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Project Talent, a National Survey of Aptitudes, Aids Putnam Counselors

What are the talents of American youth? How can the nation help each student to identify, develop, and utilize his talents fully?

In 1958, the American Institute for Research and the University of Pittsburgh were determined to find the answers to these questions. They decided that a representative survey of high school students to determine their talents and aptitudes was the answer. Follow-up studies would also have to be made to determine how much opportunity these students had had to develop and use their talents in their subsequent education and careers. They realized what a great help such a survey would be to school personnel in assisting their students with problems of aptitude and ability.

440,000 high school students, a five per cent sample of all students in grades nine through twelve, in 1,353 schools throughout the country, were chosen to take a comprehensive set of aptitude and achievement tests in March of 1960. Along with the tests, which required two days to complete, the students were asked to fill out an information blank and an interest inventory which provided the Project Talent staff with certain background information and an indication of the students' future plans. Test results and the interest inventories, together with the backgroud information, were to provide the basis for follow-up studies one, five, ten, and twenty years after the students were graduated from high school.

Approximately 1500 Putnam City students took the battery of tests in 1960, and while results are not given specifically for this school, the national results can be significant in long range planning to utilize student talent.

Although the full implications of Project Talent may not become apparent for many years, some preliminary analysis of data reveals several important facts which should be of immediate interest to teachers and school administrators.

For example, when tests of achievement for students from various parts of the country were compared, it was found that students from schools in the Northeast tended to score slightly higher than average, whereas students from the Southeast tended to score lower than average. The differences are not large, however, and both high and low scores among students in all parts of the country were found.

A great deal of variation was found in the amount of student learning from school to school in every state. Many students who rank in the lowest quarter in the schools they are now attending would rank in the highest quarter if they were to transfer to other schools in the same state. This would also be the case in some of the larger cities. The educational accomplishment of students within the same school also varies widely. In most schools about twenty per cent of the ninth grade students tested had already attained a higher level of achievement than the average achievement for students in the twelfth grade.

An analysis of Project Talent data indicates that a measure of how much students have learned before they enter the ninth grade is by far the best predictor of how they will learn in four years of secondary school. This measure, in turn, appears to be closely associated with the educational backgrounds and occupations of parents.

It was found that schools differ markedly in the effectiveness of their learning programs. One of the first analyses completed involved studying the relationship between the amount of student learning and several hundred factors concerning the more than one thousand schools which took part in the study.

The single factor most closely related to student learning was the beginning salaries paid to teachers. Size of community, school, or class, and the age of the school building showed only slight relation to student learning except that seniors in larger schools tended to make higher scores in physical sciences and mathematics than did twelfth graders from the smaller schools. This difference may be because many of the small schools participating in the project had only limited course offerings at the advanced levels in these subjects.

Guidance was another factor considered in the search for answers to questions about student talent. Of the schools in our sample, seventy-three per cent reported that they had guidance programs to which "one or more staff persons are officially assigned."

How effective are these guidance programs? An analysis of current data shows that as students progress through high school, they tend to make more realistic occupational plans in terms of using their talents and abilities.

Nonetheless, many high school seniors had occupational plans that seemed unrealistic. For example, a large number who apparently lack the necessary aptitudes and abilities were found to be planning for careers in science and engineering.

Furthermore, many students who appear to be well-suited to follow such careers had not made such plans.

By means of subsequent follow-up studies and more systematic and detailed analyses of the data Project Talent hopes to provide teachers, counselors, and school administrators with a better insight into the nature of student talent. Such insight is necessary if our schools are to have programs which will help students identify, develop and utilize their talents to the fullest.

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pleted by fall of 1968, but what of the present crowded conditions?

Administrators have found a temporary solution to this problem by creating an expanded schedule for the 1966-67 and 1967-68 school terms. This amounts to the addition of two extra class hours, a zero hour and a seventh hour, and a reshuffling of student schedules.

Qualified students were offered a choice of schedules in addition to the 8:00 to 2:45 schedule, or "B" schedule during pre-enrollment meetings last year. A four-hour schedule, "A" schedule lasting from 6:55 to 10:59, and a five-hour schedule, "C" schedule, from 10:59 to 3:45, have been incorporated into the daily routine .

Next year the "C" schedule will be abandoned due to lack of participation this year. Not enough students showed interest in the "C" schedule this year to counterbalance the number of "A" schedule students. As a result "C" schedule will be done away with during the 1967-68 school term.

450 of next year's sophomores will be compelled to attend their first, second, and third hour classes in the present fourth grade classrooms at Central Elementary School. These sophomores will return to the high school after "A" schedule students have left to attend their fourth, fifth, and sixth hour classes.

"A" schedule students come to school an hour earlier and are out by 11:00. The cafeteria facilities are less crowded because these students must leave the school grounds as soon as they're out of school for the day and do not eat lunch in the cafeteria. "C" schedule students are scheduled to eat lunch in the cafeteria if they wish. Their fourth hour is comparable to "B" schedule fourth hour in that they are scheduled to lunch periods coinciding with their particular fourth hour class.

"A" and "C" schedule students are responsible for their own transportation to and from school. This eliminates some students who would otherwise be eligible for this plan.

Seniors who lacked four or less credits to graduate were considered qualified. They were required to take four solid credit hour courses, however, so many seniors, those with an activity period in their schedule, were disqualified. This includes boys in sports, journalism staff members, pep club officers, student council officers, office aids, teachers' aids, and students in gym classes.

Many of the transfer students to Putnam this year were required to take "C" schedule. Due to the later enrollment of these students, there wasn't room for them on "A" or "B" schedule. They were thus compelled to take "C" schedule, balancing the number of students on "A."

There are a great many pros and cons to this schedule arrangement. Students who are only taking four credit hours can spend their time at home or at work instead of in study halls at school. Its most important advantage is that it enables students to work for half a day to earn money for college.

Under this plan more students have access to school facilities such as science equipment and the library. Everything in the school from the halls to the restrooms is less crowded.

Students on "A" or "C" schedule are at somewhat of a disadvantage when it comes to attending club meetings after school. "A" schedule students must make arrangements to come back to school at the required times or miss the activity, and "C" schedule students miss them automatically because they are in class at 2:45.

