PUTNAM CITY HI-LITES

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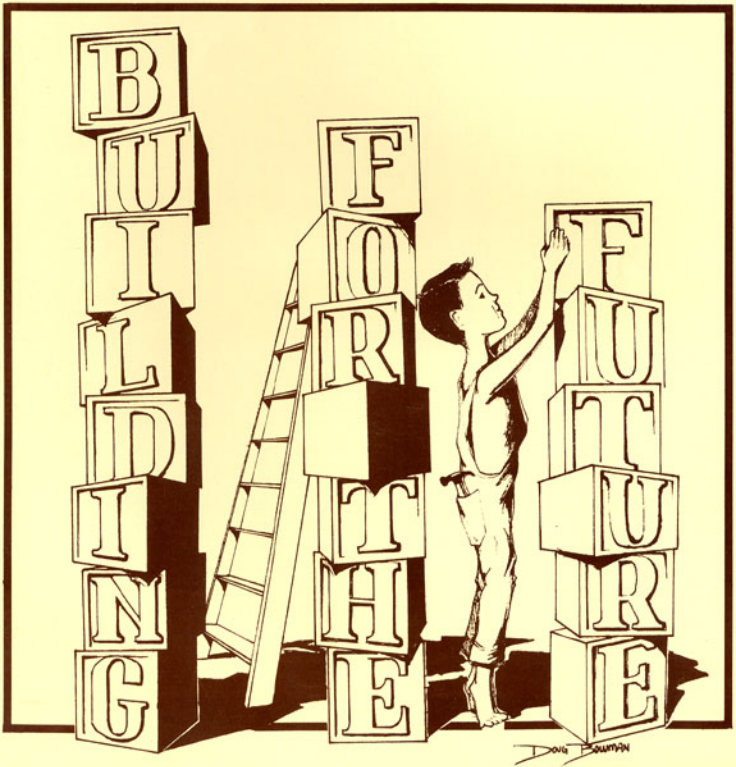

PUTNAM CITY HI-LITES

Founded A.D. 1962

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VOLUME 18

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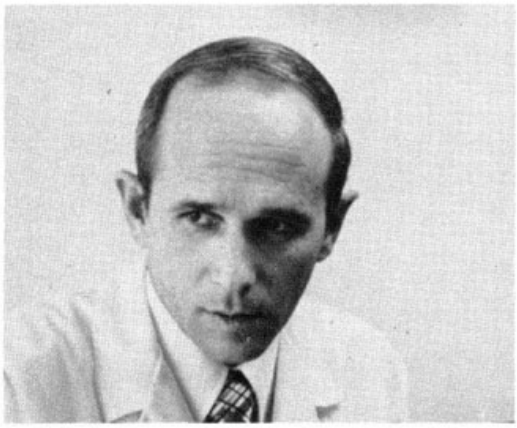

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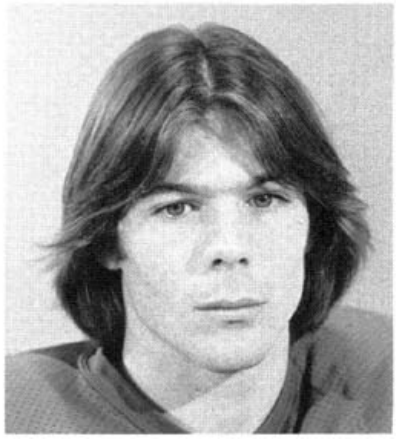
Orchestra—Strings Program

Last November the PC Orchestras were honored to have Miss Jana Jae as a guest violinist at their fall concert. 4



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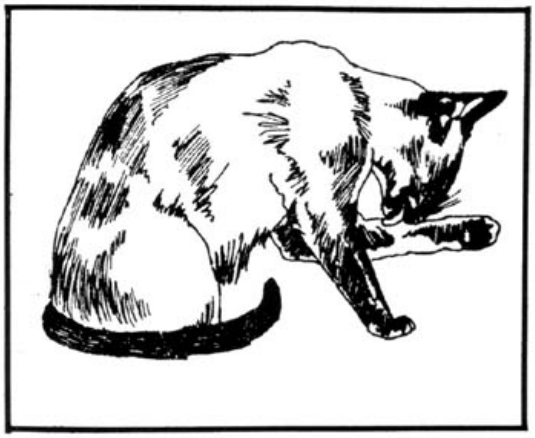

Wednesday's Child

Thanks to the cooperation of the Oklahoma citizens, KOCO-TV has two of the most successful human interest projects in the nation - that of adopting children and pets. 49

Heritage Week Center Dedicated

Old and young alike enjoyed the Heritage Day at Central Intermediate. 51

STRINGS PROGRAM

Keeping students involved and excited about strings takes careful planning and positive action.

