Yes 12 No 3

8. Are adequate clerical services provided for the guidance service staff?

Yes 11 No 4

9. Are guidance service expenditures considered as part of the regular school budget? Yes 14 No

If no, please specify the groups to which services are available:

10. Are counseling services available to all students?

Yes 15 No

If no, please specify the groups to which services are available:

11. Are all students to whom counseling services are available required

to have one or more interviews with a counselor during each school year?

Yes 5 No 8

Expected - 1

If all students are not required to have interviews with a counselor, are any particular groups of students required to have counseling interviews?

Yes 4 No 6

12. Is the guidance service program organized so that a counselor is available for counseling interviews each period of the day?

Yes 13 No 2

13. Below are listed some services other than the primary service of counseling which may be the responsibility of the counselor and/or teacher-counselor, (Please check in column 1 below services which your school provides. In column 3 indicate by checking, the services for which counselor and/or teacher-counselor is responsible. If some other staff member is in charge of a particular service, please indicate that individual by title in column 4.)

(1) <u>Service is Provided</u>	(2) <u>Types of Service</u>	(3) <u>Guidance Workers' Responsibility</u>	(4) <u>Other Person in Charge (title)</u>
<u>13</u>	Occ. Information Library	<u>13</u>	<u>LIBRARIAN - 3</u>
<u>6</u>	Follow-up program for drop-outs	<u>1</u>	<u>ATTEND. CLK. - 1</u> <u>VICE-PRIN. - 1</u> <u>ASST. Supt. - 1</u>
<u>5</u>	Follow-up program for graduates	<u>2</u>	<u>ASST. PRIN. - 1</u> <u>PRIN. - 1</u> <u>ASST. Supt. - 1</u>
<u>13</u>	Placement services	<u>6</u>	<u>BUS. ED. SUP. - 2</u> <u>SCHOOL EMP. SERV. - 1</u> <u>DIR. PLACEMENT - 2</u>
<u>13</u>	All standardized testing	<u>7</u>	<u>DIR. OF TESTING - 6</u> <u>HR. TEACH. - 1</u> <u>OFF. MANAGER - 1</u>
<u>5</u>	Group testing only	<u>4</u>	<u>HR. TEACH. - 1</u> <u>DIR. OF TESTING - 1</u>
<u>13</u>	Additional tests for counseling purposes	<u>7</u>	<u>CLASS COUNSELOR - 1</u> <u>Testing Dept. - 4</u>

14. Below are listed some activities that are related to a guidance services program, but which are not necessarily an integral part of it. Because of training and experience counselors (full-time or part-time) may be asked to take an active although probably a secondary role in the planning and operation of such activities, (Please check in column 1 below the related activities found in your school. In column 3 check the related activities

for which counselors are directly responsible. In column 4 check the related activities in which counselors take an active but secondary role. In column 5 give the title of the person other than the counselor who is directly in charge of the related activity.)

(1) <u>Service is Pro- vided</u>	(2) <u>Types of Service</u>	(3) <u>Counselors Directly Responsible</u>	(4) <u>Active Participa- tion by Counselor but Not Direct Responsibility</u>	(5) <u>Person Other than Counselor in Charge (Title)</u>
<u>13</u>	Orientation Programs	<u>6</u>	<u>6</u>	Stud. Coun. + HR Tchr - 4 PRIN. - 1 CLASS SPONSOR - 3 H.R. TCHR - 7 Vice - PRIN - 1
<u>13</u>	Home Room Program	<u>1</u>	<u>10</u>	CLASS SPONSOR - 2 Visiting Counselor - 1 DIR. of Spec. Educ. 3 Asst. PRIN. - 1 Boys & Girls Couns. - 4 Teachers - 4 CLASS SPONSOR - 4 Vice - PRIN. - 2
<u>12</u>	Visiting Teacher	<u>1</u>	<u>5</u>	Tchrs. + Reading Clinic - 3 Tulsa U. - 1 Spec. Ed. SCRN 2 Asst. Supt. - 2
<u>12</u>	Co-Curricular Activities		<u>9</u>	Tchrs + Admin. CLK. - 6 Counselors - 3 Asst. PRIN. - 1 DEAN of Boys - 4 PRIN. + STAFF. - 5
<u>11</u>	Remedial Instructional Programs	<u>1</u>	<u>7</u>	Asst. PRIN. - 1 PRIN. + STAFF. - 3 Registrar - 1 OFF. MANAGER - 1
<u>13</u>	Attendance Program	<u>1</u>	<u>10</u>	
<u>12</u>	Promotion and Ability Grouping	<u>5</u>	<u>7</u>	
<u>12</u>	Enrollment and Scheduling Activities	<u>7</u>	<u>3</u>	

15. Provisions are made for obtaining information about students through such means as the following: (Check the items listed below which are used in your school program.)

15 Personal data blanks or questionnaires

14 Individual interviews with students

15 Official school records (permanent records)

15 Appropriate tests given near time of admission and/or periodically thereafter

14 Conferences with pupils' teachers

13 Anecdotal records

LU

1

6

- 15 Autobiographies 2
- 11 Rating scales
- 5 Sociometric studies 2
- 9 Evaluation of past and present work experience
- 14 Hobbies and co-curricular activities 2
- 15 Interviews with parents, other family members, and interested friends of pupils
- 15 Results of physical examinations
- Other, specify: _____

16. Is a dual record system used by your office?

Yes 8 No 5

(A counselor frequently develops a confidential case record on each counslee which is a manila folder of accumulated data, including scholarship summary, test results, notes from interviews, personal data sheets, and other information. In such cases the regular permanent record may be used primarily for administrative purposes.)

17. If you have an occupational library, approximately how much money is already invested in it? (Check one of the following.)

None / \$50.00 / \$100.00 \$200.00 \$300.00 ✓ \$400.00
\$500.00 \$600.00 or more 2

18. Approximately how much money do you plan to invest in occupational information each year? (Check one of the following.)

None / \$25.00 / \$50.00 \$75.00 / \$100.00 \$150.00 2
\$200.00 / \$250.00 \$300.00 /

19. How extensively is the available occupation information used (by pupils, guidance staff and homeroom teachers?)

Slightly - 6
Frequently - 2
Very Extensively - 1

19. (Con't)

20. Listed below is a number of means for the dissemination of occupational information. (Check the methods which are used in your school.)

LU

13 The counseling process

4 Courses in occupational information

3

9 Free reading in the occupational information library

12 Information given in units of regular subject matter courses

13 Visual aids such as films, excursions, demonstrations, etc.

12 Occupational informational obtained as a result of work experience on part-time or full-time basis

9 Subject matter and shop courses used on a try-out basis by students

1

13 Assembly programs

1

5 Career days

4

1 Student participation in follow-up surveys

3

Other, specify: _____

21. If you have a follow-up program, how often do you make a follow-up study of students who drop out of school before they graduate?

RAREly - 2

22. Do you obtain information from students who drop out of school before graduation about their reactions to the curriculum and the school organization? *Just Incidentally - 5*
IN MANY CASES - 1

Yes 7 No 1

23. Do you obtain information from graduates about their reactions to the curriculum and the school organization?

Yes 11 No 1

24. Do you obtain information from both graduates and drop-outs about their reactions toward the guidance program? *Just Incidentally - 1*

Yes 6 No 4

25. Do you use follow-up study results for the improvement of the guidance service program?

Yes 4 No 6

If yes, in what way?

IN-SERVICE WORK
weekly Staff Meetings
IMPROVE CURRICULUM

26. If you have a placement program, check the groups which it serves:

12 Students seeking part-time employment and summer jobs

6 Drop out students

7 Graduating students

3 Former students

Other youth: describe:

1 - Physically Handicapped

27. Does your school cooperate actively with community placement agencies?

Yes 14 No

28. If you have established definite procedures for referring special problems of individual students, please check the specialists to whom you make referrals:

15 Visiting teacher

13 Psychiatrist

14 School nurse

7 Teacher of exceptional children

13 Physician

13 Teacher of physically handicapped

3 Social worker

Other, specify: Child Guid. Clinic -3 Psychologist -2 OKLA. Empl. Agency -1

Reading Clinic -2 Juvenile Auth. -1 Teacher of Exceptional Children -2

29. Have you established definite procedures for referring students with special problems to appropriate public or private agencies? Yes 10 No 1

If yes, please list the agencies to which you ordinarily make referrals:

Child Guid. Clinic -8 Children's Medical Center -3 Juvenile Court -3

City-County Health Dept. -1 Voc. Rehabilitation Center -2

Child & Family Services -3 Testing Dept. -1 Psychiatrist -2 Comm. Chest -1

OKLA. Empl. Agency -2 School Empl. Agency -2

Tulsa Crippled Children's Home -1

Home for Retarded Children (Private) -1

30. Does your special service program make provisions for counseling on an individual basis? Yes 14 No 1. If yes, to what extent? _____

At least one interview A YEAR - 4

All cases that are directly referred - 2

Moderately - 2

If no, please describe any activities which you believe have guidance service significance:

31. How extensively do teachers and members of the guidance staff cooperate in appropriate phases of the guidance services?

Very well - 4

Good - 4

Limited - 2

*(Nurse) - Health Records are used to a very limited degree by staff.

34. What are the chief obstacles to achievement of the outcomes desired?

- Inadequate conf. space for group work - 1
- A. Not enough trained personnel - 2
 - Money - 7
 - Proper in-service training - 1
- B. Time - 4
 - OVERLOAD - 5
 - Inexperienced counselors - 2
- C. " Teachers - 2
 - Age of bldg. prevents counseling expansion or adjustments - 2
- D.
- E.

35. What improvements in the guidance services are planned for the immediate future?

- Evaluate what has been done this year - 2
- A. wider use of available data - 1
 - correct our weaknesses - 2
 - Emphasis on in-service training for teachers in counseling techniques - 2
- B. utilize teachers to greater extent - 1
 - More use of Voc. Aids, material - 2
 - Earlier decisions by students pertaining to college or work - 1
- C. Increase number of college bulletins - 1
 - More parent participation & visitation - 1
 - Improvements in personal counseling - 2
- D. " " H.R. PROGRAM including more H.R. time - 1
 - More equipment & clerical help - 1
- E.
- F.
- G.

36. What carefully conducted studies has the school made within the past two years or is now making of its own problems in this field?

A. None - 1

B. Study by MR. Joe Dunham - 5

C. Study + Evaluation of Activities PROGRAM - 3

D. Survey of Student population to determine Socio.-Econ. status with individual curriculum changes to follow - 2

E.

Signed (optional) _____

Title _____

APPENDIX B

ADMINISTRATION



HANDBOOK

for

Administering Educational Services

ADMINISTRATION

Handbook for Administering Educational Services

TULSA PUBLIC SCHOOLS



CHARLES C. MASON
Superintendent

Published, 1955
Revised, 1958

DEPARTMENT OF PRINTING—TULSA PUBLIC SCHOOLS
TULSA, OKLAHOMA

Efficiency of a practically flawless kind may be reached naturally in the struggle for bread. But there is something beyond—a higher point, a subtle and unmistakable touch of love and pride beyond mere skill; almost an inspiration which gives to all work that finish which is almost art—which *is* art.

The Mirror of the Sea
By JOSEPH CONRAD

FOREWORD

This pamphlet is written for the purpose of interpreting the *Rules and Regulations* of the Tulsa Board of Education as they apply to the superintendent of schools and his administrative staff. Although the interpretation does not dot every *i* and cross every *t* figuratively speaking, it does go further into detail than the *Rules* themselves.

It gives some examples of overlapping responsibilities; it shows delegation of responsibilities by the superintendent; and it serves as a general guide to assistant superintendents, directors, supervisors, and principals. It gives this information by chart, by outline of duties, and by explanations. It also points out that delegation of responsibility by the superintendent never relieves him of the ultimate responsibility for carrying out the policies of the Board of Education and for operating a successful school system.

Familiarity with the contents of this pamphlet, together with the contents of other authorized publications, will enable all administrative personnel to do their duties with dispatch and with a maximum of cooperation.

Charles C. Mason

Superintendent of Schools

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1952-1953-1954-1955-1956-1957

Again the Tulsa Public Schools were one of the very few school systems that won the Principal Award from the Freedoms Foundation for "bringing about a better understanding of the American way of life."

Instruction

WHAT WE TEACH

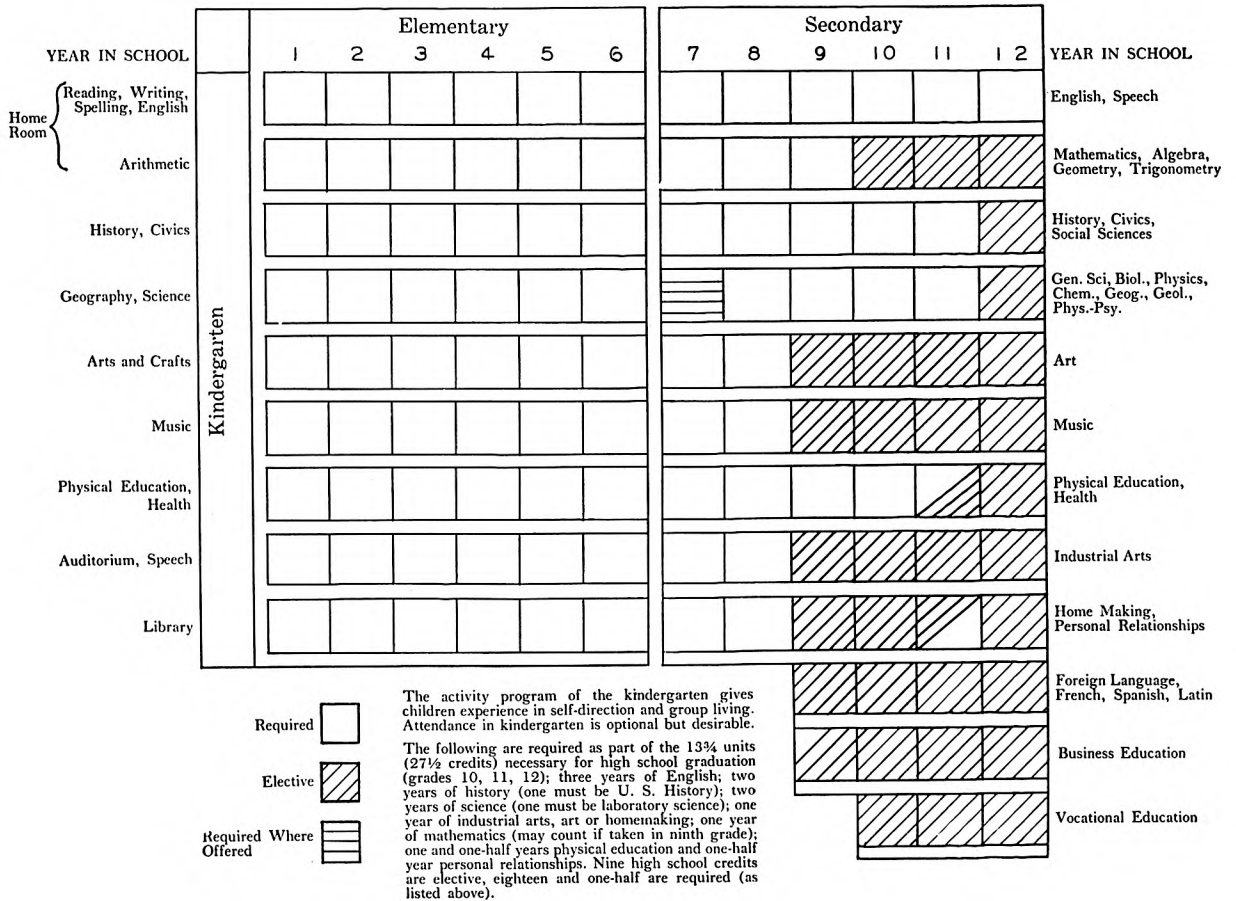


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Tulsa's First Public School



This building was used by the Presbyterian Mission School which opened in Tulsa in January, 1885. In the spring of 1899 the "Education Committee" of the newly incorporated town of Tulsa purchased the structure, and it housed Tulsa's first public school. The site is the south side of the one hundred block on East Fourth Street, just east of the present Mid-Continent Building. In 1899 the school was said to be located "on a hill south of town".

The Superintendent of Schools

NATURE OF THE SUPERINTENDENCY

The function of the superintendent of schools is to serve as the executive officer for the Board of Education and as the chief administrative officer of the school system. Authority and responsibility for the coordination of all divisions of the school system and the successful operation of such divisions are delegated to him by the Board of Education, and he operates within the limits set by the Board, state laws, provisions of the city charter and certain state regulations governing the schools. In this capacity his functions include those of an executive, advisory and administrative nature.

The superintendent of schools functions in a manner similar to that of the president of a large corporation—the Board of Education in a manner similar to that of the board of directors of such a corporation. The president of the Board of Education is like the chairman of the board of directors or policy-making body of the corporation — the group which makes it possible for the organization to function. A board of directors sets a policy; the president of the corporation is responsible for the execution of the policy. So in a like fashion does the superintendent of schools work: he acts for the Board of Education when the Board is not in session; he represents the Board.

Inasmuch as any employee has only the responsibility which has been delegated to him by the superintendent, the superintendent of schools has the power to perform the duties of any other employee of the schools.

In guiding and directing the operation of the public schools, the superintendent is charged with definite and specific responsibilities which are explained in the following pages. These responsibilities are grouped under six different types or categories. The superintendent (1) works with the Board of Education both individually and as a group by informing, advising and counseling members of the Board regarding all phases of the operation of the schools, (2) conducts a continuous school-community relations program, (3) selects, assigns and counsels personnel, (4) prepares, presents for approval and administers the budget, (5) evaluates, measures and reviews effectiveness of Board of Education policy and rules and regulations, (6) directs work toward the development and implementation of the basic philosophy underlying instruction.

AREAS OF RESPONSIBILITY

Working with the Board of Education

The superintendent of schools is expected to attend the meetings of the Board of Education except when his own status is being considered, and he serves as the professional adviser of the Board of Education on all matters pertaining to the schools. He investigates and reports to the Board any evidence that comes to his attention concerning infringement of the legal rights of this school district or in which the legal responsibilities of the school district may be involved.

Recommendations to the Board of Education are made by the superintendent of schools.

Situations of an unusual nature which are not in any way covered by Board of Education policy shall be referred to the superintendent. He alone has authority to make decisions concerning school policy in those instances not covered by Board policy.

Conducting a Continuous School-Community Relations Program

The superintendent maintains both within and outside the schools a program of public relations which promotes understanding and high morale within the schools, and which keeps the public informed on the objectives, operations and needs of the schools. Since any public relations program is successful to the extent of total employee cooperation, the superintendent has immediate assistance in this program from the department of school-community relations and from members of the administrative staff.

Administrative staff members may be called on to serve as representatives of the superintendent at professional meetings, citizens' committee meetings, or meetings with civic organizations.

Because of this phase of activity of the assistant superintendents and other administrative staff personnel, it is important that they keep the superintendent informed as to their memberships in clubs, boards or committees of outside-of-school groups.

As the superintendent of schools retains the initiative in conducting the program of school-community relations, there are certain phases of the program which require his personal attention.

For example, approving special requests from outside the schools for the use of bands, other groups of students, school equipment, etc., shall be done only as the superintendent of schools may direct.

Authority for approval of applications to use school buildings and grounds for other than school activities is delegated to the director of business and finance.

The superintendent of schools shall also arrange with the press, civic groups or other organizations for contests, drives, or other promotions in which any unit of the school system participates.

Participation during school time of any school personnel in drives, solicitations or promotions shall be only after written permission has been granted by the superintendent. The superintendent shall also be notified of proposed participation of school personnel in radio or television broadcasts.

Selecting, Placing and Counseling of Personnel

All applications for employment are submitted in writing to the superintendent of schools or to someone designated by him. The superintendent recommends to the Board of Education persons for employment, and no person is employed by the Board to serve under the direction of the superintendent unless such person has been recommended by the superintendent. When the Board of Education does not approve a recommendation for employment, the superintendent then submits another name to the Board of Education for its consideration.

The administrative assistant, assistant superintendents, directors of elementary and secondary education, the director of the personnel department interview and appraise applicants for positions and make recommendations to the superintendent of schools. The superintendent makes recommendations to the Board of Education. Authority for informing an applicant of acceptance or rejection rests solely with the superintendent of schools.

The superintendent of schools is responsible for the formation and direction of the administrative organization of this school system. He has the power to select, assign or alter the assignment of, to transfer, to place on probation, to suspend and to recommend the promotion or dismissal of any or all employees except himself.

When any school employee initiates correspondence intended to alter the assignment of the writer (resignation, request for transfer or for leave of absence), he must address such correspondence to the superintendent of schools. If such correspondence be mis-sent or mis-directed to any other school official, such person will immediately forward the correspondence to the superintendent of schools. In a like manner, any correspondence to a school employee pertaining to a change of his assignment or any modification thereof shall originate in the office of the superintendent of schools.

Preparing, Presenting for Approval and Administering the School Budget

The superintendent directs the development of the annual budget and presents it to the Board of Education for approval. He then administers the budget as prescribed by the Board of Education, and acts at all times in accordance with the legal requirements and adopted policies, schedules, procedures, accounting techniques, and other business, financial and administrative regulations established by the Board of Education. The superintendent also recommends salary and wage schedules to the Board and when such schedules are approved, he makes them effective.

The superintendent of schools advises the Board of Education on the formulation of policy and acts within the limits of his authority in those instances when there is no established Board policy.

Evaluating Effectiveness of Board Policy

The superintendent carries on a continuous program of evaluating the effectiveness of the policy of the Board of Education and the administrative rules and regulations as they apply to the general operation of the schools. He keeps the Board informed as to how its policies are being carried out, as to the effectiveness of such policies and as to the efficiency of different branches of service in the school system.

In discharging this responsibility he maintains or has maintained a complete and accurate system of financial accounts, valid business and property records, adequate personnel, school population and scholastic records. He is at all times prepared to report to the Board on any matters that are pertinent to the business under consideration, and publishes annually a report of the work of the school system.

The superintendent has the power to make such rules and give such instructions to all other employees as may be necessary to make the rules and regulations of the Board and any additional instruments of control established or approved by the Board fully effective in the management of the schools. In doing this he may have published and circulated among school personnel, booklets, bulletins, handbooks or other materials containing information on actions of the Board of Education affecting policies, services or programs of the schools.

In addition he is empowered to set aside any of the *Rules* and he exercises such discretion in the application of the *Rules* as in his judgment shall be necessary in order that the best interests of the school district may be served. However, reasons therefor may be required by the Board of Education.

Philosophy

The superintendent of schools directs work leading toward the development and implementation of a basic philosophy underlying instruction and is responsible for supervision of business administration. The superintendent is responsible for the leadership in planning and formulation of all policies affecting curriculum and instruction. Under his direction a continuous program of curriculum development and improvement is conducted.

A continuing study of physical plant needs is also carried out by the superintendent in an effort best to determine school building needs for the district and subsequently to provide needed facilities as determined by the study. A philosophy of education begins with a consideration of all factors affecting the school lives of the students over which the public schools may exercise some control or influence. Thus housing, for example, is a part of curriculum; buildings and classrooms within buildings are designed and maintained to facilitate achievement of educational goals.

Delegation of Authority

While the responsibility for the successful functioning of the schools rests with the superintendent, he in turn may delegate the application of rules to the proper administrative officers. In these areas of responsibility previously outlined the superintendent retains the initiative in the following: all contacts with Board of Education members (both individually and as a group) in his capacity as the professional adviser to the Board and in those matters involving recommendations of policy for consideration by the Board; the school-community relations program, and all matters of an unusual nature.

The superintendent can hold a staff member responsible for the execution of the authority which the superintendent has delegated to the staff member. However, the staff member is responsible only to the superintendent and the superintendent remains responsible to the Board of Education.

For example, applicants for teaching positions are always interviewed by the director of the personnel department and also by at least two and frequently by four other officials as follows: the administrative assistant, the assistant superintendents and by one of the directors of education. Recommendations are

then made to the superintendent, and responsibility for recommending applicants to the Board of Education rests with the superintendent.

It follows then that the success of a superintendent in insuring steady progress toward the goal of improved educational services to our youth depends in a large measure upon the strength of his assistants, their efficiency, loyalty and willingness to keep alert to the needs of the particular assignments.

Actually every employee of the Tulsa Public Schools has only that authority and responsibility which have been delegated to him by the superintendent of schools. Thus every employee works under a dual delegation of responsibility: one directly from the superintendent and one from the superintendent through the employee's immediate supervisor. The superintendent's authority is delegated to him largely by the Board of Education. The authority of the Board of Education comes from two sources: that which is assigned by the legislature through statute or law and that which comes from the people themselves.

Immediate Staff of the Superintendent of Schools

Members of the immediate staff are the executive assistant, the administrative assistant, the assistant superintendent for instruction, the assistant superintendent for pupil personnel and special education services, the director of business and finance, the director of building planning and special administrative services, the director of the personnel department, the director of the school-community relations department, the directors of elementary and secondary education, the director of maintenance and plant operation. Reference to the organization chart (center pages) shows the relationship of each position to each other position.

The chart also indicates that principals and teachers are subordinate to the assistant superintendents and the directors of education. Principals and teachers are also delegated authority and responsibility directly from the superintendent of schools. A principal might confer frequently with the superintendent, for example, or the superintendent might give specific or general instructions directly to a principal.

Areas of General Responsibility-- Superintendent's Immediate Staff

Executive Assistant and Administrative Assistant to the Superintendent

The major responsibility of these two officials is to help keep the strands of administration or management running smoothly into and from the hands of the superintendent of schools. These positions are designed in such a manner as to relieve the superintendent of as much of the detail as possible involved in administering a large growing organization. Both the executive assistant and the administrative assistant have broad, general assignments which are directly concerned with interpreting and/or administering policies and coordinating activities as specifically determined by the superintendent. In working with the public, other staff members and other employees, it is the duty of these two assistants to advise on established policies of the Board of Education and the superintendent.

The executive assistant's field of special attention is in the general area of business services. The administrative assistant's field of general emphasis is in the area of personnel.

In the absence of the superintendent, the executive assistant is delegated to make decisions on matters requiring action.

Director of Building Planning and Special Administrative Services

It is necessary for this official to maintain continuous studies of population trends in the school district so that needs for school sites and buildings may be anticipated. This director must be in a position to make recommendations to the superintendent regarding buildings and sites needed for elementary, junior high and senior high schools. Such recommendations must be based on population facts in the area in question, plans for future housing developments that may be available, and the economic ability of the district to provide the needed educational buildings. Two general types of studies are maintained, one dealing with the foreseeable future, another dealing with long range plans that extend far beyond the immediate future.

The director of building planning works not only with other school officials and architects with regard to buildings and sites, but also develops general specifications for furniture and equipment in

cooperation with the assistant superintendents, the director of business and finance, the director of maintenance and plant operation. Standardization, in so far as economically and educationally practicable, is a primary objective. For example, the general specifications for instructional equipment in senior high school "A" should very closely match similar specifications for senior high school "B" if designed to house approximately the same number of pupils and serve the same function.

The director of building planning and special administrative services must also continuously study to determine needs for modification of school buildings to fit changing conditions. He also familiarizes himself with new methods and materials in order to effect economies in construction.

Very closely related to planning for new buildings and sites is the supervision of school area boundaries. Continuous studies of population trends enable the director to make recommendations for changes in school area boundaries.

Other special administrative services include pupil transportation and school bus routes, buses used for instructional trips, inter-district transfers of pupils, the school laundry. School bus routes and problems regarding pupil transportation by city buses are handled through this office, though frequently in cooperation with the director of maintenance and plant operation inasmuch as the latter is immediately in charge of bus and truck drivers. All applications for transfers into or out of Independent School District Number One are submitted to this office. This director also executes contracts for tuition, but payments are made directly to the treasurer.

Assistant Superintendent for Pupil Personnel and Special Education Services

This official works with principals, teachers and pupils. Guidance as a specialized function is under his supervision. The school guidance program is concerned in the broad sense with the mental and physical health and the educational development of every child with whom the school comes in contact. This assistant superintendent, therefore, is concerned with all grade levels. Under his supervision, in so far as specialized guidance is concerned, are

deans, school counselors, visiting counselors and other special education personnel and principals, inasmuch as the principal is the chief guidance person in his school. Special guidance services are available through the testing program, the reading clinic, the psychologist, the health department. Health services function under the immediate direction of a doctor of medicine. Health guidance—counseling with parents, teachers, pupils—is a major operation of this department.

This assistant superintendent also initiates and plans in-service education for guidance specialists and for classroom teachers. He supervises the work of the department of special education. Under the immediate direction of a supervisor, this department has a program of education for handicapped children. The visiting counselors are a part of this department. Generally, principals work directly with the supervisor of special education.

Pupil accounting is a part of the special education services, except that the school census supervisor works with direct responsibility to the superintendent of schools. The assistant superintendent supervises all other aspects of pupil accounting, including attendance, progress reports to parents, promotion and retention (placement). Reference to the organization chart (center pages) shows that other services administered through this office are adult education, summer school for high school pupils, reading clinic and intra-district transfers of pupils.

Parents or guardians make application for intra-district transfer to the assistant superintendent for pupil personnel and special education services. A child's residence is with his parents or legal guardians, and, therefore, each child is expected to attend the school serving the area in which he lives. Deviation from this practice is permissible only with advance and official transfer by this assistant superintendent.

Assistant Superintendent for Instruction

This official is charged with the general supervision and administration of instruction, curriculum planning and development. It is his responsibility to make recommendations to the superintendent of schools regarding general policies and plans pertaining to instruction and curriculum development. This assistant superintendent promotes continuous studies of curriculum organization, content, materials and teaching procedures by supervisors, principals and teachers. He provides for curriculum committees, assigns the personnel of such committees, upon approval of the superintendent, and supervises their work. This program of study enables the assistant

superintendent to recommend to the superintendent improvements in instructional policies and procedures. Such studies also enable the participants to concern themselves with solutions to specific problems of instruction.

In the administration and supervision of instruction, the assistant superintendent works with principals, supervisors, teachers, the directors of elementary and secondary education, the assistant superintendent for pupil personnel and special education services and other members of the immediate staff. The supervisors consult with the assistant superintendent for instruction regarding supervisory methods. Proposals of supervisors for in-service meetings are subject to the approval of the assistant superintendent, and, through the supervisors, he administers the various in-service meetings related to curriculum and instruction. He also administers studies in the selection of textbooks and other teaching materials.

This assistant superintendent is the official designated by the superintendent to approve courses of study proposed by education employees to satisfy the summer school requirement or courses leading to advanced degrees. He also schedules apprentice teachers and recommends to the superintendent in-service credit for critic teachers.

Reference to the organization chart (center pages) shows that the assistant superintendent for instruction is also responsible for the administration and supervision of the professional library and the audiovisual department.

Director of School- Community Relations

This director has immediate responsibility for contacts with the various news agencies, the preparation of copy for releases, and the publication of various periodicals designed to give information to employees and/or the general public regarding the activities, the needs and progress of the schools. He also has the responsibility of carrying out special assignments of the superintendent of schools.

Directors of Elementary and Secondary Education

These directors are charged with the immediate supervision of instruction and building administration and other problems of individual school organization and management. They are also expected to execute special assignments from the superintendent of schools, the assistant superintendents, the director of building planning and special administrative services, and the director of business and finance.

The directors of education are the officials im-

mediately in charge of the principals with regard to the supervision and administration of the educational program. For example, the principal will submit to the director for approval bulletins to be issued to patrons, ask the director's counsel with regard to personnel problems, instructional problems, problems of school-community relations, make reports to the director concerning estimates of personnel or building needs, and make reports on the efficiency of teachers. The directors compile this and similar types of information for use by the superintendent and by others as he may direct.

The directors of education make recommendations for the employment of teachers based on foreseeable needs. These directors, in cooperation with other staff members, also make recommendations to the superintendent regarding the assignment, transfer, suspension or dismissal of education employees, and serve on the superintendent's personnel committee dealing with promotions.

Director of the Personnel Department

A major duty of the director is the recruitment of personnel. He receives and processes applications for employment. This includes interviewing the applicants, arranging further interviews with appropriate school officials, checking the references and the preparation of lists of eligible candidates.

With further regard to employment, the director of the personnel department works in cooperation with other staff members as directed by the superintendent to determine standards and procedures for employment, assignment, transfer, dismissal of personnel. In cooperation with other staff members, this director makes recommendations to the superintendent concerning the selection and assignment of clerical employees.

Personnel records are maintained in this office. Such records are cumulative with regard to employment, assignment, salary, birth certificates, teaching certificates for education employees. Complete insurance and health benefit records are maintained for all full-time employees. Assistance or information is available to employees when needed in the settlement of claims. All sick leave and leave of absence records are kept in the personnel office, and, in event of question, these records are considered final.

Records are maintained here of summer school attendance, courses toward advanced degrees and of in-service credit. It is always the responsibility of the individual to see that the college or university sends a transcript to the personnel office. It is also the responsibility of the individual to comply with

the summer school requirement. The personnel department makes every effort to notify the individual when he is due to earn summer school credit, but failure to notify him in no sense relieves the employee of responsibility to comply.

Lists of approved substitute teachers are compiled by the personnel department and sent to the schools.

Payrolls are processed in this office and certified to the accounting department.

Director of Business and Finance

The division of business services includes all work pertaining to properties, maintenance and finance; however, such work is administered under the direction of more than one official as shown on the organization chart (center pages). The director of business and finance is charged with the responsibility of accounting, bookstores, cafeterias, insurance on equipment and properties, purchasing and inventories, leases and rentals. He supervises legal and business services pertaining to the execution of contracts for construction, improvement assessments, abstracts of titles, leases, rentals and the acquisition of school sites. Thus, some of his work is in close cooperation with the director of building planning and special administrative services. For example, the director of building planning makes studies of needs and, on the basis of such studies, recommends to the superintendent of schools the purchase of a particular site. Upon approval of such purchase by the Board of Education, the director of business and finance sets in motion the machinery to consummate the purchase of the site.

All applications for the use of buildings and/or grounds for non-school purposes are sent directly to the director of business and finance. No such application is necessary for regular, monthly PTA meetings, monthly meetings of Cub Scout Packs in elementary schools or for certain similar afternoon meetings. In doubtful cases, the principal consults with the director of business and finance. When applicable, charges are paid by the group using school facilities in an amount sufficient to cover the additional cost to the school district that would not have otherwise been incurred.

Director of Maintenance and Plant Operation

This service includes repair and upkeep of buildings, grounds and equipment and also custodial service. This director is responsible for administering, supervising and coordinating the services of brickmasons, carpenters, electricians, machinists, mechanics, painters, plasterers, plumbers, roofers,

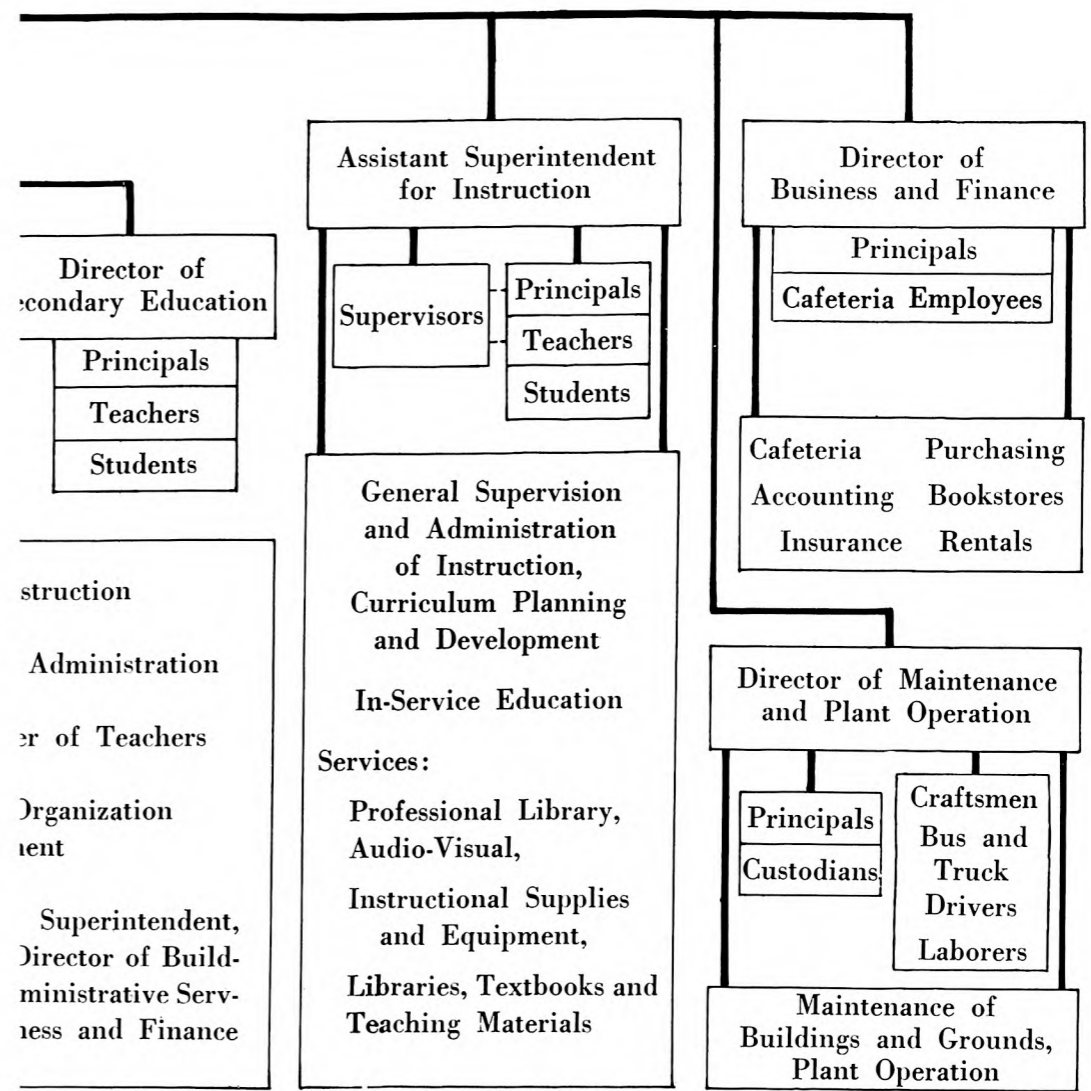
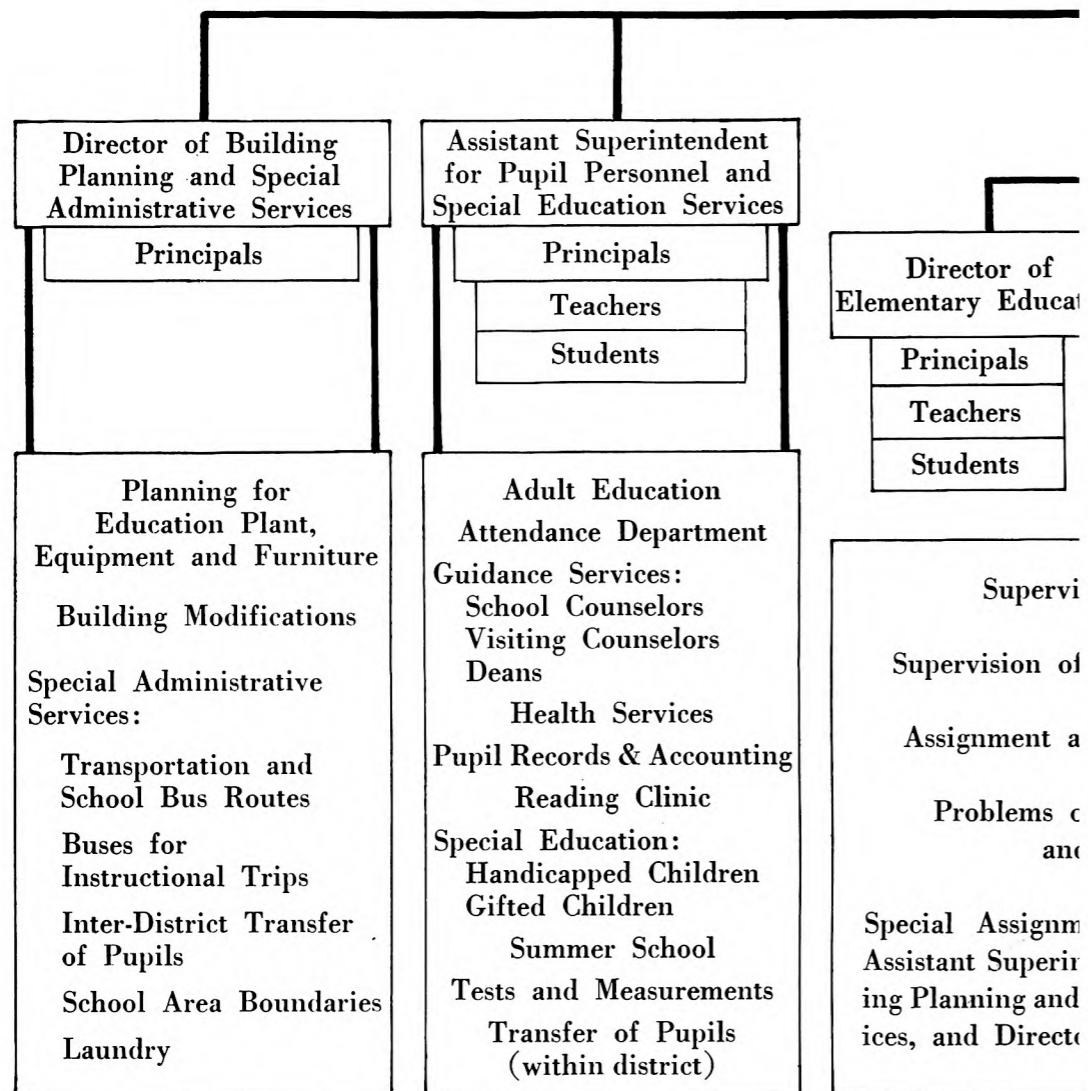
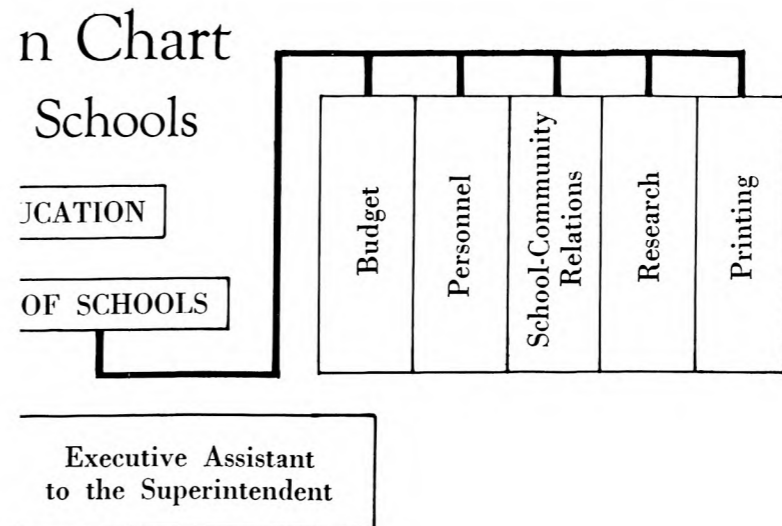
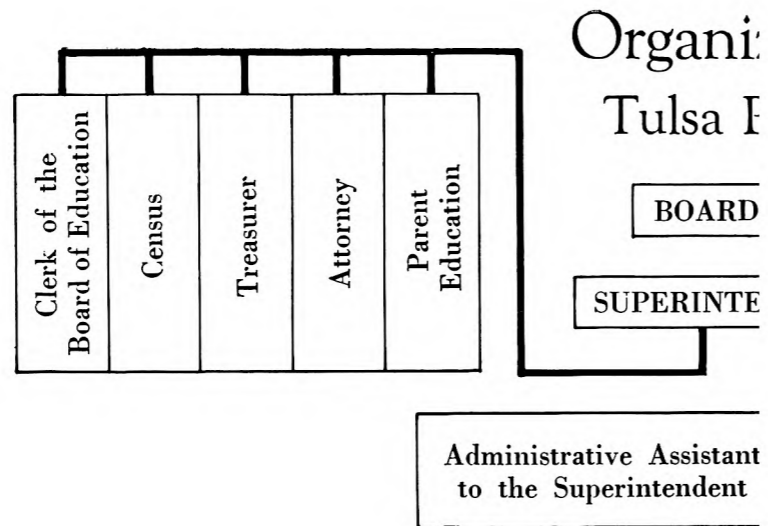
steamfitters, tinnern and other craftsmen.