In the past, due to overcrowded conditions, not all the students could attend all the assemblies. A unique plan has been devised to overcome this. The administrators decided to have double assemblies. Rather than omit any homeroom from attending the assembly, two assemblies are held, one right after the other. The auditorium is nearly filled to capacity during both.

Administrators run into some difficulties in contracting speakers for a double engagement of this kind, but they have been very successful thus far. Double assemblies necessitate double coronations for Mr. and Miss Pirateer and press queen. During campaign week, student council officer candidates deliver their speeches twice.

The student body is divided into two groups by homerooms. Group one goes to the assembly at 8:25, cutting first hour twenty minutes. At this time the remainder of the students report to second hour, where they stay until 9:20. Group two then goes to the assembly while group one reports to their second hour. At the end of the second assembly, all students report to third hour, which is also a shortened period.

"C" schedule students may come for group two's assembly. A thirty-five minute study hall is provided for them until the bell rings for fourth hour, their first class of the day.

With classes being held two added hours during the day, administrators put in a longer working day. They are responsible for students from 6:55 in the morning till 3:45 in the afternoon.

Teachers' schedules are worked out so that they teach for the same amount of time as in the past. A teacher who is scheduled to teach a zero hour class is off work after fifth hour, and a seventh hour teacher's first class begins at 9:00 in the morning.

"A" schedule turned out to be the more popular of the two, but in order for this plan to work, some students had to take "C" schedule this year. There are 275 students on "A" schedule this year and approximately seventy-five on "C". All the students on "A" or "C" schedule are juniors and seniors. Sophomores must take "B" schedule. "C" schedule is ideal for students who work a night shift. They can sleep late in the morning.

Administrators have the problem of 333 added students to cope with next year. They will know what to expect next year with the experience of this year's split schedule arrangement.

The split schedule has helped to solve the problem of overcrowding in the high school, but its repercussions are felt throughout the school. The main criticism of this arrangement is that it has a tendency to divide the senior class and undermine school spirit. It is, however, a very efficient and workable plan.

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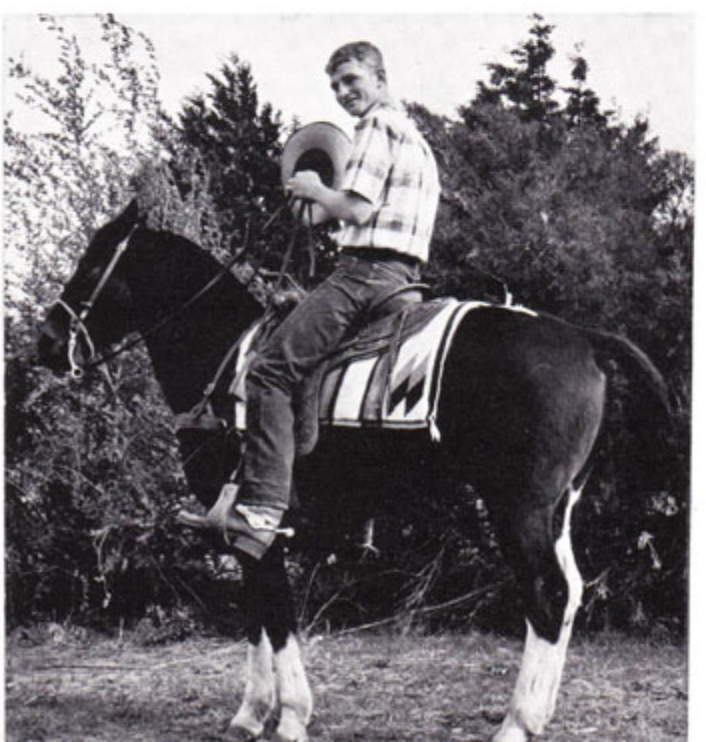
TEENAGE FASHIONS

(Above top) Donna Kerr and Terry Smith model casual wear. (Above) These boots are made for walking.

(Right) Spurs, jeans, cowboy hat, and boots make up Tommy Robinson's range attire. (Photographed by Duane Hanshew)



GO WESTERN

This summer and fall, city dudes, male and female alike, will be styling up their wardrobes with wearables right off the range. Togs with a touch of the Old West are now creating their own trends by giving mod teenagers a new look in casualwear. They offer a comfortable change for both the summer months and the early fall.

The perfect garb for roughing it around the house or adventuring well-armed with picnic basket and cooler of lemonade, Western wear combines the dash and practicality of outdoor-oriented styling with the sophisticated action look that's attuned to the times. "Dudey duds" provide something to wear when there's nothing to wear.

This season, traditional Western fabrics, including canvas and denim, set the pace for the stampede of new fashions. Cowboy denim shirts have multiple buttons on the cuffs, buttondown collars and a tight, tapered look. Snaps take the place of buttons on many cowboy shirts. Wear them with trim-fitting, prefaded blue jeans that come already looking well worn. Girls, try wheat jeans or more unusual colors such as yellow, pink or orange. Cowgirl pants are skinnied-up, pared-down and whittled the way you like 'em.

Such range-country touches as extra-wide belt loops that accommodate a brass-buckled cowboy belt, cowboy boots and hats are making the scene in a big way this year.

The most popular Western look is the denim bush jacket teamed up with copy-coat pants or culottes for girls. Try a shirtlike jacket for an extra measure of frontier spirit.

Western wear is the look of youth. It's the uncautious, move-out, be-alive look that radiates the energetic thrust of a new generation as reflected in styles with the flavor of the Old West.

The rakish aspects of range attire are apparent throughout the entire sports wardrobe. Ponchos come on with a pow and pullovers with raw-hide-laced neck plackets are powerfully popular too.

Hip-slung pants show some innovations in style since cowboy days. Skinny jeans with hug-me-tight fit show mod influence too. Slightly belled jeans fit nicely over cowboy boots.

Western-cut clothes fit the image at the most stylish affair, and blue or wheat jeans, to whose fate you are indifferent, tackle the toughest jobs. So your 1967 summer wardrobe should be filled with spirited wearables that have already won the West and are now rapidly conquering the rest of the country.

(Above) Terry Smith's cowboy hat is a remembrance of days past. (Right) A horse smile for this matching wheat denim outfit is in order. (Photographed by Mike Pasternik)

The future world will be far different from that of today—closer, more interdependent, more sensitive to cross-national currents. In the year 2000, students currently in Putnam City High School will probably be at the peak of their life effectiveness.