"Early in each school year I look for a way to give our young string players some extra motivation," explained Ann Strong, orchestra coordinator for Putnam City Schools.

This year the opportunity was in the form of a concert performed with television personality Jana Jae. Students from the three senior high orchestras joined her.

Miss Jae is probably best known for her apppearance on the television program *Hee-Haw*! Her reputation in the music world includes the title of Ladies' National Fiddle Champion in 1973-74.

Demonstrating her abilities as a violinist, Miss Jae played a gypsy violin solo, "Csardas." She also performed the Bach "Double Violin Concerto" with Ann Strong, accompanied by four of the Putnam City Orchestra teachers--Joe Young, Dorothy Mapes, Densi McElderry and Deborah Moon.

The concert was sponsored by the Putnam City Orchestra Department along with the district - wide parent booster organization, P.C.S. O.A. Putnam City String and Orchestra Association).

The department offers interested children the chance to study stringed instruments. The staff consists of nine teachers and Mrs. Ann Strong, Orchestra Coordinator.

As soon as a child enters fourth grade, he is eligible to take advantage of musical instrument instruction during school hours. He may play the instrument of his choice, and he performs throughout the year for parents and friends. Children who display interest are encouraged to pursue that interest during fifth and sixth grades. Students who want to continue in an extra activity after school may be invited to play in the sixth-grade selected orchestra, the PC SOKS-Putnam City Selected Orchestra Kids.

The "season" for this group includes one after-school rehearsal per week for approximately eight weeks, culminating in a concert for their parents. They are promised new music, new friends, refreshments and orchestra fun every week. Other elementary activities include performances at the Arts Festival, halftime at high school basketball games, concerts at other school districts and seasonal concerts.

The Junior High Orchestra program is very active: they are involved in concerts, participate in district contests, help raise money for special projects, hold skating parties and take part in the Northwest Honor Orchestra.

The Senior High Orchestra participates in concerts, district and state contests, solo and ensemble contests, fund-raising campaigns and programs given at individual schools.

The nine teachers in the program include Dorothy Mapes, Miss Densi McElderry, Deborah Moon, Lowell Russell, Earl Hefley, Jean Sanford, Sublett Scott, Barbara Surface and Joe Young.

Ann Strong and Jana Jae pause for a moment before the concert.

PUTNAM CITY STRING and ORCHESTRA ASSOCIATION

The purposes for which this P.C.S.O.A. is formed are as set forth in its Articles of Incorporation. They are:

1. To promote the study, knowledge, information and skills in the fine arts of music;
2. To promote the use of the stringed musical instruments;
3. To encourage the creation of the skills of the playing of stringed instruments;
4. In connection with the Putnam City Public School System, to encourage students to study and learn the fine arts of music and, particularly, the stringed instruments;
5. To establish and create orchestras, to conduct and hold recitals and other orchestra programs;
6. To raise money for the purpose of creating and establishing scholarship funds for the furtherance of the purpose of the P.C.S.O.A.;
7. To do all other legal and lawful things expedient or necessary for the furtherance of the business of the P.C.S.O.A. □

Membership is $2 per family for each school year.

JANA JAE

CLASSICAL VIOLINIST
(Vienna Academy of Music)

CHAMPION FIDDLER
("Hee Haw's!" Blue Violin)

INDIAN EDUCATION

Both Indian and non-Indian can learn much from the sharing of values and life styles and can gain understanding of customs and arts.

"The sharing of values and life styles as well as customs and arts is a valuable tool in creating understanding and appreciation of our present pluralistic society," explains Mary Ann Brittan, Director of Indian Education for PC Schools.

Putnam City has a program--Putnam City Indian Education (PCIE)--which could easily serve as a model for other districts.