Maintenance services are available on regular requisition through the proper channels; however, much of this work is accomplished through a general plan for continuous repair, upkeep and rehabilitation without specific requisition from the school receiving the service.

This director supervises the work of the bus and truck drivers, and, therefore, works closely with the director of building planning and special administrative services with regard to such matters as pupil

transportation, school bus routes, school area boundaries, warehousing and distribution of furniture and equipment, moving temporary structures, site improvement.

The director of maintenance and plant operation also supervises custodial work. In carrying out this responsibility assigned by the superintendent of schools, the director selects, trains, assigns custodians, fixes hours and schedules of work, sets standards of work achievement, evaluates efficiency of personnel.



Examples and Explanations

Cooperating or Overlapping Functions of the Administrative Staff

As mentioned on page three, every employee of this school system works under a dual delegation of responsibility. One delegation of responsibility is direct from the superintendent inasmuch as each employee has only such responsibility as has been delegated to him by the superintendent of schools; the other delegation of responsibility is from the superintendent through the employee's immediately superior official.

This organization of duties would seem to the casual observer to be beset with some degree of conflict of authority. In actual practice, however, this is not true. For example, the department of tests and measurements is under the administration and supervision of the assistant superintendent for pupil personnel and special services, yet the only reason for having a testing program is to further instruction. Therefore, the assistant superintendent for instruction works in close cooperation with the assistant superintendent for pupil personnel and special services so that the information collected by tests and measurements may be used to benefit the instructional program for boys and girls. The assistant superintendent for pupil personnel and special services administers and supervises the testing service, recommends to the superintendent policies and procedures and is responsible for other matters in properly administering the service. At the same time he maintains a cooperative relationship with the assistant superintendent for instruction so that the objective of the testing service is the basis for all decisions regarding the service. As further illustration, both these assistant superintendents might make recommendations to each other based on what each thinks most beneficial to the students.

Teaching Personnel

As further example, the directors of elementary and secondary education are charged with the responsibility of estimating enrollment and teacher needs. Yet the assistant superintendent for pupil personnel and special services normally originates such requests for the employment of teaching personnel in special education. At the same time this assistant superintendent might need to ask the help of the assistant superintendent for instruction or the director of secondary education. In fact, the assistant superintendent for instruction might make sugges-

tions to the assistant superintendent for pupil personnel and special services regarding the employment of teachers in special education or on any other matters pertaining to the administration and supervision of instruction in special education classes. Again, bases for decisions, methods or procedures for arriving at decisions are centered in a sound analysis of all factors affecting the educational welfare of the students.

Supervisors

Meetings of supervisors of instruction are under the general direction of the assistant superintendent for instruction. These meetings are attended by supervisors of special services (such as the supervisor of tests and measurements, supervisor of special education, etc.) although these officials work under the administration and supervision of the assistant superintendent for pupil personnel and special services. As further example of cooperative relationship all supervisors and principals work together in regular meetings under the direction of the superintendent of schools.

Policy Regarding Dismissal of School in Emergency

Only the superintendent of schools is empowered to close a school or schools in event of sudden danger, disaster, adverse weather conditions or any other reason. For example, a principal might become aware of a condition which probably would necessitate closing his school. In such case the principal would report directly to the superintendent and ask for instructions. In all cases all employees are to make every reasonable effort to reach their posts of duty until and unless released by the superintendent of schools.

With regard to weather conditions affecting the entire school system, the superintendent of schools is the only employee authorized to make the decision to close the schools. Schools will remain open except when public transportation services are interrupted by blizzard or heavy snow to the point that children cannot reach school.

Pupils must be counted absent if they do not attend school when it is in session. Absences due to weather conditions will be excused in the same manner as absences for other legitimate reasons, but they are still absences and are so recorded.

At the discretion of the superintendent, the schools

may be closed because of the extreme weather conditions described above. Whenever schools are to be closed, announcements will be made by television and radio stations not later than 7:30 a.m.

The first consideration in closing the schools because of weather conditions is the health and safety of the pupils. It is the policy of the Tulsa Public Schools to recognize the right and responsibility of parents in matters of school attendance when extremely inclement weather conditions prevail. If, in the judgment of parents, transportation presents too great a problem or hazard, it will be their responsibility to decide to keep the children at home even though the schools may be open.

Health Examinations: Statement of Policy

The program of the health education department includes a health appraisal of all pupils in the first, fourth, seventh and tenth grades and of all pupils new to the Tulsa Public Schools. All pupils participating in competitive athletics are required to have a physical examination.

Other pupils may be specifically referred to the school physician for a health appraisal by a teacher, principal, parent or nurse.

The health appraisal includes nutrition, skin, posture, eye, ear, nose, throat, heart, lungs and dental inspection.

Referrals for treatment are made to family physicians or dentists.

Hearing tests with the audiometer are given in the first and fifth grades in addition to those pupils referred by teachers or principals.

This program of health appraisal is administered to all pupils enrolled in the Tulsa Public Schools except for those pupils whose parents request in writing in advance the exemption of their children for religious reasons. However, no exception is made for those pupils participating in competitive athletics.

A teacher or a principal may exclude a pupil from participating in any particular school activity when the teacher or the principal believes that the health of other pupils or of the participating pupil may be endangered by such participation.

Safety

It is the duty of the principal to see that all pupils and employees working under his direction are familiar with the procedures that are designed to protect health and insure safety. Fire drills and other emergency drills are required. Accident and fire prevention is a primary concern.

Through the help of the Tulsa Public Schools safety chairman, we cooperate with the National Safety Council, the American Automobile Association and other agencies.

Procedure for Requisitioning

Persons authorized to originate requisitions are the superintendent of schools, members of his immediate staff, principals. Any properly authorized person originating a requisition for the benefit of a particular school will see that the principal receives a copy.

Requisitions for office furniture and equipment in all buildings must be sent for approval directly to the superintendent of schools. All requisitions requesting services, supplies, equipment, furniture for use in the offices and other rooms in the Education Center, the Annex and the Maintenance offices must be approved by the superintendent of schools. Such requisitions, however, must first be sent to the proper staff member for information and consideration. Requisitions originating with members of the immediate staff will be sent directly to the superintendent of schools.

All requisitions must be signed by the official originating them, and each copy must be signed. Use of rubber stamp is forbidden.

The original and copies 1, 2 and 3 (stapled) are sent by the principal to the proper approving official. Copy 4 is retained in the principal's file. The approving official will keep copy 3 and send the original together with copies 1 and 2 to the director of business and finance. Inquiry about a requisition is made to the approving official, and such inquiry should give the requisition serial number, form number and date.

Requisition Forms

Form RQ-1 is used when requesting supplies, stock printed forms, equipment, books (except fee fund books) and items to be purchased. Form RQ-2 is used to request repairs to buildings and equipment, upkeep of grounds, printing, mimeographing, book binding, pick-up and delivery services including school buses, fee fund expenditures. Form RQ-2 when used to request fee fund expenditures must be stamped *Fee Fund*. All other miscellaneous requests are submitted on Form RQ-2 except those requiring purchases. Form AV-3 is used to request films and other items from the audio-visual department. Repairs to audio-visual equipment are requested on Form AV-3. All AV-3's are sent directly to the audio-visual office.

Information Needed on Requisitions

Complete description should be supplied as requested in Form RQ-1. For each item to be purchased, a price must be included and the place where the item may be obtained. The number on hand must be included. Supplies from the warehouse must be requisitioned by stock number. Every school supplies requisition must carry a statement showing the total cost to be within the allocation for general school supplies for the building. Explanation of the need for the item must be given.

On Form RQ-2 an adequate description of the services needed must be given so that proper directions may be furnished those responsible for fulfilling the request. It is also necessary to state the *reasons* for the request to allow for proper planning with regard to methods and time of meeting the request. No requisition will be considered unless it carries this information.

Separate Requisitions Necessary

In many instances, placing requests of a different nature on the same requisition complicates or otherwise retards fulfillment of the request. For example, even though catalog items *in stock* and *items to be purchased* are both requisitioned on form RQ-1, they should be requested on separate requisitions, because the business office must process them separately. No other item should appear on a requisition for textbooks or on a requisition for library books.

Multiple requests made of one department may appear on the same requisition. For example, more than one request for painting may appear on the same requisition, but requests involving the services of more than one craft may not. If a principal is requesting the services of plumbers and carpenters, he must, for example, write two requisitions on Form RQ-2.

Requisitions for Printing, Multilithing, Mimeographing

Requests for these services should be made on Form RQ-2 and sent to the proper official for approval.

Films, Records, Repairs of Audio-Visual Equipment

All these requests are made on Form AV-3 and are sent directly to the audio-visual office. The principal makes an original and one carbon, and both are sent to the audio-visual office. The audio-visual office processes the requisition and returns the carbon copy to the principal.

Repair of Musical Instruments

Principals, upon request from their instrumental music teachers, will make direct contact with the supervisor of music education for these needs. Instrumental music teachers are provided with the necessary forms and information. Exception: requests for the tuning of pianos are made on RQ-2 and sent to the director of education (elementary or secondary) for approval. Such requests should specify where each piano is located (room number) and also what hours in the day the tuner may have access to the pianos.

Regular Servicing of Sewing Machines and Typewriters

Principals should call the purchasing office directly for this type of service.

Approving Officials for Requisitions

1. Superintendent of Schools:
 - (a) equipment and furniture for use in all offices of all buildings
 - (b) services, supplies, equipment, furniture for use in Education Center and Annex
 - (c) bulletins planned for system wide distribution
2. Director of Building Planning and Special Administrative Services
 - (a) building modification
 - (b) furniture (except as otherwise specified above)
 - (c) equipment, including typewriters for classrooms
 - (d) playground equipment
 - (e) school buses for instructional trips
 - (f) maintenance of instructional equipment requiring services *not* furnished by our maintenance department.
3. Assistant Superintendent for Instruction
 - (a) textbooks
 - (1) district purchased: use Form RQ-1, include stock number, price and number on hand
 - (2) state purchased: use Form RQ-1, include number on hand
 - (3) fee fund textbooks: use Form RQ-2 stamped *Fee Fund*
 - (b) supplies requisitioned from fee fund
 - (c) instructional materials and supplies

- (d) bulletins from supervisors (approval of content and form and approval for printing or mimeographing)
- 4. Directors of Education (Elementary and Secondary)
 - (a) bulletins from school to patrons: approval of form and content, approval for mimeographing or printing (approval of content and form required whether mimeographed on requisition or not)
- 5. Director of Business and Finance
 - (a) applications for permission to use buildings and grounds for non-school purposes
 - (b) maintenance and plant operation: these requisitions mailed to this office—approving official is the director of maintenance and plant operation
- 6. Director of Maintenance and Plant Operation
 - (a) maintenance of physical plant: such requisitions are approved by this director—however, such requisitions are *mailed* to the office of the director of business and finance
 - (b) custodial supplies and equipment: such requisitions are approved by this director—however, such requisitions are *mailed* to the office of the director of business and finance
 - (1) label each *Custodial Supplies* (or equipment)
 - (c) maintenance of instructional equipment: to be approved by the director of maintenance and plant operation—however, such requisitions are *mailed* to the office of the director of business and finance
 - (1) requisitions requesting services *not* furnished by our maintenance department are sent for approval to the director of building planning and special administrative services
- 7. Assistant Superintendent for Pupil Personnel and Special Education Services
 - (a) all requisitions from departments of special services—see special procedure for office furniture, equipment and services above
 - (b) all requisitions from principals concerning pupil records and guidance
 - (1) tests, cumulative record forms, other printed forms

**Statement of Policy Regarding
Fee Fund Expenditures (Rentals)**

Fee funds may be used to purchase those instructional materials placed directly in the hands of the students or to which they have direct access. For example, magazines, textbooks, mimeographed materials, work books, reference books, maps, globes, charts, may be approved for purchase from fee funds.

Fee funds may not be used to purchase equipment of permanent nature or equipment for which the expenditures would normally be considered capital outlay. For example, projectors, furniture, fans and the like would not be approved for fee fund purchase.

A suggested check for use of fee funds involves the factors of *expendability* and the *time element*. Generally those items which are consumed in normal usage are appropriately purchased from fee funds. Those materials having a limited period of usage are generally approved for fee fund purchase. Those with an extended period of usage should probably not be purchased from fee funds.

Preparing the Payroll

Information on only the teachers' payroll is given here, because it is the largest of the payrolls and because every school is responsible for a unit of this payroll. Persons who prepare payroll information for the personnel office must exercise care in the interest of accuracy. Mistakes are wasteful wherever they occur; mistakes on the payroll may result in great waste of time and this time is valuable.

All payroll information should be typed—not written—on the teachers' payroll. If there have been no absences, the principal merely signs and returns the payroll to the personnel office.

The principal must keep a daily attendance record of all employees (including substitute teachers) for whose payroll information he is responsible. This written record should be kept until after the close of the school year. Such a record is the basis for preparing the school's payroll and is a means of checking in event of error.

The payroll form is largely self-explanatory; however, the brief check list below will help to insure accuracy and uniformity.

1. Write the number of days absent opposite the teacher's name in the proper column under "Days Absent." Write Arabic numerals—do not write X's or tally marks.
2. Note that there are four columns under "Days Absent". Write the number of days absent under the proper heading.

3. If absence is due to "Death in Family" indicate which relative under "Remarks". Use of sick leave for this reason is specifically limited by the *Rules and Regulations*.
4. Type the dates substituted and the name of each substitute teacher opposite the name of the regular teacher under "Remarks". Also, type the name of each substitute and the name of the regular teacher for whom the substitute taught and the dates taught on the last lines at the bottom of the page.
5. When a teacher is absent, and no substitute is used, write "No Substitute" under "Remarks."
6. Check to see that the list of regular teachers is correct and complete.
7. When listing the name of any temporary teacher, first type the words, "temporary teacher", and under this label type the name of any temporary teacher currently working in the building. In the "Remarks" column, type the days worked by the temporary teacher in this manner: "Days worked: 9-7, 8, 9, 10, 13, 14," and so on. Do *not* merely write the total number of days worked—specify each date.
8. Make a final check against the attendance record of regular teachers and the record of substitute teachers.

Social Security or Old Age and Survivors' Insurance

Historical Statement

Eligible employees of the Tulsa Public Schools now have Social Security protection as well as the protection afforded by membership in the Teachers Retirement System of Oklahoma. In 1950 Congress amended the Social Security Act extending protection to state and local government employees who were *not* under a state or local government retirement system. This Congressional action, of course, had no effect on Oklahoma public school employees, but an amendment to the Social Security Act in 1954 did permit state and local government employees already *covered* by a state or local retirement system to have Social Security. This 1954 amendment permitted voluntary agreements for coverage of state college and public school employees.

In May, 1955, the Oklahoma Legislature passed Senate Bill 72 providing for, among other things, school district participation in the Social Security program under applicable Federal law. Senate Bill 72 was signed by the Governor on June 6, 1955.

Dr. Charles C. Mason, Superintendent of Schools, thereupon recommended to the Board of Education that a sum of money be set aside sufficient to pay the employer's contribution (Jan. 1-June 30, 1955) in event, first, that Tulsa Public School employees would participate in Social Security, and in event, second, that Social Security would be made retroactive to January 1, 1955, as permitted by state and Federal legislation. Careful planning and quick action were of prime importance since only a relatively few days remained between June 6 when the Governor signed the enabling act and June 30 when the fiscal year ended. No action could be taken regarding Social Security by any school district until after Senate Bill 72 had become a law on June 6, at which time only twenty-four calendar days remained until the end of the fiscal year.

It was also immediately necessary to provide an amount in the budget for the next fiscal year (July 1, 1955-June 30, 1956) sufficient to pay the employer's contribution for that year if the Social Security program were approved later in a referendum

by the school district employees. The Superintendent and the Board of Education foresaw all the possibilities and acted at once for the best interests of the school district.

The Superintendent of Schools early in the school year, 1955-56, recommended to the Board of Education that the Governor be petitioned to authorize an election in which all eligible employees might vote on the question of Social Security coverage as provided by law. On October 26, 1955, the Governor authorized such an election to be held on January 31, 1956. Dr. Mason then gave all eligible employees an opportunity to express their preferences regarding the desirability of having the Social Security program retroactive to January 1, 1955, if and when Social Security were approved here. A large majority favored the retroactive feature. In the referendum of January 31, 1956, the vote was 1,751 to 316—85%—in favor of participation in Social Security.

Following the expression of preference and the referendum, Dr. Mason recommended to the Board of Education that this school district participate in the Social Security program retroactive to January 1, 1955. The Board of Education approved the recommendation and entered into a voluntary agreement to put the plan in operation. All eligible full-time employees of the Tulsa Public Schools now have Social Security protection under the voluntary coverage plan as provided in the above-cited Federal and state legislation. Every new full-time employee will be participating in the Social Security program as soon as his employment begins.

Because of the retroactive feature of this plan, all employees who retired as of June 30, 1956, were fully insured with maximum retirement benefits based on their earnings. Furthermore, all employees who were working for the Tulsa Public Schools during 1955-56 and who are scheduled to retire before June 30, 1961, will be fully insured with maximum benefits based on their earnings provided such employees are covered for every quarter until the date of retirement. Without the retroactive feature, no one would have been fully insured with maximum retirement benefits before June 30, 1961.

Tax and Benefit Tables

The following information is from *Your Social Security*, published in May, 1957, by the U.S. Department of Health, Education and Welfare. At present the Social Security tax for employees is two and one-fourth per cent of their salaries, and this amount is matched by the employer. The following table shows the present (1958) tax percentages and the scheduled increases:

CALENDAR YEAR	EMPLOYER	EMPLOYEE
1957-59	2¼%	2¼%
1960-64	2¾%	2¾%
1965-69	3¼%	3¼%
1970-74	3¾%	3¾%
1975 and after	4¼%	4¼%

The following table shows examples of old-age and survivors' insurance benefits.

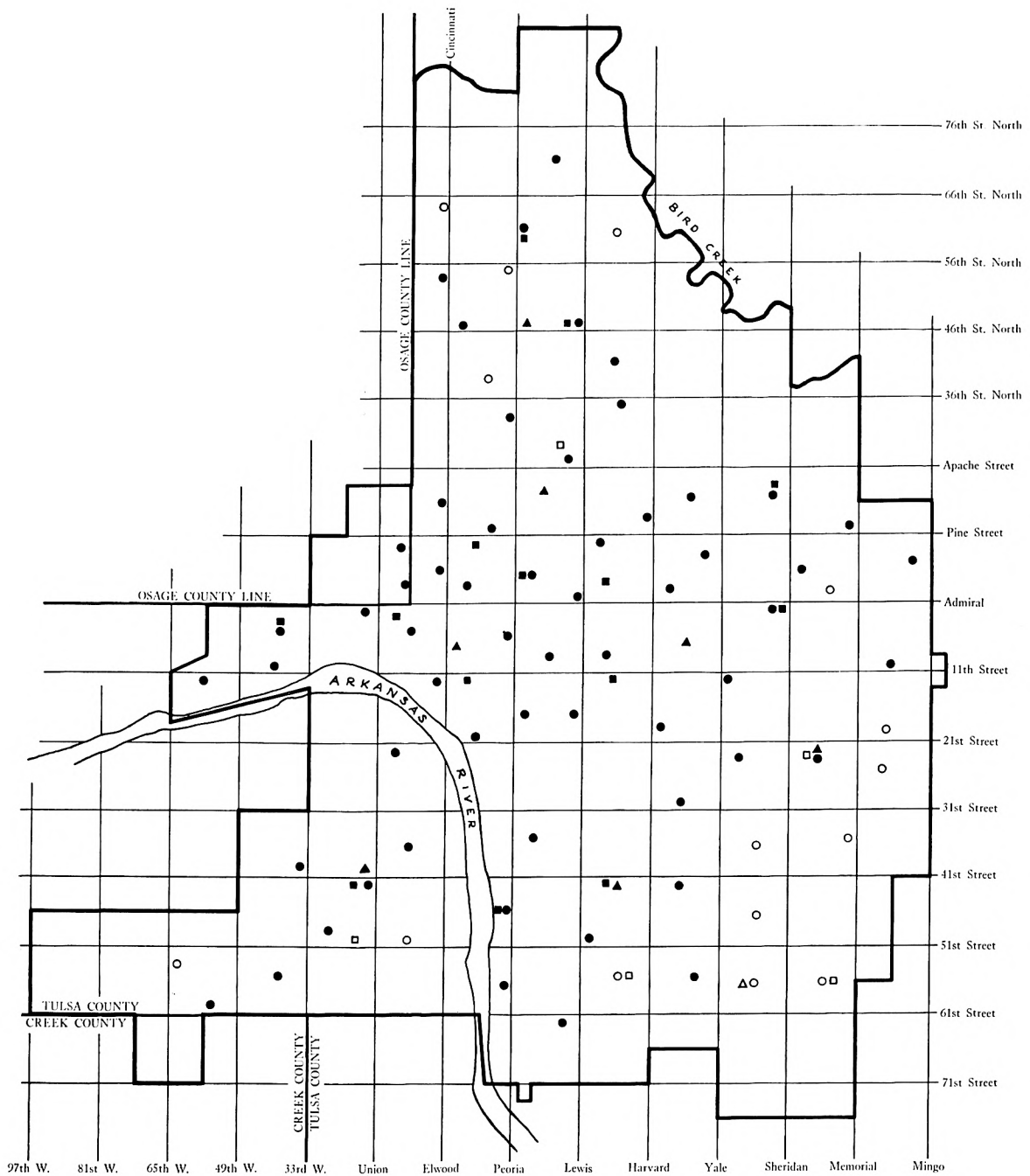
		AVERAGE MONTHLY EARNINGS AFTER 1950*						
		\$50	\$100	\$150	\$200	\$250	\$300	\$350
RETIREMENT AND DISABILITY INSURANCE PAYMENTS:								
Monthly retirement benefit at 65 or later, or disability benefit at 50	\$30.00	\$55.00	\$68.50	\$78.50	\$88.50	\$98.50	\$108.50	
Monthly retirement benefit for woman worker, starting at:**								
62	24.00	44.00	54.80	62.80	70.80	78.80	86.80	
63	26.00	47.70	59.40	68.10	76.70	85.40	94.10	
64	28.00	51.40	64.00	73.30	82.60	92.00	101.30	
Monthly retirement benefit for couple, man 65 or over, wife starting at:**								
62	41.30	75.70	94.30	108.00	121.80	135.50	149.30	
63	42.50	78.00	97.10	111.30	125.50	139.60	153.80	
64	43.80	80.30	100.00	114.60	129.20	143.70	158.30	
65	45.00	82.50	102.80	117.80	132.80	147.80	162.80	
SURVIVORS INSURANCE PAYMENTS:								
Widow, widower, child, or parent (monthly)	30.00	41.30	51.40	58.90	66.40	73.90	81.40	
Widow and 1 child (monthly)	45.00	82.60	102.80	117.80	132.80	147.80	162.80	
Widow and 2 children (monthly)	50.20	82.60	120.00	157.10	177.20	197.10	200.00	
Lump - sum death payment	90.00	165.00	205.50	235.50	255.00	255.00	255.00	

*In figuring your average monthly earnings after 1950, you may omit

● As many as 5 years in which you had low earnings.

● Any period in which your earnings record was frozen because you were disabled.

**Payments to women workers and wives are permanently reduced if started before age 65.



SCHOOL LOCATIONS AND SITES
 INDEPENDENT SCHOOL DISTRICT NO. 1 OF TULSA COUNTY
 TULSA, OKLAHOMA

Not Scaled

	BUILDINGS	SITES
Elementary	●	○
Junior High	■	□
Senior High	▲	△

Definitions

To provide for clear understanding and to give all readers common ground, terms should be defined. The definitions in the following list are made according to the particular way the terms are used in this manual and in the Tulsa Public Schools.

adult education. A program of education sponsored by the Board of Education for adults for the purpose of offering opportunity to improve vocational and avocational skills and knowledges and to widen cultural horizons.

assign. To appoint an employee to a certain position or to certain duties. An assignment may specify the building or other location where the duties are to be performed.

attendance card. A printed form for the recording of the times and dates of a pupil's absences and tardies together with his name, address, telephone number, grade placement, names of parents, and other similar information.

candidate for employment. A person who has filed written application with the superintendent of schools for employment by the school district.

casual. A temporary employee, sometimes used as *casual laborer*.

chairman, building. A teacher assigned to perform specific functions that will assist the principal to administer the instructional program in a particular subject matter area, such a teacher to have no administrative or supervisory authority over other teachers.

clerk. A person employed by the school district to perform routine office duties.

clinical service. A specialized guidance service for individual pupils provided by an organization of specialists or by a combination of such organizations. For example, the reading clinic in diagnosing and advising on a reading problem might use, in addition to its own resources, the services of the tests and measurements department and of the school psychologist.

counselor. A teacher assigned to do guidance work in a specific school.

counselor, visiting. A teacher assigned to do liaison work between the home and school in the area of guidance.

cumulative record. A permanent record of a pupil's school life including his scholastic record, special tests, attendance summary, specific personality traits and other psychological information, hand-caps if any.

cumulative sick leave. See "sick leave credit, accumulated".

curriculum. All the experiences of a child within and without the school over which the school exerts an influence.

dismissal. A termination of the employee's services by a request for his resignation or by discharge.

education employee. A person holding an appropriate certificate and connected in any way with the instruction of pupils.

full-time employee. A regular employee who is an adult in a position on a schedule of nine months or longer, such an employee being expected to render a full day's service for each working day of his contract period.

grade. A division or unit in the instructional organization that represents approximately one year's work for the pupil in his sequential advancement from one level of achievement to another.

head custodian. Person in charge of other employees performing custodial or janitorial duties in a building or group of buildings.

home room. (1) Elementary: place and time assigned for the instruction of pupils in the fundamental skills subjects; (2) secondary: place and time assigned at the beginning of the school day for the purpose of accomplishing certain routine, administrative tasks such as giving general instructions to pupils, recording attendance of pupils, clearing absences, etc.

home room teacher. An elementary school teacher who teaches the fundamental skills subjects to pupils.

immediate family. Husband or wife and also the following relatives by consanguinity or affinity: father, mother, son, daughter, brother, sister.

kindergarten. That portion of the educational program open to children who are five years of age on or before November 1 of the year of entrance, such a program being designed to provide for child growth and development with emphasis on cooperative group activity, reading readiness, individual initiative, muscular coordination.

leave of absence. Permission to be absent from duties without pay for an extended period of time, usually a year, such definitely limited and defined by the *Rules and Regulations of the Board of Education*.

line and staff function. Combination of the two functions of line and staff in the responsibility of one

- official as specified by the superintendent of schools. For example, an assistant superintendent performs a staff function when advising the superintendent but a line function when directing a principal or a teacher.
- line function. Authority over and the responsibility for the work of other employees.
- outside employment (also *outside work*). Gainful employment by some agency other than the school district during the period of time when the employee is under contract with the school district.
- principal. A properly certified, administrative and supervisory official assigned by the superintendent of schools to be in charge of a specified school or schools. The principal is immediately subordinate to the assistant superintendents and to the director of education.
- principal, assistant. Teacher assigned by the superintendent of schools to assist the principal in such a manner as designated by the principal and with authority delegated by the principal. An assistant principal may teach part or full time.
- principal, assistant to the. A teacher assigned by the superintendent of schools to assist and to act for the principal as a head teacher with temporary authority when the principal may be absent.
- principal, teaching. A principal who teaches approximately half time.
- probation. A period of trial during which the employee's efficiency will be appraised to determine whether or not such employee will be retained. (An employee on probation is not entitled to a hearing before the Board of Education in event of demotion or dismissal).
- provided substitute. A teacher employed by the school district to substitute for a regular teacher whose professional duties require him to be absent (with advance approval of the superintendent of schools) from his regular duties. Pay for such a substitute is not deducted from the salary of the teacher for whom the substitute teaches.
- public relations. See "school-community relations".
- reading readiness. The physical, mental, emotional, social maturation level in child development requisite for beginning to learn to read.
- record teacher. A teacher in the elementary school charged with responsibility for accurate and complete attendance and scholastic records of a particular group, section or class; an elementary school pupil's record teacher is the teacher with whom the pupil is scheduled first in the day.
- school. A group of pupils and teachers working together under one principal, such a unit being organized to serve the educational needs of the children living in a definite area within the boundaries of Independent School District Number One, Tulsa County, Oklahoma.
- school-community relations. A process designed to inform all employees and the general public regarding the activities, objectives and needs of the schools.
- school, elementary. (1) The initial portion of formal education, as administered in Tulsa the kindergarten and ordinarily the first six grades or years of school life; (2) a building or buildings, comprising a unit in the school system, in which an elementary educational program is conducted.
- school, junior high. (1) The first three years of secondary education organized and administered sequential to elementary education; (2) a building or buildings comprising a unit in the school system in which a junior high school educational program is conducted.
- school, senior high. (1) The last three years of secondary education organized and administered sequential to the junior high school educational program; (2) a building or buildings comprising a unit in the school system in which a senior high school educational program is conducted.
- sick leave. A grant of legitimate absence from duties with full pay for reason of personal illness, bodily injury, illness or death in immediate family.
- sick leave credit. A grant to the credit of the employee at the rate of one day for each full calendar month of service not to exceed six (6) days' credit for the fiscal year.
- sick leave credit, accumulated. Such sick leave credit that is unused at the end of any year may be accumulated not to exceed thirty (30) days.
- staff function. Responsibility for providing information, advice or assistance—no authority implied except over office employees.
- substitute. A teacher employed by the school district to do the work of a contract teacher who is absent from his regular assignment.
- superintendent of schools. The executive officer of the Board of Education having responsibility for general coordination of all divisions of the school system and general administrative supervision and control of all employees; elected by the Board of Education and responsible to it.
- superintendent, assistant. Member of the administrative and supervisory staff designated by title with authority and responsibility delegated by the superintendent of schools.
- supervision. All those activities of certain designated personnel which have as their purpose the improvement of teaching and learning. The modern concept of supervision implies democratic,

cooperative working with teachers for the identification and solution of problems that are concerned with the improvement of instruction and learning.

supervisor. A member of the educational staff whose assigned function is that of working with teachers for the improvement of teaching and learning. Supervisors include personnel who carry the title of "supervisor" and, also, principals, one of whose major functions is that of working with teachers for improved instruction and learning.

suspend. To relieve an employee temporarily from his duties and simultaneously to stop payment of compensation.

teacher. (1) A person holding an appropriate certificate and connected in any way with the instruction of pupils; (2) a person holding an appropriate certificate and assigned by the superintendent of schools to a specified school and area of instruction to have direct instructional charge of a particular group or groups of pupils.

teacher, contract (see *teacher*). A teacher employed by and under contract with the Board of Education to fill a teaching position for a full school year or a specified part thereof.

teacher, head. A teacher designated by the superintendent of schools to be in charge of a school in the absence of the principal — usually in the smaller of two schools under the supervision of the same principal.

teacher on special assignment. A teacher assigned to work in a special capacity, such as one working in a supervisor's office who assists and aids teachers in the promotion of the instructional program.

teacher, temporary. A teacher employed by the school district and assigned by the superintendent to teach in the place of a contract teacher who is on leave of absence for personal illness, or on leave of absence for a specified length of time, or to fill a position for which no contract teacher is employed, such temporary teacher being paid at a rate set annually by the Board of Education. temporary personnel. People employed to render service for period of time less than one year. (Exception: teachers are never classified as temporary personnel. Substitute teachers are temporary personnel.)

transfer. To change the designation of the place where an employee performs his assigned duties.

Aphorisms Adopted in Tulsa

Over the years many *dicta* have been in use among the employees of this school system. While no organization runs on slogans, catch-phrases, cliches, mottoes or even aphorisms, it is sometimes helpful to the individual to appraise his own work in terms of the kind of observations reprinted herewith.

* * *

The best of educational opportunity is none too good for our children.

* * *

“Don’t strut. The fact that you have a certain title or position does not prove anything except that maybe in selecting you somebody made a mistake that will be rectified later.” John Temple.

* * *

It’s what you learn after you know it all that counts.

* * *

Full cooperation, though it exists in practice, would be mandatory if it did not exist.

* * *

Who’s “minding the store” while you’re gone?

* * *

Just what does this job specifically contribute to the education of boys and girls?

* * *

“All that mankind knows is merely little islands of knowledge in a vast sea of ignorance.” Millard Scherich.

“Followers will forgive a supervisor almost any mistake or lack except for the lack of integrity.” Peter F. Drucker.

* * *

“We do not promise happiness, but pursuit of happiness; not riches, but equality of opportunity; not wisdom, but freedom of speech; and not peace, but liberty.” Judge Royce H. Savage.

* * *

“The only time you musn’t fail is the last time you try.” Charles F. Kettering.

* * *

Backbone won’t get you anywhere if the knob at the top is made of the same material.

* * *

Based on my own work each day, would *I* hire *myself*?

* * *

To parents: If you won’t believe what the kids tell you happened at school, we won’t believe what they tell us happened at home.

* * *

What we learn does not increase our knowledge but merely reduces our ignorance.

* * *

“Better to remain silent and be thought a fool than to speak and remove all doubt.” Abraham Lincoln.

Directory of Buildings and Sites

Addams Elementary School	5401 West 60th Street	HI 6-9240
Alcott Elementary School	525 East 46th Street North	FI 5-5747
Anderson, Marian, Junior High School	29th North and Yorktown—to be constructed	
Barnard Elementary School	2324 East 17th Street	MA 6-6763
Bell Junior High School	6304 East Admiral Boulevard	TE 5-4454
B. T. Washington Senior High School	1631 East Woodrow Place	CH 2-9256
Bryant Elementary School	6201 East Virgin	TE 8-1419
Bunche Elementary School	2703 North Yorktown Place	FI 5-7445
Burbank Elementary School	209 South Lakewood	TE 8-3503
Burroughs Elementary School	1924 North Cincinnati	LU 4-7824
Carnegie Elementary School	4309 East 56th Street	RI 2-4125
Carver Junior High School	624 East Oklahoma Place	LU 4-7398
Celia Clinton Elementary School	1740 North Harvard	WE 9-6007
Central Senior High School	212 East Sixth Street	LU 7-2426
Cherokee Elem. and Jr. High School	6001 North Peoria	FI 5-1391
Children's Medical Center	4902 South Lewis	RI 7-7542
Chouteau Elementary School	201 North 43rd West Avenue	CH 2-1336
Clay, Henry, Junior High School	West 51st and Yukon—to be constructed	
Cleveland Junior High School	724 North Birmingham	WE 9-5441
Clinton Junior High School	2224 West 41st Street	HI 6-6155
Douglass, Frederick, Elem. School	34th Street North and Delaware—to be constructed	
Dunbar Elementary School	1510 North Madison	LU 5-9435
Edison Junior High School	2800 East 41st Street	RI 3-1361
Edison Senior High School	2906 East 41st Street	RI 3-1361
Education Service Center	410 South Cincinnati	LU 4-6141
Education Service Center	31st and New Haven—under construction	
Education Service Center Annex	1516 South Quaker	LU 4-6141
Eisenhower Elementary School	2819 South New Haven	RI 7-5670
Elementary School Site	65th W. Ave. and 53rd Street West	
Eliot Elementary School	1442 East 36th Street	RI 7-1814
Emerson Elementary School	103 East King	DI 3-4226
Eugene Field Elementary School	1116 West 22nd Street	LU 3-2066
Ford, Henry, Elementary School	61st North and Delaware—to be constructed	
Franklin Elementary School	1135 South Yale	MA 6-1304
Garfield, James A., Elem. School	36th and South Memorial Drive—to be constructed	
Greeley, Horace, Elementary School	63rd North and Cincinnati—to be constructed	
Grimes, Charles W., Elem. School	56th and South Florence—to be constructed	
Hale, Nathan, Senior High School	21st and 67th East Avenue—under construction	
Hamilton, Alexander, Jr. High School	2316 North Norwood Place	TE 5-9537
Hawthorne Elementary School	1105 East 33rd Street North	LU 5-1438
Holmes Elementary School	1202 East 45th Place	RI 7-4202
Hoover Elementary School	2327 South Darlington	MA 6-7424
Horace Mann Junior High School	112 East 11th Street	CH 2-3708
Houston, Sam, Elementary School	5402 North Cincinnati	FI 5-6155
Hurley, Patrick, Elementary School	East 19th and 87th East Avenue—to be constructed	
Irving Elementary School	18 North Maybelle	LU 3-2063
Jackson, Andrew, Elementary School	2137 North Pittsburg	WE 9-7668
Jefferson Elementary School	808 South Wheeling	LU 3-5809
Johnson, Charles S., Elem. School	507 East Easton	LU 2-5086
Junior High School Site	73rd E. Ave. and East 56th Street	

Kendall Elementary School	715 South Columbia	MA	6-1000
Key, Francis Scott, Elementary School	56th and South Hudson—to be constructed		
Lanier Elementary School	1727 South Harvard	MA	6-1305
Lee Elementary School	1920 South Cincinnati	DI	3-8681
Lincoln Elementary School	1515 South Peoria	LU	3-2064
Lindbergh Elementary School	931 South 89th East Avenue	TE	8-0443
Lindsey, Lilah, Elementary School	2740 East 41st Street North	FI	5-7053
Lombard Elementary School	1205 West Newton	LU	2-5932
Longfellow Elementary School	1240 East Fifth Place	CH	2-9919
Lowell Elem. and Jr. High School	1006 North Quaker	CH	2-6135
MacArthur, Gen. Douglas, Elem. School	2182 South 73rd East Avenue	TE	5-8977
Madison Junior High School	4132 West Cameron	GI	7-9414
Maintenance Building	519 North Boston	LU	4-6141, LU 4-6940
Manual Arts Building (Central)	908 South Cincinnati	LU	7-2426
Mark Twain Elementary School	541 South 43rd West Avenue	LU	3-5013
Marshall Elementary School	1142 East 56th	RI	2-9880
McBirney Elementary School	1012 West 36th Place	HI	6-6244
McClure, H. O., Elementary School	1770 East 61st Street	RI	2-7134
McKinley Elementary School	6703 East King	TE	8-8313
McLain, Gen. Raymond S., Sr. High	48th North and Peoria—under construction		
Mitchell, Gen. William, Elem. School	73rd East Avenue and Haskell Place—to be constructed		
Monroe, James, Junior High School	1858 East 48th Street North	FI	5-7517
Morse, Samuel F. B., Elem. School	7019 North Victor	FI	5-4905
Nimitz, Admiral Chester W., Jr. High	56th and South Florence—to be constructed		
Osage Elementary School	318 West Golden	CH	2-3701
Owen Elementary School	1132 North Vandalia	TE	5-5768
Park Elementary School	3205 West 39th	HI	6-6443
Patrick Henry Elementary School	3820 East 41st Street	RI	2-6437
Peabody, Elizabeth, Elem. School	East 56th Street and 73rd East Ave.—to be constructed		
Penn, William, Elementary School	2138 East 48th Street North	FI	5-4201
Pershing Elementary School	1903 West Easton	LU	2-5081
Phillips, Waite, Elementary School	South Hudson and 36th—to be constructed		
Porter Elementary School	1740 West 41st	HI	6-6414
Post, Wiley, Elementary School	56th North and Madison—to be constructed		
Revere Elementary School	5043 South Lewis	RI	2-3683
Riley Elementary School	5712 Sand Springs Road	CI	5-4435
Riverview Elementary School	512 West 12th Street	LU	4-7632
Robertson Elementary School	2720 West 48th	HI	6-6493
Rogers Senior High School	3909 East Fifth Place	MA	6-1174
Roosevelt Junior High School	301 North Quana	CH	2-4125
Ross Elementary School	8934 East Latimer	TE	8-1966
Sequoyah Elementary School	3441 East Archer	MA	6-1826
Skelly, William G., Elem. School	East 26th Street and 85th East Ave.—to be constructed		
South Haven Elementary School	5409 South 40th West Avenue	HI	6-8726
Springdale Elementary School	2510 East Pine	WE	9-8890
Stevenson, Robert Louis, Elem. School	46th and South Hudson—to be constructed		
Taft, William Howard, Elem. School	51st and Nogales—to be constructed		
Warehouse, Sixth Street	1627 East Sixth Street	LU	4-6141
Warehouse (Old Washington School)	First and Rockford	LU	3-5960
Washington, George, Elem. School	7607 East Queen	TE	8-8013
Webster Senior High School	1919 West 40th	HI	6-6124
Whitman, Walt, Elementary School	39th North and Johnstown—to be constructed		
Whitney, Eli, Junior High School	23rd Street and 67th East Ave.—to be constructed		
Whittier Elementary School	68 North Lewis	CH	2-3090
Wilson Junior High School	1127 South Columbia	MA	6-1148
Wright, Orville, Junior High School	46th and Madison—under construction		

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DEPARTMENT OF PRINTING
TULSA PUBLIC SCHOOLS
1958

APPENDIX C

Appendix C

Manual of Operations

TULSA PUBLIC SCHOOLS



TULSA, OKLAHOMA
1958-1959

Manual of Operations Tulsa Public Schools

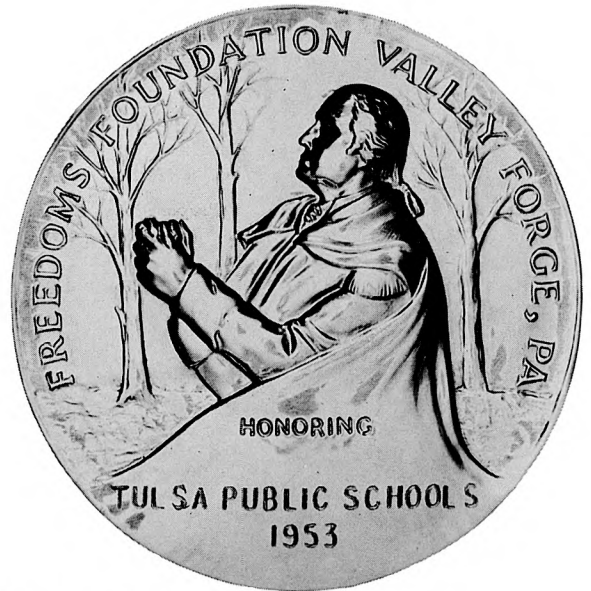
CHARLES C. MASON
Superintendent

Prepared by: C. X. DOWLER AND W. P. ROBINSON
SKETCHES BY J. C. AUXIER



*Independent School District Number One
of Tulsa County, Oklahoma*

Published, 1952
Revised, 1955
Second Revision, 1958



1952-1953-1954-1955-1956-1957

For the sixth consecutive year the Tulsa Public Schools have been among the very few school systems to win the Principal Award from the Freedoms Foundation for "bringing about a better understanding of the American way of life".