The creed of the American Field Service best sets forth the goal of foreign culture programs the world over:

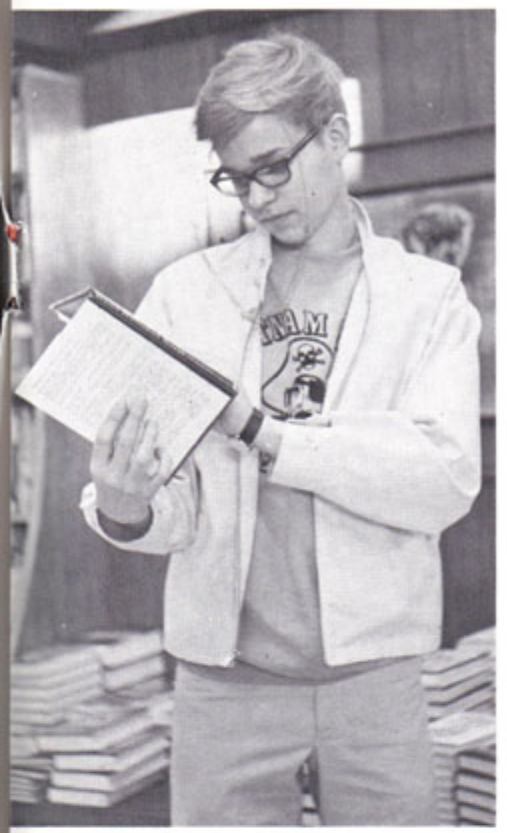
Walk together, talk together
O, ye people of the earth,
Then, and only then,
Will ye have peace.

The Goal - World Peace

(Left) Lars Dyhr-Nielsen, Putnam City's foreign exchange student from Denmark, frolics with one member of his American family, a boxer named Prissy. Lars receives no credit for his year of studies in Oklahoma. When he returns to Denmark, he will begin school August 12, classified as a junior. In Denmark school is in session six hours a day including Saturday. Every month that there is not a holiday school is dismissed for a day. Lars' experiences in this country will be shared when he returns home. (Photographed by Monty Lewis)

(Right) One way to find out more about American culture is to read. A Saturday afternoon finds Lars searching for books on American government in order to complete a report for school. (Photographed by Mike Pasternik)

(Below) Lars and his family, from left, Mr. and Mrs. Bill Blundell, Paula, Tommy, and Billy, spend many hours working in their factory, Dell-Kids Incorporated. Lars has a brother, 20, and a sister, 18, in Denmark. His father is an occupational sailor and hasn't been home in almost a year. Mrs. Blundell said, "I have no problem feeding Lars. He will eat anything." (Photographed by Kent Donley)



Putnam City, through the support of the student-exchange programs, proposes to be ever more sensitive to the involvement of students and faculty with the cultures of other peoples and other nations. Through extra-curricular activities such as the American Field Service and through exchange students sponsored by students and living in homes within the district, Putnam is taking notice of the new trend and attempting to keep up with it.

The American Field Service is a non-profit, non-religious, and non-political organization. It provides international scholarships for students who wish to effect a working system for peace through understanding and communicating with people of a foreign culture.

AFS began in Paris, in 1914, in the early days of World War I. The American Hospital there offered its services to the French Army, and some ambulances were given to it. These were driven by a handful of young Americans who were living in France at the time. Later, these ambulances were grouped together and sent to serve on the northern front. Under the leadership of A. Piatt Andrew, interest in this project was created in the United States. More ambulances were bought, and more volunteers were enlisted, until more than 2,500 Americans were serving with the French divisions on all fronts.

Between the wars, AFS continued as an organization, providing funds for a small exchange program at the university level between the United States and France.

Upon the death of Mr. Andrew in 1936, he was succeeded as Director General by Stephen Galatti, who had been second-in-command of the Field Service during the war. Mr. Galatti was a truly extraordinary person—perceptive, dedicated, and with an amazing ability to transmit his own enthusiasm and vision to others. He embodied the spirit of AFS during the next twenty-eight years, during World War II and then in the years during which the AFS teenage programs were created and achieved their astonishing expansion.

In 1939, the AFS ambulance corps again was activated. During World War II it served in Burma, North Africa, Italy, and France, and carried over a million wounded soldiers in this time.

During these years, AFS volunteers worked side by side with men of foreign countries — Frenchmen, Indians, Burmese, Englishmen, Italians. They discovered how personal contacts like these created understanding and respect. So when the war was over it was decided to continue creating personal contacts by bringing foreign students to the United States.

At first, AFS just brought college and university students. But in 1947 it was suggested that maybe this understanding could be created as well, or better, with somewhat younger people — about the last year of school in the U.S. Nobody really knew whether or not this plan would work, because no one had tried it before. So Mr. Galatti decided to begin with a small number, which was seventeen, just to see what would happen.

The program was a great success and the number of students rose quickly from year to year. This year there are 3,110 students from fifty-seven different countries in the United States.

Meanwhile, AFS started two programs designed to benefit American students. There is a summer program, in which American students go to a foreign country, and spend two months of the summer with them. As there is generally no school in session during this time, this is more of a cultural exchange rather than a course of regimented education. There is also the school-term program. This is the same program that foreign students are on, except in this case, American students are sent abroad to live and study for a year. These two are also growing rapidly.

Of the 3,110 foreign students in the United States this year, on the American Field Service program, eight are staying in Oklahoma City. The city has representatives of Australia, Egypt, Norway, Belgium, Guatemala, Argentina, Finland and Denmark.

For the second consecutive year, Putnam City High School has

continued

been able to sponsor two foreign students. This year they are Hilda Eugenia Soto Samayoa and Lars Dyhr-Nielsen. Hilda hails from Guatemala City, Guatemala, and Lars is from Svendborg, Denmark.

Financing the exchange program at Putnam City High School is entirely in the hands of the students. Each year, the Student Council conducts a campaign to raise money to sponsor the students for next year. This current year, spirit was generated through class competition. A share in the project was priced at 50c. During the homeroom period, Student Council members collected money from the students in their class.