Now in its sixth year, the PCIE Department offers help in areas designed to meet the cultural and academic needs of Indian students.

The PCIE program is one of more than 200 federally--funded programs in the state. It is one of the many available for money from the U.S. Office of Education.

The actual course of the program involves cooperation between the district itself and a committee made up of parents.

One of the major parts of PCIE is the tutoring program, which is supervised by Millie McEver. It employs over 20 part-time tutors. Together they serve approximately 120 students on a prescriptive basis. This means students enter the tutoring program after being referred by the classroom teacher or as a result of testing by P.C.'s Special Services Division.

The areas in which students and tutors seem to need to work most are math and language arts.

"The success of this program is reflected through the data gathered which shows that 85 percent of those students show appreciable academic growth along with attitudinal changes related to succeeding because of the one-to-one nature of the instruction," says Mrs. Britton.

Parental involvement also increases because of the direct contact with tutors and monthly reports to the parents.

Secondary Counselor Karen Onco serves 478 students on a traveling schedule to seven secondary schools. In her third year on the job she has managed to reduce the drop-out rate of Indian students to 1.5 percent and has also reduced the excessive absence rate. Over 100 of the students in high schools receive Indian scholarships, higher education and career information which is specifically aimed at Indian students of one-quarter Indian blood or more.

Home-School Coordinator Bill Long is the outreach person who makes home visits to new families and to families where communication is needed to maintain attendance or other school-related problems. Being a sports enthusiast, he also coaches teams in the various sports as an extra-curricular activity.

Mrs. Margie Spence demonstrating Indian beadwork in the library at Central Intermediate.

Mrs. Mavis Doering demonstrating Indian basket weaving at Central Intermediate.

The three components of tutoring, counseling, and home-school coordination frequently serve as a teamwork set up where reinforcement is given to keep a child in school and achieving success. "We have been very fortunate to keep our same staff members for a period of years. That and the interest and cooperation of the people in this district have contributed to the successes we have had," smiles Mary Ann Brittan.

Some children have non-academic problems. Among these there may be a financial difficulty. For these reasons the Student Educational Fund was established. It provides clothing, school supplies and in some cases, band instrument rental for children whose families can't afford these necessities.

One area which has really grown in popularity has been the Resources Materials program. Partricia Hunter, the coordinator of Indian classroom speakers and lending library circulation works with teachers in the district to provide classroom enrichment throughout the school year. To date this year, over 4,000 students have become better acquainted with Indian Culture through the classroom speaker program. Between September and January, 188 presentations were given.

Books, audio-visuals and curriculum teaching units are also made available through the program.

"Our parent committee has always felt that these programs were important in order to teach Indian Culture to all persons and to combat misconceptions and stereotypes about Indian people," says Mrs. Brittan. □

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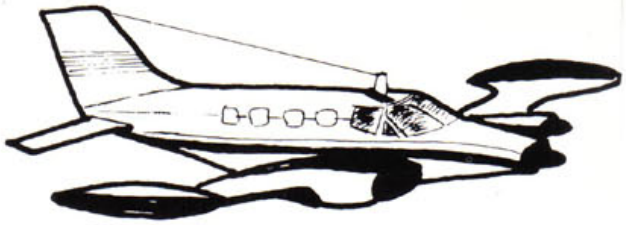

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DEDICATED, DETERMINED GWEN ALLRED

Over the past nine years, PC's Food Service Director has created 17 banners to celebrate Pirate sports' championships. She has also led the food service personnel in raising thousands of dollars for cancer.

One of the busiest people in Putnam City Schools these days is Gwen Allred, Director of Food Services.

Mrs. Allred, a former teacher at Putnam City High School, has been a dedicated Pirate fan for a number of years. In 1972 she followed the progress of the basketball team closely. When they took state, Mrs. Allred made a banner to commemorate the event. Then she found out that Putnam City had already won two other state championships. So she made those two and has continued to make banners for each state championship thereafter. So far there are 17 banners.

As the former PTA Council president says, "Making a banner is really a 'labor of love' because each banner takes 25 to 30 hours of work." Since she has made 17, she has put in over three solid weeks of work.

Mrs. Allred became active in Putnam City Schools long before she became an employee.