Foreword

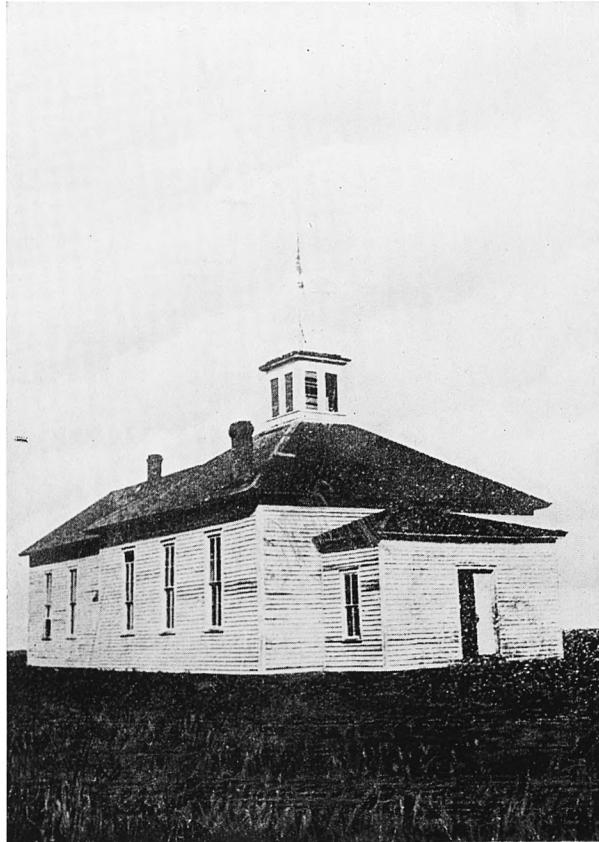
PURPOSE OF THE MANUAL

This manual, together with its companion volume, the *Handbook for Administering Educational Services*, is an interpretation of the *Rules and Regulations of the Board of Education*. Under the rules the superintendent of schools is charged with the responsibility of interpreting Board of Education policy to all other employees. Therefore, the interpretations in this manual have the effect, for all practical purposes, of rules of procedure.

Material in this manual and in the *Handbook for Administering Educational Services* covers in general all the major activities of this school system. One means by which each employee may cooperate with all others in reaching our common goal is to inform himself on the general and specific nature of our various activities. Such a purpose will be served in part by this *Manual of Operations* and in part by the *Handbook for Administering Educational Services*. All classroom teachers will, of course, give first attention to the teachers' handbook: *Now, Wait a Minute!* Each of these publications should be considered a part of the others.

CHARLES C. MASON
Superintendent of Schools

Tulsa's First Public School



This building was used by the Presbyterian Mission School which opened in Tulsa in January, 1885. In the spring of 1899 the "Education Committee" of Tulsa purchased the structure, and it housed Tulsa's first public school. The site is the south side of the one hundred block on East Fourth Street, just east of the present Mid-Continent Building.

From these small beginnings not so long ago has grown a rapidly expanding school system covering $113\frac{3}{8}$ square miles, 109 sites and other properties containing 946.42 acres and employing nearly 3,000 adults to serve the educational needs of more than 60,000 pupils.

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Scope of the Manual

A too elaborate detailing of the rules would imply a certain lack of faith in the judgment of the human beings who follow the rules. Conversely, too few explanations would place an undue burden upon human judgment and fallibility. The middle way between these two extremes is the path that men and women of dignity and worth will seek to follow. It is to such people, employees of the Tulsa Public Schools, that this interpretive manual is addressed. This manual is written in an effort to clarify and explain the *Rules and Regulations* adopted by the Board of Education.

Basic Philosophy

The basic philosophy of the *Rules and Regulations* is to provide a plan of action, a *modus operandi*, rather than a set of restrictions. The Board of Education provides a general plan, gives a bent or direction, and then hopes to employ personnel who have sufficient ability, initiative, ingenuity and skill to carry out such a plan under the leadership of the superintendent of schools. This point of view indicates that all rules are based on the necessity of providing the type of educational opportunity best suited to the needs of the Tulsa boys and girls.

Freedom in a democracy carries commensurate responsibility and obligation. Thus, in this school system, provided by free men and women and dedicated to the perpetuation and improvement of our American democracy, there is a freedom of operation that carries a supreme obligation to work unswervingly toward the kind of goal implied in the following quotation, often cited in Tulsa: "The best of educational opportunity is none too good for our children."

It will be noted by the careful reader that while teaching is the hub of the entire school system, there are hundreds of employees other than teachers

whose work makes possible the actual teaching process. These other employees provide shelter, warmth, food, clean and attractive surroundings, management, records, materials, plans, and many more essentials to make possible the care and education of children. The only justification for any job in the school system is found in the answer to the question, "What function does this worker perform to improve education for the boys and girls of Tulsa?"

Every non-teaching job has its place in support of actual teaching. If a worker does not adequately fill the niche he occupies, somewhere the whole school system is weakened with resultant damage to the teacher's effectiveness and to the child's education.

A Public Office Is A Public Trust

No employee of the people holds a trust more vital than the American public school teacher. He is a molder of men, a shaper of destinies, a worker who labors with eternal values. In his custody are placed the young, highly impressionable children who are the only future this country has. It is the responsibility of the teacher together with the home to guide these eager young people into constructive and worthy citizenship. The schools are concerned not solely with outward or tangible evidence of good citizenship, but also with the development of that alert, adventuresome, free American spirit that has made this great nation what it is today. Thus, those who have responsibility for the education of Tulsa children are vitally interested in practical, common-sense teaching based on sound educational procedure. We work with boys and girls and with the community to a common end: that the people shall continue to work toward a better living for all, enjoying the inalienable rights and responsibilities of free men and women.

General Interpretation of the Rules and Regulations

ORGANIZATION OF SCHOOLS

HOUSING

Educational opportunity is provided in Tulsa for all bona fide residents of the school district who meet the legal age requirements.

The general plan for the Tulsa Public Schools is a six-three-three organization. That is, elementary schools include kindergarten classes and the first six years or grades. Junior high schools include the seventh, eighth and ninth grades; senior high schools, the tenth, eleventh and twelfth grades. Special schools may include any age and grade groupings within legal limitations.

The Board of Education establishes the age for entrance to kindergarten to conform with the age set by state law for entrance to the first grade. To enter kindergarten a child must be five years of age on or before November 1 of the school year when he enters. Present state law requires that a child be six years of age on or before November 1 of the year he enters first grade. A fair way to interpret this law is to point out that actually a child ought to be six years of age when he enters first grade in September, but the state law allows a "margin" of sixty days: he may enter first grade in September if he will be six years of age as late as November 1.

Curriculum

The same type of curriculum is used throughout the school district for all pupils with the same educational needs. The rule stating that no class shall have fewer than twenty-five students except through specific authorization of the superintendent does not preclude the formation of smaller special classes. Some classes are consistently smaller than the minimum of twenty-five because of the creative nature of the activity and also because the work is all individual. In the same manner various classes of children handicapped in one way or another (sight, hearing, mentality, etc.) must perforce be limited to small numbers in order that teaching of indi-

vidual members of the class may allow for individual differences to an even greater extent than in regular classes.

Nevertheless, each year the proper administrative officer must request specific approval of the superintendent for the formation of each such special class. There is no policy of continuing approval—approval must be requested annually and specifically for each class numbering a total membership smaller than twenty-five students.

Administrative Services— Organization

The organization chart (center pages) illustrates general assignments and relative positions of major administrative areas of the school system. Officials of administration, as well as all other employees, have such duties and responsibilities as may be delegated by the superintendent of schools.

Superintendent of Schools— General Executive Function

The superintendent of schools is the executive officer of the Board of Education with authority and responsibility delegated to him by the Board of Education. The superintendent is, therefore, responsible for the general coordination of all divisions of the school system and has general administrative supervision and control of all employees. Except for those matters which originate within the Board, the superintendent presents all recommendations to the Board of Education for its consideration and approval. The superintendent is responsible for the enforcement and interpretation of Board of Education policies to all other employees. The superintendent also has the responsibility for seeing that all state laws and regulations and provisions of the city charter are carried out. He has the power to make such rules and give such instructions to all other employees as may be necessary to make the *Rules and Regulations* and any

additional instruments of control established by the Board of Education fully effective in letter and spirit in the management of the schools. He may, therefore, have published and circulated among employees bulletins, booklets, handbooks or other materials containing information on actions of the Board of Education affecting policies, services or programs of the schools or containing any other information he may deem necessary.

Advisory Function

The superintendent of schools is expected to attend the meetings of the Board of Education except when his own status is being considered, and he serves as the professional adviser of the Board of Education. The superintendent keeps the Board of Education informed as to how its policies are being carried out and how effective such policies are with regard to the efficient functioning of all divisions of this school system. He is prepared to report to the Board of Education any matters pertinent to the business of the Board. Therefore, the superintendent maintains a continuous study of the problems confronting the schools.

The superintendent has the responsibility of investigating and reporting to the Board of Education any evidence that might come to his attention regarding the infringement of the legal rights of this school district or in which legal responsibilities of the district may be involved.

Administrative Function

In order to administer the policies of the Board of Education, it is incumbent upon the superintendent of schools to maintain a system of supervisory, business, guidance, health, research, curriculum and accounting services. For example, it is his responsibility to maintain a complete and accurate system of financial accounts, valid business and property records; adequate personnel, school population and scholastic records. In addition to various periodic reports to the Board of Education the superintendent of schools publishes annually a report on the activities of the school system.

The superintendent of schools is responsible for the formation and direction of the administrative organization of the school system. He exercises general supervision over the policies and management of individual schools and other administrative units. He has the power to select, to assign or alter the assignment of, to transfer, to suspend, to place on

probation and to recommend the promotion or dismissal of any or all employees except himself. He has the power to assume and perform the duties of any employee at any time, inasmuch as the authority and responsibility of any employee has been delegated to him by the superintendent of schools.

Other Administrative Duties

All applications for employment are submitted in writing by applicants to the superintendent of schools. It is the duty of the superintendent to recommend to the Board of Education persons for employment, and no person may be employed by the Board of Education to serve under the direction of the superintendent of schools who has not been recommended to the Board by the superintendent. When the Board of Education does not approve a recommendation for employment, the superintendent then submits another name to the Board of Education for its consideration.

The superintendent of schools is responsible for the development, maintenance, and operation of an appropriate program of employee service improvement by means of in-service training. He, therefore, has the power under budget control to approve absences with full or partial pay. One aspect of this responsibility is the development and effective operation of curriculum planning, special courses and any other special activities which will provide a complete and adequate system of instruction and care for all pupils attending the schools.

The superintendent directs the planning and development of the annual budget preparatory to its adoption by the Board of Education. He administers the budget as prescribed by the Board of Education and acts at all times in accordance with the legal requirements and the adopted policies, schedules, procedures, accounting techniques, and other business, financial and administrative regulations established by the Board of Education. The superintendent recommends salary and wage schedules to the Board of Education, and when such schedules are approved, he makes them effective.

It is the duty of the superintendent of schools to maintain such a program of school-community relations as will tend to inform the population of the school district regarding the activities, needs and accomplishments of the school system. The superintendent also supervises an employee relations program to the end that understanding and high morale may be maintained within the school system.

It is the power and duty of the superintendent of schools to establish or alter the attendance boundaries for any and all schools in the interest of effective administration of the educational program.

Conclusion

The superintendent of schools, in addition to the duties and responsibilities discussed above, performs such other professional duties and exercises such other authority as may be required of or conferred upon him by the law or by the Board of Education. In order to discharge all his duties in the interest of the general educational welfare of the school district, the superintendent must have the free, voluntary cooperation and assistance of every employee of the Board of Education. No other alternative can insure steady progress toward the goal of improved educational service to the increasing numbers of Tulsa boys and girls.

Superintendent's Immediate Staff

The superintendent of schools delegates specific duties and responsibilities to certain key officials for the purpose of expediting administration and supervision of the public schools. Reference to the organization chart (center pages) will show a brief outline of duties and lines of administrative authority.

The members of the immediate staff are as follows: the executive assistant, the administrative assistant, the assistant superintendents, the director of the personnel department, the director of the school-community relations department, the director of building planning and special administrative services, the directors of elementary and secondary education, the director of business and finance, the director of maintenance and plant operation.

A careful examination of the chart will show each employee his place and function in relation to all others in the mechanics of facilitating instruction for all the pupils. For further details the reader will consult the *Handbook for Administering Educational Services and Now, Wait a Minute!*

A school system like Tulsa's is said to be comprised of two major divisions, instruction and business services, one existing to facilitate the work of the other. Obviously, the term, *division of instruction*, names both a major area of responsibility and also names the sole *raison-d'etre* for public schools—that of teaching the students. The division of bus-

ness services, with responsibilities grouped under three different officials under the direction of the superintendent, exists only to facilitate the work of the division of instruction.

The Division of Instruction— Assistant Superintendent for Instruction

The assistant superintendent for instruction under the direction of the superintendent of schools is responsible for general administration and supervision of instruction. This assistant superintendent is responsible for curriculum planning and development through continuous study of educational purposes, through organization and coordination of the various areas of instruction, through improved teaching methods and procedures, through provision of the best available teaching materials, and finally through continuous evaluation.

One important activity of this office is initiating and supervising in-service programs. Such programs involving the cooperative effort of teachers, principals, supervisors and administrators often serve a dual purpose. Besides bringing about the improvement of teaching methods and procedures through study and research, the in-service classes frequently become the birthplace of new and vital curriculum materials.

Supervisors

Supervisors of various areas working under the assistant superintendent for instruction have *staff functions*. That is, unless by specific authorization, they serve in an advisory capacity; as specialists in their fields they bring information and help to both teachers and principals who need the services offered by their specialized knowledge.

Following is a list of instructional areas served by supervisory personnel:

Art, Elementary and Secondary Schools
Audio-Visual Education, Elementary and Secondary
Business Education, Secondary Schools
Foreign Languages, Secondary Schools
History and Social Studies, Secondary Schools
Homemaking Education, Secondary Schools
Industrial Arts and Vocational Ed., Secondary Schools
Kindergarten and Primary Grades
Language Arts, Secondary Schools
Mathematics, Elementary and Secondary Schools
Middle Grades
Music, Elementary and Secondary Schools
Speech Arts, Elementary Schools
Physical Ed., Elem. Schools and Girls in Secondary Schools
Physical Education, Boys, Secondary Schools
Science, Elementary and Secondary Schools

The supervisor of tests and measurements is immediately responsible to the assistant superintendent for pupil personnel and special education services as is the personnel of the reading clinic.

THE PRINCIPAL

Administration

The principal is the administrator and supervisor of the school or schools to which he is assigned. To the people of the school community he is the representative of the superintendent of schools. The principal is directly responsible to the director of elementary or secondary education for the general organization and efficient administration of his school. Elementary school principals are employed for a period of nine and one-half months; junior high school principals, ten months; senior high school principals, twelve months.

A principal must know and administer the general policies and procedures of the Board of Education as these apply to his school. For example, the principal must be familiar with all rules and procedures governing the use of various services that may be needed by the pupils. He must know when the services of the reading clinic, for further illustration, are needed, by whom needed and how to obtain these services. Beyond this point, the principal should not only know many such facts, but he must also be able to explain, interpret and discuss intelligently the information with teachers, parents and students.

A school may be properly administered only with the help of adequate and appropriate records. Several types of records are necessary, as, for example, pupil attendance and achievement, employee records, records of district owned textbooks. The principal is responsible for the validity, adequacy and safe keeping of all records as may be required by law or by the Board of Education and the superintendent of schools.

School-Community Relations

The principal is the chief school-community relations officer of the school to which he is assigned. As such, he realizes that he and his school are integral parts of a school system operating under the executive leadership of a superintendent of schools whose responsibility it is to coordinate numerous efforts to keep the public informed about the goals, needs and progress of the schools. The alert princi-

pal understands how even quasi-independent action on his part might tend to lower the total worth of an otherwise valuable program of school-community relations. The principal, therefore, is consistently aware of his many opportunities to contribute to such a program under the administration of the superintendent.

The principal and, under his leadership, the other employees in the building occupy an enviable position in school-community relations in that they are in close, personal touch with the parents of the pupils. The various public meetings, group meetings of parents, individual conferences all are avenues by which school employees may explain or interpret the objectives of public education, methods of teaching and basic principles.

Supervision

The principal is the chief supervisor of the building or school to which he is assigned. As such he



A PRINCIPAL REPORTS ANY INFRINGEMENT ON THE PROPERTY RIGHTS OF THE BOARD OF EDUCATION



TEACHERS KEEP ACCURATE RECORDS

works cooperatively with teachers toward the identification and solution of problems that are concerned with instruction and learning. As an administrator, the principal has the duty to provide reasonable safeguards for the health and general welfare of the students so that there is a physical environment conducive to worthy school life. As a supervisor, he deals with the more intangible factors concerned with teaching and learning.

The principal is responsible for the general quality of instruction and guidance maintained by teachers, counselors or guidance officers in his assigned school. He must take the initiative in promoting an educational program that is consistent with the expressed and implied policies and plans of the Board of Education and the superintendent of schools.

THE TEACHER

Care and Safety of Students

The first responsibility of the teacher is, of course, the care and instruction of his students. This

principle is the point of departure for all rules directing the teacher's activities. Even routine tasks are vital because of the close relationship existing between teacher and student. Both legally and morally the teacher takes the place of the parent while the student is in the teacher's class. Therefore, the teacher must maintain such classroom practices and conditions as will contribute to the mental and physical health and safety of the children.

It is the teacher's responsibility that all students in his classroom know the general safety precautions and procedures with regard to fire drills and all other emergency situations. The teacher must also make certain that all group and individual safety measures are observed in his classroom in so far as may be necessary; for example, students in industrial arts must be conscious of safety with tools at all times.

In case of accident to or illness of any student, the teacher must report the fact immediately to the



A PRINCIPAL REPORTS ANY SITUATION AFFECTING THE HEALTH AND SAFETY OF CHILDREN



MARY BROUGHT HER LAMB TO SCHOOL;
DOGS, TOO, ARE AGAINST THE RULE

principal or to some other person designated by the principal so that proper care for the student may be insured. A teacher shall permit no child to leave the school during the regular hours other than in the company of a responsible employee unless with the specific approval of the principal in each instance. Of course, a child may leave in company with his parent at any time provided the parent is identified to the satisfaction of the teacher and the principal. In event of accident to a student, the teacher must execute the proper report on the prescribed form at once.

In the interest of the welfare of the students, to protect them from unnecessary annoyances and also from undesirable associations which might lead to unsafe or even dangerous situations, all in-coming telephone calls to schools requesting

- (1) information about individuals
- (2) messages to be relayed to students

- (3) or requesting conversation with an individual shall be subject to careful investigation by principals, teachers or clerks.

In other words, a school employee receiving a "blind" call concerning a student must be sure that such a call is legitimate and that any request is being made by an authorized person. The following hypothetical telephone conversation might further illustrate:

Voice: "This is John Doe. Would you please excuse my son John and tell him to meet me at once on the corner of Third and Main? I want to take him to the dentist."

School Clerk: "Mr. Doe, where are you now?"

Voice: "I am in my office. What difference does that make? What do you care?"

School Clerk: "Will you please hang up and let me call you back at the number we have listed on John's card?"

Voice: "I don't understand why all this delay. After all, I am making only a simple request."

School Clerk: "I don't recognize your voice. I might not, even if I were acquainted with you. We must know that it is really John's father calling. You do not want an unidentified voice on a phone calling for your child to be released from school. We who work in the schools feel that we simply cannot be too careful about safety for minors whether they are in first grade or in senior high school."

Voice: "Well! I never thought of *that!*"

Instruction

It is required that the teacher keep himself professionally alert so that advantage may accrue to his students. Several means of accomplishing this end may be used by the teacher. Among them are participation in the in-service education program, taking part in other professional meetings as approved by the superintendent of schools, being thoroughly conversant with curriculum guides and textbooks, becoming familiar with recent and current professional writing, summer school attendance, being active in curriculum planning and development, fully cooperating with the parents to the end that the whole child may be educated.

Because a teacher is employed to instruct students on a full-time basis, outside employment is not

encouraged. No outside employment whatever may be accepted unless approved in advance and in writing by the superintendent and should not exceed fifteen hours weekly for a full-time teacher. Outside employment for half-time teachers should not be approved in excess of thirty hours weekly.

For many other details regarding the teacher's duties and responsibilities, he should consult all other sections of this manual, especially those sections dealing with curriculum, supervision and personnel policies. It is also necessary that all teachers be familiar with the contents of *Now Wait a Minute*, the handbook for teachers.

Finally, every teacher must be continuously aware of his opportunities as a mold of worthy citizens. The American public school system, unique in civilization's history, exists solely for the purpose of providing an educated citizenry to insure the permanence and well being of our plan for democratic living. Desirable teaching is that which is conducive to the perpetuation of the ideals of our American republic. Again, this principle carries both a legal and a moral responsibility.

GUIDANCE SERVICE

Nature and Function of Guidance

Guidance service is under the administration and supervision of the assistant superintendent for pupil personnel and special services. One of the responsibilities of this office is to coordinate and direct the contributions of the following services: health and psychiatric, the psychologists, visiting counselors, attendance, reading clinic, tests and measurements, special education. Furthermore, specific guidance service is coordinated within the schools and follows rules and procedures approved by the superintendent of schools. A teacher asks for special help in guidance through his principal.

Since guidance includes helping the child in all his activities—social, physical, recreational, emotional, as well as educational—the school must work with the pupil throughout his entire school life.

The general program of guidance is carried on in a large measure by the classroom teacher. The classroom teacher holds the key role in the success or failure of the guidance program. The teacher must carry a major responsibility in creating a wholesome emotional climate in the classroom so that satisfactory learning experiences may be had. The teacher should know each child, both as an

individual and as a member of the group, so that each pupil may be helped to make as much growth as possible within the limitations of his capacity for development.

From time to time, the assistant superintendent for pupil personnel and special services requests the help of special committees in the identification and solution of guidance and placement problems as the need arises. Such guidance committees are formed for specific purposes and are dissolved whenever these purposes are achieved.

The guidance service maintains a complete record of facts pertaining to the behavior of any child, who, in the judgment of the principal or teacher is in need of special adjustment. The service is also in a position to interpret the records, facts and other data necessary to arrive at a basis for directing desirable growth and development of the pupil.

Special corrective procedures provided by the guidance service include clinical service in such



FIRE DRILLS SHOULD BE HELD AT REGULAR INTERVALS



KEEP PROFESSIONALLY ALERT THROUGH
IN-SERVICE TRAINING!

fields as psychiatry, physical adjustment (including hearing, eye-sight, nutrition), corrective work in reading or in any other special phase of the instructional program. Guidance service, ideally, is without limitation so far as it seeks to provide such direction, advice and assistance as may be necessary to produce adequate personality adjustment of the pupil. Specialized guidance as an integral part of instructional advisory service emphasizes training and education as bases for intelligent decisions in life adjustment problems. Personnel designated as visiting counselors serve as social workers for the school guidance service.

The service of guidance has also for its purposes the following: (1) to promote the production of educational materials based on psychologically sound principles, (2) to be responsible for an in-service guidance training program for all educational employees, (3) to aid pupils in developing a broad perspective for the selection and preparation for entrance into suitable occupations.

Other problems of guidance are such questions as (1) admission to special schools or classes (2) expulsion or exclusion from public schools (3) atypical children in regular classes and (4) special questions or problems relevant to the management of the teaching of typical children.

Reading Clinic and Tests and Measurements

Reference to the chart (center pages) shows that these services are also administered under the direction of the assistant superintendent for pupil personnel and special education services. Teachers or parents desiring these services for any student will make such request through the principal of the school where the student attends. A general program of objective testing is administered without special request, and individual service is available upon certification of need.

Attendance and Census

The work of the annual school census is under a supervisor responsible to the superintendent of schools (see organization chart, center pages). The school census is developed and maintained according to law.

Complete attendance and census records are maintained. Work of the department, except census, is under the supervision of the assistant superintendent for special services. This department issues work permits to minors. The supervisor counsels with minors and their parents on problems relating to employment and school attendance.

Special Education

This department assists in providing educational facilities for children who cannot be best served in regular classes. These pupils are speech defectives, hard of hearing or deaf, crippled, mentally retarded, home-bound, and maladjusted children. The supervisor of special education (under the assistant superintendent for pupil personnel and special services) carries the responsibility of administering and supervising such an instructional program as is required for handicapped children. For example, there are classes for the hard of hearing, the physically handicapped and the mentally retarded.

Visiting Counselors

The visiting counselors, working under the supervisor of special education, provide special assistance

to parents, pupils and teachers by obtaining information and giving advice on problems involving unsatisfactory school work due to irregular attendance or exceptional behavior. They also aid in making referrals to other agencies in the community which may be called upon to assist in solving certain guidance problems that go beyond the scope or function of the school services. The chief function of the visiting counselor is to serve as a liaison working with the school, pupil and parent.

In addition to the work in specialized guidance, the visiting counselor seeks to secure enforcement of the compulsory attendance laws largely by means of instruction and advice.

Department of School Health

This department is maintained as a section of the guidance service. Under a supervisor, such nurses and assistants are employed as may be required (subject to budget limitations) to conduct an adequate program of physical health in the schools. Diagnostic service is maintained, health inspections are conducted and other duties as may be assigned.

The health department is responsible for determining by means of medical examination whether there is any basis for a guidance problem which a child presents. Pupils are referred to the school physician by the principal of the individual schools through the school nurse. Referrals from such sources as the special education department, psychiatric service, reading clinic, or tests and measurements are made by direct appointment. After referrals are made to the health department, conferences are held with the persons concerned with the guidance problem.

Health Examinations

The program of the health education department includes a health appraisal of all pupils in the first, fourth, seventh and tenth grades and of all pupils new to the Tulsa Public Schools. All pupils participating in competitive athletics are required to have a physical examination.

Other pupils may be specifically referred to the school physician for a health appraisal by a teacher, principal, parent or nurse.

The health appraisal includes investigation of nutrition, examination of skin, posture, eye, ear, nose, throat, lungs and dental inspection.

Referrals for treatment are made to family physicians or dentists.

Hearing tests with the audiometer are given in the first and fifth grades in addition to those pupils referred by teachers or principals.

This program of health appraisal is administered to all pupils enrolled in the Tulsa Public Schools except for those pupils whose parents request in writing in advance the exemption of their children for religious reasons. However, no exception is made for those pupils participating in competitive athletics.

A teacher or a principal may exclude a pupil from participating in any particular school activity when the teacher or the principal believes that the health of other pupils or of the participating pupil may be endangered by such participation.

ADULT EDUCATION

Parent Education

Adult education, an integral part of the Tulsa public school system, serves the public in two distinct fields. The supervisor of homemaking education works closely with the Parent-Teacher Association of the city. She is available to help the various parent education and pre-school study groups of the different PTA units plan their yearly programs. She also participates as a leader in these programs as time permits. More than fifteen thousand parents take part in parent education studies every year. Organized play groups for pre-school children are frequently used as laboratories.

Public Evening School

The supervisor of adult education has charge of the public evening school, sets up courses for which there is a demand and makes other arrangements necessary for carrying on an extensive program of adult training. During the school year 1957-58, there were 2,704 adults attending 152 different classes. These people participated to the extent of 107,325 student hours during the year. Usually the student's purpose is to pursue a hobby or to make a pleasurable effort to improve his vocational skills.

The public evening school, recognizing the need for supervised training in certain industries, cooperates with such organizations as the Tulsa chapter of the Oklahoma Restaurant Association, the Bankers' Association, local trade unions and other groups to assist in the training of workers. Among the many

courses of this type that have been offered are engineering report writing, waitress training, English for bankers, tailoring, supervisory training for foremen and the like.

SCHOOL-COMMUNITY RELATIONS

Extent of School-Community Relations

Public relations covers more than a cordial working relationship between the school system and the local newspapers. The attitude of the general public toward the school system stems in part from what people read in their daily papers, but good school-community relations are fostered by every employee of the school system in every contact he makes with a citizen of Tulsa. Casual talk in public places wins or loses friends for the schools.

Therefore, it becomes part of the duty of the director of school-community relations to build a strong *esprit de corps* within the family of nearly 3,000 employees of the Tulsa Public Schools. This spirit is helped by the monthly paper, the *Tulsa School Review*, a "house organ" distributed to every employee, which includes news about who does what in the school system and which interprets the policies of the Board of Education.

The director of school-community relations supplies the newspapers, radio and television with human interest stories about pupils in the classroom; with important news stories of happenings in the school system such as changes in buildings, sites, personnel, and policies; with announcements by the superintendent of schools; with outstanding accomplishments of pupils or of employees.

Finally, the preparation of the superintendent's annual report to the Board of Education offers a further opportunity to encourage good relations by publicizing what has been accomplished in the immediately past year. The better understanding that people (both the public and school employees) have of what has been done and why it has been done, the better boosters they will be for the Tulsa schools. No avenue of approach should be neglected that will give the citizens of Tulsa a more complete and true understanding of their school system.

Ambassadors of Good Will

The service rendered by the department of school-community relations is a vital one, and, therefore, every employee must realize the necessity of his own important contribution to this service. A school-

community relations program is successful to the extent of total employee cooperation. Along with this each employee must be mindful of the "casual talk" mentioned above. Word-of-mouth publicity builds or destroys. A sage might say, "Wherever you go, whatever you do, remember the dignity and worth of the institution you represent."

PERSONNEL DEPARTMENT

The chief functions of this department are recruitment of personnel and the screening of applications for employment. When written application is made, the department interviews the applicant, may arrange further interviews with appropriate administrative officials, checks the references, classifies and files the application. Lists of eligible candidates for employment are prepared.

The department also prepares lists of substitute teachers who have been approved by the Board of Education. Principals call only those substitutes whose names appear on this approved list.

Another important activity of the personnel department is keeping cumulative records of employees such as sick leave, employee insurance, salary, leave of absence records.

Payrolls are verified in this office and certified to the accounting office.

PERSONNEL POLICIES

Eligibility of Candidates for Employment

All school laws of Oklahoma governing eligibility for employment in the public schools must be observed. This includes proper state certification. In so far as possible and other factors being equal, preference may be given to teachers holding the master's degree. A minimum requirement is the bachelor's degree. Candidates for the position of principal, supervisor, director or assistant superintendent shall have earned at least one advanced degree and have served a minimum of three years as an education staff employee in the Tulsa Public Schools. Exceptions may be made if a candidate has special competencies in lieu of other specified requirements. No woman teacher may be employed who has a child less than nine months of age.

Candidates for teaching positions in industrial and vocational areas must meet the same requirements as those in academic fields although preference may be given those who have trade experience.

In the division of business service, preference is given an applicant who has had work experience similar to that for which he is making application.

Special Qualifications

No two members of the same family (husband or wife) or persons related by consanguinity or affinity to the extent of son, daughter, brother, sister, father, mother shall be assigned to work in the same school or office. The word "office" as here used is construed to mean "department" rather than a single room. For example, the purchasing department or office may be comprised of more than one room.

Inasmuch as the success of a school system is a reflection of its personnel, a desire or need for employment, while necessary and commendable, does not constitute a qualification for teaching or for any other kind of work. The appointment of any person to a position in the Tulsa schools depends on his fitness to serve.

Important considerations for employment other than training and experience are personality qualifications and probable chances of success in the position in question.

Application, Selection, Nomination, Election

When a candidate for employment wishes to make application to the superintendent of schools, he will fill in the application form in detail. With the application he must include a statement of health, an official up-to-date transcript of college credits, a recent photograph of himself, certificate information requested on the application form, and for a foreign born applicant, documentary evidence of United States citizenship.

The candidate for a teaching position, having made written application, next has a personal interview with the personnel director and with at least two, frequently four other officials. In the event of a vacancy for which the candidate is qualified, the superintendent will nominate him in writing to the Board of Education. All elections are made by the Board of Education.

Law on Teachers' Contracts

"A board of education shall have authority to enter into written contracts with teachers for the ensuing fiscal year prior to the beginning of such year. If prior to April 10, a board of education has

not entered into a written contract with a regularly employed teacher or notified him in writing by registered mail that he will not be employed for the ensuing fiscal year, and if, by April 25, such teacher has not notified the board of education in writing by registered mail that he does not desire to be re-employed in such school district for the ensuing year, such teacher shall be considered as employed on a continuing contract basis and on the same salary schedule used for other teachers in the school district for the ensuing fiscal year, and such employment and continuing contract shall be binding on the teacher and on the school district." (Sec. 19, 70 O.S. 1955 Legislature).

Assignment and Transfer

The superintendent of schools makes all assignments and transfers of employees on his own initiative or upon recommendation of the proper administrative officer. Any school employee may request a transfer for himself or for any employee under his direction. These requests are made in writing and filed with the appropriate administrative officer. In the case of education staff employees, the appropriate administrative officer is the director of elementary or of secondary education. He in turn makes recommendations to the superintendent.

The superintendent of schools informs all teachers of their specific assignments as soon as practicable before the opening of classes in September, although because of late resignations and other unexpected changes, it is not always possible to make such definite assignments until the day teachers report for duty in the fall or in some cases until after the school year has begun.

Promotion

Promotion in the Tulsa schools is based on training, experience, efficiency, personality qualifications, willingness to improve through preparation, probable chances for success in the position under consideration and compliance with the requirements for the position. Other factors being equal, length of service in Tulsa schools may be considered. As previously mentioned under "Eligibility of Candidates for Employment", persons applying for the position of principal, supervisor, director or assistant superintendent shall have earned at least one advanced degree and shall have served a minimum of three years as an education staff employee of the Tulsa Public Schools. However, ex-

ception may be made if it is deemed that a candidate has special competencies in lieu of certain other specified requirements.

When a transfer takes place that is considered a promotion for the employee, the base salary of the employee is never reduced even though the beginning salary in the new position would normally be lower than the maximum salary in the old position.

This practice recognizes the value of experience in the Tulsa schools. "Base salary" refers to the regular salary exclusive of compensation paid for special assignment. The employee who thus transfers will be eligible for the increment on the scale in the position to which he has been transferred at the beginning of the second year in the new assignment.

Advanced Degrees

The school district currently maintains a higher

**EFFICIENCY ESTIMATE
TULSA PUBLIC SCHOOLS**

	Superior	Above Average	Average	Below Average	Unsatisfactory	Subject or Grade	Name
1. Cooperation and loyalty							
2. Dependability							
3. Industry							
4. Promptness							
5. Enthusiasm							
6. Initiative							
7. Resourcefulness							
8. Tact							
9. Emotional Control							
10. Personal Appearance							
11. Voice							
12. Physical Fitness							
13. Use of English							
14. Intra-school Relationships							
15. Acceptance of Extra Assign.							
16. Accept. of Local Phil. of Ed.							
17. Understanding of Children							
18. Care of Room and Equipment							
19. Planning of Work							
20. Community Interests							
21. Knowledge of Subject Matter							
22. Classroom Methods & Mgn.							

salary schedule for teachers holding advanced degrees. Therefore, when an employee contemplates beginning work leading to an advanced degree, he must obtain prior approval of his plan from the assistant superintendent for instruction or from such other official as the superintendent of schools may designate. This advance approval must be requested early enough so that the assistant superintendent may have ample time to reply in writing to the employee. Since there is a higher salary schedule, the policy is that the professional study in question should be of such nature as to bring some benefit to the school system. The same practice is applied to work beyond the master's degree leading to the "professional diploma" granted by some universities.

1. Cooperation and Loyalty: Is willing to sacrifice time and energy for sake of the school.
2. Dependability: Fulfills obligations promptly.
3. Industry: Sees and does gladly all or more than the situation requires.
4. Promptness: Is punctual and performs duties on time.
5. Enthusiasm: Shows evidence of joy in teaching. Manifests zeal and earnestness.
6. Initiative: Has ability to organize necessary procedures.
7. Resourcefulness: Meets difficult situations adequately. Has fine sense of values.
8. Tact: Is sensitive to motives and moods of others.
9. Emotional Control: Is well poised.
10. Personal Appearance: Dresses neatly and shows other evidence of good grooming.
11. Voice: Has well modulated, pleasant voice and clear enunciation.
12. Physical Fitness: Is physically equal to ordinary demands of profession.
13. Use of English: Uses correct English; speaks clearly with ease and smoothness.
14. Intra-school Relationships: Constantly tries to achieve and maintain harmonious relationships.
15. Acceptance of Extra School Assignments: Is willing and ready to accept all assigned responsibilities.
16. Acceptance of Local Philosophy of Education: Tries in every way to further the school program.
17. Understanding of Children: Is familiar with child and adolescent psychology.
18. Care of Room and Equipment: Keeps physical equipment conveniently and attractively arranged.
19. Planning of Work: Thinks and plans ahead. Knows what to do and does it.
20. Community Interests: Participates in activities of whole community.
21. Knowledge of Subject Matter: Shows mastery of subject matter.
22. Classroom Methods and Management: Creates wholesome learning environment and democratic atmosphere.

REMARKS: _____

School _____ Date _____

Principal _____

This check list is used by the principal to appraise the efficiency of teachers.

Leave of Absence

An employee must work for the school district for three consecutive years before he may be granted a leave of absence. To obtain a leave, the employee must make his request in writing to the superintendent of schools. In this letter the employee must state the reason for the leave, the dates he wishes the leave to begin and end, and any other information required for the particular type of leave he desires.

Specified, acceptable reasons for leaves of absence are personal illness, maternity, further study, military service. The Board of Education grants leaves for these reasons upon recommendation of the superintendent. All leaves expire on June 30, the last day of the fiscal year, unless an earlier date has been approved by the Board of Education. The employee must before the expiration date ask the superintendent of schools in writing to be re-employed or ask for an extension of leave. A leave of absence may be for a maximum of one year and may be extended for no more than two additional years. Failure of the employee to ask for re-employment or for extension of leave as specified above automatically terminates employment.

In granting a leave of absence, the Board of Education signifies its intention to re-employ the person upon recommendation of the superintendent of schools with two provisos. First, there must be a vacancy which in the judgment of the superintendent the employee is qualified to fill. Second, the employee must have complied with all the procedures required under the *Rules and Regulations* as interpreted by the superintendent of schools.

Leave Because of Illness

When requesting a leave of absence because of personal illness, the employee must submit to the superintendent of schools a statement from a physician supporting the request. Upon returning from such a leave, the employee must file with the superintendent a certificate of health signed by a physician.

If a question should arise regarding an employee's fitness to resume or continue his regular work, the superintendent of schools may require such employee to obtain a certificate of health from the school physician.

Leave for Professional Study

When requesting a leave of absence for professional study, the employee must submit to the sup-

erintendent of schools an outline of courses proposed for study, such courses to be of a type that will enhance the employee's efficiency in the position he holds with the Tulsa Public Schools. This outline of the proposed study will be a part of the request for leave of absence and one of the reasons for granting such proposed leave. Normally, approval of the plan for professional study is approved in advance and in writing by the assistant superintendent for instruction since the superintendent usually delegates this responsibility to the assistant superintendent. A request for a leave of absence, however, is always submitted directly to the superintendent of schools.