A huge thermometer was kept in the main hall which denoted the progress of the campaign, according to classes. The goal was $1500, but the spirit was so strong that the mark was generously exceeded. Tally was kept on each of the three classes by percentage, and at the end of the campaign, the Sophomores were presented with a plaque for their winning efforts. The plaque will be passed on to the winning class each year the drive is conducted.

At the end of two weeks, an AFS sock hop was held. Students who had purchased a share used it as their admission ticket, and deposited it in a barrel. During the dance, shares were drawn and door prizes donated by local merchants were given to winners. When the final results were in, the collection amounted to $2200, and each class had broken 100% in contributions.

Hilda Soto is a pert, bright-eyed young miss who came to Oklahoma from Guatemala. Her home this year is that of the John Bills family, 4940 N.W. 30 Pl. At home in Guatemala, Hilda has a brother and a sister, both of whom are married. At home in Oklahoma City, she has seven sisters, and enjoys every one of them.

The feeling that Hilda has for her new family is reciprocated by the Bills. In her annual Christmas news letter, Mrs. Bills had this to say about her eighth daughter, "We love her as our own, and I'm afraid we won't be able to let her leave when her year is up."

Of her seven new sisters, Janet, 17, is also a senior at Putnam City. Janet is president of the local chapter of the American Field Service, and as the Bills family and Hilda are all Mormon, the activities surrounding their church are also mutual bonds.

Hilda had been to the United States previously to this time, when she came to New York to visit a friend. This year, a death in the Bills family necessitated a trip to Utah. This gave Hilda an opportunity to see many of the beautiful attractions of the western area of the country.

Hilda wants to be a secretary when she is graduated, and is pursuing that goal through her courses at Putnam City. "I like school here, but it is hard to study. I like all the people, but everything moves so fast."

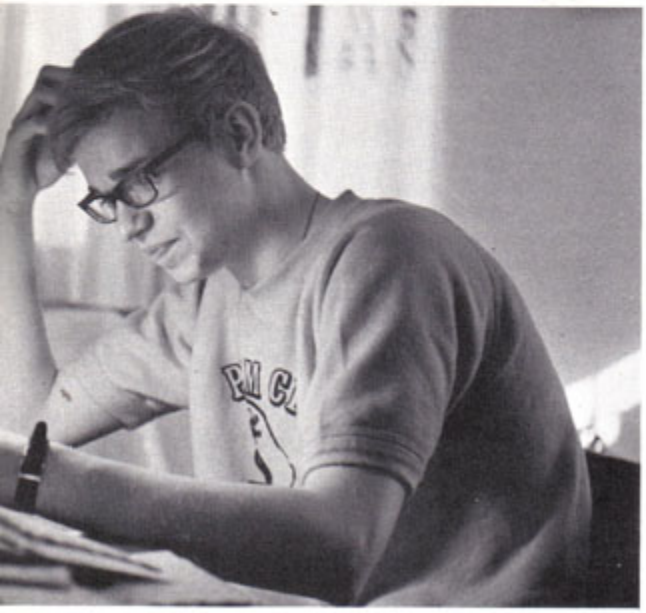
Look out—quick get out of the way—"It's a bird, it's a plane, it's LARS(?) That may not be the correct ending to a familiar line, but it aptly describes the Danish Pirate at Putnam this year.

Lars, who works as a student photographer for the Journalism department, was so anxious to have a good time this year, that he has his thumb in about every activity in the school. There was a problem, and that was transportation to all those required meetings, picture assignments, and the camera store. As AFS rules stipulate that their students cannot drive, fellow journalism students gave Lars a bicycle for Christmas. Now he gets around so fast that it proves to be dangerous if you don't see him coming.

Lars was donated to Putnam City this year by Svendborg, Denmark. He has a real soft spot for home, describing his country as a grand ole place. The same feeling goes for his family. "My mom is so good that I write her a letter every week, even though I hate to write letters." At home he has a brother and a sister, for whom "I can't describe my feelings." In Oklahoma City he is a part of the Bill Blundell family, 4016 N.W. 61st.

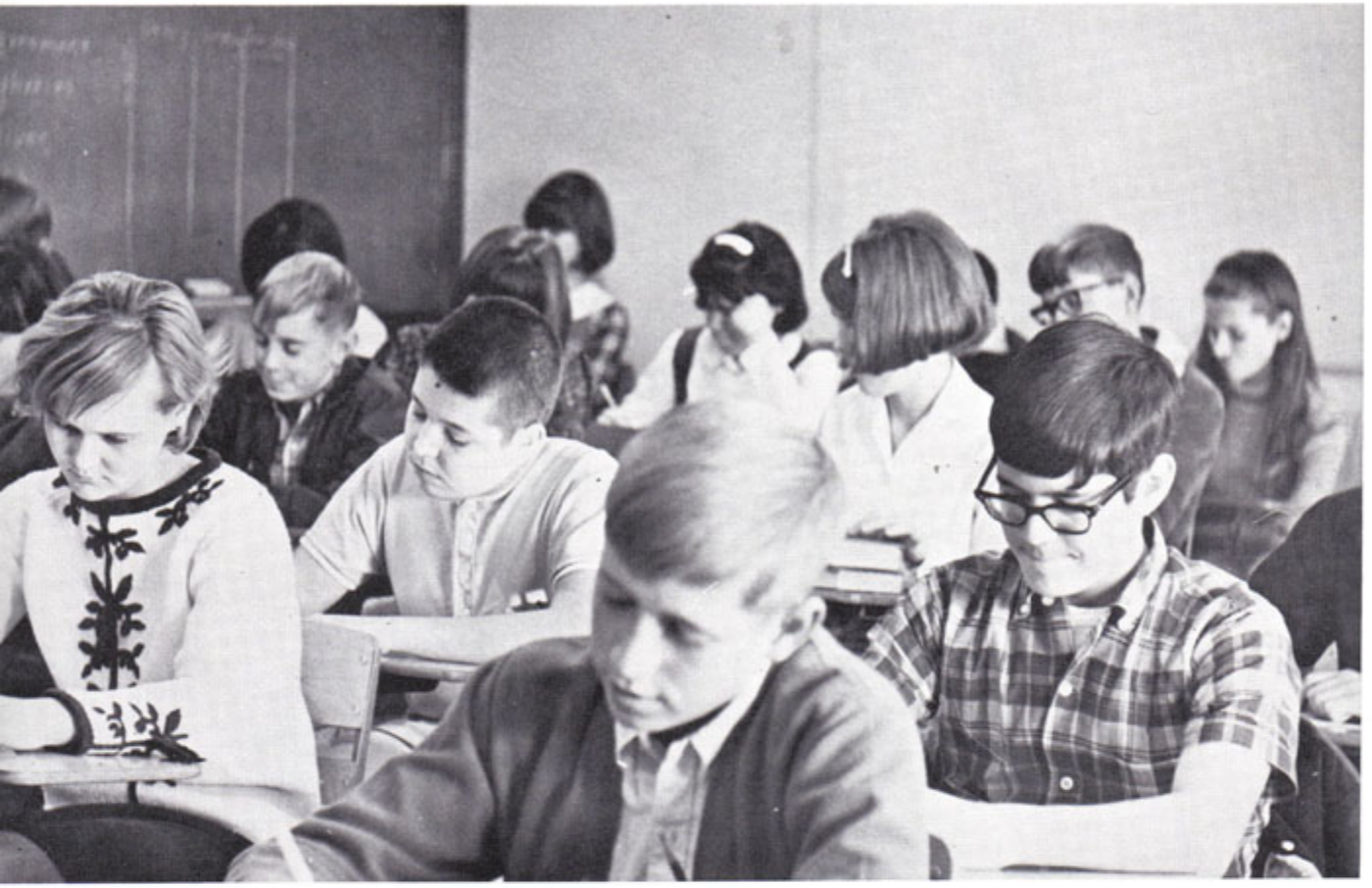
Lars sums up his feelings thusly, "It is my hope that AFS will continue growing in the spirit in which it was founded, and by that reach the goal — World Peace."