A friendly, outgoing person, she is also determined to give every situation in which she finds herself her best effort.

Her determination has benefited Putnam City greatly.

She's served so well in so many capacities that it's difficult to believe one person has such varied talents.

Mrs. Allred first became active in Putnam City affairs when her son began elementary school at Hilldale. From there she proceeded to become involved in setting up the district-wide PTA Council. This is the organization whose membership is composed of representatives from every P.C. school PTA group. At a monthly meeting of these representations, and the district superintendent, administrators and principals, the various schools compare notes and help each other function more effectively in their individual spheres of responsibility.

Next Gwen was employed as a Home Economics teacher at Putnam City High School where she again became involved in school activities "beyond the call of duty." Making her famous banners is just one example of her spirited dedication.

When the district decided to hire a Food Services Director, Gwen was the obvious choice. She'd already displayed her remarkable talents effectively. In this capacity, she runs a $2 million business. She makes sure that all 13,000 meals each day are served and that all 250 employees are paid.

An active contributor of both time and a great deal of effort, Gwen has participated fully in the Putnam City Cancer Drive. Her food services personnel have raised thousands of dollars for cancer research through their dedicated hard work.

"I've loved working with and for Putnam City," she grins. "They've done a lot for me, and I just want to return the favor."

Putnam City Pirates hope she continues to stay busy making banners. □

PROJECT PASS: AN INNOVATIVE SOLUTION

Nowadays "square peg" students are no longer being forced into "round hole" curriculums.

By Bob Melton

Project PASS (Practical and Survival Skills) is now in its second year of operation at Putnam City West. Funded under Title IV-C ESEA, the project works with a group of students who could be described as being non-college bound people, having a history of low school performance and poor attendance. Most of them find little in the traditional high school curriculum that is useful, or that interests them.

Naturally, they rebel by not attending class, not completing work, or not behaving. In the past, these "square peg" people were forced to fit into the "round hole," college preparatory curriculum. Project PASS is an attempt to provide a space for these students by giving them the information necessary to operate and survive in the world of today.

Students are selected for practical classes on the basis of their poor attendance, poor achievement, and by teacher recommendations which take into consideration both the student's attitude toward school and herself or himself. Students are enrolled only in the practical classes in which they have difficulty. In this way, each student's individual needs are met by providing a tailored curriculum package.

The project deals primarily with English, math and science. Project teachers are Lola Ward, 10th grade practical English; Diana Purser, 11th grade practical English; Gene Simmons, 12th grade practical English; Don Young, practical math; and Bob Melton, practical science and program director. These people, with the help of staff and faculty at West, have developed a unique curriculum to help the practical student find a useful and meaningful education in high school.

The practical English classes spend a great deal of time developing the student's reading, writing and spelling skills. In addition, each practical English grade level has particular areas of concentration. Tenth grade practical English, for example, spends extra time working to develop the student's reading skills, since a large part of the student's future success in school depends upon the ability to read. Other class activities in the 10th grade are designed to help the student develop self-identity and practice decision-making skills.

Practical English in the 11th grade concentrates on writing skills. Students write to various businesses and maintain communication with a class of pen pals in Japan. Decision-making skills are also polished as the students learn and practice parliamentary procedure in class meetings.

Senior English students polish skills that will be needed in the world of work. The emphasis is on reading better, writing intelligibly and speaking clearly. Students read four books during the year, write a short term paper, give a three-minute talk to the class, and role-play many work situations. All of these activities prepare the students for writing reports on the job, reading directions, and verbalizing their desires in their careers.

Probably the most practical class of the PASS curruculum is practical math. Fluency in the four basic math operations is a necessity

in today's world. The practical math class goes a step beyond this by introducing students to consumer-oriented subjects such as banking procedures, interest rates, income taxes, savings plans, unit pricing, loan practices, and consumer protection agencies.

Practical science is an attempt to provide students with the science knowledge they will need in life. Students proceed from unit to unit by completing a set of specifically stated objectives. Learning situations are enhanced through a large number of lab experiences. Among other things, students may receive certificates in Red Cross First Aid, learn about weather, study nutrition, inquire into the structure and functioning of the human body,

The curriculum is not the only thing unique about Project PASS. So are the methods used to get this curriculum over to the students.