Maternity Leave

Request for maternity leave of absence must be submitted to the superintendent not less than one month before the requested beginning date of such leave. The leave must begin not later than three months before the anticipated birth of the child, and must be of twelve months duration. Request for maternity leave must so state and must specify the beginning date of the leave. Failure to comply with any of these rules may make the employee ineligible for reinstatement.

In case of death of the child prior to the expiration of the leave, the employee may return to active duty upon recommendation of the superintendent provided in his judgment the best interests of the school district will be served and provided a vacancy exists which the employee is qualified to fill.

Since no leave of absence may be granted until an employee has worked for this school district three years, a woman employee's pregnancy during her first three years of service will necessitate a severance of employment under the *Rules and Regulations*. The rule prescribing this practice does not, however, seek to prevent such a person from making application for re-employment at the end of the twelve-month period.

Sick Leave with Pay

The Tulsa Board of Education grants sick leave with full pay to all daily rate employees whose service is continuous throughout the year and to all full time employees under contract. This leave is for absence caused by personal illness, bodily injury, or illness or death in the employee's immediate family.

Sick leave is allowed at the rate of one day a calendar month to the extent of six days a year and

will be accumulated from year to year with a maximum of thirty days allowed at any one time. If an employee, for instance, first starts to work for the school district in September, he becomes eligible for one day of sick leave on October 1. He is eligible for two days of sick leave on November 1, for six days on March 1, for seven days on October 1 of his second year. However, he will never be eligible for more than thirty days.

Sick Leave Credit

Except for the above stipulation, accumulated credit for sick leave is always reduced by one day for each day that the employee is on sick leave. When the employee severs connection with the school district for any reason, all his accumulated sick leave is cancelled. The rule concerning sick leave does not apply to adult evening school classes nor to public summer school programs conducted by the Board of Education.

An employee may be required to submit evidence concerning the cause of his absence in order to qualify for sick leave benefits. Any attempt by an employee to take unfair advantage of sick leave will bring forfeiture of any claim to sick leave he may have accumulated. The personnel department keeps sick leave records of all employees.

Sick Leave with Partial Pay

When an employee has exhausted his accumulated sick leave credit, the superintendent of schools may approve an absence (in case of personal illness) with partial pay for a period not to exceed fifty working days whether consecutive or not in any one school year. The employee so absent will have deducted from his salary an amount sufficient to pay the substitute at the established rate. However, such employee will not be retained on the payroll after the said absence of fifty working days.

Accidents

The school district pays for accident insurance for employees while they are at work or en route to and from work. In case of accident to an employee no sick leave will be given for those days for which the employee receives indemnity from this insurance carried by the Board of Education. An employee will not have his accumulated sick leave credit charged with any days for which he receives insurance indemnity.

In other words, an employee absent from work

because of an accident incurred while on the job or en route to or from work and in receipt of indemnity will have deducted from his salary the amount of the indemnity. These days are not sick leave days, and the employee's sick leave credit will not be reduced, nor will the employee receive sick leave benefit on those days covered by indemnity.

Situations not provided for in the foregoing will be decided by the superintendent of schools.

Employee Insurance

The Board of Education, in keeping with its policy of providing the best possible working conditions for all its employees, makes available various kinds of group insurance—hospital care, physicians' and surgeons' services and accident benefits. All full time employees are included in this program.

The school district pays the premiums for the protection of employees. If an employee wishes to cover his family also, he may pay the premium for coverage of the additional members of his family by deductions from his monthly salary warrant.



SICK LEAVE IS NOT FOR THIS

For more details consult the personnel department or the insurance companies involved. In case of personal illness or accident involving an insurance claim, the employee must report or send a report as soon as possible to the personnel office.

Summer School

The rule requiring periodic attendance at summer school may be satisfied in several different ways. One way to earn the credit, of course, is to attend summer school once each five years and earn five semester hours. Not more than five hours may be accumulated at any one time for the purposes of complying with the summer school rule. Such courses must have the advance approval of the assistant superintendent for instruction.

Work to satisfy the summer school requirement must be done at the quantitative rate of one hour of credit per year counting from the date of last credit earned, regardless of the time the teacher began teaching in the Tulsa schools.

For instance, it is possible that a teacher may not be required to attend summer school until five years following the beginning of his first year in the school system. As an illustration of this point:

Teacher "A" finished college in the spring or summer of 1958 and began work in Tulsa in September, 1958. Since he earned five or more hours in 1958, he will not be due to earn additional credit until the summer of 1963.

On the other hand, it is possible that a teacher may be required to attend summer school following his first year in the school system. For example, teacher "B" last attended college in 1954 or before and also began work in Tulsa in September, 1958. He will be due to earn additional credit during the summer of 1959 since he has not earned credit within the past five years.

However, he is not required to earn a total of five hours credit during the summer of 1959. If he earns two hours credit, then he need not attend school again until 1961. If four hours of college credit are earned in 1959, then he is not required to do additional college work until 1963.

Alternate activities are sometimes approved to satisfy this requirement, but any such plan must carry advance written approval by the superintendent of schools.

Teachers in the Tulsa schools may earn two

hours credit toward satisfying the Board of Education summer school requirements by attending the Tulsa Conference on Education, scheduled on alternate years for the first two weeks immediately following the close of school.

Still another plan by which teachers may earn credit is by serving as a critic teacher who is responsible for directing an apprentice teacher. This plan provides that a critic teacher whose apprentice teacher earns six semester hours of apprentice teaching credit during the course of one semester or one academic year, shall be granted one hour of in-service credit by the Tulsa Public Schools.

However, no critic teacher, unless special permission is granted by the superintendent of schools, shall earn more than two consecutive hours of in-service credit by this means.

For example, after two in-service hours have been earned through serving as a critic teacher, no additional hours may be earned by this means until credit from another source has been earned.

It is also provided that no college classes taken during the school term can be applied toward meeting the requirement.

Noncompliance

Should an employee who is scheduled to attend summer school in order to meet the requirement fail to do so without being excused by the superintendent, such employee will be ineligible for the next increment step on the salary schedule; or if he has already reached the maximum, he will be subject to the reduction of an increment.

It is the responsibility of each employee to see that satisfactory written evidence of summer work is filed in the personnel department. It is also the sole responsibility of the employee to comply with summer school requirements even though he may not be notified when due to attend summer school.

Outside Work

Sometimes educational employees of the schools wish to augment their incomes by doing part time work outside school hours. Such work is permitted but with definite limitations. First, the work must be approved in writing in advance by the superintendent of schools. Second, no full time educational employee may work more than fifteen hours per week on an outside job, and no half-time educational

employee may work more than thirty hours per week on an outside job.

Tutoring and Selling Books

Lest there be an criticism or misunderstanding even though an employee has the most impeccable motives, there is a further limitation on the type of outside employment which may be pursued within the school district.

No education employee may charge a fee for privately teaching or tutoring any pupil regularly enrolled in the school to which the employee is assigned. This rule applies to tutoring in the summer vacation as well as to tutoring during the school term. No education employee of the Tulsa Board of Education is permitted to engage in the selling of books to the residents of School District Number One of Tulsa County. This restriction applies throughout the calendar year when the employee is under contract with the Board of Education and during the interim period when the employee has been notified that it is the intention of the Board to reemploy him and/or a continuing contract is in effect.

RETIREMENT

Membership

Membership in the Teachers' Retirement System of Oklahoma is compulsory for all teachers and other career employees who were not working for a school board or board of regents in Oklahoma between 1938 and 1943.

Each member pays an annual membership fee of one dollar which is deducted from the first warrant of the year. The member also deposits four per cent of each monthly warrant, this amount withheld and forwarded to the retirement office in Oklahoma City. At the time the member retires, the State of Oklahoma matches this four per cent deduction together with interest earned.

Withdrawal of the Member

Once each year the member receives a statement showing how much money he has deposited in the retirement system and the amount of interest to his credit. If a member ceases to work for a school board or a board of regents in Oklahoma, he may, after four months, withdraw money he has deposited in the retirement system.

However, if a member withdraws his funds and later wishes to re-enter the teaching profession in

Oklahoma, he must re-enter the retirement system as a new teacher, thus forfeiting previous creditable service. Should such a returning teacher wish to reinstate his previously earned credit, he may do so by redepositing the funds he had earlier withdrawn together with interest at 3% per year for the time the funds have been out of the retirement system.

Should a member stop teaching he may leave his funds on deposit and continue to belong to the retirement system for as long as five out of six years.

When a member stops working for a board of education in Oklahoma after having worked there for twenty years or longer, he may leave his funds on deposit with the retirement system for an indefinite period of time, actually taking a deferred annuity. When he reaches retirement age, he may apply for retirement on the basis of his creditable service and the amount of money he has on deposit. This money will be matched by the state.



PERIODIC ATTENDANCE AT SUMMER SCHOOL IS REQUIRED

Retirement Age

All employees retire at the end of the fiscal year in which they reach the age of sixty-five. Fiscal year for the Tulsa schools ends on June 30. For example, an employee whose sixty-fifth birthday fell on July 1, 1959, would not retire until the conclusion of his work in May or June, 1960. Before receiving his retirement allowance it is necessary for the employee to send a copy of his birth certificate or equivalent proof of birth to the office of the Teachers Retirement System of Oklahoma, 320 State Capitol Building, Oklahoma City. He may, if he prefers, retire with a reduced allowance after reaching the age of sixty or after giving thirty years of service to the schools of Oklahoma. Provision is also made for making annuity payments on a reduced basis to members who become permanently disabled.

Minimum Payment

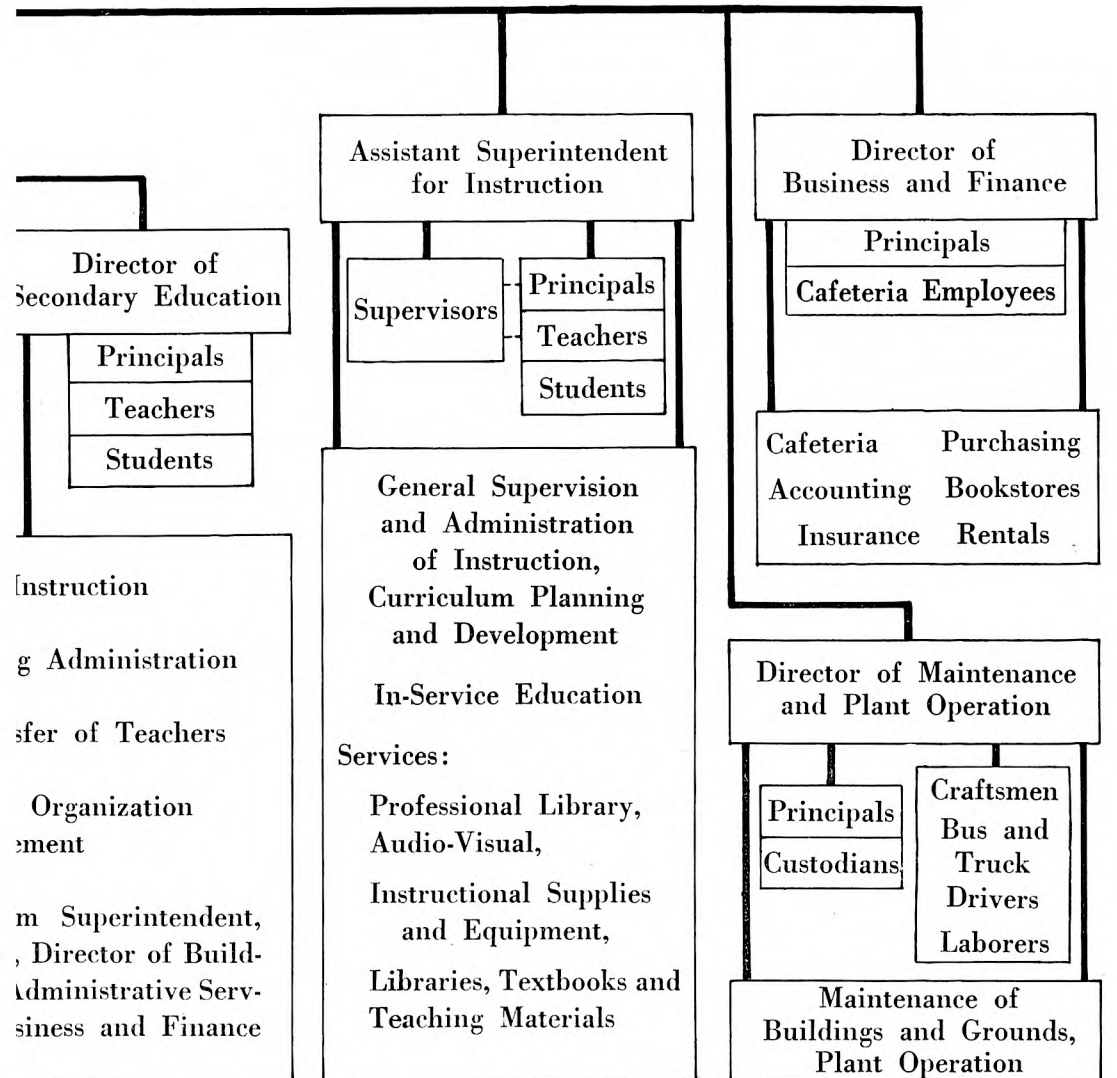
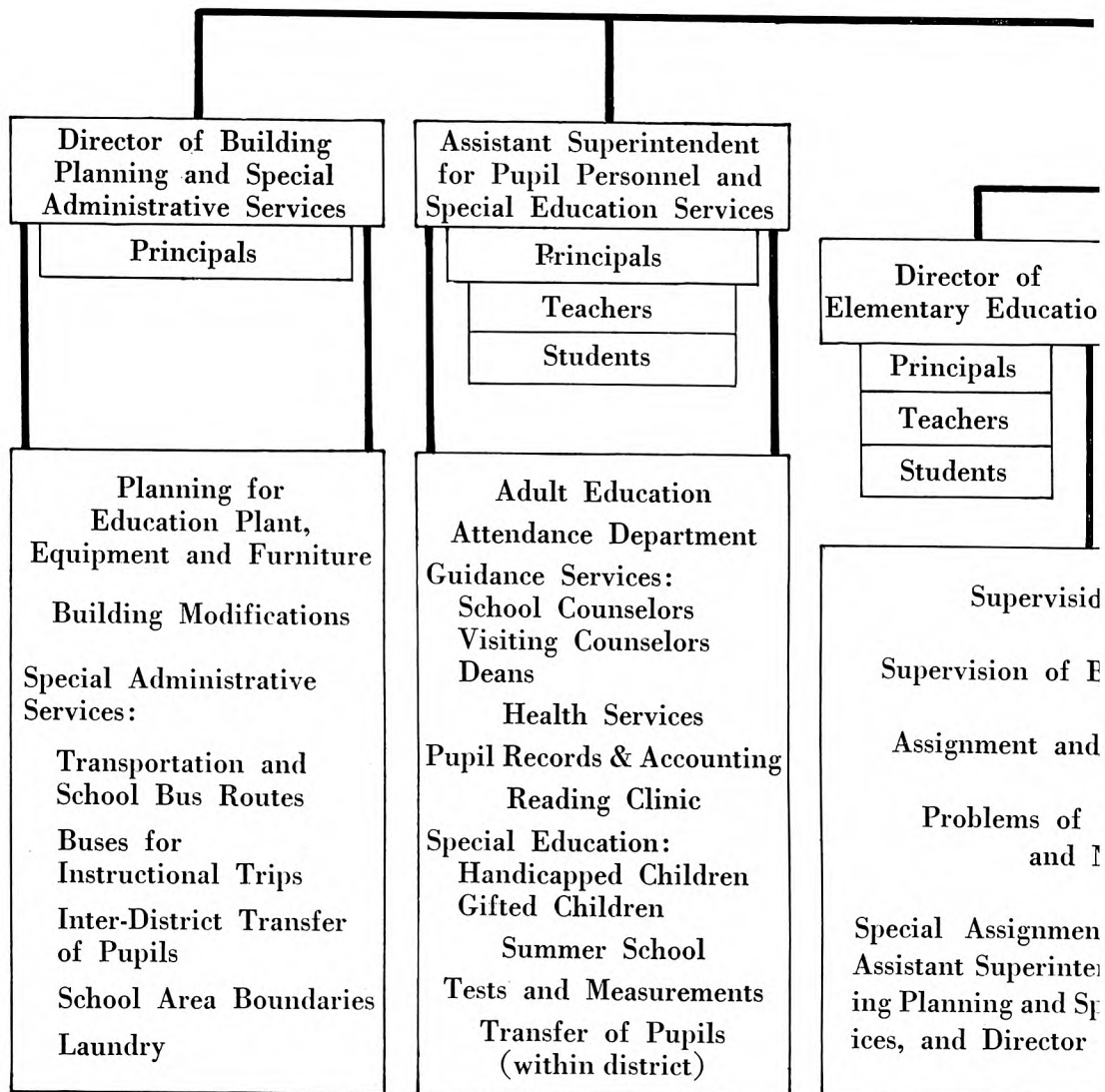
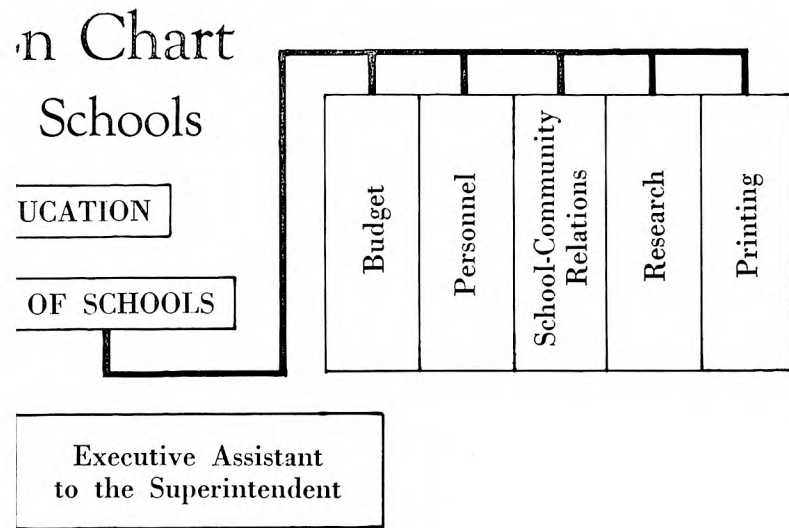
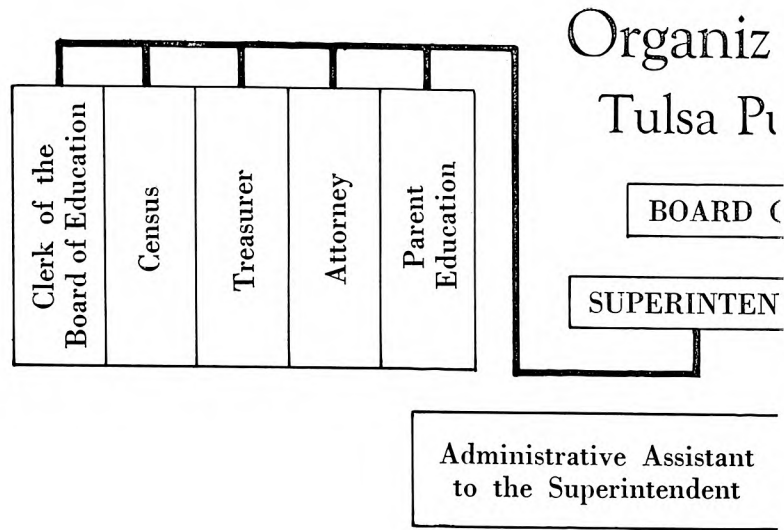
Even though a member has not had time or salary big enough to build up sufficient deposits to pay a large retirement allowance, the state will supplement what the member has accumulated. The minimum monthly payment to a member retiring at age

sixty-five with thirty or more years of creditable service is one hundred dollars.

Procedure for Requesting Retirement

In the year when the employee is to retire, he must send written notice to the Board of Trustees of the retirement system setting forth on what date he desires to begin receiving retirement benefits. This date must be not less than thirty nor more than ninety days from the time of filing his request. An employee may retire as of the day after his last working day for the Tulsa Board of Education, even though payment for his work may be made later. For instance, a teacher's last day of work may be May 29. He may request retirement as of May 30 even though his last salary warrant comes to him in August.

When the employee writes to the retirement office signifying his intention to retire, the office will send him preliminary application forms and other information to help him in his choice of an option. He will then fill out a final application form. Processing takes about a month. Usually the retiring teacher who asks for retirement as of May 30 will receive his first payment on July 1 unless some unexpected delay takes place.



Social Security or Old Age and Survivors' Insurance

Historical Statement

Eligible employees of the Tulsa Public Schools now have Social Security protection as well as the protection afforded by membership in the Teachers Retirement System of Oklahoma. In 1950 Congress amended the Social Security Act extending protection to state and local government employees who were *not* under a state or local government retirement system. This Congressional action, of course, had no effect on Oklahoma public school employees, but an amendment to the Social Security Act in 1954 did permit state and local government employees already *covered* by a state or local retirement system to have Social Security. This 1954 amendment permitted voluntary agreements for coverage of state college and public school employees.

In May, 1955, the Oklahoma Legislature passed Senate Bill 72 providing for, among other things, school district participation in the Social Security program under applicable Federal law. Senate Bill 72 was signed by the Governor on June 6, 1955.

Dr. Charles C. Mason, Superintendent of Schools, thereupon recommended to the Board of Education that a sum of money be set aside sufficient to pay the employer's contribution (Jan. 1-June 30, 1955) in event, first, that Tulsa Public School employees would participate in Social Security, and in event, second, that Social Security would be made retroactive to January 1, 1955, as permitted by state and Federal legislation. Careful planning and quick action were of prime importance since only a relatively few days remained between June 6 when the Governor signed the enabling act and June 30 when the fiscal year ended. No action could be taken regarding Social Security by any school district until after Senate Bill 72 had become a law on June 6, at which time only twenty-four calendar days remained until the end of the fiscal year.

It was also immediately necessary to provide an amount in the budget for the next fiscal year (July 1, 1955-June 30, 1956) sufficient to pay the employer's contribution for that year if the Social Security program were approved later in a referen-

dum by the school district employees. The Superintendent and the Board of Education foresaw all the possibilities and acted at once for the best interests of the school district.

The Superintendent of Schools early in the school year, 1955-56, recommended to the Board of Education that the Governor be petitioned to authorize an election in which all eligible employees might vote on the question of Social Security coverage as provided by law. On October 26, 1955, the Governor authorized such an election to be held on January 31, 1956. Dr. Mason then gave all eligible employees an opportunity to express their preferences regarding the desirability of having the Social Security program retroactive to January 1, 1955, if and when Social Security were approved here. A large majority favored the retroactive feature. In the referendum of January 31, 1956, the vote was 1,751 to 316—85%—in favor of participation in Social Security.

Following the expression of preference and the referendum, Dr. Mason recommended to the Board of Education that this school district participate in the Social Security program retroactive to January 1, 1955. The Board of Education approved the recommendation and entered into a voluntary agreement to put the plan in operation. All eligible full-time employees of the Tulsa Public Schools now have Social Security protection under the voluntary coverage plan as provided in the above-cited Federal and state legislation. Every new full-time employee will be participating in the Social Security program as soon as his employment begins.

Because of the retroactive feature of this plan, all employees who retired as of June 30, 1956, were fully insured with maximum retirement benefits based on their earnings. Furthermore, all employees who were working for the Tulsa Public Schools during 1955-56 and who are scheduled to retire before June 30, 1961, will be fully insured with maximum benefits based on their earnings provided such employees are covered for every quarter until the date of retirement. Without the retroactive feature, no one would have been fully insured with maximum retirement benefits before June 30, 1961.

Tax and Benefit Tables

The following information is from *Your Social Security*, published in May, 1957, by the U.S. Department of Health, Education and Welfare. At present the Social Security tax for employees is two and one-fourth per cent of their salaries, and this amount is matched by the employer. The following table shows the present (1958) tax percentages and the scheduled increases:

CALENDAR YEAR	EMPLOYER	EMPLOYEE
1957-59	2¼%	2¼%
1960-64	2¾%	2¾%
1965-69	3¼%	3¼%
1970-74	3¾%	3¾%
1975 and after	4¼%	4¼%

The following table shows examples of old-age and survivors' insurance benefits.

		AVERAGE MONTHLY EARNINGS AFTER 1950*						
		\$50	\$100	\$150	\$200	\$250	\$300	\$350
RETIREMENT AND DISABILITY INSURANCE PAYMENTS:								
Monthly retirement benefit at 65 or later, or disability benefit at 50	\$30.00	\$55.00	\$68.50	\$78.50	\$88.50	\$98.50	\$108.50	
Monthly retirement benefit for woman worker, starting at:**								
62	24.00	44.00	54.80	62.80	70.80	78.80	86.80	
63	26.00	47.70	59.40	68.10	76.70	85.40	94.10	
64	28.00	51.40	64.00	73.30	82.60	92.00	101.30	
Monthly retirement benefit for couple, man 65 or over, wife starting at:**								
62	41.30	75.70	94.30	108.00	121.80	135.50	149.30	
63	42.50	78.00	97.10	111.30	125.50	139.60	153.80	
64	43.80	80.30	100.00	114.60	129.20	143.70	158.30	
65	45.00	82.50	102.80	117.80	132.80	147.80	162.80	
SURVIVORS INSURANCE PAYMENTS:								
Widow, widower, child, or parent (monthly)	30.00	41.30	51.40	58.90	66.40	73.90	81.40	
Widow and 1 child (monthly)	45.00	82.60	102.80	117.80	132.80	147.80	162.80	
Widow and 2 children (monthly)	50.20	82.60	120.00	157.10	177.20	197.10	200.00	
Lump - sum death payment	90.00	165.00	205.50	235.50	255.00	255.00	255.00	

*In figuring your average monthly earnings after 1950, you may omit

● As many as 5 years in which you had low earnings.

● Any period in which your earnings record was frozen because you were disabled.

**Payments to women workers and wives are permanently reduced if started before age 65.

TERMINATION OF EMPLOYMENT

Resignation

An employee desiring to resign will give to the superintendent of schools written notice of intention at least thirty days prior to the termination of the employee's services.

Non-Renewal of Contract

Causes for non-renewal of contract are incompetency or inefficiency or elimination of position.

Dismissal or Termination of Contract

Causes for dismissal or termination of contract are as follows: willful breach of any provision of the contract of employment, professional incompetence, immorality, insubordination, assignment of salary or conduct causing garnishment of salary, any conduct on the part of the employee which may impair or tend to impair the efficiency of the employee or his colleagues, and such other cause or causes as the Board of Education may determine in order to protect the educational welfare of this school district.

An example of one process is explained herewith. Should the professional competence of a certified employee be questioned, the proper administrative officer will give written recommendation concerning the employee to the superintendent by March 1. The superintendent will review such cases after a study of the supporting data, and if the superintendent recommends dismissal to the Board, then the employee will be notified on or before April 10. He may, if he wishes, request a hearing before the Board of Education. An employee on probation is not entitled to such hearing.

The Board of Education is the sole judge of the quality of the services of its employees. Further information on causes and procedures for dismissal is given in the School Laws of Oklahoma.

Probation

The superintendent of schools may place any employee on probation. (See Article III, Section B, Rule 1, d of the *Rules and Regulations*). All first term appointments are probationary for a period of three years unless specifically exempt in advance and in writing by the superintendent of schools. "First term" means an assignment for the first time in any given classification such as teacher, principal,

supervisor, etc. When an employee's classification changes, he again begins a three-year probationary period of service. For example, a teacher, having taught in the Tulsa Public Schools for ten years, is made a principal. Immediately upon his assignment as principal, he begins a three-year probationary period in the new classification.

At any time during this customary probationary period of three years, an employee might upon recommendation of the superintendent of schools be dismissed from employment for cause. Such an employee would not be entitled to a hearing before the Board of Education during the three-year probation. An employee serving the usual three years of probation immediately following his promotion is subject to dismissal for cause upon recommendation of the superintendent of schools in the same manner as a new employee serving his first three years. Such a promoted employee is also subject to demotion during the probationary period of three years upon recommendation of the superintendent of schools. (See Article III, Section B, Rule 1, d: "He shall have the power to select, to assign or alter the assignment of, to transfer, to suspend, to place on probation, and to recommend for promotion or dismissal any or all employees except himself . . .") In fact, an employee might be demoted for cause at any time.

When an employee is placed on probation, having once served the customary probationary period of three years following his first assignment in his present classification, he loses whatever tenure status he might have previously gained as an employee of the school district. For example: a teacher had been employed for six consecutive years in the Tulsa Public Schools and therefore had served the customary probationary period of three years. During the seventh year of his employment, the superintendent of schools deemed it necessary to place this employee on probation. Immediately the employee no longer enjoyed the status of one who had served the usual three years of probation after having been first employed or promoted. Such an employee, having been placed on probation, might be dismissed from employment (upon recommendation of the superintendent of schools) for cause during the said probationary period. Such an employee upon notice of dismissal during the probationary period would not be entitled to a hearing before the Board of Education. Any employee not currently on probation would be entitled to such a hearing if he so desired.

This statement on probation delineates a policy that has been in effect for many years.

CONTRACTS AND SALARIES

Contracts

Very definite legal instructions and restrictions concerning contracts are set down in the School Laws of Oklahoma. Of course the Tulsa Board of Education abides by the letter and intent of all these laws.

One provision states that every education employee except teachers in classes of adult education must have a written contract before performing his duties. One copy is filed with the clerk of the Board of Education, and the employee retains a copy. Before such a contract may be entered into by a Board of Education, the education employee must hold a valid certificate for his job from the State Board of Education.

After an employee has entered into a written contract with a board of education, he has no au-

thority to enter into a contract with another board of education in Oklahoma for the time covered in the original contract until the teacher has been discharged or otherwise released from the written contract by the first board of education.

The contract for employment states that the *Rules and Regulations of the Board of Education* are a part of every such contract.

Salaries

The school district pays salaries according to fixed schedules. These schedules are based on training, experience, length of service in the Tulsa schools and responsibility. Schedules may be changed from time to time to meet the exigencies of changing economic conditions. For a position not included on a salary schedule and for any deviation from the schedule because of special services by an individual employee or for any other reason, the salary in question must have the recommendation of the superintendent of schools (except when his own salary is being considered by the Board) and specific approval of the Board of Education.

Teachers in both elementary and secondary schools are paid according to the same salary schedule, which includes an annual adjustment (increment) up to a maximum. No partial increments are paid, but education employees who begin work before February 1 and work throughout the remainder of that year are eligible to receive a full increment at the beginning of the next school year.

Salaries of clerks and secretaries are determined, as nearly as possible, by the average salary currently paid for comparable work in the Tulsa area.

In general, classroom teachers are employed for a period of approximately nine months; elementary school principals, nine and one-half months; junior high school principals for ten months; senior high school principals, twelve months.

Vacations—Twelve-Month Employees

Employees assigned to twelve-month positions and all daily rate employees whose period of service is continuous (90% of the working days) throughout the year receive an annual vacation of two weeks with pay provided such employees have worked for the school district at least twelve months before taking the vacations.

An employee with less than a year's service in any year because of death, resignation, discharge



READ YOUR CONTRACT CAREFULLY

or employment after the beginning of the fiscal year will have earned vacation time according to the following schedule: one month of service, one day of vacation; two months, two days; three months, two and one-half days; four months, three days; five months, four days; six months, five days; seven months, six days; eight months, seven days; nine months, seven and one-half days; ten months, eight days; eleven months, nine days; twelve months, ten days.

Employees assigned to twelve-month positions and all daily rate employees whose period of service is continuous (90% of the working days) throughout the year who have worked for the school district ten years or more receive an annual vacation of three weeks with pay. Employees entitled to a vacation of three weeks will observe the following table of earned vacation time: for one month of service, one day; two months, two and one-half days; three months, four days; four months, five days; five months, six days; six months, seven and one-half days; seven months, nine days; eight months, ten days; nine months, eleven days; ten months, twelve and one-half days; eleven months, fourteen days; twelve months, fifteen days.

For the purpose of computing vacation time used, each day of the calendar week except Saturday, Sunday and any holidays included as such in the school calendar for twelve-month employees, shall

be counted. With regard to computation of earned vacation time, absences of an employee on sick leave or vacation are considered as time served. Rate of pay while on vacation is the same as the regular pay of the employee at the time of the vacation exclusive of overtime.

A written request for vacation specifying the first and last day desired should be filed with the superintendent of schools at least thirty days before the first day of the anticipated vacation. The employee becomes eligible for his vacation upon receipt of the superintendent's approval in writing.

In those cases wherein the interests of the school district may best be served by having certain employees take their vacations before the close of the fiscal year, the superintendent of schools is authorized to approve such vacation time, provided the employee has earned at least seventy-five per cent of his vacation.

If an employee eligible for a vacation or part of it resigns his position or is discharged, he is entitled to pay for the vacation time earned prior to the resignation or discharge. If he dies, his estate is entitled to pay for the earned vacation time due him.

The superintendent of schools and those who hold the title of assistant superintendent in recognition of special service performed beyond the usual hours of service are entitled to a one month vacation each year.

CHAPTER II

Working Routines

ABSENCES FROM WORK

One Day or More

An employee unable to report for work should notify the proper official at the earliest possible moment so that if necessary a suitable substitute can be secured before working time. For example, teachers will report to principals. It is always the responsibility of the principal or department head to engage the substitute. When the absence is caused by personal illness or by sickness or death in the immediate family, the employee is entitled to sick leave to the extent of six working days a year, cumulative at the rate of one day a month. No more than thirty days of sick leave credit may be accumulated at one time.

If any employee needs to be absent from work for one-half day or more for reasons other than personal illness, accident on the job, illness or death in the immediate family, he must obtain advance permission in writing from the superintendent of schools. In event of emergency, the employee should telephone the office of the superintendent for instructions. In this case too, the employee must notify his immediately superior official.

Approval in advance by the superintendent is required when the employee finds it necessary to leave the city for one working day (or fractional day) or more. Any and all written requests to the superintendent of schools must carry the initials of the principal (or other superior official) indicating that the employee has also notified the principal of the request.

Less Than a Day

A teacher needing to be absent for any length of time—even a few periods totaling less than one-half day—for reasons other than those covered by sick leave must obtain advance permission from the superintendent of schools as specified above. The principal may arrange for the work as he thinks best except that if a substitute is called, the absence is reported and the substitute is paid for not less than one-half day. In fact, *all* absences are reported whether a substitute is called or not. Furthermore, a class of students must be in the charge of a reg-

ular teacher or a substitute at all times. *No class is to be without a teacher in charge.*

If a teacher should need to leave the building for a short time, he should also ask the principal even though the teacher might not be assigned to a class at the moment—for example, a secondary school teacher at the time of a planning period would not have a class at that period. The principal is responsible for the operation of his assigned school and consequently must know where all employees are at all times during the working day.

Careful observance of these procedures is far more important in the public schools than in other types of work, because each teacher is responsible for the care and safety of students.

In event of any type of absence not mentioned in this section, the employee should call the office of the superintendent of schools for instructions.

Absence with Provided Substitute

A provided substitute may be approved for a teacher who is asked to perform some special assignment or to appear on a program of a professional meeting, either of which would require absence. Even though the teacher has been officially asked to perform such a special duty, he should write the superintendent and ask (1) approval of the absence and (2) approval of provided substitute. This letter should be written well in advance of the proposed absence so that the superintendent will have ample time to reply. Again this written request should bear the initials of the principal, indicating that he is aware of the contingency. The principal will make the proper notation on the payroll so that the substitute will be paid but no deduction made from the teacher's regular salary. Deductions from the teacher's salary are made for all absences not coming within sick leave or provided substitute provisions.

Jury Duty

School employees, like other good citizens, are expected to serve on juries when summoned. Writ-



LEAVING THE CITY? DO YOU HAVE PERMISSION OF THE SUPERINTENDENT?

ten request for approval of absence because of jury duty must be made in advance to the superintendent of schools. This request must carry the signature (or initials) of the employee's immediately superior official, for example, signature of the principal in event such employee is a teacher.

If an employee absent on jury duty needs a substitute, this substitute will be paid by the Board of Education. The employee—teacher or otherwise—will incur no loss of salary. When the employee has been reimbursed for jury duty by the court, he will endorse the warrant and bring or send it to the treasurer of the Board of Education in the Education Service Center. Thus the employee has all his regular salary and the Board of Education is partially reimbursed for lost services or for the substitute's pay.

**Education Service Center Annex,
Maintenance and other Service Offices**

All public school employees who are assigned to

the Education Service Center or the Annex, including all clerks and staff members, should report their absence to the office of the superintendent of schools if they need to be away from the building during working hours. The foregoing information regarding absences from work applies to all employees. Special mention is made here of the various service offices inasmuch as some employees must on occasion perform their duties away from their offices during the working day. It is especially important that the superintendent's office be notified of such situations in advance. All service departments, though housed elsewhere than the Education Service Center, are considered to be operating under the same procedure governing other employees in the school system.

Absence at Opening of School

The Tulsa Board of Education includes in the calendar for the school year certain days to be devoted to a series of meetings designed to improve the effectiveness of educational activity by the Tulsa Public Schools. Such days are considered working days just the same as if children were being taught in classes.

In the event an employee finds that he cannot report on the date set for registration, he should immediately contact the office of the superintendent of schools and ask for instructions.

If the reason for absence is one for which sick leave may be granted, the employee may use accumulated sick leave for such an absence. If the reason for the absence is excusable but not covered by sick leave, the employee will have a substitute's pay deducted from his regular salary. On the other hand, if the employee does not obtain permission from the superintendent to be absent, then an entire day's pay will be deducted from his salary for each day he is absent. In the year 1958-59 one day's salary is 1/185 of the employee's annual salary.

Calendar for the School Year

The school calendar for the succeeding year is approved by the Board of Education each spring. All holidays, dates for opening and closing the school year and days set aside for conferences and conventions are included in the calendar.

Oklahoma school law currently (1958) requires that school must actually be in session and instruction offered for not less than one hundred eighty

(180) days each school year, but with the proviso that not more than five of these days may be used for attendance of professional meetings. Thus, the required minimum number of days in session is 175. For the school year 1958-59 the Tulsa schedule provides for one hundred eighty-five (185) days of work for teachers. Eight of these salaried days are set up for professional meetings. The remaining 177 days are scheduled for classroom instruction.

Policy Regarding Dismissal of School in Emergency

Only the superintendent of schools is empowered to close a school or schools in event of sudden danger, disaster, adverse weather conditions or for any other reason. For example, a principal might become aware of a condition which probably would necessitate closing his school. In such case the principal should report directly to the superintendent of schools and ask for instructions. In all cases all employees are expected to make every reasonable effort to reach their posts of duty until and unless released by the superintendent of schools.

With regard to weather conditions affecting the entire school system, the superintendent of schools is the only employee authorized to make the decision to close the schools. Schools will remain open except when public transportation services are interrupted by blizzard or heavy snow to the point that children cannot reach school.

Pupils must be counted absent if they do not attend school when it is in session. Absences due to weather conditions will be excused in the same manner as absences for other legitimate reasons, but they are still absences and are so recorded.

At the discretion of the superintendent, the schools may be closed because of the extreme weather conditions described above. Whenever schools are to be closed, announcements will be made by television and radio stations not later than 7:30 a.m.

The first consideration in closing the schools because of weather conditions is the health and safety of the pupils. It is the policy of the Tulsa Public Schools to recognize the right and responsibility of parents in matters of school attendance when extremely inclement weather conditions prevail. If, in the judgment of parents, transportation presents too great a problem or hazard, it will be their responsibility to decide to keep children at home even though schools may be open for those who will be able to attend.

Activities of the Division of Business Services

Reference to the organization chart (center pages) shows that business services are administered under the supervision of three members of the superintendent's immediate staff: the director of business and finance, the director of maintenance and plant operation, the director of building planning and special administrative services. The work of the department of printing is under a supervisor directly responsible to the superintendent of schools.

This division exists solely for the purpose of facilitating the work of the division of instruction. The functions of the division include all matters pertaining to the development, operation and disposition of school properties, supplies and equipment; the maintenance of financial accounts and the care of contracts and/or other business papers.

Accounting Service

All major accounting processes of this school system are centered in this department of the business services division. The importance and volume of the work is apparent when one notes that the current operating budget is approximately \$15,000,000. In addition, proper accounting is necessary for all bond and building funds.



MISTAKES ON THE PAYROLL CAUSE ENDLESS DIFFICULTIES!

The accounting department is responsible for the accounting of expenditures not only for the general, bond and building fund moneys, but also for the accounting detail of the cafeterias and bookstore including the students' fee fund. Approximately eighty-five per cent of the current operating budget is expended for salaries and wages. Also every purchase of supplies and equipment or payment of contract from general, bond and/or building fund moneys is processed through the accounting office.

The accounting service includes withholding tax accounting, retirement and Social Security deductions, deductions for insurance purchased by employees as well as accounting for insurance purchased by the school district for its employees.

Bookstore

The store exists as a service of convenience to secondary school students throughout the school system and is not operated for profit. Books, fee cards, school supplies and locker key deposits comprise the major portion of its business service to the students.

Cafeterias

The prime object of the cafeteria service is to make available to students a noon meal of maximum nutritive value at cost prepared under sanitary conditions. The service is available as a convenience to students. Central office control insures high standards in sanitation, uniformity and accuracy in records, procedures, payrolls, purchasing, menus and recipes, quality and quantity of food, maintenance and operation of equipment.

The law requires that public school cafeterias be self-supporting; consequently, receipts from the sales of lunches must pay for costs of operation such as food, salaries and wages of employees, maintenance, repair and replacement of equipment. Cafeterias are not operated at a real profit in the sense of a private business.

Purchasing

A central purchasing service operates to facilitate teaching and the work of all other services except the cafeterias which have their own purchasing agent. Central purchasing is needed first, to insure economy in spending public funds, and, second, to expedite the acquisition of necessary materials and equipment.