Hilda Soto's family, the John Bills, are pictured to the right. Starting at the left back row and continuing clockwise: Hilda, 17, Janet, 17, Linda, 19, Judy, 14, Cheryl, 12, Lori, 8, Dayle, ?, John, ?, Diane, 3, and Cynthia, 10. (Below) Hilda chats on the phone.



Lars spends much of his spare time at home studying. Extremely interested in photography, Lars is magazine staff photographer this year. (Photographed by Monty Lewis)

Janet Bills and Hilda Soto do manage to get some homework done. Hilda is spending her senior year at Putnam City High School and will be graduated in May with Janet.



The Putnam City School System numbers three junior high schools, thirty-four year old Central Junior High, four year old Western Oaks Junior High, and one and a half year old Hefner Junior High.

Strange things happened in and around Central Junior High last summer. Painting, hammering, draping, tiling, and plumbing were all part of the $100,000.00 remodeling project made possible by the residents of the surrounding area and the five mill tax levy.

Central now has a sidewalk running north and south near the west annex. When it rains, many a student will be thankful for this new walk when running to catch a bus. The football field is now level and grass has been grown on the field.

Central's roof has been replaced, and the ceiling, once high and old looking, has been converted into a low modern ceiling with built-in lights.

The trophy case is new and is in several parts adorning the main hall with team and student trophies.

The walls of "new Central" are a new color of turquoise-blue.

The office quarters have new carpet and air-conditioning has been installed.

A new glass entrance doorway to the library has been installed along with carpeting, air-conditioning, and sound-proof walls.

Central's new bell system can be heard two blocks away and another timing device, clocks, has been replaced.

Seven of the classrooms had new ceilings, new paint jobs, and new doors put in.

More parking areas have been added. Restrooms have been remodeled.

Central has been remodeled down to the last crack in the wall.

Another new feature at Central this year is the Cafeteria "express line". This is a new method designed to shorten the time spent fidgeting in the line, trying to keep your stomach from growling, and in general, waiting to be fed. The "express line" is Central's own idea and not included in the five-mill tax levy remodeling program.

Central's library this year is entirely redecorated and outfitted with new checkout desks, shelves, and tables. The furniture is custom-made walnut and cost approximately $9,000.00. Of the six-thousand books on the shelves, one-fourth are new at a cost of $6,000.00. The library subscribes to fifty-five magazines and three daily and three weekly newspapers.

"The Mouse That Roared" was presented by the ninth grade speech department for parents December 1, and for students Friday, December 2.

The classroom is the factory of learning. At Central Junior High, a teacher gives individual help when needed or supervises a test. The teacher aids and informs.

Junior Highs Are Unique

Central's largest club this year is the Home Economics Club, a service club organized to give the girls new opportunities and experiences, such as sponsoring the March of Dimes and sponsoring a style show and tea for the club members' mothers.

On cold mornings, Central students can visit in the gym before school. The Student Council opened the gym before school after October 31, providing the students a warm place to go while waiting for school to begin.

During football season, before the Central Wildcats-Hefner Vikings game, Central students were allowed to yell and scream during the exchange of classes. Such yells as "Yea Wildcats, sink Vikings!" could be heard in the halls between classes. Each hour the names of a few football boys were announced as the "players of the hour."

The thirty-four-year-old building has endured many years and students, and with the recent improvements it will endure many more.

Western Oaks, in its fourth year of operation, is the middle-aged Putnam City junior high school.

This year severe crowding was alleviated by an alteration of school boundaries (students who would have attended Western Oaks in the past this year went to Central), and by the addition of 16 new teachers.

New academic programs for all grades are the big news this year at Western Oaks. Eighth-graders are being offered conversational French and Spanish, seventh-graders are taught language arts by team teaching, freshmen have some team teaching in literature, and earth science is offered to freshmen not ready for biology.

A reading lab has been equipped to help both slow and skilled readers improve their ability. This is the only reading lab in Putnam City and one of the few in the state.

Study halls have been reorganized for more effective use of study time. Students are required to keep lists of their assignments and be able to prove to their study hall teachers that their work is up-to-date before they can read for pleasure. Study hall teachers have absolute responsibility of judging the suitability of the students' reading material. Study halls may be used as an extra class period for students wishing to confer with teachers.

More speech classes have been added to replace the Speech Club and a Radio Club has been started to help amateur "hams" learn more about their hobby.