All of the PASS classes make extensive use of guest speakers. Speakers from the "world of work" are frequently used in English classes. Insurance agents, travel agents, radio station managers, mechanics, factory workers, restaurant managers, and others have spoken to the classes to help the students discover the jobs that are available and the skills they are going to need to obtain them. But not all speakers are work related. During a unit that involved reading "The Call of the Wild," the sophomore English class heard Bob Jenni, science editor of KWTV, talk about his work with wildlife.

Some math and science speakers have been IRS agents talking about taxes, bankers talking about banking procedures, doctors talking about diseases and how to check into a hospital, insurance agents talking about car and health insurance, police officers talking about drugs, a veterinarian talking about the care of pets, a television weather forecaster explaining weather forcasting, and a horticulturist demonstrating the care of many common house plants.

Many of the guest speakers could not be used if it were not for the project's videotape machine. Speakers can be taped at their convenience and the tapes shown to the classes later.

The classes also use the videotape to record role-play activities such as mock job interviews. Such a tool helps the students evaluate their own performances and improve on their abilities to obtain jobs. The science classes use videotape to record lab exercises. Students absent from class on a lab day can observe the labs on replay and benefit from what would normally be a lost exercise.

This year the project staff has embarked upon a new thrust to increase the individualized nature of the project. Using an Apple II microcomputer, the project staff has designed computer tutorials (CT's) that teach mini units on a wide variety of subjects in which the students may be having difficulty. The Tutorials, specific in nature and short in

duration, enable the student to work on specific problems.

A large number of the English CT's are on grammar and spelling, math CT's include help in the four basic math functions as well as instruction on areas, perimeters and interest rates. Some of the science CT's are on metrics, weather, nutrition, and human blood circulation. Not only are the computers a valuable asset in the project's total instructional package, but computers are an everyday part of today's business functioning. Prospective employees with at least some experience with computers have a distinct advantage over those that have none.

Evaluation of students in the program has shown encouraging results. Students were measured on academic growth, attendance and attitude toward school. Post-testing showed students made significant gains as much as 1½-2 years grade advance in academic levels as compared with both their pretests and control groups.

Attendance was monitored throughout the year. Unexcused absenses were three times less frequent in the practical classes than in the non-practical classes. Finally, the students' attitudes toward school were shown to be improved over the beginning of the year.

Gary Webb says of the project, "We hope to bring about a greater self-respect in the student. We feel that we have done this. Not only has the interest in personal achievement grown among the students, but also the interest in the activities of the classroom has become greater. The students are in an atmosphere where they feel that the teacher cares about their progress and achievement. This seems to have made the difference." □

THE COURAGE TO TRY

"Design contests are good ways of finding out which students have imagination and creativity."

by David King

Creativity, logic, ingenuity and ability- these are all necessary qualities for the future engineer. To challenge students to develop these qualities and to expose them to some aspects of engineering and applied science, the Putnam City Science and Engineering Club, a member organization of the Junior Engineering Technical Society, staged several design contests this year for its members and the students of Putnam City High School.

The first contest was held in early October. The participants were to make paper airplanes designed to fly great distances, remaining in the air for long periods of time. There was a large variety of entries ranging from the usual type to hollow cylinders to bird-like patterns. The planes were launched from the school auditorium's balcony. Some soared like eagles; others plummetted like rocks. In the end, David Callahan and Walter Albrecht won the time and distance prizes, respectively.

The next contest was perhaps the most interesting and certainly the most challenging. The students were to build a device to transport an egg 25 feet using only a set list of building materials and the power of four rubber bands. Bases for judging the entries were the times in which they traveled the set distance and the cost of building. The matter was further complicated by a brick wall placed one foot behind the finished line. As in the airplane contest, the designs were greatly varied. Some were prop-powered, others used gears or a rack and pinon, while still others simply used twisted rubber bands. Some looked like children's toys, some were well-built machines, and one contraption appeared to have been designed to carry the egg across the Grand Canyon rather than a mere 25 feet. David Callahan was a winner again, taking both the speed and economy prizes.

The club also held a toothpick-bridge contest. These bridges, when well designed, can be built to hold more than a thousand times (or more than 800 pounds) their own weight. The final contest was the designing and building of a wind-powered vehicle.