The acquisition of every item of supplies, equipment, instructional materials, contract services (other than employment) is processed through the purchasing office. There is a wide diversity of such items necessary to efficient operation of the public schools—sewing machine needles and buses, paper clips and boilers, textbooks and typewriters, paint and furniture, and so on. During the year ending June 30, 1958, there were approximately 13,000 purchase orders issued.

Requisitions are never sent directly to the purchasing office. A purchase order is issued or the requisition is otherwise filled from stock only after such requisition has been properly approved. It is the responsibility of the purchasing office to expedite the acquisition of stock items carried in the catalogues of general school supplies and of custodial supplies. Thus, money is saved by volume purchasing of many items.

Whenever special purchases are necessary, the receiving school or office may expedite consummation of the process by promptly returning the "pink copy" of the purchase order when the material has been delivered.

Warehousing and Delivery

This service is maintained to insure proper care in handling textbooks and other instructional supplies, custodial and maintenance supplies and canned foods for cafeterias. Items needed from the warehouse stock, as explained elsewhere in this chapter, are obtained by requisition through the proper channels. For example, no employee will go in person to the warehouse to obtain stock items unless by specific approval of the proper administrative official. Such practice is followed in the interest of efficient and systematic distribution and accounting.

Maintenance

This service includes repair and upkeep of buildings, grounds and equipment. Among the craftsmen employed are brickmasons, carpenters, electricians, machinists, mechanics, painters, plasterers, plumbers, roofers, steamfitters, tanners, and others.

Maintenance services are obtained by requisition sent through the regular channels; however, much of this work is accomplished through a general plan of continuous repair and upkeep without specific requisition from the school receiving the service.

Plant Operation

This service is comprised of all those activities related to the physical operation of the school plant. School buildings must be properly heated, lighted, ventilated and regularly cleaned. The custodian of a present-day public school building will perform more than two hundred different duties during the course of a year. The director has the responsibility (delegated by the superintendent of schools) for selecting and training personnel, fixing hours and schedules of work, setting standards of work achievement, evaluating efficiency, determining work load and assigning employees to the various buildings.

Small schools require the services of only one custodian while larger schools need more than one. Operators of low or high pressure boilers must be properly licensed.

All school buildings are thoroughly cleaned and renovated during the summer months when school is not in session. These jobs are accomplished by crews of custodians working under the direction and supervision of competent foremen. Education employees can help expedite the work of the summer custodial crews by leaving buildings in as good order as possible at the end of a school term. In fact, education employees obviously can materially help custodians every day by keeping equipment, materials and rooms orderly.

Pupil Transportation

Tulsa Public Schools own and operate twenty buses, each making from one to four round trips daily. This service is provided for those students who are legally qualified to receive it.

School buses are also frequently used on special occasions to transport students to and from concerts, art exhibits or for other educational purposes.

Education employees are in a good position to work for safety and desirable behavior on school buses. While the bus driver is responsible for order and safety when the children are boarding, leaving or riding his bus, all teachers and principals can see that the children are properly instructed in school as to desirable practices. For example, teachers can easily supervise students as they board or leave a school bus at the building.

Laundry

This service, housed in Central High School, is a non-profit, efficient convenience primarily for sec-

ondary school physical education students. Laundering of towels and bathing suits comprise the major volume of the service. The laundry service is available to the elementary schools, although the need is slight compared with the needs of the secondary schools.

Printing

Printing service is available to the schools through a well-equipped modern shop which has been maintained by the school district for a number of years. From this print shop come millions of pieces of printed and mimeographed material used daily by teachers to facilitate instruction. Curriculum materials such as handbooks for teachers and students, maps, diagrams, workbooks, are examples of the type of service rendered.

Facilities of the print shop are also available for such student productions as the *Tulsa School Life* and the various yearbooks.

Printing and mimeographing services are obtained by customary requisition.

Requisitions

Because safeguarding the expenditure of money in a public school system is a matter of vital importance and because the large size of the Tulsa school system makes imperative the use of a carefully planned method for procuring supplies and services and for distributing them equitably where they are needed in eighty buildings, it is necessary to have a hard and fast system of requisitions. The Tulsa schools use a nearly fool-proof system which is as simple as possible considering what it is designed to do.

All supplies needed and all services requested for use in the Tulsa public schools are delivered after requisitions have been written and approved by the proper authorities. The schools use three kinds of requisitions: (1) audio-visual requisition, (2) request for supplies and equipment, and (3) maintenance or special service requisition.

Detailed information is given in the *Handbook for Administering Educational Services* since only principals and members of the superintendent's immediate staff originate requisitions.

Emergency Requisitions

The first fact to remember about emergencies is that they do *not* happen frequently. On those rare

CUMULATIVE RECORD CARDS

The Tulsa Public Schools keep a complete record of every child from the time he first enters the Tulsa schools until he last leaves the school system. One form contains all the information from kindergarten through the sixth grade; a second form covers the period from the seventh through the twelfth grade. The record is cumulative and contains information beginning with the child's birthday and place as shown on his birth certificate. Other information that goes on the record from year to year includes his address; his photograph; name of school and teachers of each grade; other cities where he attended school; any withdrawals or transfers; number of half-days present and absent; times tardy; grades earned in each subject taken; test scores of the uniform testing program of the schools which show intelligence quotient, reading ability, achievement in various fields; and scores showing results of any special tests taken.

The records include personal ratings and comments of the child's teachers throughout his school year. Also included are facts about his background such as home status, employment and education of parents, extra curricular experiences, vocational experiences, and high school credits.

Information recorded here is confidential. It is for use by professional teachers and the parents of the child for guidance purposes. Access to such information is denied unauthorized persons.

Keeping the Records

When the child first enters kindergarten, the teacher is responsible for starting a cumulative record for him. Cumulative records for the teacher's entire class are kept on file in the elementary school office. These records are open for use by teachers and principal, but information from them is not given to unauthorized persons.

Whenever a child transfers from one school to another in Tulsa, the receiving school requests his records from the school losing the child. These records, after being initialed by the principal to show they are complete, are sent by school mail directly from the school losing the child to the one receiving the child. The school losing the child is responsible for his records until the child actually enters another school. Records should not be sent until a request is made by the receiving school, for no one can be sure the child will actually enter the school he plans to enter.



SIGN EACH COPY OF A REQUISITION!

occasions when real emergencies may arise, the principal should first call the official who would normally approve the requisition. If the requisition is approved and if its emergency nature is approved, then the principal will write a requisition in the usual manner and mark all copies *confirming*.

Emergencies that result in conditions that are dangerous, insanitary or unhealthful should be reported at once to the office of the director of maintenance and plant operation.

CORPORAL PUNISHMENT

"The teacher of a child attending a public school shall have the same right as a parent to control and discipline such child during the time the child is in attendance or in transit to the school or classroom presided over by the teacher."—Article VI, Section 114, School Laws of Oklahoma.

When corporal punishment is necessary, advance notification will be given to the parent or guardian. Corporal punishment will then be administered by the principal or teacher in the presence of at least one witness who is an educational employee.

Records of Graduates

At the last of the school year records of sixth graders are sent directly to the junior high school which the children will attend in their seventh year. In the same manner at the end of the ninth year, junior high schools send records to the senior high schools. Records of graduating senior high students are kept in permanent files at the respective high schools.

In the course of the year many students withdraw to go to another city or perhaps drop out of school to work. Their records are held by the school until they re-enter or until six weeks after the beginning of school in the fall. At that time schools send all records for which they have no children to the attendance department where they are permanently filed.

HEALTH RECORDS

The schools keep a similarly complete health record of each child from year to year. This contains a list of diseases, inoculations and vaccinations, physical examinations and other health information. Every child receives a physical screening in grades 1, 4, 7 and 10. Each child in the first and fourth year receives a special eye screening, and in the first and fifth year, a hearing test. All students new to the Tulsa schools receive this service when they enter.

FORMS TO BE FILLED IN BY ALL EMPLOYEES

Each employee must register his birth certificate or other satisfactory evidence of birthdate with the director of personnel service. This registration must be completed immediately after such person has been notified of his election.

Each employee must file with the director of accounting all information regarding dependents so that proper federal income tax deductions may be made.

Each employee must register his Social Security number in the accounting office.

Insurance preference must be stated by the employee and his option filed in the personnel office.

Retirement information must be filed with the Teachers' Retirement System of Oklahoma, Oklahoma City. If the employee has never before worked for a board of education or board of regents in

Oklahoma, he must fill out the complete information form. If a person has already become a member of the retirement system, having worked elsewhere in Oklahoma for a board of education or board of regents, he must send his new address and full name and retirement number to the state retirement office.

Any employee who changes his or her name by marriage, divorce or other legal means must send this information to the state retirement office in Oklahoma City. Both old and new names must be given as well as the retirement number. Such notification must also be given to the Social Security office.

Education employees, immediately upon being notified of election, must file up-to-date and complete transcripts of college work and a valid Oklahoma certificate with the director of personnel service.

When an employee gives the transcript of his college work to the personnel director, it is kept on file in the employee's folder. It becomes part of his record; it becomes the property of the school district and it is not to be removed from the personnel department.

GIFTS MADE TO THE SCHOOL

All gifts to the school become the property of the school district and the district becomes responsible for upkeep and maintenance. Therefore, when a gift requires special installation it is necessary for the installation to be made under the supervision of an employee of the public schools.

When a gift is offered to the school, the principal writes two letters about it. The first one goes to the superintendent of schools, describes the gift accurately, tells who is presenting it, and asks permission to accept it on behalf of the school district. The second one, written after this permission has been granted, is a "thank-you" letter to the organization or individual who purchased the gift and gave it to the school.

MIMEOGRAPHING

In an effort to coordinate the policies of the Board of Education, and in order that information that goes to the public be always consistent with good taste and in harmony with the public relations policies of the schools, and as a protection to the principal or department head who sends out a bulle-

tin, it is necessary for bulletins which go to the public to have approval of the proper administrative official before they are distributed. Since any written record stands as tangible evidence of the way the schools are operated, such approval is particularly important. Furthermore, in the interest of efficient management of the budget, it is desirable that all schools be privileged to use a minimum amount of such services in keeping with their needs.

Mimeographing is done by the print shop upon requisition. Five working days must be allowed between the date of requisition and the date of completion of the mimeographed material. Printed material is requisitioned in the same manner but more time is required for printing than for mimeographing. Whether an office or school has its own duplicating machine or not, advance approval on the contents of such duplicated material which goes to partons must be obtained before its distribution. The director of education of the division to which the employee is assigned will approve or disapprove such material in advance of distribution.

When a Parent-Teacher Association wishes to send out a bulletin to parents and teachers in a school and the bulletin is run on the school duplicating machine, the Parent-Teacher Association furnishes stencils and paper. Such a bulletin bears the signature of the president or publicity director of the Parent-Teacher Association and also the approval of the school principal.

Such material as Parent-Teacher Association yearbooks will be printed by the Board of Education Print Shop for a reasonable charge if the Association desires to have the printing done there.

REQUIREMENTS FOR SENIOR HIGH SCHOOL GRADUATION

Even though a student receives the best possible guidance at school, still parents must sign approval of the courses he selects in his advance enrollment. Parents again sign approval of the student's program after he has entered classes.

Twenty-seven and one-half senior high school credits are required for graduation. These credits are earned in the areas listed below.

English: 6 credits.

*History: 4 credits.

**Science: 4 credits.

Physical Education: 1½ credits (3 semesters)

Personal Development: 1 credit.

Two credits chosen from the following group:

Industrial Arts, Home Making, Art.
Mathematics: 2 credits (or ninth grade algebra).
Elective Subjects: 9 credits.

*One year (two credits) must be in American history.

**One year must be in laboratory science.

In addition to or as a part of the required subjects every student must offer one major (6 credits) *in addition to his major in English*, and two minors of at least 4 credits. Not more than 3 credits may be offered for graduation credit in both physical education and athletics. Three years of music will not be considered a major unless one year is taken in music theory and harmony. Any two years of music work elected will count for a minor. In general, both semesters of a year subject must be taken to receive credit. Algebra and foreign language taken in the ninth grade may be counted toward majors and minors but not on total credits required for graduation. Students who desire to enter one of the cooperative work programs—office training (seniors), distributive education (juniors and seniors), diversified occupations (juniors and seniors)—must have the approval of the coordinator to enter or withdraw from the program.

PROCEDURE FOR RESIGNING

An employee wishing to resign his position should so state in writing to the superintendent of schools. A letter of resignation should reach the superintendent not later than thirty days prior to the effective date. The superintendent of schools is the only official to whom applications for employment are sent—and he is also the only school official authorized to receive resignations.

STUDENT ACTIVITY FUNDS

Under the laws of Oklahoma, the Board of Education shall exercise complete control over all funds collected from students and others as admission charges to athletic contests, school plays and any and all other school activities and from the sale of student activity tickets.

Under the policy of the Board of Education, as provided by law, a board of control shall be set up in each school having a student activity fund. The board of control shall consist of three or more members including the principal of the school. The membership of each board of control shall be submitted to the Board of Education for approval or disapproval.

Each board of control shall designate some per-

son as treasurer of the student activity fund of that school. However, the treasurer shall not be a member of the board of control.

Disbursements from the student activity fund must be approved by a majority of the board of control. The treasurer shall issue checks to cover disbursements so approved by the board of control.

The treasurer shall make a full and true accounting for all funds which may come into his possession or under his control. He shall submit all records of the student activity fund for annual audit as required by law. More detailed information can be obtained from the director of business and finance.

SUBSTITUTE TEACHERS

The principal will call substitute teachers whose names appear on the official list that has been approved by the Board of Education. Any deviation from this procedure is prohibited unless the principal has the advance approval of the superintendent of schools.

The principal should keep a written record of substitute teachers. Such a record will include the full name of the substitute teacher and the full name of the regular teacher for whom the substitute taught, the dates taught, and an efficiency estimate of the substitute. This record should be complete and up to date, as it may be needed by the superintendent of schools, the assistant superintendent, the personnel or the accounting office. The record may be discarded after the close of the school year.

The principal makes out a substitute card for substitute teachers. The full name of the substitute is written in the proper space. The full name of the regular teacher is written in the proper space for each absent day. Other items on the form are self-explanatory.

USE OF BUILDINGS

School buildings are utilized as community centers far more extensively than the general public realizes. So extensively, in fact, are they used that it is necessary to have a policy to follow.

All arrangements for use of school buildings and grounds for other than school activities must be made through application to the director of business and finance. The organization pays a nominal fee to cover cost of custodial services and utilities for use of the buildings and agrees to stipulations set up

for protection and care of the property. The director, when he receives a request for such use, checks with the principal to see that the place requested has not been previously scheduled and that the meeting will not interfere with regular educational activities. Having ascertained that the place is available, the director sends a letter to the organization stating the fee to be paid and making any necessary stipulations about use of the facilities.

Requests in general fall into two classifications—(1) strictly out-of-school activities such as political caucus meetings of precincts or use of a high school auditorium for a lecture, (2) semi-official educational activities.

Semi-Official Educational Summer Activities

Certain activities have some connection with the schools but are not part of the official work of school employees. For example, some teachers use the gymnasium, swimming pool, and perhaps a number of classrooms in certain schools to operate summer "camps" for a term of several weeks. Arrangements for such activities must be made through the business and finance office and proper fees paid.

The Red Cross frequently rents swimming pools in various school buildings to carry on safety programs or summer swimming courses.

Often in summer the Y.M.C.A., with the help of fathers, sponsors baseball games for small boys. The Board of Education lets the teams use the school playgrounds for these games, but again arrangements must be made in advance with the proper school authorities. When playgrounds are so used for the summer, the groups using them are required to leave the grounds in the same condition in the fall for the opening of school as they were at the beginning of summer.

Other Semi-Official Educational Uses

Most of the other groups using facilities of the school carry on activities that are closely related to the children and patrons of a school.

Chief organization that meets regularly in every school is the Parent-Teacher Association. The unit may use the school building for a reasonable number of meetings without paying a fee for use of heat, light, and custodial service. A reasonable number of meetings would be probably one general meeting

a month, one parent education meeting a month if room is available, and such other committee meetings as are necessary for the successful operation of the unit.

In the event that some special dinner is held requiring the use of the cafeteria, then the organization must pay the cafeteria manager for her work and the custodian for his extra work. No group may use the school kitchen unless the cafeteria manager is on duty.

Any group using a room or auditorium for a money raising event will pay the school district a fee to reimburse the custodian for extra work involved and to cover the cost of lights and heat.

Character Building Organizations

Elementary schools sponsor Cub Scout Packs, and these groups may use the building without charge for their regular monthly meetings. Schools are not the sponsoring institution for Boy Scouts.

Other character building organizations such as Girl Scouts, Campfire Girls, Bluebirds, Brownies, Gra-Y, and the like, frequently use a room for an afternoon meeting at the close of the school day at no charge. The principal must exercise care that few rooms are scheduled for after hours use on any one day lest the custodian's work be impeded.

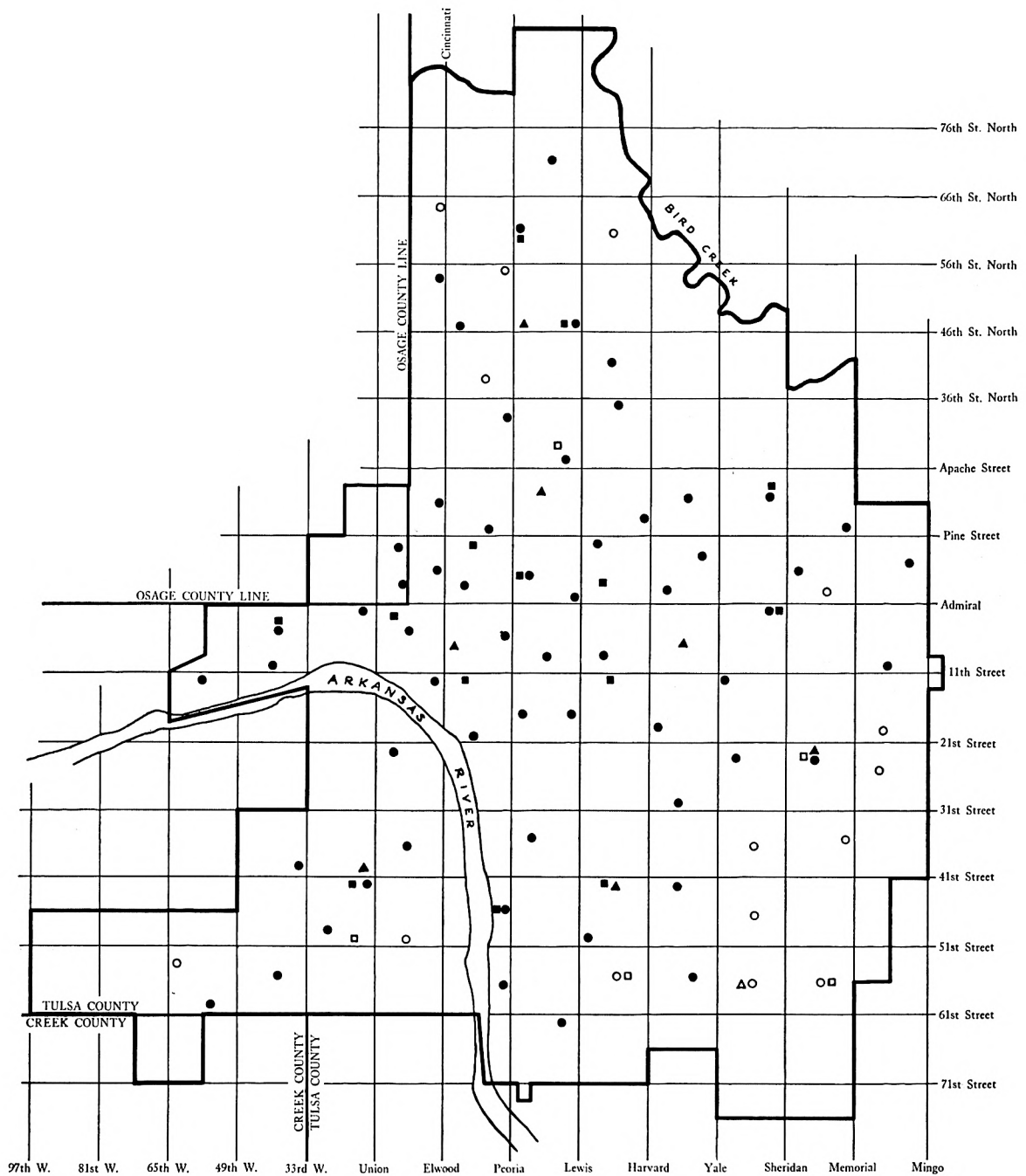
WORKING HOURS

Teachers are expected to be at school before the students arrive and stay until after the students leave. During the year 1957-58, the normal working hours for elementary school teachers were 8:15 a.m. until 3:15 p.m.; for secondary school teachers, 8:10 a.m. until 3:45 p.m.; for principals and clerks in the elementary schools, 8:00 a.m. until 4:00 p.m.; for principals and clerks in the secondary schools, 8:00 a.m. until 4:45 p.m.; for employees assigned to the Education Service Center and Annex, 8:00 a.m. until 4:45 p.m.

Other employees are informed of their working hours by their supervisors.

PARENT-TEACHER ASSOCIATION

The relationship between each school and its PTA is one of cordial helpfulness. The term, cooperation, best expresses the feeling on the part of the teachers, principal and parents. The parents of the pupils are always a part of our professional lives. We as professional educators contribute to their organized efforts by cooperating with the Parent-Teacher Association. Certainly the parent members receive the support of teachers and principal in the same spirit with which it is given: mutual devotion to common objectives. Teachers are always glad of opportunity to participate in PTA meetings and otherwise take part in the organization's work in so far as professional duties will allow time.



Not Scaled

SCHOOL LOCATIONS AND SITES
 INDEPENDENT SCHOOL DISTRICT NO. 1 OF TULSA COUNTY
 TULSA, OKLAHOMA

	BUILDINGS	SITES
Elementary	●	○
Junior High	■	□
Senior High	▲	△

Definitions

To provide for clear understanding and to give all readers common ground, terms should be defined. The definitions in the following list are made according to the particular way the terms are used in this manual and in the Tulsa Public Schools.

adult education. A program of education sponsored by the Board of Education for adults for the purpose of offering opportunity to improve vocational and avocational skills and knowledges and to widen cultural horizons.

assign. To appoint an employee to a certain position or to certain duties. An assignment may specify the building or other location where the duties are to be performed.

attendance card. A printed form for the recording of the times and dates of a pupil's absences and tardies together with his name, address, telephone number, grade placement, names of parents, and other similar information.

candidate for employment. A person who has filed written application with the superintendent of schools for employment by the school district.

casual. A temporary employee, sometimes used as *casual laborer*.

chairman, building. A teacher assigned to perform specific functions that will assist the principal to administer the instructional program in a particular subject matter area, such a teacher to have no administrative or supervisory authority over other teachers.

clerk. A person employed by the school district to perform routine office duties.

clinical service. A specialized guidance service for individual pupils provided by an organization of specialists or by a combination of such organizations. For example, the reading clinic in diagnosing and advising on a reading problem might use, in addition to its own resources, the services of the tests and measurements department and of the school psychologist.

counselor. A teacher assigned to do guidance work in a specific school.

counselor, visiting. A teacher assigned to do liaison work between the home and school in the area of guidance.

cumulative record. A permanent record of a pupil's school life including his scholastic record, special tests, attendance summary, specific personality traits and other psychological information, handicaps if any.

cumulative sick leave. See "sick leave credit, accumulated".

curriculum. All the experiences of a child within and without the school over which the school exerts an influence.

dismissal. A termination of the employee's services by a request for his resignation or by discharge.

education employee. A person holding an appropriate certificate and connected in any way with the instruction of pupils.

full-time employee. A regular employee who is an adult in a position on a schedule of nine months or longer, such an employee being expected to render a full day's service for each working day of his contract period.

grade. A division or unit in the instructional organization that represents approximately one year's work for the pupil in his sequential advancement from one level of achievement to another.

head custodian. Person in charge of other employees performing custodial or janitorial duties in a building or group of buildings.

home room. (1) Elementary: place and time assigned for the instruction of pupils in the fundamental skills subjects; (2) secondary: place and time assigned at the beginning of the school day for the purpose of accomplishing certain routine, administrative tasks such as giving general instructions to pupils, recording attendance of pupils, clearing absences, etc.

home room teacher. An elementary school teacher who teaches the fundamental skills subjects to pupils.

immediate family. Husband or wife and also the following relatives by consanguinity or affinity: father, mother, son, daughter, brother, sister.

kindergarten. That portion of the educational program open to children who are five years of age on or before November 1 of the year of entrance, such a program being designed to provide for child growth and development with emphasis on cooperative group activity, reading readiness, individual initiative, muscular coordination.

leave of absence. Permission to be absent from duties without pay for an extended period of time, usually a year, such definitely limited and defined by the *Rules and Regulations of the Board of Education*.

line and staff function. Combination of the two functions of line and staff in the responsibility of one

- official as specified by the superintendent of schools. For example, an assistant superintendent performs a staff function when advising the superintendent but a line function when directing a principal or a teacher.
- line function. Authority over and the responsibility for the work of other employees.
- outside employment (also *outside work*). Gainful employment by some agency other than the school district during the period of time when the employee is under contract with the school district.
- principal. A properly certified, administrative and supervisory official assigned by the superintendent of schools to be in charge of a specified school or schools. The principal is immediately subordinate to the assistant superintendents and to the director of education.
- principal, assistant. Teacher assigned by the superintendent of schools to assist the principal in such a manner as designated by the principal and with authority delegated by the principal. An assistant principal may teach part or full time.
- principal, assistant to the. A teacher assigned by the superintendent of schools to assist and to act for the principal as a head teacher with temporary authority when the principal may be absent.
- principal, teaching. A principal who teaches approximately half time.
- probation. A period of trial during which the employee's efficiency will be appraised to determine whether or not such employee will be retained. (An employee on probation is not entitled to a hearing before the Board of Education in event of demotion or dismissal).
- provided substitute. A teacher employed by the school district to substitute for a regular teacher whose professional duties require him to be absent (with advance approval of the superintendent of schools) from his regular duties. Pay for such a substitute is not deducted from the salary of the teacher for whom the substitute teaches.
- public relations. See "school-community relations".
- reading readiness. The physical, mental, emotional, social maturation level in child development requisite for beginning to learn to read.
- record teacher. A teacher in the elementary school charged with responsibility for accurate and complete attendance and scholastic records of a particular group, section or class; an elementary school pupil's record teacher is the teacher with whom the pupil is scheduled first in the day.
- school. A group of pupils and teachers working together under one principal, such a unit being organized to serve the educational needs of the children living in a definite area within the boundaries of Independent School District Number One, Tulsa County, Oklahoma.
- school-community relations. A process designed to inform all employees and the general public regarding the activities, objectives and needs of the schools.
- school, elementary. (1) The initial portion of formal education, as administered in Tulsa the kindergarten and ordinarily the first six grades or years of school life; (2) a building or buildings, comprising a unit in the school system, in which an elementary educational program is conducted.
- school, junior high. (1) The first three years of secondary education organized and administered sequential to elementary education; (2) a building or buildings comprising a unit in the school system in which a junior high school educational program is conducted.
- school, senior high. (1) The last three years of secondary education organized and administered sequential to the junior high school educational program; (2) a building or buildings comprising a unit in the school system in which a senior high school educational program is conducted.
- sick leave. A grant of legitimate absence from duties with full pay for reason of personal illness, bodily injury, illness or death in immediate family.
- sick leave credit. A grant to the credit of the employee at the rate of one day for each full calendar month of service not to exceed six (6) days' credit for the fiscal year.
- sick leave credit, accumulated. Such sick leave credit that is unused at the end of any year may be accumulated not to exceed thirty (30) days.
- staff function. Responsibility for providing information, advice or assistance—no authority implied except over office employees.
- substitute. A teacher employed by the school district to do the work of a contract teacher who is absent from his regular assignment.
- superintendent of schools. The executive officer of the Board of Education having responsibility for general coordination of all divisions of the school system and general administrative supervision and control of all employees; elected by the Board of Education and responsible to it.
- superintendent, assistant. Member of the administrative and supervisory staff designated by title with authority and responsibility delegated by the superintendent of schools.
- supervision. All those activities of certain designated personnel which have as their purpose the improvement of teaching and learning. The modern concept of supervision implies democratic,

cooperative working with teachers for the identification and solution of problems that are concerned with the improvement of instruction and learning.

supervisor. A member of the educational staff whose assigned function is that of working with teachers for the improvement of teaching and learning. Supervisors include personnel who carry the title of "supervisor" and, also, principals, one of whose major functions is that of working with teachers for improved instruction and learning.

suspend. To relieve an employee temporarily from his duties and simultaneously to stop payment of compensation.

teacher. (1) A person holding an appropriate certificate and connected in any way with the instruction of pupils; (2) a person holding an appropriate certificate and assigned by the superintendent of schools to a specified school and area of instruction to have direct instructional charge of a particular group or groups of pupils.

teacher, contract (see *teacher*). A teacher employed by and under contract with the Board of Education to fill a teaching position for a full school year or a specified part thereof.

teacher, head. A teacher designated by the superintendent of schools to be in charge of a school in the absence of the principal — usually in the smaller of two schools under the supervision of the same principal.

teacher on special assignment. A teacher assigned to work in a special capacity, such as one working in a supervisor's office who assists and aids teachers in the promotion of the instructional program.

teacher, temporary. A teacher employed by the school district and assigned by the superintendent to teach in the place of a contract teacher who is on leave of absence for personal illness, or on leave of absence for a specified length of time, or to fill a position for which no contract teacher is employed, such temporary teacher being paid at a rate set annually by the Board of Education.

temporary personnel. People employed to render service for period of time less than one year. (Exception: teachers are never classified as temporary personnel. Substitute teachers are temporary personnel.)

transfer. To change the designation of the place where an employee performs his assigned duties.

Directory of Buildings and Sites

Addams Elementary School	5401 West 60th Street	HI 6-9240
Alcott Elementary School	525 East 46th Street North	FI 5-5747
Anderson, Marian, Junior High School	29th North and Yorktown—to be constructed	
Barnard Elementary School	2324 East 17th Street	MA 6-6763
Bell Junior High School	6304 East Admiral Boulevard	TE 5-4454
B. T. Washington Senior High School	1631 East Woodrow Place	CH 2-9256
Bryant Elementary School	6201 East Virgin	TE 8-1419
Bunche Elementary School	2703 North Yorktown Place	FI 5-7445
Burbank Elementary School	209 South Lakewood	TE 8-3503
Burroughs Elementary School	1924 North Cincinnati	LU 4-7824
Carnegie Elementary School	4309 East 56th Street	RI 2-4125
Carver Junior High School	624 East Oklahoma Place	LU 4-7398
Celia Clinton Elementary School	1740 North Harvard	WE 9-6007
Central Senior High School	212 East Sixth Street	LU 7-2426
Cherokee Elem. and Jr. High School	6001 North Peoria	FI 5-1391
Children's Medical Center	4902 South Lewis	RI 7-7542
Chouteau Elementary School	201 North 43rd West Avenue	CH 2-1336
Clay, Henry, Junior High School	West 51st and Yukon—to be constructed	
Cleveland Junior High School	724 North Birmingham	WE 9-5441
Clinton Junior High School	2224 West 41st Street	HI 6-6155
Douglass, Frederick, Elem. School	34th Street North and Delaware—to be constructed	
Dunbar Elementary School	1510 North Madison	LU 5-9435
Edison Junior High School	2800 East 41st Street	RI 3-1361
Edison Senior High School	2906 East 41st Street	RI 3-1361
Education Service Center	410 South Cincinnati	LU 4-6141
Education Service Center	31st and New Haven—under construction	
Education Service Center Annex	1516 South Quaker	LU 4-6141
Eisenhower Elementary School	2819 South New Haven	RI 7-5670
Elementary School Site	65th W. Ave. and 53rd Street West	
Eliot Elementary School	1442 East 36th Street	RI 7-1814
Emerson Elementary School	103 East King	DI 3-4226
Eugene Field Elementary School	1116 West 22nd Street	LU 3-2066
Ford, Henry, Elementary School	61st North and Delaware—to be constructed	
Franklin Elementary School	1135 South Yale	MA 6-1304
Garfield, James A., Elem. School	36th and South Memorial Drive—to be constructed	
Greeley, Horace, Elementary School	63rd North and Cincinnati—to be constructed	
Grimes, Charles W., Elem. School	56th and South Florence—to be constructed	
Hale, Nathan, Senior High School	21st and 67th East Avenue—under construction	
Hamilton, Alexander, Jr. High School	2316 North Norwood Place	TE 5-9537
Hawthorne Elementary School	1105 East 33rd Street North	LU 5-1438
Holmes Elementary School	1202 East 45th Place	RI 7-4202
Hoover Elementary School	2327 South Darlington	MA 6-7424
Horace Mann Junior High School	112 East 11th Street	CH 2-3708
Houston, Sam, Elementary School	5402 North Cincinnati	FI 5-6155
Hurley, Patrick, Elementary School	East 19th and 87th East Avenue—to be constructed	
Irving Elementary School	18 North Maybelle	LU 3-2063
Jackson, Andrew, Elementary School	2137 North Pittsburg	WE 9-7668
Jefferson Elementary School	808 South Wheeling	LU 3-5809
Johnson, Charles S., Elem. School	507 East Easton	LU 2-5086
Junior High School Site	73rd E. Ave. and East 56th Street	

Kendall Elementary School	715 South Columbia	MA 6-1000
Key, Francis Scott, Elementary School	56th and South Hudson—to be constructed	
Lanier Elementary School	1727 South Harvard	MA 6-1305
Lee Elementary School	1920 South Cincinnati	DI 3-8681
Lincoln Elementary School	1515 South Peoria	LU 3-2064
Lindbergh Elementary School	931 South 89th East Avenue	TE 8-0443
Lindsey, Lilah, Elementary School	2740 East 41st Street North	FI 5-7053
Lombard Elementary School	1205 West Newton	LU 2-5932
Longfellow Elementary School	1240 East Fifth Place	CH 2-9919
Lowell Elem. and Jr. High School	1006 North Quaker	CH 2-6135
MacArthur, Gen. Douglas, Elem. School	2182 South 73rd East Avenue	TE 5-8977
Madison Junior High School	4132 West Cameron	GI 7-9414
Maintenance Building	519 North Boston	LU 4-6141, LU 4-6940
Manual Arts Building (Central)	908 South Cincinnati	LU 7-2426
Mark Twain Elementary School	541 South 43rd West Avenue	LU 3-5013
Marshall Elementary School	1142 East 56th	RI 2-9880
McBirney Elementary School	1012 West 36th Place	HI 6-6244
McClure, H. O., Elementary School	1770 East 61st Street	RI 2-7134
McKinley Elementary School	6703 East King	TE 8-8313
McLain, Gen. Raymond S., Sr. High	48th North and Peoria—under construction	
Mitchell, Gen. William, Elem. School	73rd East Avenue and Haskell Place—to be constructed	
Monroe, James, Junior High School	1858 East 48th Street North	FI 5-7517
Morse, Samuel F. B., Elem. School	7019 North Victor	FI 5-4905
Nimitz, Admiral Chester W., Jr. High	56th and South Florence—to be constructed	
Osage Elementary School	318 West Golden	CH 2-3701
Owen Elementary School	1132 North Vandalia	TE 5-5768
Park Elementary School	3205 West 39th	HI 6-6443
Patrick Henry Elementary School	3820 East 41st Street	RI 2-6437
Peabody, Elizabeth, Elem. School	East 56th Street and 73rd East Ave.—to be constructed	
Penn, William, Elementary School	2138 East 48th Street North	FI 5-4201
Pershing Elementary School	1903 West Easton	LU 2-5081
Phillips, Waite, Elementary School	South Hudson and 36th—to be constructed	
Porter Elementary School	1740 West 41st	HI 6-6414
Post, Wiley, Elementary School	56th North and Madison—to be constructed	
Revere Elementary School	5043 South Lewis	RI 2-3683
Riley Elementary School	5712 Sand Springs Road	CI 5-4435
Riverview Elementary School	512 West 12th Street	LU 4-7632
Robertson Elementary School	2720 West 48th	HI 6-6493
Rogers Senior High School	3909 East Fifth Place	MA 6-1174
Roosevelt Junior High School	301 North Quanah	CH 2-4125
Ross Elementary School	8934 East Latimer	TE 8-1966
Sequoyah Elementary School	3441 East Archer	MA 6-1826
Skelly, William G., Elem. School	East 26th Street and 85th East Ave.—to be constructed	
South Haven Elementary School	5409 South 40th West Avenue	HI 6-8726
Springdale Elementary School	2510 East Pine	WE 9-8890
Stevenson, Robert Louis, Elem. School	46th and South Hudson—to be constructed	
Taft, William Howard, Elem. School	51st and Nogales—to be constructed	
Warehouse, Sixth Street	1627 East Sixth Street	LU 4-6141
Warehouse (Old Washington School)	First and Rockford	LU 3-5960
Washington, George, Elem. School	7607 East Queen	TE 8-8013
Webster Senior High School	1919 West 40th	HI 6-6124
Whitman, Walt, Elementary School	39th North and Johnstown—to be constructed	
Whitney, Eli, Junior High School	23rd Street and 67th East Ave.—to be constructed	
Whittier Elementary School	68 North Lewis	CH 2-3090
Wilson Junior High School	1127 South Columbia	MA 6-1148
Wright, Orville, Junior High School	46th and Madison—under construction	

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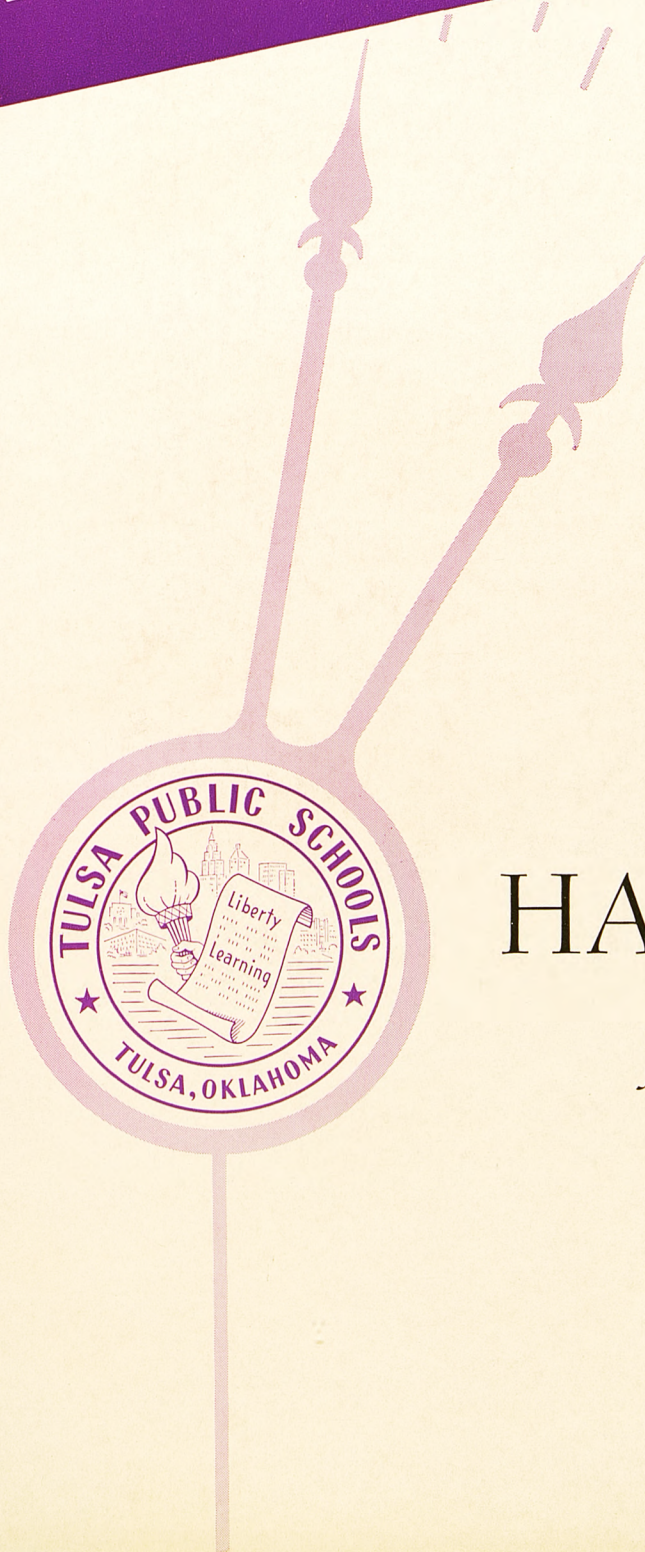
*We do not promise happiness, but the
pursuit of happiness; not riches, but
equality of opportunity; not wisdom, but
freedom of speech; and not peace, but liberty.*

—Judge Royce H. Savage

TULSA PUBLIC SCHOOLS
DEPARTMENT OF PRINTING
1958

APPENDIX D

NOW WAIT A MINUTE



HANDBOOK
for Teachers

Now, Wait a Minute...!

Handbook for Teachers



CHARLES C. MASON
Superintendent

Prepared and Revised by
W. P. ROBINSON
AND
C. X. DOWLER

Sketches by J. C. AUXIER

First Edition, 1949
Revised, 1951, 1954

DEPARTMENT OF PRINTING—TULSA PUBLIC SCHOOLS
TULSA, OKLAHOMA

The American public school system, unique in civilization's history, exists solely for the purpose of providing an educated citizenry to insure the permanence and well-being of our plan for democratic living. Desirable teaching is that which is conducive to the perpetuation of the ideals of our American republic . . . This principle carries both a legal and a moral responsibility.