A new librarian has reorganized the library to increase its productivity for students. A new cabinet has been purchased and installed to improve

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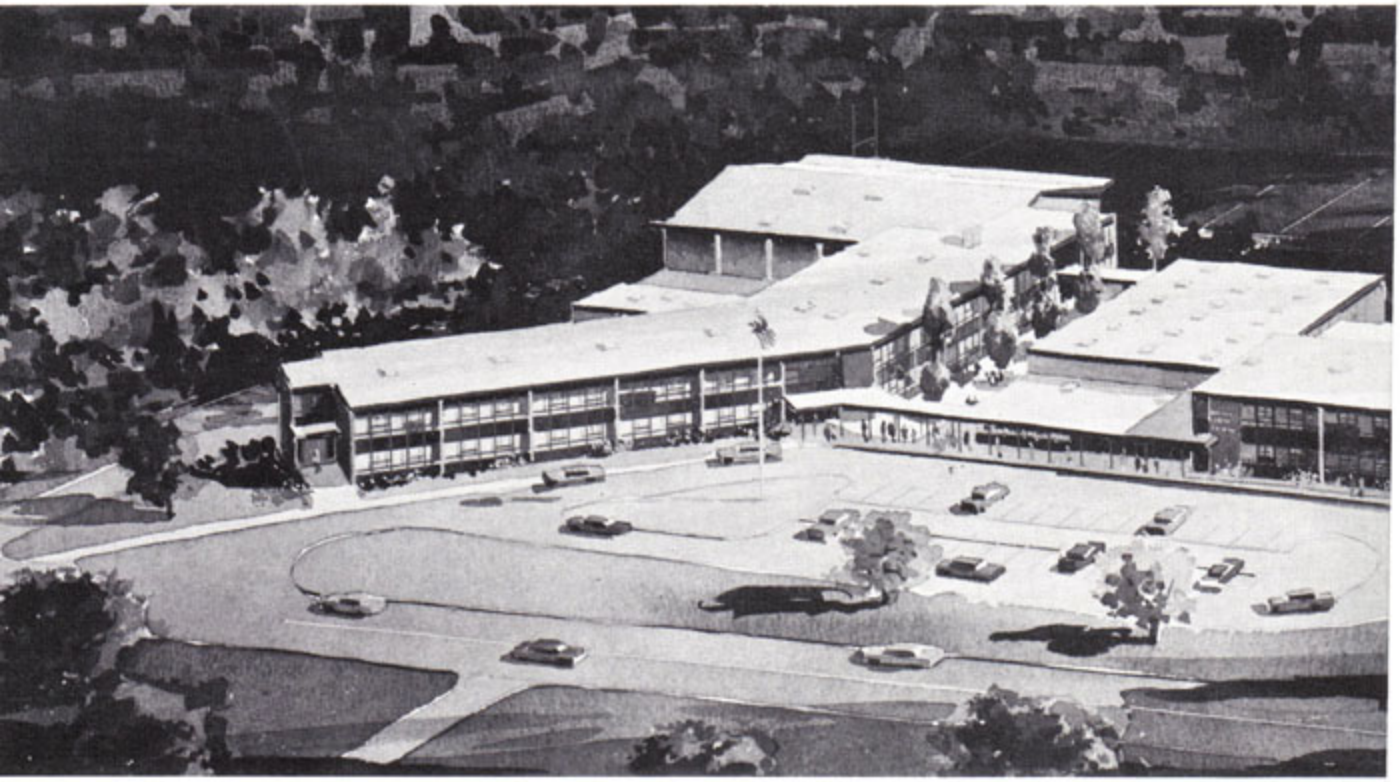

working conditions for the librarian and her student assistants. A portable cart has also been added. Orientation programs have been stepped up to introduce students to the use of the enlarged library. Four new sets of encyclopedias and a nature encyclopedia set have been shelved this year, as well as numerous additions to the record section. New films have been purchased, and great additions to the book section for teachers have been made. Approximately 500 new books are on the shelves, and more are awaiting processing. The card catalog is being redone, with cards covered in plastic to improve durability. The addition the staff is proudest of is a machine used to speed up labeling the books.

A new band teacher has changed some procedures this year. A queen was chosen from the girls in the band, and now the entire band does not attend all contests.

Split lunch periods have been instituted to alleviate crowding in the cafeteria.

More teachers "float" from room to room so that all classrooms are utilized every period of the day.

Western Oaks is moving forward with the rest of Putnam City to new areas of scholastic excellence, and continuing its own proud tradition in 1966-67.

Where to put the furniture is often a problem for a family moving into a new home, but where to put the students was far from a problem in the Hefner move last year.

All concerned agree that the first day was quite an experience. The greatest bedlam occurred in the lunchroom as kinks in the routine gave students two extra hours for lunch.

Pictured above is the architect's drawing of Western Oaks Junior High School. Although Western Oaks Junior High and Elementary School share a patio and are connected by it, they are two separate buildings. (Above right) Western Oaks students enjoy the expanded library facilities. The reorganization of facilities aids students in making the most of time spent in the library. (Right) Students congregate on the steps of the entrance to the junior high building, to study in the sunlight, chat with friends, and visit before class.

Hefner added a Secretaries Club, primarily a typing aid for teachers. This is Hefner's own arrangement. No other Putnam City school district school has one.

Ten new teachers were added last fall, and there are plans for more teachers next year. Another new faculty member, vice-principal Norman Dillard, joined the Hefner staff last fall. Mr. Dillard formerly worked at Hoover Junior High.

The "home" of Hefner is expandable to a capacity of 1500 students. Next year an enrollment of about 1350 is expected. New additions, including 12 new classrooms, with emphasis on enlarging the science department, are planned, due to the ten mill local support levy. Hefner got three of the mills.

The third and final phase of construction is to be ten more classrooms and an auditorium.

Hefner boasts one of the best-equipped science departments in the state. The science department possesses laboratory facilities unequaled in the area—a biology lab, general science lab, and earth science labs.