Science and Engineering Club Sponsor John Knight explained, "Design contests are good ways of finding out which students have imagination and creativity and of showing the students themselves that they have these qualities." □

Terri Karns works hard getting her 'machine' ready to carry her egg.

STUDENT PILOT

Goal setting leads to exciting accomplishments.

by Debbie Hetteel

Early goal-setting and enthusiastic hard work paid off for P.C. North senior David Carmichael when he decided his interest and talent lay in aeronautics.

Because he made himself plan patiently, he was able to attain a driver's license and go on his first solo flight on his sixteenth birthday - earliest possible legal age at which a person can achieve either. In addition, when his seventeenth birthday rolled around, he "gave himself his own best birthday gift" - a pilot's license, again, on the earliest possible date.

Early flights with his father and some of their friends led David Carmichael to feel that flying might be for him.

"This early interest came back to me when one of my friends called and told me that he was in ground school and I decided to join him," stated David.

His enthusiasm took him through 48 hours of ground school, "which is like driver's education except you learn about flying." He then had to take three solo night flights, instrument flights and several night landings in addition to 41.2 hours of daytime solo flying.

"It wasn't easy for me to study for my license because at the same time I was going to school, running track and working.

His flying has not always been as smooth as people might think.

"One day I was flying and the plane began to make funny noises and began to shake real bad and I didn't know what was wrong. I called the control tower and told them I was having trouble and they told me to fly back and land. When I landed they told me that two out of four cylinders had failed because the spark plugs fouled up."

"On my sixteenth birthday I got to go on a solo flight. I had to fly to Childress, Texas, then on to Gage, Oklahoma then back to Oklahoma City. This flight took me about five and one half hours to complete, but I got my flight license and driver's license on that day."

David took his lessons from George Lotz, who says "I am real proud of David for his accomplishments because not too many young people his age have been able to do this. I think his flying is something that he'll be able to use the rest of his life. I have a lot of confidence in him and I'll stand behind him 100 percent."

David's flying doesn't stop here with just a private pilot's license which he got on his seventeenth birthday, for he intends to get his commercial license within the next year.

"It is something that I want to do as a career and I would really like to be a commercial pilot. I enjoy flying because it's great!"

David Carmichael, Sr. is Executive Officer of the Aeronautical Center. □

ALL-STAR BAND

267 Marchers practiced 35 hours to perform at All-State Football Game.

By Zoe Lee

Twenty-three Putnam City band students and 244 other band members from all over the state got to take part in an exciting once-in-a-lifetime experience last summer when they performed the half-time ceremonies at the North/South All-State Football Game as members of the 1979 Oklahoma All-Star Marching Band.

Students submitted applications through their high school band directors and had to have the directors personal recommendations. There were 360 applications for the band, yet only 267 were accepted. Students came from schools all over the state. In all, 98 Oklahoma high schools were represented. High school size classes were represented as follows: 15 from Class B, 32 from Class 1A, 18 from Class 2A, 15 from Class 3A, and 18 from Class 4A. The grade point average for the total membership was 3.6.

The band was under the direction of Gene Thrailkill, director of the University of Oklahoma bands. Instrumentation included 50 trumpets, 30 clarinets, 28 flutes, 25 trombones, 24 alto saxophones, and 18-piece percussion section, 16 basses, 15 French horns, 11 tenor and bari saxophones and 9 baritones. The honor of the field leadership was given to Scott Meadows of Ardmore. The band membership also included a 40-member flag corps.

The camp was held on the Oklahoma University campus in Norman during the last week of July. The students arrived on a Sunday afternoon, eager and more than ready to begin working on the half-time show for the N/S All—State Game. They didn't have to wait long. The first marching practice was scheduled for that very night. Marching practices were held on Owen Field in Memorial Stadium. The band practiced its marching six hours a day and its music for two hours each afternoon.

Music for the half-time show had been mailed to the members of the band in June. They were to practice on the music before going to camp and try-outs were held on Sunday.

The try-outs were for the purpose of assigning parts to the musicians. As soon as the parts were assigned on Monday, the half-time music was handed out. The members were informed on Tuesday that they were expected to have the music and the marching memorized by Thursday. It was extremely difficult, but all managed to do so.