Tulsa Public Schools
Manual of Operations

TULSA PUBLIC SCHOOLS

TULSA, OKLAHOMA

Office of the Superintendent

August 30, 1954

Teachers of Tulsa:

This is your handbook. It has been written to help you get better acquainted with Tulsa and its public school system. If you are a "new" teacher, merely new to Tulsa, or if Tulsa is "old" to you, you will find this booklet interesting and informative.

Each of us in Tulsa has a big job to do. No small part of it is to recognize and work according to the philosophical basis on which American public education rests.

The American plan of public education is designed to support the principles of democratic procedures and the concept of free, representative government. Our way of living in this republic cannot be separated from government; the public schools are the training grounds where future citizens acquire the skills, knowledges and attitudes that insure perpetuity for our American way of life. Self-government is possible only where public education thrives.

In the American plan for public education, there is a unification of direction and effort in the common learnings. There are two main facets of public education—different, though interrelated. One: the individual capacities of each young person must be developed along positive lines. Two: every youth must be taught how to become a producing, contributing member of the society that nurtures him.

In no sense may there be regimentation. Cutting all of a pattern or fitting the total population to a common mold is contrary to the American concept of individual freedom. *Rather, the positive and constructive factors in the individual which are assets to society are to be developed in school to the extent of that individual's capacity.* At the same time, each of us—young or old—must constantly learn better how to work in friendly cooperation with others so that our community and our nation may prosper—so that every sun lights a brighter tomorrow.

Again, welcome to your new year. Any time I may be of assistance to you, please feel free to call upon me.

Sincerely yours,

Charles E. Mason
Superintendent

Acknowledgements

Preliminary work looking toward the publication of this handbook was initiated by Dr. Charles C. Mason, Superintendent of Schools, when he appointed the following committees on "Orienting the New Teacher". *Coordination Committee*: Dr. Jess S. Hudson, chairman, John Venable, L. W. Lavengood; *Committee on Orientation to Tulsa*: Morris J. Ruley, chairman, George J. Hooper, Gerald Whitney, Miss Sadie Harlan, Miss Ruth Draper, Miss Lucile Berlin; *Committee on Orientation to School System*: Miss Mary McClenaghan, chairman, Maurice Magee, Miss Rosemary Sheehan, Miss Bess Trolinger, Vernon Jackson; *Committee on Orientation to Personal Services*: John Venable, chairman, Miss Linnie B. Wilson, Dr. Roy V. Maneval, H. W. Morris, Mrs. Clair Gilbert; *Committee on Orientation to Individual Schools*: T. H. Broad, chairman, J. J. Propps, Roger Shepherd, David L. Williams, Ralph Burcham, Mrs. Opal Winans.

Photographs were taken by William F. Dunn and Clarence Mantooth.

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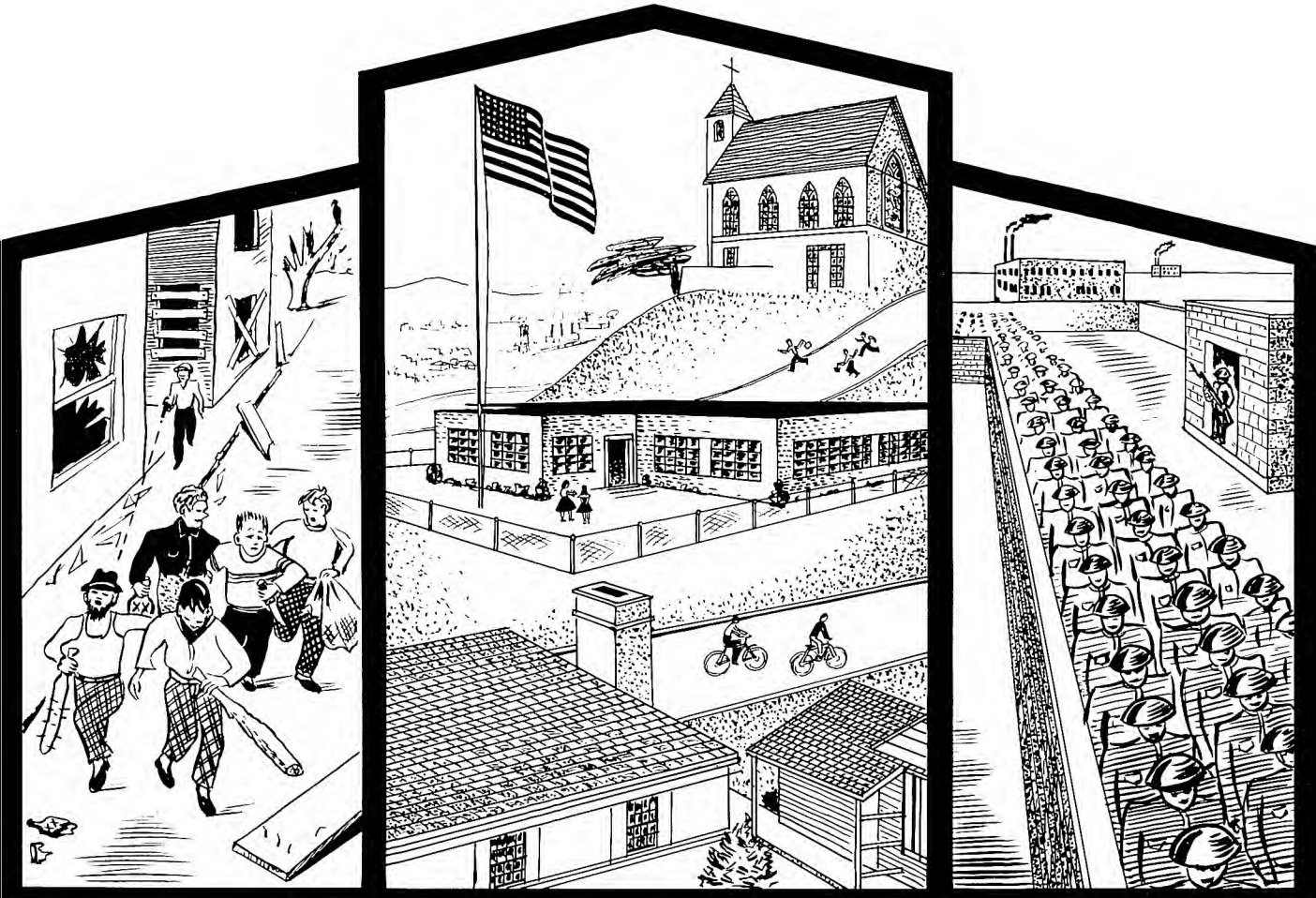
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The Curriculum

“The CURRICULUM is defined here as consisting of all the experiences of the child, both within and without the school, over which the school exerts an influence. The primary basis for the selection of curriculum experiences lies in the objectives of education, which may be derived from a consideration of the function of education in a democracy.

“The curriculum, defined in terms of experiences of the child, is an individual affair. No two individuals are likely to have identical experiences in the same situation. The quality and depth of insights and meanings gained from a particular potential learning situation may vary greatly depending upon the backgrounds, capacities, and characteristics of the individual. Granting the worthiness of experiences within an area defined by the objectives of education, the teacher must select from this area those experiences which are suited to the particular growth needs of his pupils. A second basis, therefore, for determining the type of learning experiences may be found in the growth process itself.”

From a *Brief Statement of the Foundation for Curriculum Development* by the Curriculum Council of the TULSA PUBLIC SCHOOLS.



DEMOCRACY'S WAY IS ARISTOTLE'S GOLDEN MEAN BETWEEN FREEDOM AND CONTROL.

As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy.

(From a letter written by Abraham Lincoln in 1858)

Sail, sail thy best, ship of Democracy. Of value is thy freight, 'tis not the Present only, The past is also stored in thee.

(From Walt Whitman's *Thou Mother with Thy Equal Brood*)



For the second consecutive year the Tulsa Public Schools have received a Principal Award from the Freedoms Foundation for "bringing about a better understanding of the American way of life."

The Teacher and the Tulsa Public Schools

HISTORICAL FACTS

Public education began in the Tulsa area with the coming of the first civilized people when the Creek and Cherokee nations were established in northeast Oklahoma in the 1830's. The Cherokees in 1834 began a system of free, universal public education. A Creek school was opened in "Tulsey" itself in 1880. For many years the Presbyterian Church maintained a mission school in Tulsa. This building was located on the south side of East Fourth Street near Boston Avenue. Tulsa became an incorporated town January 18, 1898, and in the spring of 1899, the town bought the mission school building. Here was housed the first free public school operated by the white people of Tulsa.

Oklahoma became a state in November, 1907, and school districts were organized in keeping with the provisions of the new state constitution. The "original" Tulsa school district was thus created on December 19, 1907. It contained a little less than sixteen square miles.

From these small beginnings not so long ago has grown a school system covering approximately 114 square miles, seventy-three sites comprising 523 acres, and employing more than 2,400 adults to serve the educational needs of approximately 50,000 boys and girls. Very few towns in Oklahoma have a greater total population than Tulsa's "City of Youth". School District Number One occupies about one-sixth of the area of Tulsa County but serves more than eighty per cent of all the pupils in the county.

The city of Tulsa has had a rapid growth since 1898, and it has been a substantial, stable development with its foundation largely on the basic industry, oil. But more than oil or any other industry is the adventuresome free American spirit that has made this city. Our school system is keeping pace with the ever-advancing Tulsa horizon. The Tulsa Public Schools form an integral and valuable part of this community.



This building was used by the Presbyterian Mission School which opened in Tulsa in January, 1885. In the spring of 1899 the "Education Committee" of Tulsa purchased the structure, and it housed Tulsa's first public school. The site is the south side of the one hundred block on East Fourth Street, just east of the present Mid-Continent Building.

School Policies and Teachers' Responsibilities

LEGAL STATUS OF THE TEACHER

A board of education may employ a teacher only after he has obtained the proper certificate from the State Board of Education, Oklahoma City. No board of education may legally pay or authorize payment of salary to a teacher unless he be properly certificated. It is always the individual's responsibility to secure his own teaching certificate.

Oklahoma boards of education employ all teachers on an annual basis, and contracts may not be signed until after the beginning of the fiscal year, July 1. However, a board of education may elect a teacher and authorize the superintendent of schools to notify the teacher of his election and "such notification shall become a legal contract if and to the extent that funds are later available according to law." In the past, the Tulsa Board of Education has given notice not later than ten days before the close of the school year of intention to re-employ.

Whenever a teacher has entered into a contract with a board of education, the contract shall be binding on both parties until the teacher has been released or discharged. Until such teacher has been thus discharged or released,

he may not enter into a contract with any other board of education in Oklahoma for the same time covered by the original contract.

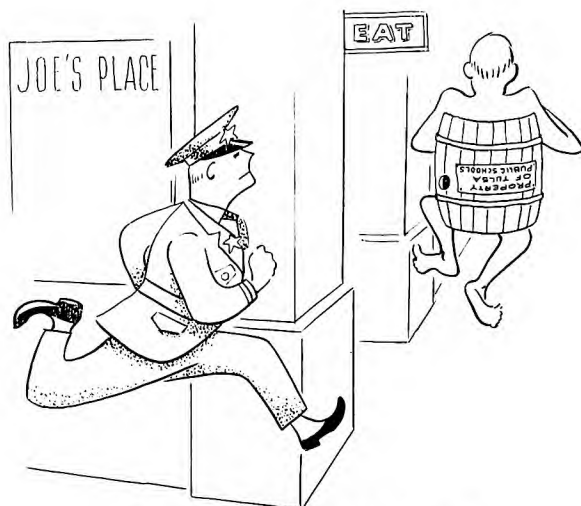
ASSIGNMENT

After a teacher has contracted to teach in Tulsa and before he is assigned, he is required to register with the director of personnel satisfactory evidence of date of birth. A teacher is assigned to a position for which he is adequately prepared in a school where there is a vacancy. The Superintendent of Schools is, of course, free at any time to place any teacher where he will render the most valuable service. Notification of assignment is given to the teacher by the Superintendent of Schools as soon as practicable before the opening of school in September.

A teacher is free to ask for a change of assignment, and such a request accompanied by a statement of the reasons for the request should always be submitted in writing to the director of administrative services.

WORKING HOURS

Secondary school teachers are expected to be in their places of assignment from 8:10 a. m. until 3:45 p. m.; teachers in the elementary schools, 8:15 a. m. until 3:15 p. m. However, there are some exceptions to this schedule caused by variations of needs among the different schools. It is also necessary from time to time for teachers to give assistance at various school functions occurring outside the regular working hours. The principal will give the proper information as needed in each instance.



Pay day comes only once a month!

MONEY FOR THE SCHOOLS

According to the latest available figures, revenue for the support of the majority Tulsa Public Schools comes from a combination of state and local sources. Approximately 67% is derived from local ad valorem, intangible property, and mortgage taxes. The next largest source, producing about 22%, is automobile license tags. State aid amounts to 8%, and other income such as rentals accounts for 3%.

On the opposite side of the ledger about 75.1% goes for instruction, 10.4% for plant operation, 10.0% for maintenance, 2.3% for administration, 1.5% for auxiliary services, and 0.7% for fixed charges.

CHANGE OF NAME OR ADDRESS

Each teacher must file his address and telephone number in the office of the Superintendent of Schools. If this address or telephone number should change, the teacher must immediately notify the Superintendent in writing.

Such immediate notification must also be given the Superintendent if the teacher's name is changed by marriage, divorce or other legal process. Notification of any or all such changes is the sole responsibility of the teacher.

CARE AND SAFETY OF STUDENTS

The first responsibility of the teacher is, of course, the care, safety and instruction of his students. This principle is the basis for all of the teacher's professional activities. Even routine tasks are vital because of the close relationship existing between the teacher and the student. Both legally and morally the teacher takes the place of the parent while the student is in the teacher's class. Therefore, the teacher must maintain such classroom practices and conditions as will contribute to the mental and physical health and safety of the children.

INSTRUCTION

It is required that the teacher keep himself professionally alert so that advantage may accrue to the students. Several means of accomplishing this end may be used by the teacher. Among them are participation in the in-service education program, taking part in other professional meetings as approved by the Superintendent of Schools, being thoroughly conversant with curriculum guides and with textbooks, becoming familiar with recent and current professional writing, attending summer school, being active in curriculum planning and development, cooperating fully with parents to the end that the child may be educated completely — mentally, emotionally, and physically.

Teachers are urged to refer to the *Manual of Operations* for further details.

READING THE BIBLE IN SCHOOL

"No sectarian or religious doctrine shall be taught or inculcated in any of the public



Avoid his technique in leaving the building after school.

schools of this State, but nothing in this Section shall be construed to prohibit the reading of the Holy Scriptures."

Oklahoma School Code as enacted by the 1949 Legislature of the State of Oklahoma and as subsequently amended by the 1951 and 1953 Legislatures, Article 11, Section 1.

SPECIAL DUTIES

All teachers in Tulsa perform certain out-of-classroom activities necessary to the well-being of the school with the same dispatch, conscientiousness and good will as they perform regular teaching activity in the classroom.

In the secondary schools these "extra mile" activities often consist of sponsoring clubs, serving on committees, and assisting at dramatic or athletic events.

In the elementary schools, where supervision of very young children must be close and continuous, the out-of-classroom duties usually consist of committee work, dealings with parents, and regularly scheduled duty on the playground or in the cafeteria at those times when some children are out of the classrooms.



Teacher doesn't know? Always when in doubt ask the principal.

VACATIONS

Vacation days specified by the Board of Education are announced by the Superintendent of Schools in the spring for the next school year. Vacation days are usually Thanksgiving Day and the day following, the Christmas period, the Friday before and the Monday after Easter. Days when teachers are excused to attend district and state conventions of the Oklahoma Education Association are working days, not vacation days. Each teacher is required to attend such professional meetings unless excused by the Superintendent of Schools in advance and in writing.

Admission to the O.E.A. conventions is by membership card; therefore, teachers are urged to renew their memberships early every year.

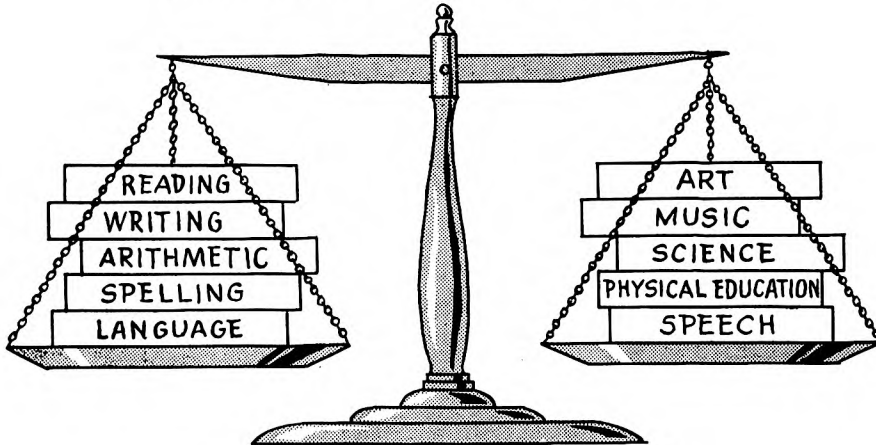
LENGTH OF THE SCHOOL YEAR

Oklahoma law currently (1954) requires that school must actually be in session and instruction offered for not less than one hundred and eighty (180) days in each school year. However, not more than five of these 180 days may be used for attendance of professional meetings.

HOW THE OTHER HALF LIVES

Teachers in the secondary schools are familiar with secondary school organization; elementary school teachers know the organization of that level. So that each may learn "how the other half lives", information on both secondary and elementary education is printed below. Tulsa teachers may get still more facts from the two parents' handbooks—one for the elementary and one for the secondary schools.

ORGANIZATION OF ELEMENTARY EDUCATION



**Every child needs a balanced education
for successful citizenship**

Tulsa elementary schools are organized as semi-departmental schools. Pupils above kindergarten devote approximately one-half day to work in the fundamental skill subjects with one teacher. These fundamentals—reading, handwriting, language, spelling, arithmetic, history—are usually called home room subjects, and the teacher is identified as the home room teacher.

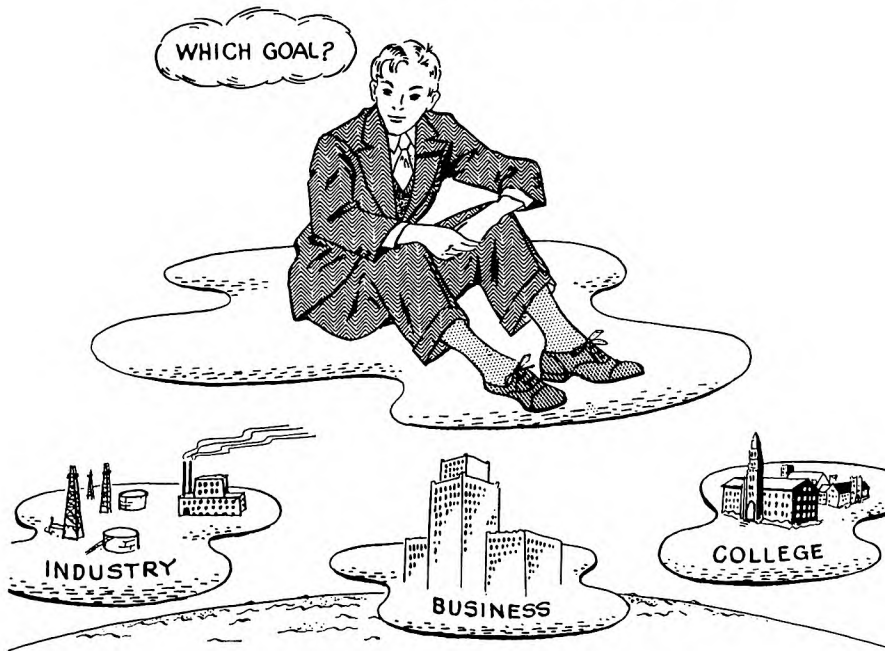
During the other half day, children work in certain enriching subjects which are also fundamental for successful living in our American society—art, music, science, physical education, library, auditorium—each with its speci-

ally skilled teacher. For example, the science teacher is one who is skilled both in science and in the teaching of boys and girls.

An added feature that this type of organization affords is the services of part time instrumental music teachers. This amounts to regular semi-private instruction at no cost to the pupil.

In some schools because of administrative problems several groups of the younger children may not be included in this semi-departmentalized program but remain with the same teacher for the entire day.

ORGANIZATION OF SECONDARY EDUCATION



Organization of Secondary Education

Tulsa public secondary schools offer as fine a choice of subjects as can be found anywhere in any secondary school in the United States. The offerings naturally vary with the school; generally speaking, the larger the school, the greater the variety of subjects taught.

The student entering junior high school finds that his basic seventh grade work is required subjects. As he progresses from the eighth through the twelfth grade, he is offered an increasing number of elective subjects. With the help of his parents and teachers he will choose high school subjects from such special-

ized areas as French, Latin, theory of music, auto mechanics, cooperative office training, geology and many others. Meanwhile he is satisfying state and local requirements for high school graduation. He continues to study the fundamental skills as he did through the elementary school. As he increases his mastery of these fundamental skills, he uses them to help himself progress rapidly in more advanced subjects. Secondary school organization helps a student "point" his school life toward business or industry or college preparation.

WHAT WE TEACH

YEAR IN SCHOOL		Elementary						Secondary						YEAR IN SCHOOL
		1	2	3	4	5	6	7	8	9	10	11	12	
Home Room	Reading, Writing, Spelling, English													English, Speech
	Arithmetic													Mathematics, Algebra, Geometry, Trigonometry
	History, Civics													History, Civics, Social Sciences
	Geography, Science													Gen. Sci., Biol., Physics, Chem., Geog., Geol., Phys.-Psy.
	Arts and Crafts													Art
	Music													Music
	Physical Education, Health													Physical Education, Health
	Auditorium, Speech													Industrial Arts
	Library													Home Making, Personal Relationships
														Foreign Language, French, Spanish, Latin
													Business Education	
													Vocational Education	

Required

Elective

Required Where Offered

The activity program of the kindergarten gives children experience in self-direction and group living. Attendance in kindergarten is optional but desirable.

The following are required as part of the 13¼ units (27½ credits) necessary for high school graduation (grades 10, 11, 12); three years of English; two years of history (one must be U. S. History); two years of science (one must be laboratory science); one year of industrial arts, art or homemaking; one year of mathematics (may count if taken in ninth grade); one and one-half years physical education and one-half year personal relationships. Nine high school credits are elective, eighteen and one-half are required (as listed above).

TEXTBOOKS

For more than twenty-five years Tulsa has been furnishing free textbooks and supplies to elementary school children. In the school year 1948-49 the state of Oklahoma began to provide textbooks for use in all public schools at state expense. Such books remain the property of the state, and each teacher is responsible for the state owned books assigned to his custody. A complete accounting of these books must be made annually. Again, the individual teacher is ultimately responsible.

Additional textbooks, instructional supplies and equipment are supplied at public expense in the Tulsa elementary grades and by a fee card system in the secondary schools. All items of equipment, books, and supplies are obtained by requisition of the principal. Teachers report their needs to the principal but do not write requisitions.

AUDIO-VISUAL MATERIALS

You will be interested to know that in the month of April, 1954, a typical month, the audio-visual department sent out 2,402 films



A little work shared by everyone prevents trouble on the grounds and in the cafeteria.

requested for use in the various public school buildings of Tulsa. Audio-visual materials are distributed from the central library in the Educational Service Center or Administrative Building. Teachers may obtain films, filmstrips, slides and recordings on daily deliveries from the audio-visual library. Every school building has the basic equipment needed to use these materials. Each teacher may secure a catalogue listing all available materials. For further information, consult your principal or Dr. Ted C. Anderson, supervisor of the audio-visual department.

SCHOOL CAFETERIAS

There are fifty-four cafeterias serving approximately 24,000 lunches daily. Legally, public school cafeterias must be self-supporting. Funds derived from the sales of lunches pay all cafeteria expenses including salaries of approximately 325 cafeteria employees, utility bills, the cost of maintenance and replacement of equipment.

The school cafeteria system has central control which insures uniformity and accuracy in records, procedures, payrolls, purchasing, menus, recipes, quality and quantity of food, maintenance and operation of equipment. The best quality of food available is purchased for the cafeterias, and the city health department, at the request of the schools, makes regular analyses of food samples.

Teacher responsibilities in the cafeterias vary among the different buildings according to the needs of each particular situation. The principal will make the necessary explanations. However, all teachers should note that every cafeteria provides an educational laboratory where students may learn many social and health values.

ABSENCE FROM WORK

The principal must always be notified in advance of the teacher's absence. In some in-

stances advance approval in writing must be requested from the Superintendent of Schools.

Obtaining a suitable substitute is a time consuming task. Therefore, *the teacher should notify his principal before 7:15 a. m. on the day he is to be absent in order that the principal may have time to secure a suitable substitute.* On the day the teacher is out he should notify the principal *before* the end of the school day whether or not the teacher will be absent the next day. Thus the principal will know whether to retain or release the substitute. It is always the responsibility of the principal to engage the services of a substitute to handle the work during this absence.

When a teacher finds it necessary to be absent from work for any reason other than death or illness in his immediate family or personal illness, he must write the Superintendent of Schools in advance for approval of such absence. This written request should bear the signature or the initials of the principal indicating that he knows of the teacher's request. When approval is granted, both the teacher and principal are notified in writing. The principal may then proceed to obtain a substitute, and the teacher may be absent on the specified day or days. Even if such absence from work is for only one-half of a working day or less, the teacher must write the Superintendent and ask his approval. Again, any such letter should bear the initials or signature of the school principal.

LEAVING THE CITY

If a teacher needs to leave the city on a working day, he must first write the Superintendent of Schools to ask his advance approval. When approval is granted, both the teacher and the principal are notified, and the principal may secure a substitute for the teacher.

In case of dire emergency, the teacher should immediately confer with the principal. In some rare cases the principal and/or the

teacher may need to telephone the office of the Superintendent of Schools in order to expedite advance approval of absence. But always a letter from the teacher to the Superintendent with the initialed approval of the principal should follow as soon as the teacher is back at work. This letter should give all pertinent details: the exact days of absence, the reason for absence, and if the reason is death or illness in the family, then the relationship. This procedure will, where sick leave policy applies, assist in keeping accurate personnel records. See *Sick Leave* on page 19.

JURY DUTY

Teachers, like other good citizens, are expected to serve on juries when summoned. There seems to be no valid reason for excusing teachers as a whole from this type of public service. A substitute teacher will be paid by the Board of Education while the regular teacher is absent on jury duty. The regular teacher, when he has been reimbursed by the court, will endorse this warrant and send or bring it to the office of the treasurer of the Board of Education, located in the Educational Service Center or Administration Building. Thus, the teacher has no loss of pay, and his employers are partially reimbursed for the substitute's pay.

Written request should be made to the



Pity the predicament of the principal—tracking down the absent teacher who didn't phone in!

Superintendent, carrying the initials of the principal, for approval of absence for jury service the same as for other absences.

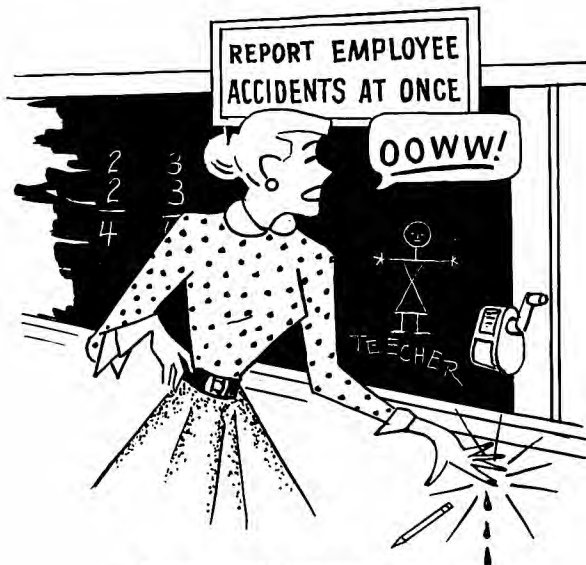
Any absence not covered in the foregoing should be handled by calling the Superintendent's office.

LEAVE OF ABSENCE

A teacher must teach three years or longer in the Tulsa Public Schools before a leave of absence will be granted. For complete information about how to obtain a leave and acceptable reasons for the leave of absence see the *Manual of Operations*.

REPORTS OF ACCIDENTS

A report is due on the day of the accident to the pupil. It is written in duplicate on the form provided and is signed by a teacher and the principal. Accidents to teachers on the job or en route to and from work are reported to the principal and the director of personnel. Such accidents to employees are covered by insurance provided by the Board of Education. For further information see *Insurance* on page 19.



*Finger caught in pencil sharpener?
Don't yell—you're insured!*

HOME STUDY

Student life in the Tulsa Public Schools proceeds generally on the assumption that the working day is sufficient to accomplish the necessary learning tasks. It is believed that study or laboratory work progressing under the direct supervision of the teacher is of superior value to a plan of assigning work that pupils attempt to do at home without the teacher's immediate help. Rarely is there an occasion which will justify imposing homework upon the elementary school child who, after a busy day at school, needs his remaining energy for play and for home duties. Certainly new and unfamiliar material should not be required of any students in home study.

Above all, the teacher must be constantly alert to individual differences. Many high school students may be inspired to supplement the regular work by additional home study; others may not be. College-bound high school students may need home work experience.

"Home study" is subject to a variety of interpretations. A program of free reading or supplemental reading, for example, is not home study but a constructive leisure time activity sponsored by the school. In any event, the teacher must use his best judgment in deciding what is home study and what is supplemental or leisure time activity.

REGULAR ATTENDANCE OF STUDENTS

Regular attendance and prompt reporting to classes are good habits which teachers should try to develop in their students. However, we in Tulsa do not make a fetish of perfect attendance. On some occasions it is better for reasons of health that a student remain at home than attend school.

CORPORAL PUNISHMENT

"The teacher of a child attending a public school shall have the same right as a parent to control and discipline such child during the

time the child is in attendance or in transit to the school or classroom presided over by the teacher." Title 70, Section VI-15, *Statutes of Oklahoma*.

When corporal punishment is necessary, advance notification will be given to the parent or guardian. Corporal punishment will then be administered by the principal or teacher in the presence of at least one witness who is an educational employee.

OUTSIDE WORK

No employee who teaches full time may work more than fifteen hours weekly on an outside job, and no employee teaching half time may work more than thirty hours weekly on an outside job. An employee before engaging in such outside work must obtain the written permission of the Superintendent of Schools.

TUTORING

No teacher or principal may charge a fee or receive any article of value as compensation for privately teaching or tutoring any pupil regularly enrolled in his classes or in the school to which said teacher or principal is assigned.

SELLING BOOKS

A teacher employed regularly by the Tulsa Board of Education may not sell books to residents of School District Number One of Tulsa County either during school months or during the summer vacation period.

MAIL SERVICE

Mail service is available daily to all schools in the system, to the Educational Service Center, to the T.T.C.U. and to the T.C.T.A. This mail is picked up once a day and deliveries are made to the buildings once a day from the central mailing room in the Educational Service Center.

Intra-school mail not requiring postage must always be sent in unsealed Manila envelopes.

All letters which are stamped with the Board of Education postage meter must be unsealed. These are automatically sealed as they are stamped. Personal letters are to be sealed and stamped by the sender.

All mail stamped with the postage meter must bear a return address. All our official envelopes are satisfactory. If it ever be necessary to use a plain envelope, please type on the official return address.

All notices to parents from junior and senior high schools are first class mail. The teacher, however, will not seal the envelopes since they are sealed and stamped by the postage meter. Envelope flaps should be left out—not tucked inside—so that there will be no delay in the mail room of the Educational Service Center.

FORMAL REPORTS TO PARENTS

Progress reports are now made at regular



Is corporal punishment necessary? Talk it over with your principal.

nine-week intervals on the forms provided. The teacher and the principal should confer regarding the need of reports to parents in addition to those made regularly.

The report to parents should be primarily an instrument of guidance. The report should give to parents that information which they may find helpful in their efforts to promote and maintain desirable achievement and ways of behavior on the part of their children. It should, therefore, be an attempt by the teacher to interpret sincerely and accurately the whole pattern of the child's growth and development through school experience.

To interpret the whole pattern, the teacher should be concerned in his reports with the various aspects of the child's growth: (1) mental development in terms of subject matter achievement and growth in interests and work habits (2) growth in social attitudes as revealed in the pupil's relationship with teachers and classmates (3) emotional development, particularly in those cases in which the child appears to deviate from the generally accepted pattern of emotional behavior, and (4) physical development in those instances in which the teacher has information that may not already be known by the parents such as retarded motor coordination and defective vision or hearing. The report to the parent should measure the pupil in terms of his individual growth.

Above all, the report should be sincere and truthful, leaving no reasonable chance for misunderstanding on the part of the parent. It should be specific, definite and as objective as possible.

At the request of parents, even more specific information can be obtained from the principal in personal conferences. Principals are always glad to give parents data indicating the level of achievement of the child or any other available information which may be too voluminous to go on a brief written report.

SPECIAL REPORTS

If a special report be a notice of failing or unsatisfactory work, the teacher must send it to the parent at least three weeks before the end of the nine-week period. No student is to receive a report of failure unless this advance notice has been given to parents.

Parents should be encouraged to visit the school and confer with the teacher and/or principal if more specific information on pupil progress is desired.

SPECIAL EDUCATION FOR SPECIAL NEEDS

Special education is directed toward considering the education of the exceptional child. In special education attention is given to building a program that will effectively meet the needs found in various groups of atypical children.

In general, major discrepancies are found in the physical characteristics, the mental characteristics, and the socio-emotional characteristics of children. Therefore, in a program of special education we must consider provisions for the physical deviates, the mental deviates, and the socio-emotional deviates.

Tulsa Public Schools offer special classes for the physically handicapped (orthopedic or crippling conditions) within the school system as well as in two city hospitals: Hillcrest and Children's Medical Center. The public schools also offer classes for the deaf and hard of hearing, and for the child with seriously defective vision. For homebound children, tutorial service is available in cases of prolonged illness. The department of special education also maintains a speech correction service within the Tulsa Public Schools.

Special classes are operated for the educable mentally retarded children at both the elementary and secondary levels. These are the children whose rate of mental growth is sub-normal to such an extent that they are unable to profit from the usual classroom instruction.

The visiting counselors serve as intermediaries in working with the socio-emotional deviates. For the Tulsa Public Schools the visiting counselors do a social casework service and are available to parents, teachers and administrators in counseling, guidance and referring of problems of adjustment.

The central offices of the department of special education are located in the Educational Service Center Annex at Fifteenth and Quaker.

GUIDANCE

The guidance service in the Tulsa Public Schools assists in providing the most effective program of work for each pupil. The guidance council, composed of representatives of many contributing departments, serves to coordinate the work in guidance. The guidance council, operating in an advisory capacity, takes the initiative in suggesting techniques and procedures to teachers, and at the same time solicits suggestions from teachers.

Effective guidance cannot wait until problems arise; a most important phase of guidance is to prevent problems from arising, to give direction to individual and group behavior. It is, therefore, the ideal in Tulsa for every classroom teacher to become a specialist in guidance.

READING CLINIC

The services of the reading clinic, located in the Educational Service Center Annex at Fifteenth and Quaker, are available to all teachers who need aid in solving reading problems for their students. Requests for diagnosis or other types of assistance are made by the teacher through the principal of the school.

An intensified study of the act of reading has led educators to discover various laboratory techniques which aid in the analysis of

reading difficulties. It is here that the reading clinic may be of service to the teacher in the diagnosis of his pupil's reading problems.

When a teacher refers a case to the clinic for diagnosis, he should give as complete information as possible. Especially important are the student's habits of application, his test records, and all those personal characteristics that must be considered in beginning the program of instruction.

TESTING DEPARTMENT

The department of tests and measurements operates as a service throughout the school system. Test information is a part of the student's permanent record. Services of the department are also available upon request through the school principal.

HEALTH DEPARTMENT

This department is maintained as a section of the guidance service. Under a physician-director, such nurses and assistants are employed as may be required to conduct an adequate program of physical health in the schools. The department carries on corrective and clinical work for children in need of remedial physical treatment, conducts health inspections and educational programs for the promotion of the health of the children, and performs other special duties as may be assigned.

TULSA SENIOR HIGH SCHOOL SUMMER SESSION

The senior high school summer session is operated because of public demand for additional educational service. The service is supported financially by tuition. Between four and five hundred senior high school students attend each annual session. The primary purpose of the students seems to be "getting ahead". A very small number attends the summer school in order to make up unsatisfactory or incomplete work. Classes normally

meet during the morning hours, two hours daily, including Saturday, for a period of eight weeks.

ADULT EDUCATION

The Tulsa Board of Education has sponsored a program of adult education for forty-one years. The program is self-supporting and is an educational supplement used by more than three thousand adult Tulsans every year. Cultural and academic courses are offered as well as courses designed to improve vocational competence and to develop avocational skills. A recent class schedule shows such courses as algebra, business machines, English for non-citizens, tailoring, leather work, driver education, and United States history.

Many public school teachers work with evening classes in adult education. All teachers are interested in giving information on adult

education to their friends in the city. For further details, consult George Marsh, director of adult education, or Dr. Byron L. Shepherd, assistant superintendent for special services.

THE TEACHER AND PUBLIC RELATIONS

The teacher as an individual holds an enviable position as a public relations agent for the school. *Every day the teacher is actively engaged in public relations, whether or not he is aware of it; and if his public relations are good, the teacher and the school will enjoy many benefits.* The teacher makes favorable or unfavorable impressions on his students, co-workers, parents and other public groups.

Attacks on public education are usually attacks on people—teachers. Conversely, favorable opinion toward education is usually based upon confidence in people—teachers. *As the teacher is judged, so is the school.* The success of each individual teacher will depend largely upon the type of personal public relations he conducts. Each individual has a personal responsibility to be an agent of good will for the schools.

SUMMER SCHOOL REQUIREMENT

The Board of Education requires teachers to earn the equivalent of at least five semester hours in an approved summer school every fifth year. Both the institution and the proposed courses must be approved in writing and in advance by the assistant superintendent for instruction. The Superintendent of Schools may give advance approval for some program of work in lieu of the regular summer school. Such work (for example, in-service training courses) shall be of a nature that will tend to enhance the teacher's efficiency.

The biennial Tulsa Conference on Education, sponsored by the Tulsa Public Schools in cooperation with Tulsa University, is a work program used by many teachers to fulfill the



Gossip over the back fence wins or loses friends for the schools.

summer school requirement. If the teacher chooses this method, he must attend a conference every other year.

The teacher alone is responsible for proper official notification of his summer school attendance. The teacher requests the university attended to notify the Superintendent of Schools before the public school session opens. When a teacher earns an advanced degree and is, therefore, entitled to an increase in salary, he must see that the degree-granting institution officially notifies the Superintendent of Schools in time for the salary adjustment to be made.

If a teacher expects to receive an increase in salary based on his earning an advanced degree after first being employed by the Tulsa Public Schools, then his course of study and his thesis or dissertation must have prior approval by the assistant superintendent for instruction. The purpose of this requirement is to make certain that the teacher's graduate studies will make him more valuable to the Tulsa Public Schools.

Evasion of the summer school requirement should not be attempted. The rule of the Board of Education is as follows:

"Any employee who is scheduled to attend summer school in order to comply with the five year requirement and who fails to do so without being excused by the Superintendent of Schools shall not be eligible for the next increment step in the salary schedule if said employee has not reached the maximum in the salary schedule for his qualifications.

"Any employee who is at the maximum on the salary schedule for his qualifications and who fails to attend summer school when scheduled shall subject his salary to the reduction of one increment for each year said employee fails to comply with this regulation."

PUBLICATIONS

All teachers are interested in receiving the *Journal of the National Education Association*

and also *The Oklahoma Teacher*, monthly journal of the Oklahoma Education Association. The O.E.A. issues special bulletins from time to time which are sent to members' schools.

The *Tulsa School Review*, carrying on its masthead the slogan, "The best of educational opportunity is none too good for our children," is published monthly between September and May. Distribution is among all employees of the Tulsa Public Schools. The purpose is to give information on policies, services or programs of the schools. Dr. Charles C. Mason said, in announcing the first issue of the *Review* in 1944, "A well informed individual is usually a more effective worker than an un-informed individual."

Another publication designed for distribution primarily among interested lay citizens is the *Superintendent's Annual Report*. Teachers frequently find this booklet a valuable source of information, especially with regard to certain school functions for which they have no direct responsibility.

The Superintendent's Bulletin, issued weekly, announces the various in-service and other professional meetings, as well as any other type of general or specific information that will be of interest to teachers in more than one building. The various directors of special services and supervisors of instruction issue bulletins as needed that carry information and suggestions of professional interest to special groups.

BUSINESS-EDUCATION DAY

One afternoon in the fall of each year the business men of Tulsa serve as hosts to all the teachers of the city. At this time teachers visit the industries of Tulsa and learn first hand about the American system of free enterprise.

Later in the year the schools reciprocate by inviting the business men to visit the schools. For this occasion a brochure about the schools is prepared to be distributed to the business

people who are our guests. Filled with facts about the Tulsa Public Schools, these brochures the last two years have been respectively entitled *The Business of Education* and *Education the American Way*.

STEPS TO A TULSA PHILOSOPHY OF EDUCATION

DEMOCRACY AND EDUCATION

One would expect to find democratic theory and practice at its best in the public educational program of a nation like ours where democratic processes are employed in the framework of a republic. We believe that the sole reason for public support of education is to insure the perpetuation and improvement of our American way of life that has made us a great nation. As Edgar W. Knight stated, "Education is the deliberate effort of the mature members of a group or society to guide the growth of the immature members in accordance with the life aims of the group."

There is a place in the Tulsa Public Schools for only that teacher who has a fundamental faith in the American ideal of democracy. Such a teacher, by virtue of his professional training and experience, knows how to implement this fundamental faith for effective leadership of boys and girls.

A PUBLIC OFFICE—A PUBLIC TRUST

No employee of the people holds a trust more vital than the American public school teacher. He is a molder of men, a shaper of destinies, a worker who labors with eternal values. In his custody are placed the young, highly impressionable children who are the only future this country has. It is the responsibility of the teacher together with the home to guide these eager young people into constructive and worthy citizenship.