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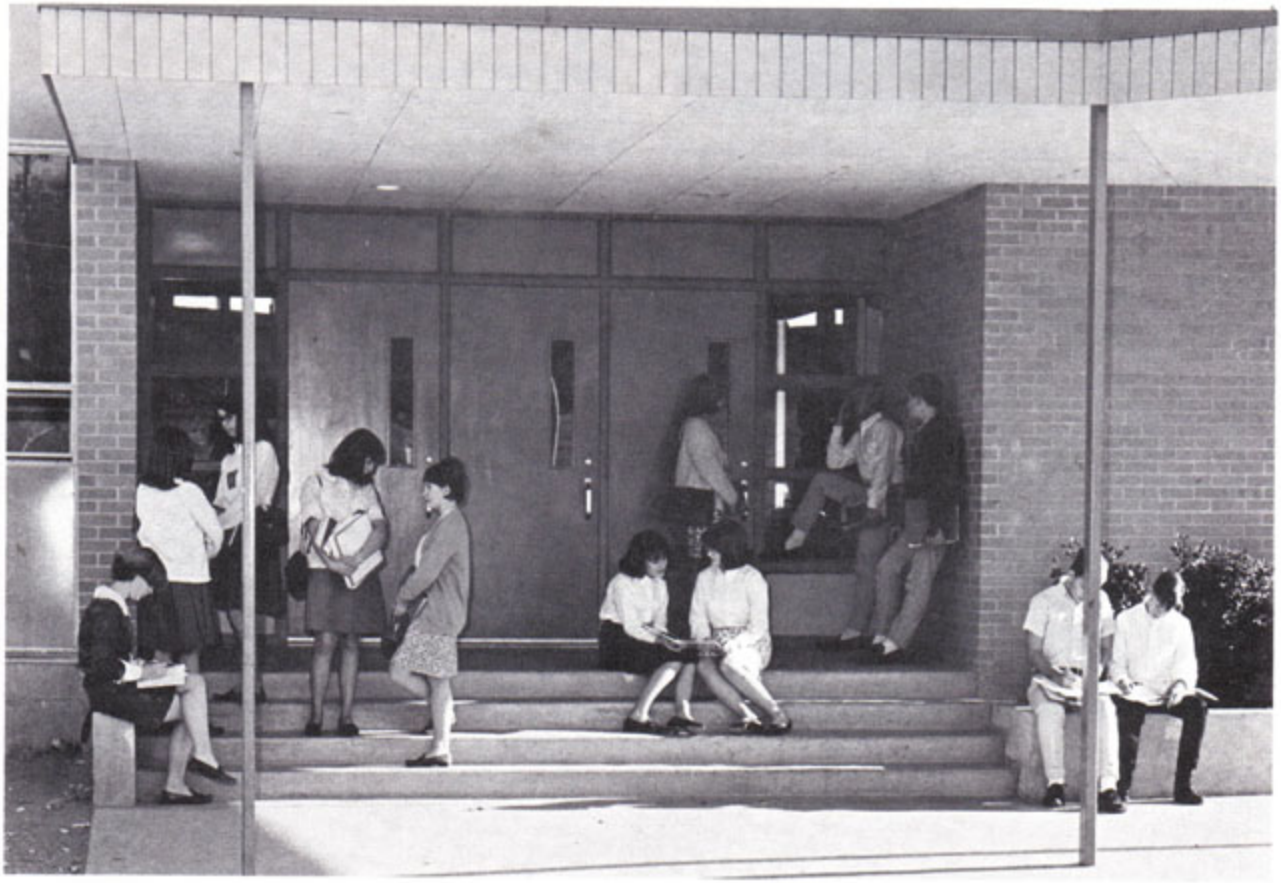
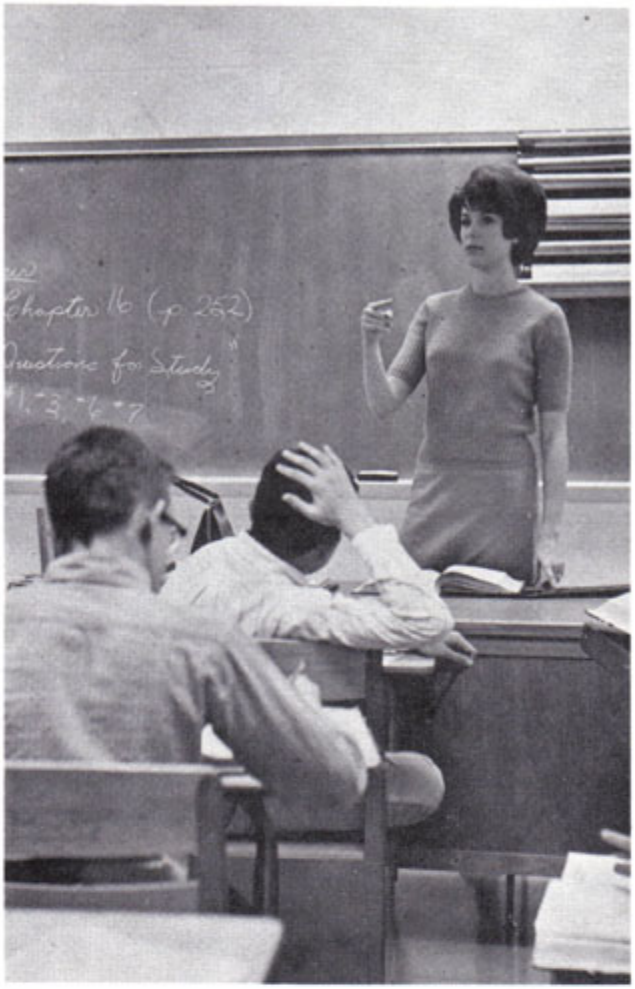




(Above and below) Hefner students take advantage of expanded classroom and cafeteria facilities.

The biology lab has special dissecting labs with an "Island Concept" that separates each worker and allows more than ample storage for each class.

General science rooms are equipped with sinks, plumbing, and gas outlets along with slate-topped tables and folding display boards.

The earth science room is specially equipped with seven lab tables, each equipped with cold water and gas outlets, as are each of the other science rooms.

For the use of the science department, two large storage rooms have been provided, located between rooms.

Blackboards are another unique feature at Hefner. These have several partitions that slide back, eliminating the need to erase important information.

Another pleasant feature is the location of the school, which seems to ease congestion during dismissal. Traffic is light on streets surrounding the school building, so interference with bus transportation is slight.

Hefner's library will hold a capacity of 14,000 books. 3000 are now on the shelves. 1500 more have been ordered by Librarian Janelle Kirby.

The library atmosphere is more relaxed than that of the usual stiff, formal library. Gold carpet and air-conditioning assure quiet comfort and the yellow of the main room lends an air of light and roominess. Library orientation lessons are given in the library by the librarian, and teachers have scheduled classes in the library.