The whole week was not strickly for work. Students had some free time everyday to do as they pleased. The University swimming pool was open every afternoon and evening after practices. Some students chose to go shopping or sight-seeing around the campus and the college town. Others preferred staying in their dorm rooms and resting.

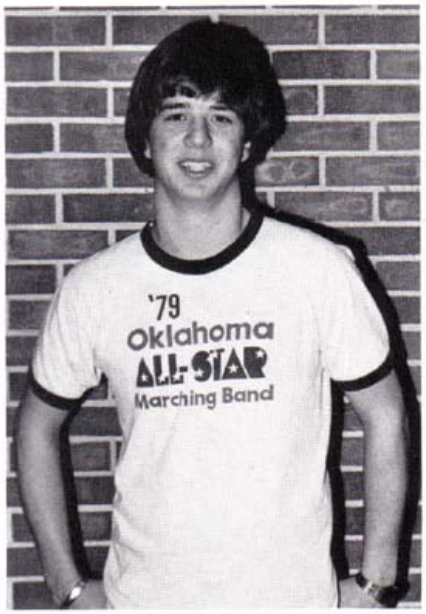
On Thursday the faculty held a dinner for the band members which was followed by a disco party.

By the time Friday finally arrived, the band was excited and more than ready to perform. Students loaded the buses early Friday afternoon and headed for Tulsa. Dinner was waiting for them upon arrival. The musicians ate, changed into their uniforms (black pants with a uniform t-shirt) and met at Skelly Stadium ready to do the show on which they had worked so long and hard.

When the clock finally ticked the minutes away to half-time, the band was on the sidelines, eagerly awaiting the beginning whistle.

The drum major gave the signal and the show began. The show lasted 10 minutes and

Howard Manwarren shows off his All-Star T-shirt.



music included--"Echano," "Fanfare for a Common Man," "Bugler's Holiday," "Battle Hymn of the Republic" and "Oklahoma!"

Each member of the band put out maximum effort and it showed. The half-time performance was a complete success. Everyone enjoyed the show. The band received a standing ovation and cheering of the crowd.

Mike Reed, Band director of P.C.H.S., was one of two assistant band directors for the camp. Reed is a graduate of the University of Oklahoma and was a student of Thrailkill's during two years of college. Reed specializes in the clarinet.

The objective of the second annual Oklahoma All-State Marching Band is to promote the youth of the state of Oklahoma and to showcase the superior teaching that is being done by the state's band directors. Each member of the 1979 OASMB paid his own tuition for the week-long camp that culminated with the half-time performance at the North/South All-State Football game.

Twenty-three students from the Putnam City school district were chosen to be members of the 1979 OASMB. Students from Putnam City High School included Michelle Allen, trumpet; Phyllis Bolton, french horn; Johnny Boyd, trombone; Wayne Greene, trumpet; Zoe Ann Lee, trumpet; Mike Morrison, alto saxophone; Mike Simone, percussion; Scott Spies, alto saxophone, and Bob Winningham trumpet. The students chosen from Putnam City West included Deani Cooper, clarinet and Howard Manwarren, tuba. The students chosen from Putnam City North included James Bratcher, tuba; Lori Dickson, tenor sax; David Ferguson, trumpet; Teena Fraser, flute; Mike Higgs, trombone; Kynda Knoblock, alto sax; Karen Kreger, flag; Jeff McClendon, French horn; DeAnna McIlroy, flag; Susan Pirtle, flag; John Shaw, trumpet; and Lori Todorovich, flag. □

District students from Putnam City (top) and North, show off their uniform t-shirts.
The band takes the field.

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An excellent example of Design and Function working in Harmony, Northridge Elementary School will provide an exciting and stimulating learning environment for the 750 students it will house.

Putnam City's newest elementary school near completion, will be open to its first students for the fall semester 1980. Northridge Elementary, named for the area which it serves, is dedicated to Lee Stinchcomb, a "Founding Father" of the Putnam City School System.

Jones-Hester-Bates-Rick-Baumeister, architects, have given every consideration to the ease of accessibility for handicapped students in their design of the school. Exterior ramps bridge to the front entrances, while an elevator moves handicapped students from floor to floor once inside the building. Although Northridge is two-story, there are two on-grade entries to the second floor level and six at the first floor level.