We are concerned not solely with the outward or tangible evidence of good citizenship, but also with the development of that alert, adventuresome, free American spirit that has

made this great nation what it is today. Thus, Tulsa teachers are interested in practical, common-sense teaching based on sound educational procedure. They believe in cooperative effort with boys and girls and with the community to a common end: that the people shall continue to work toward a better living for all, enjoying the inalienable rights and responsibilities of free men and women.

HARD WORK

It follows, then, that the job of a teacher in Tulsa is a difficult one. No public school employee has an easy job. Because of this fact, Tulsa teachers seize every opportunity to learn how to do their work better. In-service growth is a necessity lest one be left behind in today's fast moving world.

In-service growth is a necessity for still other reasons. Tulsa teachers, like teachers in many other cities, sometimes find themselves confronted with large classes and less than adequate physical facilities. Population increase has, at least temporarily, out-stripped the people's ability to provide as adequately as all desire. The problem will be solved, but of course not as quickly as we all would like.

Meanwhile, we as teachers have only one choice: to do a superior job of guiding the youth in spite of difficulties. These days are not showing difficulties to the American people for the first time. This community and this nation have faced crises before. Neither Tulsa nor America has enjoyed progress by virtue of easy living. There has been an infinite deal of hard work in the past, and the future promises no change unless it be that the difficulties will increase. It seems that accomplishment is major only if the difficulties be major.

*"Then welcome each rebuff
That turns earth's smoothness rough,
Each sting that bids nor sit nor stand but go!
Be our joys three parts pain!
Strive, and hold cheap the strain;
Learn, nor account the pang; dare, never grudge the
throe!"*

From Robert Browning's
Rabbi Ben Ezra

In the same spirit that private business meets the difficulties of competition with improved efficiency, public school teachers are meeting their difficulties by doing their jobs better. At the beginning of each school year, the public school teacher faces his task with specific advantages. He has a constantly renewing faith in the American way of life. He has a sincere interest in the educational welfare of boys and girls. He has that practical idealism which is the priceless ingredient in every worthy product—that is, he knows *what* to teach in order to attain these high objectives and *how* to teach for this purpose. For these reasons, the people of Tulsa have come to expect superior teaching as a matter of course. Frequently we see and hear, “The best of educational opportunity is none too good for our children.”

THE JOY OF TEACHING

Even though teaching requires hard work, rewards are commensurate with effort. The

joy of accomplishment, the thrill of guiding young minds into proper appreciation of their American heritage, the pleasure of leading youth along the bright pathways of learning, the heady compensation that comes of helping budding minds unfold into the beauty of mature wisdom—these rewards come to teachers over and over again. Few other professions offer comparable satisfaction in terms of real accomplishment.

WHICH WAY, PUBLIC SCHOOLS?

And so as we go about our business of laying the foundations for the future of American democracy in the public schools, it is well to keep before us and our students the following simple yet profound truth spoken by one of our fellow-Tulsans. Judge Royce H. Savage once said in Federal court to twenty new citizens, “We do not promise happiness, but pursuit of happiness; not riches, but equality of opportunity; not wisdom, but freedom of speech; and not peace, but liberty.”

Personal-Professional Interests

TEACHERS RETIREMENT SYSTEM OF OKLAHOMA

Membership in the Teachers' Retirement System is compulsory for all teachers who were not teaching in Oklahoma between 1938 and 1943.

Each member pays an annual membership fee of one dollar which is deducted from the first warrant of the school year. The member also deposits four per cent of each monthly warrant, this amount withheld by the Board of Education and forwarded to the retirement office in Oklahoma City. At the time the member retires, the State of Oklahoma matches this four per cent deduction together with interest earned.

The Tulsa Board of Education requires its employees to retire at age sixty-five, but the retirement law gives a member the option of retiring at age sixty or after thirty years of service. There is also provision in the law for disability retirement.

MONEY ON DEPOSIT

Once each year the member receives a statement showing how much money he has deposited in the retirement system and the amount of interest to his credit. If a member

ceases to work for a school board or board of regents in Oklahoma, he may, after four months, withdraw whatever money he has deposited in the retirement system.

If a member withdraws his funds and later wishes to re-enter the teaching profession in Oklahoma, he is required again to become a member of the retirement system. He may re-deposit the funds previously withdrawn together with three per cent interest per annum for the period he had the money, thereby re-establishing his former membership and prior service credit in the Teachers' Retirement System. A member may take advantage of the privilege of re-deposit of withdrawn contributions only one time.

A member may stop teaching yet leave his funds on deposit for as long as five years, during which time they continue to draw interest. On the other hand, if he has twenty or more years of service to his credit, including membership and prior service and ceases to work for a board of education or a board of regents in Oklahoma, then he has an indefinite extension of membership as long as he leaves his funds on deposit. The deposits continue to draw interest during the life of the membership. When he reaches the retirement age of sixty or older, he may apply for retirement and receive the deferred retirement allowance to which his deposits and his service entitle him.

PROTECTION OF FUNDS

Funds in the retirement system are carefully protected by legal restrictions on investments. Most funds are invested in United States government bonds although there is some diversification in municipal and corporate bonds of the highest rating.

All members of the retirement office force who handle retirement funds, including the executive secretary and the state treasurer, are bonded. The state department of examiners is required by law to make an annual audit of the retirement system.

ONE HUNDRED-DOLLAR MINIMUM

All members of the retirement system who have creditable service for thirty years or more are eligible at age sixty-five for a minimum retirement allowance of one hundred dollars a month as long as they live. Some members upon retiring receive more than the minimum because through long service and good salaries they have accumulated more money to their credit by means of the four per cent deductions. On the other hand some employees with less than thirty years of creditable service will receive less than the hundred-dollar minimum. Any employee retiring before age sixty-five or choosing an option to protect someone else in addition to himself will normally receive less than the hundred-dollar minimum.

YOUR PERSONAL RESPONSIBILITIES

If you are a teacher who has just come to the Tulsa schools, you have certain individual responsibilities in connection with your retirement status. If you have never before worked for a board of education or a board of regents in Oklahoma, then you automatically become a member of the retirement system as a condition of employment. You should, therefore, fill out the information form which you may obtain from the director of personnel, and return it to the accounting office of the Tulsa Schools.

On the other hand, if you already belong to the retirement system, having taught before in Oklahoma, then you should complete the teacher retirement transfer form, giving your new address, complete name and membership number, and return it to the accounting office of the Tulsa Schools.

Here are two final reminders. First, if you change your name—by marriage, divorce or other legal means—send the information to the retirement office, and give both your old and new names. Second, be sure that you have named a beneficiary on your information form.

Should you wish to know more about the retirement system, ask your principal or write to the retirement office for information.

CUMULATIVE SICK LEAVE

Teachers, though a hardy bunch usually, do become ill sometimes. Against this unwelcome experience, the Tulsa Board of Education has wisely provided protection from financial loss.

Each teacher is granted six days of sick leave for personal illness each year without pay deduction. This sick leave is cumulative to a maximum of thirty days. For instance, when one begins his first teaching assignment in Tulsa, he may be absent one day in September without loss of pay; in October he will be eligible for two days of sick leave provided he has not used one in September; in November, three days; in February, six days, and so on.

In other words, cumulation of sick leave is at the rate of one day a month for six months—six days a year—maximum of thirty days. For further details, consult the *Manual of Operations*.

ACCIDENT INSURANCE

The Tulsa Board of Education pays for three kinds of insurance protection on each teacher. Our employers provide, at no cost to us, a group insurance policy with the Commonwealth company covering all employees in event of accident while at work or while going to and from work. In case of accidental death of the teacher, his beneficiary will receive \$1,000.00. In case of temporary total disability of the teacher caused by accident, the insurance company will pay the teacher weekly after the sixth day of disability, two-thirds of net earned income not to exceed \$40.00 per week for a period up to 300 weeks; in case of permanent total disability, for a period up to 500 weeks. Accidents should be reported immediately to the principal and to the director of personnel services.

HOSPITAL AND PHYSICIANS' SERVICES

The Tulsa Board of Education pays for protection of each teacher through the Group Hospital Service, commonly known as the Oklahoma Blue Cross Plan, and through the Oklahoma Physicians' Service. Blue Cross provides hospital care for bed patients up to an aggregate of ninety days in any one year for each member. Blue Cross also pays the total cost of a semi-private room in member hospitals and the total cost of drugs and medicines prescribed by the doctor.

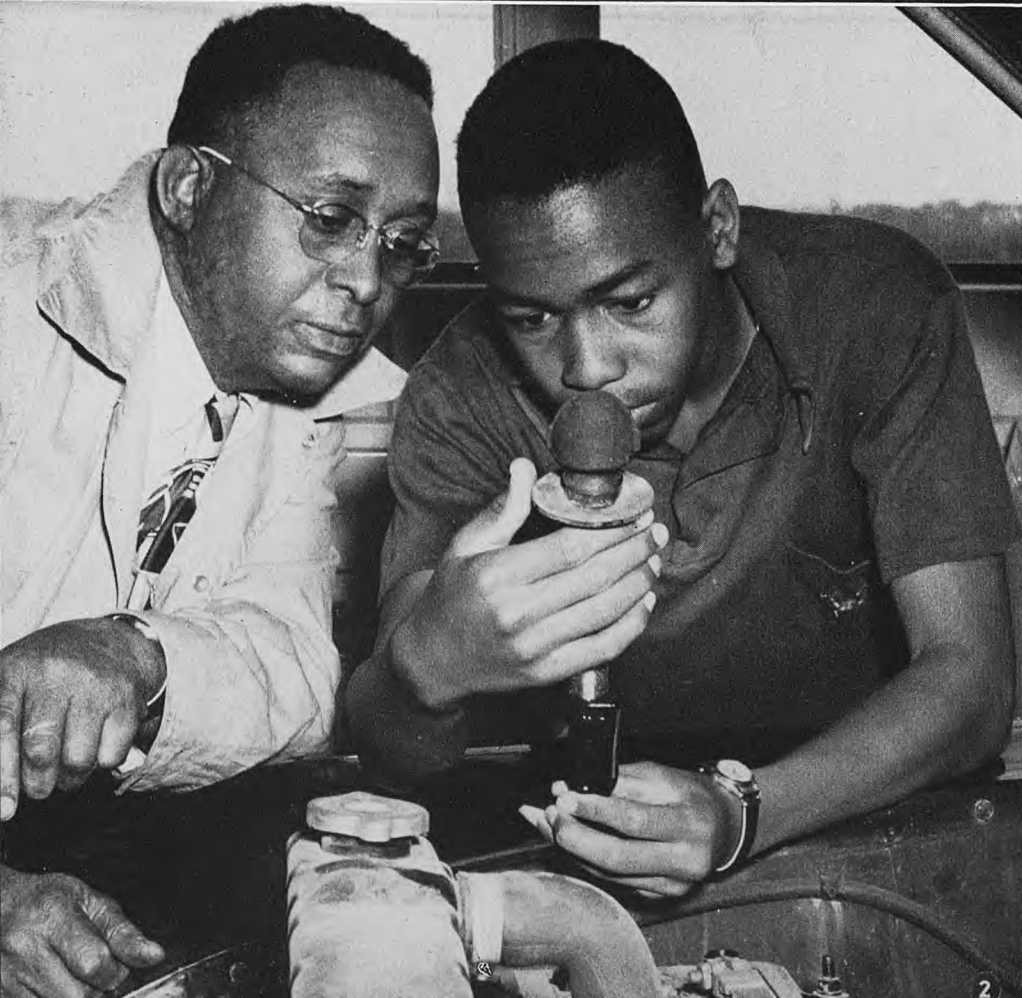
Protection is paid by the Board of Education in the Oklahoma Physicians' Service or Blue Shield. This plan pays specified sums to a physician or surgeon of the teacher's choice for certain medical or surgical procedures. For example, if one needs an aortic anastomosis, Blue Shield will help out with \$150, but only \$15 for a mere fracture of the clavicle.



Even though you ARE insured en route to work, proceed safely, carefully



1



2

Learning Goes On Day by Day

1. A group of kindergarten children finds out about Cinderella's secret.
2. In a high school class in motor mechanics the instructor helps a student.
3. Children in the first grade begin their study of the three r's.
4. A boy in a high school class leads a discussion on American history.
5. A high school mathematics instructor points out the solution to a problem.
6. Teacher helps three kindergartners learn to use a small kitchen unit.
7. Boys and a girl in elementary school consider their work on government.



Blue Cross and Blue Shield will cover the teacher for all twelve months of the year. This coverage may be extended, at the teacher's option, to cover his dependents—that is, spouse and also children—if the children are wholly dependent on the parent, are under nineteen years of age and are unmarried. This additional coverage for other members of the family must be paid for by the teacher. The Board of Education will, at the teacher's request, deduct from his monthly warrant an amount sufficient to pay insurance on the dependents. Consult the director of personnel services for further details.

An alternative company from which the Board of Education will purchase hospital and physicians' service insurance for the teacher, if he prefers, is Commonwealth Life In-



What! A fracture of one of the phalanges?
Blue Shield will pay the doctor \$10.00.

surance. The terms and coverage of Commonwealth are approximately the same as those for Blue Cross and Blue Shield.

TULSA TEACHERS CREDIT UNION

An institution valuable to both borrower and lender is the Tulsa Teachers Credit Union. Located in Room 215, Masonic Temple Building, 706½ South Boston Avenue, the T.T.C.U., or the credit union as it is often called, becomes a life saver for teachers upon critical occasions.

Do you need money for the first month's rent? If you are in straitened circumstances, go to the credit union and tell your woes to Miss Linnie B. Wilson, treasurer, or D. E. Temple, assistant treasurer. You can probably get a pay day loan at nominal interest to tide you over until the first pay day.

Or later in the year you may need extra funds to buy a car, a refrigerator, or a home. The credit union will be the safest, the cheapest, the easiest place to borrow. Be sure your loan is to be used for a worthy cause; no loans are made to buy stocks on margin, to buy an interest in a wildcat oil well, or to prospect for uranium. "About the only restriction your credit union makes on loans is that they must be made for *provident and productive purposes.*"

SAVING MONEY IN THE CREDIT UNION

Should you be one of the fortunate few with extra money to invest, the credit union is an ideal place to deposit it. You may deposit any amount until you have seventy-five hundred dollars to your credit. That is the maximum amount on which interest will be paid. Interest on savings varies according to earnings, the rate being set by the board of directors at the end of each fiscal year. The interest paid for the year 1953 was 3%.

However, there are other advantages besides the interest. Each deposit is matched

with life insurance (at no extra charge) up to one thousand dollars according to the age of the depositor.

Not only are the member-depositors' savings insured; the member-borrower's loans are insured against his death or his permanent disability. Thus, if one of these two calamities befalls a borrower who owes the credit union, the Cuna Mutual Insurance Society will pay off his debt to the credit union, thereby relieving his heirs or his wife, if she has to support him in his total disability, of this debt. For this insurance on loans, as well as for the insurance on deposits, there is no extra charge to the member.

OTHER FACTS ABOUT THE CREDIT UNION

Another type of insurance offered by the T.T.C.U. is automobile insurance of all types. On it, the teacher, not the credit union, pays the premium. Since teachers often borrow money from the credit union to buy new cars, it is convenient to take out insurance right there in the office where the loan is made against the car. You may take out insurance on your car even if you have bought it at some previous time.

MEMBERSHIP IN THE CREDIT UNION

In order to become a member of T.T.C.U., you must buy one share at five dollars. This entitles you to all the privileges of membership and it will be refunded if you should ever wish to withdraw from the credit union. Membership is open to all employees (and members of their immediate families) of the Tulsa Public Schools, Tulsa University, and the Tulsa County schools.

The T.T.C.U. handbook describes a systematic plan for saving which will build up a retirement annuity through purchase of government bonds.

Control of the credit union is vested in its membership. Each member has one vote at

the annual meeting but cannot vote by proxy. At this meeting a board of directors of seven members with staggered terms is elected and the board elects officers. Officers are adequately bonded, and safety is further assured by annual audits by the bank examiner. Like all banks in the state, the credit union is under the supervision of the Oklahoma State Banking Department, and operates under the State Credit Union Law.

As a teacher you should know that T.T.C.U. has been operating successfully since 1934; that in June, 1954, it had over 2,000 active members, and as of April 30, 1954, it had assets of \$1,055,037.03 together with reserves in excess of the legal requirements.

One of the best features of the credit union is that it protects the teacher in every financial emergency and prevents his exploitation by those who would take advantage of his financial difficulties. The officers of the credit union, Miss Wilson, Mr. Temple, and C. O. Benson, have a personal interest in the



Harassed by the bill collector? Run to the credit union.

problems of the teachers. They themselves have been teachers for most of their lives; they have excellent, unbiased judgment; and they are above reproach. Ask any of the older teachers in your building about the credit union or its officers. Do not hesitate to go to the credit union for advice about your financial problems.

TULSA CLASSROOM TEACHERS ASSOCIATION

Among the professional organizations which almost all teachers join, the one closest home is the Tulsa Classroom Teachers Association. In it the teacher can quickly make his wishes known and his influence felt; to it he can contribute his time and ideas for the purpose of improving the status of education; from it he can derive the satisfaction that comes from association with kindred spirits.

Organized in the fall of 1930, the T.C.T.A. began modestly but with the idealism of a new cause. A few leaders realized the need for a local organization that would be a rallying ground for teachers from the whole system, from every building and every department, an organization that would "bring the teachers of the city into closer relationship; . . . establish and maintain conditions favorable to the best teaching service through a spirit of good will and sympathetic cooperation."

George W. Pearson was the first president of the organization and helped to establish it on a firm foundation. The president in the year 1954-55 is Mrs. Agnes Schellstede.

It has grown until in 1954 its membership includes 1150 teachers and its activities are manifold. This organization has worked with the administrative staff of the schools to bring about better working conditions for teachers and, consequently, better education for the children of Tulsa.

Membership is limited to teachers in the Tulsa Public Schools who have no formal

rating power over other teachers. Payment of annual dues of five dollars makes the teacher a member.

The members elect a president and other officers for yearly terms, as well as six teachers to serve staggered terms on the executive board. After a primary election by ballot, the final election takes place, also by ballot, in April.

All the members in each school elect a building delegate to serve in the business assembly. This group of representatives meets monthly, formulates policies, discusses organization business, and the delegates take back to their individual buildings reports of the meetings. The building delegates also collect dues to the various professional organizations; the T.C.T.A. office, located at Lindsey Elementary School (Riverview School), 1212 South Frisco, then sends the dues in to the proper organization in a lump sum and returns membership cards to the teachers who have paid dues. This is only one of the many services performed by the T.C.T.A.

Besides serving as a meeting place for the business assembly and for various committees, the headquarters also houses the president's office. A secretary stays on duty there at suitable hours.

Two outstanding activities indicate the types of service performed or sponsored by the organization: legislation and lecture course. T.C.T.A. always has an active committee on legislation which studies proposed legal changes affecting the schools and helps in whatever ways possible to bring about improvement of education in Oklahoma.

LECTURE COURSE

The lecture course committee has been instrumental for years in bringing to the Tulsa Classroom Teachers' lecture course some of the most challenging and the best speakers in the world. An effort is made to represent among the speakers a wide variety of informa-

tion and opinion. The number of speakers offered each year may vary, but usually there are from three to six distinguished men and women who appear on the stage of the south auditorium of Central High School. Lectures are open to the public.

In fact, the high regard in which classroom teachers of Tulsa are held by the citizens of the city stems at least in part from the reputation made by the lecture course. Among the many illustrious men and women who have been brought to Tulsa by the T.C.T.A. are William Beebe, scientist; Edward Weeks, editor of the *Atlantic Monthly*; Raymond Gram Swing, radio commentator; Vilhjalmur Stefansson, explorer; Dr. Victor Heiser, author of *An American Doctor's Odessey*; Madam Pandit, sister of Nehru, Prime Minister of India; Ogden Nash, famous humorist; Herbert Agar, Louisville newspaper editor, and many others of similar caliber.

IMMEDIATE ASSISTANCE CLUB

The Immediate Assistance Club is an organization whose purpose is to give immediate assistance to a beneficiary upon the death of a member.

Any teacher, administrator, or clerk who is employed by the Tulsa Board of Education and who is under the age of forty-five, his spouse, and his children between the ages of six and twenty-one may become members.

Each member makes an original deposit of four dollars. At the death of any member, his beneficiary immediately receives two dollars for each person who belongs to the organization. Each member of the club is then notified of the death and pays two dollars to the treasurer, thus keeping the emergency fund at a level of four dollars for each member.

When members retire from teaching at the age of sixty-five, when they leave the employ-

ment of the Board of Education, or if they wish to withdraw from the club, the four dollar deposit is refunded.

For further information you may call the president, Miss Adylene Southern, Emerson School, home phone 5-9434, or the secretary-treasurer, W. B. Wise, Central High School, home phone 6-2828.

OTHER PROFESSIONAL ORGANIZATIONS

Other professional organizations which you will wish to join are the Oklahoma Education Association, the National Education Association, and the Tulsa Education Association.

All three of these, as the names indicate, include administrators and teachers from every grade level. The N.E.A. with offices in Washington, D. C., represents teachers all over the United States.

OKLAHOMA EDUCATION ASSOCIATION

The Oklahoma Education Association is the state counterpart of N.E.A. and performs on a statewide basis those services appropriate to the smaller area; but being closer to its members than the national organization is, the O.E.A. more quickly and more accurately reflects the viewpoint of local groups. The annual state convention takes place in Oklahoma City. Membership in the O.E.A. is



Come in out of the cold—join your professional organizations.

morally obligatory since the Board of Education pays salaries for the day of the convention on the assumption that each teacher will attend the meetings. Since admission to these meetings is by O.E.A. membership card only, it seems that the teacher should belong—he is asked by the Board of Education to attend meetings, is paid his salary while so attending. Obviously, every teacher should belong to the O.E.A. And, like “sore labour’s bath, balm of hurt minds . . . chief nourisher in life’s feast”, the state meetings of teachers serve to renew professional inspiration as well as to offer opportunity for fellowship with co-workers from other parts of the state.

TULSA EDUCATION ASSOCIATION

The Tulsa Education Association is the one city-wide organization that includes all white teachers and administrators from the Tulsa Public Schools. Because of its all-inclusive nature, it serves as a unifying element for the entire educational fraternity of the Tulsa schools. A teacher may say, “I belong to the classroom teachers’ association”; a principal may say, “I belong to the elementary principals’ association”; but both of them may say, “I belong to the T.E.A.”



If you have a “beef”, take it to the principal, not to your neighbor.

A small portion of the dues paid to the O.E.A. office in Oklahoma City is returned to the local districts from which it emanated. The T.E.A. serves as a repository for this fund and plans its expenditure in such a way as to be most beneficial to the advancement of education in Tulsa. All teachers and administrators who belong to the O.E.A. are members of the T.E.A. and have a voice in electing the directors.

One of the regular projects—which only the T.E.A. is qualified by virtue of its comprehensive membership to perform—is sponsoring the election in Tulsa of the board of directors of the O.E.A. More important, still, perhaps, is the legislative activity in behalf of better schools, better working conditions for teachers, and hence better teaching for the boys and girls of Oklahoma.

TULSA TEACHERS FORUM

In Oklahoma, according to the state constitution, white and Negro schools must be separate, the minority race in each school district being known as the separate schools. The law provides that there shall be equal opportunity for both races.

One of the finest high schools in the state is now in use by Negroes in Tulsa; and Carver Junior High School is as attractive, as well built and equipped, as any junior high school in Tulsa. The Negro teachers in Tulsa have the same salary schedule and the same superior quality of training, experience and background that white teachers here have.

The Negro teachers of Oklahoma have their own statewide organization, the Oklahoma Association of Negro Teachers. In general it operates the same as O.E.A. The president for the year 1954 is Floyd Alexander, principal of Lincoln School at Nowata. The Northeast District Association of Negro Teachers meets annually in Tulsa.

The local organization for Negro teachers

is the Tulsa Teachers Forum. Although similar to the T.C.T.A. in some respects, it differs in certain ways. The constitution of the Tulsa Teachers Forum provides for the initiative, the referendum, and the recall upon petition of twenty per cent of the membership. A two-thirds majority is required to make the action effective.

Meetings of the entire organization take place once a month during the school year. Dues are three dollars a year. "Upon payment of annual dues all persons engaged in classroom, supervisory or administrative work in the separate schools of Tulsa shall be eligible to membership in the organization and shall have the right to vote." However, no person holding a supervisory position is eligible to hold office.

The Tulsa Teachers Forum has over a period of many years been a potent and useful force in educational activities of the separate schools. Always in the van of forward movements, it has cooperated with the majority teachers' organizations in such enterprises as bringing into existence a teacher retirement system for Oklahoma and in those other legislative and professional activities which lead to better education for all the children of all the people of Tulsa.

TULSA NEGRO TEACHERS CREDIT UNION

In 1938, J. T. A. West presented to the Tulsa Teachers Forum the idea of sponsoring the organization of a credit union specifically for teachers in the separate schools of Tulsa. Mr. West gathered materials from many sources concerning credit unions. He did the groundwork which stimulated interest in the project among teachers, and informed them of the benefits available from such an organization.

The Forum appointed Mr. West, C. L. Cole, and S. D. McCree as a charter commit-

tee. As a result of their findings the Tulsa Negro Teachers Credit Union became a reality in 1938.

Mrs. E. T. Moreland, the present treasurer, has office hours at the Charles S. Johnson School during which she issues pay-day, real estate, long or short term loans of various sizes, and also receives deposits of savings.

There is no limit on the amount an individual member may deposit to his account. Interest is paid on all money on deposit but varies according to earnings, the rate being set by the board of directors at the end of each fiscal year. Interest paid for the year 1954 was three per cent.

The T.N.T.C.U. offers other advantages to its members. Life insurance is carried on each savings account at no cost to the individual. All types of automobile insurance may be purchased through the credit union.

Any employee of a board of education in Tulsa County may become a member by depositing five dollars.

Control of the credit union is vested in the membership. Each member has one vote at the annual meeting but cannot vote by proxy. At this meeting a board of directors of seven members with staggered terms is elected, and the board elects the officers. Members of the credit committee and the supervisory committee are also elected.



Tulsa's rose garden at Woodward Park is a beautiful sight.

The Teacher and the Community

TULSA'S CLIMATE

You are teaching in one of the most delightful climates in the United States. Spring arrives early bringing showers, warm days, and beautiful flowers. Roses are so abundant in yards and gardens here that even the most prosaic visitor looks in wonderment at the colorful displays. Each year more and more residents make their yards resemble pictures from nursery catalogues. Truly, the term Garden Club City, has meaning here.

The following data on climate has been supplied by the U. S. Weather Bureau.

Tulsa elevation is 700 feet. With a latitude of thirty-six degrees, it is far enough north to escape long periods of heat during the summer and far enough south to miss the extreme cold of winter. There are approximately 278 clear to partly cloudy days annually. Rainfall averages approximately thirty-six inches per year. This precipitation, with its greatest concentration in the spring and fall, affords the area the type of vegetation characteristic of the eastern states.

The average date of the last killing frost is March 27; of the first killing frost, November 3, making the average growing season 221 days. Little or no snow falls before Christmas, and the average for the winter is less than eight inches.

Summer temperatures of one hundred degrees or higher are frequently experienced from the latter part of July to early September. The yearly mean temperature is sixty. Prevailing surface winds are southerly during most of the year.

Sunshine sets the pace for Tulsa. Clean buildings, because natural gas is the chief fuel used for heating and industry, reflect the bright sunshine and look as new after twenty years as they did when first built. Sunshine glitters also upon the two billion gallons of pure water stored at Mohawk Park.

SPARKLING PURE WATER

Tulsa is proud of its municipal water system. In 1948 the citizens voted a bond issue of \$17,865,000 to double the supply. The city now has available 75,000,000 gallons of water daily, piped from spring-fed Lakes Spavinaw, sixty miles northeast of Tulsa.

SMALL COTTAGE OR MANSION

Visitors to Tulsa often ask, "Where is the slum district?" It is difficult to answer such a question because, strictly speaking, there is no slum district. Whether the visitor rides through an industrial zone, the new real estate developments, or the oldest sections of the city, he is impressed by the pride of the citizens. Small cottage or mansion, apartment house or business place, each is cleaned, painted, and planted with flowers to the best of the resident's ability.

RECREATIONAL FACILITIES

Parks maintained by the city, carefully planned and meticulously kept up, improved year by year, set a fine example for individual citizens. Tulsa's forty-four parks are not merely ornamental, but are used by thousands of persons weekly from March through November.

Do you have an artistic bent and a liking for flowers? Then visit Woodward Park weekly to see one of the outstanding rose gar-

dens of the nation with its 9,000 plants. Do you like to play tennis? Parks scattered throughout the city offer forty courts, all but four of them concrete.

Do you like to visit a zoo or play golf or go for a picnic? Then drive to Mohawk Park with its 2,832 acres of playground, the fourth largest municipal park in the United States. It contains a polo field, bridle paths, golf course, and facilities for sail boating, motor and row boating, besides enough picnic areas to accomodate more than a thousand visitors at the same time.

Have you a desire to swim? There are public pools at Newblock, McClure and Lincoln parks as well as pools in several private clubs, in the Y.M.C.A. and the Y.W.C.A. You may roller skate at three or more rinks, golf at four public and several private courses, bowl at four or more alleys, or ride horseback at five riding academies in or near town.

Fishing, boating and weekend outings are popular with Tulsans who wish to enjoy a resort atmosphere or a back-to-nature environment. Most frequented are Grand River and Lake Spavinaw.

Other spots much frequented by sportsmen include areas around Fort Gibson Dam, Tenkiller Ferry Dam, Hulah Dam, Lake Carl Blackwell, and Heyburn Dam. For further details consult Brill's *Oklahoma Outdoor Guide*.

SPECTATOR SPORTS

Should you be interested in spectator sports you may go to the University of Tulsa or high school football and basketball games, various other high school sports events, Texas League baseball games at the fairgrounds or stock car races and rodeos at the fairgrounds.

CULTURAL OPPORTUNITIES

If you like art, visit the Philbrook Art Center and the Gilcrease Foundation; and not far

from the city is the Woolaroc Ranch and Museum seven miles northeast of Barnsdall on Highway 23. Another attraction only thirty miles from Tulsa is the Will Rogers Memorial at Claremore where every day you may see the common and great people of all the world on pilgrimages there to pay homage to the philosopher-cowboy who never met a man he did not like. Annual events sponsored by the Tulsa Philharmonic Society which Tulsans eagerly support are the winter concerts featuring the Tulsa Symphony Orchestra with its guest stars from the Metropolitan Opera. As a music lover you may also like to take advantage of the many concerts given Sunday afternoons at the University of Tulsa or the superb performances of the Tulsa Opera Club. Or perhaps you would enjoy the series of free concerts given summer evenings in the stadium by the American Federation of Musicians. Tulsa is a stopping place for the world's famous musical and dramatic artists and for renowned lecturers. Many of these events take place at city-owned Tulsa Municipal Theatre.

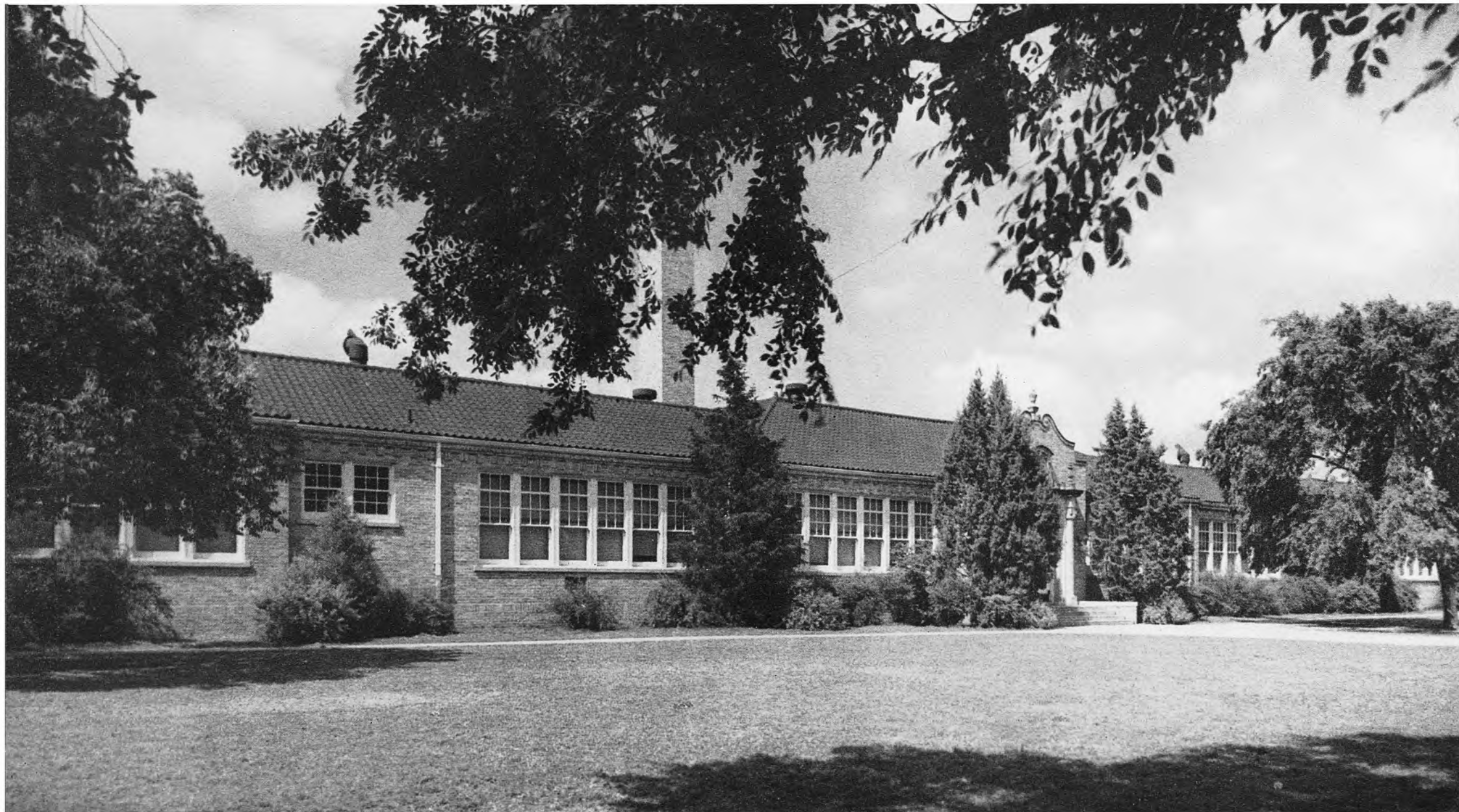
Tulsa's active Little Theatre, located at 1511 South Delaware, offers frequent opportunities for amateur actors to appear in fine plays, and for drama lovers to see legitimate productions. You may see a variety of motion pictures daily at some thirty theatres—downtown, drive-in, or neighborhood—according to your inclination.

LIBRARIES

The public libraries include nine buildings housing over 185,000 volumes. Tulsa has something very special in the way of library service—namely, four bookmobiles servicing parks, playgrounds, community shopping centers, and twenty-five schools which are not close to a branch library. No other city in the United States (except New York City) has as many bookmobiles to bring books directly to the readers thus eliminating parking problems and making the borrowing of books easy.

The central library also lends phonograph





School houses like these are where Tulsa boys and girls spend profitable hours.
Architecture and decor combine to provide cheerful places to work.

Above: Sequoyah Elementary School

Above, opposite page: Bell Junior High School

Below, opposite page: Booker T. Washington

records in the same manner that it lends books. You may borrow symphonies or operas or other records of the world's finest music from your public library.

There are also several special interest collections of books such as those in the libraries of the University of Tulsa and of the County Medical Association.

GRADUATE EDUCATION

Do you wish to go to college for some course you could not include when you were an undergraduate? The University offers summer and night courses for teachers who wish to earn graduate credit while living in Tulsa. Oklahoma A. & M. College at Stillwater is also within easy driving distance and offers courses on Saturday. Extra credits earned in a planned sequence can culminate in a higher professional degree for you and put you up a notch on the salary scale.

CHURCHES

To minister to your spiritual needs, Tulsa has at this writing 283 churches within the city limits. Altogether, in the city and its environs, known as Greater Tulsa, there are 322 churches of all denominations.

The Tulsa Council of Churches serves as a unifying force wherein all churches may work cooperatively and tolerantly for the betterment of Tulsa. The council sponsors week-day Bible classes on released time in selected churches. Individual places of worship range from the coziest, most homelike little neighborhood churches one could desire, to majestic structures of masonry and glass. Unique, in fact world famous, is the Boston Avenue Methodist Church which towers 225 feet above the ground in a modernistic glass-topped spire that serves as a landmark, a focal point for eyes in that entire section of the city.

The beautiful homes of the city form a suitable background for the even more beautiful

churches. Yet not the architectural miracle, not the intricate and graceful carvings make a church great. Rather it is the spiritual values, and these, also, the churches of Tulsa offer. Prominent business men whose taxes go far toward support of the schools are proud of their church affiliations. You, too, will find a church among all those here to give you the kind of religious nourishment you require.

CORDIALITY OF TULSANS

Although Tulsa is singularly blessed with physical advantages, the friendliness of residents here overshadows the bounty of nature and the ingenuity of builders. The true Tulsan will help you in every possible way. If you come here from another section of the country, you will soon note the cheerful parting remark of the filling station attendants and other business people, "Hurry back!" These are not idle words, but in most instances express sincere feelings.

The normal Tulsan gives wholehearted support to the schools. Citizens have always voted the maximum tax possible under the restrictions of state law in order to give the children of Tulsa top opportunities for education. "The best of educational opportunity is none too good for our children," is a statement that could well characterize Tulsa's attitude toward her schools. Bond issues for needed buildings receive liberal support from the community; as a rule they carry with overwhelming majorities just as do the millage taxes on real estate that the people vote each year for current operation of the schools.

Press, radio, and television cooperate to the fullest extent with all phases of school activity. Both major newspapers, the *Tulsa Tribune* and the *Tulsa Daily World*, give unqualified support to proposals which will improve the educational opportunities for the children of the city. In fact, the slogan carried on the masthead of the *Tribune* is "Make Tulsa a Good City for Youth". The seven radio

broadcasting stations and the two television stations in Tulsa give freely of their time to broadcast school sponsored programs in the public interest.

You will find the attitude of citizens toward teachers to be one of friendly acceptance, a person-to-person relationship. Teachers here are not a breed set apart, looked down upon, looked up to, nor expected to live restricted lives. Of course, any teacher who comes to Tulsa will wish to lead an exemplary life because he is an outstanding person. Otherwise, he would not be invited to teach in Tulsa.

*"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts, in glad surprise,
To higher levels rise."*

From Longfellow's Santa Filomena

He is expected to lead a normal life, participating in community activities the same as any other citizen. He is expected to rear his family and be a good citizen of the city, the state, the nation. These things he will do, not merely because he is a teacher, but because he is an honest, loyal, upright person. Such persons have come to Tulsa in the past, and such persons are here today helping to build a still greater Tulsa.

POPULATION AND GROWTH OF TULSA

Known by many romantic and modest names, such as Tulsey Town and Oil Capital of the World, Tulsa, as one of the leading cities in Roger Babson's Magic Circle and as the hub of the Magic Empire, has had a phenomenal growth.

The accompanying table (page 33) points out this increase in size.





THE TULSA SPIRIT—BUILDING FOR THE FUTURE

*The slender beams of steel
From earth up to the sky
Arise, as Tulsa builds
Today for future high.*

POPULATION, 1900-1950

TULSA, OKLAHOMA

YEARS	CITY OF TULSA	TULSA COUNTY
1900	1,390	
1910	18,182	34,995
1920	72,075	109,023
1930	141,258	187,574
1940	142,157	193,363
1950	182,740	251,686

The above figures from
U. S. Bureau of Census

1954 Estimate: Tulsa, 213,681; Tulsa County, 301,233

AREAS: City of Tulsa, 33.264 square miles (as of June 21, 1954)
Tulsa County, 572 square miles
Independent School District Number One, Tulsa County,
Oklahoma, 114 square miles (as of June 30, 1954)

INDUSTRY

Along with increasing growth of population and schools has come ever greater industrialization of the city. Tulsa, of course, is a center for every kind of activity connected with the oil industry; more than seven hundred firms blend their specialties for the production, processing and marketing of oil, gas and petroleum products. Located here are the largest pipeline company in the world and the largest seismograph company in the world. You might like to visit the two largest refineries in the Mid-Continent field, those belonging to the Texas Company and to the Mid-Continent Petroleum Corporation.

The airplane industry, too, is highly important to Tulsa. With about 280 clear to partly cloudy days every year and generally mild climate, Tulsa is a natural air center. Douglas Aircraft, American Airlines and the Spartan School of Aeronautics (together with the Spartan Trailer Factory) are among the largest employers in the Tulsa area.

Other companies ranking among the largest

employers in the Tulsa area are the Mid-Continent Petroleum Corporation, Commander Mills and the combined Stanolind Oil, Stanolind Oil Purchasing, Service Pipeline.

Business and industrial "roll call" in Tulsa reveals such widely different activities as meat packing, pecan shelling and the manufacture of sulphuric acid, steel, cotton textiles, glass products, pottery, pre-fabricated houses, parking meters, paint, boats, plastics, fertilizer and trailers. Everyone is productively, happily busy. Certainly in Tulsa the wheels of industry turn 'round the clock:

"Men, my brothers, men the workers, ever
reaping something new:

That which they have done but earnest of
the things that they shall do . . ."

BANKING FACILITIES

Of the eleven banks in Tulsa, five are located in the downtown area. Several eliminate the parking problem for customers by offering drive-in accommodations. The other six banks

are located at convenient points in such easily accessible suburban shopping districts as Whittier Square, West Tulsa, Brookside, Harvard and Thirteenth Street, Utica Square, Admiral and Sheridan.