Other rooms of the library suite include an

(Right) This architect's drawing of Hefner Junior High School pictures the original building without the present additions still under construction. Hefner's surroundings, and Lake Hefner are pictured.

audio-visual room, the librarian's office, and a group study room.

Beyond the library the cafeteria invites students to a good meal enjoyed in a bright room with varicolored chairs. The cafeteria also doubles as an instruction room.

Just east of the cafeteria is the boys' gym, now being used as a temporary auditorium.

The girls have their own gym, located north of the boys'.

One section of classrooms on the second floor is carpeted and has walls that fold so that three small rooms can be made into one large room for team teaching.

The air-conditioned vocal and instrumental department rooms are divided by an office.

Across from the music rooms is the speech and drama room. This room has a small stage and three adjoining soundproof practice rooms.

On October 19 and 20, the three act play "Time Out For Ginger," was presented by the ninth-grade speech department under the direction of Mrs. Grace McCormick, head of the speech department.

Hefner girls enjoy one of the most up-to-date home economics departments in the state. Sewing and cooking rooms are divided by a dressing room complete with storage closet.

The Hefner Chapter of the Future Homemakers of America collected more than treats when they took their little brothers and sisters out on Halloween night. They collected $48.64 for UNICEF (United Nations International Children's Emergency Fund.) This money will go to children overseas for medicine, food, schools, and repair of buildings destroyed by floods, earthquakes, and volcanoes.

During hot weather, Hefner students find it almost a relief to be sent from the warmer areas of the school to the cool, multi-colored, glassed-in, L-shaped office.

On November 11, 1966, Hefner won the title of State Student Council Secretary at the state meeting of the Association of Junior High School Student Councils in Bartlesville. This means that Hefner will host between 300 and 500 student council representatives from all over the state the first of November, 1967.

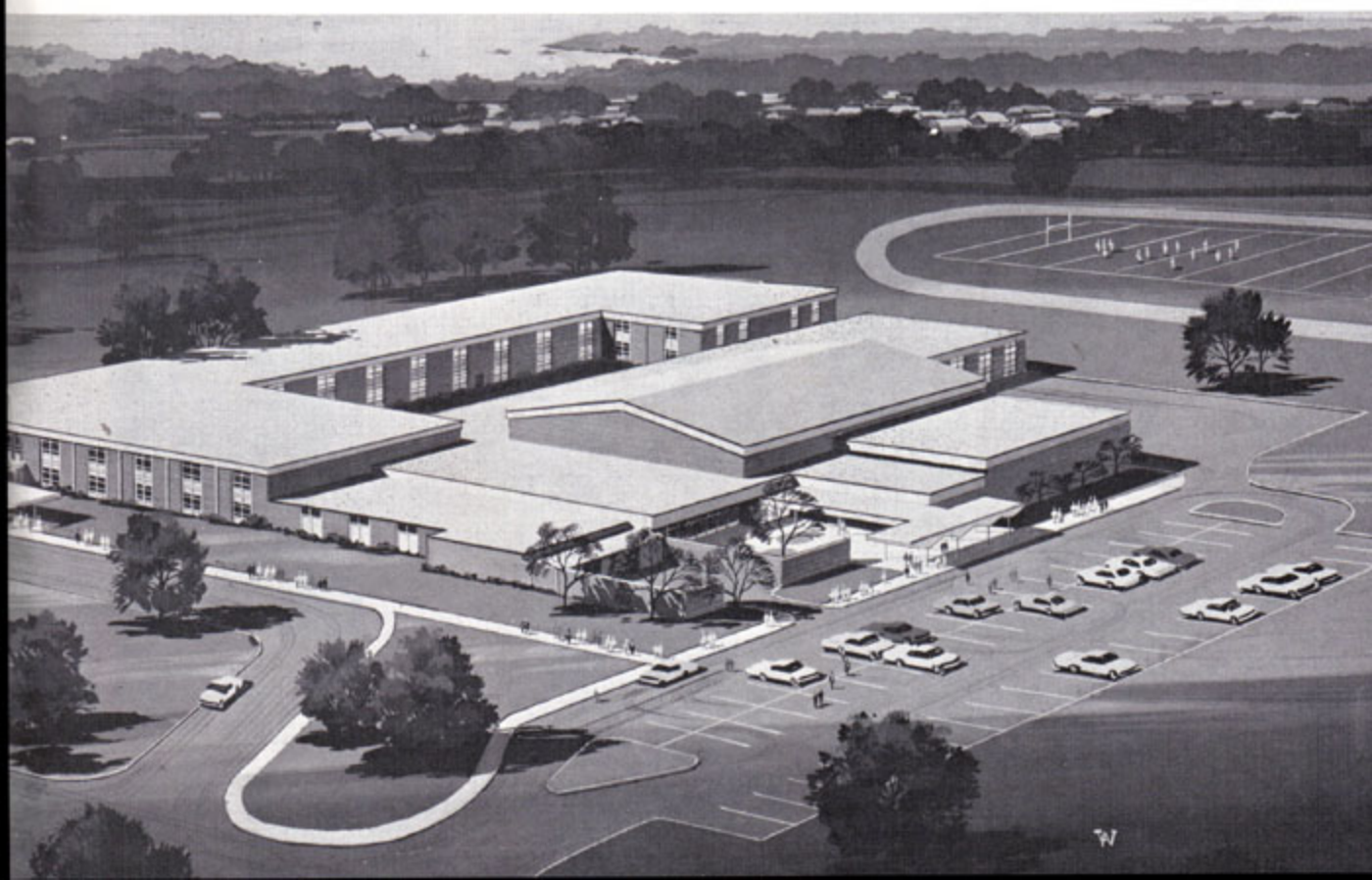
The schedule for the two-day meeting at Hefner this fall will be: arrival and registry Thursday morning, Thursday afternoon the first general session, and Thursday night a banquet and entertainment. Friday will include two more general sessions and a tour of the school.

The student council's project for this year is a $1,600.00 portable stage. The money from candy sales and the student store will pay for this.

Hefner's pep club, with 340 members, is approximately twice as large as last year's which boasted 150 members.

Hefner is located on a 20-acre site, and now has 93,000 square feet of "living space." Hefner Vikings, at home in their new home, attend the newest of Putnam City's junior high schools.

Each Putnam City junior high school is unique in its own way.



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