The latest energy conservation features, subterranean first floor, heavily insulated exterior walls and roof, and insulating glass, are incorporated into the school. Roof overhangs are designed to keep out summer sun but allow for winter sun to warm the classrooms.

The design features a conventional classroom plan, that can be expanded into a team-teaching situation by opening the operable partitions between pairs of classrooms. A flexible open-concept was maintained in the Media Center and Gymnasium/Cafeteria/Auditorium areas to allow maximum variations in the use of space. Sound control and sound isolation were a major concern in combining the conventional classrooms and the flexible activity areas.

The interior areas are brightly colored with many textures and materials, all of which were selected for their appearance, comfort and maintainability. The exterior, while subdued in character to the interior, is by no means lacking in design. Strong, definite architectural lines create an exciting community facility.

The center of learning activities, the two-story Media Center, is the focal point of the school with its large tree of knowledge wall graphics and verse.

The Ancients learned under the tree,
The Knowledge that they passed to me,
And seeds of Knowledge planted here,
Sprout new ideas throughout the years.

A combined Gymnasium/Cafeteria/Auditorium provides a single large interior activity area, or a separate gymnasium and cafeteria/auditorium when operable partitions are closed. This provides maximum flexibility since the overflows from any area may use the adjacent spaces. These high-activity areas feature sound-absorbing acoustics and energy-saving mercury vapor lights that create an exciting pattern on surrounding walls and floors.

The staging area/teacher dining/music rooms provide a unique combination of spaces, each with many functions. Teacher dining may become dressing rooms, music rooms may become backstage for a production, the staging area may be used exclusively by the music students during proactive or small performances, their versitility is limitless.

Specialized classroom areas, such as Art, Science, Music Learning Disabilities and Speech, will allow a wide range of learning experiences to help develop each child to his fullest potential. □

DOUBLE DOCTORATES DO DOUBLE DUTY

Putnam City Schools' Administration Office is home base for two educators with doctoral level degrees.

How does one handle living in a household where two people possess doctorates? Does the mail come addressed to "Dr. and Dr." or would Emily Post suggest that such an educated couple be referred to as "The Drs. Colvin?" And who really gets in the last word? Most important of all is . . . Who wins at Scrabble?

Dr. Dwayne Colvin is Putnam City's Assistant Superintendent of Curriculum and Instruction while Dr. Janice Colvin is Coordinator of the Bilingual Education Program for the district.

Dwayne's responsibilities include overseeing and coordinating what's taught at all schools in the district. He helps teachers and principals communicate across subject area and individual school lines so that Putnam City students are given the best possible educational opportunity.

Janice's duties are similar but not identical to those of her husband. She has helped set up programs for students whose first or initial language is not or was not English.

Janice came to the system from the Edmond School System where she set up the elementary counseling program. Before then, she taught music for nine years in Guymon and was High School Band Director at Hardesty for four years.

She was born in Adams, Oklahoma, and was graduated from Corn High School in Corn, Oklahoma.

She was granted her bachelor's degree in Music Education from Oklahoma Panhandle State University and earned her master's in Student Personnel and Guidance from Oklahoma State University (OSU) in 1973. She received her doctorate in curriculum and instruction in 1978, also from OSU.

At Putnam City she first was employed as an elementary counselor at Rollingwood and Coronado until August, 1979, when the elementary counseling program was discountinued by the district.

For five weeks she went back to the classroom as an elementary music teacher until approval for the bilingual education program came through.

Dwayne was born at Beaver City and was graduated from Balko High School in far northwestern Oklahoma. He received his bachelor's degree from Oklahoma Panhandle State University in Industrial Arts Education in 1963 and his master's in elementary education from OSU in 1967.

His docorate was granted in Educational Administration at OSU in 1975.

His first real teaching experience was in an elementary school in Elmwood, Oklahoma, teaching science and physical education.

Next he proceeded to Guymon where he taught fourth and sixth grades for two years before being promoted to elementary school principal, a position he retained for two years.

Then Dwayne served a four-year tour of duty as principal of Guymon Junior High.

He moved to Edmond Public Schools in 1975 to take the job of Assistant Superintendent of Schools. From Edmond he came to Putnam City. □