Banking hours vary with the individual institution although each bank caters to its customers by modifying its hours to fit their needs. Most banks, besides staying open from nine or nine-thirty until two o'clock on weekdays, have such additional hours as three or four until six o'clock on Fridays, or nine until twelve o'clock on Saturdays.

Most neighborhood banks offer an unusually helpful service by receiving payments for utility bills. A householder may take his telephone, gas, electric, refuse, and water bills all to one bank and pay them at one time. This convenience is in addition to the customary banking services.

TRANSPORTATION

If you happen to be one of the few who just must leave Tulsa for a short vacation, you, like everyone else, will probably want to return as quickly as possible. Your quickest return is by plane on one of the eight air line companies serving Tulsa. During the calendar year 1953, 166,799 departing air line travelers bought tickets at Tulsa's municipal airport.

If you prefer to return to Tulsa by railroad, you will find these lines serving the area:

Frisco, Santa Fe, Missouri-Kansas-Texas (Katy) and the Sand Springs Railway. Two lines that serve Tulsa, the Midland Valley and the Tulsa-Sapulpa Union, carry only freight. Thirty-eight other railroads maintain offices in Tulsa where you may easily get information in order to bring friends and relatives to this city.

Bus lines include American Trailways, Continental, Dawson, Greyhound, Kansas Trails System, Missouri, Kansas and Oklahoma Lines, Suburban Bus Line, Union Transportation.

Thus, you can see that Tulsa is easily accessible—and when one arrives here, he does not want to leave.

If you drive your own car into Tulsa, you learn that one of the country's most famous highways runs through here—U. S. 66—the "Main Street of America"—glorified in poem, story and legend by such writers as Vachel Lindsay and others.

CONCLUSION

Since you have read this far in our little book, you have gained the impression that we all like our town. You're right—we wouldn't trade Tulsa! We like it here, and some of us have been here a long time. We have a superior school system in which we work, a superior town in which we live and work. Could we ask for more?

Miscellaneous Facts



You can lead a horse to water, but it's up to you to read the handbook.

Organization Chart Tulsa Public Schools

BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

Clerk	Treasurer	Attorney	Parent Education
-------	-----------	----------	------------------

Budget & Finance	Personnel Department	School-Community Relations	Research
------------------	----------------------	----------------------------	----------

Director of Administrative Services

Principals

Custodians	Clerks	Teachers Students
------------	--------	----------------------

Public Problems
 Planning the Education Plant and Sites
 Organization of the School Program
 Transfer of Pupils
 Assignment and Transfer of Teachers
 Requisitions for Building Modifications
 Requisitions for Furniture
 Bus Requisitions for Instructional Trips
 Estimates on Enrollment and Teacher Needs

Assistant Superintendent for Special Services

Principals

Clerks	Teachers Students
--------	----------------------

Deans
 School Counselors
 Testing Health
 Pupil Placement
 Attendance
 Handicapped Children
 Accelerated Children
 Home Counselors
 Psychologist
 Pupil Accounting
 Vocational Guidance
 Summer School
 Adult Education
 Reading Clinic, etc.

Assistant Superintendent for Instruction

Supervisors	Principals
-------------	------------

Teachers	Students
----------	----------

Art Music
 Physical Education
 Social Science
 Business Education
 English Foreign Language
 Kindergarten and Primary Grades
 Industrial Education
 Homemaking Mathematics
 Science Libraries Auditorium
 Middle Grades, etc.

SERVICES: Professional Library, In-Service Education of Teachers and Principals, Curriculum Council, Curriculum Planning and Development, Audio-Visual, Requisitions for Educational Supplies and Equipment, Requisitions and Inventories of Textbooks.

Assistant Superintendent for Business Service

Principals

Custodians	Cafeteria Workers
------------	-------------------

Cafeteria Purchasing
 Laundry
 Accounting Storeroom
 Bookstores
 Insurance Rentals
 Printing
 Delivery Warehousing
 Assistance in School
 Plant Planning
 Maintenance Custodians
 Buildings and Grounds
 Transportation
 Requisitions Concerning Business Services
 (Such as Custodial Supplies)

Co-ordinator of Elementary Education

Principals	Teachers	Students
------------	----------	----------

Co-ordinator of Secondary Education

Principals	Teachers	Students
------------	----------	----------

Names Important to Teachers--August, 1954

BOARD OF EDUCATION

JOSEPH M. GREEN, *President*
 HOWARD G. BARNETT
 RICHARD B. McDERMOTT

MRS. F. C. SWINDELL, *Vice-President*
 G. ELLIS GABLE
 MRS. VIRGIL O. WOOD

ARMON H. BOST

STAFF MEMBERS

Phone 54-6141

<i>Superintendent of Schools</i>	DR. CHARLES C. MASON
<i>Administrative Assistant</i>	MRS. ELLA WHITMAN
<i>Assistant Superintendent for Special Services</i>	DR. BYRON L. SHEPHERD
<i>Assistant Superintendent for Instruction</i>	DR. JESS S. HUDSON
<i>Assistant Superintendent for Business Services</i>	J. ROY INBODY
<i>Director of Administrative Services</i>	ROBERT A. HARRIS
<i>Co-ordinator for Secondary Education</i>	CECIL O. BENSON
<i>Co-ordinator for Elementary Education</i>	A. V. OGLE
<i>Director of Personnel Services</i>	JOHN A. VENABLE
<i>Director, School-Community Relations</i>	WILLIAM F. DUNN
<i>Director of Research</i>	DR. FRANK R. PAULY
<i>Director of Budget and Finance</i>	V. S. GILLIAM
<i>Assistant Superintendent Emeritus</i>	O. C. GRIGGS

RELATED SERVICES

DEPARTMENT	NAME	OFFICE
<i>Attendance and Census</i>	H. H. EDWARDS	Educational Service Center Annex
<i>Radio, Television, B-E Day</i>	GEORGE MCKINNEY	Educational Service Center
<i>School-Community Relations and Special Studies</i>	MORGAN POWELL	Educational Service Center

SUPERVISORS

<i>Adult Education</i>	GEORGE MARSH	Educational Service Center
<i>Art</i>	MISS LUCILE ADAMS	Educational Service Center
<i>Audio-Visual</i>	DR. TED ANDERSON	Educational Service Center
<i>Business Education</i>	MISS EDITH WHITE	Central
<i>Foreign Language</i>	MRS. ISABEL SMITH	Central
<i>Homemaking</i>	MRS. MILDRED PUGH	Educational Service Center
<i>Industrial Arts & Vocational</i>	M. J. RULEY	Educational Service Center
<i>Kindergarten & Primary Grades</i>	MISS MARY McCLENAGHAN	Educational Service Center
<i>Assistant</i>	MRS. CONSTANCE BROOKS	Educational Service Center
<i>Language Arts</i>	MISS LORETHI WIGGINS	Educational Service Center
<i>Mathematics</i>	COY C. PRUITT	Educational Service Center
<i>Middle Grades</i>	MISS LOLA TOLER	Educational Service Center
<i>Music</i>	GERALD WHITNEY	Educational Service Center
<i>Assistant, Instrumental</i>	CLARENCE F. GATES	Central
<i>Assistant, Vocal</i>	MRS. C. B. NEELY	B. T. Washington
<i>Assistant, Vocal</i>	MRS. MARY NICHOLS	Educational Service Center
<i>Physical Ed., Girls & Elementary Boys</i>	MRS. HELEN CORRUBIA	Educational Service Center
<i>Physical Ed., Boys in Secondary Schools</i>	GRADY SKILLERN	Educational Service Center
<i>Reading Clinic</i>	DR. EARL C. DENNEY	Educational Service Center Annex
<i>Science</i>	MISS LUCILE BERLIN	Educational Service Center
<i>Social Studies</i>	MISS ESTHER LARSON	Educational Service Center
<i>Special Education</i>	JACK PAXTON	Educational Service Center Annex
<i>Tests and Measurements</i>	DR. AMANDA HERRING	Educational Service Center Annex

EVERY TEACHER SHOULD HAVE

- (1) YOUR CHILD AND YOUR SCHOOL—*A Handbook for Parents of Children in the Elementary Schools*
- (2) YOUR CHILD AND YOUR SCHOOL—*A Handbook for Parents of Children in the Secondary Schools*
- (3) MANUAL OF OPERATIONS

DO YOU HAVE A COPY OF EACH OF THESE BOOKLETS?

If you do not have, ASK YOUR PRINCIPAL NOW!

DIRECTORY OF BUILDINGS

BUILDING	ADDRESS	PHONE
Addams Elementary School	5400 West 60th St.	50-9240
Alcott Elementary School	Garrison at 46th N.	
Barnard Elementary School	17th & South Lewis	6-6763
Bell Junior High School	6300 E. Admiral Blvd.	8-4454
B. T. Washington Senior High School	1531 E. Woodrow Pl.	2-9256
Bryant Elementary School	6201 E. Virgin St.	8-1419
Bunche Elementary School	Apache & Zunis	3-1445
Burbank Elementary School	3rd & Lakewood	8-3503
Burroughs Elementary School	1924 N. Cincinnati	54-7824
Carver Junior High School	624 E. Oklahoma Pl.	4-4457
Celia Clinton Elementary School	1740 N. Harvard	9-6007
Central Senior High School	6th & Cincinnati	54-6141
Cherokee Elementary and Junior High School	North Peoria (Turley)	4-1591
Children's Medical Center	4900 South Lewis	7-7543
Chouteau Elementary School	Archer & 43rd West Ave.	
Cleveland Junior High School	724 N. Birmingham	9-5441
Clinton Junior High School	2224 W. 41st St.	50-6155
Dunbar Elementary School	1510 North Madison	5-9435
Edison Junior High School	3000 E. 41st St.	7-3305
Educational Service Center	410 S. Cincinnati	54-6141
Educational Service Center Annex	E. 15th & Quaker	54-6141
Eisenhower Elementary School	2819 S. New Haven	7-5670
Eliot Elementary School	37th & S. Rockford	7-1814
Emerson Elementary School	N. Boston & Latimer	3-4226
Eugene Field Elementary School	1116 W. 22nd St.	3-2066
Franklin Elementary School	1135 South Yale	6-1304
Hawthorne Elementary School	1115 East 33rd St., North	5-1286
Henry, Patrick, Elementary School	South Louisville & 41st St.	7-8437
Holmes Elementary School	South Peoria & 45th Pl.	7-4202
Hoover, Herbert, Elementary School	23rd & Darlington	
Horace Mann Junior High School	East 11th & Boston	2-3708
Irving Elementary School	18 North Maybelle	3-2063
Jefferson Elementary School	808 South Wheeling	3-5809
Johnson, Charles S., Elementary School	507 East Easton	2-5086
Kendall Elementary School	East 7th & Columbia	6-1000
Lanier Elementary School	East 17th & Harvard	6-1305
Lee Elementary School	East 21st & Cincinnati	3-8681
Lincoln Elementary School	East 15th & Peoria	3-2064
Lindsey (Riverview) Elementary School	West 12th & Frisco	54-7632
Lombard Elementary School	1205 West Newton	2-5932
Longfellow Elementary School	1240 East 5th Pl.	2-9919
Lowell Elementary and Junior High School	1000 North Quaker	2-6135
McBirney Elementary School	Nogales & 36th Pl.	50-6244
McKinley Elementary School	6703 East King	8-8313
Maintenance Building	519 N. Boston	54-6141, 54-6940
Manual Arts Building	908 South Cincinnati	4-4447
Mark Twain Elementary School	541 South 43rd West	3-5013
Marshall Elementary School	1142 E. 56th St.	72-9880
Osage Elementary School	318 West Golden	2-3701
Owen Elementary School	1132 North Vandalia	9-4648
Park Elementary School	3205 West 39th	50-6443
Pershing Elementary School	Waco and Easton	2-5081
Porter Elementary School	1740 West 41st St.	50-6414
Revere Elementary School	51st & South Lewis	7-3683
Riley Elementary School	5700 Sand Springs Road	3-0053
Robertson Elementary School	2720 West 48th	50-6493
Rogers Senior High School	3909 East 5th Pl.	6-1174
Roosevelt Junior High School	301 North Quannah	2-8949
Ross Elementary School	Memorial & Summit Road	8-1966
Sequoiah Elementary School	3441 East Archer	6-1826
South Haven Elementary School	5409 South 40th West Ave.	50-8726
Springdale Elementary School	2510 East Pine	9-8890
Warehouse, Sixth Street	1627 East 6th St.	54-6141
Warehouse (old Washington School)	First & Rockford	4-7201
Washington Elementary School	Pine & 76th East Ave.	8-8013
Webster Senior High School	1919 West 40th	50-6124
Whittier Elementary School	68 North Lewis	2-3090
Wilson Junior High School	East 11th & Columbia	6-1148

TULSA PARKS AND PLAYGROUNDS
TULSA, OKLAHOMA
1954

NAME	ADDRESS	ACRES	PLAY EQUIPMENT	WADING POOL	TENNIS COURTS	REST ROOMS	BALL DIAMONDS	PICNIC FACILITIES	RECREATION BUILDING	SWIMMING POOL
ADMIRAL	Admiral & Utica	2.4	X	X	2C	X	X			
ARCHER	Archer & Delaware Pl.	4.8	X	X	2C	X	X			
BENEDICT	12th & Utica	2.6	X	X		X	X			
BOULDER	18th & Main	13.3	X	X		X	X			
BRADEN	9th & Allegheny	9.4	X	X	2C	X	X			
BULLETTE	King St. & Madison	1.8								
CARBONDALE	48th & 29th W. Ave.	1.9	X	X	2C	X	X			
CENTRAL	6th & Peoria	11.5	X	X		X	X		X	
CHEYENNE	Cheyenne & Queen	3.8	X	X	2C	X	X			
CRAWFORD	Young Pl. & Garrison	15.8					X			
CRUTCHFIELD	Independence & Quaker	2.6		X			X			
DAWSON	North Kingston	.5	X	X		X	X		X	
FLORENCE	21st & Gary Pl.	1.3	X	X	2C					
GARY	12th & Gary Pl.	.5	X	X						
GREENWOOD	Greenwood & Latimer	1.09	X			X	X			
HOWARD	25th & Quannah	13.9	X	X	2C	X	X	X		
LINCOLN	Virgin & Madison	13.4	X	X	2C	X	X	X	X	X
LOCUST	13th Pl. & Cincinnati	3.3	X	X	2C	X	X	X		
LOWELL	Latimer & Rockford	3.3								
McCLURE	7th & 73rd E. Ave.	53.3					X	X		X
MOHAWK	Northeast of City	2832.0	X				X	X	X	
NEWBLOCK	Union & S. S. Road	127.3					X	X	X	X
OWEN	Edison & Quannah	24.9	X	X	2C	X	X	X	X	
PENNY	49th W. Ave.	1.3	X	X						
FRANK H. REED	41st & Union	29.2	X	X	4		X	X	X	
REED	8th & Delaware	2.1	X	X	2C	X	X			
RESERVOIR	Young & Victoria	13.4								
RIVERSIDE DRIVE		Scenic								
SPRINGDALE	Pine & Zunis	4.5	X	X	2C	X	X	X	X	
SWAN LAKE	17th Pl. & Utica	3.3								
TERWILLEGGER	59th W. Ave. & 10th	2.0	X				X			
TRACY	11th & Peoria	3.4	X	X	8C	X	X			
TURNER	4th Pl. & Jamestown	8.6	X	X	4C	X	X	X		
WEST TULSA	21st & Nogales	3.0	X	X		X	X			
WOODWARD	21st & Peoria	33.9	X							
YAHOLA	Northeast of City	35.0	X				X			
YALE	Yale & Independence	9.24					X			
ZINK	33rd & Rockford	15.0	X	X			X			

NEW PARKS—UNNAMED AND UNDEVELOPED

ANDERSON TRACT	28th N. & Boston	17.6								
TURKEY MOUNTAIN	56th & Union	70.0								
CAMPBELL TRACT	4th & 41st W. Ave.	22.0					X			
MUDD TRACT	41st & Pittsburg	19.0					X			
REVERE TRACT	56th & Delaware	20.0								
UTE	Ute & Pittsburg	19.4					X			

SOME IMPORTANT TELEPHONE NUMBERS

AAA Auto Club of Oklahoma	Fourth & Elgin	4-1171
Automobile License Bureau	117 West Second St.	3-0435
Chamber of Commerce	616 South Boston	5-1202
County Election Board	County Courthouse	3-2990
County Superintendent of Schools	County Courthouse	3-8744
Dairy Council of Tulsa	Wright Building	4-8280

EXTREME EMERGENCY—DIAL “OPERATOR”

Federal Bureau of Investigation	Federal Building	3-2869
Fire Department (to report fires)	17 West Second St.	2-3131
Gilcrease Foundation	Ozark & Osage Road	3-8148
Little Theatre	1511 South Delaware	6-2014
Oklahoma Education Association	323 Madison, Oklahoma City	JACKSON 4-8426
Oklahoma Highway Patrol	1924 South Phoenix	2-1531
Oklahoma Natural Gas Co.	624 South Boston	3-6161
Oklahoma Tax Commission (Income Tax)	123 South Main	5-1640
Philbrook Art Center	2727 South Rockford Road	72-2459
Police Department (City)	Fourth & Elgin	5-1211
Post Office	224 South Boulder	2-4175
Public Library	220 South Cheyenne	2-3111
Public Service Company (electric)	600 South Main	2-6171
Sheriff, Tulsa County	County Courthouse	5-5853
State Department of Education	State Capitol, Oklahoma City	JACKSON 5-2153
Southwestern Bell Telephone Company	612 South Main	5-9101
Teachers' Retirement System	State Capitol, Oklahoma City	JACKSON 5-3571
Tulsa City Lines (intra-city bus)	739 West Fifth St.	2-2277
Tulsa Classroom Teachers' Assn.	1212 South Frisco	3-8825
Tulsa Council of Churches	17 West Tenth St.	54-6758
Tulsa Municipal Airport	East Apache	8-4411
Tulsa Teachers' Credit Union	706½ South Boston	4-3338
Tulsa Union Depot (railroad)	3 South Boston	54-4181
Tulsa Refuse Collection Dept.	City Hall, Fourth & Cincinnati	2-1114
Tulsa Water Department	City Hall, Fourth & Cincinnati	7-7121
Union Bus Terminal	319 South Cincinnati	2-2111
United States Income Tax Office	Richard Bldg., Third & Boston	5-7161
United States Weather Bureau	Municipal Airport	8-3433
University of Tulsa	600 South College	9-6351

Has your watch stopped? You need not be late. Phone

Time of Day Bureau	Fifth and Boston	2-4381
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Heritage of the Teacher



*“Sozwyngē in moral vertu was his speche,
And gladly wolde he lerne and gladly teche.”*

The world has been rolling for many, many centuries. It has rolled through good times and bad times—through darkness into light—into and out of civilization. The myriad difficulties of man have thrown him down and set him up more times than he can count.

But always there has been the omnipresent teacher pointing the way to a better living for all. Whether in the Stone Age or the Renaissance—the Dark Ages or today’s era of scientific marvels, mankind has had as benefactor and preceptor, as leader and guide: the ageless, the eternal teacher who keeps the love of learning alive in the minds of men.

No time has come yet in the world when the teachers have been “absent”. Continuously in the past they have been deliberately guiding “the growth of the immature . . . in accordance with the life aims of the group.” And forever shall it be thus.



Socrates

Christ

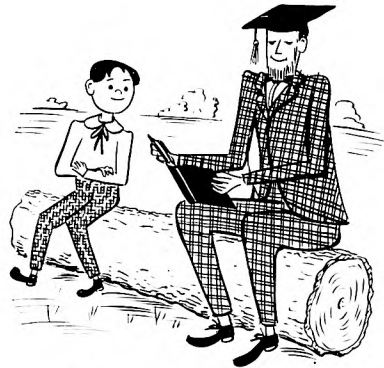
We of today by virtue of a kind of apostolic succession inherit the wealth of devotion to duty and service to man handed to us by the unnumbered millions of yesterday's master teachers. Today's teacher has the legacy of every "Pictor Ignotus"—"Unknown Painter"—of the past. We of this age could never hope for even a small measure of success were it not for the priceless gift left us by those who have gone before.

No small part of this inheritance is the unconquerable spirit that finds no job too difficult. Never a teacher found an easy job. Teachers have been stoned, burned, poisoned—and the Master Teacher Himself was crucified. Others may not have faced such drastic ends, but they have all had incredibly onerous tasks. And always they have kept at work—working toward success, playing the game to win, "They, while their companions slept, were toiling upward through the night."

That low man seeks a little thing to do,
Sees it and does it;
This high man, with a great thing to pursue,
Dies ere he knows it.

That low man goes on adding one to one,
His hundred's soon hit,
This high man, aiming at a million,
Misses an unit.

From *A Grammarian's Funeral*
by Robert Browning



Early Renaissance Scholars
"Mark Hopkins"



*This is not the way to supervise grounds
at lunch time.*

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*A teacher without books is a carpenter
without his hammer, a mason without his
trowel, or a plasterer without his hawk.*



A monument erected in honor of Washington Irving, who visited the site of Tulsa on October 14, 1832, stands at the corner of North Vancouver and West Easton. Inscribed in everlasting stone upon one side appears a judgment from Irving's book, *A Tour of the Prairies*: "It seems to me as if these beautiful regions answer literally to the description of the land of promise, a land flowing with milk and honey."

APPENDIX E

Appendix E

THE GUIDANCE PROGRAM
of the
TULSA PUBLIC SCHOOLS

A Statement of Aims, Purposes and Procedures

Prepared for

In-Service Education

TULSA, OKLAHOMA
1959

THE GUIDANCE PROGRAM

Function and Scope of the Guidance Program

The guidance program of the Tulsa Public Schools is concerned in a broad sense with the mental and physical health and personality development of each child with whom the school comes in contact. Guidance is inherent in the total process of education. One of the ultimate goals of guidance is a well-integrated personality. The guidance program concerns itself with the problems of all youth, not just those who are disciplinary problems, failing in classwork, or acute maladjustment cases. It is the purpose of the guidance program to help each individual make the best possible adjustment between his own emotional needs and the demands of the society in which he lives. Therefore, the immediate objective in guidance is to help each pupil meet and solve his problems as they arise. One of the ultimate objectives of all guidance is self-guidance. To achieve such a guidance program demands that we have a belief in and a respect for the dignity and worth of each individual child.

Every teacher on the school staff has a responsibility for aiding in the guidance of boys and girls. Every person who accepts responsibility for a share in the guidance program must aid in discovering the needs and problems of each child and help the child in resolving his problems. The guidance program includes both the helping of each child adjust to an established or required pattern, and the adjusting of the pattern to better meet the needs of the individual child.

The acceptance of the responsibility for a guidance program as defined above suggests the following implications for the school:

For the Individual Child

1. To provide conditions that will give every child a maximum opportunity to feel socially secure, free from abnormal fears and anxieties, happy in the belief that his best achievements are worthy and acceptable.
2. To provide opportunities for each child to find success.
3. To develop those understandings and attitudes that foster sound physical and mental health.
4. To develop fundamental attitudes toward good social behavior - behavior appropriate for various places and times.

5. To develop poise, resourcefulness, and increasing self-direction.
6. To develop interests of intellectual, social, and recreational value.
7. To acquire educational, vocational, and personal-social information necessary in making decisions concerning present and future plans.
8. To aid in the selection of a worthy, satisfying vocation which is compatible with the individual's interests and aptitudes.
9. To develop self-control in terms of the best interests of the group and the attitudes and abilities of cooperating successfully with others - a sense of personal responsibility for group welfare.
10. To develop an understanding and a wholesome respect for the acceptance of one's own capabilities and limitations, as well as those of other people.
11. To develop confidence in and respect for one's self.

For the Organization and Operation of the School

1. To place the needs of individual personalities above most other considerations of school procedure.
2. To provide a curriculum and working conditions where each child may work successfully to full capacity.
3. To provide information concerning pupil needs, aptitudes, and interests which will help in determining appropriate instructional materials and experiences.
4. To provide conditions where children actively participate in planning and successfully carry through group activities.
5. To provide the pupils with teachers whose classrooms have an atmosphere of good will and kindly understanding.
6. To provide professional service to aid teachers in developing the attitudes, skills, and techniques necessary for successful counseling in the classroom.

7. To provide health services that will aid in detecting physical conditions that may be causing maladjustment.
8. To provide counseling with parents where it is needed in order to help in the adjustment of the pupil.
9. To provide specialized services for those individuals who cannot be adjusted through group procedure or through the individual efforts of the classroom teacher.
10. To provide an opportunity for an organized cooperative approach to the solution of staff problems.
11. To provide an opportunity for staff planning so that a common point of view and goals may be developed.
12. To provide systematic counseling with parents and students in regard to planning a high school course, vocational plans, improvement in personal ratings by the teachers, college preparation and admission, and service obligation for boys.

FUNCTIONS OF SCHOOL PERSONNEL FOR GUIDANCE PURPOSES

Classroom Teachers

Since guidance includes helping the child in all his activities - social, physical, recreational, emotional, as well as educational - the school must begin work with the first contact which it has with the pupil and continue throughout the pupil's entire school life.

The general program of guidance is carried on in a large measure by the classroom teacher. The classroom teacher plays the key role in the success or failure of the overall guidance program. The teacher must carry a major responsibility in creating a wholesome emotional climate in the classroom so that satisfactory learning experiences may be had. The teacher should know each child, both as an individual and as a member of the group, so that each child may be helped to make as much growth as possible within the limitations of his capacity for development.

Since the classroom teacher is in daily contact with the pupils, she is in a favorable position to render effective guidance to a large majority of them. She is also in a position to help detect those individuals who may need assistance from persons with specialized training and the necessary time to work with individual pupils. The classroom teacher

who accepts the responsibility and who has an understanding of child growth and development can do an effective job of guidance with most of the pupils.

Teacher observation and judgment are significant tools for good guidance. The services of counselors, deans, principals, and other specialized personnel are available for those guidance cases that require more time and specialized treatment than the classroom teacher is able to provide.

Among many guidance functions performed by the teacher, the following should receive attention and emphasis:

1. Observing and identifying problems of individual pupils.
2. Direct counseling with students within the limits of the teacher's time and schedule.
3. Referral of pupils needing special help from the counselor or other resources.
4. Observing and recording important information about individual pupils.
5. Using the classroom teaching situation to help pupils with individual adjustment and development.
6. Cooperating with other teachers, parents, and counselors on individual pupil problems.
7. Assisting the pupil in working out individual problems as they arise.
8. Providing occupational, educational, and personal-social information needed for solving problems.
9. Assisting pupils in developing techniques for solving problems.

Counselors

The counselors perform a wide variety of functions in their assignments. They aid in carrying on a program of standardized testing and interpretation of the test data to pupils and parents. They also aid with the placement service to pupils during school, as well as for future education or entry into business and industry.

Junior High School Counselors

The junior high school counselors perform a wide variety of services. Their assignments vary somewhat due to the size and organization of the particular school and the time scheduled for their work as counselors. The following items indicate areas which they may serve:

1. Supervising the enrollment and initial orientation of pupils into junior high school.
2. Counseling the class groups on the activities of the local school program.
3. Coordinating the group counseling activities of each grade level.
4. Serving as advisor for planning activities which involve the parent, pupil, and the school.
5. Counseling with individuals on problems of adjustment.
6. Counseling with parents and pupils on matters of school attendance.
7. Consulting with classroom teachers on pupil personnel problems.
8. Conferring with pupils and parents concerning the testing program used in the schools and interpreting test scores and other information from the cumulative record.
9. Counseling with pupils and parents on individual problems such as scheduling and vocational and educational plans.

Senior High School Counselors

The senior high school counselors carry similar functions to many of those listed for the junior high school. The counselors supervise the enrollment and orientation of junior high school pupils into the senior high school. The program for incoming sophomores includes such things as class or group assemblies which provide information and guidance. They counsel with pupils regarding school activities, vocational plans, educational plans, and with individual cases of pupil adjustment. The counselors advise with teachers and parents on pupil personnel problems. They help in adjusting conflicts which may arise between teachers and pupils and assist in the improvement of the instructional program through improving the learning situation.

The counselors carry considerable responsibility for the establishment of a wholesome climate for the general program of guidance in the school. They serve an important function in establishing good rapport with the parents.

The academic success of any student is closely associated with attendance and, as a result, each counselor shares the responsibility of aiding with the attendance problem. They work closely with the attendance clerk and the assistant principal or dean of boys who is the chief attendance officer in secondary schools. Oftentimes an attendance record will reveal information that is valuable to a counselor in personal conversations with students who are having problems of one kind or another.

Many of the counselors serve as a consultant or a committee member in planning and implementing the program of social activities. Many desirable goals of education are satisfied through a program of activities sponsored by the school. Usually each class has a sponsor who directs the social activities.

A considerable portion of the guidance services rendered by the counselors comes through activities which are identified as group guidance. Among these are class forums and special interest forums. It is the responsibility of counselors and the class sponsors to plan these group guidance activities with the aid of teachers, students, and where feasible, the parents.

The resources of the community are utilized to bring various types of information which contribute to educational and vocational planning.

Girls' Counselor (Junior and Senior High School)

One of the primary functions of the girls' counselor is the adjustment of problems that arise between students, student and teacher, parent and teacher, parent and student, and the community and the school. Learning is more effective when there is an understanding between youth and adults, whether it concerns the relationships of the students and their families, friends inside or outside of the school, or with other adults. It is one of the functions of the dean or counselor to bring about this helpful understanding and to improve the relationships between students and others.

The girls' counselor aids in recognizing the educational needs of individual girls and helps in making plans to meet these needs. The dean or counselor, with her knowledge and understanding of the girls' personal problems, can be helpful to classroom teachers in meeting and successfully solving adjustment problems of the girls in their classes. The

following items indicate some of the specific duties or areas of work as related to the guidance program:

1. Acting as consultant and adviser with students, parents, or teachers who come with problems of particular interest to them as individuals.
2. Counseling with individual students regarding educational and vocational plans.
3. Working with general disciplinary cases.
4. Assisting with problems of delinquent students.
5. Helping girls who need assistance in finding employment.
6. Sponsoring and helping plan special assemblies for girls.
7. Counseling with teachers and others on cases of girls who have problems of adjustment.
8. Assisting with placement during and following school.

Assistant Principal and/or Boys' Counselor (Junior and Senior High School)

The duties assigned to the assistant principal and boys' counselor are many and varied in character, but in general they may include the following which are concerned with guidance:

1. Serving as consultant and adviser to students, parents, and teachers who come with problems of particular interest to them as individuals.
2. Assisting and advising in the organization and development of student service clubs.
3. Working with general disciplinary cases.
4. Assisting with problems of delinquent students.
5. Approving and issuing lunch and privilege passes in some schools.
6. Aiding in finding employment for boys who need assistance.
7. Gathering information and reporting on drop-outs and withdrawals from the school.

8. Supervising conduct of students in halls between classes, during fire or civil defense drills, and before and after school.
9. Helping in developing and effecting measures for safety and traffic control in and around the school.
10. Supervising at evening functions at the school.
11. Sponsoring and helping plan special assemblies for boys.
12. Counseling with boys concerning military service and vocational and educational plans.
13. Counseling with classroom teachers on problems of pupil personnel.

Principal

The principal is responsible for providing leadership and coordinating the efforts of the entire school staff of each school for the furtherance of the guidance program. He has the responsibility of carrying on an in-service program that will aid the classroom teacher and other personnel in understanding their responsibilities for guidance in the school. He supervises the efforts of special personnel who assist with problems that are too complicated and time consuming for the classroom teacher to handle. The principal assumes much of the responsibility for making direct contact with the home and other agencies which need to be contacted in order to aid in the solution of specific problems. He provides educational leadership in promoting professional growth in curriculum improvement, instruction, counseling, research, and school and community relationships.

SPECIAL SERVICES DEPARTMENT

Health Department

The School Health Department, by means of a medical examination, determines whether there is any physical basis for a guidance problem which a child presents. Pupils are referred by principals, visiting counselors, the reading clinic, or the testing department to the school physician through the nurse at the school which the child attends. After the child has been examined at the health department, a written report is sent to the school nurse who interprets the recommendations to the personnel of the school or the parents.

A corps of nurses provide health services to the schools on a regular schedule basis or upon special call. The nurse does classroom observations and counsels with pupils, parents, and teachers regarding health problems. The health services also provide periodic vision, hearing, and physical screening during the child's school life.

The School Health Department has a good working relationship with the local medical and dental societies and works closely with other health agencies and out-patient departments of the local hospitals to provide special health services which may be needed.

No treatment is given by the schools except emergency first aid.

Psychological Service

Psychological service is provided by well-qualified psychologists who furnish pupils and teachers with the counseling and guidance which will aid in achieving and maintaining good mental health. The school psychologists provide diagnostic testing service and counseling for individual pupils who are referred. The psychologists are available for counseling with parents and teachers regarding individual diagnostic tests. Children who seem to be seriously maladjusted or emotionally disturbed and who may need therapy are referred to the Child Guidance Clinic or to private physicians. The psychologists also provide individual testing to aid in determining the qualifications of pupils for special education classes and for identifying pupils with unusual ability. Referrals may be made through the Department of Tests and Measurements or through the Special Education Department.

Attendance and Census Department

This department maintains a complete census and attendance record for each pupil in the district. The department prepares statistical reports pertaining to attendance, enumeration, federally connected pupils, and child care institutions; issues affidavits of custodianship, checks on out-of-district transfers, tuition, and serves as a depository for cumulative records. The Attendance and Census Department issues all work permits to minors. The director counsels with minors and their parents on problems relating to employment and school attendance. Special visiting counselors work with pupils, parents, and teachers on problems relating to attendance.

Tests and Measurements Department

The Department of Tests and Measurements provides a regular program of tests of achievement and progress, capacities and interests of boys and girls. These tests provide data which aid in understanding the needs and development of children. Services include group examinations and individual examinations. Group examinations are given as city-wide programs. Individual tests are given to children who are too young to work well in group situations, to new pupils, to pupils who have special abilities or difficulties, or to pupils for whom detailed information is needed in working toward a better adjustment of the child. Conferences are held with parents, teachers, principals, and other guidance personnel. The Department of Tests and Measurements also serves as an agency of the Veterans' Testing Service.

Reading Clinic (1516 South Quaker)

The Reading Clinic is a laboratory for diagnosis and remedial instruction. It analyzes the individual pupil's reading case to determine the difficulty and suggests remedial techniques. The clinic provides assistance for the treatment of reading cases, both in the clinic and by the classroom teacher. The personnel of the clinic counsel with pupils, teachers, and parents regarding the individual case.

Referrals are made by the school principal or at his direction. The referral form, RC-1, "Reading Clinic Application for Diagnosis," is to be used. All available data which is requested on the application is to be supplied.

Special Education

This department assists in providing educational experiences for children who cannot be best served in regular classes. This service includes educational facilities for speech defectives, hard-of-hearing or deaf, crippled children, partially sighted and blind, mentally retarded, home bound, and gifted children.

Special classes are maintained in various schools for the mentally retarded. Other special classes are maintained for the deaf or hard-of-hearing children at Longfellow Elementary School, Horace Mann Junior High School, and Central High School. Classes for crippled children are maintained at the Lincoln and Johnson elementary schools and Horace Mann Junior High School. Classes are also maintained for the convalescent or handicapped children at the Children's Medical Center. Classes for partially sighted and blind children are maintained at Riverview Elementary

School. Speech defectives are served at the individual school by speech therapists who are regularly scheduled at the school or through speech instruction at the clinic. Several schools have organized remedial classes for reading. Classes for gifted children have been organized at the junior high and senior high school level in such academic areas as English, foreign language, mathematics, social studies, and science.

Visiting Counselors

The visiting counselors provide special assistance to parents, pupils, and teachers by securing information and counseling on problems of any nature that keep the pupil from benefiting from the school experience to his capabilities. They also aid in making referrals to other agencies in the community who may be called upon to assist in solving certain guidance problems that go beyond the scope or function of the school services. The chief function of the visiting counselor is to serve as a liaison person between the school, the pupil, the parent, and the community. Through their direct contacts with the home, the school, and the community, the counselors are able to effectively supplement the counseling done by the teacher for maximum benefit to the child.

Adult Family Life Education

This department affords assistance to individual schools in providing a program of adult guidance in relation to the children of that particular school and their parents. Services are available to adult groups as well as individuals regarding family life problems. Emphasis is placed on group guidance through the organization of parent groups to study the pre-school child.

Adult Education

The Adult Education program offers a wide range of educational services. It offers out-of-school youth and adults opportunities for learning new occupations, or being upgraded in their chosen field. The program also provides opportunities for cultural advancement and for learning wholesome recreational skills. Classes will be organized for almost any subject area where there are sufficient adult students requesting the service.

Vocational Guidance

Much of the program of vocational guidance is integrated into the general program of instruction and guidance in the regular school

curriculum. The program of vocational guidance makes its first organized approach to all students through a unit of work taught in the ninth grade on vocations. Work is given in special subject matter areas at the junior and senior high school level regarding vocational opportunities related to the particular field of education being studied; for example, the junior high school industrial arts program offers rich exploratory and try-out experiences to seventh and eighth grade boys in a variety of basic industrial activities. Ninth grade pupils in some of the schools may elect further industrial arts courses which will give them additional experiences in some of the areas in which they have shown interest and aptitude.

Students planning on an engineering career should consider courses in industrial arts while in high school. Many of the colleges and universities do not offer any type of shop or practical work. It has been suggested that this may leave a void, which may in part be corrected by courses in high school.

Interest, aptitude, and achievement tests are administered at the secondary school level and used to aid in determining the curriculum for individuals. Courses in personal development or orientation are provided in the eleventh or twelfth grade which give opportunity for personal analysis and discussion and counseling for future vocational or educational plans. Students may be given a series of tests to be used for personal analysis and individual guidance. Counseling is provided for the interpretation of the tests in terms of the special aptitudes or interests of the individual.

Special vocational counseling is given to individual pupils by counselors, deans, and the administrative staff. A special counselor from the Department of Vocational Rehabilitation Services works with some students who are mentally retarded and are about to complete their formal schooling.

A great deal of our vocational guidance comes as a result of utilizing vocational information that is available within the community. Many industrial programs, as well as professionally trained individuals, are willing to bring vocational information to the students through various media. Some will make personal appearances in special class groups as well as in career forums.

Vocational information is also available to interest students, teachers, and classes through special library facilities. Most of the major oil companies have their own libraries which they make available to students and teachers who have special interests in this area. The public library is also a good source of reference.

Many field trips are made during the year by teachers with groups of students going to laboratory situations for first-hand information. All

types of excursions are made, including almost every department of the school. This type of vocational information is valuable, especially if good procedure is followed in planning for the trip and follow-up afterwards.

Audio-visual education materials and equipment are available through our Audio-Visual Education Department for providing additional educational and vocational information for group guidance.

Cooperative Program (Supervised Part-Time Work Experience Program)

The part-time job training program is carried on in our high schools in several areas. Many students are guided into these programs wherein they attend school one-half day and work one-half day in business establishments in the community. This phase of the curriculum includes the program of distributive education, providing experiences in the fields of retailing; diversified occupations, providing experiences in trade and industrial occupations; and office training, providing experiences in the business field. The students in these programs are given individual attention and guidance both from the school coordinator and the employer. Information of vocational value is also provided by the coordinators or other teachers of related classes or in the general school program. Bridging the gap between school and employment is one of the goals of these programs.

Employment Service

The public schools, in cooperation with the Sertoma Club, are sponsoring an employment service. An office is maintained on a twelve month basis and aids students in securing employment on a part-time basis during school and full time during the summer. The placement service is under the supervision of the public schools, with the office maintained in the Education Center under the direction of the Supervisor of Business Education.

B. L. Shepherd
Assistant Superintendent for Pupil
Personnel and Special Education
Services

Approved: Charles C. Mason
Superintendent

January, 1959

A DESCRIPTIVE ANALYSIS OF THE GUIDANCE SERVICE PROGRAM
AT CENTRAL HIGH SCHOOL, TULSA, OKLAHOMA

by

ROBERT DALE JANKOVITZ

B. S., Kansas State University, 1956

AN ABSTRACT OF A MASTER'S REPORT

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requirements for the degree

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AN ABSTRACT

The purpose of the report was to analyze, from a descriptive viewpoint, the guidance service program of Central High School, Tulsa, Oklahoma. This was done for two reasons. First, to enable the author of the report to become familiar with the guidance program with the intention of becoming an effective teacher-counselor.

Second, to make recommendations for the strengthening and improvement of the overall guidance program at Tulsa Central High School. Since the author did not attach himself with any particular phase of the program it was easier to determine which portions of the entire program was being concentrated on or neglected.

Literature was reviewed to form a basis for opinion regarding the Central High School guidance program. The program at Central was then observed and evaluated by means of a questionnaire. The evaluation was further clarified by personal interviews with all counseling staff members.

Numerous general conclusions were formulated as a result of following the above mentioned procedures. The counseling staff was quite capable from an educational and experience standpoint.

Although counseling services were available to all students, there was some confusion amongst the staff as to whether or not one or more interviews a year were required.

It was also concluded that the five basic phases of an ideal program were taken into consideration. Individual analysis and counseling were a part of the program. The placement program was operated quite efficiently. The follow-up phase of the program was somewhat limited due to the newness of the entire program.

One of the greatest areas of confusion was in the field of activities related to but not necessarily an integral part of the guidance program. It was suggested that the confusion could be eliminated through continued staff experience and utilization of weekly staff meetings for discussion of fields of responsibility.

A further conclusion was the fact that definite procedures had been established for referral of students with special problems. The guidance staff had access to a variety of specialists as well as numerous public and private agencies.

An apparent weakness of the guidance program was the cooperation between teachers and guidance staff members with regard to the overall functioning of the program. It was concluded that some teachers had not accepted the guidance program as an important part of the overall school program.

A final conclusion was that the guidance program at Tulsa Central, while it had some minor weaknesses, is well on its way toward becoming a very efficient, well-organized program. It was found that the guidance staff was a well qualified and dedicated group with a sincere desire to continually strengthen every phase of the guidance program.